URBANDALE COMMUNITY SCHOOL DISTRICT

BOARD OF DIRECTORS' MEETING MONDAY, SEPTEMBER 26, 2016 BOARD MEETING – 7:00 P.M. URBANDALE CITY HALL - 3600 86th STREET GRAHAM GILES, PRESIDENT

Our Mission: teach all/reach all

Our Vision: Urbandale will be a school district that brings learning to life for everyone.

UCSD School Board Mission: To partner with stakeholders to teach all and reach all through governance of Board Policy and Operating Protocol.

Urbandale is a national leader in **CHARACTER COUNTS!**, endeavoring at all times to promote and model the principles of trustworthiness, respect, responsibility, fairness, caring and citizenship. In conducting tonight's meeting, we expect that all participants will act in a respectful manner consistent with these principles

AGENDA

URBANDALE CITY HALL - 3600 86th STREET

- I. Call To Order and Roll Call
- II. Appoint Board Secretary Treasurer for the 2016-2017 School Year
- III. Approval of Agenda
- IV. **Communication from the Public** School Community Relations
- V. Report of the Superintendent of Schools
 - A. Approval of the Addendum to the UHS English Course Offering
 - B. Student Achievement Presentation
 - C. School Plan on a Page Review
 - D. Approval of the 2016-2017 SIAC Members List
- VI. Report of the President
 - A. October 3rd Retreat
- VII. Consent Agenda Items Business Procedures
 - A. Approval of 9/12/16 Board Meeting Minutes
 - B. Approval of Open Enrollment
 - C. Approval of Personnel Report
 - D. Approval of Field trips, Overnight Travel, or Out of State Travel NA
 - E. Approval of Contracts and Agreements NA
 - F. Acceptance of Financials NA

- G. Authorization to Pay Bills
- VIII. Discussion of Other Matters
- IX. **Learning Together Activity** August 2016 *Board & Administrator*
- X. Meeting Evaluation Form
- XI. Adjournment

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AGENDA

URBANDALE CITY HALL - 3600 86th STREET

I.	Call To Order and Roll Call		
	Name Present	Absent	
	Aaron Applegate Aldrich Cabildo Graham Giles Chris Gunnare Katherine Howsare Cate Newberg Tanya Ruden		
II.	Appoint Board Secre	etary Treasurer	
	Mr. Steve Bass, Superintendent, will recommend to the Board of Directors that Shelly Clifford, Chief Financial Officer, be designated as Board Secretary Treasurer for Urbandale Community School District's Board of Directors.		
		nat the Board of Directors approve Shelly Clifford, Chief Financial 's Board Secretary Treasurer for 2016- 2017. Seconded by	

	Board action:
III.	Approval of Agenda
	BE IT RESOLVED that the Board of Directors approve the Agenda for the Board meeting being held on Monday, September 26, 2016.
	Motion by: Seconded by:
	Board action:
IV.	Communication from the Public – School Community Relations (1001)
	The Board of Directors encourages public input and will provide a time at the beginning of the regular monthly meeting for that purpose. Persons seeking to address the Board may contact the office of the Superintendent of Schools to be placed on the agenda, or they may request the opportunity to address the Board at the regularly scheduled monthly meeting. If several persons seek to address the Board, the President of the Board of Directors will determine how much time will be available to each speaker.
V.	Report of the Superintendent of Schools
	A. Approval of the Addendum to the UHS English Course Offering
	Crista Carlile, Director of Teaching and Learning, requests approval of the Addendum to the UHS English Course Offering.
	BE IT RESOLVED that the Board of Directors approve the Addendum to the UHS English Course Offering.
	Motioned by Seconded by
	Board action:

B. Student Achievement Presentation

Crista Carlile, Director of Teaching and Learning, will present information regarding Student Achievement.			
C. School Plan on a Page Review			
Denise Wood, Director of Quality & Continual Improvement, will present information on the School Plan on a Page.			
D. Approve the 2016-2017 SIAC Members List			
Steve Bass, Superintendent, will ask the Board of Directors to approve the list of SAIC members submitted for the 2016-2017 school year.			
BE IT RESOLVED that the Board of Directors approve the 2016-2017 SIAC members list.			
Motioned by Seconded by			
Board action:			
Report of the President A. October 3rd Retreat			
Consent Agenda Items - Business Procedures (801) A. Approval of September, 12, 2016 Board Meeting Minutes B. Approval of Open Enrollment C. Approval of Personnel Report D. Approval of Field trips, Overnight Travel, or Out of State Travel - NA E. Approval of Contracts and Agreements - NA F. Acceptance of Financials - NA G. Authorization to Pay Bills			
Discussion of Other Matters			
Learning Together Activity - August 2016 Board & Administrator			

BE IT RESOLVED that the Board of Directors adjourned the meeting at _____P.M..

VI.

VII.

VIII.

IX.

X.

XI.

Meeting Evaluation Form

Adjournment

Motion by:	Seconded by:		
Board action:			

MEMO

TO: Board of Directors

Mr. Steve Bass

FROM: Crista Carlile, Director of Teaching and Learning

Michelle Cole, Facilitator of Curriculum and Professional Learning Lindie Truitt, Facilitator of Curriculum and Professional Learning

DATE: August 24, 2016

RE: Addendum to UHS English Course Offerings

Since the approval of the English course curriculum documents in October 2014, teachers have been engaged in implementation of new courses, collaborative conversation around writing units of instruction, creating common assessments to measure proficiency, and aligning resources to the needs of students. Part of this process included sending the new courses to NCAA for approval. NCAA denied approval of two board approved courses: Media Analysis and Multicultural Literature and Writing, thus the high school has not started teaching these courses. The purpose of the Strand A and Strand B courses was to offer students more interest-based choice in meeting the English competencies. All Strand A courses teach to the same standards, as do Strand B courses, they are just taught through a different topic/theme of study for reading and writing. This past spring the UHS English department met to write new courses to send to NCAA to ensure a wide variety of options for Strand A and Strand B courses per the UHS English Vision. Two new courses were approved by NCAA: Modern History through Literature and Writing and Power of Persuasion in Literature and Writing. Attached you will find the curriculum documents that align to these courses and the updated Course Offerings visual.

We ask that the board approve the Modern History through Literature and Writing and Power of Persuasion in Literature and Writing curriculum documents allowing the district to move forward with full implementation of these new courses.

English, Language and 10th Band:

Literature, and Speech Required

English

Lang & Lit

Advanced English

Adv. Lang & Lit

English-Reading

Strand A: Persuasive/Nonfiction

Sports Lit & Writing

Heroes

Lifelong Learner 1

Advanced Comp 1

Advanced Comp 2

Power of Persuasion in **Literature and Writing**

Modern History Through Literature and Writing

Strand B: Narrative/Fiction

American Lit & Writing

Multicultural Lit & Writing

Creative Writing

Reading and Writing for the Stage

Lifelong Learner 2

AP Lit and Comp

Electives

Journalism

Journalism 234

Drama 2

Yearbook/ **Publications**

Public Speaking

11th & 12th Band: Students are Required to take at least one strand A course and one Strand B course

Power of Persuasion in Literature and Writing Curriculum

Course Description:

Credit: 1

Prerequisite: Junior or Senior Status

This is a nonfiction course that will explore the persuasive techniques authors use. Students will read a variety of essays, articles, and nonfiction readings to analyze the author's intent in influencing the audience. Student experiences may include persuasive research writing, rhetorical analysis, persuasive speeches and other formative learning opportunities to analyze and provide written response.

Grade 11-12 Informational Text				
Iowa Core Anchor Standard	Iowa Core Grade Level Standards	UCSD I Can Statements		
	Key Ideas and Details			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	analyze and use evidence from the text to support an idea draw inferences from the text decide when information is unclear		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	identify and determine central ideas of a text use details to support the central ideas summarize the text in regards to the central ideas identify how central ideas interact		
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	analyze how individuals, events, and ideas develop and interact in a text		
	Employ the full range of research- based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	use a variety of reading strategies. determine importance while reading visualize while reading question while reading make inferences while reading make connections while reading summarize while reading monitor my comprehension while reading		

Craft and Structure				
4. Interpret words and phrases as	Determine the meaning of words	determine connotative meaning		
they are used in a text, including	and phrases as they are used in a	using context clues		
determining technical, connotative,	text, including figurative,	determine figurative meaning using		
and figurative meanings, and	connotative, and technical	context clues determine denotative meaning using		
analyuze how specific word choices	meanings; analyze how an author			
shape meaning or tone.	uses and refines the meaning of a	context clues		
	key term or terms over the course of	analyze how the context of a word is		
	a text (e.g., how Madison defines	developed over the course of a text		
	faction in Federalist No. 10).	determine technical meaning using		
		context clues		
5. Analyze the structure of texts,	Analyze and evaluate the	analyze structure of the text for		
including how specific sentences,	effectiveness of the structure an	effectiveness		
paragraphs, and larger portions of	author uses in his or her exposition	evaluate the effectiveness of the		
the text (e.g., a section, chapter,	or argument, including whether the	argument		
scene, or stanze) relate to each other	structure makes points clear,			
and the whole	Convincing and engaging	datamain a the anothering maint of view		
6. Assess how point of view or purpose shapes the content and style	Determine an author's point of view or purpose in a text in which the	determine the author's point of view		
of a text.		or purpose		
of a text.	rhetoric is particularly effective, analyzing how style and content	analyze how style and content		
	contribute to the power,	improves the writing		
	persuasiveness, or beauty of the			
	persuasiveness, or beauty of the			
	Integration of Knowledge and Ideas	3		
7. Integrate and evaluate content	Integrate and evaluate multiple	use multiple sources of information		
presented in diverse media and	sources of information presented in	to solve a problem or answer a		
formates, including visually and	different media or formats (e.g.,	question		
quantitatively, as well as in words.	visually, quantitatively) as well as in			
	words in order to address a question			
	or solve a problem.			
8. Delineate and evaluate the	Delineate and evaluate the reasoning			
argument and specific claims in a	in seminal U.S. texts, including the	historical U.S. documents		
text, including the validity of the	application of constitutional			
reasoning as well as the relevance	principles and use of legal reasoning			
and sufficiency of the evidence.	(e.g., in U.S. Supreme Court	avaluate the reasoning behind the		
	majority opinions and dissents) and	evaluate the reasoning behind the		
	the premises, purposes, and	constitutional principles and use of legal decisions.		
	arguments in works of public	iegai uccisions.		
	advocacy (e.g., The Federalist,			
	Invasidantial addresses			

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9. Analyze how two or more texts address similar themse or topics in	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational	analyze the themes of 17th, 18th and 19th century foundational U.S.
order to build knowledge or to	U.S. documents of historical and	documents of historical and literary
compare the approaches the authors	literary significance (including The	significance (including The
take.	Declaration of Independence, the	Declaration of Independence, the
take.	Preamble to the Constitution, the	Preamble to the Constitution, the
		· · · · · · · · · · · · · · · · · · ·
		Bill of Rights, and Lincoln's Second
	Inaugural Address) for their themes,	analyze the purposes of 17th, 18th
	purposes, and rhetorical features.	and 19th century foundational U.S.
		documents of historical and literary
		significance (including The
		Declaration of Independence, the
		Preamble to the Constitution, the
		Bill of Rights, and Lincoln's Second
		Inaugural Address)
		analyze the rhetorical features of
		17th, 18th and 19th century
		foundational U.S. documents of
		historical and literary significance
		(including The Declaration of
		Independence, the Preamble to the
		Constitution the Bill of Rights and
	Range of Reading & Level of Text	
10. Read and comprehend complex	By the end of grade 11, read and	
literacy and informational texts	comprehend literary nonfiction in	
independently and proficiently.	the grades 11–CCR text complexity	
	band proficiently, with scaffolding	
	as needed at the high end of the	
	range	
	By the end of grade 12, read and	
	comprehend literary nonfiction at	
	the high end of the grades 11–CCR	
	text complexity band independently	
	and proficiently.	

Grade 11-12 Speaking and Listening		
Comprehension and Collaboration		
Anchor Standards	Iowa Core Grade Level Standards	UCSD I Can Statements
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.	work with peers to promote civil, democratic discussions and decision- making set clear goals and deadlines establish individual roles
own orders and porsulatives.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	respond to/discuss diverse perspectives synthesize comments, claims, and evidence made on all sides of an
		issue resolve contradictions
		determine what additional information and/or research is needed during investigation and/or completion of task
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	integrate multiple sources of information presented in diverse media and/or formats to make informed decisions and solve problems evaluate the credibility and accuracy of each source
		note any discrepancies among the data
Presenation of Knowledge and Ideas		
5. Make strategic use of digital media and visual displays of data to	Make strategic use of digital media (e.g., textual, graphical, audio,	integrate digital media to increase understanding and interest
express information and enhance understanding of presentations.	visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	use digital media to support evidence and reasoning presented

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) Prepare and conduct interviews.	language Prepare and conduct interviews.		
	Participate in public performances.	Participate in public performances.		
	Debate an issue from either side.	Debate an issue from either side.		
	Grade 11-12 Language			
Iowa Core Anchor Standard	Iowa Core Grade Level Standards	UCSD I Can Statements		
	Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	adapt language as rules evolve. defend language usage choice.		
opening.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	use reference materials to resolve usage questions.		
2. Demonstrate command of the	Observe hyphenation conventions.	use hyphens correctly.		
conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	spell correctly.		

Vocabulary Acquisition			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	determine the meaning of words based on their use in sentences. use a word in all its forms and proper context.	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	use reference materials to find the pronunciation of words. use reference materials to clarify the meaning of words. use reference materials to determine the part of speech of words. use reference materials to determine the origin of words. confirm proper word choice.	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or	use accurate words to read, write, and speak coherently. independently determine the meaning of a word.	

Grade 11-12 Writing				
Anchor Standard	Iowa Core Grade Level Standard	UCSD I Can Statements		
	Text Types and Purposes			
1. Write arguments to support claims in an analysis of substantive	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence	evaluate information to form an opinion on a topic.		
topics or texts, using valid reasoning and relevant and sufficient evidence.		organize credible information in a way that clearly supports the use evidence to express multiple sides of an issue to support the opinion.		
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the	assess the reliability/credibility of a source.		
	most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's	evaluate audience's background knowledge, level of concern, values, and possible biases regarding the topic.		
	knowledge level, concerns, values, and possible biases.	adapt material for a presentation to a particular audience.		
	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and	use a variety of transitions and sentence patterns to link and clarify ideas.		
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in	maintain an objective tone throughout the persuasive writing. maintain a formal style throughout the persuasive writing.		
	which they are writing. Provide a concluding statement or	restate the opinion.		
	section that follows from and supports the argument presented.	summarize the main points of the opinion.		

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accuractly through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Establish and maintain a formal style and objective tone while	formulate a thesis statement. use effective supporting material (i.e. graphs, headings, multimedia, etc.) when appropriate. analyze and organize information in a logical sequence to support the thesis. maintain an objective tone throughout the writing.
	attending to the norms and conventions of the discipline in which they are writing.	maintain a formal style throughout the writing.
Pi	roduction and Distribution of Writi	ng
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, reqriting, or trying a new approach. 	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including	choose the level of formality appropriate for the task, purpose, and audience of the writing proofread, revise, and edit to improve/strengthen writing.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	use technology to publish writing (Google docs, Word, Moodle, Powerpoint, etc.). use technology to produce writing including linking to other information (video, Powerpoint, hyperlinks, etc.). use technology to collaborate on writing (Google docs, Moodle, etc.) adapt writing based on feedback (i.e. arguments or new information).

Research to Building and Present Knowledge						
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under	conduct purposeful research based on focused questions (self-generated and teacher-generated). conduct purposeful research to solve a problem. determine the appropriate scope of research topic. evaluate and incorporate multiple sources.				
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	locate and recognize multiple reliable sources using print and digital resources. incorporate information from multiple sources without plagiarizing or over using any one source. generate a works cited page and use parenthetical documentation to cite sources.				
	Range of Writing					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	modify the writing process to match the timeframe given.				

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

Modern History through Literature and Writing Curriculum

Course Description:

Credit: 1

Prerequisite: Junior or Senior Status

This course explores the major twentieth century historical, political, and social events through historical readings with an emphasis on nonfiction. Students will look at the context of these events and how they influenced the author's perspective and writing. Students will analyze text through writing a rhetorical analysis and a persuasive research paper.

Grade 11-12 Informational Text									
Iowa Core Anchor Standard	Iowa Core Grade Level Standards	UCSD I Can Statements							
Key Ideas and Details									
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	analyze and use evidence from the text to support an idea draw inferences from the text decide when information is unclear							
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	identify and determine central ideas of a text use details to support the central ideas summarize the text in regards to the central ideas identify how central ideas interact							
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	analyze how individuals, events, and ideas develop and interact in a text							
	Employ the full range of research- based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	use a variety of reading strategies. determine importance while reading visualize while reading question while reading make inferences while reading make connections while reading summarize while reading monitor my comprehension while reading							

Craft and Structure							
 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyuze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, 	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Analyze and evaluate the effectiveness of the structure an	determine connotative meaning using context clues determine figurative meaning using context clues determine denotative meaning using context clues analyze how the context of a word is developed over the course of a text determine technical meaning using context clues analyze structure of the text for effectiveness					
paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanze) relate to each other	author uses in his or her exposition or argument, including whether the structure makes points clear,	evaluate the effectiveness of the argument					
6. Assess how point of view or purpose shapes the content and style of a text.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the	determine the author's point of view or purpose analyze how style and content improves the writing					
	Integration of Knowledge and Ideas						
7. Integrate and evaluate content presented in diverse media and formates, including visually and quantitatively, as well as in words.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	use multiple sources of information to solve a problem or answer a question					
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court	describe and evaluate the claims of historical U.S. documents					
and sufficiency of the evidence.	majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist,	evaluate the reasoning behind the constitutional principles and use of legal decisions.					

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9. Analyze how two or more texts address similar themse or topics in	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational	analyze the themes of 17th, 18th and 19th century foundational U.S.			
order to build knowledge or to	U.S. documents of historical and	documents of historical and literary			
compare the approaches the authors	literary significance (including The	significance (including The			
take.	Declaration of Independence, the	Declaration of Independence, the			
take.	Preamble to the Constitution, the	Preamble to the Constitution, the			
		· · · · · · · · · · · · · · · · · · ·			
		Bill of Rights, and Lincoln's Second			
	Inaugural Address) for their themes,	analyze the purposes of 17th, 18th			
	purposes, and rhetorical features.	and 19th century foundational U.S.			
		documents of historical and literary			
		significance (including The Declaration of Independence, the			
		Preamble to the Constitution, the Bill of Rights, and Lincoln's Second			
		Inaugural Address)			
		analyze the rhetorical features of			
		17th, 18th and 19th century			
		foundational U.S. documents of			
		historical and literary significance			
		(including The Declaration of			
		Independence, the Preamble to the			
		Constitution the Bill of Rights and			
	Range of Reading & Level of Text				
10. Read and comprehend complex	By the end of grade 11, read and				
literacy and informational texts	comprehend literary nonfiction in				
independently and proficiently.	the grades 11–CCR text complexity				
	band proficiently, with scaffolding				
	as needed at the high end of the				
	range				
	By the end of grade 12, read and				
	comprehend literary nonfiction at				
	the high end of the grades 11–CCR				
	text complexity band independently				
	and proficiently.				

Grade 11-12 Speaking and Listening							
Comprehension and Collaboration							
Anchor Standards	Iowa Core Grade Level Standards	UCSD I Can Statements					
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.	work with peers to promote civil, democratic discussions and decision- making set clear goals and deadlines establish individual roles					
	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve	respond to/discuss diverse perspectives synthesize comments, claims, and evidence made on all sides of an					
	contradictions when possible; and determine what additional information or research is required	issue resolve contradictions					
	to deepen the investigation or complete the task.	determine what additional information and/or research is needed during investigation and/or completion of task					
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and	integrate multiple sources of information presented in diverse media and/or formats to make informed decisions and solve problems evaluate the credibility and accuracy of each source					
	noting any discrepancies among the data.	note any discrepancies among the data					
	Presenation of Knowledge and Ideas	S					
5. Make strategic use of digital media and visual displays of data to	Make strategic use of digital media (e.g., textual, graphical, audio,	integrate digital media to increase understanding and interest					
express information and enhance understanding of presentations.	visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	use digital media to support evidence and reasoning presented					

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) Prepare and conduct interviews.	adapt speech and language to a variety of contexts and tasks differentiate between and adapt formal and informal speech and language Prepare and conduct interviews.		
	Participate in public performances.	Participate in public performances.		
	Debate an issue from either side.	Debate an issue from either side.		
	Grade 11-12 Language			
Iowa Core Anchor Standard	UCSD I Can Statements			
	Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	adapt language as rules evolve. defend language usage choice.		
opening.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	use reference materials to resolve usage questions.		
2. Demonstrate command of the	Observe hyphenation conventions.	use hyphens correctly.		
conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	spell correctly.		

Vocabulary Acquisition						
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	determine the meaning of words based on their use in sentences. use a word in all its forms and proper context.				
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	use reference materials to find the pronunciation of words. use reference materials to clarify the meaning of words. use reference materials to determine the part of speech of words. use reference materials to determine the origin of words. confirm proper word choice.				
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or	use accurate words to read, write, and speak coherently. independently determine the meaning of a word.				

Grade 11-12 Writing								
Anchor Standard	Anchor Standard Iowa Core Grade Level Standard UCSD I Can							
Text Types and Purposes								
1. Write arguments to support claims in an analysis of substantive	Introduce precise, knowledgeable claim(s), establish the significance	evaluate information to form an opinion on a topic.						
topics or texts, using valid reasoning and relevant and sufficient evidence.	of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence	organize credible information in a way that clearly supports the use evidence to express multiple sides of an issue to support the opinion.						
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the	assess the reliability/credibility of a source.						
	most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's	evaluate audience's background knowledge, level of concern, values and possible biases regarding the topic.						
	knowledge level, concerns, values, and possible biases.	adapt material for a presentation to a particular audience.						
	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and	use a variety of transitions and sentence patterns to link and clarify ideas.						
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in	maintain an objective tone throughout the persuasive writing. maintain a formal style throughout the persuasive writing.						
	which they are writing. Provide a concluding statement or	restate the opinion.						
	section that follows from and supports the argument presented.	summarize the main points of the opinion.						

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accuractly through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Establish and maintain a formal style and objective tone while	formulate a thesis statement. use effective supporting material (i.e. graphs, headings, multimedia, etc.) when appropriate. analyze and organize information in a logical sequence to support the thesis. maintain an objective tone throughout the writing.		
	attending to the norms and conventions of the discipline in which they are writing.	maintain a formal style throughout the writing.		
Pi	roduction and Distribution of Writi	ng		
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, reqriting, or trying a new approach. 	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including	choose the level of formality appropriate for the task, purpose, and audience of the writing proofread, revise, and edit to improve/strengthen writing.		
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	use technology to publish writing (Google docs, Word, Moodle, Powerpoint, etc.). use technology to produce writing including linking to other information (video, Powerpoint, hyperlinks, etc.). use technology to collaborate on writing (Google docs, Moodle, etc.) adapt writing based on feedback (i.e. arguments or new information).		

Research to Building and Present Knowledge						
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under	conduct purposeful research based on focused questions (self-generated and teacher-generated). conduct purposeful research to solve a problem. determine the appropriate scope of research topic. evaluate and incorporate multiple sources.				
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	locate and recognize multiple reliable sources using print and digital resources. incorporate information from multiple sources without plagiarizing or over using any one source. generate a works cited page and use parenthetical documentation to cite sources.				
	Range of Writing					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	modify the writing process to match the timeframe given.				

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

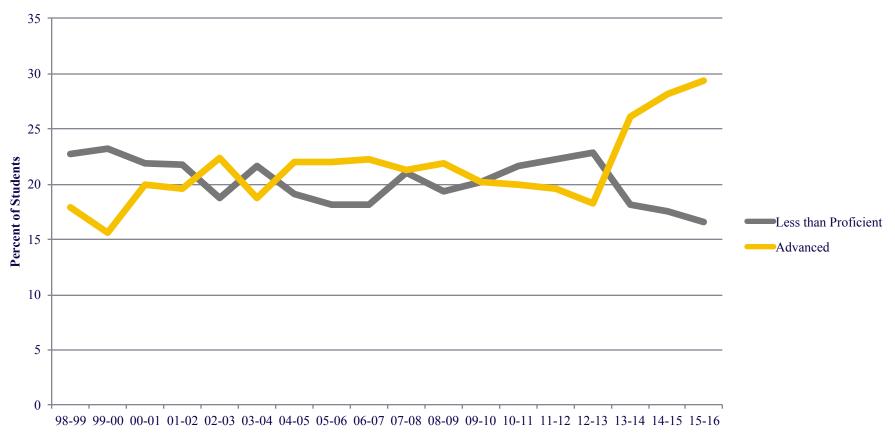
STUDENT ACHIEVEMENT FALL, 2016



URBANDALE COMMUNITY SCHOOL DISTRICT

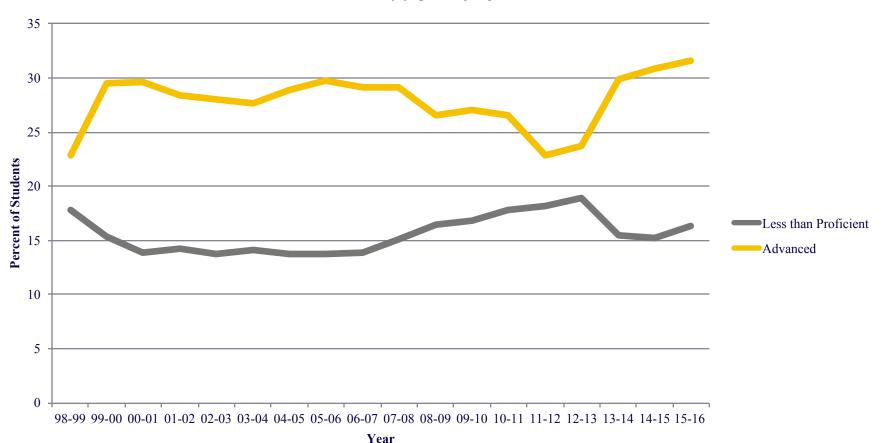
CELEBRATIONS

Reading Performance: Grades 3 - 11 1998 - 2016



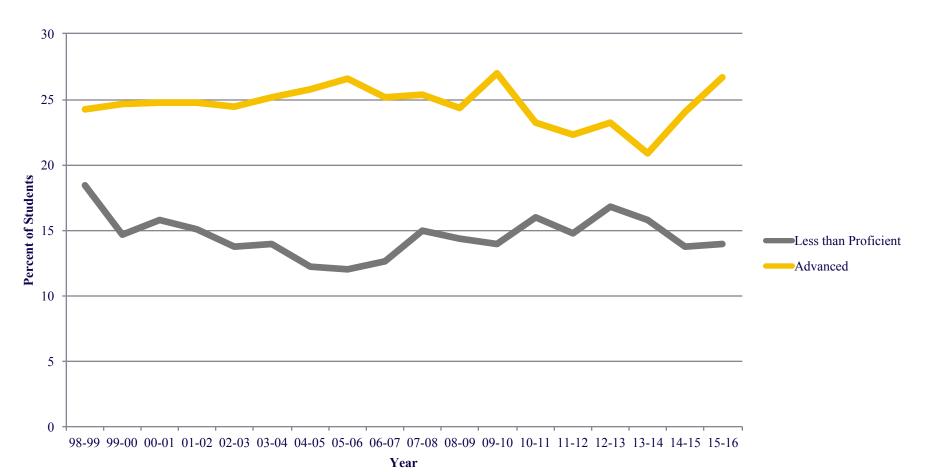
CELEBRATIONS

Mathematics Performance: Grades 3 - 11 1998 - 2016

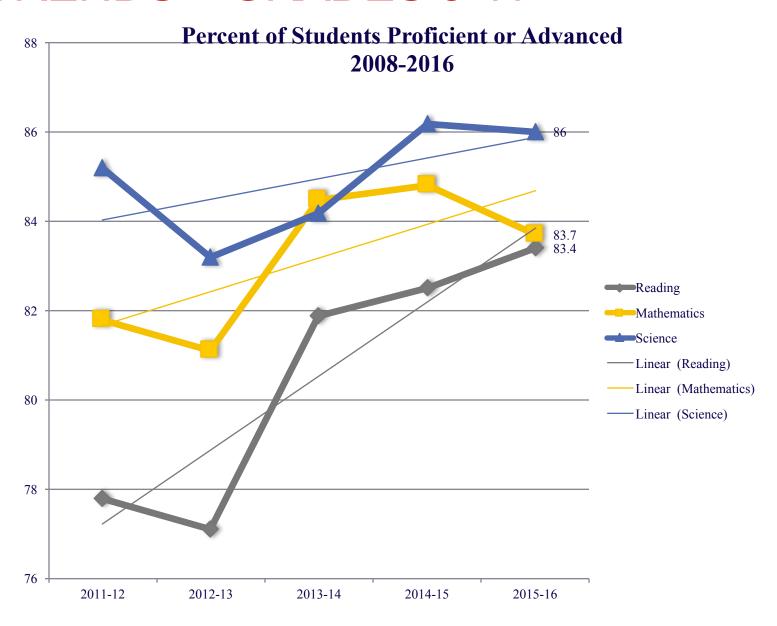


CELEBRATIONS

Science Performance: Grades 3 - 11 1998 - 2016



TRENDS - GRADES 3-11



Matched Cohort – How to Read the Chart

Proficient & Advanced	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	n
Grade 3								→		
Grade 4										
Grade 5										
Grade 6										
Grade 7					¥					

Diagonal (same color) – Reading diagonal, down, then right, shows you the results of students using matched cohort data (i.e. same student ID numbers). This shows how the same group of students performed from year to year.

Across (different colors) – Reading across, from left to right, compares the performance of different students in the same grade level from year to year (i.e. 3rd grade one year to 3rd grade the next year).

Reading Matched Cohort Data: 2008 - 2016

Proficient & Advanced	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12^	2012- 13	2013- 14	2014- 15	2015- 16	n*
Grade 3	82.6	79.6	86.3	85.0	87.3	81.6	90.0	82.6	84.9	n=292
Grade 4	81.1	92.8	85.1	88.3	85.0	82.7	79.9	89.6	80.3	n=264
Grade 5	80.9	84.9	87.2	86.2	79.7	86.7	85.5	82.5	88.8	n=249
Grade 6	78.5	73.8	79.7	80.0	71.8	74.1	83.7	79.5	83.3	n=234
Grade 7	86.5	86.2	82.0	75.9	74.9	79.6	77.7	85.4	83.2	n=220
Grade 8		86.5	87.3	78.7	75.9	78.5	86.7	85.3	87.1	n=233
Grade 9			83.0	81.8	80.3	80.2	90.8	90.1	87.8	n=197
Grade 10				84.2	90.6	82.5	88.2	92.8	91.7	n=181
Grade 11					89.5	91.7	82.5	82.5	87.2	n=195

[^]First year of Iowa Assessments.

^{*}Number of students testing in 2015-16 who have tested in UCSD each year since third grade.

Mathematics Matched Cohort Data: 2008 - 2016

Proficient & Advanced	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12^	2012- 13	2013- 14	2014- 15	2015- 16	n*
Grade 3	90.2	86.2	85.2	90.1	85.9	84.2	92.4	86.0	88.7	n=293
Grade 4	86.3	89.7	85.1	92.9	87.6	81.4	88.0	94.0	87.5	n=264
Grade 5	86.9	86.3	85.6	85.1	89.8	87.6	88.2	85.5	90.8	n=249
Grade 6	89.3	81.4	86.8	85.6	74.6	81.6	89.7	86.4	86.3	n=234
Grade 7	88.8	95.5	84.7	85.4	82.5	84.0	92.9	94.0	89.5	n=220
Grade 8		91.2	94.4	83.1	83.0	80.9	80.1	86.7	85.8	n=233
Grade 9			92.4	88.8	89.1	84.9	84.5	81.8	80.6	n=196
Grade 10				84.7	91.6	86.3	87.3	82.5	86.7	n=181
Grade 11					93.5	88.8	85.8	89.2	87.6	n=194

[^]First year of Iowa Assessments.

^{*}Number of students testing in 2015-16 who have tested in UCSD each year since third grade.

Science Matched Cohort Data: 2008 - 2016

Proficient & Advanced	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12^	2012- 13	2013- 14	2014- 15	2015- 16	n*
Grade 3	88.9	84.9	90.3	89.3	89.5	92.3	94.0	90.9	91.1	n=293
Grade 4	87.7	88.4	94.2	91.8	94.4	89.5	91.5	98.0	88.3	n=264
Grade 5	88.3	87.7	89.5	92.4	89.7	89.3	86.4	89.3	94.0	n=249
Grade 6	88.3	84.4	89.6	83.2	85.5	79.0	87.1	88.2	89.3	n=234
Grade 7	87.6	93.3	87.8	86.3	77.4	80.8	87.7	87.6	86.4	n=220
Grade 8		90.6	91.7	85.6	83.4	83.2	94.2	91.8	94.0	n=233
Grade 9			88.8	90.0	90.6	88.6	87.9	89.5	82.6	n=195
Grade 10				83.5	95.0	88.3	85.3	84.2	90.7	n=172
Grade 11					91.2	90.6	82.8	83.4	84.2	n=190

[^]First year of Iowa Assessments.

^{*}Number of students testing in 2015-16 who have tested in UCSD each year since third grade.

NCLB INFORMATION

- NCLB has been replaced by ESSA (Every Student Succeeds Act)
- We are in an 18 month transition period that began in the spring of 2016
- SINA & DINA statuses are frozen (remain the same as last year) regardless of school or district's performance per state of Iowa transition plan

NCLB INFORMATION

Reading

- Year two District in Need of Assistance (DINA2)
- One elementary (Jensen) is a year one School in Need of Assistance (SINA 1)
 - Karen Acres is on Delay status after meeting AYP in 2014-15 (previously SINA 3)

WHAT WE ARE DOING IN THE CLASSROOM

Early Literacy Initiative – Grades K – 3

- Effective August 1, 2014
- Screening assessments (FAST) three times per year (Grades K – 5); intended to identify students who do not meet pre-determined targets for accuracy and fluency
- Progress monitoring and documented interventions for students who are not meeting the targets consistent interventions and expectations are now available and defined
- Students assessed online and data housed in state database

WHAT WE ARE DOING IN THE CLASSROOM

Benchmark Data – Reading Comprehension

- Collected three times per year
- Used to manage differentiated instruction for students (match their individual needs)
- Data collected in classroom and data housed in HEART database (local, not state)
- Reported to parents along with FAST data

WHAT WE ARE DOING AT THE SCHOOL LEVEL

Strategic Improvement Plans and Data Days

- Focused on building needs as defined by student performance (Data Days at elementary buildings)
- Action plan cycles (one per trimester) with reading goals, data points, and professional development plan (all schools)

WHAT WE ARE DOING AT THE DISTRICT LEVEL

Literacy Curriculum Implementation— Grades K-5

- Year two of consistent materials to support instruction
- New "reporting topics" and data collection/analysis methods
- Year one of implementation of consistent intervention materials for most struggling learners
- Year one of consistent, district-wide Multi-Tiered System of Support (MTSS) process
- Instructional Coaches supporting Professional Learning Community (PLC) model in every school

WHAT WE ARE DOING

Middle School Professional Learning Communities

- Consistent MTSS process with appropriate interventions for struggling learners
- Data wall showing student progress on assessments
- Scheduled collaboration time for analysis of data and instructional planning
- Strategic improvement plan with reading goal
- Implementation of FAST assessments (to measure and monitor progress) for struggling readers
- Instructional Coach supporting PLC model

WHAT WE ARE DOING

High School Focus on Reading

- Professional learning around reading strategies in all content areas
- Year one of identification process for struggling learners with instructional support
- Year two of implementation of new language arts courses with updated resources and assessments
- Instructional Coaches supporting PLC implementation

MATHEMATICS IMPROVEMENT STRATEGIES

Grades K-5

- Identification of "Reporting Topics" for each grade
- Alignment of resources (Everyday Math) to Reporting Topics
- Alignment of assessment evidence to Reporting Topics
- Data collection regarding student proficiency

MATHEMATICS IMPROVEMENT STRATEGIES

Grades 6-8

- Identification of "Reporting Topics" for each grade
- Alignment of resources (Glencoe) to Reporting Topics
- Alignment of assessment evidence to Reporting Topics
- Data collection regarding student proficiency
- Pilot of ALEKS resource for most struggling students

MATHEMATICS IMPROVEMENT STRATEGIES

Grades 9-12

- Implementation of aligned instructional materials in Algebra, Geometry, Algebra II, Pre-Calculus, and Calculus, including ALEKS tool for additional instruction and intervention
- Identification of "Reporting Topics" for each grade
- Alignment of resources (Glencoe) to Reporting Topics
- Alignment of assessment evidence to Reporting Topics
- Data collection regarding student proficiency

SCIENCE IMPROVEMENT STRATEGIES

K-12

- Alignment of K-12 standards to recently adopted Next Generation Science Standards
- Adoption of new instructional materials for grades 6-12 (this year) and K-5 (in two years)
- Creation of aligned instructional units and assessments

QUESTIONS??

Crista Carlile

carlilec@urbandaleschools.com

457-5001

URBANDALE COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS MEETING 9/26/16

AGENDA ITEM EXECUTIVE SUMMARY

Item:

Superintendent Report, Item C. - School Plan on a Page

Contact(s):

Denise Wood; Director of Quality and Continual Improvement

Purpose:

The Plan on a Page documents are being shared to make the Board aware of the school improvement goals and strategies at each UCSD school. These plans will appear on the UCSD web site.

Recommendation:

No Action Needed

Details:

Each UCSD school creates an annual strategic improvement plan in PlanBase.com. The Plan on a Page document was created to make school improvement plans more accessible and understandable to the general public. It should be evident from the plans that goals are aligned throughout the district as each building has goals in student achievement in reading, math, science, student hope, student engagement, parent/family engagement, and employee engagement. Building Leadership Teams, made up of principals, instructional coaches, & model teachers, review these plans every 45 or 60 days using aligned metrics to determine effectiveness of implemented strategies and change course as necessary. Principals and instructional coaches review progress on strategies and tactics in PlanBase.com every month. These strategic improvement plans and review processes are a key approach to meeting district goals.

Individual building leaders will share more details about these plans and progress in each plan with the Board throughout the school year. Board members will have an opportunity to ask specific questions through those presentations.

These plan on a page documents are another step toward the much simpler Strategic Plan Pillars that were shared with the Board in February 2016 as a way to make the district strategic plan more concrete, understandable, user-friendly, and agile.

Legal/Insurance Review:

N/A

Cost and Fund Account:

N/A

Documents:

Special Report #3 – School Plan on a Page



DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOAL

MWLA will ensure social/emotional success for students by supporting and achieving student academic success with a fully engaged work staff.

STRATEGIES

- Social/emotional success of students will be measured by individual student achievement of 100% attendance
- Students will achieve 100% connectedness
- 100% of students attending Metro West will achieve graduation from their home school district
- The MWLA staff will be an engaged work staff as measured by the Gallup Q12 Employee Engagement Poll

GUIDING PRINCIPLES & PRACTICES

- Goal setting
- PDSA
- Collaboration
- Communication with students, parents/ guardians, and school districts
- Continuous Classroom Improvement (CCI)
- Provide students with Muti-Tiered System of Supports (MTSS) and connections



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DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- 83.7% of 3rd-5th grade students will be proficient or advanced in the area of reading as measured by the 2017 lowa Assessment Reading test.
- 85.2% of 3rd-5th grade students will be proficient or advanced in the area of math as measured by the 2017 lowa
 Assessment Mathematics test.
- 85.7% of 3rd-5th grade students will be proficient or advanced in the area of science as measured by the 2017 lowa Assessment
- 100% of classrooms will utilize Baldrige Framework for Performance Excellence to facilitate classroom learning systems via Continuous Classroom Improvement (CCI) steps 1-8 as measured by a score of proficient or advanced on Classroom Systems Check III.
- 64.2% of students will identify themselves as hopeful and 91.2% of students will identify themselves as engaged as measured by the Gallup Student Poll data administered in fall 2016.
- Employees will be engaged with a grand mean percentile rank of 75% as measured by the 2017 Gallup Q12 Employee Engagement Survey.
- 80% of parent respondents will either agree or strongly agree that their child's school keeps them informed of academic progress as measured by the PTA family survey.

STRATEGIES

- Fully implement Professional Learning Communities (PLCs) K-5
- Continue work with Gradual Release of Responsibility with focus on Guided Instruction
- Monitor and support classroom implementation of Continual Improvement Principles and Practices
- Put into practice Leader in Me training through clubs and student leader jobs
- Implement the Rounding technique and Stoplight Report to address staff concerns in a timely manner
- Utilize school-to-home communication plan

GUIDING PRINCIPLES & PRACTICES

- Collaboration among staff members
- Data driven decision making
- Implementation and practice of new learning in the classroom
- Leader in Me and The Seven Habits of Highly Effective Teens
- Frequent cycles of learning walks and walkthroughs
- High levels of communication and engagement between staff, parents, and students





DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- 87.9% of 3rd-5th Grade students will be proficient or advanced in the area of reading as measured by the lowa Assessments Reading test.
- 91.3% of 3rd-5th Grade students will be proficient or advanced in the area of math as measured by the lowa Assessments Mathematics test.
- 93.3% of 3rd-5th Grade students will be proficient or advanced in the area of science as measured by the Iowa Assessments Science test.
- At least 50% of staff will be engaged as measured by the Employee Engagement Survey.
- At least 88.8% of 5th grade students will be engaged and 59.2% will be hopeful as measured by the Gallup Student Poll data administered in fall 2016.
- At least 94% of parents will indicate that families and school staff engage in regular, two-way, meaningful communication about student learning as measured by the 2017 National PTA Standards Survey sub category of "Communicating Effectively."

STRATEGIES

- Student development of growth mindset and focus on future career interests
- Goal teams led by model teachers to engage staff
- Student goal-setting using data binders
- Development and use of formative assessments to drive instruction
- Emphasis on school-wide and classroomwide behavior and learning expectations
- At least monthly parent communication about learning expectations

GUIDING PRINCIPLES & PRACTICES

- Collaboration among staff through Professional Learning Community (PLC)
- Frequent monitoring of data-60 Day Reviews
- Continual Improvement practices—Plan-Do-Study-Act (PDSA) learning cycles
- Differentiated instructional practices
- Ongoing parent communication and development of home-school partnerships





DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- 88.1% 3rd-5th grade students will be proficient or advanced in the area of reading, 91.4% in the area of math, & 93.8% in the area of science as measured by the 2017 lowa Assessments.
- 68.3% of 5th grade students will identify themselves as "Hopeful" and 84% as "Engaged" as measured by the Gallup Student Poll data administered in fall 2016.
- 83% of parents will rate the PTA Parent Survey questions under "Communicating Effectively" agree or strongly agree as measured by the spring 2017 administration of the PTA Parent Survey.
- Staff will increase engagement with a grand mean percentile rank of 50% as measured by the 2017 Gallup Q12 Employee Engagement Survey.

STRATEGIES

- 2016-17 Year of Well-Being: focus on personal & professional engagement, building respectful trusting relationships
- School Success = Academic Skills + Social-Emotional Skills + Behavioral Skills Success
- Responsive Classroom Approach & Morning Meeting school-wide
- School-wide aligned expectations
- Olmsted STAR Clubs
- "Grow the Green" year—Tier 1 80+% of our students are proficient academically, social emotionally, and behaviorally
- Principal will round on 5 direct reports (Olmsted model teacher team)
- School-wide Professional Learning Community (PLC) focused on 4 Dufour Questions and PDSA process

GUIDING PRINCIPLES & PRACTICES

- Responsive Classroom Approach: social, emotional & academic curriculum
- How children learn is as important as what they learn
- Cognitive growth through social interaction
- Building cooperation, assertiveness, empathy, responsibility, and self-control skills
- Knowing the children we teach-individually, culturally, and developmentally-is as important as the curriculum we teach.
- How adults work together is as important as individual competence: lasting change begins with the adult community



UrbandaleSchools.com



DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- 87.5% of 3rd-5th Grade students will be proficient or advanced in the area of reading as measured by the lowa Assessments Reading test.
- 88.8% of 3rd-5th Grade students will be proficient or advanced in the area of math as measured by the lowa Assessments Mathematics test.
- 90.1% of 3rd-5th Grade students will be proficient or advanced in the area of science as measured by the Iowa Assessments Science test.
- 80% of 5th grade students will be engaged and 60% will be hopeful as measured by the Gallup Student Poll data administered in fall 2016.
- 50% of staff will report satisfaction as a place to work as measured by the 2017 Gallup Q12 Employee Engagement Survey.
- 81% of parents will report satisfaction with supporting student success as measured by the 2017 Power of Partnerships PTA survey.

STRATEGIES

- Make instructional decisions based on student data
- Professional to respond to student and staff needs
- Use assessment protocols
- Building-wide progress reviews every 60 days

GUIDING PRINCIPLES & PRACTICES

- Project Based Learning
- Small group targeted instruction
- Large group instruction that lasts no longer than 5 minutes past student's age
- Differentiated instruction and materials
- Technology tools in all classrooms
- Plan-Do-Study-Act (PDSA) Process that involves staff & student input





DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- 85.2% of students in grades 9-11 will score proficient or advanced in Math on the 2016-17 lowa Assessments (January 30-31, 2017).
- 87.8% students in grades 9-11 will score proficient or advanced in Reading on the 2016-17 lowa Assessments (January 30-31, 2017).
- 85.0% of students in grades 9-11 will score proficient or advanced in Science on the 2016-17 lowal Assessments (January 30-31, 2017).
- 58.3% of students in grades 9-12 will be hopeful and 49.6% of students in grades 9-12 will be engaged as measured by the Gallup Student Poll data administered in fall 2016.
- Staff will be engaged with a grand mean percentile rank of 38% as measured by the Gallup Poll Employee Engagement survey in the 2016-2017 school year.
- 55% of parents will be engaged as measured by the Urbandale Community School District PTO parent survey in the 2016-2017 school year.

STRATEGIES

- Learning Walks
- Walk-Throughs
- Professional Learning Communities
- Building relationships between school, students, and families
- Recognition
- Reading Intervention

GUIDING PRINCIPLES & PRACTICES

- Quality Continuous Improvement
- Unit Design
- Common Formative Assessments
- Quality Professional Development
- Technology Integration
- Transparent & frequent communication with staff, parents, and students
- Data Driven
- Growth Mindset
- Collaboration



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DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- By the end of each grading period, 100% of students will meet or exceed each subject's learning requirements as measured by a score of 70% or better on summative assessment/s.
- Students and staff will provide a positive, safe learning environment by being respectful, responsible, safe, and caring as measured by student, staff, and parent culture/climate surveys and discipline data.
- 76% of 6th-8th grade students will be engaged and 71.4% will be hopeful as measured by the Gallup Student Poll data administered in fall 2016. Employees will be engaged with a grand mean percentile rank of 50% as measured by the Gallup Staff/Employee Engagement Survey.
- 88.1% of 6th-8th grade students will be proficient or advanced in the area of reading, 91.3% in the area of math, and 92.1% in the area of science as measured by Iowa Assessments.
- Teachers will communicate effectively with parents to support student success as measured by the PTA parent survey, UMS parent survey, and UMS communication data.

STRATEGIES

- Professional Learning Communities
- Building Relationships (teacher to teacher, teacher to student, students to students)
- Parent Communication Platforms
- Student Data Folders
- The J-Hawk Way

GUIDING PRINCIPLES & PRACTICES

- Growth Mindset
- Data-Driven Instructional Decisions
- Student-Centered Approach
- Feedback
- Collaborative Culture
- Continuous Improvement Approach





DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- 86.1% of 3rd-5th grade students will be proficient/advanced in reading as measured by the 2017 lowa Assessment Reading test.
- 91.1% of 3rd-5th grade students will be proficient/advanced in math as measured by the 2017 lowa Assessment Mathematics test.
- 95.6% of 3rd-5th grade students will be proficient/advanced in science as measured by the 2017 lowa Assessment.
- 60.0% of students will identify themselves as "Hopeful" and 61.6% of students will identify themselves as "Engaged" as measured by the Gallup Student Poll data administered in fall 2016.
- Employees will be engaged with a grand mean percentile rank of 50% as measured by the 2017 Gallup Q12 Employee Engagement Survey. 100% of classrooms will utilize Baldrige Framework for Performance Excellence to facilitate classroom learning systems via Continuous Classroom Improvement (CCI) steps 1-8 as measured by a score of proficient or advanced on Classroom Systems Check III.
- 90% of parent/family respondents will indicate that school and home are able to collaboratively support student success as measured by the 2017 Power of Partnerships PTA survey.

STRATEGIES

- Professional Development: Gradual Release of Responsibilities Instructional framework, emphasis on Facilitation of high quality Guided Instruction; Targeted and Intensive Instructional Delivery
- Continued Development of Classroom Learning Systems (Continuous Improvement)
- Utilization of PBIS framework and student leadership group (Eagle Leaders)
- Implementation of Employee Rounding
- Family Engagement Activities and School to Home Communication Plan

GUIDING PRINCIPLES & PRACTICES

- Data Driven Decision Making
- School-wide Positive Behavior Interventions & Supports (PBIS)
- Growth Mindset
- Instructional Best-Practice
- Innovation/Differentiated Instruction
- Continuous Improvement



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DISTRICT VISION: To bring learning to life for everyone.

2016-2017 GOALS

- 95.8% of 3rd-5th grade students will be proficient or advanced in the area of reading, 95.3% in the area of math, and 98.7% in the area of science as measured by Iowa Assessments.
- 65.8% students will be engaged and 100% will be hopeful as measured by the Gallup Student Poll data administered in fall 2016.
- Employees will be engaged with a grand mean percentile rank of 99% as measured by the Gallup Staff/Employee Engagement Survey.
- Teachers will communicate effectively with parents to support student success as measured by the PTA parent survey, Webster parent surveys, and Webster communication data.
- 100% of classrooms will utilize Baldrige Framework for Performance Excellence to facilitate classroom learning systems via Continuous Classroom Improvement (CCI) steps 1-8 as measured by a score of proficient or advanced on Classroom Systems Check III.

STRATEGIES

- Implementation of Professional Learning Communities
- Implementation of BAT problem-solving process
- Implementation of data-driven instructional practices
- Develop understanding and plan for the implementation of The Leader In Me
- Communicate effectively and consistently with parents about student progress
- Engage in positive communication with students
- Implementation of IPDP goal work and goal setting conversations to support teacher professional growth
- Improve teacher survey Gallup poll results through effective communication strategies from leadership
- Implementation of continual improvement practices

GUIDING PRINCIPLES & PRACTICES

- Collaboration and realigning of PLC process
- Data-driven decision-making & support of PLCs
- Effective engagement and motivation strategies
- Cast the Leader In Me building-wide vision
- Bimonthly communication using newsletter platform
- Track positive communication with students
- · Collaboration, building support, and peer reviews
- Rounding technique and stoplight report
- PDSA, Baldrige cycles of learning walks &



walkthroughs

URBANDALE

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Board Meeting September 26, 2016 Special Report #4

SIAC Members 2016-2017

Alissa Morrison

Ben DeKruyf

Boris Bachmann

Dan Meyer

Dawn & Scott Schumacker

Gabe Lohf

Griffin Clabaugh

Jeremy Zmolek

Jolee Donnelly

Juli Steppuhn-Henderson

Holly Towers

Kristine Denning

Melissa Gyure

Miriam Hager

Mirveta & Sead Tokmanovic

Peyton Weigel

Todd Pettit

Will Pattison

Michelle Cole

Crista Carlile

Denise Wood

Jason Volmer

Lindie Truitt

Mark Lane

Steve Bass

Steve Mefford

Curtis Brown

Joy Lyons

Julie Fugenschuh

Catherine Parmelee

Herkisha Burkett

Deb Koua

Amy Panos

Heath Hinkhouse

Anne Rempe

Sara Brinkman

Venessa Clark

URBANDALE COMMUNITY SCHOOL DISTRICT BOARD MEETING, ORGANIZATIONAL MEETING AND WORK SESSION MONDAY, SEPTEMBER 12, 2016 – 6:00 P.M. ADMINISTRATION OFFICE - 11152 AURORA AVENUE CHRIS GUNNARE, PRESIDENT

Board Meeting

Call the Board Meeting to Order and Roll Call

President Chris Gunnare called the board meeting to order at 6:02 P.M. Upon roll call, the following members were present: Directors Aaron Applegate, Chris Gunnare, Katherine Howsare, Cate Newberg and Tanya Ruden. Director Graham Giles arrived at 6:12 P.M. prior to Consent Agenda.

Motion to Appoint a Secretary: Pro Tempore of the Board for the Evenings Meetings

The Board of Directors appoint Superintendent Steve Bass as acting Board Secretary for the meetings held on Monday, September 12th, 2016.

VP Newberg moved and Director Applegate seconded to approval of Secretary Pro Tempore. Motion passed with all ayes 5-0.

Approval of Agenda

Director Newberg moved, and Director Applegate seconded the motion to approve the agenda as posted. Motion passed with all ayes 5-0.

Communication from the Public

None

Report of the Superintendent of Schools

Policy Update Proposal for Board Policy 306 - Succession of Authority. Superintendent, Steve Bass, will review the proposed changes to Board Policy 306 to reflect the new title for the Associate Superintendent.

Motioned by VP Newberg; Seconded by Director Howsare Board Action: Motion to approve 1st and only reading with all ayes 5-0.

Report of the President

None

Consent Agenda Items

Approval of August 15, 2016 Board Meeting Minutes - Approval of Open Enrollment

Board of Education Minutes 09/12/16 Page 1

Approval of Personnel Report - Possible Addendum Available at Board Meeting

Approval of Job Description and Position

Approval of Field trips, Overnight Travel, or Out of State Travel (nothing submitted for the 9/12/16 meeting)

Approval of Contracts and Agreements

- 1. Facility Use Agreement with Aldersgate United Methodist Church for the temporary use by Karen Acres during the completion of the renovation project.
- 2. MMIT Copier Maintenance Agreement for Karen Acres
- 3. Forecast5 Customer Agreement

Approval to Publish Asset Disposal Procedure

Authorization to Pay Bills and Approve the Karen Acres Project Payment Application.

Director Applegate moved, and Director Newberg seconded the motion to approve all consent agenda items as submitted. Motion passed with all ayes 6-0.

Discussion of Other Matters

None

Adjournment

The Board of Directors adjourned the Board meeting at 6:20 P.M..

Motion by: VP Newberg Seconded by: Director Giles

Motion to adjourn passed with all ayes 6-0.

Organizational Meeting of the Board of Directors

The Superintendent of Schools Will Serve As the President: Pro Tempore of the Board

Call the Organizational Meeting to Order and Roll Call

President: Pro Tempore, Steve Bass called the board meeting to order at 6:21 P.M. Upon roll call, the following members were present: Directors Aaron Applegate, Graham Giles, Chris Gunnare, Katherine Howsare, Cate Newberg and Tanya Ruden.

Steve Bass thanked the out-going President, Chris Gunnare, and Vice President, Cate Newberg, for their services as the past year officers.

Election of the President of the Board of Directors

1. Nomination(s)

Director Newberg nominated Director Gunnare Director Howsare nominated Director Giles

Director Newberg motioned to close nominations. Director Giles 2nd the motion to close nominations. Motion to close nominations passed with all ayes 6-0.

2. Election

After viewing paper ballots: Gunnare 3 votes; Giles 3 votes
After viewing 2nd paper ballots: Gunnare 3 votes; Giles 3 votes
Prior to 3rd vote, Director Gunnare withdraws his name for nomination
Directors verbally vote with all ayes (6-0) to elect Director Giles to
President of the Board of Directors

3. Oath

As Secretary: Pro Tempore of the Board, Steve Bass gave Director Giles the Oath of Office.

Election of Vice President of the Board of Directors

1. Nomination(s)

Director Howsare nominated Director Ruden as Vice President and that nominations close. Director Newberg seconded the nomination and motion to close nominations

2. Election

The motion to elect Director Ruden to the Vice President position passed with all ayes 6-0.

3. Oath

As Secretary: Pro Tempore of the Board, Steve Bass gave Director Ruden the Oath of Office.

Report of the President

None

Discussion of Other Matters

None

Adjournment

The Board of Directors adjourned the Organizational Board meeting at 6:40 P.M..

Motion by: Director Howsare Seconded by: Director Applegate Motion to adjourn passed with all ayes 6-0.

WORK SESSION

Work Session Meeting Call to Order and Roll Call

President Graham Giles called the board meeting to order at 6:41 P.M. Upon roll call, the following members were present: Directors Aaron Applegate, Graham Giles, Chris Gunnare, Katherine Howsare, Cate Newberg and Tanya Ruden.

<u>Updates</u>

Time Card System

Associate Mark Lane shared an update on placement and usage of the new Time Card System.

Board Goals

The Directors discussed the need for further discussion in the near future to make modifications to their current goals in order to get them more aligned with other goals across the school district.

Administrator-Board Survey (Data and Follow-up Comments)

The Directors discussed the follow up comments and how they might use them to establish Board Goals, if deemed appropriate.

Superintendent Evaluation Process for 2016-17

The Directors briefly discussed the current instrument used (SAI Model) to evaluate the Superintendent and plan to have another discussion during the next work session or retreat to discuss options, including desired goals, timelines, and metrics to measure progress.

Meeting Evaluation Form

Adjourn Director Newberg moved Motion passed with all aye		egate seconded the motion to adju	ourn the meeting
ATTEST:		Board President	Date
Board Secretary	Date		

These minutes are unofficial until approved by the Board of Directors at their meeting on September 26, 2016

Open Enrollment In September 26, 2016

Urbandale Community School District Submitted By Student Services

The following requests for open enrollment from another school district to attend the Urbandale Community School District in the 2016-2017 school year have been received:

Student/Grade	Resident District	Reason For Request
Olivia Belger, 4 th	Waukee	Continuation
Payton Belger, 7 th	Waukee	Continuation
Kaitlyn Belger, 9 th	Waukee	Continuation
Carlos CampoVerde, 1st	Des Moines	Continuation
Jackalyn CampoVerde, 4 th	Des Moines	Continuation
Ashlyn Dalton, 2 nd	Des Moines	Continuation
Darren Dalton, 11 th	Des Moines	Continuation
Dustin Dalton, 10 th	Des Moines	Continuation
Issak Dalton, 6 th	Des Moines	Continuation
Rambang Duop, 1st	Des Moines	Continuation
Elynn Garcia, 1 st	Johnston	Continuation
Raul Orellana, 10 th	Norwalk	Continuation
Decorntee Quayee, 6th	Des Moines	Continuation
Daniel Rodriguez, 8th	West Des Moines	Transfer of Resident District
David Rodriguez, 3 rd	West Des Moines	Transfer of Resident District
Victor Rodriguez, 11 th	West Des Moines	Transfer of Resident District
Aicha Sagbeh, 10 th	Des Moines	Continuation
Hunter Schneider, 7th	SE Polk	Continuation
Aubrey Schuman, 3 rd	Johnston	Transfer of Resident District
Blake Schuman, K	Johnston	Good Cause
Ema Suljic, 7 th	Dallas Center-Grimes	Continuation

The following requests for open enrollment out from the Urbandale Community School District in the 2016-2017 school year have been received:

Student/Grade	<u>District Requesting</u>	<u>Reason For Request</u>
Taitum Lee	Johnston	Applied on Time

URBANDALE COMMUNITY SCHOOL DISTRICT PERSONNEL REPORT FOR BOARD APPROVAL

Board Meeting - September 26, 2016

CERTIFIED APPOINTMENTS

ELIZABETH REISNER, Webster Elementary School, Special Education Teacher, BA, Row Y, \$45,158/year. Effective August 15, 2016.

CLASSIFIED APPOINTMENT

TOMMY ANDERSON, Webster Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 30, 2016. [New] JENNIE BECKLEY-ACALEY, Karen Acres Elementary School, General Education Associate, Class I, Step I, \$12.63/hr, 2.25 hr/day. Effective August 23, 2016. [New] SABRINA BLACKHAWK, Jensen Elementary School, General Education Associate, Class I, Step I, \$12.63/hr, 4 hr/day. Effective August 30, 2016. [Replacement] SARAH BROOKS, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [Replacement] KELSEY BURGESS, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 23, 2016. [New] HEATHER CARPE, Webster Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 29, 2016. [Replacement] CADI CHIOVARO, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [Replacement] PETER CLINKSCALES, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [New] ALEX CORDES, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 15, 2016. [New] FALISHA CULPEPPER, Rolling Green Elementary School, General Worker-Serving Kitchen, Class 1, Step 1, \$12.71/hr, 3 hr/day. Effective August 23, 2016. [Replacement] JULIE DAUTERIVE, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 29, 2016. [Replacement] CANDACE DAVIS, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 29, 2016. [Replacement] BETH DAY, Webster Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New] SYDNEY DEPEW, Valerius Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [New] SEMSUDIN DERVISEVIC, Urbandale High School, Custodian, Class 3, Step 1, \$14.27/hr, 8 hr/day. Effective August 15, 2016. [Replacement] MARY FUCINATO, Karen Acres Elementary School, General Education Associate, Class I, Step I, \$12.63/hr, 1.5 hr/day. Effective September 6, 2016. [New] HEATHER GARLOCK, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement] KAILY GERMAN, Olmsted Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day, 3 days/week. Effective August 23, 2016. [New] LINDA HORNER, Webster Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New] RANDI HOUSEMAN, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.98/hr, 5.75 hr/day. Effective September 16, 2016. [Replacement] SANDRA JAMES, Jensen Elementary School, Media Associate, Class III, Step I, \$14.50/hr, 3 hr/day. Effective September 22, 2016. [Replacement] NICOLE JENSEN, Olmsted Elementary School, Preschool Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day 5.75 hr/day. Effective September 14, 2016. [New] SAMANTHA JOHNSON, Webster Elementary School, Adventuretime Associate/ECSE Associate, Class I/II, Step I, \$12.63/hr, \$13.99/hr, 5.75 hr/day. Effective August 29, 2016. [New] JULIA KUSY, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [Replacement] KENNEDY LANDES, Olmsted Elementary School, Preschool Associate, Class II, \$13.99/hr, 3 hr/day. Effective August 23, 2016. [New] ANA LARSON, Karen Acres Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [Replacement] JUANAH LAXTON, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement] LAKIN LOGAN, Webster Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 29, 2016. [New] ASHLEY LONGLET, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr. Effective August 23, 2016. [New] BRIAN LOWE, Valerius Elementary School, Nutrition Services, Class 1, Step 1, \$12.71/hr, 1.5 hr/day. Effective August 29, 2016. MIMI MCLAURIN, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 19, 2016. [Replacement] KIRA MENDELSOHN, Karen Acres Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [New]

MELISSA PLAGGE, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 16, 2016. [Replacement] TYLER REMETCH, Olmsted Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [Replacement]

ALLYSON RICHARDS, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [New]

STERLING RICHARDS, Rolling Green Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 19, 2016. [Replacement]

LUKE STUART, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [New]

LISA TATZ, Olmsted Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [New]

BRIANNA TICCONI, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 2 2016. [Replacement]

MIA TIRADO, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [New]

AZRA TORIC, Jensen Elementary School, General Education Associate, Class I, Step I, \$12.63/hr, 4 hr/day. Effective August 23, 2016. [Replacement]

CALLI TUGGLE, Jensen Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 6, 2016. [New]

ELIZABETH VITIRITTO, Urbandale High School (Special Site), Special Education Associate, Class II, Step I, \$13.99/hr, 7.5 hr/day. Effective September 12, 2016. [New]

HANNAH WEIRICK, Jensen Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective September 9, 2016. [Replacement]

RUTH ZARLEY, Webster Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 5 hr/day. Effective August 23, 2016. [New]

NANA ZULU, Olmsted Elementary School, Adventuretime Associate, Class I, Step I, \$12.63/hr, 2.5 hr/day. Effective August 23, 2016. [Replacement]

CLASSIFIED RESIGNATIONS

LAURIE HAMMER, Jensen Elementary School, Media Associate, personal. Effective September 21, 2016.

EILEEN BOGAARDS, Olmsted Elementary School, Preschool Associate, personal. Effective September 30, 2016.

TOMMY ANDERSON, Webster Elementary School, Special Education Associate, personal. Effective September 19, 2016.

BRIANNA TICCONI, Olmsted Elementary School, Special Education Associate, personal. Effective September 9, 2016.

MICHELLE KEYS, Rolling Green Elementary School, Special Education Associate, personal. Effective September 7, 2016.

ASHLEY LONGLET, Urbandale High School, Special Education Associate, personal. Effective September 16, 2016.

TAMI WILKINSON, Olmsted Elementary School, Special Education Associate, personal. Effective August 22, 2016.

JOE ELDREDGE, Rolling Green Elementary School, Custodian, personal. Effective September 8, 2016.

TABITHA FAST, Urbandale High School, Special Education Associate, personal. Effective August 22, 2016.

CALEIGH MORMANN, Webster Elementary School, Special Education Associate, personal. Effective August 15, 2016.

DIANA STOCKER, Webster Elementary School, Special Education Associate, personal. Effective August 16, 2016.

MICHAEL GROTH, Urbandale Middle School, Special Education Associate, personal. Effective August 13, 2016.

JENNIFER WILSON, Karen Acres Elementary School, General Education Associate, personal. Effective August 13, 2016.

CLASSIFIED TERMINATIONS

KATIE DOW, Urbandale Middle School, no show JACQUE GIBSON, Jensen Elementary School, no show

CO-CURRICULAR APPOINTMENTS

JACOB DUNCALF, Urbandale Middle School, Assistant Wrestling Coach, Step 0, 5%, \$1,625/year. Effective October 12, 2016.

ERICA GARLAND, Urbandale High School, Assistant Cheer Coach, Step 0, 9%, \$2,924/year (pro-rated). Effective September 26, 2016.

BRIAN MICHELSON, Urbandale High School, Assistant Boys Soccer Coach, Step 0, 9%, \$2,924/year. Effective March 13, 2017.

CO-CURRICULAR RESIGNATIONS

KATIE EDGAR, Urbandale High School, Assistant Girls Soccer Coach, personal. Effective August 31, 2016.

ALEX RICH, Urbandale High School, Boys Soccer Coach, personal. Effective August 15, 2016.

EXTRA STIPENDS

Petra Stout, UMS, Student Senate, Step 0, 4%, \$1300/year Stephanie Hart, UMS, Student Senate, Step 0, 4%, \$1300/year Dave White, UHS, DECA, Step 0, 6%, \$1950/year

2016-17 Mentors and Buddies

Terri Muehlenthaler-Holmes, Mentor, \$1000 Kelley Griffin, Mentor, \$1000

Barb Doling, Mentor, \$1000 Todd Pettit, Mentor, \$1000 Amanda Drescher, Mentor, \$1000 Erin Baedke, Mentor, \$1000 Janine Choudhury, Mentor, \$1000 Amy Rodilosso, Mentor, \$2000 Jackie Meunier, Mentor, \$1000 Julie Crowley, Mentor, \$1000 Lesley Monson, Mentor, \$1000 LeAnn Lines, Mentor, \$1000 Tiffany Vasquez-Dewein, Mentor, \$1000 Kim Haller, Mentor, \$2000 Amanda Springer, Mentor, \$1000 Carrie Mertens, Mentor, \$1000 Jess Jolly, Mentor, \$2000 Jeri Gates, Mentor, \$1000 Ehrin Kelly, Mentor, \$1000 Laurie Ohland, Mentor, \$1000 Patty VanScoy, Mentor, \$1000 Karli Keithahn, Mentor, \$1000 Nicole Jespersen, Mentor, \$1000 Christy Johnson, Mentor, \$1000 Ginny Strong, Mentor, \$1000 Jon Parrott, Mentor, \$1000 Sarah Jacques, Mentor, \$1000 Ted Brimeyer, Mentor, \$1000 Leora Borell, Mentor, \$1000 Mike Moreno, Mentor, \$1000 Melissa MacGregor, Buddy, \$250 Maggie Peterson, Buddy, \$250 Angie Sime, Buddy, \$250 Christina Piscitello, Buddy, \$250 Christina Lienemann, Buddy, \$250 Tricia Fleagle, Buddy, \$250 Susan Bruns, Buddy, \$500 Kristen Walck, Buddy, \$250 Mica Pipho, Buddy, \$250 Tiffany Roberson, Buddy, \$250 Camy Havlicek, Buddy, \$500 Mark Klaus, Buddy, \$250 Joanne Hale, Buddy, \$250 Nikki Smith, Buddy, \$250

ABC ELECTRICAL SERVICES- Replace Breaker on HS Cooling Tower 1/La \$ 255.00	1	10 - GENERAL		
ACE HARDWARE	2	ABC ELECTRICAL SERVICES-	Replace Breaker on HS Cooling Tower 1/La	\$ 255.00
6 ACE HARDWARE Hardware(526791 \$ 9.98 6 ACE HARDWARE Hardware(526813 \$ 23.25 7 ACE HARDWARE Phone Install Parts(628801 \$ 47.39 8 AHLERS & COONEY, P.C. SERVICES \$ 1,075.00 9 A KING'S THRONE, LLC- Kybos for Jensen Sewer Issue 09-16-2016/ \$ 350.00 10 ALLEGRA (WAS THE PRINTING STATION) Color Copies And Itamination for H. Voqel \$ 102.41 11 ALLEGRA (WAS THE PRINTING STATION) Color Copies/Health Office \$ 25.00 12 ALLEGRA (WAS THE PRINTING STATION) Finiting AID \$ 25.00 13 ALLEGRA (WAS THE PRINTING STATION) Printing AID \$ 31.47 14 ALLEGRA (WAS THE PRINTING STATION) Printing AID \$ 31.47 15 ALLEGRA (WAS THE PRINTING STATION) Printing Jensen \$ 234.24 16 ALLEGRA (WAS THE PRINTING STATION) Printing Maren Acree \$ 220.73 18 ALLEGRA (WAS THE PRINTING STATION) Printing Milm Green \$ 149.92 20 ALLEGRA (WAS THE PRINTING STATION) Printing Olinsted \$ 210.22 21 ALLEGRA (WAS THE PRINTING STATION) Printing Olinsted \$ 210.22 22 ALLEGRA (WAS THE PRINTING STATION) Printi	3	ABC ELECTRICAL SERVICES-	Replace Breaker on HS Cooling Tower 1/ P	\$ 1,141.08
ACE HARDWARE	4	ACE HARDWARE	9V Batteries/626843	\$ 8.99
7 ACE HARDWARE	5	ACE HARDWARE	Hardware/626791	\$ 9.98
8 AHLERS & COONEY, P.C. SERVICES \$ 1,075.00 9 A KING'S THRONE, LLC- Kybos for Jensen Sewer Issue 09-16-2016/ \$ 350.00 10 ALLEGRA (WAS THE PRINTING STATION) color copies and lamination for H. Vogel \$ 102.41 11 ALLEGRA (WAS THE PRINTING STATION) Color Copies/Health Office \$ 25.01 12 ALLEGRA (WAS THE PRINTING STATION) Envelopes \$ 235.65 13 ALLEGRA (WAS THE PRINTING STATION) Printing AVO \$ 31.47 14 ALLEGRA (WAS THE PRINTING STATION) Printing AVO \$ 31.47 15 ALLEGRA (WAS THE PRINTING STATION) Printing BA \$ 961.91 16 ALLEGRA (WAS THE PRINTING STATION) Printing Jensen \$ 234.24 17 ALLEGRA (WAS THE PRINTING STATION) Printing Maren Acres \$ 220.73 18 ALLEGRA (WAS THE PRINTING STATION) Printing Maren Acres \$ 220.73 19 ALLEGRA (WAS THE PRINTING STATION) Printing Offine loc cards \$ 109.22 20 ALLEGRA (WAS THE PRINTING STATION) Printing Poling Green \$ 149.94 21 ALLEGRA (WAS THE PRINTING STATION) Printing Poling Green \$ 149.94 22 ALLEGRA (WAS THE PRINTING STATION) Printing Valerius \$ 34.40 <tr< td=""><td>6</td><td>ACE HARDWARE</td><td>Hardware/626813</td><td>\$ 23.25</td></tr<>	6	ACE HARDWARE	Hardware/626813	\$ 23.25
9 A KING'S THRONE, LLC-	7	ACE HARDWARE	Phone Install Parts/626801	\$ 47.39
10 ALLEGRA (WAS THE PRINTING STATION) Color Copies and lamination for H. Vogel \$ 102.41 11 ALLEGRA (WAS THE PRINTING STATION) Color Copies/Health Office \$ 25.00 12 ALLEGRA (WAS THE PRINTING STATION) Envelopes \$ 235.65 13 ALLEGRA (WAS THE PRINTING STATION) Envelopes \$ 235.65 14 ALLEGRA (WAS THE PRINTING STATION) District folded note ca \$ 82.25 15 ALLEGRA (WAS THE PRINTING STATION) Printing A/O \$ 31.47 15 ALLEGRA (WAS THE PRINTING STATION) Printing Jensen \$ 234.24 16 ALLEGRA (WAS THE PRINTING STATION) Printing Jensen \$ 234.24 17 ALLEGRA (WAS THE PRINTING STATION) Printing Jensen \$ 234.24 18 ALLEGRA (WAS THE PRINTING STATION) Printing Karen Acres \$ 220.73 18 ALLEGRA (WAS THE PRINTING STATION) Printing MS \$ 728.32 19 ALLEGRA (WAS THE PRINTING STATION) Printing Office cards \$ 109.22 10 ALLEGRA (WAS THE PRINTING STATION) Printing Office cards \$ 109.22 11 ALLEGRA (WAS THE PRINTING STATION) Printing Office cards \$ 210.22 12 ALLEGRA (WAS THE PRINTING STATION) Printing Rolling Green \$ 149.94 23 ALLEGRA (WAS THE PRINTING STATION) Printing Willing Green \$ 149.94 24 ALLEGRA (WAS THE PRINTING STATION) Printing Willing Green \$ 149.94 25 ALLEGRA (WAS THE PRINTING STATION) Printing Willing Green \$ 135.12 26 ALLEGRA (WAS THE PRINTING STATION) Printing Willing Green \$ 135.12 27 ALLEGRA (WAS THE PRINTING STATION) Printing Willing Green \$ 135.12 28 ARROW STAGE LINES \$ 5.51 36 AMERICAN MARKING INC Please see attached for signage. (EUELP \$ 24.00 28 ARROW STAGE LINES CHARTER - HS CROSS COUNTRY TO MARSHALL \$ 2,700.00 30 BARRON, STEPHANIE Reimbursement for University of lowa New \$ 106.00 31 BRIGGS, BRENDA Reimbursement for University of lowa New \$ 106.00 32 BROWN AND SAENGER Breford A2642NSE5 Carts for Olmsted - A \$ 3,986.92 33 CAPITAL SANITARY SUPPLY Indied school order \$ 36	8	AHLERS & COONEY, P.C	SERVICES	\$ 1,075.00
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28 ARROW STAGE LINES- CHARTER - HS CROSS COUNTRY TO MARSHALLT \$ 2,700.00 29 ASCD Select Membership Renewal - Julia Taylor \$ 89.00 30 BARRON, STEPHANIE Reimbursement for University of Iowa New \$ 120.00 31 BRIGGS, BRENDA Reimbursement for CPR/AED Training payme \$ 106.00 32 BROWN AND SAENGER Bretford A2642NSE5 Carts for Olmsted - A \$ 3,986.92 33 CAPITAL SANITARY SUPPLY high school order \$ 2,156.51 34 CAPITAL SANITARY SUPPLY karen acres \$ 557.79 35 CAPITAL SANITARY SUPPLY middle school order \$ 366.54 36 CAPITAL SANITARY SUPPLY olmsted order \$ 327.87 37 CAPITAL SANITARY SUPPLY Olmsted start up inventory \$ 25.42 38 CAPITAL SANITARY SUPPLY rolling green order \$ 567.06 39 CAPITAL SANITARY SUPPLY valerius \$ 82.32 40 CAPITAL SANITARY SUPPLY valerius \$ 82.32 41 CAPITAL SANITARY SUPPLY valerius order \$ 315.23 42 CAPITAL SANITARY SUPPLY webster aquaclean parts and repair \$ 270.15 42 CAPITAL SANITARY SUPPLY webster order \$ 284.78			·	
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30 BARRON, STEPHANIE Reimbursement for University of Iowa New \$ 120.00 31 BRIGGS, BRENDA Reimbursement for CPR/AED Training payme \$ 106.00 32 BROWN AND SAENGER Bretford A2642NSE5 Carts for Olmsted - A \$ 3,986.92 33 CAPITAL SANITARY SUPPLY high school order \$ 2,156.51 34 CAPITAL SANITARY SUPPLY middle school order \$ 366.54 36 CAPITAL SANITARY SUPPLY olmsted order \$ 327.87 37 CAPITAL SANITARY SUPPLY Olmsted start up inventory \$ 25.42 38 CAPITAL SANITARY SUPPLY rolling green order \$ 567.06 39 CAPITAL SANITARY SUPPLY Valerius \$ 82.32 40 CAPITAL SANITARY SUPPLY Valerius order \$ 315.23 41 CAPITAL SANITARY SUPPLY webster aquaclean parts and repair \$ 270.15 42 CAPITAL SANITARY SUPPLY webster order \$ 284.78 43 CENGAGE LEARNING- Estimated shipping and handling \$ 128.40 44 CENGAGE LEARNING- See price quote for order of The America \$ 1,284.0				\$
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32 BROWN AND SAENGER Bretford A2642NSE5 Carts for Olmsted - A \$ 3,986.92 33 CAPITAL SANITARY SUPPLY high school order \$ 2,156.51 34 CAPITAL SANITARY SUPPLY karen acres \$ 557.79 35 CAPITAL SANITARY SUPPLY middle school order \$ 366.54 36 CAPITAL SANITARY SUPPLY olmsted order \$ 327.87 37 CAPITAL SANITARY SUPPLY Olmsted start up inventory \$ 25.42 38 CAPITAL SANITARY SUPPLY rolling green order \$ 567.06 39 CAPITAL SANITARY SUPPLY Valerius \$ 82.32 40 CAPITAL SANITARY SUPPLY valerius order \$ 315.23 41 CAPITAL SANITARY SUPPLY webster aquaclean parts and repair \$ 270.15 42 CAPITAL SANITARY SUPPLY webster order \$ 284.78 43 CENGAGE LEARNING- Estimated shipping and handling \$ 128.40 44 CENGAGE LEARNING- See price quote for order of The America \$ 1,284.00 45 CENTURYLINK SERVICES \$ 309.58 47			Reimbursement for CPR/AED Training payme	\$
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39 CAPITAL SANITARY SUPPLY Valerius \$ 82.32 40 CAPITAL SANITARY SUPPLY valerius order \$ 315.23 41 CAPITAL SANITARY SUPPLY webster aquaclean parts and repair \$ 270.15 42 CAPITAL SANITARY SUPPLY webster order \$ 284.78 43 CENGAGE LEARNING- Estimated shipping and handling \$ 128.40 44 CENGAGE LEARNING- See price quote for order of The America \$ 1,284.00 45 CENTURYLINK SERVICES \$ 134.07 46 CENTURYLINK SERVICES \$ 309.58 47 CINTAS CORP Walk Off Mat Leasing /HS/762472010 \$ 132.54 48 CINTAS CORP Walk Off Mat Leasing/Jensen/762470656 \$ 36.15	37	CAPITAL SANITARY SUPPLY	Olmsted start up inventory	\$
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40 CAPITAL SANITARY SUPPLY valerius order \$ 315.23 41 CAPITAL SANITARY SUPPLY webster aquaclean parts and repair \$ 270.15 42 CAPITAL SANITARY SUPPLY webster order \$ 284.78 43 CENGAGE LEARNING- Estimated shipping and handling \$ 128.40 44 CENGAGE LEARNING- See price quote for order of The America \$ 1,284.00 45 CENTURYLINK SERVICES \$ 134.07 46 CENTURYLINK SERVICES \$ 309.58 47 CINTAS CORP Walk Off Mat Leasing /HS/762472010 \$ 132.54 48 CINTAS CORP Walk Off Mat Leasing/Jensen/762470656 \$ 36.15	39	CAPITAL SANITARY SUPPLY	Valerius	\$ 82.32
41 CAPITAL SANITARY SUPPLY webster aquaclean parts and repair \$ 270.15 42 CAPITAL SANITARY SUPPLY webster order \$ 284.78 43 CENGAGE LEARNING- Estimated shipping and handling \$ 128.40 44 CENGAGE LEARNING- See price quote for order of The America \$ 1,284.00 45 CENTURYLINK SERVICES \$ 134.07 46 CENTURYLINK SERVICES \$ 309.58 47 CINTAS CORP Walk Off Mat Leasing /HS/762472010 \$ 132.54 48 CINTAS CORP Walk Off Mat Leasing/Jensen/762470656 \$ 36.15				
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48 CINTAS CORP Walk Off Mat Leasing/Jensen/762470656 \$ 36.15				
			-	\$

50	CINTAS CORP	Walk Off Mat Leasing/KA/762470339	\$ 40.64
51	CINTAS CORP	Walk Off Mat Leasing /MS/762472011	\$ 34.00
52	CINTAS CORP	Walk Off Mat Leasing /Olmsted/762471792	\$ 60.25
53	CINTAS CORP	Walk Off Mat Leasing /RG/762471016	\$ 73.73
54	CINTAS CORP	Walk Off Mat Leasing/Valerius/762470569	\$ 36.15
55	CINTAS CORP	Walk Off Mat Leasing/Valerius/762473282	\$ 36.15
56	CINTAS CORP	Walk Off Mat Leasing/WE/762473283	\$ 96.39
57	CINTAS CORP	Walk Off Mat Leasing/Webster/762470570	\$ 96.39
58	COMPETITIVE EDGE ADVERTISING	Pens for new staff	\$ 395.67
59	DEMCO, INC	CD 2 Ring Album 4 cap lined	\$ 7.55
60	DEMCO, INC	CD 2 Ring Album 8 cap lined	\$ 16.50
61	DEMCO, INC	CD 3 Ring Album 6 cap lined	\$ 23.70
62	DEMCO, INC	Chill Pill Speaker	\$ 51.30
63	DEMCO, INC	Demco CircExtender Rigid Cover	\$ 182.30
64	DEMCO, INC	Demco Economy Book Tape	\$ 8.20
65	DEMCO, INC	Mulit-Purp Laser Paper Labels	\$ 31.40
66	DEMCO, INC	NEW Imprinted Color Coded Paper Tape	\$ 28.53
67	DEMCO, INC	Paper Spine Labels	\$ 31.40
68	DEMCO, INC	Post It Notes - Date Due Slips	\$ 56.99
69	DEMCO, INC	Rubber Cement Elmers glass	\$ 3.40
70	DEMCO, INC	S&H	\$ 38.69
71	DEMCO, INC	Storage Imprinted Paper Tape	\$ 28.53
	DEMCO, INC	Top Loading Acrylic Horizontal Sign Hold	\$ 14.34
	DES MOINES INDUSTRIAL PRODUCTS	Acorn Nuts For Playground Compliance/921	\$ 116.40
	DES MOINES INDUSTRIAL PRODUCTS	Hardware for Adventueretime Inspection/9	\$ 54.70
	DES MOINES LOCK SERVICE	Code Keys for KA/156858	\$ 9.46
	DES MOINES LOCK SERVICE	Cut Keys/156791	\$ 4.50
	DES MOINES LOCK SERVICE	Hon Locks for File Cabinets/156797	\$ 46.00
	DES MOINES LOCK SERVICE	Lockset and Cylinder for Baseball/156838	\$ 120.00
	DES MOINES REGISTER	SUBSCRIPTIONS	\$ 335.73
	DIAMOND OIL COMPANY	SERVICES	\$ 3,597.39
	DICK BLICK-	Block-out white paint 1/2 gallon	\$ 27.90
	DICK BLICK-		\$ 27.90
	DICK BLICK-	Cool Gray 50% colored papells	\$ 13.32
		Cool Gray 50% colored pencils	\$
	DICK BLICK-	Deep Yellow 1/2 gallon	41.85
	DICK BLICK-	SHIPPING	\$ 4.95
	DRIVE TEK, LLC-	SERVICES	\$ 2,200.00
	EGAN SUPPLY CO.	high school	\$ 2,076.73
	EGAN SUPPLY CO.	karen acres	\$ 641.67
	EGAN SUPPLY CO.	middle school	\$ 62.50
	EGAN SUPPLY CO.	olmsted	\$ 252.80
	EGAN SUPPLY CO.	rolling green	\$ 409.15
	EGAN SUPPLY CO.	supplies for high school	\$ 136.96
	EGAN SUPPLY CO.	valerius	\$ 254.58
94	EGAN SUPPLY CO.	webster	\$ 55.80
95	ELECTRONIC ENGINEERING CO	CP 185 435-480M 4W 16C BLACK PACKAGE (Wi	\$ 686.50
96	ELECTRONIC ENGINEERING CO	Radios for ECSE Teachers & Associates at	\$ 2,000.00
97	ELECTRONIC ENGINEERING CO	SpEd Walkies for Webster	\$ 500.00
98	ELECTRONIC SOUND CO-	Intercom Replacement-Damaged by Lightini	\$ 24,268.00

		T	1	
99	ELECTRONIC SOUND CO-	Service Work for HS System Requested by	\$	16,393.05
100	EMPLOYEE & FAMILY RESOURCES INC	Pay Invoice C116145 for 2016-17 Renewal	\$	7,958.00
101	EMPLOYEE & FAMILY RESOURCES INC	Pay Invoice C116146 for 2016-17 Renewal	\$	8,462.50
102	EVER GREENE SODDING & LANDSCAPING-	SERVICES	\$	129.00
103	EXCEL MECHANICAL CO INC	Test Stadium Backflow Preventer/111237	\$	133.00
104	EXCEL MECHANICAL CO INC	Webster Repair/Labor/111191	\$	710.00
105	EXCEL MECHANICAL CO INC	Webster Repair/Parts/111191	\$	35.00
106	FACTORY DIRECT APPLIANCE	Backflow Preventers for Custodial Sinks/	\$	92.44
107	FERGUSON ENTERPRISES INC	Plumbing Supplies/4224933	\$	71.50
108	GRAINGER INC-	Hot Water Circ Pump for MS/6336373248	\$	609.75
109	GRAINGER INC-	Motor and Start Capacitorfor Carpet Fan/	\$	323.94
110	GRAINGER INC-	Motor Bracket/9216044629	\$	62.67
111	GREATER IOWA CREDIT UNION	Withholding 9/20/2016	\$	1,400.00
112	HADDINGER, MAGGIE	Mileage Reimbursement	\$	81.97
113	HALVORSON BUILDING SERVICES-	Repairs to HS Chiller/00224135	\$	330.00
114	HANDWRITING WITHOUT TEARS	S&H	\$	6.50
115	HANDWRITING WITHOUT TEARS	Stamp & See Screen	\$	14.75
116	HEARTLAND AEA 11	Lamination	\$	6.30
117	HEINEMANN-	Fountas & Pinnell Benchmark Kit System 2	\$	388.00
118	HEINEMANN-	S & H	\$	38.80
119	HIGGINS PLAZA SERVICE-	Service Vehicle 06-1397	\$	76.26
120	HILLTOP TIRE SERVICE INC-	Tire Plug Repair/0019231	\$	14.84
121	HOODZ OF CENTRAL IOWA-	Hinge Kits To Meet Code on Hood Fans/702	\$	450.00
122	HYVEE FOOD STORE-URBANDALE	eggs for a science project	\$	6.47
123	HYVEE FOOD STORE-URBANDALE	items for Child Growth	\$	7.50
124	HYVEE FOOD STORE-URBANDALE	items for Child Growth	\$	38.53
125	HYVEE FOOD STORE-URBANDALE	items for Foods classes	\$	36.08
126	HYVEE FOOD STORE-URBANDALE	items for Foods classes	\$	29.10
127	HYVEE FOOD STORE-URBANDALE	items for Foods classes	\$	33.52
128	HYVEE FOOD STORE-URBANDALE	items for Foods classes	\$	19.86
129	HYVEE FOOD STORE-URBANDALE	items for Foods classes	\$	132.61
130	HYVEE FOOD STORE-URBANDALE	items for Foods classes	\$	41.70
131	HYVEE FOOD STORE-URBANDALE	Ruppert Baking Paper	\$	0.88
132	HYVEE FOOD STORE-URBANDALE	Ruppert - Cookies	\$	6.47
133	HYVEE FOOD STORE-URBANDALE	Ruppert - Eggs, milk, storage bags, dete	\$	18.74
134	HYVEE FOOD STORE-URBANDALE	Ruppert-Orange Drink, Apple Juice, Mixed	\$	11.63
135	HYVEE FOOD STORE-URBANDALE	Ruppert - Orange Peach Drink, Unsweetene	\$	5.05
136	HYVEE FOOD STORE-URBANDALE	Ruppert - Skim milk, hashbrowns, ground	\$	12.55
137	HYVEE FOOD STORE-URBANDALE	Ruppert - White Cranberry Peach Juice	\$	2.79
138	HYVEE FOOD STORE-URBANDALE	supplies for PAES lab	\$	33.15
139	HYVEE FOOD STORE-URBANDALE	To be used for First and Second Semester	\$	35.93
140	INTERSTATE ALL BATTERY CENTER	Batteries for Fire Alarm Systems/1924602	\$	74.70
141	INTERSTATE ALL BATTERY CENTER	Batteries for Stadium Restroom Flush Val	\$	209.70
142	INTERSTATE ALL BATTERY CENTER	Batteries for Webster Floor Scrubber/192	\$	876.60
	INTERSTATE ALL BATTERY CENTER	CREDIT	\$	(156.00)
	IOWA ASSOCIATION-SCHOOL BOARDS-	Background Checks August 2016	\$	3,072.00
	IOWA ASSOCIATION-SCHOOL BOARDS-	CREDIT	\$	(30.00)
	IOWA ASSOCIATION-SCHOOL BOARDS-	SERVICES	\$	5,800.00
	IOWA COMMUNICATIONS NETWORK	SERVICES	\$	1,780.66

148 IOWA WATER MANAGEMENT-	Contracted Water Management District/IN1	\$ 400.00
149 IOWA WATER MANAGEMENT-	Contracted Water Management HS/IN19323	\$ 435.00
150 ISCA OFFICE	Ann Abbott Lewis	\$ 180.00
151 ISCA OFFICE	Ashley Danner	\$ 180.00
152 ISCA OFFICE	Carrie Laizure	\$ 180.00
153 ISCA OFFICE	Conference registration for Darlene Wagn	\$ 70.00
154 ISCA OFFICE	Conference registration for Jill Duffiel	\$ 375.00
155 ISCA OFFICE	Danielle Murphy	\$ 125.00
156 ISCA OFFICE	Lora Trenary	\$ 125.00
157 ISCA OFFICE	Melissa MacGregor	\$ 125.00
158 ISCA OFFICE	Membership for Jill Duffield, Tracy Edwa	\$ 160.00
159 ISCA OFFICE	Pam Dick	\$ 125.00
160 JANSSEN PEST SOLUTIONS INC-	Wasp Eradication at the Stadium/	\$ 375.00
161 JOHNSTONE SUPPLY	Actuator for RG AHU-3/3087932	\$ 307.92
162 JOHNSTONE SUPPLY	Doors For Metastats/3080571	\$ 83.06
163 JOHNSTONE SUPPLY	Pleated Filters for HS PM/3087145	\$ 185.55
		\$ 13.95
164 JOHNSTONE SUPPLY	SHIPPING SERVICES	\$ 345.00
165 JUICEBOX INTERACTIVE-		\$ 19.99
166 LAKESHORE LEARNING MATERIALS	Attribute Blocks (RA207)	
167 LAKESHORE LEARNING MATERIALS	Easy Clean Room Divider (DS164)	\$ 195.45
168 LAKESHORE LEARNING MATERIALS	Easy Clean Room Divider (DS164)	\$ 191.55
169 LAKESHORE LEARNING MATERIALS	Easy Clean Room Divider (yellow) (DS164)	\$ 258.00
170 LAKESHORE LEARNING MATERIALS	S&H	\$ 28.72
171 LAKESHORE LEARNING MATERIALS	S&H	\$ 41.70
172 LAKESHORE LEARNING MATERIALS	S&H	\$ 29.33
173 LANGUAGETECH, INC	Interpreting Services at RG for 8/17/201	\$ 60.00
174 MAIL SERVICES, LLC-	SERVICES	\$ 833.92
175 MARCIA BRENNER ASSOCIATES-	Alio Updates	\$ 150.00
176 MAYER-JOHNSON, LLC	Board Maker Online New Professional Subs	\$ 398.00
177 MAYER-JOHNSON, LLC	Boardmaker Online Professional Renewal f	\$ 298.00
178 MCGRAW HILL EDUCATION-	Economics Principles and Practices SE w/	\$ 1,683.51
179 MCGRAW HILL EDUCATION-	Estimated S & H	\$ 39.09
180 MCGRAW HILL EDUCATION-	Number Worlds Level C Student Materials	\$ 21.36
181 MCGRAW HILL EDUCATION-	Number Worlds Level C Student Materials	\$ 63.96
182 MCGRAW HILL EDUCATION-	S&H	\$ 3.52
183 MCGRAW HILL EDUCATION-	S&H	\$ 10.53
184 MENARDS	Doors for Baseball Concesions Damaged by	\$ 262.00
185 MENARDS	Floor Installation Tools/56176	\$ 33.33
186 MENARDS	Grout for Bathroom Trim Tile at Olmsted/	\$ 24.98
187 MENARDS	Hardware/52290	\$ 13.58
188 MENARDS	Hardware/55078	\$ 24.90
189 MENARDS	Hardware/55184	\$ 43.34
190 MENARDS	Hardware/55219	\$ 0.38
191 MENARDS	Science supplies (Happe)	\$ 114.49
192 MENARDS	Specialty Tools for the Department/55765	\$ 54.28
193 MENARDS	SUPPLIES	\$ 13.58
194 MENARDS	supplies for the art department	\$ 353.88
195 MENARDS	Wasp and Hornet Spray for Bee Issues/552	\$ 31.20
196 METRO WEST LEARNING CENTER-	Consulting Services - AS 9/12-9/16	\$ 4,262.50

197 METRO WEST LEARNING CENTER-	Consulting Services - CPI Training	\$	180.00
198 METRO WEST LEARNING CENTER-	Consulting Services for AS 8/22-8/26	\$	3,410.00
199 METRO WEST LEARNING CENTER-	Consulting Services for AS 8/29 - 9/2	\$	3,805.33
200 METRO WEST LEARNING CENTER-	Consulting Services for AS 8/29 - 9/2	\$	457.17
201 METRO WEST LEARNING CENTER-	Consulting Services for AS - 9/6-9/9	\$	3,410.00
202 METRO WEST LEARNING CENTER-	Consulting Services for TW 8/22-8/26	\$	475.00
203 METRO WEST LEARNING CENTER-	Consulting Services for TW 8/29 - 9/2	\$	50.95
204 METRO WEST LEARNING CENTER-	Consulting Services for TW 8/29 - 9/2	\$	424.05
205 METRO WEST LEARNING CENTER-	Consulting Services for TW - 9/6 -9/9	\$	475.00
206 METRO WEST LEARNING CENTER-	Consulting Services - TW 9/12-9/16	\$	570.00
207 METRO WEST LEARNING CENTER-	CPI Refresher for 12 People	\$	540.00
208 METRO WEST LEARNING CENTER-	CPI Refresher Workbooks	\$	190.68
209 METRO WEST LEARNING CENTER-	Prepared Materials - CPI Workbooks	\$	63.84
210 METRO WEST LEARNING CENTER-	September Room Rental for ES; Ink Cartri	\$	506.19
211 METRO WEST LEARNING CENTER-	September Room Rental for ES; Ink Cartri	\$	60.81
212 MIDAMERICAN ENERGY-	JENSEN	\$	3,065.79
213 MIDAMERICAN ENERGY-	JENSEN	\$	15.87
214 MIDAMERICAN ENERGY-	KAREN ACRES	\$	11.57
215 MIDAMERICAN ENERGY-	METRO WEST	\$	10.39
216 MIDAMERICAN ENERGY-	METRO WEST	\$	642.49
217 MIDAMERICAN ENERGY-	VALERIUS	\$	3,593.79
218 MIDAMERICAN ENERGY-	VALERIUS	\$	39.04
219 MIDAMERICAN ENERGY-	WEBSTER	\$	11,006.22
220 MMIT BUSINESS SOLUTIONS-(PREV IMAG	T Black and White Copies and Prints	\$	80.71
221 MMIT BUSINESS SOLUTIONS-(PREV IMAG		\$	3.04
222 MMIT BUSINESS SOLUTIONS-(PREV IMAG	T contract invoice	\$	82.23
223 MMIT BUSINESS SOLUTIONS-(PREV IMAG	TCOPIER CHARGES	\$	517.85
224 MMIT BUSINESS SOLUTIONS-(PREV IMAG	Tinvoice 281896 - Troubleshooting Webster	\$	70.00
225 NAPA GENUINE PARTS	Battery Protectant/843666	\$	6.99
226 NATIONAL GEOGRAPHIC LEARNING	Academic Vocabulary Toolkit 1 Secondary-	\$	272.50
227 ODE DESIGN	Iowa Culture - Past and Present	\$	44.00
228 ODE DESIGN	Iowa - Spaces, Places, and Faces	\$	38.00
229 OFFICE DEPOT-(USE FOR ALL)	12" x 18" construction paper - dark blue	\$	124.75
230 OFFICE DEPOT-(USE FOR ALL)	12" x 18" construction paper - orange	\$	18.32
231 OFFICE DEPOT-(USE FOR ALL)	12" x 18" construction paper - yellow	\$	57.25
232 OFFICE DEPOT-(USE FOR ALL)	Elmer's Rubber Cement, 4 oz.	\$	13.56
233 OFFICE DEPOT-(USE FOR ALL)	GBC Laminating Film (office)	\$	159.98
234 OFFICE DEPOT-(USE FOR ALL)	Maintenance Department Office Supplies 2	\$	190.87
235 OFFICE DEPOT-(USE FOR ALL)	OD Address labels, Box of 3,000	\$	26.46
236 OFFICE DEPOT-(USE FOR ALL)	Office supplies for staff	\$	165.43
237 OFFICE DEPOT-(USE FOR ALL)	Post-It Cork/Dry Erase Combination Board	\$	100.79
238 OFFICE DEPOT-(USE FOR ALL)	Rubber Cement, 1 gal. Elmer's	\$	48.59
			14.24
1 239 OFFICE DEPOT-(USE FOR ALL)	Scotch Duct Tape	\$	
239 OFFICE DEPOT-(USE FOR ALL) 240 OFFICE DEPOT-(USE FOR ALL)	Scotch Duct Tape Whistles		
240 OFFICE DEPOT-(USE FOR ALL)	Whistles	\$	18.38
240 OFFICE DEPOT-(USE FOR ALL) 241 ORIENTAL TRADING	Whistles Nonfiction Close Reading Tabs	\$	18.38 25.98
240 OFFICE DEPOT-(USE FOR ALL) 241 ORIENTAL TRADING 242 PERFECTION LEARNING CORPORATION	Whistles Nonfiction Close Reading Tabs ADD'L SUPPLIES	\$ \$	18.38 25.98 (5.68)
240 OFFICE DEPOT-(USE FOR ALL) 241 ORIENTAL TRADING	Whistles Nonfiction Close Reading Tabs	\$	18.38 25.98

247 POLK COUNTY SHERIFFS OFFICE Withholding 9/20/2016 \$ 731.17 248 PROJECT LEAD THE WAY, INC VEX Gateway kit \$ 2,150.00 249 PROJECT LEAD THE WAY, INC Vex Performance tool kit \$ 153.00 250 QUILL CORPORATION- 307X67 Activity Table with 2140 Legs - \$ 229.50 251 QUILL CORPORATION- 307X67 Activity Table with 2140 Legs - \$ 2,152.50 252 QUILL CORPORATION- instructional supplies for the 2016-17 s \$ 66.53 253 QUILL CORPORATION- instructional supplies for the 2016-17 s \$ 66.53 254 QUILL CORPORATION- instructional supplies for the 2016-17 s \$ 64.70 255 QUILL CORPORATION- unurse supplies for the 2016-17 s chool ye \$ 64.70 256 QUILL CORPORATION- unurse supplies for the 2016-17 s chool ye \$ 7.56 257 RAYNER & RINN-SCOTT 869 board feet of lumber for class proje \$ 1.622.12 258 REALLY GOOD STUFF SAH \$ 4.47 259 REALLY GOOD STUFF SAH \$ 4.47 250 REALLY GOOD STUFF SIOTE More Medium Book Pouches \$ 26.94 261 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 262 REALLY GOOD STUFF Store More Medium Book Pouches \$ 304.00 263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 55.00 264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 265 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 266 REALLY GREAT READING Phonics Boost Student Kir \$ 240.00 267 REALLY GREAT READING Phonics Boost Student Workbook 2 \$ 60.00 268 REALLY GREAT READING Phonics Boost Student Workbook 3 \$ 180.00 269 REALLY GREAT READING Phonics Boost Student Workbook 3 \$ 180.00 270 REALLY GREAT READING Phonics Boost Student Workbook 3 \$ 180.00 271 REALLY GREAT READING Phonics Boost Student Workbook 3 \$ 180.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 7.24 273 REVITAM, INC- SERVICES \$ 5.40 274 ROBERT BROOKE & ASSOCIATES Shipping \$ 217.68 275 SAMS CLUB Minimary Student Workbook 3 \$ 1.65				1	
248 PROJECT LEAD THE WAY, INC	246	PIONEER VALLEY BOOKS-	The Next Step in Guided Reading	\$	720.00
249 PROJECT LEAD THE WAY, INC	247	POLK COUNTY SHERIFF'S OFFICE	Withholding 9/20/2016	\$	731.17
200 DULL CORPORATION- 30"X36" Activity Table with 2140 Legs - \$ 2.29.50	248	PROJECT LEAD THE WAY, INC	VEX Gateway kit	\$	2,150.00
251 QUILL CORPORATION- 30°X80° Activity Table with 2140 Legs \$ 2,152.50	249	PROJECT LEAD THE WAY, INC	Vex Performance tool kit	\$	153.00
252 QUILL CORPORATION- Instructional supplies for the 2016-17 s \$ 66.53	250	QUILL CORPORATION-	30"X36" Activity Table with 2140 Legs -	\$	229.50
253 QUILL CORPORATION- Instructional supplies for the 2016-17 s \$ 541.31 254 QUILL CORPORATION- Durse supplies for the 2016-17 school ye \$ 64.70 255 QUILL CORPORATION- Invest supplies for the 2016-17 school ye \$ 7.96 256 QUILL CORPORATION- Invest supplies for the 2016-17 school ye \$ 7.96 257 QUILL CORPORATION- Invest supplies for the 2016-17 school ye \$ 7.96 258 QUILL CORPORATION- Invest supplies for the 2016-17 school ye \$ 7.96 250 QUILL CORPORATION- Invest supplies for the 2016-17 school ye \$ 7.96 251 QUILL CORPORATION- Invest supplies for the 2016-17 school ye \$ 7.96 252 QUILL CORPORATION- Sah \$ 4.48 258 REALLY GOOD STUFF Sah \$ 4.47 259 REALLY GOOD STUFF Sah \$ 4.48 250 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 261 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 262 REALLY GREAT READING ADD'L SUPPLIES \$ 304.00 263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 55.00 264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 788.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.88 271 REALLY GREAT READING Shipping \$ 217.88 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5.442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 SCHOOL HEALTH Am splint - child \$ 5.19 276 SCHOOL HEALTH Cremit Repair Parts for Irrigation/S1327052.001 \$ 72.40 277 SEAMS CLUB mini refrigerator \$ 99.98 278 SCHOOL HEALTH Cremit Repair Parts for Irrigation/S1327052.001 \$ 72.40 278 SAMS CLUB Mini refri	251	QUILL CORPORATION-	30"X60" Activity Table with 2140 Legs -	\$	2,152.50
254 QUILL CORPORATION- nurse supplies for the 2016-17 school ye \$ 64.70	252	QUILL CORPORATION-	instructional supplies for the 2016-17 s	\$	66.53
255 QUILL CORPORATION- nurse supplies for the 2016-17 school ye \$ 7.96	253	QUILL CORPORATION-	instructional supplies for the 2016-17 s	\$	541.31
256 QUILL CORPORATION- Various supply items \$ 435.71	254	QUILL CORPORATION-	nurse supplies for the 2016-17 school ye	\$	64.70
257 RAYNER & RINN-SCOTT	255	QUILL CORPORATION-	nurse supplies for the 2016-17 school ye	\$	7.96
258 REALLY GOOD STUFF S&H \$ 4.47 259 REALLY GOOD STUFF S&H \$ 4.48 260 REALLY GOOD STUFF Store More Medium Book Pouches \$ 2.694 261 REALLY GOOD STUFF Store More Medium Book Pouches \$ 2.694 262 REALLY GREAT READING ADD'L SUPPLIES \$ 304.00 263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 55.00 264 REALLY GREAT READING HD Word Lesson Plan \$ 66.00 265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING Phonics Butiz Lesson Plan \$ 240.00 267 REALLY GREAT READING Phonics Butiz Lesson Plans \$ 180.00 268 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 271 REALLY GREAT READING Shipping \$ 217.60 271 REALLY GREAT READING Shipping \$ 217.24 272 REALLY GREAT READING <	256	QUILL CORPORATION-	various supply items	\$	435.71
259 REALLY GOOD STUFF \$ 84H \$ 4.48 260 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 261 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 262 REALLY GREAT READING ADD'L SUPPLIES \$ 304.00 263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 56.60 264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 272 REAMS SPRINKLER SUPPLY Repair Parts for Inrigation/S1327052.001 \$ 72.44 273	257	RAYNER & RINN-SCOTT	869 board feet of lumber for class proje	\$	1,622.12
260 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 261 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 262 REALLY GREAT READING ADD'L SUPPLIES \$ 304.00 263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 55.00 264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 266 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics Boost Lesson Plans \$ 518.00 268 REALLY GREAT READING Phonics Boost Elesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44	258	REALLY GOOD STUFF	S&H	\$	4.47
261 REALLY GOOD STUFF Store More Medium Book Pouches \$ 26.94 262 REALLY GREAT READING ADD'L SUPPLIES \$ 304.00 263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 55.00 264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics Blutz Lesson Plans \$ 518.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 270 REALLY GREAT READING Phonics Boost Lesson Plans \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Student Phonics Mit \$ 300.00 272 REALLY GREAT READING Student Phonics Mit \$ 300.00 273 REVERAK, INC- SERVICES \$ 5.442.47 274 ROBERT BROOK	259	REALLY GOOD STUFF	S&H	\$	4.48
262 REALLY GREAT READING ADD'L SUPPLIES \$ 304.00 263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 55.00 264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 267 REALLY GREAT READING Phonics Buizt Lesson Plans \$ 518.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 271 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5.442.47 274 ROBERT BROOKE & ASSOCIATES Shipping \$ 99.72 275	260	REALLY GOOD STUFF	Store More Medium Book Pouches	\$	26.94
263 REALLY GREAT READING Blast Primary Student Workbook 1 \$ 55.00 264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics Buitz Lesson Plans \$ 7518.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 272 REALLY GREAT READING Shipping \$ 217.68 273 REVERAK, INC. SERVICES \$ 5.442.47 274 REALLY GREAT READING Student Phonics Kit \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVIEWAK, INC. SERVICES \$ 5.442.47 274 ROBERT BROOKE & ASS	261	REALLY GOOD STUFF	Store More Medium Book Pouches	\$	26.94
264 REALLY GREAT READING Blast Primary Student Workbook 2 \$ 66.00 265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics Blitz Lesson Plans \$ 518.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5.442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROL YN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 9.98 279 SCHOOL HEALTH Arm	262	REALLY GREAT READING	ADD'L SUPPLIES	\$	304.00
265 REALLY GREAT READING HD Word Lesson Plan \$ 450.00 266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics Boost Lesson Plans \$ 518.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Student Phonics Kit \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5.442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 9.938 280 SCHOOL HEALTH	263	REALLY GREAT READING	Blast Primary Student Workbook 1	\$	55.00
266 REALLY GREAT READING HD Word Student Kit \$ 240.00 267 REALLY GREAT READING Phonics BLitz Lesson Plans \$ 518.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Shipping \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 <td>264</td> <td>REALLY GREAT READING</td> <td>Blast Primary Student Workbook 2</td> <td>\$</td> <td>66.00</td>	264	REALLY GREAT READING	Blast Primary Student Workbook 2	\$	66.00
267 REALLY GREAT READING Phonics BLitz Lesson Plans \$ 518.00 268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Student Phonics Kit \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH Cotton	265	REALLY GREAT READING	HD Word Lesson Plan	\$	450.00
268 REALLY GREAT READING Phonics Boost Lesson Plans \$ 798.00 269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Student Phonics Kit \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Certificate \$ (50.00 283 SCHOOL HEALTH Certificate \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Pen light - blue \$ 7.45 285 SCHOOL HEALTH Pen light - blue \$ 7.45	266	REALLY GREAT READING	HD Word Student Kit	\$	240.00
269 REALLY GREAT READING Phonics Boost Student Workbooks \$ 180.00 270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Student Phonics Kit \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH CERTIFICATE \$ (50.00 284 SCHOOL HEALTH Cotton swabs \$ 5.65 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - black \$ 7.45 287 SCHOOL HEA	267	REALLY GREAT READING	Phonics BLitz Lesson Plans	\$	518.00
270 REALLY GREAT READING Shipping \$ 217.68 271 REALLY GREAT READING Student Phonics Kit \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Lice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Selight - black \$ 7.45 286 SCHOOL HEALTH Selig	268	REALLY GREAT READING	Phonics Boost Lesson Plans	\$	798.00
271 REALLY GREAT READING Student Phonics Kit \$ 300.00 272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Cotton swabs \$ 7.45 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCHOOL HEALTH SHIPPING <td>269</td> <td>REALLY GREAT READING</td> <td>Phonics Boost Student Workbooks</td> <td>\$</td> <td>180.00</td>	269	REALLY GREAT READING	Phonics Boost Student Workbooks	\$	180.00
272 REAMS SPRINKLER SUPPLY Repair Parts for Irrigation/S1327052.001 \$ 72.44 273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH SHIPPING \$ 8.95 287 SCHOOL HE	270	REALLY GREAT READING	Shipping	\$	217.68
273 REVTRAK, INC- SERVICES \$ 5,442.47 274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2.800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$	271	REALLY GREAT READING	Student Phonics Kit	\$	300.00
274 ROBERT BROOKE & ASSOCIATES Locker Parts/75928 \$ 28.61 275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH SHIPPING \$ 8.95 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA-	272	REAMS SPRINKLER SUPPLY	Repair Parts for Irrigation/S1327052.001	\$	72.44
275 ROBERT BROOKE & ASSOCIATES Shipping \$ 9.72 276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2.800.00 290 SARAH JACKSON REIMBUR	273	REVTRAK, INC-	SERVICES	\$	5,442.47
276 RYAN, CAROLYN MILEAGE \$ 10.58 277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	274	ROBERT BROOKE & ASSOCIATES	Locker Parts/75928	\$	28.61
277 SAI (SCHOOL ADMINISTRATORS OF IOWA) Membership renewal fees 16-17 \$ 524.00 278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	275	ROBERT BROOKE & ASSOCIATES	Shipping	\$	9.72
278 SAM'S CLUB mini refrigerator \$ 99.98 279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	276	RYAN, CAROLYN	MILEAGE	\$	10.58
279 SCHOOL HEALTH 3 oz. cups \$ 21.00 280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	277	SAI (SCHOOL ADMINISTRATORS OF IOWA)	Membership renewal fees 16-17	\$	524.00
280 SCHOOL HEALTH Arm splint - adult \$ 1.95 281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	278	SAM'S CLUB	mini refrigerator	\$	99.98
281 SCHOOL HEALTH Arm splint - child \$ 5.19 282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	279	SCHOOL HEALTH	3 oz. cups	\$	21.00
282 SCHOOL HEALTH CERTIFICATE \$ (50.00 283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	280	SCHOOL HEALTH	Arm splint - adult	\$	1.95
283 SCHOOL HEALTH Cotton swabs \$ 5.65 284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	281	SCHOOL HEALTH	Arm splint - child	\$	5.19
284 SCHOOL HEALTH Ice packs \$ 25.66 285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	282	SCHOOL HEALTH	CERTIFICATE	\$	(50.00)
285 SCHOOL HEALTH Pen light - black \$ 7.45 286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	283	SCHOOL HEALTH	Cotton swabs	\$	5.65
286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	284	SCHOOL HEALTH	Ice packs	\$	25.66
286 SCHOOL HEALTH Pen light - blue \$ 7.45 287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	285	SCHOOL HEALTH	Pen light - black	\$	7.45
287 SCHOOL HEALTH SHIPPING \$ 8.95 288 SCRIPPS NATIONAL SPELLING BEE- Spelling Bee \$ 152.50 289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	286	SCHOOL HEALTH	Pen light - blue	\$	7.45
289 SOENKE-QUIST, DENA- SERVICES \$ 2,800.00 290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	287	SCHOOL HEALTH	SHIPPING	\$	8.95
290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	288	SCRIPPS NATIONAL SPELLING BEE-	Spelling Bee	\$	152.50
290 SARAH JACKSON REIMBURSE DAMAGED SHIRT \$ 10.00 291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	289	SOENKE-QUIST, DENA-	SERVICES	\$	2,800.00
291 STORAGEMART #1050 RENT UNIT 161-OCT '16 \$ 89.96 292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50			REIMBURSE DAMAGED SHIRT	\$	10.00
292 STROOPE, CHRISTY Mileage Reimbursement \$ 61.02 293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50	291	STORAGEMART #1050	RENT UNIT 161-OCT '16	\$	89.96
293 THERMAL SERVICES- Repair MS CU-2/Labor/16105 \$ 747.50					61.02
				\$	747.50
				\$	804.95

295	THERMAL SERVICES-	Repairs to MS CU-3/Labor/14792	\$ 1,530.00
296	THERMAL SERVICES-	Repairs to MS CU-3/Parts/14792	\$ 630.49
297	THERMAL SERVICES-	Repairs to MS RTAHU-6/Labor/15164	\$ 782.50
298	THERMAL SERVICES-	Repairs to MS RTAHU-6/Parts/15164	\$ 56.00
299	THERMAL SERVICES-	Service Call 1 to Olmsted Cjhiller	\$ 1,357.50
300	TIME FOR KIDS	annual subscription - 25 copies to share	\$ 111.50
301	TONER PLACE, THE	Toner	\$ 182.00
302	TONER PLACE, THE	Toner	\$ 418.50
303	TONER PLACE, THE	Toner	\$ 85.00
304	TONER PLACE, THE	Toner	\$ 56.00
305	TONER PLACE, THE	Toner	\$ 25.00
306	TRIARCO	Art1st multi media paper 80lb	\$ 25.95
307	TRIARCO	Draw 3D	\$ 8.95
308	TRIARCO	Draw cars	\$ 8.95
309	TRIARCO	Draw dinosaurs	\$ 8.95
310	TRIARCO	General's Little Red Sharpners set of 3	\$ 20.00
311	TRIARCO	General's magic eraser tub of 72	\$ 49.25
312	TRIARCO	How to draw faces	\$ 9.95
313	TRIARCO	How to draw trees	\$ 9.95
314	TRIARCO	Koh-I-Noor polycolors pencils	\$ 116.75
315	TRIARCO	Origami paper	\$ 9.35
316	TRIARCO	Pacon ecology recycled white drawing pap	\$ 25.00
	TRIARCO	Pencil pack of 12	\$ 11.80
	TRIARCO	Prismacolor 12 pack black colored pencil	\$ 31.90
	TRIARCO	Prismacolor 12 pack white colored pencil	\$ 31.90
	TRIARCO	Prismacolor scholor art markers set of 2	\$ 174.86
	TRIARCO	Royal brush assortment	\$ 69.95
	TRIARCO	Sharpie fine point box of 12	\$ 107.50
	TRIARCO	Sharpie Ultra Fine box of 12	\$ 129.00
	TRIARCO	Triarco drawing pencil classroom pack	\$ 121.95
	UE LOCAL 893	Withholding 9/23/2016	\$ 228.00
	UE LOCAL 893	Withholding 9/9/2016	\$ 218.50
	ULINE	5 x 8' Heavy 200 denier nylon US flag	\$ 61.75
	URBANDALE AUTO BODY SERVICE, INC	SERVICES	\$ 1,288.40
	U.S. DEPARTMENT OF EDUCATION	Withholding 9/20/2016	\$ 476.46
	VAN MAANEN, SIETSTRA & MEYER, PC-	SERVICES	\$ 131.00
	VARITRONICS-	Blue on white poster paper	\$ 399.80
	VARITRONICS-	shipping	\$ 12.69
	VEX ROBOTICS, INC	See attached Quote#11177191 for order	\$ 817.51
	VIERLING, KELLY D'ANN	Withholding 9/20/2016	\$ 636.24
	WALSH DOOR & HARDWARE CO	Repair HS Front Door-Bad Power Supply/70	\$ 1,074.17
	WELLS FARGO CORPORATE CARD	delivery fee	\$ 15.00
	WELLS FARGO CORPORATE CARD	Handwriting Without Tears - Draw & Write	\$ 19.74
338	WELLS FARGO CORPORATE CARD	Handwriting Without Tears - Draw & Write	\$ 31.96
339	WELLS FARGO CORPORATE CARD	morning continental breakfast	\$ 99.98
340	WELLS FARGO CORPORATE CARD	New Teacher Academy Purchases	\$ 92.48
341	WELLS FARGO CORPORATE CARD	S&H	\$ 4.01
342	WELLS FARGO CORPORATE CARD	S&H	\$ 2.49
343	WELLS FARGO CORPORATE CARD	shipping fee	\$ 16.99

344	WELLS FARGO CORPORATE CARD	Vistaprint - Business Cards(Shearer, Pau	\$	52.00
345	WINDSTAR LINES-	CHARTER - 9TH FB TO MASON CITY 9.16.16 (\$	880.00
346	WINDSTAR LINES-	CHARTER - CHEER TO MASON CITY 9.16.16 (I	\$	770.00
347	WINDSTAR LINES-	CHARTER - MS FB TO SE POLK 9.8.16 (INVOI	\$	695.00
348	WINDSTAR LINES-	CHARTER TO OTTUMWA FOR 9TH/10TH VB 9.1.1	\$	865.00
349	WINDSTAR LINES-	CHARTER TO OTTUMWA FOR JV/VAR VB 9.1.16	\$	865.00
350	WINDSTAR LINES-	CHARTER - VAR FB TO MASON CITY 9.16.16 (\$	1,980.00
351	WINDSTREAM-	SERVICES	\$	2,312.53
352	ZIEGLER INC.	Fuel Tank Repair Items/50C862201	\$	63.44
353	10 - GENERAL	** Fund Total **	\$	202,147.33
354				
355	21 - STUDENT ACTIVITY			
356	ACADEMY TROPHIES & AWARDS	shirts for Student Senate	\$	170.00
357	ACCESSORY LINES	Marching Band Shoes	\$	78.00
358	A KING'S THRONE, LLC-	CLEANING (INVOICE A-33493)	\$	90.00
359	A KING'S THRONE, LLC-	MOVEMENT OF PORTABLE UNITS BACK TO UMS	\$	194.00
360	AMES HIGH SCHOOL	ENTRY FEE - BOYS GOLF INVITE 9.12.16	\$	125.00
361	AMES MIDDLE SCHOOL	ENTRY FEE - MS CROSS COUNTRY INVITE 9.19	\$	50.00
362	AMES MIDDLE SCHOOL	ENTRY FEE - MS CROSS COUNTRY INVITE 9.19	\$	50.00
363	BARNES, STEVE-	OFFICIAL - 7TH VB 9.12.16	\$	74.00
364	BAUGHMAN, PHILIP-	OFFICIAL - 10TH FB 9.8.16	\$	70.00
365	BRUNDAGE, JEFFREY-	OFFICIAL - 7TH FB (A & B GAMES) 9.12.16	\$	74.00
366	BRUNS, DANIEL-	OFFICIAL - 8TH VB 9.15.16	\$	74.00
367	CHRISTENSEN, SHELLEY-	OFFICIAL - JV VB TOURNAMENT 9.17.16	\$	144.00
	CONTEMPORARY SERVICES CORP	10th FB Event Support	\$	72.16
	CONTEMPORARY SERVICES CORP	CC Event Support	\$	216.48
	CONTEMPORARY SERVICES CORP	Football Event Support- Johnston Game	\$	771.19
	CONTEMPORARY SERVICES CORP	September 12 Coverage	\$	49.61
	CONTEMPORARY SERVICES CORP	September 13 Coverage	\$	72.16
	DECKER SPORTING GOODS	4" Mat Tape - Case	\$	153.00
	DECKER SPORTING GOODS	BK 64 Bubble Knee Pads	\$	50.00
	DECKER SPORTING GOODS	HS Wrestling Order = Scorebooks PWS4	\$	76.00
	DECKER SPORTING GOODS	Navy Signature Headgear	\$	280.00
	DECKER SPORTING GOODS	SHIPPING	\$	36.00
	DEJOODE, TROY-	OFFICIAL - VARSITY VB LINE JUDGE 8.30.16	\$	75.00
	DEJOODE, TROY-	OFFICIAL - VAR VB LINE JUDGE 9.13.16	\$	75.00
	DUNKER, TYLER-	OFFICIAL - 9/10/JV/VAR VB 9.6.16	\$	100.00
	FABER, JOSHUA-	OFFICIAL - 7TH FB W/ 5TH QUARTER 9.8.16	<u>Ψ</u> \$	60.00
	FORT DODGE HIGH SCHOOL	ENTRY FEE - BOYS GOLF INVITE 8.30.16	\$	125.00
	GOMEZ, RONALD-	OFFICIAL - 7TH FB (A & B GAMES) 9.12.16	\$	74.00
	GOMEZ, RONALD-	OFFICIAL - 8TH FB (A PLUS 5TH QUARTER) 9	\$	60.00
	GONZALES,CAROL-	OFFICIAL - 9TH VB TOURNAMENT 9.17.16	\$	
	GRAPHIC EDGE, THE	Jaywalker Homecoming Shirt Order - 10233	<u>ф</u> \$	4,157.54
			\$ \$	
	GREENLEE, GARRY-	MILEAGE PER CONFERENCE AGREED UPON RAT	<u>\$</u> \$	16.65 70.00
	GREENLEE, GARRY-	OFFICIAL - 10TH FB 9.15.16		70.00
	GREENLEE, GARRY-	OFFICIAL - VARSITY FB 9.9.16	\$	95.00
	GREENLEE, JOSHUA-	OFFICIAL - VARSITY FB 9.9.16	\$	95.00
	HALE, SCOTT-	OFFICIAL - 7TH FB (A & B GAMES) 9.12.16	\$	74.00
392	HALE, SCOTT-	OFFICIAL - VARSITY FB 9.9.16	\$	95.00

393	HARJES, CARRIE-	OFFICIAL - 9/10/JV/VAR VB 9.13.16	\$ 100.00
394	HARMS, TIM-	OFFICIAL - 7TH FB W/ 5TH QUARTER 9.8.16	\$ 60.00
395	HAYES, DAVE-	OFFICIAL - 9/10/JV/VAR VB 8.30.16	\$ 100.00
396	HAYES, DAVE-	OFFICIAL - JV VB TOURNAMENT 9.17.16	\$ 144.00
397	HAYES, LAURA-	OFFICIAL - 9/10/JV/VAR VB 8.30.16	\$ 100.00
398	HAYES, LAURA-	OFFICIAL - JV VB TOURNAMENT 9.17.16	\$ 144.00
399	HEEMSTRA, JEFFREY-	OFFICIAL - 10TH FB 9.8.16	\$ 70.00
400	HILL, WILLIAM-	OFFICIAL - 10TH FB 9.15.16	\$ 70.00
401	HILL, WILLIAM-	OFFICIAL - 7TH FB W/ 5TH QUARTER 9.8.16	\$ 60.00
402	INDIAN HILLS JUNIOR HIGH	ENTRY FEE - MS CROSS COUNTRY INVITE 9.13	\$ 50.00
403	INDIAN HILLS JUNIOR HIGH	ENTRY FEE - MS CROSS COUNTRY INVITE 9.13	\$ 50.00
404	INDIANOLA COMM SCHOOLS-ATHLETICS	ENTRY FEE - 9TH VB INVITE 9.10.16	\$ 80.00
405	IOWA HS MUSIC ASSOCIATION	ADD'L FEE	\$ 7.50
406	IOWA HS MUSIC ASSOCIATION	All-State Vocal Registration: Alto	\$ 147.00
407	IOWA HS MUSIC ASSOCIATION	All-State Vocal Registration: Bass	\$ 126.00
408	IOWA HS MUSIC ASSOCIATION	All-State Vocal Registration: Soprano	\$ 147.00
409	IOWA HS MUSIC ASSOCIATION	All-State Vocal Registration: Tenor	\$ 126.00
410	IOWA HS MUSIC ASSOCIATION	ENTRY FEE: Instrumental All-State Auditi	\$ 435.00
411	IOWA HS MUSIC ASSOCIATION	ETRY FEE: State Marching Band Festival	\$ 175.00
412	IOWA SPORTS SUPPLY	Tackle Rings	\$ 2,030.00
413	JAZZ EDUCATORS OF IA (JEI)	Professional Jazz Educator Dues	\$ 40.00
414	JOHNSON, NEILS-	OFFICIAL - 10TH FB 9.15.16	\$ 70.00
415	JURIK, THOMAS-	OFFICIAL - VARSITY LINE JUDGE 8.30.16	\$ 75.00
416	JURIK, THOMAS-	OFFICIAL - VAR VB LINE JUDGE 9.13.16	\$ 75.00
417	KOPECKY, JOHN (JACK)-	OFFICIAL - 10TH FB 9.8.16	\$ 70.00
418	KOZELISKI, CHRIS-	OFFICIAL - 7TH VB 9.12.16	\$ 74.00
419	KUEMPER CATHOLIC HIGH SCHOOL	ENTRY FEE - HS CROSS COUNTRY INVITE 9.17	\$ 50.00
420	KUEMPER CATHOLIC HIGH SCHOOL	ENTRY FEE - HS CROSS COUNTRY INVITE 9.17	\$ 50.00
421	LACROSSE SEED	Baseball Field Seed	\$ 115.00
422	LYNCH, CHRISTOPHER-	OFFICIAL - 7TH VB 9.13.16	\$ 74.00
423	LYNCH, CHRISTOPHER-	OFFICIAL - 8TH VB 9.15.16	\$ 74.00
424	MARSHALLTOWN HIGH SCHOOL	ENTRY FEE - HS GIRLS AND BOYS CROSS COUN	\$ 60.00
425	MARSHALLTOWN HIGH SCHOOL	ENTRY FEE - HS GIRLS AND BOYS CROSS COUN	\$ 60.00
426	MEDCO SPORTS MEDICINE	ATHLETIC TRAINING SUPPLIES PER BID # 100	\$ 4,368.97
427	MEDCO SPORTS MEDICINE	SUPPLIES/CREDITS	\$ (583.59)
428	MENARDS	5 GAL BUCKETS FOR SOFTBALL (INVOICE #554	\$ 29.70
429	MENARDS	CREDIT	\$ (25.99)
	MILLS, CHARLES-	OFFICIAL - VARSITY FB 9.9.16	\$ 95.00
	MITCHELL, RANDY-	OFFICIAL - 9/10/JV VB 8.29.16	\$ 70.00
	MMIT BUSINESS SOLUTIONS-(PREV IMAG T		\$ 114.00
	MYRES, BRETT-	OFFICIAL - VARSITY VB LINE JUDGE 9.6.16	\$ 75.00
	NIHART, JEFF-	OFFICIAL - 9/10/JV/VAR VB 9.13.16	\$ 100.00
	NOWASELL, JAMES-	OFFICIAL - 10TH FB 9.8.16	\$ 70.00
	OFFICE DEPOT-(USE FOR ALL)	8.5 X 11 PAPER	\$ 314.90
	PAC VAN INC-	STORAGE AT UMS PRACTICE FIELD 8/31/16 -	\$ 70.00
	PEDERSEN, ASHLEY-	OFFICIAL - 9/10/JV/VAR VB 9.6.16	\$ 100.00
	PEPPMEIER, DENNIS-	OFFICIAL - 7TH VB 9.13.16	\$ 74.00
	PEPPMEIER, DENNIS-	OFFICIAL - 7TH VB 9.13.10 OFFICIAL - 9TH VB TOURNAMENT 9.17.16	\$ 144.00
441	POPPLERS MUSIC INC	Jazz Band Music: Cubano Chant-Lopez	\$ 62.95

			\$	
	PRESNALL, CRAIG-	OFFICIAL - 10TH FB 9.8.16		70.00
443	RICHARDS, TODD-	OFFICIAL - 7TH FB W/ 5TH QUARTER 9.8.16	\$	60.00
	RICHARDS, TODD-	OFFICIAL - 8TH FB (A PLUS 5TH QUARTER) 9	\$ \$	60.00
445	RICHARDS, TROY-	OFFICIAL - 7TH FB (A & B GAMES) 9.12.16		74.00
446	RICHARDS, TROY-	OFFICIAL - 8TH FB (A PLUS 5TH QUARTER) 9	\$	60.00
447	RIEMAN MUSIC INC	Bundy bass clarinet, SN 39730, straighte	\$	38.00
448	RIEMAN MUSIC INC	Piccolo Repair - General Playign Conditi	\$	170.00
449	RIEMAN MUSIC INC	Slide-O-Mix trombone lubricant all in on	\$	24.00
450	RIEMAN MUSIC INC	Yamaha trombone slide oil	\$	31.17
451	RIVAR'S COSTUME SHOW APPAREL	1091 Separate Top: Zipper Bodice	\$	2,325.00
452	RIVAR'S COSTUME SHOW APPAREL	2626WPA Women's Tight Leggings with Stri	\$	1,643.00
453	RIVAR'S COSTUME SHOW APPAREL	3607MJA Men's Jacket: Fitted Zip Front h	\$	1,932.00
454	RIVAR'S COSTUME SHOW APPAREL	Shippping	\$	413.00
455	SCHIEFFER, HARLEY-	OFFICIAL - 9TH VB TOURNAMENT 9.17.16		144.00
456	SCHUSTER, SARAH-	OFFICICAL - VARSITY VB LINE JUDGE 9.6.16	\$	75.00
457	SCIBA (S. CENTRAL IA BANDMASTERS ASS	ENTYR FEE: District Jazz Contest	\$	250.00
458	SCIBA (S. CENTRAL IA BANDMASTERS ASS	P{rofessional Dues	\$	30.00
459	SOUKUP, RICHARD-	OFFICIAL - 10TH FB 9.15.16	\$	70.00
460	SOUTHEAST POLK HIGH SCHOOL	ENTRY FEE - VARSITY VB TOURNAMENT 9.10.1	\$	100.00
461	TEMPLE, JEFFREY-			495.00
462	TEMPLE, THOMAS-	OFFICIAL - 10TH FB 9.15.16	\$	70.00
463	TEMPLE, THOMAS-	OFFICIAL - VARSITY FB 9.9.16	\$	95.00
464	UDA-	Iowa Dance Challenge	\$	407.00
465	URBANDALE, CITY OF	POLICE - VAR FB 9.9.16 (INVOICE 2017-400	\$	338.31
466	WACHTER, DEREK-	OFFICIAL - 8TH FB (A PLUS 5TH QUARTER) 9	\$	60.00
467	WAUKEE COMM SCHOOLS-VOCAL MUSIC	Registration for Waukee Show Choir Compe		300.00
468	WAUKEE HIGH SCHOOL ATHLETICS	ENTRY FEE - VAR VB INVITE 9.17.16		120.00
469	WERLING, RONALD-	OFFICIAL - COED HS CROSS COUNTRY STARTER		62.50
470	WERLING, RONALD-	OFFICIAL - COED HS CROSS COUNTRY STARTER		62.50
471	WEST DES MOINES COMMUNITY SCHOOL	ENTRY FEE - VAR BOYS GOLF INVITE 9.19.16	\$	125.00
472	21 - STUDENT ACTIVITY	** Fund Total **	\$	28,177.71
473				
474				
475	33 - SALES TAX FUND			
476	ABC ELECTRICAL SERVICES-	Olmsted Classroom Electrical Work/8444	\$	2,400.59
	ABC ELECTRICAL SERVICES-	Valerius Classroom Electrical Work/8443	\$	1,098.40
	ASI SIGN SYSTEMS	Sign Package for KA/Quote 72583	\$	5,099.00
	BOB LENC LANDSCAPING INC	Landscape work Requested by Principal/La	\$	4,993.96
	BOB LENC LANDSCAPING INC	Landscape work Requested by Principal/Ma	\$	4,382.03
	CROSE & LEMKE CONSTRUCTION INC	Frame/Drywall/Doors for One (1) Bathroom	\$	7,072.24
	CROSE & LEMKE CONSTRUCTION INC	Frame/Drywall/Doors for Two (2) Bathroom	\$	14,144.50
	ELECTRICAL ENGINEERING & EQUIP	Supplies to Wire Technology at KA/481512	\$	183.35
	LARSON & LARSON CONSTRUCTION-	SERVICES-PAY APPLICATION #11	\$	334,773.49
	SOIL TEK-	SWPPP Billing KA August 2016	\$	250.00
	WALSH DOOR & HARDWARE CO	Lock Order for KA Construction/503444	\$	1,779.00
487	33 - SALES TAX FUND	** Fund Total **	\$	376,176.56
488	-			,
	36 - PHY PLANT & EQ LEVY			
	•	LEASE METRO WEST OCT 140	•	6 205 00
490	FORSELLES II PARTNERS-	LEASE METRO WEST-OCT '16	\$	6,325.00

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	FORSELLES II PARTNERS-	LEASE METRO WEST-SEPT '16	\$	6,325.00
492	R & R REALTY GROUP	LEASE A/O-OCT '16	\$	5,864.08
493	TOUCHPOINT INDUSTRIES-	QUOTE 5035534, 16 Kiosk Units for Card S	\$	42,400.00
494	36 - PHY PLANT & EQ LEVY	** Fund Total **	\$	60,914.08
495			_	
496	61 - SCHOOL NUTRITION			
497	AMERICAN BOTTLING CO (WAS DR PEPPE	Bottled Water/Beverages	\$	644.40
498	ANDERSON ERICKSON DAIRY	Dairy for the month of August	\$	6,326.77
499	COMMERCIAL SERVICE INNOVATIONS INC	Repair of cooler @ MS	\$	1,184.35
500	GOODWIN TUCKER GROUP-	chemicals for combi ovens		399.60
501	LOFFREDO FRESH PRODUCE CO.	Produce	\$	7,574.49
502	MARTIN BROTHERS DISTRIBUTING	Chemicals	\$	741.69
503	MARTIN BROTHERS DISTRIBUTING	Equipment	\$	212.75
504	MARTIN BROTHERS DISTRIBUTING	food	\$	54,235.14
505	MARTIN BROTHERS DISTRIBUTING	paper products	\$	1,844.83
506	RAPIDS	small wares	\$	494.96
	RBI DISTRIBUTING	Sparkling water	\$	1,162.50
	ROTELLA'S ITALIAN BAKERY	Bread items	\$	1,767.36
	SINK PAPER & PACKAGING	Paper Products	\$	178.75
	SYSCO FOOD SERVICES OF IOWA	mops for district	\$	234.50
511	61 - SCHOOL NUTRITION	** Fund Total **	\$	77,002.09
512				
	62 - CHILD CARE			
	ALLEGRA (WAS THE PRINTING STATION)	Printing Adventuretime	\$	243.42
	ANDERSON ERICKSON DAIRY		\$	
		Milk Usage 8/1/16-8/29/16		457.07
	CHRISTIANSEN, AMANDA	Refund		242.00
	CHUGG, JESICA	Reimbursement for Summer Care		306.00
	COPY SYSTEMS, INC	Contract	\$	186.52
	GORDON, RACHEL-	CPR and First Aid	\$	1,875.00
	IOWA DEPT OF HUMAN SERVICES	DHS License for Olmsted and Webster	\$	300.00
	LAKESHORE LEARNING MATERIALS	Cabinet for 4 Year Old Room at Olmsted	\$	688.84
522	PETERSEN, MARIA	Refund	\$	51.00
523	SAM'S CLUB	Snacks	\$	250.18
524	SAM'S CLUB	Snacks and Supplies	\$	345.47
525	SAM'S CLUB	Snacks and Supplies	\$	824.53
526	62 - CHILD CARE	** Fund Total **	\$	5,770.03
527				
528	65 - COMMUNITY EDUCATION			
	BAETHKE, CALVIN-	Youth FB Official	\$	37.50
	BAETHKE, CALVIN-	Youth FB Official	\$	37.50
	BRUNDAGE, CHASE-	Youth FB Official	\$	37.50
	BRUNDAGE, JEFFREY	Youth FB Official	\$	120.00
	BRUNDAGE, JEFFREY-	Youth FB Official	\$	120.00
	CAPONIGRO, MATTHEW-	Youth Football Official	\$	80.00
	CAPONIGRO, MATTHEW-	Youth Football Official	\$	80.00
	CLARK, ZACHERY ALAN-DESHAWN-	Youth FB Official	\$	80.00
537	FLORA, RONALD-	Smoking / Weight Loss Cessation Classes	\$	884.00
538	GRAPHIC EDGE, THE	JW Camp Shirts - Order 1030906	\$	519.02
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540 HANSEN, GREG-		Youth FB Official		80.00
541 HEKTER, DAVID-		FB Camp Work		300.00
542 HOBBS, ALEESHA	<u>-</u>	Kids in the Kitchen		212.50
543 LLEWELLYN, LUKE	<u>-</u>	Youth FB Official	\$	37.50
544 LLEWELLYN, LUKE	<u>-</u>	Youth FB Official		37.50
545 MILEWSKY, ERIC-		Youth FB Official		37.50
546 MILEWSKY, ERIC-		Youth Football Official	\$	37.50
547 MOTTER, TYLER-		FB Camp Work		300.00
548 SCHOTT, ADAM-		Youth Football Official		80.00
549 STILES, MATTHEW	V-	Youth Football Official		80.00
550 STRAIN, LUCAS-		Youth FB Official	\$	37.50
551 TORRY, KYLE-		Youth FB Official	\$	37.50
552 TORRY, KYLE-		Youth FB Official	\$	37.50
553 UNITYPOINT HEAL	TH-DES MOINES	CPR Cards	\$	375.00
554 65 - COMM U	JNITY EDUCATION	** Fund Total **	\$	3,882.48
555				
556 71 - SELF-INS	URANCE FUND			
557 MARK J. BECKER	& ASSOCIATES, LLC-	SERVICES	\$	240.50
558 71 - SELF-I	NSURANCE FUND	** Fund Total **		240.50
559				
560 91 - AGENCY				
561 HYVEE FOOD STO	RE-URBANDALE	staff lounge supplies		38.61
562 OFFICE DEPOT-(U	SE FOR ALL)	9x12" Envelopes, Box of 100		47.56
563 OFFICE DEPOT-(U	SE FOR ALL)	OD #10 Security Envelopes, Box of 500, W	\$	15.33
564 PROFESSIONAL P	•	Running Club Prizes		1,176.67
565 URBANDALE HOT		Fall Party Treats	\$	404.68
	- AGENCY	** Fund Total **	\$	1,682.85
567				
568		**District Total **	\$ 755,993.63	
569		1		
303				

Board & Administrator

FOR SCHOOL BOARD MEMBERS

August 2016 Vol. 30, No. 4

Editor: Jeff Stratton

The board and superintendent should define board and staff roles

Board members often come to board service with little experience in understanding the basic nuts and bolts of how school districts work.

This is because school board service is much different than the types of work experiences that most board members have encountered. They come from the business world, are small business owners, or are public-spirited individuals who want to use their volunteer time to help children.

When it comes to the board member role, these past work experiences can lead to confusion about how a board member's responsibilities differ from those of an employee. They can create questions in a board member's mind about who does what.

This can affect your relationship with the superintendent, who has been trained to manage the day-to-day workings of the school district, from buses and beans, to curriculum and personnel.

It can be useful to review the following chart for a simple explanation of who does what in the district:

- Who teaches students? Classroom teachers.
- Who supervises teachers? Building principals.
- Who hires, fires, and manages principals? Your superintendent.
- Who hires, fires, and manages the superintendent? The school board.

There are other effective ways to pin down the specifics that exist in the difference between the board's role and the staff's.

An exercise that can help teach a board the difference between board and staff roles can be a useful learning tool, if the board and superintendent complete the tool together, discuss the

results, and come to agreement on how questions of who does what will work in their district. I've provided a brief exercise below.

In a group setting, board members can answer the following questions on their own and then discuss the results as a group with the superintendent to reach consensus.

Board members should select an answer for each question by indicating Y for yes and N for no.

Since lack of clarity about roles is one of the major causes of conflict and disagreement between boards and superintendents, it is important to discuss roles as a team and establish the roles and responsibilities for your district.

Board Role Review

1. The board should interview teacher candidates. Y N 2. Regular review of the policy manual is a board responsibility. Y N 3. The superintendent's assistant should take minutes at board meetings. Y N 4. The board should approve staff requests for professional development training. Y N 5. The board should set a policy on how it wants district telephones to be answered. Y N Board members should visit classrooms to offer teachers instructional advice. N 7. The superintendent is the board's only employee. Y N

School 'adoption' makes board members true ambassadors

One key element of the board member's role is to serve as an ambassador for the public schools in the district. This often takes the form of advocating for the schools with your elected representatives, or speaking at local group events, such as the Rotary Club.

The Farmington, N.M., Public Schools Board drills down a little deeper into this responsibility by 'adopting' a school in their district.

This activity creates a powerful bond between the district's patrons and the board member, while letting the board member develop a more meaningful connection to the schools than would occur by simply attending meetings and voting.

The board member develops a connection to the school he or she adopts and often becomes its "champion" during the annual budgeting process.

Because of their visits to the school, for example, board members know the needs for extra money for facilities, academics, or field trips. They can take this information, based on conversations with teachers and principals, back to the full board.

There is more at work than budgetary needs in this ambassador concept. Board members, in general, are also

ambassadors to the community at large. This is important, because the schools should never operate in isolation.

A school board member can generate good will between the district and the community.

In the Farmington district, the board members become goodwill merchants from stakeholders to the district."

When a board member visits a school regularly over the term of his service, he develops a motivation that impacts his governance work in a positive way, and becomes comfortable sharing what the district is thinking and planning. This pays off when a board member attends open houses or parents' nights and interacts with constituents, who then realize it is OK to give the schools a call.

That kind of familiarity between board members and patrons in a community of 45,000 like Farmington prevents anonymity.

The board is also good about participating in celebrations that recognize the good things happening in the schools. If a teacher or student is being honored, the board member who has a connection to that school will participate in the event.

When a school selects an employee of the month, the board member who represents that school will invite the honoree to a board meeting for recognition.

The board-superintendent relationship: It's a lot like hiring an expert tour guide

The most important job for a school board is hiring a superintendent to manage the district's day-to-day operations. This is the person who will be trusted to get the district to where the board wants to take it.

It's equally important, once you hire the district's administrator, to carefully map out for him where you want the district to go and what you want accomplished. By doing these two things, the board is performing its governing role properly: Hiring a superintendent, and planning for the district's future.

If you think of this relationship with the superintendent in terms of taking a trip or vacation, the board-superintendent connection is like hiring a local tour guide who knows the ins and outs of the place you are visiting to get you maximum benefit from the journey you are taking.

A tour director has to be experienced, knowledgeable, and ultimately someone you trust. So

think of your relationship with the superintendent in this way: He's a tour director and will guide you on your journey.

The board's tour director/superintendent will develop an itinerary for your trip, charter the bus, make reservations, and, important point here, present the travel arrangements to the board for approval — because ultimately the board is in charge of approving these arrangements.

If the board agrees it all looks good, then you are on your way. Now, all the board has to do is get on the bus, relax, and enjoy the scenery on its way to the destination.

Point: Once the superintendent is hired and the strategic direction of the district is set, the board's role becomes oversight and governance. Your most important work is complete.

Get regular feedback from your administrator on how things are going and support her as she leads the district.