**REGULAR MEETING USD # 261 - ADMINISTRATION BUILDING BOARD ROOM**
**1745 W. GRAND AVE., HAYSVILLE, KANSAS – November 16, 2015 – 7:00 P.M.**

1.0 MEETING OPENING (No Documentation)
- 1.1 Call to Order (No Documentation)
- 1.2 Flag Salute (No Documentation)
- 1.3 President's Announcements (No Documentation)
  - Star Polisher Awards
  - KASB Legislative Report
  - KASB Voting Delegate
  - Board Evaluation Policy
- 1.4 Superintendent's Announcements (No Documentation)
  - Energy Leadership Book Study
- 1.5 New and Good (No Documentation)
- 1.6 Approve / Amend Agenda (No Documentation)

2.0 DISTRICT PATRON/PERSONNEL TIME
- 2.1 Hearing of Scheduled District Patrons/District Personnel – 5 min.
- 2.2 Remarks/Comments from District Visitors – 2 min.

3.0 CONSENT AGENDA
- 3.1 Previous Minutes
- 3.2 Routine Personnel
- 3.3 Gifts and Grants

4.0 TREASURER'S REPORT / BILLS – PDF

5.0 REPORTS – Focus on Learning
  - Bond Project Update – PDF – Schutte
  - State of the State Report – PDF - Tosh

6.0 FIRST READINGS
- 6.1 Policy Review
  BK – Board Self-Evaluation
- 6.2 Campus Yearbook Price Increase - Cowell

7.0 ACTION ITEMS
- 7.1 Policy Approval
  IHF – Graduation Requirements
  IKA – Financial Literacy
  JBC – Enrollment
- 7.2 Bond Project – PDF - Schutte
- 7.3 Bids for Practice Fields/Playground – PDF - Schutte
- 7.4 Kansas Risk Management Pool – PDF - Schutte

8.0 DISCUSSION/REPORT ITEMS
- 8.1 Schools for Fair Funding Report
- 8.2 Future Agenda Items
- 8.3 Board Calendar

9.0 EXECUTIVE SESSION – If Needed

10.0 ADJOURNMENT (No Documentation)

1.1 Call to Order

No supporting documentation.

End of Section

## 1.2 Flag Salute

No supporting documentation.

End of Section

1.3 President's Announcements

No supporting documentation.

End of Section

1.4 Superintendent's Announcements

No supporting documentation.

End of Section

1.5 New and Good

No supporting documentation.

End of Section

1.6 Approve / Amend Agenda

No supporting documentation.

End of Section

## 2.0 DISTRICT PATRON / PERSONNEL TIME

No supporting documentation.

End of Section

2.1 Hearing of Scheduled District Patrons / District Personnel

No supporting documentation.

End of Section

2.2 Remarks / Comments from District Visitors

No supporting documentation.

End of Section

## 3.0 CONSENT AGENDA

End of Section

**BOARD OF EDUCATION MEETING U.S.D. # 261**
**ADMINISTRATION BUILDING, 1745 W. GRAND AVE.**
**HAYSVILLE, KANSAS**
**October 19, 2015 -7:00 P.M.**

Subject to Board Approval

The meeting of the Board of Education of Haysville School District # 261, Haysville, Kansas was called to order at the Administration Building, 1745 W. Grand Ave., Haysville, Kansas, at 7:00 p.m., by Board President Susan Walston. Five Board members were present.

MEMBERS PRESENT
Susan Walston, President
Paige Crum, Vice President
Tom Gibson
Greg Fenster
Glenn Crum

OTHERS PRESENT
Dr. John Burke, Superintendent of Schools
Debbie Coleman, Clerk of the Board
Dr. Clint Schutte, Asst. Supt. of Business and Finance
Dr. Mike Clagg, Asst. Supt. of Personnel Services
Liz Hames, Coordinator of Community Relations
Angie Estell, Director of Special Services
Ildo Martins, Haysville West Middle School Principal
Dr. David Engelking, Prairie Elementary School Principal
Myron Regier, Campus High School Principal
David Herbert, Information Services Director
B.J. Knudson, Executive Director of Operations
Bob Faires, Howard and Helmer Architect Firm
Kristen LaPoint, 5th Grade Teacher at Prairie Elementary School
Others

1.0 MEETING OPENING

1.1 Call to Order
Susan called the meeting to order at 7:00 p.m. with five members present.

1.2 Flag Salute

1.3 President's Announcements

- Thanks to all staff for making this year run smooth for students.
- The Haysville Gobble Wobble Run will be coming up in November.
- The KASB Annual Convention will be in December in Wichita. Those Board members wanting to attend should contact Debbie Coleman to get registered.
- Please review the proposed legislative resolutions to be voted on at the KASB Convention and be ready to discuss the issues at the November Board meeting.

1.4 Superintendent's Announcements

- The Campus girl's tennis team are regional champs.
- The Eagle had a very positive article about Coach Slade, Campus varsity football coach.
- Susan Walston, Paige Crum and Dr. Burke received Honor Roll Level I certificates from KASB.
- Dr. Burke, Susan Walston and Glenn Crum attended KASB's Education Summit in Clearwater. Legislative and financial issues were discussed.

1.5 New and Good

Paige Crum:

- Nelson Elementary School participated in the National Walk to School Day.
- Paige attended a very funny presentation by the Campus High School Main Stage Maniacs.
- Campus High School was represented at the Fall Festival with an International Baccalaureate booth and an FCCLA booth.

Susan Walston:

- The Middle School Junior National Honor Society helped with the Fall Festival set-up on Friday as part of their community service.

Glenn Crum:

- Tri-City Day School did really well at their Pancake Feed at the Fall Festival.

1.6 Approve / Amend Agenda

MOTION to approve the Agenda as presented.
(G. Crum/Gibson) Motion carried 5-0.

2.0 DISTRICT PATRON/PERSONNEL TIME

2.1 Hearing of Scheduled District Patrons/District Personnel – 5 minutes

None

2.2 Remarks/Comments from District Visitors – 2 minutes

None

3.0 CONSENT AGENDA

3.1 Previous Minutes

3.2 Routine Personnel

3.3 Gifts and Grants

- Prairie Elementary received an anonymous donation in the amount of $2,000.00. The donation will be used to feed families at the Prairie annual Thanksgiving luncheon.
- Freeman Elementary received a check from Homeland in the amount of $71.40.
- Ruth Clark Elementary School received a check from Homeland in the amount of $91.00 and a check from Sonic in the amount of $85.00.
- Oatville Elementary School received a grant from the 2015 Bowling To Schools Grant Program through Kids Bowl Free in the amount of $1,000.00.

3.4 District Site Council Membership Lists

3.5 VI-B Flow Through Assurances - Individuals with Disabilities Act

MOTION to approve the Consent Agenda as presented.
(P. Crum/G. Crum) Motion carried 5-0.

4.0 TREASURER'S REPORT / BILLS - PDF

Dr. Schutte presented information to the Board regarding the Treasurer's Report/Bills.
MOTION to approve Treasurer's Report/Bills as presented.
(G. Crum/Gibson) Motion carried 4-1. Greg Fenster voted no.

5.0 REPORTS – Focus on Learning

- Auditor's Report

Tara Laughlin of Allen Gibbs and Houlik, L.C. CPAs & Advisors presented information to the Board regarding the audit.

- Bond Project Update
  Dr. Schutte and Bob Faires of Howard and Helmer Architect Firm from presented an update on the District's bond construction project. The construction timeline, Conditional Use approval request from the City of Haysville, easement for the waterline and sidewalk, the inter-local agreement (which was not approved by the Attorney General), a traffic study requested by the City of Haysville, Transportation building, Haysville High School and Campus High School were reported on.
  MOTION to authorize a resolution to approve an easement along Meridian for a sidewalk and water line.
  (G. Crum/Gibson) Motion carried 5-0.
- Strategic Planning Goals
  The champion each of the District Strategic Planning areas presented information to the Board regarding updated Strategic Planning Goals.
- Field Usage
  Dr. Clint Schutte presented information to the Board regarding a Field Usage study.
- Information on Corridor at Campus High School
  Dr. Schutte presented information resulting from security concerns raised for the corridor between the new storm shelter and A-Building.
- Evaluation on Freeman Elementary School Space Usage. The result of the evaluation showed that student numbers do not warrant converting offices in the Administration Building into classrooms at this time.
- Comparative prices for a 2016 Blue Bird Microbird G-5, 14 passenger wheelchair mini bus.
  Dr. Schutte presented information to the Board regarding comparative prices for a 2016 Blue Bird Microbird G-5, 14 passenger wheelchair mini bus.

6.0 FIRST READINGS

6.1 Policy Review

IHF – Graduation Requirements
IKA – Financial Literacy
JBC – Enrollment
Dr. Burke presented information to the Board regarding policies IHF – Graduation Requirements, IKA – Financial and Literacy and JBC – Enrollment.
This was a first reading with no action required from the Board.

7.0 ACTION ITEMS

7.1 Policy Approval

CEF – Expense Reimbursement and Credit Cards
DC – Annual Operating Budget
GANA – Expense Reimbursement and Credit Cards
GAOE – Workers Compensation
Dr. Burke presented information to the Board regarding KASB recommended Board Policies DC – Annual Operating Budget, GANA – Expense Reimbursement and Credit Cards and GAOE – Workers Compensation.
MOTION to approve CEF – Expense Reimbursement and Credit Cards, DC – Annual Operating Budget, GANA – Expense Reimbursement and Credit Cards and GAOE – Workers Compensation as presented.
(P. Crum/Gibson) Motion carried 4-1. Greg Fenster voted no.

7.2 Approval to Seek Bids for Practice Fields

As requested Dr. Clint Schutte presented information to the Board he gathered from District Athletic Directors regarding the practice fields/playground between Prairie Elementary School and HWMS tennis courts. Dr. Schutte asked for Board approval to seek bids for 2 athletic practice fields and a playground between Prairie Elementary and HWMS tennis courts as presented.

MOTION to approve seeking bids for two practice fields, and a playground between Prairie Elementary School and the HWMS tennis courts. In addition the Board requested a bid for one practice field and the playground.

(G. Crum/Gibson) Motion approved 4-1. Greg Fenster voted no.

7.3 Campus High Booster Club Corporate Membership

Dr. Schutte was present to answer questions from the Board regarding the possibility of the USD 261 Board of Education becoming a Corporate Level member of the Campus High School Booster Club.

MOTION to approve USD 261 Board of Education becoming a Corporate Level member ($350.00) of the Campus High School Booster Club as presented.

(P. Crum/Gibson) Motion carried 5-0.

8.0 DISCUSSION/REPORT ITEMS

8.1 Schools for Fair Funding Report

Oral arguments will begin on November 6th.

8.2 Future Agenda Items

- Policy Review
- Bond Project
- Focus on Learning Report
- All First Readings moved to Action Items
- Building Reports
- Personnel Plan
- Energy Leadership Book Discussion - Chapters 1-4 at November BOE Meeting
- Appoint KASB Delegates
- Bids for Practice Fields
- KASB Legislative Report

**Reminder that the Board Retreat will be at 6:00 p.m. on November 2nd.**

8.3 Board Calendar

No Change

9.0 EXECUTIVE SESSION – Not Needed

10.0 ADJOURNMENT

Meeting adjourned at 9:00 p.m.

_____

Susan Walston, Board of Education President

_____

Debra M. Coleman, Board of Education Clerk

**SPECIAL MEETING U.S.D. # 261 – BOARD RETREAT**
**LEARNING CENTER**
**150 STEWART, HAYSVILLE, KANSAS**
**6:00 P.M.**
**November 2, 2015**

Subject to Board Approval

The special meeting of the Board of Education of Haysville Unified School District # 261, Haysville, Kansas was called to order in the Conference Room of the Learning Center, 150 Stewart, Haysville, Kansas, at 6:00 p.m. by Board President Susan Walston. Four Board members were present.

| MEMBERS PRESENT | OTHERS PRESENT |
|---|---|
| Susan Walston, Board President | Dr. John Burke, Superintendent |
| Forrest Hummel | Debbie Coleman, Clerk |
| Glenn Crum | Dr. Clint Schutte, Asst. Superintendent of Finance |
| Tom Gibson | |

1.0 MEETING OPENING

1.1 Call to Order

Ms. Walston called the meeting to order at 6:00 p.m. with four Board members present.

2.0 BOARD EVALUATIONS

Susan discussed the Board Self-Evaluations with those members present.

3.0 BOARD GOAL SETTING

Due to low attendance at the meeting Board goals were not discussed.

The Board Evaluation Policy will be placed on the agenda for the Regular BOE Meeting on November 16th for discussion.

Forrest Hummel and Tom Gibson signed the Board's Social Contract.

4.0 ADJOURNMENT

Meeting adjourned at 6:19 p.m.

_____

Susan Walston, Board of Education President

_____

Debra M. Coleman, Board of Education Clerk

# PERSONNEL RESUME

**Name** Judy (Margo) Buscher

**For Position As** Special Education Teacher

**Building** Haysville Middle School

| Education | Date | Degree | Major |
|---|---|---|---|
| **Undergraduate** | | | |
| Emporia State University | 1970 | BS | Elementary Education |
| **Graduate** | | | |
| Wichita State University | 1984 | MS | Educational Psychology |

| Experience | Location | Dates | Years |
|---|---|---|---|
| Spec. Educ. Director | Larned, KS | 2010-2015 | 5 |
| Asst. Spec. Educ. Director | Independence, KS | 2006-2010 | 4 |
| Principal | Goddard, KS | 1998-2006 | 8 |
| Spec. Educ. Teacher | McPherson/Hutchinson | 1970-1998 | 28 |

**Salary Offered** $32,492 (114 days) KPERS Retiree **Degree** MS+36 **Step** 12

CA

**From:** Linda Long
**Sent:** Tuesday, November 3, 2015 12:00 PM
**To:** Debbie Coleman; Clint Schutte
**Subject:** Homeless Donation

Hello,

Please inform the BOE that Resurrection Lutheran Church in Haysville sent a check for $200.00 for the Support/Homeless Services Department to purchase Lice kits to distribute amongst the schools for families who cannot afford the treatment on their own. This check was received on 11/2/15 and will be used to purchase the lice kits. I will deposit it into the homeless services acct.

Thank You,

Linda Long, Support/Homeless Services Coordinator

## 4.0 TREASURER'S REPORT/BILLS

See Supporting Documentation in PDF

End of Section

# HAYSVILLE USD #261

RESOLUTION#: 5

DATED: 11/16/2015

AUTHORIZATION FOR PAYMENT OF CLAIMS AS FOLLOWS:

**PAYROLL**

| | | | | |
|---|---|---|---|---|
| DATE | 10/12/2015 | DIRECT DEPOSIT | Ck# 2079-2085 | 1,956,170.67 |
| | | WITHHOLDING | 80995-81028 | 1,500,960.27 |
| | | | | |

**ACCOUNTS PAYABLE**

| | | | |
|---|---|---|---|
| DATE | 10/16/2015 | Manual Cks 57784-57792 | 45,124.60 |
| | 10/23/2015 | Manual Cks 57793-57795 | 7,269.28 |
| | 10/26/2015 | Manual Cks 57796 | 12,005.00 |
| | 10/30/2015 | Manual Cks 57797-57806 | 19,869.09 |
| | 11/6/2015 | Manual Cks 57807-57820 | 73,567.68 |
| | 11/10/2015 | Manual Cks 57821-57822 | 1,036.86 |
| | 11/16/2015 | CK 57823-58035 | 598,325.80 |
| | | Void Cks | (102.00) |

TOTAL REGISTER: 4,214,227.25

SUBMITTED BY: _____
TREASURER

APPROVED BY: _____
BOARD PRESIDENT

ATTESTED BY: _____
BOARD CLERK

Accounting Cycle: FY15-16; Bank: INTRUST BANK, N.A. -; Bank Account: 1110260100 -; Statement Date: 10/30/2015

| | Bank Reconciliation | + | Outstanding | = | ExpectedGL | - | ActualGL | = | Difference |
|---|---|---|---|---|---|---|---|---|---|
| Beginning Balance | $ 18,354,365.86 | + | $ (483,976.87) | = | $ 17,870,388.99 | - | $ 17,870,388.99 | = | $ - |
| Deposits/Debits | $ 10,037,173.54 | + | $ - | = | $ 10,037,173.54 | - | $ 15,590,354.01 | = | $ (5,553,180.47) |
| Withdrawals/Credits | $ (8,955,905.37) | + | $ 374,699.74 | = | $ (8,581,205.63) | - | $ (14,134,386.10) | = | $ 5,553,180.47 |
| **Total** | **$ 19,435,634.03** | | **$ (109,277.13)** | | **$ 19,326,356.90** | | **$ 19,326,356.90** | | **$ -** |

| | |
|---|---|
| **$ 9,500.00** | Petty Cash |
| **$ 19,335,856.90** | Bank Balance |
| **$ 19,335,856.90** | General Ledger Balance |

Accounting Cycle: FY15-16; Beginning Period: Period 04 (10/01/2015 - 10/31/2015); Ending Period: Period 04 (10/01/2015 - 10/31/2015); Show Prior Year Expense: Yes; Prior Year Ending Balance for Beginning Balance: No; Include Transactions after the Last Period: None; Exclude Closing Entries: No; Other Details: No

| Fund | Description | Beginning Balance | Revenue | Expenditure | Liabilities | Other | Ending Balance | Encumbrances | Available |
|---|---|---|---|---|---|---|---|---|---|
| 06 | GENERAL FUND | $ 546,539.21 | $ 7,067,741.02 | $ (7,284,723.25) | $ 44,824.39 | $ (44,202.28) | $ 330,179.09 | $ (102,093.02) | $ 228,086.07 |
| 07 | FEDERAL FUNDS | $ (29,640.72) | $ 72,464.00 | $ (69,880.10) | $ 70,587.35 | $ (70,587.35) | $ (27,056.82) | $ (13,832.47) | $ (40,889.29) |
| 08 | SUPPLEMENTAL GENEI | $ (115,382.95) | $ 3,399,944.56 | $ (212,636.44) | $ - | $ - | $ 3,071,925.17 | $ (12,357.24) | $ 3,059,567.93 |
| 11 | AT-RISK (4 Year Old) | $ 425,219.99 | $ - | $ (38,868.74) | $ - | $ - | $ 386,351.25 | $ (797.24) | $ 385,554.01 |
| 13 | AT-RISK (K-12) | $ 891,393.50 | $ 130.00 | $ (239,027.45) | $ - | $ - | $ 652,496.05 | $ (2,090.77) | $ 650,405.28 |
| 14 | BILINGUAL | $ 245,283.23 | $ - | $ (19,016.38) | $ - | $ - | $ 226,266.85 | $ (215.79) | $ 226,051.06 |
| 16 | CAPITAL OUTLAY | $ 2,050,238.77 | $ 44,024.81 | $ (114,190.62) | $ - | $ - | $ 1,980,072.96 | $ (106,924.49) | $ 1,873,148.47 |
| 18 | DRIVER TRAINING | $ 305,080.82 | $ - | $ - | $ - | $ - | $ 305,080.82 | $ (120.00) | $ 304,960.82 |
| 24 | FOOD SERVICE | $ 2,331,679.38 | $ 338,444.47 | $ (222,703.08) | $ - | $ - | $ 2,447,420.77 | $ (73,969.46) | $ 2,373,451.31 |
| 26 | PROFESSIONAL DEVEL | $ 239,135.62 | $ - | $ (12,075.51) | $ - | $ - | $ 227,060.11 | $ (111.90) | $ 226,948.21 |
| 28 | PARENTS AS TEACHER | $ 101,070.23 | $ - | $ (21,645.45) | $ - | $ - | $ 79,424.78 | $ (96.56) | $ 79,328.22 |
| 30 | SPECIAL EDUCATION | $ 2,352,449.78 | $ 1,066,284.48 | $ (843,099.00) | $ - | $ - | $ 2,575,635.26 | $ (21,809.73) | $ 2,553,825.53 |
| 31 | CONSTRUCTION | $ (147,269.33) | $ - | $ (208,818.13) | $ - | $ - | $ (356,087.46) | $ (57,870.00) | $ (413,957.46) |
| 34 | VOCATIONAL EDUCATI | $ 374,540.85 | $ - | $ (46,654.29) | $ - | $ - | $ 327,886.56 | $ (14,181.10) | $ 313,705.46 |
| 51 | KPERS Retirement Contr | $ - | $ 469,025.02 | $ (469,025.02) | $ - | $ - | $ - | $ - | $ - |
| 53 | CONTINGENCY RESER | $ 2,972,592.55 | $ - | $ - | $ - | $ - | $ 2,972,592.55 | $ - | $ 2,972,592.55 |
| 55 | TEXTBOOK & STUDENT | $ 911,212.86 | $ 5,369.25 | $ (34,234.40) | $ - | $ - | $ 882,347.71 | $ (45,947.32) | $ 836,400.39 |
| 62 | BOND & INTEREST #1 | $ 4,389,475.86 | $ 2,380,703.18 | $ (3,455,962.50) | $ - | $ - | $ 3,314,216.54 | $ - | $ 3,314,216.54 |
| 70 | ECC STATE GRANT | $ (3,691.62) | $ 139.33 | $ (3,446.52) | $ - | $ - | $ (6,998.81) | $ (118.53) | $ (7,117.34) |
| 95 | PAYROLL CLEARING | $ 39,960.96 | $ 30,875.82 | $ (8,381.52) | $ - | $ - | $ 62,455.26 | $ - | $ 62,455.26 |
| **Subtotal of Year: Current** | | **$ 17,879,888.99** | **$ 14,875,145.94** | **$ (13,304,388.40)** | **$ 115,411.74** | **$ (114,789.63)** | **$ 19,451,268.64** | **$ (452,535.62)** | **$ 18,998,733.02** |
| 06 | GENERAL FUND | $ - | $ - | $ (44,824.39) | $ (44,824.39) | $ 44,824.39 | $ (44,824.39) | $ (188,269.29) | $ (233,093.68) |
| 07 | FEDERAL FUNDS | $ - | $ - | $ (70,587.35) | $ (70,587.35) | $ 70,587.35 | $ (70,587.35) | $ (30,917.82) | $ (101,505.17) |
| 08 | SUPPLEMENTAL GENEI | $ - | $ - | $ - | $ - | $ - | $ - | $ (1,390.80) | $ (1,390.80) |
| 16 | CAPITAL OUTLAY | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| 70 | ECC STATE GRANT | $ - | $ - | $ - | $ - | $ - | $ - | $ (36.96) | $ (36.96) |
| **Subtotal of Year: Prior** | | **$ -** | **$ -** | **$ (115,411.74)** | **$ (115,411.74)** | **$ 115,411.74** | **$ (115,411.74)** | **$ (220,614.87)** | **$ (336,026.61)** |
| **Total** | | **$ 17,879,888.99** | **$ 14,875,145.94** | **$ (13,419,800.14)** | **$ -** | **$ 622.11** | **$ 19,335,856.90** | **$ (673,150.49)** | **$ 18,662,706.41** |

# HAYSVILLE USD #261

## CASH BALANCES

## October 31, 2015

NEGATIVE UNENCUMBERED CASH BALANCES:

07 FEDERAL FUNDS..... Awaiting Federal Funds

31 CONSTRUCTION..... Awaiting Call Down

70 ECC..... Awaiting State Funds

Cycle: FY15-16; 1st Detail Element: Fund; 1st Detail Level: Lowest; 2nd Detail Element: Source; 2nd Detail Level: Lowest; 3rd Detail Element: None; 3rd Detail Level: None; 4th Detail Element: None; 4th Detail Level: None; 5th Detail Element: None; 5th Detail Level: None; Filter: ([Fund] >= '06') AND ([Source] Between '0111' AND '5253') ; 1st Subtotal Element: None; 1st Subtotal Rollup Level: None; 2nd Subtotal Element: None; 2nd Subtotal Rollup Level: None; 3rd Subtotal Element: None; 3rd Subtotal Rollup Level: None; 4th Subtotal Element: None; 4th Subtotal Rollup Level: None; 5th Subtotal Element: None; 5th Subtotal Rollup Level: None; Begin Date: 10/1/2015; End Date: 10/31/2015; Subtotal on Account Type: No; Include Encumbrances: No

| Fund | Source | Actuals (October) | Adopted Budget | Current Budget | Actuals (YTD) | Available | % of Budget |
|---|---|---|---|---|---|---|---|
| 06 - GENERAL FUND | 3110 - General State Aid | $ (2,208,746.00) | $ (27,629,507.00) | $ (27,629,507.00) | $ (6,278,491.00) | $ (21,351,016.00) | 22.72 |
| 06 - GENERAL FUND | 3130 - Mineral Production Tax | $ - | | $ - | $ (132.33) | $ 132.33 | |
| 06 - GENERAL FUND | 3140 - Supplemental State Aid | $ (3,327,214.00) | $ (8,318,036.00) | $ (8,318,036.00) | $ (3,327,214.00) | $ (4,990,822.00) | 40.00 |
| 06 - GENERAL FUND | 3205 - Special Education | $ (1,062,756.00) | $ (4,732,100.00) | $ (4,732,100.00) | $ (1,062,756.00) | $ (3,669,344.00) | 22.46 |
| 06 - GENERAL FUND | 3221 - KPERS | $ (469,025.02) | $ (4,028,589.00) | $ (4,028,589.00) | $ (1,893,058.30) | $ (2,135,530.70) | 46.99 |
| 06 - GENERAL FUND | 3223 - Capital Outlay Aid | $ - | $ (540,595.00) | $ (540,595.00) | $ - | $ (540,595.00) | 0.00 |
| 07 - FEDERAL FUNDS | 1300 - Tuition | $ (250.00) | $ - | $ - | $ (44,288.22) | $ 44,288.22 | |
| 07 - FEDERAL FUNDS | 4530 - Vocational Aid (Carl Perkins) | $ - | $ (35,048.00) | $ (35,048.00) | $ - | $ (35,048.00) | 0.00 |
| 07 - FEDERAL FUNDS | 4590 - Other Restricted Grants-In-Aid (F | $ - | $ (20,000.00) | $ (20,000.00) | $ - | $ (20,000.00) | 0.00 |
| 07 - FEDERAL FUNDS | 4591 - Title I (Chapter 1) | $ (70,000.00) | $ (983,431.00) | $ (983,431.00) | $ (70,000.00) | $ (913,431.00) | 7.12 |
| 07 - FEDERAL FUNDS | 4593 - Title II | $ (2,214.00) | $ (112,214.00) | $ (112,214.00) | $ (2,214.00) | $ (110,000.00) | 1.97 |
| 07 - FEDERAL FUNDS | 4599 - Other (ARRA Stabilization Funds | $ - | $ (60,000.00) | $ (60,000.00) | $ - | $ (60,000.00) | 0.00 |
| 07 - FEDERAL FUNDS | 4601 - Title III (English Language Acqui | $ - | $ (15,802.00) | $ (15,802.00) | $ - | $ (15,802.00) | 0.00 |
| 08 - SUPPLEMENTAL GENERAL | 1100 - Taxes Levied / Assessed by the | $ - | $ (37,617.00) | $ (37,617.00) | $ - | $ (37,617.00) | 0.00 |
| 08 - SUPPLEMENTAL GENERAL | 1110 - Ad Valorem Taxes | $ (2,345.97) | $ (1,848,091.00) | $ (1,848,091.00) | $ (36,694.22) | $ (1,811,396.78) | 1.99 |
| 08 - SUPPLEMENTAL GENERAL | 1140 - Back Taxes (Delinquent taxes, P | $ (3,170.11) | $ (31,399.00) | $ (31,399.00) | $ (29,443.53) | $ (1,955.47) | 93.77 |
| 08 - SUPPLEMENTAL GENERAL | 1912 - User Charges | $ (1,290.00) | $ - | $ - | $ (3,695.00) | $ 3,695.00 | |
| 08 - SUPPLEMENTAL GENERAL | 1950 - Services Provided Other LEA's | $ - | $ - | $ - | $ (4,380.00) | $ 4,380.00 | |
| 08 - SUPPLEMENTAL GENERAL | 2440 - Motor Vehicle Tax (does not incl | $ (65,924.48) | $ (244,367.00) | $ (244,367.00) | $ (308,436.74) | $ 64,069.74 | 126.22 |
| 08 - SUPPLEMENTAL GENERAL | 3140 - Supplemental State Aid | $ (3,327,214.00) | $ (8,318,036.00) | $ (8,318,036.00) | $ (3,327,214.00) | $ (4,990,822.00) | 40.00 |
| 08 - SUPPLEMENTAL GENERAL | 5253 - Transfer from Contingency Rese | $ - | $ (500,000.00) | $ (500,000.00) | $ - | $ (500,000.00) | 0.00 |
| 11 - AT-RISK (4 Year Old) | 5206 - Transfer from General Fund | $ - | $ (200,000.00) | $ (200,000.00) | $ - | $ (200,000.00) | 0.00 |
| 11 - AT-RISK (4 Year Old) | 5208 - Transfer from Supplemental Gen | $ - | $ (300,000.00) | $ (300,000.00) | $ - | $ (300,000.00) | 0.00 |
| 13 - AT-RISK (K-12) | 1315 - Tuition From Individuals (Summe | $ (130.00) | $ 30,000.00 | $ (30,000.00) | $ (3,025.00) | $ (26,975.00) | 10.08 |
| 13 - AT-RISK (K-12) | 5206 - Transfer from General Fund | $ - | $ (1,500,000.00) | $ (1,500,000.00) | $ - | $ (1,500,000.00) | 0.00 |
| 13 - AT-RISK (K-12) | 5208 - Transfer from Supplemental Gen | $ - | $ (3,900,000.00) | $ (3,900,000.00) | $ - | $ (3,900,000.00) | 0.00 |
| 14 - BILINGUAL | 5208 - Transfer from Supplemental Gen | $ - | $ (200,000.00) | $ (200,000.00) | $ - | $ (200,000.00) | 0.00 |
| 16 - CAPITAL OUTLAY | 1100 - Taxes Levied / Assessed by the | $ - | $ (26,802.00) | $ (26,802.00) | $ - | $ (26,802.00) | 0.00 |
| 16 - CAPITAL OUTLAY | 1110 - Ad Valorem Taxes | $ (1,624.83) | $ (659,041.00) | $ (659,041.00) | $ (25,415.40) | $ (633,625.60) | 3.86 |
| 16 - CAPITAL OUTLAY | 1140 - Back Taxes (Delinquent taxes, P | $ (544.98) | $ (21,748.00) | $ (21,748.00) | $ (5,076.89) | $ (16,671.11) | 23.34 |
| 16 - CAPITAL OUTLAY | 1510 - Interest on Investments | $ (815.11) | $ - | $ - | $ (3,295.27) | $ 3,295.27 | |
| 16 - CAPITAL OUTLAY | 1990 - Miscellaneous | $ (29,939.45) | $ (150,000.00) | $ (150,000.00) | $ (168,823.87) | $ 18,823.87 | 112.55 |
| 16 - CAPITAL OUTLAY | 2440 - Motor Vehicle Tax (does not incl | $ (11,100.44) | $ (64,951.00) | $ (64,951.00) | $ (51,936.27) | $ (13,014.73) | 79.96 |
| 16 - CAPITAL OUTLAY | 3223 - Capital Outlay Aid | $ - | $ (640,595.00) | $ (640,595.00) | $ - | $ (640,595.00) | 0.00 |
| 18 - DRIVER TRAINING | 1310 - Tuition From Individuals | $ - | $ (35,000.00) | $ (35,000.00) | $ (296.97) | $ (34,703.03) | 0.85 |
| 18 - DRIVER TRAINING | 3208 - State Safety (Driver's Ed) | $ - | $ (14,250.00) | $ (14,250.00) | $ - | $ (14,250.00) | 0.00 |
| 24 - FOOD SERVICE | 1611 - Student Sales - School Lunch Pr | $ (90,265.71) | $ (579,000.00) | $ (579,000.00) | $ (272,627.46) | $ (306,372.54) | 47.09 |
| 24 - FOOD SERVICE | 1612 - Student Sales - School Breakfas | $ (3,754.45) | $ (33,500.00) | $ (33,500.00) | $ (10,113.01) | $ (23,386.99) | 30.19 |
| 24 - FOOD SERVICE | 1620 - Adults and Student Sales - Non-I | $ (18,070.13) | $ (74,050.00) | $ (74,050.00) | $ (51,268.46) | $ (22,781.54) | 69.23 |
| 24 - FOOD SERVICE | 1621 - Adult Meal Sales | $ (2,432.05) | $ (17,847.00) | $ (17,847.00) | $ (7,066.59) | $ (10,780.41) | 39.60 |
| 24 - FOOD SERVICE | 1630 - Special Functions | $ (815.35) | $ - | $ - | $ (1,329.35) | $ 1,329.35 | |
| 24 - FOOD SERVICE | 3203 - Food Service | $ (3,005.76) | $ (25,600.00) | $ (25,600.00) | $ (5,173.80) | $ (20,426.20) | 20.21 |
| 24 - FOOD SERVICE | 4550 - Child Nutrition Aid (Food Service | $ (220,101.02) | $ (1,551,888.00) | $ (1,551,888.00) | $ (462,634.41) | $ (1,089,253.59) | 29.81 |
| 26 - PROFESSIONAL DEVELOPMENT | 5208 - Transfer from Supplemental Gen | $ - | $ (100,000.00) | $ (100,000.00) | $ - | $ (100,000.00) | 0.00 |
| 28 - PARENTS AS TEACHERS PROGI | 3200 - Restricted Grants-In-Aid | $ - | $ (127,000.00) | $ (127,000.00) | $ (63,500.00) | $ (63,500.00) | 50.00 |
| 28 - PARENTS AS TEACHERS PROGI | 5208 - Transfer from Supplemental Gen | $ - | $ (100,000.00) | $ (100,000.00) | $ - | $ (100,000.00) | 0.00 |
| 30 - SPECIAL EDUCATION | 1320 - Tuition From Other Government | $ - | $ (250,000.00) | $ (250,000.00) | $ - | $ (250,000.00) | 0.00 |
| 30 - SPECIAL EDUCATION | 4570 - Medicaid (through SRS's contrac | $ (3,528.48) | $ (260,000.00) | $ (260,000.00) | $ (15,849.90) | $ (244,150.10) | 6.10 |
| 30 - SPECIAL EDUCATION | 4590 - Other Restricted Grants-In-Aid (F | $ - | $ (37,410.00) | $ (37,410.00) | $ - | $ (37,410.00) | 0.00 |
| 30 - SPECIAL EDUCATION | 4592 - Title VI (Chapter 2) | $ - | $ (962,590.00) | $ (962,590.00) | $ - | $ (962,590.00) | 0.00 |
| 30 - SPECIAL EDUCATION | 5206 - Transfer from General Fund | $ (1,062,756.00) | $ (4,732,100.00) | $ (4,732,100.00) | $ (1,062,756.00) | $ (3,669,344.00) | 22.46 |
| 30 - SPECIAL EDUCATION | 5208 - Transfer from Supplemental Gen | $ - | $ (2,500,000.00) | $ (2,500,000.00) | $ - | $ (2,500,000.00) | 0.00 |
| 34 - VOCATIONAL EDUCATION | 3225 - CTE Transportation State Aid | $ - | $ (7,718.00) | $ (7,718.00) | $ - | $ (7,718.00) | 0.00 |
| 34 - VOCATIONAL EDUCATION | 5208 - Transfer from Supplemental Gen | $ - | $ (500,000.00) | $ (500,000.00) | $ - | $ (500,000.00) | 0.00 |
| 51 - KPERS Retirement Contributions | 3221 - KPERS | $ - | $ (4,028,589.00) | $ (4,028,589.00) | $ - | $ (4,028,589.00) | 0.00 |
| 51 - KPERS Retirement Contributions | 5206 - Transfer from General Fund | $ (469,025.02) | | $ - | $ (1,893,058.30) | $ 1,893,058.30 | |
| 53 - CONTINGENCY RESERVE | 5206 - Transfer from General Fund | $ - | $ (500,000.00) | $ (500,000.00) | $ - | $ (500,000.00) | 0.00 |
| 55 - TEXTBOOK & STUDENT MATERI | 1310 - Tuition From Individuals | $ (87.50) | $ (5,000.00) | $ (5,000.00) | $ (457.50) | $ (4,542.50) | 9.15 |
| 55 - TEXTBOOK & STUDENT MATERI | 1740 - Fees | $ (1,141.67) | $ (116,050.00) | $ (116,050.00) | $ (94,581.09) | $ (21,468.91) | 81.50 |
| 55 - TEXTBOOK & STUDENT MATERI | 1912 - User Charges | $ (259.91) | $ (50.00) | $ (50.00) | $ (631.41) | $ 581.41 | 1262.82 |
| 55 - TEXTBOOK & STUDENT MATERI | 1942 - Textbook Rentals | $ (3,694.17) | $ (230,150.00) | $ (230,150.00) | $ (180,599.94) | $ (49,550.06) | 78.47 |
| 55 - TEXTBOOK & STUDENT MATERI | 1990 - Miscellaneous | $ (186.00) | $ (127,886.00) | $ (127,886.00) | $ (1,352.43) | $ (126,533.57) | 1.06 |
| 55 - TEXTBOOK & STUDENT MATERI | 5208 - Transfer from Supplemental Gen | $ - | $ (100,000.00) | $ (100,000.00) | $ - | $ (100,000.00) | 0.00 |
| 62 - BOND & INTEREST #1 | 1100 - Taxes Levied / Assessed by the | $ - | $ (55,840.00) | $ (55,840.00) | $ - | $ (55,840.00) | 0.00 |
| 62 - BOND & INTEREST #1 | 1110 - Ad Valorem Taxes | $ (3,394.50) | $ (1,930,860.00) | $ (1,930,860.00) | $ (53,101.49) | $ (1,877,758.51) | 2.75 |
| 62 - BOND & INTEREST #1 | 1140 - Back Taxes (Delinquent taxes, P | $ (1,343.98) | $ (45,433.00) | $ (45,433.00) | $ (12,346.68) | $ (33,086.32) | 27.18 |
| 62 - BOND & INTEREST #1 | 2440 - Motor Vehicle Tax (does not incl | $ (18,844.70) | $ (122,581.00) | $ (122,581.00) | $ (88,174.14) | $ (34,406.86) | 71.93 |
| 62 - BOND & INTEREST #1 | 3110 - General State Aid | $ (2,357,120.00) | $ (3,470,330.00) | $ (3,470,330.00) | $ (2,357,120.00) | $ (1,113,210.00) | 67.92 |
| 70 - ECC STATE GRANT | 3200 - Restricted Grants-In-Aid | $ (139.33) | $ (69,368.00) | $ (69,368.00) | $ (13,052.71) | $ (56,315.29) | 18.82 |
| 95 - PAYROLL CLEARING | 1900 - Other Revenue From Local Sour | $ (30,875.82) | | $ - | $ (81,294.05) | $ 81,294.05 | |
| **Total** | | **$ (14,875,145.94)** | **$ (87,798,059.00)** | **$ (87,868,059.00)** | **$ (23,373,975.73)** | **$ (64,484,083.27)** | 26.60 |

Cycle: FY15-16; Begin Date: 7/1/2015; End Date: 10/31/2015; Account Type: Expenditure; Subtotal Elements: Fund; Filter: ([Function] Between '5200' AND '5255') AND ([Fund] >= '06')

| Account Code | Description | Actual (October) | Budget (YTD) | Actual (YTD) | Encumbrance (YTD) | Available (YTD) | % of Budget |
|---|---|---|---|---|---|---|---|
| 06-5208-931-00-0000 | Transfer to Supplemental General | $ 3,327,214.00 | $ 8,318,036.00 | $ 3,327,214.00 | $ - | $ 4,990,822.00 | 39.99 |
| 06-5211-911-00-0000 | Transfer to At Risk (4 Yr. Old) | $ - | $ 200,000.00 | $ - | $ - | $ 200,000.00 | 0.00 |
| 06-5213-913-00-0000 | Transfer to At Risk (K-12) | $ - | $ 1,500,000.00 | $ - | $ - | $ 1,500,000.00 | 0.00 |
| 06-5216-918-00-0000 | Transfer To Capital Outlay | $ - | $ 640,595.00 | $ - | $ - | $ 640,595.00 | 0.00 |
| 06-5230-930-00-0000 | Transfer To Special Education | $ 1,062,756.00 | $ 4,732,100.00 | $ 1,062,756.00 | $ - | $ 3,669,344.00 | 22.45 |
| 06-5251-951-00-0000 | Transfer to KPERS | $ 1,893,058.30 | $ 4,028,589.00 | $ 1,893,058.30 | $ - | $ 2,135,530.70 | 46.99 |
| 06-5253-953-00-0000 | Transfer To Contingency Reser | $ - | $ 500,000.00 | $ - | $ - | $ 500,000.00 | 0.00 |
| **Subtotal of Element: [Fund] 06 - GENERAL FUND** | | **$ 6,283,028.30** | **$ 19,919,320.00** | **$ 6,283,028.30** | **$ -** | **$ 13,636,291.70** | 31.54 |
| 08-5211-000-00-0000 | Transfer to At Risk (4 Yr. Old) | $ - | $ 300,000.00 | $ - | $ - | $ 300,000.00 | 0.00 |
| 08-5213-000-00-0000 | Transfer to At Risk (K-12) | $ - | $ 3,900,000.00 | $ - | $ - | $ 3,900,000.00 | 0.00 |
| 08-5214-000-00-0000 | Transfer To Bilingual | $ - | $ 200,000.00 | $ - | $ - | $ 200,000.00 | 0.00 |
| 08-5226-000-00-0000 | Transfer to Professional Development | $ - | $ 100,000.00 | $ - | $ - | $ 100,000.00 | 0.00 |
| 08-5228-000-00-0000 | Transfer To Parent Ed | $ - | $ 100,000.00 | $ - | $ - | $ 100,000.00 | 0.00 |
| 08-5230-000-00-0000 | Transfer To Special Ed | $ - | $ 2,500,000.00 | $ - | $ - | $ 2,500,000.00 | 0.00 |
| 08-5234-000-00-0000 | Transfer To Vocational Ed | $ - | $ 500,000.00 | $ - | $ - | $ 500,000.00 | 0.00 |
| 08-5255-000-00-0000 | Transfer to Textbook & Student Mat. | $ - | $ 100,000.00 | $ - | $ - | $ 100,000.00 | 0.00 |
| **Subtotal of Element: [Fund] 08 - SUPPLEMENTAL GENERAL** | | **$ -** | **$ 7,700,000.00** | **$ -** | **$ -** | **$ 7,700,000.00** | 0.00 |
| 53-5208-931-00-0000 | Transfer to Supplemental General | $ - | $ 500,000.00 | $ - | $ - | $ 500,000.00 | 0.00 |
| **Subtotal of Element: [Fund] 53 - CONTINGENCY RESERVE** | | **$ -** | **$ 500,000.00** | **$ -** | **$ -** | **$ 500,000.00** | 0.00 |
| **Total** | | **$ 6,283,028.30** | **$ 28,119,320.00** | **$ 6,283,028.30** | **$ -** | **$ 21,836,291.70** | 22.34 |

5.0 REPORTS – Focus on Learning

No supporting documentation.

End of Section

## 6.0 FIRST READINGS

No supporting documentation.

End of Section

**Board Self-Evaluation** **BK**

The board shall conduct an annual self-evaluation. Each board member shall use a self-evaluation instrument to appraise individual performance or the performance of the board as a whole. Results of these evaluations shall be discussed at least annually, and revised standards and priorities shall be developed to guide the board's development in the coming year.
The board considers the following conditions crucial to self-evaluation:
1. Board members should be involved in developing the standards and process to be used.

The standards may include, but not be limited to:
□ educational leadership;

□ policy development;

□ board member development and performance;

□ communications with the public;

□ fiscal management;

□ board meeting organization and committee performance;

□ relations with cooperating agencies and other governmental organizations.

2. Evaluation shall be at a scheduled time and place with all {at least 4} board members present.

3. The evaluation shall be a composite of the individual board members' opinion.

4. The evaluation shall discuss strengths as well as areas needing improvement.

The evaluation results shall be discussed in detail, and the board shall formulate a series of objectives for the coming year. These objectives shall be stated in the form of behavioral change or productivity gains.

BOE Approved: July 7, 2003
BOE Reviewed and Approved: January 7, 2008
BOE Reviewed and Approved November 21, 2011

CROSS REFERENCE: ABE

# MONTGOMERY COUNTY BOARD OF EDUCATION
# SELF-EVALUATION

## PREAMBLE

An essential purpose of a board of education is to ensure that the school system it governs makes continuous progress toward improving student achievement. By undertaking an annual self-evaluation, this Board seeks to reflect on the efficacy of its governance: how effectively are we, as a Board, fostering and sustaining the conditions needed for Montgomery County Public Schools to educate all students to high levels through high quality instruction?

The powers and duties of the Montgomery County Board of Education are defined in the *Education Article of the Annotated Code of Maryland* and Title 13A of the *Code of Maryland Regulations*. The Board's primary responsibilities also are aligned to support the school system's strategic plan, *Our Call to Action: Pursuit of Excellence*. State law sets forth that power belongs not to individual members of a Board of Education, but to the Board of Education itself.

The Board's annual self-evaluation affirms the separation of roles and responsibilities of the Board and the Superintendent; allows the Board to hold itself accountable along with the Superintendent for district wide progress on established goals and priorities; and allows the Board to reflect on its work to ensure alignment with the strategic plan. At the very core of all of this work, as individuals and as a team, the Board is driven by its commitment to equity, excellence, and to maximizing success for every child.

## INSTRUCTIONS FOR COMPLETING THE SELF-EVALUATION

This self-evaluation comprises seven performance criteria, as well as several performance indicators that Board members may reflect upon while considering the ratings for the performance criteria. The expectation is that in completing this self-evaluation tool, each Board member will reflect upon the work of the Board, as a whole, and how his/her individual actions contribute to the efficient and effective operation of the entire Board. The ratings, which will be for the performance criteria only, should be based on, and guided by, specific evidence. The evidence offered should assist the Board in having a thoughtful conversation about future expectations and continuous improvement for the operation of the Board that will serve to advance the goals and interests of Montgomery County Public Schools.

After completing the evaluation individually, all Board members will submit their results to be compiled into a draft composite. Then, Board members will meet to discuss the draft composite and reach consensus on a self-evaluation that reflects the work of the Board and identifies next steps to support continuous improvement.

For each of the seven performance criteria listed, please provide a rating of either:

1. **IN PROGRESS**—Work performance does not yet meet stated Board expectations. Further development is needed

2. **MEETS EXPECTATIONS**—Work performance consistently fulfills stated Board expectations. Performance is professional and appropriate and work is of high quality in all significant areas of responsibility

3. **EXCEEDS EXPECTATIONS**—Work performance consistently exceeds stated Board expectations. Performance is exceptional and work noticeably exceeds expectations in all areas of responsibility

followed by specific evidence or reasons to support your rating of the performance criteria.

## A. ESTABLISH/PROMULGATE DISTRICT VISION AND VALUES

***Performance criteria:*** ***Rating*:** _____

1. We have formally adopted a mission, vision, and a set of core values for the school system that guide us in our work on behalf of children, including strategic planning, budget decisions, and policy matters.
2. We annually revisit our mission, vision, and core values to ensure constancy of purpose and to reaffirm our values with the community.
3. Our mission, vision and core values are the focus of reflection and deliberation as we strive for continuous improvement in our governance.

*Performance Indicators*:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I participate fully in the annual review of our strategic plan, including the mission, vision, core values, and guiding tenets.
2. My decision-making is aligned with the district's vision, mission, core values, and system goals.
3. I regularly reflect on the Board's mission, vision and core values as I go about my work.

Summary Rating — Performance Criteria A:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria A:

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## B. DEVELOP AND PROMULGATE RELEVANT GOVERNING POLICIES

***Performance criteria:*** ***Rating:*** _____

1. Our Board operates as a policy-making body using our written policies as the framework for our decision making concerning the instructional and business operations of the school district.
2. We develop Board policies that give the administration sufficient authority and latitude to manage the day-to-day instructional and business operations of the school system.
3. Our policies reflect our core commitment to equity, excellence, and a culture of respect, as well as promote the highest expectations for our diverse student body and workforce.

*Performance Indicators*:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am knowledgeable about the Board's policies and use Board policy as a basis for decision making.
2. I recognize and respect the prerogative and authority of the Superintendent and administrative staff to implement the Board's policies.
3. In adopting new or reviewing existing Board policies, I look to ensure that they are consistent with our mission, vision and core values.

Summary Rating — Performance Criteria B:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria B:

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## C. MONITOR EXPECTED STUDENT ACHIEVEMENT RESULTS

***Performance criteria:*** ***Rating*:** _____

1. We collaborate with the Superintendent to regularly monitor a mutually agreed upon set of meaningful indicators that are aligned with the strategic plan and that assess achievement and engagement for all students.
2. We monitor the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data with particular attention to progress toward closing achievement gaps among all racial and ethnic groups, and meeting the educational needs of students in special populations.
3. We use our student achievement data to make decisions and establish district priorities.

*Performance Indicators*:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am actively engaged in working with the Superintendent to develop appropriate performance indicators that align with the school system's strategic plan.
2. I carefully review student achievement data presented by staff and use it as a basis for setting Board policy and budget priorities.
3. Improving achievement for all students drives my educational decision-making.

Summary Rating — Performance Criteria C:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria C:

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## D. RESPONSIBLE MANAGEMENT OF RESOURCES

***Performance criteria:*** ***Rating:*** _____

1. We regularly appraise the educational and administrative management of the school system to ensure that resource allocations and decisions support the strategic priorities of the school system.
2. Our fiscal and resource management is transparent to the community and provides assurance that dollars and resources are aligned and deployed to reflect the district's priorities as outlined in the strategic plan.
3. We regularly monitor financial data to ensure meaningful accountability and communicate to the community that educational dollars are spent in the most efficient and effective manner.

*Performance Indicators*:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I understand the relationship between our budgets and our system's core values, and I advocate for our students' and schools' needs.
2. I carefully review all system resource audits and other financial data in order to better discharge my fiduciary obligations.
3. I understand and actively participate in our district's budgeting process.

Summary Rating — Performance Criteria D:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria D:

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## E. COMMUNITY ENGAGEMENT AND COMMUNICATION

***Performance criteria:*** ***Rating:*** _____

1. We communicate clearly and regularly with a broad base of internal and external stakeholders about the Board's work and to share our vision, mission and core values.
2. We employ multiple strategies for reaching out to the community in an effort to directly engage in two-way communication and dialogue with diverse populations to solicit their input on relevant decisions and to ensure that their perspectives inform our priorities.
3. We are strategic in our advocacy to help mobilize and sustain community support for school system progress and work with elected officials to promote our needs.

*Performance Indicators*:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I promote the interests of the system within the community and with elected officials, including through the promotion of our legislative agenda.
2. I listen to, and carefully consider, broad-based community input while exercising my statutory decision-making authority.
3. I participate actively in the Board's outreach efforts, including public forums, hearings, and cluster visits.

Summary Rating — Performance Criteria E:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria E:

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## F. BOARD OPERATIONS

***Performance criteria:***

***Rating:*** _____

1. Our agendas and work sessions are aligned with our core values, and we have effective and efficient processes for doing Board work to ensure that Board member time is spent in furtherance of our vision and values.
2. We are as attentive to how we reach conclusions as to what is decided with respect to both our policy work and our quasi-judicial actions, and we execute our responsibilities in keeping with the highest ethical standards.
3. We are using effective strategies for working productively with each other and with the Superintendent , and honor the differences between and among acting/speaking as a whole Board and as individual Board members.

*Performance Indicators*:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I regularly engage in continuous improvement and professional development activities related to Board work and make every effort to attend all meetings having done my homework and prepared to contribute in a positive manner.
2. I maintain the confidentiality of Board proceedings and adhere to ethical standards in my role.
3. I am a productive member of the team, work well with my colleagues, and work within the parameters of my authority as a Board member.

Summary Rating — Performance Criteria F:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria F:

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## G. BUILDING AND SUSTAINING AN EFFECTIVE RELATIONSHIP WITH THE SUPERINTENDENT

***Performance criteria:***

***Rating:*** _____

1. We work to build and sustain an effective working relationship with the Superintendent by engaging in two-way communication that articulates expectations on shared governance as well as performance goals for the system.
2. We respect the management responsibilities and administrative prerogatives of the Superintendent and work collaboratively with the Superintendent in a spirit of mutual trust and confidence.
3. We maintain open lines of communication by conducting regular dialogue on progress towards district goals and objectives, student achievement, and community/school issues and concerns.

*Performance Indicators*:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I respect the management and administrative responsibilities of the Superintendent and work to ensure that the Board has conveyed clear expectations for his/her performance.
2. I communicate with the Superintendent when I have concerns involving the school district and work collaboratively on resolving problems.
3. I participate fully in the Superintendent evaluation process working collaboratively with fellow Board members and approaching the task of evaluation fairly and diligently.

Summary Rating — Performance Criteria G:

1 IN PROGRESS
2 MEETS EXPECTATIONS
3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria G:

_____

_____

_____

_____

_____

_____

_____

_____

# BOARD OF EDUCATION SELF EVALUATION

The Board of Education believes that periodic evaluations of its operational procedures will improve the Board's performance, exemplify the type of constructive evaluations encouraged for all school personnel and programs, and promote a spirit of team work throughout the district. A formal evaluation should provide the Board with suggestions useful in establishing goals it will strive to accomplish. How well the Board accomplished its goal will be a measure of its performance in any year.

The basic guidelines of the Board self-evaluation program should be:

1. The evaluation must be constructive. The evaluation is a tool that assumes capability of improvement through a system of good planning, conscientious follow-through, and assessment of results.

2. The evaluation must recognize the difference between school district goals and goals that the Board sets for its own performance. The evaluation should realize the three main functions of school board membership:

   a. governing body of the school district which represents the public.

   b. advocates of the student learners of the district.

   c. leaders of the total school program and the program relationship with other state and federal government agencies and political representatives.

3. The Board is to be evaluated as a body, not as individuals.

4. When the results have been discussed, the Board should establish objectives that will attempt to accomplish before its next evaluation, and if necessary provide itself appropriate inservice to ensure it meets its own objectives.

5. An evaluation instrument should be designed to indicate strengths and weaknesses and to write suggestions.

6. The formal evaluation should take place annually at its July annual meeting.

Ultimately, the performance of a board member is measured at election. But that is not enough. It must be the responsibility of the Board to maintain and increase quality of the educational system by establishing those criteria which can be used to identify its own quality performance.

Adopted: 01/21/87

# SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

| DIMENSION I: CONTEXTUAL | | | | |
|---|---|---|---|---|
| **This action occurs:** | **Frequently** | **Occasionally** | **Rarely** | **Never** |
| 1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 2. Board discusses and researches events and trends in the larger community that may affect schools. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. Board reviews district's mission statement. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board recognizes the superintendent as chief executive officer and educational leader of the district. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. Board communicates its decisions to all affected by them. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |

| | | |
|---|---|---|
| 9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities. | 10 9 8 7 6 5 4 3 2 1 0 | |
| 10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve. | 10 9 8 7 6 5 4 3 2 1 0 | |
| **DIMENSION I SCORE:** | _____/100<br>_____% | *** GRADE:** |
| * Use one of your school's grading scales to determine this. | | |

| DIMENSION II: EDUCATIONAL | | | | |
|---|---|---|---|---|
| **This action occurs:** | **Frequently** | **Occasionally** | **Rarely** | **Never** |
| 1. Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the board's mission. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 2. Board requests a decision be postponed until further information can be obtained. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. Board conducts an explicit examination of its responsibilities, discussing its role in district management. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. At least once every two years, the board has a retreat or special session to examine its performance. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. Board is given and reads the agenda and background materials well in advance of meeting. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. Board participates in in-service programs at regional, state, and national levels. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. I have participated in board discussions about what the board should do differently as a result of the mistakes made. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board leadership goes out of its way to make sure that all members have the same information on important issues. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. I read through the board's policies, procedures, and employee contracts. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board has discussions about the effectiveness of its performance. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| **DIMENSION II SCORE:** | _____/100<br>_____% | | **GRADE:** | |

| DIMENSION III: INTERPERSONAL | | | | |
|---|---|---|---|---|
| **This action occurs:** | **Frequently** | **Occasionally** | **Rarely** | **Never** |
| 1. Board's split decisions do not result in a split board. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 2. Board members are able to hold confidential items in confidence. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. Board president and superintendent confer so that differences of opinion are identified. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board members are able to speak their minds without fear of being ostracized. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. I have discussed with fellow members common interests we share outside the boardroom. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. Once a decision is made, the board works together to see that it is accepted and carried out. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. At our board meetings, there is at least as much dialogue among members as there is among members and staff. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board has adopted some explicit goals for itself, distinct from district goals. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. Board provides biographical information that helps members get to know one another better. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board handles conflict openly and constructively. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| **DIMENSION III SCORE:** | _____/100<br>_____% | | **GRADE:** | |

| DIMENSION IV: ANALYTICAL | | | | |
|---|---|---|---|---|
| **This action occurs:** | **Frequently** | **Occasionally** | **Rarely** | **Never** |
| 1. I have been in board meetings where subtleties of issues dealt with escaped the board. | 0 1 2 | 3 4 5 | 6 7 8 | 9 10 |
| 2. Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board is attentive to how it reaches conclusions. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. Decisions of the board on one issue tend to influence how it handles other issues. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. When faced with an important issue, the board often "brainstorms," generating a list of creative approaches or solutions to the problem. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. Board seeks outside assistance from consultants or other districts when considering its work. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board does not present new issues of a complex nature for immediate action. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| **DIMENSION IV SCORE:** | _____/100<br>_____% | | **GRADE:** | |

| DIMENSION V: POLITICAL | | | | |
|---|---|---|---|---|
| **This action occurs:** | **Frequently** | **Occasionally** | **Rarely** | **Never** |
| 1. Board shows an awareness of the impact its decisions will have on the community. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 2. Board encourages the public to attend board meetings. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. Board actively cooperates with the news media to spread information about schools programs. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. Board offers committees referenced in #4 opportunities to report at meetings. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. Board and its members maintain channels of communication with key community leaders. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. Board withstands the pressure of special interest groups. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board is actively involved in state and federal education legislation. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| **DIMENSION V SCORE:** | _____/100<br>_____% | | **GRADE:** | |

| DIMENSION VI: STRATEGIC | | | | |
|---|---|---|---|---|
| **This action occurs:** | **Frequently** | **Occasionally** | **Rarely** | **Never** |
| 1. Board devotes more time to putting out fires than it devotes to preparing for the future. | 0 1 2 | 3 4 5 | 6 7 8 | 9 10 |
| 2. Board sets clear organizational priorities for the year ahead. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 4. Board discusses where the school district will be five years from now. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 5. Within the past year, board has reviewed school district strategies for attaining long-term goals. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 6. I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 7. Board makes explicit use of long-term priorities of the school district in dealing with current issues. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 8. Board compares reports on schools' progress with the district's long-term goals. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 9. Board has a procedure in place for conducting superintendent evaluations. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| 10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds. | 10 9 8 | 7 6 5 | 4 3 2 | 1 0 |
| **DIMENSION VI SCORE:** | _____/100<br>_____% | | **GRADE:** | |

| OVERALL GRADE: | | |
|---|---|---|
| _____/600 | _____% | **GRADE:** |

COMMENTS:

GOALS:

**Campus High School**

# Memo

**To:** USD 261 Board of Education

**From:** Jennifer Swenson, CHS Yearbook/Journalism Teacher
Glenda Cowell, Assistant Principal, Activities Director

**Date:** November 4, 2015

**CC:** CHS Administration

**Re:** Yearbook Price Increase

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**Proposal**: Effective the 2016-2017 school year, increase the cost of the CHS Yearbook from $40 per book to a starting price of $50, with $5 increases throughout the year, using the tiered pricing method through Jostens.

The tiered pricing method: $50 "Back to School" price with free personalization, $50 – fall price, $55 – winter price, $60 – spring price, $65 – after distribution the following August.

**Rationale**

- Producing costs of price per book (includes taxes and shipping costs):
    - 2015-2016 $54.21 (estimated), 2014-2015 $50.84, 2013-2014 $50.28
- According to data we've received from an AVCTL League survey, the average starting price per yearbook (as of last year) was $52.26.
- The price of our book hasn't increased in at least 7 years.
- Yearbook is working to raise revenue and remain self-sufficient.
    - Business Advertisements and Senior Tribute Sales: $2,000 in 2015, up from $400 in 2014, and we have a plan to work to increase this, in addition to our typical revenue for book sales.
- The tiered method rewards parents for purchasing early, which allows us to make an accurate order in April, and not over-produce copies of the book.
- 27 schools in the area are using tiered pricing and has proven effective; when schools use the marketing program and participate actively, there is a 1-to-1 correlation to sales growth.
- Our book is larger than the middle school books, yet the cost is the same
    - Our book: 176 pages
    - Middle school books: HMS 92 pages / HWMS 96 pages (with ads)

- With a quality increase comes a value increase. The cost of the book should be in line with the value of the book. Our program has made a better book every year with more robust coverage, better photography, better design, and more meaningful content. That the price aligns with this is fair.

- Out of the 19 schools from our AVCTL data, 15 schools use Jostens, only 2 use Walsworth, and 2 use Lifetouch.

- Why Jostens:

    - Free marketing and advertising tools that they distribute via e-mail for us

    - Partnership Model v. Vendor – we are guided and supported in EVERY aspect; free online tools for students and lesson plans for teachers

    - Both Haysville middle schools also use Jostens

    - Only company to provide local workshops and professional development and only company with a local representative dedicated to yearbook servicing. Our rep has been a teacher and yearbook adviser himself.

    - Jostens schools are the only schools whose YB programs are growing. In 2014, 17,646 students in this area purchased yearbooks. As Jostens has continued to work with schools on improving the quality of the books, that number increased to 19,708 students in 2015. No other company can claim growth. In fact, every other company is in decline. Jostens is the only yearbook company in the area that is seeing increased student interest because they are the only company that addresses a YB program from every angle.

- Walsworth – competing company are still in line with Jostens prices

    - Only two schools in the area (El Dorado and Andover Central) still work with Walsworth charge $50 per book for a 128 page book 160 page book, respectively, which are both smaller than our 176 pages.

    - The nearest Walsworth representative lives in Kansas City and the company offers nothing in this area in terms of training or support. Likewise, they don't offer a comprehensive and free marketing program, a coverage tracking solution, or comparable educational materials.

    - Since 2013, every Wichita school that did work with Walsworth has switched to Jostens. This includes Wichita East, Maize High School, and Wichita Northwest.

- Lifetouch – competing company that doesn't offer free marketing or training support, or have an assigned yearbook representative to work with the school.

- Fair market printing costs - Copy costs are much higher than we actually pay for complete books. To simply take our book to FedEx and have copies made would cost over $70 each and there would be no cover, no software to make the pages, no resources, and no representative. This is simply a cost to make copies.

## 7.0 ACTION ITEMS

No supporting documentation.

End of Section

## IHF Graduation Requirements

IHF

The board may adopt graduation requirements exceeding the minimums set forth by state regulation. Unless otherwise provided herein, in order to qualify for graduation, the board requires each candidate to earn 27 academic credits of a type meeting state and district requirements beginning with the class of 2017.

Exceptions may be granted by the board to waive local graduation requirements that are in excess of the state minimum requirements for students on a case by case basis.

The board shall award a student a diploma if the student is at least 17 years old; is enrolled or resides in the district; was in custody of the Secretary of the Kansas Department of Corrections (KDOC), the Secretary for DCF, or a federally recognized Indian tribe in this state at any time on or after the student's 14th birthday; and has achieved at least the minimum high school graduation requirements adopted by the state board of education.

Other situations which may warrant waiver of graduation requirements in excess of the minimum requirements adopted by the state board include, but may not be limited to, the following circumstances:

* If such student is an adult learner whose four-year cohorts have graduated; or

* if such student is attending an alternative school or program and has experienced high mobility, teen pregnancy, long-term illness, or other hardship conditions.

BOE Approved: July 7, 2003
BOE Reviewed and Approved: February 27, 2012

Cross Reference: JFCA

**IKA Financial Literacy (See ID)** **IKA**

The board supports the goal of providing district students with sufficient knowledge of economic systems to make informed, financial choices. In furtherance of this goal, the board directs the superintendent to develop and implement a plan to incorporate outcome-based personal financial literacy education into the district's instructional program.

The superintendent shall document district efforts to provide financial literacy education opportunities for district students and shall provide, upon request, feedback or information to the Kansas State Department of Education on such efforts.

Approved:

KASB Recommendation – 6/15

**JBC Enrollment** **JBC**

Resident Students

A "resident student" is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district. Children who are "homeless" as defined by Kansas law and who are located in the district will be admitted as resident students. For purposes of this policy, "parent" means the natural parents, adoptive parents, step-parents, and foster parents. For purposes of this policy, "person acting as a parent" means a guardian or conservator, a person liable by law to care for or support the child, a person who has actual care and control of the child and provides a major portion of support, or a person who has actual care and control of the child with written consent of a person who has legal custody of the child.

Non-resident Students

Non-resident students are those who do not meet the definition of a resident student. Although the district is not required to admit non-resident students, non-resident students may be admitted to the extent that staff, facilities, equipment, and supplies are available. Other criteria regarding students seeking non-resident student admittance may be considered prior to acting on any non-resident application. Such criteria may include student grades, attendance and disciplinary records, and other factors as determined by the board.

Parent(s) of non-resident student(s) may apply to have their child enroll in Haysville School District through the Limited Open Enrollment process. Parents shall be required to furnish academic, discipline and attendance records for each student. These records will be used by building principals to determine whether each student will be allowed to enroll or not. The decision of the principal in terms of enrollment is final. Each principal will annually evaluate the status of the non-resident student in terms of discipline and attendance. The principal will inform the parents of the non-resident student regarding enrollment for the next school year. The principal's decision in this matter is final.

Should any non-resident student provide incomplete, inaccurate, or erroneous information, said student may be suspended for the remainder of the school year at the discretion of the superintendent.

Parents planning immediate residence in U.S.D. #261 may be permitted to enroll their children in the public schools, unless otherwise prohibited by the policy rules and regulations of the board of education, upon the written approval of the superintendent of schools. Such approval shall be contingent upon the completion of a residence presently under construction, the closing of a purchase transaction presently in process, or some similar situation. In all cases the family must be a bona fide resident of the school district no later than sixty (60) days after such approval for enrollment is granted.

Alternative Education / Haysville High School

Because the Board of Education wishes to allow out-of-district students the opportunity to avail themselves of a quality alternative education, provisions to admit out-of-district students are as follows:

1. In district students will have priority over out-of-district students. The number of slots available for out-of-district students will be based on the out-of-district count established on the official count date.

2. The student must have had at least one year of attendance at an accredited high school.
3. The student must have approval of admission from the Campus High School Principal.
4. Admittance to the Haysville High School Program of a non-resident student does not grant the student the right to transition into the traditional program of Campus High School.

Enrollment Restriction
Unless approved in advance by the board, no student, regardless of residency, who has been suspended or expelled from another school district will be admitted to the district until the period of such suspension or expulsion has expired.

Non-Resident Employees
The children of non-resident, benefit eligible, employees may attend the USD 261 schools at the discretion of the superintendent of schools.

Enrollment Procedures
The superintendent shall establish orderly procedures for enrolling all students, including pre-enrollment, changes in enrollment, normal enrollment times, and communication to parents and to the public.

Part-Time Students
Part-time students may enroll with the (board's/administration's) permission if they complete all paperwork in a timely fashion and are in attendance no later than the 8th day of class. Part-time students may be admitted only to the extent that staff, facilities, equipment, and supplies are available and the students follow the district's student conduct policies and rules.

Identification of Students
All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in kindergarten or first grade shall provide a certified copy of their birth certificate, a certified copy of the court order placing the child in the custody of the Secretary of the Department for Children and Families, or other documentation which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript, similar pupil records or data, or other documentary evidence the board deems satisfactory.
If proper proof of identity is not provided within 30 days of enrolling, the superintendent shall notify local law enforcement officials as required by law and shall not notify any person claiming custody of the child.

Enrollment Information
The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate, or as changed by a court order and the name, address, telephone number of the lawful custodian.
The records shall also provide the identity of the student as evidenced by a certified birth certificate, copy of a court order placing the student in the custody of Kansas Department of Children and Family Services, a certified transcript of the student, a baptismal certificate or other documentation the board considers satisfactory.

Assignment to a School Building, Grade Level, or Classes

The superintendent shall assign students to the appropriate building. Any student desiring to attend a school outside the attendance area in which the student resides may do so only with the prior written permission of the superintendent. Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational abilities of the student. If the parents disagree, the principal's decision may be appealed to the superintendent. If the parents are still dissatisfied with the assignment, they may appeal in writing to the board.

Transferring Credit

In middle school and high school, full faith and credit shall be given to units earned in other accredited schools at the time the student enrolls in the district, unless the principal determines there is valid reason for not doing so. For online credit approval procedures after enrollment, see board policy IIBGB.

Transfers from Non-Accredited Schools

Students transferring from non-accredited schools will be placed by the principal. Initial placement will be made by the principal after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement.

BOE Approved: July 7, 2003

BOE Revised and Approved: December 17, 2012

BOE Revised and Approved: August 19, 2013

BOE Revised and Approved: March 24, 2014

Cross Reference: IIBGB, JBCA, and JQKA

7.2 Bond Project

See Supporting Documentation in PDF

End of Section

7.3 Bids for Practice Fields/Playground

See Supporting Documentation in PDF

End of Section

7.4 Kansas Risk Management Pool

See Supporting Documentation in PDF

End of Section

## 8.0 DISCUSSION/REPORT ITEMS

No supporting documentation.

End of Section

8.1 Schools for Fair Funding Report

End of Section

8.2 Future Agenda Items

End of Section

# Haysville Board of Education Calendar

**July**
- Organizational Meeting
- Budget Workshop

**August**
- Budget Hearing
- Approve Budget

**September**
- Enrollment Numbers
- Summer Program Reports
- Building Tours

**October**
- Special Education Plan
- Building Tours
- Audit Report

**November**
- KASB Delegates/Voting
- BOE Retreat/Goal Setting/Evaluation

**December**
- Schedule Superintendent Evaluation

**January**
- Superintendent Evaluation/Contract
- Notice Items for Negotiations
- Elect Board Negotiations Team
- Handbooks

**February**
- Report of Admin. Evaluations
- Extension of Admin. Contracts
- Handbooks

**March**
- School Calendar Proposals
- Curriculum Proposals
- Handbooks

**April**
- Teacher Non-renewal discussion
- Capital Outlay Lists
- Personnel Plan
- Star Polisher Awards
- Handbooks
- Proclamation for Appreciation

**May**
- Handbooks
- Summer Work Requests
- Graduations/Promotions
- Retiree Reception
- Review ASA Contract

**June**
- Handbooks
- Set Budget Meeting Date and Time

**Yearly Activities:**
- Joint BOE/City Meeting (a 5th Monday)
- Crisis / Safety Report
- Drug Prevention Report
- Joint BOE/StuCo Meeting
- Audit Report to Board
- KASB State Convention
- KASB Spring & Fall Regional Mtgs

**On Going:**
- Policy Review (monthly)
- Advertising Revenue (monthly)

## 9.0 EXECUTIVE SESSION

No supporting documentation.

End of Section

## 10.0 ADJOURNMENT

No supporting documentation.

End of Section