

DISTRICT MISSION:

To ignite a passion for learning.

Board Priorities:

- Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career. *Every day, we are college or career-ready.*
- Provide all students with engaging learning opportunities. *Rigor and engagement are everywhere.*
- Create a space that is safe, inclusive and welcoming for all. *Diversity and culture make us better.*
- Plan and execute the capital and human capital investments that will make our district better. *We plan for the future.*



Lake County School District Board of Education

April 25, 2017 6:30 pm Work Session

Lake County Schools District Office

Work Session

1. 6:30 Oversight Calendar
 - a. Extra-Curricular/CHASSA update—Mike Vagher
 - b. Look at work from LCIS
2. 7:30 Staffing updates
3. 7:45 Learning Policy
4. Next meeting: May 9, 2017-Regular Meeting 7:00 pm
 - a. Dates to remember: May 1-Mason Top 10% Dinner, May 25-Class Day 1:00 pm, May 26-8th Grade promotion 1:00 pm, May 27-Graduation 10:00 am
5. Informational Items
 - a. LCSD Budget Reports
 - b. Head Start Reports

*Estimated duration of meeting is 2.5 to 3 hours **Updated 4/19/2017

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Each person is asked to focus comments to five minutes. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.

Lake County School Board Work Session, April 25, 2017

CHASSA update from Mike Vagher

1. What are we trying to do?

- a) Trying to change the win at all cost culture around athletics. Also to have coaches truly focus on their “purpose” for coaching.
- b) Re-organize the fundraising structure for athletics
- c) Continue to increase quality of activities and athletics offered at LCHS/LCMS

2. How are we trying to do it?

- a) Inside out initiative
- b) New fundraising/sponsorship program
- c) PD opportunities, evaluation process, hiring great coaches/sponsors

3. At any given moment, how will we know if we're on track?

- a) Inside out initiative process, which involves PD's and follow up with coaches, sponsors
- b) Fundraising/Sponsor numbers (how many companies are taking part in program) Sponsor feedback.
- c) Participation numbers, win/loss record, coach retention.

4. If we're not on track, what are we going to do about it?

At any point if I am not on track I need to evaluate each one of the programs listed above. Each year as athletic director I take inventory of these three areas and assess where we are at. At times little changes need to be made and other times new programs need to be put in place.

WEEKLY DATA MEETINGS 16-17

Leading Teacher Teams to Analyze Student Daily Work

Prepare Before the Meeting	Prepare
	<ul style="list-style-type: none"> • Prime the pump: script the ideal teacher interpretation of the standard, script exemplar, find student exemplar, categorize HMLs, pull upcoming lesson plan(s) and pertinent prompting guides • Teacher pre-work expectations: teacher selects standard, records aggressive monitoring notes from assignment, and teacher selects prompts from requisite prompting guide • Preview protocol with teachers: i.e., assign roles, novice teachers speak first, veteran teachers add-on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template
See It 13-18 mins	See Past Success, See the Exemplar, and See and Analyze the Gap
	<p>See Past Success (1 min):</p> <ul style="list-style-type: none"> • “Last week we were at ___ % proficient on this standard, and now we’ve met our goal...” • “What actions did you take to reach this goal?” <p>See the Exemplar (7-10 min):</p> <ul style="list-style-type: none"> • Narrow the focus: “Today, I want to dive into [specific standard]...” • Interpret the standard(s): <ul style="list-style-type: none"> ○ “In your own words, what would a student have to know or be able to do to show mastery?” • Unpack the teacher’s written exemplar (only 2 min): <ul style="list-style-type: none"> ○ “What were the keys to an ideal answer?” “So the exemplar needs to include...” ○ “How does this [part of the exemplar] align with the standard?” • Analyze the student exemplar –acknowledge connection to interpretation of the standard: <ul style="list-style-type: none"> ○ “How does your student exemplar compare to the teacher exemplar? What is the gap?” ○ “Do students have different paths/evidence to demonstrate mastery of the standard?” ○ “Does the student exemplar offer something that your exemplar does not?” <p>See the Gap (5-7 min):</p> <ul style="list-style-type: none"> • Focus on the 2s/Mediums (almost mastered): <ul style="list-style-type: none"> ○ “What are the gaps that we see between the 2s and our student exemplar?” ○ “What are the highest leverage misconceptions to fix that will move them most quickly to a 3-4?” ○ Analyze process and content: “What do we see students doing that led to this error?”
Name It 2 mins	State the Error and Conceptual Misunderstanding
	<p>Name the Error and Conceptual Understanding:</p> <ul style="list-style-type: none"> • Describe the student error and name the conceptual misunderstanding evident in that error <p>Punch It:</p> <ul style="list-style-type: none"> • “The key student error and biggest conceptual misunderstanding is...” <ul style="list-style-type: none"> ○ Write down and/or chart the highest leverage student ○ Have teacher restate the error and conceptual misunderstanding.

Plan the Reteach, Practice, and Follow Up	
<p>Do It Rest of the meeting</p>	<p>Plan the Reteach (8-10 mins):</p> <ul style="list-style-type: none"> • Script the exemplar for the next applicable problem/question/prompt: <ul style="list-style-type: none"> ○ “What would be the ideal we want to see?” Call on teachers to share exemplar and spar • Plan the structure (see below): <ul style="list-style-type: none"> ○ “If this [exemplar] is what we want to see, how do we want to teach this?” ○ Choose the reteach structure: modeling or guided discourse. ○ Identify the conceptual impact: “What is the ‘why’ that students should be able to articulate?” • Get specific: <ul style="list-style-type: none"> ○ [If one teacher’s students were higher on the skill]: “How did you teach this skill?” [To peers] “What do you notice about the differences in how s/he taught the skill?” ○ “Walk me through what steps you will take when re-teaching this—what will be different?” ○ “What will be the student materials? Of those, what will you monitor during class?” ○ “Let’s name those students/groups that need this re-teaching...” ○ “Use your resources.” (e.g., Re-reaching one-pager, Guided Reading Prompting Guide) • Punch it: <ul style="list-style-type: none"> ○ “Based on the conceptual misunderstanding, your action step for re-teaching is...” <p>Practice (remaining time):</p> <ul style="list-style-type: none"> • “Let’s practice those new prompts now.” <ul style="list-style-type: none"> ○ [When applicable] Have teacher stand up/move around classroom to practice monitoring ○ Repeat until the practice is successful. CFU: “What made this more effective?” • (If a struggle) “I’m going to model teach for you first. [Teach.] What do you notice?” • Lock-it In: “How did our practice meet or enhance what we planned for the reteach?” <p>Follow-up (last 2 minutes):</p> <ul style="list-style-type: none"> • Set the follow-up plan (when to teach, when to re-assess, when to revisit this data) <ul style="list-style-type: none"> ○ Observe implementation within 24 hours of the meeting ○ Teacher sends re-assessment data to instructional leader

RE-TEACHING STRUCTURES

Guide Student Conversation	
<p>Option 1: Guided Discourse</p>	<ul style="list-style-type: none"> • Know the end game: <ul style="list-style-type: none"> ○ What strategy/skill/thinking do you want students to understand via the discourse • Start from student work (Show-Call) <ul style="list-style-type: none"> ○ Post/display/chart an exemplar student response OR an incorrect student response ○ OR post both 😊 • Call on students—ID the student thinking: <ul style="list-style-type: none"> ○ Exemplar: what did this student do? <ul style="list-style-type: none"> ▪ Push for clearer answers when they haven’t precisely IDed the successful strategy ○ Incorrect response: do you agree/disagree with this answer? What is the error? • Stamp the understanding: <ul style="list-style-type: none"> ○ What are the key things to remember when solving problems like these? ○ Name the strategy/conceptual understanding ○ Have students put it in their own words
<p>Option 2: Modeling</p>	<p style="text-align: center;">Show the Students How</p> <ul style="list-style-type: none"> • Model precisely the thinking when moving through a specific task: <ul style="list-style-type: none"> ○ Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component ○ Model replicable thinking steps that students can follow ○ Model how to activate one’s content knowledge/skills that have been learned in previous lessons • Vary in tone and cadence to sound different from a “teacher” voice. • Give students a clear listening/note-taking task that fosters active listening of the model • Debrief the model: <ul style="list-style-type: none"> ○ What did I do in my model? ○ What are the key things to remember when you are doing the same in your own work?



**Grade 4 Literature-Traditional Literature
“Kefjan and the Forest Troll”**

Common Core Standard Alignment	
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
Prompt	
Explain what lesson Vanod teaches Ravenosk in the passage and why. Support your answer with at least two details from the passage.	
Suggested Scoring Notes	
<i>Please note that there are many possible responses that students could write in order to fully address the prompt. The following scoring notes provide examples of ideas and textual evidence that would help address all aspects of the prompt with supporting details and a thoughtful analysis.</i>	
Student responses may include (but are not limited to):	
<p>Ravenosk is motivated by greed.</p> <ul style="list-style-type: none"> “Ravenosk watched Kefjan leave, then crept up and switched the blankets for his own black coat. ‘Little troll!’ he called. ‘I, Ravenosk the shopkeeper, have left a coat to warm you. It has many pockets, and I’m fond of <i>ducats</i> and <i>dengi</i>, but even better are rubies and emeralds” (27). <p>Ravenosk learns that being greedy and dishonest will be met with punishment, not reward. After Ravenosk hears about how the troll rewards Kefjan, he tries to use the troll to earn a similar reward.</p> <p>The troll, Vanod, teaches Ravenosk a lesson because he realizes that Ravenosk is not sincere. The troll uses magic to turn Ravenosk’s coat against him. Instead of getting riches, Ravenosk is chased by his coat.</p> <ul style="list-style-type: none"> “Ravenosk shrieked in terror and fled, the black coat chasing after him, snapping and nipping at the seat of his pants until he scrambled to safety up a gnarled oak tree” (30). <p>The coat continues to teach people not to be greedy.</p> <ul style="list-style-type: none"> “Hunters claim it roams there still, ever watchful for greedy shopkeepers” (30). 	
Rubric	
2	The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included and the information given is clearly based on the text. Any inferences from the text are relevant to the task.
1	The response is partially accurate and fulfills some requirements of the task. Some information may be too general, overly specific, inaccurate, confused, and/or irrelevant. Some of the support and/or examples may be incomplete or omitted.
0	The response is completely inaccurate and fulfills none of the requirements of the task, or the student failed to respond to the task.

“Kefjan and the Forest Troll”

Lexile: 800

1. A tiny forest troll lay asleep and shivering in a hollow tree stump, crying out in misery as the cold seeped into his bones.
2. Kefjan hesitated. hesitated - stopped briefly “Mama is waiting,” he said, “but I can’t leave you like this.” He took off his red jacket and wrapped it around the still-sleeping troll. Then Kefjan hugged himself against the biting wind and turned homeward.
3. Dawn turned the snow golden, and Vanod the forest troll awoke, startled to find a warm red jacket wrapped around him. He recognized it at once; often he had watched Kefjan gather wood, the red jacket bright amid the gray trees.
4. Kefjan’s kindness touched Vanod deeply. Taking the red jacket, he started for Kefjan’s shack.
5. When he arrived, Vanod saw the worn roof, patched shutters, and peeling paint, and realized the poor boy had given a gift he could not afford.
6. Vanod thought hard. Then he put his mouth to the pockets of the red jacket and spoke a bit of magic. After hanging the jacket on the door, he slipped away.
7. As Kefjan got ready to leave for town, he opened the door and found his jacket. “Mama, look what the troll returned!” he cried.
8. “What pranks you play!” Mama said, laughing.
9. Kefjan didn’t argue, but donned the jacket and took his sled to town. He quickly sold the wood for three *pulos* and ran to buy bread and potatoes.
10. Ravenosk the shopkeeper looked up as Kefjan entered. “Aha!” he said. “You’d better be here to pay your bill! Your mother owes me three *pulos*!”
11. Kefjan wanted to cry. “Here, take it.” He opened his hand, and Ravenosk snatched the coins.
12. “Nothing more for you without money,” Ravenosk said. “Out!”
13. Kefjan thrust his hands into his jacket pockets and turned to go. But what was this? His

fingers closed around two coins, and he pulled out his hand to find a gold *ducat* and a silver *denga*.

14. Ravenosk's eyes lit up, and he seized Kefjan's wrists. "Where did you steal these?" he demanded. "Tell me!"
15. "St-top!" Kefjan stammered. "I gave my jacket to a troll last night, and this morning I found it on my door... the troll must have put money in my pockets."
16. Ravenosk released Kefjan's wrists and grabbed the coins. "A lie! I'll keep these to remain silent about your thievery."
17. "I didn't steal," Kefjan protested, but who would believe his word against Ravenosk's? He slid his hands into his pockets and turned to go. His fingers closed around two more *ducats*!
18. "Look!" he said, pulling out the money. "The troll must have put a spell on my jacket!"
19. Ravenosk's mouth fell open as Kefjan piled coin after coin on the counter. "It's true," he whispered.
20. "Now will you sell me some food?" Kefjan asked.
21. "With this money you can buy whatever you wish!" Ravenosk said.
22. Kefjan's mouth watered as he chose crusty rye bread, rounds of sharp goat cheese, links of spicy sausages, potatoes, and rich honey cakes. "And a wooden box with blankets for the troll," he said. "It will be cold tonight."
23. A shrewd shrewd - sly look crawled over Ravenosk's face. "So, will you go to this troll today?"
24. "I'm going right now," Kefjan said, staggering outdoors with his heavy load. As he hurried out of town with his purchases piled high on his sled, he didn't see Ravenosk following him.
25. Kefjan didn't stop until he reached the hollow stump. "Little troll," he called, setting down the box and blankets. "I've brought blankets to keep you warm! I'll bring more when these wear out!"
26. Then Kefjan hurried home to share his good fortune with Mama.
27. Ravenosk watched Kefjan leave, then crept up and switched the blankets for his own black

coat. "Little troll!" he called. "I, Ravenosk the shopkeeper, have left a coat to warm you. It has many pockets, and I'm fond of *ducats* and *dengi*, but even better are rubies and emeralds." Then he turned back to town, confident that soon he too would have a magic coat.

28. Vanod watched all this from behind a tree. When the shopkeeper left, he rescued his blankets and, with a wicked grin, spat *spat* - past tense of "*spit*" a glob of magic onto Ravenosk's coat.

29. The next morning Ravenosk cried out for joy when he saw his black coat hanging on his shop's doorknob. "I'm rich!" he said. But as he stretched out his hand, the coat leaped off the knob with a sharp, rasping snarl. It glared at him with shiny black button eyes, its sleeves bent as if it were crouching to leap.

30. Ravenosk shrieked in terror and fled, the black coat chasing after him, snapping and nipping at the seat of his pants until he scrambled to safety up a gnarled oak tree. The coat circled the tree twice, growling at the trembling Ravenosk, and then raced out of the village and disappeared into the forest shadows. Hunters claim it roams there still, ever watchful for greedy shopkeepers.

31. Kefjan kept his word and left blankets for the troll every winter, but Ravenosk never again went near the forest—and that suited Vanod just fine.

Unpack the Standard

- **RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.”**

In your own words, what would a student have to know or be able to do to show mastery?

- Determine the main idea or theme of the text
 - Explain how key details support the main ideas of a text
 - Identify key details that support the main idea
 - Summarize the text
-
- **Unpack RL 3.2 in your own words; what would a student have to do to show mastery?**
 - Determine the central message, lesson, and/or moral of the story
 - Explain how key details convey the message, lesson, and/ or moral of the story
 - Identify key details that convey the message lesson, and/or moral of the story
 - Recount stories, including fables, folktales, and myths from diverse cultures by summarizing key events

Teacher’s Exemplar

Ravenosk is motivated by greed. After Ravenosk hears about how the troll rewards Kefjan, he tries to use the troll to earn a similar reward. So he leaves his coat for Ravenosk hoping Ravenosk will make him rich.

“Ravenosk watched Kefjan leave, then crept up and switched the blankets for his own black coat. ‘Little troll!’ he called. ‘I, Ravenosk the shopkeeper, have left a coat to warm you. It has many pockets, and I’m fond of ducats and dengi, but even better are rubies and emeralds’” (27). Ravenosk learns that being greedy and dishonest will be met with punishment, not reward.

The troll, Vanod, teaches Ravenosk a lesson because he realizes that Ravenosk is not sincere. The troll uses magic to turn Ravenosk’s coat against him. Instead of getting riches, Ravenosk is chased by his coat.

“Ravenosk shrieked in terror and fled, the black coat chasing after him, snapping and nipping at the seat of his pants until he scrambled to safety up a gnarled oak tree” (30). The coat continues to teach people not to be greedy. “Hunters claim it roams there still, ever watchful for greedy shopkeepers” (30).

Student’s Exemplar

Response

Vanod teaches Ravenosk that if you’re being kind for a reward then your most likely are going to get a punishment. My evidence from the text: 1 "But as he stretched out his hand, he leaped off the knob with a sharp, rasping snarl." 2 "Ravenosk shrieked in terror and fled, the black chasing after him, snapping and nipping at the seat of his pants until he scrambled to safety up a gnarled oak tree." 3 "The coat circled the tree twice, growling at the trembling Ravenosk, and then raced out of the village and

disappeared into the forest shadows." And that's my evidence from the text supporting the main idea. So that's all the bad thing that will happen to you if you do what Ravenosk did.

Leader Exemplar

In the story, "Kefjan and the Forest Troll," the moral of the story is that while kindness may bring you good fortune, greed will bring you despair. This is evident when a boy Kefjan wraps a freezing, sleeping troll in his jacket to keep him warm. In lines one and two of the story this is illustrated, "A tiny forest troll lay asleep and shivering in a hollow tree stump, crying out in misery as the cold seeped into his bones (1). Kefjan hesitated "Mama is waiting," he said, "but I can't leave you like this." He took off his red jacket and wrapped it around the still-sleeping troll. Then Kefjan hugged himself against the biting wind and turned homeward (2)." The troll, Vanod, rewards Kefjan with a charmed coat with pockets that produce money.

Upon seeing the coat the greedy shopkeeper, Ravenosk, attempts to entice the troll into making his own coat magic. In response to Ravenosk's greed, the troll does put a spell on Ravenosk's coat. The shopkeeper's coat turns into a snarling pursuer who chases Ravenosk up a tree, "Ravenosk shrieked in terror and fled, the black coat chasing after him, snapping and nipping at the seat of his pants until he scrambled to safety up a gnarled oak tree. The coat circled the tree twice, growling at the trembling Ravenosk...(30).

VERTICAL PROGRESSION

READING LITERATURE

RL.K.2

With prompting and support, retell familiar stories, including key details.

RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.



Q. In the box below, type your answer to the following short-answer item in at least 2–3 sentences.

Explain what lesson Vanod teaches Ravenosk in the passage and why. Support your answer with at least two details from the passage.

Score	Number and Percentage of Students	Total Students
2 – Mastered	4 (7%)	60
1 – Almost Mastered (understood the theme, but did not align the details)	19 (32%)	
1 – Almost Mastered (had details, but did not get the theme)	8 (13%)	
0 – Below Mastery (did not identify either the theme or the details)	29 (48%)	

2 Mastered	1 Almost Mastered	0 Below Mastery
<p>The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included and the information given is clearly based on the text. Any inferences from the text are relevant to the task.</p>	<p>The response is partially accurate and fulfills some requirements of the task. Some information may be too general, overly specific, inaccurate, confused, and/or irrelevant. Some of the support and/or examples may be incomplete or omitted.</p> <p style="text-align: center;"> Yellow-understood the theme, but did not align the details Blue-Did not get the theme </p>	<p>The response is completely inaccurate and fulfills none of the requirements of the task, or the student failed to respond to the task.</p>
<p>Response The lesson vanod taught Ravenosk is not to be greaty I know this because the text says "I'm fond of ducats and dengi but even better are rubies and emeralds." Another reason I know this is because the text says I'm rich" he said. But as he stretched out his hand the coat leaped off the knob with a rasping snarl. Thats how I know that the lesson vanod taght Ravenosk is not to be greaty.</p>	<p>Response The lesson that Vanod tot Ravenosk was that to alwase be kind and jenres my first detail was "you'd better be here to pay your bill".The next lesson was do what your spolst to do then you will be rewored my secand detail was "He opened his hand,and Ravenosk snatched the cions".</p> <p>Response Vanod teaches Ravenosk a lesson in the passage by teaching him not to be greatey. Even know you might not get your way about it. He tought Ravenosk a lesson because he wanted to show that he does not have to be greatey to get money. He just has to work hard at work to get money.</p>	<p>Response The estory is about Ravenosk and Kefjan and about the person that is rradng the estory .</p> <p>Response vanod shows ravenosk the wrong stuff and the right stuff somtimes.</p> <p>Response she teaches the class sumething .</p> <p>Response Vanod teaches Ravenosk to not give a jacket to</p>

<p style="text-align: center;">2 Mastered</p> <p>The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included and the information given is clearly based on the text. Any inferences from the text are relevant to the task.</p>	<p style="text-align: center;">1 Almost Mastered</p> <p>The response is partially accurate and fulfills some requirements of the task. Some information may be too general, overly specific, inaccurate, confused, and/or irrelevant. Some of the support and/or examples may be incomplete or omitted.</p> <p style="text-align: center;">Yellow-understood the theme, but did not align the details Blue-Did not get the theme</p>	<p style="text-align: center;">0 Below Mastery</p> <p>The response is completely inaccurate and fulfills none of the requirements of the task, or the student failed to respond to the task.</p>
<p>Response Vanod teaches Ravenosk that if your being kind for a reward then your most likely are going to get a punishment. My evidence from the text: 1 "But as he stretched out his hand, the leaped off the knob with a sharp, rasping snarl." 2 "Rarvenosk shrieked in terror and fled, the black chasing after him, snapping and nipping at the seat of his pants until he scrambled to safety up a gnarled oak tree." 3 "The coat circled the tree twice, growling at the trembling Ravenosk, and then raced out of the village and disappeared into the forest shadows." And that's my evidence from the text supporting the main idea. So that's all the bad thing that will happen to you if you do what Ravenosk did.</p> <p>Response Vanod teaches Ravenosk to be kind and generous to other and help others and because he wanted the kid to be kind to others and help others and not hurt other and also he told Ravenosk to work for things you want to get like he "he quickly sold his wood</p>	<p>Response Vanod teaches Ravenosk that you shouldn't be mean to nice kids and not ask to be rich when you're mean. "But as he stretched out his hand, the coat leaped off the knob with a sharp, rasping snarl." "Ravenosk shrieked in terror and fled, the black coat chasing after him, snapping and nipping at the seat of his pants until he scrambled to safety up a gnarled oak tree." So Ravenosk learned that you can't play tricks on everybody.</p> <p>Response Vanod teaches Ravenosk to not be greedy to get what you want you should just be kind no matter what you have to do whether you get a reward or not.</p> <p>Response Ravenosk is greedy so he went to where the troll was sleeping and put his black coat on the troll and ask for rubies and emeralds the next day his black coat was on the doorknob so Ravenosk reached into the pocket and the black coat came to life and started chasing Ravenosk. detail one "I, Ravenosk the shopkeeper, have left a coat to warm you." detail two "I'm rich!" he said. but as he stretched out his hand, the coat leaped out the knob with a sharp, rasping snarl."</p> <p>Response He teaches him a lesson because he didn't earn the magic spell and switched the poor boy's blankets and switched it for himself. He also tried getting rid of the money the boy has earned for himself. He thought the troll would put the magic spell if he switched up Kefjan's blankets but it did not turn out as expected. The coat had a curse. "Ravenosk watched Kefjan leave, then crept up and switched the blankets for his own black coat." "...he rescued his blankets and, with a wicked grin, splat a glob of magic on Ravenosk's coat.....But as he stretched out his hand, the coat leaped off the</p>	<p>a troll. "I gave my jacket to a troll last night, and this morning I found it on my door..." "The troll must have put money in my pockets."</p> <p>Response Kefjan stammered he gave his jacket to a troll last night and the troll left Kefjan's jacket. The next morning the troll left his jacket he found it on the door and maybe the troll left money in Kefjan's jacket.</p> <p>Response Kefjan kept his word and left blankets for the troll every winter but Ravenosk never went again near the forest and that suited Vanod just fine</p> <p>Response Vanod thought hard. Vanod saw the worn roof, patched shingles and peeling paint, and realized the poor boy had a gift he could not afford.</p> <p>Response he teaches him to help others. he teaches him to not steal.</p> <p>Response to be very sneaky. I know this because the test</p>

<p style="text-align: center;">2 Mastered</p> <p>The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included and the information given is clearly based on the text. Any inferences from the text are relevant to the task.</p>	<p style="text-align: center;">1 Almost Mastered</p> <p>The response is partially accurate and fulfills some requirements of the task. Some information may be too general, overly specific, inaccurate, confused, and/or irrelevant. Some of the support and/or examples may be incomplete or omitted.</p> <p style="text-align: center;">Yellow-understood the theme, but did not align the details Blue-Did not get the theme</p>	<p style="text-align: center;">0 Below Mastery</p> <p>The response is completely inaccurate and fulfills none of the requirements of the task, or the student failed to respond to the task.</p>
<p>for three pulos and ran to buy bread and potatoes" that is showing that he worked for stufe he needs for</p> <p>Response The gist is that if you are greedy than bad things will happen to you and if you are not greedy than good things will happen to you. Kefjan cares about others but Ravenosk doesn't care and he was greedy."Ravenosk relesed Kefjan's wrist and grabbed the coins. A lie! I'll keep these to remain silent about your thievery". "Kefjan hesitated. mama is waiting, he said but i can't leave you like this. he took off his red jacket and wrapped it around the still sleeping troll. Then Kefjan hugged himself against the biting wind and turned homeward".</p>	<p>knob with a sharp rasping snarl." Soon enough, Ravenosk did not ever go near the forest again."Ravenosk never again went near the forest-and that suited Vanod just fine..."</p> <p>Response He teaches him to not be greedy and and to learn to respect others things."It glared at him whith shiney black button eyes, it sleeves bents as if it were crouching to leap Ravenosk shrieked in terror."He rescued his blankets and, with a wicked grin, splat a glob of magic into onto Ravenosk's coat."</p> <p>Response vanod teaches ravenost that you shood not be gerety. My evnins from the tex are "ravenost shrieked in terror and fled, the black coat chasing after him"</p> <p>Response Vanod teaches Ravenosk the shopkeeper to grand wishes. Detail # 1 is that Ravenosk im rich and i think that means that he only cares about money. My detail # 2 is with all this money you can buy whatever you want.</p> <p>Response he shoud him to be kind generes and to share.why because kefjan was kind to give him a magic coat.</p> <p>Response Vanod teaches Raveosk that that it is not polite to take other peopls stuf. "When the shopkeeper left, he rescued his blankets and, with a wicked grin, spat a glob of magic</p>	<p>on qustin 3 it tells you to say the charectors traits vanods trait is sneaky and that is how i know the awnser.</p> <p>Response Vanod tought Ravenosk in the passage to never go near the forest- and that suited vanod just fine.</p> <p>Response the story was about that a troll and a 3 chaterters. kefjan was the one that was a stealer and the troll was sniky and people thout that kefjan was the one that steal and one prson chect his red cout and he thout his was the one that he roubed.</p> <p>Response Venod taught Ravenosk that if you help pepole just to get something as a reward you are not really helping them. I know this because Ravenosk droped off his coat thinking the troll venod would give him something in return mabey if he was like Kefjan he would get something good. Raven moved all the blankets to put his coat there and then left then the troll</p>

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	<p>onto Ravenosk's coat. "The next morning Ravenosk cried out for joy when he saw his black coat hanging on his shop's doornob. I'm rich! he said. But as he stretched out his hand, the coat leaped off the knob with a sharp, rasping snarl."</p> <p>Response Being generous can lead to get rewards.</p> <p>Response this story shows people to be honest and generous to other people like kafjan was but ravenosk did not believe kafjan but that does not mean that people will also not believe you or in you. So I think that you should be like kafjan beause he was being honest with ravenosk and Ithink that I really liked the story and the lesson that the story told and teached you and other people from everywhere around the world,countys and everywhere else.</p> <p>Response vanod teaches ravenosk not to be greedy because he put a splat of glob magic into Ravenosks jacket and that taught him that he probobly could not have everything he wanted. " with a wicked grin, spat a glob of magic into Ravenosks coat." "his fingers closed around two more ducats!"</p> <p>Response Vanod has teached Revenosk to do somthing nice but only if you mean it not just to get somthing you want like Rovenosk did he just wanted to take the troll for edvaneg. I know this because in the text it says right here "with a wicked grin", and that means that he is tricking some one or taking edvaneg.</p>	<p>came by and gave his coat a blob of bad magic because he Ravenosk is a bad person.</p> <p>Response Ravenosk learned that he shoulde'n't steel stuf."Ravensk never agian went near the forest". "Ravenok shrieked in terror and flad, the black coat chasing after him.</p> <p>Response That Kefjan was sain to Ravenosk thont he stond money but Kefjan said I didn't stond money and Kefjan said can you biy foods for miy then "Ravenosk said you can diy wunt ever you wish for" "Kefjan I gave my swenter to a troll".That you have to can of blive in thim even it not trow so you can now the wer antser.</p> <p>Response Ravenosk had learned how to take care of others and care for what they feel. ravenosk has also learned that stilling is not right. One detil from the text is that "ravenosk eye lit up and he seized kefjans wrist" ravenosk is wored that he got gold ducat and silver dengafrom some were special.</p> <p>Response</p>

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	<p>Response Vanod teaches Ravenosk not to be greedy by making his black coat alive</p> <p>Response The lesson Vanod teaches Ravenosk is to not try to be rich just becue Kefjan geve his cout to the troll and somebody cast a spell on his coutand he becam rich.</p> <p>Response Vanod teaches Ravenosk a lesson to not be greedy. I know this because in phargragh 29 it says that the coat leaped of the knob with a rasping snarl. it glared at him with shiny black buttons</p> <p>Response vanod teaches ravenost not be greaty and he was greaty so when kefjan gave him his jacket he gave back with a spell when he puts his hand in his pocket money would appear then when ravenosk found out he took the blanket and put his jacket there and the troll gave it back with a spell to when he was went to grab it off the dorr nob the jacket got off by its self with the jacket was snapping and nipping at his pants</p> <p>Response ravekon learnd not to be gredey and take stuffe that not his.ti even says((he tukethe mony from kefjan hanb)).</p> <p>Response The passae was how childre should be grateful for what they have caus some people mite not have what other peopel have like coats and houses and she showed that by</p>	<p>that he rapped his red jacket and rapped around it on the still sleeping trol the keafjn hugged himself agents the biting winde and turned homeward and stardid to find a red jacket rapt around him he recaniz it at onceoftenhe had wich kefanjan gather wood and red jacket biagh amid the gray trees.</p> <p>Response Vaon teaches Ravesk a lesson by not lying. He asks him if he is lyiing and he says no. His fingers closed around two coins, and he puled out his hands to find a gold ducat and a silver denga.</p> <p>Response The lesson that he learnd not to acuzs sumone that he didint do .</p> <p>Response I didn,t steal kefjan protested, but who would believe his word against Ravenosk.he slid his hands into his pockets and turned to go.</p> <p>Response "hefjan is por and she got a red coat and she finds two coins in the</p>

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	<p>giving the troll her coat</p> <p>Response Vanod teaches Ravenosk that you get stuff in return when you do something great, caring , or something that could help someone in need. " Ravenosk watched kefijn leave, then crept up and switched the blankets for his own black coat. Little troll he called." That supports my thinking because its saying that ravenosk just wants the money. Ravenosk is jealous because Kefjan got money. Kefjan did something good so the troll gave him something in return. " The next morning, Ravenosk cried out for joy when he saw his black coat hanging on his shop's doornob. I'm rich he said." Ravenosk was never rich because he did not do anything good so Vanod did not do anything in return. thats my answer.</p> <p>Response Vanod teaches Ravenosk to be grateful for what you have and never be greedy. The text says, "Hunters claim it roams there still, ever watchful for greedy shopkeepers." The text also says, "I Ravenosk the shopkeeper, have left a coat to warm you . It has many pockets, and i'm fond of <i>ducats</i> and <i>dengi</i>, but even better are rubies and emeralds." That is the lesson Vanod toght Ravenosk to never be greedy and always be grateful for what you have.</p> <p>Response Vanod teaches ravenosk to not steal the detali is that vanod said "Where did you steal these?" and ravenosk says "stop!". Vanod also teches ravenosk to not lie the texed says "A lie!"</p> <p>Response</p>	<p>pocets of the coat and she got a black coat and she got good luck she foned monty in the pocets and she got food for here family and she got hony cake."</p> <p>Response Vanod teaches Ravenosk</p> <p>Response ravenosk what he was teching is that kefjan and the forest troll the story mostley adout is that pulling out the money and what els that with this money you can bay whatever you wish ravenosk said.</p> <p>Response Vanod teach Ravenosk how to get rich for Ravenosk can get food to eat at home.</p> <p>Response The main idea is about that dawn turned on the snow golden and waoke up forest troll.Also that ravenosk wached kefjan leave then swiched the blankeds.Also that the next morning ravenosk cried out foe joy when he saw his blake coat.I also new that kefjan left blankets for thr troll</p>

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	<p>I think that the lesson that vando is trying to teach ravenosk is how kefjan was always trying to be generous to him so put magick in his pocket so ravenosk could reward him back. The reason is that he put all the coins in his pocket so he could give something to karjan because kefjan was giving more things like the jacket when he was cold so vando felt bad for kefjan because his house was not the best and he wanted to do something nice for him then ravenosk was giving things to kefjan seems he stole something from kefjan he wanted to reward him back for what he did .</p> <p>Response the troll told the boy to be generous and it will lead to a good reward and so he can be generous more my evidence is "he took off his red jacket and wrapped it around the still-sleeping troll" my other evidence is "kefjan's kindness touched vanod deeply taking the red jacket he started for kefjan's share" my other evidence is "as kefjan got ready to leave for town he opened the door and found his jacket" mama look what the troll returned"</p> <p>Response What I read about was that the lesson they told him was to be nice to everyone and to be responsible. my two details from the text are that he says to buy more blankets for the people and another one for the troll. my second detail from the text is that I put my jacket around the troll last night. another one is that he says that when it was night he said that they had to have warm blankets because it was going to be cold in the night.</p>	<p>every winter so the troll stays warm.</p> <p>Response vanod teaches ravenosk how to sneak up on kefjan. ravenosk owes kefjan's mom money.</p> <p>Response Vanod teaches Ravenosk that you should be thankful of what you already have and don't waste things that you are not going to buy so that is what I think</p> <p>Response ravenosk what was he. was learning</p> <p>Response Vanod teaches Ravenosk that you don't need money. Also you should care for other people not just money. Also you should not be about being rich.</p> <p>Response vanod teaches ravenosk that because of kefjan's generosity he paid him back with money. vanod teaches ravenosk that he was not so generous he does not get money or anything in exchange because ravenosk just wanted to be</p>

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		rich.

Jacob and Wilhelm Grimm - “The Fisherman and his Wife” - Grade 3

Translated by Lucy Crane. Originally published in *Household Stories by the Brothers Grimm*, New York: Dover Publications, 1886.

Learning Objective: The goal of this five-day exemplar is to explicitly model the process of searching for and interpreting intra-textual connections. In this lesson sequence, the teacher poses an analytic focusing question and then guides students in gathering and interpreting evidence from the text in order to come to a deeper understanding of the story. Simple word play and art activities give students practice in closely attending to language and word choice, and in visualizing and recording their interpretations. Discussion and a short writing exercise help students to synthesize what they have learned.

Rationale: Authors make intentional choices. Questioning those choices leads to a deeper understanding of literature. Access to this understanding often rests on the ability to identify patterns, connections, and anomalies within a text. While some children come to school in the habit of approaching literature inquisitively, many do not. Young children need experience with asking interpretive questions and using the text itself to answer them. More importantly, students need to feel the thrill of discovery, as their exploration leads them to a new understanding of the reading. Discussion and teacher “think-alouds” are valuable tools in this process; but for elementary students, active engagement through art, word play, and drama provide a deeper, lasting level of understanding and discovery.

Reading Task: Students will silently read the text independently. Then, a second reading is done together, with discussion, to ensure a basic, literal understanding of the story. In response to an interpretive focusing question posed by the teacher, students then engage with the text a third time as they work in small groups to re-read the text and mark evidence in it. Through art, students actively engage with the evidence they have found. Discussion and a short writing task help students to interpret their evidence and solidify their thinking. The goal is to provide students with repeatedly opportunities to engage with complex text and gain confidence in their ability to do so independently.

Discussion/Language Tasks: In this exemplar, students process information orally using both discussion and word play. It is important that this lesson sequence be taught in heterogeneous groups, so that discussion presents a variety of levels of thinking. Children learn to infer and to interpret literature largely by hearing others do so. This type of modeling is most effective if it comes from both teachers and peers. In addition to small and large group discussion, students use word play to understand, and become comfortable with, some of the differences between written and spoken language. “Playing” with words and sentences allows children to explore complex grammar and sentence structure in a developmentally appropriate way and increases their ability to learn words from context.

Writing Task: As a culminating activity, students synthesize their findings in an opinion paragraph, using specific references to the text. In this lesson, writing helps the children to organize and make sense of their thinking. For most third graders, writing is a relatively new tool for processing thought and one they will need to learn to use. Therefore, this task is highly guided and instructional, providing a model that can be used more independently on subsequent writing tasks.

Outline of Lesson Plan: This lesson can be delivered in five days of instruction and reflection on the part of students and their teacher, with the possibility of additional days devoted to further exploring the text through the use of drama or revising their opinion paragraphs after receiving teacher or peer feedback.

Standards Addressed: The following Common Core State Standards are the focus of this exemplar: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.10; W.3.1, W.3.4, W.3.5, W.3.10, W.4.9; L.3.3, L.3.6; SL.3.1

The Text: Grimm, Jacob and Wilhelm. "The Fisherman and his Wife" translated by Lucy Crane

Exemplar Text	Vocabulary
<p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."</p> <p>"Well," said the fisherman, "no need of so many words about the matter; as you can speak, I had much rather let you swim away." Then he put him back into the clear water, and the flounder sank to the bottom... Then the fisherman got up and went home to his wife in their hovel.</p> <p>"Well, husband," said the wife, "have you caught nothing to-day?"</p> <p>"No," said the man--"that is, I did catch a flounder, but as he said he was an enchanted prince, I let him go again."</p> <p>"Then, did you wish for nothing?" said the wife.</p> <p>"No," said the man; "what should I wish for?"</p> <p>"Oh dear!" said the wife; "and it is so dreadful always to live in this evil-smelling hovel; you might as well have wished for a little cottage; go again and call him; tell him we want a little cottage, I daresay he will give it us; go, and be quick."</p>	<p><i>Small, dirty, or poorly built house; to fish with a hook, line, and rod</i></p> <p><i>Edible, flatfish found in shallow, coastal waters</i></p> <p><i>Old-fashioned word meaning "will"</i></p>
<p>And when he went back, the sea was green and yellow, and not nearly so clear. So he stood and said,</p> <p style="padding-left: 100px;">"O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a <u>tiresome</u> wife I've got, For she wants what I do not."</p>	<p><i>Annoying</i></p>

Then the flounder came swimming up, and said, "Now then, what does she want?"
"Oh," said the man, "you know when I caught you my wife says I ought to have wished for something. She does not want to live any longer in the hovel, and would rather have a cottage.
"Go home with you," said the flounder, "she has it already."
So the man went home, and found, instead of the hovel, a little cottage, and his wife was sitting on a bench before the door. And she took him by the hand, and said to him,
"Come in and see if this is not a great improvement."
So they went in, and there was a little house-place and a beautiful little bedroom, a kitchen and larder, with all sorts of furniture, and iron and brassware of the very best. And at the back was a little yard with fowls and ducks, and a little garden full of green vegetables and fruit.
"Look," said the wife, "is not that nice?"
"Yes," said the man, "if this can only last we shall be very well contented."
"We will see about that," said the wife. And after a meal they went to bed.
So all went well for a week or fortnight, when the wife said,
"Look here, husband, the cottage is really too confined, and the yard and garden are so small; I think the flounder had better get us a larger house; I should like very much to live in a large stone castle; so go to your fish and he will send us a castle."
"O my dear wife," said the man, "the cottage is good enough; what do we want a castle for?"
"We want one," said the wife; "go along with you; the flounder can give us one."
"Now, wife," said the man, "the flounder gave us the cottage; I do not like to go to him again, he may be angry."
"Go along," said the wife, "he might just as well give us it as not; do as I say!"
The man felt very reluctant and unwilling; and he said to himself, "It is not the right thing to do;" nevertheless he went.
So when he came to the seaside, the water was purple and dark blue and grey and thick, and not green and yellow as before. And he stood and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"Now then, what does she want?" said the flounder.

In front of

Small, cramped

*Unwilling or unsure
about doing something*

"Oh," said the man, half frightened, "she wants to live in a large stone castle."

"Go home with you, she is already standing before the door," said the flounder.

Then the man went home, as he supposed, but when he got there, there stood in the place of the cottage a great castle of stone, and his wife was standing on the steps, about to go in; so she took him by the hand, and said, "Let us enter."

With that he went in with her, and in the castle was a great hall with a marble pavement, and there were a great many servants, who led them through large doors, and the passages were decked with tapestry, and the rooms with golden chairs and tables, and crystal chandeliers hanging from the ceiling; and all the rooms had carpets. And the tables were covered with eatables . . . for anyone who wanted them. And at the back of the house was a great stable-yard for horses and cattle, and carriages of the finest; besides, there was a splendid large garden, with the most beautiful flowers and fine fruit trees, and a pleasance full half a mile long, with deer and oxen and sheep, and everything that heart could wish for.

"There!" said the wife, "is not this beautiful?"

"Oh yes," said the man, "if it will only last we can live in this fine castle and be very well contented."

"We will see about that," said the wife, "in the meanwhile we will sleep upon it." With that they went to bed.

The next morning the wife was awake first, just at the break of day, and she looked out and saw from her bed the beautiful country lying all round. The man took no notice of it, so she poked him in the side with her elbow, and said,

"Husband, get up and just look out of the window. Look, just think if we could be king over all this country. Just go to your fish and tell him we should like to be king."

"Now, wife," said the man, "what should we be kings for? I don't want to be king."

"Well," said the wife, "if you don't want to be king, I will be king."

"Now, wife," said the man, "what do you want to be king for? I could not ask him such a thing."

"Why not?" said the wife, "you must go directly all the same; I must be king."

So the man went, very much put out that his wife should want to be king.

"It is not the right thing to do--not at all the right thing," thought the man. He did not at all want to go, and yet he went all the same.

And when he came to the sea the water was quite dark grey, and rushed far inland, and had an ill smell. And he stood and said,

*A quiet, tree-planted
area with paths*

Happy and satisfied

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"Now then, what does she want?" said the fish.

"Oh dear!" said the man, "she wants to be king."

"Go home with you, she is so already," said the fish.

So the man went back, and as he came to the palace he saw it was very much larger, and had great towers and splendid gateways; the herald stood before the door, and a number of soldiers with kettle-drums and trumpets. And when he came inside everything was of marble and gold, and there were many curtains with great golden tassels. Then he went through the doors of the salon to where the great throne-room was, and there was his wife sitting upon a throne of gold and diamonds, and she had a great golden crown on, and the sceptre in her hand was of pure gold and jewels, and on each side stood six pages in a row, each one a head shorter than the other. So the man went up to her and said,

"Well, wife, so now you are king!"

"Yes," said the wife, "now I am king."

So then he stood and looked at her, and when he had gazed at her for some time he said,

"Well, wife, this is fine for you to be king! Now there is nothing more to wish for."

"O husband!" said the wife, seeming quite restless, "I am tired of this already. Go to your fish and tell him that now I am king I must be emperor."

"Now, wife," said the man, "what do you want to be emperor for?"

"Husband," said she, "go and tell the fish I want to be emperor."

"Oh dear!" said the man, "he could not do it--I cannot ask him such a thing. There is but one emperor at a time; the fish can't possibly make any one emperor--indeed he can't."

"Now, look here," said the wife, "I am king, and you are only my husband, so will you go at once? Go along! For if he was able to make me king he is able to make me emperor; and I will and must be emperor, so go along!"

So he was obliged to go; and as he went he felt very uncomfortable about it, and he thought to himself, "It is not at all the right thing to do; to want to be emperor is really going too far; the flounder will soon be beginning to get tired of this."

With that he came to the sea, and the water was quite black and thick, and the foam flew, and the wind blew, and the man was terrified. But he stood and said,

A fancy room in a large house where people entertain their guests

A staff used during ceremonies to show their importance

A young boy who ran errands

A man who rules an empire

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"What is it now?" said the fish.

"Oh dear!" said the man, "my wife wants to be emperor."

"Go home with you," said the fish, "she is emperor already."

So the man went home, and found the castle adorned with polished marble and alabaster figures, and golden gates. The troops were being marshalled before the door, and they were blowing trumpets and beating drums and cymbals; and when he entered he saw barons and earls and dukes waiting about like servants; and the doors were of bright gold. And he saw his wife sitting upon a throne made of one entire piece of gold, and it was about two miles high; and she had a great golden crown on, which was about three yards high . . .

So the man went up to her and said, "Well, wife, so now you are emperor."

"Yes," said she, "now I am emperor."

Then he went and sat down and had a good look at her, and then he said, "Well now, wife, there is nothing left to be, now you are emperor."

"We will see about that," said the wife. With that they both went to bed; but she was as far as ever from being contented, and she could not get to sleep for thinking of what she should like to be next.

The husband, however, slept as fast as a top after his busy day; but the wife tossed and turned from side to side the whole night through, thinking all the while what she could be next, but nothing would occur to her; and when she saw the red dawn she slipped off the bed, and sat before the window to see the sun rise, and as it came up she said, "Ah, I have it! What if I should make the sun and moon to rise--husband!" she cried, and stuck her elbow in his ribs, "Wake up, and go to your fish, and tell him I want power over the sun and moon."

The man was so fast asleep that when he started up he fell out of bed. Then he shook himself together, and opened his eyes and said, "Oh,--wife, what did you say?"

"Husband," said she, "if I cannot get the power of making the sun and moon rise when I want them, I shall never have another quiet hour. Go to the fish and tell him so."

"O wife!" said the man, and fell on his knees to her, "the fish can really not do that for you. I grant you he could make you emperor . . . do be contented with that, I beg of you."

*Brought together and
organized*

On

And she became wild with impatience, and screamed out, "I can wait no longer, go at once!"

And so off he went as well as he could for fright. And a dreadful storm arose, so that he could hardly keep his feet; and the houses and trees were blown down, and the mountains trembled, and rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high. So he cried out, without being able to hear his own words,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"Well, what now?" said the flounder.

"Oh dear!" said the man, "she wants to order about the sun and moon."

"Go home with you!" said the flounder, "you will find her in the old hovel."

And there they are sitting to this very day.

Day One: Instructional Exemplar for The Grimms’ “The Fisherman and his Wife”

Summary of Activities

1. Teacher introduces the text with minimal commentary and students read it independently (10 minutes).
2. Teacher guides students through a second reading aloud, stopping for discussion as needed to ensure basic comprehension (15 minutes).
3. Students work in small groups to complete a “Word Play” activity (20 minutes).

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, “Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away.”</p> <p>[Read intervening paragraphs.]</p> <p>“O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a tiresome wife I've got, For she wants what I do not.”</p> <p>“Well, what now?” said the flounder.</p> <p>“Oh dear!” said the man, “she wants to order about the sun and moon.”</p> <p>“Go home with you!” said the flounder, “you will find her in the old hovel.”</p> <p>And there they are sitting to this very day.</p> <p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out</p>	<p>1. Introduce the passage and students read independently. Keep this introduction short. Explain that this is a very old story and parts of the text may be difficult to read because they contain old-fashioned words or say things in unusual ways. If the students are unfamiliar with fairy tales and folktales, you may choose, instead, to read the story aloud. Do this first reading with expression, using your voice to make meaning clear, preferably without stopping for discussion. This will help children to develop a mental model of how the story could sound when read fluently.</p> <p>2. Guide the students through a second reading aloud, stopping for discussion as needed to ensure basic comprehension. The basic plot of this story should be easy for most students to understand. However, unabridged fairy tales like this one are often challenging to read for several reasons:</p> <ul style="list-style-type: none"> • Domain specific vocabulary: Fairy tales commonly use words like “shall” and “upon” Most of this vocabulary can be picked up quickly by children with just a little explanation and practice in context. • Context: Some students may need a general understanding of the social/political hierarchy (and its connection with wealth and power) at the time this story was written. Help students to infer this information from the story by asking questions like, “Do you think an emperor was richer or more powerful than a king? What, in the story, makes you think so?” • Sentence structure: Sentences are constructed differently, and words are used in unfamiliar ways. This is due both to the age of the text and the fact that the story has been translated. With practice, students can develop a wider repertoire of familiar grammatical structures, as well as strategies for approaching text

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p>every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."</p> <p>[Read intervening paragraphs.]</p> <p>"O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a tiresome wife I've got, For she wants what I do not."</p> <p>"Well, what now?" said the flounder.</p> <p>"Oh dear!" said the man, "she wants to order about the sun and moon."</p> <p>"Go home with you!" said the flounder, "you will find her in the old hovel."</p> <p>And there they are sitting to this very day.</p>	<p>with unfamiliar grammar or syntax.</p> <p>3. Students work in small groups to complete a "Word Play" activity.</p> <p>Teachers should break students up into pairs and have them work through the exercises on the two word play activity sheets. The first sheet ensures that students understand the unusual grammatical construction of the verse the fisherman repeats at the water's edge. The second sheet highlights the difference between written and spoken language and focuses on the use of contractions. Both sheets explore conventions by asking students to observe, reflect upon, and then produce language. This connection between oral and written language and between receptive and expressive language, builds a bridge that helps students internalize language structures and strengthens their reading comprehension.</p>

Day Two: Instructional Exemplar for The Grimms’ “The Fisherman and his Wife”

Summary of Activities

1. Teacher poses the focusing question: Why does the sea change throughout the story? (5-10 minutes)
2. Students work in pairs to find evidence relating to the focusing question (30-35 minutes).

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, “Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away.”</p> <p>[Read intervening paragraphs.]</p> <p>And so off he went as well as he could for fright. And a dreadful storm arose, so that he could hardly keep his feet; and the houses and trees were blown down, and the mountains trembled, and rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high. So he cried out, without being able to hear his own words . . .</p>	<p>1. Pose the focusing question: Why does the sea change throughout the story?</p> <p>Tell students they will be looking more closely at the message in the story and some of the choices the authors made. Write the focusing question in a place where it can remain in view for the duration of your work on this story. Some students will want to answer this question immediately, but do not let them. Instead, explain that this is a question that has many right answers (and some wrong ones). To answer this question they must first look back closely at the text. Where, in the text, might we start to look for information that will help us to answer this question?</p> <p>2. Students work in pairs to find evidence in the text.</p> <p>Divide students into pairs and give each group a pad of sticky notes¹. Using a document camera or other projected image, demonstrate how to skim the text to find sections that describe the sea and mark each with a sticky note. After one or two examples, pairs should be able to complete this exercise with minimal support. Pairs should work together to find evidence, but each student should mark his/her own copy of the text. When most have finished, have the students share what they have found, pausing to add (or remove) sticky notes as needed so that each student has a full and accurate set of notes.</p> <p>Use this opportunity to teach students to communicate the location of the text they are referring to by stating the page number and describing where the text is on the page. Students can begin simply by using the terms, “top, bottom or middle” (of the page) and gradually move toward using paragraph numbers.</p>

¹ Sticky notes work well as a note-taking tool for younger children. They are easily moved or added as the child receives feedback and reflects. They also expedite the physical process of making notations by eliminating decisions about which specific words should be highlighted or underlined. As students choose where to place their sticky notes, emphasize that the purpose of the notes is to help them return to parts of the text for further thought or reflection; as long as a sticky note does that, it is in “the right place”.

Day Three: Instructional Exemplar for The Grimms' "The Fisherman and his Wife"

Summary of Activities

1. Refer back to the focusing question, and students complete their research (10-15 minutes).
2. Students use watercolor paints in order to create a visual representation of each section of the text marked (30 minutes).

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."</p> <p>[Read intervening paragraphs.]</p> <p>"O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a tiresome wife I've got, For she wants what I do not."</p> <p>"Well, what now?" said the flounder.</p> <p>"Oh dear!" said the man, "she wants to order about the sun and moon."</p> <p>"Go home with you!" said the flounder, "you will find her in the old hovel."</p> <p>And there they are sitting to this very day.</p>	<p>1. Refer back to the focusing question and have students work together to complete their research.</p> <p>Review what was done yesterday and refer back to the focusing question. Point out that the class has collected evidence to show <u>what</u> happens to the sea as the story progresses, but the focusing questions asks <u>why</u> the sea changes.</p> <p>What additional information do they need? Solicit from discussion the idea that it would be helpful to look back in the text at the places they have marked with sticky notes and determine what happens <i>just before</i> the sea changes each time.</p> <p>Using a document camera or other projected image, work together to reread the portion of the text before the first change the students have marked. Explain that one way to take notes on the text is to underline key words and phrases. Demonstrate how to choose and underline just the word or phrase that shows what the Fisherman is about to ask for. Have students work in pairs to underline their own copies and complete this research.</p> <p>Circulate, providing feedback and ensuring that all students have an adequate and accurate set of notes. Encourage students to help each other by explaining what they have underlined and why they chose it.</p>

THERE was once a fisherman and his wife who lived together in a hovel by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he angled and angled.

One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great flounder on the hook.

And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good shall I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."

[Read intervening paragraphs.]

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"Well, what now?" said the flounder.

"Oh dear!" said the man, "she wants to order about the sun and moon."

"Go home with you!" said the flounder, "you will find her in the old hovel."

And there they are sitting to this very day.

2. Students use watercolor paints to visualize the evidence and create a set of notes from which to work.

Compliment the students on the notes they have taken. Explain that they have gathered so much information that they now need some way to organize it. Pass out the graphic organizer and review the directions for completing it. On this sheet, students will add information to paraphrase the key event that precedes each change in the sea and then use watercolor paints to visualize the passages they marked earlier.

This graphic organizer is highly scaffolded, with much of the information already written in. There are two reasons for this. The first is that students need to see models of effective graphic organizers before they can produce one themselves. The second is that writing and copying, at this grade level, still require a great deal of time and concentration. In this case, the task of copying large chunks of text would interrupt the students' thought processes. This is particularly true for students who struggle with reading and writing.

At the end of this activity, each student will have used the text to create a set of organized notes (in words and pictures) that will help him/her to answer the focusing question. Be sure to provide feedback as students paint, encouraging them to attend closely to the description in the text.

Day Four: Instructional Exemplar for The Grimms’ “The Fisherman and his Wife”

Summary of Activities

1. Students reflect on their notes and discuss their findings as a class (15-20 minutes).
2. Students develop a concise, single sentence answer to the focusing question and teachers provide them with feedback (25 minutes).

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, “Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away.”</p> <p>[Read intervening paragraphs.]</p> <p>“O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a tiresome wife I've got, For she wants what I do not.”</p> <p>“Well, what now?” said the flounder.</p> <p>“Oh dear!” said the man, “she wants to order about the sun and moon.”</p> <p>“Go home with you!” said the flounder, “you will find her in the old hovel.”</p> <p>And there they are sitting to this very day.</p> <p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out</p>	<p>1. Students reflect on their notes and discuss their findings. Have the students look carefully at the words and pictures on their graphic organizers. Explain that they have created a set of notes – an organized collection of evidence that they can use to look for patterns that may help them to answer the focusing question. Lead a discussion to help students reflect on their findings. What do they see? How does the sea change in the story? What happens before each change? Based on evidence from the text what are some possible answers to the question, “Why does the sea change throughout the story?” What, in the story, makes you think so?</p> <p>Most students will notice that the sea becomes “angry” as the fisherman asks for more. Some may link the changes in the sea to the Fisherman’s conscience – most changes are preceded by the Fisherman’s reflection that asking for more was “not at all the right thing to do”. There are many right answers to this question, but it is important to note that there are also some wrong answers. Students must receive accurate feedback on their responses if they are to grow as readers. Answers that are not supported by text are either incomplete or inaccurate. Students should be guided toward clearly presenting a well-reasoned opinion.</p> <p>2. Students develop a concise sentence to answer the focusing question. A key skill in making an argument is being clear about the point you are trying to support. This is often more difficult than it seems. Work on this skill orally to give students practice in concisely stating their opinions and focusing their thinking.</p> <p>Begin by repeating the focusing question. Then, ask for a volunteer to answer it in a single, complete sentence. Help that student reword the sentence so that it is complete, clear, and concise. (This sentence will later become the topic sentence of a written paragraph.) Be sure that this</p>

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p>every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."</p> <p>[Read intervening paragraphs.]</p> <p>"O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a tiresome wife I've got, For she wants what I do not."</p> <p>"Well, what now?" said the flounder.</p> <p>"Oh dear!" said the man, "she wants to order about the sun and moon."</p> <p>"Go home with you!" said the flounder, "you will find her in the old hovel."</p> <p>And there they are sitting to this very day.</p>	<p>focusing sentence incorporates the key words in the question ("sea" and "changes").</p> <p>Some examples: <i>The sea changes show the reader that the Fisherman is becoming too greedy.</i> <i>The sea changes because the Fisherman is asking for too much.</i> <i>The changes in the sea show that the fish is becoming angry with all that the Fisherman is asking for.</i></p> <p>Continue calling on students and helping them formulate possible topic sentences, until the concept of creating this focusing sentence is clear. Put two or three of their sentences on the board to serve as models. Pass out sheets of lined paper. Have the students copy your focusing question at the top of the sheet. On the next line, instruct the students to write a single sentence answer to the question. Have every student share his/her focus statement orally, suggesting revisions where needed. Oral sharing provides opportunities for formative assessment, validation, and feedback. Full group sharing, like this, offers repeated models and modeling which are essential to the students' developing understanding of complex concepts.</p>

Day Five: Instructional Exemplar for The Grimms’ “The Fisherman and his Wife”

Summary of Activities

1. Students orally rehearse in order to prepare for writing (15 minutes).
2. Using their focusing sentence and notes, students write a paragraph to explain their analysis and reasoning (30 minutes).

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p>THERE was once a fisherman and his wife who lived together in a <u>hovel</u> by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he <u>angled</u> and angled.</p> <p>One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great <u>flounder</u> on the hook.</p> <p>And the flounder said to him, “Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good <u>shall</u> I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away.”</p> <p>[Read intervening paragraphs.]</p> <p>“O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a tiresome wife I've got, For she wants what I do not.”</p> <p>“Well, what now?” said the flounder.</p> <p>“Oh dear!” said the man, “she wants to order about the sun and moon.”</p> <p>“Go home with you!” said the flounder, “you will find her in the old hovel.”</p> <p>And there they are sitting to this very day.</p>	<p>1. Students orally rehearse in order to prepare for writing. Explain that this sentence is their “argument”- an opinion based on evidence from the text. Their job is to write a paragraph explaining their reasoning. To be strong and convincing, this paragraph should include evidence from the story to show that their opinion makes sense.</p> <p>Orally model how students can paraphrase the evidence on their graphic organizers in order to support their arguments. Be sure to use both parts of the evidence collected. For example: When the Fisherman first came to the sea, he asked for nothing and the sea was clear. The second time the Fisherman came to the sea, to ask for a cottage, the sea turned green and yellow . . .</p> <p>Put some transitional words and phrases on the board for students to use in their writing (First, next, then, the second time, finally, etc.) Then, have each student turn to a partner and “talk through” the paragraph, graphic organizers in hand.</p> <p>2. Using their focusing sentence and notes, students write a paragraph to explain their analysis and reasoning. When both partners have orally rehearsed their paragraphs, students begin writing. Encourage them to follow the organizational pattern of their graphic organizers. When most have finished, point out that their paragraphs need an ending sentence that repeats the focus of the paragraph. Explain that the last sentence in an opinion paragraph usually reminds the reader of the point the author is making. It expresses the same idea as the first sentence, using slightly different words. Have students generate some examples of concluding sentences. Then have them add them to their paragraphs. Finally, pair students and have them read their pieces to each other.</p>

Day 6: Optional Follow-up Activity for The Grimms' "The Fisherman and his Wife"

1. Students use pantomime to better understand key sections of the text (15 minutes)
2. Students explore the question, "Why did the Fisherman keep coming back to ask the fish for more?" (30 minutes).

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p><i>The Fisherman asks for a cottage (page 1)</i></p> <p>"Oh dear!" said the wife; "and it is so dreadful always to live in this evil-smelling hovel; you might as well have wished for a little cottage; go again and call him; tell him we want a little cottage, I daresay he will give it us; go, and be quick."</p> <p>And when he went back, the sea was green and yellow, and not nearly so clear. So he stood and said,</p> <p style="padding-left: 40px;">"O man, O man!--if man you be, Or flounder, flounder, in the sea-- Such a <u>tiresome</u> wife I've got, For she wants what I do not."</p> <p>Then the flounder came swimming up, and said, "Now then, what does she want?"</p> <p>"Oh," said the man, "you know when I caught you my wife says I ought to have wished for something. She does not want to live any longer in the hovel, and would rather have a cottage.</p> <p>"Go home with you," said the flounder, "she has it already."</p> <p><i>The Fisherman asks for a castle (page 2)</i></p> <p>"Look here, husband, the cottage is really too <u>confined</u>, and the yard and garden are so small; I think the flounder had better get us a larger house; I should like very much to live in a large stone castle; so go to your fish and he will send us a castle."</p> <p>"O my dear wife," said the man, "the cottage is good enough; what do we want a castle for?"</p> <p>"We want one," said the wife; "go along with you; the flounder can give us one."</p> <p>"Now, wife," said the man, "the flounder gave us the cottage; I do not like to go to him again, he may be angry."</p> <p>"Go along," said the wife, "he might just as well give us it as not; do as I say!"</p>	<p>1. Students use pantomime to better understand key sections of the text.</p> <p>Drama can be a valuable tool for enhancing and assessing students' understanding of literature. Using some simple guidelines, have your students pantomime narrated text, in place, in order to build understanding and prepare for discussion.</p> <p>Explain that, as a class, you will further explore the parts of the text where the Fisherman comes to the sea to ask the fish for something. Each of them will act out key parts of the text as you read them out loud. If done thoughtfully, this can help them better understand what the characters may be feeling or thinking in each part. Everyone will act at once and each person will get to be all of the characters, but they must act out the text <u>in place, without using any words or sounds</u>.</p> <p>Read or post these guidelines for the activity:</p> <ul style="list-style-type: none"> • Act out each part as you hear it read. • Stay "in place" and be careful not to touch anyone else. • Do not use any words or sounds. • Show what is happening in the story with your body and your expressions. <p>Have students spread out throughout the classroom, using their arms to establish an adequate "space bubble". Briefly practice/model running and walking in place and showing emotions such as anger or fear without making any sounds.</p> <p>Be clear about the fact that this is a serious exercise and that any student who becomes silly or out of control will have to sit out of the activity. Most young students will thoroughly enjoy acting and applying themselves to the task of "becoming" each character.</p>

The man felt very reluctant and unwilling; and he said to himself, "It is not the right thing to do;" nevertheless he went.

So when he came to the seaside, the water was purple and dark blue and grey and thick, and not green and yellow as before. And he stood and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"Now then, what does she want?" said the flounder.

"Oh," said the man, half frightened, "she wants to live in a large stone castle."

"Go home with you, she is already standing before the door," said the flounder.

The Fisherman asks for his wife to be king (page 4)

"There!" said the wife, "is not this beautiful?"

"Oh yes," said the man, "if it will only last we can live in this fine castle and be very well contented."

"We will see about that," said the wife, "in the meanwhile we will sleep upon it." With that they went to bed.

The next morning the wife was awake first, just at the break of day, and she looked out and saw from her bed the beautiful country lying all round. The man took no notice of it, so she poked him in the side with her elbow, and said,

"Husband, get up and just look out of the window. Look, just think if we could be king over all this country. Just go to your fish and tell him we should like to be king."

"Now, wife," said the man, "what should we be kings for? I don't want to be king."

"Well," said the wife, "if you don't want to be king, I will be king."

"Now, wife," said the man, "what do you want to be king for? I could not ask him such a thing."

"Why not?" said the wife, "you must go directly all the same; I must be king."

So the man went, very much put out that his wife should want to be king.

Read each passage from the text, pausing as needed to allow students to show you what they are hearing/thinking with their bodies. Allow students to "hang back" if they choose; most will learn quite a bit from watching others. Observe the choices students make so that you can refer to them or ask questions about them later during discussion.

2. Students discuss the question, "Why did the Fisherman keep coming back to ask the Fish for more?"

Have the children sit in a circle or at their desks for discussion. Be sure each child has his/her marked copy of the text easily available. Explain that something about this story has been puzzling you: If the sea kept getting "angrier" each time the Fisherman returned to ask for more, why did the Fisherman keep coming back?

Lead a class discussion, referring back to their experiences in acting out the text and drawing students back into the text itself.

Possible questions may include:

- How did the Fisherman feel when he approached the sea the first time? How do you know? What in the text makes you think so?
- I was noticing your expressions as the Fisherman's wife told him to go back and ask to be King, what might he have been thinking at that time?
- Show me the expression you used when you played the Fisherman approaching the sea for the last time. Why did you choose that expression? How do you think he was feeling?
- Did his feelings change throughout the story? Why?
- What was the Fisherman's wife like? What in the text makes you think so?
- Did the Fisherman think that asking for more was wrong?
- If he did think asking for more was wrong, why did he keep returning?
- If asking for more was wrong, why was the fisherman's request granted each time until the last?

Encourage students to quote passages or paraphrase parts of the text during discussion. End by posting the original question on the board and

"It is not the right thing to do--not at all the right thing," thought the man. He did not at all want to go, and yet he went all the same.

And when he came to the sea the water was quite dark grey, and rushed far inland, and had an ill smell. And he stood and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"Now then, what does she want?" said the fish.

"Oh dear!" said the man, "she wants to be king."

"Go home with you, she is so already," said the fish.

The Fisherman asks for his wife to be emperor (pages 5)

"Well, wife, this is fine for you to be king! Now there is nothing more to wish for."

"O husband!" said the wife, seeming quite restless, "I am tired of this already. Go to your fish and tell him that now I am king I must be emperor."

"Now, wife," said the man, "what do you want to be emperor for?"

"Husband," said she, "go and tell the fish I want to be emperor."

"Oh dear!" said the man, "he could not do it--I cannot ask him such a thing. There is but one emperor at a time; the fish can't possibly make any one emperor--indeed he can't."

"Now, look here," said the wife, "I am king, and you are only my husband, so will you go at once? Go along! For if he was able to make me king he is able to make me emperor; and I will and must be emperor, so go along!"

So he was obliged to go; and as he went he felt very uncomfortable about it, and he thought to himself, "It is not at all the right thing to do; to want to be emperor is really going too far; the flounder will soon be beginning to get tired of this."

With that he came to the sea, and the water was quite black and thick, and the foam flew, and the wind blew, and the man

giving students a few minutes to share their final answers with a partner.

was terrified. But he stood and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"What is it now?" said the fish.

"Oh dear!" said the man, "my wife wants to be emperor."

"Go home with you," said the fish, "she is emperor already."

The Fisherman asks for power over the sun and moon (pages 6)

"Husband," said she, "if I cannot get the power of making the sun and moon rise when I want them, I shall never have another quiet hour. Go to the fish and tell him so."

"O wife!" said the man, and fell on his knees to her, "the fish can really not do that for you. I grant you he could make you emperor ... do be contented with that, I beg of you."

And she became wild with impatience, and screamed out, "I can wait no longer, go at once!"

And so off he went as well as he could for fright. And a dreadful storm arose, so that he could hardly keep his feet; and the houses and trees were blown down, and the mountains trembled, and rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high. So he cried out, without being able to hear his own words,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"Well, what now?" said the flounder.

"Oh dear!" said the man, "she wants to order about the sun and moon."

"Go home with you!" said the flounder, "you will find her in the old hovel."

And there they are sitting to this very day.

Appendix A: Word Play Activity

Playing with Words

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

-from The FISHERMAN and his WIFE

1. Use the template below to rewrite this verse as if you were the Fisherman talking to a female tuna fish. Then think of another word to describe your wife.

"O _____, O _____!--if _____ you be,
Or _____, _____, in the sea--
Such a(n) _____ wife I've got,
For she wants what I do not."

2. Now write one of your own to share with the class!

"O _____, O _____!--if _____ you be,
Or _____, _____, in the sea--
Such a(n) _____ wife I've got,
For she wants what I do not."

3. If you finish early, write another verse or draw a picture to go with your verse on the back of this sheet.

Playing with Words

We write differently than we speak. The language in this story is more formal than the language you might use when talking to your friends. Here is a simple trick you can use to "translate" some of the sentences so that they sound more familiar and are easier to understand.

DIRECTIONS: Read each sentence from the story out loud. Then, replace the underlined words with a contraction. Read the new sentence out loud.

Example:

Sentence from the story: "Look," said the wife, "is not that nice?"

New sentence: "Look," said the wife, "isn't that nice?"

1. "There!" said the wife, "is not this beautiful?"
"There!" said the wife, "_____ this beautiful?"
2. So she took him by the hand and said, "Let us enter."
So she took him by the hand and said, "_____ enter."

Now try making the following sentences more formal by changing the contraction back into two words. Read your new sentence aloud (Have fun by trying to sound like a King or a Queen!).

3. Let's go to the store.
_____ go to the store.
4. Isn't that your brother?
_____ that your brother?

Appendix B: Graphic Organizer

Graphic organizers help us to organize information so that it is easier to make sense of it. Follow these directions to complete this graphic organizer on "The Fisherman and his Wife". You will need your marked copy of the text, a pencil, watercolor paints, a brush, and a cup of water.

DIRECTIONS:

1. The box at the top of each column tells what happens in the story just before the sea changes. Use the words you underlined in the text to fill in this box.
2. The box at the bottom of each column gives the words from the story that show how the sea changes. These are the parts of the text you marked with sticky notes.
3. In the middle box of each column, use your watercolor paints to show how the sea changed. Your painting should match the word picture below it. You may want to underline the important words in the description of the sea before you paint.

When you have finished, look at the set of notes you have created. What patterns do you see?
Be prepared to discuss your thinking.

Why did the sea change?

<p>1. When the Fisherman first came to the sea, he asked for _____</p>	<p>2. The second time the Fisherman came to the sea, he asked for _____</p>	<p>3. The third time the Fisherman came to the sea, he asked for _____</p>
<p>"he was sitting with his rod and looking into the clear water " page 1</p>	<p>"the sea was green and yellow, and not nearly so clear " page 1</p>	<p>"the water was purple and dark blue and grey and thick " page 2</p>

4. The fourth time the Fisherman came to the sea, he asked for _____

5. The fifth time the Fisherman came to the sea, he asked for _____

6. The last the Fisherman came to the sea, he asked for _____

"the water was quite dark grey, and rushed far inland, and had an ill smell."

page 3

"the water was quite black and thick, and the foam flew, and the wind blew"

page 4

"rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high "

page 5

Appendix C: Selected Vocabulary List

The role of vocabulary in this lesson set:

The chart below lists the vocabulary words the teachers who wrote this lesson identified as important to understanding the text of this lesson.

It is important to note the high number of words recommended for instruction in these passages, more than many of us have been used to teaching. This reflects the importance of vocabulary to comprehending the complex text called for by the CCSS. Students who are behind need to learn even more words. This can only happen if we can teach word meanings efficiently; devoting more time and attention to those words that merit it, and less to those that can be learned with less time and attention. There will not be time in the few days of this lesson set to explicitly and extensively teach all the words listed below. Many of the words, however, can be taught quickly, while others deserve explicit and lengthy examination. Teachers should make intentional choices based on professional judgment, the needs of students, and the guidance provided below.

Inferring Meaning from Context

The definitions of many words can be inferred in part or in whole from context, and practice with inferring word meanings is an integral part of instruction. At the same time some words in this passage have meanings, or are being used in ways, which cannot reasonably be inferred from context within the text alone. These words are printed in underline, here and in the text, and their definitions are provided in the margins of the text for student reference. In addition to these words we encourage you identify additional words which are valuable either for comprehension of this passage or more generally for vocabulary growth, and which have meanings which students could determine using the passage as context. Instead of directly providing definitions for these words draw students' attention to these word and ask them to try to infer the meaning.

Determining which words to spend more time on

As mentioned above, some words must be taught extremely quickly, sometimes in mere seconds by providing a quick definition and moving on. Other words are both more difficult and more important to understanding this text or future texts and hence deserve time, study, discussion and/or practice. In using this lesson exemplar, teachers will need to determine for themselves which words from the list below and from the passage deserve more time and which deserve less. Use the guidelines below to help you determine which words to spend more time on. In addition the additional vocabulary resources listed in Appendix B below can help you learn more about selecting and teaching vocabulary.

Quicker and easier to learn — words that are concrete, have only one meaning, or are limited to a specific topic area, such as fires or the ocean etc. These words should be addressed swiftly, when they are encountered and only as needed.

Take more time and attention to master — words that are abstract, represent concepts unlikely to be familiar to many students, have multiple meanings, are a part of a word family, and/or are likely to appear again in future texts. These words require more instructional time.

Selected Vocabulary List

Vocabulary Word	Definition
<u>hovel</u>	Poorly built house
<u>angled</u>	To fish with a hook, line, and rod
<u>flounder</u>	Edible, flatfish found in shallow, waters
<u>shall</u>	Old-fashioned word meaning "will"
<u>tiresome</u>	Annoying
<u>before</u>	In front of
<u>confined</u>	Small, cramped
<u>reluctant</u>	Unwilling or unsure about doing something
<u>pleasance</u>	A quiet, tree-planted area with paths
<u>contented</u>	Happy and satisfied
<u>salon</u>	Room where people entertain their guests
<u>sceptre</u>	A staff used during ceremonies
<u>pages</u>	A young boy who ran errands
<u>emperor</u>	A man who rules an empire
<u>marshalled</u>	Brought together and organized
<u>upon</u>	on

Appendix D: Additional Vocabulary Resources

Hungry for more vocabulary? Check out the Academic Word Finder.

The words in the list above were selected by an expert teacher as valuable to teach **in the context of this lesson**. But these are just some of the *many* words you could draw from this passage to help your students build their vocabulary. If you are interested in a tool which can quickly help you identify more of the high-value, Tier 2 academic vocabulary words that appear in this passage, visit the free **Academic Word Finder** at <http://achievethecore.org/academic-word-finder/> (registration required).

Please note: Some of the words you will find with this tool will not overlap with those listed above.

This is a good thing, because it points out even more words that can help your students! The list above focuses on words crucial to understanding the key points of the passage and includes both Tier 2 and Tier 3 words, whereas the Academic Word Finder focuses on high-frequency Tier 2 words which will be valuable to your students across a variety of texts, (but which may not be particularly central to the meaning of this passage). These words often have multiple meanings or are part of a word family of related words. In addition the **Academic Word Finder** provides multiple related words and the variety of shades of a word's meaning all in one location, so teachers can see the depth and diversity of word meanings they can teach around a word. Teachers then decide how and when to expose students to different words senses to promote their vocabulary growth..

Both sources of words are valuable, but for different purposes. Ultimately you will have to rely on your professional judgment to determine which words you choose to focus on with your students.

Eager to learn more about how to select and teach vocabulary? Check out *Vocabulary and The Common Core* by David Liben.

This paper includes a summary of vocabulary research and practical exercises to help you learn to select and teach vocabulary. Written by classroom veteran and literacy researcher David Liben, the exercises will help you hone your professional judgment and build your skill in the vocabulary teaching crucial to success with the Common Core State Standards.

Download the paper and exercises here:

<http://achievethecore.org/page/974/vocabulary-and-the-common-core-detail-pg>

Comments in green italics came from a meeting with Jon Mann, Jen Wood, Jaime Paschier and Carrie Moore. These are members of our EL Team.

Original language	Comments	Proposed changes/Questions	Final language
<p>The Lake County Board of Education (“board”) is committed to ensuring that all students that graduate from Lake County School District (“district) are educated based on the Lake County School District’s mission: “to ignite a passion for learning.”</p>	<p><i>Why “board” and “district”? Are these necessary?</i></p> <p><i>Something about citizenship and responsibility?</i></p> <p><i>Several stars specifically for “passion for learning”</i></p> <p><i>“Great work.”</i></p> <p><i>“I really love it all.”</i></p> <p>*****</p>	<p>Eliminate “board” and “district.”</p> <p>“all students who”</p> <p>Add life-long to learning?</p> <p>Add rigorous to learning?</p>	
<p>Purpose</p>			
<p>The purpose of this policy is to communicate clearly to the Lake County community and the staff and administration of Lake County schools the educational values that are foundational to our work. These values pertain to curriculum, classroom environment, and teaching practices that we believe are crucial to education in Lake County. Education in Lake County will be characterized by the expectations outlined herein.</p>	<p><i>Questions about where to put the commas: Lake County community, the staff, and administration of Lake County schools.</i></p> <p><i>Someone suggested adding “teachers.”</i></p> <p><i>Why? There is a lot of what/how, but what is the why?</i></p> <p>*****</p>	<p>Some suggest adding “school-wide environment” or something about culture. (LCIS)</p> <p>Resolve comma question.</p> <p>Line break between County. and Education.</p>	

Original language	Comments	Proposed changes/Questions	Final language
<p>1. Student instruction will be guided by the “habits of a learner” that have been developed by staff as key characteristics of learners in Lake County. These are:</p> <ul style="list-style-type: none"> a. Perseverance b. Collaboration c. Creativity d. Craftsmanship e. Compassion through empathy, caring, and service f. Responsibility g. Curiosity 	<p><i>There is a lot of support for this list. Teachers asked for “respect” to be added. They did not recognize creativity as being on their habits, but they liked it and wanted it to stay. I think there is a question of alignment. It does us no good to have a list in the policy that is not a list at the schools. Perhaps we need to get a read from administrators on how much they want to add “creativity” to their lists and also get clear lists from all schools. Also the high school is not currently using the “Habits” structure, but is considering changing to it.</i></p> <p><i>One teacher wrote “Then we should be evaluating students on these in our grade book.” (LCIS)</i></p> <p><i>Another wrote, “We do all or most crew lessons based on these.”</i></p> <p><i>“Instead of instruction, is this culture? Teacher practice engages these principles.”</i></p> <p><i>“Sounds holistic.”</i> <i>“Sounds broad.”</i></p> <p><i>“Will there be an evaluation process that creates accountability?”</i></p> <p><i>High school teacher wrote, “Awesome! If I were going to rank these: 6,7,4,5,3,1,2.”</i></p> <p><i>Several asked about the ordering.</i></p> <p><i>Another asked if there is an evolution of these over K-12.</i></p> <p><i>Responsibility and curiosity got extra stars. As did perseverance and compassion. Responsibility got a lot of stars at CMC.</i></p> <p><i>“Actually I love them all!”</i></p> <p><i>Do these match the actual habits?</i> *****</p>	<p>Add respect.</p> <p>Align with school lists</p> <p>“Habits of a Learner”</p> <p>Add “students.” They have been an important part of creating this.</p> <p>Change “instruction” to “teacher practice engages these principles” or something like this.</p> <p>High school proposes adding questioning; critical reasoning.</p> <p>Check in with high school re: PRIDE.</p> <p>Are there too many habits?</p> <p>Are they in the right order?</p> <p>“Growth mindset” into opening?</p> <p>“independent”? “Self-motivation”?</p> <p>Add resilience?</p> <p>Add integrity?</p>	

Original language	Comments	Proposed changes/Questions	Final language
<p>2. Learning in the district will be characterized by the following:</p>	<p><i>There were wonderings about whether we needed to define each of the following. Often they were annotated with + signs.</i></p> <p><i>There was a suggestion that we make it clear that these kinds of learning are true for all of LCSD—administrators, staff and students.</i></p> <p><i>There was a suggestion that we add “Learning is continuous” and make it clear that this is true for staff as well as students (and boards, maybe.)</i></p> <p><i>Maybe #2 and #8 become one item...Students experience rigor daily (then add the bullet points of #2)</i> *****</p>	<p>Add “learning is continuous” or “learning is life-long”?</p> <p>Add comment about these pertaining to all members of the LCSD?</p> <p>Add definitions?</p> <p>Add “learning is engaging.”?</p> <p>Add “learning is a responsibility.” ?</p>	
<p>a. Learning is active</p>	<p><i>Kerri Quinlan was particularly excited about the potential of this one for integration with health and wellness work.</i> ***** ?</p>	<p>Add “and hands on”?</p>	
<p>b. Learning is challenging</p>	<p>**** ?</p>		

Original language	Comments	Proposed changes/Questions	Final language
c. Learning is meaningful	<p><i>This one drew questions about what we mean by meaningful and to whom. One suggested “authentic” suggesting that what we mean is that learning should be authentic to the child.</i></p> <p><i>Mary Jelf asks, “Can this one be first?”</i> **** ?</p>	<p>Change to “authentic”?</p> <p>Change to “connected to self, community, world”?</p> <p>One person saw a place to get “21st century skills” and “College and career ready” in to the policy?</p>	
d. Learning is public	<p><i>This one drew a lot of comments on the word “public.” Often people felt a little uncomfortable with it. Is all learning public? Must it be? What do we mean by public? Etc.</i></p> <p><i>Someone implied that because we are public schools, we should not shy away from the word public. We exist by and for the public.</i></p> <p>***</p>	<p>Change “public” to “shared and celebrated.”</p> <p>Other suggestions: connected to community and world? Connected outside school? Socially relevant?</p> <p>Suggestion from WP to add “through celebrations of learning, field work, and community meetings.”</p>	
<p>By this we mean, that learning is to be shared with and drawn from peers and also the broader community. Community being teachers, school staff, family, business owners, students in other schools, and other citizens of Lake County.</p>	<p><i>If we change this to “shared and celebrated” do we need this extra language?</i></p> <p><i>If we eliminate it, people still wanted some sense that learning would be shared widely.</i></p> <p><i>“This is a huge focus of our expectations.” (LCIS)</i></p>	<p>Eliminate this.</p> <p>If we keep it, change to “Learning is to be shared and celebrated with peers and also the broader community, including teachers, school staff, family, business owners, students in other schools, and citizens of Lake County.”</p>	

Original language	Comments	Proposed changes/Questions	Final language
	<p><i>Do we mean collaborative?</i> **</p>		
<p>3. Students will learn in such a way that fosters inclusion and values diversity among peers and community.</p>	<p><i>There were questions about whether we need some kind of diversity statement that goes beyond this, not in the policy. Is this sufficient for the district?</i></p> <p><i>This one also raised questions about monitoring. How do we know we are doing this? Can students assess this?</i></p> <p><i>“More cultural information so that students know that diversity isn’t something to be ashamed of” (Community group)</i></p> <p>*****</p>	<p>Add “members” to “community.”</p> <p>Perhaps combine with 7.</p> <p>Add equity.</p> <p>Perhaps add something about the community is encouraged to be part of this learning.</p>	

Original language	Comments	Proposed changes/Questions	Final language
4. Students in the district will be encouraged to:	<p><i>There was a lot of support for this list as well. Teachers and community members alike were delighted by it.</i></p> <p><i>“Yay!”</i></p> <p><i>“Never fear failure.”</i> *****</p>	<p>Is there a way to add community into the list? As in “connect to the natural world and the wider community.”</p> <p>Add something about “leadership opportunities”?</p> <p>Add something about critique, feedback, revision?</p> <p>Add something about “independence” or “self-directedness”</p>	
a. Connect to the natural world.	<p><i>“Environmental awareness”</i></p> <p><i>“We don’t do this enough given where we live.” (LCHS)</i></p> <p>*****</p>	<p>Decide if we want periods at the end of each of these or not. Aly B. suggests not.</p> <p>Add something about personal health?</p>	
b. Take meaningful risks	<p><i>Some confusion over this phrase.</i></p> <p><i>Meaningful academic risks?</i> ** ?</p>	<p>Change to “step outside of comfort zone.”</p>	
c. Grapple with difficult situations, lessons, and problems	<p>****</p>		

Original language	Comments	Proposed changes/Questions	Final language
<p>d. Be adventurous inside and outside of school</p>	<p><i>One teacher wondered if we wanted the emphasis on “adventurous” or on “inside and outside school.” She suggested that if we wanted the emphasis on “inside and outside school” we might consider something like “Seek positive learning experiences inside and outside of school.”</i></p> <p><i>In that discussion, another teacher suggested the word “curiosity.” Someone else wondered if it is “growth mindset” we are trying to get to.</i></p> <p><i>Where do we want the emphasis and what language might get us there?</i></p> <p><i>In the parent group a parent noted that some students might need the opposite: some restraint in the name of self-preservation.</i></p> <p>**</p>	<p>Change “adventurous.”</p>	
<p>e. Seek discovery through overcoming obstacles and celebrating victories</p>	<p><i>Is discovery the right word?</i></p> <p>***</p>	<p>“Discover new ideas by overcoming obstacles.”</p>	

Original language	Comments	Proposed changes/Questions	Final language
<p>6. Students will be given, at the teacher's discretion and how the teacher sees fit, time for reflection through solitude and in group settings in order to gain meaningful feedback to continuously learn, grow, and improve.</p>	<p><i>This one generated the most confusion, but also enthusiasm for the idea of time for reflection, especially from high school teachers. The confusion seemed to come from the phrase "at the teacher's discretion and how the teacher sees fit." Teachers' response was basically "obviously." Community response was "huh?" Or "gives the teacher too much power."</i></p> <p><i>"Will there be training for students on how to make the most of this time?"</i></p> <p><i>Confusion about the word "solitude."</i></p> <p><i>"What does this mean?"</i></p> <p><i>"Students will need guidance/training on reflection."</i></p> <p><i>"Do teachers need training on this?"</i></p> <p><i>In community group, it felt like the emphasis was on teacher freedom.</i></p> <p><i>"Students need to know who they are and where they are going." (LCHS)</i></p> <p><i>Can the first part be reworded to be more about students and teachers taking joint responsibility and ownership? If it's always left up to a teacher, students aren't empowered and the current version does not align with positive youth development principles. Teachers can also have opportunities for reflection and solitude.</i></p> <p><i>Fostering a culture of reflection,</i></p>	<p>Change number to 5 instead of 6.</p> <p>Eliminate phrase about teacher discretion.</p> <p>"Students will be given time for contemplation and reflection in order to continuously learn, grow, and improve."</p> <p>"Self-reflection is an important part of the educational process."</p> <p>"space for reflection in order to..."</p>	

Original language	Comments	Proposed changes/Questions	Final language
	<p><i>teachers and students will reflect...</i></p> <p><i>Competency and ownership can be part of #6, this could be accomplished through self-evaluation, portfolios and rights of passage.</i></p> <p>*****</p>		

Original language	Comments	Proposed changes/Questions	Final language
<p>7. Students will be given, without bias, an environment that is physically and emotionally safe on a daily basis.</p>	<p><i>Kerri Quinlan proposed that this is a good place to get the word "equity" into our policy.</i></p> <p><i>Questions about what "without bias" means.</i></p> <p><i>"What about a learning environment without disruptive students?"</i></p> <p><i>"Do the students take any responsibility for creating a safe environment?"</i></p> <p><i>"Needs to have student/cultural buy in."</i></p> <p><i>"Is this connected to a philosophy of discipline/guidance?"</i></p> <p>*****</p>	<p>Change number to 6 instead of 7.</p> <p>Add "equity."</p> <p>Is this similar to 3 and could they be combined?</p> <p>Answer question about "without bias."</p> <p>Can we integrate restorative justice?</p> <p>Students will help to create?</p> <p>"Students will be guided in creating..."</p>	

Original language	Comments	Proposed changes/Questions	Final language
<p>8. Rigor will be a part of daily learning. Students will meet high expectations of excellence each day. Classroom instruction will be on grade level.</p>	<p><i>Some discussion about the definition of rigor. Some very glad to see this in the policy. Some very glad to have it at #8 instead of #1.</i></p> <p><i>“Does this happen?”</i></p> <p><i>Some seemed to see “classroom instruction on grade level” as separate from the question of rigor.</i></p> <p><i>One wrote “large class sizes without support. Policy vs. vision.”</i></p> <p><i>“What about special ed and EL students that are not on grade level? Support? Training?”</i></p> <p><i>“How does this work with WIN time?”</i></p> <p><i>“Special Ed? Modifications?”</i> *****</p>	<p>Change number to 7 instead of 8.</p> <p>Do we want to define rigor?</p> <p>Question about whether the phrase about instruction on grade level precludes scaffolding? Perhaps eliminate? Perhaps add language about “adapted to student needs.” One person proposed adding “or above.”</p> <p>Eliminate “be a part of.” Simply “Students will meet high expectations of rigor and excellence each day.”</p> <p>Matt DeSeaux proposes “Classroom instruction will be designed to lead students to meet and exceed grade level expectations.”</p> <p>Something about “diversity of learners”</p> <p>“Meeting kids where they are” “Find out where they are and build on it” “inclusive of all special needs”</p>	

Original language	Comments	Proposed changes/Questions	Final language
<p>9. Education will be of the whole person— intellectual, emotional, social, and physical.</p>	<p><i>Since this is a core value, some wondered if it shouldn't be moved up higher in the policy (WP).</i></p> <p><i>"What does this look like for older kids?"</i></p> <p><i>"WPE has been trying to get a social and emotional curriculum for years." Talk about dinosaur school.</i> ***** ?</p>	<p>Change number to 8 instead of 9.</p> <p>Do we want to move this higher in the policy?</p> <p>Aly B. suggests "will focus on the whole person."</p>	
<p>Review Date</p>			
<p>The policy will be reviewed annually according to the board's oversight calendar.</p>	<p><i>Lots of questions about monitoring.</i></p> <p><i>How do we make sure this is a living document?</i></p> <p><i>"What does this mean for me in my classroom?"</i></p> <p><i>Do we reference our goals somehow or connect this document to our goals?</i></p>	<p>Could Kerri Quinlan help us think about monitoring? How do we want to monitor this policy?</p>	

Original language	Comments	Proposed changes/Questions	Final language
Other additions	<p><i>Do we want supports for staff in the policy?</i></p> <p><i>What about more explicit connections to families?</i></p> <p><i>How are parents partners in the process?</i></p> <p><i>How are diversity and equity valued here? Our diversity is a major strength.</i></p> <p><i>For the Exhibit A: Replace some of the initial language with based in the ethic of the teaching learning cycle...monitored on an ongoing basis.</i></p>	<p>Something about positive youth development. As in: "engages students as partners."</p> <p>Language of "quality work and quality interactions."</p> <p>Scholar instead of student?</p> <p>Thoughts from Kathleen: Language from grad requirements that might get integrated: students and parents as active participants in education/student choice. Education relates to career and college pathways (maybe in 2 c above?)</p> <p>end goal is student ownership in a meaningful process.</p> <p>Language of accountability.</p> <p>Demonstration of skills</p> <p>Preparedness</p> <p>Restorative Justice</p> <p>Is there a particular way that we want to organize the numbering here? Think through the organization as a whole.</p> <p>"Building student leadership"</p> <p>From LCHS, "I'd like to see something that reflects each students' right to an education and the responsibility to respect that by peers and faculty." I heard other "rights" language as well.</p> <p>Understanding of learning expressed in a variety of forms to demonstrate mastery.</p>	

Other notes: Desire to create a one pager for parents (WP)

ACCOUNT REFERENCE SHEET BY OBJECT

01's	All salaries
02's	Health, dental, life, vision insurances, PERA and Medicare benefits
03's	Legal, audit and consulting services
04's	Disposal, snow removal and repairs and maintenance services
05's	Student transportation, all insurances, telephone, postage, advertising, printing and binding, tuition, and travel and registration
06's	General supplies, natural gas and heating expenses, fuel, food, books and periodicals
07's	Equipment
08's	Dues and fees, interest and indirect costs, reserves
52-58	Transfers, allocations and leases

For 03/01/17 - 03/31/17

Expenditure Summary Report

FJEXS01A

Periods 09 - 09

MONTHLY BUDGET STATUS REPORT

BUDGET STATUS(Copy)

<u>Account No/Description</u>	<u>Adjusted Budget</u>	<u>Y-T-D Encumb</u>	<u>Period Expended</u>	<u>Y-T-D Expended</u>	<u>Available Balance</u>	<u>Percent Used</u>
10 GENERAL FUND						
01 SALARIES	5,245,016.00	.00	450,210.32	4,014,947.56	1,230,068.44	76.55
02 BENEFITS	2,036,610.00	.00	163,980.53	1,484,876.58	551,733.42	72.91
03 PROF/TECH SERVICES	681,089.00	535.00	74,243.49	635,223.65	45,330.35	93.34
04 PURCHASED SERVICES	138,800.00	.00	11,554.48	105,727.98	33,072.02	76.17
05 OTHER SERVICES	574,243.00	.00	55,414.14	450,029.34	124,213.66	78.37
06 SUPPLIES	639,536.82	39,357.59	76,191.92	411,701.82	188,477.41	70.53
07 EQUIPMENT	46,284.00	.00	.00	22,275.42	24,008.58	48.13
08 OTHER OBJECTS	2,717,861.00	.00	1,363.95	25,797.03	2,692,063.97	.95
52	70,000.00	.00	4,166.66	33,333.28	36,666.72	47.62
10 GENERAL FUND	12,149,439.82	39,892.59	837,125.49	7,183,912.66	4,925,634.57	59.46
19 COLO. PRESCHOOL PROGRAM						
01 SALARIES	189,700.00	.00	14,497.59	137,915.26	51,784.74	72.70
02 BENEFITS	84,350.00	.00	6,429.86	59,640.58	24,709.42	70.71
04 PURCHASED SERVICES	6,500.00	.00	731.02	4,761.88	1,738.12	73.26
05 OTHER SERVICES	300.00	.00	.00	.00	300.00	.00
06 SUPPLIES	16,000.00	114.64	1,223.65	14,405.22	1,480.14	90.75
08 OTHER OBJECTS	115,842.00	.00	.00	.00	115,842.00	.00
19 COLO. PRESCHOOL PROGRAM	412,692.00	114.64	22,882.12	216,722.94	195,854.42	52.54
21 FOOD SERVICE FUND						
01 SALARIES	319,231.00	.00	21,791.35	177,161.41	142,069.59	55.50
02 BENEFITS	137,100.00	.00	9,651.37	77,676.56	59,423.44	56.66
05 OTHER SERVICES	2,500.00	.00	86.90	1,242.49	1,257.51	49.70
06 SUPPLIES	440,669.00	.00	33,924.54	216,852.79	223,816.21	49.21
21 FOOD SERVICE FUND	899,500.00	.00	65,454.16	472,933.25	426,566.75	52.58
22 DESIGNATED PURPOSE GRANTS						
01 SALARIES	572,900.00	.00	48,092.32	409,234.15	163,665.85	71.43
02 BENEFITS	196,509.00	.00	15,039.19	131,665.73	64,843.27	67.00
03 PROF/TECH SERVICES	359,177.00	.00	8,023.47	307,115.27	52,061.73	85.51
05 OTHER SERVICES	45,507.00	.00	4,049.09	16,634.41	28,872.59	36.55
06 SUPPLIES	69,829.00	123.20	3,711.67	20,541.67	49,164.13	29.59
07 EQUIPMENT	60,045.00	.00	21.99	57,991.91	2,053.09	96.58
08 OTHER OBJECTS	2,936.00	.00	.00	.00	2,936.00	.00
22 DESIGNATED PURPOSE GRANTS	1,306,903.00	123.20	78,937.73	943,183.14	363,596.66	72.18
26 THE CENTER - CHILD CARE						
01 SALARIES	89,174.00	.00	6,899.93	62,731.96	26,442.04	70.35
02 BENEFITS	34,925.00	.00	2,846.87	25,751.08	9,173.92	73.73
03 PROF/TECH SERVICES	4,000.00	.00	.00	211.95	3,788.05	5.30
06 SUPPLIES	15,575.00	21.03	2,083.89	15,240.40	313.57	97.99

For 03/01/17 - 03/31/17

Expenditure Summary Report

FJEXS01A

Periods 09 - 09

MONTHLY BUDGET STATUS REPORT

BUDGET STATUS(Copy)

<u>Account No/Description</u>	<u>Adjusted Budget</u>	<u>Y-T-D Encumb</u>	<u>Period Expended</u>	<u>Y-T-D Expended</u>	<u>Available Balance</u>	<u>Percent Used</u>
26 THE CENTER - CHILD CARE						
08 OTHER OBJECTS	6,841.00	.00	.00	1,344.95	5,496.05	19.66
26 THE CENTER - CHILD CARE	150,515.00	21.03	11,830.69	105,280.34	45,213.63	69.96
27 HEAD START PROGRAM						
01 SALARIES	349,890.00	.00	30,967.24	274,361.81	75,528.19	78.41
02 BENEFITS	163,944.00	.00	12,033.50	107,986.15	55,957.85	65.87
03 PROF/TECH SERVICES	15,831.00	.00	2,056.22	14,712.99	1,118.01	92.94
05 OTHER SERVICES	5,745.00	.00	426.05	2,847.25	2,897.75	49.56
06 SUPPLIES	15,912.00	422.95	959.88	10,392.02	5,097.03	67.97
08 OTHER OBJECTS	500.00	.00	-133,432.77	1,558.20	-1,058.20	**
27 HEAD START PROGRAM	551,822.00	422.95	-86,989.88	411,858.42	139,540.63	74.71
31 BOND REDEMPTION FUND						
08 OTHER OBJECTS	1,519,522.00	.00	.00	151,536.41	1,367,985.59	9.97
09 OTHER USES OF FUNDS	463,090.00	.00	.00	463,090.00	.00	100.00
31 BOND REDEMPTION FUND	1,982,612.00	.00	.00	614,626.41	1,367,985.59	31.00
43 CAPITAL PROJECTS FUND						
07 EQUIPMENT	702,110.00	6,931.90	20,858.82	300,602.09	394,576.01	43.80
08 OTHER OBJECTS	368,220.00	.00	.00	.00	368,220.00	.00
43 CAPITAL PROJECTS FUND	1,070,330.00	6,931.90	20,858.82	300,602.09	762,796.01	28.73

FINANCIAL REPORT AS OF 3/31/17

GENERAL FUND

EXPENDITURES

REVENUE

			BUDGET	BUDGET				BUDGET	BUDGET
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 11,260,452.00	\$ 849,554.30	\$ 10,410,897.70	7.54%	Jul-2016	\$ 11,260,452.00	\$ 257,439.53	\$ 11,003,012.47	2.29%
Aug-2016	\$ 11,260,452.00	\$ 1,592,977.34	\$ 9,667,474.66	14.15%	Aug-2016	\$ 11,260,452.00	\$ 619,271.70	\$ 10,641,180.30	5.50%
Sept.-2016	\$ 11,260,452.00	\$ 2,422,205.50	\$ 8,838,246.50	21.51%	Sept.-2016	\$ 11,260,452.00	\$ 1,022,108.18	\$ 10,238,343.82	9.08%
Oct-2016	\$ 11,260,452.00	\$ 3,234,240.31	\$ 8,026,211.69	28.72%	Oct-2016	\$ 11,260,452.00	\$ 1,355,655.17	\$ 9,904,796.83	12.04%
Nov-2016	\$ 11,261,057.00	\$ 4,084,191.68	\$ 7,176,865.32	36.27%	Nov-2016	\$ 11,261,057.00	\$ 1,596,296.19	\$ 9,664,760.81	14.18%
Dec-2016	\$ 11,261,057.00	\$ 4,820,360.98	\$ 6,440,696.02	42.81%	Dec-2016	\$ 11,261,057.00	\$ 1,879,525.00	\$ 9,381,532.00	16.69%
Jan-2017	\$ 12,148,438.00	\$ 5,562,102.08	\$ 6,586,335.92	45.78%	Jan-2017	\$ 12,148,438.00	\$ 2,093,182.27	\$ 10,055,255.73	17.23%
Feb-2017	\$ 12,149,439.82	\$ 6,388,315.13	\$ 5,761,124.69	52.58%	Feb-2017	\$ 12,149,439.82	\$ 2,592,301.68	\$ 9,557,138.14	21.34%
Mar-2017	\$ 12,149,439.82	\$ 7,223,805.25	\$ 4,925,634.57	59.46%	Mar-2017	\$ 12,149,439.82	\$ 3,585,526.06	\$ 8,563,913.76	29.51%
Apr-2017			\$ -		Apr-2017		\$ -	\$ -	
May-2017			\$ -		May-2017		\$ -	\$ -	
Jun-2017			\$ -		Jun-2017		\$ -	\$ -	

CPP FUND

EXPENDITURES

REVENUE

			BUDGET	BUDGET				BUDGET	BUDGET
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 425,602.00	\$ 25,223.80	\$ 400,378.20	5.93%	Jul-2016	\$ 425,602.00	\$ 24,712.50	\$ 400,889.50	5.81%
Aug-2016	\$ 425,602.00	\$ 46,860.95	\$ 378,741.05	11.01%	Aug-2016	\$ 425,602.00	\$ 49,425.00	\$ 376,177.00	11.61%
Sept.-2016	\$ 425,602.00	\$ 68,893.20	\$ 356,708.80	16.19%	Sept.-2016	\$ 425,602.00	\$ 74,137.50	\$ 351,464.50	17.42%
Oct-2016	\$ 425,602.00	\$ 94,263.03	\$ 331,338.97	22.15%	Oct-2016	\$ 425,602.00	\$ 98,850.00	\$ 326,752.00	23.23%
Nov-2016	\$ 425,602.00	\$ 118,541.21	\$ 307,060.79	27.85%	Nov-2016	\$ 425,602.00	\$ 123,562.50	\$ 302,039.50	29.03%
Dec-2016	\$ 425,602.00	\$ 146,149.32	\$ 279,452.68	34.34%	Dec-2016	\$ 425,602.00	\$ 148,275.00	\$ 277,327.00	34.84%
Jan-2017	\$ 412,692.00	\$ 169,053.15	\$ 243,638.85	40.96%	Jan-2017	\$ 412,692.00	\$ 172,987.50	\$ 239,704.50	41.92%
Feb-2017	\$ 412,692.00	\$ 193,840.82	\$ 218,851.18	46.97%	Feb-2017	\$ 412,692.00	\$ 197,700.00	\$ 214,992.00	47.90%
Mar-2017	\$ 412,692.00	\$ 216,837.58	\$ 195,854.42	52.54%	Mar-2017	\$ 412,692.00	\$ 219,882.51	\$ 192,809.49	53.28%
Apr-2017		\$ -	\$ -		Apr-2017		\$ -	\$ -	
May-2017		\$ -	\$ -		May-2017		\$ -	\$ -	
Jun-2017		\$ -	\$ -		Jun-2017		\$ -	\$ -	

FOOD SERVICE FUND

EXPENDITURES

REVENUE

			BUDGET	BUDGET				BUDGET	BUDGET
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 655,717.00	\$ 9,531.33	\$ 646,185.67	1.45%	Jul-2016	\$ 655,717.00	\$ 7,414.42	\$ 648,302.58	1.13%
Aug-2016	\$ 655,717.00	\$ 20,437.14	\$ 635,279.86	3.12%	Aug-2016	\$ 655,717.00	\$ 17,419.95	\$ 638,297.05	2.66%
Sept.-2016	\$ 655,717.00	\$ 75,038.60	\$ 580,678.40	11.44%	Sept.-2016	\$ 655,717.00	\$ 35,914.13	\$ 619,802.87	5.48%
Oct-2016	\$ 655,717.00	\$ 155,159.96	\$ 500,557.04	23.66%	Oct-2016	\$ 655,717.00	\$ 63,340.53	\$ 592,376.47	9.66%
Nov-2016	\$ 655,717.00	\$ 226,425.94	\$ 429,291.06	34.53%	Nov-2016	\$ 655,717.00	\$ 115,591.06	\$ 540,125.94	17.63%
Dec-2016	\$ 655,717.00	\$ 294,227.45	\$ 361,489.55	44.87%	Dec-2016	\$ 655,717.00	\$ 244,660.83	\$ 411,056.17	37.31%
Jan-2017	\$ 899,500.00	\$ 342,362.94	\$ 557,137.06	38.06%	Jan-2017	\$ 899,500.00	\$ 294,269.08	\$ 605,230.92	32.71%
Feb-2017	\$ 899,500.00	\$ 407,479.09	\$ 492,020.91	45.30%	Feb-2017	\$ 899,500.00	\$ 315,849.89	\$ 583,650.11	35.11%
Mar-2017	\$ 899,500.00	\$ 472,933.25	\$ 426,566.75	52.58%	Mar-2017	\$ 899,500.00	\$ 450,910.95	\$ 448,589.05	50.13%
Apr-2017		\$ -	\$ -		Apr-2017		\$ -	\$ -	
May-2017		\$ -	\$ -		May-2017		\$ -	\$ -	
Jun-2017		\$ -	\$ -		Jun-2017		\$ -	\$ -	

GRANT FUND

EXPENDITURES

REVENUE

			BUDGET	BUDGET				BUDGET	BUDGET
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 1,360,699.00	\$ 107,523.33	\$ 1,253,175.67	7.90%	Jul-2016	\$ 1,360,699.00	\$ -	\$ 1,360,699.00	0.00%
Aug-2016	\$ 1,477,428.00	\$ 269,817.51	\$ 1,207,610.49	18.26%	Aug-2016	\$ 1,477,428.00	\$ 1,359.79	\$ 1,476,068.21	0.09%
Sept.-2016	\$ 1,519,414.00	\$ 325,546.35	\$ 1,193,867.65	21.43%	Sept.-2016	\$ 1,519,414.00	\$ 318,536.29	\$ 1,200,877.71	20.96%
Oct-2016	\$ 1,519,414.00	\$ 539,773.30	\$ 979,640.70	35.53%	Oct-2016	\$ 1,519,414.00	\$ 329,328.41	\$ 1,190,085.59	21.67%
Nov-2016	\$ 1,582,094.00	\$ 679,747.74	\$ 902,346.26	42.97%	Nov-2016	\$ 1,582,094.00	\$ 381,008.41	\$ 1,201,085.59	24.08%
Dec-2016	\$ 1,582,094.00	\$ 724,313.19	\$ 857,780.81	45.78%	Dec-2016	\$ 1,582,094.00	\$ 639,865.10	\$ 942,228.90	40.44%
Jan-2017	\$ 1,306,903.00	\$ 794,194.79	\$ 512,708.21	60.77%	Jan-2017	\$ 1,306,903.00	\$ 699,968.10	\$ 606,934.90	53.56%
Feb-2017	\$ 1,306,903.00	\$ 866,885.69	\$ 440,017.31	66.33%	Feb-2017	\$ 1,306,903.00	\$ 740,330.10	\$ 566,572.90	56.65%
Mar-2017	\$ 1,306,903.00	\$ 943,306.34	\$ 363,596.66	72.18%	Mar-2017	\$ 1,306,903.00	\$ 777,839.10	\$ 529,063.90	59.52%
Apr-2017		\$ -	\$ -		Apr-2017		\$ -	\$ -	
May-2017		\$ -	\$ -		May-2017		\$ -	\$ -	
Jun-2017		\$ -	\$ -		Jun-2017		\$ -	\$ -	

CENTER FUND

EXPENDITURES

REVENUE

			BUDGET	BUDGET				BUDGET	BUDGET
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 192,132.00	\$ 8,618.55	\$ 183,513.45	4.49%	Jul-2016	\$ 192,132.00	\$ 1,201.60	\$ 190,930.40	0.63%
Aug-2016	\$ 192,132.00	\$ 18,332.75	\$ 173,799.25	9.54%	Aug-2016	\$ 192,132.00	\$ 1,873.80	\$ 190,258.20	0.98%
Sept.-2016	\$ 192,132.00	\$ 28,985.01	\$ 163,146.99	15.09%	Sept.-2016	\$ 192,132.00	\$ 10,847.90	\$ 181,284.10	5.65%
Oct-2016	\$ 192,132.00	\$ 42,888.42	\$ 149,243.58	22.32%	Oct-2016	\$ 192,132.00	\$ 18,691.95	\$ 173,440.05	9.73%
Nov-2016	\$ 192,132.00	\$ 53,792.98	\$ 138,339.02	28.00%	Nov-2016	\$ 192,132.00	\$ 27,006.51	\$ 165,125.49	14.06%
Dec-2016	\$ 192,132.00	\$ 69,366.59	\$ 122,765.41	36.10%	Dec-2016	\$ 192,132.00	\$ 66,564.07	\$ 125,567.93	34.64%
Jan-2017	\$ 150,515.00	\$ 81,671.63	\$ 68,843.37	54.26%	Jan-2017	\$ 150,515.00	\$ 110,778.42	\$ 39,736.58	73.60%
Feb-2017	\$ 150,515.00	\$ 93,449.65	\$ 57,065.35	62.09%	Feb-2017	\$ 150,515.00	\$ 121,124.97	\$ 29,390.03	80.47%
Mar-2017	\$ 150,515.00	\$ 105,301.37	\$ 45,213.63	69.96%	Mar-2017	\$ 150,515.00	\$ 132,383.63	\$ 18,131.37	87.95%
Apr-2017		\$ -	\$ -		Apr-2017		\$ -	\$ -	
May-2017		\$ -	\$ -		May-2017		\$ -	\$ -	
Jun-2017		\$ -	\$ -		Jun-2017		\$ -	\$ -	

HEADSTART FUND									
EXPENDITURES					REVENUE				
	BUDGET		BUDGET			BUDGET		BUDGET	
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 542,276.00	\$ 40,909.98	\$ 501,366.02	7.54%	Jul-2016	\$ 542,276.00	\$ -	\$ 542,276.00	0.00%
Aug-2016	\$ 542,276.00	\$ 77,999.31	\$ 464,276.69	14.38%	Aug-2016	\$ 542,276.00	\$ 42,113.00	\$ 500,163.00	7.77%
Sept.-2016	\$ 542,276.00	\$ 119,527.23	\$ 422,748.77	22.04%	Sept.-2016	\$ 542,276.00	\$ 77,649.00	\$ 464,627.00	14.32%
Oct-2016	\$ 542,276.00	\$ 247,617.78	\$ 294,658.22	45.66%	Oct-2016	\$ 542,276.00	\$ 199,205.14	\$ 343,070.86	36.74%
Nov-2016	\$ 542,276.00	\$ 304,291.52	\$ 237,984.48	56.11%	Nov-2016	\$ 542,276.00	\$ 253,758.99	\$ 288,517.01	46.80%
Dec-2016	\$ 542,276.00	\$ 368,058.67	\$ 174,217.33	67.87%	Dec-2016	\$ 542,276.00	\$ 315,884.66	\$ 226,391.34	58.25%
Jan-2017	\$ 551,822.00	\$ 430,192.57	\$ 121,629.43	77.96%	Jan-2017	\$ 551,822.00	\$ 396,288.55	\$ 155,533.45	71.81%
Feb-2017	\$ 551,822.00	\$ 498,848.30	\$ 52,973.70	90.40%	Feb-2017	\$ 551,822.00	\$ 467,371.44	\$ 84,450.56	84.70%
Mar-2017	\$ 551,822.00	\$ 411,858.42	\$ 139,963.58	74.71%	Mar-2017	\$ 551,822.00	\$ 377,902.67	\$ 173,919.33	68.48%
Apr-2017	\$ -	\$ -	\$ -		Apr-2017	\$ -	\$ -	\$ -	
May-2017	\$ -	\$ -	\$ -		May-2017	\$ -	\$ -	\$ -	
Jun-2017	\$ -	\$ -	\$ -		Jun-2017	\$ -	\$ -	\$ -	
BOND FUND									
EXPENDITURES					REVENUE				
	BUDGET		BUDGET			BUDGET		BUDGET	
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 1,835,337.00	\$ -	\$ 1,835,337.00	0.00%	Jul-2016	\$ 1,835,337.00	\$ 48,525.91	\$ 1,786,811.09	2.64%
Aug-2016	\$ 1,835,337.00	\$ -	\$ 1,835,337.00	0.00%	Aug-2016	\$ 1,835,337.00	\$ 57,407.66	\$ 1,777,929.34	3.13%
Sept.-2016	\$ 1,835,337.00	\$ -	\$ 1,835,337.00	0.00%	Sept.-2016	\$ 1,835,337.00	\$ 64,189.84	\$ 1,771,147.16	3.50%
Oct-2016	\$ 1,835,337.00	\$ -	\$ 1,835,337.00	0.00%	Oct-2016	\$ 1,835,337.00	\$ 71,116.70	\$ 1,764,220.30	3.87%
Nov-2016	\$ 1,835,337.00	\$ -	\$ 1,835,337.00	0.00%	Nov-2016	\$ 1,835,337.00	\$ 76,336.03	\$ 1,759,000.97	4.16%
Dec-2016	\$ 1,835,337.00	\$ 614,626.41	\$ 1,220,710.59	33.49%	Dec-2016	\$ 1,835,337.00	\$ 21,568.78	\$ 1,813,768.22	1.18%
Jan-2017	\$ 1,982,612.00	\$ 614,626.41	\$ 1,367,985.59	31.00%	Jan-2017	\$ 1,982,612.00	\$ 22,418.37	\$ 1,960,193.63	1.13%
Feb-2017	\$ 1,982,612.00	\$ 614,626.41	\$ 1,367,985.59	31.00%	Feb-2017	\$ 1,982,612.00	\$ 50,259.31	\$ 1,932,352.69	2.54%
Mar-2017	\$ 1,982,612.00	\$ 614,626.41	\$ 1,367,985.59	31.00%	Mar-2017	\$ 1,982,612.00	\$ 134,965.26	\$ 1,847,646.74	6.81%
Apr-2017	\$ -	\$ -	\$ -		Apr-2017	\$ -	\$ -	\$ -	
May-2017	\$ -	\$ -	\$ -		May-2017	\$ -	\$ -	\$ -	
Jun-2017	\$ -	\$ -	\$ -		Jun-2017	\$ -	\$ -	\$ -	
CAPITAL PROJECT FUND									
EXPENDITURES					REVENUE				
	BUDGET		BUDGET			BUDGET		BUDGET	
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2016	\$ 823,428.00	\$ 156,448.78	\$ 666,979.22	19.00%	Jul-2016	\$ 823,428.00	\$ -	\$ 823,428.00	0.00%
Aug-2016	\$ 823,428.00	\$ 188,936.00	\$ 634,492.00	22.95%	Aug-2016	\$ 823,428.00	\$ -	\$ 823,428.00	0.00%
Sept.-2016	\$ 823,428.00	\$ 213,253.30	\$ 610,174.70	25.90%	Sept.-2016	\$ 823,428.00	\$ 8,119.11	\$ 815,308.89	0.99%
Oct-2016	\$ 1,081,218.00	\$ 233,506.90	\$ 847,711.10	21.60%	Oct-2016	\$ 1,081,218.00	\$ 8,119.11	\$ 1,073,098.89	0.75%
Nov-2016	\$ 1,081,218.00	\$ 301,260.22	\$ 779,957.78	27.86%	Nov-2016	\$ 1,081,218.00	\$ 8,119.11	\$ 1,073,098.89	0.75%
Dec-2016	\$ 1,081,218.00	\$ 284,075.24	\$ 797,142.76	26.27%	Dec-2016	\$ 1,081,218.00	\$ 4,132.19	\$ 1,077,085.81	0.38%
Jan-2017	\$ 1,070,330.00	\$ 300,684.51	\$ 769,645.49	28.09%	Jan-2017	\$ 1,070,330.00	\$ 95,503.87	\$ 974,826.13	8.92%
Feb-2017	\$ 1,070,330.00	\$ 305,391.73	\$ 764,938.27	28.53%	Feb-2017	\$ 1,070,330.00	\$ 95,503.87	\$ 974,826.13	8.92%
Mar-2017	\$ 1,070,330.00	\$ 307,533.99	\$ 762,796.01	28.73%	Mar-2017	\$ 1,070,330.00	\$ 95,503.87	\$ 974,826.13	8.92%
Apr-2017	\$ -	\$ -	\$ -		Apr-2017	\$ -	\$ -	\$ -	
May-2017	\$ -	\$ -	\$ -		May-2017	\$ -	\$ -	\$ -	
Jun-2017	\$ -	\$ -	\$ -		Jun-2017	\$ -	\$ -	\$ -	

		<u>Beginning Balance</u>	<u>Activity</u>	<u>Deposits</u>	<u>Ending Balance</u>
<u>Lake County Middle</u>					
LCMS Activity Fund	July	\$ 55,128.15	\$ 830.41	\$ 502.32	\$ 54,800.06
8299	August	\$ 54,800.06	\$ 199.12	\$ 2.32	\$ 54,603.26
	September	\$ 54,603.26	\$ 5,006.86	\$ 1,297.32	\$ 50,893.72
	October	\$ 50,893.72	\$ 1,100.18	\$ 1.74	\$ 49,795.28
	November	\$ 49,795.28	\$ 1,896.84	\$ 3,267.86	\$ 51,166.30
	December	\$ 51,166.30	\$ 1,741.80	\$ 466.27	\$ 49,890.77
	January	\$ 49,890.77	\$ 2,255.12	\$ 7,847.91	\$ 55,483.56
	February	\$ 55,483.56	\$ 3,104.28	\$ 2,319.56	\$ 54,698.84
	March	\$ 54,698.84	\$ 1,284.23	\$ 5,549.21	\$ 58,963.82
	April				\$ -
	May				\$ -
	June				\$ -
<u>Lake County High School</u>					
LCHS Activity Fund	July	\$ 100,083.13	\$ 2,786.92	\$ 4,164.27	\$ 101,460.48
2102	August	\$ 101,460.48	\$ 8,146.85	\$ 15,536.56	\$ 108,850.19
	September	\$ 108,850.19	\$ 7,417.91	\$ 16,066.04	\$ 117,498.32
	October	\$ 117,498.32	\$ 11,830.14	\$ 15,675.31	\$ 121,343.49
	November	\$ 121,343.49	\$ 10,213.64	\$ 10,912.05	\$ 122,041.90
	December	\$ 122,041.90	\$ 13,921.54	\$ 9,058.02	\$ 117,178.38
	January	\$ 117,178.38	\$ 2,197.33	\$ 13,664.98	\$ 128,646.03
	February	\$ 128,646.03	\$ 8,226.00	\$ 12,071.92	\$ 132,491.95
	March	\$ 132,491.95	\$ 24,139.85	\$ 28,939.91	\$ 137,292.01
	April				\$ -
	May				\$ -
	June				\$ -



CONSOLIDATED BILLING CONTROL ACCOUNT STATEMENT

Prepared For	LAKE COUNTY SCHOOL RENA SANCHEZ	
Account Number		
Statement Closing Date	04/04/17	
Days in Billing Cycle	33	
Next Statement Date	05/02/17	

For 24-Hour Customer Service Call:
800-231-5511

Inquiries or Questions:

WF Business Direct PO Box 29482
Phoenix, AZ 85038-8650

Payments:

Payment Remittance Center PO Box 6415
Carol Stream, IL 60197-6415

Credit Line	\$50,000
Available Credit	\$33,983

Payment Information

New Balance	\$15,028.35
Current Payment Due (Minimum Payment)	\$752.00
Current Payment Due Date	05/01/17

15
21

Thank you for using our Automatic Payment service. See the **Important Information** section below for your next scheduled payment.

If you wish to pay off your balance in full: The balance noted on your statement is not the payoff amount. Please call 800-231-5511 for payoff information.

Account Summary

Previous Balance	\$12,850.81
Credits	- \$109.08
Payments	- \$12,850.81
Purchases & Other Charges	+ \$15,137.43
Cash Advances	+ \$0.00
Finance Charges	+ \$0.00
New Balance	= \$15,028.35

Wells Fargo Business Card Rewards - Legacy

Membership No:	
Previous Balance	314,599
Points Earned this Month	9,162
Points From Other Company Cards	0
Bonus Points Earned	0
Adjustments	0
Earn More Mall® Bonus Points	0
Redeemed	- 0
Total Available	= 323,761

Rewards Notice

Check your point balance and redeem your points at wellfargorewards.com. You can also call our Rewards Service Center from 8 a.m. to midnight (ET) at 1-800-213-3365.

5596 0025 YTG 1 7 2 170404 0 PAGE 1 of 6 1 0 3268 1000 ELAC 01DR5596 56947

See reverse side for important information.

DETACH HERE

Detach and mail with check payable to "Wells Fargo" to arrive by Current Payment Due Date.

Make checks payable to: Wells Fargo

Account Number	
New Balance	\$15,028.35
Total Amount Due (Minimum Payment)	\$752.00
Current Payment Due Date	05/01/17

Print address or phone charges:

Amount Enclosed:

\$ 15,028.35

Work ()

PAYMENT REMITTANCE CENTER YTG 30
PO BOX 6415
CAROL STREAM IL 60197-6415

LAKE COUNTY SCHOOL
RENA SANCHEZ
107 SPRUCE ST
LEADVILLE CO 80461-3661

56947
J204





Rate Information

Your rate may vary according to the terms of your agreement.

TYPE OF BALANCE	ANNUAL INTEREST RATE	DAILY FINANCE CHARGE RATE	AVERAGE DAILY BALANCE	PERIODIC FINANCE CHARGES	TRANSACTION FINANCE CHARGES	TOTAL FINANCE CHARGES
PURCHASES	11.990%	.03284%	\$0.00	\$0.00	\$0.00	\$0.00
CASH ADVANCES	22.740%	.06230%	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL				\$0.00	\$0.00	\$0.00

Important Information

\$0 - \$15,028.35 WILL BE DEDUCTED FROM YOUR ACCOUNT AND CREDITED AS YOUR AUTOMATIC PAYMENT ON 05/01/17. THE AUTOMATIC PAYMENT AMOUNT WILL BE REDUCED BY ALL PAYMENTS POSTED ON OR BEFORE THIS DATE.

Summary of Sub Account Usage

Name	Sub Account Number Ending In	Monthly Spending Cap	Spend This Period
NOREEN FLORES		9,000	\$0.00
WENDY WYMAN		10,000	\$109.00
STEPHANIE GALLEGOS		5,000	\$1,147.44
KATE BARTLETT		5,000	\$238.52
BUNNY TAYLOR		5,000	\$238.08
JAMES FOGARTY		5,000	\$0.00
TODD COFFIN		5,000	\$1,146.08
TANYA LENHARD		5,000	\$1,266.78
JARED OUBRE		5,000	\$450.50
KATHLEEN FITZSIMMONS		5,000	\$96.00
BEN CAIRNS		5,000	\$1,495.00
GRACIELA HESS		5,000	\$332.56
EMILY BORDOGNA		5,000	\$0.00
MICHAEL VAGHER		5,000	\$1,349.99
RENA SANCHEZ		10,000	\$1,291.72

Transaction Details

The transactions detailed on this Consolidated Billing Control Account Statement contain transactions made directly to this Control Account plus all transactions made on Sub Accounts. If there were no transactions made by a Sub Account that Sub Account will not appear.

Trans Post	Reference Number	Description	Credits	Charges
03/06	03/06	F32680021000MK065		5,728.61
03/06	03/06	ADJUSTMENT-PAYMENTS		138.07
03/27	03/27	*FINANCE CHARGE* PREV CYCLE PURCHASES		
		AUTOMATIC PAYMENT - THANK YOU		
		TOTAL 4484610002986936 \$6,984.13-	12,850.81	

Transaction Summary For WENDY WYMAN

Sub Account Number Ending In	WENDY WYMAN / Sub Acct Ending In	Credits	Charges
03/07	03/07	24692162200M53598	13.95
03/15	03/15	24164072B13QX0KSF	56.93
03/18	03/18	24692162E002AM1P5	9.99
03/30	03/30	24164072S13QWMYRV	28.13
		TOTAL \$109.00	

Transaction Summary For STEPHANIE GALLEGOS

Sub Account Number Ending In	WAL-MART #1199 AVON CO	Credits	Charges
03/02	03/03	24226381Y2LR0YRVQ	72.40
03/04	03/04	24755421Z4YXAW48D	65.59
03/08	03/08	24323002411H86BBM	560.49
03/11	03/11	24692162600FDY9TZ	213.02
03/15	03/15	24789302BFQ9HT18K	127.71
03/16	03/16	24445002QBLLSR9W3	29.55
03/23	03/23	24445002K00M8EYJA	78.68

Transaction Details

Trans Post	Reference Number	Description	Credits	Charges
TOTAL		\$1,147.44		
STEPHANIE GALLEGOS / Sub Acct Ending In				
Transaction Summary For KATE BARTLETT				
Sub Account Number Ending In				
03/09	03/09	2443106242DYG3EXR		34.88
03/09	03/09	246921624001GL4TM		68.53
03/12	03/12	244309927BM5788Y9		49.95
03/18	03/18	24692162D00GGVVLRE		55.20
03/21	03/21	24906412G12PW26KR		29.96
TOTAL		\$238.52		
KATE BARTLETT / Sub Acct Ending In				
Transaction Summary For BUNNY TAYLOR				
Sub Account Number Ending In				
03/15	03/15	24013392B024YLXMG		90.50
03/31	03/31	24431062V06A0XKZZ		147.58
TOTAL		\$238.08		
BUNNY TAYLOR / Sub Acct Ending In				
Transaction Summary For TODD COFFIN				
Sub Account Number Ending In				
03/07	03/07	2443106238B1HH1YD		72.25
03/07	03/07	2443106238B1HL22E		302.95
03/07	03/07	2443106238B1HP3LT		120.21
03/09	03/09	247170524JLMLV1RQD		57.85
03/13	03/13	2443106298B1J6FZ7		104.84
03/17	03/17	24071052EJ82K8GN9		189.42
03/17	03/17	24071052EJ82K8GR3		123.32
03/31	03/31	24755422S1JLWQT89R		175.24
TOTAL		\$1,146.08		
TODD COFFIN / Sub Acct Ending In				
Transaction Summary For TANYA LENHARD				
Sub Account Number Ending In				
03/07	03/07	24692162300JYVRVN		200.94
	04/23/17	1 WN R		
03/07	03/07	24692162300JYVRVY		257.93
	04/17/17	1 WN R		
		2 WN R		
03/27	03/27	24692162P00KV7ZK3		597.76
	04/05/17	1 WN N		
		2 WN W		
03/28	03/28	24480252RS66HGNDV		210.15
TOTAL		\$1,266.78		
TANYA LENHARD / Sub Acct Ending In				
Transaction Summary For JARED OUBRE				
Sub Account Number Ending In				
02/28	03/03	24692161X00SB0AAG		83.20
	03/16/17	1 UA K		
		11617270		
03/05	03/05	247554121M8F9656W		80.10
03/05	03/05	247554121M8F9657M		80.10
03/05	03/05	247554121M8F96574		80.10
03/06	03/06	242236921WGPJAX76		14.00
03/14	03/14	24164072A13QW3RKH		21.00
03/16	03/16	24270762Q2M3M7ZEA		9.00
03/16	03/16	24760622BBWX4TR9W		74.00
03/30	03/30	24270762S2MBQ83BP		9.00
TOTAL		\$450.50		
JARED OUBRE / Sub Acct Ending In				
Transaction Summary For KATHLEEN FITZSIMMONS				
Sub Account Number Ending In				
03/22	03/22	24692162H00MYM894		96.00
TOTAL		\$96.00		
KATHLEEN FITZSIMMONS / Sub Acct Ending In				
Transaction Summary For BEN CAIRNS				
Sub Account Number Ending In				
03/28	03/28	24492152PS1F4N9SZ		1,495.00
TOTAL		\$1,495.00		
BEN CAIRNS / Sub Acct Ending In				





Transaction Details

Trans	Post	Reference Number	Description	Credits	Charges
Transaction Summary For GRACIELA HESS					
Sub Account Number Ending In					
03/07	03/07	24164072313QX0BQ2	SAFEWAY STORE 00028241 LEADVILLE CO		14.52
03/07	03/07	2443106232MD7Q42T	PIZZA HUT 270 LEADVILLE CO		49.17
03/09	03/09	24164072513QXGP82	SAFEWAY STORE 00028241 LEADVILLE CO		15.57
03/30	03/30	24055232T2DYR7QPR	WALMART.COM 8009666546 800-966-6546 AR		253.30
			TOTAL \$332.56		
GRACIELA HESS / Sub Acct Ending In .					
Transaction Summary For MICHAEL VAGHER					
Sub Account Number Ending In					
03/01	03/03	24427331XLLM85XKZD	CHICK-FIL-A #02636 ARVADA CO		12.96
03/02	03/03	24692161X00T0NRGT	SPRINGHILL STES AURORA AURORA CO		368.37
03/04	03/04	246356620J904BT1Y	TENNESSEE PASS CAFE LEADVILLE CO		146.30
03/12	03/12	2432300285ZZR1T7M	COMFORT INN FORT COLLINS FORT COLLINS CO		185.74
03/12	03/12	2432300285ZZR1T7X	COMFORT INN FORT COLLINS FORT COLLINS CO		196.78
03/12	03/12	2432300285ZZR1T8F	COMFORT INN FORT COLLINS FORT COLLINS CO		199.60
03/13	03/13	24760622A8YQ7FDEW	RIVERSIDE TROPHIES LLC BUENA VISTA CO		
03/14	03/14	74323002A5ZZR4V4D	COMFORT INN FORT COLLINS FORT COLLINS CO	17.74	
03/14	03/14	74323002A5ZZR4V4Z	COMFORT INN FORT COLLINS FORT COLLINS CO	18.78	
03/14	03/14	74323002A5ZZR4V57	COMFORT INN FORT COLLINS FORT COLLINS CO	18.78	
03/20	03/20	24692162F00RVY1LY	AMAZON MKTPLACE PMTS AMZN.COM/BILL WA		98.76
			TOTAL \$1,349.99		
MICHAEL VAGHER / Sub Acct Ending In					
Transaction Summary For RENA SANCHEZ					
Sub Account Number Ending In					
03/03	03/03	24431061Z06EWQNOJ	RODEWAY INN LEADVILLE CO		215.88
03/04	03/04	244977820S66E9B5Z	SHERATON DENVER WEST LAKEWOOD CO		209.00
03/04	03/04	244977820S66E9B6E	SHERATON DENVER WEST LAKEWOOD CO		229.00
03/04	03/04	74610432003TK7G3A	EMBASSY STES DENVER DT DENVER CO		
03/10	03/10	24431062806F01PTV	RODEWAY INN LEADVILLE CO	53.78	
03/11	03/11	24431062706F8XN6S	RODEWAY INN LEADVILLE CO		539.70
03/25	03/25	24610432M03PXLDFK	KONICA MINOLTA BUSINESS 800-456-6422 CT		71.96
			TOTAL \$1,291.72		79.96
RENA SANCHEZ / Sub Acct Ending In					

Wells Fargo News

Now you have more choices when it comes to paying with your card. Mobile wallets make it easy to use your Wells Fargo Business Elite Card at over 1 million merchants displaying the "contactless" symbol. Mobile wallets allow you to:

- Tap and pay without physically taking out a card
- Save time when making online purchases
- Control the security of your PIN and account number at point of purchase

Explore Mobile Wallet features and how to use them by going to <https://www.wellsfargo.com/mobile-payments/mobile-wallet-basics>

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
401 (K) VOL. INVESTMENT PLAN		175					
	0100004263	03/23/17	03-23-2017_4		3/401K	7-10-000-00-0000-7477-000-000000	1,496.72
						Check Total	1,496.72
						Vendor Total	1,496.72
ACCURATE LABEL DESIGNS, INC.		3718					
	0100089942	03/15/17	152287		VISITOR LABELS	7-10-100-10-0010-0610-000-000000	116.95
						Check Total	116.95
						Vendor Total	116.95
ACORN PETROLEUM, INC.		270					
	0100089925	03/09/17	527559		EARLY PAY DISCOUNT	7-10-720-27-2700-0626-000-000000	-12.76
	0100089925	03/09/17	527559		2/15-2/28 FUEL	7-10-720-27-2700-0626-000-000000	1,056.88
	0100089925	03/09/17	527559		2/15-2/28 FUEL	7-10-710-26-2600-0626-000-000000	194.46
						Check Total	1,238.58
	0100090009	03/27/17	830108		3/1-3/15 FUEL	7-10-710-26-2600-0626-000-000000	320.99
	0100090009	03/27/17	830108		3/1-3/15 FUEL	7-10-720-27-2700-0626-000-000000	1,677.54
						Check Total	1,998.53
						Vendor Total	3,237.11
ACT		427					
	0100089983	03/24/17	1172266		WORKKEYS	7-10-602-10-0090-0340-000-000000	24.00
						Check Total	24.00
						Vendor Total	24.00
AFSCME COUNCIL 76		257					
	0100089976	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-21-000-00-0000-7421-000-000000	35.70
	0100089976	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-26-000-00-0000-7421-000-000000	3.57
	0100089976	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-19-000-00-0000-7421-000-000000	14.99
	0100089976	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	224.69
	0100089976	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-27-000-00-0000-7421-000-000000	42.35
						Check Total	321.30
						Vendor Total	321.30
AGPARTS WORLDWIDE		30899					
	0100090010	03/27/17	1154884	170322	HINGE RIGHT XE303	7-10-602-20-2290-0610-000-000000	1,733.50
	0100090010	03/27/17	1159020	170322	HINGE RIGHT XE303	7-10-602-20-2290-0610-000-000000	499.50
						Check Total	2,233.00
						Vendor Total	2,233.00

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
ALISON SANDOVAL		337					
	0100089882	03/03/17	03-02-2017_7		FOOD REIM	7-10-720-27-2700-0690-000-000000	13.15
					Check Total		13.15
	0100090029	03/31/17	03-29-2017_2		SPED CONF EXP REIM	7-10-720-27-2700-0580-000-000000	45.16
					Check Total		45.16
					Vendor Total		58.31
ALL COVERED		24350					
	0100089883	03/03/17	771830		2/CHARGES	7-10-602-20-2290-0300-000-000000	7,545.00
					Check Total		7,545.00
	0100089984	03/24/17	773725	170325	QUOTE DOC#221895	7-43-602-00-4000-0734-000-000000	2,764.96
					Check Total		2,764.96
					Vendor Total		10,309.96
ALMA SARELLANA DE GUERRA		30589					
	0100089985	03/24/17	03-23-2017_7		2/22-3/10 TRAVEL REIM	7-21-740-31-3100-0580-000-000000	4.32
					Check Total		4.32
					Vendor Total		4.32

Check Date 03/01/17 - 03/31/17

Vendor Detail Report

FMVEN10A

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
AMAZON.COM		4304					
	0100089986	03/24/17	03232017_16	170352	HP JETPRO TONER	7-10-602-20-2290-0610-000-000000	462.39
	0100089986	03/24/17	03232017_1	170292	SEE ATTACHED ORDER FOR 21ST CENTURY	7-22-100-01-0010-0610-000-005287	159.41
	0100089986	03/24/17	03232017_2	170293	SEE ATTACHED ORDER FOR 21ST CENTURY	7-22-100-01-0010-0610-000-005287	280.33
	0100089986	03/24/17	03232017_3	170298		7-22-100-04-4000-0300-000-001212	149.91
	0100089986	03/24/17	03232017_3	170298		7-22-100-08-4000-0300-000-001212	841.97
	0100089986	03/24/17	03232017_4	170306	WILD BIRD SEED FEEDER OUTDOOR DECORATIVE	7-10-100-10-0010-0610-000-000000	233.81
	0100089986	03/24/17	03232017_5	170305	HYGLOSS SELF ADHESIVE MAGNETIC TAPRE 1"	7-10-100-10-0010-0610-000-000000	483.33
	0100089986	03/24/17	03232017_6	170304	SEE ATTACHED IT ORDER	7-10-602-20-2290-0610-000-000000	176.69
	0100089986	03/24/17	03232017_7	170307	SEE ATTACHED ORDER FROM SOCIAL EMOTIONAL	7-22-602-00-2100-0610-000-003202	325.96
	0100089986	03/24/17	03232017_8	170313	ENGLISH LEARNERS, ACADEMIC LITERACY AND	7-22-602-00-0090-0610-000-007365	75.12
	0100089986	03/24/17	03232017_9	170319	SEE ATTACHED ORDER	7-22-100-01-0010-0610-000-005287	55.02
	0100089986	03/24/17	03232017_10	170321	SEE ATTACHED ORDER	7-10-602-20-2290-0610-000-000000	870.31
	0100089986	03/24/17	03232017_11	170307	SEE ATTACHED ORDER FROM SOCIAL EMOTIONAL	7-22-602-00-2100-0610-000-003202	30.80
	0100089986	03/24/17	03232017_12	170330	VALENTINE ROLL STICKERS ASSORT. 500 PER	7-10-100-10-1200-0610-000-000000	140.85
	0100089986	03/24/17	03232017_13	170331	SPECTRUM PUFF BALLS 4" PACK OF 12	7-10-100-10-0800-0610-000-000000	113.53
	0100089986	03/24/17	03232017_14	170329	PROTEX INTER-OFFICE DESKTOP/WALLMOUNT LO	7-10-602-12-1700-0610-000-003130	126.71
	0100089986	03/24/17	03232017_15	170332	SEE ATTACHED ORDER	7-22-100-01-0010-0610-000-005287	102.13
	0100089986	03/24/17	03232017_17	170355	MOTT'S MEDLEYS FRUIT FLAVORED SNACKS, AS	7-10-100-12-1700-0610-000-003130	14.47
	0100089986	03/24/17	121561474923		FITZSIMMONS PHONE COVER	7-10-602-10-0090-0531-000-000000	16.99
	0100089986	03/24/17	147479312681		LCHS CALCULATOR BATTERIES	7-10-602-10-0090-0610-000-000000	119.97
	0100089986	03/24/17	097716668877		YAKTRAX	7-10-602-10-0090-0610-000-000000	163.36
					Check Total		4,943.06
					Vendor Total		4,943.06

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
AMERICAN FAMILY LIFE ASSUR. CO		18					
	0100089977	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	222.13
	0100089977	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-27-000-00-0000-7421-000-000000	8.47
	0100089977	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	53.82
	0100089977	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	2.80
	0100089977	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	35.28
					Check Total		322.50
					Vendor Total		322.50
AMERICAN FIDELITY ASSURANCE		3685					
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	77.51
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-21-000-00-0000-7421-000-000000	26.10
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-26-000-00-0000-7421-000-000000	7.88
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-21-000-00-0000-7421-000-000000	181.65
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-19-000-00-0000-7421-000-000000	23.62
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	1,242.51
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	4,252.67
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-19-000-00-0000-7421-000-000000	82.33
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	271.81
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-26-000-00-0000-7421-000-000000	35.22
	0100089978	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-27-000-00-0000-7421-000-000000	137.18
					Check Total		6,338.48
					Vendor Total		6,338.48
AMERICAN READING CO		25577					
	0100090011	03/27/17	0000082088	170348	THE HOPE CHEST (PB)	7-10-602-10-0090-0640-000-000000	393.00
					Check Total		393.00
					Vendor Total		393.00
ANDREWS FOODSERVICE SYSTEMS		1038					
	0100089987	03/24/17	2216848		COMMODITIES	7-21-740-31-3100-0630-000-000000	152.95
	0100089987	03/24/17	2221005		COMMODITIES	7-21-740-31-3100-0630-000-000000	35.00
					Check Total		187.95
					Vendor Total		187.95

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
ANTHEM LIFE INSURANCE CO.		398					
	0100089979	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	3.16
	0100089979	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-19-000-00-0000-7421-000-000000	48.03
	0100089979	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	358.17
	0100089979	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-26-000-00-0000-7421-000-000000	20.05
	0100089979	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-27-000-00-0000-7421-000-000000	68.86
					Check Total		498.27
					Vendor Total		498.27
AUTUMN TRAHAN		31992					
	0100089943	03/15/17	03-14-2017_36		3 YR SUB AUTH REIM	7-10-601-23-2391-0585-000-000000	90.00
					Check Total		90.00
					Vendor Total		90.00
BARRETT DONOVAN		31968					
	0100089884	03/03/17	03-02-2017_21		3 YR SUB LIC REIM	7-10-601-23-2391-0585-000-000000	90.00
					Check Total		90.00
					Vendor Total		90.00
BIGHORN HARDWARE		93					
	0100089885	03/03/17	03-02-2017_17		2/CHARGES	7-10-710-26-2600-0430-000-000000	801.06
					Check Total		801.06
					Vendor Total		801.06
BRAD PRANGER		27987					
	0100089906	03/07/17	03-03-2017_2		LITTLE SHOP OF HORRORS ORCHESTRA STIPEND	7-10-602-10-0090-0150-201-000000	250.00
					Check Total		250.00
					Vendor Total		250.00
BRIAN HESTER		28401					
	0100089944	03/15/17	03-14-2017_34		3/3, 3/10 PRINCIPAL SUB MILEAGE REIM	7-10-602-10-0090-0580-000-000000	120.60
	0100089944	03/15/17	03-14-2017_31		2/23 PRINCIPAL SUB	7-10-602-10-0090-0300-000-000000	250.00
	0100089944	03/15/17	03-14-2017_32		2/23 PRINCIPAL SUB MILEAGE REIM	7-10-602-10-0090-0580-000-000000	61.20
	0100089944	03/15/17	03-14-2017_33		3/3, 3/10 PRINCIPAL SUB	7-10-602-10-0090-0300-000-000000	500.00
					Check Total		931.80
					Vendor Total		931.80

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
BRYAN JORDAN		27960					
	0100089907	03/07/17	03-03-2017_3		LITTLE SHOP OF HORRORS ORCHESTRA STIPEND	7-10-602-10-0090-0150-201-000000	250.00
						Check Total	250.00
						Vendor Total	250.00
C.D. JONES		324					
	0100090030	03/31/17	1274791-00		MAINT REPAIR	7-10-710-26-2600-0430-000-000000	130.35
						Check Total	130.35
						Vendor Total	130.35
CAPLAN & EARNEST, LLC.		3779					
	0100089988	03/24/17	143183		2/CHARGES	7-10-602-10-0090-0300-000-000000	1,248.00
						Check Total	1,248.00
						Vendor Total	1,248.00
CEBT		75					
	0100090012	03/27/17	03-27-2017_1		3/INS	7-10-000-00-0000-7464-000-000000	130,411.90
						Check Total	130,411.90
						Vendor Total	130,411.90
CENTER HIGH SCHOOL		31747					
	0100089908	03/07/17	03-03-2017_11		3/17 HS TRACK ENTRY FEE	7-10-301-14-1800-0584-000-000000	240.00
						Check Total	240.00
						Vendor Total	240.00
CFM COMPANY		22462					
	0100090031	03/31/17	73372CW-01		MAINT REPAIR	7-10-710-26-2600-0430-000-000000	390.00
						Check Total	390.00
						Vendor Total	390.00
CHAFFEE COUNTY COMBINED COURT		31852					
	0100089886	03/03/17	03-02-2017_14		2/PAYROLL LIABILITITES	7-10-000-00-0000-7421-000-000000	189.50
						Check Total	189.50
						Vendor Total	189.50

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
CHRISTY MARCELLA TRUJILLO		2643					
	0100089887	03/03/17	03-02-2017_10		GROUP COUNSELING SUPPLY REIM	7-10-100-20-2122-0610-000-000000	70.63
					Check Total		70.63
	0100089926	03/09/17	03-07-2017_5		ASIST TRAINING EXP REIM	7-22-100-07-0010-0300-000-005010	133.62
					Check Total		133.62
					Vendor Total		204.25
CHSAA		7					
	0100090023	03/28/17	03-28-2017_1		COACHING REGISTRATION	7-10-301-14-1800-0580-000-000000	150.00
					Check Total		150.00
					Vendor Total		150.00
CINDY MACISAAC		687					
	0100089989	03/24/17	03-23-2017_16		3/7 SPED WORKSHOP EXP REIM	7-10-602-12-1700-0580-000-003130	303.74
					Check Total		303.74
					Vendor Total		303.74
CISNEROSES'		124					
	0100090024	03/28/17	604364		SYMPATHY FLOWERS-LAING	7-10-601-23-2310-0610-000-000000	20.00
					Check Total		20.00
					Vendor Total		20.00
CITY OF LEADVILLE		1975					
	0100089927	03/09/17	1112017		FY17 1ST HALF SRO OFFICER	7-10-602-10-0090-0300-000-000000	10,000.00
					Check Total		10,000.00
					Vendor Total		10,000.00
COLO-WEST EQUIPMENT INC.		1763					
	0100089888	03/03/17	0164766-IN		BUS 14 WINDOW HANDLE	7-10-720-27-2700-0430-000-000000	47.66
					Check Total		47.66
	0100090032	03/31/17	0165174-IN		BUS 10 REPAIR	7-10-720-27-2700-0430-000-000000	22.74
					Check Total		22.74
					Vendor Total		70.40

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
COLO. BUREAU OF INVESTIGATION		567					
	0100089945	03/15/17	A170800361		FINGERPRINTS	7-10-601-23-2391-0300-000-000000	118.50
					Check Total		118.50
					Vendor Total		118.50
COLO. DEPT. OF REVENUE		100					
	0100004262	03/23/17	03-23-2017_3		3/SIT	7-10-000-00-0000-7471-000-000000	14,549.00
					Check Total		14,549.00
					Vendor Total		14,549.00
COLORADO FBLA/PBL		1604					
	0100089928	03/09/17	01087277		FBLA ADVISER REGISTRATION	7-22-602-00-0090-0510-000-004048	115.00
					Check Total		115.00
					Vendor Total		115.00
COLORADO MOUNTAIN COLLEGE		877					
	0100089946	03/15/17	1617-01SC		FY17 SCIENCE CLUB CONTRACTED SERVICE	7-22-101-00-0010-0300-000-005287	637.97
					Check Total		637.97
	0100090025	03/28/17	03-28-2017_3		FY17 SEMESTER 2 TUITION	7-10-301-10-0050-0560-000-000000	32,370.00
					Check Total		32,370.00
					Vendor Total		33,007.97
COLORADO SPORTS OFFICIALS		24562					
	0100089990	03/24/17	2016-24		MS GIRLS BBALL OFFICIAL	7-10-201-14-1815-0391-000-000000	1,575.00
					Check Total		1,575.00
	0100090033	03/31/17	2016-32		3/9 MS WRESTLING OFFICIALS	7-10-301-14-1863-0391-000-000000	250.00
					Check Total		250.00
					Vendor Total		1,825.00
COMMUNICATION SOLUTIONS		29424					
	0100089947	03/15/17	COMSOIN24154		LCIS RADIOS	7-10-602-10-0090-0531-000-000000	531.52
					Check Total		531.52
					Vendor Total		531.52

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
CONTINENTAL CLAY COMPANY		30937					
	0100089991	03/24/17	D-201419118	170299	B-CLAY STONEWARE: CONE (^5-10); CONTINEN	7-10-301-10-0200-0610-000-000000	427.47
						Check Total	427.47
	0100090034	03/31/17	D-201419102	170317	BUFF STONEWARE CONE 6-10 (50 LBS) WET	7-22-100-08-4000-0730-000-001212	21.99
						Check Total	21.99
						Vendor Total	449.46
CONTRACT PAPER GROUP, INC.		2399					
	0100090013	03/27/17	43006087601	170354	520 CASES OF 8 1/2X11 20LB. WHITE COPY P	7-10-602-10-0090-0611-000-000000	12,469.60
						Check Total	12,469.60
						Vendor Total	12,469.60
CSPTA		17884					
	0100089909	03/07/17	03-03-2017_18		LACOME/SANDOVAL SPED MINI CONF REG	7-10-720-27-2700-0580-000-000000	50.00
						Check Total	50.00
	0100089929	03/09/17	03-07-2017_10		PHYLLIS SALAZAR SPED BUS MINI CONF REG	7-10-602-12-1700-0580-000-003130	25.00
						Check Total	25.00
						Vendor Total	75.00
DAVE ELLERMAN		18457					
	0100089992	03/24/17	03-23-2017_11		FOOD REIM	7-10-720-27-2700-0690-000-000000	16.71
						Check Total	16.71
						Vendor Total	16.71
DAWN SMELTZER		24708					
	0100090035	03/31/17	03-29-2017_23		21ST CENTURY SUPPLY REIM	7-22-101-00-0090-0610-000-005287	33.66
						Check Total	33.66
						Vendor Total	33.66
DIEDRICH CONSTRUCTION CO		2068					
	0100089910	03/07/17	50614		2/MONTHLY TRASH SERVICE	7-10-710-26-2600-0421-000-000000	1,800.00
						Check Total	1,800.00
						Vendor Total	1,800.00

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
ELIZABETH SATHER		22241					
	0100089911	03/07/17	03-03-2017_10		2/PHYSICAL THERAPIST MILEAGE	7-10-602-10-0090-0580-000-000000	54.00
	0100089911	03/07/17	03-03-2017_9		2/PHYSICAL THERAPIST	7-10-602-12-1700-0110-235-003130	90.00
					Check Total		144.00
					Vendor Total		144.00
EMILY BORDOGNA		2240					
	0100089930	03/09/17	03-07-2017_12		EL SITE VISIT MILEAGE	7-10-602-20-2213-0350-000-000000	109.80
	0100089930	03/09/17	03-07-2017_12		RELAY EXP REIM	7-22-602-01-2100-0580-000-003227	213.60
					Check Total		323.40
					Vendor Total		323.40
EPS/SCHOOL SPECIALTY INTERVENTION		15369					
	0100089993	03/24/17	202501391491	170344	WORDLY WISE 3000 STUDENT BOOK 3	7-10-602-10-0090-0640-000-000000	18.45
					Check Total		18.45
					Vendor Total		18.45
ERICA GARCIA		31658					
	0100089912	03/07/17	03-03-2017_8		2/3 FOOD SERVICE TRNG MILEAGE REIM	7-21-740-31-3100-0580-000-000000	54.00
					Check Total		54.00
					Vendor Total		54.00
FAIRFIELD INN		6432					
	0100089948	03/15/17	03-14-2017_17		CONF 98522423-SPED MINI CONF	7-10-602-12-1700-0580-000-003130	109.00
	0100089948	03/15/17	03-14-2017_17		CONF 99165918-SPED MINI CONF	7-10-720-27-2700-0580-000-000000	109.00
					Check Total		218.00
					Vendor Total		218.00

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
FLEX ACCOUNT ADMINISTRATION AMERI			3686				
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-26-000-00-0000-7421-000-000000	49.29
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-26-000-00-0000-7421-000-000000	32.50
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-19-000-00-0000-7421-000-000000	97.50
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	2,838.65
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-19-000-00-0000-7421-000-000000	114.27
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	210.78
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-27-000-00-0000-7421-000-000000	231.77
	0100089980	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-21-000-00-0000-7421-000-000000	3.70
					Check Total		3,578.46
					Vendor Total		3,578.46
FLINN SCIENTIFIC, INC.			2703				
	0100090036	03/31/17	2070576	170364	STREAM ECOLOGY KIT	7-10-301-10-0060-0610-000-000000	764.02
					Check Total		764.02
					Vendor Total		764.02
FOLLETT SCHOOL SOLUTIONS			174				
	0100090014	03/27/17	1259510	170357	BARCODES FOR LCIS	7-10-602-20-2222-0610-000-000000	185.50
					Check Total		185.50
					Vendor Total		185.50
FRANK PAXTON LUMBER CO			31445				
	0100089889	03/03/17	01317291	170315	HARD MAPLE SEL WHITE (9-10) 1" SEL&BRT R	7-10-301-10-1000-0610-000-000000	875.91
					Check Total		875.91
					Vendor Total		875.91
GEORGE T. SANDERS CO.			778				
	0100090037	03/31/17	13855898-00		MAINT REPAIR	7-10-710-26-2600-0430-000-000000	815.01
					Check Total		815.01
					Vendor Total		815.01
GRAND VALLEY HIGH SCHOOL			32018				
	0100089994	03/24/17	03-23-2017_19		4/4 HS TRACK ENTRY FEE	7-10-301-14-1800-0584-000-000000	175.00
					Check Total		175.00
					Vendor Total		175.00

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
HEATHER DEBOER		29866					
	0100089931	03/09/17	03-07-2017_11		CLASSROOM BOOK REIM	7-10-101-10-0500-0610-000-000000	18.79
					Check Total		18.79
					Vendor Total		18.79
HEATHER KELLEY		32069					
	0100090038	03/31/17	03-29-2017_9		5/6 MS TRACK ENTRY FEE	7-10-201-14-1800-0584-000-000000	325.00
					Check Total		325.00
					Vendor Total		325.00
HEIDI DONOHER-MEDINA		13609					
	0100089995	03/24/17	03-23-2017_6		2/22-3/10 TRAVEL REIM	7-21-740-31-3100-0580-000-000000	4.40
					Check Total		4.40
					Vendor Total		4.40
HERALD DEMOCRAT		60					
	0100089890	03/03/17	03-02-2017_20		1 YEAR SUBSCRIPTION RENEWAL LCHS	7-10-301-24-2410-0610-000-000000	27.00
					Check Total		27.00
	0100089932	03/09/17	03-07-2017_14		2/VACANCY ADS	7-10-601-23-2391-0540-000-000000	104.00
					Check Total		104.00
					Vendor Total		131.00
HIGH MOUNTAIN PIES		1141					
	0100089891	03/03/17	03-02-2017_23		2/28 NEGOTIATIONS-LUNCH	7-10-602-10-0090-0610-000-000000	70.00
					Check Total		70.00
					Vendor Total		70.00
HORACE MANN LIFE INSURANCE CO.		211					
	0100089981	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	572.87
	0100089981	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	8.06
					Check Total		580.93
					Vendor Total		580.93
HWK SKI WAX VAIL LLC		22659					
	0100089996	03/24/17	1579		SKI SUPPLIES	7-10-301-14-1885-0610-000-000000	250.00
					Check Total		250.00
					Vendor Total		250.00

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
IDALI DAISETH DOMINGUEZ OLIVAS		31569					
	0100089997	03/24/17	03-23-2017_14		2/16 TRANSLATING-LCIS	7-10-602-10-0090-0110-239-000000	51.00
						Check Total	51.00
						Vendor Total	51.00
INTERNAL REVENUE SERVICE		838					
	0100004261	03/23/17	03-23-2017_2		3/FIT	7-10-000-00-0000-7472-000-000000	42,070.48
	0100004261	03/23/17	03-23-2017_2		3/FIT	7-10-000-00-0000-7467-000-000000	15,323.98
						Check Total	57,394.46
						Vendor Total	57,394.46
JACQUELINE RADILLA		23213					
	0100089949	03/15/17	03-14-2017_35		FINGERPRINT FEE REIM	7-10-601-23-2391-0585-000-000000	5.00
						Check Total	5.00
						Vendor Total	5.00
JAMES MORGAN HAAG		27952					
	0100089913	03/07/17	03-03-2017_7		LITTLE SHOP OF HORRORS ORCHESTRA STIPEND	7-10-602-10-0090-0150-201-000000	250.00
						Check Total	250.00
						Vendor Total	250.00
JAMES POLLOCK		25852					
	0100089950	03/15/17	03-14-2017_15		DOT PHYSICAL REIM	7-10-720-27-2700-0300-000-000000	70.00
	0100089950	03/15/17	03-14-2017_16		FOOD REIM	7-10-720-27-2700-0690-000-000000	49.79
						Check Total	119.79
						Vendor Total	119.79
JARED OUBRE		28576					
	0100089933	03/09/17	03-07-2017_6		COOKING CLUB SUPPLY REIM	7-22-602-00-0090-0610-000-005287	39.61
						Check Total	39.61
						Vendor Total	39.61
JOYCE LACOME		5738					
	0100090039	03/31/17	03-29-2017_1		SPED CONF EXP REIM	7-10-720-27-2700-0580-000-000000	41.92
						Check Total	41.92
						Vendor Total	41.92

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Vendor Detail Report

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Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
JUDY GREEN		32026					
	0100090040	03/31/17	03-29-2017_4		SWIMMING CLUB GOGGLE REIM	7-22-101-01-0010-0610-000-005287	40.80
						Check Total	40.80
						Vendor Total	40.80
JUDY LYNN		28398					
	0100090041	03/31/17	03-29-2017_6		3/28-3/29 LCIS SUB MILEAGE 69@.45@2	7-10-602-10-0090-0580-000-000000	62.10
	0100090041	03/31/17	03-29-2017_5		3/28-3/29 LCIS PRINCIPAL SUB	7-10-602-10-0090-0300-000-000000	375.00
						Check Total	437.10
						Vendor Total	437.10
KATIE ANDERSON		23957					
	0100089892	03/03/17	03-02-2017_11		BEAUTIFICATION CLUB SUPPLY REIM	7-22-100-01-2100-0610-000-005287	62.21
						Check Total	62.21
						Vendor Total	62.21
KERRI QUINLAN		24570					
	0100089914	03/07/17	03-03-2017_19		HEALTHY SCHOOLS TRNG, ACTIVE LIVING TRNG	7-22-602-00-2100-0580-000-003202	170.48
	0100089914	03/07/17	03-03-2017_19		HEALTHY SCHOOLS TRNG, ACTIVE LIVING TRNG	7-22-602-00-2100-0610-000-001208	170.47
						Check Total	340.95
						Vendor Total	340.95
KEYSTONE SCIENCE SCHOOL		21970					
	0100089951	03/15/17	46808		KSS OVERNIGHT CAMP	7-10-602-10-0090-0300-000-000000	20,000.00
	0100089951	03/15/17	46807		KSS DAY CAMP	7-22-100-01-0010-0300-000-005287	4,875.00
						Check Total	24,875.00
						Vendor Total	24,875.00

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
KONICA MINOLTA		2292					
	0100089952	03/15/17	29943263		3/COPIERS	7-10-602-10-0090-0330-000-000000	6,265.99
	0100089952	03/15/17	29943262		3/COPIERS	7-10-602-10-0090-0330-000-000000	3,426.82
	0100089952	03/15/17	29943262		3/COPIERS	7-19-971-00-0040-0610-000-003141	597.75
	0100089952	03/15/17	29923635		3/COPIERS	7-10-602-10-0090-0330-000-000000	705.75
	0100089952	03/15/17	29943262		3/COPIERS	7-27-971-17-3330-0330-000-008600	597.76
					Check Total		11,594.07
					Vendor Total		11,594.07
KRISTINA FINAMORE		31208					
	0100090042	03/31/17	03-29-2017_8		LOST CHECK REISSUE	7-10-601-23-2391-0585-000-000000	60.00
					Check Total		60.00
					Vendor Total		60.00
LAKE COUNTY LANDFILL		370					
	0100089953	03/15/17	03-14-2017_11		2/DISPOSAL SERVICES	7-10-710-26-2600-0421-000-000000	39.00
					Check Total		39.00
					Vendor Total		39.00
LANGUAGE SERVICES ASSOC		28932					
	0100089934	03/09/17	1140102		2/PHONE TRANSLATION	7-10-602-10-0090-0300-000-000000	76.29
					Check Total		76.29
					Vendor Total		76.29
LAUREN BISSANETTE		10197					
	0100089998	03/24/17	03-23-2017_4		3/1-3/3 STATE SPED & CF MTG EXP REIM	7-27-971-17-3330-0580-000-008600	133.30
					Check Total		133.30
					Vendor Total		133.30
LCEA		20214					
	0100089982	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-27-000-00-0000-7421-000-000000	79.82
	0100089982	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-10-000-00-0000-7421-000-000000	3,288.24
	0100089982	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-26-000-00-0000-7421-000-000000	7.54
	0100089982	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-22-000-00-0000-7421-000-000000	245.91
	0100089982	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-19-000-00-0000-7421-000-000000	3.01
	0100089982	03/17/17	17-MAR-17		PAYROLL LIABILITIES	7-21-000-00-0000-7421-000-000000	1.11
					Check Total		3,625.63
					Vendor Total		3,625.63

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
LEADVILLE SANITATION DISTRICT		259					
	0100089893	03/03/17	03-02-2017_15		2/SEWER AND SANITATION	7-27-971-17-3330-0620-000-008600	114.25
	0100089893	03/03/17	03-02-2017_15		2/SEWER AND SANITATION	7-10-710-26-2600-0411-000-000000	3,278.12
	0100089893	03/03/17	03-02-2017_15		2/SEWER AND SANITATION	7-19-971-00-2600-0410-000-003141	107.91
					Check Total		3,500.28
					Vendor Total		3,500.28
LEE EVERSOLE		31984					
	0100089935	03/09/17	03-07-2017_8		2/12-2/15 CLASSROOM MGMT TRNG EXP REIM	7-10-602-20-2213-0350-000-000000	47.37
					Check Total		47.37
					Vendor Total		47.37
LESLEE TORSELL		21938					
	0100089915	03/07/17	03-03-2017_14		3/14 MEDICAID MTG MILEAGE REIM	7-22-602-00-2100-0580-000-001213	64.26
	0100089915	03/07/17	03-03-2017_15		3/8 MEDICAID MTG MILEAGE REIM	7-22-602-00-2100-0580-000-001213	64.26
					Check Total		128.52
					Vendor Total		192.78
	0100089999	03/24/17	03-23-2017_13		3/22 MEDICAID MTG MILEAGE REIM	7-22-602-00-2100-0580-000-001213	64.26
					Check Total		64.26
					Vendor Total		192.78
LEXIA		29947					
	0100089894	03/03/17	SIN028613	170323	QUOTE Q-00184073.1	7-10-602-10-0090-0612-000-000000	297.60
					Check Total		297.60
					Vendor Total		297.60
LINDA LEAL		12696					
	0100090000	03/24/17	03-23-2017_8		2/11-3/7 TRAVEL REIM	7-21-740-31-3100-0580-000-000000	18.18
					Check Total		18.18
					Vendor Total		18.18

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
LIONS CLUB		3360					
	0100089954	03/15/17	03-14-2017_29		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00
					Check Total		100.00
	0100089955	03/15/17	03-14-2017_22		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00
					Check Total		100.00
	0100089956	03/15/17	03-14-2017_21		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00
					Check Total		100.00
	0100089957	03/15/17	03-14-2017_23		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00
					Check Total		100.00
0100089958	03/15/17	03-14-2017_24		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00	
				Check Total		100.00	
0100089959	03/15/17	03-14-2017_25		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00	
				Check Total		100.00	
0100089960	03/15/17	03-14-2017_26		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00	
				Check Total		100.00	
0100089961	03/15/17	03-14-2017_28		COOKING CLUB SUPPLIES	7-22-602-00-2100-0610-000-003202	100.00	
				Check Total		100.00	
					Vendor Total	800.00	
LOWE'S		22306					
	0100089936	03/09/17	906791		DOOR SUPPLIES	7-10-301-10-0060-0610-000-000000	307.04
					Check Total	307.04	
					Vendor Total	307.04	
MARK STENZEL		30210					
	0100090026	03/28/17	03-28-2017_5		2/20-2/22 EL IDAHO EXP REIM	7-10-602-20-2213-0350-000-000000	337.46
					Check Total	337.46	
					Vendor Total	337.46	

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
MARY MARGARET HANDEGARD		29602					
	0100089916	03/07/17	03-03-2017_4		LITTLE SHOP OF HORRORS ORCHESTRA STIPEND	7-10-602-10-0090-0150-201-000000	250.00
						Check Total	250.00
						Vendor Total	250.00
MCI		2960					
	0100089917	03/07/17	03-03-2017_16		3/LONG DISTANCE FAX	7-10-602-10-0090-0531-000-000000	79.15
						Check Total	79.15
	0100090015	03/27/17	03-27-2017_2		3/HEADSTART FAX 6P603161	7-27-971-17-3330-0531-000-008600	32.92
						Check Total	32.92
						Vendor Total	112.07
MEADOW GOLD DAIRIES		1343					
	0100089895	03/03/17	03-02-2017_24		2/MILK	7-21-740-31-3100-0631-000-000000	6,403.45
						Check Total	6,403.45
						Vendor Total	6,403.45
MIKE VAGHER		19151					
	0100089896	03/03/17	03-02-2017_19		2/4 WRESTLING LEAGUE MEET MILEAGE REIM	7-10-301-14-1800-0580-000-000000	92.70
	0100089896	03/03/17	03-02-2017_19		RELAY MILEAGE REIM	7-22-602-01-2100-0580-000-003227	110.70
						Check Total	203.40
						Vendor Total	203.40
MITCHELL HISH SCHOOL		31976					
	0100089918	03/07/17	03-03-2017_12		4/14 HS TRACK ENTRY FEE	7-10-301-14-1800-0584-000-000000	175.00
						Check Total	175.00
						Vendor Total	175.00
MOLLY HOKKANEN		31925					
	0100089962	03/15/17	03-14-2017_19		SCIENCE SUPPLIES	7-10-201-10-1310-0610-000-000000	37.92
						Check Total	37.92
						Vendor Total	37.92
MOUNTAIN STATES EMPLOYERS COUNCIL		26565					
	0100090043	03/31/17	0000147178		4/1-6/30 QUARTERLY DUES	7-10-601-23-2391-0810-000-000000	1,350.00
						Check Total	1,350.00
						Vendor Total	1,350.00

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
MUD HOLE CUSTOM TACKLE, INC.		31950					
	0100090001	03/24/17	INV34429	170335	FLEXCOAT 4X18 POWER DRYING UNIT - 18 RPM	7-22-602-00-0090-0610-000-004048	481.95
						Check Total	481.95
						Vendor Total	481.95
NCS PEARSON		18597					
	0100090016	03/27/17	11091294	170336	ADD ON TO AIMSWEB PLUS SUBSCRIPTION	7-10-602-12-1700-0610-000-003130	266.50
						Check Total	266.50
						Vendor Total	266.50
NEOPOST USA		9563					
	0100089963	03/15/17	54666684		3/2/17-6/1/17 METER RENTAL	7-10-602-10-0090-0533-000-000000	162.00
						Check Total	162.00
						Vendor Total	162.00
NEWCLOUD NETWORKS		6334					
	0100089897	03/03/17	170590086		3/ACCT 10000001158	7-10-602-10-0090-0531-000-000000	564.19
						Check Total	564.19
						Vendor Total	564.19
NICHOLE GLASER		31364					
	0100089898	03/03/17	03-02-2017_8		LEADERSHIP CONF MEAL REIM	7-27-971-17-3330-0320-000-008600	71.38
						Check Total	71.38
						Vendor Total	71.38
NORCON OF NEW MEXICO		31267					
	0100090044	03/31/17	2013-2907	170137	TF-20 FRONT BRACED FORWARD FOLD BASKETBA	7-43-602-00-4000-0720-000-000000	15,951.60
						Check Total	15,951.60
						Vendor Total	15,951.60
NORDIC REFRIGERATION, INC		32050					
	0100090045	03/31/17	50958		PITTS FREEZER REPAIR	7-10-710-26-2600-0300-000-000000	1,150.50
						Check Total	1,150.50
						Vendor Total	1,150.50

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Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
ORIENTAL TRADING		12246					
	0100089964	03/15/17	682569141-01	170337	PURPLE FAVOR BOXES	7-10-100-10-0800-0610-000-000000	52.44
	0100089964	03/15/17	682634409-01	170349	MINI BUTTERFLY MAGIC	7-10-100-12-1771-0610-000-003130	23.97
					Check Total		76.41
	0100090017	03/27/17	682706067-01	170358	KIDS PURPLE GRADUATION FELT MOTORBOARD H	7-10-100-10-0010-0610-000-000000	98.94
					Check Total		98.94
					Vendor Total		175.35
ORKIN PEST CONTROL		1156					
	0100089899	03/03/17	154777953		2/ACCT 26049729	7-10-710-26-2600-0300-000-000000	169.59
	0100089899	03/03/17	154778341		2/ACCT 26049728	7-10-710-26-2600-0300-000-000000	173.37
	0100089899	03/03/17	154777838		2/ACCT 26058965	7-10-710-26-2600-0300-000-000000	178.77
	0100089899	03/03/17	154777890		2/ACCT 26054143	7-10-710-26-2600-0300-000-000000	177.22
	0100089899	03/03/17	154778021		2/ACCT 26054142	7-10-710-26-2600-0300-000-000000	170.23
					Check Total		869.18
	0100090046	03/31/17	155381023		3/PEST CONTROL ACCT 26058965	7-10-710-26-2600-0300-000-000000	178.77
	0100090046	03/31/17	155381079		3/PEST CONTROL ACCT 26054143	7-10-710-26-2600-0300-000-000000	177.22
	0100090046	03/31/17	155381214		3/PEST CONTROL ACCT 26054142	7-10-710-26-2600-0300-000-000000	170.23
	0100090046	03/31/17	155381558		3/PEST CONTROL ACCT 26049728	7-10-710-26-2600-0300-000-000000	173.37
	0100090046	03/31/17	155381147		3/PEST CONTROL ACCT 26049729	7-10-710-26-2600-0300-000-000000	169.59
					Check Total		869.18
					Vendor Total		1,738.36
PARKVILLE WATER DISTRICT		334					
	0100089900	03/03/17	03-02-2017_16		2/WATER	7-19-971-00-2600-0410-000-003141	69.16
	0100089900	03/03/17	03-02-2017_16		2/WATER	7-27-971-17-3330-0620-000-008600	73.21
	0100089900	03/03/17	03-02-2017_16		2/WATER	7-10-710-26-2600-0411-000-000000	2,967.78
					Check Total		3,110.15
					Vendor Total		3,110.15

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
PEACEJAM ROCKY MOUNTAIN		30775					
	0100090047	03/31/17	0162		PEACEJAM CONF REG	7-22-602-00-2100-0580-000-005287	600.00
					Check Total		600.00
					Vendor Total		600.00
PEARSON		16586					
	0100090018	03/27/17	11084031	170338	PLS-4 RECORD FORMS, SPANISH	7-10-100-12-1771-0610-000-003130	167.00
					Check Total		167.00
					Vendor Total		167.00
PEOPLES BANK		110					
	0100004260	03/23/17	03-23-2017_1		3/PAYROLL	7-10-000-00-0000-8102-000-000000	420,000.00
					Check Total		420,000.00
					Vendor Total		420,000.00
PERA		340					
	0100004264	03/23/17	03-23-2017_5		3/PERA	7-10-000-00-0000-7473-000-000000	147,931.45
					Check Total		147,931.45
					Vendor Total		147,931.45
PINNACOL ASSURANCE		454					
	0100090019	03/27/17	18485180		WORKER'S COMP PREMIUM	7-10-602-28-2850-0521-000-000000	15,180.81
					Check Total		15,180.81
					Vendor Total		15,180.81
POWERSCHOOL GROUP LLC		30503					
	0100089937	03/09/17	INV114496	170341	QUOTE Q-28718-2	7-10-602-20-2290-0612-000-000000	4,968.75
	0100089937	03/09/17	INV114497	170341	QUOTE Q-28718-2	7-10-602-20-2290-0612-000-000000	4,968.75
					Check Total		9,937.50
	0100089965	03/15/17	INV114116	170339	POWERSCHOOL RENEWAL 4/30/17-4/24/18	7-10-602-20-2290-0612-000-000000	5,313.00
	0100089965	03/15/17	INV114117	170340	POWERSCHOOL HOSTING RENEWAL 4/25/17-4/24	7-10-602-20-2290-0612-000-000000	4,250.00
					Check Total		9,563.00
					Vendor Total		19,500.50

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
PRO-ED		445					
	0100090020	03/27/17	2625887	170345	SEE ATTACHED ORDER	7-10-602-10-0090-0340-000-000000	497.20
						Check Total	497.20
						Vendor Total	497.20
QUILL		8974					
	0100090021	03/27/17	5236791	170365	BLACK CARTRIDGES	7-10-301-10-0060-0610-000-000000	241.08
	0100090021	03/27/17	5203802	170365	BLACK CARTRIDGES	7-10-301-10-0060-0610-000-000000	12.79
						Check Total	253.87
						Vendor Total	253.87
QUILL CORPORATION		539					
	0100089966	03/15/17	4680313		ALDAZ CLASSROOM SUPPLIES	7-10-301-10-0300-0610-000-000000	19.16
	0100089966	03/15/17	4741200		ALDAZ CLASSROOM SUPPLIES	7-10-301-10-0300-0610-000-000000	27.97
						Check Total	47.13
						Vendor Total	47.13
R&H MECHANICAL, LLC		31224					
	0100090048	03/31/17	63184		WP FREEZER REPAIR	7-10-710-26-2600-0300-000-000000	1,889.76
						Check Total	1,889.76
						Vendor Total	1,889.76
REBECCA WARD		27340					
	0100089919	03/07/17	03-03-2017_5		LITTLE SHOP OF HORRORS ORCHESTRA STIPEND	7-10-602-10-0090-0150-201-000000	250.00
						Check Total	250.00
						Vendor Total	250.00
RENA SANCHEZ		7006					
	0100089901	03/03/17	03-02-2017_22		2/27-2/28 B&M EDGAR/ESSA MTG	7-10-601-25-2510-0580-000-000000	122.87
						Check Total	122.87
						Vendor Total	122.87
ROBERT WARD		28100					
	0100089920	03/07/17	03-03-2017_6		LITTLE SHOP OF HORRORS ORCHESTRA STIPEND	7-10-602-10-0090-0150-201-000000	250.00
						Check Total	250.00
						Vendor Total	250.00

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
SAFEWAY INC.		376					
	0100090002	03/24/17	03-23-2017_23		3/CHARGES	7-26-971-33-3310-0610-000-000000	12.77
	0100090002	03/24/17	03-23-2017_23		3/CHARGES	7-19-971-00-0040-0610-000-003141	8.11
	0100090002	03/24/17	03-23-2017_23		3/CHARGES	7-27-971-17-3330-0610-000-008600	9.77
	0100090002	03/24/17	03-23-2017_23		3/CHARGES	7-10-720-27-2700-0610-000-000000	42.97
	0100090002	03/24/17	03-23-2017_23		3/CHARGES	7-21-740-31-3100-0630-000-000000	603.68
						Check Total	677.30
						Vendor Total	677.30
SALIDA HIGH SCHOOL		379					
	0100089921	03/07/17	03-03-2017_13		4/8 HS TRACK ENTRY FEE	7-10-301-14-1800-0584-000-000000	225.00
						Check Total	225.00
						Vendor Total	225.00
SAM'S CLUB		1218					
	0100089967	03/15/17	03-14-2017_12		KITCHEN SUPPLIES	7-21-740-31-3100-0610-000-000000	370.03
						Check Total	370.03
						Vendor Total	370.03
SANGRE DE CRISTO ELECTRIC		382					
	0100089922	03/07/17	03-03-2017_17		1/31-2/28 TWIN LAKES SCHOOLHOUSE	7-10-710-26-2600-0620-000-000000	31.30
						Check Total	31.30
						Vendor Total	31.30
SANGRE DE CRISTO HIGH SCHOOL		32000					
	0100090003	03/24/17	03-23-2017_18		4/2 HS TRACK ENTRY FEE	7-10-301-14-1800-0584-000-000000	225.00
						Check Total	225.00
						Vendor Total	225.00
SARAH SAATHOFF		30538					
	0100089968	03/15/17	03-14-2017_18		8TH GRADE SCIENCE LAB SUPPLIES	7-10-201-10-1310-0610-000-000000	51.75
						Check Total	51.75
						Vendor Total	51.75

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
SCHOOL NURSE SUPPLY		9347					
	0100089969	03/15/17	0622561-IN	170350	ADENNA MIROLE NITRILE PWDR FREE GLOVES	7-10-602-20-2130-0610-000-000000	46.00
						Check Total	46.00
						Vendor Total	46.00
SCHOOL SPECIALTY		4091					
	0100089902	03/03/17	208117818493	170312	PLEASE SEE ONLINE ORDER - CART # 7782946	7-10-101-10-0010-0610-000-000000	90.51
	0100089902	03/03/17	308102688906	170328	PLEASE SEE ONLINE ORDER - CART # 7783036	7-10-101-10-0500-0610-000-000000	63.08
	0100089902	03/03/17	208117864658	170324	3X3 POST ITS PACK OF 12	7-10-100-10-0010-0610-000-000000	20.06
						Check Total	173.65
	0100089970	03/15/17	208117908080	170342	PLEASE SEE ONLINE ORDER - CART # 7783069	7-10-101-10-0010-0616-000-000000	82.85
						Check Total	82.85
	0100090004	03/24/17	308102696546	170353	CORRECTION TAPE	7-10-100-24-2410-0610-000-000000	449.96
	0100090004	03/24/17	2081179385346	170361	PLEASE SEE ONLINE ORDER - CART # 7783123	7-10-101-10-0010-0610-000-000000	108.71
						Check Total	558.67
	0100090027	03/28/17	308102699654	170360	TAPE HIGHLAND INVISIBLE .75X36 PACK OF 1	7-10-301-10-0030-0610-000-000000	177.41
	0100090027	03/28/17	208117963439	170366	PLEASE SEE ONLINE ORDER CAR # 7783159116	7-10-101-10-1100-0610-000-000000	40.49
	0100090027	03/28/17	208117963338	170367	PLEASE SEE ONLINE ORDER - CART # 7783203	7-10-101-10-0500-0610-000-000000	44.42
						Check Total	262.32
						Vendor Total	1,077.49

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
SILVER CITY PRINTING		413					
	0100089938	03/09/17	91679		LABEL TAPE	7-10-601-23-2391-0610-000-000000	29.78
	0100089938	03/09/17	91679		LABEL TAPE	7-10-601-25-2510-0610-000-000000	29.78
					Check Total		59.56
	0100089971	03/15/17	91716		CLASP ENVELOPES	7-10-601-23-2391-0610-000-000000	10.83
					Check Total		10.83
	0100090005	03/24/17	91710		9X12 CLASP ENVELOPES	7-10-301-10-0030-0610-000-000000	8.21
					Check Total		8.21
	0100090049	03/31/17	91757		CLASP ENVELOPES	7-10-201-24-2410-0610-000-000000	53.66
					Check Total		53.66
					Vendor Total		132.26
SPRINGBOARD COMMUNICATIONS		31534					
	0100090050	03/31/17	LCS035		2ND PAYMENT-SCHOOL BRANDING PROJECT	7-10-602-10-0090-0300-000-000000	12,955.00
					Check Total		12,955.00
					Vendor Total		12,955.00
ST. VINCENT GEN. HOSPITAL		901					
	0100089972	03/15/17	03-14-2017_9		BUS DRIVER RANDOM TEST- MEDINA	7-10-720-27-2700-0300-000-000000	30.00
					Check Total		30.00
					Vendor Total		30.00
STAPLES		4758					
	0100089939	03/09/17	8043292116		TESTING PENCILS	7-10-201-10-0020-0610-000-000000	55.35
	0100089939	03/09/17	8043292116		TESTING PENCILS	7-10-301-10-0030-0610-000-000000	55.35
					Check Total		110.70
					Vendor Total		110.70
STELLA SALAS		1998					
	0100090006	03/24/17	03-23-2017_5		2/13-3/9 TRAVEL REIM	7-21-740-31-3100-0580-000-000000	6.00
					Check Total		6.00
					Vendor Total		6.00

Check Date 03/01/17 - 03/31/17

Vendor Detail Report

FMVEN10A

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
STONELEAF POTTERY		27367					
	0100090051	03/31/17	149024	170223	300 LBS WHITEWARE WET CLAY	7-10-301-10-0200-0610-000-000000	191.80
	0100090051	03/31/17	147936	170223	300 LBS WHITEWARE WET CLAY	7-10-301-10-0200-0610-000-000000	173.00
						Check Total	364.80
						Vendor Total	364.80
T/TAS		2881					
	0100090007	03/24/17	14466	170346	REGISTRATION FOR "MANAGING COMPREHENSIVE	7-27-971-17-3330-0320-000-008600	445.00
						Check Total	445.00
						Vendor Total	445.00
TENNESSEE PASS CAFE		1559					
	0100090028	03/28/17	03-28-2017_2		SOCIAL STUDIES UNIT FIELD TRIP LUNCH	7-10-100-10-1500-0610-000-000000	198.00
						Check Total	198.00
						Vendor Total	198.00
THE JUICE PLUS COMPANY, LLC		31720					
	0100089973	03/15/17	5154172	170264	TOWER GARDEN GROWING SYSTEM	7-22-602-00-2100-0610-000-003202	654.00
						Check Total	654.00
						Vendor Total	654.00
TIGER, INC		29874					
	0100089940	03/09/17	0217171341		2/UTILITIES	7-10-710-26-2600-0620-000-000000	3,459.22
	0100089940	03/09/17	0217171342		2/UTILITIES	7-10-710-26-2600-0620-000-000000	1,266.00
	0100089940	03/09/17	0217171342		2/UTILITIES	7-19-971-00-2600-0410-000-003141	331.12
	0100089940	03/09/17	0217171342		2/UTILITIES	7-27-971-17-3330-0620-000-008600	350.58
	0100089940	03/09/17	0217171344		2/UTILITIES	7-10-710-26-2600-0620-000-000000	4,718.37
	0100089940	03/09/17	0217171343		2/UTILITIES	7-10-710-26-2600-0620-000-000000	1,742.17
	0100089940	03/09/17	021717346		2/UTILITIES	7-10-710-26-2600-0620-000-000000	833.68
	0100089940	03/09/17	0217171345		2/UTILITIES	7-10-710-26-2600-0620-000-000000	796.20
						Check Total	13,497.34
						Vendor Total	13,497.34

Check Date 03/01/17 - 03/31/17

Vendor Detail Report

FMVEN10A

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
TIM PARR		27421					
	0100090052	03/31/17	03-29-2017_11		KNOWLEDGE BOWL EXP REIM	7-10-602-10-0090-0580-000-000000	94.48
					Check Total		94.48
					Vendor Total		94.48
TIMOTHY POWELL		31771					
	0100089923	03/07/17	03-03-2017_21		CDL LICENSE REIM	7-10-720-27-2700-0300-000-000000	15.50
					Check Total		15.50
					Vendor Total		15.50
U.S. FOOD SERVICE, INC. ALLIANT		2117					
	0100089903	03/03/17	03-02-2017_13		2/FOOD	7-21-740-31-3100-0630-000-000000	25,155.61
					Check Total		25,155.61
					Vendor Total		25,155.61
UNIVERSITY OF NORTHERN COLO. COLL		1884					
	0100090053	03/31/17	03-29-2017_13		WORLD LANGUAGE DAY REGISTRATION	7-10-301-10-0600-0610-000-000000	255.00
					Check Total		255.00
					Vendor Total		255.00
USI		618					
	0100089974	03/15/17	0382380101016	170347	S&H	7-26-971-33-3310-0610-000-000000	43.38
	0100089974	03/15/17	0382380101016	170347		7-27-971-17-3330-0610-000-008600	138.77
	0100089974	03/15/17	0382387501010	170351	SHIPPING	7-10-100-10-0010-0610-000-000000	161.50
	0100089974	03/15/17	0382387501010	170351	USI VALUE WRAP SCHOOL ROLL FILM 3MIL, 2	7-10-100-10-0010-0550-000-000000	70.52
	0100089974	03/15/17	0382380101016	170347	USI OPTI CLEAR GLASS 27X250 3 MIL 1'CORE	7-19-971-00-0040-0610-000-003141	106.97
					Check Total		521.14
					Vendor Total		521.14
VAIL VALLEY FOUNDATION YOUTH POWE		28720					
	0100090054	03/31/17	2132		YOUTH BOYS SOCCER PARTICIPATION FEE	7-10-201-14-1800-0584-000-000000	350.00
					Check Total		350.00
					Vendor Total		350.00

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
VERIZON WIRELESS		3373					
	0100090008	03/24/17	9781525686		3/CHARGES	7-27-971-17-3330-0531-000-008600	58.83
	0100090008	03/24/17	9781525686		3/CHARGES-BUS	7-10-602-10-0090-0531-000-000000	137.91
	0100090008	03/24/17	9781525686		3/CHARGES	7-22-301-10-0030-0531-000-001202	39.82
	0100090008	03/24/17	9781525686		3/CHARGES	7-10-602-10-0090-0531-000-000000	195.41
						Check Total	431.97
						Vendor Total	431.97
VOSS LIGHTING		31240					
	0100090055	03/31/17	57060066-00		ENERGY SAVING LIGHTS	7-43-602-00-4000-0720-000-000000	200.00
						Check Total	200.00
						Vendor Total	200.00
WAXIE SANITARY SUPPLY		3830					
	0100089904	03/03/17	76533081	170297	SEE ATTACHED MONTHLY CUSTODIAL SUPPLIES	7-10-710-26-2600-0610-000-000000	108.78
	0100089904	03/03/17	76525075	170297	SEE ATTACHED MONTHLY CUSTODIAL SUPPLIES	7-10-710-26-2600-0610-000-000000	164.02
	0100089904	03/03/17	76517063	170297	SEE ATTACHED MONTHLY CUSTODIAL SUPPLIES	7-10-710-26-2600-0610-000-000000	236.68
	0100089904	03/03/17	76512218	170297	SEE ATTACHED MONTHLY CUSTODIAL SUPPLIES	7-10-710-26-2600-0610-000-000000	3,534.73
						Check Total	4,044.21
	0100090056	03/31/17	76569872	170362	SEE ATTACHED MONTHLY CUSTODIAL SUPPLIES	7-10-710-26-2600-0610-000-000000	4,364.92
						Check Total	4,364.92
						Vendor Total	8,409.13
WELLNESS SCREENING LLC		1704					
	0100089975	03/15/17	03-14-2017_10		DOT WELLNESS SCREENING	7-10-720-27-2700-0300-000-000000	66.60
						Check Total	66.60
						Vendor Total	66.60
WEST GRAND MIDDLE SCHOOL		9067					
	0100089905	03/03/17	03-02-2017_18		3/4 WRESTLING ENTRY FEE	7-10-201-14-1800-0584-000-000000	40.00
						Check Total	40.00
						Vendor Total	40.00

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
WESTERN SLOPE BAR SUPPLIES		3682					
	0100090022	03/27/17	03-27-2017_6		3/WATER ACCT LE3747	7-10-720-27-2700-0610-000-000000	9.90
	0100090022	03/27/17	03-27-2017_5		3/WATER ACCT 34150000	7-10-602-10-0090-0610-000-000000	58.25
					Check Total		68.15
					Vendor Total		68.15
WILLIAM BAILEY		31879					
	0100089924	03/07/17	03-03-2017_20		HS PLAY AUDIENCE SIGN LANGUAGE SERVICE	7-10-602-10-0090-0150-201-000000	418.50
					Check Total		418.50
					Vendor Total		418.50
WILLIAM BARRON		30414					
	0100090057	03/31/17	03-29-2017_22		3/9 MS WRESTLING OFFICIAL	7-10-301-14-1863-0391-000-000000	250.00
					Check Total		250.00
					Vendor Total		250.00
XCEL ENERGY		3732					
	0100089941	03/09/17	536697298		2/UTILITIES	7-10-710-26-2600-0620-000-000000	16,226.45
	0100089941	03/09/17	536697298		2/UTILITIES	7-27-971-17-3330-0620-000-008600	235.92
	0100089941	03/09/17	536697298		2/UTILITIES	7-19-971-00-2600-0410-000-003141	222.83
					Check Total		16,685.20
					Vendor Total		16,685.20
					Grand Total		1,077,418.72

Cash Flow Financial Report
FY 2016-2017

		<u>Beginning Balance</u>	<u>Activity</u>	<u>Deposits</u>	<u>Ending Balance</u>
Lake County School District					
Operating Account					
	July	\$ 650,595.12	\$ 1,182,600.82	\$ 1,056,589.59	\$ 524,583.89
	August	\$ 524,583.89	\$ 1,002,844.40	\$ 1,009,392.44	\$ 531,131.93
	September	\$ 531,131.93	\$ 1,022,318.78	\$ 1,200,172.84	\$ 708,985.99
	October	\$ 708,985.99	\$ 1,263,206.35	\$ 997,121.27	\$ 442,900.91
	November	\$ 442,900.91	\$ 1,236,981.67	\$ 1,469,069.94	\$ 674,989.18
	December	\$ 674,989.18	\$ 1,187,943.23	\$ 1,634,723.57	\$ 1,121,769.52
	January	\$ 1,121,769.52	\$ 840,950.07	\$ 358,256.37	\$ 639,075.82
	February	\$ 639,075.82	\$ 1,003,662.23	\$ 1,010,785.43	\$ 646,199.02
	March	\$ 646,199.02	\$ 1,762,202.98	\$ 2,052,145.98	\$ 936,142.02
	April				\$ -
	May				\$ -
	June				\$ -
Colostrust Account					
	July	\$ 3,636,704.43	\$ 900,000.00	\$ 186,197.32	\$ 2,922,901.75
	August	\$ 2,922,901.75	\$ 700,000.00	\$ 186,066.25	\$ 2,408,968.00
	September	\$ 2,408,968.00	\$ 450,000.00	\$ 185,854.45	\$ 2,144,822.45
	October	\$ 2,144,822.45	\$ 700,000.00	\$ 185,742.01	\$ 1,630,564.46
	November	\$ 1,630,564.46	\$ 807,000.00	\$ 185,175.30	\$ 1,008,739.76
	December	\$ 1,008,739.76	\$ -	\$ 343,382.69	\$ 1,352,122.45
	January	\$ 1,352,122.45	\$ -	\$ 209,081.94	\$ 1,561,204.39
	February	\$ 1,561,204.39	\$ 400,000.00	\$ 211,612.55	\$ 1,372,816.94
	March	\$ 1,372,816.94	\$ 400,000.00	\$ 212,257.23	\$ 1,185,074.17
	April				\$ -
	May				\$ -
	June				\$ -
Payroll Account					
	July	\$ 10,032.17	\$ 391,757.79	\$ 390,000.00	\$ 8,274.38
	August	\$ 8,274.38	\$ 381,191.61	\$ 380,000.00	\$ 7,082.77
	September	\$ 7,082.77	\$ 415,853.51	\$ 420,943.23	\$ 12,172.49
	October	\$ 12,172.49	\$ 440,454.82	\$ 437,000.00	\$ 8,717.67
	November	\$ 8,717.67	\$ 441,200.74	\$ 440,100.00	\$ 7,616.93
	December	\$ 7,616.93	\$ 434,457.26	\$ 550,000.00	\$ 123,159.67
	January	\$ 123,159.67	\$ 399,167.41	\$ 283,170.36	\$ 7,162.62
	February	\$ 7,162.62	\$ 430,397.78	\$ 431,316.92	\$ 8,081.76
	March	\$ 8,081.76	\$ 422,775.53	\$ 420,000.00	\$ 5,306.23
	April				\$ -
	May				\$ -
	June				\$ -



The Center
Early Childhood Programs
Lake County School District R-1

315 West 6th Street
Leadville, CO 80461

Head Start, Colorado Preschool Program, Tuition-Based Preschool and School Age Programs, Services for Children with Special Needs

Head Start items for Governing Board

Contents:

Informational Items:

1. Head Start Director's Report – March

**It is noted in this month's Director's report that The Center will not be open for a summer program for the upcoming summer months. We are not able to staff this at this time. Communication to families regarding this decision was sent out in the month of March.

2. Budget Report for FY17
3. Budget Report for FY16
4. Credit Card Summary Logs for Wells Fargo, Safeway, and Sam's Club
5. Policy Council Minutes from March 9, 2017 regular meeting

Approval Items:

The April Policy Council meeting has been postponed due to several members not being able to attend, therefore we did not have a quorum. There are no approval items for the board at this time. We are currently working to reschedule this meeting.

Lake County School District
Head Start Program
Director Report Month of – March 2017

Task	Status	Comments
Head Start Enrollment	55	Total Funded Enrollment: 68 15 Full Day Head Start spots assigned
Head Start only Wait list*:		Change in Scope Amendment for a Reduction to Enrollment from 68 Head Start spots to 40 was submitted to Office of Head Start on March 31, 2017.
Income qualified	0	
Over income	18	
	***children on Head Start wait list may be enrolled in CPP or tuition slots	
Preschool CPP	74	
Total <u>unserved</u> by any ECE program	4	64 children served; 10 double CPP slots have been assigned 4-Tuition Wait List
Attendance	87.8%	
In-kind to date FY16	MARCH: \$747.44 YEAR TO DATE: \$1340.51 (Required in-kind for FY17: \$137,956 by 1/31/2018)	
Current Month: Parent Volunteers	Overall: 58	
Budget-FY17	<i>FY16 and FY17 Attached</i> We have closed out the Head Start FY2016 on 1/31/2017. All funds have been obligated and will be spent by 4/30/2017.	
CACFP-Free/reduced meal Reimbursement	Total Claim for The Center – March: \$6,172.40	The Center meal counts: March 2017 Breakfasts: 749 Lunches: 1,239 Snacks: 368
Program Self-Assessment and Monitoring	5 Year Program Goal 2 – Year 3 Objective: Review and update program self-assessment process to provide comprehensive in depth feedback on program services and communication.	

	<p>We utilized updated self-assessment resources on the Head Start ECKLC website to update our process for self-assessment. Through this process we have identified 4 areas that we will look at this year. These areas will help us identify strengths and challenges to some of our current systems to better plan for and improve quality. Our main focus areas are:</p> <ul style="list-style-type: none"> • Human Resource procedures and recruitment practices, including orientation structures; deeper look at recruitment practices for substitute teachers and identify strategies for increasing our numbers of substitute teachers • Family Engagement Practices – deeper look at recruitment practices and enrollment timelines from the past two years; deeper look at attendance at events also considering various subgroups of families • Child Health and Wellness Numbers – deeper look at health data overall, including follow-up timelines in an effort to streamline processes • School Readiness and Child Outcomes <p>Our next step will be to organize a team of individuals to be a part of our self-assessment process. We are working through these details now and are planning for self-assessment to take place early in May.</p>	
<p>1) Head Start Federal Financial Reports</p> <p>2) Grant Awards</p>	<p>1. Nothing to report at this time – Final reports are due 4/30/2017</p> <p>1. Head Start Year 3 of our 5 year continuation grant began on Feb 1, 2017</p>	
<p>*Goal development</p>	<p>As a reminder, the program goals for our 5 year grant cycle are:</p> <ol style="list-style-type: none"> I. Our program will be productive and efficient with respect to building use and school district partnerships II. Our program will provide high quality services through clear communication of updated policies and resources. III. Our program will focus on mentoring, team building, and targeted professional development to provide high quality learning experiences for children. IV. Our program will celebrate and enhance parent’s role as their child’s first and most important teacher by providing access to resources about child development, early learning, health, wellness, and strong families. V. Our program will understand and promote the connection between family engagement and school readiness. 	
<p>Head Start Health Screenings completed</p>	<p>Dental: 39 complete, 10 no exam, 6 expired Physicals: 55 complete Lead: 36 complete, 8 incomplete, 11 expired Hemoglobin: 36 complete, 8 incomplete, 11 expired Immunizations: 55 Immunization Follow up: 0 Hearing: Passed Exam – 53; No exam – 1 (in progress) Rescreen Required – 1 (in progress)</p> <p>Vision: Passed Exam – 53; No exam – 1 (in progress) Rescreen Required – 1 (in progress)</p> <p>DIAL: 55 complete Ages & Stages: 44; 11 incomplete</p>	<p>IEP: Head Start – 13 Total – 21</p>

Task	X = Attended	Comment
Meetings attended: Policy Council Parent Committee/FFN Manager's Meeting Child Protection Team School Board LCECC CHSA Child Care Collab Health Services Advisory Committee Ed. Committee	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>	
Program Trainings	All staff participated in the following trainings in the month of March at PLC: <ul style="list-style-type: none"> • March 3, 2017 Pyramid Continued – Solution Toolkit (solving social conflict in the classroom) • March 14, 2017 Enrollment Reduction Discussion, sharing of community assessment data, new trends, and proposed enrollment reduction • March 31, 2017 Program schedule and potential changes for 2017-2018 school year, more info related to enrollment reduction • March 31, 2017 New High School Graduation Requirements 	
<p>Other: Change in Scope Amendment for Enrollment Reduction submitted to the Office of Head Start on March 31, 2017- Proposed a reduction to Head Start enrollment from 68 Head Start spots to 40</p> <ul style="list-style-type: none"> • 3 main components to proposal included: <ol style="list-style-type: none"> 1. An increase in duration for all Head Start children to 1,020 hours per year by extending the preschool day and week. Our preschool program will move to a 6 and half hour preschool day Monday – Friday for the 2017-2018 school year. We are also looking at reducing to 6 classrooms to accommodate lower enrollment overall. 2. A comprehensive overall of staffing structure including moving all teaching staff to full time, increasing support staff hours, increasing allocation of SPED staff, creating a formalized Mentor Teacher position, and aligning our calendar with Lake County School District. 3. A salary increase for staff working directly with Head Start children as well as the wage scale for hiring new staff. <p>The Center will not be open for summer child care this year. It was determined that we do not have enough staff to effectively operate these services. Letters and communication has already gone out to families.</p> <p>We have some overage funds through our Colorado Preschool Program grant. We will be updating our Creative Curriculum materials, updating our screening materials including the Speed Dial and the Ages and Stages SE to the latest additions, and will also be resurfacing our preschool playground with these funds.</p>		
<p>Approval Items:</p> <ul style="list-style-type: none"> • ERSEA Policies • Parent and Community Involvement Plan • Advocacy Policy 		

- Parent Reimbursement Policy
- Internal Dispute Policy

Informational Items: Attached please find for your information

- March 2017 Head Start Budget Report
- March 2017 Credit Card Charges Summary Report (Wells Fargo, Safeway, and Sam's Club)

Submitted by: Tanya Lenhard

Date: 3/6/17

Lake County School District Head Start Budget FY17

February 1, 2017 to January 31, 2018		FEBRUARY	MARCH	YTD	FY17 Budget
REV 27.97.17.0000.40.	FY17 Revenue	\$ 40,797.00	\$ 48,668.00	\$ 89,465.00	\$ 551,822.00
27.971.17.2600.0110.	CUSTODIAN SALARY	\$ 2,525.26	\$ 2,337.25	\$ 4,862.51	\$ 20,912.00
27.971.17.2600.0221.	CUSTODIAN MEDICARE	\$ 36.39	\$ 33.67	\$ 70.06	\$ 500.00
27.971.17.2600.0230.	CUSTODIAN PERA	\$ 493.13	\$ 456.20	\$ 949.33	\$ 3,848.00
27.971.17.2600.0250.	CUSTODIAN HEALTH	\$ 448.60	\$ 448.60	\$ 897.20	\$ 5,100.00
27.971.17.2700.0110.	BUS DR SALARY	\$ 2,499.85	\$ 2,205.75	\$ 4,705.60	\$ 18,000.00
27.971.17.2700.0221.	BUS DR MEDICARE	\$ 18.92	\$ 16.39	\$ 35.31	\$ 370.00
27.971.17.2700.0230.	BUS DR PERA	\$ 456.19	\$ 398.31	\$ 854.50	\$ 3,249.00
27.971.17.2700.0250.	BUS HEALTH	\$ 533.52	\$ 538.00	\$ 1,071.52	\$ 4,500.00
27.971.17.3330.0110.	ADM SALARIES	\$ 4,046.55	\$ 4,046.55	\$ 8,093.10	\$ 48,559.00
27.971.17.3330.0110.	CC SALARY	\$ 19,104.61	\$ 23,994.81	\$ 43,099.42	\$ 262,419.00
27.971.17.3330.0221.	ADM MEDICARE	\$ 57.37	\$ 57.37	\$ 114.74	\$ 704.00
27.971.17.3330.0221.	CC MEDICARE	\$ 257.11	\$ 326.36	\$ 583.47	\$ 3,833.00
27.971.17.3330.0230.	ADM PERA	\$ 777.46	\$ 777.46	\$ 1,554.92	\$ 9,204.00
27.971.17.3330.0230.	CC PERA	\$ 3,484.62	\$ 4,422.84	\$ 7,907.46	\$ 50,158.00
27.971.17.3330.0250.	ADM HEALTH	\$ 2.52	\$ 2.52	\$ 5.04	\$ 10,500.00
27.971.17.3330.0250.	CC HEALTH	\$ 4,605.12	\$ 5,163.41	\$ 9,768.53	\$ 71,978.00
27.971.17.3330.0300.	PRO/TECH	\$ -	\$ -	\$ -	\$ 50.00
27.971.17.3330.0320.	EDUCATION	\$ 488.22	\$ 1,458.46	\$ 1,946.68	\$ 11,931.00
27.971.17.3330.0330.	COPY MACHINE	\$ 517.74	\$ 597.76	\$ 1,115.50	\$ 3,100.00
27.971.17.3330.0335.	MED/DENTAL	\$ -	\$ -	\$ -	\$ 750.00
27.971.17.3330.0500.	PARENT FUND	\$ -	\$ 201.00	\$ 201.00	\$ 1,500.00
27.971.17.3330.0510.	STUD TRANS	\$ -	\$ -	\$ -	\$ 800.00
27.971.17.3330.0520.	INSURANCE/AUDIT	\$ -	\$ -	\$ -	\$ 400.00
27.971.17.3330.0531.	TELEPHONE	\$ 34.59	\$ 91.75	\$ 126.34	\$ 1,850.00
27.971.17.3330.0533.	POSTAGE	\$ 49.00	\$ -	\$ 49.00	\$ 195.00
27.971.17.3330.0580.	TRAVEL/REGISTRATION	\$ -	\$ 133.30	\$ 133.30	\$ 1,000.00
27.971.17.3330.0610.	SUPPLIES	\$ 360.43	\$ 185.92	\$ 546.35	\$ 6,712.00
27.971.17.3330.0620.	UTILITIES	\$ -	\$ 773.96	\$ 773.96	\$ 9,200.00
27.971.17.3330.0810.	DUES/FEES	\$ -	\$ -	\$ -	\$ 500.00
27.971.17.3330.0730.	EQUIPMENT	\$ -	\$ -	\$ -	\$ -
TOTAL	CASH	\$ 40,797.20	\$ 48,667.64	\$ 89,464.84	\$ 551,822.00
	In Kind	\$ 593.07	\$ 747.44	\$ 1,340.51	\$ 137,956.00

Lake County School District Head Start Budget FY16

Note that we have encumbered sufficient funds to expend the grant as of 1/31/17 (funds must be spent by 4/30/17).

February 1, 2016 to January 31, 2017		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	YTD	Revised FY16 Budget
REV 27.97.1	FY16 Revenue	\$ 44,289.00	\$ 46,695.00	\$ 47,816.00	\$ 45,168.00	\$ 45,793.00	\$ 41,333.00	\$ 35,536.00	\$ 41,644.00	\$ 47,106.00	\$ 48,710.00	\$ 64,087.00	\$ 42,107.00	\$ 1,167.00	\$ 269.00	\$ 551,720.00	\$ 551,822.00
27.971.16.2	CUSTODIAN S	\$ 2,333.42	\$ 2,130.50	\$ 2,205.67	\$ 2,417.88	\$ 1,348.64	\$ 1,196.54	\$ 1,420.90	\$ 1,271.33	\$ 2,353.07	\$ 1,854.76	\$ 2,173.14	\$ 2,541.89			\$ 23,247.74	\$ 20,912.00
27.971.16.2	CUSTODIAN M	\$ 33.33	\$ 30.38	\$ 31.47	\$ 34.51	\$ 19.05	\$ 16.73	\$ 19.98	\$ 17.81	\$ 33.28	\$ 26.67	\$ 31.29	\$ -	\$ 36.63		\$ 331.13	\$ 500.00
27.971.16.2	CUSTODIAN P	\$ 440.14	\$ 401.29	\$ 415.67	\$ 455.63	\$ 251.55	\$ 220.96	\$ 263.92	\$ 235.28	\$ 439.44	\$ 352.19	\$ 413.25	\$ 496.41			\$ 4,385.73	\$ 3,848.00
27.971.16.2	CUSTODIAN H	\$ 493.72	\$ 493.72	\$ 493.72	\$ 570.62	\$ 338.30	\$ 314.39	\$ 314.39	\$ 314.39	\$ 629.65	\$ 315.26	\$ 448.60	\$ 448.60			\$ 5,175.36	\$ 5,100.00
27.971.16.2	BUS DR SALAR	\$ 1,845.45	\$ 3,014.00	\$ 2,292.80	\$ 1,524.15	\$ 1,862.91	\$ -	\$ -	\$ 872.50	\$ 2,499.85	\$ 2,547.06	\$ 1,764.60	\$ 2,248.80			\$ 20,472.12	\$ 18,000.00
27.971.16.2	BUS DR MEDIC	\$ 11.06	\$ 29.15	\$ 18.97	\$ 21.56	\$ 15.45	\$ -	\$ -	\$ 10.64	\$ 19.37	\$ 18.62	\$ 12.71	\$ 15.37			\$ 172.90	\$ 370.00
27.971.16.2	BUS DR PERA	\$ 348.11	\$ 564.52	\$ 430.16	\$ 284.68	\$ 350.15	\$ -	\$ -	\$ 140.58	\$ 450.55	\$ 452.19	\$ 305.32	\$ 396.23			\$ 3,722.49	\$ 3,249.00
27.971.16.2	BUS HEALTH	\$ 409.75	\$ 819.01	\$ 636.03	\$ 368.56	\$ 472.45	\$ -	\$ -	\$ 272.78	\$ 571.45	\$ 596.58	\$ 485.38	\$ 622.52			\$ 5,254.51	\$ 4,500.00
27.971.16.3	ADM SALARIES	\$ 3,975.00	\$ 3,975.00	\$ 3,975.00	\$ 3,975.00	\$ 3,975.00	\$ 3,975.00	\$ 4,046.55	\$ 4,046.55	\$ 4,046.55	\$ 4,046.55	\$ 5,058.19	\$ -	\$ 4,046.55		\$ 49,140.94	\$ 48,559.00
27.971.16.3	CC SALARY	\$ 21,691.48	\$ 21,639.29	\$ 20,567.05	\$ 21,597.55	\$ 22,021.16	\$ 23,171.84	\$ 18,408.97	\$ 22,175.86	\$ 21,626.85	\$ 23,951.06	\$ 29,362.29	\$ 22,016.53	\$ (164.23)		\$ 268,065.70	\$ 262,419.00
27.971.16.3	ADM MEDICAR	\$ 56.33	\$ 56.33	\$ 56.33	\$ 56.33	\$ 56.33	\$ 56.33	\$ 57.38	\$ 57.37	\$ 57.37	\$ 57.37	\$ 72.04	\$ 57.37			\$ 696.88	\$ 704.00
27.971.16.3	CC MEDICARE	\$ 293.00	\$ 292.24	\$ 276.87	\$ 291.64	\$ 298.59	\$ 317.33	\$ 244.35	\$ 298.02	\$ 290.09	\$ 322.89	\$ 406.34	\$ 298.43	\$ (2.38)		\$ 3,627.41	\$ 3,833.00
27.971.16.3	ADM PERA	\$ 743.98	\$ 743.98	\$ 743.98	\$ 743.98	\$ 743.98	\$ 743.98	\$ 757.73	\$ 757.68	\$ 757.68	\$ 757.68	\$ 951.41	\$ 777.46			\$ 9,223.52	\$ 9,204.00
27.971.16.3	CC PERA	\$ 3,848.93	\$ 3,839.57	\$ 3,644.68	\$ 3,833.95	\$ 3,937.22	\$ 4,110.16	\$ 3,227.14	\$ 3,936.28	\$ 3,831.16	\$ 4,344.42	\$ 5,366.31	\$ 4,044.82	\$ (32.27)		\$ 47,932.37	\$ 50,158.00
27.971.16.3	ADM HEALTH	\$ 858.42	\$ 858.42	\$ 858.42	\$ 858.42	\$ 858.42	\$ 2.52	\$ 2.52	\$ 2.52	\$ 2.52	\$ 2.52	\$ 2.52	\$ 2.52			\$ 4,309.74	\$ 10,500.00
27.971.16.3	CC HEALTH	\$ 6,285.00	\$ 6,073.37	\$ 6,042.54	\$ 6,073.37	\$ 6,073.39	\$ 5,273.38	\$ 4,886.44	\$ 5,201.76	\$ 5,434.74	\$ 5,716.98	\$ 5,304.56	\$ 5,442.61			\$ 67,808.14	\$ 71,978.00
27.971.16.3	PRO/TECH	\$ -	\$ -	\$ 130.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 130.00	\$ 50.00
27.971.16.3	EDUCATION	\$ -	\$ 529.09	\$ 2,082.58	\$ 288.08	\$ 1,163.57	\$ 786.90	\$ 174.72	\$ 469.75	\$ 1,286.00	\$ 939.64	\$ 139.81	\$ 3,902.40	\$ 112.12	\$ 269.40	\$ 12,144.06	\$ 11,931.00
27.971.16.3	COPY MACHIN	\$ -	\$ -	\$ 738.47	\$ -	\$ 750.24	\$ 444.66	\$ 444.66	\$ -	\$ 1,334.89	\$ 603.84	\$ 632.39	\$ 591.65			\$ 5,540.80	\$ 3,100.00
27.971.16.3	MED/DENTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ -	\$ 750.00
27.971.16.3	PARENT FUND	\$ -	\$ 173.76	\$ 335.92	\$ -	\$ 90.00	\$ -	\$ -	\$ -	\$ 50.00	\$ 86.00	\$ 35.97	\$ 236.50	\$ 485.10		\$ 1,493.25	\$ 1,500.00
27.971.16.3	STUD TRANS	\$ -	\$ 12.17	\$ 80.96	\$ -	\$ 36.68	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 129.81	\$ 800.00
27.971.16.3	INSURANCE/A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 416.00	\$ -			\$ 416.00	\$ 400.00
27.971.16.3	TELEPHONE	\$ 120.77	\$ 33.03	\$ 33.24	\$ 120.26	\$ 121.87	\$ 120.89	\$ 121.08	\$ 125.36	\$ 120.79	\$ 120.65	\$ 32.90	\$ 120.49	\$ 87.84		\$ 1,279.17	\$ 1,850.00
27.971.16.3	POSTAGE	\$ -	\$ 6.78	\$ 120.64	\$ -	\$ -	\$ 128.09	\$ 36.74	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 292.25	\$ 195.00
27.971.16.3	TRAVEL/REGI	\$ -	\$ 38.22	\$ 53.10	\$ -	\$ 75.60	\$ -	\$ -	\$ -	\$ 155.84	\$ 27.90	\$ 45.40	\$ -			\$ 396.06	\$ 1,000.00
27.971.16.3	SUPPLIES	\$ 311.91	\$ 301.51	\$ 1,169.32	\$ 839.11	\$ 300.05	\$ 8.13	\$ 648.04	\$ 938.16	\$ 560.48	\$ 867.68	\$ 7,293.58	\$ (1,420.92)	\$ (4,082.90)		\$ 7,734.15	\$ 6,712.00
27.971.16.3	UTILITIES	\$ 188.73	\$ 639.89	\$ 382.55	\$ 813.00	\$ 632.01	\$ 445.56	\$ 460.44	\$ 499.69	\$ 509.38	\$ 551.75	\$ 493.29	\$ 744.03	\$ 680.37		\$ 7,040.69	\$ 9,200.00
27.971.16.3	DUES/FEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45.00	\$ 150.00	\$ 2,840.00	\$ (1,476.80)			\$ 1,558.20	\$ 500.00
27.971.16.3	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$ -	\$ -
TOTAL	CASH	\$ 44,288.53	\$ 46,695.22	\$ 47,816.14	\$ 45,168.28	\$ 45,792.61	\$ 41,333.39	\$ 35,535.95	\$ 41,644.31	\$ 47,106.00	\$ 48,710.26	\$ 64,087.29	\$ 42,106.91	\$ 1,166.83	\$ 269.40	\$ 551,721.12	\$ 551,822.00
	In Kind	\$ 1,139.04	\$ 1,595.86	\$ 1,837.74	\$ 1,171.80	\$ -	\$ -	\$ 780.00	\$ 12,084.71	\$ 67,827.43	\$ 7,447.85	\$ 16,316.89	\$ 28,975.89			\$ 139,177.21	\$ 137,956.00

Safeway Card & Sam's Card

Claire Oatey
Business Manager

Date	Card	Description	Amount
9/3/2015	Safeway	School Supplies (HS & CPP) and Teacher Appreciation (candy - Activity Account)	\$ 137.55
9/24/2015	Safeway	Supplies for Family Fun Night (HS & CPP)	\$ 33.19
10/6/2015	Safeway	Snacks for CPP Site Visit (Activity Account)	\$ 24.96
10/19/2015	Safeway	Snacks for teachers for home visits (Activity Account)	\$ 59.46
12/3/2015	Safeway	Water for Family Fun Night	\$ 5.99
12/4/2015	Safeway	Snacks for Health Services Advisory Committee Meeting (Activity Account)	\$ 34.70
12/9/2015	Safeway	Snacks for Head Start Regional Visit (Activity Account)	\$ 38.21
12/17/2015	Safeway	Breakfast for Trail 100 holiday party helpers (Activity Account)	\$ 34.21
2/1/2016	Safeway	Classroom cleaning supplies and toothbrush supplies (HS & CPP)	\$ 11.17
2/9/2016	Safeway	Classroom celebrations on 2/10 (HS & CPP)	\$ 84.43
2/10/2016	Safeway	Classroom celebrations on 2/10 (HS & CPP)	\$ 6.03
2/10/2016	Safeway	Teacher food for conferences (Activity Account)	\$ 44.86
2/22/2016	Safeway	Family Fun Night supplies (HS & CPP)	\$ 12.28
2/24/2016	Safeway	Cold Packs purchased by Health Manager	\$ 17.06
3/11/2016	Safeway	Policy Council Meal (HS)	\$ 23.99
3/24/2016	Safeway	Food Friends (Activity Account)	\$ 62.94
4/22/2016	Safeway	Policy Council Meal (HS), Health Meeting (AA), CPP site visit (AA)	\$ 68.09
5/13/2016	Safeway	Policy Council Meal (HS)	\$ 25.96
6/1/2016	Safeway	Snacks for Strategic Planning (Activity Account)	\$ 28.48
6/28/2016	Sam's Club	Mailing envelopes for staff packets	\$ 9.57
9/15/2016	Safeway	Policy Council Meal (HS)	\$ 38.97
10/4/2016	Safeway	Classroom Supplies (HS/CPP/CC), CPP Site visit (AA)	\$ 70.46
10/17/2016	Safeway	Policy Council Meal (HS), Home visit snacks (AA)	\$ 94.36
10/24/2016	Safeway	Classroom Supplies (HS/CPP/CC)	\$ 81.85
11/7/2016	Safeway	Classroom Supplies (HS/CPP/CC)	\$ 70.00
11/14/2016	Safeway	Classroom Supplies (HS/CPP/CC); PC Meal (HS)	\$ 45.94
12/8/2016	Safeway	Classroom Supplies (HS/CPP/CC)	\$ 10.45
12/14/2016	Safeway	Activity Account	\$ 40.14
1/23/2017	Safeway	Ski Program (Activity Account)	\$ 9.69
2/23/2017	Safeway	FFN Supplies (HS/CPP)	\$ 4.99
3/8/2017	Safeway	Supplies (HS/CPP/CC) + Food Friends (Activity Account)	\$ 17.87
3/13/2017	Safeway	Classroom Supplies (HS/CPP/CC)	\$ 7.79
			\$ 25.66

Wells Fargo Card

Claire Oatey

Business Manager

Statement Closing Date	Description	Amount
3/2/2016	Valet Parking at Hyatt Hotel for RMECC	\$ 39.00
5/3/2016	Shuttle for Lauren & Marissa at FCIC National Training Institute. Plane ticket for Claire to Nashville for National Head Start Conference.	\$ 405.52
Jun-16	Meals for Tanya's Head Start Conference in Denver	\$ 112.12
10/4/2016	TPO Training: Cost of training for Lauren & Tanya, two dinners for Tanya, Hotel for 2 nights	\$ 716.75
11/2/2016	Preschool CDA Competency Books for staff: HS Education fund	\$ 224.00
12/2/2016	Gifts for children from Target: Paid for by Legacy Foundation	\$ 338.02
12/2/2016	Gifts for children from Walmart: Paid for by Legacy Foundation	\$ 1,100.59
12/2/2016	Gifts for children from Walmart: Paid for by Legacy Foundation	\$ 120.05
12/2/2016	Gifts for children from Toys R Us: Paid for by Legacy Foundation	\$ 997.39
12/2/2016	REFUND for part of Target - packaged delivered to wrong address	\$ (266.57)
2/2/2017	Lauren's flight to Seattle for Incredible Years Training	\$ 269.40
3/2/2017	Meals for HS Leadership Conference (Tanya), hotel for Incredible Years (Lauren)	\$ 942.08