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BOARD OF EDUCATION AGENDA

October 27, 2014

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

Call to Order

Approval of Agenda

Recognition of Audience

CONSENT AGENDA (ITEMS MARKED WITH *)

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

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

Minutes*

October 13, 2014 regular meeting

Financial Reports*

- School Activity Funds
- Budget to Actual
- Cash Summary

Personnel Report*

Monthly Vouchers*

Approvals*

1. Evaluation Process & Instrument for Superintendent
2. Purchase of Hunter Alignment Machine – Automotive Service Career Pathway
3. Disposal of Obsolete Doors – Cordley

Report of President of Board of Education

Report of Superintendent of Schools

Board Commentary

Old Business

Approval of Resolution for Sale of General Obligation Bonds

- Kyle Hayden, assistant superintendent, business & operations
- Kathy Johnson, director, finance

New Business

Selection of Delegate & Alternate to 2014 KASB Annual Convention

- Shannon Kimball, board president

Adjournment

Future Agenda Items

Report: Enrollment

Announcements

November 3	Public Boundary Meeting, Quail Run	5:30-6:30 p.m.
	Public Boundary Meeting, Deerfield	7-8 p.m.
November 6	Public Boundary Meeting, Schwegler	5:30-6:30 p.m.
	Public Boundary Meeting, Pinckney	7-8 p.m.
November 10	Joint City/County/School District Meeting, ESDC	5-6:30 p.m.
	Regular Board Meeting, ESDC	7 p.m.

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

October 13, 2014

CALL TO ORDER

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

APPROVAL OF AGENDA

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

ROLL CALL

Board Members Present

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

SAT Members Present

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

Others Present (Including Administration and Staff)

Charlotte Anderson	Britt Crum-Cano	David Cunningham	Erika Dvorske
Elliot Hughes	Cody Johnson	Kathy Johnson	Stan Roth
Diane Stoddard	Anna Stubblefield	Lindsay Taylor	

RECOGNITION OF AUDIENCE

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

APPROVAL OF CONSENT AGENDA

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

The consent agenda included the following:

- The minutes of the September 22, 2014 regular meeting
- The financial reports including school activity funds
- The October 13, 2014 personnel report

Approval of Consent Agenda (Continued)

- The monthly vouchers in the following account totals:

<u>Fund</u>	<u>Amount</u>
General	\$ 692,753.45
Local Option Budget	232,704.70
Food Service	170,072.76
Vocational Education	11,147.08
Special Education	409,403.98
Capital Outlay	2,457,722.36
Textbook Rental	25,853.85
Virtual School	263,427.48
Professional Development	51,170.00
Bilingual Fund	4,558.12
Parents As Teachers	875.94
Student Materials Revolve	60,248.29
At Risk (K-12)	263.93
2005 Bond Fund	427.20
Work Comp Reserve	2,505.00
Contingency Reserve	44,700.00
2013 Bonds	1,840,763.01
Payroll Fund	199,164.75
Title I 2014	617.69
Title I 2015	789.37
Title I C/O 2014	161.27
Title I C/O 2015	369.60
Title In Ed 2015	724.90
Johnson O'Malley In Ed 2014	401.19
Title IIA 2015	448.92
Title III-ESL 2013	2,975.00
Title III-ESL 2014	9,896.00
Title I D Carryover 2014	3,541.78
Spectra-Medicaid	300.00
Title VIB 2015	4,320.00
DCCDA/PROPEL 2008	96.72
Deaf/Blind State Aid 2015	1,196.97
Loc/Don/Gra	2,996.81
Memorial/Scholarship	250.00
TOTAL	<u><u>\$6,496,848.12</u></u>

- Approvals of the following:
 - Board Policy Committee Recommendations – Final Action
 - NRA Request – 9 Del Lofts
 - Waterline Utility Easement – Woodlawn

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

...*Charlotte Anderson* for her 24 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Karen Bradfield* for her 13 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Susan Butterfield* for her 15 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Ted Crady* for his 14 years of service and devotion to this community and its schools upon his retirement effective May 22, 2015.

Approval of Consent Agenda (Continued)

...*Alica Dreiling* for her 30 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Kathleen Firms-Hubert* for her 25 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Paula Flannery* for her 23 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Melody Gatti* for her 23 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Karen Goodell* for her 26 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Martha Gunn* for her 31 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Gary Hall* for his 29 years of service and devotion to this community and its schools upon his early retirement effective May 22, 2015.

...*Karen Hyde* for her 18 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Ronda Katt* for her 9 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Mary Kline* for her 17 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Linda Kucza* for her 13 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Kristi Laing* for her 20 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Vicki Maykulsky* for her 31 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Marcia McPhail* for her 25 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Deborah Neely* for her 16 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Susan Niedenthal* for her 21 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Lorri Kay Oddo* for her 25 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Charlotte Prosser* for her 20 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Philip Roth* for his 13 years of service and devotion to this community and its schools upon his retirement effective May 22, 2015.

...*Peggy Salyer* for her 26 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Janine Smith* for her 29 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Debra Temple* for her 15 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Diane Toplikar* for her 18 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Paula Warren* for her 8 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Elaine Williams* for her 22 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

Approval of Consent Agenda (Continued)

...*Patricia Wittry* for her 11 years of service and devotion to this community and its schools upon her retirement effective May 22, 2015.

...*Roberta Woolard* for her 25 years of service and devotion to this community and its schools upon her early retirement effective May 22, 2015.

...*Teresa Olds* for her 3 years of service and devotion to this community and its schools upon her retirement effective September 30, 2014.

REPORT OF BOARD PRESIDENT SHANNON KIMBALL

There was no report.

REPORT OF SUPERINTENDENT RICK DOLL

- Superintendent Rick Doll reported that this Thursday, October 16, marks the end of the first quarter, so there will be no school for middle and high school students on Friday. He further reported that secondary teachers will be involved in professional development centered around technology integration. He said they will also be given time for recording and reporting of student progress in preparation for parent/teacher conferences next week.
- Dr. Doll announced that the district will host public input meetings for school communities affected by the proposed elementary and middle school boundary changes on October 21 at Langston Hughes and Sunflower, November 3 at Quail Run and Deerfield, and November 6 at Schwegler and Pinckney. He stated that there is additional information in regard to the boundary committee's recommendations on the district website.

BOARD COMMENTARY

There was no board commentary.

REPORTS

Update: United Way Education Goals

Erika Dvorske, president/ceo, United Way of Douglas County, recalled that in 2010 the United Way began a focus on goals in the areas of education, health and self-sufficiency so that everyone in Douglas County can have a better life. She reported on the ways the organization has teamed with community experts over the last three years to coordinate and align its Education goal with the equity, excellence and engagement goals in Lawrence Public Schools. She said the hope is that what is being done in the community for students who are at high risk for not being successful in school will augment the work that is being done in the school buildings and classrooms on a daily basis.

In moving forward, Ms. Dvorske stated that there is a particular opportunity for additional community and district alignment in the area of data collection. She reported that she is working on this with USD 497 staff and believes seeing proof that their efforts are effective will help increase community investment and support in the systems that the United Way is trying to put into place.

A draft framework of a United Way of Douglas County Education Goal Plan for the next three years was presented. It was reported that it will be approved in the near future, and the board was asked to forward any questions, comments, or feedback in regard to them.

Reports (Continued)

Update: Certified Staff, Administrator & Superintendent Evaluation Processes

Anna Stubblefield, director, human resources, and co-chair, evaluation committee, accompanied by Lindsey Taylor, elementary vocal music teacher, Schwegler, and co-chair, evaluation committee, recalled that the Kansas Elementary and Secondary Education Act (ESEA) Flexibility Request, granting waiver from certain provisions of the Federal ESEA was approved in July, 2012. This approval required school districts in Kansas to adopt an employee evaluation system that meets guidelines outlined in the Kansas Flexibility Waiver.

Ms. Stubblefield reported that, in the spring of 2013, the Board of Education and the Lawrence Education Association agreed to adopt the Danielson model for evaluation of all certified staff members. She noted that during the 2013-2014 school year, it was implemented for all new, certified staff as well as any volunteers who wished to transition out of the original evaluation process. Beginning with the current school year, all certified staff hired after May 2011 will be evaluated using the model. For the 2015-2016 school year, it will be used for all certified staff hired from August 2003-May 2011. In the 2016-2017 school year, the Danielson model will be implemented for all certified staff.

It was also reported that the Kansas State Department of Education has issued guidelines requiring the use of Student Growth Measures (SGM) in the evaluations. There must be a minimum of two SGM, and one must be a state assessment in the grade level and/or content area in which it is administered. The significance of the SGM cannot be less than 20% in determining the summative evaluation.

In addition, Ms. Stubblefield reported that, starting with the current school year, building administrators will be evaluated using the Kansas Educator Evaluation Protocol (KEEP) for Building Leaders. The constructs of the evaluation include setting direction, developing all students, developing staff, and making the organization work. Student Growth Measures (SGM) will also be used as part of the building leader summative evaluation.

Shannon Kimball, board president, reported that, following a conversation in regard to a change in the superintendent's current evaluation instrument, the district's Board Policy Committee looked at several different instruments and would like to recommend that the KEEP tool also be utilized for Superintendent Doll. The constructs for the district leader tool include setting direction and making the organization work, supporting student growth, developing staff, and engaging stakeholder and external influences.

Vanessa Sanburn, board vice president, stated that it is more comprehensive and objective and includes ways to rate the superintendent based on performance. She said it makes sense that the superintendent would be evaluated using the same measures as teachers and building principals.

Ms. Kimball stated that approval of the new superintendent evaluation process and document will be on the October 27 board meeting agenda.

OLD BUSINESS

There were no items of old business.

NEW BUSINESS

Board Member Attendance at Public Boundary Meetings

Shannon Kimball, board president, stated that administration, as well as the board officers, believe it is important for there to be board representation at each of the upcoming public boundary meetings (October 21, November 3, November 6) in the neighborhood schools where boundary changes will be presented and discussed.

Each board member indicated the meetings that he/she would be able to attend and it was determined that there was ample coverage.

ADJOURNMENT

At 7:48 p.m., a motion was made by Rick Ingram, seconded by Randy Masten, to adjourn the regular meeting of the Board of Education. The motion passed by a unanimous voice vote.

Janice E. Dunn
Clerk, Board of Education

The
School Activity Fund,
Budget to Actual,
Cash Summary
Financial Reports
can be accessed
online at
www.usd497.org

School Board

October 27, 2014 Board Meeting Agenda

PERSONNEL RECOMMENDATIONS

CERTIFIED PERSONNEL

NEW ASSIGNMENT

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
KILMER, WILSON J	10/20/2014	WMS	0.6680	TEACHER MIDDLE SCHOOL

CLASSIFIED PERSONNEL (12 MONTHS)

CHANGE POSITION

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
STONES, JENNIFER DAWN	10/19/2014	ESDC	1.0000	COORD EDUC PROGRAMMING & TECH

CLASSIFIED PERSONNEL (LESS THAN 12 MONTHS)

NEW ASSIGNMENT

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
* HAYS, KIMBERLY ANN	10/16/2014	KENNEDY	0.9375	PARA INTERRELATED RESOURCE RM
* LIU, CHUNJING	10/07/2014	LMCMS	0.9375	PARA INTERRELATED RESOURCE RM
MENDELL, CHARLENE RENEE	10/20/2014	SMS	0.5000	FOOD SERVICE ASSISTANT II
* MOONEY, KALI ANN	10/07/2014	LMCMS	0.9375	PARA EMOTIONALLY DISTURBED
* SAVICH, MARK EDWARD	10/20/2014	SWMS	0.9375	PARA INTERRELATED RESOURCE RM
SCHAMLE, DANIEL PATRICK	10/20/2014	DETENTION CNTR	0.9375	PARA INSTRUCTIONAL
* TRACKWELL, JONATHAN MICHAEL	10/09/2014	LHS	0.9375	PARA INTERRELATED RESOURCE RM
* YODER, RAMONA ELYSSA	10/13/2014	BERT NASH	0.9375	PARA THERAPUTIC

CHANGE FTE/HRS

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
* JACKSON, MELISSA JEAN	10/19/2014	LANGSTON HUGHES	0.8750	PARA INTERRELATED RESOURCE RM

CHANGE POSITION

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
KILMER, WILSON J	10/20/2014	WMS	0.3320	PARA INSTRUCTIONAL
URENA, ANA LUISA	10/13/2014	LFSHS	0.9375	PARA ESL

RESIGNED

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
* ANNETT, KRISTAL MARLENE	10/14/2014	DEERFIELD	0.3750	PARA INTERRELATED RESOURCE RM
ANNETT, KRISTAL MARLENE	10/14/2014	DEERFIELD	0.2500	NON INSTRUCTIONAL MONITOR
CANTRELL, ELIZABETH F	09/09/2014	SUNSET HILL	0.0625	NON INSTRUCTIONAL MONITOR
* CANTRELL, ELIZABETH F	09/21/2014	SUNSET HILL	0.9375	PARA INTERRELATED RESOURCE RM
KELLEY, LYNN L	05/23/2014	SUNSET HILL	0.2500	NON INSTRUCTIONAL MONITOR
RUSSELL, SARAH JANE	10/24/2014	WOODLAWN	0.1250	NON INSTRUCTIONAL MONITOR
RUSSELL, SARAH JANE	10/24/2014	WOODLAWN	0.8750	PARA TITLE I

NON-CONTRACTED PERSONNEL

PERSONNEL RECOMMENDATIONS

NEW ASSIGNMENT

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
HILDING, KRISTOPHER	10/15/2014	SMS	1.0000	NC TUTOR STRINGS
JEON, HYERIM	10/15/2014	SMS	1.0000	NC TUTOR STRINGS
KRANNAWITTER, KIMBERLY ANN	10/05/2014	DISTRICT WIDE	1.0000	SUB SECRETARY
MARTENS, LAUREN TAYLOR	10/09/2014	SMS	1.0000	NC TUTOR STRINGS
SMITH, CARA A	10/01/2014	CENTENNIAL	1.0000	NC TUTOR NASS

RESIGNED

<u>Personnel</u>	<u>Effective</u>	<u>Location</u>	<u>FTE</u>	<u>Position</u>
ANNETT, KRISTAL MARLENE	10/14/2014	DEERFIELD	1.0000	SUB PARA SPED

* = Special Education Budget

LAWRENCE PUBLIC SCHOOLS
FUND ID SUMMARY AND CHECK REGISTER
Checks Dated: 10/14/2014 - 10/27/2014

Fund	Fund Description	Amount
001	GENERAL	417,102.81
003	FOOD SERVICE	338,061.93
004	VOCATIONAL EDUCATION	2,905.35
005	SPECIAL EDUCATION	46,284.59
009	CAPITAL OUTLAY	600,586.19
013	SUMMER SCHOOL	67.20
018	VIRTUAL SCHOOL	4,014.57
020	PROFESSIONAL DEVELP	18,871.99
021	BILINGUAL FUND	732.21
024	STUDENTS MATLS REVOLVE	26,153.08
025	AT RISK (K-12)	435.68
030	WORK COMP RESERVE	7,723.18
035	2013 BONDS	255,339.25
091	SALES TAX	299.93
095	PAYROLL FUND	2,599,385.45
200 15	TITLE I 2015	718.55
201 15	TITLE I C/O 2015	140.00
203 15	TITLE IN ED 2015	200.77
204 14	JOHNSON O'MALLEY INED 2014	882.89
208 15	CARL PERKINS 2015	376.92
213 14	TITLE III-ESL 2014	923.70
219 14	CARL PERKINS RESERVE 2014	5,000.00
275	SPECTRA-MEDICAID	5,113.45
280 15	TITLE VIB 2015	557.77
401 15	DEAF/BLIND STATE AID 2015	233.05
800	LOC/DON/GRA	9,207.77
GRAND TOTAL		4,341,318.28

To: Board of Education

From: Shannon Kimball, board president

Re: Evaluation Process & Instrument for Superintendent

Date: October 23, 2014

Background:

At its last meeting, the Board of Education received a report from staff and fellow board members concerning the evaluation of certified staff. Board officers presented the proposed, new superintendent evaluation process and instrument. Board members were asked to study the documents and communicate concerns or questions to the officers prior to the October 27 meeting.

Rationale:

Over the past several years, the process and instrument for evaluating certified staff has changed. The Danielson model has been adopted and is now being used for teachers. The KEEP system is being utilized this year for building administrators and next year will be used for certified ESDC administrators. In keeping with the movement to evaluation systems that use research-based rubrics in key areas of performance, the superintendent's evaluation process and instrument needs to be changed as well.

Recommendation:

Based on the research conducted by the policy committee and feedback received from board members, it is recommended that the attached superintendent evaluation process and instrument be approved.

Motion:

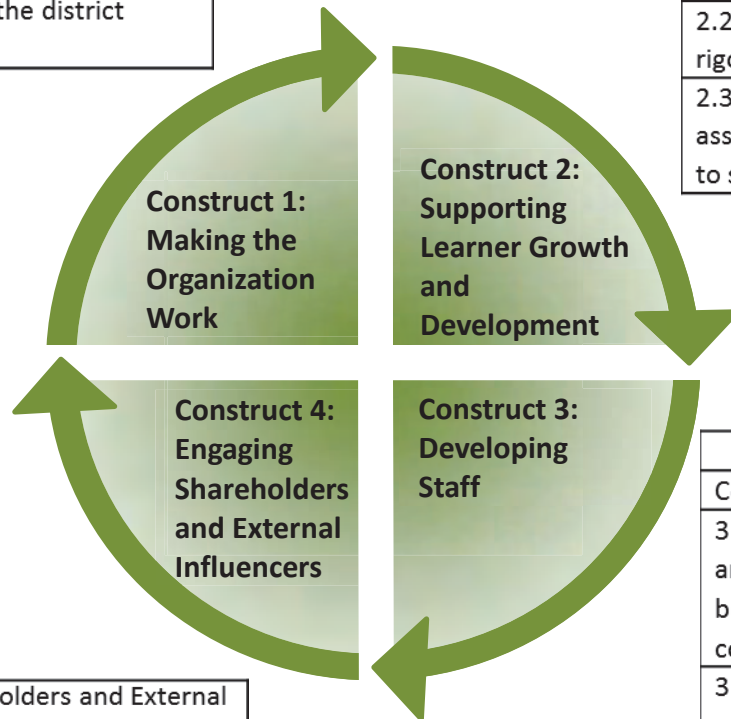
I move the Board of Education approve the superintendent's evaluation process and instrument as presented."

District Leader Evaluation Process

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

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

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



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

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

RECORD OF DISTRICT LEADER EVALUATION ACTIVITIES (OPTIONAL)

District Leader Name: _____ ID#: _____
 School: _____ School Year: _____
 Position/Assignment: _____
 Evaluator: _____ Title: _____

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

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

This document is not required. It may be reproduced.

KEEP District Leader Evaluation Rubrics

Construct 1: Setting Direction and Making the Organization Work

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

1.1 Establishing and Communicating the District Vision

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

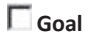
1.2 Developing, Implementing and Monitoring a Strategic Plan

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

1.3 Seeking and Allocating Resources

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

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















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

Sources of Evidence for Establishing and Communicating the District Vision

Vision
Stakeholder meeting
Family engagement
Surveys
Public communication
Internal communication

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


 **Goal**

















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

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

Strategic plan
 Strategic plan operationalized
 Data to support plan
 Appropriate adjustments

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

 **Goal**

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

Sources of Evidence for Seeking and Allocating Resources

Resources

Data

Prioritized adjustments

Strategic plan

Stakeholder involvement

Family engagement

Construct 2: Supporting Student Growth and Development

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

2.1 Implementing a Rigorous and Relevant Curriculum and Support Services

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

2.2 Supporting Rigorous and Relevant Instruction

















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

2.3 Using an Assessment and Accountability System to Support Student Learning

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

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

 **Goal**













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

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

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

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

 **Goal**

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

Sources of Evidence for Supporting Rigorous and Relevant Instruction


Instructional models

















Implementing models for all students

Systemic process

Consistent application for all students

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

 **Goal**

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

Sources of Evidence for Using an Assessment Accountability System

Assessment data

Licensure data

Evaluative data

District expectations

Construct 3: Developing Staff

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

3.1 Establishing and Maintaining a Culture of Learning

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

3.2 Establishing and Maintaining a Process for Staff Evaluations

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

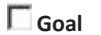
3.3 Supporting Professional Learning

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

3.4 Building and Sustaining Capacity for Leadership Throughout the System

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

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











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

Sources of Evidence for Establishing and Maintaining a Culture of Learning

External communication
Internal communication
Professional learning
Staff growth plans

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

 **Goal**

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

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













Evaluation instrument

Evaluation system

Equal distribution

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

 **Goal**













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

Sources of Evidence for Supporting Professional Learning

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

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

 **Goal**

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

Sources of Evidence for Building Leadership Capacity

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

Construct 4: Engaging Stakeholders and External Influencers

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

4.1 Advocating for Education













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

4.2 Collaborating with the Local Community and Special Interest Groups

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

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

 **Goal**

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

Sources of Evidence for Advocating for Education

Internal policy design
 External policy design
 Advocacy opportunity

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



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

Sources of Evidence for Engaging the Local Community

Internal communication
 External communication
 Stakeholder engagement
 Family engagement

To: Board of Education

From: Patrick Kelly, director, career & technical education, ext. 2405

Re: Purchase of Hunter Alignment Machine

Date: October 23, 2014

Background:

In July 2014, the Kansas State Department of Education (KSDE) approved the FY2015 Carl D. Perkins Grant for a total of \$83,670. This grant application was presented to the Board of Education on May 28, 2014. Included in the grant was the funds for the purchase of a Hunter Alignment Machine for the Automotive Service Career Pathway. Courses within this pathway are taught at Lawrence High School, but serve both Free State and Lawrence High students.

Rationale:

The recommendation to purchase this equipment has been a pathway improvement goal for the Automotive Service Career Pathway for a number of years. Improvement plans are developed by teachers and administration with input from the advisory committee, including business and industry representatives. All improvement plans are approved by consultants with the KSDE. The purchase of this equipment allows students to use up-to-date, industry-relevant equipment to expand educational opportunities in the career pathway.

Recommendation:

Administration recommends the Board of Education approve the purchase of the Hunter Aligner for \$27,176.96 from Mohawk Resource, LTD. Funds will come from the approved FY2015 Carl D. Perkins Grant.

Motion:

"I move the Board of Education approve the purchase of a Hunter Aligner from Mohawk Resources LTD in the amount of \$27,176.96 from FY2015 Carl Perkins Grant funds."



EQUIPMENT PROPOSAL / SALES AGREEMENT

Prepared on 10/9/2014

Submitted to:

Lawrence High School
2017 Lousiana St.
Lawrence, KS 66046
(785) 832-5050

Quoted through:

MOHAWK RESOURCES LTD
65 Vrooman Ave
PO Box 110
Amsterdam, NY 12010
Ray Pedrick
1-800-833-2006@ext15
Fax: 518-842-1289
rpedrick@mohawklifts.com

WA484-CM

(Mfr. sug. price: \$34,960.00)

\$27,176.96

Aligner with New Premium Large Cabinet & 27" Widescreen LCD and HawkEye Elite cameras cabinet-mounted to mobile console. Includes:



- ✓ Cordless VIN Barcode Scanner
- ✓ CodeLink™ Cordless OBD-II Steering System Reset
- ✓ Ability to service multiple alignment bays
- ✓ Full range manual height adjustment for working on floor to fully extended lift.
- ✓ Includes Cabinet Mounting Kit
- ✓ 4 Patented PentaCam 5 Megapixel High Definition Cameras
- ✓ Patented Elite QuickGrip® wheel adaptors, no metal to metal contact
- ✓ "TD" Three Dimensional Wheel Targets
- ✓ QuickComp single motion roll
- ✓ Turnplate Bridges
- ✓ Hunter Shop Tough™ PC with Windows 7
- ✓ Award-Winning WinAlign® 12 software
- ✓ 2 years free vehicle specs & WebSpecs® instant specs by web
- ✓ Tool & Kit Database with required tools replacement part numbers
- ✓ Full Digital Photo Adjustments & Instruction Video Library
- ✓ Exclusive tools including WinToe™ Shim-Select® II, CAMM® and ABC
- ✓ Live Ride Height & WinAlign Tuner™ application for modified vehicles
- ✓ TPMSpec™ Database (Vehicle Specific Sensor Type & Reset Procedures)
- ✓ Premium Color Printer, Wired & Wireless Network, Power Line Filter/Protector
- ✓ Certified iShop & ASANET compliant
- ✓ Professional Installation & On-Site Training
- ✓ Made in USA

Prices subject to change without notice.

subtotal

\$27,176.96

(\$34,960.00 MSRP)

This proposal is good through

11/7/2014

Total investment

\$27,176.96

Proposal includes installation and on-site training by a Hunter Technical Representative.

Electrical and compressed air connections to equipment are not included on this quotation.

Estimated delivery: 10 to 15 days ARO. For purchase using the #010511-MRL, Valid 2/23/11-2/24/16

This Proposal was Prepared for

Legal Name of Business

Lawrence High School

Billing Address

2017 Lousiana St.

City, State Zip

Lawrence KS 66046

Main Contact

Main Phone Number

(785) 832-5050

X

Approval

Items on this Proposal

1 WA484-CM

Your Local Hunter Team



Bredwell, Jeremy
Manufacturer's Representative
Shawnee, KS

bredwelljeremy@yahoo.com



Jones, Alan
Technical & Training Representative
Shawnee, KS
9132689980
aljones6105@att.net



Bullock Jr., Charles
Regional Manager
9704818199
cbullock@hunter.com

Ray Pedrick
MOHAWK RESOURCES LTD
65 Vrooman Ave
PO Box 110
Amsterdam, NY 12010
1-800-833-2006@ext15
Fax: 518-842-1289
rpedrick@mohawkklifts.com

Total investment (Cash / Check)

\$27,176.96

To: Board of Education

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

Re: Disposal of Obsolete Doors – Cordley

Date: October 23, 2014

Background:

Board of Education policy requires board approval for disposal of excess or surplus district property. With the construction at Cordley Elementary School, there are various doors that would normally be scrapped and not reused in the construction remodel. However, there is an interest by the Cordley community to purchase these doors from the district.

Rationale:

There will be a charge for any doors that are not scrapped but instead sold to members of the Cordley community. Money from the sale of the obsolete items will be deposited into the district's Capital Outlay Fund.

Recommendation:

The administration recommends allowing for the sale of any obsolete doors from Cordley Elementary School that will not be reused in the construction remodel.

Motion:

"I move the Board of Education approve selling any obsolete doors from Cordley Elementary School that will not be reused in the construction remodel with the money collected from the sale going into the district's Capital Outlay Fund."

To: Board of Education

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

Re: Approval of Resolution for Sale of General Obligation Bonds

Date: October 23, 2014

Background:

On April 2, 2013, electors in Unified School District No. 497 approved the issuance of general obligation bonds in an amount not to exceed \$92,500,000 to pay the costs to construct additions and renovate, improve technology infrastructure, equip and furnish existing elementary and secondary schools; construct, equip and furnish a new career and technology education facility; and make all other necessary and related improvements in the district.

On July 22, 2013, Series 2013-A of general obligation bonds for \$36,000,000 of the \$92,500,000 were sold.

Rationale:

The district is through the first phase of construction and it is time for the second series of bonds to be sold. The first official step in the process is to adopt a resolution authorizing the sale of new general obligation bonds. After the resolution is adopted, district staff, along with bond financial advisor, George K. Baum & Company, and bond counsel, Gilmore & Bell, will prepare for the offering of the new bonds. It is anticipated that the results of the sale will be presented to the Board of Education for final acceptance at its December 8, 2014 meeting.

Included with this enclosure for board review are the official general obligation bond sale documents prepared by Gilmore & Bell with information provided by George K. Baum & Company.

Recommendation:

Administration recommends that the Board of Education adopt a resolution to permit staff and the district's advisors to proceed with preparation for the sale of bonds, not to exceed \$40,000,000, as was authorized at the April election.

Motion:

"I move the Board of Education adopt a resolution (2014-1027) authorizing the offering for sale of General Obligation Bonds, Series 2014-A, of Unified School District No. 497, Douglas County, Kansas (Lawrence)."

RESOLUTION NO. 2014-1027

A RESOLUTION AUTHORIZING THE OFFERING FOR SALE OF GENERAL OBLIGATION BONDS, SERIES 2014-A, OF UNIFIED SCHOOL DISTRICT NO. 497, DOUGLAS COUNTY, KANSAS (LAWRENCE).

WHEREAS, Unified School District No. 497, Douglas County, Kansas (Lawrence) (the “Issuer”), is a unified school district, duly created, organized, and existing under the laws of the State of Kansas; and

WHEREAS, pursuant to proceedings duly had, an election was held on April 2, 2013, regarding whether to issue general obligation bonds in an amount not to exceed \$92,500,000 to pay the costs to construct additions to and renovate, improve technology infrastructure, equip and furnish existing elementary and secondary schools; construct, equip, and furnish a new career and technology education facility and make all other necessary and related improvements in Unified School District No. 497 (the “Improvements”); all pursuant to provisions of K.S.A 10-101 *et seq.*; K.S.A. 25-2018(f); and K.S.A. 72-6761; and

WHEREAS, said question was approved by a majority of the voters of the Issuer voting thereon, said vote having been 8,125 for and 3,122 against said question; and

WHEREAS, the Issuer previously issued its general obligation bonds approved at the April 2, 2013 election in the amount of \$36,000,000 to fund a portion of the costs of the Improvements; and

WHEREAS, the Issuer proposes the sale and issuance of not to exceed \$36,000,000 of its general obligation bonds approved at the April 2, 2013 election to pay a portion of the costs of the Improvements; and

WHEREAS, the Issuer hereby selects the firm of George K. Baum & Co., Kansas City, Missouri (“Financial Advisor”), as financial advisor for a series of general obligation bonds of the Issuer to be issued in order to provide funds to permanently finance the Improvements; and

WHEREAS, the Issuer desires to authorize the Financial Advisor to proceed with the offering for sale of said general obligation bonds and related activities; and

WHEREAS, one of the duties and responsibilities of the Issuer is to prepare and distribute a preliminary official statement relating to said general obligation bonds; and

WHEREAS, the Issuer desires to authorize the Financial Advisor and Gilmore & Bell, P.C., Kansas City, Missouri (“Bond Counsel”), in conjunction with the Clerk to proceed with the preparation and distribution of a preliminary official statement and notice of bond sale and to authorize the distribution thereof and all other preliminary action necessary to sell said general obligation bonds.

BE IT RESOLVED BY THE GOVERNING BODY OF UNIFIED SCHOOL DISTRICT NO. 497, DOUGLAS COUNTY, KANSAS (LAWRENCE), AS FOLLOWS:

Section 1. The Issuer is hereby authorized to offer for sale the Issuer’s General Obligation Bonds, Series 2014-A (the “Bonds”) in an amount not to exceed \$36,000,000, as determined by the Superintendent in consultation with the Financial Advisor and Bond Counsel, and as further described in the presentation made by the Financial Advisor on this date. Proposals for the purchase of the Bonds shall be submitted

upon the terms and conditions set forth in a Notice of Bond Sale to be prepared by Bond Counsel, in conjunction with the Financial Advisor and District staff.

Section 2. The President and Clerk in conjunction with the Financial Advisor and Bond Counsel are hereby authorized to cause to be prepared a Preliminary Official Statement, and such officials and other representatives of the Issuer are hereby authorized to use such document in connection with the sale of the Bonds.

Section 3. The Clerk, in conjunction with the Financial Advisor and Bond Counsel, is hereby authorized and directed to give notice of said bond sale by publishing a summary of the Notice of Bond Sale not less than 6 days before the date of the bond sale in a newspaper of general circulation in Douglas County, Kansas, and the *Kansas Register* and by distributing copies of the Notice of Bond Sale and Preliminary Official Statement to prospective purchasers of the Bonds. Proposals for the purchase of the Bonds shall be submitted upon the terms and conditions set forth in said Notice of Bond Sale, and shall be delivered to the governing body at its meeting to be held on the sale date referenced in the Notice of Bond Sale, at which meeting the governing body shall review such bids and shall award the sale of the Bonds or reject all proposals.

Section 4. For the purpose of enabling the purchaser of the Bonds (the “Purchaser”) to comply with the requirements of Rule 15c2-12 of the Securities and Exchange Commission (the “Rule”), the President and Clerk or other appropriate officers of the Issuer are hereby authorized: (a) to approve the form of said Preliminary Official Statement and to execute the “Certificate Deeming Preliminary Official Statement Final” in substantially the form attached hereto as *Exhibit A* as approval of the Preliminary Official Statement, such official’s signature thereon being conclusive evidence of such official’s and the Issuer’s approval thereof; (b) covenant to provide continuous secondary market disclosure by annually transmitting certain financial information and operating data and other information necessary to comply with the Rule to the Municipal Securities Rulemaking Board; and (c) take such other actions or execute such other documents as such officers in their reasonable judgment deem necessary to enable the Purchaser to comply with the requirement of the Rule.

Section 5. The Issuer agrees to provide to the Purchaser within seven business days of the date of the sale of Bonds or within sufficient time to accompany any confirmation that requests payment from any customer of the Purchaser, whichever is earlier, sufficient copies of the final Official Statement to enable the Purchaser to comply with the requirements of the Rule and with the requirements of Rule G-32 of the Municipal Securities Rulemaking Board.

Section 6. The President, Clerk and the other officers and representatives of the Issuer, the Financial Advisor and Bond Counsel are hereby authorized and directed to take such other action as may be necessary to carry out the sale of the Bonds, including execution of the engagement letter relating to the services to be provided by the Financial Advisor, in substantially the form attached hereto as *Exhibit B*.

Section 7. This Resolution shall be in full force and effect from and after its adoption.

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ADOPTED by the governing body on October 27, 2014.

(SEAL)

President

ATTEST:

Clerk

EXHIBIT A

**CERTIFICATE DEEMING
PRELIMINARY OFFICIAL STATEMENT FINAL**

October 27, 2014

To: [Purchaser Name]
[Purchaser City, State]

Re: Approximately \$36,000,000 Unified School District No. 497, Douglas County, Kansas
(Lawrence), General Obligation Bonds, Series 2014-A

The undersigned are the duly acting President and Clerk of Unified School District No. 497, Douglas County, Kansas (Lawrence) (the “Issuer”), and are authorized to deliver this Certificate to the addressee (the “Purchaser”) on behalf of the Issuer. The Issuer has previously caused to be delivered to the Purchaser copies of the Preliminary Official Statement (the “Preliminary Official Statement”) relating to the above-referenced bonds (the “Bonds”).

For the purpose of enabling the Purchaser to comply with the requirements of Rule 15c2-12(b)(1) of the Securities and Exchange Commission (the “Rule”), the Issuer hereby deems the information regarding the Issuer contained in the Preliminary Official Statement to be final as of its date, except for the omission of such information as is permitted by the Rule, such as offering prices, interest rates, selling compensation, aggregate principal amount, principal per maturity, delivery dates, ratings, identity of the underwriters and other terms of the Bonds depending on such matters.

**UNIFIED SCHOOL DISTRICT NO. 497, DOUGLAS
COUNTY, KANSAS (LAWRENCE)**

By: _____
Title: President

By: _____
Title: Clerk

EXHIBIT B

FORM OF FINANCIAL ADVISOR ENGAGEMENT LETTER

FIDUCIARY ENGAGEMENT AGREEMENT

This Fiduciary Engagement Agreement (“Agreement”) is made this ___ day of _____, 2014, by and between Unified School District No. 497, Douglas County, Kansas (“Issuer”), and **GEORGE K. BAUM & COMPANY**, located at 4801 Main Street, Kansas City, Missouri (“GKB”).

PURPOSE: On April 2, 2013, the Issuer received authorization from voters to issue up to \$92,500,000 of general obligation bonds to fund renovation, additions, improvements, new construction and equipping of educational and related facilities. The Issuer now desires to sell the second series of bonds pursuant to such authorization in an amount of approximately \$36 million (the “Transaction”). The Issuer deems it in its best interest to engage and retain GKB, an independent registered municipal advisor firm, to provide certain advisory services to the Issuer for or related to the Transaction, including but not limited to the preparation of supporting data, bond market information, assistance in obtaining bond ratings, and assistance in investor negotiations.

CONSIDERATION: Consideration for this Agreement includes the services, compensation, and mutual exchange of promises of the parties specified herein.

SPECIFIC PROVISIONS

The provisions of the above “Purpose” section shall be material and binding to this Agreement.

1. **GKB’s Obligations.** GKB shall provide the Issuer with advisory services for or related to the Transaction and:
 - A. Work with the Issuer, and others as directed by the Issuer, concerning the legal and financial issues associated with the Transaction;
 - B. Attend all meetings and be available to the Issuer, and its other agents, for consultation and conference at times and places mutually agreed upon;
 - C. Assist the Issuer in the preparation, coordination and distribution of printed matter for or related to the Transaction, including circulars, press releases, special mailings, etc., in order to acquaint the Issuer’s population with the benefits and financial considerations of the Transaction;
 - D. Assist in the preparation of a credit presentation for bond rating agencies and bond insurance companies, if any;
 - E. Assist in the collection and preparation of the documents necessary to accomplish the Transaction including any related contracts and agreements or documents related to offering securities either for purchase or sale, all of which shall be appropriately executed and satisfactory to the Issuer;
 - F. Arrange for closing and delivery of the any bonds;

- G. It is expressly understood and agreed that this Agreement does not intend, and is not under any circumstances to be construed as requiring GKB to perform services which may constitute the practice of law. GKB is employed in an expert financial capacity only;
 - H. It is expressly understood and agreed that, under this Agreement, GKB is acting as an advisor or fiduciary to the Issuer for or related to the Transaction. GKB retains the right to be engaged by the Issuer on other transactions in a capacity other than as an advisor or fiduciary;
 - I. It is expressly understood and agreed that GKB will not limit its work to the steps outlined, but will extend its services as necessary to ensure that all appropriate advice for or related to the Transaction is provided to the Issuer in a professional and satisfactory manner.
2. **Issuer's Obligations.** The Issuer's obligations shall include the following:
- A. Retain GKB as its advisor for and related to the Transaction;
 - B. Cooperate with GKB in the proper development of the Transaction and provide all pertinent information needed to allow GKB to provide the Issuer with informed advice, and to support the desired Transaction on behalf of the Issuer;
 - C. Employ a nationally recognized firm of bond attorneys and utilize the services of the Issuer's attorney;
 - D. Pay for all costs of legal advice, printed matter, advertising, bond ratings, bond insurance premium, required audits and other professional services;
 - E. Pay GKB an advisory fee of \$8,500 at the time of the completion of the Transaction.
3. **Term.** The term of this Agreement shall commence on the date of this Agreement, and shall expire on the completion of the Transaction, except as terminated earlier pursuant to the provisions below.
4. **Termination.** The Issuer, at its sole discretion, may terminate this Agreement at any time by providing a written notice of termination to GKB. At the termination of this Agreement, the Issuer shall pay GKB such compensation earned to the date of such termination, which payment shall be in full satisfaction of all claims against the Issuer under this Agreement.
5. **Additional Transactions.** During the Term of this Agreement, if the Issuer decides to consider or pursue other or additional financing, either in conjunction with the 2013 election or for other separate projects the Issuer identifies from time-to-time ("Additional Transactions"), the Issuer may engage GKB to act as its investment banker to provide financial advisory, or municipal advisory, or underwriting or placement agent services for

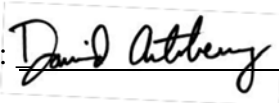
any of those Additional Transactions. In that event, the parties will execute separate written engagement agreements for each of any such Additional Transactions. Until such a separate additional agreement is in place, the parties understand and agree that GKB will not provide any advice or recommendations to the Issuer regarding any such Additional Transactions.

6. **Execution.** This Agreement may be executed in multiple counterparts and together such counterparts will be deemed an original.

IN WITNESS WHEREOF, the parties here have executed this Agreement the day and year first above written.

AGREED TO AND ACCEPTED:

GEORGE K. BAUM & COMPANY

By:  _____

Printed Name: David Arteberry

Title: Senior Vice President

**UNIFIED SCHOOL DISTRICT NO. 497
DOUGLAS COUNTY, KS (LAWRENCE)**

By: _____

Printed Name: _____

Title: _____

To: Board of Education

From: Rick Doll, superintendent

Re: Selection of Delegate & Alternate to 2014 KASB Annual Convention

Date: October 23, 2014

Background:

Each year the Board of Education is asked to appoint one of its members to cast the district's vote on legislative issues at the Kansas Association of School Boards' annual convention. Traditionally, that has been the president or a member who plans to attend.

This year's convention will be held December 5-7 at the Overland Park Convention Center and Sheraton Hotel. The Delegate Assembly is scheduled for 8:30 a.m. on Sunday, December 7, with the voting delegate registration beginning at 7:30 a.m.

Recommendation:

It is the administrative recommendation that board members who plan to attend the convention be selected as delegate and alternate.

Motion:

"I move that (*Insert Name*) be selected as delegate to the 2014 KASB Annual Convention, with (*Insert Name*) as alternate."