



Excellence • Equity • Engagement
for **ALL** Students



BOARD OF EDUCATION AGENDA

October 13, 2014

The Board of Education of Lawrence Public Schools, USD 497, will meet in the Interactive Technology Center (First Floor) of the Educational Support & Distribution Center, 110 McDonald Drive, Lawrence, Kansas, at 7 p.m.

Call to Order

Approval of Agenda

Recognition of Audience

CONSENT AGENDA (ITEMS MARKED WITH *)

Consent agenda items are those that are considered routine and are adopted by one motion, unless any Board Member or the Superintendent requests that an item be removed. The item/items removed are voted on separately.

Motion: I move the Board adopt the items listed on the Consent Agenda.

Minutes*

September 22, 2014 regular meeting

Financial Reports*

- School Activity Funds

Personnel Report*

Monthly Vouchers*

Approvals*

1. Board Policy Committee Recommendations – Final Action
2. NRA Request – 9 Del Lofts
3. Waterline Utility Easement – Woodlawn

Report of President of Board of Education

Report of Superintendent of Schools

Board Commentary

Reports

Update: United Way Education Goals

- Erika Dvorske, president/ceo, United Way of Douglas County

Update: Certified Staff, Administrator & Superintendent Evaluation Processes

- Anna Stubblefield, director, human resources

Old Business

New Business

Board Member Attendance at Public Boundary Meetings

- Shannon Kimball, board president
- Vanessa Sanburn, board vice president

Adjournment

Future Agenda Items

Approval: New Evaluation Process & Document for Superintendent

Approval: Delegate to KASB Annual Convention

Announcements

October 15	Fringe Benefit Committee Meeting, ESDC	4:15-5:45 p.m.
October 21	Public Boundary Meeting, Langston Hughes	5:30-6:30 p.m.
	Public Boundary Meeting, Sunflower	7-8 p.m.
October 27	Regular Board Meeting, ESDC	7 p.m.
November 3	Public Boundary Meeting, Quail Run	5:30-6:30 p.m.
	Public Boundary Meeting, Deerfield	7-8 p.m.
November 6	Public Boundary Meeting, Schwegler	5:30-6:30 p.m.
	Public Boundary Meeting, Pinckney	7-8 p.m.
November 10	Joint City/County/School District Meeting, ESDC	5-6:30 p.m.
	Regular Board Meeting, ESDC	7 p.m.

**MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
OF DISTRICT 497, HELD IN THE LAWRENCE PUBLIC SCHOOLS
INTERACTIVE TECHNOLOGY CENTER,
EDUCATIONAL SUPPORT AND DISTRIBUTION CENTER,
110 McDONALD DRIVE, IN THE CITY OF LAWRENCE**

September 22, 2014

CALL TO ORDER

At 7 p.m., Board President Shannon Kimball called to order the regular meeting of the Board of Education.

APPROVAL OF AGENDA

Upon a motion by Vanessa Sanburn, seconded by Rick Ingram, the board voted, in a unanimous voice vote, to approve the agenda as published.

ROLL CALL

Board Members Present

Shannon Kimball, president
Vanessa Sanburn, vice president
Kris Adair
Bob Byers
Marcel Harmon
Rick Ingram
Randy Masten

SAT Members Present

Rick Doll, superintendent
Kyle Hayden, assistant superintendent,
business & operations
Angelique Kobler, assistant superintendent,
teaching & learning
Jerri Kemble, assistant superintendent,
educational programs & technology
Julie Boyle, director, communications
Janice Dunn, clerk

Others Present (Including Administration and Staff)

Charlotte Anderson	Dustan Boleski	David Cunningham	Elliot Hughes
Denise D. Johnson	Kathy Johnson	Stan Roth	Jamie Shew
Ann Wilson			

OATH OF OFFICE

Jamie Shew, clerk, Douglas County, Kansas, administered the oath of office to newly appointed board member, Marcel Harmon.

RECOGNITION OF AUDIENCE

President Kimball asked for public comment on any item not included on the agenda. There was none.

APPROVAL OF CONSENT AGENDA

Following a motion by Vanessa Sanburn, seconded by Randy Masten, the board voted, in a 7-0 roll call vote, to adopt the items listed on the consent agenda.

The consent agenda included the following:

- The minutes of the September 8, 2014 regular meeting
- The financial reports including school activity funds, budget to actual, cash summary

Approval of Consent Agenda (Continued)

- The September 22, 2014 personnel report
- The monthly vouchers in the following account totals:

<u>Fund</u>	<u>Amount</u>
General	\$ 469,393.01
Local Option Budget	90.81
Food Service	266,934.45
Vocational Education	8,816.43
Special Education	16,625.96
Capital Outlay	153,180.75
Adult Basic Education	250.00
Virtual School	465,490.31
Professional Development	4,672.51
Bilingual Fund	1,424.41
Parents As Teachers	226.56
Student Materials Revolve	17,857.73
At Risk (K-12)	1,184.63
2013 Bonds	2,180,251.00
Title I 2015	24.70
Title I C/O 2015	2,208.10
Title In Ed 2015	498.33
Johnson O'Malley In Ed 2014	194.98
Carl Perkins 2014	284.00
Carl Perkins 2015	946.02
Title III-ESL 2013	90.00
Spectra-Medicaid	222.73
Title VIB 2015	5,800.00
Deaf/Blind State Aid 2015	132.99
Loc/Don/Gra	1,391.79
TOTAL	<u>\$3,598,192.20</u>

- Approvals of the following:
 - Board Policy Committee Recommendations – Final Action
 - Board Policy Committee Recommendations
 - Fee Amendment with Momenta Architects – College & Career Center
 - Purchase of HVAC Equipment – New York
 - IDEA Part B Assurances for KSDE
 - Purchase of Uniforms – Free State

On behalf of the Board of Education, Vice President Vanessa Sanburn acknowledged and expressed sincere appreciation to the following:

...*Susan Esau* for her 11 years of service and devotion to this community and its schools upon her retirement effective September 18, 2014.

REPORT OF BOARD PRESIDENT SHANNON KIMBALL

Board President Shannon Kimball shared the following:

As most are aware, our district has experienced extremely offensive acts of vandalism during the past several days. I am deeply offended by the racial and vulgar content of these acts of vandalism, and condemn these incidents in the strongest terms. I too believe that these offensive acts do not reflect the positive relationship that exists between our two high schools or the respect our students have for equity and racial diversity.

Report of Board President Kimball (Continued)

I want to emphasize that, with regard to the incident at Lawrence High, there was no relationship between the persons responsible and the football team. The Free State High School administration took appropriate disciplinary measures, but please understand that the specifics of disciplinary matters are confidential due to the student privacy rights involved.

Our board has been very supportive of our district's goals surrounding equity, and will support the staff and administration's efforts in responding to these incidents. I also support the administration's insistence of a community service and diversity education program component to the disciplinary measures used. These measures are a vital part of our educational response to this issue, given the circumstances involved.

Thank you.

REPORT OF SUPERINTENDENT RICK DOLL

- Superintendent Rick Doll stated that he wanted to emphasize that the administration, teachers and staff are trained and prepared to respond and react to the recent incident (vandalism and racism). He said, because of the district's equity work, they are ready for the challenge and are going to take it.

Dr. Doll said his presence at Friday night's game was to assure the community that this will not be swept under the rug. He stated that it was, personally, a difficult thing to do.

He reported that there will be districtwide courageous conversations with faculty members and students. Superintendent Doll said he recognizes that this is a painful situation and he is concerned that students of color will feel marginalized, hurt and threatened. He said he feels this is an opportunity for growth and the district intends to seize it. He shared an "interesting" thought that the initial act of vandalism was aimed at Lawrence High School and students of color, yet 28% of the students at Free State High School are students of color.

He also reported that one of the game officials stated that the football kids were class act sportsmen the entire game. The official said they shook hands, hugged and talked after the game. Dr. Doll stated that the football coaches led the way and these athletes are also going to lead the way in order to be in a better place.

- Superintendent Doll reported that there were around 150 people who attended the College and Career Center Groundbreaking Ceremony last Thursday. He said it was fun to have the high school student advisory board members and the Free State High Robotics Team involved. Dr. Doll added that it was a nice opportunity to once again thank district voters for the passage of the bond issue, HiPer Real Estate Holdings for the gift of land at 2920 Haskell Avenue, and The Chamber, Economic Development Council and community and technical school partners for their support in helping make the dream a reality. He acknowledged the USD 497 communications director, Julie Boyle, who was instrumental in planning the groundbreaking activities.
- He reported that tomorrow is Local Foods Day in all of the schools. He said that students will be offered a special menu of soft tacos, burritos, salsa and fruit made from locally grown and produced foods, including produce from three of the middle school gardens. The hamburger, cheese tortillas, tomatoes, peppers, cucumbers, watermelon and cantaloupe which will be used to make lunch are all local foods. Dr. Doll noted that Food Services will also be starting a series of chef demonstrations in the middle schools with tomorrow's demonstration at West making salsa.

BOARD COMMENTARY

Bob Byers

...reported that he attended the football game last Friday night at Lawrence High School. He said it was an opportunity for him to reconnect with the community following his short-term absence from the Board of Education and also it was an opportunity for him to see how people were reacting to the incident. He said he loved the competitiveness and pomp and circumstance of the game and the camaraderie at the end of the game. Mr. Byers stated that it is difficult to reconcile what happened on Wednesday night with the atmosphere he experienced. He said the incident had nothing to do with school pride or Lawrence High versus Free State High, it had to do with five young adults who made a conscious choice to commit what most would call a hate crime. He added that these individuals have caused the community some anguish that could have been saved.

Board Member Byers said it is important to take stock of the good things that have happened and are happening in our district around equity and add a "twist" about diversity, which is different from equity and equality.

Rick Ingram

...expressed appreciation for the comments made by Bob Byers, saying he echoed them. He said he also attended the football game on Friday evening and wanted to publicly thank Superintendent Rick Doll for his courage in speaking thoughtfully and candidly to the crowd. Mr. Ingram said he thought the message was well stated and it came across.

REPORTS

Boundary Advisory Committee Recommendations

Kyle Hayden, assistant superintendent, business and operations, recalled that last spring, the Board of Education received a report from the Boundary Advisory Committee in regard to its progress on middle school boundary changes. He stated that, since that time, the committee has looked at elementary school boundaries and has recommendations for changes beginning in the 2015-2016 school year.

Mr. Hayden noted that the established Guiding Principles for Boundary Decisions were followed with consideration of enrollment and school capacity data provided by Rob Schwarz, RSP & Associates.

Committee recommendations for elementary schools include the following:

- Langston Hughes to Quail Run – the area north of 6th Street, between Folks Road and Queens Road (transition begins '15-16)
- Schwegler to Hillcrest – the area east of Kasold Drive and north of Clinton Parkway (transition begins '15-16)
- Deerfield to Sunset Hill – the area along Stetson Drive east to Kasold Drive and the area south of Trail Road, between Monterey Way and McDonald Drive (transition begins '16-17)

It was noted that the ESL boundaries will also adjust in these areas.

Committee recommendations for middle schools made last spring include the following:

- Pinckney Elementary – create a pure feeder model by sending all students to Liberty Memorial Central (transition begins '15-16)
- Schwegler Elementary – create a pure feeder model by sending all students to South (transition begins '15-16)
- Sunflower Elementary – all students residing at 33rd Street and Four Wheel Drive to attend Southwest (transition begins '15-16)

Reports ~ Boundary Committee Recommendations (Continued)

Pending committee recommendations for middle schools include the following:

- Quail Run Elementary – all students residing south of 6th Street and north of Harvard Road will attend West. The West boundary will end at Queens Road (transition begins '15-16)
- Langston Hughes Elementary – create a pure feeder model by sending all students to Southwest including the area north of 6th Street and west of Queens Road extending west to the district boundary line (transition begins '15-16)

The middle school transitional boundary process will include the following:

- ❖ Students entering grade 6 for the '15-16 school year will begin attending new attendance area school
- ❖ Students entering grades 7 or 8 may...
 - continue attending the same school
 - begin attending new attendance area school
 - younger siblings entering grade 6 may attend the same school as older sibling

The elementary school transitional boundary process will include the following:

- ❖ Students entering grades Kindergarten through 2 for the '15-16 school year will begin attending new attendance area school
- ❖ Students entering grades 3, 4 or 5 may...
 - continue attending the same school
 - begin attending new attendance area school
 - younger siblings entering grades K-2 may continue attending the same school as older sibling

It was noted that, in accordance with current transfer policy for both middle and elementary schools, parents can submit a request for school transfer to continue attending the current school with consideration to available classroom space and the student code of conduct. In addition, transportation will not be provided for students attending a school outside of their assigned attendance area.

Assistant Superintendent Hayden reported that the next steps in the process will include public meetings to communicate with the school communities that will be impacted by the new transitional boundaries. Following those meetings, administration will begin planning for implementation of the changes for the 2015-2016 school year. He also stated that enrollment data will continue to be reviewed annually and capacity concerns will be addressed and boundary adjustments made when feasible.

OLD BUSINESS

Approval of Local Option Budget Resolution

Kathy Johnson, director, finance, recalled her report to the Board of Education on April 14, 2014, that Senate Substitute for House Bill 2506 had made significant changes to the calculation for the Local Option Budget (LOB). The impact of those changes to Lawrence USD 497, which was at 31% LOB, had resulted in an estimated net loss of \$1,808,512 in LOB budget authority.

Ms. Johnson also recalled that USD 497 increased its LOB to 33% by board action on June 9, 2014 for the 2014-2015 school year which provided \$1,414,670 of budget authority. She stated that, in order to maintain that same budget authority for future budget years, the law requires that a mail-in election be carried out to give the district permission to maintain the authority to adopt a local option budget, in any school year, in an amount not to exceed 33% of the amount of state financial aid determined for the school year.

Old Business ~ Approval of LOB Resolution (Continued)

She requested that the Board of Education approve a resolution to adopt a local option budget of 33%, set a mail ballot election date and approve the ballot language for the election. Ms. Johnson noted that, following this, the Douglas County Clerk would begin work on a package of election documents that must be approved by the office of the Kansas Secretary of State at least 45 days ahead of the mail ballot election date.

Upon a motion by Vanessa Sanburn, seconded by Bob Byers, the board voted, in a 7-0 roll call vote, to approve the attached resolution and mail ballot language for adopting a 33% local option budget, continuous and permanent, and set a mail ballot election for January 27, 2015. (See Attachment Nos. 1 & 2)

Final Approval of 2014-2015 Board of Education Goals

Rick Doll, superintendent, recalled that, at its September 8, 2014 meeting, the Board of Education approved a draft of the 2014-2015 goals with suggested additions. He reported that those have been incorporated into the final draft, then recommended approval.

Prior to the vote, a board member suggested a change in wording under Board Goal 6: Facility Planning and Progress #3 from "energy efficient" to "sustainable" in order to include all relevant aspects of buildings and sites.

A motion was made by Rick Ingram, seconded by Shannon Kimball, to approve the Board of Education goals for the 2014-2015 school year with the suggested change in wording. The motion passed by a 7-0 roll call vote.

NEW BUSINESS

There were no items of new business.

ADJOURNMENT

At 8:13 p.m., a motion was made by Rick Ingram, seconded by Randy Masten, to adjourn the regular meeting of the Board of Education. The motion passed by a unanimous voice vote.

Janice E. Dunn
Clerk, Board of Education

To: Board of Education

From: Kyle Hayden, assistant superintendent, business & operations, ext. 4309
Kathy Johnson, director, finance, ext. 2376

Re: Resolution to Increase Maximum Local Option Budget (LOB) Authority

Date: September 18, 2014

Background:

Senate Substitute for House Bill 2506 made significant changes to the Local Option Budget (LOB) calculation. As shared with the Board of Education on April 14, 2014, the impact of these changes to Lawrence was an estimated net loss of \$1,808,512 in LOB budget authority.

The change does allow for school districts to increase their Local Option Budget (LOB) percentage over 30% up to 33% to help offset the formula change, if approved by patrons utilizing a mail election ballot. Those districts that already had an election to increase their LOB to 31% could increase their LOB to 33% by action of the Board of Education for 2014-2015 only. A mail ballot election is required to continue the 33% for 2015-2016 for those districts currently at 31%.

On June 9, 2014, the Board of Education did approve for the 2014-2015 budget, a 33% Local Option Budget, as allowed under Senate Substitute for House Bill 2506.

Rationale:

With the June 9, 2014 approval to use a 33% LOB, the additional authority did not offset the entire budget authority loss, due to the formula change. It did provide \$1,414,670 of budget authority that would not have been realized if the Board of Education had not approved the higher LOB percent. Without this authority, the net impact to the district's 2014-2015 budget would have been a net loss, even with projected enrollment growth and the slight increase to the Base State Aid Per Pupil (BSAPP).

In order to maintain this LOB budget authority for future budget years, the law requires a mail election ballot to be done, giving the school district permission to continue to have the authority to adopt a local option budget, in any school year, in an amount not to exceed 33% of the amount of state financial aid determined for the school year.

Recommendation:

Administration recommends that the Board of Education approve a resolution to adopt a local option budget of 33%, continuous and permanent, and set a mail ballot election for January 27, 2015.

Motion:

"I move the Board of Education approve the attached resolution and mail ballot language for adopting a 33% local option budget, continuous and permanent, and set a mail ballot election for January 27, 2015."

BOARD OF EDUCATION
Unified School District No. 497
Douglas County, Kansas

Resolution to Adopt a Local Option Budget -- #092214-1

WHEREAS, the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, currently has authority to adopt a local option budget of 31.00 percent of the general fund for use by the district; and

WHEREAS, the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, has determined that a local option budget of 33.00 percent of the general fund would be in the best interests of the district; and

WHEREAS, the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, is authorized by K.S.A 72-6433 and K.S.A. 72-6434, as amended, to adopt such a local option budget in an amount not to exceed 33% of the state financial aid determined for the district in the current school year; and

WHEREAS, the adoption of the amount of local option budget in excess of 31% shall be effective only if submitted to and approved by a majority of the qualified electors of the School District at a mail ballot election called and held in the manner provided by K.S.A. 10-120 and amendments thereto; and

WHEREAS, the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, has determined to exercise the authority vested in it by said law;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, shall be authorized to adopt a local option budget in any school year in an amount not to exceed 33% of the amount of state financial aid determined for the current school year, and that this authorization shall be continuous and permanent. The local option budget authorized by this resolution may be adopted, after approval by a majority of the qualified electors of the School District at a mail ballot election called and held thereon.

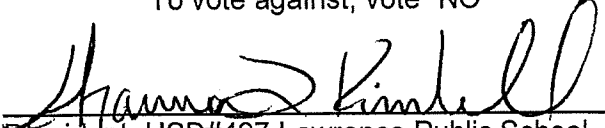
BE IT FURTHER RESOLVED THAT, the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, does hereby call for a mail ballot election on the following question and requests that said question be placed on the ballot for an election scheduled for January 27, 2015

BALLOT LANGUAGE

"Shall the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, be authorized to increase its local option budget authority by an additional 2%, from 31% to 33%, of its state financial aid and to be continuous and permanent?"

To vote in favor, vote "YES"

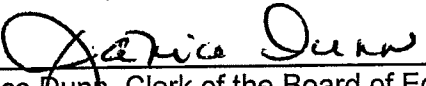
To vote against, vote "NO"


President, USD#497 Lawrence Public School

September 22, 2014
Date

CERTIFICATE

THIS IS TO CERTIFY that the above resolution #092214-1 and ballot language was duly adopted by the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, at a scheduled board meeting on September 22, 2014.



Janice Dunn, Clerk of the Board of Education

Current Cash Balance Report

ALL Data

Arranged by:

Group ID and Activity Number

Date: 08/01/2014 thru 08/31/2014

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Student Activity Funds					
0	0.00	0.00	0.00	0.00	0.00
1000 Class of 2013	500.00	0.00	0.00	0.00	500.00
1001 Class of 2014	102.55	0.00	0.00	0.00	102.55
1002 Class of 2015	168.00	0.00	0.00	0.00	168.00
1015 Bike Club	42.12	0.00	0.00	0.00	42.12
1016 Badminton Club	4.39	0.00	0.00	0.00	4.39
1017 Interfaith Forum (IF)	0.00	0.00	0.00	0.00	0.00
1018 Geography Club	2.25	0.00	0.00	0.00	2.25
1019 Asian Awareness	0.00	0.00	0.00	0.00	0.00
1021 Free State Yoga Club	22.70	0.00	0.00	0.00	22.70
1022 Book Club	140.00	0.00	0.00	0.00	140.00
1030 Business Professionals of Am.	328.57	0.00	0.00	0.00	328.57
1031 Fellowship of Christian Athletes	264.05	0.00	0.00	0.00	264.05
1033 Chess Club	796.20	0.00	0.00	0.00	796.20
1034 Diversity Club	17.96	0.00	0.00	0.00	17.96
1043 Class of 2001	500.00	0.00	0.00	0.00	500.00
1046 Class of 2004	500.00	0.00	0.00	0.00	500.00
1047 Class of 2005	500.00	0.00	0.00	0.00	500.00
1048 Class of 2006	500.00	0.00	0.00	0.00	500.00
1049 Class of 2007	500.00	0.00	0.00	0.00	500.00
1050 Class of 2008	500.00	0.00	0.00	0.00	500.00
1051 Class of 2009	500.00	0.00	0.00	0.00	500.00
1052 Class of 2010	500.00	0.00	0.00	0.00	500.00
1053 Class of 2011	0.00	0.00	0.00	0.00	0.00
1054 Class of 2012	500.00	0.00	0.00	0.00	500.00
1055 Computer Club	343.57	0.00	0.00	0.00	343.57
1056 FFA	2,105.68	0.00	0.00	0.00	2,105.68
1057 French Club	198.39	0.00	0.00	0.00	198.39
1058 Advanced Placement /Knowledge Master	1,000.00	0.00	0.00	0.00	1,000.00
1059 F.Y.I.	469.80	450.00	500.00	0.00	419.80
1060 Key Club	830.45	0.00	0.00	0.00	830.45
1062 Firebird Productions	7,200.77	0.00	0.00	0.00	7,200.77
1063 Young Socialist Club	0.00	0.00	0.00	0.00	0.00
1064 Math Team	209.33	0.00	0.00	0.00	209.33
1065 National Honor Society	3,719.40	15.00	786.62	0.00	2,947.78
1069 Anime	135.98	0.00	0.00	0.00	135.98
1070 Spanish Club	5.51	0.00	0.00	0.00	5.51
1071 Philosophy Club	16.69	0.00	0.00	0.00	16.69
1072 Native America Club	203.15	0.00	0.00	0.00	203.15
1073 Hype Inc.	167.41	0.00	0.00	0.00	167.41
1074 Science Olympiad	363.00	0.00	100.00	0.00	263.00
1075 Student Council	14,583.51	653.86	1,395.31	0.00	13,842.06
1076 JSA Junior Statesmen of America	0.00	0.00	0.00	0.00	0.00
1077 Family Career & Community Leaders of America	120.00	0.00	0.00	0.00	120.00
1078 Random Acts of Kindness	250.00	0.00	0.00	0.00	250.00
1080 Thespians	456.89	895.00	0.00	0.00	1,351.89
1081 Tolkien Club	399.22	0.00	0.00	0.00	399.22
1082 Pre-Med Club	100.00	0.00	0.00	0.00	100.00
1083 Environmental Club	69.30	0.00	0.00	0.00	69.30
1090 VICA-CIT	1,816.66	230.60	0.00	0.00	2,047.26
1094 Sweater Club	33.71	0.00	0.00	0.00	33.71
1095 National Art Honor Society	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Date: 08/01/2014 thru 08/31/2014

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1096 Writers Club	514.84	0.00	0.00	0.00	514.84
1098 Social Awareness Club	0.00	0.00	0.00	0.00	0.00
1099 Young Democrats Club	97.20	0.00	0.00	0.00	97.20
A Student Activity Funds Totals:	42,299.25	2,244.46	2,781.93	0.00	41,761.78
B District Activity Funds					
2000 Activity Tickets	19,645.68	11,471.64	0.00	-50.00	31,067.32
2010 Athletics/Gate Receipts	50,190.74	125.00	3,142.39	370.00	47,543.35
2015 Band	4,972.97	0.00	0.00	0.00	4,972.97
2016 Vocal	20,814.93	3,371.00	0.00	0.00	24,185.93
2017 Orchestra	2,033.18	2,015.54	659.39	0.00	3,389.33
2018 CCM NSF Rebate	10.00	5.00	0.00	0.00	15.00
2020 Cheerleaders	648.64	294.39	16.00	-370.00	557.03
2025 Coca Cola Commissions	5,462.19	0.00	0.00	0.00	5,462.19
2030 Debate	464.71	0.00	17.88	0.00	446.83
2033 DECA	12,040.11	0.00	0.00	0.00	12,040.11
2035 Theater	6,793.24	455.38	914.45	0.00	6,334.17
2040 Forensics	156.00	0.00	0.00	0.00	156.00
2050 Free State Enhancement	736.80	0.00	766.53	500.00	470.27
2060 Newspaper-Free Press	1,118.00	1,500.00	576.12	0.00	2,041.88
2065 Parking Permits	9,980.09	5,226.00	0.00	0.00	15,206.09
2070 Pom Squad	0.00	0.00	0.00	0.00	0.00
2074 Media/Field Trip	1,302.71	3,451.00	410.00	0.00	4,343.71
2075 Year Book	27,606.12	20,242.18	29,973.75	0.00	17,874.55
2080 Scholars Bowl	526.38	0.00	0.00	0.00	526.38
2085 Science Enrichment	0.00	0.00	0.00	0.00	0.00
2092 Encore Gate Receipts	34,099.48	0.00	0.00	0.00	34,099.48
2093 Color Guard	458.10	0.00	0.00	0.00	458.10
2094 Free State Media	0.00	0.00	0.00	0.00	0.00
2201 Officials/sports	2,778.32	0.00	900.00	0.00	1,878.32
B District Activity Funds Totals:	201,838.39	48,157.13	37,376.51	450.00	213,069.01
C Special Projects (District)					
3001 Baseball Account	21,226.13	0.00	0.00	0.00	21,226.13
3002 Cap & Gown Rental	0.00	0.00	0.00	0.00	0.00
3003 Camera Rental & Repair	1,869.15	0.00	0.00	0.00	1,869.15
3005 Model UN	74.60	0.00	0.00	0.00	74.60
3006 Math Awards	0.00	0.00	0.00	0.00	0.00
3008 Free State Football	13,931.49	4,625.00	1,220.00	0.00	17,336.49
3009 Free State Boys Soccer	8,995.23	6,777.10	609.50	0.00	15,162.83
3011 Firebird Fund	613.34	0.00	36.22	0.00	577.12
3012 Robotics/Engineering Club.-Special Projects	698.31	50.00	0.00	0.00	748.31
3013 Free State Girls Soccer	463.89	300.00	0.00	0.00	763.89
3014 Free State Girls Basketball	2,136.35	0.00	200.00	0.00	1,936.35
3015 Parking Fines	2,895.25	105.00	0.00	-500.00	2,500.25
3016 Free State Boys Basketball	1,750.89	175.00	775.00	0.00	1,150.89
3017 Student Planners	2,579.13	0.00	0.00	0.00	2,579.13
3018 Cross Country/Track	1,996.02	567.78	850.12	0.00	1,713.68
3019 Special Ed. projects	70.94	0.00	0.00	0.00	70.94
3021 Free State Tennis/Boys	56.60	18.40	0.00	0.00	75.00
3022 Free State Tennis/Girls	257.81	0.00	0.00	0.00	257.81
3023 Kelly Petry Scholarship	200.00	0.00	0.00	0.00	200.00
3025 Golf	1,384.97	0.00	0.00	0.00	1,384.97
3026 Girls Golf	605.84	0.00	0.00	0.00	605.84
3027 Weight & Film Room	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Date: 08/01/2014 thru 08/31/2014

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
3028 Battle of the Bands	773.40	0.00	0.00	0.00	773.40
3029 Gounds Beautification	610.31	0.00	0.00	0.00	610.31
3030 DECA Student Trips	0.00	0.00	0.00	0.00	0.00
3031 Green & Silver	955.65	0.00	0.00	0.00	955.65
3032 LINK	1,124.79	0.00	24.83	0.00	1,099.96
3035 Autism Program	13.81	0.00	0.00	0.00	13.81
3036 Freddie's Friends	42.94	0.00	0.00	0.00	42.94
3037 SLEIPS Service Learning Experience Interperso	1,397.37	20.00	0.00	0.00	1,417.37
3038 Football Program (additional)	73.66	0.00	0.00	0.00	73.66
3039 Free State Softball	18,990.05	0.00	0.00	0.00	18,990.05
3040 Testing Fund	7,805.95	0.00	0.00	0.00	7,805.95
3044 Jewelry/Metal	1,584.77	38.18	0.00	0.00	1,622.95
3045 Band Program (additional)	4,163.95	6,714.59	2,652.49	-45.00	8,181.05
3046 Baseball (additional)	1,769.08	0.00	0.00	0.00	1,769.08
3048 Gay/Straight Alliance	110.58	0.00	0.00	0.00	110.58
3049 Welding/Industrial Tech.	56.10	0.00	0.00	0.00	56.10
3050 Work Books	0.00	0.00	0.00	0.00	0.00
3051 Free State Wrestling	760.79	135.00	881.39	0.00	14.40
3052 Cartridge Recyclers	253.45	0.00	0.00	0.00	253.45
3053 Volleyball	4,247.41	92.00	485.96	0.00	3,853.45
3054 Winter Games Intramurals	69.50	0.00	0.00	0.00	69.50
3055 Winter Classic Progam	0.00	0.00	0.00	0.00	0.00
3056 Firebird Pride	466.72	0.00	0.00	0.00	466.72
3058 The Early Bird	338.51	0.00	0.00	0.00	338.51
3059 Renaissance Committee	785.90	0.00	0.00	0.00	785.90
3060 Making Miracles for Madison	0.00	0.00	0.00	0.00	0.00
3091 LEAP	0.00	0.00	0.00	0.00	0.00
3092 Track Special Program	0.00	0.00	0.00	0.00	0.00
3094 Bowling	1,929.48	0.00	0.00	0.00	1,929.48
3095 Photo Enrichment	570.34	0.00	0.00	0.00	570.34
3097 Girls Swim & Dive	1,319.33	0.00	0.00	0.00	1,319.33
3098 Boys Swim/Dive	2,068.71	0.00	0.00	0.00	2,068.71
3099 River City Baseball	0.00	0.00	0.00	0.00	0.00
3999 CORE/DUB Club	400.00	0.00	0.00	0.00	400.00
C Special Projects (District) Totals:	114,488.49	19,618.05	7,735.51	-545.00	125,826.03
D Fee Funds					
4001 Lost Text Books/Fines	580.26	243.00	0.00	16.00	839.26
4002 Instrument Rental Fee	0.00	50.00	0.00	0.00	50.00
4003 Miscellaneous Fines/Fees	18.00	126.00	0.00	0.00	144.00
4004 Participation Fee-Sport/Activity	0.00	50.00	0.00	0.00	50.00
4012 Co-Curricular Fee-Band/Orch/Vocal/Debate/Fore	0.00	75.00	0.00	0.00	75.00
4018 Student Fees- B.M.T.	882.00	63,307.25	0.00	-147.00	64,042.25
4022 Activity Trip Transportation	90.00	6,906.50	0.00	-15.00	6,981.50
4056 Course Fees	0.00	0.00	0.00	0.00	0.00
4100 Library fines & fees	14.50	34.55	19.96	0.00	29.09
D Fee Funds Totals:	1,584.76	70,792.30	19.96	-146.00	72,211.10
E Petty Cash					
5000 Petty Cash	750.00	0.00	0.00	0.00	750.00
E Petty Cash Totals:	750.00	0.00	0.00	0.00	750.00
F Clearing Account					
6000 Clearing Account	0.76	815.00	799.00	-16.00	0.76
F Clearing Account Totals:	0.76	815.00	799.00	-16.00	0.76

Current Cash Balance Report

ALL Data

Arranged by:
Group ID and Activity Number

Date: 08/01/2014 thru 08/31/2014

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
G Sales Tax					
7000 Sales Tax	199.57	3,425.87	199.57	0.00	3,425.87
G Sales Tax Totals:	199.57	3,425.87	199.57	0.00	3,425.87
Z Inactive Accounts					
1020 Biology Club	0.00	0.00	0.00	0.00	0.00
1040 Class of 1998	0.00	0.00	0.00	0.00	0.00
1041 Class of 1999	0.00	0.00	0.00	0.00	0.00
1042 Class of 2000	0.00	0.00	0.00	0.00	0.00
1044 Class of 2002	0.00	0.00	0.00	0.00	0.00
1045 Class of 2003	0.00	0.00	0.00	0.00	0.00
1061 Multicultural Club	0.00	0.00	0.00	0.00	0.00
1066 Ping Pong Club	0.00	0.00	0.00	0.00	0.00
1067 Odyssey of the Mind	0.00	0.00	0.00	0.00	0.00
1068 Outdoor Club	0.00	0.00	0.00	0.00	0.00
1097 Segue	0.00	0.00	0.00	0.00	0.00
2090 Sinfonia Gate Receipts	0.00	0.00	0.00	0.00	0.00
2095 Theater Gate Receipts	0.00	0.00	0.00	0.00	0.00
2202 Baseball	0.00	0.00	0.00	0.00	0.00
2204 Basketball-Boys	0.00	0.00	0.00	0.00	0.00
2206 Basketball-Girls	0.00	0.00	0.00	0.00	0.00
2208 Bowling	0.00	0.00	0.00	0.00	0.00
2210 Cross Country	0.00	0.00	0.00	0.00	0.00
2212 Football	0.00	0.00	0.00	0.00	0.00
2214 Golf- Boys	0.00	0.00	0.00	0.00	0.00
2216 Golf-Girls	0.00	0.00	0.00	0.00	0.00
2218 Gymnastics	0.00	0.00	0.00	0.00	0.00
2220 Soccer-Boys	0.00	0.00	0.00	0.00	0.00
2222 Soccer- Girls	0.00	0.00	0.00	0.00	0.00
2224 Swimming-Boys	0.00	0.00	0.00	0.00	0.00
2226 Swimming- Girls	0.00	0.00	0.00	0.00	0.00
2228 Softball	0.00	0.00	0.00	0.00	0.00
2230 Spirit Squad/Cheer	0.00	0.00	0.00	0.00	0.00
2232 Tennis-Boy	0.00	0.00	0.00	0.00	0.00
2234 Tennis-Girls	0.00	0.00	0.00	0.00	0.00
2236 Track	0.00	0.00	0.00	0.00	0.00
2238 Volleyball	0.00	0.00	0.00	0.00	0.00
2240 Wrestling	0.00	0.00	0.00	0.00	0.00
3000 Biology Student Trips/Adv Bio	0.00	0.00	0.00	0.00	0.00
3004 Peer Education Group	0.00	0.00	0.00	0.00	0.00
3007 Library Copier	0.00	0.00	0.00	0.00	0.00
3010 Music Student Accounts	0.00	0.00	0.00	0.00	0.00
3020 Special Fruit Sales	0.00	0.00	0.00	0.00	0.00
3024 En Fuego	0.00	0.00	0.00	0.00	0.00
3033 Spirit Squad	0.00	0.00	0.00	0.00	0.00
3034 National History Day	0.00	0.00	0.00	0.00	0.00
3041 Athletic Calendar Rebates	0.00	0.00	0.00	0.00	0.00
3042 Ryan Walker Memorial	0.00	0.00	0.00	0.00	0.00
3043 Sarah Elbayoumy Memorial	0.00	0.00	0.00	0.00	0.00
3057 Fundraising for Batting Cages	0.00	0.00	0.00	0.00	0.00
3093 Jan Guth Memorial/Band	0.00	0.00	0.00	0.00	0.00
3096 Baseball/chili feed acct.	0.00	0.00	0.00	0.00	0.00
4000 Textbook Rental Fees	0.00	0.00	0.00	0.00	0.00
4005 Supplemental Fees/Site	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Arranged by:

Group ID and Activity Number

Date: 08/01/2014 thru 08/31/2014

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
4006 Animal Science	0.00	0.00	0.00	0.00	0.00
4007 Veterinary Science	0.00	0.00	0.00	0.00	0.00
4008 Greenhouse	0.00	0.00	0.00	0.00	0.00
4009 Nat. Res. & Wildlife Mgmt.	0.00	0.00	0.00	0.00	0.00
4010 Digital Imaging I	0.00	0.00	0.00	0.00	0.00
4011 Digital Imaging II	0.00	0.00	0.00	0.00	0.00
4013 Supplemental Enrollment/district	0.00	0.00	0.00	0.00	0.00
4014 Floral Design & Floriculture	0.00	0.00	0.00	0.00	0.00
4015 Ceramics and Sculpture	0.00	0.00	0.00	0.00	0.00
4016 Agricultural Science/Business	0.00	0.00	0.00	0.00	0.00
4017 Human Anatomy & Physiology	0.00	0.00	0.00	0.00	0.00
4019 Instructional Material	0.00	0.00	0.00	0.00	0.00
4020 Drawing	0.00	0.00	0.00	0.00	0.00
4021 Technology Materials	0.00	0.00	0.00	0.00	0.00
4023 Field Trips	0.00	0.00	0.00	0.00	0.00
4024 Foods Class	0.00	0.00	0.00	0.00	0.00
4025 Jewelry/Art Metal	0.00	0.00	0.00	0.00	0.00
4027 Media	0.00	0.00	0.00	0.00	0.00
4030 Photography	0.00	0.00	0.00	0.00	0.00
4035 Drawing & Painting II	0.00	0.00	0.00	0.00	0.00
4040 Photography II	0.00	0.00	0.00	0.00	0.00
4045 Ceramics & Sculpture II	0.00	0.00	0.00	0.00	0.00
4050 Advanced Placement in Art	0.00	0.00	0.00	0.00	0.00
4055 Portfolio	0.00	0.00	0.00	0.00	0.00
4060 Drafting I & II	0.00	0.00	0.00	0.00	0.00
4061 Autocad-Comp. Aided Draft	0.00	0.00	0.00	0.00	0.00
4065 Architectural Drafting	0.00	0.00	0.00	0.00	0.00
4070 Jewelry/Art Metals II	0.00	0.00	0.00	0.00	0.00
4075 Lifetime Sports	0.00	0.00	0.00	0.00	0.00
4080 Computer Application	0.00	0.00	0.00	0.00	0.00
4085 Industrial Tech.	0.00	0.00	0.00	0.00	0.00
4090 Creative Foods Class	0.00	0.00	0.00	0.00	0.00
4094 Nutrition & Wellness	0.00	0.00	0.00	0.00	0.00
4095 Welding	0.00	0.00	0.00	0.00	0.00
4096 Welding II	0.00	0.00	0.00	0.00	0.00
4097 CP Engineering	0.00	0.00	0.00	0.00	0.00
4098 Wood Technology	0.00	0.00	0.00	0.00	0.00
4110 Bus Money	0.00	0.00	0.00	0.00	0.00
Z Inactive Accounts Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	361,161.22	145,052.81	48,912.48	-257.00	457,044.55

Michelle Morimoto
Ed West

Bank Statement Reconciliation

Check Number	Vendor Name	Check Date	Check Amount
Period from 08/01/2014 through 08/31/2014		Description: August Bank Statement	
Cleared Checks			
032473	Jayhawk Trophy	07/15/2014	16.00
032480	Francis Sporting Goods	07/29/2014	225.00
032481	KD Kanopy	07/29/2014	75.00
032482	SignUp	07/29/2014	147.00
032483	Playscripts Inc.	07/29/2014	431.22
032484	Jordan Rose	07/29/2014	48.00
032485	Spiritline	07/29/2014	363.45
032486	Hy-Vee, Inc.	07/29/2014	78.97
032489	Eagle Bend Golf Course	07/29/2014	2,430.00
032490	Inkstergraphics Inc.	07/29/2014	739.50
032491	SignUp	07/29/2014	670.73
032492	Francis Sporting Goods	07/29/2014	25.00
032493	Omni Cheer	07/29/2014	686.62
032494	Francis Sporting Goods	07/29/2014	281.00
032496	Walmart Community BRC	07/30/2014	46.48
032497	Walmart Community BRC	07/30/2014	623.48
032498	Sunflower League	08/01/2014	2,760.00
032499	Jason's Deli	08/01/2014	539.40
032500	Skyline Screen Printing	08/04/2014	229.00
32502	Jelly Stone	08/04/2014	189.03
032503	Hudl	08/07/2014	1,599.00
032504	Walmart Community BRC	08/11/2014	262.39
032505	NASSP/NASC	08/11/2014	125.00
032506	Sportwide Inc.	08/11/2014	485.96
032507	U.S.D. #497	08/11/2014	199.57
032508	Scotch Fabric Care	08/11/2014	230.50
032509	Walmart Community BRC	08/11/2014	24.06
032510	Hy-Vee, Inc.	08/11/2014	67.96
032511	McCormick's Enterprises, Inc.	08/11/2014	611.10
032512	Office Depot	08/11/2014	49.39
032513	Office Depot	08/11/2014	15.28
032514	Office Depot	08/11/2014	12.03
032515	Jock's Nitch	08/11/2014	575.00
032516	Francis Sporting Goods	08/11/2014	28.00
032517	Laurie L. Folsom	08/11/2014	70.00
032518	Jane Rock	08/18/2014	119.11
032519	Walmart Community BRC	08/19/2014	17.88
032520	Hy-Vee, Inc.	08/19/2014	227.13
032522	Walmart Community BRC	08/19/2014	19.96
032523	Walmart Community BRC	08/19/2014	24.83
032525	New Theatre Restaurant	08/19/2014	375.00
032526	Lawrence Indoor Aquatic Center	08/19/2014	70.00
032527	Walmart Community BRC	08/19/2014	95.89
032528	Dramatic Publishing	08/19/2014	423.95
032530	Graphic Edge	08/19/2014	365.58
032531	Francis Sporting Goods	08/19/2014	881.39
032532	Inkstergraphics Inc.	08/19/2014	49.50
032533	US Bank	08/19/2014	250.00

Bank Statement Reconciliation

Check Number	Vendor Name	Check Date	Check Amount
			29,704.57
32535	Herff Jones	08/20/2014	
032536	Pizza Shuttle	08/20/2014	333.00
032544	Karla Cordes	08/22/2014	5.00
032546	Abdulmunim Alabdulmunim	08/22/2014	162.00
032547	Abdulmunim Alabdulmunim	08/22/2014	162.00
032548	Peter Steimle	08/22/2014	162.00
032549	Adrian Marquez	08/22/2014	146.00
032551	Robert Bruton	08/22/2014	50.00
032552	John Deedrick	08/22/2014	50.00
032558	Laurie L. Folsom	08/26/2014	67.98
032560	Robert Bruton	08/26/2014	50.00
032561	John Deedrick	08/26/2014	50.00
032562	J.D. Cleavinger	08/26/2014	50.00
032567	Mike Martin	08/26/2014	50.00
032570	Breh James	08/26/2014	50.00
032572	Lawrence Indoor Aquatic Center	08/26/2014	500.00
032573	Graphic Edge	08/26/2014	786.62
032577	Graphic Edge	08/26/2014	484.54
Cleared Check Total:			50,744.05

Outstanding Checks

030671	John Sweet	09/19/2013	90.00
29655	Lawrence Humane Society	02/07/2013	350.00
029985	Hyatt Regency Wichita	04/10/2013	233.40
030200	Jacob Larson	05/07/2013	85.00
030201	Ray Buckingham	05/07/2013	85.00
030337	Subway	05/22/2013	80.00
030885	NEKMEA	10/14/2013	35.00
030972	Autumn Hale	10/22/2013	18.00
030978	Craig Stoppel	10/22/2013	18.00
031064	Penn House	11/01/2013	20.00
031424	Ottawa University	01/14/2014	500.00
031650	ATPI	02/14/2014	15.00
031676	Sunflower Marketing	02/18/2014	96.00
031816	Sarah Edmonds	03/07/2014	16.96
031833	Olathe East High School	03/10/2014	30.00
032003	Alvamar Golf Course	04/10/2014	240.00
032027	Phil Lombardi	04/15/2014	65.00
032176	Mary Brady	05/01/2014	75.00
032178	Molly McCord	05/01/2014	25.00
032237	Cal Sweeten	05/08/2014	110.00
032427	Shannon Bruhns	06/12/2014	268.25
032436	Quill & Scroll Society	06/12/2014	55.00
032450	Hasty Awards	06/17/2014	8.21
032501	JEMKC	08/04/2014	410.00
032521	Kansas State University	08/19/2014	500.00
032524	Gatorade Performance Package Offer	08/19/2014	560.00
032529	Waukee Band Parents	08/19/2014	100.35
032534	Beth Breitenstein	08/20/2014	250.00
032537	Auburn Washburn High School	08/21/2014	50.00

Bank Statement Reconciliation

Check Number	Vendor Name	Check Date	Check Amount
032538	Dorian Business Systems	08/22/2014	300.00
032539	First Student	08/22/2014	199.02
032540	Alvamar	08/22/2014	125.00
032541	Lee's Summit North Marching Band	08/22/2014	200.00
032542	KSU Bands	08/22/2014	350.00
032543	NorthEast Kansas KMEA	08/22/2014	300.00
032545	Gina Hill	08/22/2014	162.00
032550	Phil Grom	08/22/2014	50.00
032553	Chris Shimanek	08/22/2014	50.00
032554	Jim Bird	08/22/2014	50.00
032555	Stumps	08/26/2014	303.77
032556	Walmart Community BRC	08/26/2014	347.43
032557	Walmart Community BRC	08/26/2014	26.90
032559	Jim Bird	08/26/2014	50.00
032563	Lee Ice	08/26/2014	50.00
032564	Phil Grom	08/26/2014	50.00
032565	Chris Shimanek	08/26/2014	50.00
032566	Nicole Beatty	08/26/2014	50.00
032568	Chris Cates	08/26/2014	50.00
032569	Joe Cunningham	08/26/2014	50.00
032571	SignUp	08/26/2014	21.00
032574	Century Resources	08/26/2014	16.00
032575	Science Olympiad	08/26/2014	100.00
032576	Walmart Community BRC	08/26/2014	8.91
032578	Edward Smarsh	08/28/2014	50.00
032579	Glory Days Pizza	08/29/2014	115.50
032580	Gardner Golf Course	08/29/2014	60.00
Outstanding Check Total:			7,574.70

Voided Checks - None

Bank Statement Reconciliation

<u>Check Number</u>	<u>Vendor Name</u>	<u>Check Date</u>	<u>Check Amount</u>
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Bank Statement Reconciliation Summary

1. Statement Balance	445,971.25
2. - Outstanding Checks	7,574.70
3. + Outstanding Receipts	<u>18,628.00</u>
4. Total	457,024.55
5. + Investments	<u>20.00</u>
6. Book Balance	457,044.55

PERSONNEL RECOMMENDATIONS

CERTIFIED PERSONNEL

RETIRED

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
ANDERSON, CHARLOTTE A	05/22/2015	DISTRICT WIDE	0.5000	LEA PRESIDENT RELEASE
The administration recommends that Charlotte Anderson's request for early retirement be approved by the Board of Education with sincere appreciation for her 24 years of service and devotion to this community and its schools.				
ANDERSON, CHARLOTTE A	05/22/2015	LHS	0.5000	LIBRARY MEDIA SPECIALIST
The administration recommends that Charlotte Anderson's request for early retirement be approved by the Board of Education with sincere appreciation for her 24 years of service and devotion to this community and its schools.				
* BRADFIELD, KAREN S	05/22/2015	BROKEN ARROW	1.0000	TEACHER SPECIAL EDUCATION
The administration recommends that Karen Bradfield's request for retirement be approved by the Board of Education with sincere appreciation for her 13 years of service and devotion to this community and its schools.				
BUTTERFIELD, SUSAN M	05/22/2015	NEW YORK	0.6670	TEACHER ELEMENTARY PE
The administration recommends that Susan Butterfield's request for early retirement be approved by the Board of Education with sincere appreciation for her 15 years of service and devotion to this community and its schools.				
BUTTERFIELD, SUSAN M	05/22/2015	KENNEDY	0.3330	TEACHER ELEMENTARY PE
The administration recommends that Susan Butterfield's request for early retirement be approved by the Board of Education with sincere appreciation for her 15 years of service and devotion to this community and its schools.				
CRADY, TED D	05/22/2015	LHS	1.0000	TEACHER SECONDARY
The administration recommends that Ted Crady's request for retirement be approved by the Board of Education with sincere appreciation for his 14 years of service and devotion to this community and its schools.				
* DREILING, ALICA K	05/22/2015	DEERFIELD	1.0000	SPEECH LANGUAGE PATHOLOGIST
The administration recommends that Alica Dreiling's request for early retirement be approved by the Board of Education with sincere appreciation for her 30 years of service and devotion to this community and its schools.				
FIRNS HUBERT, KATHLEEN A	05/22/2015	HILLCREST	1.0000	TEACHER ESL
The administration recommends that Kathleen Firns hubert's request for early retirement be approved by the Board of Education with sincere appreciation for her 25 years of service and devotion to this community and its schools.				
* FLANNERY, PAULA	05/22/2015	DISTRICT WIDE	1.0000	TEACHER SPECIAL EDUCATION
The administration recommends that Paula Flannery's request for retirement be approved by the Board of Education with sincere appreciation for her 23 years of service and devotion to this community and its schools.				
GATTI, MELODY	05/22/2015	DISTRICT WIDE	0.5000	LEARNING COACH SPECIAL EDUC
The administration recommends that Melody Gatti's request for early retirement be approved by the Board of Education with sincere appreciation for her 23 years of service and devotion to this community and its schools.				
GATTI, MELODY	05/22/2015	WOODLAWN	0.5000	TEACHER TITLE I
The administration recommends that Melody Gatti's request for early retirement be approved by the Board of Education with sincere appreciation for her 23 years of service and devotion to this community and its schools.				
GOODELL, KAREN M	05/22/2015	HILLCREST	1.0000	TEACHER ELEMENTARY
The administration recommends that Karen Goodell's request for early retirement be approved by the Board of Education with sincere appreciation for her 26 years of service and devotion to this community and its schools.				
GUNN, MARTHA M	05/22/2015	DETENTION CNTR	1.0000	TEACHER LEARNING STRATEGIES
The administration recommends that Martha Gunn's request for early retirement be approved by the Board of Education with sincere appreciation for her 31 years of service and devotion to this community and its schools.				
HALL, GARY E	05/22/2015	WOODLAWN	0.3330	TEACHER ELEMENTARY PE
The administration recommends that Gary Hall's request for early retirement be approved by the Board of Education with sincere appreciation for his 29 years of service and devotion to this community and its schools.				
HALL, GARY E	05/22/2015	PINCKNEY	0.6670	TEACHER ELEMENTARY PE
The administration recommends that Gary Hall's request for early retirement be approved by the Board of Education with sincere appreciation for his 29 years of service and devotion to this community and its schools.				
HYDE, KAREN	05/22/2015	LHS	1.0000	TEACHER SECONDARY
The administration recommends that Karen Hyde's request for early retirement be approved by the Board of Education with sincere appreciation for her 18 years of service and devotion to this community and its schools.				
KATT, RONDA J	05/22/2015	WOODLAWN	1.0000	TEACHER ELEMENTARY
The administration recommends that Ronda Katt's request for retirement be approved by the Board of Education with sincere appreciation for her 9 years of service and devotion to this community and its schools.				

PERSONNEL RECOMMENDATIONS

KLING, MARY E	05/22/2015	WMS	1.0000	LIBRARY MEDIA SPECIALIST
The administration recommends that Mary Kline's request for early retirement be approved by the Board of Education with sincere appreciation for her 17 years of service and devotion to this community and its schools.				
KUCZA, LINDA M	05/22/2015	NEW YORK	1.0000	TEACHER TITLE I
The administration recommends that Linda Kucza's request for retirement be approved by the Board of Education with sincere appreciation for her 13 years of service and devotion to this community and its schools.				
LAING, KRISTI LYNN	05/22/2015	SWMS	1.0000	TEACHER MIDDLE SCHOOL
The administration recommends that Kristi Laing's request for early retirement be approved by the Board of Education with sincere appreciation for her 20 years of service and devotion to this community and its schools.				
* MAYKULSKY, VICKI W	05/22/2015	BROKEN ARROW	0.5000	SPEECH LANGUAGE PATHOLOGIST
The administration recommends that Vicki Maykulsy's request for early retirement be approved by the Board of Education with sincere appreciation for her 31 years of service and devotion to this community and its schools.				
* MAYKULSKY, VICKI W	05/22/2015	PINCKNEY	0.5000	SPEECH LANGUAGE PATHOLOGIST
The administration recommends that Vicki Maykulsy's request for early retirement be approved by the Board of Education with sincere appreciation for her 31 years of service and devotion to this community and its schools.				
MCPHAIL, MARCIA L	05/22/2015	SMS	1.0000	LIBRARY MEDIA SPECIALIST
The administration recommends that Marcia Mcphail's request for retirement be approved by the Board of Education with sincere appreciation for her 25 years of service and devotion to this community and its schools.				
NEELY, DEBORAH L	05/22/2015	WMS	1.0000	TEACHER MIDDLE SCHOOL
The administration recommends that Deborah Neely's request for early retirement be approved by the Board of Education with sincere appreciation for her 16 years of service and devotion to this community and its schools.				
NIEDENTHAL, SUSAN	05/22/2015	DEERFIELD	1.0000	TEACHER ELEMENTARY
The administration recommends that Susan Niedenthal's request for early retirement be approved by the Board of Education with sincere appreciation for her 21 years of service and devotion to this community and its schools.				
* ODDO, LORRI KAY	05/22/2015	DISTRICT WIDE	1.0000	TEACHER MUSIC THERAPY
The administration recommends that Lorri Oddo's request for early retirement be approved by the Board of Education with sincere appreciation for her 25 years of service and devotion to this community and its schools.				
PROSSER, CHARLOTTE L	05/22/2015	LMCMS	0.8330	TEACHER LEARNING STRATEGIES
The administration recommends that Charlotte Prosser's request for retirement be approved by the Board of Education with sincere appreciation for her 20 years of service and devotion to this community and its schools.				
PROSSER, CHARLOTTE L	05/22/2015	LMCMS	0.1670	TEACHER MIDDLE SCHOOL
The administration recommends that Charlotte Prosser's request for retirement be approved by the Board of Education with sincere appreciation for her 20 years of service and devotion to this community and its schools.				
ROTH, PHILIP R	05/22/2015	LFSHS	1.0000	TEACHER SECONDARY
The administration recommends that Philip Roth's request for retirement be approved by the Board of Education with sincere appreciation for his 13 years of service and devotion to this community and its schools.				
SALYER, PEGGY S	05/22/2015	QUAIL RUN	1.0000	TEACHER ELEMENTARY
The administration recommends that Peggy Salyer's request for early retirement be approved by the Board of Education with sincere appreciation for her 26 years of service and devotion to this community and its schools.				
SMITH, JANINE	05/22/2015	DEERFIELD	1.0000	TEACHER ELEMENTARY
The administration recommends that Janine Smith's request for early retirement be approved by the Board of Education with sincere appreciation for her 29 years of service and devotion to this community and its schools.				
TEMPLE, DEBRA A	05/22/2015	LMCMS	1.0000	TEACHER MIDDLE SCHOOL
The administration recommends that Debra Temple's request for retirement be approved by the Board of Education with sincere appreciation for her 15 years of service and devotion to this community and its schools.				
TOPLIKAR, DIANE	05/22/2015	LFSHS	1.0000	LIBRARY MEDIA SPECIALIST
The administration recommends that Diane Toplikar's request for early retirement be approved by the Board of Education with sincere appreciation for her 18 years of service and devotion to this community and its schools.				
* WARREN, PAULA S	05/22/2015	DISTRICT WIDE	1.0000	OCCUPATIONAL THERAPIST
The administration recommends that Paula Warren's request for retirement be approved by the Board of Education with sincere appreciation for her 8 years of service and devotion to this community and its schools.				
WILLIAMS, ELAINE	05/22/2015	WMS	1.0000	TEACHER MUSIC ORCHESTRA
The administration recommends that Elaine Williams's request for early retirement be approved by the Board of Education with sincere appreciation for her 22 years of service and devotion to this community and its schools.				
WITTRY, PATRICIA F	05/22/2015	LHS	1.0000	TEACHER SECONDARY
The administration recommends that Patricia Wittry's request for retirement be approved by the Board of Education with sincere appreciation for her 11 years of service and devotion to this community and its schools.				
WOOLARD, ROBERTA C	05/22/2015	HILLCREST	1.0000	TEACHER ESL

PERSONNEL RECOMMENDATIONS

The administration recommends that Roberta Woolard's request for early retirement be approved by the Board of Education with sincere appreciation for her 25 years of service and devotion to this community and its schools.

CLASSIFIED PERSONNEL (12 MONTHS)

NEW ASSIGNMENT

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
BARNES, LARRY	10/06/2014	KENNEDY	1.0000	CUSTODIAN

CHANGE POSITION

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
BECKER, JOHN KEITH	10/05/2014	HILLCREST	1.0000	CUSTODIAN
WHITENIGHT, KATHERINE A	10/19/2014	VIRTUAL	1.0000	SECRETARY SCHOOL

RESIGNED

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
HAMER, VERONICA R	10/08/2014	VIRTUAL	1.0000	SECRETARY SCHOOL
MORRIS, DONNA K	09/19/2014	ESDC	1.0000	ADMIN ASSISTANT LSF/LEAP

CLASSIFIED PERSONNEL (LESS THAN 12 MONTHS)

NEW ASSIGNMENT

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
ANNETT, KRISTAL MARLENE	09/24/2014	DEERFIELD	0.2500	NON INSTRUCTIONAL MONITOR
* CAMPBELL, MICHAEL JAMES	09/24/2014	HILLCREST	0.9375	PARA INTERRELATED RESOURCE RM
DIXON, CHARLA LADAWN	09/22/2014	PRAIRIE PARK	0.2500	NON INSTRUCTIONAL MONITOR
* DUMMICH, LAUREN MICHELLE	09/29/2014	SUNFLOWER	0.3750	PARA INTERRELATED RESOURCE RM
DUMMICH, LAUREN MICHELLE	09/29/2014	SUNFLOWER	0.0625	NON INSTRUCTIONAL MONITOR
ELLIOTT, AMY LYNN	09/29/2014	LANGSTON HUGHES	0.0625	NON INSTRUCTIONAL MONITOR
* ELLIOTT, AMY LYNN	09/29/2014	LANGSTON HUGHES	0.7812	PARA INTERRELATED RESOURCE RM
* GARDNER, RACHEL LANE	09/22/2014	WMS	0.9375	PARA MULTIPLE DISBILITIES
HADJIS, KRISTEN JEAN	09/23/2014	SCHWEGLER	0.0625	NON INSTRUCTIONAL MONITOR
* HADJIS, KRISTEN JEAN	09/23/2014	SCHWEGLER	0.8750	PARA INTERRELATED RESOURCE RM
HOLT, FRANCES E	09/29/2014	SCHWEGLER	0.3750	PARA TITLE I
HOLT, FRANCES E	09/29/2014	SCHWEGLER	0.5000	PARA ESL
HOLT, FRANCES E	09/29/2014	SCHWEGLER	0.0625	NON INSTRUCTIONAL MONITOR
* JACKSON, MELISSA JEAN	09/29/2014	LANGSTON HUGHES	0.7812	PARA INTERRELATED RESOURCE RM
JACKSON, MELISSA JEAN	09/29/2014	LANGSTON HUGHES	0.0625	NON INSTRUCTIONAL MONITOR
* MAUGANS, CHRISTINE LEIGH	09/22/2014	SCHWEGLER	0.8750	PARA INTERRELATED RESOURCE RM
MAUGANS, CHRISTINE LEIGH	09/22/2014	SCHWEGLER	0.0625	NON INSTRUCTIONAL MONITOR
MILLER, PAMELA L	10/06/2014	KENNEDY	0.3750	HEALTH OFFICE ASSISTANT
MILLER, PAMELA L	10/06/2014	NEW YORK	0.5000	HEALTH OFFICE ASSISTANT
* PARSON, JENNIFER KRISTINE	10/01/2014	LHS	0.9375	PARA INTERRELATED RESOURCE RM
* PETERSON, DEBRA KAY	09/29/2014	SUNFLOWER	0.3125	PARA INTERRELATED RESOURCE RM
PETERSON, DEBRA KAY	09/29/2014	SUNFLOWER	0.0625	NON INSTRUCTIONAL MONITOR
* STUCK, MARY ELIZABETH	09/22/2014	LHS	0.6875	PARA SPED AUTISM

CHANGE FTE/HRs

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
ANDERSON, CAROLYN M	09/21/2014	SUNFLOWER	0.0625	NON INSTRUCTIONAL MONITOR
* ANDERSON, CAROLYN M	09/21/2014	SUNFLOWER	0.8750	PARA INTERRELATED RESOURCE RM
* ANNETT, KRISTAL MARLENE	09/24/2014	DEERFIELD	0.3750	PARA INTERRELATED RESOURCE RM

PERSONNEL RECOMMENDATIONS

* GENOSKY, RACHEL ELAINE	09/21/2014	HILLCREST	0.9375	PARA INTERRELATED RESOURCE RM
LAIRD, DIANA R	09/21/2014	SUNFLOWER	0.0625	NON INSTRUCTIONAL MONITOR
* LAIRD, DIANA R	09/21/2014	SUNFLOWER	0.8750	PARA INTERRELATED RESOURCE RM
NJOROGE, PIPER M	09/21/2014	SUNFLOWER	0.0625	NON INSTRUCTIONAL MONITOR
NJOROGE, PIPER M	08/13/2014	SUNFLOWER	0.1875	LIBRARY MEDIA ASSISTANT
* NJOROGE, PIPER M	09/21/2014	SUNFLOWER	0.6875	PARA INTERRELATED RESOURCE RM
* NOVICK, KATHERINE T	08/11/2014	SUNFLOWER	0.8750	PARA INTERRELATED RESOURCE RM
NOVICK, KATHERINE T	09/21/2014	SUNFLOWER	0.0625	NON INSTRUCTIONAL MONITOR
* WALES, CATHY L	09/30/2014	CCC	0.9375	PARA C TRAN JOB COACH

CHANGE POSITION

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
* HENRY, JAYMI LEIGH	10/19/2014	WMS	0.9375	PARA EMOTIONALLY DISTURBED

RESIGNED

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
BAKER, SHANE V	10/03/2014	WOODLAWN	0.0625	NON INSTRUCTIONAL MONITOR
BAKER, SHANE V	10/03/2014	WOODLAWN	0.8750	PARA TITLE I
* BERRY, GAYLA A	10/17/2014	LHS	0.9375	PARA EMOTIONALLY DISTURBED
DIEKER, KIM D	10/17/2014	QUAIL RUN	0.9375	FOOD SERVICE MANAGER LEVEL B
HALLORAN, ROBERT BOGDAN	10/02/2014	SCHWEGLER	0.0625	NON INSTRUCTIONAL MONITOR
HALLORAN, ROBERT BOGDAN	10/02/2014	SCHWEGLER	0.8750	PARA INSTRUCTIONAL
HURST, CHARLES RAY	09/01/2014	SCHWEGLER	0.0625	NON INSTRUCTIONAL MONITOR
* HURST, CHARLES RAY	09/01/2014	SCHWEGLER	0.8750	PARA INTERRELATED RESOURCE RM
MATTOCKS, ANGELA DESIREE	10/03/2014	NEW YORK	0.9375	PARA TITLE I
* MCAFEE, ADRIAN DENE	09/30/2014	LHS	0.9375	PARA INTERRELATED RESOURCE RM
* NEIGHBORS, ALISA D	10/10/2014	KENNEDY	0.9375	PARA INTERRELATED RESOURCE RM

RETIRED

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
OLDS, TERESA	09/30/2014	SCHWEGLER	0.0625	NON INSTRUCTIONAL MONITOR

The administration recommends that Teresa Olds's request for retirement be approved by the Board of Education with sincere appreciation for her 3 years of service and devotion to this community and its schools.

OLDS, TERESA	09/30/2014	SCHWEGLER	0.5000	PARA ESL
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The administration recommends that Teresa Olds's request for retirement be approved by the Board of Education with sincere appreciation for her 3 years of service and devotion to this community and its schools.

NON-CONTRACTED PERSONNEL**NEW ASSIGNMENT**

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
ANNETT, KRISTAL MARLENE	09/24/2014	DEERFIELD	1.0000	SUB PARA SPED
* FINNERAN, LANELL R	09/15/2014	BERT NASH	1.0000	SPED PROGRAM CONSULTANT
JANOUSEK, CODY LEE	09/21/2014	LFSHS	1.0000	NC AT RISK CE TUTOR AFTER SCHL
* JOHNSON, TEENA MARIE	09/09/2014	SMS	1.0000	SPED PROGRAM CONSULTANT
KELSEY, ALICE CATHERINE	10/02/2014	DISTRICT WIDE	1.0000	AVID TUTOR MIDDLE SCHL
KELSEY, ALICE CATHERINE	10/02/2014	DISTRICT WIDE	1.0000	AVID TUTOR HIGH SCHL
KOONCE, ALLISON DAWN	10/02/2014	QUAIL RUN	1.0000	SUB PARA SPED
LIPP, THOMAS	09/21/2014	LFSHS	1.0000	NC AT RISK CE TUTOR AFTER SCHL
* LYTTLE, BRANDON J	09/29/2014	DISTRICT WIDE	1.0000	HOMEBOUND TEACHER
MARTINEZ GONZALEZ, ANA KAREN	10/02/2014	DISTRICT WIDE	1.0000	AVID TUTOR HIGH SCHL
MARTINEZ GONZALEZ, ANA KAREN	10/02/2014	DISTRICT WIDE	1.0000	AVID TUTOR MIDDLE SCHL
MOHNEY, KEARSTON BREANN	10/02/2014	DISTRICT WIDE	1.0000	AVID TUTOR HIGH SCHL
MOHNEY, KEARSTON BREANN	10/02/2014	DISTRICT WIDE	1.0000	AVID TUTOR MIDDLE SCHL

PERSONNEL RECOMMENDATIONS

VALBURG, JOAN ELIZABETH	09/29/2014	SUNFLOWER	1.0000	SUB PARA SPED
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RESIGNED

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
SCHELLMAN, GAIA R	06/30/2014	SMS	1.0000	NC TUTOR STRINGS
SCHELLMAN, GAIA R	06/30/2014	LHS	1.0000	NC TUTOR STRINGS

* = Special Education Budget

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Fund	Fund Description	Amount
001	GENERAL	692,753.45
002	LOCAL OPTION BUDGET	232,704.70
003	FOOD SERVICE	170,072.76
004	VOCATIONAL EDUCATION	11,147.08
005	SPECIAL EDUCATION	409,403.98
009	CAPITAL OUTLAY	2,457,722.36
016	TEXTBOOK RENTAL	25,853.85
018	VIRTUAL SCHOOL	263,427.48
020	PROFESSIONAL DEVELOP	51,170.00
021	BILINGUAL FUND	4,558.12
022	PARENTS AS TEACHERS	875.94
024	STUDENTS MATLS REVOLVE	60,248.29
025	AT RISK (K-12)	263.93
029	2005 BOND FUND	427.20
030	WORK COMP RESERVE	2,505.00
031	CONTINGENCY RESERVE	44,700.00
035	2013 BONDS	1,840,763.01
095	PAYROLL FUND	199,164.75
200 14	TITLE I 2014	617.69
200 15	TITLE I 2015	789.37
201 14	TITLE I C/O 2014	161.27
201 15	TITLE I C/O 2015	369.60
203 15	TITLE IN ED 2015	724.90
204 14	JOHNSON O'MALLEY INED 2014	401.19
206 15	TITLE IIA 2015	448.92
213 13	TITLE III-ESL 2013	2,975.00
213 14	TITLE III-ESL 2014	9,896.00
215 14	TITLE I D CARRYOVER 2014	3,541.78
275	SPECTRA-MEDICAID	300.00
280 15	TITLE VIB 2015	4,320.00
303 08	DCCDA/PROPEL 2008	96.72
401 15	DEAF/BLIND STATE AID 2015	1,196.97
800	LOC/DON/GRA	2,996.81
900	MEMORIAL/SCHOLARSHIP	250.00
GRAND TOTAL		6,496,848.12

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000002013	V0006214	APPLE INC	09/24/2014	2,131,630.93
0000002014	V0006214	APPLE INC	09/25/2014	69,212.00
0000002015	V0004520	CDW GOVERNMENT INC	09/25/2014	5,558.40
0000002016	V0002817	OFFICE DEPOT INC	09/25/2014	2,293.20
0000002017	V0004520	CDW GOVERNMENT INC	10/02/2014	12,532.50
0000002018	V0011918	MORGAN HUNTER EDUCATION	10/02/2014	60,677.22
0000002019	V0002817	OFFICE DEPOT INC	10/02/2014	503.61
0000002020	V0008355	ROSTOHAR, JENNIFER	10/02/2014	600.00
0000002021	000008248	ABBOTT, MARSHA E	10/13/2014	37.52
0000002022	V0011975	AL-NAQSHABANDI, MOHAMMED	10/13/2014	180.00
0000002023	000002237	ANDERSON, CHARLOTTE A	10/13/2014	288.96
0000002024	V0006214	APPLE INC	10/13/2014	1,699.00
0000002025	000009930	ARORA, SONIA BALA	10/13/2014	201.77
0000002026	000008175	BALDERRAMA, TERESA	10/13/2014	1.52
0000002027	000010018	BLOOM, JEREMY BRYAN	10/13/2014	94.75
0000002028	000009504	BONSIGNORE, GREGORY	10/13/2014	15.51
0000002029	000007050	BOTT, JASON A	10/13/2014	82.09
0000002030	000001575	BOWMAN, ROXANNA L	10/13/2014	11.76
0000002031	V0007537	BSN SPORTS INC	10/13/2014	80.50
0000002032	000010055	BURKS, LIZETTE ANITA	10/13/2014	19.99
0000002033	000005049	BUSH, LINDA K	10/13/2014	10.64
0000002034	000008540	CARLGREN, ALLISON D	10/13/2014	28.98
0000002035	V0004520	CDW GOVERNMENT INC	10/13/2014	546.55
0000002036	000009823	CHADWICK-FOWLER, LISA MARIE	10/13/2014	117.60
0000002037	000001623	CHAVEZ, LAURA J	10/13/2014	6.05
0000002038	V0011749	COMMERCIAL CONCEPTS AND FURNIS	10/13/2014	61,129.50
0000002039	000009913	COOPER-CORNEJO, ROBIN	10/13/2014	41.66
0000002040	000002372	CORNEJO, JOSE M	10/13/2014	88.48
0000002041	000008757	CORPENING, CHERI L	10/13/2014	17.92
0000002042	000002384	CUMMINS, EVE G	10/13/2014	18.00
0000002043	000004464	CURTISS, SUSAN M	10/13/2014	39.93
0000002044	000005944	DEBOARD, LYSETTE A	10/13/2014	30.46
0000002045	000004829	DIEKER, KIM D	10/13/2014	30.24
0000002046	000008245	DOLL, RICHARD D	10/13/2014	302.29
0000002047	000009341	DOWNER, VICKI S	10/13/2014	12.10
0000002048	V0004712	EBSCO INDUSTRIES INC	10/13/2014	401.65
0000002049	000008238	FINCH, JEAN M	10/13/2014	74.98
0000002050	000002452	FLAKUS, SHARI A	10/13/2014	93.00
0000002051	000002453	FLANNERY, PAULA	10/13/2014	274.40
0000002052	000004465	FLOWERS, JENNIFER L	10/13/2014	13.00
0000002053	000004037	FOWLER, SUSAN E	10/13/2014	35.28
0000002054	000005666	FULLERTON, MARILYNN J	10/13/2014	33.04
0000002055	000009506	GARNER, DEBORAH A	10/13/2014	102.24
0000002056	000010091	GREEN, SUZY	10/13/2014	332.98

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000002057	000007361	GREEN, WENDY S	10/13/2014	9.52
0000002058	000009492	HARMON, KYLIE N	10/13/2014	2,000.00
0000002059	000007015	HART, KELLY A	10/13/2014	93.00
0000002060	000004525	HAYDON, RACHEL	10/13/2014	110.94
0000002061	000009051	HUDSON, HOLLY C	10/13/2014	144.14
0000002062	000006336	JAIMEZ, LINDA J	10/13/2014	59.36
0000002063	V0011914	JERRY THE TECH GUY	10/13/2014	1,887.30
0000002064	000010054	JONES, LISA ANN	10/13/2014	32.99
0000002065	000001853	KENNEDY, JENNIFER J	10/13/2014	17.36
0000002066	000007580	KEYS, LISA A	10/13/2014	35.95
0000002067	000010043	KNEIDEL, MAGDALEN JANE	10/13/2014	30.70
0000002068	V0003969	LAWRENCE FREE STATE HIGH SCHOO	10/13/2014	1,950.00
0000002069	V0003968	LAWRENCE HIGH SCHOOL	10/13/2014	112.00
0000002070	V0005637	LOCKWOOD, BEVERLY	10/13/2014	211.50
0000002071	000004918	LUTZE, SUZANNE L	10/13/2014	11.20
0000002072	000009191	MAHAN, HOPE P	10/13/2014	93.18
0000002073	000008916	MAHONEY, SARAH N	10/13/2014	2,000.00
0000002074	000008957	MAPES, JOY N	10/13/2014	11.25
0000002075	000002683	MAURER, MARY A	10/13/2014	43.89
0000002076	000004596	MAY, DANIEL S	10/13/2014	18.92
0000002077	000002686	MAYKULSKY, VICKI W	10/13/2014	63.22
0000002078	000009985	MCDONNELL, JEREMY SCOTT	10/13/2014	15.01
0000002079	000001938	MEYERS, LINDA M	10/13/2014	15.12
0000002080	000007623	MOORE, DANICA M	10/13/2014	67.26
0000002081	V0011918	MORGAN HUNTER EDUCATION	10/13/2014	33,491.37
0000002082	000007333	MORRIS, DONNA K	10/13/2014	18.00
0000002083	000009587	MORRISON, JEFFREY A	10/13/2014	1,343.97
0000002084	000009352	NAUMANN, DEBORAH NICHOLE	10/13/2014	12.38
0000002085	000002756	ODDO, LORRI KAY	10/13/2014	92.29
0000002086	V0002817	OFFICE DEPOT INC	10/13/2014	521.94
0000002087	V0005756	PACIFIC EDUCATIONAL GROUP INC	10/13/2014	36,780.00
0000002088	000009824	PARTRIDGE, CHRISTINA MARIE	10/13/2014	97.10
0000002089	000001989	PAVLICEK, MICHELLE E	10/13/2014	16.80
0000002090	V0010806	PETERSON, MICHELLE L	10/13/2014	112.00
0000002091	000009597	PHILLIPS, CINDY R	10/13/2014	15.68
0000002092	000008013	POOL, AUDREY L	10/13/2014	96.26
0000002093	000004313	PRICE, NANCY	10/13/2014	34.10
0000002094	V0002741	PUR-O-ZONE INC	10/13/2014	18,557.11
0000002095	000003597	REGO, JACKI L	10/13/2014	49.00
0000002096	000009850	RUBIN, REGINA K	10/13/2014	86.80
0000002097	000002048	SANDERS, REGINA W	10/13/2014	12.94
0000002098	000009517	SCHINNERER, ANDREW L	10/13/2014	21.50
0000002099	000007085	SCHWARTING, JULIE	10/13/2014	742.64
0000002100	V0004378	SCHWEGLER	10/13/2014	22.44

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000002101	000007837	SHELLHORN, AMY N	10/13/2014	57.46
0000002102	000007696	SHOWMAN, CARLY C	10/13/2014	81.75
0000002103	000008689	SINCLAIR, JAMIE M	10/13/2014	50.99
0000002104	000004320	SLOAN, CHERYL L	10/13/2014	16.80
0000002105	000002092	SOMERS, ADRIANNE	10/13/2014	17.64
0000002106	V0004437	SOUTHWEST MIDDLE SCHOOL	10/13/2014	297.10
0000002107	000002114	STOLL, STEPHEN B	10/13/2014	212.02
0000002108	V0007764	SUCCESS BY 6 COALITION OF DOUG	10/13/2014	6,547.50
0000002109	000009044	SUMMERS, MEGAN ELIZABETH	10/13/2014	8.96
0000002110	000009803	TALLCHIEF, DAWN PORTER	10/13/2014	4.70
0000002111	000009406	TREEMANEEKARN, PORNTIDA	10/13/2014	1,406.60
0000002112	000002979	VISCOMI, JENNA C	10/13/2014	57.34
0000002113	000002988	WARD, KAREN	10/13/2014	78.79
0000002114	000007461	WARREN, PAULA S	10/13/2014	134.22
0000002115	V0004616	WEST MIDDLE SCHOOL	10/13/2014	183.11
0000002116	000005684	WEST, LESA A	10/13/2014	175.28
0000002117	000007935	WHISLER, JANELLE B	10/13/2014	49.34
0000002118	000004407	WINDIBIZIRI, DE ANN MARIE	10/13/2014	18.14
0000002119	000005559	WOLCOTT, EMILY S	10/13/2014	21.28
0000002120	000007975	WOLF, KARA J	10/13/2014	8.05
0000002121	000003040	WULF WALTER, DEBRA	10/13/2014	24.19
0000002122	000003191	YOUNG, EILEEN M	10/13/2014	15.68
0000002123	V0009953	YOUNGERS, DEAN	10/13/2014	8,916.67
0000002124	000004356	ZYLSTRA, KATE	10/13/2014	32.93
0000004227	V0004862	WORKERS COMP RESERVE FUND	10/02/2014	218.26
0000048038	V0004241	ALEXANDER OPEN SYSTEMS INC	09/25/2014	214,616.55
0000048039	V0005067	BLACK HILLS ENERGY	09/25/2014	409.82
0000048040	V0003842	CHECKER'S	09/25/2014	239.33
0000048041	V0004556	CITY OF LAWRENCE KANSAS	09/25/2014	14,608.55
0000048042	V0003606	DILLONS CUSTOMER CHARGES	09/25/2014	138.58
0000048043	V0004834	FLUKER FARMS	09/25/2014	30.60
0000048044	V0004877	FOLLETT SOFTWARE COMPANY	09/25/2014	28,971.56
0000048045	V0004148	HOME DEPOT CREDIT SERVICES	09/25/2014	163.52
0000048046	V0004459	HY-VEE INC	09/25/2014	1,012.95
0000048047	V0004459	HY-VEE INC	09/25/2014	155.10
0000048048	V0008237	JIRAK FAMILY PRODUCE	09/25/2014	5,987.47
0000048049	V0003395	KANSAS TRANE	09/25/2014	150,000.00
0000048050	V0011965	MORRIS PUBLISHING GROUP	09/25/2014	467.00
0000048051	VOID.CONTINU	VOID - CONTINUED STUB	09/25/2014	-
0000048052	VOID.CONTINU	VOID - CONTINUED STUB	09/25/2014	-
0000048053	V0003872	NATIONAL GEOGRAPHIC SCHOOL PUB	09/25/2014	25,853.85
0000048054	V0011656	PROJECT LEAD THE WAY INC	09/25/2014	750.00
0000048055	V0003865	RELIANCE COMMUNICATIONS LLC	09/25/2014	13,730.00
0000048056	V0010825	RICOH USA INC	09/25/2014	4,600.00

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048057	V0004325	USD 497 LAWRENCE PUBLIC SCHOOL	09/25/2014	16,298.86
0000048058	V0004166	WALMART	09/25/2014	1,020.81
0000048059	V0002723	WESTLAKE ACE HARDWARE	09/25/2014	89.75
0000048060	V0010351	WOW! INTERNET CABLE & PHONE	09/25/2014	915.80
0000048061	V0008760	AVID CENTER	10/02/2014	1,050.00
0000048062	V0005067	BLACK HILLS ENERGY	10/02/2014	2,480.43
0000048063	V0004556	CITY OF LAWRENCE KANSAS	10/02/2014	6,905.19
0000048064	V0004639	CONSTELLATION NEWENERGY GAS DI	10/02/2014	852.72
0000048065	V0003606	DILLONS CUSTOMER CHARGES	10/02/2014	139.13
0000048066	V0004459	HY-VEE INC	10/02/2014	59.58
0000048067	V0003586	RURAL WATER DIST NO5 DOUGLAS C	10/02/2014	29.00
0000048068	V0003654	SCRIPPS NATIONAL SPELLING BEE	10/02/2014	275.00
0000048069	V0010351	WOW! INTERNET CABLE & PHONE	10/02/2014	275.40
0000048070	V0005746	SNOWDEN, SIEL	10/08/2014	250.00
0000048071	V0006222	ACHIEVEMENT PRODUCTS FOR CHILD	10/13/2014	391.42
0000048072	V0006044	ADAPTIVEMALL.COM LLC DBA BERGE	10/13/2014	179.90
0000048073	V0003837	ADVANCED GLASS & MIRROR INC	10/13/2014	1,137.50
0000048074	V0009327	ADVOCATE HOME SPECIALTY CARE I	10/13/2014	772.50
0000048075	V0012017	AIKEN, GALE	10/13/2014	112.00
0000048076	V0006518	ALL PRO LAUNDRY EQUIPMENT CO	10/13/2014	384.12
0000048077	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048078	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048079	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048080	V0003845	ALPHA-OMEGA GEOTECH INC	10/13/2014	13,975.00
0000048081	V0003225	AMERIPRIDE SERVICES INC DBA AM	10/13/2014	156.36
0000048082	V0004254	AMERIPRISE FINANCIAL	10/13/2014	378.16
0000048083	V0004255	AMMEX CORPORATION	10/13/2014	530.64
0000048084	V0004977	ANDERSON RENTALS INC	10/13/2014	148.00
0000048085	V0011925	ANDREWS ASPHALT AND CONSTRUCTI	10/13/2014	975.00
0000048086	V0008760	AVID CENTER	10/13/2014	115.50
0000048087	V0003831	B&R INSULATION INC	10/13/2014	28,093.22
0000048088	V0012002	BAKARMAN, MOHAMMED OR WARDAH	10/13/2014	112.00
0000048089	V0003175	BARCO PRODUCTS COMPANY	10/13/2014	1,263.19
0000048090	V0003211	BEAUTIFUL MUSIC VIOLIN SHOP	10/13/2014	3,582.03
0000048091	V0009504	BENCOMO, BEATRIZ	10/13/2014	10.00
0000048092	V0003808	BERT NASH COMMUNITY MENTAL HEA	10/13/2014	24,976.25
0000048093	V0003813	BG CONSULTANTS INC	10/13/2014	63,851.90
0000048094	V0005067	BLACK HILLS ENERGY	10/13/2014	786.06
0000048095	V0010361	BLACKBOARD INC	10/13/2014	44,700.00
0000048096	V0004430	BLICK ART MATERIALS	10/13/2014	230.30
0000048097	V0003369	BOUND TO STAY BOUND BOOKS INC	10/13/2014	27.49
0000048098	V0011950	BOUSHEE, JUANITA	10/13/2014	190.43
0000048099	V0003972	BRACKER'S GOOD EARTH CLAYS INC	10/13/2014	4,886.93
0000048100	V0005900	BUCKINGHAM PALACE INC DBA BPI	10/13/2014	445.00

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048101	V0003608	BUDGET TRUCK RENTAL	10/13/2014	63.27
0000048102	V0012026	BUSCH, JENNIFER	10/13/2014	55.00
0000048103	V0012001	CAIRNS, MONTGOMERY	10/13/2014	112.00
0000048104	V0009734	CANON SOLUTIONS AMERICA INC	10/13/2014	143.03
0000048105	V0006199	CAPITAL ONE PUBLIC FUNDING LLC	10/13/2014	8,669.17
0000048106	V0003752	CAPITOL CONCRETE PRODUCTS INC	10/13/2014	541.53
0000048107	V0005632	CAPSTONE	10/13/2014	398.24
0000048108	V0004491	CAROLINA BIOLOGICAL SUPPLY COM	10/13/2014	1,200.10
0000048109	V0002917	CARQUEST AUTO PARTS STORES	10/13/2014	1,080.56
0000048110	V0010310	CBIZ INSURANCE SERVICES INC	10/13/2014	712.00
0000048111	V0004524	CENGAGE LEARNING INC	10/13/2014	1,873.75
0000048112	V0006431	CENTRAL RESTAURANT PRODUCTS	10/13/2014	10,148.40
0000048113	V0003784	CFM DISTRIBUTORS INC	10/13/2014	950.00
0000048114	V0007642	CHAHINE, BASSAM	10/13/2014	162.00
0000048115	V0003896	CHANEY INCORPORATED	10/13/2014	137.50
0000048116	V0004539	CHARLES D JONES & CO INC	10/13/2014	1,225.94
0000048117	V0012030	CHAVEZ, AMY OR GABRIEL	10/13/2014	35.00
0000048118	V0003842	CHECKER'S	10/13/2014	840.58
0000048119	V0002883	CINTAS CORPORATION	10/13/2014	685.87
0000048120	V0004556	CITY OF LAWRENCE KANSAS	10/13/2014	3,039.57
0000048121	V0004556	CITY OF LAWRENCE KANSAS	10/13/2014	13,132.84
0000048122	V0004556	CITY OF LAWRENCE KANSAS	10/13/2014	195.50
0000048123	V0009106	COCA-COLA REFRESHMENTS USA INC	10/13/2014	272.16
0000048124	V0011948	COFFEY, SHYANN	10/13/2014	122.30
0000048125	V0011632	COMBES CONSTRUCTION LLC	10/13/2014	190,000.00
0000048126	V0004610	COMMUNITY LIVING OPPORTUNITIES	10/13/2014	4,850.00
0000048127	V0008146	COMMUNITY MERCANTILE EDUCATION	10/13/2014	212.87
0000048128	V0005179	COMMUNITY MERCANTILE INC	10/13/2014	184.00
0000048129	V0007707	CONSTRUCTIVE PLAYTHINGS LLC	10/13/2014	74.94
0000048130	V0003697	CORPORATE RESOURCE GROUP INC	10/13/2014	2,293.96
0000048131	V0003919	COTTIN'S HARDWARE & RENTAL	10/13/2014	93.50
0000048132	V0005164	CPO SCIENCE	10/13/2014	78.40
0000048133	V0004656	CRITTER CONTROL OF KAW VALLEY	10/13/2014	299.00
0000048134	V0004664	CYNMAR SCIENTIFIC CO	10/13/2014	828.72
0000048135	V0003812	D&D TIRE INC	10/13/2014	671.50
0000048136	V0012025	DANIELS, WENDY	10/13/2014	18.00
0000048137	V0012021	DE LA TORRE, EFREN OR MARIA	10/13/2014	60.00
0000048138	V0004107	DELTA EDUCATION LLC	10/13/2014	295.50
0000048139	V0003424	DEMCO INC	10/13/2014	586.93
0000048140	V0012020	DIETERICH, TABITHA	10/13/2014	40.00
0000048141	V0003606	DILLONS CUSTOMER CHARGES	10/13/2014	350.00
0000048142	V0011999	DOMANN, KAY	10/13/2014	121.50
0000048143	V0012004	DOWDELL OR LESLIE FLIPPEN, MYZ	10/13/2014	50.00
0000048144	V0011832	DREAMGEAR	10/13/2014	13,215.51

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048145	V0012024	DRUM, GREG OR TRUDY	10/13/2014	5.00
0000048146	V0003226	EARTHGRAINS BAKING COMPANIES I	10/13/2014	2,237.80
0000048147	V0009521	EDMENTUM HOLDINGS INC	10/13/2014	269.00
0000048148	V0012023	EISENHAUER, MITZI OR JEFF	10/13/2014	62.00
0000048149	V0003851	ELECTROLIFE BATTERY INC DBA LA	10/13/2014	1,153.44
0000048150	V0012010	ESPITIA, ZAIDA	10/13/2014	97.00
0000048151	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048152	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048153	V0009708	EXPRESS EMPLOYMENT PROFESSIONA	10/13/2014	20,190.92
0000048154	V0007838	FACTORY DIRECT CRAFT	10/13/2014	247.80
0000048155	V0004831	FERGUSON ENTERPRISES INC #215	10/13/2014	1,684.32
0000048156	V0002775	FIRST STUDENT INC	10/13/2014	588,194.63
0000048157	V0012005	FLESSING, ERIN	10/13/2014	62.00
0000048158	V0003186	FLINN SCIENTIFIC INC	10/13/2014	510.91
0000048159	V0004878	FOLLETT EDUCATIONAL SERVICES	10/13/2014	13,406.50
0000048160	V0004876	FOLLETT LIBRARY RESOURCES	10/13/2014	193.61
0000048161	V0011387	FOLLETT SCHOOL SOLUTIONS INC	10/13/2014	836.53
0000048162	V0004866	FOOD SERVICE	10/13/2014	1,160.00
0000048163	V0004835	FORMAL FASHIONS INC	10/13/2014	8,228.48
0000048164	V0011960	FRANKLIN, MIA	10/13/2014	342.00
0000048165	V0004842	FREESTYLE PHOTOGRAPHIC SUPPLIE	10/13/2014	2,128.63
0000048166	V0011403	FUELEDUCATION	10/13/2014	261,551.50
0000048167	V0010438	FULL BRIGHT SIGN & LIGHTING	10/13/2014	300.00
0000048168	V0012008	GASCHLER, CINDY	10/13/2014	72.75
0000048169	V0002766	GENERAL FUND	10/13/2014	249.36
0000048170	V0004130	GLOBAL INDUSTRIAL EQUIPMENT	10/13/2014	5,450.00
0000048171	V0002765	GOPHER	10/13/2014	146.13
0000048172	V0003203	GORDON N STOWE & ASSOCIATES IN	10/13/2014	275.00
0000048173	V0002760	GOULD EVANS ASSOCIATES	10/13/2014	172,091.75
0000048174	V0004132	GRAINGER	10/13/2014	176.22
0000048175	V0004138	GRAYBAR	10/13/2014	8,252.60
0000048176	V0004079	GUTHRIE, DIANE	10/13/2014	780.00
0000048177	V0011939	GUTIERREZ, CECILIA	10/13/2014	40.33
0000048178	V0004309	HAMM COMPANIES	10/13/2014	252.31
0000048179	V0012003	HARDERS OR FRAN BARTLETT, C	10/13/2014	112.00
0000048180	V0005598	HARRIS COMPUTER SYSTEMS	10/13/2014	1,509.56
0000048181	V0010834	HASKELL PROPERTY LLC	10/13/2014	8,144.27
0000048182	V0005714	HEINEMANN	10/13/2014	231.00
0000048183	V0011998	HELLBERG, AMANDA	10/13/2014	84.00
0000048184	V0012006	HENRICHS, KIM OR DEE	10/13/2014	19.95
0000048185	V0012014	HENRY, ANGELA OR JAMES	10/13/2014	112.00
0000048186	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048187	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048188	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048189	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048190	V0011012	HILAND DAIRY FOODS COMPANY LLC	10/13/2014	25,235.61
0000048191	V0011012	HILAND DAIRY FOODS COMPANY LLC	10/13/2014	377.98
0000048192	V0011369	HOLLIS & MILLER ARCHITECTS & E	10/13/2014	3,316.66
0000048193	V0004148	HOME DEPOT CREDIT SERVICES	10/13/2014	518.10
0000048194	V0004421	HONEY CREEK DISPOSAL SERVICE I	10/13/2014	171.00
0000048195	V0004970	HOUGHTON MIFFLIN HARCOURT PUBL	10/13/2014	6,970.80
0000048196	V0004459	HY-VEE INC	10/13/2014	202.55
0000048197	V0004459	HY-VEE INC	10/13/2014	72.00
0000048198	V0004473	INFORMATION NETWORK OF KANSAS	10/13/2014	803.40
0000048199	V0002858	JAYHAWK FILE EXPRESS LLC	10/13/2014	281.60
0000048200	V0002865	JAYHAWK TROPHY COMPANY INC	10/13/2014	215.33
0000048201	V0004127	JENSEN SHARPENING SERVICES	10/13/2014	165.60
0000048202	V0008237	JIRAK FAMILY PRODUCE	10/13/2014	2,779.25
0000048203	V0010655	JOHN DEERE LANDSCAPES	10/13/2014	2,180.48
0000048204	V0005241	JOHNSON CONTROLS INC	10/13/2014	1,052.00
0000048205	V0007637	JONES, DANYELL	10/13/2014	50.00
0000048206	V0005285	JOURNALISM EDUCATION ASSOCIATI	10/13/2014	60.00
0000048207	V0006224	JOURNALISM EDUCATORS OF METROP	10/13/2014	75.00
0000048208	V0003966	JUNIOR LIBRARY GUILD	10/13/2014	5,061.00
0000048209	V0003495	JW PEPPER & SON INC	10/13/2014	1,115.96
0000048210	V0011837	KA-COMM INC	10/13/2014	600.00
0000048211	V0005700	KAGAN PUBLISHING INC	10/13/2014	369.60
0000048212	V0005035	KANSAS ASSOCIATION FOR THE GIF	10/13/2014	2,290.00
0000048213	V0004172	KANSAS ASSOCIATION OF SCHOOL B	10/13/2014	600.00
0000048214	V0011043	KANSAS ASSOCIATION OF SECONDAR	10/13/2014	120.00
0000048215	V0004174	KANSAS CITY STAR	10/13/2014	716.00
0000048216	V0005204	KANSAS DEPARTMENT OF SOCIAL RE	10/13/2014	240.00
0000048217	V0004882	KANSAS STATE DEPARTMENT OF EDU	10/13/2014	45.00
0000048218	V0004882	KANSAS STATE DEPARTMENT OF EDU	10/13/2014	100.00
0000048219	V0004882	KANSAS STATE DEPARTMENT OF EDU	10/13/2014	50.00
0000048220	V0002776	KC PRESORT	10/13/2014	5,557.06
0000048221	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
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0000048223	V0004176	KELVIN ELECTRONICS	10/13/2014	1,956.12
0000048224	V0012000	KENNEDY OR JUSTIN WISOMBE, AMY	10/13/2014	84.00
0000048225	V0004559	KEY REFRIGERATION SUPPLY	10/13/2014	218.41
0000048226	V0007114	KONE INC	10/13/2014	1,900.00
0000048227	V0011962	LAUGHLIN, GRAFTON	10/13/2014	342.00
0000048228	V0004178	LAWRENCE JOURNAL WORLD	10/13/2014	1,227.00
0000048229	V0004670	LAWRENCE MEMORIAL HOSPITAL	10/13/2014	1,272.25
0000048230	V0011947	LAWRENCE, THERESE	10/13/2014	31.25
0000048231	V0012009	LEATHERWOOD OR DOUGLAS MILFORD	10/13/2014	97.00
0000048232	V0012022	LEE OR YOUNG SUN CHO, JUNG HEE	10/13/2014	162.00

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048233	V0003048	LRP PUBLICATIONS	10/13/2014	860.50
0000048234	V0004701	LUMINOUS NEON INC	10/13/2014	525.00
0000048235	V0011902	MADDAK INC	10/13/2014	17.29
0000048236	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048237	V0003238	MANPOWER	10/13/2014	9,994.23
0000048238	V0011942	MARLAND, DAWN	10/13/2014	50.00
0000048239	V0007272	MATHESON TRI-GAS INC DBA LINWE	10/13/2014	7,575.62
0000048240	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048241	V0010906	MCCOWNGORDON CONSTRUCTION LLC	10/13/2014	1,030,152.24
0000048242	V0004795	MCCRAY LUMBER COMPANY INC	10/13/2014	160.37
0000048243	V0006005	MCFEELEY'S	10/13/2014	468.30
0000048244	V0005174	MEYER MUSIC CO OVERLAND PARK	10/13/2014	353.70
0000048245	V0007451	MIDWEST BINDING SYSTEMS INC	10/13/2014	363.76
0000048246	V0010740	MILLER, JEFF L	10/13/2014	101.25
0000048247	V0008732	MODULARHOSE.COM	10/13/2014	607.58
0000048248	V0010916	MOMENTA P.A.	10/13/2014	120,168.56
0000048249	V0010780	MOVIE LICENSING USA	10/13/2014	394.00
0000048250	V0003941	NASCO	10/13/2014	132.20
0000048251	V0004527	NATIONAL BUSINESS FURNITURE	10/13/2014	2,616.00
0000048252	V0012019	NEAL, SARAH OR ROOSEVELT	10/13/2014	6.00
0000048253	V0011905	NELSON EYECARE	10/13/2014	70.00
0000048254	V0003956	NILL BROTHERS SPORTING GOODS	10/13/2014	71.70
0000048255	V0009086	NUTRIKIDS - HEARTLAND PAYMENT	10/13/2014	10,513.00
0000048256	V0007616	ODYSSEYWARE	10/13/2014	387.00
0000048257	V0007761	OMNI SERVICES	10/13/2014	1,757.89
0000048258	V0003311	OPTIMA INC	10/13/2014	184.40
0000048259	V0002809	OREILLY AUTO PARTS	10/13/2014	63.86
0000048260	V0011928	OSAGE GRAPHICS	10/13/2014	752.00
0000048261	V0007052	OTICON INC	10/13/2014	25.00
0000048262	V0010504	PARCHMENT INC	10/13/2014	4,000.00
0000048263	V0004203	PASCO SCIENTIFIC	10/13/2014	2,465.00
0000048264	V0003192	PATCHEN ELECTRICAL & INDUSTRIA	10/13/2014	412.95
0000048265	V0008105	PATTERSON MEDICAL SUPPLY INC	10/13/2014	152.05
0000048266	V0007250	PEARSON EDUCATION INC	10/13/2014	4,628.35
0000048267	V0009117	PENCIL WHOLESALE COMPANY	10/13/2014	383.80
0000048268	V0002738	PET WORLD INC	10/13/2014	119.04
0000048269	V0004732	PETTY CASH	10/13/2014	61.00
0000048270	V0003715	PINE FAMILY FARMS	10/13/2014	5,876.91
0000048271	V0003438	PITSCO INC DBA PITSCO EDUCATIO	10/13/2014	464.40
0000048272	V0004353	POSTMASTER	10/13/2014	49.00
0000048273	V0004210	PRAXAIR	10/13/2014	93.15
0000048274	V0010048	PRESLER, SUSAN K	10/13/2014	2,886.17
0000048275	V0003577	PROFESSIONAL ENGINEERING CONSU	10/13/2014	4,987.50
0000048276	V0010418	PYRAMID EDUCATIONAL CONSULTANT	10/13/2014	161.70

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048277	V0012027	QUARTLEBAUM, CHRISTY OR FRED	10/13/2014	20.00
0000048278	V0003541	QUILL CORPORATION	10/13/2014	959.88
0000048279	V0002823	RADIO SHACK CORPORATION	10/13/2014	7.98
0000048280	V0002818	RADIOLOGIC PROFESSIONAL SERVIC	10/13/2014	32.00
0000048281	V0004218	REALLY GOOD STUFF	10/13/2014	233.59
0000048282	V0012028	REED, PAUL OR PAT	10/13/2014	25.00
0000048283	V0003794	RESOURCES FOR EDUCATORS	10/13/2014	229.00
0000048284	V0011945	RICHARDS MUSIC COMPANY	10/13/2014	85.00
0000048285	V0010825	RICOH USA INC	10/13/2014	5,753.00
0000048286	V0003535	RIDDELL ALL AMERICAN	10/13/2014	794.45
0000048287	V0003330	RR DONNELLEY RECEIVABLES INC D	10/13/2014	424.28
0000048288	V0003585	RUESCHOFF CORPORATION	10/13/2014	99.48
0000048289	V0005562	SABATINI ARCHITECTS INC	10/13/2014	243.74
0000048290	V0010764	SALMERON-DIAZ, YAMIL	10/13/2014	60.00
0000048291	V0007978	SANTA FE SERVICE & SALES CO IN	10/13/2014	62.13
0000048292	V0011933	SARTORIUS CORPORATION	10/13/2014	45.15
0000048293	V0003135	SATELLITE SHELTERS	10/13/2014	8,840.00
0000048294	V0003951	SCANTRON CORPORATION	10/13/2014	2,334.07
0000048295	V0007913	SCHOENHOFER, KAREN OR BRANDON	10/13/2014	25.00
0000048296	V0003958	SCHOLASTIC INC	10/13/2014	2,521.70
0000048297	V0009638	SCHOLASTIC LIBRARY PUBLISHING	10/13/2014	595.00
0000048298	V0007844	SCHOOL LIBRARY JOURNAL	10/13/2014	129.99
0000048299	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048300	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048301	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048302	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048303	V0003962	SCHOOL SPECIALTY INC	10/13/2014	34,943.34
0000048304	V0010182	SCOTT RICE OFFICE WORKS	10/13/2014	6,243.00
0000048305	V0002718	SENSENEY MUSIC INC	10/13/2014	2,622.41
0000048306	V0003108	SHAR PRODUCTS COMPANY	10/13/2014	1,733.24
0000048307	V0009426	SHAUGHNESSY KNIEP HAWK PAPER C	10/13/2014	3,026.12
0000048308	V0003059	SHIFFLER EQUIPMENT SALES	10/13/2014	80.22
0000048309	V0008687	SIMPLEXGRINNELL LP	10/13/2014	713.75
0000048310	V0012011	SISK, CANDICE OR JOHN	10/13/2014	97.00
0000048311	V0010486	SOD SHOP INC	10/13/2014	920.80
0000048312	V0012016	SONG OR LINA WU, LINYONG	10/13/2014	112.00
0000048313	V0011907	SOUTHEASTERN PERFORMANCE APPAR	10/13/2014	849.58
0000048314	V0003751	SPRINT SPECTRUM LP	10/13/2014	184.07
0000048315	V0002726	STANION WHOLESALE ELECTRIC COM	10/13/2014	3,122.75
0000048316	V0003763	STEVENS & BRAND LLP	10/13/2014	114.50
0000048317	V0003387	SUNFLOWER RENTS INC DBA SUNFLO	10/13/2014	117.00
0000048318	V0004944	SUNGARD PUBLIC SECTOR INC	10/13/2014	802.20
0000048319	V0003874	SUPER DUPER INC DBA SUPER DUPE	10/13/2014	28.40
0000048320	V0011123	SUPPLEMENTAL HEALTH CARE	10/13/2014	6,359.50

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048321	V0011972	SWAN, STEPHANIE	10/13/2014	342.00
0000048322	V0003455	TAPCO PRODUCTS CO	10/13/2014	661.68
0000048323	V0004047	TARGET STORES	10/13/2014	265.25
0000048324	V0010362	TEACHSCAPE	10/13/2014	2,236.00
0000048325	V0004068	TECH DEPOT	10/13/2014	6,570.00
0000048326	V0005105	TEMP-CON INC	10/13/2014	11,200.08
0000048327	V0006753	TERRACON CONSULTANTS INC	10/13/2014	8,900.00
0000048328	V0007277	THE UPS STORE 5941	10/13/2014	58.16
0000048329	V0003122	THERAPY SHOPPE INC	10/13/2014	134.79
0000048330	V0002729	TIME CUSTOMER SERVICE INC	10/13/2014	3,163.73
0000048331	V0010265	TODD, JACK OR DELORES	10/13/2014	137.00
0000048332	V0004537	TRANE COMPANY	10/13/2014	1,661.95
0000048333	V0011442	TRI STAR SEED COMPANY	10/13/2014	764.54
0000048334	V0006975	TUMBLEWEED PRESS INC	10/13/2014	349.30
0000048335	V0009178	TWO SISTERS FARM LLC	10/13/2014	500.00
0000048336	V0011829	TWOTREES TECHNOLOGIES LLC	10/13/2014	25,244.00
0000048337	V0005611	ULINE INC	10/13/2014	800.96
0000048338	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048339	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048340	V0003256	US FOODSERVICE-TOPEKA DIVISION	10/13/2014	92,870.71
0000048341	V0005625	USD 450 SHAWNEE HEIGHTS	10/13/2014	125.00
0000048342	V0004325	USD 497 LAWRENCE PUBLIC SCHOOL	10/13/2014	2,699.98
0000048343	V0003264	UTAH STATE UNIVERSITY	10/13/2014	780.00
0000048344	V0012013	VALE, TIFFANY	10/13/2014	224.00
0000048345	V0009384	VARSITY SPIRIT CORPORATION	10/13/2014	11,970.05
0000048346	V0012018	VAUGHAN OR BECKY TAMMEN, KARLA	10/13/2014	162.00
0000048347	V0003446	VERITAS CHRISTIAN SCHOOL	10/13/2014	448.92
0000048348	V0005391	VERIZON WIRELESS	10/13/2014	131.85
0000048349	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048350	V0004166	WALMART	10/13/2014	2,495.91
0000048351	V0004214	WENGER CORPORATION	10/13/2014	13,150.00
0000048352	V0002722	WEST MUSIC COMPANY INC	10/13/2014	72.85
0000048353	VOID.CONTINU	VOID - CONTINUED STUB	10/13/2014	-
0000048354	V0004617	WESTAR ENERGY	10/13/2014	190,930.50
0000048355	V0002719	WESTERN EXTRALITE COMPANY	10/13/2014	4,093.15
0000048356	V0002723	WESTLAKE ACE HARDWARE	10/13/2014	775.55
0000048357	V0011898	WETSUIT WEARHOUSE INC	10/13/2014	75.99
0000048358	V0003207	WILLIAM V MACGILL AND CO DBA M	10/13/2014	190.68
0000048359	V0008389	WILLIAMS, BILLY OR KIMBERLY	10/13/2014	146.00
0000048360	V0012012	WILLIAMS, JEFF	10/13/2014	97.00
0000048361	V0006658	WILLIE DBA BAND-AIDE INSTRUMEN	10/13/2014	835.00
0000048362	V0012029	WINGERT, CHRISTIE	10/13/2014	56.00
0000048363	V0012015	WISLER, MELISSA OR JAMES	10/13/2014	112.00
0000048364	V0003067	WORLD BOOK INC	10/13/2014	2,774.72

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 09/23/2014 - 10/13/2014

Check #	Vendor #	Vendor Name	Check Date	Amount
0000048365	V0010351	WOW! INTERNET CABLE & PHONE	10/13/2014	22,416.01
0000048366	V0011978	WRIGHT PROGRAM MANAGEMENT	10/13/2014	2,505.00
0000048367	V0012007	YOUNG, STEVEN OR ERIC	10/13/2014	324.00
0099001934	V0005992	KANSAS DEPARTMENT OF REVENUE	09/30/2014	157.47
0099001935	V0007426	KANSAS PUBLIC EMPLOYEES RETIRE	09/30/2014	2,169.74
0099001936	V0004562	UNITED STATES TREASURY	09/30/2014	7,017.02
0099001937	V0004250	AMERICAN FIDELITY ASSURANCE CO	10/01/2014	2,295.79
0099001938	V0004832	FIDELITY INVESTMENT	10/01/2014	51.71
0099001939	V0005992	KANSAS DEPARTMENT OF REVENUE	10/01/2014	14,291.30
0099001940	V0007426	KANSAS PUBLIC EMPLOYEES RETIRE	10/01/2014	35,644.61
0099001941	V0011576	THE OMNI GROUP	10/01/2014	1,637.00
0099001942	V0004562	UNITED STATES TREASURY	10/01/2014	134,519.69
0099001943	V0004546	US BANK	10/01/2014	1,162.16
GRAND TOTAL				6,496,848.12

To: Board of Education

From: David Cunningham, director, human resources & legal services, ext. 4937

Re: Board Policy Committee Recommendations – Final Action

Date: October 9, 2014

Background:

The board's policy committee recommended two policies to the board as part of the September 22, 2014 consent agenda. The committee has not received questions or suggested modifications and thus the following policies are submitted for the board's adoption:

Staff and Student Acceptable Use Policies

Recommendation:

The Board Policy Committee recommends the adoption of the referenced policies.

Motion:

"I move the Board of Education adopt the referenced policies as amended effective as of October 13, 2014."



DISTRICT STAFF ACCEPTABLE USE POLICY (AUP)

The Lawrence Public Schools provide access for staff use of computer technology for staff use of the Internet and transmission of data or other information across the network infrastructure. All users must share the responsibility for seeing that our computer facilities are used in an effective, efficient, ethical and lawful manner. It is an opportunity to have access to these extraordinary resources and therefore, all users must agree that they will comply with these guidelines in accordance with KANSAS STATUTE 21-5839 and Board Policies IIBG; IIBGA.

Expectations for All

Staff will:

- Use technology in the manner directed by administration and IT department.
- Use technology primarily for educational or district business purposes.
- Take care of any district equipment and report damages, problems, or inappropriate materials immediately to administration or IT department.
- Comply with all copyright, trademarks, and license restrictions, including citing Internet sources as you would all other reference materials.

Staff will not:

- Share passwords or provide personal information to non-approved online sources.
- Use technology to harass others according to Board Policy JGECA.
- Download, store, distribute, or share any software or digital file (such as movies, music, or text) in violation of copyright laws.
- Intentionally access material through, or with, technology that would not be allowed for educational or district business purposes in your school if presented in other media.
- Intentionally damage, disable, or hinder the performance (or attempt any of the previous) of any district technology system device, software, or network (inside or outside of the district).
- Access or attempt to access any system, file, directory, user account, or network to which you have not been granted access.
- Use technology in a manner that would hinder the learning environment for you or students.
- Install or attempt to install any software on a district owned technology device without prior authorization.

Additional Expectation for Staff with Personally Assigned Computing Devices

Staff will:

- Regularly save any information stored on a computing device to your assigned personal network storage directory.
- Expect any device to be regularly inspected for inappropriate material, which might include unlicensed software or inappropriate content and software. Any inappropriate content or unlicensed software will be removed.

Personal Mobile Devices

- Staff may bring personal mobile devices to work.
- Staff who bring personal mobile devices to work shall have no expectation of privacy if the device is used by the staff member in the course of their assigned duties.
- Staff who access the district's wireless network shall not have an expectation of privacy if such access violates district policy.
- Staff shall not have an expectation the district's network will be available on a continuous basis and the district shall not be liable for any data or other losses of any kind, economic or otherwise, an employee may experience when using a personal mobile device at work.
- Staff shall not have an expectation they will be reimbursed for downloaded software or paid applications without prior authorization from the immediate supervisor.
- The district will not be responsible for any fees associated with a staff member's use of a personal mobile device.

Consequences for AUP Violations

- Suspension from use of district technology.
- Suspension and discipline of employee.
- The district may notify law enforcement agencies.
- Any consequence outline in Master Agreement or Classified handbook.



DISTRICT STUDENT ACCEPTABLE USE POLICY (AUP)

The Lawrence Public Schools provide access for student use of computer technology for student use of the Internet and transmission of data or other information across the network infrastructure. All users must share the responsibility for seeing that our computer facilities are used in an effective, efficient, ethical and lawful manner. It is an opportunity to have access to these extraordinary resources and therefore, all users must agree that they will comply with these guidelines in accordance with KANSAS STATUTE 21-5839 and Board Policies IIBG; IIBGA.

Expectations for All Students

Students will:

- Use technology in the manner directed by building staff and administration.
- Use technology for educational purposes.
- Take care of any district equipment and report damages, problems, or inappropriate materials immediately to a staff member.
- Comply with all copyright, trademarks, and license restrictions, including citing Internet sources as you would all other reference materials.

Students will not:

- Share passwords or provide personal information to non-approved online sources.
- Have any expectation of privacy when using any mobile device (district owned or personal) at school or a school related function or with respect to e-mail, files or directories.
- Use technology to harass others according to Board Policy JGECA.
- Download, store, distribute, or share any software or digital file (such as movies, music, or text) in violation of copyright laws.
- Intentionally access material through, or with, technology that would not be allowed for educational purposes in your school if presented in other media.
- Intentionally damage, disable, or hinder the performance (or attempt any of the previous) of any district technology system device, software, or network (inside or outside of the district).
- Access or attempt to access any system, file, directory, user account, or network to which you have not been granted access.
- Use technology in a manner that would hinder the learning environment for you or any other student.
- Install or attempt to install any software on a district owned technology device.

Additional Expectation for Students with Personally Assigned Computing Devices

Students will:

- Regularly save any information stored on a computing device to your assigned personal network storage directory.
- Expect any device to be regularly inspected for inappropriate material, which might include unlicensed software or inappropriate content and software. Any inappropriate content or unlicensed software will be removed.

Student Use of Personal Mobile Devices at School or School-Related Activities

- Students may use personal mobile devices in the manner directed by building staff and administration.
- Students may, but are not required or expected to, bring a personal mobile device to school or school-related activities.
- Students who bring personal mobile device(s) to school or school-related activities should access the school district's network; however, students should not expect the district's network to be available at all times.
- The district will not be responsible for data or other losses of any kind, economic or otherwise, a student may experience when using a personal mobile device at school or a school-related activity.
- The district will not be responsible for any fees associated with a student's use of a personal mobile device.
- Students are responsible for their own mobile device(s) and understand district personnel will not repair or perform any set-up options to enable student to use a personal mobile device at school or school-related activities.

Consequences for AUP Violations

- Suspension from use of district technology.
- Suspension or expulsion from school.
- The district may notify law enforcement agencies.
- Any consequence outlined in your school handbook.

To: Board of Education

From: Rick Doll, superintendent

Re: Neighborhood Revitalization Area Request – 9 Del Lofts

Date: October 9, 2014

Background:

The City of Lawrence has received a request to establish a Neighborhood Revitalization Area located at 9th and Delaware Streets. The City Commission has taken action on the request, granting a 15-year, 95% rebate level. Because of state funding formulas for education, the rebate would have minimal impact on USD 497.

Rationale:

The school district can separately determine if it desires to participate and the level of that participation.

Recommendation:

There are several options; however, the Board of Education has typically supported the requests for NRA designation at the same level as the city.

Motion:

If the board chooses to support the requests at the same level as the city, the motion would be as follow:

“I move the Board of Education approve the 9 Del Lofts Neighborhood Revitalization Area request to redevelop the property at 900 Delaware Street into an affordable, multi-family housing complex at the 15-year, 95% rebate level.”

Memorandum

City of Lawrence

City Manager's Office

TO: David L. Corliss, City Manager
CC: Diane Stoddard, Assistant City Manager
Casey Toomay, Assistant City Manager
FROM: Britt Crum-Cano, Economic Development Coordinator
DATE: October 7, 2014
RE: County & School District Consideration: 9 Del Lofts, LLC request for 900 Delaware Street

*Please see **List of Attachments** at the end of this memo.*

Overview

The City has received a request letter and application from 9 Del Lofts, LLC to establish a 15-year, 95% Neighborhood Revitalization Area (NRA) at 900 Delaware Street. Tony Krisnich (project Developer) is proposing the development of vacant land, located at 900 Delaware Street into a mixed-income, multi-family housing complex. Located on the southeast corner of 9th Street and Delaware Street, adjacent to the East Lawrence Historic Industrial Warehouse District, in Lawrence, Kansas, the project calls for approximately 43 apartment units: 18, one-bedroom units (five at market rate); 16, two-bedroom units (three at market rate); and four, three-bedroom units (one at market rate).

The City, County, and School District individually decide their participation in the NRA and each will conduct a public meeting to consider the request. The City considered and authorized participation in a 15-year, 95% NRA during a public meeting held on September 23, 2014. Meetings for the School District and County to consider the request and their participation in the NRA have been scheduled in October.

Background:

Kansas Law enables cities to establish neighborhood revitalization areas in order to encourage redevelopment under the Neighborhood Revitalization Act (NRA). The establishment of a revitalization area enables a property owner to receive a rebate on a portion of the incremental increase of property taxes associated with an improvement project within the area.

9 Del Lofts, LLC is requesting that the City, Douglas County and USD 497 all participate in the revitalization program. Douglas County and USD 497 will need to determine its level of participation and information has been forwarded to the County Administrator and Superintendent of Schools regarding the request.

Staff Analysis

City Staff has completed a cost-benefit and “but for” analysis of the proposal, in accordance with the City's NRA policy. Analytical results are presented in Staff's Technical Report.

NRA Policy

The City of Lawrence adopted an updated NRA policy in the fall of 2011. Staff's technical memo summarizes the policy issues as it relates to this particular NRA request. It appears the request would meet the parameters of the policy.

Draft Neighborhood Revitalization Plan

Staff has prepared a draft Neighborhood Revitalization Plan, which is required by State statute, for the 9 Del Lofts, LLC request. This plan should be reviewed by the City Commission, the Public Incentive Review Committee, and the taxing jurisdictions. The plan includes a rebate schedule and also includes provisions for Douglas County to retain \$100 annually as an administrative fee for the duration of the rebate program.

Next Steps/Calendar

A draft calendar has been prepared to consider items related to this request. The City Commission conducted a public hearing to consider the request at their September 23, 2014 meeting. The meeting for the School Board to consider school district participation is scheduled for October 13 and the meeting for County Commission to consider County participation is scheduled for October 15th. The City Commission would take final action once School District and County participation is known (tentatively scheduled for the October 21st City Commission meeting).

Staff Recommendation

Due to the affordable housing component of the project and the strong intangibles that are not represented in the numbers, Staff would recommend participation at the requested 95% level for all jurisdictions for a 15-year period. While the NRA policy suggests a 10-year limit, the policy also suggests that longer durations may be appropriate if the analysis bears out the need. In this case, the “but for” test points to the need for the NRA incentive in order to make the project viable. Adding to the 9 Del Loft development and other housing opportunities in the area, the project will help to sustain the density for vibrancy in the area.

PIRC Recommendation

At the 9-9-2014 PIRC meeting, the committee voted unanimously to recommend participation of all taxing jurisdictions in a 15-Year, 95% NRA for 900 Delaware Street.

Draft minutes of the 9- 9-2014 PIRC meeting are attached.

City Commission Actions

At the 9-23-2014 City Commission meeting, the Commission voted unanimously to authorize the establishment of and City participation in a 15-Year, 95% NRA for 900 Delaware Street.

Requested County and School District Action

Consider County/School District participation in the 900 Delaware Street NRA, including the percentage rebate amount and duration, if appropriate.

If NRA participation is approved, authorize the County Administrator (on behalf of the County) and USD 497 Superintendent of Schools (on behalf of the School District) to execute a cooperative agreement between the City, County and School District on NRA administration.

List of Attachments: 900 Delaware Street NRA

1. Staff Technical Report and Analysis (with attachments located at end of file)
2. Draft Neighborhood Revitalization Plan
3. Draft NRA Calendar
4. Draft PIRC Minutes
5. City, County, School District Cooperative Agreement



City of Lawrence

DAVID L. CORLISS
CITY MANAGER

City Offices
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www.lawrenceks.org

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785-832-3000
FAX 785-832-3405

CITY COMMISSION

MAYOR
MIKE AMYX

COMMISSIONERS
JEREMY FARMER
DR. TERRY RIORDAN
ROBERT J. SCHUMM
MICHAEL DEVER

October 7, 2014

Craig Weinaug
County Administrator
Douglas County
1100 Massachusetts Street
Lawrence, KS 66044

Dr. Rick Doll
Superintendent of Schools
USD 497, Lawrence Public School
110 McDonald Drive
Lawrence, KS 66044

Sent via e-mail

Dear Mr. Weinaug and Dr. Doll,

The City of Lawrence is in receipt of a request to establish a neighborhood revitalization area (NRA):

Tony Krisnich of 9 Del Lofts, LLC, (project Developer) is requesting a 15-year, 95% rebate of the incremental tax revenues for the property at 900 Delaware Street to redevelop the property into an affordable, multi-family housing complex.

The City, County, and School District separately determine their participation and level of rebate in the NRA. The City Commission held a public hearing on September 23, 2014 to consider the City's participation in establishing the NRA district. During that time, the City Commission voted (5-0) to approve City participation in the NRA at the 15-year, 95% rebate level.

In visiting with you, we have scheduled October 13th at 7 pm as the date and time for the School Board to consider their participation in the NRA and October 15th at 4:00 pm as the date and time for the County Commission to consider their participation in the NRA. The City Commission is scheduled to take final action on the NRA on October 21st, 2014.



Attached is analysis and supporting materials for the request. Please let me know if you have any questions.

Sincerely,

Britt Crum-Cano, Economic Development Coordinator

c: David L. Corliss, City Manager
Diane Stoddard, Assistant City Manager
Tony Krsnich, 9 Del Lofts LLC
Tom Larkin, 9 Del Lofts LLC

To: Board of Education

From: Kyle Hayden, assistant superintendent, business & operations, ext. 4309
Tony Barron, director, facilities & operations, ext. 1643

Re: Waterline Utility Easement – Woodlawn

Date: October 9, 2014

Background:

The City of Lawrence has been designing a stormwater improvement project for North Lawrence. The North Lawrence Drainage Study (NLDS) was received by the City Commission in January, 2006. An upgrade of the pump station on Maple Street in North Lawrence was one of the recommendations of the NLDS.

Project Description:

The existing pump station near 6th and Maple Street, at the maximum pumping capacity, is currently undersized. During significant rain events, North Lawrence experiences localized flooding. The improvements include construction of a new pump station and construction of stormwater facilities and drainage system to convey the stormwater to the Kansas River. In order to construct the improvements, a waterline easement will be needed along the northeast corner of Woodlawn Elementary School.

Recommendation:

Administration recommends the board approve the grant, sell, convey, and deliver unto the City of Lawrence, Kansas a permanent and perpetual Easement for the construction, installation, and maintenance of municipal waterline utilities on the northeast corner of Woodlawn.

Motion:

"I move the Board of Education approve the grant, sell, convey, and deliver unto the City of Lawrence, Kansas a permanent and perpetual Easement for the construction, installation, and maintenance of municipal waterline utilities on the northeast corner of Woodlawn Elementary School."

WATERLINE UTILITY EASEMENT

THE UNDERSIGNED, for and in consideration of the sum of One Dollar (\$1.00) and other valuable considerations, receipt of which is hereby acknowledged, hereby grants, sells, conveys, and delivers unto the City of Lawrence, Kansas, a municipal corporation, a permanent and perpetual Easement for the construction, installation, and maintenance of municipal waterline utilities, in, over, under, and through the following described tract of real estate situated in Douglas County, Kansas, to-wit:

A PORTION OF THAT CERTAIN PARCEL OF LAND DESCRIBED IN DEED RECORDED AUGUST 20, 1990 IN THE OFFICE OF THE DOUGLAS COUNTY REGISTER OF DEEDS IN BOOK 448, PAGE 410, SITUATED IN THE BLOCK 10 IN THAT PART OF THE CITY OF LAWRENCE, KNOWN AS NORTH LAWRENCE, DOUGLAS COUNTY, KANSAS, DESCRIBED AS FOLLOWS;

COMMENCING AT THE NORTHEAST CORNER OF SAID BLOCK 10; THENCE ON AN ASSUMED BEARING OF SOUTH 01 DEGREE 38 MINUTES 05 SECONDS EAST, COINCIDENT WITH THE EAST LINE OF SAID BLOCK 10, A DISTANCE OF 10.00 FEET TO THE SOUTH LINE OF THAT CERTAIN EASEMENT FOR WATER LINE DESCRIBED IN BOOK 461, PAGE 159 IN THE OFFICE OF THE DOUGLAS COUNTY REGISTER OF DEEDS AND THE POINT OF BEGINNING; THENCE CONTINUING SOUTH 01 DEGREE 38 MINUTES 05 SECONDS EAST, COINCIDENT WITH SAID EAST LINE, A DISTANCE OF 45.00 FEET; THENCE SOUTH 88 DEGREES 21 MINUTES 55 SECONDS WEST, PERPENDICULAR TO SAID EAST LINE, A DISTANCE OF 10.00 FEET; THENCE NORTH 01 DEGREE 38 MINUTES 05 SECONDS WEST, BEING 10.00 FEET WEST OF AND PARALLEL WITH THE EAST LINE OF SAID BLOCK 10, A DISTANCE OF 44.98 FEET TO THE SOUTH LINE OF SAID EASEMENT FOR WATER LINE; THENCE NORTH 88 DEGREES 16 MINUTES 45 SECONDS EAST, COINCIDENT WITH SAID SOUTH LINE, A DISTANCE OF 10.00 FEET TO THE POINT OF BEGINNING.

THE ABOVE DESCRIBED PARCEL OF LAND CONTAINING 450 SQUARE FEET, MORE OR LESS.

Grantee shall have the right of ingress and egress upon the above described Easement for the purpose of maintaining, repairing, or replacing said municipal waterline utilities and otherwise make all uses of said Easement and do all things necessary or proper for the use of said Easement for said public facilities and structures.

Grantor shall do or cause nothing to be done to interfere with the Grantee's right of use of said Easement for the purposes herein stated.

THE UNDERSIGNED FURTHER WARRANT that it has good and lawful right to convey said easement, and will forever defend the title thereto.

THIS AGREEMENT is and shall be binding and obligatory upon the heirs, administrators, executors, personal representatives, successors, and assigns of the parties hereto.

DATED THIS ____ day of _____, 2014.

Unified School District No. 497 by Shannon Kimball (President, Board of Education)

STATE OF KANSAS)
 :SS
COUNTY OF DOUGLAS)

BE IT REMEMBERED, that on this _____ day of _____, 2014, before me, the undersigned, a Notary Public in and for the County and State aforesaid came Shannon Kimball, acting on behalf of Unified School District No. 497 in her capacity as President of the Board of Education, who is personally known to me to be the same person who executed the within and foregoing instrument of writing, and duly acknowledged the execution of the same.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my official seal the day and year last above written.

Notary Public

My Commission Expires: _____

To: Board of Education

From: Rick Doll, superintendent

Re: Update on United Way Education Goals

Date: October 9, 2014

Background:

Erika Dvorske, president and chief executive officer of the United Way of Douglas County, will update the Board of Education on the process and accomplishments of the United Way in aligning with district and community education goals to ensure that children and teens are prepared and supported each day in order to be successful in school.

United Way of Douglas County Education Goal Plan – Summer 2014 – DRAFT Framework

<p><i>Community Education Goal</i></p> <p><i>United Way's role in supporting community goal</i></p>	<p>Children and teens are successful in school.</p> <p>Students are ready for school (prepared and supported) every day.</p>
<p><i>For whom</i></p> <p><i>How we help...</i></p>	<p>Students who are at risk of not being successful, including low socioeconomic status, students of color, students in foster care or homeless, ESL, underachieving and disabled students, students and students whose guardians are teen parents, single parents, incarcerated parents or are in crisis, whether that be ongoing or situational. Current estimate of the number of children meeting this criteria is: _____</p> <p>Early Childhood:</p> <ul style="list-style-type: none"> • Evidence-based Home Visiting Program PLUS Case Management • Early Learning Environments/Relationships <p>Elementary, Middle and High School</p> <ul style="list-style-type: none"> • Core programs that include before/after school care, out of school enrichment including scouting and mentoring, and school-based case management • Fostering collaboration to address these barriers to program expansion <ul style="list-style-type: none"> ○ Volunteer Engagement (recruit, train, manage, recognize) ○ Fostering Relationships (point person for each agency and each school & shared knowledge) ○ Supportive transitions from Pre-K to Elementary, Elementary to Middle School, and Middle to High School
<p><i>How do we define success at a program level (could be used by multiple programs)...</i></p>	<p>Preschool - Kindergarten readiness based on academic as well as social and emotional growth.</p> <p>Elementary - Reading and math growth as indicated by MAP and overall social emotional progress based on behavior screening results.</p> <p>Continuity of support as students transition between early childhood & elementary; elementary & middle school, and middle & high school - Fewer In and out of school suspensions, Attendance and Tardiness, fewer 9th grade dropouts.</p>
<p><i>How we define success at the community level...</i></p>	<p>Develop socially and emotionally competent people as indicated by (1) academic growth and progress [MAP & Aimsweb currently at _____] and (2) fewer students needing additional social emotional supports in school [Increase in Tier 1 students through MTSS currently at _____].</p>

Glossary of Terms for Education Workgroup:

AimswEB - Tiered Assessment Framework provides web-based data management, charting, and reporting. With continuous student performance data, teachers and administrators can guide the teaching and learning process, and provide relevant reports to parents.

ASQ-3 & ASQ-SE – Ages & Stages Questionnaire providing developmental and social-emotional screening for children from one month to 5 ½ years. Highly reliable and valid, ASQ looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children.

CLASS - The Classroom Assessment Scoring System™ is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.

CSEFEL – Center on for Social & Emotional Foundation for Early Learning. This Center developed the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

ECBG – Early Childhood Block Grant – State Funding that is complementary with Education Plan.

HOME – Tool for assessment for early childhood education.

KIPS – Keys to Interactive Parenting – tool for assessment for early childhood education.

KQRIS – Kansas Quality Rating and Improvement System

KS PreK – Kansas Pre-Kindergarten – State funded program at Kennedy Elementary that serves 3 & 4 year olds who are at-risk.

MAP – Measure of Academic Progress. This assessment happens three times a year for all USD 497 Elementary students beginning in Kindergarten and through 5th grade. The assessment is based on a growth model and measures growth in areas of math and reading.

MTSS – Multi-tiered system of support. This is a structure, developed from Early Childhood education and currently being implemented at the elementary level that provides different levels of social/emotional support based on student behaviors. Tier 1 is the lowest tier with the fewest behavior challenges.

PAT – Parents as Teachers. A home visitation model that serves pre-natal through 3 year olds that encourages parents to serve as a teacher for young children.

Education Planning Group

Revised Education Goal program standards as of 6/19/14

In addition to targeting the goal of Children and teens are successful in school, programs must:

- Be accessible and culturally sensitive.
- Have quality staff and ongoing volunteers working with youth (if unsupervised) who have:
 - background checks,
 - adequate training, and
 - follow a code of ethics, and
 - are mandated reporters.
- Be developmentally appropriate.
- Be collaborative and coordinated for effective engagement of the community to create positive systemic change.
- Be evaluated and research-based with measureable program indicators.
- Focused on serving at-risk children and teens as defined in the target population.
- Have program curriculum consistent with state curriculum standards.
- Maintain accountability.

To: Board of Education

From: Anna Stubblefield, director, human resources, ext. 1760

Re: Update: Certified Staff, Administrator & Superintendent Evaluation Processes

Date: October 9, 2014

Background:

The Kansas ESEA Flexibility Request, granting waiver from certain provisions of the federal Elementary and Secondary Education Act (ESEA), was approved by the U.S. Department of Education on July 19, 2012. The approval of the waiver required districts in Kansas to adopt an employee evaluation system that meets the six guidelines outlined in the Kansas Flexibility Waiver. These guidelines are:

1. Used for continual improvement of instruction.
2. Differentiated performance using at least 3 levels.
3. Multiple, valid measures in determining performance levels, including as a significant factor, data related to student growth for all students and a process ensuring inter-rater reliability.
4. Evaluation of all educators on a regular basis.
5. Provide clear, timely, useful feedback that identifies needs and guides professional learning opportunities to specific needs.
6. Data and a process will be used to inform personnel decisions.

In the spring of 2013, the Board of Education and LEA agreed to adopt the Danielson Model for evaluation for all certified staff members. During the 2013-14 school year, the Danielson model was implemented for all new, certified staff, as well as any volunteers who wished to transition out of the original evaluation process. For the 2014-2015 school year, the Danielson model is being used for all certified staff hired after May 2011 to the present. For the 2015-2016 school year, the Danielson model will be used for all certified staff hired from August 2003-May 2011. For the 2016-17 school year, the Danielson model will be implemented for all certified staff.

The Danielson Model does not have a component to address the evaluation of administrators; therefore beginning with the 2014-2015 school year all building administrators will be evaluated using the Kansas Educator Evaluations Protocol (KEEP). KEEP will be implemented for district administrators beginning in the 2015-2016 school year.

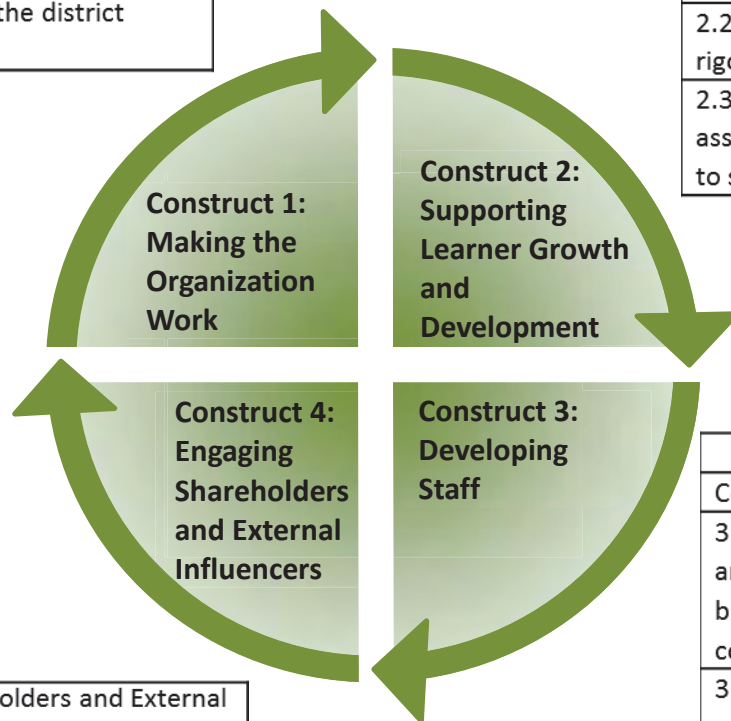
This presentation will update the Board of Education on the implementation of the Danielson Model for certified staff members and KEEP for administrators.

District Leader Evaluation Process

The **District Leader** Constructs to be measured in the evaluation instrument:

1. Setting Direction and Making the Organization Work
Components:
1.1 The district leader will establish and communicate the district vision to support student learning and development.
1.2 The district leader will develop, implement and monitor a strategic plan that addresses continuous improvement.
1.3 The district leader will secure and allocate resources to meet optional needs and to support the district strategic plan.

2. Supporting Learner Growth and Development
Components:
2.1 The district leader will implement a rigorous and relevant curriculum and support services that promote success for all students.
2.2 The district leader will support rigorous and relevant instruction.
2.3 The district leader will use an assessment and accountability system to support student learning.



4. Engaging Shareholders and External Influencers
Components:
4.1 The district leader will advocate for educational policy (local, state, national).
4.2 The district leader will collaborate with the local community and special interests groups.

3. Developing Staff
Components:
3.1 The district leader will establish and maintain a culture of learning that builds collective efficacy and demands continuous learning for all staff.
3.2 The district leader will establish and maintain a process for staff evaluations.
3.3 The district leader will create a system that uses data to drive professional learning that is aligned with district goals and improvement plans and supports a differentiated professional learning program.
3.4 The district leader builds and sustains capacity for leadership throughout the system.

RECORD OF DISTRICT LEADER EVALUATION ACTIVITIES (OPTIONAL)

District Leader Name: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Activity	Date	
Orientation		
Self- Assessment & Goal Selection		
Beginning-of-Year Conference		
Mid-Year Conference		
Reflective Summary		
End-of-Year Conference		
Individual Growth Plan (if needed)		

Relevant sources of performance evidence, such as the artifacts suggested on the rubric, must be considered when determining the district leader's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

_____	_____
_____	_____
_____	_____

This document is not required. It may be reproduced.

KEEP District Leader Evaluation Rubrics

Construct 1: Setting Direction and Making the Organization Work

District leaders have the responsibility of working with district stakeholders to collaboratively establish a common vision and to channel that vision into a strategic plan that is directed to maximize student learning and development. This responsibility requires the use of a wide range of data sources to guide both the development of short term and long term plans, along with ongoing monitoring, supported by appropriate and targeted resources. Demonstration of the district leader's proficiency in setting direction is evidenced by:

1.1 Establishing and Communicating the District Vision

The district leader organized the development and/or maintenance and communication of the district vision that is focused on student learning and development. The district leader ensured that all appropriate and representative stakeholders (both internal and external) were involved in the process. (Note: there is no expectation that a new vision is created each year.) Key indicators include: development and/or maintenance of a vision focused on student learning needs and development; involvement of stakeholders; use of data to inform the vision; communication of the vision.

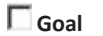
1.2 Developing, Implementing and Monitoring a Strategic Plan

The district leader worked collaboratively to develop, implement and monitor a strategic plan that addresses the district's vision and student learning needs. This strategic plan needs to be clearly aligned to the district vision. Data will be used to guide the process at all stages - the development, implementation and monitoring of the strategic plan. Key indicators include: development of a strategic plan that addresses continuous learning improvement for all students; implementation of a strategic plan; the monitoring of the implementation; involvement of stakeholders at each part of the process; use of data at each stage of the process.

1.3 Seeking and Allocating Resources

The district leader sought appropriate and sufficient resources to support the work of the district from local, state and federal sources. The district leader used analyses of appropriate data and consultation with stakeholders to determine the allocation of resources to support the district strategic plan, using all resources in the most efficient and effective manner to meet operational needs and district strategic plan. The district leader communicated appropriately with stakeholders about the securing and allocation of resources. Key indicators include: seeking of resources; use of data and the strategic plan to guide decision making regarding resource allocation; allocation and management of district resources to support the strategic plan; allocation and management of resources to support operational needs; communication to stakeholders.

1.1 Establishing and Communicating the District Vision: The district leader organized the development and/or maintenance and communication of the district vision that is focused on student learning and development. The district leader ensured that all appropriate and representative stakeholders (both internal and external) were involved in the process. (Note: there is no expectation that a new vision is created each year.)















Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the district leader organized the development and/or maintenance of a partial, generic or unclear vision that does not seem to match district goals or needs.	<input type="checkbox"/> The evidence indicates that the district leader organized the development and/or maintenance of an incomplete vision that is loosely related to district goals and needs.	<input type="checkbox"/> The evidence indicates that the district leader organized the development and/or maintenance of a vision that is aligned to district goals and needs.	<input type="checkbox"/> The evidence indicates that the district leader organized the development and/or maintenance of a clearly defined vision that is aligned to district goals and needs, and that supports the work of the district.
<input type="checkbox"/> The evidence indicates that the district leader did not utilize data to inform the vision, and little or no involvement of stakeholders (teachers, parents, students, district office, community members) occurred at each stage of the process.	<input type="checkbox"/> The evidence indicates that the district leader utilized limited collection or analysis of data to inform the vision, and only some involvement of stakeholders, but with critical omissions.	<input type="checkbox"/> The evidence indicates that the district leader utilized multiple sources of data to inform the vision, and involved most of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.	<input type="checkbox"/> The evidence indicates that the district leader utilized multiple and varied sources of data to inform the vision, and involved all of the appropriate stakeholders (staff, parents, students, school board, and business community) at each stage of the process.
<input type="checkbox"/> The evidence indicates that the district leader provided no or insignificant communication about the vision, or communicated about the vision in inconsistent, confusing ways.	<input type="checkbox"/> The evidence indicates that the district leader provided limited communication of the vision using only a single modality or included only a limited range of stakeholders in the communication.	<input type="checkbox"/> The evidence indicates that the district leader communicated the vision using several different modalities (e.g., meetings, newsletters, through technology) and included the majority of stakeholders in the communication.	<input type="checkbox"/> The evidence indicates that the district leader communicated the vision using a variety of modalities (e.g., meetings, newsletters, through technology) and ensured that all stakeholders were included in the communication. While particular aspects of the vision might be stressed to different stakeholders, the message was consistent.

Sources of Evidence for Establishing and Communicating the District Vision

Vision
Stakeholder meeting
Family engagement
Surveys
Public communication
Internal communication

1.2 Developing, Implementing and Monitoring a Strategic Plan: The district leader worked collaboratively to develop, implement and monitor a strategic plan that addresses the district’s vision and student learning needs. This strategic plan needs to be clearly aligned to the district vision. Data will be used to guide the process at all stages - the development, implementation and monitoring of the strategic plan.

 **Goal**

















Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader did not develop a strategic plan to support student learning needs, or developed a strategic plan that is unconnected to the district vision, was developed in isolation from relevant stakeholders, and without the use of data to guide and support decisions.	 The evidence indicates that the district leader developed a strategic plan, partially connected to the district’s vision or to support student learning, with limited input from relevant stakeholders, or with limited or inappropriate data used to guide and support decisions.	 The evidence indicates that the district leader developed a strategic plan that addressed most aspects of the district’s vision and supports student learning, was developed collaboratively with mostly relevant stakeholders, and utilized multiple sources of appropriate data to guide and support decisions.	 The evidence indicates that the district leader developed a strategic plan that effectively addressed all aspects of the district’s vision and supports student learning with ongoing collaboration with relevant stakeholders, and utilized multiple and wide-ranging sources of appropriate data to guide and support decisions.
 The evidence indicates that the district leader implemented the strategic plan in a sporadic and ineffective manner.	 The evidence indicates that the district leader implemented the strategic plan in an inconsistent manner.	 The evidence indicates that the district leader effectively implemented the strategic plan, although there were a few gaps or omissions.	 The evidence indicates that the district leader effectively implemented all aspects of the strategic plan.
 If a strategic plan is in place, the evidence indicates that the superintendent did little or no monitoring to ensure its success or to make necessary adjustments.	 The evidence indicates that the district leader utilized only limited monitoring once the plan was in place to ensure its success with few if any adjustments as a result of collected data.	 The evidence indicates that the district leader regularly monitored the plan once it was in place to ensure its success, but few adjustments were made as a result of collected data.	 The evidence indicates that the district leader systematically monitored the plan once it was in place to ensure its success with appropriate adjustments as needed, based on the analysis of collected, meaningful data and input.

Sources of Evidence for Developing, Implementing and Monitoring a Strategic Plan

Strategic plan
 Strategic plan operationalized
 Data to support plan
 Appropriate adjustments

1.3 Seeking and Allocating Resources: The district leader sought appropriate and sufficient resources to support the work of the district from local, state and federal sources. The district leader used analyses of appropriate data and consultation with stakeholders to determine the allocation of resources to support the district strategic plan, using all resources in the most efficient and effective manner to meet operational needs and district strategic plan. The district leader communicated appropriately with stakeholders about the securing and allocation of resources.

 **Goal**

Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader did not actively seek available resources to support district work.	 The evidence indicates that the district leader occasionally sought out available resources to support district work.	 The evidence indicates that the district leader explored multiple options when seeking out available resources to support district work.	 The evidence indicates that the district leader explored multiple and varied options when seeking out available resources to support district work, and capitalized on all opportunities.
 The evidence indicates that the district leader utilized little or no data in making decisions for resource allocation to meet student learning needs.	 The evidence indicates that the district leader utilized data in a limited manner in making decisions for resource allocation to meet student learning needs.	 The evidence indicates that the district leader consistently utilized adequate data in making decisions for resource allocation to meet student learning needs. Resources, in some cases, were directed based on priorities for those identified learning needs.	 The evidence indicates that the district leader utilized significant data in making decisions for resource allocation to meet student learning needs. Resources were directed toward student learning needs with the highest priority.
 The evidence indicates that the district leader did not allocate and manage resources to support the districts strategic plan.	 The evidence indicates that that the district leader allocated and managed resources to support the district strategic plan in limited ways. These resources were often administered in processes that were uncoordinated and not prioritized.	 The evidence indicates that the district leader allocated resources in most instances to consistently support the strategic plan. These resources were usually administered in a coordinated and prioritized process.	 The evidence indicates that the district leader allocated all necessary and available resources to effectively and consistently support the district strategic plan. These resources were administered in a strategic process that was coordinated and prioritized.
 The evidence indicates that the district leader provided little or no communication to relevant stakeholders regarding the use, availability and priorities for resource allocation.	 The evidence indicates that the district leader provided some limited and isolated communication to relevant stakeholders regarding the use, availability, and priorities for allocation of resources.	 The evidence indicates that the district leader provided communication to most relevant stakeholders regarding the use, availability, and priorities for allocation of resources.	 The evidence indicates that the district leader provided consistent and varied communication processes and channels to all relevant stakeholders regarding the use, availability and priorities for allocation of resources.

Sources of Evidence for Seeking and Allocating Resources

Resources

Data

Prioritized adjustments

Strategic plan

Stakeholder involvement

Family engagement

Construct 2: Supporting Student Growth and Development

District leaders will be advocates for the development of well-rounded and well-prepared students. Support for student learning will be characterized by the use of relevant curriculum, instruction, and an appropriate assessment system to promote the success of all students. Demonstration of district leader's proficiency in supporting student learning is evidenced by:

2.1 Implementing a Rigorous and Relevant Curriculum and Support Services

The district leader worked with district staff and stakeholders to implement a rigorous and relevant curriculum to prepare all students to be globally competitive for college and career readiness. In addition the district leader provided support services to promote students' physical, emotional and social development, not just student academic success. Key indicators include: implementation of a curriculum with high expectations for students; a curriculum that prepares them to be globally competitive for college and career readiness; provision of student services to support student leadership, and physical, emotional, social and attitudinal growth.

2.2 Supporting Rigorous and Relevant Instruction

















The district leader worked with building leaders to ensure that the instructional guidelines are in place, teachers are following the district's course/grade level standards, and are implementing the curriculum with fidelity. The district leader worked with building leaders to ensure that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information. Key indicators include: ensuring that the instructional models and practices support the translation from standards to instruction for all students; communication to building leaders and teachers; support for building leaders to monitor instructional programs.

2.3 Using an Assessment and Accountability System to Support Student Learning

The district leader ensured that there is a district-wide assessment plan that provides information about the progress of all students. Accountability expectations and results were communicated to all relevant stakeholders, and these results became part of the data used to evaluate the effectiveness of school and district programs, instruction, and student supports. Key indicators include: an assessment plan that supports student learning and provides timely, actionable information; communication of assessment results to relevant stakeholders; use of assessment data to support student learning; evaluation of school and district programs, and student supports.

2.1 Implementing a Rigorous and Relevant Curriculum and Support Services: The district leader worked with district staff and stakeholders to implement a rigorous and relevant curriculum to prepare all students to be globally competitive for college and career readiness. In addition the district leader provided support services to promote students’ physical, emotional and social development, not just student academic success.

 **Goal**













Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader did not implement a rigorous curriculum with high expectations for all students.	 The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for students unevenly across the district, with greater rigor in some schools, subjects or grade levels than others.	 The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for all students across the district.	 The evidence indicates that the district leader implemented a rigorous curriculum with high expectations for all students across the district, with a defined process in place for periodic review.
 The evidence indicates that the district leader paid no attention to issues of curriculum breadth, global competitiveness or career and college readiness.	 The evidence indicates that the district leader paid limited attention to issues of curriculum breadth, global competitiveness or career and college readiness, or addressed the issues primarily in sporadic, inconsistent or superficial ways.	 The evidence indicates that the district leader paid appropriate attention to issues of curriculum breadth, global competitiveness or career and college readiness, although there were some gaps in the provisions.	 The evidence indicates that the district leader paid thoughtful and planned attention to issues of curricular breadth, global competitiveness or career and college readiness, with access and provision for all students.
 The evidence indicates that the district leader provided few or no student services to support student leadership, physical, emotional, social and attitudinal growth, or access to opportunities was not equal to all students.	 The evidence indicates that the district leader provided limited student services to support student leadership, and physical, emotional, social and attitudinal growth, and access to opportunities was uneven.	 The evidence indicates that the district leader provided an adequate variety of student services to support student leadership, and physical, emotional, social and attitudinal growth.	 The evidence indicates that the district leader provided a wide variety of appropriate student services to support student leadership, and physical, emotional, social and attitudinal growth, with access clearly promoted to all students.
 The evidence indicates that the district leader provided few or no interventions or alternative programming to address student failure or to promote student excellence.	 The evidence indicates that the district leader provided limited interventions or alternative programming to address student failure with unevenly availability and with few opportunities to promote student excellence.	 The evidence indicates that the district leader provided an adequate variety of interventions or alternative programming available to address student failure and opportunities to promote student excellence.	 The evidence indicates that the district leader provided a wide variety of interventions or alternative programming to address student failure and rich opportunities to promote student excellence, with access and support for all students.

Sources of Evidence for Implementing a Rigorous and Relevant Curriculum and Support Services

Curriculum for all students
 Career and college readiness
 Leadership for school community
 MTSS

2.2 Supporting Rigorous and Relevant Instruction: The district leader worked with building leaders to ensure that the instructional guidelines are in place, teachers are following the district’s course/grade level standards, and are implementing the curriculum with fidelity. The district leader worked with building leaders to ensure that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information.

 **Goal**

Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader did not work with school leaders to ensure that instructional models and practices (standards, curriculum, pacing guides, etc.) exist.	 The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).	 The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).	 The evidence indicates that the district leader supported the development of district and school instructional models and practices (standards, curriculum, pacing guides, etc.).
 The evidence indicates that if such models and practices were developed, the district leader did not communicate to teachers.	 The evidence indicates that the instructional models and practices were available to teachers although the communication was not thorough or consistent. (For example, the needs of new teachers were not addressed.)	 The evidence indicates that the use of the instructional models and practices was communicated in an ongoing way to teachers and other stakeholders	 The evidence indicates that the use of the instructional models and practices was communicated in an thoughtful and relevant ways to teachers and other stakeholders, with training as needed.
 The evidence indicates that the district leader did not establish a process for monitoring models and practices to inform instructional programs, or there is evidence that instructional programs were only partially aligned with the established guidelines.	 The evidence indicates that the district leader may have established a process for monitoring the use of the models and practices, but the process was used only periodically, on a limited basis, or only for some schools or classrooms.	 The evidence indicates that the district leader established a process for monitoring the implementation of the models and practices, and the provision of feedback was articulated. This process was used across the district although there may be some inconsistencies.	 The evidence indicates that the district leader established a systematic process for monitoring the implementation of the models and practices, and the provision of feedback was articulated. This process was used consistently throughout the district.

Sources of Evidence for Supporting Rigorous and Relevant Instruction


Instructional models

















Implementing models for all students

Systemic process

Consistent application for all students

2.3 Using an Assessment and Accountability System to Support Student Learning: The district leader ensured that there is a district-wide assessment plan that provides information about the progress of all students. Accountability expectations and results were communicated to all relevant stakeholders, and these results become part of the data used to evaluate the effectiveness of school and district programs, instruction, and student supports.

 **Goal**

Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader ensured that some forms of assessments were used (state, local, formative, summative) but with little, if any, coordination to integrate these assessments to support school and district learning goals. There are little or no examples of assessment data used to inform and support student learning.	 The evidence indicates that the district leader ensured some degree of coordination of various forms of assessment tools being used (state, local, formative, summative) by the district. The coordination was often based on the initiative of individual teachers and principals and not on any district wide assessment coordination strategy. There is limited evidence that student data was used to support student learning.	 The evidence indicates that the district leader ensured various forms of assessments (state, local, formative, summative) were integrated into a cohesive plan to guide, support and inform student learning. This integrated approach utilized data to guide the teaching and learning within and between various grades and schools.	 The evidence indicates that the district leader ensured all forms of assessment data (state, local, formative, summative) were integrated into a cohesive plan to guide, support and inform student learning. The integration of the various assessments supported the district accountability plan and addressed local and other accountability expectations.
 The evidence indicates that the district leader provided little or no support to building leaders and teachers to engage with or use classroom assessment evidence to inform instruction.	 The evidence indicates the district leader provided limited support to building leaders and teachers to engage with and use classroom assessment evidence to inform instruction, but emphasized higher stakes assessments.	 The evidence indicates that the district leader provided adequate support to building leaders and teachers to engage with and use classroom assessment evidence to inform instruction, and not to rely only on interim and summative assessments.	 The evidence indicates the district leader provided meaningful support to building leaders and teachers to thoroughly engage with and use classroom assessment evidence to inform instruction, and not to rely only on interim and summative assessments.
 The evidence indicates that the district leader did not ensure that assessment data is appropriately analyzed to support student learning, or to evaluate school and district programs.	 The evidence indicates that the district leader ensured assessment data was used in limited ways to support student learning and evaluate school and district programs.	 The evidence indicates that the district leader ensured assessment data was used appropriately to support student learning and to evaluate school and district programs.	 The evidence indicates that the district leader ensured assessment data was used extensively to support student learning and to evaluate school and district programs, with efforts made to demonstrate that the use of data supports a more transparent and fair decision making process.
 The evidence indicates that the district leader provided little or no methods or strategies to communicate assessment results or their use to relevant stakeholders.	 The evidence indicates that the district leader provided limited communication of assessment results to relevant stakeholders, although with no consistent process or plan to make the results available to appropriate stakeholders.	 The evidence indicates that the district leader provided an adequate variety of methods for communicating the assessment results to relevant stakeholders.	 The evidence indicates that the district leader provided clear and transparent communication of information to all relevant stakeholders, in a variety of ways appropriate to the audiences.

Sources of Evidence for Using an Assessment Accountability System

Assessment data
Licensure data
Evaluative data
District expectations

Construct 3: Developing Staff

The district leader will work to establish a professional learning community that is involved in the establishment of processes and systems for the support and evaluation of a high-performing diverse staff. Effective evaluation processes are implemented for all staff, supporting reflection, feedback and continuous growth. Demonstration of the district leader's proficiency in developing staff is evidenced by:

3.1 Establishing and Maintaining a Culture of Learning

The district leader worked to establish a collaborative learning ethos with the common purpose throughout the district of achieving district learning goals. The district leader is a role model as a learner. The district leader built collective efficacy throughout the district by working with district and school leaders to celebrate district, school and individual accomplishments, contributions and efforts in reaching student learning goals. Key indicators include: communication of importance of learning for everyone; promotion of the message that learning is important for all students and staff; modeling behavior supporting individual learning.

3.2 Establishing and Maintaining a Process for Staff Evaluations

The district leader was responsible for establishing and maintaining a process for staff evaluations in a fair and effective manner to recognize excellence, support growth, and to identify the need for remediation. Key indicators include: use of a process for evaluation; creation of actionable feedback; formative and summative components to the process.

3.3 Supporting Professional Learning

The district leader analyzed district and school data to identify staffing needs, supports the delivery of needs-based professional learning services, and uses evaluation data to monitor the impact of professional learning on student learning and professional practice. Appropriate and needed resources were made available to support and deliver a differentiated professional learning program. The district leader recognized that change takes time and requires ongoing support. Key indicators include: use of data to inform professional learning needs; support for professional learning for staff focused on supporting student growth and development; connections between analysis of collected data and the selection of/delivery of targeted professional learning; use data to evaluate impact of professional learning delivered.

3.4 Building and Sustaining Capacity for Leadership Throughout the System

The district leader implemented programs and strategies to build leadership capacity throughout the system. Leadership was encouraged, recognized and celebrated at all levels of district staffing. Every effort was made to ensure that leadership capacity is being emphasized and encouraged by all district staff in an effort to create sustainability for improving success with student learning goals. Key indicators include: identification of district leadership needs through the use of data; development of leadership capacities to ensure leadership sustainability; recognition and celebration of leadership successes.

3.1 Establishing and Maintaining a Culture of Learning: The district leader worked to establish a collaborative learning ethos with the common purpose throughout the district of achieving district learning goals. The district leader is a role model as a learner. The district leader built collective efficacy throughout the district by working with district and school leaders to celebrate district, school and individual accomplishments, contributions and efforts in reaching student learning goals.











Ineffective	Developing	Effective	Highly Effective
<p> The evidence indicates that the district leader developed little or no communication efforts or awareness among stakeholders of the district message that learning is important for everyone.</p>	<p> The evidence indicates that the district leader developed some awareness among stakeholders of the district message that learning is important for everyone, but with limited evidence of communication across the district.</p>	<p> The evidence indicates that the district leader appropriately communicated through an adequate variety of strategies awareness among most stakeholders of the district message that learning is important for everyone.</p>	<p> The evidence indicates that the district leader created among all stakeholders an understanding of the district message that learning is important for everyone, extensively communicated through a wide variety of strategies that effectively targeted each audience.</p>
<p> The evidence indicates that the district leader did not build or nurture a collective sense of efficacy. While there may have been occasional rhetoric of learning for all, there is little evidence that it had meaning.</p>	<p> The evidence indicates that the district leader attempted to build a collective sense of efficacy through occasional, but inconsistent promotions of student learning.</p>	<p> The evidence indicates that the district leader made adequate attempts at building a collective sense of efficacy, promoting the belief that all students and adults are learners with evident support across the district.</p>	<p> The evidence indicates that the district leader built a deeply held collective sense of efficacy, with obvious promotions of the belief that all students and adults are learners, with learning clearly supported and celebrated consistently across the district.</p>
<p> The evidence indicates that the district leader did not participate in professional development to support his/her own growth or the district strategic plan and goals but instead, participated in stand-alone, disjointed activities or only professional development targeted for other staff within the district.</p>	<p> The evidence indicates that the district leader participated in some professional development activities to support his/her own growth or the district strategic plan and goals.</p>	<p> The evidence indicates that the district leader participated in appropriate professional development activities to support his/her own growth or the district strategic plan and goals, although the activities may have been narrowly focused.</p>	<p> The evidence indicates that the district leader had a personal growth plan and actively pursued professional growth and was visible as a learner to staff.</p>

Sources of Evidence for Establishing and Maintaining a Culture of Learning

External communication
Internal communication
Professional learning
Staff growth plans

3.2 Establishing and Maintaining a Process for Staff Evaluations: The district leader was responsible for establishing and maintaining a process for staff evaluations in a fair and effective manner to recognize excellence, support growth, and to identify the need for remediation.

 **Goal**

Ineffective	Developing	Effective	Highly Effective
<p> The evidence indicates that the district leader maintained an evaluation process that was not transparent, and many staff did not view the evaluation process as fair or relevant in providing for continuous improvement.</p>	<p> The evidence indicates that the district leader maintained an evaluation process that was somewhat transparent in that documentation of the processes existed, but was not widely available, or was generic across different roles and responsibilities. Some staff did not view the evaluation process as fair, relevant, and meaningful for continuous improvement.</p>	<p> The evidence indicates that the district leader implemented a transparent staff evaluation process. The evaluation processes and criteria were shared and discussed with those staff members being evaluated, with training for all involved. Evidence indicates that the evaluation process was seen as important and fair.</p>	<p> The evidence indicates that the district leader implemented a transparent evaluation process that involved the relevant stakeholders, and appropriately considered the work relevant to each position within the district. The evaluation processes and criteria were shared and discussed, with training for all involved. Evidence indicates that the evaluation process was seen as important, fair and instrumental in staff development.</p>
<p> The evidence indicates that the district leader maintained an evaluation process that did not use multiple measures or time points in evaluating staff performance and did not have a formative component in the process. Staff members received a summative evaluation at the end of the school year, with little or no prior discussions of performance during the school year. There is no evidence of actionable performance feedback being provided during the school year.</p>	<p> The evidence indicates that the superintendent maintained an evaluation process that occasionally use multiple measures and had a formative component that was weak, and not utilized for the most benefit. The process did not identify the time or frequency that formative evaluations should take place during the school year so that it was largely haphazard. Continuous improvement was discussed as part of the evaluation but was often not adhered to in the actual process.</p>	<p> The evidence indicates that the superintendent implemented an evaluation process that regularly used multiple measures and had both formative and summative components. The formative was effectively utilized in following up with the previous year's summative remediation needs and with the current year's goals and objectives for each member of staff. The formative sessions provided immediate feedback and assessment of progress toward the professional improvement goals and a focus on continuous improvement.</p>	<p> The evidence indicates that the superintendent implemented an evaluation process that systematically used multiple measures, collected over time and had a strong formative component. The process provided the opportunity of a self-assessment prior to each formal formative and summative meeting. The process, the implementation and the results of both formative and summative evaluations, incorporated best evaluation practices by connecting evaluations to future professional development.</p>


Sources of Evidence for Establishing and Maintaining a Process for Staff Evaluations













Evaluation instrument

Evaluation system

Equal distribution

3.3 Supporting Professional Learning: The district leader analyzed district and school data to identify staffing needs, supports the delivery of needs-based professional learning services, and uses evaluation data to monitor the impact of professional learning on student learning and professional practice. Appropriate and needed resources were made available to support and deliver a differentiated professional learning program. The district leader recognized that change takes time and requires ongoing support.

 **Goal**













Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader utilized little or no data of any type to inform decisions on professional development activities that supported district goals. Decisions about professional development were based on “hunches” or personal preferences with little communication to staff about rationales.	 The evidence indicates that the district leader utilized limited data (primarily from formative and summative evaluations,) to inform decisions on professional development activities to support district goals, with little effort to communicate how the data analysis informed decisions.	 The evidence indicates that the district leader utilized adequate data (primarily from formative and summative evaluations, and staff input) to inform decisions on differentiated professional development activities to support the district goals, with a clear articulation of how the various data sources informed the decisions made regarding the professional development activities.	 The evidence indicates that the district leader extensively utilized varied types of data (staff evaluations and observations, staff input, student assessment data, district goals, strategic plan) to inform decisions on differentiated professional development activities to support the district goals, with a clear communication about the decisions.
 The evidence indicates that the district leader utilized little or no data from staff evaluations, observations, surveys or student assessments to monitor professional development activities.	 The evidence indicates that the district leader monitored the effectiveness of professional development being provided within schools and district in a limited way. Limited data from staff evaluations, observations, surveys and student assessments was used to assess the effectiveness of professional development, but no evidence of a systemic plan in place for consistent monitoring and feedback.	 The evidence indicates that the district leader implemented an adequate plan for monitoring the effectiveness of most professional development being provided within schools and district. The monitoring plan made use of multiple data sources, such as staff evaluations, observations, surveys and student assessments.	 The evidence indicates that the district leader placed a strong emphasis on monitoring the effectiveness of all professional development activities, utilized multiple sources of data, building a strong base of support for accountability on the part of all involved in the identification and implementation of professional development activities.
 The evidence indicates professional development activities tended to be of the “one size fits all” variety, with little or no evidence that they are job-embedded.	 The evidence indicates professional development was occasionally based on data but with limited differentiation and reliance on job-embedded approaches. There was limited choice offered to staff.	 The evidence indicates professional development across the district was regularly differentiated for most staff, using job-embedded approaches, with some degree of choice recognizing needs, interests and specializations.	 The evidence indicates professional development across the district was systematically on-going, job-embedded and differentiated for all staff, with a variety of choice recognizing needs, interests and specializations.

Sources of Evidence for Supporting Professional Learning

Data informed professional learning
 Job-embedded professional learning
 Multiple measures of data
 District goals
 District strategic plan

3.4 Building and Sustaining Capacity for Leadership Throughout the System: The district leader implemented programs and strategies to build leadership capacity throughout the system. Leadership was encouraged, recognized and celebrated at all levels of district staffing. Every effort was made to ensure that leadership capacity is being emphasized and encouraged by all district staff in an effort to create sustainability for improving success with student learning goals.

 **Goal**

Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader utilized little or no use of data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was seldom, if ever, used to identify leadership needs in the schools and district, or prepare for changes in formal leadership positions at any level.	 The evidence indicates that the district leader utilized limited data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was used, although inconsistently, and with no systemic approach to identify leadership needs in the school and district or prepare for changes in formal leadership positions at any levels.	 The evidence indicates that the district leader utilized appropriate data in planning activities and strategies to build leadership capacity in school and district leadership positions. Data was regularly used to identify leadership needs in the school and district, and prepare for changes in formal leadership positions at any levels.	 The evidence indicates that the superintendent utilized data extensively to build leadership capacity in school and district leadership positions. The district leader placed emphasis on a collaborative approach that involved all relevant stakeholders to identify and implement varied leadership development activities. These activities were designed to build leadership capacity and prepare for changes in formal leadership positions at all levels.
 The evidence indicates that the district leader provided no commitment or plan to build leadership capacity at the classroom, building and district level. The district leader did not recognize the responsibility to share district leadership skills with the community.	 The evidence indicates that the district leader provided some activity although not a plan to build leadership capacity at the classroom, building and district level, but with insufficient time, resources and professional development activities. The district leader occasionally recognized the responsibility to share district leadership skills with the community, but was somewhat inconsistent.	 The evidence indicates that the district leader implemented an appropriate plan to build leadership capacity at the classroom, building and district level, with mostly adequate time, resources and leadership experiences. The district leader recognized the responsibility to share district leadership skills with the community, but the support had to be sought out.	 The evidence indicates that the district leader implemented a sophisticated and professional plan to build leadership capacity at the classroom, building and district level, with broad staff buy-in and support. The district leader recognized the responsibility, and actively encouraged staff, to share district leadership skills at all levels with the community.
 The evidence indicates that the district leader did not recognize, promote and celebrate leadership accomplishments.	 The evidence indicates that the district leader occasionally recognized, promoted and celebrating leadership accomplishments.	 The evidence indicates that the district leader regularly recognized, promoted and celebrated leadership accomplishments for staff members.	 The evidence indicates that the district leader systematically provided a strong and consistent commitment to recognize, promote and celebrate leadership accomplishments for all staff members.

Sources of Evidence for Building Leadership Capacity

Leadership (district) capacity plan
Leadership (building) capacity plan
Staff input

Construct 4: Engaging Stakeholders and External Influencers

The district leader will establish structures and processes that result in broad community engagement with all district stakeholders in promoting ownership for the district vision. This engagement will be with school and district staff, students, parents, school board members, community members, government leaders and business leaders. Demonstration of the district leader's proficiency in engaging stakeholders, external influencers and supporting the board is evidenced by:


4.1 Advocating for Education













The district leader advocated for education and students at the local, state and national levels. The district leader provided information to allow others to be advocates themselves, and developed advocacy capacity within the district. Key indicators are: advocacy within the educational system to support educational policies; a communication process is in place to keep stakeholders informed of critical educational policies, procedures and requirements; the provision of updates with all appropriate laws, policies and procedures to the Board; building advocacy capacity across the district.

4.2 Collaborating with the Local Community and Special Interest Groups

The district leader consistently collaborated with staff and community members (including parents and special interest groups) and responds to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning, and provided district resources to support community projects. An active effort was made to create programs, initiatives and projects that utilize the resources of the community in support of student learning. The district leader attempted to use resources, facilities and expertise in providing support to community projects and initiatives. Key indicators are: the identification, solicitation and utilization of various community resources in meeting the student learning goals, the identification of community needs, interests and projects that the district could promote, support and serve as a collaborative partner.

4.1 Advocating for Education: The district leader advocated for education and students at the local, state and national levels. The district leader provided information to allow others to be advocates themselves, and developed advocacy capacity within the district.

 **Goal**

Ineffective	Developing	Effective	Highly Effective
 The evidence indicates that the district leader did not engage in any forms of advocacy for educational policy to support the district's vision and strategic plan at the local, state and/or national level.	 The evidence indicates that the district leader engaged in limited forms of advocacy for educational policy to support aspects of the district's vision and strategic plan at the local, state and/or national level, but rarely at more than one level, and in sporadic ways.	 The evidence indicates that the district leader engaged in appropriate forms of advocacy for educational policy that supports the district's vision and strategic plan at the local, state and/or national level.	 The evidence indicated that the district leader engaged effectively in multiple forms of advocacy for educational policy that supports the district's vision and strategic plan at the local, state and national level, and that supports the overall welfare of students at the local, state and national level.
 The evidence indicates that the district leader rarely, if ever, communicated to stakeholders about his/her advocacy activities, nor provided updates to the Board with respect to appropriate laws, policies and procedures from local, state and federal mandates.	 The evidence indicates that the district leader occasionally communicated to some of the relevant stakeholders about his/her advocacy activities, and provided infrequent updates to the Board with respect to appropriate laws, policies and procedures from local, state and federal mandates, although sometimes information was not forthcoming, was unclear, or was not timely.	 The evidence indicates that the district leader regularly communicated to most relevant stakeholders about his/her advocacy activities, and ensured Board members were kept up to date with all appropriate laws, policies and procedures from local, state and federal mandates.	 The evidence indicated the district leader systematically communicated effectively to relevant stakeholders about his/her advocacy activities, ensured that Board members were kept up to date with all appropriate laws, policies and procedures from local, state and federal mandates, had a clear understanding of the specific impacts that they would have on the district, and recommended alternative actions for Board members to take.
 The evidence indicates that the district leader rarely, if ever, provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.	 The evidence indicates that the district leader occasionally provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.	 The evidence indicates that the district leader regularly provided guidance to staff and other stakeholders across the district as they engaged in advocacy at various levels.	 The evidence indicates that the district leader provided structured opportunities for staff and other stakeholders to build advocacy capacity across the district, and provided guidance to help them develop skills.

Sources of Evidence for Advocating for Education

Internal policy design
External policy design
Advocacy opportunity

4.2 Collaborating with the Local Community and Special Interest Groups: The district leader consistently collaborated with staff and community members (including parents and special interest groups) and responded to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning, and provided district resources to support community projects. An active effort was made to create programs, initiatives and projects that utilize the resources of the community in support of student learning. The district leader attempted to use resources, facilities and expertise in providing support to community projects and initiatives.



Ineffective	Developing	Effective	Highly Effective
<p> The evidence indicates that the district leader made no efforts to engage in two-way relationship building between the district and the local community. There is little or no evidence indicating that the superintendent was able to make connections across people or projects in a way that supports student learning.</p>	<p> The evidence indicates that the district leader made limited efforts to engage in two-way relationship building between the district and the local community, with results being largely one-sided at best. The process was not planned but capitalized occasionally on presented opportunities.</p>	<p> The evidence indicates that the district leader tried to engage in two-way relationship building between the district and the local community, with active and mostly successful efforts to both create district programs, initiatives and projects that utilized the resources of the community in support of student learning and to provide the use of district resources, facilities and expertise for to community projects and initiatives. The two-way support capitalized on opportunities, but was not actively planned.</p>	<p> The evidence indicates that the district leader actively engaged in two-way relationship building between the district and the local community, with active and successful efforts to both create district programs, initiatives and projects that utilized the resources of the community in support of student learning and to provide the use of district resources, facilities and expertise for to community projects and initiatives. This two-way support was actively planned for and developed.</p>
<p> The evidence indicates that the district leader was not able to get support from stakeholders or involve them in district projects and initiatives.</p>	<p> The evidence indicates that the district leader was limited in his/her ability to get support from stakeholders and involve them in district projects and initiatives.</p>	<p> The evidence indicates that the district leader was mostly successful at getting support from stakeholders and involving them in district projects and initiatives.</p>	<p> The evidence indicates that the district leader was consistently able to get support from stakeholders and involve them in district projects and initiatives.</p>
<p> The evidence indicates that the district leader did not provide opportunities for stakeholders to engage in, to react to or provide support and feedback on district initiatives.</p>	<p> The evidence indicates that the district leader provided limited opportunities for stakeholders to engage in, react to and provide support and feedback on district initiatives. Opportunities were sporadic, or had no feedback.</p>	<p> The evidence indicates that the district leader provided adequate opportunities for stakeholders to engage in, react to and provide support and feedback on most important district initiatives.</p>	<p> The evidence indicates that the district leader provided multiple and varied opportunities for stakeholders to engage in, react to, and provide support and feedback on all relevant district initiatives.</p>

Sources of Evidence for Engaging the Local Community

Internal communication
 External communication
 Stakeholder engagement
 Family engagement

Evaluation

Lawrence Public Schools

WAIVER - Principle 3

Waiver Principle 3-Supporting Effective Instruction and Leadership

Implement teacher and principal evaluation and support systems that:

- 1. Are used for continual improvement of instruction**
- 2. Use at least 3 performance levels**
- 3. Use multiple measures including student growth as significant factor**
- 4. Are used to evaluate on a regular basis**
- 5. Provide clear, timely, and useful feedback**
- 6. Are used to inform personnel decisions**

Danielson Domains

1. Planning and Preparation
2. The Classroom Environment
3. Instructions
4. Professional Responsibilities

Certified Staff

- Beginning during the 2014-2015 school year, the Danielson model will be used for all certified staff
- Cohort 1-Certified staff hired May 2011-Present
- Cohort 2-Certified staff hired August 2003-May 2011
- Cohort 3-Certified staff hired to August 2003

Components of Evaluations

- Pre-conference
- Observations
- Evidence
- Self Reflection
- Post Conference
- Student Growth Measures
- Final Summary Rating

Observations

Years 1 & 2

- Two observations no later than the 60th school day of each semester
- At least 30 minutes
- Post observation conference within five working days

Years 3 and beyond

- Two observations during the year of evaluation by February 15th
- At least 30 minutes
- Post observation conference within five working days

What's New?

Student Growth Measures (SGMs)

Final Summary Rating

Student Growth Measures (SGM)

- The Kansas Department of Education has issued guidelines requiring the use of SGM in professional employees evaluation.
- A minimum of two SGM must be used in the evaluations and one must be state assessment in the grade level and/or content area in which it is administered.
- KSDE has indicated the significance of the SGM cannot be less than twenty percent (20%) in determining summative evaluation

Kansas Curriculum Assessment Timeline

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Kansas Assessment Program (KAP)	Kansas Assessment Program (KAP)	Kansas Assessment Program (KAP)	Kansas Assessment Program (KAP)	Kansas Assessment Program (KAP)	Kansas Assessment Program (KAP)
Required of all students. Enhancements include a field test of listening, writing & math performance items.	Full test administered and scored. 1 st data pt.	Full test is scored. 2 nd data pt. First calculation of growth.	Full test is scored. 3 rd data pt. 2 nd calculation of growth. 1 st year to inform personnel decisions	Full test is scored. 4 th data pt. 3 rd calculation of growth. 2 nd year to inform personnel decisions	Continue assessment process. 4 th calculation of growth. 3 rd year to inform personnel decisions

Kansas Curriculum Assessment Data Used to “Inform Personnel Decisions” Timeline

Prior to including student growth as a significant factor on evaluations, Kansas will provide calculated student growth expectations for all students based on **multiple** years of longitudinal data collected from state assessments in all areas and grade levels where assessed. Due to the Kansas State Board of Education voting to leave the SBAC Consortium, and selecting the Center for Educational Testing and Evaluation (CETE) at The University of Kansas to develop assessments in Math and English Language arts, enhancements to the assessments will not be scored until the 2015-2016 school year. As a result, the 2017-2018 school year will be the first year Kansas will have two years of data to calculate growth. The KSDE proposes to use longitudinal student growth data to inform personnel decisions, based on 2016-2017 data, beginning in 2017-2018.

Student Growth Measures cont.

- Evaluation Committee reviewed multiple SGM and determined for the initial year (2014-2015) the following measures be used:

K-5	6-8	9-12
Kansas Assessment	Kansas Assessment	Kansas Assessment
Aimsweb*	MAP	Aspire

*committee will recommend changing to MAP

Final Summary Rating

Evaluation + Student Growth Measure

=

Summative Evaluation

Building Administrators

- Beginning 2014-2015 school year building administrators will be evaluated utilizing the Kansas Educators Evaluations Protocol for Building Leaders
- Kansas Electronic Repository will used to manage evaluations

Building Leader Constructs

1. Setting Direction
2. Developing All Students
3. Developing Staff
4. Making the Organization Work

Components of Building Leader

- Self Assessment
- Beginning of Cycle Conference
- Goals
- Re-Assessment
- Mid Cycle Conference
- End of Cycle Conference
- Student Growth Measures
- Final Summary Rating

Student Growth Measures cont.

- Evaluation Committee reviewed multiple SGM and determined for the initial year (2014-2015) the following measures be used:

K-5	6-8	9-12
Kansas Assessment	Kansas Assessment	Kansas Assessment
Aimsweb*	MAP	Aspire

*committee will recommend changing to MAP

Final Summary Rating

Evaluation + Student Growth Measure

=

Summative Evaluation

Superintendent Evaluation

District Leader (Superintendent) Constructs

1. Setting Direction and Making Organization Work
2. Supporting Student Growth
3. Developing Staff
4. Engaging Stakeholders and External Influences

To: Board of Education

From: Rick Doll, superintendent

Re: Board Member Attendance at Public Boundary Meetings

Date: October 9, 2014

Background:

As directed by the Board of Education, administration has scheduled a series of meetings in neighborhood schools to educate and gather input on the recommended boundary changes. Each meeting will include a presentation on the proposed changes and a time for discussion and feedback.

Rationale:

The administration and board officers believe it is important for board members to be present at these meetings. Recognizing that not all board members will be able to attend all meetings, it is suggested that each one designate the meetings they can attend and discuss coverage as needed.

Following are meeting dates and times:

October 21	Langston Hughes Sunflower	5:30-6:30 p.m. 7-8 p.m.
November 3	Quail Run Deerfield	5:30-6:30 p.m. 7-8 p.m.
November 6	Schwegler Pinckney	5:30-6:30 p.m. 7-8 p.m.