

**URBANDALE COMMUNITY SCHOOL DISTRICT  
BOARD OF DIRECTORS' MEETING  
MONDAY, AUGUST 15, 2016  
BOARD MEETING – 5:30 P.M.  
URBANDALE CITY HALL – 3600 86<sup>TH</sup> STREET  
CHRIS GUNNARE, 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 86<sup>TH</sup> STREET

- I. **Call To Order and Roll Call**
- II. **Approval of Agenda**
- III. **Communication from the Public** – School Community Relations (1001)
- IV. **Report of the Superintendent of Schools**
  - A. Discussion and Approval of Revisions to the Board Policy 414 - Holidays
  - B. Employee Gallop Poll Results
  - C. Discussion and Approval of Annual Contract with Employee and Family Resources
  - D. Approval of the Metro West Lease Agreement
  - E. Approval of the Updates to the District Handbooks
  - F. Approval of the 2016-2017 EL Lau Plan and Procedure Manual
  - G. Karen Acres Ribbon Cutting Ceremony on September 12th at 5pm.
- V. **Report of the President**
  - A. Recap of the IASB Financial Management Conference
  - B. IASB Annual Conference Reminder
- VI. **Consent Agenda Items** - Business Procedures (801)
  - A. Approval of July 11, 2016 Board Meeting Minutes
  - B. Approval of Open Enrollment

- C. Approval of Personnel Report
- D. Approval of the Activities Job Descriptions and Evaluation Forms
- E. Approval of Field trips, Overnight Travel, or Out of State Travel
  - a. Boys Cross Country Overnight Trip July 16-21, 2017
- F. Approval of Contracts and Agreements
  - a. Approval of the Change Order for the Karen Acres Renovations
  - b. Approval of the Polk County Early Childhood Agreement for the Preschool Programming Support for Low-Income Families.
- G. Acceptance of Financials
- H. Authorization to Pay Bills
- I. Karen Acres Application and Certificate for Payment

VII. **Discussion of Other Matters**

VIII. **Learning Together Activity** - July 2016 *Board & Administrator*

IX. **Meeting Evaluation Form**

X. **Adjourn**

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**AGENDA**

URBANDALE CITY HALL – 3600 86<sup>TH</sup> 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. Approval of Agenda**

BE IT RESOLVED that the Board of Directors approve the Agenda for the Board meeting being held on Monday, August 15, 2016.

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

III. **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.

IV. **Report of the Superintendent of Schools**

**A. Discussion and Approval of Revisions to the Board Policy 414 - Holidays - *Special Report # 1***

Mark Lane, Associate Superintendent, will propose updating Board Policy 414 - Holidays to include Martin Luther King Jr. Day as a paid holiday for employees.

BE IT RESOLVED that the Board of Directors approve the addition of MLK Jr. Day as a paid holiday.

Motioned by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

**B. Employee Gallop Poll Results - *Special Report # 2***

Mark Lane, Associate Superintendent, will review the Employee Gallop Poll results with the Board.

**C. Discussion and Approval of the Annual Contract with Employee and Family Resources - *Special Reports # 3 & 4***

Mark Lane, Associate Superintendent, will be presenting information regarding the annual contract for both the Student Assistance Program and Employee Assistance Program.

BE IT RESOLVED that the Board of Directors approve the annual contracts with Employee and Family Resources.

Motioned by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

**D. Approval of the Lease Agreement for Metro West Learning Academy - *Special Reports # 5 & 6***

Shelly Clifford, CFO, will propose renewal of a lease agreement for the MWLA building for a five-year period beginning with the 2016-2017 school year.

BE IT RESOLVED that the Board of Directors approves the Lease Agreement for Metro West Learning Academy.

Motioned by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

**E. Approval of the Updates to the District Handbooks - *Special Report # 7***

Steve Bass, Superintendent of Schools, will review the proposed changes to the Student Parent Handbook revisions for the 2016-2017 school year.

BE IT RESOLVED that the Board of Directors approves the updates to the Student Parent Handbooks for Activities, Preschool, Elementary, Middle School and High School levels.

Motioned by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

**F. Approval of the 2016-2017 EL Lau Plan and Procedure Manual - *Special Report # 8***

Dr. Keri Schlueter, Coordinator of Student Services, will propose the approval of the 2016-2017 Lau Plan and Procedure Manual.

BE IT RESOLVED that the Board of Directors approves the ELL Lau Plan and Procedure Manual for the 2016-2017 school year.

Motioned by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

**G. Karen Acres Ribbon Cutting Ceremony on September 12th at 5pm.**

Steve Bass, Superintendent of Schools, will share details regarding the ribbon cutting ceremony for Karen Acres.

**V. Report of the President**

- A. Recap of the IASB Financial Management Conference
- B. IASB Annual Conference Reminder

**VI. Consent Agenda Items - Business Procedures (801)**

The following routine items are submitted for approval, but any item may be extracted for discussion and voted on separately at the Board's discretion:

- A. Approval of July 11, 2016 Board Meeting Minutes - *Special Report # 9*
- B. Approval of Open Enrollment - *Special Report # 10*
- C. Approval of Personnel Report - *Special Report # 11*
- D. Approval of the Activities Job Descriptions and Evaluations Forms - *Special Report # 12*
- E. Approval of Field trips, Overnight Travel, or Out of State Travel
  - a. Boys Cross Country Overnight Trip July 16-21, 2017 - *Special Report # 13*
- F. Approval of Contracts and Agreements
  - a. Approval of a Change Order for the Karen Acres Project-*Special Report # 14*
  - b. Approval of the Polk County Early Childhood Agreement for the Preschool Programming Support for Low-Income Families - *Special Report # 15*
- G. Acceptance of Financials - *Special Report # 16*
- H. Authorization to Pay Bills - *Special Reports # 17 & 18*
- I. Karen Acres Application and Certificate for Payment - *Special Report #19*

BE IT RESOLVED that the Board of Directors approve the consent agenda items A through I.

Motioned by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

VII. **Discussion of Other Matters**

VIII. **Learning Together Activity** - July 2016 *Board & Administrator - Special Report # 20*

IX. **Meeting Evaluation Form**

X. **Adjourn**

BE IT RESOLVED that the Board of Directors adjourned the meeting at \_\_\_\_\_ P.M..

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Board action:

**URBANDALE COMMUNITY SCHOOL DISTRICT  
BOARD OF DIRECTORS MEETING  
August 15, 2016**

**AGENDA ITEM EXECUTIVE SUMMARY**

**Item:**

Report of the Superintendent, Item A. – Revision of Board Policy 414

**Contact(s):**

Mark Lane, Associate Superintendent of HR and Operations  
Maggie Holton, Human Resources Manager

**Purpose:**

Update Board Policy to reflect what current district practice is.

**Recommendation:**

Administration recommends Board approval of adding Martin Luther King Day to the Board Policy.

**Details:**

The current policy does not accurately reflect the paid holidays for district employees. Martin Luther King Day is observed as a paid holiday and the entire District is closed on this day.

**Legal/Insurance Review:**

NA

**Cost and Fund Account:**

NA

**Documents:**

Special Report #1 – Board Policy 414-Holidays





## 414 - HOLIDAYS

Licensed employees, other than administrators, and classified employees in a certified bargaining unit will be granted holidays in accordance with the agreement negotiated with their bargaining representative.

Full-time administrators and full-time classified employees not in a certified bargaining unit who work twelve months per year shall be entitled to nine paid holidays, including:

- One day at Spring Break
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- The Friday following Thanksgiving Day
- Three days during Winter Break

MLK DAY.

Full-time administrators and full-time classified employees not in a certified bargaining unit who work eleven months per year shall be entitled to seven paid holidays, including:

- One day at Spring Break
- Memorial Day
- Labor Day
- Thanksgiving Day
- The Friday following Thanksgiving Day
- Two days during Winter Break

Martin Luther King Day

Full-time administrators and full-time classified employees not in a certified bargaining unit who work ten months per year shall be entitled to two paid holidays, including:

Two days during Winter Break

MLK DAY.

**Date of Revision: February 25, 2002**

Legal References: 20.7.279.8, Code of Iowa

URBANDALE COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

**EMAIL A POLICY**

**URBANDALE COMMUNITY SCHOOL DISTRICT  
BOARD OF DIRECTORS MEETING  
August 15, 2016**

**AGENDA ITEM EXECUTIVE SUMMARY**

**Item:**

Report of the Superintendent, Item B – Employee Engagement Documents previously sent July 13, 2016 from Mark Lane, Associate Superintendent

**Contact(s):**

Mark Lane, Associate Superintendent of HR and Operations

**Purpose:**

Monitoring and supporting employee engagement in the District workforce.

**Recommendation:**

No formal action is recommended at this time. Mr. Lane will present additional information at the meeting. Board members will have an opportunity to discuss the topic and ask questions.

**Details:**

Board members are encouraged to read Mr. Lane's memo explaining the Employee Engagement goals, the data gathered, and future plans related to employee engagement.

**Legal/Insurance Review:**

n/a

**Cost and Fund Account:**

n/a

**Documents:**

Special Report #2 – Executive Summary by Mr. Lane, regarding monitoring and supporting employee engagement.

Please refer to the email sent by Mr. Lane on July 13, 2016 - Several documents (as described in Mr. Lane's Memo) that contain the disaggregated survey results, action guides, Gallup reports, and District committee notes.

**URBANDALE COMMUNITY SCHOOL DISTRICT  
BOARD OF DIRECTORS MEETING  
August 15, 2016**

**AGENDA ITEM EXECUTIVE SUMMARY**

**Item:**

Superintendent's Report, Item C. – Discussion and Approval of the Annual Contract with Employee and Family Resources

**Contact(s):**

Mark Lane, Associate Superintendent of HR & Operations

**Purpose:**

The UCSD Board of Directors annually approves the contract with Employee and Family Resources (EFR). EFR facilitates support services for students and their families, and employees and their families.

**Recommendation:**

Administration recommends Board approval of the annual contract with Employee and Family Resources to facilitate the Student Assistance Program (SAP) for 3,979 district students and their families, and to facilitate the Employee Assistance Program (EAP) for 677 full and part-time employees and their families.

**Details:**

SAP service cost- \$2.00 per student, total cost of \$7,958.00  
EAP service cost- \$12.50 per employee, total cost of \$8,462.50

This recommendation reinstates EAP services for part-time employees. The district discontinued EAP for part-time employees at the beginning of the 2014-2015 due to increased costs related to EFR's loss of a Polk Co. grant. While no new grant funding has been secured, the ability to include EFR as part of our new employee well-being program is hampered by only offering the service to full-time employees.

**Legal/Insurance Review:**

Mark Lane, Associate Superintendent, Dr. Keri Schlueter, Coordinator of Student Services, and Michele Hamilton, Coordinator of Student, Family & Community Services met with EFR representatives to review use data, and to discuss opportunities for service improvement and effective communication and promotion.

**Cost and Fund Account:**

Total SAP/EAP costs for the 2016-17 school year- \$16,420.50  
Total SAP/EAP costs for the 2015-16 school year- \$13,730.50  
Increase in cost is due to recommended inclusion of part-time employees.  
Providing SAP and EAP services through EFR is a general fund expenditure.

**Documents:**

Special Report #3 – Contractual Agreement for Employee Assistance Program  
Special Report #4 – Contractual Agreement for Student Assistance Program



EFR EMPLOYEE & FAMILY RESOURCES

## CONTRACTUAL AGREEMENT FOR EMPLOYEE ASSISTANCE PROGRAM

**THIS AGREEMENT** for Employee Assistance Program (EAP) Services (hereafter Agreement) is made by and between **Urbandale Community School District (Company)** and **Employee & Family Resources, Inc. (referred to as "EFR")**.

**FOR CONSIDERATION** of the mutual promises and covenants contained in this Agreement, Company and EFR agree as follows:

1. **General.** The purpose of this agreement is to provide a Company sponsored benefit that helps employees prevent or manage personal problems that can negatively impact their quality of life and workplace productivity. The Company seeks to: 1) promote the health and wellbeing of its workforce; 2) retain valued employees; and 3) maintain a productive and efficient work environment.
2. **Covered Persons.** Unless otherwise stated, services provided by EFR pursuant to this Agreement are limited to Company employees and their family members (collectively "**Covered Persons**"). For purposes of this Agreement, "**family member**" means a person who is related to the employee by marriage: spouse, (including significant other cohabitant), blood, or adoption and who either lives with the employee or is a minor subject to the employee's legal custody.
3. **Term.** This Agreement shall be effective on September 1, 2016 and shall remain in effect until August 31, 2017. Thereafter, it shall be renewed for successive one-year periods unless either party gives a written thirty (30) day termination notice to the other party.
4. **Compensation and Payment.** EFR shall be paid in advance, at the following applicable rates:

**EAP services for Covered Persons: \$12.50 per employee, per year.**

- A. **Census confirmation.** Company confirms the first year census of \_\_\_\_\_ full-time and part-time employees. Company agrees to provide the most current census annually sixty (60) days prior to the anniversary date and, upon request, agrees to provide EFR-approved documentation (e.g. current payroll report) to substantiate Company census.
- B. **Rate guarantee.** Rate is guaranteed for the duration of this initial contract term and in one year increments thereafter.

- C. **Rate changes.** If there is a change in any of the applicable Annual Rates after the initial contract term, EFR shall give written notice to the Company at least thirty (30) days prior to the change.
5. **Manner of Payment of Service Fee.** EFR shall be paid the Service Fee, in advance, on an annual basis as agreed upon by Company and EFR.
6. **Services Provided.** EFR agrees to provide the following services to Covered Persons:
- A. Program / Benefit Orientation / Training and Materials.**
- a. Employee and Supervisory Orientation. Employee & supervisory orientation sessions to explain effective use of Better Living EFR services and benefits will be delivered in-person or via live and recorded webinars, PowerPoint presentations, or teleconference sessions.
  - b. Promotional Materials. Information, materials and templates describing and promoting EFR services, including, but not necessarily limited to: posters, wallet cards, and brochures.
  - c. Monthly Newsletter. Employee newsletter, "Real Life Solutions" and management newsletter "Workplace Solutions" with topical articles and information will be delivered electronically on a monthly basis to the designated Company person(s) for distribution.
- B. 24-Hour, 365 Day Nationwide Telephone Service.** Access for Covered Persons to an EFR counselor via EFR's toll-free telephone number twenty-four (24) hours a day, seven (7) days a week.
- C. In-Person Assessment, Referral and Short-term Counseling.** For each separate issue, up to six (6) hours of in-person assessment, referral and/or short-term counseling to be provided at no charge to the Covered Persons.
- D. Telephonic Life Coaching Sessions.** A covered person is eligible for up to six (6) life coaching sessions per contract year for issues such as improving time and/or stress management skills, work-life integration and personal growth, at no charge to the Covered Persons. Health related topics and smoking cessation services are specifically excluded from life coaching.
- E. Work/Life Services.** For each separate issue, consultations at no charge to the Covered Persons include:
- a. telephonic or in-person legal consultation with an EFR network attorney,
  - b. telephonic financial consultation with an EFR network financial provider,
  - c. telephonic eldercare resource referral with an EFR network eldercare provider, and
  - d. telephonic childcare resource referral with an EFR network childcare provider, where available.

- F. EAP Website Access.** All covered persons have access to EFR's EAP website resources ([www.efr.org](http://www.efr.org)).
- G. Management Consultation.** On-going telephonic consultation with Company managers, supervisors, and human resources staff regarding intervention with troubled employees, crisis response, and effective use of Better Living - Employee Assistance Program (EAP) services including the management referral process.
- H. Crisis Response Services.** Upon the request of Company managers EFR will provide on-site group debriefings in the event of critical incidents that impact the workplace, including employee or family deaths, serious injuries, natural disasters, workplace changes, or similar traumatic events.
- 7. Professional Qualifications of Staff.** All assessment counselors, including affiliate providers, shall hold a Master's degree in a human service field, including but not limited to social work, mental health counseling, psychology, or marriage and family counseling. Special circumstances (e.g., geographical limitations) may at times warrant the use of staff that hold a Bachelor's degree and not a Master's degree; all such situations shall be carefully evaluated and the decision to proceed made with the client's best interest in mind. All coaches and facilitators shall be degreed and hold appropriate licensure and certification in their field of health, nutrition, coaching or mental health counseling.
- 8. Assessment, Referral, and Short-Term Counseling.** The assessment, referral and/or short-term counseling service referred to in Paragraph 6 is limited to:
- A.** necessary consultation required to assess the probable cause of perceived difficulties;
  - B.** referral to professional service(s) qualified to provide treatment or long-term counseling for the probable cause identified;
  - C.** short-term counseling in such cases where EFR staff is professionally qualified, and referral for long-term counseling is not clinically indicated; and
  - D.** follow-up for Covered Persons who use these services.

Company acknowledges that EFR identifies the probable cause of perceived difficulties and provides referral and/or short-term counseling services. EFR does not provide actual care or long-term treatment. If care or treatment is required, the individual Covered Person will be responsible for obtaining and paying for such care and treatment. Although EFR will refer Covered Persons to professional services deemed appropriate by EFR, EFR in no way warrants the effectiveness of any such care or treatment and shall have no liability whatsoever with respect to any such care or treatment.

- 9. Additional Workplace Services.** In addition to those specific services referred to in Paragraph 6 above, the Company may agree to contract with EFR for additional services as shall be made available by EFR from time to time. These services and the corresponding Service Fee for these services will be requested and approved by Company in advance.

- 10. Maximum Number of Sessions.** The maximum number of in-person counseling sessions that Covered Persons may receive for each separate cause of difficulties (the “**Maximum Number**”), and not for each separate consequence arising from the same cause, is shown in Paragraph 6. The Maximum Number of sessions applies to each cause of difficulties and not each family member. Thus, each Covered Person within the same family may not receive the Maximum Number of sessions for each cause of difficulties. Instead, all Covered Persons within the same family together may receive the Maximum Number of sessions for each separate cause of difficulties. The number of sessions actually provided may be less than the Maximum Number if EFR determines in its sole discretion that the Covered Persons’ needs for a particular cause of difficulties have been satisfied by fewer.
- 11. Records and Reports.** EFR will maintain, and will require its agents to maintain, appropriate records regarding the services contemplated by this Agreement. Clinical records shall be maintained according to acceptable standards, including case notes on each case, protection from unauthorized access, and informed written consent required prior to release of records except as otherwise permitted under applicable State or Federal law. EFR shall provide Company annual statistical reports summarizing usage of EAP services. These reports are subject to the confidentiality provisions of Paragraph 13 below and will not give the names of persons using EAP services.
- 12. Independent Contractor Status.** The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor. No agent or employee of EFR shall be deemed to be an employee or agent of Company. The provisions of this Agreement shall not be deemed to create any partnership, joint venture, or agency relationship between the parties. Neither party has any power or authority to act on behalf of, represent, or bind the other party, except as specifically set forth in this Agreement.
- 13. Confidentiality.** The parties understand and agree that the counselor-client relationships entered into as a result of this Agreement (including, without limitation, any evaluation, referral, and case management) are to be strictly confidential in accordance with all applicable federal and state laws. Company shall not request from EFR any information that would violate a Covered Person’s constitutional rights, right of privacy of any counselor-client relationship, nor shall EFR give any confidential information to Company, its employees or agents or any third party without the express written approval of the Covered Person involved.
- 14. Non-Disclosure.** EFR acknowledges that, during the course of its performance under this Agreement, EFR may become aware of certain proprietary, confidential, or trade sensitive information regarding Company, its employees, or agents that is not generally known to the public. Such information may include, but not necessarily be limited to: proposed acquisitions, mergers and consolidations; proposed promotions or demotions of employees; patent, copyright and trade mark rights; packaging, pricing and marketing techniques; and other similar information. EFR agrees not to disclose any such information to a third party without the express written approval of Company.

- 15. Insurance and Mutual Indemnification.** EFR agrees to maintain commercially reasonable liability insurance coverage. EFR shall indemnify and hold Company harmless for any claims that arise from any acts and omissions of EFR under the terms of this agreement. Company shall indemnify and hold EFR harmless for any claims not directly related to the provision of professional services as herein described, and shall notify EFR immediately upon receipt of any claim or demand which it receives allegedly related to any act or omission of EFR under the terms of this agreement. Under no circumstances shall settlement be made without prior written approval of EFR.
- 16. Subcontractors.** EFR shall use commercially reasonable efforts to assure itself that any subcontractor engaged by EFR to perform any services pursuant to this Agreement shall adhere to all of the terms of this Agreement, including, without limitation, the Paragraphs subtitled Insurance, Confidentiality and Non-disclosure. If a subcontract is entered into with a third party, the subcontract shall include these terms in substantially the same form as they appear in this Agreement.
- 17. Default by EFR.** If EFR fails to perform its obligations under the terms of this Agreement and such failure continues for a period of thirty (30) days after Company gives EFR a written notice stating the manner in which EFR is in non-compliance with this Agreement, Company may terminate this Agreement effective immediately by giving written notice to EFR, which shall be Company's sole remedy in the event of non-performance by EFR. If EFR is unable to perform its obligations under the terms of this Agreement due to acts of God, strike, war, or other similar reasons beyond EFR's control, then EFR's time for performance shall automatically be extended for the same period of time EFR was unable to perform due to the reason beyond EFR's control.
- 18. Non-Payment of Service Fee.** If Company fails to timely pay the Service Fee to EFR, EFR may terminate this Agreement effective immediately by giving written notice to Company or may pursue any other remedy available at law or in equity or by statute. In the event EFR pursues legal action to collect all or any portion of the Service Fee, EFR shall be entitled to recover its collection costs, including, but not limited to, reasonable attorneys fees.
- 19. Governing Law.** The construction, interpretation and performance of this Agreement shall be governed by the laws of the State of Iowa.
- 20. Notices.** Any notice required or permitted by this Agreement must be given in writing and shall be deemed given and received, if sent by United States Mail, with postage prepaid and addressed to the recipient party at the address set forth in this Agreement, three business days after deposited in the United States Mail. Either party may change its address by giving written notice in accordance with this paragraph.
- 21. Entire Agreement.** This Agreement embodies the entire understanding between the parties with respect to the provision of EAP services. All prior agreements, understandings, representations, and statements, whether oral or written, are merged into this Agreement.
- 22. Modification.** This Agreement may not be modified except by a written instrument signed by the party against whom enforcement of the modification is sought, and then only to the extent set forth in such written instrument.
- 23. Binding Effect.** This Agreement shall be binding upon, and shall inure to the benefit of, the parties hereto and their respective successors and assigns.



**24. Headings.** The paragraph headings in this Agreement are for convenience only and shall not be used to limit or otherwise construe the provisions of this Agreement.

**URBANDALE COMMUNITY  
SCHOOL DISTRICT  
11152 Aurora Avenue  
Urbandale, IA 50322**

**EMPLOYEE AND FAMILY  
RESOURCES, INC.  
505 Fifth Avenue, Suite 600  
Des Moines, IA 50309**

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(printed name)

Ketsie Wilkins  
\_\_\_\_\_  
(printed name)

\_\_\_\_\_  
(title)

Business Development Director  
\_\_\_\_\_  
(title)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(date)



EFR EMPLOYEE & FAMILY RESOURCES

## CONTRACTUAL AGREEMENT FOR STUDENT ASSISTANCE PROGRAM

**THIS AGREEMENT** for Student Assistance Program (SAP) Services (hereafter Agreement) is made by and between **Urbandale Community School District (School)** and **Employee & Family Resources, Inc. (referred to as "EFR")**.

**FOR CONSIDERATION** of the mutual promises and covenants contained in this Agreement, School and EFR agree as follows:

- 1. General.** The purpose of this agreement is to provide a School sponsored benefit that helps students prevent or manage personal problems that can negatively impact their quality of life and school productivity. The School seeks to promote the health and wellbeing of its students and maintain a productive and efficient school environment.
- 2. Covered Persons.** Unless otherwise stated, services provided by EFR pursuant to this Agreement are limited to Students and their family members (collectively "**Covered Persons**"). For purposes of this Agreement, "**family member**" means a person who is related to the student by blood or adoption and who lives with the student.
- 3. Term.** This Agreement shall be effective on September 1, 2016 and shall remain in effect until August 31, 2017. Thereafter, it shall be renewed for successive one-year periods unless either party gives a written thirty (30) day termination notice to the other party.
- 4. Compensation and Payment.** EFR shall be paid in advance, at the following applicable rates:

**SAP services for Covered Persons: \$2.00 per student, per year.**

- A. Census confirmation.** School confirms the first year census of \_\_\_\_\_ students. School agrees to provide the most current census annually sixty (60) days prior to the anniversary date and, upon request, agrees to provide EFR-approved documentation (e.g. current enrollment counts) to substantiate School census.
- B. Rate guarantee.** Rate is guaranteed for the duration of this initial contract term and in one year increments thereafter.
- C. Rate changes.** If there is a change in any of the applicable Annual Rates after the initial contract term, EFR shall give written notice to the School at least thirty (30) days prior to the change.

5. **Manner of Payment of Service Fee.** EFR shall be paid the Service Fee, in advance, on an annual basis as agreed upon by School and EFR.
6. **Services Provided.** EFR agrees to provide the following services to Covered Persons:
  - A. **Program / Benefit Orientation / Training and Materials.**
    - a. Orientation. Orientation sessions to explain effective use of SAP services and benefits will be delivered in-person or via live and recorded webinars, PowerPoint presentations, or teleconference sessions.
    - b. Promotional Materials. Information, materials and templates describing and promoting EFR services, including, but not necessarily limited to: posters, wallet cards, and brochures.
  - B. **24-Hour, 365 Day Nationwide Telephone Service.** Access for Covered Persons to an EFR counselor via EFR's toll-free telephone number twenty-four (24) hours a day, seven (7) days a week.
  - C. **In-Person Assessment, Referral and Short-term Counseling.** For each separate issue, up to three (3) hours of in-person assessment, referral and/or short-term counseling to be provided at no charge to the Covered Persons.
  - D. **Administrative Consultation.** On-going consultation with School administrators, counselors, teachers, and nurses staff regarding intervention with troubled students concerns and effective use of SAP services including the student administrative referral process.
  - E. **Website Access.** All covered persons have access to EFR's website resources ([www.efr.org](http://www.efr.org)).
7. **Professional Qualifications of Staff.** All assessment counselors, including affiliate providers, shall hold a Master's degree in a human service field, including but not limited to social work, mental health counseling, psychology, or marriage and family counseling. Special circumstances (e.g., geographical limitations) may at times warrant the use of staff that hold a Bachelor's degree and not a Master's degree; all such situations shall be carefully evaluated and the decision to proceed made with the client's best interest in mind. All coaches and facilitators shall be degreed and hold appropriate licensure and certification in their field of health, nutrition, coaching or mental health counseling.
8. **Assessment, Referral, and Short-Term Counseling.** The assessment, referral and/or short-term counseling service referred to in Paragraph 6 is limited to:
  - A. necessary consultation required to assess the probable cause of perceived difficulties;
  - B. referral to professional service(s) qualified to provide treatment or long-term counseling for the probable cause identified;
  - C. short-term counseling in such cases where EFR staff is professionally qualified, and referral for long-term counseling is not clinically indicated; and

**D. follow-up for Covered Persons who use these services.**

School acknowledges that EFR identifies the probable cause of perceived difficulties and provides referral and/or short-term counseling services. EFR does not provide actual care or long-term treatment. If care or treatment is required, the individual Covered Person will be responsible for obtaining and paying for such care and treatment. Although EFR will refer Covered Persons to professional services deemed appropriate by EFR, EFR in no way warrants the effectiveness of any such care or treatment and shall have no liability whatsoever with respect to any such care or treatment.

- 9. Additional Services.** In addition to those specific services referred to in Paragraph 6 above, the School may agree to contract with EFR for additional services as shall be made available by EFR from time to time. These services and the corresponding Service Fee for these services will be requested and approved by School in advance.
- 10. Maximum Number of Sessions.** The maximum number of in-person counseling sessions that Covered Persons may receive for each separate cause of difficulties (the “**Maximum Number**”), and not for each separate consequence arising from the same cause, is shown in Paragraph 6. The Maximum Number of sessions applies to each cause of difficulties and not each family member. Thus, each Covered Person within the same family may not receive the Maximum Number of sessions for each cause of difficulties. Instead, all Covered Persons within the same family together may receive the Maximum Number of sessions for each separate cause of difficulties. The number of sessions actually provided may be less than the Maximum Number if EFR determines in its sole discretion that the Covered Persons’ needs for a particular cause of difficulties have been satisfied by fewer.
- 11. Records and Reports.** EFR will maintain, and will require its agents to maintain, appropriate records regarding the services contemplated by this Agreement. Clinical records shall be maintained according to acceptable standards, including case notes on each case, protection from unauthorized access, and informed written consent required prior to release of records except as otherwise permitted under applicable State or Federal law. EFR shall provide School annual statistical reports summarizing usage of SAP services. These reports are subject to the confidentiality provisions of Paragraph 13 below and will not give the names of persons using SAP services.
- 12. Independent Contractor Status.** The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor. No agent or employee of EFR shall be deemed to be an employee or agent of School. The provisions of this Agreement shall not be deemed to create any partnership, joint venture, or agency relationship between the parties. Neither party has any power or authority to act on behalf of, represent, or bind the other party, except as specifically set forth in this Agreement.
- 13. Confidentiality.** The parties understand and agree that the counselor-client relationships entered into as a result of this Agreement (including, without limitation, any evaluation, referral, and case management) are to be strictly confidential in accordance with all applicable federal and state laws. School shall not request from EFR any information that would violate a Covered Person’s constitutional rights, right of privacy of any counselor-client relationship, nor shall EFR give any confidential information to School, its employees or agents or any third party without the express written approval of the Covered Person involved.

- 14. Non-Disclosure.** EFR acknowledges that, during the course of its performance under this Agreement, EFR may become aware of certain proprietary, confidential, or trade sensitive information regarding School, its students, or agents that is not generally known to the public. Such information may include, but not necessarily be limited to: proposed acquisitions, mergers and consolidations; proposed promotions or demotions of employees; patent, copyright and trade mark rights; packaging, pricing and marketing techniques; and other similar information. EFR agrees not to disclose any such information to a third party without the express written approval of School.
- 15. Insurance and Mutual Indemnification.** EFR agrees to maintain commercially reasonable liability insurance coverage. EFR shall indemnify and hold School harmless for any claims that arise from any acts and omissions of EFR under the terms of this agreement. School shall indemnify and hold EFR harmless for any claims not directly related to the provision of professional services as herein described, and shall notify EFR immediately upon receipt of any claim or demand which it receives allegedly related to any act or omission of EFR under the terms of this agreement. Under no circumstances shall settlement be made without prior written approval of EFR.
- 16. Subcontractors.** EFR shall use commercially reasonable efforts to assure itself that any subcontractor engaged by EFR to perform any services pursuant to this Agreement shall adhere to all of the terms of this Agreement, including, without limitation, the Paragraphs subtitled Insurance, Confidentiality and Non-disclosure. If a subcontract is entered into with a third party, the subcontract shall include these terms in substantially the same form as they appear in this Agreement.
- 17. Default by EFR.** If EFR fails to perform its obligations under the terms of this Agreement and such failure continues for a period of thirty (30) days after School gives EFR a written notice stating the manner in which EFR is in non-compliance with this Agreement, School may terminate this Agreement effective immediately by giving written notice to EFR, which shall be School's sole remedy in the event of non-performance by EFR. If EFR is unable to perform its obligations under the terms of this Agreement due to acts of God, strike, war, or other similar reasons beyond EFR's control, then EFR's time for performance shall automatically be extended for the same period of time EFR was unable to perform due to the reason beyond EFR's control.
- 18. Non-Payment of Service Fee.** If School fails to timely pay the Service Fee to EFR, EFR may terminate this Agreement effective immediately by giving written notice to School or may pursue any other remedy available at law or in equity or by statute. In the event EFR pursues legal action to collect all or any portion of the Service Fee, EFR shall be entitled to recover its collection costs, including, but not limited to, reasonable attorneys fees.
- 19. Governing Law.** The construction, interpretation and performance of this Agreement shall be governed by the laws of the State of Iowa.
- 20. Notices.** Any notice required or permitted by this Agreement must be given in writing and shall be deemed given and received, if sent by United States Mail, with postage prepaid and addressed to the recipient party at the address set forth in this Agreement, three business days after deposited in the United States Mail. Either party may change its address by giving written notice in accordance with this paragraph.

**21. Entire Agreement.** This Agreement embodies the entire understanding between the parties with respect to the provision of SAP services. All prior agreements, understandings, representations, and statements, whether oral or written, are merged into this Agreement.

**22. Modification.** This Agreement may not be modified except by a written instrument signed by the party against whom enforcement of the modification is sought, and then only to the extent set forth in such written instrument.

**23. Binding Effect.** This Agreement shall be binding upon, and shall inure to the benefit of, the parties hereto and their respective successors and assigns.

**24. Headings.** The paragraph headings in this Agreement are for convenience only and shall not be used to limit or otherwise construe the provisions of this Agreement.

**URBANDALE COMMUNITY  
SCHOOL DISTRICT  
11152 Aurora Avenue  
Urbandale, IA 50322**

**EMPLOYEE AND FAMILY  
RESOURCES, INC.  
505 Fifth Avenue, Suite 600  
Des Moines, IA 50309**

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(printed name)

Ketsie Wilkins  
\_\_\_\_\_  
(printed name)

\_\_\_\_\_  
(title)

Business Development Director  
\_\_\_\_\_  
(title)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(date)

**URBANDALE COMMUNITY SCHOOL DISTRICT  
BOARD OF DIRECTORS MEETING  
August 15, 2016**

**AGENDA ITEM EXECUTIVE SUMMARY**

**Item:**

Consent Agenda, Item D. – Lease Agreement for Metro West Learning Academy

**Contact(s):**

Shelly Clifford, Chief Financial Officer

**Purpose:**

The current lease agreement has expired, and the District seeks renewal.

**Recommendation:**

Administration recommends Board approval of the proposed agreement.

**Details:**

Metro West Learning Academy is a consortium of area school districts, formed through a 28E agreement. Urbandale serves as fiscal agent because the school is located within our District boundaries. The lease agreement is for the same space in the same location. The property changed ownership during the previous lease term, with the current owner assuming the previous lease as landlord. This same owner is now landlord for the proposed lease agreement.

**Legal/Insurance Review:**

The District worked with Ahlers Law Firm to draft the new lease document, and it has been sent to other member districts for their review. Urbandale negotiated terms with the lessor and will execute the agreement on behalf of all districts upon Urbandale Board of Director approval.

**Cost and Fund Account:**

The lease will be paid from PPEL fund, but is included as part of the total costs of the program billed to other districts. The total lease costs proposed for 2017-2021 are less than the total for previous 5 years.

**Documents:**

Special Report #5 – Lease Agreement and cost comparison information.

**Metro West Learning Academy  
Comparison of Lease Costs  
April, 2016**

Rental Comparison: 6600 Sq Ft	OLD LEASE					NEW LEASE PROPOSAL				
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Base Rent	\$ 49,500.00	\$ 49,500.00	\$ 52,800.00	\$ 52,800.00	\$ 52,800.00	\$ 54,714.00	\$ 54,714.00	\$ 55,539.00	\$ 56,364.00	\$ 56,364.00
Insurance, taxes, CAM*	26,400.00	26,400.00	26,400.00	26,400.00	26,400.00	21,186.00	21,186.00	21,186.00	21,186.00	21,186.00
<b>Subtotal</b>	<b>\$ 75,900.00</b>	<b>\$ 75,900.00</b>	<b>\$ 79,200.00</b>	<b>\$ 79,200.00</b>	<b>\$ 79,200.00</b>	<b>\$ 75,900.00</b>	<b>\$ 75,900.00</b>	<b>\$ 76,725.00</b>	<b>\$ 77,550.00</b>	<b>\$ 77,550.00</b>
Sprinkler system	4,400.00	4,400.00	4,400.00	4,400.00	4,400.00	-	-	-	-	-
<b>Total Costs by Fiscal Year</b>	<b>\$ 80,300.00</b>	<b>\$ 80,300.00</b>	<b>\$ 83,600.00</b>	<b>\$ 83,600.00</b>	<b>\$ 83,600.00</b>	<b>\$ 75,900.00</b>	<b>\$ 75,900.00</b>	<b>\$ 76,725.00</b>	<b>\$ 77,550.00</b>	<b>\$ 77,550.00</b>
<b>Per sq ft Costs:</b>										
Base rent	\$ 7.50	\$ 7.50	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.29	\$ 8.29	\$ 8.42	\$ 8.54	\$ 8.54
Insurance, taxes, CAM*	4.00	4.00	4.00	4.00	4.00	3.21	3.21	3.21	3.21	3.21
<b>Total per sq ft Costs:**</b>	<b>\$ 11.50</b>	<b>\$ 11.50</b>	<b>\$ 12.00</b>	<b>\$ 12.00</b>	<b>\$ 12.00</b>	<b>\$ 11.50</b>	<b>\$ 11.50</b>	<b>\$ 11.63</b>	<b>\$ 11.75</b>	<b>\$ 11.75</b>

Lease terms are 60 months, beginning August 1st and ending July 31st.  
(ie: new lease for FY17 - FY21 begins on August 1, 2016 and ends July 31st, 2021)

\*CAM = Common Area Maintenance (lawn mowing, snowplowing, water)  
\*\*2012-2016 Per sq ft costs do not include sprinkler system payments made over the 5 year lease.



**LEASE - BUSINESS PROPERTY - SHORT FORM**

THIS LEASE, made and entered into this 1st day of August, 2016, by and between Forselles II Partners, LLC, an Iowa Limited Liability Company ("Landlord"), whose address, for the purpose of this lease, is 3565 Steamside Circle, Pleasanton, California 94588, and Urbandale Community School District, an Iowa Public School Corporation ("Tenant"), whose address for the purpose of this lease is 4400 NW Urbandale Drive, Urbandale, Iowa 50322.

The parties agree as follows:

1. **PREMISES AND TERM.** Landlord leases to Tenant the following real estate, situated in Polk County, Iowa:

4400 NW Urbandale Drive, Urbandale, Iowa 50322, containing 6,600 sq. ft., (plus or minus) of rentable space, with all improvements thereon, and all rights, easements and appurtenances thereto belonging.

together with all improvements thereon, and all rights, easements and appurtenances thereto belonging, for a term beginning on August 1, 2016, and ending on July 31, 2021, upon the condition that Tenant performs as provided in this lease. Tenant may end the lease for any reason prior to the date stated above or if Metro West Program funding decreases, upon ninety (90) days advance written notice to Landlord. The parties may also mutually agree to renew this lease at the conclusion of the current five (5) year term.

2. **RENT.** Tenant agrees to pay Landlord as Monthly Net Base Rent \$4,559.50 per month, in advance commencing on the 1<sup>st</sup> day of August, 2016, and on the first day of each month thereafter, during the first 30 months of this lease. The Monthly Net Base Rent for the 31<sup>st</sup> month through the end of the lease term shall be \$4,697.00. Rent for any partial month shall be prorated as additional rent. The Annual Net Base Rent effective August 1, 2016 and through the 30<sup>th</sup> month of the term shall be \$54,714.00. The Annual Net Base Rent effective the 31<sup>st</sup> month through the end of the lease term shall be \$56,364.00. Should this lease be renewed beyond the current five (5) year term, the rental rate shall be based on market conditions as mutually agreed upon by the parties.

Tenant shall also pay:

(a) Annual "Common Area Maintenance" costs, which shall include snow removal and lawn care, is estimated to be \$9,438.00 and payable in equal monthly installments of \$786.50. (\$1.43 psf)

(b) Annual "Real Estate Taxes" Actual Amount Due which is estimated to be \$10,956.00 for the first year and variable thereafter payable in equal monthly initial installments of approximately \$913.00. (\$1.66 psf)

(c) Annual "Insurance" costs for casualty insurance and liability insurance on the

Building and common areas estimated to be \$792.00 payable in equal monthly installments of \$66.00. (\$0.12 psf)

All sums shall be paid at the address of Landlord, or at such other place as Landlord may designate in writing. Delinquent payments shall draw interest at zero percent (0%) per annum.

3. **POSSESSION.** Tenant shall be entitled to possession on the first day of the lease term, and shall yield possession to Landlord at the termination of this lease. SHOULD LANDLORD BE UNABLE TO GIVE POSSESSION ON SAID DATE, TENANT'S ONLY DAMAGES SHALL BE A PRO RATA ABATEMENT OF RENT.

4. **USE.** Tenant shall use the premises only for school and administrative meetings.

5. **CARE AND MAINTENANCE.**

(a) Tenant takes the premises in "as is" condition, except as herein provided.

(b) Landlord shall keep the following in good repair: (roof) (exterior walls) (foundation) (sewer) (plumbing/sinks) (heating) (wiring) (air conditioning) (plate glass) (windows and window glass) (parking area) (driveways) (sidewalks) (exterior decorating) (interior decorating) (sprinkler system). Additionally, Landlord shall complete snow removal by 6:30 a.m. on Tenant's school days. Landlord shall make any repairs or replacements within fourteen (14) days after written notice from Tenant. If Landlord fails to make repairs or replacements within fourteen (14) days after written notice from Tenant, or otherwise fails to communicate to Tenant a specific date when repair or replacement will be performed which performance date shall be no later than thirty (30) days from the date of Tenant's original notice, Tenant shall have the right, without further notice to Landlord, to complete the repairs and/or replacements itself and withhold the cost of said repairs and/or replacements from the following months rental payment.

(c) Tenant shall maintain the premises in a reasonable safe, serviceable, clean and presentable condition, and except for the repairs and replacements provided to be made by Landlord in subparagraph (b) above, shall make all repairs, replacements and improvements to the premises, INCLUDING ALL CHANGES, ALTERATIONS OR ADDITIONS ORDERED BY ANY LAWFULLY CONSTITUTED GOVERNMENT AUTHORITY DIRECTLY RELATED TO TENANT'S USE OF THE PREMISES. Tenant shall make no structural changes or alterations without the prior written consent of Landlord.

6. **UTILITIES AND SERVICES.** Tenant shall pay for all utilities and services which may be used on the premises except for water which shall be considered part of the common area maintenance cost. Landlord shall not be liable for damages for failure to perform as herein provided, or for any stoppage for needed repairs or for improvements or arising from causes beyond the control of Landlord, provided Landlord uses reasonable diligence to resume such services.

7. **SURRENDER.** Upon the termination of this lease, Tenant will surrender the

premises to Landlord in good and clean condition, except for ordinary wear and tear or damage without fault or liability of Tenant. Continued possession, beyond the term of this Lease and the acceptance of rent by Landlord shall constitute a month-to-month extension of this lease.

**8. ASSIGNMENT AND SUBLETTING.** No assignment or subletting, either voluntary or by operation of law, shall be effective without the prior written consent of Landlord, which consent shall not unreasonably be withheld.

**9. INSURANCE.**

**A. PROPERTY INSURANCE.** Landlord and Tenant agree to insure their respective real and personal property for the full insurable value. Such insurance shall cover losses included in the special form causes of loss (formerly all risks coverage). To the extent permitted by their policies the Landlord and Tenant waive all rights of recovery against each other.

**B. LIABILITY INSURANCE.** Tenant shall obtain commercial general liability insurance in the amounts of \$500,000.00 each occurrence and \$500,000.00 annual aggregate per location. This policy shall be endorsed to include the Landlord as an additional insured.

**10. LIABILITY FOR DAMAGE.** Each party shall be liable to the other for all damage to the property of the other negligently, recklessly or intentionally caused by that party (or their agents, employees or invitees), except to the extent the loss is insured and subrogation is waived under the owner's policy.

**11. INDEMNITY** Except for any negligence of Landlord, Tenant will protect, defend, and indemnify Landlord from and against any and all loss, costs, damage and expenses occasioned by, or arising out of, any accident or other occurrence causing or inflicting injury or damage to any person or property, happening or done in, upon or about the premises, or due directly or indirectly to the tenancy, use or occupancy thereof, or any part thereof by Tenant or any person claiming through or under Tenant.

**12. DAMAGE.**

(a) In the event of damage to the premises, so that Tenant is unable to conduct business on the premises, this lease may be terminated at the option of either party. Such termination shall be effected by notice of one party to the other within ninety (90) days after such damage; and both parties shall thereafter be released from all future obligations hereunder.

(b) In the event that a portion of the premises are damaged, but both parties agree that the premises are still usable to Tenant, rent and other payments shall be prorated during period of repair to reflect the portion of the premises that is usable.

**13. MECHANICS' LIENS.** Neither Tenant, nor anyone claiming by, through, or under Tenant, shall have the right to file any mechanic's lien against the premises. Tenant shall give

notice in advance to all contractors and subcontractors who may furnish, or agree to furnish, any material, service or labor for any improvement on the premises.

#### **14. DEFAULT, NOTICE OF DEFAULT AND REMEDIES.**

A. Events of Default. Each of the following shall constitute an event of default by Tenant: (1) Failure to pay rent when due; (2) failure to observe or perform any duties, obligations, agreements, or conditions imposed on Tenant pursuant to the terms of the lease; (3) abandonment of the premises. "Abandonment" means the Tenant has failed to engage in its usual and customary business activities on the premises for more than ninety (90) consecutive business days; (4) institution of voluntary bankruptcy proceedings by Tenant; institution of involuntary bankruptcy proceedings in which the Tenant thereafter is adjudged a bankruptcy; assignment for the benefit of creditors of the interest of Tenant under this lease agreement; appointment of a receiver for the property or affairs of Tenant, where the receivership is not vacated within ten (10) days after the appointment of the receiver.

Each of the following shall constitute an event of default by Landlord: (1) Failure to observe or perform any duties, obligations, agreements or conditions imposed on Landlord pursuant to terms of this lease; and (2) Institution of voluntary bankruptcy proceedings in which the Court orders relief against the Landlord as a debtor; assignment for the benefit of creditors of the interest of Landlord under this lease; appointment of a receiver for the property or affairs of Landlord, where the receivership is not vacated within ten (10) days after the appointment of the receiver.

B. Notice of Default. Landlord shall give Tenant a written notice specifying the default and giving the Tenant ten (10) days in which to correct the default. If there is a default (other than for nonpayment of a monetary obligation of Tenant, including rent) that cannot be remedied in ten (10) days by diligent efforts of the Tenant, Tenant shall propose an additional period of time in which to remedy the default. Consent to additional time shall not be unreasonably withheld by Landlord. Landlord shall not be required to give Tenant any more than three (3) notices for the same default within any 365 day period.

Tenant shall give Landlord a written notice specifying the default and giving the Landlord ten (10) days in which to correct the default. If there is a default that cannot be remedied in ten (10) days by diligent efforts of the Landlord, Landlord shall propose an additional period of time in which to remedy the default. Consent to additional time shall not be unreasonably withheld by Tenant. Tenant shall not be required to give Landlord any more than three (3) notices for the same default within any 365 day period.

C. Remedies. In the event the defaulting party has not remedied a default in a timely manner following a Notice of Default, the non-defaulting party may proceed with all available remedies at law or in equity, including but not limited to the following: (1) Termination. The non-defaulting party may declare this lease to be terminated and shall give defaulting party a written notice of such termination. In the event of termination of this lease by Tenant, Landlord

shall be entitled to prove claim for and obtain judgment against Tenant for the balance of the rent agreed to be paid for the term herein provided, plus all expenses of Landlord in regaining possession of the premises and the reletting thereof, including attorney's fees and court costs, crediting against such claim, however, any amount obtained by reason of such reletting; (2) Forfeiture. If a default is not remedied in a timely manner, Landlord may then declare this lease to be forfeited and shall give Tenant a written notice of such forfeiture, and may, at the time, give Tenant the notice to quit provided for in Chapter 648 of the Code of Iowa.

15. **SIGNS.** Landlord, during the last ninety (90) days of this lease, shall have the right to maintain on the premises either or both a "For Rent" or "For Sale" sign. Tenant will permit prospective tenants or buyers to enter and examine the premises, to the extent that Tenant's school operations are not unreasonably disrupted.

16. **NOTICES AND DEMANDS.** All notices shall be given to the parties hereto at the addresses designated unless either party notifies the other, in writing, of a different address. Without prejudice to any other method of notifying a party in writing or making a demand or other communication, such notice shall be considered given under the terms of this lease when it is deposited in the U.S. Mail, registered or certified, properly addressed, return receipt requested, and postage prepaid.

17. **PROVISIONS BINDING.** Each and every covenant and agreement herein contained shall extend to and be binding upon the respective successors, heirs, administrators, executors and assigns of the parties hereto.

18. **CERTIFICATION.** Tenant certifies that it is not acting, directly or indirectly, for or on behalf of any person, group, entity or nation named by any Executive Order or the United States Treasury Department as a terrorist, "Specially Designated National and Blocked Person" or any other banned or blocked person, entity, nation or transaction pursuant to any law, order, rule or regulation that is enforced or administered by the Office of Foreign Assets Control; and it is not engaged in this transaction, directly or indirectly on behalf of, or instigating or facilitating this transaction, directly or indirectly on behalf of, any such person, group, entity or nation. Tenant hereby agrees to defend, indemnify and hold harmless Landlord from and against any and all claims, damages, losses, risks, liabilities and expenses (including attorney's fees and costs) arising from or related to any breach of the foregoing certification.

19. **ADDITIONAL PROVISIONS.**

A. Certain build out will be included as part of lease.

B. In the event that it shall become necessary for either party to institute legal proceedings against the other party for recovery of any amounts due and owing under this Agreement, it is expressly agreed that the prevailing party in any such action shall be entitled to recover from the non-prevailing party all costs related to such collection, including reasonable

attorney fees. The provisions of this paragraph shall survive termination of this Agreement.

“LANDLORD”  
FORSELLES II PARTNER, LLC:

“TENANT”  
URBAN DALE COMMUNITY SCHOOL  
DISTRICT:

By: \_\_\_\_\_

By: \_\_\_\_\_  
Chris Gunnare

Title: \_\_\_\_\_

Title: School Board President

Proposed Handbook Changes 2016-2017  
**Preschool Policies and Procedures**

Handbook Item (Current)	Changes (in bold)	Rationale for Change
<b>Body of the Handbook</b>		
<p>Toileting (page 9)</p> <p>1. Toilet learning is an important time in a child’s development. For children who are unable to use the toilet consistently, the following procedures are in place:</p>	<p>Toileting (page 9)</p> <p>1. <b>Toilet learning is an important time in a child’s development. There is an expectation that children be potty trained or are in the advanced stages of potty training when they attend preschool, unless specified in student’s Individual Education Plan (IEP). For children who are unable to use the toilet consistently, the following procedures are in place:</b></p>	<p>Changed the wording to be more specific so the toileting/potty training information aligns better with the preschool registration information.</p>

**Proposed Handbook Changes 2016-2017**  
**Elementary Student Parent Handbook**  
(e.g. Elementary, Middle, High School, etc.)

Handbook Item (Current)	Changes (in bold)	Rationale for Change
<b>Body of the Handbook</b>		
NO UPDATES AT THIS TIME		



Proposed Handbook Changes 2016-2017  
Urbandale Middle School

Handbook Item (Current)	Changes (in bold)	Rationale for Change
Body of the Handbook		
Not currently addressed	<b>Students are asked to be out of the building by 3:25 p.m. unless with a teacher or supervisor.</b>	We have students that are lingering in the building when there is not supervision. This creates a safety concern.
Urbandale Middle School students are allowed to utilize cell phones and other electronic equipment before and after school, during passing time, and during lunch period. P.44	Urbandale Middle School students are allowed to utilize cell phones and other electronic equipment before and after school, during passing time, during lunch, as well as during Guided Study. <b>Cell phones must remain in the student's locker during all other times unless direct consent has been given by the classroom teacher.</b>	Cell phones during class time cause a distraction to students and also has led to harassment/verbal altercations during instructional time. We would like to limit cell phone usage to non-instructional times unless deemed necessary by the teacher.
Cell Phone Violations: <b><i>First Occurrence</i></b>	Cell Phone Violations: First Occurrence	Trying to make our handbook line up more closely with the

<ul style="list-style-type: none"> <li>• Warning by teacher</li> <li>• Device returned to student at the end of class</li> <li>• Documentation in PowerSchool</li> </ul> <p><b>Second Occurrence</b></p> <ul style="list-style-type: none"> <li>• Warning by teacher</li> <li>• Device delivered to the office</li> <li>• Student may pick up at the end of day</li> <li>• Documentation in PowerSchool</li> </ul> <p><b>Third Occurrence</b></p> <ul style="list-style-type: none"> <li>• 30-minute office detention</li> <li>• Parent contacted by phone</li> <li>• Device delivered to the office</li> <li>• Student may pick up at the end of the detention</li> <li>• Documentation in PowerSchool</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phone will be taken by the teacher and the student can pick it up in the office at the end of the day</li> <li>• Documentation in PowerSchool</li> </ul> <p>Second Occurrence</p> <ul style="list-style-type: none"> <li>• Cell phone will be taken by the teacher and the student can pick it up in the office at the end of the day</li> <li>• Student will serve 30 minute detention</li> <li>• Documentation in PowerSchool</li> </ul> <p>Third Occurrence</p> <ul style="list-style-type: none"> <li>• Cell phone will be taken and delivered to the office. A parent will need to pick the phone up.</li> <li>• Documentation in PowerSchool</li> </ul> <p>Fourth Occurrence</p> <ul style="list-style-type: none"> <li>• Cell phone will be taken and delivered to the office. A parent will need to pick up the phone.</li> <li>• Student will serve Saturday School.</li> </ul>	<p>high school's with regards to consequences for repeated cell phone violations.</p>
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<p><b><i>Fourth Occurrence</i></b></p> <ul style="list-style-type: none"><li>• 60-minute office detention</li><li>• Parent contacted by phone</li><li>• Device delivered to the office</li><li>• Student may pick up at the end of the detention</li><li>• Documentation in PowerSchool</li></ul> <p><b><i>Fifth Occurrence</i></b></p> <ul style="list-style-type: none"><li>• One day of in-school suspension</li><li>• Parent conference with administration</li><li>• Documentation in PowerSchool</li></ul>	<ul style="list-style-type: none"><li>• Documentation in PowerSchool</li></ul> <p>Subsequent violations of cell phones can lead to the student losing the privilege of having their phone at school.</p> <p><b>Reoccurring issues can result in the student losing the privilege of having the device at school. Refusal to turn over an electronic device or cell phone will be considered insubordination and will result in an office referral.</b></p>	
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<p>Not currently addressed</p>	<p><b>Public Displays of Affection—</b></p> <ul style="list-style-type: none"> <li>• Students may not demonstrate overt displays of affection at school or school activities. This would include prolonged embraces, kissing, or any other physical contact deemed inappropriate by the school staff.</li> </ul>	<p>We have some students that show overt affection to one another and we haven't had a policy on record.</p>
<p>Not currently addressed</p>	<p><b>Cheating/Plagiarism--</b></p> <ul style="list-style-type: none"> <li>• <b>Cheating will not be condoned and may result in grade reduction and/or reCompleting the work. Disciplinary action may result.</b></li> </ul>	<p>To address the situation and to match the high school.</p>

**Proposed Handbook Changes 2016-2017**  
**Urbandale High School Student & Parent Handbook**  
(e.g. Elementary, Middle, High School, etc.)

Handbook Item (Current)	Changes (in bold)	Rationale for Change
<b>Body of the Handbook</b>		
<p style="text-align: center;"><b>Cell Phone/Electronic Equipment Etiquette at Urbandale High School</b></p> <p>Urbandale High School has a flexible approach to the use of cell phones and electronic equipment. Students are allowed to utilize cell phones and other electronic equipment before and after school, during passing time and during their lunch period. UHS reserves the right to protect instructional time from interruptions caused by cell phones and electronic devices; this includes in hallways, restrooms, and other parts of the building when a student is expected to be one of his/her classes. Violation of the electronic device policy could result in a student being asked to</p>	<p style="text-align: center;"><b>Cell Phone/Electronic Equipment Etiquette at Urbandale High School</b></p> <p><b>Please See Attachment.</b></p>	

<p>turn over his/her device to an adult. The offense will be treated as Interfering with Teaching and Learning as defined in the code of conduct. In addition, the adult will turn the cell phone/electronic device over to the office and the student can pick it up at the end of the day. Subsequent offenses of the cell phone/electronic device policy will require the student to have a parent come to school to pick up the cell phone or electronic device. A students' refusal to turn over a cell phone or electronic device will count as an immediate second offense of Interfering with Teaching and Learning and the student could be subject to the consequences outlined in the handbook for a 2<sup>nd</sup> offence with Teaching and Learning.</p>		

<p><b>TARDY PROCEDURE</b></p> <p>All students are expected to be on time.</p> <p>The following system of tardy policy is intended to provide uniformity and consistency for the benefit of our students and demonstrate a unified front to emphasize the importance of student punctuality, self-discipline, and responsibility. Tardies adversely affect the classroom and also disrupt the learning environment for other students. This procedure is to be enforced on a semester basis, for each class.</p> <p>Tardy is when a student enters the classroom after the bell rings without permission.</p> <ol style="list-style-type: none"> <li>1. First offense: Verbal warning from the teacher.</li> <li>2. Second offense: Verbal warning from the teacher.</li> <li>3. Third offense: Teacher will contact parent/guardian. Student will be notified of</li> </ol>	<p style="text-align: center;"><b>UHS Tardy Process</b></p> <p style="text-align: center;"><b>Focus on Learning, The J-Hawk Way</b></p> <p>All students are expected to be on time. Students who have no tardies or unexcused absences for 9 weeks will receive a letter of congratulations from the principal.</p> <p>The following tardy process/system is intended to provide uniformity and consistency for the benefit of our students and demonstrate a unified front to emphasize the importance of student punctuality, self-discipline, and responsibility. Tardies adversely affect the classroom and also disrupt the learning environment for other students. This procedure is to be enforced on a semester basis, for each class.</p> <p>Tardy is when a student enters the classroom after the bell rings without permission.</p> <ol style="list-style-type: none"> <li>1. First documentation: Verbal warning from the teacher. Document in Powerschool.</li> <li>2. Second documentation: Verbal warning from the teacher. Document in Powerschool.</li> <li>3. Third documentation. Teacher will contact parent/guardian. Student will be notified of parent contact, and/or the teacher may ask the student to notify the parent of the tardy in the presence of the teacher. Incident will be documented in Powerschool as insubordination.</li> <li>4. Fourth documentation. Teacher will contact parent/guardian. Student will be notified of parent</li> </ol>	
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<p>parent contact, and/or</p> <p>the teacher may ask the student to notify the parent of the tardy in the presence of the teacher.</p> <p>4. Fourth and fifth: Referral to office, meeting with teacher, and/or school sanctions assigned.</p> <p>5. Sixth and subsequent offenses: Immediate referral to office. Parent contact by the assistant principal.</p> <p>Possible schedule change or removal from the class.</p>	<p>contact, and/or the teacher may ask the student to notify the parent of the tardy in the presence of the teacher. Incident will be documented in Powerschool as insubordination.</p> <p>5. Fifth Documentation: Student will be referred to an administrator. Student and administrator develop a written plan for eliminating tardies. Plan should be shared with parents and the teacher of the class where the student continues to arrive late. Incident will be documented in Powerschool as insubordination.</p> <p>6. Sixth Documentation: Student will be referred to an administrator. The current plan will be reviewed. The plan will be rewritten with the understanding that with another tardy, the student will lose a privilege. Potential privileges include but are not limited to parking privileges, open lunch pass, or the privilege to have their cell phone during the school day.</p> <p>7. Seventh Documentation: Student will be removed from class until a parent meeting can be held. At the parent meeting, the student's tardy plan will be reviewed. The administrator, the student, the parent and the teacher if available, will devise a plan for the student to return to class. Regaining privileges will be discussed as well as the loss of additional privileges if necessary. The agreed upon plan should be in writing and shared with the parent, the student, the teacher and documented in powerschool. The incident should be documented in powerschool as insubordination.</p> <p>8. Future Documentation: A student who is experiencing many tardies is likely having other attendance and behavior issues as well. Any time after a student's 6<sup>th</sup> overall documented tardy, the administrator can call a</p>	
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	meeting to consider the student's placement and additional services and accommodations if necessary.	
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<p>No policy</p>	<p>Video recording, photographing, and audio recording:</p> <p>Students may be disciplined for any use of handheld technology devices in school locker rooms or restrooms. At no time are students or visitors authorized to video capture, photograph, or audio record others in the school building, on school property (to include school vehicles), or at school activities (unless recording a public performance, such as a game, honor assembly, concert, contest, etc.), without the consent of a teacher, coach, or school administrator. A student who video captures, photographs, or audio records without authorization will count as a second offense of Interfering with Teaching and Learning in the Code of Conduct and the student could be subject to the consequences outlined in the handbook for a 2<sup>nd</sup> offense of Interfering with Teaching and Learning.</p> <p>Cell phones with cameras and other portable handheld technology devices capable of storing and/or transmitting and/or receiving images are banned from use for any purpose in locker rooms and restrooms at ALL times. Students may be disciplined for any use of handheld technology devices in school locker rooms or restrooms. A student who video captures, photographs, or audio records without authorization will count as a second offense of Interfering with Teaching and Learning in the Code of Conduct and the student could be subject to the consequences outlined in the handbook for a 2<sup>nd</sup> offense of Interfering with Teaching and Learning.</p>	
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## **Cell Phone/Electronic Equipment Etiquette at Urbandale High School**

**Urbandale High School recognizes the important role that cell phones/electronic equipment have attained in modern society. That's why UHS maintains a flexible approach to the use of cell phones and electronic equipment. It's also important to realize that even though cell phones/electronic equipment are wonderful for convenience, learning, and entertainment, use of cell phones/electronic equipment at Urbandale High School is a privilege and not a right protected by the Constitution or case law. With that disposition, students, staff, and parents have collaborated to create appropriate cell phone/electronic equipment etiquette for cell phone/electronic equipment use at Urbandale High School.**

**Urbandale High School will be proactive by recognizing the value of cell phones/electronic equipment to families and their efforts to communicate. As well, we know that cell phones/electronic equipment can be used as valuable tools for learning. In return, it is our hope that students and parents recognize that there are components of cell phone/electronic equipment use that can distract from learning and that, in fact, inappropriate cell phone/electronic equipment use can lead to disruptions in school and can even be a safety risk for students. Hence, we have agreed on the following guidelines and supports for appropriate cell phone/electronic equipment etiquette at UHS:**

**Students are allowed to utilize cell phones and other electronic equipment before and after school, during passing time and during their lunch period. UHS reserves the right to protect instructional time from interruptions caused by cell phones and electronic devices; this includes in hallways, restrooms, and other parts of the building when a student is expected to be in one of his/her classes.**

**It is the responsibility of individual classroom teachers to discuss with students cell phone/electronic equipment etiquette and safety and to develop and communicate their classroom policies for use of cell phones/electronic equipment during class time. Part of this communication will be that each classroom will have guidelines posted for when cell phones can be used and when they should be put away. It should be crystal clear to all, students, teachers, and parents when phones are allowed in each classroom and when they are not. As well, staff are encouraged to remind students regularly about cell phone/electronic equipment etiquette and when etiquette allows students use of cell phones/electronic equipment during class time.**

**Cell phone/electronic equipment use is not allowed in the halls during instructional time unless the student has permission from a teacher or administrator.**

**Students agree to not use cell phones/electronic equipment for immoral or illegal activity or in ways that will compromise their safety or the safety of others.**

**Disregard for cell phone/electronic equipment etiquette will accumulate and intervention will be progressive according to the number of documentations a student accumulates. Following are the documentation steps for cell phones/electronic equipment:**

**1<sup>st</sup> documentation – warning. Student will be asked to put away his/her cell phone/electronic equipment. Teacher will meet with student away from other students and let the student know that he/she has been warned and that the incident will be documented in power school. A student may have one warning from each of his teachers. Staff member will document in powerschool as Cell Phone/electronic equipment Documentation.**

**2<sup>nd</sup> documentation – Student will hand cell phone/electronic equipment over to the teacher. Student can get his/her cell phone/electronic equipment back at the end of class. The staff member should document the incident in powerschool as insubordination/disrespect. Parent will be notified by e mail or phone call.**

**3<sup>rd</sup> documentation – Student is required to turn his/her phone/electronic equipment over to the teacher. Phone/electronic equipment will be turned into the office. The student will meet with an administrator. The administrator will contact the parents. Documented in powerschool as insubordination/disrespect.**

**4<sup>th</sup> documentation – Phone/electronic equipment will be turned into the office. The student can have the phone/electronic equipment back at the end of the school day. Administrator will invite parent(s) in for a meeting to develop an individual cell phone/electronic equipment plan for this student. The incident will be documented in powerschool as insubordination/disrespect.**

**5<sup>th</sup> documentation - Review of the student's individual plan and consideration for this student to turn his/her cell phone/electronic equipment into the office at the beginning of the school day.**

**Students who have multiple warnings and documentations from a variety of teachers are demonstrating that they have little regard for cell phone/electronic equipment etiquette. In those cases, an individual plan and meeting(s) with parents may be needed prior to the 3<sup>rd</sup> documentation.**

**The individual plan for repeated difficulty with the cell phone/electronic equipment policy could include the loss of other privileges including but not limited to the following:**

**Parking Pass**

**Open Pass**

**The right to have a cell phone/ electronic equipment in school**

**If a student is finding it is difficult to maintain cell phone/ electronic equipment etiquette or that his/her cell phone/ electronic equipment is distracting him/her from learning, it is ok to keep cell phones/ electronic equipment locked in their locker and not bring them to class at all.**

**If a student refuses to turn over a cell phone/ electronic equipment to a teacher, the student will visit with an administrator. A students' refusal to turn over a cell phone or electronic device may count as an immediate second offense of Interfering with teaching and learning.**

**Useful website:**

**<http://www.internetsafety101.org/snsdangers.htm>**

**Proposed Handbook Changes 2016-2017**  
**2016-2017 Activities Guidelines for Students and Parents**  
(e.g. Elementary, Middle, High School, etc.)

Handbook Item (Current)	Changes (in bold)	Rationale for Change
<b>Body of the Handbook</b>		
CIML Alignment – see attached	CIML Alignment – see attached	With the exit of Indianola from the CIML, the league was reconfigured into three, six team divisions as was approved in February, 2015.
Did not exist	Student F is in the Marching Band. Student F fails a class in the second semester. Student F is ineligible for Marching Band for the first 30 school days of the next school year.	Added this item to the list of eligibility examples to provide greater clarity. This is not a policy change nor a change in the implementation of policy, simply a statement to help clarify.
All Conference / All State Selection – see attached	All Conference / All State Selection – see attached	Changes reflect changes in the CIML as a result of realignment.

# ATHLETIC AFFILIATION

**Iowa High School Athletic Association (IHSAA)**  
**Iowa Girls' High School Athletic Union (IGHSAU)**

Urbandale High School is a member of both the IHSAA and IGHSAU. The purpose of these organizations is to promote, develop, direct, protect and regulate amateur interscholastic athletic relationships between member schools and to stimulate fair play, friendly rivalry and good sportsmanship among contestants, schools, and communities throughout the state.

**Central Iowa Metropolitan League (CIML)**

The purpose of the Central Iowa Metropolitan League is to enable each member school to operate more effectively and more efficiently in its complete athletic program. This is accomplished by permitting each member school to develop more complete schedules, to limit travel, and to compete with other high schools of similar enrollment.

The athletic and activity directors of the league manage the CIML with final authority resting with the principals of the member schools.

The league is aligned accordingly, with two conferences:

<b>Central Iowa Conference (CIC)</b>			<b>Metro</b>
<b>Western</b>	<b>Eastern</b>	<b>Northern</b>	DM East
Dowling Catholic	Ankeny	Ames	DM Hoover
Johnston	Ankeny Centennial	Fort Dodge	DM Lincoln
Urbandale	Southeast Polk	Marshalltown	DM North
WDM Valley	Waukee	Mason City	DM Roosevelt
			Indianola
			Ottumwa

Schedules will be generated for each sport with the majority of competition involving other teams in the Western Division and then the CIC. Rotations will be established in some sports to allow for interleague competition. In most sports, both a Division and Conference Champion will be awarded.

Urbandale participates in the CIML Middle School League which consists of teams from all areas except Mason City and Ottumwa.

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- When the requirements for a varsity letter are met for the first time, the athlete will receive a varsity letter and a certificate.
- If, for any reason other than injury or illness, an athlete is dismissed from the squad, the athlete shall not receive any type of athletic award for that particular sport in that season.
- The following guidelines will be used in the distribution of the actual letter:
  - Students will receive only (1) chenille Letter.
  - Students receiving their first Athletic Letter overall will receive a chenille letter and a sport-specific pin.
  - Each letter earned after the first, the student will receive either a sport-specific pin or a bar for that sport, if they have already received a pin for that sport.
- Those students in athletics who maintain a 3.25 GPA, either within the previous semester or cumulative will be named to the CIML All-Academic Team in all sports. First semester 9th Grade students are not eligible to receive this award. This is for athletics only.

#### **All Conference / All State Selection**

- In those sports where All Conference and All State teams are selected, the following general process is followed.
  - For All Conference teams, each Athletic Director in the Central Iowa Conference is responsible for a sport. Within that meeting, All Division teams and All Conference teams are voted on by the coaches.
  - The Athletic Director in charge conducts a meeting where coaches nominate players that they feel are worthy of All Division / All Conference Status.
  - Those nominated are voted upon by the coaches at the meeting. This process is followed for both 1<sup>st</sup> and 2<sup>nd</sup> Teams for All Division and All Conference.
  - Honorable mention selections are held at the discretion of the coach and are based upon a formula established by the league. For instance, in basketball, no school may have more than (5) total players on All Division when combining 1<sup>st</sup> team, 2<sup>nd</sup> team, and Honorable Mention selections.
- All State selections are taken from nominations made statewide by coaches in that class or at the discretion of the news media.

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- All State selections are taken from nominations made statewide by coaches in that class or at the discretion of the news media.

**Proposed Handbook Changes 2016-2017**  
**2016-2017 Coach / Director Handbook**  
(e.g. Elementary, Middle, High School, etc.)

Handbook Item (Current)	Changes (in bold)	Rationale for Change
<b>Body of the Handbook</b>		
CIML Alignment – see attached	CIML Alignment – see attached	With the exit of Indianola from the CIML, the league was reconfigured into three, six team divisions as was approved in February, 2015.
Charter buses may be used outside of the ninety mile range at the discretion of the Activities Director.	Charter buses may be used outside of the <b>one hundred-twenty mile</b> range and/or at the discretion of the Activities Director.	Changes based upon a change in practice during the 2015-2016 school year.
Did not exist.	<b>Student F is in the Marching Band. Student F fails a class in the second semester. Student F is ineligible for Marching Band for the first 30 school days of the next school year.</b>	Added this item to the list of eligibility examples to provide greater clarity. This is not a policy change nor a change in the implementation in policy, simply a statement to help clarify.

<p>All contracted and volunteer coaches are required to complete Bloodborne Pathogens Training, Right to Know Training, and Bullying Prevention Training after July 1, 2015. This must be done and certificates of completion must be turned in prior to the first day of practice, however, it is recommended that this training be completed during the summer months.</p>	<p>All contracted and volunteer coaches are required to complete Bloodborne Pathogens Training, Right to Know Training, and Bullying Prevention Training after <b>July 1 each calendar year</b> and prior to the first day of practice.</p>	<p>Change made to reflect a date change that will not be required annually moving forward.</p>
<p>All High School Head Coaches will be evaluated at the end of each season, following receipt of the End of Season Report.</p> <p>The Activities Director will evaluate all High School Head Coaches/Directors on an annual basis.</p> <p>Head Coaches/Directors are encouraged to evaluate Assistant Coaches/Directors annually.</p>	<p>All High School Head Coaches will be evaluated at the end of each season by the Activities Director. <del>following receipt of the End of Season Report.</del></p> <p><b>All High School Assistant Coaches will be evaluated at the end of each season with input from the Head Coach by the Activities Director.</b></p> <p><b>All Middle School Assistant Coaches will be evaluated at the end of each season with input from the Head Coach by the Activities Director.</b></p>	<p>Addition of the evaluation of all coaches to provide greater feedback to improve the learning process for both coaches and students.</p>
<p>Director of Human Resources, Mark Lane is the District's compliance officer to insure equal employment opportunity and affirmative action.</p> <p>Director of Student Services, Brenda Auxier-Mailey is the District's compliance officer to ensure equal educational opportunities.</p> <p>Director of Curriculum and Assessment, Louann McClain is the District's compliance officer to monitor and evaluate Multi-Cultural, Gender Fair Programming.</p>	<p><b>The district's Equity Coordinators are:</b>  <b>Dr. Keri Schlueter, Coordinator of Student Services</b>  <b>Mark Lane, Director of Human Resources</b>  <b>Crista Carlile, Director of Teaching and Learning.</b></p>	<p>District change to Equity Coordinators.</p>

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**URBANDALE COMMUNITY SCHOOL DISTRICT  
BOARD OF DIRECTORS MEETING  
AUGUST 15, 2016**

**AGENDA ITEM EXECUTIVE SUMMARY**

**Item:**

Consent Agenda, Item F. – Approval of the 2016-2017 ELL Lau Plan and Procedure Manual

**Contact(s):**

Dr. Keri Schlueter, Coordinator of Student Services

**Purpose:**

Each year our Lau Plan needs to be updated and approved. It is one of the items that we submit to the state as part of our CASA (Consolidated Accountability and Support Application).

**Recommendation:**

Administration recommends Board approval of the Lau Plan.

**Details:**

Only a few changes have been made to the plan.

- Our goals (p. 8) have been updated. Iowa Assessment percents represent what is needed to meet our 100% goals. A cross cultural goal was added to address parent engagement.
- The section regarding professional development was updated to reflect this year's plan. The PD plans comply with state expectations. (p. 13 & 17)
- A monitoring problem solving guide was added (Appendix I). This was created last year and used as part of the monitoring requirements. It worked well and is being added to the plan.
- The exit form (Appendix F) was revised to report only exiting. It used to serve as the monitoring and exiting document.
- The waiver form must now be updated every year, per state guidelines (p.7). We used to just make a phone call to determine if parents wanted to keep this status.
- All other changes were minor; they affected grammar or readability.

Those who choose to read the full document will find repetitions in content. This is because the state uses a rubric to judge it. The readers expect to find certain information in certain sections; as such, the repetitions ensure the readers will find the information they are looking for without issue. The state has provided a template to be followed. We have followed the template and the rubric.

**Legal/Insurance Review:**

Not Applicable

**Cost and Fund Account:**

There is no additional funding related to the plan. Each year there is an SBRC request for EL spending authority which occurs in the fall.

**Documents:**

Special Report #7 – Ell Lau Plan and Procedure Manual



# URBANDALE COMMUNITY SCHOOL DISTRICT

**Mr. Steve Bass, Superintendent of Schools**



***Mission: Teaching All - Reaching All***

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

## **EL (English Learner) Lau Plan and Procedure Manual**

### **Committee Members**

Keri Schlueter, Coordinator of Student Services / Equity  
Olga Barnes, Instructional Coach  
Chelsea Parrott, English Language Learner Teacher  
Marci Hammerand, High School Teacher

Maggie Peterson, English Language Learner Teacher  
Angie Sime, Elementary Teacher  
Dania Wilson, Assistant High School Principal  
Elyse Brimeyer, Elementary Principal

### **Additional Input From**

Jason Volmer, Coordinator of Special Education  
Denise Wood, Director of Quality and Continuous Improvement  
Julia Talyor, Extended Learning Program Supervisor

Karla Jones, Partnership Director  
Bill Watson, Director of Activities and Community Education

*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 (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). 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. If you have questions please contact the district office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The district's Equity Coordinators are Dr. Keri Schlueter, Coordinator of Student Services, Mark Lane, Director of Human Resources and Crista Carlile, Director of Teaching and Learning.*

*Bosnian Translation - Niti jedan ucenik upisan u Urbandale Community School District ce biti iskljucen iz ucesca u, biti odbijen pogodnostima, ili se podvrgnuti diskriminaciji u programima distrikta na osnovu rase, boje kože, vjere, spola, religije, bracnog stanja, etnicke pripadnosti, nacionalnog porijekla, invalidnosti, seksualne orijentacije, rodnog identiteta, ili socio-ekonomske pozadine. Politika distrikta ce biti da osigura i omoguci obrazovne programe i mogucnosti za sve ucenike po potrebi na temelju pojedinacnih interesa, vrijednosti, sposobnosti i potencijalu. Glavni Distrikt Koordinator su Dr. Keri Schlueter, Koordinator Servisa za Studente, Mark Lane, Direktor za Humane Resurse i Crista Carlile, Direktor za Predavanjai i Nauku.*

*Spanish Translation - No se excluirá a ningún estudiante inscrito en el Distrito Escolar de la Comunidad de Urbandale de la participación en, ni se denegará los beneficios de, ni será sujeto a la discriminación en los programas del Distrito a base de raza, color, credo, sexo, religión, estado civil, trasfondo étnico, origen nacional, discapacidad, orientación sexual, identidad de género, o trasfondo socio-económico. La política del Distrito será de proveer programas de educación y oportunidades para estudiantes en base de intereses individuales, valores, habilidades, y potencial. Glavni Distrikt Koordinator su Dr. Keri Schlueter, Koordinator Servisa za Studente, Mark Lane, Direktor za Humane Resurse i Crista Carlile, Direktor za Predavanjai i Nauku.*

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## **Purpose**

The Urbandale Community School District's Lau Plan and Procedure Manual serves as guidance for addressing the linguistic needs of English learners (ELs) and for implementing appropriate programming designed to reduce linguistic barriers to the Core instructional program.

Federal legislation requires every school district to have a program plan in place to serve ELs. The plan must ensure that immediately upon enrollment, the EL has access to a specialized language instruction educational program (*LIEP*). The plan for meeting the linguistic needs of ELs must provide resources to support the *LIEP* and the academic achievement of ELs, using state and local funds.

The Iowa Department of Education requires that all school districts report their plan to identify and serve ELs in accordance with Title VI of the Civil Rights Act to the Department of Education. The UCSDs Lau plan is embedded in the annual Consolidated Accountability and Support Application (CASA) submitted to the Iowa Department of Education. The district's Lau Plan ensures that there is an approved process in place for the identification of ELs, as well as a plan to begin English language development services for such students immediately upon enrollment. In addition, the UCSD's Lau Plan includes screening procedures and a plan for administering an annual assessment of the students' English language development. The plan also identifies LIEP models for ELs.

## **Philosophy and Mission**

Every instructional event is also an English learning opportunity for English learners. Based on this premise, the Urbandale Community School District's English Learner program provides specialized and specific instruction to support social and academic learning proficiency through a combination of formal English language instruction and academic support. In collaboration with students, teachers and families we strive to teach all and reach all. Therefore, our mission as EL professionals will be to collaborate to fully support English learners and their families, both academically and culturally.

## **Linguistic, Academic and Cross-Cultural Goals**

The Urbandale Community School District's English Learner program goals are:

- To assist English learners and their families in understanding and functioning within American society;
- To involve English learners' families and the community in the educational process to

- make education a cooperative effort between home and school;
- To support English learners' academic success in the content areas at grade appropriate level;
  - To promote pride in English learners' cultural and linguistic backgrounds;
  - To educate English learners to the same rigorous standards as all students in the district at grade appropriate levels;
  - To accelerate academic and conversational English language acquisition/development in the areas of listening, speaking, reading and writing through formal language instruction.

## **Identification and Placement**

Chapter 280, Section 280.4, of the *Iowa Code* defines a *Limited English Proficient* student as follows: "A student's background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

### Identification

The first step in identifying an English language learner is to conduct a Home Language Survey. The Urbandale Community School District uses the TransACT website [www.transact.com](http://www.transact.com) to provide the Home Language Survey to parents in their first language. Every attempt is made to provide native language interpreters to assist families with completing documents and assist with the registration process.

Other data that may be used to potentially identify a student as needing EL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment. Parents/guardians complete the Home Language Survey for all students new to the district, including kindergartners, transfer students, refugees, migratory children, and immigrants. Information gathered from the survey becomes part of the student's permanent records and is stored in the student's cumulative file. It is also available to the student's teachers. The survey is given to the building secretaries who provide a copy of every survey to the building EL teacher. If a response on the Home Language Survey indicates a language other than English in the student's background, the building's English learner teacher facilitates the identification process as needed, including gathering additional information by using both standardized and locally developed English language proficiency and academic skill assessments and/or conducting interviews. See Appendix A for the "Urbandale English Language Learner Parent Interview Form."

The building English learners teacher(s) administer the complete Tennessee English Language

Placement Assessment (TELPA) to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of school, or two weeks of the student’s enrollment, if it is after the start of school. The TELPA is a placement test designed and based upon the full English Language Development Assessment (ELDA) battery of tests. It is designed to allow schools to place students, based on their acquisition of English language proficiency skills, into classrooms and services best suited for their current level of acquisition. The TELPA has four operational forms designed for differing levels of academic and developmental language. Thus, there is one test form for each of the following grade clusters: K-2, 3-5, 6-8 and 9-12. The TELPA results are stored in the students’ cumulative files.

Depending on the student’s age and grade level a variety of formal and informal assessment tools are used to determine a student’s literacy and math instructional levels. See tables below additional screening information, with links following.

<b>Level</b>	<b>Language Screening</b> (Administered when a language other than English is indicated on the Home Language Survey)	<b>Person Administering</b>
Elementary, Middle School, and High School	TELPA	EL teacher
<b>Level</b>	<b>Literacy Screening</b>	<b>Person Administering</b>
Elementary	Review of student records	Building Principal, Classroom teacher, and EL teacher
	FAST CBM and aReading	Classroom teacher, Reading teacher, or EL teacher
	Early Literacy Assessments	Classroom teacher, Reading teacher, or EL teacher
	Fountas and Pinnell Benchmarking	Classroom teacher, Reading teacher, or EL teacher
Middle School	Review of Student Records	Counselor/LL teacher
	FAST CBM and aReading	Classroom teacher, Reading teacher, or EL teacher
	District Quarterly Reading Assessment	Classroom teacher, Reading teacher, or EL teacher
High School	Review of Student Records	Counselor/EL teacher
	Burns and Roe Inventory	ELL teacher
	Incoming 9 <sup>th</sup> graders Read 180	Reading/Language Literature

	Reading Inventory	or EL teacher
	San Diego Quick Assessment of Reading Ability	EL Teacher
	CORE Reading Maze Comprehension Test	EL Teacher
	Reading Placement Assessments K-12 Placement Test	EL Teacher

Links to:

San Diego Quick Assessment of Reading Ability

<http://facstaff.bloomu.edu/dwalker/Documents/San%20Diego%20Quick%20Assessment.pdf>

CORE Reading Maze Comprehension Test

[http://notebook.lausd.net/pls/ptl/docs/PAGE/CA\\_LAUSD/FLDR\\_ORGANIZATIONS/FLDR\\_INSTRUCTIONAL\\_SVCS/INSTRUCTIONALSUPPORTSERVICES/LITERACY\\_LANGUAGE\\_ARTS\\_HOME/DISTRICT\\_READING\\_ELEMENTARY\\_RESOURCES/CORE%20MAZE%20TEST.PDF](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/INSTRUCTIONALSUPPORTSERVICES/LITERACY_LANGUAGE_ARTS_HOME/DISTRICT_READING_ELEMENTARY_RESOURCES/CORE%20MAZE%20TEST.PDF)

Reading Placement Assessments - K12-Placement Test

[https://eprcontent.k12.com/placement/placement/placement\\_langarts\\_2.html](https://eprcontent.k12.com/placement/placement/placement_langarts_2.html)

Level	Math Screening	Person Administering
Elementary	Review of Student Records	Building Principal/EL teacher
	Everyday Math beginning of the year assessment if student moved in during the 1 <sup>st</sup> semester. Everyday Math mid-year assessment if student moves in during 2 <sup>nd</sup> semester.	Classroom teacher/EL teacher
Middle School	Review of Student Records	Counselor/EL teacher
	District Math Assessment	EL teacher
High School	Review of Student Records	Counselor/EL teacher
	ELL Designed District Math Computation Assessment	EL teacher and UHS math teacher

### Placement and Program Design

English learners are placed at grade levels appropriate for their ages, unless there are extenuating circumstances, which will be considered on an individual basis. Best practice is that a student will be assigned to a classroom no more than two years different from his/her age peers (60.3(3)a). The classroom teacher and/or other EL teacher assess academic skills in relation to the student's grade or age level. Differentiation is practiced by all teachers during the school day to ensure that ELs learn grade-level content.

Based on the assessment results, an EL is matched with the appropriate English language service delivery model. This initial placement is flexible and may be changed based upon classroom and English Learner teacher observations. The EL teacher determines initial placement in conjunction with the building administrator and general education teacher. No placement is considered permanent. The student's progress is monitored and evaluated frequently, and appropriate program changes are made as needed.

### Parent Notification

Parent notification is a critical component of serving ELs. If a student's score indicates that he/she is eligible for the EL program, the EL teacher will complete the "Notification of Initial Placement in the English Language Development Program" and the "Determination of Student Eligibility" TransAct forms and send them home. If a student's score indicates that he/she is not eligible for the EL program, the EL teacher will only send home the "Determination of Student Eligibility" indicating that a LIEP is not recommended. Parent notification forms are to be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The UCSD will communicate the parent notification in an understandable and uniform format, to the extent practicable using both verbal and written translations.

The EL program is a voluntary program, and if at any point the parents refuse services or choose to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the parent. If the parent proceeds with waiving services, the parent must sign a TransAct "Waiver / Refusal of English as a Second Language / Bilingual Program". This signed form is kept in the student's cumulative folder. This waiver must be updated every year.

The EL teacher communicates with the general education teacher regarding a plan to provide support to ensure mastery of English and academic achievement for any EL who has waived services. This communication will include the student's current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction. All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency and meet state exit criteria.

## Description of LIEP

### LIEP (Language Instruction Education Program) Goals

The Urbandale Community School District collects and analyzes specific district-level data in order to measure the goals identified on page 3 of this Lau Plan. The 6 goals address the academic, linguistic, and cross-cultural needs of English Learners.

#### Academic:

- 54.8% of 3<sup>rd</sup>-11<sup>th</sup> grade UCSD EL students will be proficient or advanced in Reading as measured by the Iowa Assessments in the 2015-2016 school year.
- 60.6% of 3<sup>rd</sup>-11<sup>th</sup> grade students will be proficient or advanced in Math as measured by Iowa Assessments in the 2015-2016 school year.

#### Linguistic:

- 100% of EL students who took the Language Proficiency Assessment in 2016 and 2017 will show improvement in their language proficiency level.

#### Cross Cultural:

- 100% of EL students will have a parent participate fall and spring conferences.
- All buildings will engage in at least one parent engagement activity other than conferences.

### Description of LIEP Models

The Urbandale Community School District offers the following Language Instruction Educational Programs (LIEP).

<b>Program Design</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Sheltered Instruction		<b>X</b>	<b>X</b>
Newcomer Program	<b>X</b>	<b>X</b>	<b>X</b>
English as a Second Language (ESL)	<b>X</b>	<b>X</b>	<b>X</b>

#### Sheltered Instruction

An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

#### Newcomer Program

Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).



### English as a Second Language (ESL)

A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.

ESL may occur in the following ways:

**Co-teaching:** a service delivery model in which an EL teacher and a classroom teacher share responsibility for teaching some or all the students assigned to a classroom. Teachers share the responsibility for planning, instructing, and evaluating students.

**Pull-Out:** a service delivery model in which English learners are “pulled out” of regular, mainstream classrooms for specialized instruction in English.

**Push-In:** a service delivery model in which direct support is provided by an EL teacher that goes into the regular classroom to periodically support small groups or individual students in areas of need.

**Resource Assistance:** a service delivery model in which ELs receive additional time and instructional support from an EL teacher for their core academic courses. Examples of instructional support may include, but is not limited to re-teaching, tutoring, pre-teaching, providing access to academic content through read a-louds, providing access to technology, and/or small group/individual assistance.

**Tutor/Native Language Support:** this service emphasizes the development of academic language through content-based instruction and support for curricular course work in the students’ native language.

Based on the results of the screening and/or assessment determination is made as to the level of support the student needs in the EL program. Students who are shown to be in preproduction, early-production, speech emergence, intermediate or advanced fluency in English skills are placed into appropriate levels of programming and provided supports to assist in their continued acquisition of English and access to the district core curriculum. See “Urbandale English Language Learner Service Descriptors” (Appendix B) for additional information.

Parents will be notified annually of their student’s continuing eligibility and level of services. The EL teacher will complete the “Notification of Continuing Placement in the English Language Development Program” TransAct form. Parent notification forms are to be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The UCSD will communicate the parent notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. A copy of

this form is kept in the individual student's EL classroom file.

As described in the Placement section, the EL program is a voluntary program. If at any point the parents refuse services or choose to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the parent. If the parent proceeds with waiving services, the parent must sign a TransAct "Waiver / Refusal of English as a Second Language / Bilingual Program". This signed form is kept in the student's cumulative folder.

The EL teacher communicates with the general education teacher regarding a plan to provide support to ensure mastery of English and academic achievement for any EL who has waived services. This communication will include the student's current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction. All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency and meet state exit criteria.

## **Staffing**

In order to ensure the best educational opportunities for ELs in the Urbandale Community School District, the district has appointed the Coordinator of Student Services, along with the building principals to be responsible for the Language Instruction Educational Program. The Coordinator of Student Services is in charge of the oversight of the LIEP. Currently, the Coordinator is Dr. Keri Schlueter. The district employs highly qualified classroom and EL teachers as licensed by the Iowa Department of Education. EL teachers hold an ESL endorsement and classroom teachers are licensed in the content area for which they are teaching. Bilingual associates fluent in English as well as Bosnian, Spanish, Nuer, Arabic and Dinka are also hired by the district. For other languages the district hires services on an as needed basis.

### EL Teacher Responsibilities

- Assess ELs to determine the eligibility, placement, on-going services and/or exit from the program.
- Monitor ELs for two years after their exit date.
- Provide formal language instruction (speaking, listening, reading, and writing).
- Promote pride in English language learners' cultural and linguistic backgrounds.
- Support ELs' academic learning in content areas.
- Collaborate and coordinate instruction and student needs with building administrators, counselors and mainstream teachers.
- Maintain a student roster and send information to the Coordinator of Student Services.

- Assist in determining if an EL is entitled to other programs and/or services within the school (i.e. Extended Learning Program, Special Education, Title 1, At-Risk).
- Involve the ELs' families and the community in the educational process.
- Provide administrators, classroom teachers and EL associates professional development in the area of English language learning through one-on-one information updates, co-teaching, emails, and building and district level professional development opportunities.

#### English Language Learner Bilingual Associate Responsibilities

- Provide language interpretation and translation.
- Assist in involving the ELs' families and the community in the educational process.
- Act as a liaison between home and school.
- Assist school personnel to understand cultural/behavioral issues.
- Collaborate with the other staff to ensure the academic success of ELs.
- Assist in providing formal language instruction (speaking, listening, reading, writing, and comprehension).
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in providing support for ELs' academic learning in content areas.
- Participate in professional development as it pertains to ELs.

#### Classroom Teacher's Responsibilities

- Educate ELs to the same rigorous standards as all students in the district.
- Provide ELs with appropriate accommodations.
- Collaborate with EL teacher for delivery of services through professional learning communities (PLCs), joint planning, reverse collaboration, literacy meetings, and/or common planning.
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in determining if an EL is entitled to services within the school (i.e. LIEP exit or re-entry, Extended Learning Program, Special Education, Title 1 or At-Risk).
- Involve the ELs' families and the community in the educational process.
- Participate in professional development as it pertains to ELs.

The district will develop, implement, and review on an annual basis, a staffing plan designed to effectively carry out the district's EL program. The plan will consider:

- The number of students anticipated to be eligible for EL program in the upcoming year, and estimated enrollment thereafter.
- The student-to-teacher ratio for LIEP, taking into consideration the expected levels of services needed, in accordance with accepted educational practice.

#### Recommended LIEP teacher-to-student ratios:

High School, 1 teacher; up to 70 student contact points

Middle School, 1 teacher; up to 60 student contact points

Elementary School, 1 teacher; up to 50 student contact point.

Contact points will be determined using the following formula:

Pre-Production, Early Production or Beginning Fluency = 2 contact points

Intermediate Fluency = 1 contact point

Advanced Fluency = 1 or .5 contact point

Waiver = 0 contact point

Exited = 0 contact point

**For every period/class an ELL teacher co-teaches, an additional 5 contact points are added to the teacher's total contact points.**

Recommended ELL program bilingual associate to student ratios:

District wide, 1 Associate; up to 70 students

## **Access to the Iowa Core and English Language Proficiency Standards**

The program for English Learners in the Urbandale Community School District is an avenue of access to the Iowa Core Curriculum. EL students are required to meet the same rigorous standards and benchmarks as Urbandale Community School District students. Therefore, there is not a separate EL curriculum in the Urbandale Community School District; however, there are specialized materials and strategies that will assist ELs in meeting Iowa Core Standards. Current theory in the teaching and learning of English as an additional language stresses the need for students to learn content and language at the same time. This will enable them to maximize their opportunity to be successful in all-English classrooms with their English-speaking peers.

To ensure that ELs have access to the Iowa Core Curriculum, all ELs spend significant time in the general education classroom. EL teachers and content area teachers collaborate the planning of instruction through PLCs, meetings during planning time or before/after student hours, and via email. The frequency of collaboration varies depending on the purpose, the level of student language acquisition, and the number of years the two teachers have planned together. Two teachers co-teaching may plan together daily, while two teachers who just need to tweak or adjust a unit they've used before may only need to meet at the start or midway through the unit. Additionally, the Urbandale Community School District provides professional development to both EL and classroom/content teachers centered around content instruction and cultural awareness. For examples of instructional and assessment strategies see Appendix C "Instructional and Assessment Strategies of English Language Learners".

In addition to modifying the core curricular materials for instruction, teachers also have access to

some supplemental materials. Examples of these materials:

*Access American History*, Houghton Mifflin Harcourt

*Access Newcomers Program*, Houghton Mifflin Harcourt

*Access Science*, Houghton Mifflin Harcourt

Archer, Anita. *Rewards Program, Secondary*. Voyager Sopris Learning, 2014

Ebbers, Susan. *Vocabulary Through Morphemes, Suffixes, Prefixes, and Roots for Intermediate Grades*. Voyager Sopris Learning, 2011.

Lively, Teresa, August, Diane, Carlo, Maria, and Snow, Catherine. *Vocabulary Improvement Program for English Language Learners and Their Classmates*. Paul H. Brookes Publishing Co., 2003.

*Program Level 11*. Voyager Sopris Learning, 2005.

Imagine Learning software program

Marchand-Martella, Nancy and Nelson, J. Ron. *The Multiple Meaning Vocabulary*

Reading A-Z online program

*Science English Explorers and Differentiated Instruction Science Theme Sets*, Benchmark Education Company, middle level

*Wonders for English Learners / WonderWorks*; McGraw Hill

Additionally, teachers create materials that will support the learning of their students.

Core materials are reviewed during a regular curriculum cycle. As materials are being selected, they are evaluated for use with English learners. Additional support materials that come with programs or books are purchased to support English learners with the core. For instance, our new elementary reading program offered EL readers, which we purchased. Combined with the other leveled readers, these readers give the teachers many opportunities to provide all students with the appropriate level of reading material, while engaging everyone in the rich concepts of the text.

Supplemental materials are chosen based on an identified need of individual learners. Using pretest or baseline data, materials are selected or created to address gaps students have. Materials can change year to year. As students progress, they need more complex or mature materials. Materials that have been accumulated may be used for newer students if they match their needs. Other supplemental materials may be selected to enhance the core materials, making them more understandable.

During the 2015-16 school year, the EL teachers received training on the English Language Proficiency (ELP) Standards. They completed the first three modules. Modules 4-6 will be completed during the 2016-17 school year. Professional development for other district personnel (administrators, core teachers, bilingual associates) take place at the August 2016 back to school pre-service days, as well as periodically throughout the year based on Modules 1-3. The ELP standards can be referenced on the ELPA21 website.

[http://www.elpa21.org/sites/default/files/Final%204\\_30%20ELPA21%20Standards\\_1.pdf](http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf)

## **Access to Co-curricular and Extracurricular Programs**

### Identification of English Learners Who Are Gifted

Urbandale Community School District has created an identification plan for the Extended Learning Program (ELP) that considers multiple sources of information including student test data, student work samples, student work habits, student inventories, teacher inventories, parent inventories, peer interactions, the CoGat, and Kingore Observation Inventory. The information collected for each child is examined by the District ELP Identification Committee. This committee is comprised of representatives from the elementary schools, middle school and high school, including a special education teacher, EL teacher, guidance counselor and administrator. The District ELP identification committee is able to use any information gathered on each student to determine if a student needs to have a Personal Education Plan for Talented and Gifted services developed.

Students are eligible for identification at any point during their 3-12 educational career in Urbandale. The committee meets two times a year to look at recommendations (Oct. and May). The identification process can be initiated by any teacher or administrator in the district, a parent/guardian, or the student themselves by contacting the building ELP teacher. Completed assessments are kept in the student's cumulative folder.

Additional data to consider when evaluating an EL student: IELDA/ ELPA21, TELPA, prior academic performance in another language, ability to speak multiple languages, rapid acquisition of a second language, high ability shown in mathematics, mature sense of diverse cultures and languages, code switches easily (can think in both languages), demonstrates an advanced awareness of American expressions, translates at an advanced level, and navigates appropriate behaviors successfully within both cultures.

When a student exhibits a need for ELP services the committee also provides the building ELP teacher with recommendations for services. The ELP teacher may collaborate with the EL teacher or student's general education teacher to determine appropriate instruction.

### Identification of English Learners Who Are Entitled to Special Education Services

Limited English proficiency is not a disability. ELs should not be placed in a special education program unless exceptionality is well documented (including assessment of a student's native language skills). To assist in determining the appropriateness of a referral to special education, the district's established supplemental and targeted interventions will be followed, independent of the EL identification. The process documents approaches utilized to provide positive supports for a student's learning.

Eligibility teams will follow the Iowa Eligibility Criteria and process, which includes examining

relevant information through the Review, Interview, Observation and Test (RIOT) method to rule out whether a child's performance difficulties are primarily the result of a lack of English language skills. Completed assessments are kept in the student's cumulative folder.

When the family's primary language is not English, every attempt will be made to secure a trained interpreter who is proficient in the family's language to explain the process and conduct interviews with the family. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual's primary language. During the eligibility decision-making process, the evaluation team must rule out language and acculturation as the primary reason for performance deficits. An assessment of the individual's English language proficiency is needed in order to develop appropriate interventions or evaluate the individual's response to interventions and to make eligibility decisions. An EL teacher will be a member of the team to help differentiate between language acquisition and disability characteristics.

#### Identification / Participation in Other District Programs

The process for identifying and serving ELs in other district programming occur through our PLCs and building data analysis process. Lack of proficiency with the English language does not prevent a student from accessing other district support, such as at-risk programming or supplemental reading instruction. Likewise, our advanced placement courses are open to all students.

The focus of Urbandale Activities has been to meet the mission of the District: Teaching All – Reaching All. Through activities, students are provided with different educational opportunities than in the classroom and these activities are open to all students. The Urbandale Activities Program consists of athletic and performing arts programs for students in grades 7-12. Students are first exposed to these programs through visits to elementary schools and youth camps and clinics, open to all students. These programs are expanded in 7th grade and are open to any student. Students are made aware of these programs through music and physical education programs at the middle school and through announcements both in school and online. Coaches, teachers, staff, and administrators at all levels encourage students to become involved and work directly with the Activities Department to ensure the individual needs of each student are met to ensure that they can participate.

#### Identification of ELs Attending Private Schools

The UCSD will provide English language services to English learners attending Des Moines Christian School. The following procedures have been collaboratively developed through a meaningful conversation by the Urbandale Community School District (UCSD) and Des Moines Christian School to ensure timely and equitable EL services to EL students attending private schools located within the UCSD attendance boundaries.

1. Identifying ELs - All families enrolling children in private schools will complete a Home Language Survey. If a response on the Home Language Survey indicates a language other than English in the student's background, the private school will make the initial contact with the student's parent and explain the process of EL identification, placement, services and yearly assessment. Once that has been done, the private school will contact the UCSD Coordinator of Student Services to begin the process of identification and placement.
  - a. The UCSD Coordinator of Student Services will contact the appropriate UCSD building principal and EL teacher(s).
  - b. The UCSD building principal or EL teacher will make contact with the private school to make arrangements to facilitate the identification process in the same manner as EL students enrolled in the UCSD. Note - the UCSD will go to the private school to complete the steps necessary to determine if the student is eligible for EL services.
2. Services - If the student qualifies for EL services the UCSD and the private school will collaborate to provide comparable services provided to UCSD EL students as described in the UCSD Lau Plan. These services will be provided at the student's public neighborhood school building within the UCSD boundaries. Transportation will be provided by the UCSD in the same manner as provided for private school students receiving special education services at UCSD. The UCSD building principal will make the transportation arrangements.
  - a. The private school will assist the parents of the identified EL student(s) to complete the UCSD register paperwork. The registration paperwork will be sent to the UCSD Coordinator of Student Services.
  - b. The UCSD's Student Data Manager will input the EL student data in Power School as a shared student so that EL services can be provided.
  - c. EL teachers will send a New Student Information form, Appendix I, to the Coordinator of Student Services Administrative Assistant as stated in the UCSD Lau Plan.
3. Yearly English Language Development Assessments - The UCSD EL teacher(s) will consult with the private schools to assess and share the results according to the UCSD Lau Plan and collaboratively with the private school to meet the needs of the EL student(s).
4. Waived Students – If a parent requests to waive EL services, the UCSD EL teacher and the private school will meet with the parent to discuss the pros and cons of waiving EL services. At this meeting or anytime after, if the parent wants to waive EL services the UCSD EL teacher will complete the TransAct “Waiver / Refusal of English as a Second Language / Bilingual Program” following the procedures as written in the UCSD EL Lau Plan.
  - a. The Iowa Department of Education considers a student waiving EL services to be an EL student until the student meets the state EL exit criteria and has been exited from the UCSD EL program. Therefore, a waived student needs to be registered as



- a “shared” EL student with the UCSD and will continue to be administered the yearly ELPA21 until the student exits the UCSD EL program.
- b. The private school will be responsible for notifying the UCSD’s Coordinator of Student Services of all EL students (both those being served and waived students) enrollment statuses and also for administering to the EL students waiving services the yearly ELPA21. The UCSD will be responsible to notify the private school of the Iowa Department of Education’s required ELPA21 training for test administration. The UCSD will also be responsible for ordering the private school ELPA21 assessment materials when they place the order for their students.

St. Pius X School will serve their own ELs. However, the St. Pius X EL teacher(s) will be invited to UCSD EL trainings and will be included in emails regarding policies and regulations. Additionally, UCSD will supply TELPA materials to St. Pius X for the 2016-17 school year. This arrangement was collaboratively developed through a meaningful conversation by the Urbandale Community School District (UCSD), and the St. Pius X School to ensure timely and equitable EL services to EL students attending private schools located within the UCSD attendance boundaries.

## **Professional Development**

In keeping with the Iowa Professional Development Model, English Learner specific professional development will be conducted by the EL teachers twice during the school year for all teachers and administrators at the secondary buildings. At the elementary and middle levels, ongoing professional development will be imbedded in the PLC and data analysis process. The professional development will concentrate on the areas of instructional techniques, modifications for ELs and cultural awareness as determined by the current needs of the building. The Coordinator of Student Services will maintain a record of professional development activities.

As part of the district’s new teacher mentoring program, teachers new to the profession will participate in an additional professional development specific to English learners. Instructional Coaches will also receive additional professional development specific to their roles in assisting and modeling for teachers.

During the 2016-17 school year, the EL teachers will receive training on the English Language Proficiency (ELP) Standards by completing Modules 4-6. Professional development for other district personnel (administrators, core teachers, bilingual associates) take place at the August 2016 back to school pre-service days, as well as periodically throughout the year based on Modules 1-3.

English learner teachers, as well as classroom teachers and administrators, are encouraged to

participate in EL specific professional development offered through Title III funds. Examples of these professional development opportunities include, but are not limited to:

- The annual Iowa Culture and Language Conference
- Our Kids Summer Institute
- Workshops offered through Heartland Area Education Agency

## **English Language Development Assessment**

EL teachers annually complete the online training provided by the Iowa Department of Education for both the Tennessee English Language Placement Assessment (TELPA) and the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) prior to administering these assessments to students. EL teachers submit their certificate of completion to the Coordinator of Student Services annually.

ELPA21 is administered every year during the designated testing window. ELPA21 is administered to every student who has been identified as an English learner (including those students whose parents have waived services). Upon receiving the results of the ELPA21, the EL teachers will participate in training to interpret ELPA21 results. These results will be used to guide instruction and programming.

The results of ELPA21 are shared with:

- Students - The EL teachers discuss individual ELPA21 results with the students.
- Parents - The school district sends home individual ELPA21 results.
- Classroom/content area teachers - The EL teachers discuss individual ELPA21 results with teachers. Based on these results, the EL teachers make recommendations regarding student placement, accommodations, and instructional strategies that would benefit the learner.
- School Board - The Coordinator of Student Services presents a yearly update. This update includes ELPA21 results along with staffing recommendations.
- Community - Results are posted on the district website.

## **Assessment and Grading**

The Urbandale Community School District recognizes that assessing the academic growth of English learners can be challenging. An English learner may have grasped the content or concept of a lesson, but may be unable to articulate this comprehension using the English language and/or conventional testing methods. Therefore, teachers must design assessments that focus on content understanding, and not on the English learner's ability to use the English language. To

accomplish this goal, teachers may design alternative forms of assessment that allow the student to demonstrate his/her knowledge in a manner that deemphasizes the role of English language use. Teachers must differentiate assessments according to the language proficiency level of the student. For example, with content area questions, a teacher would not deduct or penalize an English learner for lack of mastery of written conventions. An English learner could also be allowed to demonstrate knowledge by using pictures, by making use of translators and/or English Language teachers to provide language assistance, or use his/her native language to respond to test questions. Additional assessment strategies are found in Appendix C “Instructional and Assessment Strategies of English Language Learners”.

In accordance with *Every Student Succeeds Act (ESSA)* legislation, teachers need to hold English learners to the same rigorous standards as all students in the district, instead of “watering down” the curriculum. Compliance with this mandate requires teachers to modify the way instruction is delivered and to adapt reading materials they use in order to make the content accessible to English learners.

In keeping with the *ESSA* legislation, English learners participate in district wide assessments for the same reasons as do all other Urbandale Community School District students: to obtain achievement information for making instructional decisions, and to monitor students’ year-to-year progress in each of several curricular areas. However, *ESSA* provides for some flexibility for the participation of English language learners in state assessments. Students who have attended U.S. schools for 12 months or less can be exempted from the reading/language arts portions of the Iowa Assessments, all other ELs are required to complete the Iowa Assessments. English language learners may also qualify for certain accommodations on other tests, depending on their levels of English proficiency and on the specific content that is being assessed by a particular test. The intent of the accommodations is to minimize the effect of an EL student’s limited English language proficiency on the student’s test results. See Appendix D for “Iowa Guidelines for K-12 ELL Participation in District Wide Assessments”.

Accommodations used on standardized and district-wide assessments should be the same ones that are used for the English language learner’s day-to-day instruction and classroom assessments.

### **LIEP Exit Criteria**

ELs achieving proficiency in English speaking, listening, reading and writing at a level commensurate with their grade and/or age peers are transitioned into the mainstream classroom and exited from LIEP (60.3(3)b4).

The overall objective of the EL program is for students to be able to take challenging content-level academic courses and be as successful as English-speaking students. When students are able

to be successful without any EL support at all and have met the state exit criteria, they are exited from the EL program. Specific exit criteria are:

- Score of English proficient on the ELPA21
- Scores proficient on district-wide and state-wide assessments in reading and math
- Meets both of the above criteria in the same school year

Exit Data

Grade	Primary Reading	Additional Reading	Primary Math	Additional Math
K-2	FAST	Benchmarking	Unit Math Assessments	Classroom Assessments
3-11	IA Assessment	District Assessments	IA Assessment	District Assessments
12	Compass	ACT	Compass	ACT

Appendix E is used in this process. The completed Appendix E is sent to the Student Services Administrative Assistant, who then changes the student’s code to exited.

When students are exited from the EL program, the EL teacher completes a TransACT “English Language Development Program Exit Letter”. The letter is sent home to parents and a copy is placed into the student’s cumulative folder.

**Monitoring Procedures**

After students are exited from the EL program, they are monitored for two years to verify sustained academic progress. Data will be collected on elementary students every trimester. Data for grade 1-2 students include FAST scores, classroom and EOY math assessments, and daily work. Data for grade 3-5 students include FAST scores, classroom and EOY assessments, daily work, and IA Assessment scores. Data for secondary students is collected every semester. Data for grades 6-8 include literacy and math grades and IA Assessment scores. Data for 9-12 grades include core class grades and IA Assessment scores.

Each monitored student is assigned to an EL teacher who monitors and records his/her academic progress on the district monitoring spreadsheet. The Coordinator of Student Services, Dr. Keri Schlueter, is responsible for assuring that the monitoring is taking place. She also assures that the monitoring date and decision are recorded in the student management system, along with the individual teacher’s Iowa Department of Education folder number that monitored the student.

Although there are formal checkpoints for data collection, concern about a student’s progress can be brought to the building problem solving team at any time. (i.e. building assistance team (BAT), the student assistance team (SAT), student study team (SST)). The building team reviews the

student's data and makes a remediation plan to address the concern. If the plan does not prove to be effective, the team must determine whether to adjust the plan or must determine if the issue is a language barrier, which results in re-entry into the EL program. Appendix I, "2016-17 Monitoring Problem Solving Guide" is used in this process.

An EL teacher and the student's parent must be included as part of the problem solving team making a decision regarding re-entry. If a re-entry occurs, a note should be added to the exit letter in the cum folder stating that the student has re-entered, along with the date of the re-entry and a parent signature.

## **Program Evaluation**

On-going evaluation of the English Language Learner program is essential, providing valuable information for decision making, which will lead to improved instructional services to our English Language Learners. Through the use of quality tools, the district's EL staff will follow the Quality Continual Improvement (QCI) model to evaluate and improve the EL services. Data will be shared yearly with students, parents, teachers, community members, administrators and the UCSD school board.

The following data will be collected, analyzed, and shared as part of the annual Plan, Do Study, Act (PDSA) cycle:

- Student enrollment
- Percentage of ELs parents attending Parent/Teacher Conferences
- Number of translated documents
- EL dropout rates
- AMAO
  - Progress in English Language Acquisition
  - Attaining or reaching English proficiency
  - Making adequate yearly progress on Iowa Assessment

AMAOs are targets that have been established by the state in compliance with federal mandates to measure the effectiveness of language instruction educational programs.

The results of language and achievement testing will be reviewed by the district administrators and EL teachers, and then presented to district's staff at each building. This data is used with staff at each building to help make instructional changes in both the Core Classes and in the Language Instruction Education Program, which will increase the likelihood that students' achievement will improve. If the Urbandale Community School District students fail to make progress in meeting the state's target for AMAO, the district will:

- Year 1 - Work with the Heartland Area Education Agency (AEA) to notify parents of ELLs about the school's failure within 30 days of the district's notification by sending home a letter.
- Year 2 - Work with the Heartland AEA to notify parents, write and implement a Corrective Action Plan (CAP).
- Year 3 - Work with the Heartland AEA to notify parents, review, revisit, and update CAP.
- Year 4 - Work with the Heartland AEA to notify parents, write and implement CAP with the support/involvement of the Department of Education.



## Urbandale English Language Learner Parent Interview Form

Date \_\_\_\_\_

Person Contacted \_\_\_\_\_

Relationship to the Child \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_

Guardian's Native Language \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_

Guardian's Native Language \_\_\_\_\_

Country of Origin \_\_\_\_\_

Student's Name \_\_\_\_\_

Grade \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Has your child been in contact with a language other than English?  yes  no

Please explain. \_\_\_\_\_

1. Do the adults in the home feel comfortable speaking American English?  yes  no
2. Do the adults in the home or daycare speak to the child in their native language?  yes  no
3. When the adults speak to the child in the native language does the child respond in that language?  
 yes  no
4. When the adults speak to the child in English does the child respond in English?  yes  no
5. Do the adults speak to each other in the native language when the children are present?  
 yes  no
6. Does your child use their native language when playing with others?  yes  no
7. How long has your child spoken English? \_\_\_\_\_ (number of years)
8. What level of education do you have and where was it completed? \_\_\_\_\_
9. What is your current occupation? \_\_\_\_\_ Prior to coming to the U.S. what was your occupation?  
\_\_\_\_\_
10. High school only: Does your child currently work?  yes  no  
Where? \_\_\_\_\_ How many hours? \_\_\_\_\_

Form completed by: \_\_\_\_\_



## Urbandale English Language Learner Service Descriptors

APPENDIX B

		<b>Student ESL Status In Program (PS-1)</b>		<b>Student ESL Status Exited (PS-4)</b>		<b>Student ESL Status Waived (PS-2)</b>	
<b>English Language Proficiency Level</b>	Beginning English Speaker English Language Assessment	Intermediate English Speaker English Language Assessment	Advanced English Speaker English Language Assessment	English Language Assessment	Beginning to Advanced English Speaker English Language Assessment		
	<ul style="list-style-type: none"> <li>• TELPA</li> <li>○ Proficiency Level 1</li> <li>○ Iowa – ELPa21</li> <li>○ Proficiency Levels 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• TELPA</li> <li>○ Proficiency Levels 1-2</li> <li>○ Iowa – ELPa21</li> <li>○ Proficiency Levels 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• TELPA</li> <li>○ Proficiency Level 2</li> <li>○ Iowa – ELPa21</li> <li>○ Proficiency Levels 5 &amp; 6</li> </ul>	<ul style="list-style-type: none"> <li>• Iowa – ELPa21</li> <li>○ Proficiency Level 6</li> </ul>	<ul style="list-style-type: none"> <li>• TELPA</li> <li>○ Proficiency Levels 1-2</li> <li>○ Iowa – ELPa21</li> <li>○ Proficiency Levels 1-6</li> </ul>		
	<b>Instructional Services</b>	May receive /participate in: <ul style="list-style-type: none"> <li>• Newcomer Program</li> <li>• Sheltered Instruction English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support)</li> <li>• Differentiated General Education Instruction</li> </ul>	May receive /participate in: <ul style="list-style-type: none"> <li>• Sheltered Instruction English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support)</li> <li>• Differentiated General Education Instruction</li> </ul>	May receive /participate in: <ul style="list-style-type: none"> <li>• English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support)</li> <li>• Differentiated General Education Instruction</li> </ul>	No need for IIEP. <ul style="list-style-type: none"> <li>• State exit criteria has been met</li> <li>• Student is no longer classified as an English Learner</li> <li>• Student does not take the ELPa21</li> </ul>	May receive /participate in: <ul style="list-style-type: none"> <li>• Differentiated General Education Instruction</li> </ul> <p>NOTE: At this stage there is flexibility for entry into IIEP at anytime.</p>	
	<b>General Achievement Level</b>	Performance in content areas is below grade level.	Performance in content areas may range in levels.	Performance in content areas may be near or at grade level.	Performance in content areas is at grade level.	Performance in content areas may range in levels.	
<b>Accommodations</b>	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district – wide assessments WITH/OUT accommodations except as required by IEP or 504.	Participation in district –wide assessments WITH/OUT accommodations except as required by IEP or 504.		
<b>Contact Points</b>	2	1	.5 - 1	0	0		
<b>Time Allotment Guidelines</b>	Elementary <ul style="list-style-type: none"> <li>• IIEP, 6+ times per 6 day cycle</li> </ul> Secondary <ul style="list-style-type: none"> <li>• IIEP 2 - 3 times daily</li> </ul>	Elementary <ul style="list-style-type: none"> <li>• IIEP, 3-6 times per 6 day cycle</li> </ul> Secondary <ul style="list-style-type: none"> <li>• IIEP 1-2 times daily</li> </ul>	Elementary <ul style="list-style-type: none"> <li>• IIEP, 1-3 times per 6 day cycle</li> </ul> Secondary <ul style="list-style-type: none"> <li>• IIEP 1 times daily – every other day</li> </ul>	Students are monitored for 2 years. Re-entry is possible during the 2 year period if academic success is not maintained due to a language barrier.	None		





## English Learner – New Student Information

Should be completed for a student who was

- a) TELPA'd by UCSD
- b) new to UCSD and already identified
- c) new to UCSD and exited between 5/2015 - present (monitored)

(This form is to be sent to the Coordinator of Student Services)

Form Completed by \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Building \_\_\_\_\_

---

LEP Status: \_\_\_\_\_

LEP ID Method: \_\_\_\_\_

LEP Assessment: \_\_\_\_\_ If other, describe: \_\_\_\_\_

LEP Program: \_\_\_\_\_

English Proficiency Level at time of Original Placement: \_\_\_\_\_

English Proficiency Level now: \_\_\_\_\_

EL Original Placement Date: \_\_\_\_\_

Staffing Contact Points: \_\_\_\_\_

---

Birth Country: \_\_\_\_\_

Date 1<sup>st</sup> Attended U.S. School: \_\_\_\_\_

Translator/Interpreter needed: \_\_\_\_\_

Home Language Survey Questions:

7. First Language: \_\_\_\_\_

8. Current Language Spoken in Home: \_\_\_\_\_

9. Language Spoken by Father: \_\_\_\_\_

10. Language Spoken by Mother: \_\_\_\_\_

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English Language Assessment \_\_\_\_\_ Date \_\_\_\_\_

Reading \_\_\_\_\_ Writing \_\_\_\_\_ Listening \_\_\_\_\_

Speaking \_\_\_\_\_ Composite Score \_\_\_\_\_ Placement Level \_\_\_\_\_



## Instructional and Assessment Strategies of English Language Learners

**Open/Close Sort** - Student pairs are given words/phrases on individual strips of paper and asked to sort the words/phrases into appropriate categories. Categories can be provided by the teacher or generated by the student pairs. Students must explain the reasoning behind their sort.

**Numbered Heads Together** - Groups of four or more students are assigned a task and each student is given a number for this cooperative learning strategy. The teacher poses a question and calls a specific number to respond and student assigned to that number becomes the spokesperson for the group. All members are responsible for the material because the group does not know who will be asked to respond.

**CLOZE** - Students are given a paragraph with words omitted and required to fill in the gaps in order to make the passage make sense. The omitted words can be key vocabulary or removed at random.

**Word Bank** - A list of answers is given along with the questions. This is a helpful tool for students during assessment and daily work allowing students to work more independently, not worry about spelling, and use process of elimination.

**Manipulatives/Hands-on Materials** - Materials that students can hold, move, feel, put together, and take apart. This gives students a better understanding of the concepts being taught.

**Games/Kinesthetic Activities** - Giving students a chance to move around in the classroom can lead to a better understanding of the material presented. Limited and non-English speakers can follow the lead of the teacher and their peers and by participating, feel more like a part of the class.

**Realia** - Objects from real life that are used in a classroom environment can aid understanding. Objects include coins, art, tools, textiles, etc.

**Sentence Prompts/Paragraph Frame** - Write out one prompt for students to write about for a journal entry. If you are writing a paper in class it can be outlined with the first and last sentences and beginnings or ideas for other sentences already added. This allows students to know what is expected and work more independently.

**Round Robin/Roundtable** - This strategy can be used in a variety of ways. Roundtable brainstorming, reading, and writing are all easy ways to involve all students in a small group. Participation is required of all students, but help may be given by any student in the group or by the teacher.

**Bruner's Concept Attainment** - This strategy is a structured inquiry/indirect instructional method that involves students searching for and identifying attributes that can be used to distinguish examples of a given group or category from non-examples. Using this method, students learn to classify a set of objects or events into categories. Instead of just telling students



the answers, this method is used by teachers to allow students to figure out answers themselves, become more independent and analytical thinkers, and make connections between what they know and what they will be learning.

**Think-Pair-Share** - A learning strategy that is designed to enable students to formulate individual ideas, share these ideas with another student, and encourage classroom participation. In think-pair-share, the teacher poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. The think-pair-share structure gives all students the opportunity to discuss their ideas and construct their knowledge in these discussions. After several minutes, the instructor solicits student comments or takes a classroom "vote." The think-pair-share structure also enhances the student's oral communication skills.

**Inside Outside Circle** - This is a great kinesthetic activity that lasts about 10-15 minutes and involves all students in the processing or reviewing of new material. Students form two concentric circles containing the same number of students. Students in the inside circle face a partner standing in the outside circle. Students in the inside circle share something with their partner. Then students reverse roles and the students in the outside circle share with their partner. The inside circle rotates, students face their new partner and repeat this pattern until everyone has a firm grasp of the material.

**Learning Log/Journal** - Students can reflect on their learning by writing a reflective journal or a learning log. Reflecting on their learning and work helps them improve their understanding, reflect on what they have learned, and what they are trying to achieve. It encourages students to think about topics covered in class, take a position on issues, and think critically.

**Graphic Organizer (web, matrix, fishbone, flowchart, Venn diagram)** - Organizers are instructional tools used to illustrate written or oral statements, organize ideas, and examine relationships. Graphic organizers are helpful to average and struggling learners by helping learners arrange material in their minds.

**Symbols to Reduce Language Load** - A way of presenting information to help students acquiring English to learn successfully in content areas where symbols make language more accessible and comprehensible to them.

**Jigsaw** - A cooperative learning strategy that develops teamwork and cooperative learning skills of all students. In addition, it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. In its simplest form, the jigsaw strategy looks like this:

- Each student receives a portion of the materials to be introduced;
- Students leave their "home" groups and meet in "expert" groups;
- "Expert" groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group;
- The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group.



## **Word Wall -**

### ***Steps to Creating a Word Wall***

Identify the key vocabulary words that students need to know for a specific topic or reading assignment. Print the words in large block letters on cards for posting on a prominent (always visible) wall or bulletin board. Post the word cards as the terms are confronted in classroom discussion or reading. Regularly review the terms on the Word Wall.

### ***Assessment related to Word Wall***

Teachers assess both the process and products of learning during regular instructional times. Classroom assessments are authentic, multidimensional, collaborative, and ongoing. You might consider the following when assessing student use of the word wall in your classroom: word wall reading, portfolios of words, assessment rubrics, spelling, anecdotal records, and observations.

**Anticipation Guide** - When using prediction skills this strategy gets new or weak readers to first use predictions from book covers, book flaps, style, voice, and excerpts in order to help them anticipate the “big ideas” that will be revealed.

**Guess-the-Fib** - Teams use this cooperative structure to try and trick each other with true and false statements about what they are learning. They share with other teams and explain and correct false statements. (These should be in the form of positive statements.)

**Vocabulary Organizers** - Any method used to organize a student’s vocabulary work that promotes an in-depth understanding of a word: multiple meanings, word families, synonyms, antonyms, prefixes, suffixes, or roots.

**KWL** - A three-column chart that helps capture the before, during, and after components of reading a text selection.

**K** stands for **Know**: This is the prior knowledge activation question.

**W** stands for **Will** or **Want**: What do I think I will learn about this topic? What do I want to know about this topic?

**L** stands for **Learned**: What have I learned about this topic?

**Rubric/Checklist** - During instruction, students create and/or are given rubrics or checklists that clearly specify student behaviors sought through performance assessments. Students record their own progress for each standard they are learning: does not meet, meets, or exceeds. Students have copies of the standards they are learning and are informed about what they need to do to be able to meet and exceed standards.

**Self-Assessment/Peer Assessment** - Rubrics and checklists are used for *self/peer/and teacher assessment*. Often a common rubric can be used for tasks that reflect differentiation.

**Physical Demonstration** - To express academic concepts without speech, students can point or use other gestures. They can also be asked to perform hands-on tasks or to act out vocabulary, concepts, or events. As a comprehension check in a unit on Native Americans, for example, teachers can ask students to respond with thumbs up, thumbs down, or other nonverbal signs to true or false statements or to indicate whether the teacher has grouped illustrations (of homes, food, environment, clothing, etc.) under the correct tribe name. The teacher can use a checklist to record student responses over time.



**Pictorial Products** - To elicit content knowledge without requiring students to speak or write, teachers can ask students to produce and manipulate drawings, dioramas, models, graphs, and charts. When studying Colonial America, for example, teachers can give students a map of the colonies and labels with the names of the colonies. Students can then attempt to place the labels in the appropriate locations. This labeling activity can be used across the curriculum with diagrams, webs, and illustrations.

To culminate a unit on butterflies, teachers can ask beginning ESL students to illustrate, rather than explain, the life cycle of butterflies. Students can point to different parts of a butterfly on their own drawing or on a diagram as an assessment of vocabulary retention. Pictorial journals can be kept during the unit to record observations of the butterflies in the classroom or to illustrate comprehension of classroom material about types of butterflies, their habitats, and their characteristics.

**Modified traditional assessment:**

- bilingual dictionary allowed
- extended time
- flexible setting
- labeling & fill-ins
- modified length
- modified number of question
- open-note, open-book
- reduction of non-essential text
- word banks

**Portfolios** - used to collect samples of student work over time to track student development. The following types of materials can be included in a portfolio:

- audio and videotaped recordings of readings or oral presentations;
- writing samples such as dialogue journal entries, book reports, writing assignments (drafts or final copies), reading log entries, or other writing projects;
- art work such as pictures or drawings, and graphs and charts;
- conference or interview notes and anecdotal records;
- checklists (by teacher, peers, or student);s
- tests and quizzes.

## Iowa Guidelines for K-12 ELL Participation in District Wide Assessments

**TABLE 1. Accommodations Permissible for ELLs for Districtwide Assessments**

Direct Linguistic Support Accommodations (Presentation Accommodations)		Content Area	Administration Directions/ Requirements
<b>Reference Materials</b>	Provision of English/Native Language Word-to-Word Dictionary  (Accommodation D in Appendix C Flow Chart)	Allowable for all content areas <b>except</b> Reading	<b>Limitations:</b> <ul style="list-style-type: none"> <li>Allowed in all content area assessments except Reading</li> <li>Dictionaries that include pictures or full definitions are not allowed</li> <li><b>Electronic and computer translators are not allowed</b></li> <li>Should not be used for the first time during testing</li> </ul> <b>Administrative Considerations:</b> <ul style="list-style-type: none"> <li>Schools should provide each ELL with access to a paper-based commercial bilingual word-to-word dictionary, if available at the school.</li> <li>A vetted list of paper commercial word-to-word dictionaries allowable on large-scale assessments may be obtained from <a href="http://www.doe.mass.edu/mcas/participation?section=ell">http://www.doe.mass.edu/mcas/participation?section=ell</a>.</li> <li>Test in a separate area or small group with students needing the same accommodation, so that other students are not distracted</li> <li>Provide extended time to allow students appropriate time to use the dictionary</li> </ul> <b>Other Considerations:</b> <ul style="list-style-type: none"> <li>Each district should standardize the dictionaries allowable for classroom and testing purposes</li> <li>This accommodation is allowed for all subtests as the benefit outweighs the risk of compromised validity</li> <li>Accommodation should reflect like-type classroom instruction</li> </ul>
<b>Test Directions</b>	In English or the student's native language: <ul style="list-style-type: none"> <li>provide written version of written/oral test directions</li> <li>read aloud and/or repeat written and/or oral test directions</li> <li>clarify/simplify test directions (in English only)</li> </ul> (Accommodation B in Appendix C Flow Chart)	Allowable for all content areas	<b>Limitations:</b> <ul style="list-style-type: none"> <li>Limited to test directions, NOT for test items or test questions</li> <li>Clarification/simplification may be provided in English only, not in the native language</li> </ul> <b>English Language Administrative Considerations:</b> <ul style="list-style-type: none"> <li>For written directions, students should be given ample time to read or re-read directions</li> <li>If written directions are provided in English, directions must be written verbatim from the administration manual</li> <li>Oral directions must either be verbatim or, if involving clarification or simplification, must remain close to the test direction wording. Clarifications and simplifications should not provide clues to test item answers</li> <li>With oral directions, test in a separate area or small group with students needing the same accommodation, so that other students are not distracted</li> </ul> <b>Native Language Administrative Considerations</b> <ul style="list-style-type: none"> <li>For both oral and written translation of directions, direct translation (not interpretation) from English is essential. The intended purpose of the translation is to be an accommodation rather than a modification of the directions.</li> <li>Proctors may provide a district-approved written version of the test directions in the native language to students who need this accommodation, as available. Not all districts will have the native language version of the test directions to provide for their students.</li> </ul> <p>See # 10 on translator qualifications/administration processes. <span style="float: right;"><b>TOC</b></span></p>

Direct Linguistic Support Accommodations (Presentation Accommodations)		Content Area	Administration Directions/ Requirements
<b>Test Items</b>	Proctor reads aloud parts of tests or complete test verbatim in English  (Accommodation C in Appendix C Flow Chart)	Allowable for all content areas <b>except</b> Reading	<b>Limitations:</b> <ul style="list-style-type: none"> <li>Not Allowable for the reading subtest. Other than the directions, the reading test (passages, questions, or answers) cannot be read. Otherwise, the reading test becomes a listening test and invalidates the construct being assessed (i.e., the student's understanding of sound, form, and meaning relationships.)</li> </ul> <b>Administrative Considerations:</b> <ul style="list-style-type: none"> <li>The read aloud accommodation may be used to read aloud any writing prompts, test questions, and/or answer choices on the mathematics, science, social studies, and language subtests. It is not allowable for the reading subtest</li> <li>Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats.</li> <li>While the ELL may not need assistance with the entire test, the ELL is allowed to request that specific words, phrases rather than having the entire test read aloud verbatim</li> <li>Student may need to be tested individually in an isolated area                         <ul style="list-style-type: none"> <li>Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students.</li> </ul> </li> <li>Test in a separate area or small group with students needing the same accommodation, so that other students are not distracted                         <ul style="list-style-type: none"> <li>However, verbatim reading to a group of students is permitted in testing if the accommodation is provided to the student on that basis during regular ongoing instruction</li> </ul> </li> </ul> <b>Other Considerations:</b> <ul style="list-style-type: none"> <li>It is the district's decision as to whether this accommodation will be available to students based on local resources</li> <li>It is incumbent on the school to provide this accommodation, not DE.</li> <li>Accommodation should reflect like-type classroom instruction</li> </ul>
<b>Indirect Linguistic Support Accommodations (Timing Accommodation)</b>			
<b>Timing</b>	Provide extended time  (Accommodation A in Appendix C Flow Chart)	Allowable for all content areas	<b>Limitations:</b> <ul style="list-style-type: none"> <li>All tests must be completed on or by the end of the test window</li> </ul> <b>Administration Considerations:</b> <ul style="list-style-type: none"> <li>Any extension of time should occur at the end of, or immediately following, the planned testing session during the scheduled test day.</li> <li>Students who use this accommodation may need a separate place to test. They will take considerably longer to finish than their peers.</li> </ul> <p style="text-align: right;"><b>TOC</b></p>

Table 2. ELL Accommodations Mapped to Student ELP and Literacy Levels

Direct Linguistic Support Accommodations		ELP Levels			Content Area
		Beginning 1 & 2	Intermediate 3 & 4	Advanced 5 & 6 (not exited)	
Reference Materials	<b>Provision of English/Native Language Word-to-Word Dictionary</b> Intent: The intent of this accommodation is to provide linguistic support to students by allowing students to access precise translation of unknown words from English to their native language in a standardized manner. Students who benefit most from this accommodation are students who are able to use a translation dictionary with ease.	○	●	●	Allowable for all content areas <b>except</b> Reading
Test Directions	<b>In English or the student's native language:</b> <ul style="list-style-type: none"> <li>provide written version of written/oral test directions</li> <li>read aloud and/or repeat written and/or oral test directions</li> <li>read aloud and/or repeat embedded test directions</li> <li>clarify/simplify test directions (in English only)</li> </ul> Intent: The intent of these accommodations are to provide test directions (not questions) in writing for students whose reading skills are more developed than their auditory receptive skills. This allows more time for processing language to understand expectations. When provided in the native language, these accommodations provide support to ELLs who may be unfamiliar with American testing procedures.	●	○		Allowable for all content areas
Test Items	<b>Read aloud parts of tests or complete test verbatim in English</b> Intent: The intent of this accommodation is to provide linguistic support to ELLs so they can access the content of the test in order to show what they know. It lessens the linguistic load. As long as the test is not measuring reading, it does not adversely affect test validity to read prompts, test questions, and/or answer choices to the student.	●	○		Allowable for all content areas <b>except</b> Reading
<b>Indirect Linguistic Support Accommodations</b>					
Timing	<b>Provide extended time</b> Intent: This accommodation reduces the linguistic load for ELL students by providing additional time to process the English language.	●	●	●	content areas Allowable for all

- Highly recommended for use by ELLs at this English language proficiency level
- Recommended for use by ELLs at this English language proficiency level and certain levels of English or native language literacy development.
- Not be appropriate for students at this ELP level; however, the accommodation may be deemed allowable as determined by the decision-making team

**TOC**

For the entire document go to:

<https://www.educateiowa.gov/sites/files/ed/documents/lowaELLguidelines01-28-2014.pdf>



# Urbandale English Language Learner Program Exit Form

It is the desire of the Urbandale English Language Learner program to exit students from the program that demonstrate English language proficiency and are prepared to be successful in the mainstream classroom.

This form should be completed for any student who received a proficient score on the ELPA21.

**Student Name** \_\_\_\_\_

### Evidence

Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_  
EL Teacher: \_\_\_\_\_  
Gen. Teacher: \_\_\_\_\_

\_\_\_\_\_ ELPA21 Scores:  
Reading: \_\_\_\_\_  
Writing: \_\_\_\_\_  
Listening: \_\_\_\_\_  
Speaking: \_\_\_\_\_  
Composite: \_\_\_\_\_

\_\_\_\_\_ Core/Content Scores  
in Reading and Math  
demonstrate student is  
successful in general  
education classroom:  
\_\_\_\_\_

Comments:  
\_\_\_\_\_

\_\_\_\_\_ Reading proficiency  
equals or exceeds grade  
level: \_\_\_\_\_  
Benchmark: \_\_\_\_\_  
Iowa Assessment:  
\_\_\_\_\_

\_\_\_\_\_ Math proficiency  
equals or exceeds grade  
level: \_\_\_\_\_  
Benchmark: \_\_\_\_\_  
Iowa Assessment:  
\_\_\_\_\_

### Exit Information

Based on met criteria, this student is exited from LIEP.  
Date exited: \_\_\_\_\_  
*Exits may only occur between 5/1 – 9/30. Typically, they occur at the end of a school year.*

EL Teacher: \_\_\_\_\_  
Parent exit letter sent on:  
\_\_\_\_\_

**\*\*\* OR \*\*\***

### Need to Continue Services:

This student does not meet all the criteria and will:

\_\_\_\_\_ continue to receive LIEP services





### Request for Interpreter

(When making request return form to Student Services at the Administration Office)

Staff Making Request: \_\_\_\_\_

Date Request made: \_\_\_\_\_

Language: \_\_\_\_\_

Type of Request:

In-Person Conference

3 Way Phone Conversation

Mark all that apply:

Special Education Student

Preschool Student

Complete Date / Time / Location for In-Person Conferences:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Contacts:

EL Teacher: \_\_\_\_\_

Phone #: \_\_\_\_\_

Email Address: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

SE Teacher: \_\_\_\_\_

Phone #: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Phone #: \_\_\_\_\_

Principal: \_\_\_\_\_

Phone #: \_\_\_\_\_

Coordinator of Student Services: Dr. Keri Schlueter

Phone #: 457-5004

Purpose of the meeting: \_\_\_\_\_

Student Name: \_\_\_\_\_

Parent: \_\_\_\_\_

Phone #: \_\_\_\_\_

Special Instructions:



## Glossary

**Accommodation:**

Adapting language (spoken or written) to make it understandable for second language learners. When assessing, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

**Co-teaching:**

A model of an ESL teacher and a classroom teacher sharing responsibility for teaching some or all the students assigned to a classroom. Teachers share the responsibilities for planning, instruction, and evaluation of students.

**Differentiated instruction:**

A way of addressing the needs of a range of learners within a classroom setting where generally, everyone is involved in working on the same concept, but some aspect of instruction is different for one or more students. Instruction can be differentiated through content, process, products, and/or pacing. Generally, differentiation uses a variety of techniques that include visuals, manipulative material, and technology.

**EL:**

English learners (ELs) are students whose first language is not English and who are in the process of learning English.

**ESL:**

English as a Second Language (ESL) is an educational approach in which English learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language but may also include content instruction and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

**ELPA21:**

English Language Proficiency Assessment for the 21<sup>st</sup> Century

**FEP:**

Fluent English Proficient.

**Inclusion:**

A model of educating English learners in the regular classroom for all or part of the school day. An English as a Second Language teacher meets regularly with classroom teachers to provide indirect support in the form of guidance in planning lessons to include differentiated instruction, to suggest accommodations for individual English learners, and to monitor student progress. The English as a Second Language teacher can also provide direct support to English learners in the form of a push-in model or co-teaching. Inclusion assures that students have access to core curriculum and equal opportunity to participate in district programs and activities.

**Linguistics:**

The science of language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics:

- Phonetics - the study of speech sounds in their physical aspects
- Phonology - the study of speech sounds in their cognitive aspects
- Morphology - the study of the formation of words
- Syntax - the study of the formation of sentences
- Semantics the study of meaning
- Pragmatics - the study of language use.

**LEP:**

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English learner (EL) is used in place of LEP.

**LIEP:**

Language Instruction Education Program

**NEP:**

Non-English proficient.

**Pull-out ESL:**

A program in which English language learners are "pulled out" of regular, mainstream classrooms for specialized instruction in English as a Second Language.

**Push-in ESL:**

Push-in model is a form of direct support provided by an English as a Second Language teacher that goes into the regular classroom to periodically support small groups of students in areas of need.

**Sheltered Instruction:**

An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.



2016-17 EL Monitoring Problem Solving Guide

Student Name:

Grade:

Circle concerning Data Point(s):

Classroom reading progress

IA Assessment reading score

Classroom math progress

IA Assessment math score

I-ELDA/ELPA21 Scores

Year	Reading	Writing	Speaking	Listening	Composite
15-16					
14-15					
13-14					

IA Assessment Scores

Year	Reading NSS	Reading NPR	Proficient?	Math NSS	Math NPR	Proficient?
16-17						
15-16						
14-15						

Grades – list or describe

Other Data that would help determine student skill level (FAST data, benchmarking, classroom pre-assessments, portfolios, etc.)

Attendance -

Days absent this year:

Days tardy to school:



TEACHER OBSERVATIONS	
Rating Scale: 1: Never 2: Seldom 3: Sometimes 4: Often 5: Always	
Characteristic	Rating
Completes class assignments on time	
Participates effectively in class discussions	
Works independently	
Completes homework assignments	
Displays effort	
Tardy to class /class avoidance (frequent locker or RR use)	

Parent feedback:

SUMMARY AND ACTION STEPS	
<b>Summary (check 1, 2, or 3)</b>	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is <i>not</i> a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains <i>is</i> a reason the student is not meeting grade-level academic standards or benchmarks.	



**Action Steps:**

Date:	Person Completing the Form and Title:
	Team Members:

**URBANDALE COMMUNITY SCHOOL DISTRICT  
BOARD OF DIRECTORS' MEETING  
MONDAY, JULY 11, 2016 - 5:30P.M.  
UCSD ADMINISTRATIVE OFFICE - 11152 AURORA AVENUE  
CHRIS GUNNARE, PRESIDENT**

**AGENDA**

**Call to Order and Roll Call**

President Chris Gunnare called the board meeting to order at 5:30 P.M. Upon roll call, the following members were present: Directors Aaron Applegate, Graham Giles, Katherine Howsare, Tanya Ruden, Vice President Cate Newberg, and President Gunnare. Director Aldrich Cabildo arrived later.

**Approval of Agenda**

Vice President Newberg moved, and Director Applegate seconded the motion to approve the agenda as posted. Motion passed with all ayes 6-0.  
Director Cabildo arrived at 5:35 P.M.

**Report of the Superintendent of Schools**

Qualified Learning Environment Outcomes (QLEO)

Sam Johnson and Rachel Emmons from BLDD Architects and Paul Neuharths from Estes Construction representing ICAT shared information about the QLEO and offered proposals for Facilities Planning Services. Vice President Cate Newberg moved and Director Howsare seconded the motion, to approve BLDD's Phase I services. After more discussion, Newberg amended her motion to include all District-owned sites, and moved for approval of BLDD's proposal for Phase I services. Motion passed with all ayes 7-0.

Approval of District Matching Funds for the Olmsted Playground Project

Steve Bass, Superintendent, requested official approval to expend matching funds from PERL monies in the amount of \$25,000 for the new playground project at Olmsted Elementary. Director Giles moved to approve and Vice President Newberg seconded. Motion passed with all ayes 7-0.

Discussion and Approval of Food Services Price Increase

Steve Bass, Superintendent, reviewed details of a proposed increase in the price of school lunch for the 2016-2017 school year. Director Howsare moved, and Director Aldridge seconded the motion to approve the meal price increases as presented. Motion passed with all ayes 7-0

First Reading of Revisions to Board Policy 414 - Holidays

Steve Bass, Superintendent, requested that the Board of Directors approve adding Martin Luther King Day Jr., to Board Policy 414 - Holidays. Director Applegate moved, and Director Giles seconded the motion to table the item for more discussion at a future meeting. Motion to table the item passed with all ayes 7-0.

### Presentation and Discussion of Financial Projections

Shelly Clifford, Chief Financial Officer, presented information and financial projections for the upcoming school years through fiscal year 2020 and discussed the many variables that challenge Iowa school districts in their long-term financial planning.

### **Report of the President**

#### Review of Admin Team Survey and Self Assessment Tools

President Gunnare discussed the Board of Education assessment survey given to Administrators. Board members discussed opportunities for improvement and additional assessment tools they may use in the future to gauge the Board's improvement.

### **Consent Agenda Items**

- A. Approval of June 6, 2016 Board Meeting Minutes
- B. Approval of Open Enrollment
- C. Approval of Personnel Report
- D. Approval of Two Classified Staff Evaluation Forms
- E. Approval of Field Trips, Overnight Travel, or Out of State Travel - None
- F. Approval of Contracts and Agreements:
  - a. Approval of Change Order Agreement from DLR Group for Karen Acres Renovations
  - b. Approval of Agreement with Iowa State Teacher Education Services
  - c. Approval of IASB GASB 45 Compliance Services Agreement for Actuarial Services
  - d. Approval of Lease Agreement between the City of Urbandale and UCSD for use of the Urbandale Public Swimming Pool.
  - e. Approval of the Sale of Technology Equipment
- G. Acceptance of Financials
- H. Approval to Pay List of Bills Submitted
- I. Approval to Pay Construction Pay Applications for HS Track Resurfacing Project and Karen Acres Project

Vice President Newberg moved, and Director Applegate seconded the motion to approve the consent agenda items A through I as submitted. Motion passed with all ayes 7-0.

### **Learning Together Activity - June 2016 Board & Administrator**

Steve Bass, Superintendent, and the Board members will discuss the June issue of *Board and Administrator*.

### **Meeting Evaluation Form**

No board members completed an evaluation.

### **Adjourn**

Director Applegate moved, and Director Ruden seconded the motion to adjourn the meeting at 8:10 P.M. Motion passed with all ayes 7-0.



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Board President

Date

ATTEST:

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Board Secretary

Date

These minutes are unofficial until approved by the Board of Directors at their meeting on August 15, 2016.

Open Enrollment In  
August 15, 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:

<u>Student/Grade</u>	<u>Resident District</u>	<u>Reason For Request</u>
Zayne Beal, 6 <sup>th</sup>	Johnston	Good Cause
Nathaniel Belmaster, 10 <sup>th</sup>	West Des Moines	Continuation
Alexis Fausett, 7 <sup>th</sup>	Johnston	Continuation
Mikalah Fausett, 6 <sup>th</sup>	Johnston	Continuation
Marcus Garty, K	Johnston	Applied on Time
Kaitlyn Gardner, 11 <sup>th</sup>	Johnston	Good Cause
Ruth Harless, 1 <sup>st</sup>	West Des Moines	Good Cause
Jerzie Ira, K	Waukee	Applied on Time
Amelia Kral, 1 <sup>st</sup>	West Des Moines	Good Cause
Carter Kral, 2 <sup>nd</sup>	West Des Moines	Good Cause
Belma Krusko, 6 <sup>th</sup>	Johnston	Continuation
Andrea Leeper, 12 <sup>th</sup>	Johnston	Transfer of Resident District
Decontee Manneh, 10 <sup>th</sup>	Johnston	Continuation
Emmanuel Manneh, 4 <sup>th</sup>	Johnston	Continuation
Wilmont Manneh, 7 <sup>th</sup>	Johnston	Continuation
Logan McNeeley, 2 <sup>nd</sup>	Des Moines	Good Cause
Brennan Neese, 6 <sup>th</sup>	Des Moines	Continuation
Isaiah Peasley, 8 <sup>th</sup>	Ballard (Huxley)	District Release
Tristen Sale, 2 <sup>nd</sup>	Dallas Center-Grimes	Good Cause
Alayah Schmitz, 7 <sup>th</sup>	West Des Moines	Good Cause
Tylie Tennal, K	West Des Moines	Applied on Time
Gabriellah Williams, 1 <sup>st</sup>	West Des Moines	Good Cause
Jazmin Zavala, 3 <sup>rd</sup>	Des Moines	Good Cause
Jennifer Zavala, 11 <sup>th</sup>	Des Moines	Good Cause
Josefina Zavala, K	Des Moines	Good Cause

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 denied:

<u>Student/Grade</u>	<u>Resident District</u>	<u>Reason For Denial</u>
Gabryel Jensen, 6 <sup>th</sup>	West Des Moines	No Good Cause
Lucas McNeeley, 2 <sup>nd</sup>	Des Moines	Lack of Space

Open Enrollment Out  
August 15, 2016

The following requests for open enrollment out from the Urbandale Community School District in the 2015-2016 school year have been received:

<u>Student/Grade</u>	<u>District Requesting</u>	<u>Reason For Request</u>
Carson Prince, 1 <sup>st</sup>	West Des Moines	Continuation
Ellie Prince, 6 <sup>th</sup>	West Des Moines	Continuation
Peyton Prince, 4 <sup>th</sup>	West Des Moines	Continuation
Preston Prince, 8 <sup>th</sup>	West Des Moines	Continuation
Taylor Prince, 10 <sup>th</sup>	West Des Moines	Continuation

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

<u>Student/Grade</u>	<u>District Requesting</u>	<u>Reason For Request</u>
DeAnna Channell, 9 <sup>th</sup>	Dallas Center-Grimes	Continuation
Brooklyn Connolly, K	Johnston	Applied on Time
Sophia Dwinell, 2 <sup>nd</sup>	West Des Moines	Continuation
Victoria Holloman, 6 <sup>th</sup>	Waukee	Continuation
Ella Hufford, 4 <sup>th</sup>	Des Moines	Continuation
Davion Leavell, K	CAM	Applied on Time
Jakhari Vaughns, K	West Des Moines	Continuation
Kendra West, 10 <sup>th</sup>	Dallas Center-Grimes	Continuation
Zoey Wieck, 9 <sup>th</sup>	West Des Moines	Continuation

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

<u>Student/Grade</u>	<u>District Requesting</u>	<u>Reason For Denial</u>
Noah Grant, 8 <sup>th</sup>	Dallas Center-Grimes	No Good Cause
Stephen Hastings, 10 <sup>th</sup>	CAM	No Good Cause

Board Meeting – August 15, 2016

1. CERTIFIED APPOINTMENTS

**STEPHANIE BARRON**, Rolling Green Elementary, School Nurse, BA, Row R, \$47,827/year (prorated). Effective August 8, 2016.

**JOLEEN BRADY**, Jensen Elementary School, Counselor, MA, T, \$52,273/year. Effective August 15, 2016.

**KAYLA GOEDKEN**, Urbandale Middle School, PLW Teacher, BA, Row Y, \$45,158/year. Effective August 15, 2016.

**JESSICA JONES**, Karen Acres/Olmsted Elementary School, ELP Teacher, MA, Row V, \$51,443/year. Effective August 15, 2016.

**MEGAN TERESI**, Jensen Elementary School, 5<sup>th</sup> Grade Teacher, BA, Row Y, \$45,158/year. Effective August 15, 2016.

**MEGAN THORSEN**, Rolling Green Elementary School, Reading Teacher, MA, Row T, \$52,273/year. Effective July 21, 2016.

**JENNIFER VILLEGAS**, Karen Acres/Valerius Elementary School, School Nurse, BA, Row R, \$47,827/year. Effective August 15, 2016.

2. CLASSIFIED APPOINTMENT

**RACHEL BEIER**, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New]

**JOYCE BONISH**, Rolling Green Elementary School, Special Education Associate/General Education Associate, Class II/I, Step I, \$13.99/hr. \$12.63/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**JESSENA BURNS**, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New]

**JOHANNAH COLE**, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

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

**KARA DANNEN**, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New]

**KAITLYN DAVIS**, Webster Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**MARIAH GOODSON**, Urbandale High School, Special Education Associate, Class II, Step 4, \$14.80/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

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

**MELODY HICE**, Olmsted Elementary School, Special Education Associate, Class II, Step 2, \$14.25/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**MAKENZIE HILL**, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**TODD JANSEN**, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75hr/day. Effective August 23, 2016. [Replacement]

**TEAH KASTENDIECK**, Rolling Green Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New]

**RHONDA KENDRICK**, Karen Acres Elementary School, General Education Associate, Class I, Step I, \$12.63/hr, 2.25 hr/day. Effective August 23, 2016. [Replacement]

**MICHELLE KEYS**, Rolling Green Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 4, 2016.

**JEFFREY KRUEGER**, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**ELIZABETH LANCASTER**, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New]

**BETH LEATON**, Rolling Green Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**ELIZABETH LUGO**, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**COREY MILLER**, Urbandale High School, Campus Monitor, Class I, Step I, \$12.63/hr, 7.5 hr/day. Effective August 23, 2016. [Replacement]

**LORI MILLER**, Olmsted Elementary School, Preschool Associate/Adventuretime Associate, Class II, Class I, \$13.99/hr, \$12.63/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**KIRSTIN PALMER**, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New]

**TRUDY PARROTT**, Urbandale High School, Special Education Associate, Class II, Step 2, \$14.25/hr, 5.75 hr/day. Effective August 23, 2016. [Replacement]

**SANDRA PEEBLER-RICHARDS**, Valerius Elementary School, General Education Associate, Class I, Step I, \$12.63/hr, 3.5 hr/day. Effective August 23, 2016. [Replacement]

**JOSIE SHELTON**, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr, 7.5 hr/day. Effective August 23, 2016. [Replacement]

**SOPHIE SCHILTZ**, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 4 hr/day. Effective August 23, 2016. [New]

**MYNDI TOPOLINSKI**, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 3.75 hr/day. Effective August 23, 2016. [Replacement]

**TAMARA WILKINSON**, Olmsted Elementary School, Special Education Associate, Class II, Step I, \$13.99/hr, 6.75 hr/day, 4 days/week. Effective August 23, 2016. [Replacement]

**JENNIFER WILSON**, Karen Acres Elementary School, General Education Associate/Adventuretime Associate, Class I, Step I, \$12.63/hr, 1.75 hr/day. Effective August 23, 2016. [New]

**STEVEN WITMER**, Urbandale High School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016.

**MICHELLE YOUNG**, Urbandale Middle School, Special Education Associate, Class II, Step I, \$13.99/hr, 5.75 hr/day. Effective August 23, 2016. [New]

### **3. CLASSIFIED RESIGNATIONS**

**ANDREW RICHARDS**, Adventuretime Associate, personal. Effective August 10, 2016.

**KRISTIN DANIEL WOODVINE**, Karen Acres Elementary, General Education Associate, personal. Effective August 5, 2016.

**BRENT TISL**, Urbandale Middle School, Special Education Associate, personal. Effective August 3, 2016.

**NICOLE METZ**, Valerius Elementary School, General Education Associate, personal. Effective June 29, 2016.

**MADISON STIFEL**, Olmsted Elementary School, Special Education Associate, personal. Effective July 30, 2016.

**RICHARD PEAKE**, Urbandale High School, Cook, personal. Effective August 1, 2016.

**DAJANA PASALIC**, Olmsted Elementary School, Special Education Associate, personal. Effective July 22, 2016.

**LAURA EMERSON**, Jensen Elementary School, General Education Associate, personal. Effective July 19, 2016.

**SAMI FAUSCH**, Webster Elementary School, Preschool Associate, personal. Effective July 19, 2016.

**DAWN KEMERER-JANES**, Urbandale High School, Special Education Associate, personal. Effective July 20, 2016.

**ELAINE BROWN**, Urbandale Middle School, Special Education Associate, personal. Effective July 20, 2016.

**LORI KNESS**, Jensen Elementary School, Special Education Associate, personal. Effective June 1, 2016.

**LAURA HAAG**, Nutrition Services, personal. Effective July 18, 2016.

**SARAH WOOD**, Rolling Green Elementary School, Preschool Associate, personal. Effective July 13, 2016.

**CAROLYN STOLL**, Webster Elementary School, Adventuretime Associate, personal. Effective July 12, 2016.

**AZRA OSMANCEVIC**, Adventuretime Associate, personal. Effective May 26, 2016.

**SHERI HANSEN**, Adventuretime Associate, personal. Effective June 22, 2016.

**LORENE SWANSON**, Olmsted Elementary School, General Education Associate, reduction in general education associate hours. Effective May 27, 2016.

**DIXIE GEBHART**, Rolling Green Elementary School, Nutrition Services, personal. Effective August 24, 2016.

**JEANIE HUDSON**, Jensen Elementary School, General Education Associate, personal. Effective August 10, 2016.

**SHERRIE PRUITT**, Urbandale High School, Special Education Associate, personal. Effective August 10, 2016.

### **4. CO-CURRICULAR APPOINTMENTS**

**DANIELLE BREON**, Urbandale High School, Assistant Girls Basketball Coach, Step 0, 9%, \$2924/year. Effective November 7, 2016. [Replacement]

**JENNA CONNOLLY**, Urbandale High School, Assistant Show Choir Director, Step 1, 9%, \$1515.50/year (split with another coach). Effective August 23, 2016. [Replacement]

**KENT HENDERSON**, Urbandale High School, Assistant Boys Basketball Coach, Step 2, 9%, \$3138/year. Effective November 14, 2016. [Replacement]

**CHRISTINE KOEPLIN**, Urbandale High School, Assistant Volleyball Coach, Step 0, 9%, \$2924/year. Effective August 8, 2016. [Replacement]

**JESSICA LAVICKY**, Urbandale High School, Assistant Volleyball Coach, Step 0, 9%, \$2924/year. Effective August 8, 2016. [Replacement]

**NICK PEARSON**, Urbandale High School, Assistant Football Coach, Step 0, 9%, \$2924/year. Effective August 8, 2016. [Replacement]

**KATIE SULLIVAN**, Urbandale High School, Assistant Show Choir Director, Step 1, 9%, \$1515.50/year (split with another coach). Effective August 23, 2016. [Replacement]

**KENTON TENNAL**, Urbandale High School, Assistant Girls Basketball Coach, Step 6, 9%, \$3619/year. Effective November 7, 2016. [Replacement]

### **5. CO-CURRICULAR RESIGNATIONS**

**BOBBY BROWN**, Urbandale High School, Assistant Football Coach, personal. Effective July 18, 2016.

**KOURTNEY SEVENBERGEN**, Urbandale High School, Assistant Cheer Coach, personal. Effective August 1, 2016.

**ELIZABETH WHITE**, Urbandale High School, Assistant Drama Coach, personal. Effective July 14, 2016.

**JENNA CONNOLLY**, Urbandale High School, Show Choir Assistant, personal. Effective July 12, 2016.

**6. EXTRA STIPENDS**

**Model Teachers**

Zach Maertens, Karen Acres Elementary School  
Michelle Rasmussen, Karen Acres Elementary School  
Danielle Murphy, Karen Acres Elementary School  
Deb Kadoun, Karen Acres Elementary School

# URBANDALE HIGH SCHOOL ACTIVITIES

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## MEMORANDUM

**TO: STEVE BASS  
SUPERINTENDENT OF SCHOOLS**

**FROM: BILL WATSON  
DIRECTOR OF ACTIVITIES AND COMMUNITY EDUCATION**

**DATE: JULY 21, 2016**

**SUBJECT: APPROVAL OF JOB DESCRIPTIONS**

Please find the attached Job Descriptions for both a Head Coach and Assistant Coach.

I am requesting approval of these job descriptions at this time. The only change that was made to these was the elimination of a statement referred to the collection of student fees, which we have not done in the Urbandale Community School District for several years now.

# URBANDALE COMMUNITY SCHOOL DISTRICT

## JOB DESCRIPTION

- TITLE:** Head Coach
- QUALIFICATIONS:** Employment as a teacher and/or coach with a valid Iowa Coaching Certificate or Coaching Endorsement. Certified in CPR.
- REPORTS TO:** Activities Director
- JOB GOAL:** To instruct participants in the fundamental skill, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student-athlete shall receive instruction that will lead to the formulation and internalization of moral values, pride of accomplishment, acceptable social behavior, self-discipline, self-confidence and sportsmanship.

### Duties and Responsibilities:

- I. Coaching Performance
  - A. Interpersonal Relations:
    - i. Promote sportsmanship at events and practices.
    - ii. Prepare and implement practice plans and set yearly goals for each team as well as the program as a whole.
    - iii. Display good team preparation in areas of team mechanics, emotional readiness and skill development.
    - iv. Show concern for the safety and well being of athletes.
  - B. Knowledge of Sports and Rules:
    - i. Demonstrate proper care of injuries and injury prevention.
    - ii. Demonstrate and conveys knowledge of sport.
    - iii. Demonstrate knowledge of and abide with the rules and regulations governing the sport.
    - iv. Demonstrate consistency with the philosophy and ethics.
  - C. Personal Conduct:
    - i. Command respect and set the example.
    - ii. Respect others.
    - iii. Remain ethical in dealing with others.
  - D. Cooperation with other Coaches:
    - i. Share knowledge and cooperate with other coaches.
    - ii. Display respect for other sports and programs.
    - iii. Consider your program one of many, rather than the only program.
  - E. Relationship with Athletes:
    - i. Remain positive, encouraging and supportive in criticism of players.
    - ii. Establish and maintain consistent discipline in accordance with administrative policy.
    - iii. Demonstrate concern for the athletes' academic program and conduct.
    - iv. Show respect for athletes as individuals.
    - v. Inform student-athletes of the potential hazards and the possibility of serious injury with the improper or proper use of equipment and in participation of the sport itself.
    - vi. Appropriately acknowledge student achievement.



- II. Management Responsibilities
  - A. Cooperate in developing eligibility lists, equipment needs and program information.
  - B. Require all athletes to complete the necessary pre-participation requirements.
  - C. Be punctual and responsible with inventory and other duties.
  - D. Display accuracy and care in record keeping.
  - E. Follow Athletic Department policy in all areas to include: record keeping, reporting inventory, transportation, purchasing, fundraising, and program management.
  - F. Manage the entire program, not just the varsity level.
  
- III. Professional Responsibilities / Public Relations
  - A. Professional Responsibilities
    - i. Provide supervision and administration of team members in regard to contests and events, practices, buses and locker rooms.
    - ii. Cooperate with the various staffs and administrations.
    - iii. Participate in in-service and professional athletic meetings.
    - iv. Accept recommendations and suggestions from supervisors.
    - v. Implements an effective public relations program in regard to the news media, colleges and universities, parents and students.

**Terms of Employment:**

Contract as determined by sport and season dates. Compensation to be negotiated between the Urbandale Education Association and the Board of Education.

**Evaluation:**

Performance of this job will be evaluated in accordance with the provisions of the Board of Education.

# URBANDALE COMMUNITY SCHOOL DISTRICT

## JOB DESCRIPTION

- TITLE:** Assistant Coach / Middle School Coach
- QUALIFICATIONS:** Employment as a teacher and/or coach with a valid Iowa Coaching Certificate or Coaching Endorsement. Certified in CPR.
- REPORTS TO:** Head Coach, Activities Director
- JOB GOAL:** To carry out the mission and objectives of the program as outlined by the Head Coach. To instruct participants in the fundamental skill, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student-athlete shall receive instruction that will lead to the formulation and internalization of moral values, pride of accomplishment, acceptable social behavior, self-discipline, self-confidence and sportsmanship.

### Duties and Responsibilities:

- I. Coaching Performance
  - A. Interpersonal Relations:
    - i. Promote sportsmanship at events and practices.
    - ii. Prepare and implement practice plans and set yearly goals for each team as well as the program as a whole.
    - iii. Display good team preparation in areas of team mechanics, emotional readiness and skill development.
    - iv. Show concern for the safety and well being of athletes.
  - B. Knowledge of Sports and Rules:
    - i. Demonstrate proper care of injuries and injury prevention.
    - ii. Demonstrate and conveys knowledge of sport.
    - iii. Demonstrate knowledge of and abide with the rules and regulations governing the sport.
    - iv. Demonstrate consistency with the philosophy and ethics.
  - C. Personal Conduct:
    - i. Command respect and set the example.
    - ii. Respect others.
    - iii. Remain ethical in dealing with others.
  - D. Cooperation with other Coaches:
    - i. Share knowledge and cooperate with other coaches.
    - ii. Display respect for other sports and programs.
    - iii. Consider your program one of many, rather than the only program.
  - E. Relationship with Athletes:
    - i. Remain positive, encouraging and supportive in criticism of players.
    - ii. Establish and maintain consistent discipline in accordance with administrative policy.
    - iii. Demonstrate concern for the athletes' academic program and conduct.
    - iv. Show respect for athletes as individuals.
    - v. Inform student-athletes of the potential hazards and the possibility of serious injury with the improper or proper use of equipment and in participation of the sport itself.
    - vi. Appropriately acknowledge student achievement.

- II. Management Responsibilities
  - A. Cooperate in developing eligibility lists, equipment needs and program information.
  - B. Require all athletes to complete the necessary pre-participation requirements.
  - C. Be punctual and responsible with inventory and other duties.
  - D. Display accuracy and care in record keeping.
  - E. Follow Athletic Department policy in all areas to include: record keeping, reporting inventory, transportation, purchasing, fundraising, and program management.
  - F. Cooperates with the Head Coach in scheduling of practice time, etc.
  - G. Middle School Head Coach: Cooperates with the High School relative to program management and operations.
  
- III. Professional Responsibilities / Public Relations
  - A. Professional Responsibilities
    - i. Provide supervision and administration of team members in regard to contests and events, practices, buses and locker rooms.
    - ii. Cooperate with the various staffs and administrations.
    - iii. Participate in in-service and professional athletic meetings.
    - iv. Accept recommendations and suggestions from supervisors.
    - v. Implements an effective public relations program in regard to the news media, colleges and universities, parents and students.

**Terms of Employment:**

Contract as determined by sport and season dates. Compensation to be negotiated between the Urbandale Education Association and the Board of Education.

**Evaluation:**

Performance of this job will be evaluated in accordance with the provisions of the Board of Education.

# URBANDALE HIGH SCHOOL ACTIVITIES

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## MEMORANDUM

**TO: STEVE BASS  
SUPERINTENDENT OF SCHOOLS**

**FROM: BILL WATSON  
DIRECTOR OF ACTIVITIES AND COMMUNITY EDUCATION**

**DATE: JULY 21, 2016**

**SUBJECT: APPROVAL OF MIDDLE SCHOOL COACH  
EVALUATION INSTRUMENT**

Please find the attached Evaluation Instrument used for Middle School Coaches for approval.

This is a new document and reflects a change in practice related to the evaluation of Middle School Coaches. This will provide greater consistency in the evaluation process across all programs and will help coaches grow and ensure that students are afforded a quality experience.

Previously Middle School coaches were not evaluated unless there were issues.

Beginning with the 2016-2017 school year, the Activities Director will evaluate all Middle School Coaches on an annual basis. This is in line with what other School District's in our area are currently doing. Input was solicited from Head Coaches throughout the process and they had the opportunity to view the finished product. This current evaluation template is in line with our current job description.

# URBANDALE COMMUNITY SCHOOL DISTRICT MIDDLE SCHOOL COACH PERFORMANCE EVALUATION INSTRUMENT

NAME \_\_\_\_\_ DATE \_\_\_\_\_

COACHING ASSIGNMENT \_\_\_\_\_

COACHING PERFORMANCE	LEVELS OF PERFORMANCE				
<i><b>INTERPERSONAL RELATIONS</b></i>					
A. Promotes sportsmanship at events and practices.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Prepares and implements practice plans.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Displays good preparation in areas of team mechanics, emotional readiness and skill.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Shows concern for the safety and well-being of athletes.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>KNOWLEDGE OF SPORT AND RULES</b></i>					
A. Demonstrates proper care of injuries and injury prevention.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Demonstrates and conveys knowledge of sport.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Has knowledge of and abides with the rules and regulations governing the sport.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Demonstrates consistency with respect to philosophy and ethics.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>PERSONAL CONDUCT</b></i>					
A. Commands respect and sets the example.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Respects others.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Is ethical in dealing with others.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>COOPERATION WITH OTHER ACTIVITIES</b></i>					
A. Shares knowledge and cooperates with other coaches.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Displays respect for other activities.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Considers his/her program one of many, rather than the only program.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>RELATIONSHIP WITH ATHLETES</b></i>					
A. Is positive, encouraging and supportive in criticism of participants.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Establishes and maintains consistent discipline in accordance with administrative policy.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Demonstrates concern for the athletes' academic progress and conduct in school.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Shows respect for athletes as individuals.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Appropriately acknowledges student achievement.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

Explanation of Ratings: Excels – sets the standard for all coaches in this area; Meets – regularly performs the tasks and exhibits the characteristics relating to this area; Needs Improvement – is consistent in meeting the tasks and exhibiting the characteristics, just not to the District Standard; Does Not Meet – consistently fails to perform tasks and exhibit characteristics and/or has failed to improve sufficiently to meet District Standards.

## URBANDALE COMMUNITY SCHOOL DISTRICT MIDDLE SCHOOL COACH PERFORMANCE EVALUATION INSTRUMENT

MANAGEMENT RESPONSIBILITIES	LEVELS OF PERFORMANCE				
A. Support District Policy and State Law in relation to physicals being on file prior to participation.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Cooperates in the development of information relative to the program including equipment and personnel.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Displays accuracy in record keeping.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Maintains accurate statistics relative to sport specific information / Communicates these to the appropriate individuals/groups.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Works with the High School Coaching Staff to ensure program consistency.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

PROFESSIONAL RESPONSIBILITIES	LEVELS OF PERFORMANCE				
A. Provides supervision and administration of team members in regards to contests, practices, transportation and the locker room.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Cooperates with various staffs and administration.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Participates in professional development relative to his/her activity.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Accepts recommendations from supervisors.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Communicates with parents and the public regarding expectations.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

COMMENTS:

TARGETED AREAS OF IMPROVEMENT:

EVALUATOR'S SIGNATURE \_\_\_\_\_

HEAD COACH'S SIGNATURE \_\_\_\_\_

COACH'S SIGNATURE \_\_\_\_\_

# URBANDALE HIGH SCHOOL ACTIVITIES

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## MEMORANDUM

**TO: STEVE BASS  
SUPERINTENDENT OF SCHOOLS**

**FROM: BILL WATSON  
DIRECTOR OF ACTIVITIES AND COMMUNITY EDUCATION**

**DATE: JULY 21, 2016**

**SUBJECT: APPROVAL OF HEAD COACH EVALUATION INSTRUMENT**

Please find the attached Evaluation Instrument used for Head Coaches for approval.

The only change to this document is the removal of a statement related to the collection of student fees, which we have not done in the Urbandale Community School District for several years now.

It should be noted that when reviewing our document, I did compare it with those used in other District's and found that no additional changes were necessary at this time.

# URBANDALE COMMUNITY SCHOOL DISTRICT HEAD COACH PERFORMANCE EVALUATION INSTRUMENT

NAME \_\_\_\_\_ DATE \_\_\_\_\_

COACHING ASSIGNMENT \_\_\_\_\_

COACHING PERFORMANCE	LEVELS OF PERFORMANCE				
<i><b>INTERPERSONAL RELATIONS</b></i>					
A. Promotes sportsmanship at events and practices.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Prepares and implements practice plans.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Displays good preparation in areas of team mechanics, emotional readiness and skill.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Shows concern for the safety and well-being of athletes.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>KNOWLEDGE OF SPORT AND RULES</b></i>					
A. Demonstrates proper care of injuries and injury prevention.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Demonstrates and conveys knowledge of sport.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Has knowledge of and abides with the rules and regulations governing the sport.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Demonstrates consistency with respect to philosophy and ethics.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>PERSONAL CONDUCT</b></i>					
A. Commands respect and sets the example.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Respects others.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Is ethical in dealing with others.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>COOPERATION WITH OTHER ACTIVITIES</b></i>					
A. Shares knowledge and cooperates with other coaches.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Displays respect for other activities.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Considers his/her program one of many, rather than the only program.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>RELATIONSHIP WITH ATHLETES</b></i>					
A. Is positive, encouraging and supportive in criticism of participants.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Establishes and maintains consistent discipline in accordance with administrative policy.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Demonstrates concern for the athletes' academic progress and conduct in school.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Shows respect for athletes as individuals.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Appropriately acknowledges student achievement.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

Explanation of Ratings: Excels – sets the standard for all coaches in this area; Meets – regularly performs the tasks and exhibits the characteristics relating to this area; Needs Improvement – is consistent in meeting the tasks and exhibiting the characteristics, just not to the District Standard; Does Not Meet – consistently fails to perform tasks and exhibit characteristics and/or has failed to improve sufficiently to meet District Standards.



## URBANDALE COMMUNITY SCHOOL DISTRICT HEAD COACH PERFORMANCE EVALUATION INSTRUMENT

MANAGEMENT RESPONSIBILITIES	LEVELS OF PERFORMANCE				
A. Support District Policy and State Law in relation to physicals being on file prior to participation.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Cooperates in the development of information relative to the program including equipment and personnel.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Displays accuracy in record keeping.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Maintains accurate statistics relative to sport specific information / Communicates these to the appropriate individuals/groups.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Demonstrates good financial management abilities.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
F. Manages the entire program, not just the varsity level.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

PROFESSIONAL RESPONSIBILITIES	LEVELS OF PERFORMANCE				
A. Provides supervision and administration of team members in regards to contests, practices, transportation and the locker room.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Cooperates with various staffs and administration.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Participates in professional development relative to his/her activity.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Accepts recommendations from supervisors.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Communicates with parents and the public regarding expectations.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

COMMENTS:

TARGETED AREAS OF IMPROVEMENT:

EVALUATOR'S SIGNATURE \_\_\_\_\_

COACH'S SIGNATURE \_\_\_\_\_

Explanation of Ratings: Excels – sets the standard for all coaches in this area; Meets – regularly performs the tasks and exhibits the characteristics relating to this area; Needs Improvement – is consistent in meeting the tasks and exhibiting the characteristics, just not to the District Standard; Does Not Meet – consistently fails to perform tasks and exhibit characteristics and/or has failed to improve sufficiently to meet District Standards.

# URBANDALE HIGH SCHOOL ACTIVITIES

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## MEMORANDUM

**TO: STEVE BASS  
SUPERINTENDENT OF SCHOOLS**

**FROM: BILL WATSON  
DIRECTOR OF ACTIVITIES AND COMMUNITY EDUCATION**

**DATE: JULY 21, 2016**

**SUBJECT: APPROVAL OF ASSISTANT COACH EVALUATION INSTRUMENT**

Please find the attached Evaluation Instrument used for Assistant High School Coaches for approval.

This is a new document and reflects a change in practice related to the evaluation of Assistant High School Coaches. This will provide greater consistency in the evaluation process across all programs and will help coaches grow and ensure that students are afforded a quality experience.

Beginning with the 2016-2017 school year, the Activities Director will evaluate all High School Assistant Coaches on an annual basis. This is in line with what other School District's in our area are currently doing. Input was solicited from Head Coaches throughout the process and they had the opportunity to view the finished product. This current evaluation template is in line with our current job description.

# URBANDALE COMMUNITY SCHOOL DISTRICT ASSISTANT HIGH SCHOOL COACH PERFORMANCE EVALUATION INSTRUMENT

NAME \_\_\_\_\_ DATE \_\_\_\_\_

COACHING ASSIGNMENT \_\_\_\_\_

COACHING PERFORMANCE	LEVELS OF PERFORMANCE				
<i><b>INTERPERSONAL RELATIONS</b></i>					
A. Promotes sportsmanship at events and practices.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Prepares and implements practice plans.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Displays good preparation in areas of team mechanics, emotional readiness and skill.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Shows concern for the safety and well-being of athletes.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>KNOWLEDGE OF SPORT AND RULES</b></i>					
A. Demonstrates proper care of injuries and injury prevention.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Demonstrates and conveys knowledge of sport.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Has knowledge of and abides with the rules and regulations governing the sport.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Demonstrates consistency with respect to philosophy and ethics.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>PERSONAL CONDUCT</b></i>					
A. Commands respect and sets the example.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Respects others.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Is ethical in dealing with others.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>COOPERATION WITH OTHER ACTIVITIES</b></i>					
A. Shares knowledge and cooperates with other coaches.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Displays respect for other activities.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Considers his/her program one of many, rather than the only program.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
<i><b>RELATIONSHIP WITH ATHLETES</b></i>					
A. Is positive, encouraging and supportive in criticism of participants.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Establishes and maintains consistent discipline in accordance with administrative policy.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Demonstrates concern for the athletes' academic progress and conduct in school.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Shows respect for athletes as individuals.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Appropriately acknowledges student achievement.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

Explanation of Ratings: Excels – sets the standard for all coaches in this area; Meets – regularly performs the tasks and exhibits the characteristics relating to this area; Needs Improvement – is consistent in meeting the tasks and exhibiting the characteristics, just not to the District Standard; Does Not Meet – consistently fails to perform tasks and exhibit characteristics and/or has failed to improve sufficiently to meet District Standards.

## URBANDALE COMMUNITY SCHOOL DISTRICT ASSISTANT HIGH SCHOOL COACH PERFORMANCE EVALUATION INSTRUMENT

MANAGEMENT RESPONSIBILITIES	LEVELS OF PERFORMANCE				
A. Support District Policy and State Law in relation to physicals being on file prior to participation.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Cooperates in the development of information relative to the program including equipment and personnel.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Displays accuracy in record keeping.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Maintains accurate statistics relative to sport specific information / Communicates these to the appropriate individuals/groups.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

PROFESSIONAL RESPONSIBILITIES	LEVELS OF PERFORMANCE				
A. Provides supervision and administration of team members in regards to contests, practices, transportation and the locker room.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
B. Cooperates with various staffs and administration.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
C. Participates in professional development relative to his/her activity.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
D. Accepts recommendations from supervisors.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>
E. Communicates with parents and the public regarding expectations.	N/O <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets <input type="checkbox"/>	Excels <input type="checkbox"/>

COMMENTS:

TARGETED AREAS OF IMPROVEMENT:

EVALUATOR'S SIGNATURE \_\_\_\_\_

HEAD COACH'S SIGNATURE \_\_\_\_\_

COACH'S SIGNATURE \_\_\_\_\_

Explanation of Ratings: Excels – sets the standard for all coaches in this area; Meets – regularly performs the tasks and exhibits the characteristics relating to this area; Needs Improvement – is consistent in meeting the tasks and exhibiting the characteristics, just not to the District Standard; Does Not Meet – consistently fails to perform tasks and exhibit characteristics and/or has failed to improve sufficiently to meet District Standards.

# URBANDALE HIGH SCHOOL ACTIVITIES

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## MEMORANDUM

**TO: STEVE BASS  
SUPERINTENDENT OF SCHOOLS**

**DATE: JULY 25, 2016**

**SUBJECT: BOYS CROSS COUNTRY REQUEST FOR OVERNIGHT TRAVEL  
BOYS CROSS COUNTRY REQUEST FOR OUT OF STATE TRAVEL**

The Urbandale Boys Cross Country Team requests permission for Overnight and Out of State Travel to the Estes Park YMCA in Colorado similar to the trip the team took the last three years.

Date(s): July 16-21, 2017

Location: Estes Park YMCA - Estes Park, Colorado

Educational Purpose: Train in Estes Park

Missed School Time: None

Transportation Resources: Coach Hammerand / Parent Volunteer with mileage paid for both

Budget:

Total Cost:	\$4,000.00
Cost per Student:	\$400.00
Lodging Costs:	\$328.75 per person
Other Costs:	Individual meals
Funds Used:	Student Payment

Supervision Plan: 10 students; Supervision will be provided by our Head Coach and one parent

Disciplinary Action: Parents will be informed immediately upon negative action to include dismissal from the trip and will be told to pick up their student. The Activities Office will be notified of any negative action.

Listing of Activities: Training, Recreational Activities



# GROUP CONTRACT

**Group:** Urbanddale High School  
**Location:** Estes Park Center  
**Arrival:** 7/16/2017  
**Departure:** 7/21/2017

**Event name:** UHS XC Team  
**Booking #:** 49264  
**Reservation #:** 642534  
**# of Guests:** 12

**Group Contact Information:**

**Group Leader:** Lee Hammerand  
**Address:** 7111 Aurora Avenue  
 Urbanddale, IA 50322

**Preferred Methods of Contact:**

**Work Phone:** (515) 457-6800  
 **Home Phone:**  
 **Cell Phone:**  
 **Fax:**  
 **E-Mail:** hammerandl@urbandaleschools.com

## SECTION 1: ACCOMMODATIONS, MEALS, AND RATES

The YMCA is honored and pleased to make the following block of accommodations available for your Group:

<b>7/16/2017 - 7/21/2017</b>	7/16-21			
<b>Accommodations</b>	Eastside Lodges			
<b># of Accommodations</b>	3			
<b># of guests</b>	12			
<b>Single</b>	\$775.00			
<b>2 to a Room</b>	477.50			
<b>3 to a Room</b>	378.35			
<b>4 to a Room</b>	328.75			
<b>5 to a Room</b>	299.00			
<b>6 to a Room</b>	279.20			
<b>**Children</b>	n/a			
<b>Rates are per person/adult, plus applicable taxes</b>				
<b>Meal Plan</b>	American			
<b>First Meal</b>	7/16/2017 Eve			
<b>Last Meal</b>	7/21/2017 Sack Lunch			

Please note:

- Rates are per person for the entire stay.
- **FAMILY GROUPS:** Rates are per person based upon the number of adults sharing the room. Children's rates only apply to children ages 6-12 who are sharing a room with their parent.
- **ADULT/YOUTH GROUPS:** Rates are per person based upon the number of people sharing the room.
- Tax is not included in rates. It will be added to your final bill. If applicable, please provide tax exempt affidavit.
- Check-in is 3:00pm or later/Check-out is by 10:00am
- Pets not allowed.
- The above rates are not commissionable.

## SECTION 2: ADVANCE DEPOSIT

To guarantee the accommodation block for your Group, a **signed contract is due by 8/22/2016** and an **advance deposit of \$789 is due by 8/22/2016**. The Advance Deposit is an estimated calculation of 20% of the total forecasted revenue for your event. The Advance Deposit will be credited to the master account of Urbanddale High School. Application of the initial deposit to individual reservations, the Master Account, or other YMCA charges is at the discretion of the Group Leader prior to arrival. Section 3 describes the terms and conditions for changing the size of the accommodation block once this contract has been signed.

**Amount Paid:**

## SECTION 3: ACCOMMODATION ADJUSTMENTS

The YMCA understands and recognizes that your Group might experience many changes in its size and

accommodation requirements. To allow for this possibility the YMCA agrees that your Group's original reservation block may be adjusted within the guidelines outlined below. PLEASE NOTE: If you are reserving a reunion cabin(s), certain minimum stay restrictions may apply.

Critical Dates:	You May:	Fees and Forfeitures
On or Before 8/22/2016	Decrease the number of accommodations	No fees due
After 8/22/2016 and on or before 1/16/2017	Decrease the number of accommodations (cannot be less than minimum stay requirements)	\$25 per accom. released
After 1/16/2017 and on or before 5/16/2017	Decrease the number of accommodations (cannot be less than minimum stay requirements)	\$50 per accom. released
After 5/16/2017	Decrease the number of accommodations or nights if necessary, BUT:	<i><b>You are responsible for full payment for any accom. / nights dropped</b></i>

**SECTION 4: CANCELLATION OF ENTIRE GROUP / CONTRACT**

If the event must be cancelled entirely, certain fees and/or forfeitures apply, as shown in the following schedule. The fees and/or forfeitures for cancelling this contract as shown below are the only fees and/or forfeitures that apply for cancellation in its entirety. Accommodation adjustment fees, stated in Section 3, do not apply when the event is cancelled in its entirety.

If Entire Contract Is Cancelled:	Fees and Forfeitures
On or Before 8/22/2016	None
After 8/22/2016 but before 1/16/2017	30% of deposit is forfeited
On or After 1/16/2017 but before 5/16/2017	100% of deposit is forfeited
On or After 5/16/2017	Full payment for all accommodations being held (Accommodation portion only)

**SECTION 5: PAYMENT POLICIES:**

Full payment is due upon departure. Unpaid balances are charged an additional 1.5% monthly finance charge, and are sent to a collection agency. The Group is responsible for all collection fees and expenses in addition to the monthly finance charge.

**SECTION 6: OFF-GROUNDS GUESTS (DAY PASS)**

When a Group's events are open to the general public or if participants will be staying in accommodations other than those provided by the YMCA of the Rockies, Estes Park Center, the Group will be charged a day pass fee for each participant (6 years & older) who is not staying on grounds. The day pass fee is applied to the bill at the rate in effect at the time of the event. The Group will provide an estimated total number of off-grounds guests no later than 7 days prior to arrival. The Group Leader will be notified of the total off-grounds guest day pass fee prior to posting to the master account.

If the above terms and conditions of this Contract meet with your approval, please indicate your acceptance by signing, dating, and returning one copy of this Contract by **8/22/2016**. I have read and agree to the attached policies.

By: Urbanddale High School  _____ Lee Hammerand or authorized representative  _____ Date	By: YMCA of the Rockies  _____ Mike Heshner, Group Sales  _____ 7/25/2016 Date
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Thank you for choosing Estes Park Center!

 **AIA® Document G701™ – 2001**

**Change Order**

<b>PROJECT</b> <i>(Name and address):</i> Karen Acres Elementary School Addition and Renovation Urbandale, IA	<b>CHANGE ORDER NUMBER:</b> CC-05 <b>DATE:</b> July 29, 2016	<b>OWNER:</b> <input type="checkbox"/> <b>ARCHITECT:</b> <input type="checkbox"/> <b>CONTRACTOR:</b> <input type="checkbox"/> <b>FIELD:</b> <input type="checkbox"/> <b>OTHER:</b> <input type="checkbox"/>
<b>TO CONTRACTOR</b> <i>(Name and address):</i> Larson & Larson Construction, LLC 10703 Justin Drive Des Moines, IA 50322	<b>ARCHITECT'S PROJECT NUMBER:</b> 11-15106-00 <b>CONTRACT DATE:</b> August 17, 2015 <b>CONTRACT FOR:</b> General Construction	

**THE CONTRACT IS CHANGED AS FOLLOWS:**  
*(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)*  
See attachment for Change Order items and description.

The original Contract Sum was	\$ 4,147,420.00
The net change by previously authorized Change Orders	\$ 81,931.64
The Contract Sum prior to this Change Order was	\$ 4,229,351.64
The Contract Sum will be increased by this Change Order in the amount of	\$ 5,265.68
The new Contract Sum including this Change Order will be	\$ 4,234,617.32

The Contract Time will be increased by Zero (0) days.  
The date of Substantial Completion as of the date of this Change Order therefore is on or before August 12, 2016.

**NOTE:** This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.**

<b>DLR Group, inc. (an Iowa Corp.)</b> <b>ARCHITECT</b> <i>(Firm name)</i>	<b>Larson &amp; Larson Construction</b> <b>CONTRACTOR</b> <i>(Firm name)</i>	<b>Urbandale Community School District</b> <b>OWNER</b> <i>(Firm name)</i>
1430 Locust Street Suite 200 Des Moines, IA 50309 <b>ADDRESS</b>	10703 Justin Drive Des Moines, IA 50322 <b>ADDRESS</b>	11152 Aurora Avenue Urbandale, IA 50322 <b>ADDRESS</b>
 <b>BY</b> <i>(Signature)</i>	 <b>BY</b> <i>(Signature)</i>	 <b>BY</b> <i>(Signature)</i>
Paul Arend <i>(Typed name)</i>	Karen Hansen <i>(Typed name)</i>	Christopher Gunnare, School Board President <i>(Typed name)</i>
<b>DATE</b> 8/15/16	<b>DATE</b>	<b>DATE</b>



**Karen Acres Elementary School Additions and Renovations  
DLR Group Project No. 11-15106-00**

**Attachment to Change Order CC-05**

**General Contractor: Larson & Larson Construction**

**July 29, 2016**

**Item No. 1:**

Cost for labor and material to mount HVAC/Electrical temperature sensor on south wall of Gymnasium.

DLR Group Proposal Request PR CC-09 dated May 4, 2016. Pricing per Larson & Larson Construction dated July 21, 2016, DLR Group reviewed July 22, 2016.

**Total Item No. 1:** **Add:** **\$1,109.55**

**Item No. 2:**

Credit to delete graphics at center court.

Larson & Larson proposed Proposal Request PR CC-10 dated July 20, 2016. Reviewed and approved by DLR Group dated July 21, 2016.

**Total Item No. 2:** **Deduct:** **(\$369.00)**

**Item No. 3:**

Cost for labor and materials to reroute condensate drain in A117.

Pricing per Larson & Larson Construction correspondence CP #13 dated June 1, 2016, reviewed by DLR Group on June 8, 2016.

**Total Item No. 3:** **Add:** **\$521.85**

**Item No. 4:**

Cost for labor and materials to install floor drains at Janitor A192.

Pricing per Larson & Larson Construction correspondence CP #15 dated June 1, 2016, reviewed by DLR Group on June 6, 2016.

**Total Item No. 4:** **Add:** **\$1,361.07**

**Item No. 5:**

Cost for labor and material to extend and terminate the grease interceptor vent line as described in RFI-37.

Pricing per Larson & Larson Construction correspondence CP #16 dated June 1, 2016, reviewed by DLR Group on June 6, 2016.

**Total Item No. 5:** **Add:** **\$2,657.18**

**Item No. 6:**

Cost for rerouting condensate. Terminated condensate by tying into a branch outlet tailpiece at fixture S-1.

Pricing per Larson & Larson Construction correspondence CP #17 dated June 6, 2016, reviewed by DLR Group on June 24, 2016.

**Total Item No. 6:** **Add: \$581.49**

**Item No. 7:**

Cost to demolish the water line serving an old wall hydrant located in the electrical room.

Pricing per Larson & Larson Construction correspondence CP #18 dated June 7, 2016, reviewed by DLR Group on June 8, 2016.

**Total Item No. 7:** **Add: \$152.30**

**Item No. 8:**

Deduct cost to Owner for providing UPS equipment.

Larson & Larson proposed Proposal Request PR CC-08 dated July 13, 2016. Review and approved by DLR Group dated July 13, 2016.

**Total Item No. 8:** **Deduct: (\$1,490.00)**

**Item No. 9:**

Cost for labor and material to correct underground sanitary piping conflicts.

Pricing per Larson & Larson Construction correspondence CP #20 dated July 15, 2016, reviewed by DLR Group on June 21, 2016.

**Total Item No. 9:** **Add: \$741.24**

<b>TOTAL AMOUNT OF CHANGE ORDER CC-05:</b>	<b>ADD: \$5,265.68</b>
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## **FY2017 Contract between Polk County Early Childhood Iowa (Board), United Way of Central Iowa (UWCI) as fiscal agent and Urbandale Community School District**

This Contract is effective on July 1, 2016 and is made by and between the Polk County Early Childhood Iowa (BOARD), United Way of Central Iowa as fiscal agent (UWCI), and Urbandale Community School District (SERVICE PROVIDER) for **Preschool Programming Support for Low-Income Families**.

In consideration of the mutual covenants contained in this Contract, the sufficiency of which is acknowledged, it is agreed as follows:

### **1.0 IDENTITY OF PARTIES**

- 1.1** The Polk County Early Childhood Iowa Board, (referred to in this document as the “Board”) is the issuing entity for this Contract. The Board’s address is: **1111 9<sup>th</sup> Street, Suite 100, Des Moines, IA 50314.**
- 1.2** **Urbandale Community School District** (referred to in this document as “Service Provider”) is the contracting entity, and is entering into this Contract to provide the products and/or services defined in Section 4 below. The address of the Service Provider is: **7110 Prairie Avenue, Urbandale, IA 50322.**
- 1.3** United Way of Central Iowa (referred to in this document as “UWCI”) is the fiscal agent for the Polk County Early Childhood Iowa Board.

### **2.0 DURATION OF CONTRACT**

The term of this Contract shall be **7/1/16** through **6/30/17** unless terminated earlier in accordance with Section 5 of this Contract. The Board has the option to renew this Contract for up to five additional one (1)-year extensions by giving the Service Provider written notice of the extension decision at least sixty (60) days prior to the expiration of the initial term or renewal term.

### **3.0 COMPENSATION**

#### **3.1 Payment for Performance Clause**

Payment shall be contingent upon the Service Provider performing the services set forth in Section 4.0 and submitting detailed invoices. The invoices shall be accompanied with appropriate documentation necessary to support all charges included on the invoice. The contract number must be placed on all claims for payment.

#### **3.2 Pricing**

The Service Provider will be paid for the services described in Section 4.0 a fee not to exceed **\$62,000** for the contract period. UWCI, as fiscal agent, will make payments. This shall be the total compensation paid to the Service Provider. The Service Provider shall not be eligible for any other compensation or benefits including, but not limited to, insurance, paid leave or retirement.

### 3.3 Billings

The Service Provider shall submit invoices to the Board for goods and services rendered. The invoices shall be submitted to the Board with appropriate documentation as necessary to support all charges included on the invoices. Appropriate documentation for invoicing is outlined in guidance issued to Service Providers after contracts are executed.

All charges submitted for payment must be on the program budget submitted as part of the program review and request for proposal during the spring of the previous fiscal year.

The Board shall pay all approved invoices.

Claims for payment must be submitted to Polk County Executive Director. Claims for payment may be emailed to [bbremner@unitedwaydm.org](mailto:bbremner@unitedwaydm.org) or mailed to:

**Barb Bremner, Executive Director  
Polk County Early Childhood Iowa  
1111 9th Street, Suite 100  
Des Moines, IA 50314**

Once contracts are executed, Polk County ECI staff will issue a monthly billing template reflecting updated contract numbers to each contractor. Billing template will include instructions for required documentation of all expenditures.

The Service Provider is responsible for completing a request for payment, using the billing template provided by Polk County ECI, and submitting it to the Polk County ECI office by the 5th of the month along with the required documentation related to services performed under the contract.

Claims not received by the 5th of the month will be held for payment until the following month.

Requests for payment will be reviewed by the Polk County ECI staff for accuracy, detailed documentation, and fiscal accountability to the provisions outlined in the program contract. If there is an error or missing documentation, the contractor will be contacted and the required information will be received prior to payment being made.

To the best of their ability, Service Providers are to submit their invoice for work done under the contract within thirty(30) days of an expense being incurred or work being performed.

The Board will pay for documented expenditures only within the same fiscal year that services were provided or expenses were incurred. At the end of the fiscal year the Board will notify all Service Providers of the date final requests for payment must be received.

If the Service Provider determines that the project will not be able to expend all granted funds, the Service Provider agrees to contact the Board prior to April 1, 2017 to negotiate a revision.

## **4.0 SCOPE OF SERVICES**

**4.1** The Service Provider shall provide the following services as an independent Service Provider. The Service Provider's duties shall include, but not be limited to, the following:

**Provide high-quality preschool education in community-based program(s) for children ages 3-5 from families at or below 200% of the federal poverty level.**

**Increase access to preschool experience for children from families at or below 200% of the federal poverty level.**

**Conduct community outreach efforts to enroll children from populations underrepresented in preschool enrollment: low-income, English language learners, children of color**

**Provide developmental screening(s) to minimum of 90% of children enrolled.**

**Work to ensure quality standards put forth by the Early Childhood Iowa area are maintained in all programs and classrooms.**

**Provide required preschool and kindergarten data to the Board and/or its designees, Child and Family Policy Center and United Way of Central Iowa.**

**Allowable expenditures in FY17 budget include: support for a percentage of salary/benefits for enrollment support administrators, program administrators, program staff, classroom aides and/or classroom teachers; tuition and/or enrollment fees; mileage reimbursement; operational expenses**

**From Tool CC:**

**The ECIA board may fund any of the following as a supportive service to preschools, based on the community plan and priorities (i.e., the service must be provided in the preschool setting or for the children attending a preschool program, ages three, four and five, and their families):**

- Preschool tuition for children whose families are above 200% of poverty level using a sliding fee or co-pay option;**
- Transportation to and from preschool;**
- Field Trips;**
- Extension of the preschool day;**
- Summer kindergarten preparation program;**
- Health services (dental, lead services or mental health services);**
- Family support and parent education (*For further information, See Tool FF*);**
- Initiatives to meet or maintain quality preschool accreditation or levels/standards (NAEYC, IQPPS, QRS, etc.);**
- Preschool coordinator (scholarship processing, quality support to programs);**

- Personnel (i.e., staff for inclusive settings, to perform screenings, salaries)**
- Child Care Nurse Consultants**
- Program enhancements to meet, increase or maintain quality preschool accreditation or quality levels/standards (evidence-based curriculum, materials, etc.);**
- Professional development targeted toward quality initiatives and standards (curriculum, assessment, program standards, etc.). Technical assistance and coaching (from a qualified provider) to foster the development of quality initiatives and preschool programming.**

## **4.2 Performance Measures**

The Service Provider shall provide agreed upon state required performance measures by submitting data mid-year and end-of-year on the Results Scorecard database. Data related to program services provided July 1, 2016 – December 31, 2016 should be entered by **January 27, 2017**. Data related to program services provided January 1, 2017 – June 30<sup>th</sup>, 2017 should be entered into Results Scorecard Database by **July 21, 2017**. Data required will include the following:

ECI Statewide Performance Measures:

- **Total # of children served by age (unduplicated)**
- **Total # of children served by age (as of September 15)**
- **# Prenatal**
- **# 0-1**
- **# 1-2**
- **# 2-3**
- **# 3-4**
- **# 4-5**
- **# 5-6**
- **# of funded programs (total)**
- **#of funded programs meeting (may select more than one):**
  - \_\_\_ **NAEYC Accredited**
  - \_\_\_ **NAVCC Accredited**
  - \_\_\_ **Head Start**
  - \_\_\_ **IQQPS verified**
  - \_\_\_ **QRS level 3**
  - \_\_\_ **QRS level 4**
  - \_\_\_ **QRS level 5**
- **# of children screened for: (list screening)**
- **Of those screened , # referred on for additional service or treatment**
- **Cost per child**
- **# of children demonstrating age appropriate skills. Check all that apply:**
  - \_\_\_ **Gold**
  - \_\_\_ **Creative Curriculum**
  - \_\_\_ **Brigance**
  - \_\_\_ **ASQ**
  - \_\_\_ **IGDIs**
  - \_\_\_ **High Scope**
  - \_\_\_ **Ireton Dev Checklist**

- Saxon Math
- Locally developed/other
- # of programs rating a 3 or higher in the QRS system

**Additional information to provide to BOARD:**

**FAST CompK Overall Composite Scores**

**Enrollment information: total enrollment, #s on wait lists**

**District demographic information: Free Lunch %; Reduced Price Lunch %; ELL%**

**Services & Supports for students**

**Curriculum used**

**Assessments Implemented**

**PD Initiatives**

**Program details, to include: days and hours offered; fees if applicable; program goals; challenges to providing preschool; challenges to enrolling at-risk children; policies/strategies in place for enrolling at-risk children**

#### **4.3 Monitoring Clause**

The Service Provider shall submit to the Board a monthly invoice reflecting actual fiscal expenditures associated with Early Childhood Iowa-funded programs.

The Board will monitor the performance of the Service Provider bi-annually through the collection of reports to ensure that the Service Provider is meeting the deliverables of the contract and achieving the specified results. The Service Provider will be required throughout the duration of the contract to satisfactorily provide the services described in the Scope of Work Section in order to meet the desired outcomes.

Contracted Staff of the Board will observe services of the Service Provider and report to the Board observations not noted in reports. The Board will also be allowed to monitor the work of the Service Provider by observing and/or participating in education programming for participants of said program. This will apply to all subcontracts of Service Provider.

The Board reserves the right to conduct on site reviews.

Reports will include a summary of services provided; required performance measures data, and program budget information.

#### **4.4 Review Clause**

The Service Provider shall meet with the Board as requested and provide information for review of the Service Provider's compliance with the terms of the contract and level of performance. The Service Provider agrees that the Board or the Board's duly authorized and identified agents or representatives shall have the right to access any and all information pertaining to the contract, conduct site visits, conduct quality assurance reviews, review contract compliance, assess management controls, assess contract services and activities, and provide technical

assistance. At a minimum, the Service Provider and Board will evaluate achievements of the contract performance targets and results.

## **5.0 TERMINATION**

### **5.1 Termination Upon Notice**

Either party may terminate this contract, without penalty and without incurring further obligation, upon **30** days written notice. The Service Provider shall be entitled to compensation for services or goods provided prior to and including the termination date.

### **5.2 Termination Due to Lack of Funds or Change in Law**

The Board shall have the right to terminate this contract without penalty by giving thirty (30) days written notice to the Service Provider as a result of any of the following:

- 5.2.1** Adequate funds are not appropriated or granted to allow the Board to operate as required and to fulfill its obligations under this Contract;
- 5.2.2** Funds are de-appropriated or not allocated or if funds needed by the Board, at the Board's sole discretion, are insufficient for any reason;
- 5.2.3** The Board's authorization to operate is withdrawn or there is a material alteration in the programs administered by the Board;
- 5.2.4** The Board's duties are substantially modified.

## **6.0 INDEMNIFICATION.**

**6.1** The Service Provider agrees to defend, indemnify and hold the Board and the state of Iowa, and UWCI and their officers, agents and employees, harmless from any and all liabilities, damages, settlements, judgments, costs and expenses, including legal expenses required to defend the Board or their officers, agents or employees by reason of the failure of the Service Provider to fully perform and comply with the terms of this contract.

### **6.2 Survives Termination**

Indemnification obligation shall survive termination of this contract.

## **7.0 INSURANCE**

### **7.1 Insurance Requirements**

The Service Provider, and any subcontractor, shall maintain in full force and effect, with insurance companies licensed by the State of Iowa, at the Service Provider's expense, insurance covering its work during the entire term of this contract and any extensions or renewals. The Service Provider's insurance shall, among other things, be occurrence based and shall insure against any loss or damage resulting from or related to the Service Provider's performance of this Contract regardless of the date the claim is filed or expiration of the policy.



## **8.0 CONTRACT ADMINISTRATION**

### **8.1 Independent Service Provider**

The status of the Service Provider, and all subcontractors, shall be that of an independent contractor. The Board shall not provide the Service Provider with office space, support staff, equipment or tools, or supervision beyond the terms of this contract. Neither the Service Provider nor its employees shall be considered employees of the Board for tax purposes. The Board shall not withhold taxes on behalf of the Service Provider (unless required by law). The Service Provider shall be responsible for payment of all taxes, fees and charges when due.

### **8.2 Compliance With Equal Employment And Affirmative Action Provisions**

The Service Provider shall comply with all provisions of federal, state and local laws, rules and executive orders including, but not limited to, Equal Employment Opportunity provisions, Occupational Health and Safety Act, Affirmative Action and Civil Rights rules and regulations, licensing requirements, records retention, and audit requirements.

### **8.3 Compliance with the Law**

The Service Provider, its employees, agents, and subcontract providers shall comply with all applicable federal, state, and local laws, rules, ordinances, regulations and orders when performing the services under this Contract, including without limitation, all laws that pertain to the prevention of discrimination in employment, equal employment opportunity and affirmative action, and the use of targeted small businesses as subcontractors or suppliers. The Service Provider may be required to provide a copy of its affirmative action plan, containing goals and time specifications. Failure to comply with this provision may cause this contract to be cancelled, terminated or suspended in whole or in part and the Service Provider may be declared ineligible for future state contracts or be subject to other sanctions as provided by law or rule.

The Service Provider, its employees, agents and subcontractors shall also comply with all federal, state and local laws regarding business permits and licenses that may be required to carry out the work performed under this contract.

### **8.4 Subcontracting**

None of the work or services relating to this contract shall be subcontracted to another organization or individual without specific prior written approval by the Board except for subcontracts under \$2000. To obtain approval, the Service Provider shall submit to the Board the proposed contract or written contract between the parties. The proposed contract or contract shall contain:

- (1) A list of the work and services to be performed by the subcontractor.
- (2) The contract policies and requirements.
- (3) Provision for the Board, the Service Provider, and any of their duly authorized representatives to have access, for the purpose of audit and examination, to any documents, papers, and records of the subcontractor pertinent to the subcontract.
- (4) The amount of the subcontract.

- (5) A line item budget of specific costs to be reimbursed under the subcontract or contract or other cost basis for determining the amount of the subcontract as appropriate.
- (6) A statement that all provisions of this contract are included in the subcontract including audit requirements.
- (7) Period of performance.
- (8) Any additional subcontract conditions.

Any subcontract or other written contract shall not affect the Service Provider's overall responsibility and accountability to the Board for the overall direction of the project.

If during the course of the subcontract period the Service Provider or subcontractor wishes to change or revise the subcontract, prior written approval from the Board is required.

The Service Provider shall maintain a contract administration system which ensures that subcontractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

The Service Provider shall maintain written standards of conduct governing the performance of its employees engaged in the award and administration of any subcontract. No employee, officer or agent of the Service Provider or subcontractor shall participate in the selection or in the award or administration of a subcontract if a conflict of interest, real or apparent, exists.

## **8.5 Authorization**

Each party to this contract represents and warrants to the other that:

- 8.5.1** It has the right, power and authority to enter into and perform its obligations under this contract.
- 8.5.2** It has taken all requisite action (corporate, statutory, or otherwise) to approve execution, delivery and performance of this contract and this contract constitutes a legal, valid and binding obligation upon itself in accordance with its terms.

## **8.6 Severability**

If any provision of this contract is determined by a court of competent jurisdiction to be invalid or unenforceable, such determination shall not affect the validity or enforceability of any other part or provision of this Contract.

## **8.7 Choice of Law and Forum**

The terms and provisions of this contract shall be construed in accordance with the laws of the state of Iowa. Any and all litigation or actions commenced in connection with this Contract shall be brought in an appropriate Iowa forum.

## **8.8 Not a Joint Venture**

Nothing in this contract shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties hereto. Each party shall be deemed to be an independent contractor contracting for services and acting toward the mutual

benefits expected to be derived herefrom. No party, unless otherwise specifically provided for herein, has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the contract. If the Service Provider is a joint entity, consisting of more than one individual, partnership, corporation or other business organization, all such entities shall be jointly and severally liable for carrying out the activities and obligations of this contract, and for any default of such activities and obligations.

#### **8.9 Assignment and Delegation**

This contract may not be assigned, transferred or conveyed in whole or in part without the prior written consent of the other party. For purposes of construing this clause, a transfer of a controlling interest in the Service Provider shall be considered an assignment.

#### **8.10 Amendments**

This contract may be amended in writing from time to time by mutual consent of the parties. All amendments to this contract must be fully executed by both parties.

#### **8.11 Confidentiality**

Information of the Board which identifies clients and services is confidential in nature. The Service Provider and its employees, agents and subcontractors shall be allowed access to such information only as needed for performance of their duties related to the contract. Service Provider shall not use confidential information for any purpose other than carrying out Service Provider's obligations under this contract. The Service Provider shall establish and enforce policies and procedures for safeguarding the confidentiality of such data. The Service Provider may be held civilly or criminally liable for improper disclosure. Service Provider shall promptly notify the Board of any request for disclosure of confidential information received by the Service Provider.

#### **8.12 Records Retention and Access**

The Service Provider shall maintain books, records, and documents which sufficiently and properly document and explain all charges billed to the Board throughout the term of this contract for a period of at least five years following the date of final payment or completion of any required audit begun during the aforementioned five (5) years, whichever is later. Records to be maintained include both financial records and service records. All data and records, including client information, obtained by the contractor, in connection with this contract, shall be made available to the Board. The Service Provider shall permit the Auditor of the State of Iowa or any authorized representative of the State, and where federal funds are involved, the Comptroller General of the United States or any other authorized representative of the United States government, to access and examine, audit, excerpt and transcribe any directly pertinent books, documents, papers, electronic or optically stored and created records or other records of the Service Provider relating to orders, invoices, payments, services provided or any other documentation or materials pertaining to this contract, wherever such records may be located.

### **8.13 Integration**

This contract represents the entire contract between the parties and neither party is relying on any representation that may have been made which is not included in this contract.

### **8.14 Tobacco Smoke Prohibited**

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by federal programs either directly or through state or local governments, by federal grant, contract, loan or loan guarantee. Federal programs include grants, cooperative contracts, loans or loan guarantees and contracts. The law also applies to children's services that are provided in indoor facilities that are constructed, operated or maintained with such federal funds. The law does not apply to children's services provided in private residences, portions of facilities used for inpatient drug or alcohol treatment, service providers whose sole source of applicable federal funds is Medicare or Medicaid, or facilities (other than clinics) where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible party.

The Service Provider certifies that it and its subcontractors will comply with the requirements of the Pro-Children Act of 1994 and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act. The Service Provider shall execute the Certification of Compliance with the Pro-Children Act of 1994 attached as Exhibit A and provide the original certification when it executes this Contract.

### **8.15 Drug Free Work Place**

The Service Provider shall provide a drug free workplace in accordance with the Drug Free Workplace Act of 1988 and all applicable regulations

### **8.16 Suspension and Debarment.**

The Service Provider certifies pursuant to 2 CFR 180 that neither it nor its principles are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any federal board or agency. The Service Provider shall execute the certification regarding debarment attached as Exhibit B.

### **8.17 Lobbying Restrictions**

The Service Provider shall comply with all certification and disclosure requirements prescribed by 31 U.S.C. Section 1352 and any implementing regulations and shall be responsible for ensuring that any subcontractor fully complies with all certification and disclosure requirements. The Service Provider shall execute the certification regarding lobbying restrictions attached as Exhibit C.

**8.18 Conflict of Interest**

No relationship exists or will exist during the contract period between the Service Provider and the Board that is a conflict of interest.

**8.19 Compliance with Iowa Code Chapter 8F**

The Service Provider shall comply with Iowa Code Chapter 8F with respect to any subcontracts it enters into pursuant to this Contract. Any compliance documentation, including but not limited to certifications, received from subcontractors by the Service Provider shall be forwarded to the Board.

**8.20 Repayment Obligation**

In the event that any state and/or federal funds are deferred and/or disallowed as a result of any audits or expended in violation of the laws applicable to the expenditure of such funds, the Service Provider shall be liable to the Board for the full amount of any claim disallowed and for all related penalties incurred. The requirements of this paragraph shall apply to the Service Provider as well as any subcontractors.

**9.0 EXECUTION**

**IN WITNESS WHEREOF**, in consideration of the mutual covenants set forth above and for other goods and valuable consideration, the receipt, adequacy and legal sufficiency of which are hereby acknowledged, the parties have entered into the above contract and have caused their duly authorized representatives to execute this contract.

**Urbandale Community School District**

By: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Federal Tax Identification Number: \_\_\_\_\_

**Polk County Early Childhood Iowa Board**

By: \_\_\_\_\_ Date: \_\_\_\_\_

Name:       Matt Knoll      

Title:       **Board Chair**      

**United Way of Central Iowa (fiscal agent)**

By: \_\_\_\_\_ Date: \_\_\_\_\_

Name:       Sarah J. Roy      

Title:       **Chief Operating Officer**

Exhibit A

CERTIFICATION OF COMPLIANCE WITH PRO-CHILDREN ACT OF 1994

**Service Provider** must comply with Public Law 103-227, Part C Environmental Tobacco Smoke, also known as the Pro-Children Act of 1994 (Act). This Act requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted by an entity and used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by federal programs either directly or through state or local governments. Federal programs include grants, cooperative agreements, loans or loan guarantees, and contracts. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such federal funds. The law does not apply to children's services provided in private residences, portions of facilities used for inpatient drug or alcohol treatment, service providers whose sole source of applicable federal funds is Medicare or Medicaid, or facilities (other than clinics) where WIC coupons are redeemed.

The **Service Provider** further agrees that the above language will be included in any sub-awards that contain provisions for children's services and that all sub-grantees shall certify compliance accordingly. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1000 per day.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Date: \_\_\_\_\_

## Exhibit B

### **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION -- LOWER TIER-COVERED TRANSACTIONS**

By signing and submitting this contract, the Service Provider is providing the certification set out below:

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the Service Provider knowingly rendered an erroneous certification, in addition to other remedies available to the Board with which this transaction originated, the board may also pursue available remedies, including suspension and/or debarment.
2. The Service Provider shall provide immediate written notice to the person to whom this Contract is submitted if at any time the Service Provider learns that its certification was erroneous when submitted or had become erroneous by reason of changed circumstances.
3. The terms covered transaction, debarred, suspended, ineligible, lower tier-covered transaction, participant, person, primary covered transaction, principle, contract, and voluntarily excluded, as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this contract is submitted for assistance in obtaining a copy of those regulations.
4. The Service Provider agrees by submitting this contract that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier-covered transaction with a person who is proposed for debarment under 2 CFR 180, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the Board with which this transaction originated.
5. The Service Provider further agrees by submitting this contract that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier-Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier-covered transactions.
6. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier-covered transaction that it is not proposed for debarment under 48 CFR part 9, sub-part 9.4, debarred, suspended, ineligible, or voluntarily excluded from covered transactions, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. A participant may, but is not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.
7. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8. Except for transactions authorized under Paragraph 4 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier-covered transaction with a person who is proposed for debarment under 2 CFR 180, suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal



government, the Board with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION--LOWER TIER COVERED TRANSACTIONS**

(1) The Service Provider certifies, by submission of this contract, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

(2) Where the Service Provider is unable to certify to any of the statements in this certification, such Service Provider shall attach an explanation to this contract.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Company Name)

*Exhibit C*

**CERTIFICATION REGARDING LOBBYING**

The undersigned certifies, to the best of his or her knowledge and belief, that:

A. No federal appropriated funds have been paid or will be paid on behalf of the Sub-Grantee to any person for influencing or attempting to influence an officer or employee of any federal agency, a member of the Congress, an officer or employee of the Congress, or an employee of a member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any federal contract, grant loan or cooperative agreement.

B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any federal agency, a member of the Congress, or an employee of a member of Congress in connection with this contract, grant, loan, or cooperative agreement, the applicant shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

C. The Service Provider shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contracts, sub-grants, and contracts under grants, loans and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C.A. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Date: \_\_\_\_\_

Urbandale Community School District  
 Monthly Revenue and Expense Summary  
 Fiscal Year 2017

**Board Meeting Agenda**  
**August 15, 2016 SpRpt # 16**

Fund	Description	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Budget
10	Gen Fund Rev - Local	\$ 49,589	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 49,589	
10	Gen Fund Rev - Intermed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10	Gen Fund Rev - State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10	Gen Fund Rev - Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10	Gen Fund Rev - Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10	<b>Total Gen Fund Rev</b>	<b>\$ 49,589</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 49,589</b>	\$ -
10	Gen Fund Exp - Sal/Bene	\$ 418,757	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 418,757	
10	Gen Fund Exp - Services	\$ 118,366	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 118,366	
10	Gen Fund Exp - Supplies	\$ 213,310	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 213,310	
10	Gen Fund Exp - Equip	\$ 980	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 980	
10	Gen Fund Exp - Misc	\$ 11,456	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,456	
10	Gen Fund Exp - Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10	<b>Total Gen Fund Exp</b>	<b>\$ 762,869</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 762,869</b>	\$ -
21	Activity Fund Rev	\$ 9,980	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,980	\$ -
21	Activity Fund Exp	\$ 35,479	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,479	\$ -
22	Management Fund Rev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22	Management Fund Exp	\$ 4,659	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,659	\$ -
24	PERL Fund Rev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
24	PERL Fund Exp	\$ 8,769	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,769	\$ -
33	Sales Tax Fund Rev	\$ 262,545	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 262,545	\$ -
33	Sales Tax Fund Exp	\$ 181,460	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 181,460	\$ -
36	PPEL Fund Rev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
36	PPEL Fund Exp	\$ 12,189	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,189	\$ -
40	Debt Service Rev	\$ 175,676	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 175,676	\$ -
40	Debt Service Exp	\$ 1,585,946	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,585,946	\$ -
61	Nutrition Fund Rev	\$ 2,211	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,211	\$ -
61	Nutrition Fund Exp	\$ 18,128	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,128	\$ -
62	Adventuretime Rev	\$ 26,856	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,856	\$ -
62	Adventuretime Exp	\$ 119,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 119,700	\$ -
65	Comm Educ Fund Rev	\$ 30,382	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,382	\$ -
65	Comm Educ Fund Exp	\$ 28,825	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,825	\$ -
71	Insurance Fund Rev	\$ 51,223	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,223	\$ -
71	Insurance Fund Exp	\$ 228,549	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 228,549	\$ -
ALL	<b>TOTAL DISTRICT REV</b>	<b>\$ 608,462</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 608,462</b>	<b>\$ -</b>
ALL	<b>TOTAL DISTRICT EXP</b>	<b>\$ 2,986,572</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,986,572</b>	<b>\$ -</b>

Urbandale Community School District

For 07/01/16 - 07/31/16

Revenue Summary Report

FJRES01A

Periods 00 - 01

Monthly Report to the Board of Directors

MthlyBdRptByFund/Object

Account No/Description	Budget Amount	Period Amount	Y-T-D Amount	Balance	Percent Received
10 GENERAL					
1321 REG TUITION - NOT OE	.00	3,550.00	3,550.00	-3,550.00	.00
1910 RENTALS	.00	30,972.50	30,972.50	-30,972.50	.00
1920 CONTRIB & DONATIONS	.00	10,000.00	10,000.00	-10,000.00	.00
1941 TXTBK SALES PS	.00	288.12	288.12	-288.12	.00
1945 Penalties & Fines	.00	81.00	81.00	-81.00	.00
1991 SALE OF MATERIALS	.00	4,690.20	4,690.20	-4,690.20	.00
1999 MISC REVENUE	.00	7.39	7.39	-7.39	.00
10 GENERAL	.00	49,589.21	49,589.21	-49,589.21	.00
21 STUDENT ACTIVITY					
1710 ADMISSION FEES	.00	2,929.00	2,929.00	-2,929.00	.00
1748 CONTEST FEES CHARGED	.00	1,185.00	1,185.00	-1,185.00	.00
1790 OTHER ACT INCOME	.00	193.06	193.06	-193.06	.00
1791 FUND RAISERS	.00	5,672.90	5,672.90	-5,672.90	.00
21 STUDENT ACTIVITY	.00	9,979.96	9,979.96	-9,979.96	.00
33 SALES TAX FUND					
1510 INVESTMENT INTEREST	.00	44.35	44.35	-44.35	.00
3361 School Infrastr. Supp AMT	.00	262,501.11	262,501.11	-262,501.11	.00
33 SALES TAX FUND	.00	262,545.46	262,545.46	-262,545.46	.00
40 DEBT SERVICE					
1510 INVESTMENT INTEREST	.00	12.36	12.36	-12.36	.00
5233 INTFPD TRANS CAP PROJ	.00	175,663.33	175,663.33	-175,663.33	.00
40 DEBT SERVICE	.00	175,675.69	175,675.69	-175,675.69	.00
61 SCHOOL NUTRITION					
1632 SPECIAL FUNCTIONS	.00	1,873.02	1,873.02	-1,873.02	.00
1999 MISC REVENUE	.00	338.00	338.00	-338.00	.00
61 SCHOOL NUTRITION	.00	2,211.02	2,211.02	-2,211.02	.00
62 CHILD CARE					
1840 CHILD CARE SERVICES	.00	26,804.92	26,804.92	-26,804.92	.00
1999 MISC REVENUE	.00	51.02	51.02	-51.02	.00
62 CHILD CARE	.00	26,855.94	26,855.94	-26,855.94	.00
65 COMMUNITY EDUCATION					
1371 TUITION COMM ED	.00	518.00	518.00	-518.00	.00
1810 COMM RECRE	.00	24,999.00	24,999.00	-24,999.00	.00
1999 MISC REVENUE	.00	4,865.00	4,865.00	-4,865.00	.00
65 COMMUNITY EDUCATION	.00	30,382.00	30,382.00	-30,382.00	.00
71 SELF-INSURANCE FUND					
1973 Cobra /Retiree Contr	.00	1,993.04	1,993.04	-1,993.04	.00
1999 MISC REVENUE	.00	49,229.83	49,229.83	-49,229.83	.00
71 SELF-INSURANCE FUND	.00	51,222.87	51,222.87	-51,222.87	.00

Urbandale Community School District

For 07/01/16 - 07/31/16

Expenditure Summary Report

FJEXS01A

Periods 00 - 01

Monthly Report to the Board of Directors

MthlyBdRptByFund/Object

Account No/Description	Adjusted Budget	Y-T-D Encumb	Period Expended	Y-T-D Expended	Available Balance	Percent Used
<b>10 GENERAL</b>						
0101 Reg paraprof	.00	.00	9,455.19	9,455.19	-9,455.19	.00
0111 ADMIN. PERS	.00	.00	114,460.26	114,460.26	-114,460.26	.00
0115 ADMIN ASST EMPLOYEE	.00	.00	6,122.90	6,122.90	-6,122.90	.00
0121 Reg prof educ	.00	200.00	39,647.29	39,647.29	-39,847.29	.00
0129 ADDIT COMPENSATION	.00	.00	12,139.96	12,139.96	-12,139.96	.00
0131 PROF-OTHER	.00	.00	7,558.07	7,558.07	-7,558.07	.00
0135 REG ASSIST EMPLY	.00	.00	6,436.47	6,436.47	-6,436.47	.00
0141 REG EMPLOYEE	.00	2,706.94	21,038.79	21,038.79	-23,745.73	.00
0142 TEMP/SUB	.00	.00	6,037.14	6,037.14	-6,037.14	.00
0151 OFFICE/CLERICAL	.00	.00	36,504.48	36,504.48	-36,504.48	.00
0161 REG EMPLOYEE	.00	.00	18,588.58	18,588.58	-18,588.58	.00
0171 REG EMPLOYEE	.00	.00	2,507.22	2,507.22	-2,507.22	.00
0181 LABORER	.00	.00	4,923.42	4,923.42	-4,923.42	.00
0191 REG EMPLOYEE	.00	.00	75,207.70	75,207.70	-75,207.70	.00
0192 SERV WORK: TEMP/SUB	.00	.00	1,652.36	1,652.36	-1,652.36	.00
0211 DISABILITY INSURANCE	.00	.00	383.36	383.36	-383.36	.00
0213 LIFE INSURANCE	.00	.00	248.40	248.40	-248.40	.00
0220 FICA	.00	.00	24,437.07	24,437.07	-24,437.07	.00
0231 IPERS	.00	.00	29,426.58	29,426.58	-29,426.58	.00
0239 TSA PD by Employer	.00	.00	1,981.84	1,981.84	-1,981.84	.00
0322 PROFESS ED SERVICES	.00	.00	1,223.00	1,223.00	-1,223.00	.00
0324 CONSULTANT	.00	.00	1,078.75	1,078.75	-1,078.75	.00
0331 STAFF WORKSHOP	.00	6,930.91	33,933.52	33,933.52	-40,864.43	.00
0349 OTHER PURC PROF SERV	.00	5,670.00	22,216.90	22,216.90	-27,886.90	.00
0421 GARBAGE COLLECTION	.00	.00	4,432.65	4,432.65	-4,432.65	.00
0430 REPAIR AND MAINT SRV	.00	8,622.45	29,252.57	29,252.57	-37,875.02	.00
0433 EQUIPMENT	.00	-99.05	936.40	936.40	-837.35	.00
0434 VEHICLE	.00	.00	1,006.51	1,006.51	-1,006.51	.00
0435 GROUNDS	.00	1,195.50	1,755.00	1,755.00	-2,950.50	.00
0441 RENTAL LAND & BLDG	.00	.00	12,556.08	12,556.08	-12,556.08	.00
0515 TRANSP PRIVATE CONT	.00	2,100.00	.00	.00	-2,100.00	.00
0531 POSTAGE/UPS	.00	.00	1,464.38	1,464.38	-1,464.38	.00
0532 TELEPHONE	.00	.00	7,439.78	7,439.78	-7,439.78	.00
0580 TRAVEL	.00	.00	1,070.21	1,070.21	-1,070.21	.00
0611 OFFICE SUPPL	.00	4,124.42	1,967.96	1,967.96	-6,092.38	.00
0612 INSTR SUPPL	.00	31,552.94	25,112.21	25,112.21	-56,665.15	.00
0618 OTHER GEN SUPPL	.00	-1,133.39	22,745.96	22,745.96	-21,612.57	.00
0626 GASOLINE	.00	.00	1,562.94	1,562.94	-1,562.94	.00
0629 OTHER	.00	4,595.11	.00	.00	-4,595.11	.00
0641 TEXTBOOKS	.00	40,013.34	36,542.52	36,542.52	-76,555.86	.00
0642 CONSUMABLE WORKBOOKS	.00	3,635.23	44,373.07	44,373.07	-48,008.30	.00
0644 PERIODICALS	.00	93.80	345.51	345.51	-439.31	.00

Urbandale Community School District

For 07/01/16 - 07/31/16

Expenditure Summary Report

FJEXS01A

Periods 00 - 01

Monthly Report to the Board of Directors

MthlyBdRptByFund/Object

Account No/Description	Adjusted Budget	Y-T-D Encumb	Period Expended	Y-T-D Expended	Available Balance	Percent Used
<b>10 GENERAL</b>						
0652 TECHNOL SOFTWARE	.00	9,974.14	77,530.60	77,530.60	-87,504.74	.00
0682 PARTS	.00	.00	2,330.92	2,330.92	-2,330.92	.00
0683 MAINTENANCE SUPPLIES	.00	3,345.75	688.40	688.40	-4,034.15	.00
0684 CLEANING PRODUCTS	.00	10,849.14	109.88	109.88	-10,959.02	.00
0733 FURNITURE & FIXTURES	.00	3,520.00	.00	.00	-3,520.00	.00
0734 COMP/TECH HARDWARE	.00	.00	980.47	980.47	-980.47	.00
0739 OTHER EQUIPMENT	.00	16,883.77	.00	.00	-16,883.77	.00
0812 DUES AND FEES	.00	2,108.00	11,455.50	11,455.50	-13,563.50	.00
10 GENERAL	.00	156,889.00	762,868.77	762,868.77	-919,757.77	.00
<b>21 STUDENT ACTIVITY</b>						
0129 ADDIT COMPENSATION	.00	.00	6,983.00	6,983.00	-6,983.00	.00
0192 SERV WORK: TEMP/SUB	.00	.00	588.00	588.00	-588.00	.00
0220 FICA	.00	.00	526.86	526.86	-526.86	.00
0231 IPERS	.00	.00	615.08	615.08	-615.08	.00
0340 OTHER PROFESSIONAL	.00	.00	217.00	217.00	-217.00	.00
0345 NONEMPLOYEE OFFICALS	.00	.00	1,937.00	1,937.00	-1,937.00	.00
0580 TRAVEL	.00	.00	105.84	105.84	-105.84	.00
0618 OTHER GEN SUPPL	.00	33,860.70	21,156.44	21,156.44	-55,017.14	.00
0739 OTHER EQUIPMENT	.00	10,619.24	.00	.00	-10,619.24	.00
0812 DUES AND FEES	.00	.00	3,275.00	3,275.00	-3,275.00	.00
0815 STUDENT ENTRY FEES	.00	.00	75.00	75.00	-75.00	.00
21 STUDENT ACTIVITY	.00	44,479.94	35,479.22	35,479.22	-79,959.16	.00
<b>22 MANAGEMENT LEVY</b>						
0273 MEDICAL INSURANCE	.00	.00	4,659.00	4,659.00	-4,659.00	.00
22 MANAGEMENT LEVY	.00	.00	4,659.00	4,659.00	-4,659.00	.00
<b>24 PUB ED &amp; REC LEVY</b>						
0111 ADMIN. PERS	.00	.00	5,595.46	5,595.46	-5,595.46	.00
0151 OFFICE/CLERICAL	.00	.00	2,062.67	2,062.67	-2,062.67	.00
0211 DISABILITY INSURANCE	.00	.00	8.28	8.28	-8.28	.00
0213 LIFE INSURANCE	.00	.00	5.40	5.40	-5.40	.00
0220 FICA	.00	.00	502.01	502.01	-502.01	.00
0231 IPERS	.00	.00	595.28	595.28	-595.28	.00
24 PUB ED & REC LEVY	.00	.00	8,769.10	8,769.10	-8,769.10	.00
<b>33 SALES TAX FUND</b>						
0450 CONSTRUCTION SERV	.00	104,192.97	613.04	613.04	-104,806.01	.00
0733 FURNITURE & FIXTURES	.00	100,756.03	.00	.00	-100,756.03	.00
0734 COMP/TECH HARDWARE	.00	601,892.84	5,183.19	5,183.19	-607,076.03	.00
0910 FUND TRANSFER OUT	.00	.00	175,663.33	175,663.33	-175,663.33	.00
33 SALES TAX FUND	.00	806,841.84	181,459.56	181,459.56	-988,301.40	.00
<b>36 PHY PLANT &amp; EQ LEVY</b>						
0441 RENTAL LAND & BLDG	.00	.00	12,189.08	12,189.08	-12,189.08	.00
0739 OTHER EQUIPMENT	.00	10,120.49	.00	.00	-10,120.49	.00

Urbandale Community School District

For 07/01/16 - 07/31/16

Expenditure Summary Report

FJEXS01A

Periods 00 - 01

Monthly Report to the Board of Directors

MthlyBdRptByFund/Object

Account No/Description	Adjusted Budget	Y-T-D Encumb	Period Expended	Y-T-D Expended	Available Balance	Percent Used
36 PHY PLANT & EQ LEVY						
36 PHY PLANT & EQ LEVY	.00	10,120.49	12,189.08	12,189.08	-22,309.57	.00
40 DEBT SERVICE						
0831 PRINCIPAL REDEMPTION	.00	.00	1,065,000.00	1,065,000.00	-1,065,000.00	.00
0832 INTEREST	.00	.00	520,945.61	520,945.61	-520,945.61	.00
40 DEBT SERVICE	.00	.00	1,585,945.61	1,585,945.61	-1,585,945.61	.00
61 SCHOOL NUTRITION						
0191 REG EMPLOYEE	.00	.00	14,459.20	14,459.20	-14,459.20	.00
0211 DISABILITY INSURANCE	.00	.00	19.23	19.23	-19.23	.00
0213 LIFE INSURANCE	.00	.00	12.60	12.60	-12.60	.00
0220 FICA	.00	.00	1,052.01	1,052.01	-1,052.01	.00
0231 IPERS	.00	.00	1,237.18	1,237.18	-1,237.18	.00
0239 TSA PD by Employer	.00	.00	143.25	143.25	-143.25	.00
0331 STAFF WORKSHOP	.00	.00	1,100.30	1,100.30	-1,100.30	.00
0611 OFFICE SUPPL	.00	79.00	104.40	104.40	-183.40	.00
61 SCHOOL NUTRITION	.00	79.00	18,128.17	18,128.17	-18,207.17	.00
62 CHILD CARE						
0111 ADMIN. PERS	.00	.00	1,265.72	1,265.72	-1,265.72	.00
0115 ADMIN ASST EMPLOYEE	.00	.00	6,308.28	6,308.28	-6,308.28	.00
0135 REG ASSIST EMPLY	.00	.00	1,870.70	1,870.70	-1,870.70	.00
0191 REG EMPLOYEE	.00	.00	81,748.24	81,748.24	-81,748.24	.00
0211 DISABILITY INSURANCE	.00	.00	61.97	61.97	-61.97	.00
0213 LIFE INSURANCE	.00	.00	40.05	40.05	-40.05	.00
0220 FICA	.00	.00	6,321.51	6,321.51	-6,321.51	.00
0231 IPERS	.00	.00	7,609.30	7,609.30	-7,609.30	.00
0239 TSA PD by Employer	.00	.00	176.82	176.82	-176.82	.00
0618 OTHER GEN SUPPL	.00	3,533.58	14,297.08	14,297.08	-17,830.66	.00
62 CHILD CARE	.00	3,533.58	119,699.67	119,699.67	-123,233.25	.00
65 COMMUNITY EDUCATION						
0121 Reg prof educ	.00	.00	8,884.04	8,884.04	-8,884.04	.00
0129 ADDIT COMPENSATION	.00	.00	270.00	270.00	-270.00	.00
0220 FICA	.00	.00	669.32	669.32	-669.32	.00
0231 IPERS	.00	.00	781.30	781.30	-781.30	.00
0618 OTHER GEN SUPPL	.00	-3,140.99	18,220.14	18,220.14	-15,079.15	.00
65 COMMUNITY EDUCATION	.00	-3,140.99	28,824.80	28,824.80	-25,683.81	.00
71 SELF-INSURANCE FUND						
0273 MEDICAL INSURANCE	.00	.00	228,548.75	228,548.75	-228,548.75	.00
71 SELF-INSURANCE FUND	.00	.00	228,548.75	228,548.75	-228,548.75	.00

**Karen Acres Elementary**  
**Additions and Renovation**  
**Construction start = August 2015**  
**Construction finish =**

Construction Budget at time of GC contract award + FFE budget approved 3/7/16									
\$	4,230,368	\$	409,378	\$	325,000	\$	56,568	\$	5,021,314

Actual Expenditures:			Construction Budget at time of GC contract award + FFE budget approved 3/7/16					Unspent Budget
Ck Date	Vendor	Description	Gen Contractor	Arch/Eng	FF&E	Misc	Total Expended	
		Beginning Budget						\$ 5,021,314
02-25-15	DLR Group	Design work		15,687.50			15,687.50	5,005,627
04-16-15	DLR Group	Design work		7,218.75			7,218.75	4,998,408
04-16-15	DLR Group	Design work		10,968.75			10,968.75	4,987,439
05-14-15	DLR Group	Design work		33,437.25			33,437.25	4,954,002
06-11-15	DLR Group	Design work		10,200.00			10,200.00	4,943,802
06-11-15	DLR Group	Design work		29,615.00			29,615.00	4,914,187
06-30-15	Terracon Consultants	Testing		750.00			750.00	4,913,437
06-30-15	Terracon Consultants	Testing		3,800.00			3,800.00	4,909,637
07-17-15	DLR Group	Design work		80,814.88			80,814.88	4,828,822
07-30-15	Grainger	Boxes and Tape				203.71	203.71	4,828,619
08-21-15	DLR Group	Design work		24,076.77			24,076.77	4,804,542
08-21-15	Iowa DNR	SWPP Permit				175.00	175.00	4,804,367
10-08-15	DLR Group	Design work		7,280.98			7,280.98	4,797,086
10-08-15	Truelsen Blumenthal LLC	SWPPP insp/rep		1,100.00			1,100.00	4,795,986
10-08-15	Grainger	Wayfinding Tape				85.56	85.56	4,795,900
10-08-15	Signs Now	Wayfinding Signage				236.00	236.00	4,795,664
10-23-15	DLR Group	Design work		21,453.33			21,453.33	4,774,211
10-27-15	MidAmerican Energy	Relocate Electrical				10,431.02	10,431.02	4,763,780
11-13-15	Larson & Larson	Construction	173,170.75				173,170.75	4,590,609
11-18-15	DLR Group	Construction Mgmt		1,398.96			1,398.96	4,589,210
11-18-15	Environmental Property	Asbestos Abatement				3,299.00	3,299.00	4,585,911
11-18-15	Terracon Consultants	Instpections		1,465.00			1,465.00	4,584,446
12-03-15	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	4,584,196
12-17-15	DLR Group	Construction Mgmt		2,824.31			2,824.31	4,581,372
12-17-15	Environmental Property	Asbestos Abatement				3,700.00	3,700.00	4,577,672
12-17-15	Terracon Consultants	Testing		4,447.75			4,447.75	4,573,224
12-31-15	Terracon Consultants	Testing		3,818.75			3,818.75	4,569,405
12-31-15	Walsh Door & Hdwr Co	Temp move entrance				3,760.90	3,760.90	4,565,644
01-13-16	DLR Group	Construction Mgmt		4,926.63			4,926.63	4,560,718
01-13-16	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	4,560,468
01-13-16	Terracon Consultants	Testing		3,022.25			3,022.25	4,557,446
01-13-16	Terracon Consultants	Testing		2,680.25			2,680.25	4,554,765
01-28-16	Midwest Comp Tech	Move/reinstall equip				1,500.00	1,500.00	4,553,265
02-03-16	Midwest Comp Tech	Move/reinstall equip				2,800.00	2,800.00	4,550,465
02-12-16	DLR Group	Construction Mgmt		4,887.35			4,887.35	4,545,578
02-12-16	Larson & Larson	Construction	447,088.05				447,088.05	4,098,490
02-12-16	Larson & Larson	Construction	441,819.35				441,819.35	3,656,671
02-12-16	Larson & Larson	Construction	228,004.01				228,004.01	3,428,667
02-12-16	Terracon Consultants	Testing		1,243.00			1,243.00	3,427,424
03-04-16	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	3,427,174
03-04-16	Comm Innovators	Temp phone lines				658.75	658.75	3,426,515
06-23-16	Terracon Consultants	Testing		350.50			350.50	3,426,164
03-23-16	DLR Group	Construction Mgmt		4,935.33			4,935.33	3,421,229



Construction Budget at time of GC contract award + FFE budget approved 3/7/16									
\$	4,230,368	\$	409,378	\$	325,000	\$	56,568	\$	5,021,314

**Actual Expenditures:**

<u>Ck Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Gen Contractor</u>	<u>Arch/Eng</u>	<u>FF&amp;E</u>	<u>Misc</u>	<u>Total Expended</u>	<u>Unspent Budget</u>
06-24-16	Larson & Larson	Construction	157,236.48				157,236.48	3,263,993
03-07-16	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	3,263,743
04-15-16	Larson & Larson	Construction	359,176.33				359,176.33	2,904,566
04-20-16	Environmental Property	Asbestos Abatement				2,920.00	2,920.00	2,901,646
04-20-16	DLR Group	Construction Mgmt		4,959.80			4,959.80	2,896,686
04-20-16	DLR Group	Construction Mgmt		3,375.00			3,375.00	2,893,311
05-04-16	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	2,893,061
05-04-16	Grainger	Boxes and Tape				489.00	489.00	2,892,572
05-04-16	Terracon Consultants	Testing		1,823.00			1,823.00	2,890,749
05-19-16	DLR Group	Construction Mgmt		4,911.07			4,911.07	2,885,838
06-22-16	DLR Group	Construction Mgmt		4,943.82			4,943.82	2,880,895
05-19-16	Des Moines Register	Publications				696.00	696.00	2,880,199
05-19-16	Larson & Larson	Construction	415,596.26				415,596.26	2,464,602
05-19-16	Menards	Tape/Dispensers				22.46	22.46	2,464,580
06-02-16	Grainger	Boxes				504.00	504.00	2,464,076
06-02-16	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	2,463,826
06-03-16	Larson & Larson	Construction	269,770.98				269,770.98	2,194,055
06-22-16	Menards	Tape/Poly sheeting				41.49	41.49	2,194,013
06-22-16	City of Urbandale	Inspections				50.00	50.00	2,193,963
06-29-16	BMO Mastercard	ABC Elec - ceiling				170.00	170.00	2,193,793
07-15-16	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	2,193,543
07-15-16	Pac Van Inc	Two 40' storage units				725.00	725.00	2,192,818
07-15-16	Environmental Property	ACM Removal				2,499.00	2,499.00	2,190,319
07-15-16	DLR Group	Construction Mgmt		4,901.00			4,901.00	2,185,418
07-15-16	Terracon Consultants	Testing		1,451.75			1,451.75	2,183,967
07-29-16	Iowa Environ Serv	Asbestos Consul/Test				1,950.00	1,950.00	2,182,017
07-29-16	Truelsen Blumenthal LLC	SWPPP insp/rep		250.00			250.00	2,181,767
07-29-16	Environmental Property	ACM Removal				1,125.00	1,125.00	2,180,642
08-05-16	Larson & Larson	Construction	491,566.90				491,566.90	1,689,075
07-19-16	Pac Van Inc	Two 40' storage units				230.00	230.00	1,688,845
07-29-16	Menards	Items for Data Room				57.44	57.44	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
00-00-00							-	1,688,787
<b>Total expended</b>			<b>\$ 2,983,429</b>	<b>\$ 310,769</b>	<b>\$ -</b>	<b>\$ 38,329</b>	<b>\$ 3,332,527</b>	
<b>Unspent budget</b>			<b>\$ 1,246,939</b>	<b>\$ 98,609</b>	<b>\$ 325,000</b>	<b>\$ 18,239</b>	<b>\$ 1,688,787</b>	

1	<b>10 - GENERAL</b>		
2	ACE HARDWARE	Custodial Repair Items/626353	\$ 39.98
3	ACE HARDWARE	Electrical Boxes/626378	\$ 7.67
4	ACE HARDWARE	Hardware/626354	\$ 41.00
5	ACE HARDWARE	HVAC Repair Items for RG/626361	\$ 24.14
6	ADEL-DESOTO-MINBURN SCHOOLS	SpEd Tuition for N Draman L1	\$ 1,852.51
7	ADEL-DESOTO-MINBURN SCHOOLS	SpEd Tuition for N Draman L1	\$ 693.59
8	ADEL-DESOTO-MINBURN SCHOOLS	SpEd Tuition for N Draman L2	\$ 693.59
9	ADEL-DESOTO-MINBURN SCHOOLS	SpEd Tuition for N Draman L2	\$ 259.69
10	ALLEGRA (WAS THE PRINTING STATION)	SERVICES/SUPPLIES	\$ 720.43
11	ALLEGRA (WAS THE PRINTING STATION)	SERVICES/SUPPLIES	\$ 60.00
12	AMADEO, MARY	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
13	AMAZON.COM CORPORATE CREDIT	9780736289986 World Cultures and Geogra	\$ 296.80
14	BAHL, REBECCA	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
15	BARNES & NOBLE	Books from Lost Book account	\$ 1,114.66
16	BENOIT, PATRICK	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
17	BESSER, MATT	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
18	BEST, LEYLA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
19	BIG O TIRES-URBANDALE-	Replacement Tire/015009-85650	\$ 174.10
20	BMO MASTERCARD	AAA PLUS TRANSPORTATION-SHUTTLE	\$ 231.00
21	BMO MASTERCARD	AAA TRANSPORTATION-TRANSPORTATION	\$ 55.00
22	BMO MASTERCARD	AQUA PRIME RESTAURANT-DINNER	\$ 32.36
23	BMO MASTERCARD	BACKYARD ADVENTURES-CBI FOR TW	\$ 5.00
24	BMO MASTERCARD	BEST BUY-MS CONFERENCE ROOM TV	\$ 999.99
25	BMO MASTERCARD	BROADWAY DOUBLETREE-HOTEL	\$ 277.70
26	BMO MASTERCARD	CADDYS ON BEACH-DINNER OLGA JILL KATIE	\$ 40.19
27	BMO MASTERCARD	CADDYS ON THE BEACH-7 DINNERS	\$ 141.74
28	BMO MASTERCARD	CARRABBAS-DINNER KATIE	\$ 21.27
29	BMO MASTERCARD	CLEAR SKY CAFE-TRAVEL MEAL	\$ 16.36
30	BMO MASTERCARD	COLUMBIA CAFE-LUNCH-E SHEARER/B PAUL	\$ 37.48
31	BMO MASTERCARD	DELTA-BAGGAGE-B PAUL	\$ 25.00
32	BMO MASTERCARD	DELTA-BAGGAGE-E SHEARER	\$ 25.00
33	BMO MASTERCARD	DELTA-BAGGAGE FEES	\$ 25.00
34	BMO MASTERCARD	DELTA-BAGGAGE FEES-J MILLER	\$ 25.00
35	BMO MASTERCARD	DELTA-BAGGAGE FEES-L DEKRUYF	\$ 25.00
36	BMO MASTERCARD	DELTA-TAMPA-CHECKED BAGS-KATIE OLGA	\$ 50.00
37	BMO MASTERCARD	DM AIRPORT-CHECKED BAGS-JILL OLGA KATIE	\$ 75.00
38	BMO MASTERCARD	DM AIRPORT-PARKING	\$ 76.00
39	BMO MASTERCARD	DM PUBLIC SCHOOLS-CONFERENCE	\$ 825.00
40	BMO MASTERCARD	FRESH HEALTHY CAFE-DINNER OLGA	\$ 16.29
41	BMO MASTERCARD	GEISHA SUSHI BAR-DINNER	\$ 21.42
42	BMO MASTERCARD	GODADDY-RENEW SSL CERTIFICATE	\$ 209.97
43	BMO MASTERCARD	GREAT AMERICAN-FOOD-J MILLER-CONFERENCE	\$ 10.58
44	BMO MASTERCARD	GREAT AMERICAN-FOOD-L DEKRUYF-CONFERENCE	\$ 11.11
45	BMO MASTERCARD	HANCOCK FABRIC-BULLETIN BOARD SUPPLIES	\$ 46.93
46	BMO MASTERCARD	HOLIDAY INN-HOTEL	\$ 359.34
47	BMO MASTERCARD	HOLIDAY INN-HOTEL ACCOMODATIONS	\$ 359.34
48	BMO MASTERCARD	HOLIDAY INN-HOTEL-B PAUL	\$ 359.34
49	BMO MASTERCARD	HOLIDAY INN-HOTEL-CONFERENCE	\$ 958.24
50	BMO MASTERCARD	HOLIDAY INN-HOTEL-E SHEARER	\$ 359.34
51	BMO MASTERCARD	HOLIDAY INN-HOTEL JILL	\$ 239.56
52	BMO MASTERCARD	HOLIDAY INN-HOTEL KATIE	\$ 359.34
53	BMO MASTERCARD	HOLIDAY INN-HOTEL OLGA	\$ 359.34
54	BMO MASTERCARD	HOLIDAY INN-LODGING-TRAVEL	\$ 359.34
55	BMO MASTERCARD	HYVEE-CLEANING SUPPLIES	\$ 23.68

56	BMO MASTERCARD	INTUNE ELECTRONICS-SUPPLIES	\$ 10.69
57	BMO MASTERCARD	JIMMY GUANAS-2 LUNCHES	\$ 22.02
58	BMO MASTERCARD	JIMMY GUANAS-6 BREAKFASTS	\$ 68.88
59	BMO MASTERCARD	JIMMY GUANAS-7 BREAKFASTS	\$ 88.62
60	BMO MASTERCARD	JIMMY GUANAS-7 LUNCHES	\$ 198.13
61	BMO MASTERCARD	JIMMY GUANAS-B'FAST	\$ 15.19
62	BMO MASTERCARD	JIMMY GUANAS-B'FAST OLGA JILL KATIE	\$ 71.11
63	BMO MASTERCARD	JIMMY GUANAS-B'FAST OLGA KATIE	\$ 24.02
64	BMO MASTERCARD	JIMMY GUANAS-FOOD	\$ 29.17
65	BMO MASTERCARD	JIMMY GUANAS-LUNCH OLGA	\$ 22.21
66	BMO MASTERCARD	JIMMY GUANAS-LUNCH OLGA JILL KATIE	\$ 103.76
67	BMO MASTERCARD	JIMMY GUANAS-MEAL-SHIPLEY PRINCIPALS	\$ 7.69
68	BMO MASTERCARD	KEEGANS SEAFOOD GRILL-LUNCH	\$ 11.66
69	BMO MASTERCARD	MW COMPUTER PRODUCTS-MS GYM PROJECTOR	\$ 5,194.00
70	BMO MASTERCARD	NEWARK AIRPORT-LUNCH-JILL	\$ 7.49
71	BMO MASTERCARD	NEWARK AIRPORT-LUNCH-KATIE	\$ 7.69
72	BMO MASTERCARD	OTG MGMT-REFRESHMENTS-TRIP	\$ 8.34
73	BMO MASTERCARD	PJS OYSTER BAR-DINNER	\$ 16.27
74	BMO MASTERCARD	PJS OYSTER BAR/GRILL-7 DINNERS	\$ 114.98
75	BMO MASTERCARD	PJS OYSTER BAR-MEALS-OLGA KATIE JILL	\$ 53.38
76	BMO MASTERCARD	QDOBA-TRAVEL MEAL	\$ 13.69
77	BMO MASTERCARD	RESTORE-OFFICE RUG	\$ 150.00
78	BMO MASTERCARD	ROCKAWAY GRILL-7 DINNERS	\$ 120.81
79	BMO MASTERCARD	ROCKAWAY GRILL-DINNER	\$ 21.19
80	BMO MASTERCARD	ROCKAWAY GRILL-DINNER OLGA JILL KATIE	\$ 48.56
81	BMO MASTERCARD	SCHOLASTIC BOOK FAIRS-BOOKS-GOAL SUPPORT	\$ 40.95
82	BMO MASTERCARD	SCHOLASTIC-CLASSROOM READING BOOKS	\$ 16.97
83	BMO MASTERCARD	SHAKESPEARES PIZZA-DINNER	\$ 18.76
84	BMO MASTERCARD	STARBUCKS-B'FAST-B PAUL/E SHEARER	\$ 16.13
85	BMO MASTERCARD	STARBUCKS-DINNER	\$ 16.78
86	BMO MASTERCARD	STARBUCKS-FOOD/DRINK	\$ 9.41
87	BMO MASTERCARD	TAMPA AIRPORT-LUNCH PAUL/SHEARER	\$ 25.86
88	BMO MASTERCARD	TARGET-OFFICE SUPPLIES	\$ 25.00
89	BMO MASTERCARD	TARGET-SUMMER SUPPLIES FOR TW	\$ 36.49
90	BMO MASTERCARD	UBER-CREDIT-SHIPLEY PRINCIPALS FORUM	\$ (11.56)
91	BMO MASTERCARD	UBER-SHIPLEY PRINCIPALS FORUM	\$ 21.79
92	BMO MASTERCARD	UNITED-BAGGAGE FEE	\$ 25.00
93	BMO MASTERCARD	UNITED-BAGGAGE FEES	\$ 25.00
94	BMO MASTERCARD	UNITED-BAGGAGE FEES-L DEKRUYF	\$ 25.00
95	BMO MASTERCARD	YELLOW CAB CO-CAB RIDE FROM AIRPORT	\$ 34.84
96	BROWN AND SAENGER	Bretford A2642NSE5 Carts for Olmsted - A	\$ 3,702.14
97	BROWN AND SAENGER	Bretford A2642NSE5 Carts for Valerius -	\$ 569.56
98	BROWN AND SAENGER	Bretford Netbook36 Cart for Chromebooks	\$ 4,522.84
99	BROWN, RONALD	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
100	BRUCE, DOUGLAS	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
101	BUSCH, KEVIN	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
102	BUSSEY, JENNIFER	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
103	CAIN, PAUL	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
104	CAMARATA, RANDEE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
105	CAPITAL SANITARY SUPPLY	floor stripper for olmsted-JUNE '16	\$ 109.91
106	CAPITAL SANITARY SUPPLY	laundry enzyme and squeegee kit	\$ 184.13
107	CAPITAL SANITARY SUPPLY	lotus water machine	\$ 2,501.00
108	CAPITAL SANITARY SUPPLY	SUPPLIES	\$ 334.96
109	CAPITAL SANITARY SUPPLY	webster	\$ 495.67
110	CARLISLE COMMUNITY SCHOOLS-	OE 4th Qtr Tuition	\$ 3,183.00

111	CARLISLE COMMUNITY SCHOOLS-	OE 4th Qtr Tuition TLC	\$ 156.34
112	CARLSON, ELIZABETH	NON PUBLIC TRANSPORTATION 15-16	\$ 786.89
113	CAVANAUGH, TAMARA	NON PUBLIC TRANSPORTATION 15-16	\$ 222.57
114	CAVAN, KEVIN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
115	CELLULAR ADVANTAGE	SUPPLIES	\$ 89.98
116	CENTERPOINT ENERGY SERVICES INC-	SERVICES	\$ 415.36
117	CENTURLINK	SERVICES	\$ 134.70
118	CHAPMAN, TOM & PAULETTE	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
119	CHEMSEARCH	Drain Cobra Program/2348087	\$ 144.00
120	CHLEBORAD, ROBERT	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
121	CINTAS CORP	Walk Off Mat Service/Jensen/762457370	\$ 36.15
122	CINTAS CORP	Walk Off Mat Service/RG/762457727	\$ 73.73
123	CLAIMAID CONSULTING CORPORATION	SERVICES	\$ 1,587.62
124	CLAIMAID CONSULTING CORPORATION	SERVICES	\$ 1,587.61
125	CLARK, GRANT & KALAN	NON PUBLIC TRANSPORTATION 15-16	\$ 616.02
126	CLIFFORD, SHELLY	MILEAGE	\$ 253.86
127	COMMUNICATION INNOVATORS INC	Invoice 80760 - 2nd Quarter Fiber Locate	\$ 569.25
128	CONTRACT SPECIALTY L.C.	Fertilizer/038786	\$ 1,154.80
129	CONTRACT SPECIALTY L.C.	Field Paint/038789	\$ 2,928.00
130	CONTRACT SPECIALTY L.C.	SHIPPING	\$ 16.00
131	COSGROVE, DAN & LAURIE	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
132	CULTUREALL-	Building Wide Project Based Learning Uni	\$ 2,100.00
133	DECARLO, KELLY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
134	DECKER SPORTING GOODS	Rogers Pro Yard Line Markers	\$ 1,020.00
135	DEGEN, PAUL & VERONICA	NON PUBLIC TRANSPORTATION 15-16	\$ 786.89
136	DEGROOTE, ANN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
137	DES MOINES INDEPENDENT SCHOOLS	Hospital Billing - GenEd	\$ 596.07
138	DES MOINES INDEPENDENT SCHOOLS	Hospital Billing - GenEd	\$ 170.86
139	DES MOINES INDEPENDENT SCHOOLS	Hospital Billing - GenEd	\$ 307.37
140	DES MOINES INDEPENDENT SCHOOLS	Hospital SpEd Billing - L1	\$ 170.86
141	DES MOINES INDEPENDENT SCHOOLS	Hospital SpEd Billing - L1	\$ 48.98
142	DES MOINES INDEPENDENT SCHOOLS	Hospital SpEd Billing - L1	\$ 88.11
143	DES MOINES INDEPENDENT SCHOOLS	Hospital SpEd Billing L3	\$ 307.37
144	DES MOINES INDEPENDENT SCHOOLS	Hospital SpEd Billing L3	\$ 88.11
145	DES MOINES INDEPENDENT SCHOOLS	Hospital SpEd Billing L3	\$ 158.50
146	DES MOINES INDEPENDENT SCHOOLS	PMIC GenEd	\$ 214.86
147	DES MOINES INDEPENDENT SCHOOLS	Tuition L1	\$ 2,180.40
148	DES MOINES INDEPENDENT SCHOOLS	Tuition L1	\$ 3,456.32
149	DES MOINES INDEPENDENT SCHOOLS	Tuition L1	\$ 2,306.66
150	DES MOINES INDEPENDENT SCHOOLS	Tuition L2	\$ 3,611.77
151	DES MOINES INDEPENDENT SCHOOLS	Tuition L2	\$ 5,725.29
152	DES MOINES INDEPENDENT SCHOOLS	Tuition L2	\$ 3,820.91
153	DES MOINES INDEPENDENT SCHOOLS	Tuition L3	\$ 2,410.41
154	DES MOINES INDEPENDENT SCHOOLS	Tuition L3	\$ 3,820.91
155	DES MOINES INDEPENDENT SCHOOLS	Tuition L3	\$ 2,549.98
156	DES MOINES LOCK SERVICE	Duplicate Keys/156136	\$ 11.88
157	DES MOINES REGISTER	Advertisement run 6/26 for school nurse	\$ 1,046.29
158	DES MOINES REGISTER	SERVICES	\$ 844.61
159	DEY DISTRIBUTING	Handle Set for Jensen Refrigerator/77042	\$ 42.01
160	DIAMOND OIL COMPANY	SERVICES	\$ 223.06
161	DOGIC, JORJA	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
162	DO, LOANN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
163	DOORS INC	HD Hinges/226595	\$ 870.00
164	DRESSEN, TONY-	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
165	DREY, KATHLEEN	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74

166	DRIVE TEK, LLC-	SERVICES	\$ 3,300.00
167	DURHAM SCHOOL SERVICES-	SERVICES	\$ 17,080.81
168	DURHAM SCHOOL SERVICES-	SERVICES	\$ 390.80
169	EGANHOUSE, BRANDY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
170	EGAN SUPPLY CO.	High School Floor Finish	\$ 2,804.01
171	EGAN SUPPLY CO.	jensen floor finish	\$ 853.00
172	EGAN SUPPLY CO.	karen acres floor finish	\$ 1,706.00
173	EGAN SUPPLY CO.	middle School Floor Finish	\$ 1,706.00
174	EGAN SUPPLY CO.	MS East Gym Refinish/249246-00-00	\$ 2,405.21
175	EGAN SUPPLY CO.	MS West Gym Refinish/249246-00-00	\$ 2,444.37
176	EGAN SUPPLY CO.	olmsted Floor Finish	\$ 1,933.13
177	EGAN SUPPLY CO.	rolling green	\$ 67.92
178	EGAN SUPPLY CO.	Rolling Green Floor Finish	\$ 1,066.25
179	EGAN SUPPLY CO.	SUPPLIES/CREDITS	\$ (64.60)
180	EGAN SUPPLY CO.	Valerius Floor finish	\$ 1,066.25
181	EGAN SUPPLY CO.	webster Floor Finish	\$ 2,559.00
182	EGAN SUPPLY CO.	Webster Gym Refinish/249843-00-00	\$ 2,743.40
183	ELSE, KELLY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
184	EMBREE, CHRISTINE	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
185	EXCEL MECHANICAL CO INC	Code Required Backflow Repairs Labor and	\$ 250.00
186	EXCEL MECHANICAL CO INC	Code Required Backflow Testing. Repairs	\$ 2,568.00
187	EXCEL MECHANICAL CO INC	Code Required Backflow Testing. Repairs/	\$ 592.81
188	EXCEL MECHANICAL CO INC	Service Call Jensen/109937	\$ 446.00
189	EXCEL MECHANICAL CO INC	Service Call Valerius/ Labor/109931	\$ 296.00
190	EXCEL MECHANICAL CO INC	Service Call Valerius/ Parts/109931	\$ 110.77
191	FAHNLANDER, MATT & TAMI	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
192	FENTON, JOEL	NON PUBLIC TRANSPORTATION 15-16	\$ 196.72
193	FRANKLIN COVEY	Registration for Brad paul Principal Wor	\$ 449.00
194	FRANKLIN COVEY	SUPPLIES	\$ 237.77
195	FRANKLIN COVEY	Workshop kit	\$ 150.00
196	GALLAGHER, CHUCK	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
197	GARCIA, EMILY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
198	GASTINEAU, JAMES	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
199	GEIER, DONNA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
200	GERY, ELIZABETH	NON PUBLIC TRANSPORTATION 15-16	\$ 786.89
201	GODFREYSEN, ROBERT & JILL	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
202	GOODMAN, LISA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
203	GRAINGER INC-	Flange Bearings/9153360954	\$ 295.20
204	GRAINGER INC-	Utility Knife/1265261066	\$ 30.96
205	GROUNDS KEEPER, THE (NEW)-	SERVICES	\$ 4,790.00
206	GUERRA, NOEMI	NON PUBLIC TRANSPORTATION 15-16	\$ 1,180.34
207	HALLIGAN, DAVID	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
208	HAMAKER, KRISTI	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
209	HARRIS, ALISON	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
210	HEARTLAND AEA 11	CREDIT	\$ (6.66)
211	HEARTLAND AEA 11	Ongoing Reading Recovery training for 20	\$ 750.00
212	HEARTLAND AEA 11	SERVICES/SUPPLIES	\$ 6.66
213	HENDRICKS, SARAH	NON PUBLIC TRANSPORTATION 15-16	\$ 1,206.19
214	HOLLAND, CORY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
215	INDIANOLA COMMUNITY SCHOOLS	SpEd Billing L1 for IJ	\$ 1,330.28
216	IOWA ASSOCIATION-SCHOOL BOARDS-	Background Checks June 2016	\$ 864.00
217	IOWA COMMUNICATIONS NETWORK	SERVICES	\$ 1,001.60
218	IOWA ONE CALL-	Invoice 183102 - May & June OneCall emai	\$ 15.30
219	IOWA PRISON INDUSTRIES	FCH13012M 12" seay height chairs	\$ 415.00
220	IOWA PRISON INDUSTRIES	heavy duty activity table 36x36x20 (411	\$ 170.00

221	IRON MOUNTAIN RECORDS MANAGEMENT-	SERVICES	\$ 76.47
222	JOHNSTON COMMUNITY SCHOOLS	15/16 Open Enrollment Concurrent Enrollm	\$ 470.86
223	JOHNSTON COMMUNITY SCHOOLS	15-16 SWIM COACH SHARE	\$ 8,745.22
224	JOHNSTON COMMUNITY SCHOOLS	SpEd OE to Johnston	\$ 14,705.72
225	JOHNSTONE SUPPLY	2016 Belt PM/3072367	\$ 9.72
226	JOHNSTONE SUPPLY	2016 Belt PM/3072367A	\$ 42.48
227	JOHNSTONE SUPPLY	2016 Belt PM/3077318	\$ 69.67
228	JOHNSTONE SUPPLY	2016 FilterPM/3076911	\$ 3.38
229	JORGENSEN, JENNIFER	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
230	KELLY, ARDIS	NON PUBLIC TRANSPORTATION 15-16	\$ 1,206.19
231	KING, STACEY	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
232	KONICA MINOLTA	COPIER CHARGES	\$ 129.25
233	KRAUS, JOHN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
234	LAM, CYNTHIA	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
235	LAM, HANG	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
236	LAM, PHUC	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
237	LAWRENCE, TINA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
238	LEFLER, HILDIE	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
239	LEISINGER, AUBREY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
240	LIGHT THIS PRODUCTIONS-	Audio Tech - PAC	\$ 300.00
241	LILLY, LYNN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
242	LINEBACH, MARSHA	NON PUBLIC TRANSPORTATION 15-16	\$ 1,599.64
243	MAIL SERVICES, LLC-	SERVICES	\$ 580.15
244	MARCIA BRENNER ASSOCIATES-	AI Training with Kelly Williams	\$ 225.00
245	MARKS, JESSICA	MILEAGE	\$ 44.39
246	MCDOWELL, NICHOLE	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
247	MCGONEGLE, JULIE	NON PUBLIC TRANSPORTATION 15-16	\$ 196.72
248	MCPMAHON, DENNIS	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
249	MCMANUS, JACKIE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
250	MENARDS	Blacktop Repair Sealer/Patch-Safety-Olms	\$ 559.34
251	MENARDS	Drywall Supplies/UHS Art Room/47532	\$ 36.37
252	MENARDS	Grounds Project/47643	\$ 276.77
253	MENARDS	Grounds Project/47679	\$ 35.88
254	MENARDS	Painting Supplies/47701	\$ 26.93
255	MENARDS	Pothole Patch-Safety-Olmsted Front Parki	\$ 318.00
256	METRO WEST LEARNING CENTER-	Invoice #21298 for AS	\$ 1,540.00
257	METRO WEST LEARNING CENTER-	Invoice # 21299 for TW	\$ 570.00
258	METZ, KIMBERLY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
259	MIDAMERICAN ENERGY-	A/O	\$ 20.78
260	MIDAMERICAN ENERGY-	A/O	\$ 460.18
261	MIDAMERICAN ENERGY-	HIGH SCHOOL	\$ 45.79
262	MIDAMERICAN ENERGY-	HIGH SCHOOL	\$ 27,384.84
263	MIDAMERICAN ENERGY-	JENSEN	\$ 11.43
264	MIDAMERICAN ENERGY-	JENSEN	\$ 2,494.36
265	MIDAMERICAN ENERGY-	KAREN ACRES	\$ 10.39
266	MIDAMERICAN ENERGY-	KAREN ACRES	\$ 2,950.03
267	MIDAMERICAN ENERGY-	METRO WEST	\$ 10.39
268	MIDAMERICAN ENERGY-	METRO WEST	\$ 611.67
269	MIDAMERICAN ENERGY-	MIDDLE SCHOOL	\$ 8,160.83
270	MIDAMERICAN ENERGY-	OLMSTED	\$ 33.28
271	MIDAMERICAN ENERGY-	OLMSTED	\$ 5,284.17
272	MIDAMERICAN ENERGY-	ROLLING GREEN	\$ 28.62
273	MIDAMERICAN ENERGY-	ROLLING GREEN	\$ 4,358.65
274	MIDAMERICAN ENERGY-	VALERIUS	\$ 34.77
275	MIDAMERICAN ENERGY-	VALERIUS	\$ 3,078.83

276	MIDAMERICAN ENERGY-	WEBSTER	\$ 8,595.28
277	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	COPIER CHARGES	\$ 1.41
278	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	copy costs	\$ 3.58
279	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	copy costs	\$ 40.28
280	MOORE, ALCIA	NON PUBLIC TRANSPORTATION 15-16	\$ 222.57
281	MORRIS, BRIAN & MARGIE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
282	MOYLAN, ANN	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
283	NAPA GENUINE PARTS	Headlights for 05-8115/830811	\$ 21.98
284	NELSON, KIRK & CATHY	NON PUBLIC TRANSPORTATION 15-16	\$ 196.72
285	NEMMERS, SHEILA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
286	OFFICE DEPOT-(USE FOR ALL)	CREDIT	\$ (105.99)
287	OFFICE DEPOT-(USE FOR ALL)	Dry-Erase/Cork Board	\$ 105.99
288	OFFICE DEPOT-(USE FOR ALL)	Office Supplies See attached	\$ 219.10
289	OFFICE DEPOT-(USE FOR ALL)	SUPPLIES/CREDIT	\$ -
290	OLSON, ANDREW	MILEAGE - JANUARY 2016 - JUNE 2016	\$ 115.24
291	O'TOOLE, SHANE	NON PUBLIC TRANSPORTATION 15-16	\$ 1,206.19
292	OTTEN, SHANDA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
293	PAUL, BRADLEY	MILEAGE	\$ 254.88
294	PIETIG, PAUL & PATRICIA	NON PUBLIC TRANSPORTATION 15-16	\$ 196.72
295	PIPPETT, KAREN	NON PUBLIC TRANSPORTATION 15-16	\$ 222.57
296	PLUMB SUPPLY COMPANY	Flush Valve Module/3938255	\$ 456.00
297	PROEHL, CHAD & SHARI	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
298	PROFT, JENNIFER	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
299	RAES, JIM	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
300	RAINEY, JERRY & CAROLYN	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
301	RAINS, HEIDI	NON PUBLIC TRANSPORTATION 15-16	\$ 1,180.34
302	RAMADALLA, WILLIAM	NON PUBLIC TRANSPORTATION 15-16	\$ 1,573.79
303	REAMS SPRINKLER SUPPLY	Sprinkler Supplies/S1311196.001	\$ 16.30
304	REINSVOLD, YVONNE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
305	REVTRAK, INC-	SERVICES	\$ 3,243.34
306	RHOADS, JAMIE	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
307	RHODE, MICHAEL & RHONDA	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
308	RIEMENSCHNEIDER, SCOTT	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
309	RIESBERG, KIM	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
310	ROBINSON, MALLORY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
311	SADLER, MICHAEL	NON PUBLIC TRANSPORTATION 15-16	\$ 222.57
312	SAMUELS, AMY	NON PUBLIC TRANSPORTATION 15-16	\$ 196.72
313	SAND, DIANE	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
314	SCHLUETER, KERI	MILEAGE	\$ 41.18
315	SCHOLASTIC INC	Economics and Psychology books for Chris	\$ 144.77
316	SCHOLTEN, BRENDA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
317	SCHOOL SPECIALTY INC	carpet alphabet rug, PO 17000082 origina	\$ 314.97
318	SCHOON, STEVEN & HELEN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
319	SCHWEIZER, MIKE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
320	SCIENCE CENTER, THE	FIELD TRIP	\$ 40.00
321	SEARS, KAMMY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
322	SEILER, AMY	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
323	SENIVA, SHAWNA	NON PUBLIC TRANSPORTATION 15-16	\$ 1,206.19
324	SEVALD, KATIE	Reimbursement for airport parking while	\$ 26.00
325	SEVALD, KATIE	Reimbursement for mileage from Jan. 4, 2	\$ 57.67
326	SHANABERGER, MAUREEN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
327	SIMS, JOHN	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
328	SMITH'S SEWER SERVICE INC-	Run Lav Drain/319580	\$ 75.00
329	SOENKE-QUIST, DENA-	SERVICES	\$ 750.00
330	SPELLMAN, JACKIE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30

331	SPILMAN, SARAH	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
332	STELPFLUG, TRACEY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
333	STEPHENS, CARRIE & BRENDEN	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
334	STROOPE, CHRISTY	MILEAGE	\$ 14.04
335	SULLIVAN, HILLARY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
336	SUPPLYWORKS (PREV AMSAN)	district hand soap	\$ 1,569.80
337	TAYLOR, JULIA	Reimbursement - Fareway - 4th & 5th grad	\$ 28.18
338	TAYLOR, JULIA	Reimbursement - Price Chopper - 4th & 5t	\$ 9.96
339	TAYLOR, STEVE & JANICE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
340	THERMAL SERVICES-	Service Call KA/Labor/9410	\$ 759.50
341	THERMAL SERVICES-	Service Call KA/Materials/9410	\$ 896.50
342	THERMAL SERVICES-	Service Call MS/11208	\$ 287.50
343	THERMAL SERVICES-	Service Call UHS/Labor/9410	\$ 207.50
344	THILGES, KATIE	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
345	THRAEN, SCOTT	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
346	TOBIAS, CHRIS & LAURIE	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
347	TONER PLACE, THE	Toner	\$ 330.50
348	TONER PLACE, THE	Toner	\$ 408.00
349	TONER PLACE, THE	Toner	\$ 175.00
350	TONER PLACE, THE	Toner	\$ 75.00
351	TRAYNOR, ERIC & KRISTI	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
352	TRUONG, KELLY	NON PUBLIC TRANSPORTATION 15-16	\$ 786.89
353	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing At-Risk	\$ 6,372.00
354	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing At-Risk	\$ 6,372.00
355	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing At-Risk	\$ 21,820.13
356	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing L1 Tuition	\$ 1,860.77
357	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing L1 Tuition	\$ 1,860.78
358	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing L1 Tuition	\$ 6,372.00
359	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing L2 Tuition	\$ 1,860.78
360	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing L2 Tuition	\$ 1,860.77
361	URBANDALE COMMUNITY SCHOOLS	Metro West Final Billing L2 Tuition	\$ 6,372.00
362	URBANDALE UNITED CHURCH OF CHRIST	Building Usage for SpEd Training for Apr	\$ 35.00
363	URBANDALE UNITED CHURCH OF CHRIST	Building Usage for SpEd Training for Apr	\$ 35.00
364	URBANDALE WATER UTILITY	WATER/SEWER	\$ 275.72
365	URBANDALE WATER UTILITY	WATER/SEWER	\$ 818.38
366	VILLOTTI, AUBREY	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
367	WALKER, JEFF & HEATHER	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
368	WALKER, WENDY	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
369	WATERLOO COMM SCHOOL DISTRICT	SpEd for SG L3	\$ 6,202.74
370	WAUKEE COMMUNITY SCHOOLS	SpEd OE L1 for TH to Waukee	\$ 5,832.76
371	WEES, SUSAN & DOUG	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
372	WEST DES MOINES COMM SCHOOL DIST-	Fall Concurrent Enrollment	\$ 471.07
373	WEST DES MOINES COMM SCHOOL DIST-	OE SpEd L1 to WDM for NK, HF, SH	\$ 6,794.69
374	WEST DES MOINES COMM SCHOOL DIST-	Spring Concurrent Enrollment	\$ 471.07
375	WHITVER, JOSH	MILEAGE	\$ 534.09
376	WILLIAMSON, RODNEY & SHARON	NON PUBLIC TRANSPORTATION 15-16	\$ 222.57
377	WILLIAMS, PATRICIA	NON PUBLIC TRANSPORTATION 15-16	\$ 393.45
378	WILLITS, TAWNIA	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
379	WILSON, CHRISTY	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
380	WOODMAN INC-	Service Call MS/PM98BD	\$ 293.25
381	WOODWARD-GRANGER COMM. SCHOOLS	Gen Ed Tuition for KZ, EW, JJ & JJ	\$ 4,903.16
382	WOODWARD-GRANGER COMM. SCHOOLS	Gen Ed Tuition for KZ, EW, JJ & JJ	\$ 1,859.82
383	WOODWARD-GRANGER COMM. SCHOOLS	Gen Ed Tuition for KZ, EW, JJ & JJ	\$ 2,058.32
384	WOODWARD-GRANGER COMM. SCHOOLS	SpEd Tuition for JJ	\$ 2,058.32
385	WOODWARD-GRANGER COMM. SCHOOLS	SpEd Tuition for JJ	\$ 780.74



386	WOODWARD-GRANGER COMM. SCHOOLS	SpEd Tuition for JJ	\$ 864.06
387	WOODWARD-GRANGER COMM. SCHOOLS	SpEd Tuition for KZ	\$ 1,859.82
388	WOODWARD-GRANGER COMM. SCHOOLS	SpEd Tuition for KZ	\$ 705.44
389	WOODWARD-GRANGER COMM. SCHOOLS	SpEd Tuition for KZ	\$ 780.74
390	WYNER, JESSICA	NON PUBLIC TRANSPORTATION 15-16	\$ 419.30
391	YOUNG, ROBERT & DAWN	NON PUBLIC TRANSPORTATION 15-16	\$ 812.74
392	ZWICK, HEIDI	MILEAGE	\$ 17.17
393	<b>10 - GENERAL</b>	<b>** Fund Total **</b>	<b>\$ 396,615.47</b>
394			
395	<b>21 - STUDENT ACTIVITY</b>		
396	ARIZONA MOUND COMPANY-	Softball Field Materials	\$ 453.00
397	ARIZONA MOUND COMPANY-	Tennis Windscreens	\$ 2,014.00
398	BIRD, PAUL-	OFFICIAL - JV/VAR/VAR SOFTBALL 6.27.16	\$ 143.50
399	BMO MASTERCARD	GOPHER-WEIGHTROOM EQUIPMENT	\$ 174.36
400	BMO MASTERCARD	LULULEMON-JAYWALKER DANCE JACKETS	\$ 1,416.00
401	BMO MASTERCARD	UDA-JAYWALKER DANCE CAMP	\$ 5,230.00
402	CLARK, BEN-	OFFICIAL - 10TH BASEBALL DH 6.29.16	\$ 100.00
403	COUNTY LINE PRINTING	ELIGIBILITY PRINTING	\$ 133.00
404	CREESE JR, PHILLIP-	OFFICIAL - JV/VAR SOFTBALL DH 6.30.16 (R	\$ 35.50
405	DECKER SPORTING GOODS	VB Order - Ball Carts, VBs	\$ 1,893.00
406	FLOWERAMA	FLOWERS - SOFTBALL SENIOR NIGHT 6.23.16	\$ 8.97
407	HANSEN, MICHAEL-	MILEAGE	\$ 20.25
408	HANSEN, MICHAEL-	OFFICIAL - VAR BASEBALL DH 6.30.16 (RAIN	\$ 60.00
409	HAVENHILL, JOE-	OFFICIAL - JV/VAR/VAR SOFTBALL 6.27.16	\$ 143.50
410	HOVERSON, ANDY	Mileage	\$ 186.57
411	HOVICK, ZACH-	OFFICIAL - 10TH BASEBALL DH 6.29.16	\$ 100.00
412	JACOBS, JOSH	Mileage	\$ 43.31
413	JOHNSTON HIGH SCHOOL	ENTRY FEE - 9TH BOY/GIRL SOCCER INVITE 5	\$ 22.33
414	JOHNSTON HIGH SCHOOL	ENTRY FEE - 9TH BOY/GIRL SOCCER INVITE 5	\$ 8.37
415	JOHNSTON HIGH SCHOOL	ENTRY FEE - 9TH BOY/GIRL SOCCER INVITE 5	\$ 8.37
416	JOHNSTON HIGH SCHOOL	ENTRY FEE - 9TH BOY/GIRL SOCCER INVITE 5	\$ 20.93
417	JOHNSTON HIGH SCHOOL	ENTRY FEE - GIRLS GOLF 5.2.16	\$ 27.90
418	JOHNSTON HIGH SCHOOL	ENTRY FEE - GIRLS GOLF 5.2.16	\$ 10.47
419	JOHNSTON HIGH SCHOOL	ENTRY FEE - GIRLS GOLF 5.2.16	\$ 10.47
420	JOHNSTON HIGH SCHOOL	ENTRY FEE - GIRLS GOLF 5.2.16	\$ 26.16
421	JOHNSTON HIGH SCHOOL	ENTRY FEE - MS BOYS TRACK INVITE 4.28.16	\$ 29.77
422	JOHNSTON HIGH SCHOOL	ENTRY FEE - MS BOYS TRACK INVITE 4.28.16	\$ 11.16
423	JOHNSTON HIGH SCHOOL	ENTRY FEE - MS BOYS TRACK INVITE 4.28.16	\$ 11.16
424	JOHNSTON HIGH SCHOOL	ENTRY FEE - MS BOYS TRACK INVITE 4.28.16	\$ 27.91
425	JOSTENS	2015-2016 Yearbook	\$ 1,309.99
426	JW PEPPER & SONS, INC.	Viking Voyage by Erik Wendelken	\$ 40.00
427	JW PEPPER & SONS, INC.	Wade in the Water/Freedom Road by Erik W	\$ 40.00
428	MILLER, JON-	OFFICIAL - 9TH SOFTBALL DH 6.27.16	\$ 71.00
429	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	COPIER CHARGES	\$ 306.37
430	NELSON, JOSEPH-	OFFICIAL - VAR BASEBALL DH 6.27.16	\$ 120.00
431	OFFICE DEPOT-(USE FOR ALL)	CREDIT	\$ (9.97)
432	OFFICE DEPOT-(USE FOR ALL)	ONLINE PURCHASES (ORDER 847097878-001 &	\$ 326.97
433	PAC VAN INC-	CREDIT	\$ (10.00)
434	PAC VAN INC-	STORAGE UNIT AT UMS (INVOICE 2605703)	\$ 300.00
435	RIEMAN MUSIC INC	Yamaha Bass Clarinet - YCL221II	\$ 1,905.00
436	ROSHEK, VERONICA	Mileage	\$ 128.52
437	SIEBKE, STANLEY-	OFFICIAL - JV/VAR SOFTBALL DH 6.30.16 (R	\$ 35.50
438	SOENEN, MIKE-	OFFICIAL - VAR BASEBALL DH 6.27.16	\$ 120.00
439	SOUTHEAST POLK HIGH SCHOOL	ENTRY FEE - JV WRESTLING TOURNAMENT 12.1	\$ 80.00
440	TROTTER, TREVOR-	OFFICIAL - VAR BASEBALL DH 6.30.16 (RAIN	\$ 60.00

441	WEST HIGH SCHOOL	ENTRY FEE - SOFTBALL TOURNAMENT 6.3.16	\$ 80.00
442	<b>21 - STUDENT ACTIVITY</b>	<b>** Fund Total **</b>	<b>\$ 17,273.34</b>
443			
444	<b>22 - MANAGEMENT LEVY</b>		
445	IOWA WORKFORCE DEVELOPMENT	SERVICES	\$ 51.11
446	<b>22 - MANAGEMENT LEVY</b>	<b>** Fund Total **</b>	<b>\$ 51.11</b>
447			
448	<b>33 - SALES TAX FUND</b>		
449	BMO MASTERCARD	APPLE-IMACS SUMMER PURCHASE	\$ 57,337.00
450	BMO MASTERCARD	APPLE-IMAC SUMMER PURCHASE	\$ 12,593.00
451	BMO MASTERCARD	APPLE-MACBOOK AIRS SUMMER PURCHASE	\$ 93,390.00
452	BMO MASTERCARD	APPLE-MACBOOK PROS SUMMER PURCHASE	\$ 125,792.00
453	CITY SUPPLY CORPORATION	Closet Carrier/S1575869.1	\$ 219.00
454	DLR GROUP INC-	SERVICES	\$ 4,901.00
455	DLR GROUP INC-	SERVICES	\$ 266.99
456	ENVIRONMENTAL PROPERTY SOLUTIONS INC-	ACM Removal Phase 5/16073	\$ 1,125.00
457	ENVIRONMENTAL PROPERTY SOLUTIONS INC-	Phase 4 Asbestos Abatement/16059	\$ 2,499.00
458	IOWA ENVIRONMENTAL SERVICES INC-	Asbestos Consulting and Testing Services	\$ 1,950.00
459	LARSON & LARSON CONSTRUCTION-	SERVICES-PAY APPLICATION #9	\$ 491,566.90
460	PAC VAN INC-	2 40' Storage Containers/2584022	\$ 725.00
461	SOIL TEK-	June SWPPP Billing For KA Project/74989	\$ 250.00
462	SOIL TEK-	SWPPP Billing May 2016	\$ 250.00
463	TERRACON CONSULTANTS INC-	Services 05-03-2016-06-04-2016	\$ 1,451.75
464	<b>33 - SALES TAX FUND</b>	<b>** Fund Total **</b>	<b>\$ 794,316.64</b>
465			
466	<b>61 - SCHOOL NUTRITION</b>		
468	BMO MASTERCARD	AMAZON-MOUNTING ARMS-NS POS WORKSTATIONS	\$ 499.96
469	BMO MASTERCARD	DELL-ELEM NS POS WORKSTATIONS	\$ 4,115.55
470	BMO MASTERCARD	DELL-HS/MS NS POS WORKSTATIONS	\$ 10,700.56
471	BMO MASTERCARD	DELL-STANDS-NS POS WORKSTATIONS	\$ 686.40
472	BMO MASTERCARD	US BANK-DEPOSIT BAGS	\$ 249.00
473	<b>61 - SCHOOL NUTRITION</b>	<b>** Fund Total **</b>	<b>\$ 16,251.47</b>
474			
475	<b>62 - CHILD CARE</b>		
476	ANDERSON ERICKSON DAIRY	Milk Invoice 5/23/16-6/27/16	\$ 439.47
477	BMO MASTERCARD	AMAZON-SUMMER SUPPLIES	\$ 247.90
478	BMO MASTERCARD	FAREWAY-SUMMER MILK	\$ 31.22
479	BMO MASTERCARD	LIVING HISTORY FARMS-FIELD TRIP	\$ 1,464.00
480	BMO MASTERCARD	METRO ICE-FIELD TRIP	\$ 147.00
481	COPY SYSTEMS, INC	Billing 5/20/16-6/19/16	\$ 117.06
482	DURHAM SCHOOL SERVICES-	SERVICES	\$ 6,614.20
483	ELECTRONIC ENGINEERING CO	Services	\$ 78.85
484	MAY'S SNOW AND GLOW-	178 snow cones @ \$2.00 each	\$ 356.00
485	MYERS, ASHLEY (PREV BECKER)	MILEAGE	\$ 278.96
486	SAM'S CLUB	Snack and Supplies	\$ 946.55
487	SPRINGBROOK CONSERVATION CENTER	Field Trip June 3, 2016	\$ 350.00
488	<b>62 - CHILD CARE</b>	<b>** Fund Total **</b>	<b>\$ 11,071.21</b>
489			
490	<b>65 - COMMUNITY EDUCATION</b>		
491	BMO MASTERCARD	AMAZON-HEAD MASK	\$ 46.47
492	BMO MASTERCARD	AMAZON-THEATRE PROPS	\$ 752.35
493	BMO MASTERCARD	AMAZON-THEATRE SET PIECES	\$ 32.96
494	BMO MASTERCARD	AMAZON-TICKETS	\$ 91.00
495	BMO MASTERCARD	BEST DEAL COSTUMES-COSTUME	\$ 65.15
496	BMO MASTERCARD	BEST DEAL COSTUMES-CREDIT	\$ (65.15)

497	BMO MASTERCARD	CANDY APPLE COSTUMES-COSTUMES	\$ 372.82
498	BMO MASTERCARD	COSTUMES CAULDRON-BEAST GLOVES	\$ 64.72
499	BMO MASTERCARD	FRENDS BEAUTY SUPPLY-RUBBER	\$ 20.35
500	BMO MASTERCARD	GROSH-BACKDROPS	\$ 725.88
501	BMO MASTERCARD	HALLOWEENCOSTUMES.COM-THEATRE COSTUMES	\$ 60.96
502	BMO MASTERCARD	JASPER ANDERSON-THEATRE MASK	\$ 130.00
503	BMO MASTERCARD	MEDIEVAL COLLECTIBLES-THEATER COSTUMES	\$ 228.00
504	BMO MASTERCARD	MINDSPRING-LIONESS	\$ 91.61
505	BMO MASTERCARD	MY COSTUME WIGS-THEATRE WIGS	\$ 31.99
506	BMO MASTERCARD	PARTY CHEAP-PARTY MUGS (THEATRE PROP)	\$ 128.51
507	BMO MASTERCARD	PURE COSTUMES-THEATRE WIGS	\$ 175.60
508	BONTA, JOHNNA-	Hip Hop Instruction - UCE	\$ 214.20
509	BREES, MACKENZIE-	GBB Camp Work	\$ 72.00
510	DALLAS COUNTY HOSPITAL-	Safe Sitter Class	\$ 560.00
511	DANNENFELDT, BROOKE-	GBB Camp Work	\$ 60.00
512	DAY, STEPHEN-	Summer Band Lessons	\$ 360.00
513	FORDYCE, SHANDA-	Summer Band Lessons	\$ 288.00
514	GOODMAN, ELLIE-	GBB Camp Worker	\$ 93.75
515	GRAND VIEW VOLLEYBALL	Team Camp Entry	\$ 200.00
516	GRAPHIC EDGE, THE	SCS Shirts - 1007281''''	\$ 197.17
517	GYAMFI, MAYA-	GBB Camp Work	\$ 120.00
518	HELLER, KATHLEEN-	Girls Basketball Camp Work	\$ 75.00
519	HERZBERG, SIERRA-	GBB Camp Work	\$ 90.00
520	HILL, BRIDGET-	Summer Band Lessons	\$ 144.00
521	KRUMM, DANIEL-	Summer Band Lessons	\$ 216.00
522	MENARDS	UCT Production Materials	\$ 234.32
523	PEICHL, DANIEL-	Summer Band Lessons	\$ 144.00
524	PRYOR, DEARICA-	GBB Camp Work	\$ 120.00
525	PUTZ, FAITH-	GBB Camp Work	\$ 120.00
526	SAWYER, KATY-	GBB Camp Work	\$ 60.00
527	VAN THOURNOUT, JADE-	GBB Camp Worker	\$ 45.00
528	<b>65 - COMMUNITY EDUCATION</b>	<b>** Fund Total **</b>	<b>\$ 6,366.66</b>
529			
530	<b>71 - SELF-INSURANCE FUND</b>		
531	MARK J. BECKER & ASSOCIATES, LLC-	SERVICES	\$ 1,757.50
532	<b>71 - SELF-INSURANCE FUND</b>	<b>** Fund Total **</b>	<b>\$ 1,757.50</b>
533			
534	<b>91 - AGENCY</b>		
535	DURHAM SCHOOL SERVICES-	Howell's Field Trip - Johnson/Froehlich	\$ 136.90
536	DURHAM SCHOOL SERVICES-	SERVICES	\$ 277.29
537	FISCUS, MEGAN	Amazon - 6 different purchases	\$ 287.30
538	HYVEE FOOD STORE-URBANDALE	Flowers	\$ 38.00
539	LINES, LEANNE	Learning Post - 6/21 & 6/22 purchases	\$ 494.63
540	MERLE HAY LANES	Admission Fees for Merle Hay Lanes for 4	\$ 184.00
541	MILLER, NATALIE	Learning Post - Classroom Materials	\$ 243.99
542	REALLY GOOD STUFF	5 total items: 162002, 162129, 159425, 1	\$ 222.16
543	REALLY GOOD STUFF	Items: 304082CGA, 306116CGA, 304183CGA,	\$ 648.08
544	REALLY GREAT READING	Code: TIME, Product: Fluency Timer, Pr	\$ 71.88
545	<b>91 - AGENCY</b>	<b>** Fund Total **</b>	<b>\$ 2,604.23</b>
546			
547		<b>** District Total **</b>	<b>\$ 1,246,307.63</b>
548			
549			

1	<b>10 - GENERAL</b>		
2	ACADEMY TROPHIES & AWARDS	engraving for 4.0 plaques	\$ 24.00
3	ACCESS SYSTEMS-	COPIER CHARGES	\$ 96.00
4	ACCESS SYSTEMS-	SERVICES	\$ 96.00
5	ACE HARDWARE	Adhesives/626512	\$ 49.13
6	ACE HARDWARE	Hardware/626517	\$ 15.68
7	ACE HARDWARE	Plumbing Supplies/626557	\$ 9.38
8	ACE HARDWARE	Plumbing Tools/626543	\$ 13.98
9	ACE HARDWARE	Pruning Equipment/626479	\$ 87.97
10	AHLERS & COONEY, P.C.-	SERVICES	\$ 1,025.00
11	AHLERS & COONEY, P.C.-	SERVICES	\$ 342.00
12	AHLERS & COONEY, P.C.-	SERVICES	\$ 1,404.00
13	AIR FILTERS SALES/SERVICES	15" Poly Sock Filter Material/0185479	\$ 109.25
14	ALLEGRA (WAS THE PRINTING STATION)	Foam Core - Dry Erase - 6	\$ 207.41
15	ALLEGRA (WAS THE PRINTING STATION)	Foam Core Posters - 13	\$ 430.24
16	AMAZON.COM CORPORATE CREDIT	Cameras and lenses for DMACC Photography	\$ 3,033.19
17	AMAZON.COM CORPORATE CREDIT	Dry Erase Markers	\$ 155.40
18	AMAZON.COM CORPORATE CREDIT	Glue sticks	\$ 28.32
19	AMAZON.COM CORPORATE CREDIT	Scissors	\$ 51.92
20	AMERICAN MARKING INC	2 x 8 Easel Holder - Polished Silver	\$ 23.76
21	AMERICAN MARKING INC	2 x 8 name plates	\$ 30.78
22	AMERICAN MARKING INC	Additional Line of Engraving	\$ 12.45
23	AMERICAN SOCIETY FOR QUALITY INC-	Member ship renewal for Tim Carver	\$ 159.00
24	APPLE, INC -GSX	10W iPad Power Adapter	\$ 427.50
25	APPLE, INC -GSX	MagSafe 2 60W Power Adapter	\$ 284.40
26	APPLE, INC -GSX	Mini DisplayPort to VGA Adapters	\$ 261.00
27	APPLE, INC -GSX	Shipping Charges for GSX Order	\$ 6.95
28	APPLE, INC -GSX	Shipping Charges for GSX Order	\$ 6.95
29	ARROW STAGE LINES-	CHARTER - SOFTBALL TO FT DODGE 7.18.16 (	\$ 700.00
30	ARROW STAGE LINES-	CHARTER - SOFTBALL TO FT DODGE 7.21.16 (	\$ 700.00
31	ARROW STAGE LINES-	CHARTER - SOFTBALL TO FT DODGE 7.22.16 (	\$ 700.00
32	AVESIS THIRD PARTY ADM.	Adjustment	\$ 364.24
33	AVESIS THIRD PARTY ADM.	Withholding	\$ 2,193.25
34	BERGERON HEALTH CARE/ADAPTIVEMALL.COM	Soft-Touch Sitter with Mobile Base	\$ 599.95
35	BMO MASTERCARD	AM ASSOC OF SUICIDOLOGY-MEMBERSHIP DUE	\$ 180.00
36	BMO MASTERCARD	AMAZON-BACKUP RAID 4TB DRIVES	\$ 435.87
37	BMO MASTERCARD	AMAZON-INK FOR PRINTER-READING CAMP	\$ 14.49
38	BMO MASTERCARD	AMAZON-LAPTOP CASES	\$ 439.50
39	BMO MASTERCARD	AMAZON-ROD FOR CURTAIN DIVIDER	\$ 39.94
40	BMO MASTERCARD	AMAZON-USB CHARGING STATIONS	\$ 74.97
41	BMO MASTERCARD	AMAZON-USB STATION/CABLES/IPAD UPDATES	\$ 230.13
42	BMO MASTERCARD	BARNES & NOBLE-DISTRICT WELLNESS BOOK	\$ 20.76
43	BMO MASTERCARD	CASEYS-BOARD MTG FOOD	\$ 9.51
44	BMO MASTERCARD	CDW-G-BELKIN STORE/CHARGE STATION	\$ 1,020.00
45	BMO MASTERCARD	CDW-G-CREDIT-CHROMEBOOK	\$ (200.00)
46	BMO MASTERCARD	CHAMPPS KITCHEN/BAR-CONFERENCE MEALS	\$ 34.50
47	BMO MASTERCARD	IASBO-FY17 MEMBERSHIP	\$ 175.00
48	BMO MASTERCARD	ID WHOLESALER-CREDIT	\$ (287.15)
49	BMO MASTERCARD	IKEA-MS MATERIALS/SUPPLIES	\$ 146.06
50	BMO MASTERCARD	JW PEPPER-SHEET MUSIC	\$ 1,090.64
51	BMO MASTERCARD	NAMETAG COUNTRY-MAGNETIC NAME BADGES	\$ 39.04
52	BMO MASTERCARD	PAY PAL-ANUNA TEORANTA-SHEET MUSIC	\$ 218.92
53	BMO MASTERCARD	REDSTONE GRILL-CONFERENCE MEALS	\$ 39.79
54	BMO MASTERCARD	TARGET-FOLDERS-ASSOC TRAINING	\$ 12.00
55	BOSTON, DEBRA	MILEAGE	\$ 287.82

56	BRAINPOP-	School Combo - 12Month Subscription - B	\$ 2,295.00
57	CAPITAL SANITARY SUPPLY	hand soap district	\$ 3,243.35
58	CAPITAL SANITARY SUPPLY	high school supplies	\$ 2,273.36
59	CAPITAL SANITARY SUPPLY	repairs on extractor middle school	\$ 92.00
60	CARLEX, INC	1849 Rising Skeleton Kits	\$ 67.80
61	CARLEX, INC	SHIPPING	\$ 8.95
62	CENGAGE LEARNING-	Annotated Instructor's Edition for Kaser	\$ 89.00
63	CENGAGE LEARNING-	Estimated shipping and/or Process fee	\$ 151.40
64	CENGAGE LEARNING-	Sports and Entertainment Marketing 4e, 2	\$ 1,425.00
65	CENTURYLINK	SERVICES	\$ 268.14
66	CENTURYLINK	SERVICES	\$ 444.19
67	CHEMSEARCH	Drain Cobra Program/2384101	\$ 144.00
68	CHRISTIAN PRINTERS INC	2000 Olmsted Elementary envelopes	\$ 155.00
69	CINTAS CORP	Walk Off Mat Leasing RG/762463046	\$ 73.73
70	CINTAS CORP	Walk Off Mat Service/Jensen/762460023	\$ 36.15
71	CINTAS CORP	Walk Off Mat Service/RG/762460373	\$ 73.73
72	CONTRACT SPECIALTY L.C.	Herbicide for Schoolyards and Sports Fie	\$ 1,483.12
73	CONTRACT SPECIALTY L.C.	Parking Lot Paint/038893	\$ 1,195.50
74	COPY SYSTEMS, INC	copies for July and maintenance for Sept	\$ 170.22
75	COPY SYSTEMS, INC	copies for June, maintenance for August	\$ 98.12
76	CREATIVE NOTEBOOK SOLUTIONS-	PLTW Engineering Notebooks	\$ 550.00
77	DEMCO, INC.-	Demco Ultra aggressive glossy label prote	\$ 46.00
78	DEMCO, INC.-	S & h	\$ 7.95
79	DES MOINES CHRISTIAN SCHOOL	Reimbursement for Sharon Zonnefeld and B	\$ 430.91
80	DES MOINES LOCK SERVICE	Cut Keys/156203	\$ 6.00
81	DES MOINES LOCK SERVICE	Cut Keys/156221	\$ 37.62
82	DES MOINES LOCK SERVICE	Cut Keys/156329	\$ 9.90
83	DIAMOND OIL COMPANY	SERVICES	\$ 986.98
84	DICK BLICK-	23887-1004 Glue All 4 oz	\$ 35.52
85	DICK BLICK-	23887-1009 Glue All 128oz	\$ 12.11
86	DICK BLICK-	60406-050 craft sticks	\$ 6.29
87	DICK BLICK-	60725-1003 Indian Seed Beads multi	\$ 25.40
88	DICK BLICK-	See attached for order for Rolling Green	\$ 335.64
89	DICK BLICK-	Supplies for the Art department - Quote	\$ 3,517.12
90	DURHAM SCHOOL SERVICES-	SERVICES	\$ 4,529.37
91	DURHAM SCHOOL SERVICES-	SERVICES	\$ 87.47
92	EBSCO-	See attached for magazine subscriptions	\$ 345.51
93	ELECTRICAL ENGINEERING & EQUIP	Switches/4763164	\$ 38.70
94	ELECTRO MEDICAL EQUIPMENT INC	S&H	\$ 275.00
95	ELECTRO MEDICAL EQUIPMENT INC	Sterling 2 Section Changing Table	\$ 3,100.00
96	EXPLORE LEARNING-	Rolling Green Site License contract rene	\$ 2,895.00
97	FASTBRIDGE LEARNING, LLC-	FastBridge Learning Subscription Renewal	\$ 1,720.00
98	FIRST CHOICE COFFEE SERVICES	Coffee	\$ 37.82
99	FIRST CHOICE COFFEE SERVICES	Coffee	\$ 82.34
100	FRONTLINE PLACEMENT TECHNOLOGIES-	AppliTrack Fit Software Subscription 201	\$ 4,000.00
101	FRONTLINE PLACEMENT TECHNOLOGIES-	PAY INVUS57969 AppliTrack Recruiting Sof	\$ 1,900.00
102	GAGGLE.NET, INC	Invoice 32756 - Email Safety Management	\$ 12,150.00
103	GENERAL BINDING SALES CORP/ACCO BRANDS	Lamination film	\$ 108.30
104	GRAINGER INC-	Hole Saw Kit/12676309	\$ 57.38
105	GREAT AMERICAN BUSINESS PRODUCTS	Parkig hang Tag - small light blue	\$ 225.00
106	GREAT AMERICAN BUSINESS PRODUCTS	Parking hang tag small gold star	\$ 198.00
107	GREAT AMERICAN BUSINESS PRODUCTS	SHIPPING/CREDIT	\$ (151.21)
108	GREATER DES MOINES UNITED WAY	Withholding	\$ 128.00
109	GREATER IOWA CREDIT UNION	Withholdings 07/20/2016	\$ 1,400.00
110	GROUNDS KEEPER, THE (NEW)-	SERVICES	\$ 5,725.00

111	HALVORSON BUILDING SERVICES-	Centrivac Chiller Training	\$ 325.00
112	HALVORSON BUILDING SERVICES-	UV Motor/724	\$ 809.31
113	HAMMEN, JOSEPH-	ANNOUNCER - SOFTBALL REGIONAL DATES 7.9.	\$ 100.00
114	HANDWRITING WITHOUT TEARS	Cursive Handwriting workbooks for grade	\$ 2,548.70
115	HANDWRITING WITHOUT TEARS	Shipping and handling	\$ 254.87
116	HEARTLAND AEA 11	5.5" x 8.5" student planners	\$ 102.00
117	HEARTLAND AEA 11	8.5" x 11" student planners	\$ 174.00
118	HEARTLAND AEA 11	ADD'L PLANNERS	\$ 23.00
119	HEARTLAND AEA 11	Mentoring Matters Training for 4 new men	\$ 200.00
120	HEARTLAND AEA 11	SUPPLIES/SERVICES	\$ 148.90
121	HEARTLAND AEA 11	SUPPLIES/SERVICES	\$ 444.00
122	HEINEMANN-	Fountas & Pinnel Benchmark System 2, 2nd	\$ 388.00
123	HEINEMANN-	S & H	\$ 38.80
124	HERFF JONES	DIPLOMAS	\$ 10.76
125	HIGGINS PLAZA SERVICE-	Brake Repairs to Vehicle 06-1397/2858	\$ 303.62
126	HIGGINS PLAZA SERVICE-	Front Brake Repair MS Van	\$ 441.35
127	HIGGINS PLAZA SERVICE-	Oil Change	\$ 30.67
128	HIGGINS PLAZA SERVICE-	Repairs to Delivery Van	\$ 493.96
129	HIGGINS PLAZA SERVICE-	Van Repairs Battery and Cable	\$ 171.20
130	HOUGHTON MIFFLIN HARCOURT-GREAT SOURCE	ISBN 13-978-0-15-347295-4	\$ 436.00
131	HOUGHTON MIFFLIN HARCOURT-GREAT SOURCE	ISBN 978-0-15-347294-7 3rd Grade Social	\$ 270.00
132	HOUGHTON MIFFLIN HARCOURT-GREAT SOURCE	SHIPPING	\$ 73.95
133	HYVEE FOOD STORE-URBAN DALE	2 dozen donuts	\$ 15.93
134	HYVEE FOOD STORE-URBAN DALE	Ruppert - choc milk, yogurt, snack pack	\$ 5.76
135	INTERSTATE ALL BATTERY CENTER	Batteries for Fire Alarms and Stock/1924	\$ 203.00
136	IOWA ASSOCIATION-SCHOOL BOARDS-	Background Checks July 2016	\$ 240.00
137	IOWA ASSOCIATION-SCHOOL BOARDS-	SERVICES	\$ 75.00
138	IOWA GIRLS HS ATHLETIC UNION	Regional Gate - July 12	\$ 2,550.00
139	IOWA GIRLS HS ATHLETIC UNION	Regional Gate - July 9	\$ 1,626.00
140	IOWA HS ATHLETIC ASSOCIATION	Substate Baseball Gate - 7/15	\$ 1,404.00
141	IOWA HS ATHLETIC ASSOCIATION	Substate Baseball Gate - 7/20	\$ 2,640.00
142	IOWA WATER MANAGEMENT-	Contracted Water Services District/IN180	\$ 400.00
143	IOWA WATER MANAGEMENT-	Contracted Water Services HS/IN 17865	\$ 435.00
144	IRON MOUNTAIN RECORDS MANAGEMENT-	SERVICES	\$ 31.70
145	JIM SHIPLEY & ASSOCIATES-	Leadership Guide to System Improvement -	\$ 189.50
146	JIM SHIPLEY & ASSOCIATES-	Leadership Guide to System Improvement -	\$ 473.75
147	JIM SHIPLEY & ASSOCIATES-	New Teacher Books: Continuous Classroom	\$ 568.50
148	JIM SHIPLEY & ASSOCIATES-	QCI Systems Check Level III - Classroom	\$ 195.00
149	JIM SHIPLEY & ASSOCIATES-	QCI Systems Check Level III - District	\$ 585.00
150	JIM SHIPLEY & ASSOCIATES-	SHIPPING	\$ 21.83
151	JIM SHIPLEY & ASSOCIATES-	Shipping Fee	\$ 67.77
152	JIM SHIPLEY & ASSOCIATES-	Student Data Folders (New Teachers)	\$ 298.50
153	JIM SHIPLEY & ASSOCIATES-	Walk Through Guide (New Teachers)	\$ 58.50
154	JOHNSTONE SUPPLY	Bet and Tape/3079953	\$ 17.76
155	JOHNSTONE SUPPLY	BX*% Belt for HS RTAHU L-1/3081840	\$ 39.24
156	JOHNSTONE SUPPLY	CREDIT	\$ (286.08)
157	JOHNSTONE SUPPLY	Filters for MS PM/3078909	\$ 391.42
158	JOHNSTONE SUPPLY	Filters for PM's/3078979	\$ 450.06
159	JOURNEYED	Quote 10112097 - GoGuardian for Admins	\$ 9,308.00
160	JOURNEYED	Quote 10112097 - GoGuardian for Teachers	\$ 14,482.00
161	JUICEBOX INTERACTIVE-	SERVICES	\$ 345.00
162	KARAIDOS, SHAWN	MILEAGE	\$ 18.63
163	MAIL SERVICES, LLC-	SERVICES	\$ 1,692.78
164	MARCIA BRENNER ASSOCIATES-	SERVICES	\$ 300.00
165	MARSHALL, DENISE	MILEAGE	\$ 8.10

166	MASTER TEACHER, THE	annual subscription - Galileo for Superi	\$ 104.00
167	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level A, Student Workbo	\$ 7.66
168	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level A, Student Workbo	\$ 1.35
169	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level A, Student Workbo	\$ 3.11
170	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level B, Student Workbo	\$ 73.37
171	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level B, Student Workbo	\$ 12.92
172	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level B, Student Workbo	\$ 29.84
173	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level C, Student Workbo	\$ 52.40
174	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level C, Student Workbo	\$ 9.24
175	MCGRAW-HILL COMPANIES, THE	Spelling Mastery Level C, Student Workbo	\$ 21.31
176	MCGRAW-HILL COMPANIES, THE	SUPPLIES-PO 16003677	\$ 20.27
177	MCGRAW-HILL COMPANIES, THE	SUPPLIES-PO 16003677-CREDIT	\$ (20.27)
178	MCGRAW HILL EDUCATION-	estimated S & H	\$ 228.12
179	MCGRAW HILL EDUCATION-	estimated S & H	\$ 90.89
180	MCGRAW HILL EDUCATION-	Estimated S & H	\$ 3,654.61
181	MCGRAW HILL EDUCATION-	Estimated shipping and handling	\$ 73.66
182	MCGRAW HILL EDUCATION-	Everyday Math 4 Reorder Home Links K-5	\$ 5,456.94
183	MCGRAW HILL EDUCATION-	Everyday Math 4 Reorder Journals K-5	\$ 35,261.52
184	MCGRAW HILL EDUCATION-	Geometry 6-year student bundle	\$ 1,529.49
185	MCGRAW HILL EDUCATION-	Glencoe Math Course 3 - 6yr complete stu	\$ 3,255.63
186	MCGRAW HILL EDUCATION-	Number Worlds Student Materials for leve	\$ 2,911.86
187	MCGRAW HILL EDUCATION-	See attached cost proposal for EDM4 math	\$ 854.16
188	MCGRAW HILL EDUCATION-	See attached proposal for grade 4 Readin	\$ 2,644.83
189	MCGRAW HILL EDUCATION-	See cost proposal for additional EDM4 an	\$ 2,051.16
190	MCGRAW HILL EDUCATION-	S&H	\$ 165.89
191	MCGRAW HILL EDUCATION-	SHIPPING	\$ 79.60
192	MCGRAW HILL EDUCATION-	SHIPPING	\$ 72.23
193	MEDIACOM	SERVICES	\$ 1,300.00
194	MENARDS	Adhesive for District Posters/50918	\$ 11.66
195	MENARDS	Drywall Lift/50178	\$ 10.87
196	MENARDS	Floor Glue for Valerius Classroom/49795	\$ 39.97
197	MENARDS	Grounds Shop Supplies/50344	\$ 99.94
198	MENARDS	Grounds Supplies/49774	\$ 83.97
199	MENARDS	Hardware/49244	\$ 12.52
200	MENARDS	Hardware for Olmsted/51218	\$ 89.65
201	MENARDS	Hardware for Projects/50551	\$ 4.46
202	MENARDS	Masking Tape/49121	\$ 27.48
203	MENARDS	PADLOCKS FOR BASEBALL PRESSBOX	\$ 19.04
204	MENARDS	Painting Supplies/49874	\$ 115.84
205	MENARDS	Plumbing Supplies/49967	\$ 131.41
206	MENARDS	Plumbing Supplies/50969	\$ 28.59
207	MENARDS	Pothole Patch for Jensen/51186	\$ 95.40
208	MENARDS	SHOP VAC FOR PAC	\$ 60.93
209	MENARDS	Storage Boxes/48578	\$ 12.96
210	MENARDS	Tools/51043	\$ 17.97
211	METRO WEST LEARNING CENTER-	Summer Consulting for AS	\$ 770.00
212	METRO WEST LEARNING CENTER-	Summer School for TW	\$ 308.75
213	MIDAMERICAN ENERGY-	HIGH SCHOOL	\$ 49.09
214	MIDAMERICAN ENERGY-	HIGH SCHOOL	\$ 28,220.99
215	MIDAMERICAN ENERGY-	JENSEN	\$ 13.92
216	MIDAMERICAN ENERGY-	JENSEN	\$ 2,702.71
217	MIDAMERICAN ENERGY-	KAREN ACRES	\$ 11.56
218	MIDAMERICAN ENERGY-	KAREN ACRES	\$ 2,616.89
219	MIDAMERICAN ENERGY-	METRO WEST	\$ 10.39
220	MIDAMERICAN ENERGY-	METRO WEST	\$ 511.24

221	MIDAMERICAN ENERGY-	MIDDLE SCHOOL	\$ 8,117.31
222	MIDAMERICAN ENERGY-	OLMSTED	\$ 30.92
223	MIDAMERICAN ENERGY-	OLMSTED	\$ 5,290.26
224	MIDAMERICAN ENERGY-	ROLLING GREEN	\$ 26.81
225	MIDAMERICAN ENERGY-	ROLLING GREEN	\$ 3,689.21
226	MIDAMERICAN ENERGY-	VALERIUS	\$ 34.53
227	MIDAMERICAN ENERGY-	VALERIUS	\$ 2,879.74
228	MID-WEST 3D SOLUTIONS LLC	Black Spool	\$ 103.00
229	MID-WEST 3D SOLUTIONS LLC	Blue Spool	\$ 103.00
230	MID-WEST 3D SOLUTIONS LLC	Freight	\$ 30.00
231	MID-WEST 3D SOLUTIONS LLC	Nectarine Spool	\$ 103.00
232	MID-WEST 3D SOLUTIONS LLC	Red Spool	\$ 103.00
233	MID-WEST 3D SOLUTIONS LLC	Yellow Spool	\$ 103.00
234	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	COPIER CHARGES	\$ 275.57
235	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	COPIER CHARGES	\$ 18.15
236	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	COPIER CHARGES	\$ 62.52
237	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	COPIER CHARGES	\$ 30.78
238	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	SERVICES	\$ 14.04
239	MPS	Psychology in Modules, Eleventh Edition	\$ 9,723.45
240	MPS	Shipping and handling	\$ 194.55
241	NAPA GENUINE PARTS	CREDIT	\$ (9.00)
242	NAPA GENUINE PARTS	Spark Plugs/832677	\$ 7.00
243	NAPA GENUINE PARTS	Vehicle Supplies/833906	\$ 68.59
244	NASSP	Mdmbership renewal for Brian Coppess, Ti	\$ 750.00
245	NASSP	National Honor Society Membership for 16	\$ 385.00
246	NDSU COLLEGE OF ENGINEERING	PLTW Conference fees	\$ 1,320.00
247	NETWORKS INC	Quote 38333 - FortiAnalyzer License Rene	\$ 627.00
248	NETWORKS INC	Quote 38333 - Fortinet FortiCare 24x7 Se	\$ 11,340.82
249	NOODLE TOOLS, INC.-	Noodle Tools subscription for 2016/2017	\$ 316.80
250	ODYSSEYWARE, INC.	OW 2.0 Online Renewal	\$ 7,700.00
251	OFFICE DEPOT-(USE FOR ALL)	1" book rings	\$ 20.49
252	OFFICE DEPOT-(USE FOR ALL)	48" x 48" bulletin board	\$ 169.98
253	OFFICE DEPOT-(USE FOR ALL)	.8" book rings	\$ 22.69
254	OFFICE DEPOT-(USE FOR ALL)	9" x 12" envelopes	\$ 67.96
255	OFFICE DEPOT-(USE FOR ALL)	Avery Index A-Z tabs	\$ 13.32
256	OFFICE DEPOT-(USE FOR ALL)	Box Cutters	\$ 13.49
257	OFFICE DEPOT-(USE FOR ALL)	Packaging Tape	\$ 16.54
258	OFFICE DEPOT-(USE FOR ALL)	Pendaflex Hanging Folders Blue	\$ 94.49
259	OFFICE DEPOT-(USE FOR ALL)	Zwick - Supplies for Movin on Up	\$ 85.03
260	OFFICE DEPOT-(USE FOR ALL)	Supplies	\$ 23.96
261	PALMER'S DELI	Lunch for Retreat	\$ 264.75
262	PAPER CORPORATION, THE	Navigator Platinum	\$ 1,439.20
263	PEARSON EDUCATION	SE w/TestPrep w/MHL eText up to 6yr	\$ 3,824.10
264	PEARSON EDUCATION	Shipping and handling	\$ 267.69
265	PEARSON LEARNING	ISBN # 328341762 Math 009 Homework Workb	\$ 587.14
266	PEARSON LEARNING	ISBN # 328537918 Math 2011 Student Ed. P	\$ 2,027.85
267	PEARSON LEARNING	ISBN # 328537926 Math 2011 Student Ed. P	\$ 1,087.47
268	PEARSON LEARNING	ISBN # 328537969 Math 2011 Student Ed. P	\$ 1,087.53
269	PEARSON LEARNING	ISBN # 328537985 Math 2011 Student Ed. P	\$ 1,242.97
270	PEARSON LEARNING	ISBN # 328537993 Math 2011 Student Ed. P	\$ 1,242.97
271	PEARSON LEARNING	ISBN # 978-0-13372115-7 Math Student Ed	\$ 639.76
272	PEARSON LEARNING	Shipping	\$ 554.09
273	PERFECTION LEARNING CORPORATION	ISBN # 2997102 The Immune System	\$ 119.40
274	PERFECTION LEARNING CORPORATION	ISBN # 62053 The Nervous System - 6 Pack	\$ 126.00
275	PERFECTION LEARNING CORPORATION	ISBN #62553 Alcohol, Tobacco, Drugs	\$ 119.40



276	PERFECTION LEARNING CORPORATION	ISBN# 91720 6th Grade Student Ed. - Core	\$ 556.00
277	PERFECTION LEARNING CORPORATION	Please see the attached quote# 584408 fo	\$ 5,648.29
278	PERFECTION LEARNING CORPORATION	shipping	\$ 92.08
279	PERFECTION LEARNING CORPORATION	Shipping and handling	\$ 338.88
280	PITTSBURGH PAINTS	Paint for District/982902068862	\$ 157.56
281	PLANBASE INC-	1 year contract for users - Q/CI	\$ 6,500.00
282	PLANBASE INC-	1 year contract for users - TLC	\$ 2,500.00
283	PLUMB SUPPLY COMPANY	Carrier Gaskets/3958547	\$ 62.40
284	PLUMB SUPPLY COMPANY	Exhaust Fans W/ Birdscreensfor Bathroom	\$ 514.57
285	PLUMB SUPPLY COMPANY	Water Cooler and Fittings to Replace Old	\$ 497.96
286	PREMIER PRODUCTS	student school planners	\$ 2,812.01
287	PROJECT LEAD THE WAY, INC	PLTW Fees	\$ 750.00
288	QUALITY STRIPING INC-	Stripe HS/MS Parking Lots/07082016	\$ 7,592.50
289	QUILL CORPORATION-	215-587708 markers	\$ 24.90
290	QUILL CORPORATION-	215-587709 fine point marker	\$ 24.90
291	QUILL CORPORATION-	215-8004GN green markers	\$ 119.90
292	QUILL CORPORATION-	7128AD assorted paper folders	\$ 15.99
293	QUILL CORPORATION-	720700CT case of paper	\$ 32.90
294	QUILL CORPORATION-	720700CT paper	\$ 493.50
295	QUILL CORPORATION-	79604Q Stapler	\$ 42.80
296	QUILL CORPORATION-	901-103780 purple paper	\$ 111.90
297	QUILL CORPORATION-	901-11265Q floor protector	\$ 69.98
298	QUILL CORPORATION-	901-1799 X-Acto powerhouse electric shar	\$ 55.50
299	QUILL CORPORATION-	901-3000BK sharpie permanent markers	\$ 25.92
300	QUILL CORPORATION-	901-31 index cards	\$ 10.00
301	QUILL CORPORATION-	901-37392Q Kleenex 3 pack	\$ 29.92
302	QUILL CORPORATION-	901-5160 Avery labels	\$ 34.41
303	QUILL CORPORATION-	901-7125AD Assorted paper folders with	\$ 4.72
304	QUILL CORPORATION-	901-720559 blue paper	\$ 52.40
305	QUILL CORPORATION-	901-720561 green paper	\$ 52.40
306	QUILL CORPORATION-	901-720565 yellow paper	\$ 52.40
307	QUILL CORPORATION-	901-720567 pink paper	\$ 52.40
308	QUILL CORPORATION-	901-722421 Pink paper	\$ 14.26
309	QUILL CORPORATION-	901-722441 red paper	\$ 35.65
310	QUILL CORPORATION-	901-722441 Red paper	\$ 14.26
311	QUILL CORPORATION-	901-740137 Manilla folders	\$ 3.50
312	QUILL CORPORATION-	901-742270 yellow notepad	\$ 16.99
313	QUILL CORPORATION-	901-742316 legal pads	\$ 22.38
314	QUILL CORPORATION-	901-772381 Green colored paper	\$ 14.26
315	QUILL CORPORATION-	901-7Q5213 Hanging folders	\$ 9.11
316	QUILL CORPORATION-	901-80001BK black markers	\$ 70.60
317	QUILL CORPORATION-	901-80002RD red markers	\$ 70.60
318	QUILL CORPORATION-	901-80003BE blue markers	\$ 70.60
319	QUILL CORPORATION-	901-80898KCC tissues	\$ 34.49
320	QUILL CORPORATION-	901-81038QL card stock white	\$ 14.79
321	QUILL CORPORATION-	901-81803 dry erase cleaners	\$ 84.96
322	QUILL CORPORATION-	901-886640 wipes	\$ 43.08
323	QUILL CORPORATION-	901-965912CT habd sanitizer	\$ 53.99
324	QUILL CORPORATION-	901-CL030112 Clorox wipes	\$ 15.98
325	QUILL CORPORATION-	901-EPS8HDBK pencil sharpener	\$ 127.92
326	QUILL CORPORATION-	901-JV45143 Posterboard 50	\$ 23.99
327	QUILL CORPORATION-	901-LEO74500 erasers	\$ 16.70
328	QUILL CORPORATION-	901-PAC6523 Multicolored construction p	\$ 27.78
329	QUILL CORPORATION-	901-PC1500 AA batteries	\$ 17.99
330	QUILL CORPORATION-	901-PC2400 AAA batteries	\$ 17.99

331	QUILL CORPORATION-	Bulletin board paper - white	\$ 49.99
332	QUILL CORPORATION-	Bulletin board paper - yellow	\$ 54.99
333	QUILL CORPORATION-	HON Brigade Steel Bookcases - 29"H - 2 S	\$ 2,016.00
334	QUILL CORPORATION-	HON Brigade Steel Bookcases - 59"H - 4 s	\$ 2,665.00
335	QUILL CORPORATION-	Wood Designs 30 Cubby Storage Cabinet w	\$ 3,395.00
336	RAY AND ASSOCIATES, INC	SERVICES	\$ 5,000.00
337	RELIASTAR LIFE INSURANCE CO.	Adjustment - LIFE	\$ (37.41)
338	RELIASTAR LIFE INSURANCE CO.	Adjustment - LTD	\$ 1,586.58
339	RELIASTAR LIFE INSURANCE CO.	Adjustment - Vol LIFE	\$ 130.22
340	RELIASTAR LIFE INSURANCE CO.	Withholding - LIFE	\$ 1,232.36
341	RELIASTAR LIFE INSURANCE CO.	Withholding - LTD	\$ 1,215.27
342	RELIASTAR LIFE INSURANCE CO.	Withholding - Vol LIFE	\$ 2,304.47
343	REVTRAK, INC-	SERVICES	\$ 2,793.58
344	RICOH USA INC (WAS IKON OFFICE)	COPIER CHARGES	\$ 359.37
345	ROCHESTER 100, INC.	Nicky's Communicator Folders - Gold	\$ 6.25
346	ROCHESTER 100, INC.	Nicky's Communicator Folders - Metallic	\$ 187.50
347	ROCHESTER 100, INC.	Nicky's Communicator Folders - Orange	\$ 50.00
348	ROCHESTER 100, INC.	Nicky's Communicator Folders - Red	\$ 6.25
349	ROCHESTER 100, INC.	Nicky's Communicator Folders - Yellow	\$ 62.50
350	SAI (SCHOOL ADMINISTRATORS OF IOWA)	Conference registration 8/3-4	\$ 175.00
351	SAI (SCHOOL ADMINISTRATORS OF IOWA)	Membership renewal fees	\$ 524.00
352	SAI (SCHOOL ADMINISTRATORS OF IOWA)	membership renewal for Brian Coppess, Ti	\$ 1,572.00
353	SAI (SCHOOL ADMINISTRATORS OF IOWA)	Membership renewal for Crista Carlile fo	\$ 524.00
354	SAI (SCHOOL ADMINISTRATORS OF IOWA)	Registration for the Sai Conference Augu	\$ 350.00
355	SAI (SCHOOL ADMINISTRATORS OF IOWA)	SAI Annual Conference Aug 3 & 4	\$ 175.00
356	SCHOLASTIC INC	Let's Find Out (Kindergarten)	\$ 362.25
357	SCHOLASTIC INC.-	Estimated S & H	\$ 13.37
358	SCHOLASTIC INC.-	The Holocaust Reader	\$ 148.50
359	SCHOOL INTERVIEWS	SchoolBookings membership	\$ 150.00
360	SCHOOL SPECIALTY INC	1473699 plan book	\$ 2.76
361	SCHOOL SPECIALTY INC	1473702 plan book	\$ 48.60
362	SCHOOL SPECIALTY INC	1473706 plan book	\$ 11.04
363	SCHOOL SPECIALTY INC	1481859 plan book	\$ 13.64
364	SCHOOL SPECIALTY INC	323098 plan book	\$ 6.48
365	SCHOOL SPECIALTY INC	6 Subject lesson book	\$ 46.68
366	SCHOOL SPECIALTY INC	Clay art White 50 lbs	\$ 77.96
367	SCHOOL SPECIALTY INC	Daily memo book	\$ 44.33
368	SCHOOL SPECIALTY INC	See attached for order for Rolling Green	\$ 1,014.57
369	SCHOOL SPECIALTY INC	See attached list for items for Webster	\$ 1,042.86
370	SOCIETY FOR HUMAN RESOURCES MGMT	2 Year SHRM Membership, Maggie Holton	\$ 345.00
371	SOENKE-QUIST, DENA-	SERVICES	\$ 6,400.00
372	STORAGEMART #1050	RENT UNIT 161-AUG '16	\$ 89.96
373	TAYLOR, JULIA	Reimbursement - Walmart - Playground bal	\$ 14.64
374	TEXTBOOK WAREHOUSE	7ISBN 0-13-054788-3 Timeless VOices, T	\$ 176.40
375	THERMAL SERVICES-	Service Call Valerius Chiller/12690	\$ 265.00
376	TONER PLACE, THE	Toner	\$ 40.00
377	TONER PLACE, THE	Toner	\$ 112.50
378	TURNITIN LLC (PREV IPARADIGMS)-	Quote 00080751 - TurnItIn for UHS for 20	\$ 4,582.40
379	UE LOCAL 893	Withholding 7/25/2016	\$ 184.00
380	UE LOCAL 893	Withholdings 07/08/2016	\$ 184.00
381	ULTIMATE AUTOMOTIVE SERVICE INC-	Repairs to Delivery Truck/59751	\$ 531.69
382	URBANDALE CHAMBER OF COMMERCE	SERVICES	\$ 350.00
383	URBANDALE, CITY OF	POLICE - REGIONAL SOFTBALL GAME 7.9.16	\$ 100.24
384	URBANDALE, CITY OF	POLICE - SUBSTATE BASEBALL GAME 7.20.16	\$ 150.36
385	URBANDALE EDUCATION ASSOCIATION	Withholdings 07/20/2016	\$ 10,379.00

386	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 179.66
387	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 280.21
388	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 451.30
389	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 282.80
390	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 231.79
391	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 543.80
392	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 583.25
393	URBAN DALE WATER UTILITY	WATER/SEWER	\$ 4,192.49
394	U.S. CELLULAR	SERVICES	\$ 2,393.20
395	U.S. DEPARTMENT OF EDUCATION	Withholdings 07/20/2016	\$ 476.46
396	US-GAMES-	17% S & H	\$ 85.48
397	US-GAMES-	6 1/4" Prism Pack Voit Balls 1 set of 6	\$ 78.99
398	US-GAMES-	7" Mini Football	\$ 95.92
399	US-GAMES-	8 1/2" Football	\$ 127.92
400	US-GAMES-	8" Soccer Ball	\$ 127.92
401	US-GAMES-	Brass Whistle	\$ 18.99
402	US-GAMES-	Mini Megaphone	\$ 52.99
403	VEX ROBOTICS, INC	7.2V Robot Battery NiMH 3000mAh	\$ 449.85
404	VEX ROBOTICS, INC	Battery Charger Power Cord - North Ameri	\$ 29.85
405	VEX ROBOTICS, INC	Shipping and Handling	\$ 27.06
406	VEX ROBOTICS, INC	Smart Charger v2	\$ 254.85
407	VIERLING, KELLY D'ANN	Withholding fro 7/20/2016	\$ 636.24
408	VIERLING, KELLY D'ANN	Withholdings 07/20/2016	\$ 636.24
409	VISTA HIGHER LEARNING	Estimated shipping	\$ 95.15
410	VISTA HIGHER LEARNING	Sag mal 2e Student Edition + Supersite P	\$ 9,750.00
411	VISTA HIGHER LEARNING	Sag mal 2e Supersite Plus (vText (online	\$ 810.00
412	WALSH DOOR & HARDWARE CO	Door Closer/703436	\$ 304.89
413	WASTE CONNECTIONS OF DM	SERVICES	\$ 213.77
414	WASTE MANAGEMENT OF IOWA	SERVICES	\$ 3,917.78
415	WEEKLY READER/SCHOLASTIC	ISBN # WR601-163 Map Skills	\$ 306.90
416	WEEKLY READER/SCHOLASTIC	ISBN # WR603-163 Map Skills	\$ 198.00
417	WEIDENHAMMER SYSTEMS CORP.	Alio Content Maintenance	\$ 10,752.71
418	WEIDENHAMMER SYSTEMS CORP.	Alio Employee Service Portal Maintenance	\$ 1,032.47
419	WEIDENHAMMER SYSTEMS CORP.	Alio Financial Accounting Maintenance	\$ 5,736.85
420	WEIDENHAMMER SYSTEMS CORP.	Alio Forms & Reports Maintenance	\$ 1,718.86
421	WEIDENHAMMER SYSTEMS CORP.	Alio Human Resources Maintenance	\$ 5,233.88
422	WEIDENHAMMER SYSTEMS CORP.	Alio Iowa SRC Maintenance	\$ 785.60
423	WEIDENHAMMER SYSTEMS CORP.	Alio ORACLE Standard Edition Two Mainten	\$ 520.73
424	WEIDENHAMMER SYSTEMS CORP.	Alio Subcaller Interface Maintenance	\$ 1,169.75
425	WEVIDEO INC-	WeVideo for Schools, Annual Subscription	\$ 4,295.00
426	WEX BANK (WAS FLEET SVCS/WRIGHT EXP)	SERVICES	\$ 905.67
427	WINDSTREAM-	SERVICES	\$ 2,312.51
428	ZWICK, HEIDI	MILEAGE	\$ 11.88
429	<b>10 - GENERAL</b>	<b>** Fund Total **</b>	<b>\$ 433,325.59</b>
430			
431	<b>21 - STUDENT ACTIVITY</b>		
432	AGILE SPORTS TECHNOLOGIES-	VIDEO EXCHANGE SERVICES FOR ALL SPORTS A	\$ 8,596.10
433	ARIZONA MOUND COMPANY-	Baseball Field Surface	\$ 810.00
434	ARIZONA MOUND COMPANY-	Field Mix / Field Dry	\$ 675.00
435	BANKS, HEATH-	OFFICIAL - JV/VAR BASEBALL 7.7.16	\$ 120.00
436	BIRKS, JEAN-	OFFICIAL - VARSITY SOFTBALL GAME 7.6.16	\$ 54.00
437	CIML	CIML Dues	\$ 3,120.00
438	CLASSEN, ANDREW-	Marching Band Drill Design	\$ 2,905.00
439	COE COLLEGE JAZZ SUMMIT	ENTRY FEE: Coe College Jazz Summit	\$ 300.00
440	CREIGHTON, CATHY-	OFFICIAL - JV/VAR/VAR SOFTBALL 7.5.16	\$ 143.50

441	DALLAS CENTER-GRIMES SCHOOL DIST	ENTRY FEE - SOFTBALL TOURNAMENT 7.1.16	\$ 75.00
442	DECKER SPORTING GOODS	baseballs	\$ 85.00
443	DES MOINES LOCK SERVICE	DUPLICATE ASSA KEYS FOR COACHES (RECEIPT	\$ 145.00
444	DUNCAN, DUANE-	OFFICIAL - 9TH BASEBALL DH 7.6.16	\$ 100.00
445	FEIGENBAUM, STEPHEN-	Custom Show Choir Arrangement: Jackrabbi	\$ 350.00
446	FOWLER, CHUCK-	OFFICIAL - 9TH SOFTBALL DH 7.5.16	\$ 71.00
447	HALL, ROB-	OFFICIAL - JV/VAR BASEBALL 7.7.16	\$ 120.00
448	HAMMEN, JOSEPH-	ANNOUNCER PER ACTIVITIES PAY SHEET	\$ 50.00
449	HEARTLAND AEA 11	Marching Band Drill - Printing	\$ 130.63
450	HEKTER, DAVID-	ACTIVITIES EVENT SUPERVISION PER PAY SHE	\$ 117.00
451	IOWA HS ATHLETIC ASSOCIATION	State Tournament Plaques	\$ 80.60
452	IOWA HS SPEECH ASSOCIATION	2016-2017 Membership	\$ 50.00
453	IOWA SPORTS SUPPLY	Adult Slotted FB Pant - 3XL	\$ 37.80
454	IOWA SPORTS SUPPLY	Adult Slotted FB Pant - 4XL	\$ 14.00
455	IOWA SPORTS SUPPLY	Integrated FB Pants	\$ 1,500.00
456	IOWA SPORTS SUPPLY	Integrated Youth FB Pants	\$ 210.00
457	IOWA SPORTS SUPPLY	Mouthguard - 1 box	\$ 43.50
458	IOWA SPORTS SUPPLY	SHIPPING	\$ 102.00
459	IOWA SPORTS SUPPLY	SHIPPING	\$ 10.60
460	IOWA SPORTS SUPPLY	TDY Youth Football	\$ 341.60
461	IOWA SPORTS SUPPLY	Varsity Hip Pad Sets	\$ 115.08
462	IOWA SPORTS SUPPLY	VKP Skill Knee Pads	\$ 74.40
463	KRAMER, ANDREW-	OFFICIAL - 10TH BASEBALL 7.12.16	\$ 100.00
464	KRAMER, ANDREW-	OFFICIAL - 9TH BASEBALL 7.12.16	\$ 60.00
465	LEACH, GREGORY-	OFFICIAL - 10TH BASEBALL DH 7.12.16	\$ 100.00
466	LEACH, GREGORY-	OFFICIAL - 9TH BASEBALL DH 7.11.16	\$ 100.00
467	MENARDS	LIGHT BULBS & GARDEN HOSES - INSTORE PUR	\$ 58.42
468	MENARDS	PADLOCKS FOR BASEBALL PRESSBOX	\$ 5.95
469	MENARDS	SHOP VAC FOR PAC	\$ 19.04
470	MERFELD, THOMAS-	OFFICIAL - 9TH BASEBALL 7.12.16	\$ 60.00
471	MMIT BUSINESS SOLUTIONS (PREV IMAG TECH)	COPIER CHARGES	\$ 711.75
472	NASSP	Student Council Membership for the 16-17	\$ 95.00
473	NEFF COMPANY, THE-	LETTERS, SERVICE PINS, AND AWARD CERTIFI	\$ 753.95
474	O'CONNOR, RONALD-	OFFICIAL - 10TH BASEBALL DH 7.6.16	\$ 100.00
475	PAC VAN INC-	CREDIT	\$ (10.00)
476	PAC VAN INC-	INVOICE 2778521 - STORAGE CONTAINER FOR	\$ 80.00
477	PARSONS, JOHN-	OFFICIAL - 9TH BASEBALL DH 7.6.16	\$ 100.00
478	PEREZ, AARON-	OFFICIAL - 10TH BASEBALL DH 7.6.16	\$ 100.00
479	PRESTO SPORTS, INC-	WEBSITE HOSTING SERVICES (WWW.J-HAWKS.C	\$ 2,500.00
480	RIEMAN MUSIC INC	Yamaha Bas Clarinet	\$ 1,905.00
481	RODENBERG, ISAAC-	OFFICIAL - 9TH BASEBALL DH 7.11.16	\$ 100.00
482	SCHREURS, THOMAS-	OFFICIAL - JV/VAR/VAR SOFTBALL 7.5.16	\$ 143.50
483	SEALS, WILLIAM-	ANNOUNCER PER ACTIVITIES PAY SHEET	\$ 50.00
484	SMALL, DEAN-	OFFICIAL - 9TH SOFTBALL DH 7.5.16	\$ 71.00
485	STRACKE, DON-	OFFICIAL - VARSITY SOFTBALL GAME 7.6.16	\$ 54.00
486	TEBRINK, TIM	Mileage to pick up FB Dummies in Humbold	\$ 105.84
487	TRESONA MULTIMEDIA LLC-	Custom Arrangement License: Ain't Too Co	\$ 235.00
488	TRESONA MULTIMEDIA LLC-	Custom Arrangement License: I Love Me	\$ 290.00
489	TRESONA MULTIMEDIA LLC-	Custom Arrangement License: Jealous Of M	\$ 290.00
490	ULINE	GYM FLOOR TAPE - 24 ROLLS (ONLINE PURCHA	\$ 879.20
491	VINYL STUDIO, THE-	Jaywalker Camp Order	\$ 1,207.00
492	WELLS FARGO	Fall Cashbox Startup	\$ 3,000.00
493	ZAHNLE, BRIAN-	OFFICIAL - VAR BASEBALL DH 7.5.16	\$ 120.00
494	ZAHNLE, SCOTT-	OFFICIAL - VAR BASEBALL DH 7.5.16	\$ 120.00
495	<b>21 - STUDENT ACTIVITY</b>	<b>** Fund Total **</b>	<b>\$ 34,051.46</b>

496			
497	<b>22 - MANAGEMENT LEVY</b>		
498	AVESIS THIRD PARTY ADM.	Retirees	\$ 67.00
499	JESTER INSURANCE SERVICES-	SERVICES	\$ 571,248.00
500	<b>22 - MANAGEMENT LEVY</b>	<b>** Fund Total **</b>	<b>\$ 571,315.00</b>
501			
502	<b>33 - SALES TAX FUND</b>		
503	BMO MASTERCARD	CDW-G-RAM	\$ 1,944.00
504	BMO MASTERCARD	NEWEGG-120 MG SSD DRIVES	\$ 3,239.19
505	CONTRACTORS RENTAL CO	Flooring Scraper/345682	\$ 66.95
506	L & L INSULATIONS	Pipe Insulation for Olmsted Bathrooms/12	\$ 292.76
507	MENARDS	CREDIT	\$ (22.01)
508	MENARDS	Exhaust Fan Installation Hardware/50437	\$ 128.18
509	MENARDS	Items for KA Data Room NIC/50351/50357	\$ 79.45
510	PAC VAN INC-	40' Storage Containers for KA Constructi	\$ 230.00
511	PLUMB SUPPLY COMPANY	Plumbing Supplies for Olmsted Vents/3969	\$ 130.47
512	<b>33 - SALES TAX FUND</b>	<b>** Fund Total **</b>	<b>\$ 6,088.99</b>
513			
514	<b>36 - PHY PLANT &amp; EQ LEVY</b>		
515	FORSELLES II PARTNERS-	LEASE METRO WEST-AUG '16	\$ 6,325.00
516	R & R REALTY GROUP	LEASE A/O-AUG '16	\$ 5,864.08
517	R & R REALTY GROUP	LEASE A/O-SEPT '16	\$ 5,864.08
518	<b>36 - PHY PLANT &amp; EQ LEVY</b>	<b>** Fund Total **</b>	<b>\$ 18,053.16</b>
519			
520	<b>61 - SCHOOL NUTRITION</b>		
521	BMO MASTERCARD	CAFE OLE-LUNCH	\$ 17.06
522	BMO MASTERCARD	CASA RIO-LUNCH	\$ 17.06
523	BMO MASTERCARD	HYVEE-FOOD-SR CENTER	\$ 10.86
524	BMO MASTERCARD	OFFICE DEPOT-OFFICE SUPPLIES	\$ 93.54
525	BMO MASTERCARD	RIO RIO CANTINA-DINNER	\$ 26.65
526	BMO MASTERCARD	RIVERWALK VISTA-HOTEL-CONFERENCE	\$ 1,014.53
527	BMO MASTERCARD	UNITED AIRLINES-BAGGAGE	\$ 25.00
528	DAHL, MARISA-	REFUND	\$ 6.00
529	HEARTLAND AEA 11	SUPPLIES/SERVICES	\$ 693.75
530	STIPEND VENDOR	REFUND-JENNY ARMSTRONG	\$ 15.35
531	STIPEND VENDOR	REFUND-KERRY SHOWMAN	\$ 429.90
532	TONER PLACE, THE	Toner	\$ 79.00
533	TONER PLACE, THE	Toner Kitchen	\$ 158.00
534	<b>61 - SCHOOL NUTRITION</b>	<b>** Fund Total **</b>	<b>\$ 2,586.70</b>
535			
536	<b>62 - CHILD CARE</b>		
537	BMO MASTERCARD	AMAZON-SUMMER SUPPLIES	\$ 442.41
538	BMO MASTERCARD	APPLE STORE-MACBOOK PROS/IPADS ADV	\$ 7,138.00
539	BMO MASTERCARD	BAINBRIDGE-SHELF BRACKETS	\$ 9.12
540	BMO MASTERCARD	CDW-G-IPAD CASES ADVENTURETIME	\$ 506.20
541	BMO MASTERCARD	CITY OF NEWTON-POOL RENTAL 7/29/2016	\$ 225.00
542	BMO MASTERCARD	DISCOUNT SUPPLY-SUMMER SUPPLIES	\$ 102.04
543	BMO MASTERCARD	DOLLAR TREE-SUMMER SUPPLIES	\$ 45.00
544	BMO MASTERCARD	FAREWAY-MILK	\$ 30.12
545	BMO MASTERCARD	MICHAELS-SUMMER SUPPLIES	\$ 12.52
546	BMO MASTERCARD	MISTY PALIK-SUMMER SUPPLIES	\$ 625.00
547	BMO MASTERCARD	MONKEY JOES-FIELD TRIP	\$ 565.00
548	BMO MASTERCARD	ORIENTAL TRADING-SUMMER SUPPLIES	\$ 64.83
549	BMO MASTERCARD	PRAIRIE RIDGE-FIELD TRIP	\$ 828.00
550	BMO MASTERCARD	S&S-SUMMER SUPPLIES	\$ 112.61

551	BMO MASTERCARD	TARGET-SUMMER SUPPLIES	\$ 22.48
552	BMO MASTERCARD	WALMART-SUMMER SUPPLIES	\$ 62.43
553	COPY SYSTEMS, INC	Contract 8/20/16-8/19/17	\$ 300.00
554	DICK BLICK	tempera pains with rack RG 4's	\$ 142.75
555	DURHAM SCHOOL SERVICES-	SERVICES	\$ 3,924.16
556	HYVEE FOOD STORE-URBANDALE	Supplies	\$ 9.94
557	HYVEE FOOD STORE-URBANDALE	Supplies	\$ 12.00
558	SAM'S CLUB	CREDIT	\$ (4.98)
559	SAM'S CLUB	Snack and Supplies	\$ 1,664.90
560	SAM'S CLUB	Snack and Supplies	\$ 292.04
561	SAM'S CLUB	Snack and Supplies Rolling Green	\$ 290.08
562	SAM'S CLUB	Supplies	\$ 55.92
563	SCIENCE CENTER, THE	Field Trip 2nd, 3rd, 4th, and 5th grader	\$ 231.00
564	SCIENCE CENTER, THE	Field Trip PK, K, and 1st on Tuesday, Ju	\$ 456.50
565	TEACHING STRATEGIES	GOLD Online Assessment Portfolios	\$ 2,717.00
566	<b>62 - CHILD CARE</b>	<b>** Fund Total **</b>	<b>\$ 20,882.07</b>
567			
568	<b>65 - COMMUNITY EDUCATION</b>		
570	BMO MASTERCARD	AMAZON-COSTUMES	\$ 343.14
571	BMO MASTERCARD	AMAZON MARKETPLACE-UCT SUPPLIES	\$ 305.57
572	BMO MASTERCARD	AMAZON-THEATRE PROPS	\$ 196.97
573	BMO MASTERCARD	AMAZON-THEATRE SET PIECES	\$ 121.23
574	BMO MASTERCARD	BMI SUPPLY-WHEELS	\$ 115.85
575	BMO MASTERCARD	DARK KNIGHT ARMOURY-COSTUMES	\$ 83.99
576	BMO MASTERCARD	JOANN FABRIC-THEATRE SET PIECES	\$ 237.87
577	BMO MASTERCARD	MCC ON MEDIA-UCT ADVERTISING-MCC	\$ 600.00
578	BMO MASTERCARD	METRO RENTAL-THEATRE SET PIECES	\$ 240.80
579	BMO MASTERCARD	NAT'L TICKET CO-ACTIVITIES CASH BOXES	\$ 1,252.04
580	BMO MASTERCARD	PARTY CHEAP-PARTY MUGS (THEATRE PROP)	\$ 51.99
581	BMO MASTERCARD	SPRINGFIELD LITTLE THEATRE-UCT SUPPLIES	\$ 1,450.00
582	BMO MASTERCARD	THEATRE EFFECTS-UCT SUPPLIES	\$ 27.95
583	BMO MASTERCARD	THEATRE FX-THEATRE SET PIECES	\$ 395.75
584	BMO MASTERCARD	WIG BOYS-UCT SUPPLIES	\$ 418.47
585	BMO MASTERCARD	WMSN-UCT ADVERTISING-FOX 17	\$ 450.00
586	BOB'S CUSTOM TROPHIES	J-Hawk Mile Awards	\$ 146.50
587	BOORD, JUSTIN-	Basketball Camp Work	\$ 150.00
588	COLBY, JOHN-	Basketball Camp Work	\$ 150.00
589	DES MOINES PLAYHOUSE	Prop Rental	\$ 135.00
590	EGGER, BRODY-	Basketball Camp Work	\$ 144.00
591	GARWOOD, GRANT-	Basketball Camp Work	\$ 135.00
592	GRAPHIC EDGE, THE	SCS Shirt Order - 1014363	\$ 295.91
593	GRAPHIC EDGE, THE	SCS Shirt Order - 1014365	\$ 1,028.04
594	GRAPHIC EDGE, THE	SCS Shirt Order - 986061	\$ 648.65
595	GRAPHIC EDGE, THE	SCS Shirts - 1010377	\$ 343.06
596	GRAPHIC EDGE, THE	SCS Shirts - 1010972	\$ 201.53
597	GRAPHIC EDGE, THE	SCS Shirts - 1010979	\$ 267.67
598	GRAPHIC EDGE, THE	SCS Shirts - 1014473	\$ 388.71
599	GRAPHIC EDGE, THE	SCS Shirts - 986059	\$ 501.21
600	GRAPHIC EDGE, THE	Shipping	\$ 14.05
601	IOWA SPORTS SUPPLY	Integrated FB Pants	\$ 125.00
602	IOWA SPORTS SUPPLY	Integrated Youth FB Pants	\$ 525.00
603	IOWA SPORTS SUPPLY	SHIPPING	\$ 40.00
604	MENARDS	UCT Charge	\$ 6.36
605	MENARDS	UCT Supplies	\$ 61.79
606	PATTISON, WILLIAM-	Basketball Camp Work	\$ 270.00

607	PRESTO SPORTS, INC-	UCE Web Hosting and Redesign	\$ 2,000.00
608	RICHARDS, MATTHEW-	BBB Camp Work	\$ 30.00
609	WALTER, MASON-	Basketball Camp Work	\$ 90.00
610	WASHINGTON, BRAYDEN-	Basketball Camp Work	\$ 90.00
611	WAYLEE, HARRISON-	Basketball Camp Work	\$ 22.50
612	<b>65 - COMMUNITY EDUCATION</b>	<b>** Fund Total **</b>	<b>\$ 14,101.60</b>
613			
614	<b>71 - SELF-INSURANCE FUND</b>		
615	MARK J. BECKER & ASSOCIATES, LLC-	SERVICES	\$ 832.50
616	UNITED STATES TREASURY	2016 720-V-2ND QTR-42-6039212	\$ 2,197.25
617	WELLMARK	Claims Processing Fee	\$ 350.00
618	WELLMARK	Processing Fee	\$ 501.50
619	<b>71 - SELF-INSURANCE FUND</b>	<b>** Fund Total **</b>	<b>\$ 3,881.25</b>
620			
621	<b>91 - AGENCY</b>		
622	JESTER INSURANCE SERVICES-	Insurance for PTO FY 16-17	\$ 200.00
623	<b>91 - AGENCY</b>	<b>** Fund Total **</b>	<b>\$ 200.00</b>
624			
625		<b>** District Total **</b>	<b>\$ 1,104,485.82</b>
626			
627			



Architecture Engineering Planning Interiors

1430 Locust Street  
Suite 200  
Des Moines, Iowa 50309

o: 515/276-8097  
f: 515/252-0514

August 10, 2016

Urbandale Community School District  
Attn: Shelly Clifford  
11152 Aurora Avenue  
Urbandale, IA 50322

RE: Karen Acres Elementary School Addition and Renovation  
DLR Group Project #11-15106-00

Dear Shelly:

Enclosed please find the Application and Certificate for Payment No. 10 in the amount of \$539,164.94 submitted by Larson & Larson Construction for the above referenced project.

We have reviewed this application and recommend payment be made to the contractor as certified.

If you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

**DLR Group, inc.** (an Iowa Corporation)

A handwritten signature in black ink, appearing to read "Paul Arend".

Paul Arend  
Principal

PA/kw

Enclosure

cc: Larson & Larson Construction Inc.



# APPLICATION AND CERTIFICATION FOR PAYMENT

ALA DOCUMENT G702

*Office*

TO OWNER: Urbandale Community School District  
 11152 Aurora Avenue  
 Urbandale, IA 50322

PROJECT: Karen Acres Elementary  
 School Addition & Renovation  
 3500 74th Street  
 Urbandale, IA 50322

FROM CONTRACTOR: Larson & Larson Construction, LLC  
 10703 Justin Drive  
 Des Moines, IA 50322

VIA ARCHITECT: DLR Group  
 1430 Locust Street, Ste 200  
 Des Moines, IA 50309

CONTRACT FOR: General Construction

APPLICATION NO: Ten (10)  
 APPLICATION DATE: 10-Aug-16

PERIOD TO: 31-Jul-16

PROJECT NOS: 11-15106-00  
 L&L PROJECT: 15.012  
 CONTRACT DATE: 1-Sep-15

Distribution to:  
 OWNER  
 ARCHITECT  
 CONTRACTOR

## CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract Continuation Sheet, AIA Document G703, is attached.

1. ORIGINAL CONTRACT SUM \$ 4,147,420.00
2. Net change by Change Orders \$ 81,931.64
3. CONTRACT SUM TO DATE (Line 1 ± 2) \$ 4,229,351.64
4. TOTAL COMPLETED & STORED TO DATE (Column G on G703) \$ 3,725,899.24
5. RETAINAGE:
  - a. 5 % of Completed Work (Column D + E on G703) \$ 174,359.56
  - b. 5 % of Stored Material (Column F on G703) \$ 11,040.13
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total) \$ 3,502,574.05
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate) \$ 2,983,479.12
8. CURRENT PAYMENT DUE (Line 6 minus Line 7) \$ 539,164.94
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6) \$ 706,757.51

CONTRACTOR:

*Larson & Larson*

By: *Jillian A. ...* Commission Number: 788962  
 State of Iowa Commission Expires: 15-Aug-2016  
 Subscribed and sworn to before me this 10-Aug-16  
 Notary Public: *Jillian A. ...*

## ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising the application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED ..... \$ *539,164.94*

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to perform with the amount certified.)

ARCHITECT: *[Signature]* Date: *8/10/16*

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	\$28,180.00	\$0.00
Total approved this Month	\$53,751.64	\$0.00
TOTALS	\$81,931.64	\$0.00
NET CHANGES by Change Order	\$81,931.64	

# CONTINUATION SHEET

AIA DOCUMENT G703

AIA Document G702, APPLICATION AND CERTIFICATION FOR PAYMENT,

containing Contractor's signed certification is attached.

In tabulations below, amounts are stated to the nearest dollar.

Use Column I on Contracts where variable retainage for line items may apply.

Karen Acres Elementary APPLICATION NO: Ten (10)

School Addition & Renovation APPLICATION DATE: 10-Aug-16

Urbandale, IA 50322 PERIOD TO: 31-Jul-16

ARCHITECT'S PROJECT NO: 11-15106-00

L&L PROJECT: 15.012

A ITEM NO.	B DESCRIPTION	C SCHEDULED VALUE		D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G+C)	H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)
		FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD								
	<b>General Requirements</b>										
1	Bonds / Insurance	\$ 70,970.00	\$ -	\$ 70,970.00	\$ -			\$ 70,970.00	100.00%		\$ 3,548.50
2	Mobilization	\$ 35,000.00	\$ -	\$ 35,000.00	\$ -			\$ 35,000.00	100.00%		\$ 1,750.00
3	General Conditions	\$ 132,250.00	\$ 6,612.50	\$ 112,412.50	\$ 6,612.50			\$ 119,025.00	90.00%	\$ 13,225.00	\$ 5,951.25
4	Winter Enclosures / Temp Heating	\$ 37,500.00	\$ -	\$ 37,500.00	\$ -			\$ 37,500.00	100.00%		\$ 1,875.00
5	Close Out Documentation	\$ 7,500.00	\$ -	\$ -	\$ -			\$ -	0.00%	\$ 7,500.00	\$ -
6	<b>Existing Conditions</b>										
	Interior Demolition Sub	\$ 51,235.00	\$ -	\$ 12,000.00	\$ 39,235.00			\$ 51,235.00	100.00%		\$ 2,561.75
	<b>Concrete</b>										
7	Concrete Foundations Labor	\$ 70,000.00	\$ -	\$ 70,000.00	\$ -			\$ 70,000.00	100.00%		\$ 3,500.00
8	Concrete Foundations Material	\$ 63,500.00	\$ -	\$ 63,500.00	\$ -			\$ 63,500.00	100.00%		\$ 3,175.00
9	Concrete Floors Labor	\$ 32,000.00	\$ -	\$ 32,000.00	\$ -			\$ 32,000.00	100.00%		\$ 1,600.00
10	Concrete Floors Material	\$ 35,000.00	\$ -	\$ 35,000.00	\$ -			\$ 35,000.00	100.00%		\$ 1,750.00
11	Concrete Floor Polishing Sub	\$ 4,100.00	\$ -	\$ -	\$ -			\$ -	0.00%	\$ 4,100.00	\$ -
12	Reinforcing Steel Material	\$ 14,720.00	\$ -	\$ 14,720.00	\$ -			\$ 14,720.00	100.00%		\$ 736.00
13	Grout Precast / Steel	\$ 2,450.00	\$ -	\$ 2,450.00	\$ -			\$ 2,450.00	100.00%		\$ 122.50
14	Precast Concrete Material	\$ 242,135.00	\$ -	\$ 206,339.00	\$ -			\$ 206,339.00	85.22%	\$ 35,796.00	\$ 10,316.95
	<b>Masonry</b>										
15	Masonry CMU Labor	\$ 57,750.00	\$ -	\$ 57,750.00	\$ -			\$ 57,750.00	100.00%		\$ 2,887.50
16	Masonry CMU Material	\$ 40,500.00	\$ -	\$ 40,500.00	\$ -			\$ 40,500.00	100.00%		\$ 2,025.00
17	Masonry Brick Labor	\$ 35,000.00	\$ -	\$ 35,000.00	\$ -			\$ 35,000.00	100.00%		\$ 1,750.00
18	Masonry Brick Material	\$ 30,000.00	\$ -	\$ 30,000.00	\$ -			\$ 30,000.00	100.00%		\$ 1,500.00
	<b>Steel</b>										
19	Steel Shop Drawings	\$ 3,265.00	\$ -	\$ 3,265.00	\$ -			\$ 3,265.00	100.00%		\$ 163.25
20	Structural Steel Material	\$ 30,895.00	\$ -	\$ 30,895.00	\$ -			\$ 30,895.00	100.00%		\$ 1,544.75
21	Metal Joists and Deck Material	\$ 43,670.00	\$ -	\$ 43,670.00	\$ -			\$ 43,670.00	100.00%		\$ 2,183.50
22	Misc Metals Material	\$ 21,920.00	\$ -	\$ 21,920.00	\$ -			\$ 21,920.00	100.00%		\$ 1,096.00
23	Steel / Precast Erection	\$ 68,000.00	\$ 10,840.00	\$ 55,800.00	\$ -			\$ 66,640.00	98.00%	\$ 1,360.00	\$ 3,332.00
	<b>Carpentry</b>										

# CONTINUATION SHEET

AIA DOCUMENT G703

AIA Document G702, APPLICATION AND CERTIFICATION FOR PAYMENT,

Karen Acres Elementary APPLICATION NO: Ten (10)

containing Contractor's signed certification is attached.

10-Aug-16

In tabulations below, amounts are stated to the nearest dollar.

School Addition & Renovation APPLICATION DATE:

31-Jul-16

Use Column I on Contracts where variable retainage for line items may apply.

Urbandale, IA 50322 PERIOD TO:

11-15106-00

ARCHITECT'S PROJECT NO:

15.012

L&L PROJECT:

A ITEM NO.	B DESCRIPTION	C SCHEDULED VALUE		D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)		H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)
		FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD	FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD			% (G+C)			
24	Rough Carpentry Labor	\$ 15,000.00	\$ -	\$ 13,500.00	\$ -			\$ 13,500.00	90.00%	\$ 1,500.00	\$ 675.00
25	Rough Carpentry Materials	\$ 12,500.00	\$ -	\$ 11,250.00	\$ -			\$ 11,250.00	90.00%	\$ 1,250.00	\$ 562.50
26	Finish Carpentry Labor	\$ 30,000.00	\$ -	\$ 18,000.00	\$ -			\$ 18,000.00	60.00%	\$ 12,000.00	\$ 900.00
27	Finish Carpentry / Casework Material	\$ 78,750.00	\$ -	\$ -	\$ 35,437.50		\$ 31,686.50	\$ 35,437.50	65%	\$ 42,650.00	\$ -
28	FRP Paneling Material	\$ 1,500.00	\$ -	\$ -	\$ -			\$ -	0.00%	\$ 1,500.00	\$ -
<b>Thermal / Moisture Protection</b>											
29	Foundation Insulation Material	\$ 3,500.00	\$ -	\$ 3,500.00	\$ -			\$ 3,500.00	100.00%	\$ -	\$ 175.00
30	DEFS Sub	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -			\$ 5,000.00	100.00%	\$ -	\$ 250.00
31	Fluid Applied Air Barrier Sub	\$ 7,500.00	\$ -	\$ 7,500.00	\$ -			\$ 7,500.00	100.00%	\$ -	\$ 375.00
32	Metal Wall Panel Sub	\$ 42,265.00	\$ -	\$ -	\$ 25,359.00			\$ 25,359.00	60.00%	\$ 16,906.00	\$ 1,267.95
33	EPDM Roofing Sub	\$ 114,500.00	\$ -	\$ 108,775.00	\$ -			\$ 108,775.00	95.00%	\$ 5,725.00	\$ 5,438.75
34	Sheet Metal Sub	\$ 16,850.00	\$ -	\$ -	\$ 15,165.00			\$ 15,165.00	90.00%	\$ 1,685.00	\$ 758.25
35	Firestopping Sub	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00			\$ 1,500.00	100.00%	\$ -	\$ 75.00
36	Sealant Sub	\$ 13,185.00	\$ -	\$ 9,229.50	\$ 2,637.00			\$ 11,866.50	90.00%	\$ 1,318.50	\$ 593.33
<b>Openings</b>											
37	Frames / Doors / Hardware Labor	\$ 17,000.00	\$ -	\$ 13,600.00	\$ 1,700.00			\$ 15,300.00	90.00%	\$ 1,700.00	\$ 765.00
38	Frames / Doors / Hardware Matl	\$ 115,950.00	\$ -	\$ 92,760.00	\$ -			\$ 92,760.00	80.00%	\$ 23,190.00	\$ 4,638.00
39	Coiling Door Sub	\$ 13,185.00	\$ -	\$ -	\$ -			\$ -	0.00%	\$ 13,185.00	\$ -
40	Alum Shop Drawings	\$ 4,100.00	\$ -	\$ 4,100.00	\$ -			\$ 4,100.00	100.00%	\$ -	\$ 205.00
41	Aluminum Windows Labor	\$ 40,762.00	\$ -	\$ 32,609.60	\$ 4,891.44			\$ 37,501.04	92.00%	\$ 3,260.96	\$ 1,875.05
42	Aluminum Windows Material	\$ 75,573.00	\$ -	\$ 64,237.05	\$ 5,290.11			\$ 69,527.16	92.00%	\$ 6,045.84	\$ 3,476.36
<b>Finishes</b>											
43	Metal Framing Labor	\$ 59,575.00	\$ -	\$ 50,638.75	\$ 5,957.50			\$ 56,596.25	95.00%	\$ 2,978.75	\$ 2,829.81
44	Metal Framing Material	\$ 17,925.00	\$ -	\$ 15,236.25	\$ 1,792.50			\$ 17,028.75	95.00%	\$ 896.25	\$ 851.44
45	Insulation Labor	\$ 4,070.00	\$ -	\$ 3,459.50	\$ 407.00			\$ 3,866.50	95.00%	\$ 203.50	\$ 193.33
46	Insulation Material	\$ 4,000.00	\$ -	\$ 4,000.00	\$ 400.00			\$ 4,000.00	95.00%	\$ 200.00	\$ 190.00
47	Gypsum Drywall Labor	\$ 68,530.00	\$ -	\$ 58,250.50	\$ 6,853.00			\$ 65,103.50	95.00%	\$ 3,426.50	\$ 3,255.18
48	Gypsum Drywall Material	\$ 14,500.00	\$ -	\$ 12,325.00	\$ 1,450.00			\$ 13,775.00	95.00%	\$ 725.00	\$ 688.75
49	ACT Ceilings Labor	\$ 23,750.00	\$ -	\$ 9,737.50	\$ 10,450.00			\$ 20,187.50	85.00%	\$ 3,562.50	\$ 1,009.38

# CONTINUATION SHEET

AIA DOCUMENT G703

AIA Document G702, APPLICATION AND CERTIFICATION FOR PAYMENT,

containing Contractor's signed certification is attached.

In tabulations below, amounts are stated to the nearest dollar.

Use Column I on Contracts where variable retainage for line items may apply.

**Karen Acres Elementary** APPLICATION NO: **Ten (10)**  
**School Addition & Renovation** APPLICATION DATE: **10-Aug-16**  
**Urbandale, IA 50322** PERIOD TO: **31-Jul-16**  
 ARCHITECT'S PROJECT NO: **11-15106-00**  
 L&L PROJECT: **15.012**

A ITEM NO.	B DESCRIPTION	C SCHEDULED VALUE		D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G+C)	H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)
		FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD								
50	ACT Ceilings Material	\$ 35,000.00	\$ 14,350.00	\$ 17,150.00				\$ 31,500.00	90.00%	\$ 3,500.00	\$ 1,575.00
51	Ceramic Tile Sub	\$ 33,260.00	\$ 13,636.60	\$ 2,993.40				\$ 16,630.00	50.00%	\$ 16,630.00	\$ 831.50
52	Wood Flooring Sub	\$ 46,700.00	\$ 1,401.00	\$ 40,629.00				\$ 42,030.00	90.00%	\$ 4,670.00	\$ 2,101.50
53	Resinous Flooring Sub	\$ 32,000.00	\$ -	\$ -				\$ 4,466.60	0.00%	\$ 32,000.00	\$ -
52	Resilient Floor Labor	\$ 19,420.00	\$ 4,466.60	\$ -				\$ 4,466.60	23.00%	\$ 14,953.40	\$ 223.33
53	Resilient Floor Material	\$ 33,500.00	\$ -	\$ -			\$ 33,493.00	\$ 33,493.00	99.98%	\$ 7.00	\$ 1,674.65
54	Carpet Tile Labor	\$ 13,250.00	\$ 3,047.50	\$ 3,577.50				\$ 6,625.00	50.00%	\$ 6,625.00	\$ 331.25
55	Carpet Tile Material	\$ 70,330.00	\$ -	\$ -			\$ 70,284.00	\$ 70,284.00	99.93%	\$ 46.00	\$ 3,514.20
56	Sound Absorb Wall Unit Sub	\$ 15,000.00	\$ -	\$ -				\$ 15,000.00	0.00%	\$ 15,000.00	\$ -
57	Painting Sub	\$ 55,000.00	\$ 10,450.00	\$ 22,550.00				\$ 33,000.00	60.00%	\$ 22,000.00	\$ 1,650.00
<b>Specialties</b>											
58	Specialties Labor	\$ 4,985.00	\$ 1,096.70	\$ 897.30				\$ 1,994.00	40.00%	\$ 2,991.00	\$ 99.70
59	Visual Display Boards Matl	\$ 14,810.00	\$ -	\$ -			\$ 14,810.00	\$ 14,810.00	100.00%	\$ 6,995.00	\$ 740.50
60	Signage Sub	\$ 6,995.00	\$ -	\$ -				\$ 4,500.00	0.00%	\$ 6,995.00	\$ -
61	Toilet Compartments Matl	\$ 4,500.00	\$ -	\$ 4,500.00				\$ 4,500.00	100.00%	\$ 3,275.00	\$ 225.00
62	Toilet Accessories Matl	\$ 3,275.00	\$ -	\$ -				\$ 875.00	0.00%	\$ 3,275.00	\$ -
63	Wall / Corner Guards Matl	\$ 875.00	\$ -	\$ -			\$ 875.00	\$ 875.00	100.00%	\$ 43.75	\$ 40.00
64	FE / FEC Matl	\$ 800.00	\$ -	\$ -			\$ 800.00	\$ 800.00	100.00%	\$ 10,900.00	\$ -
65	Metal Lockers Sub	\$ 10,900.00	\$ -	\$ -				\$ 2,750.00	0.00%	\$ 10,900.00	\$ -
<b>Equipment</b>											
66	Athletic Equipment Labor	\$ 2,750.00	\$ 2,750.00	\$ -				\$ 2,750.00	100.00%	\$ 137.50	\$ 875.00
67	Athletic Equipment Material	\$ 17,500.00	\$ 17,500.00	\$ -				\$ 17,500.00	100.00%	\$ -	\$ -
<b>Furnishings</b>											
68	Telescoping Bleachers Labor	\$ 2,000.00	\$ -	\$ -				\$ 2,000.00	0.00%	\$ 2,000.00	\$ -
69	Telescoping Bleachers Matl	\$ 11,400.00	\$ -	\$ -				\$ 11,400.00	0.00%	\$ 11,400.00	\$ -
<b>Fire Protection</b>											
70	Sprinkler System Design	\$ 10,000.00	\$ 10,000.00	\$ -				\$ 10,000.00	100.00%	\$ 2,575.00	\$ 500.00
71	Sprinkler System Labor	\$ 25,750.00	\$ 23,175.00	\$ -				\$ 23,175.00	90.00%	\$ 2,575.00	\$ 1,158.75
71	Sprinkler System Matl	\$ 27,500.00	\$ 24,750.00	\$ -				\$ 24,750.00	90.00%	\$ 2,750.00	\$ 1,237.50

# CONTINUATION SHEET

AIA DOCUMENT G703

AIA Document G702, APPLICATION AND CERTIFICATION FOR PAYMENT,

Karen Acres Elementary APPLICATION NO: Ten (10)

containing Contractor's signed certification is attached.

10-Aug-16

In tabulations below, amounts are stated to the nearest dollar.

School Addition & Renovation APPLICATION DATE: 31-Jul-16

PERIOD TO: 11-15106-00

Use Column I on Contracts where variable retainage for line items may apply.

ARCHITECT'S PROJECT NO: L&L PROJECT: 15.012

A ITEM NO.	B DESCRIPTION	C SCHEDULED VALUE		D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)		H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)
		FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD	FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD			% (G+C)			
72	Mechanical Grease Trap	\$ 17,500.00	\$ -	\$ 17,500.00	\$ -	\$ -		\$ 17,500.00	100.00%	\$ 500.00	\$ 875.00
73	Mechanical Mobilization	\$ 5,000.00	\$ 400.00	\$ 4,100.00	\$ 400.00	\$ -		\$ 4,500.00	90.00%	\$ 600.00	\$ 225.00
74	Mechanical Project Management	\$ 6,000.00	\$ 2,400.00	\$ 3,000.00	\$ 2,400.00	\$ -		\$ 5,400.00	90.00%	\$ 600.00	\$ 270.00
75	Mechanical Demolition	\$ 16,000.00	\$ 7,360.00	\$ 7,040.00	\$ 7,360.00	\$ -		\$ 14,400.00	90.00%	\$ 1,600.00	\$ 720.00
76	Under Ground Storm System Labor	\$ 24,200.00	\$ -	\$ 23,232.00	\$ -	\$ -		\$ 23,232.00	96.00%	\$ 968.00	\$ 1,161.60
77	Under Ground Storm System Matl	\$ 28,700.00	\$ -	\$ 27,552.00	\$ -	\$ -		\$ 27,552.00	96.00%	\$ 1,148.00	\$ 1,377.60
78	Above Ground Storm System Labor	\$ 25,400.00	\$ -	\$ 24,384.00	\$ -	\$ -		\$ 24,384.00	96.00%	\$ 1,016.00	\$ 1,219.20
79	Above Ground Storm System Matl	\$ 33,300.00	\$ -	\$ 31,968.00	\$ -	\$ -		\$ 31,968.00	96.00%	\$ 1,332.00	\$ 1,598.40
80	Dom Water / Gas Labor	\$ 37,100.00	\$ 4,452.00	\$ 28,938.00	\$ 4,452.00	\$ -		\$ 33,390.00	90.00%	\$ 3,710.00	\$ 1,669.50
81	Dom Water / Gas Matl	\$ 30,200.00	\$ 3,624.00	\$ 23,556.00	\$ 3,624.00	\$ -		\$ 27,180.00	90.00%	\$ 3,020.00	\$ 1,359.00
82	Fixtures Labor	\$ 26,800.00	\$ 12,328.00	\$ 11,792.00	\$ 12,328.00	\$ -		\$ 24,120.00	90.00%	\$ 2,680.00	\$ 1,206.00
83	Fixtures Matl	\$ 55,675.00	\$ 18,929.50	\$ 31,178.00	\$ 18,929.50	\$ -		\$ 50,107.50	90.00%	\$ 5,567.50	\$ 2,505.38
84	Heating Piping / Equipment Labor	\$ 34,500.00	\$ 7,590.00	\$ 23,460.00	\$ 7,590.00	\$ -		\$ 31,050.00	90.00%	\$ 3,450.00	\$ 1,552.50
85	Heating Piping / Equipment Matl	\$ 33,900.00	\$ 5,424.00	\$ 25,086.00	\$ 5,424.00	\$ -		\$ 30,510.00	90.00%	\$ 3,390.00	\$ 1,525.50
86	HVAC Mobilization	\$ 5,000.00	\$ 2,000.00	\$ 2,500.00	\$ 2,000.00	\$ -		\$ 4,500.00	90.00%	\$ 500.00	\$ 225.00
87	HVAC Demolition	\$ 19,500.00	\$ 2,925.00	\$ 14,625.00	\$ 2,925.00	\$ -		\$ 17,550.00	90.00%	\$ 1,950.00	\$ 877.50
88	Refrigerant Piping	\$ 725.00	\$ 652.50	\$ -	\$ 652.50	\$ -		\$ 652.50	90.00%	\$ 72.50	\$ 32.63
89	Ductwork and Accessories Labor	\$ 47,985.00	\$ 13,435.80	\$ 29,750.70	\$ 13,435.80	\$ -		\$ 43,186.50	90.00%	\$ 4,798.50	\$ 2,159.33
90	Ductwork and Accessories Material	\$ 82,900.00	\$ 23,212.00	\$ 51,398.00	\$ 23,212.00	\$ -		\$ 74,610.00	90.00%	\$ 8,290.00	\$ 3,730.50
91	Power Ventilators Labor	\$ 4,300.00	\$ 1,204.00	\$ 2,666.00	\$ 1,204.00	\$ -		\$ 3,870.00	90.00%	\$ 430.00	\$ 193.50
92	Power Ventilators Material	\$ 1,300.00	\$ 364.00	\$ 806.00	\$ 364.00	\$ -		\$ 1,170.00	90.00%	\$ 130.00	\$ 58.50
93	Air Terminal Units Labor	\$ 3,300.00	\$ -	\$ 3,300.00	\$ -	\$ -		\$ 3,300.00	100.00%	\$ -	\$ 165.00
94	Air Terminal Units Material	\$ 850.00	\$ -	\$ 850.00	\$ -	\$ -		\$ 850.00	100.00%	\$ -	\$ 42.50
95	Air Outlets Labor	\$ 3,800.00	\$ 1,710.00	\$ 1,710.00	\$ 1,710.00	\$ -		\$ 3,420.00	90.00%	\$ 380.00	\$ 171.00
96	Air Outlets Material	\$ 8,300.00	\$ 3,735.00	\$ 3,735.00	\$ 3,735.00	\$ -		\$ 7,470.00	90.00%	\$ 830.00	\$ 373.50
97	HVAC Gravity Ventilators L	\$ 475.00	\$ -	\$ 475.00	\$ -	\$ -		\$ 475.00	100.00%	\$ -	\$ 23.75
98	HVAC Gravity Ventilators M	\$ 650.00	\$ -	\$ 650.00	\$ -	\$ -		\$ 650.00	100.00%	\$ -	\$ 32.50
99	Air Filters Labor	\$ 165.00	\$ -	\$ 165.00	\$ -	\$ -		\$ 165.00	100.00%	\$ -	\$ 8.25

# CONTINUATION SHEET

AIA DOCUMENT G703

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Use Column I on Contracts where variable retainage for line items may apply.

**Karen Acres Elementary** APPLICATION NO: Ten (10)  
**School Addition & Renovation** APPLICATION DATE: 10-Aug-16  
**Urbandale, IA 50322** PERIOD TO: 31-Jul-16  
 ARCHITECTS PROJECT NO: 11-15106-00  
 L&L PROJECT: 15.012

A ITEM NO.	B DESCRIPTION	C SCHEDULED VALUE		D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)		H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)
		FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD	COMPLETED AND STORED TO DATE (D+E+F)	% (G+C)						
100	Air Filters Material	\$ 900.00	\$ 900.00	\$ -	\$ -	\$ -		\$ 900.00	100.00%		\$ 45.00
101	Package AHU Labor	\$ 111,600.00	\$ 106,020.00	\$ 5,580.00	\$ -	\$ 5,580.00		\$ 111,600.00	100.00%		\$ 5,580.00
102	Package AHU Material	\$ 4,500.00	\$ 4,500.00	\$ -	\$ -	\$ -		\$ 4,500.00	100.00%		\$ 225.00
103	Split System AC Units L	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ -	\$ 3,000.00		\$ 3,000.00	100.00%		\$ 150.00
104	Split System AC Units M	\$ 450.00	\$ 450.00	\$ 450.00	\$ -	\$ 450.00		\$ 450.00	100.00%		\$ 22.50
105	Temperature Control Sub	\$ 56,765.00	\$ 42,573.75	\$ 8,514.75	\$ -	\$ 8,514.75		\$ 51,088.50	90.00%	\$ 5,676.50	\$ 2,554.43
106	Insulation Sub	\$ 31,700.00	\$ 20,605.00	\$ 7,925.00	\$ -	\$ 7,925.00		\$ 28,530.00	90.00%	\$ 3,170.00	\$ 1,426.50
107	Test / Balance System	\$ 7,660.00	\$ -	\$ -	\$ -	\$ -		\$ -	0.00%	\$ 7,660.00	\$ -
	<b>Electrical</b>										
108	Electrical Mobilization	\$ 5,400.00	\$ 5,400.00	\$ -	\$ -	\$ -		\$ 5,400.00	100.00%		\$ 270.00
109	Temporary Power / Lights	\$ 4,000.00	\$ 3,600.00	\$ -	\$ -	\$ -		\$ 3,600.00	90.00%	\$ 400.00	\$ 180.00
110	Electrical Demolition	\$ 6,770.00	\$ 6,093.00	\$ -	\$ -	\$ -		\$ 6,093.00	90.00%	\$ 677.00	\$ 304.65
111	Conduit / Raceways Labor	\$ 64,400.00	\$ 50,876.00	\$ 7,084.00	\$ -	\$ 7,084.00		\$ 57,960.00	90.00%	\$ 6,440.00	\$ 2,898.00
112	Conduit / Raceways Material	\$ 36,900.00	\$ 29,151.00	\$ 4,059.00	\$ -	\$ 4,059.00		\$ 33,210.00	90.00%	\$ 3,690.00	\$ 1,660.50
113	Wire / Cable Labor	\$ 42,300.00	\$ 28,764.00	\$ 9,306.00	\$ -	\$ 9,306.00		\$ 38,070.00	90.00%	\$ 4,230.00	\$ 1,903.50
114	Wire / Cable Material	\$ 51,400.00	\$ 34,952.00	\$ 11,308.00	\$ -	\$ 11,308.00		\$ 46,260.00	90.00%	\$ 5,140.00	\$ 2,313.00
115	Bonding / Grounding Labor	\$ 7,100.00	\$ 5,183.00	\$ 1,207.00	\$ -	\$ 1,207.00		\$ 6,390.00	90.00%	\$ 710.00	\$ 319.50
116	Bonding / Grounding Material	\$ 5,100.00	\$ 3,723.00	\$ 867.00	\$ -	\$ 867.00		\$ 4,590.00	90.00%	\$ 510.00	\$ 229.50
117	ID for Electrical Systems Labor	\$ 1,200.00	\$ 600.00	\$ 480.00	\$ -	\$ 480.00		\$ 1,080.00	90.00%	\$ 120.00	\$ 54.00
118	ID for Electrical Systems Material	\$ 1,200.00	\$ 600.00	\$ 480.00	\$ -	\$ 480.00		\$ 1,080.00	90.00%	\$ 120.00	\$ 54.00
119	Lighting Controls Labor	\$ 6,800.00	\$ 4,080.00	\$ 2,040.00	\$ -	\$ 2,040.00		\$ 6,120.00	90.00%	\$ 680.00	\$ 306.00
120	Lighting Controls Material	\$ 21,400.00	\$ 12,840.00	\$ 6,420.00	\$ -	\$ 6,420.00		\$ 19,260.00	90.00%	\$ 2,140.00	\$ 963.00
121	Panelboards Labor	\$ 9,100.00	\$ 8,190.00	\$ -	\$ -	\$ -		\$ 8,190.00	90.00%	\$ 910.00	\$ 409.50
122	Panelboards Material	\$ 9,100.00	\$ 8,190.00	\$ -	\$ -	\$ -		\$ 8,190.00	90.00%	\$ 910.00	\$ 409.50
123	Devices / Trim Labor	\$ 16,200.00	\$ 5,670.00	\$ 8,910.00	\$ -	\$ 8,910.00		\$ 14,580.00	90.00%	\$ 1,620.00	\$ 729.00
124	Device / Trim Material	\$ 11,650.00	\$ 4,077.50	\$ 6,407.50	\$ -	\$ 6,407.50		\$ 10,485.00	90.00%	\$ 1,165.00	\$ 524.25
125	Generator and Transfer Switch Labor	\$ 5,100.00	\$ 4,590.00	\$ -	\$ -	\$ -		\$ 4,590.00	90.00%	\$ 510.00	\$ 229.50
126	Generator and Transfer Switch Matl	\$ 4,100.00	\$ 3,690.00	\$ -	\$ -	\$ -		\$ 3,690.00	90.00%	\$ 410.00	\$ 184.50
127	Interior Lighting Labor	\$ 37,400.00	\$ 16,830.00	\$ 11,220.00	\$ -	\$ 11,220.00		\$ 28,050.00	75.00%	\$ 9,350.00	\$ 1,402.50

# CONTINUATION SHEET

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In tabulations below, amounts are stated to the nearest dollar.

Use Column I on Contracts where variable retainage for line items may apply.

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 School Addition & Renovation APPLICATION DATE: 10-Aug-16  
 Urbandale, IA 50322 PERIOD TO: 31-Jul-16  
 ARCHITECT'S PROJECT NO: 11-15106-00  
 L&L PROJECT: 15.012

A ITEM NO.	B DESCRIPTION	C SCHEDULED VALUE		D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G+C)	H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)
		FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD	FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD						
128	Interior Lighting Material	\$ 116,803.00	\$ -	\$ 40,596.00	\$ -	\$ -	\$ 68,654.00	\$ 109,250.00	93.53%	\$ 7,553.00	\$ 5,462.50
129	Exterior Lighting Labor	\$ 4,100.00	\$ 2,460.00	\$ 1,230.00	\$ 2,460.00	\$ 2,460.00		\$ 3,690.00	90.00%	\$ 410.00	\$ 184.50
130	Exterior Lighting Material	\$ 13,900.00	\$ 8,340.00	\$ 4,170.00	\$ 8,340.00	\$ 8,340.00		\$ 12,510.00	90.00%	\$ 1,390.00	\$ 625.50
131	IT / Telecommunications Labor	\$ 31,177.00	\$ 9,353.10	\$ 18,706.20	\$ 9,353.10	\$ 9,353.10		\$ 28,059.30	90.00%	\$ 3,117.70	\$ 1,402.97
132	IT / Telecommunication Material	\$ 34,150.00	\$ 10,245.00	\$ 20,490.00	\$ 10,245.00	\$ 10,245.00		\$ 30,735.00	90.00%	\$ 3,415.00	\$ 1,536.75
133	Sound Reinforcement Labor	\$ 26,400.00	\$ -	\$ 25,344.00	\$ -	\$ -		\$ 25,344.00	96.00%	\$ 1,056.00	\$ 1,267.20
134	Sound Reinforcement Material	\$ 51,400.00	\$ 2,056.00	\$ 44,204.00	\$ 2,056.00	\$ 2,056.00		\$ 46,260.00	90.00%	\$ 5,140.00	\$ 2,313.00
135	Intercommunication Systems Labor	\$ 14,200.00	\$ 4,260.00	\$ 8,520.00	\$ 4,260.00	\$ 4,260.00		\$ 12,780.00	90.00%	\$ 1,420.00	\$ 639.00
136	Intercommunication Systems Material	\$ 31,400.00	\$ 9,420.00	\$ 18,840.00	\$ 9,420.00	\$ 9,420.00		\$ 28,260.00	90.00%	\$ 3,140.00	\$ 1,413.00
137	Fire Alarm System Labor	\$ 14,600.00	\$ 3,358.00	\$ 9,782.00	\$ 3,358.00	\$ 3,358.00		\$ 13,140.00	90.00%	\$ 1,460.00	\$ 657.00
138	Fire Alarm System Material	\$ 25,700.00	\$ 6,939.00	\$ 16,191.00	\$ 6,939.00	\$ 6,939.00		\$ 23,130.00	90.00%	\$ 2,570.00	\$ 1,156.50
	<b>Sitework</b>										
139	Excavation / Site Grading Sub	\$ 65,000.00	\$ 1,300.00	\$ 63,700.00	\$ 1,300.00	\$ 1,300.00		\$ 65,000.00	100.00%		\$ 3,250.00
140	Site Utilities - Water	\$ 24,500.00	\$ 24,500.00	\$ 95,000.00	\$ 24,500.00	\$ 24,500.00		\$ 24,500.00	100.00%		\$ 1,225.00
141	Site Utilities - Storm Sewer	\$ 95,000.00	\$ -	\$ 95,000.00	\$ -	\$ -		\$ 95,000.00	100.00%		\$ 4,750.00
142	Site Utilities - Sanitary Sewer	\$ 19,750.00	\$ -	\$ 19,750.00	\$ -	\$ -		\$ 19,750.00	100.00%		\$ 987.50
143	Erosion / SWIPP Control	\$ 7,500.00	\$ 375.00	\$ 6,750.00	\$ 375.00	\$ 375.00		\$ 7,125.00	95.00%	\$ 375.00	\$ 356.25
144	Termite Control	\$ 2,050.00	\$ -	\$ 2,050.00	\$ -	\$ -		\$ 2,050.00	100.00%		\$ 102.50
145	Concrete Sidewalks	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -		\$ 15,000.00	100.00%		\$ 750.00
146	Pavement Markings	\$ 1,240.00	\$ 1,240.00	\$ 6,500.00	\$ 1,240.00	\$ 1,240.00		\$ 1,240.00	100.00%		\$ 62.00
147	Seeding	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00		\$ 6,500.00	100.00%		\$ 325.00
148	Plantings	\$ 2,500.00	\$ -	\$ 2,500.00	\$ -	\$ -		\$ 2,500.00	100.00%		\$ 125.00
	<b>Change Orders</b>										
149	Change Order #1	\$ 6,211.00	\$ -	\$ 1,276.00	\$ -	\$ -		\$ 1,276.00	20.54%	\$ 4,935.00	\$ 63.80
150	Change Order #2	\$ 9,319.00	\$ 9,319.00	\$ 9,319.00	\$ 9,319.00	\$ 9,319.00		\$ 9,319.00	100.00%		\$ 465.95
151	Change Order #3	\$ 12,650.00	\$ 9,987.00	\$ 12,650.00	\$ 9,987.00	\$ 9,987.00		\$ 12,650.00	100.00%		\$ 632.50
152	Change Order #4	\$ 53,751.64	\$ 53,751.64	\$ 53,751.64	\$ 53,751.64	\$ 53,751.64		\$ 53,751.64	100.00%		\$ 2,687.58

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Karen Acres Elementary APPLICATION NO: Ten (10)

containing Contractor's signed certification is attached.

School Addition & Renovation APPLICATION DATE: 10-Aug-16

In tabulations below, amounts are stated to the nearest dollar.

PERIOD TO: 31-Jul-16

Use Column I on Contracts where variable retainage for line items may apply.

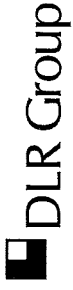
ARCHITECT'S PROJECT NO: 11-15106-00

I&L PROJECT: 15.012

A ITEM NO.	B DESCRIPTION	C SCHEDULED VALUE	D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G+C)	H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)
			FROM PREVIOUS APPLICATION (D + E)							
	GRAND TOTALS	\$ 4,229,351.64	\$ 2,895,637.70	\$ 641,345.54	\$ 488,946.00	\$ 3,725,899.24	88.10%	\$ 503,452.40	\$ 186,294.96	
			W	591,553.54	270,802.50	3,707,993.74	60.67	503,452.40	186,294.96	

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Architecture Engineering Planning Interiors

**TABULATION ON STORED MATERIALS**

Page 1 of 1

Application for Payment No. 10

Project Karen Acres Elem

Contractor Larson & Larson

Application Date 7.31.2016

Invoice No. (Materials Added)	Description of Material	(1) Materials Stored in Last Application		*(2) Material Added Since Last Application		(3) Materials Used Since Last Application		(4) Materials Stored in this Application	
		On-Site	Off-Site	On-Site	Off-Site	On-Site	Off-Site	On-Site	Off-Site
Materials Stored at Phillips Floors in Indianola, IA									
Advanced Precast	Precast walls		0				0		
Flooring Materials	Resilient Flooring / Carpet		103,777		0		0		103,777
Materials Stored at MACS in Urbandale, IA									
Alum Materials	Alum Materials		0				0		
Materials Stored on Site									
Van Maanen	Interior Lighting		68,654		0				68,654
Architectural Arts	Casework	95850		0		2401150 55898		0	31,086 <sup>50</sup>
EPCO	Markerboards	14,810		0		0		14,810	
EPCO	Wall / Corner Guards	875		0		0		875	
EPCO	FE / FEC	800		0		0		800	
Sioux City Brick	Face Brick	0		0		0		0	
<b>TOTALS</b>		<b>16,485</b>	<b>172,431</b>	<b>0</b>	<b>0</b>	<b>55898</b>	<b>0</b>	<b>16,485</b>	<b>172,431</b>

72,383 <sup>dc</sup> 240150 48,371<sup>50</sup>

\*Attach Invoices

stored material stabulation  
220,802-50

# Board & Administrator

FOR SCHOOL BOARD MEMBERS

July 2016 Vol. 30, No. 3

Editor: Jeff Stratton

## Board unprofessionalism will cost the district in an era of competition

Board member bickering and a superintendent's formal complaint against the board dominated the news about the South San Antonio, Texas, Independent School District recently.

Superintendent Abelardo Saavedra's 153-page complaint stated "the district has suffered and become even more divided under the leadership of board president Connie Prado," [foxsanantonio.com](http://foxsanantonio.com) reported.

Saavedra called his board president "a bully" in the complaint, and he wants outside help to protect himself from Prado's micromanaging, [foxsanantonio.com](http://foxsanantonio.com) reported.

"I don't need to be spending my energy trying to maintain control over this district due to board interference," Saavedra said, according to [foxsanantonio.com](http://foxsanantonio.com).

The board's meeting debate about Saavedra's complaint became heated and lasted late into the night, according to the website.

The district has had several superintendents over the last five years, [foxsanantonio.com](http://foxsanantonio.com) reported.

Parents and teachers at the meeting stated they were frustrated by the board's behavior.

For information, <http://foxsanantonio.com/news/local/south-san-isd-board-divided-continues-infighting>.

This type of board member vs. the superintendent breakdown always makes me ask:

Why in the world would any parent want their child to attend school in a mess of a school district?

In a competitive environment where public schools are not the only choice in many communities for parents/stakeholders to send their kids, how the board conducts itself becomes something to monitor closely.

A fractured relationship with the superintendent is a sure sign that all is not well on the board and in the district.

It's important that each board member understand the impact his actions and statements have.

A board member needs to ask: "Is what I am saying helping or harming the district and/or the superintendent?" "Am I building confidence in our district?"

This is important because parents and guardians do have choices today about where they send their children to school.

And if your enrollment decreases because the district earns a bad reputation, enrollment and funding decreases will certainly follow.

Board members should understand that they are ambassadors for the school district -- and that this is an important governance responsibility.

If the leadership team is dysfunctional, the public will be aware and the charter or private school across town will start looking pretty good.

Ensure that board members have training in media relations and how to present themselves to the public. If you do this, and the board understands its advocate/ambassador role clearly, there will be no reason for patrons to check out your competition. ■

## **What's in your governance handbook?**

The purpose of a governance handbook is to remind board members and the superintendent about the agreements that have been created to ensure a smooth operating team.

These agreements serve to maintain an effective board-superintendent relationship and lead to a school board that conducts its business in a professional manner.

The governance handbook should contain a set of principles that clearly spell out how the board operates, how board members should interact with each other, and the nature of the board's relationship to the superintendent.

A governance handbook should address the following:

- A statement about the board's unity of purpose for the district, the board's vision and mission statements, and a listing of the board's beliefs about public education.
- A description of the board's roles and responsibilities.
- A statement about the superintendent's role in managing the day-to-day operations of the district.
- A listing of the board's governance norms.
- A section on board meeting management. This should

provide information about placing items on the agenda, preparing for meetings, and seating arrangements at meetings.

- Information about voting.
- Information about closed sessions.
- An agreement about board members visiting schools.
- The board's agreement about how members will respond to email from community members.
  - The board's agreement about how members will respond to concerns from community members or school staff.
- Communication commitments that state board members will communicate all concerns they hear from stakeholders to the superintendent and the board and superintendent will practice "no surprises."
  - A commitment to maintain confidentiality on sensitive district matters.
  - A statement about the board meeting consent agenda, its purpose, and the types of items that can be placed in it. ■

## **Understand board role during negotiations**

As a board member, it is not your job to negotiate directly with the teachers' union. That is a role best performed by a hired professional negotiator or your superintendent.

Board members can sit in on negotiation sessions, and some do, but in your board member role, you should take more of a monitoring, direction-setting position. The board should perform these roles during negotiations:

1. Communicate financial parameters to the negotiating team. For instance, the board should state the district's financial

bottom-line figures for salary and benefits increases.

2. Hear an update after each session. The board should be briefed by a member of the negotiations team once a week during negotiations. This should be an update about any progress or setbacks during the previous week.
3. Maintain the principle of confidentiality. The board has a duty to keep information about negotiations confidential. If board members breach confidentiality, it can harm the district's position during collective bargaining. ■

## **Superintendent's evaluation and staff input: Here's why it's a bad idea**

There are two reasons why asking school personnel to evaluate the superintendent is a poor idea:

1. Board members should evaluate IF the district's goals and objectives were met, not HOW the goals were accomplished. If the board needs to assure itself that staff is "happy," they should review turnover rates, any filed staff grievances, and other evidence of staff contentment.

2. The chain of command disintegrates when employees communicate directly with the board through a superintendent performance evaluation. The board compounds the problem if it invites the staff to anonymously evaluate the administrator. Including employees in this process often opens the door for them to go directly to the board with any issue. ■

## **The board's 10 important governance tasks**

1. Define and approve the district's vision and mission.
2. Hire a superintendent.
3. Evaluate and support the superintendent.
4. Ensure the district has adequate resources.
5. Monitor the district's finances.
6. Plan strategically to give the district a successful future.
7. Approve curriculum and monitor the effectiveness of the district's instructional programs.
8. Act as an ambassador for the district.
9. Ensure that the district operates legally and ethically, in an accountable and transparent fashion.
10. Assess the board's performance. ■

## **Urbandale Board of Education Operating Protocol**

For the purpose of enhancing teamwork and increase efficiency and effectiveness, the board members of the Urbandale Community School District are committed to the implementation of the following operating protocol:

### **Advocacy and Goals**

- Our top priority is to assure that each and every student receives a quality education; the board represents the needs and interest of all the children in the Urbandale Community School District. Our mission is to “teach all and to reach all.”
- The board will set clear goals for themselves and the superintendent. They will also set clear goals for the Urbandale Community School District.
- We agree to “move the question” when discussion is repetitive. Board meetings are for decision-making, actions, and votes, not endless discussion. To be efficient and effective, long board meetings must be avoided.

### **Communication and Decision-making**

- We will listen and direct individuals to follow policy related Chain of Command.
- We will ensure that every board member has equal access to all information and a responsibility to become well informed prior to conversations.
- We will consider research, best practice, public input, and financial impact when making decisions.
- We will listen with an open mind and be willing to change our stance based upon evidence.
- Surprises to the board or the superintendent will be the exception, not the rule. There should be no surprises at a board meeting.

### **Roles and Responsibilities**

- We will emphasize planning, policy-making, public relations, and direction for the district.
- We will develop and nurture positive relationships that foster trust among ourselves and our administrative team.
- We will commit to an annual retreat to review strategic plan progress and establish yearly goals.

Urbandale Community School District  
**2015-2016 Board Meeting Evaluation Form**  
Meeting Date: \_\_\_\_\_

**Purpose of form:** This form is provided as a meeting evaluation tool for the Urbandale School Board Members to keep us focused on the important issues and how we want to operate at board meetings. It further can help administration to ensure the right materials and information is provided to the directors so they can make informed decisions.

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

**Board Goals:**

- Increase Board effectiveness to support district administration in improving student learning.
  - o Directors will continue to learn together
  - o Directors will be data-driven in decision-making process.
  
- To establish and maintain key financial targets.
  - o Solvency Ratio
  - o Spending Authority

**Questions:**

1. How well were you prepared for the decisions that you had to make tonight? If not, what other information would have been helpful?
  
  
  
  
  
  
  
  
  
  
2. What follow-up information or discussion is needed for any of the items we dealt with tonight?
  
  
  
  
  
  
  
  
  
  
3. How well did we hold ourselves accountable to our agreed upon *Operating Protocol*?

<u>Plus</u> (Positives)	<b>Assessing Tonight's Meeting</b>	<u>Delta</u> (Potential Changes)

