Strand, Debbie

From: Wilkinson, Lisa
Sent: Tuesday, August 14, 2012 12:59 PM
To: Strand, Debbie
Cc: Hering-Phillips, Carol; Alonzo, Vicki
Subject: FW: Message from your classroom website

Does the e-mail below seem legitimate?

Lisa Wilkinson
Office Manager
Chinook Elementary
Phone (253) 931-4980
Fax (253) 931-4728

From: SWIFT [swift-postmaster@psesd.org]
Sent: Thursday, July 26, 2012 9:05 PM
To: Wilkinson, Lisa
Subject: Message from your classroom website

[redacted]> (IP Address: 173.241.120.149) writes:

Hello,
I used to attend your school when I was in fifth grade, circa 1996. I'm having trouble recalling the names of the principal, counselors, and teachers I dealt with. I am filing a suit against the staff and district and was suggested by my lawyer that I obtain a faculty list of persons employed by your school from 1994-1996 to refresh my memory. Your help would be greatly appreciated, and for future refrence; When you teach the students about sexual harrasment, you should more carefuly evaluate complaints the students make about being sexually harrased after the lesson. They are children, who think it's a joke, and in my case, a joke that turned out to be not-so-funny.
Thank you,
[redacted]

8/21/12

Lisa Wilkinson is going to e-mail the attached staff list from 96/99 to Mr Catledge (your Cush's Leonard)

CHINOOK ELEMENTARY SCHOOL

3502 Auburn Way South
Auburn, Washington 98092
Phone: (253) 931-4980

96/97

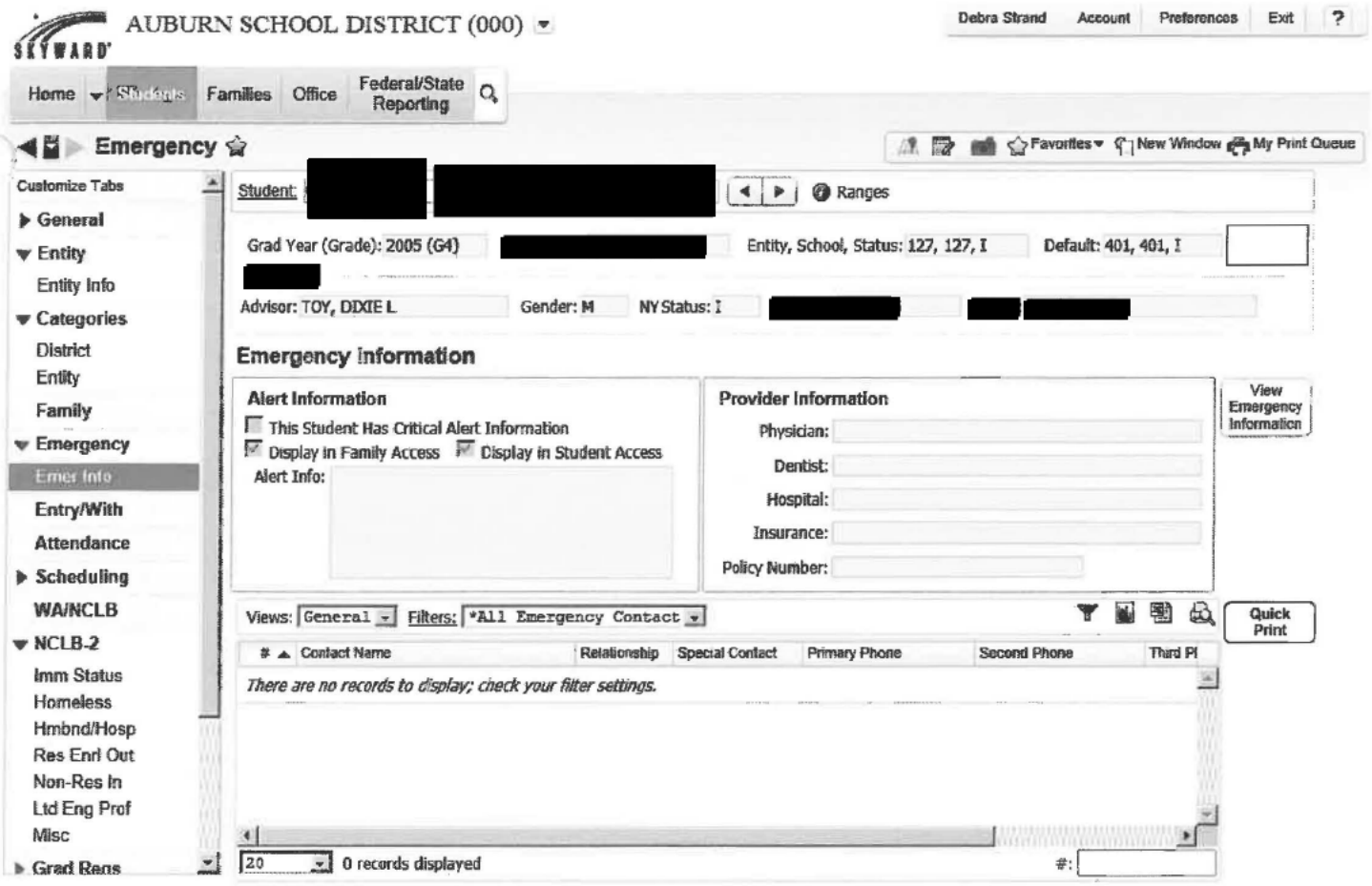
SERIAL	NAME	POS/ASGN DESC
65168	BAKER ELAINE M	PARA-EDUCATOR
67340	BARKUS SHERRILL A	PARA-EDUCATOR
61437	CARLSON-RAY CAROL ANN	PRINCIPAL ELEM
66654	DONNELLY HOLLY ANNE	CLASS TEACH ELEM
63836	DRESEL JOYCE MARIE	PARA-EDUCATOR
62111	DUGGER MARY ELIZABETH	CLASS TEACH ELEM
65213	EDWARDS JACKIE KAY	PARA-EDUCATOR
61653	FLEMING PATRICIA N	CLASS TEACH JH
69591	GARRETT HOLLY M	CLASS TEACH ELEM
61789	GILBERT SHARON PRENTICE	MUSIC SP
65220	GORG LOIS MARIE	PARA-EDUCATOR
63074	HALLOWELL KATHRYN INEZ	READING SPECIALIST
67452	HARRIS SHELLEY ROSE	CLASS TEACH ELEM
63554	HENNESSEY KATHRYN MARIE	PARA-EDUCATOR
65803	HERRIGES ELIZABETH A	CLASS TEACH ELEM
66429	INGRAM CONSTANCE LYNN	CLASS TEACH ELEM
66590	KAELIN JILL ANN	CLSRM-TEACH SP ED
66705	KEARNEY KAREN JEANINE	CLASS TEACH ELEM
61952	KORLANN SANDRA LEE	CLASS TEACH ELEM
62107	LAMBERT GRACE V	LIBRARIAN ELEM
67471	MANN KAREN S	CLASS TEACH ELEM
66390	MARCOTTE REBECCA ANN	CLASS TEACH ELEM
67372	MASON LISA J	PHYSICAL ED SP
65754	MCCLEERY CONSTANCE L	CLASS TEACH ELEM
69208	MCFARLAND DEBORAH H	PARA-EDUCATOR

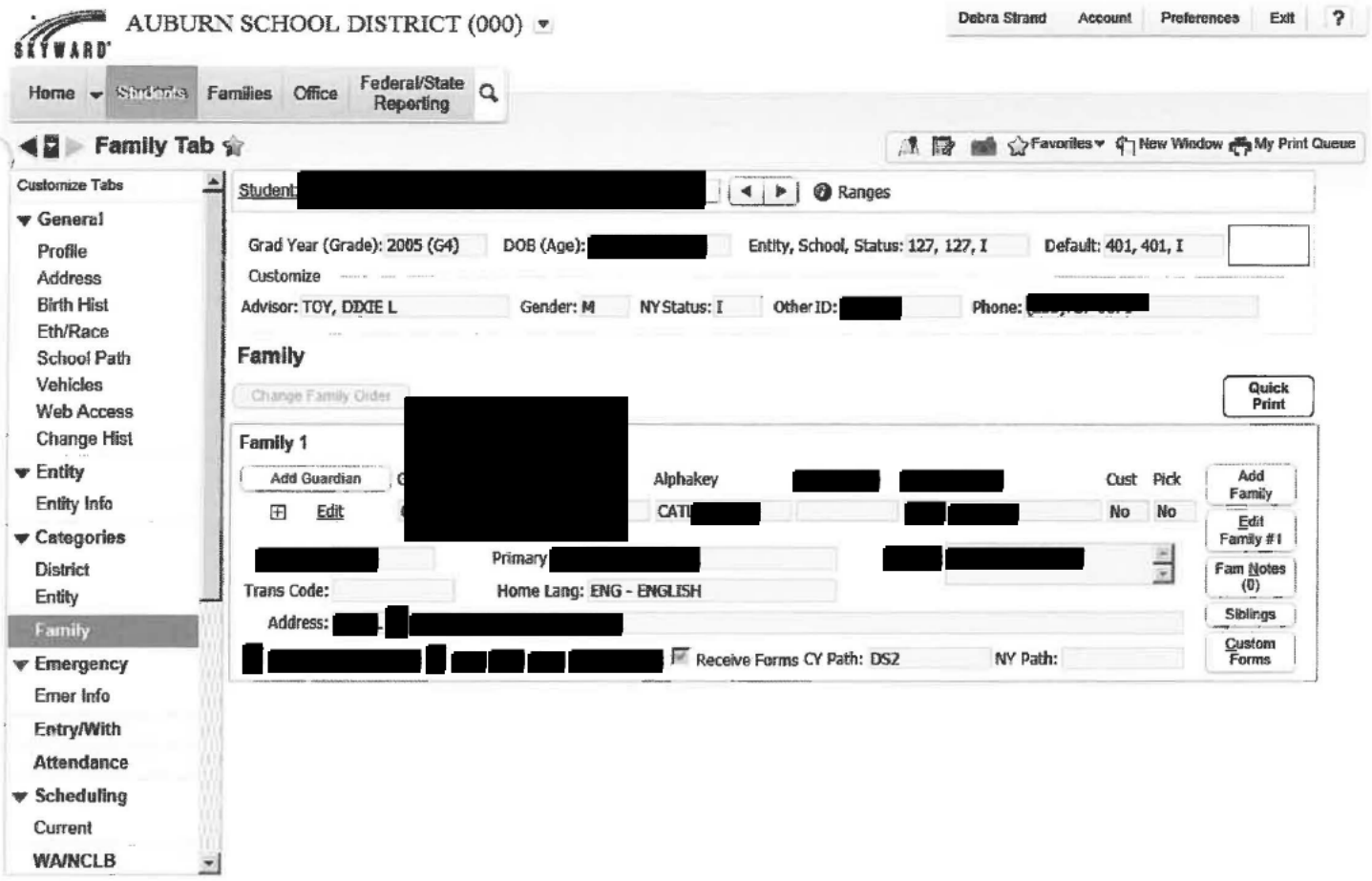
DISTRICT 408 AUBURN

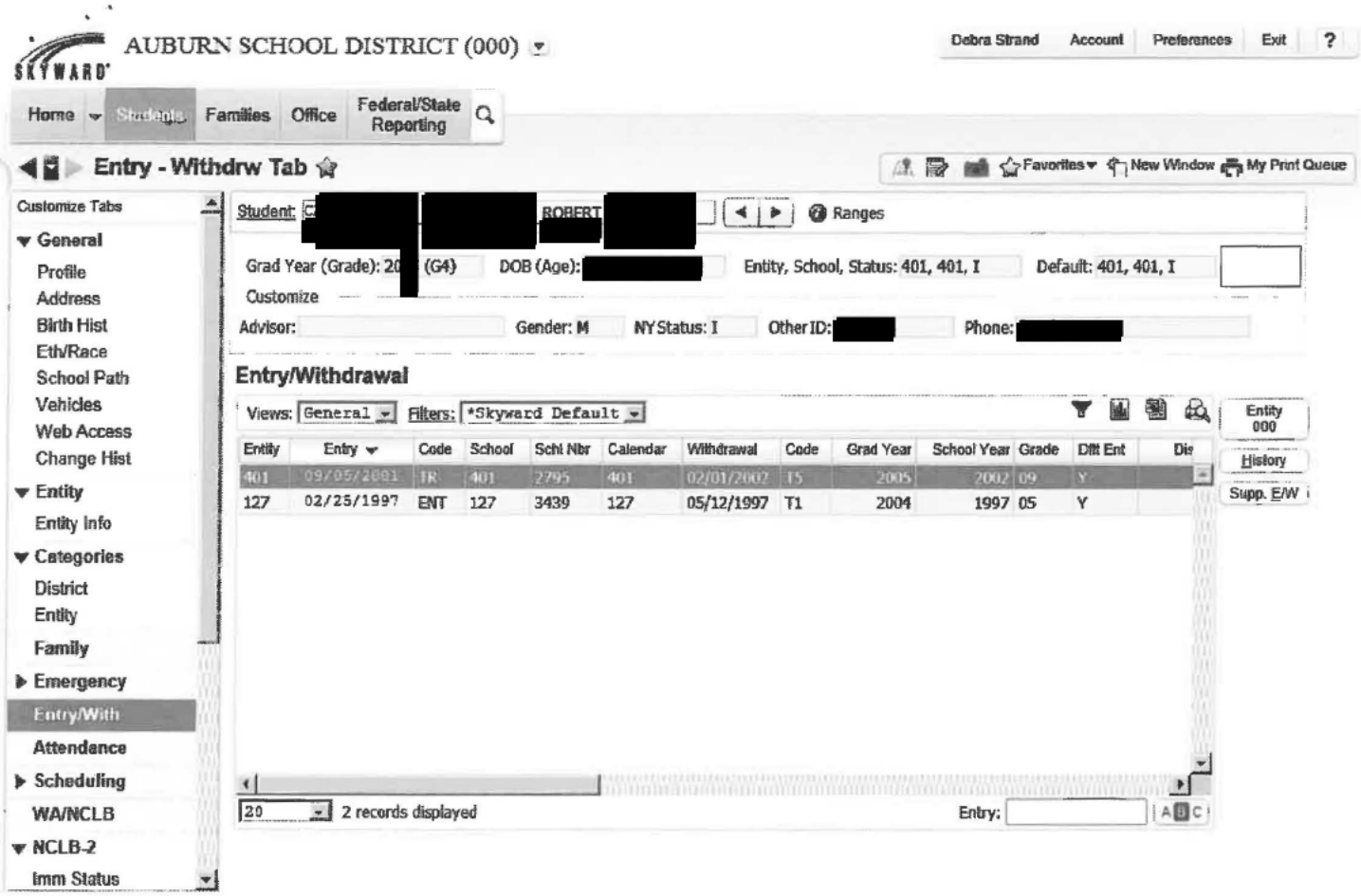
EMPLOYEE INFORMATION

ERIAL	NAME	PAY-LOCATION	POS/ASGN DESC
69284	MINUS TONETTE ANN		CLASS TEACH ELEM
67653	MONROE STEPHANIE JEANNE		CLSRM-TEACH SP ED
66856	MONTIETH KRISTEN IRENE		CLASS TEACH ELEM
67170	MURPHY LISA M		PARA-EDUCATOR
65098	NISSEN-HANEY JACQUELINE ANN		CLASS TEACH ELEM
68559	PETERSEN DEBORAH CAROL		PARA-EDUCATOR
67646	POWELL ELAINE J		CLASS TEACH ELEM
70351	POWELL MICHELLE L		
69209	PURPLE JEANNE M		PARA-EDUCATOR
65102	SCACCO DEBORAH ANN		COUNSELOR ELEM
65825	SCHAFER ARDELLA E		PARA-EDUCATOR
67800	SHOE SUSAN E		CLASS TEACH ELEM
69738	SIDENER MONICA JOANNE		PARA-EDUCATOR
5144	SOLBERG NANCY LOUISE		CLASS TEACH ELEM
69465	SPRENGER PETER J		CLASS TEACH ELEM
68736	STANTON LISA ANNE		CLSRM-TEACH SP ED
65264	STRAND DEBRA MARIE		SEC TO ELEM PRINC
69737	STROHL LORIE		PARA-EDUCATOR
67878	TOY DIXIE L		CLASS TEACH ELEM
65980	VANWAGONER SANDRA G		PARA-EDUCATOR
68096	WALETZKO JILL A		PARA-EDUCATOR
68292	WOLTER STEPHANIE ANN		CLASS TEACH ELEM

*TOT PAY-LOCAT-53


AUBURN SCHOOL DISTRICT (000)
Debra Strand
Account
Preferences
Exit
Home
Students
Families
Office
Federal/State Reporting
Emergency
Favorites
New Window
My Print Queue
Customize Tabs
General
Entity
Entity Info
Categories
District
Entity
Family
Emergency
Emer Info
Entry/With
Attendance
Scheduling
WA/NCLB
NCLB-2
Imm Status
Homeless
Hmbnd/Hosp
Res Enrl Out
Non-Res In
Ltd Eng Prof
Misc
Grad Reqs
Student:
[redacted]
Ranges
Grad Year (Grade): 2005 (G4)
[redacted]
Entity, School, Status: 127, 127, I
Default: 401, 401, I
[redacted]
Advisor: TOY, DIXIE L
Gender: M
NY Status: I
[redacted]
Emergency Information
Alert Information
This Student Has Critical Alert Information
Display in Family Access
Display in Student Access
Alert Info:
Provider Information
Physician:
Dentist:
Hospital:
Insurance:
Policy Number:
View Emergency Information
Views: General
Filters: *All Emergency Contact
Quick Print
▲
Contact Name
Relationship
Special Contact
Primary Phone
Second Phone
Third Pl
There are no records to display; check your filter settings.
20
0 records displayed
#:


AUBURN SCHOOL DISTRICT (000)
Debra Strand
Account
Preferences
Exit
Home
Students
Families
Office
Federal/State Reporting
Family Tab
Favorites
New Window
My Print Queue
Customize Tabs
General
Profile
Address
Birth Hist
Eth/Race
School Path
Vehicles
Web Access
Change Hist
Entity
Entity Info
Categories
District
Entity
Family
Emergency
Emer Info
Entry/With
Attendance
Scheduling
Current
WA/NCLB
Student
Ranges
Grad Year (Grade): 2005 (G4)
DOB (Age):
Entity, School, Status: 127, 127, I
Default: 401, 401, I
Customize
Advisor: TOY, DIXIE L
Gender: M
NY Status: I
Other ID:
Phone:
Family
Change Family Order
Quick Print
Family 1
Add Guardian
Edit
Alphakey
Cust
Pick
No
No
Add Family
Edit Family # 1
Fam Notes (0)
Siblings
Custom Forms
Primary
Trans Code:
Home Lang: ENG - ENGLISH
Address:
Receive Forms CY Path: DS2
NY Path:


AUBURN SCHOOL DISTRICT (000)
Debra Strand
Account
Preferences
Exit
Home
Students
Families
Office
Federal/State Reporting
Entry - Withdrw Tab
Favorites
New Window
My Print Queue
Customize Tabs
General
Profile
Address
Birth Hist
Eth/Race
School Path
Vehicles
Web Access
Change Hist
Entity
Entity Info
Categories
District
Entity
Family
Emergency
Entry/With
Attendance
Scheduling
WA/NCLB
NCLB-2
Imm Status
Student:
ROBERT
Ranges
Grad Year (Grade): 20 (G4)
DOB (Age):
Entity, School, Status: 401, 401, I
Default: 401, 401, I
Customize
Advisor:
Gender: M
NY Status: I
Other ID:
Phone:
Entry/Withdrawal
Views: General
Filters: *Skyward Default
Entity 000
History
Supp. E/W
Entity
Entry
Code
School
Schl Nbr
Calendar
Withdrawal
Code
Grad Year
School Year
Grade
Diff Ent
Dis
401 09/05/2001 IR 401 2795 401 02/01/2002 T5 2005 2002 09 Y
127 02/25/1997 ENT 127 3439 127 05/12/1997 T1 2004 1997 05 Y
20
2 records displayed
Entry:

Auburn School District No. 408
Auburn, Washington 98002

Parent/Guardian Name Robert | April [redacted]

[redacted]

ELEMENTARY SCHOOL RECORD

NAME: [redacted] (Last)	[redacted] (First)	[redacted] (Middle)	Sex M	BIRTHDATE: 12/25/85 (Mo. Day Year)

Grade	5								
Year	96|97								
School	Chinook								
Date Entered	2|25|97								
Teacher	~~Kearney~~ [illegible]								
Math	D-								
Language	D								
Spelling	B+								
Handwriting	✓								
Rdg Perf Level / Rdg Grade	Be / C+								
Science	C+								
Health	C+								
Soc. Studies	D-								
Art	✓								
Music	✓								
Physical Ed.									
Assigned to Grade									
Days Present	45								
Days Absent	3								
Number of Tardies	~~0~~								

JUNE GRADES

Reading Performance Level

Ab - Above Grade Level
On - At Grade Level
Be - Below Grade Level

Grading System for Grades K - 2

\+ = Above Average
/ = Average
\- = Below Average

Grading System for Grades 3 - 6

A = High
B = Above Average
C = Average
D = Below Average
F = Low

ENTRANCE AND WITHDRAWAL RECORD

Date	From	To	O.E.	T.E.	R.E.	W/D	T/W
2 97	Wallis Elem. TX	Chinook	x				
5-12-97	Ch.	Lansing MI				x	

STANDARDIZED TEST SCORE INFORMATION ON REVERSE SIDE

28:INS.049A (06/88)

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

April 17, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 94101

Dear Ms Rumback:

This is to acknowledge receipt of your request we received for all e-mails issued and received on the School Board e-mail account of Lisa Connors, from November 2007 to the present. Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

See final response - May 7, 2012 (in vault)
mailed 5/8/12

APR 13 2012

April 9, 2012

Dr. Kip Herren
Auburn School District
915 4th Street NE,
Auburn, Washington 98002

To Whom It May Concern:

This is a Freedom of Information Act request seeking all emails issued and received on the School Board email account of Lisa Connors, from November 2007 to present.

Please feel free to contact me with any questions or concerns regarding this request.

I can be reached at: 703-887-3677 or via email at HRUMBACK@gmail.com.

Thank you in advance for your assistance.

Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Expenses
Voices
er you
The same
me know

Strand, Debbie

From: hayley rumback [hrumback@gmail.com]
Sent: Sunday, June 10, 2012 12:55 PM
To: Strand, Debbie
Subject: Follow-up request from Connors expenses FOIA

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Debbie,

Thanks for all your assistance on these information requests! I received the travel expenses response for Lisa Connors, and I wanted to request copies of the actual receipts or invoices for her travel.

I know this will take a while to put together, so no stress about that - just whenever you can send that packet along, I'd appreciate it.

If you can send it electronically, that's great, but if not, feel free to direct to the same address as the other requests - 288 State Street, Suite 5, Portland, ME 04101. Let me know if you have any questions.

Thanks!
Hayley Rumback

Strand, Debbie

From: hayley rumback [hrumback@gmail.com]
Sent: Tuesday, June 26, 2012 3:55 PM
To: Strand, Debbie
Subject: Re: Follow-up request from Connors expenses FOIA

Thanks, Debbie. I appreciate the update! If it doesn't create more headaches on your end, feel free to just sent records/receipts along as they're compiled. It's ok with me if they come in pieces, rather than all together as one set.

Thanks for your help.

On Tue, Jun 26, 2012 at 5:36 PM, Strand, Debbie <dstrand@auburn.wednet.edu> wrote:
Hayley,
Just wanted to keep in touch and let you know the status of your request. Our accounts payable department is working on end of the school year reports, etc. They will begin copying the receipts or invoices as soon as they can. Some of the older information will be stored at our warehouse so someone will need to go over there and locate the information....it could take some time.

Thanks!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

-----Original Message-----
From: hayley rumback [mailto:hrumback@gmail.com]
Sent: Sunday, June 10, 2012 12:55 PM
To: Strand, Debbie
Subject: Follow-up request from Connors expenses FOIA

Hi Debbie,

Thanks for all your assistance on these information requests! I received the travel expenses response for Lisa Connors, and I wanted to request copies of the actual receipts or invoices for her travel.

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If you can send it electronically, that's great, but if not, feel free to direct to the same address as the other requests - 288 State Street, Suite 5, Portland, ME 04101. Let me know if you have any questions.

Thanks!
Hayley Rumback

mailed 9-2-12

Lisa Connors
Travel and Other Expenses

Check Date	Vendor	Reason	Inv Date	Ck No.	Amount
3/10/2008	Commercial Card Solutions	Lisa Connors Travel	2/10/2008	369777	127.67
3/10/2008	Commercial Card Solutions	Lisa Connors Airfare NSBA Orlando Conf	2/4/2008	369776	763.50
5/12/2008	Commercial Card Solutions	Lisa Connors Hotel NSBA Orlando Conf	3/31/2008	371891	873.34
8/31/2008	Commercial Card Solutions	Lisa Connors Travel	8/1/2008	375554	311.00
1/12/2009	Commercial Card Solutions	Lisa Connors Travel WSSDA Leg Assembly	11/22/2008	379589	480.45
3/9/2009	Commercial Card Solutions	Lisa Connors Travel NSBA Conf Expenses	2/9/2009	381315	253.65
4/13/2009	Commercial Card Solutions	Lisa Connors Travel-Alaska Air NSBA San Diego Conf	3/3/2009	382281	299.20
5/11/2009	Commercial Card Solutions	Lisa Connors Travel-Hotel NSBA San Diego Conf	4/6/2009	383342	1,082.85
5/11/2009	Lisa Connors	Lisa Connors Travel-Meals NSBA San Diego Conf	4/7/2009	383344	35.00
10/8/2009	US Bank Credit Card	Lisa Connors, Hertz Rent-a-Car WSSDA Leg Assembly	10/8/2009	387795	218.85
10/8/2009	US Bank Credit Card	Lisa Connors Fuel WSSDA Leg Assembly	10/8/2009	387795	29.06
10/8/2009	US Bank Credit Card	Lisa Connors Meals WSSDA Leg Assembly	10/8/2009	387795	6.76
10/8/2009	US Bank Credit Card	Lisa Connors Hotel WSSDA Leg Assembly	10/8/2009	387795	150.47
12/9/2009	US Bank Credit Card	Lisa Connors Hotel WASA Conference	11/30/2009	91000222	422.48
12/9/2009	US Bank Credit Card	Lisa Connors meals WASA Conference	11/30/2009	91000222	7.10
12/9/2009	US Bank Credit Card	Lisa Connors meals WASA Conference	11/30/2009	9100222	32.45
2/8/2010	US Bank Credit Card	Lisa Connors Alaska Air NSBA Chicago Conf	12/28/2009	91000385	313.40
4/26/2010	US Bank Credit Card	Lisa Connors Hotel NSBA Chicago Conf	4/8/2010	91001006	218.11
5/6/2010	US Bank Credit Card	Lisa Connors Hotel NSBA Chicago Conf	5/5/2010	91001127	436.22
5/6/2010	US Bank Credit Card	Lisa Connors Ground Transp NSBA Chicago Conf	5/5/2010	91001127	153.00
5/6/2010	US Bank Credit Card	Lisa Connors Ground Transp NSBA Chicago Conf	5/5/2010	91001127	30.00
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010	91001127	10.04
5/6/2010	US Bank Credit Card	Lisa Connors Alaska Air NSBA Chicago Conf	5/5/2010	91001127	15.00
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA			

Lisa Connors
Travel and Other Expenses

Check Date	Vendor	Reason	Inv Date	Ck No.	Amount
		Conference Chicago	5/5/2010	91001127	6.69
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010	91001127	34.86
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010		9.26
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010	91001127	29.54
5/6/2010	US Bank Credit Card	Lisa Connors Alaska Air NSBA Chicago Conf	5/5/2010	91001127	6.00
5/6/2010	US Bank Credit Card	Lisa Connors hotel NSBA Conference Chicago	5/5/2010	91001127	277.75
11/16/2010	US Bank Credit Card	Lisa Connors Alaska Air WSSDA Conf Spokane	11/16/2010	101100613	219.40
12/13/2010	US Bank Credit Card	Lisa Connors Hotel WSSDA Conf Spokane	12/6/2010	101100720	482.36
12/14/2010	US Bank Credit Card	Lisa Connors Alaska Air San Diego Conf	12/13/2010	101100802	130.10
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	15.54
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	13.85
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	16.65
4/20/2011	US Bank Credit Card	Lisa Connors Hotel NSBA SF Conf	4/18/2011	101101499	873.80
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	10.87
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	14.00
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	33.75
4/20/2011	US Bank Credit Card	Lisa Connors Ground Transp NSBA SF Conf	4/18/2011	91001127	28.90
5/9/2011	Lisa Connors	NSBA Conf Expenses	4/14/2011		25.45
2/21/2012	US Bank Credit Card	Lisa Connors Alaska Air NSBA Boston Conf	2/21/2012		722.60
5/8/2012	US Bank Credit Card	Lisa Connors Hotel NSBA Boston Conf	5/8/2012		648.93
5/8/2012	US Bank Credit Card	Lisa Connors Meals NSBA Boston Conf	5/8/2012	111201905	13.54
5/8/2012	US Bank Credit Card	Lisa Connors Meals NSBA Boston Conf	5/8/2012	111201905	20.00
5/8/2012	US Bank Credit Card	Lisa Connors Meals NSBA Boston Conf	5/8/2012	111201905	16.91
5/8/2012	US Bank Credit Card	Lisa Connors Ground Transp			

Lisa Connors

Travel and Other Expenses

Check Date	Vendor	Reason	Inv Date	Ck No.	Amount
		NSBA Boston Conf	5/8/2012	111201905	17.00
5/8/2012	US Bank Credit Card	Lisa Connors Ground Transp			
		NSBA Boston Conf	5/8/2012	111201905	17.00
5/14/2012	Lisa Connors	NSBA Conf Expenses	4/23/2012	111201839	30.74

**** **** **** 2840 - FOR STATEMENT BILLING DATE: 02/20/08

6F 2110103 Warrant 389777

POST	TRAN	REF NO.	MERCHANT CITY ST	CHARGES	CREDITS	NOTES
02/13	02/12	74164078043018601589587	ENTERPRISE RENT-A-CAR AUBURN WA		-24.90	
				1,205.63		
		ACCOUNT **** **** **** 2063	NAME: CARD #3			
02/04	01/31	24717058032730329486233	DOUBLETREE HOTELS SPOKANE WA	171.00		
02/04	01/31	24717058032730329485797	DOUBLETREE HOTELS SPOKANE WA	1.71		
				172.71		
		ACCOUNT **** **** **** 7530	NAME: CARD #4			
02/04	01/31	24610438032004058051820	COURTYARD BY MARRIOTT-SPO SPOKANE WA	354.20		
02/11	02/08	24071058039158187741205	LA PALMERA #1 EVERETT WA	23.82		
				378.02		
		ACCOUNT **** **** **** 7555	NAME: CARD #5			
01/31	01/29	24445008030164950631709	HMS HOST SEA AIRPT Q63 SEATTLE WA	44.96		
01/31	01/29	24717058030640302965339	CI SHENANIGANS CHOPHOUSE SPOKANE WA	24.44		
02/04	01/31	24013398032018820927819	HOLIDAY INN EXPRESS DOWNT SPOKANE WA	301.54		
02/04	01/31	24013398032018820935150	HOLIDAY INN EXPRESS DOWNT SPOKANE WA	301.54		
02/04	01/31	24445008032167479185105	COEUR D'ALENE BAR GEG SPOKANE WA	54.70		
				727.18		
		ACCOUNT **** **** **** 7563	NAME: CARD #6			
02/14	02/13	24013398044019170762182	SANTIAGOS YAKIMA WA	41.52		
02/15	02/13	24717058045130457378184	OXFORD INN 509-4574444 WA	78.59		
02/15	02/13	24717058045130457378218	OXFORD INN 509-4574444 WA	78.59		
02/15	02/13	24717058045130457378242	OXFORD INN 509-4574444 WA	78.59		
				277.29		
		ACCOUNT **** **** **** 7571	NAME: CARD #7			
01/30	01/28	24316058029548537011373	SHELL OIL 57442295408 AUBURN WA	29.51		
02/01	01/30	24717058031640313085340	CI SHENANIGANS CHOPHOUSE SPOKANE WA	39.36		
2/04	01/31	24610438032004058051200	COURTYARD BY MARRIOTT-SPO SPOKANE WA	10.81		
02/04	01/31	24492808032436030024730	PORT OF SEATTLE PARKING SEATTLE WA	61.00		
				140.68		
		ACCOUNT **** **** **** 7589	NAME: CARD #8			
01/31	01/29	24610438030004068108521	ARBY'S #6167 Q52 WENATCHEE WA	8.63		
02/01	01/30	24013398031018791404013	STEAMPLANT GRILL SPOKANE WA	24.94		
02/04	01/31	24055248032016000117215	SPO CONV CTR PARKING GAR SPOKANE WA	4.00		
02/04	01/31	24323018032513362010171	RED LION RIVER INN-SPO SPOKANE WA	435.12		
02/04	01/31	24717058032640325042429	RED ROBIN NO 25 WENATCHEE WA	13.37		
02/04	01/31	24717058032730329488817	DOUBLETREE RESTAURANT SPOKANE WA	3.75		
				489.81		
		ACCOUNT **** **** **** 4453	NAME: LISA CONNORS Voice			
01/30	01/29	24717058030580300117758	DELTA AIR 0062341646828 ATLANTA GA	763.50	274.00	9120760021
01/31	01/29	24492808030510901301559	ALASKA AIR 0272116590117 SEATTLE WA		489.50	
02/04	02/01	24323018033513356010764	RED LION HOTEL OLYMPIA OLYMPIA WA		109.24	Affidavit
02/12	02/10	24323018042513387010238	RED LION OLYMPIA F&B OLYMPIA WA	127.67	18.43	
					891.17	

Amer [illegible] Bistro
Red Lion Hotel Olympia

170 Erin

Tbl 20/1 Chk 2569 Gst 1
Feb10'08 08:04PM

1 Prawns&Crab Fett	14.50
1 Hot Tea	2.50
Subtotal	[illegible]
Tax	[illegible]
08:46 Total	18.43

Tip: _____

Total

Room # _____

Print Name _____

_____
Signat[illegible]

MAR 1 0 2008

AFFIDAVIT OF LOST RECEIPT

I hereby report that I have lost the receipt, or have been unable to secure a receipt for the Auburn School District No. 408 credit card purchase identified below:

Check all that apply:

[ ] I have lost a receipt.
[X] I have been unable to secure a receipt.
[ ] I have made several attempts to secure a receipt by contacting the vendor.
[ ] I have attached the packing slip with this form.
[ ] I have attached a portion of the product packaging (box flap, etc.) to this form.
[ ] I have attached a copy of my order form to this form.

Date of Purchase: February 10, 2008

Account Code: 9700.11.8020.000

Merchant: Red Lion

Amount of Purchase: ~~$149.95~~ $109.24

Item(s) Purchased: hotel reservations

Additional Comments: _____

This signed document will be placed on file as a substitute for the original receipt. I understand that repeated incidences of lost receipts constitutes "misuse" of the credit card and may result in loss of credit card privileges.

Staff Signature: Lisa Connors — Date: 2/25/08

Deputy Superintendent Signature: Linda Power — Date: 3/2/08

Auditing Officer Signature: _____ — Date: 3/11/8

PURCHASE ORDER

AUBURN SCHOOL DISTRICT

Avenue to Excellence

915 4th STREET NE • AUBURN, WA 98002-4452
PURCHASING PHONE (253) 931-4970 • FAX (253) 931-8006
ACCOUNTS PAYABLE PHONE (253) 931-4935

P.O. NUMBER: 9120700021
VENDOR KEY : COMMERCI005
PAGE NUMBER: 1
P.O. DATE : 02/14/2008
SHIP DATE : 02/08/2008
FISCAL YEAR: 2007-2008
ENTERED BY : JOHNSRUT001

PRINTED 02/26/2008
VENDOR ACCOUNT: 4715 6390 0000 7115

COMPANY:
COMMERCIAL CARD SOLUTIONS
PO BOX 4471
CAROL STREAM IL 60197-4471

Phone: (800) 270-7760

DELIVER TO:
AUBURN SCHOOL DIST 408
915 4TH ST NE
AUBURN WA 98002

ATTN: RUTH JOHNS

	QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
*	1	ticket	One-way airfare on Alaska Airlines for Lisa Connors to travel from Seattle, WA, to Orlando, FL, for the NSBA conferrence scheduled March 29-April 1.	489.50000	489.50
*	1	ticket	Return airfare on Delta for Lisa Connors to travel from Orlando, FL, to Seattle, WA, from the NSBA conference scheduled March 29-April 1.	274.00000	274.00
*	1	tickeet	Roundtrip airfare on Alaska Airlines for Carol Helgerson from Seattle, WA, to Orlando, FL, to attend the NSBA conference scheduled for March 29-April 1.	792.00000	792.00

* = Tax not Computed on Item

PO Subtotal	1,555.50
Other Charges	0.00
Tax	0.00
TOTAL	1,555.50

USE P.O. NUMBER ON ALL CORRESPONDENCE

BILL TO: AUBURN SCHOOL DISTRICT #408 915 4TH ST NE AUBURN WA 98002

T A X E X E M P T I O N S

Please charge Auburn School District Sales Tax.

PURCHASE APPROVED BY:

Purchasing Supervisor

(C O N T I N U E D O N N E X T P A G E)

GUEST REGISTRATION

Guest Name			
Room Number	Guests	# Nights	Departure
Room Rate			

Please notify a front desk service representative if there is any error in this record of your registration. We want to make certain that your name and room number are correct so that your mail and messages can reach you promptly.

A safe deposit box is available for the protection of your valuables. The Hotel's liability is limited pursuant to general business law. Check-in time 3 p.m., Check-out time is 12 noon.

RED LION HOTEL
OLYMPIA

2300 Evergreen Park Drive • Olympia, WA 98502
(360) 943-4000 • Fax (360) 357-6604
Toll Free Reservations (800) 325-4000

**** **** 2840 FOR STATEMENT BILLING DATE: 04/21/06

ST	TRAN	REF NO	MERCHANT CITY ST	CHARGES	CREDITS	NOTES
9	04/07	24323018099513650010172	RED LION AT THE PARK-F SPOKANE WA	18.00		
04/10	04/07	24013398100020939267886	THE PITA PIT SPOKANE WA	23.00		
	04/07	24071058100158143850839	THE ONION - DOWNTOWN SPOKANE WA	37.00		
04/10	04/08	24266578100286299900223	SPOKANE DOWNTOWN CHILI'S SPOKANE WA	33.00		
				181.45		
		ACCOUNT **** **** **** 7589	NAME: CARD #8			
04/02	03/31	24717058092640924661378	RED ROBIN #92 PORTLAND OR	33.95		
04/02	04/01	24755428092150926943210	ARAMARK OREGON CONVENTION PORTLAND OR	14.00		
04/03	04/01	24071058093158170034660	ARAMARK OREGON CONVENT PORTLAND OR	21.50		
04/03	04/01	24266578093200299300580	PASTINI PASTARIA PORTLAND OR	28.65		
04/03	04/01	24316058093548593053773	SHELL OIL 57443148507 PORTLAND OR	48.50		
04/03	04/01	24323008093123092012443	MERC-OREGON CON PORTLAND OR	8.00		
04/04	04/02	24610438094004089068251	DOUBLETREE HOTELS LLOYD C PORTLAND OR	229.50		
04/04	04/02	24610438094004089068269	DOUBLETREE HOTELS LLOYD C PORTLAND OR	261.50		
04/04	04/02	24610438094072001407360	DOUBLETREE HOTELS F/B PORTLAND OR	27.00		
				672.60		
		ACCOUNT **** **** **** 7597	NAME: CARD #9			
04/09	04/09	24493988100206783104930	SUPERSHUTTLE LA 310-222-5500 CA	36.00		
04/09	04/09	24493988100206783104971	SUPERSHUTTLE LA 310-222-5500 CA	55.00		
04/11	04/09	24013398101020987639548	GLADSTONES LONG BEACH LONG BEACH CA	52.88		
04/14	04/12	24610438104004062257366	HYATT HOTELS LONG BEACH LONG BEACH CA	652.44		
04/14	04/12	24610438104004062257374	HYATT HOTELS LONG BEACH LONG BEACH CA	652.44		
				1,448.76		
		ACCOUNT **** **** **** 4453	NAME: LISA CONNORS			
03/31	03/28	24164078089156280356496	ORNG CTY CNVCR10276301 ORLANDO FL	8.79		
3/31	03/29	24399008090159000627817	BAHAMA BREEZE 00030015 ORLANDO FL	16.32		
04/01	03/30	24164078091156240255503	ORNG CTY CNVCR10276301 ORLANDO FL	15.71		
04/02	03/31	24717058092730921357110	EMBASSY SUITES 9505 ORLANDO FL	832.52		
				873.34		
		ACCOUNT **** **** **** 3478	NAME: CAROL HELGERSON			
03/31	03/28	24246518089207399700020	EMBASSY SUITES F&B #945 ORLANDO FL	13.79		
03/31	03/29	24246518090207399700076	EMBASSY SUITES F&B #945 ORLANDO FL	17.79		
04/01	03/31	24326888092207299600333	TOOJAY'S DR PHILLIPS ORLANDO FL	19.27		
04/01	03/29	24610438091004021020801	THE PEABODY ORLANDO F&B ORLANDO FL	59.22		
04/02	03/31	24073148092900011600193	THE GRAPE AT POINTE ORLAN ORLANDO FL	32.10		
04/02	04/01	24210738093286488600123	THE BAD ASS COFFEE CO 73 ORLANDO FL	9.05		
04/03	04/01	24717058093730933396469	EMBASSY SUITES 9505 ORLANDO FL	1,040.65		
04/04	04/02	24559308094400003738516	MASTERPARK A SEATAC WA	91.75		
04/04	04/01	24610438094004031050563	THE PEABODY ORLANDO F&B ORLANDO FL	9.53		
				1,293.15		
		ACCOUNT **** **** **** 7639	NAME: JANICE NELSON			

okay done No Rec...

5/12/08 Warrant 371011

ORLANDO, FL 32819
TELEPHONE 407.352.1400 FAX 407.363.1120

EMBASSY SUITES HOTELS®

Name & Address

CC RS, LISA

Room	422/KNGN	
Arrival Date	3/27/2008	5:07:00P
Departure Date	3/31/2008	
Adult/Child	1/0	
Room Rate	$185.00	

One night's room & tax early departure fee____

RATE PLAN C-NSB
HH#
AL
BONUS AL CAR

Confirmation: 84825516

3/31/2008 PAGE 1

Rates subject to applicable sales, occupancy, or other taxes. Please do not leave any money or items of value unattended in your room. A safety deposit box is available for you in the lobby. I agree that my liability for this bill is not waived and agree to be held personally liable in the event that the indicated person, company or association fails to pay for any part or the full amount of these charges. "I have requested weekday delivery of USA TODAY. If refused, a credit of $0.50 will be applied to my account." In the event of an emergency, I, or someone in my party, require special evacuation assistance due to a physical disability. *Please indicate yes by checking here:* ☐

Signature

DATE	REFERENCE	DESCRIPTION	AMOUNT
3/27/2008	2217714	GUEST ROOM	$185.00
3/27/2008	2217714	ROOM TAXES	$23.13
3/28/2008	2218315	GUEST ROOM	$185.00
3/28/2008	2218315	ROOM TAXES	$23.13
3/29/2008	2218815	GUEST ROOM	$185.00
3/29/2008	2218815	ROOM TAXES	$23.13
3/30/2008	2219356	GUEST ROOM	$185.00
3/30/2008	2219356	ROOM TAXES	$23.13
		WILL BE SETTLED TO VS *4453	$832.52
		EFFECTIVE BALANCE OF	$0.00

ESTIMATED CURRENCY TOTAL

ACCOUNT NO.

CARD MEMBER NAME

ESTABLISHMENT NO & LOCATION ESTABLISHMENT AGREES TO TRANSMIT TO CARD HOLDER FOR PAYMENT

CARD MEMBER'S SIGNATURE
X

DATE OF CHARGE	FOLIO NO./CHECK NO. 337241 A
AUTHORIZATION	INITIAL
PURCHASES & SERVICES	
TAXES	
TIPS & MISC.	
TOTAL AMOUNT	0.00

THANK YOU

MERCHANDISE AND/OR SERVICES PURCHASED ON THIS CARD SHALL NOT BE RESOLD OR RETURNED FOR A CASH REFUND

PAYMENT DUE UPON RECEIPT - 1% PER MONTH INTEREST CHARGE WILL BE APPLIED TO ALL PAST DUE INVOICES.

Levy Food Court
Levy Restaurants
Orange County Convention Center

1118 Temp

CHK 7875 MAR30'08 1:23PM GST 2

1 Cheese Burger	9.50
1 Cup Pepsi	2.75
1 M & M	2.50
Tax	0.96
Paid	15.71
xxxxxxxxxxxx4453	XX/XX
Visa	15.71

Lisa lunch

West Food Court
Levy Restaurants
Orange County Convention Center
(407) 685 9800
www.levyrestaurants.com

CHECK: 1136
SERVER: 1099 Temp
DATE: MAR28'08 12:19PM
CARD TYPE: Visa
ACCT #: XXXXXXXXXXXX4453
EXP DATE: XX/XX
AUTH CODE: 084181
RESEARCH: 808816773089
LISA CONNORS

SUBTOTAL: 15.79

Signature:

I agree to pay above total amount according to cardholder agreement

Lisa lunch

Fri lunch

4-8-08 3755

**** **** **** 2840 FOR STATEMENT BILLING DATE: 08/20/08

POST	TRAN	REF NO.	MERCHANT CITY ST	CHARGES	CREDITS	NOTES
		ACCOUNT **** **** **** 7589	NAME: CARD #8			
07/22	07/20	24164078203389311364228	KFC #310 18803106 KENNEWICK WA	19.53		
07/22	07/21	24323038204122718011683	BAMBOO GARDEN KENNEWICK WA	41.59		
07/25	07/22	24013398206002998047030	ROUND TABLE PIZZA KENNEWI KENNEWICK WA	44.21		
07/25	07/23	24323018206513340010053	RED LION COLUMBIA CT F KENNEWICK WA	38.18		
07/28	07/24	24164058207378001734046	EXXONMOBIL 46909131 KENNEWICK WA	45.24		
07/28	07/24	24164058207837001732813	EXXONMOBIL 46909131 KENNEWICK WA	16.56		
07/28	07/24	24323018207513046010158	RED LION HOTEL COLUMBI KENNEWICK WA	425.16		
				630.47		
		ACCOUNT **** **** **** 7597	NAME: CARD #9			
08/06	08/04	24164078218292011060851	SAFEWAY STORE00015891 LEAVENWORTH WA	167.31		
08/06	08/04	24164078218355452046802	STARBUCKS USA 00033878 COVINGTON WA	18.87		
08/06	08/05	24246518219200000000230	COLDSTONE CREAMERY#2244 LEAVENWORTH WA	14.02		
08/07	08/05	24498138219701887541628	BAREN HAUS LEAVENWORTH WA	59.40		
08/08	08/06	24013398220003489792383	KAHLER GLEN LEAVENWORTH WA	37.11		
				296.71		
		ACCOUNT **** **** **** 4453	NAME: LISA CONNORS			
08/05	08/01	24492808217510908049073	ALASKA AIR 0272124045781 SEATTLE WA	172.00		
08/05	08/01	24492808217510908049172	ALASKA AIR 0272124045805 SEATTLE WA	139.00		
				311.00		

OK JDC

9700-11-8020-000

Ruth

From: Connors, Lisa
Sent: Tuesday, August 05, 2008 10:06 AM
To: Johns, Ruth
Subject: FW: Alaska Airlines/Horizon Air Confirmation Letter for 9/26/08

Lisa Connors will be cancelling flight reservations

Ruth,
I thought you might want this confirmation.
Thank you,

Lisa Connors
Director
Auburn School District
915 Fourth Street Northeast
Auburn, WA 98002
Email: lconnors@auburn.wednet.edu

From: connorsrus@comcast.net [connorsrus@comcast.net]
Sent: Tuesday, August 05, 2008 9:52 AM
To: Connors, Lisa
Subject: FW: Alaska Airlines/Horizon Air Confirmation Letter for 9/26/08

---------- Forwarded Message: ----------
From: "Alaska/Horizon Airlines" <Alaska.IT@AlaskaAir.com>
To: connorsrus@comcast.net
Subject: Alaska Airlines/Horizon Air Confirmation Letter for 9/26/08
Date: Fri, 1 Aug 2008 19:39:39 +0000
> Thank you for choosing Alaska Airlines / Horizon Air!
>
> For questions, changes or cancellations on an Alaska Airlines or
> Horizon Air purchased or Mileage Plan award ticket, please call
> 1-800-ALASKAAIR
> (1-800-252-7522) for Alaska Airlines, or 1-800-547-9308 for Horizon Air. (If
> calling from Mexico, precede these telephone numbers with 001.)
>
> For questions, changes, or cancellations on an American Airlines,
> British Air, Continental Airlines, Delta Air Lines or Northwest
> Airlines Partner Award ticket, please call the Partner Desk at
> 1-800-307-6912.
>
> Confirmation Code: LJLPIC
>
> Name: CONNORS/LISA
> Ticket Number: 027-2124045781
> Base Fare: 146.98
> Tax: 25.02
> Total: 172.00
> Mileage Plan: Alaska Airlines #*****581
>
>
> REMINDERS AND RESTRICTIONS
>
> This electronic ticket is not transferable. This ticket is
> non-refundable. If you choose to change your itinerary, any fare
> increases and a change fee will be collected at that time.
>
> PAYMENT INFORMATION
>
> The amount of $172.00 (USD) was charged to the Visa Card
> **********4453 held by LISA CONNORS on 8/1/2008, toward electronic
> ticket number 027-2124045781. This document is your receipt.

ITINERARY
>

9700 11.8020.000

Johns, Ruth

From: Connors, Lisa
Sent: Tuesday, August 05, 2008 10:07 AM
To: Johns, Ruth
Subject: FW: Alaska Airlines/Horizon Air Confirmation Letter for 11/19/08

Ruth,
I thought you might like this one too!
Thank you,

Lisa Connors
Director
Auburn School District
915 Fourth Street Northeast
Auburn, WA 98002
Email: lconnors@auburn.wednet.edu
From: connorsrus@comcast.net [connorsrus@comcast.net]
Sent: Tuesday, August 05, 2008 9:51 AM
To: Connors, Lisa
Subject: FW: Alaska Airlines/Horizon Air Confirmation Letter for 11/19/08

---------- Forwarded Message: ----------
From: "Alaska/Horizon Airlines" <Alaska.IT@AlaskaAir.com>
To: connorsrus@comcast.net
Subject: Alaska Airlines/Horizon Air Confirmation Letter for 11/19/08
Date: Fri, 1 Aug 2008 19:39:57 +0000
> Thank you for choosing Alaska Airlines / Horizon Air!
>
> For questions, changes or cancellations on an Alaska Airlines or
> Horizon Air purchased or Mileage Plan award ticket, please call
> 1-800-ALASKAAIR
> (1-800-252-7522) for Alaska Airlines, or 1-800-547-9308 for Horizon Air. (If
> calling from Mexico, precede these telephone numbers with 001.)
>
> For questions, changes, or cancellations on an American Airlines,
> British Air, Continental Airlines, Delta Air Lines or Northwest
> Airlines Partner Award ticket, please call the Partner Desk at
> 1-800-307-6912.
>
> Confirmation Code: NCLNFB
>
> Name: CONNORS/LISA
> Ticket Number: 027-2124045805
> Base Fare: 109.77
> Tax: 29.23
> Total: 139.00
> Mileage Plan: Alaska Airlines #*****581
>
>
> REMINDERS AND RESTRICTIONS
>
> This electronic ticket is not transferable. If you choose to change
> your itinerary, any fare increases and a change fee will be collected
> at the time the change is made.
>
> PAYMENT INFORMATION
>
> The amount of $139.00 (USD) was charged to the Visa Card
> ************4453 held by LISA CONNORS on 8/1/2008, toward electronic
> ticket number 027-2124045805. This document is your receipt.
>
> ITINERARY
>

**** **** **** 2840 FOR STATEMENT BILLING DATE: 12/19/08

POST	TRAN	REF NO.	MERCHANT CITY ST	CHARGES	CREDITS	NOTES
12/18	12/16	24610438352004080201718	MARRIOTT 337J8 SD MARINA SAN DIEGO CA	6.67		
				1,279.34		

ACCOUNT ** **** **** 7589 NAME: CARD #8**

11/21	11/20	24224438326030004136541	MI AMIGOS-AZ CENTE PHOENIX AZ	33.50		
11/24	11/22	24341298328116327010036	HISSUA TAXI SERVICE PHOENIX AZ	16.00		
11/24	11/20	24792628326642000218327	USAIRWAYS 0372329172494 SEATTLE WA	15.00		
11/24	11/20	24792628326642000218335	USAIRWAYS 0372329172586 SEATTLE WA	15.00		
11/24	11/22	24055238328286488900077	SUBWAY 15346 Q16 PHOENIX AZ	11.34		
11/24	11/22	24445008328540877697488	UNOS PHOENIX AZ	56.40		
11/24	11/21	24610438328072008036632	HYATT HOTELS PHOENIX F&B PHOENIX AZ	21.66		
11/25	11/23	24388948329670358811012	AAA FULL TRANSPORTATIO PHOENIX AZ	19.00		
11/25	11/23	24792628329642000193527	USAIRWAYS 0372329502050 PHOENIX AZ	15.00		
11/25	11/23	24792628329642000193535	USAIRWAYS 0372329502137 PHOENIX AZ	15.00		
11/25	11/23	24055238329286488900191	SUBWAY 15346 Q16 PHOENIX AZ	6.83		
11/25	11/23	24164078329531589519749	FOOD COURT N2 30035190 PHOENIX AZ	5.73		
11/25	11/21	24316248329900013013759	TRUE FOODS PHOENIX AZ	57.40		
11/25	11/23	24559308329900013812158	MASTERPARK B 206-4440500 WA	64.58		
11/25	11/23	24610438329004071216766	HYATT HOTELS PHOENIX PHOENIX AZ	535.53		
11/25	11/23	24610438329072007036376	HYATT HOTELS PHOENIX F&B PHOENIX AZ	13.1		
				90[illegible]90		

ACCOUNT ** **** **** 7597 NAME: CARD #9**

[redacted]

Connors

				122.78		

ACCOUNT ** **** **** 4453 NAME: LISA CONNORS**

/21	11/19	24717058325733256667466	DOUBLETREE RESTAURANT SPOKANE WA	39.28		
11/24	11/20	24013398326001476535743	STEAMPLANT GRILL SPOKANE WA	17.28		
11/24	11/20	24717058326733267634033	DOUBLETREE RESTAURANT SPOKANE WA	4.24		
11/24	11/22	24717058328733282817124	DOUBLETREE HOTELS SPOKANE WA	409.65		
11/24	11/22	24717058328733282818452	DOUBLETREE RESTAURANT SPOKANE WA	10.00		
				480.45		

okay done

[redacted]

11/21	11/19	24224438326010011477948	DAVENPORT HOTEL IN SPOKANE WA	39.13		
11/24	11/20	24013398326001476535719	STEAMPLANT GRILL SPOKANE WA	[illegible]		
11/24	11/22	24559308328900013707425	MASTERPARK B 206-4440500 WA	52.65		
11/24	11/20	24717058326733267634074	DOUBLETREE RESTAURANT SPOKANE WA	5.60		
11/24	11/22	24717058328733282817207	DOUBLETREE HOTELS SPOKANE WA	427.84		
				553.70		

ACCOUNT ** **** **** 6936 NAME: DENNIS HERREN**

11/21	11/19	24717058325133256[illegible]0866	CI SHENANIGANS CHOPHOUSE SPOKANE WA	30.41		
11/21	11/19	24717058325733256668050	DOUBLETREE RESTAURANT SPOKANE WA	18.97		
11/24	11/22	24717058328733282817066	DOUBLETREE HOTELS SPOKANE WA	455.31		

7/12/09 Waiteart 9192/

DOUBLETREE® HOTEL
SPOKANE • CITY CENTER

322 N. Spokane Falls Ct. • Spokane, WA 99201
Phone (509) 455-9600 • Fax (509) 455-6285
For reservations across the nation
www.doubletree.com or 1-800-222-TREE

Name & Address

C[illegible]NORS, LISA
[illegible]TH ST NE

AUBURN, WA 98002
US

Room 1522/NK1
Arrival Date 11/19/2008 7:39:00PM
Departure Date 11/22/2008

Adult/Child 1/0
Room Rate $122.00

RATE PLAN C-WSD
HH#
AL
BONUS AL CAR

Confirmation: 81830443

11/22/2008 PAGE 1

DATE	DESCRIPTION	ID	REF. NO	CHARGES	CREDITS	BALANCE
11/19/2008	3752526	GUEST ROOM			$122.00	
11/19/2008	3752526	STATE SALES TAX			$10.61	
11/19/2008	3752526	LODGING TAX			$2.44	
11/19/2008	3752526	COUNTY TPA			$1.50	
11/20/2008	3753527	GUEST ROOM			$122.00	
11/20/2008	3753527	STATE SALES TAX			$10.61	
11/20/2008	3753527	LODGING TAX			$2.44	
11/20/2008	3753527	COUNTY TPA			$1.50	
11/21/2008	3754531	GUEST ROOM			$122.00	
11/21/2008	3754531	STATE SALES TAX			$10.61	
[illegible]1/2008	3754531	LODGING TAX			$2.44	
[illegible]1/2008	3754531	COUNTY TPA			$1.50	
		WILL BE SETTLED TO VS *4453			$409.65	
		EFFECTIVE BALANCE OF			$0.00	

ESTIMATED CURRENCY TOTAL

THANK YOU

EXPRESS CHECK-OUT

Good Morning ! We hope you enjoyed your stay. With Express Check-Out there is no need to stop at the Front Desk to check out.

- Please review this statement. It is a record of your charges as of late last evening.
- For any charges after your account was prepared, you may:
  + pay at the time of purchase.
  + charge purchases to your account, then stop by the Front Desk for an updated statement.
  + or request an updated statement be mailed to you within two business days.

Si[illegible] call the Front Desk from your room and tell us when you are ready to dep[illegible]. Your account will be automatically checked out and you may use this statement as your receipt. Feel free to leave your key(s) in the room.

Please call the Front Desk if you wish to extend your stay or if you have any questions about your account.

DATE OF CHARGE	FOLIO NO./CHECK NO.
579111 A	
AUTHORIZATION	INITIAL
PURCHASES & SERVICES	
TAXES	
TIPS & MISC.	
TOTAL AMOUNT	0.00

PAYMENT DUE UPON RECEIPT

PAYMENT DUE UPON RECEIPT - 1.5% PER MONTH INTEREST CHARGE WILL BE APPLIED TO ALL PAST DUE INVOICES.

[illegible] Marriott
Spokane City Center
[illegible]
Spokane, WA 9920[illegible]
509-[illegible]

[illegible]

Table 53

Card Holder [illegible]
Card Number [illegible]
Batch-Case: [illegible]

[illegible] 10.00

Tip [illegible]

Total [illegible]

[illegible]

Customer agrees to pay total in accordance with agreement governing use of such card.

[illegible]

****
Steam Plant Grill Check 447394
159 S. Lincoln Order 517705
Spokane WA
Tel. (509) 777-3900

11/20/08 7:57 PM
Table 31:2 Cust 1 Server 77 Tyanne
****

1 Mesquite Quesadilla	9.95
1 Strawberry Crepes	5.95
Taxable:	15.90
Sub-total:	15.90
Gratuity:	0.00
Sales Tax:	1.38
Total Due:	**17.28**

Item Count: 2

Thank You for dining at the
Steam Plant Grill. To book an event
please call our Event Coordinator
at (509) 462-0285.

I agree to pay the above total amount
according to the card issuer agreement.

THANK YOU FOR VISITING
THE STEAM PLANT GRILL

Connors GT

**** **** **** 2840 FOR STATEMENT BILLING DATE: 02/20/09

POST	TRAN	REF NO.	MERCHANT CITY ST	CHARGES	CREDITS	NOTES
		ACCOUNT **** **** **** 7555	NAME: CARD #5			
02/20	02/18	24445009050654607335723	FRED M FUEL #9019 Q76 AUBURN WA	31.77		
02/20	02/18	24717059050640503820252	RED ROBIN #92 PORTLAND OR	23.66		
				55.43		
		ACCOUNT **** **** **** 7597	NAME: CARD #9			
02/17	02/13	24493989045200899300348	TRAVEL CONNECTION 800-862-0862 OR	2,560.00		
				[illegible]		
		ACCOUNT **** **** **** 4453	NAME: LISA CONNORS			
02/10	02/08	24425139040512941010141	EXTENDEDSTAY #7032 TUMWATER WA	77.27		
02/11	02/09	24164079041619032416871	UNION 76 18039206 AUBURN WA	9.73		
02/11	02/09	24275309041753658096852	HERTZ RENT-A-CAR AUBURN WA	166.65		
				253.65		

√Okay done

Warrant 381315
3/9/09

ESA Olympia - Tumwater
1675 Mottman Rd. SW
Tumwater, WA 98512

Property ID: 7032
Phone: 360-754-6063
Fax: 360-754-6025

Folio Receipt

As Of: 2/9/2009

Folio # 57783
Connors, Lisa
915 Fort St NE
AUBURN, WA 98002
Company: Leisure

Room: 117
Arrival: 2/8/2009
Departure: 2/9/2009

Trans #	Date	Description	Charges	Payments	Balance
586843	2/8/2009	VISA	$0.00	$77.27	($77.27)
586888	2/8/2009	Rm: 117 BAR - NIGHTLY VALUE RATE	$69.99	$0.00	($7.28)
586889	2/8/2009	STATE ROOM TAX	$7.28	$0.00	$0.00
				Balance:	**$0.00**

Folio Summary

Previous Balance:	**$0.00**
Room Charges:	**$69.99**
Other Charges/Credits:	**$0.00**
Phone Charges:	**$0.00**
Tax:	**$7.28**
Less Payments:	**$77.27**
Total Amount Due:	**$0.00**

Method of Pay: Credit Card

Signature:

- Cardholder acknowledges receipt of goods and/or services in the amount of the total shown above and agrees to perform the obligations and terms in the cardholder agreement with the seller.

- The above rate is based on your length of stay as stated on this folio. Any variance to your actual departure date can result in a daily rate adjustment that will be reflected in total room charges on your final bill.

Hertz #01 RNX **RR 658096854 CC**

LISA CONNORS
VEHICLE 01195/5061767

CLS C NVL Y 08MZ6X LIC: CA 6BQD375
FUEL: 8/8 OUT 8/8 IN
CDP: 411328 - SAMS COMPANY

RES E28201598F1/MCLE3 /C
PREPARED BY: 1752/WAAUB01
COMPLETED BY: 1752/WAAUB01

RENTED: 02/07/09 10:54 @ HLE AUBURN
RETURN: 02/09/09 15:00 @ HLE AUBURN

PLAN IN: **MCLE3** **RATE CLASS:** **C**
PLAN OUT: **MCLE3**

MILEAGE IN	21664	TR-X MILES
MILEAGE OUT	21550	MILES ALLOWED
MILES DRIVEN	114	MILES CHARGED

DAYS	3 @ $ 21.49/ DAY		$	64.47
SUBTOTAL 1			**$**	**64.47**
DISCOUNT - R	10%		$	6.45
SUBTOTAL 2			**T$**	**58.02**
VEHICLE LICENSING COST RECOVERY		.65%	T$	.38
LDW	ACCEPTED @ $ 26.99 DAY		T$	80.97
LIS	DECLINED			
PAI, PEC	DECLINED			
ENERGY SURCHARGE			$	1.03
TAX	18.700% ON TAXABLE TTL OF $	140.40	$	26.25
CHARGED ON VISA	**XXXXXXXXXXXX4453**		**$**	**166.65**
RENT FP VISA	XXXXXXXXXXXX4453			

HOW WAS YOUR EXPERIENCE?
WE'D LIKE YOUR FEEDBACK.

1) Call 1-800-278-1595, or
Visit WWW.HERTZSURVEY.COM
2) Enter Access Code: 07342
3) Take Brief 4 Question Survey

LISA CONNORS Hertz
WAAUB01 0734201 1752 #01 EST

VEHICLE 01195/5061767 08 N/L MAZDA 6 S
LIC CA6BQD375 CLS C MILES OUT 21550 FUEL OUT 8/8
NVL Y TK CAP 18.0 STALL

ESTIMATE OF CHARGES

RENTED: 02/07/09 10:54 @ HLE AUBURN
RETURN: 02/10/09 11:00 @ HLE AUBURN

THIS IS ONLY AN ESTIMATE. Taxable charges are denoted by a T, and additional details about some charges appear beneath the table. Our estimates of Your total charges appear on the right of the table below. Our estimates assume (1) You will rent and return the vehicle at the times and places indicated, (2) if a mileage charge applies, You will drive no more than the distance indicated and (3) You will not incur any charges that either are listed below opposite **** or cannot be calculated until return. If any of these assumptions is incorrect, additional charges or charges at higher rates may apply.

CHARGE RATE / AMOUNT			**CHARGE ESTIMATI**
TIME / MILEAGE CHGS: RATE PLAN - MCLE3			**CLASS - C**
2 @ $ 21.49/ DAY	WITH ALL MILES FREE	$	42.98
1 @ $ 21.49/ EX DAY		$	21.49
EXTRA CHARGES IF APPLICABLE			
$ 10.75/ EX HOUR			
$ 10.75/ XDY XHR			
SUBTOTAL 1		**$**	**64.47**
DISCOUNT - R	10%	$	6.45
SUBTOTAL 2		**T$**	**58.02**
ADDITIONAL CHARGES			
FEES FOR ANY ADDITIONAL AUTHORIZED OPERATORS NOT INCLUDED.		T$	****
OPTIONAL SERVICES			
LDW	ACCEPTED @ $ 26.99 PER DAY	T$	80.97
FUEL & SERVICE $.285 /MI $5.99 /GAL 18.0 /TK CAP		$	****
ASSESSMENTS / FEES / TAXES			
VEHICLE LICENSING COST RECOVERY	.65%	T$	.38
ENERGY SURCHARGE		T$	1.03
TAX	18.700% ON EST. TAXABLE TTL $ 140.40	$	26.25
TOTAL ESTIMATED CHARGE		**$**	**166.65**

STATEMENT OF CHARGES - NOT VALID FOR RENTAL
Renting Company - The Hertz Corporation

CC AUTH WOULD BE $ 367.00

WELCOME

18039206-01
DOUGS AUTO ROW 76
1725 AUBURN WAY NO
AUBURN WA

DATE 02/09/09 16:18

VISA
XXXXXXXXXXX4453
GDWJGG05J4SP
INV# 161729 M5/M8
REF# 921 96-004
AUTH# 00-005711

PUMP # 05 SELF
UNL 4.488G
PRICE/G: $ 2.169
FUEL TOTAL $ 9.73

THANK YOU
HAVE A NICE DAY

Commercial Card Statement

JPMorganChase

4788 2590 0002 2840 FOR STATEMENT BILLING DATE: 03/20/09

POST	TRAN	REF NO	MERCHANT	CITY	STATE	AMOUNT	NOTES
ACCOUNT #: 4788250000547555 NAME: CARD #5							
03/03	03/01	24164079061386310159137	KFC/A&W #C150052400025	OTHELLO	WA	8.34	
						671.84 ✓	
ACCOUNT #: 4788250000547563 NAME: CARD #6							
03/02	03/01	24493989060207483301673	SUPERSHUTTLE EXECUCARPHX	8888886025	AZ	55.00	
03/02	02/27	24013399059004267882671	STEVES GRILL	PHOENIX	AZ	203.71	
03/02	02/26	24323009058124059012948	MI AMIGOS-ARIZONA CNTR	PHOENIX	AZ	212.78	
03/02	02/27	24717059059150591468072	DISTRICT AMERICAN KITCHEN	PHOENIX	AZ	56.74	
03/02	02/28	24717059060730600016801	SHERATON PHOENIX DTWN PAR	PHOENIX	AZ	32.00	
03/02	02/28	24717059060730606747920	DISTRICT AMERICAN KITCHEN	PHOENIX	AZ	73.98	
03/03	02/28	24013399060004284006335	PEORIA SPORTS CMPLX CONC	PEORIA	AZ	29.75	
03/04	03/03	24108389062642829113085	DOLLAR RAC PHX	PHOENIX	AZ	281.14	
03/11	03/10	24717059069150696479576	OUTBACK STEAKHOUSE 4626	UNION GAP	WA	34.66	
03/12	03/10	24639239070900016500331	PIONEER COFFEE ROASTING	CLE ELUM	WA	60.05	
03/20	03/19	24427339078720001928667	TA #176 NORTHBEND	NORTHBEND	WA	26.70	
03/20	03/19	24559309078900019600020	WENATCHEE ROASTER AND ALE	509-6621234	WA	46.62	
						1,113.13 ✓	
ACCOUNT #: 4788250000547571 NAME: CARD #7							
03/09	03/06	24559309067400005930013	BILLY MCHALES	RENTON	WA	38.62	
						38.62 ✓	
ACCOUNT #: 4788250000547597 NAME: CARD #9							
03/16	03/13	24717059073150730677809	HILTON VANCOUVER WASHINGT	VANCOUVER	WA	336.32	
						336.32 ✓	
ACCOUNT #: 4788250001464453 NAME: LISA CONNORS							
03/06	03/03	24492809084510903053254	ALASKA AIR 0272131242283	SEATTLE	WA	299.20	
						299.20 ✓	

25283 4 of 4 Page 090320 7 F003 0001 6498 COLR9070 C

TRAVEL CREDIT CARD TRANSACTION SUMMARY

Auburn School District No. 408
915 Fourth ST NE, Auburn WA 98002

Travel Dates & Destination: 4/3-7 San Diego Ca NSBA Conf

Staff Members Name and Card #: Lisa Connors

Date	Vendor	Description	Account Code	Amount
4/3	Cab	transportation	Hotel cash	$ 20 00
4/3	sports page	Dinner		$ 10 98
4/4	Rama	Dinner		$ 16 00
4/5	Newleaf	Breakfast		$ 14 08
4/5	Bean's	Lunch		$ 12 21
4/5	KC Steak	Dinner		$ 27 19
4/6	Starbucks	breakfast		$ 7 75
4/6	Hilton	Newleaf Lunch	Total Summary	$ 19 30

Please list all transactions separately.

I, the undersigned, do hereby certify under penalty of perjury, that the expenses incurred, services rendered, materials furnished, or other item(s) indebtedness as charged in the bill(s) is a true and correct charge(s) against Auburn School District No. 408.

4/7 New leaf Breakfast 7.38
Cab 4/7 (cash) 20.00
154.89
$1082.85

Please return card and completed envelope to Purchasing Staff only within 48 hrs. of return

Lisa Connors
Staff Member Signature

Budget Administrator

Deputy Superintendent

Auditing Officer/Deputy Superintendent

YOU MUST SUBMIT ORIGINAL ITEMIZED RECEIPTS FROM THE RESTAURANTS. HOTELS ETC.

A CREDIT CARD SLIP IS NOT A RECEIPT

3/11/09 Warrant # 363344

Hilton
San Diego Gaslamp Quarter

401 K Street • San Diego, CA 92101
Phone (619) 231-4040 • Fax (619) 231-6439
Reservations
www.hilton.com or 1 800 HILTONS

Name & Address

CO. ORS, LISA
33214 177TH PL SE

AUBURN, WA 98092
US

Room	817/K1D	
Arrival Date	4/3/2009	8:06:00PM
Departure Date	4/7/2009	9:44:00AM I
Adult/Child	2/0	
Room Rate	215.00	
RATE PLAN		C-NSB
HH#		
AL:		
CAR:		

Folio

CONFIRMATION NUMBER : 3341263233

4/7/2009 PAGE 1

DATE	REFERENCE	DESCRIPTION	AMOUNT
4/3/2009	2310409	GUEST ROOM	$215.00
4/3/2009	2310409	OCCUPANCY TAX	$22.58
4/3/2009	2310409	SD TOURISM MRKT ASSESSMENT	$4.30
4/3/2009	2310409	CA TOURISM ASSESSMENT FEE	$0.11
4/4/2009	2311182	GUEST ROOM	$215.00
4/4/2009	2311182	OCCUPANCY TAX	$22.58
4/4/2009	2311182	SD TOURISM MRKT ASSESSMENT	$4.30
4/4/2009	2311182	CA TOURISM ASSESSMENT FEE	$0.11
4/5/2009	2311918	GUEST ROOM	$215.00
4/5/2009	2311918	OCCUPANCY TAX	$22.58
4/5/2009	2311918	SD TOURISM MRKT ASSESSMENT	$4.30
4/5/2009	2311918	CA TOURISM ASSESSMENT FEE	$0.11
4/6/2009	2312761	GUEST ROOM	$215.00
4/6/2009	2312761	OCCUPANCY TAX	$22.58
4/6/2009	2312761	SD TOURISM MRKT ASSESSMENT	$4.30
4/6/2009	2312761	CA TOURISM ASSESSMENT FEE	$0.11
4/7/2009	2313171	VS *4453	($967.96)
		* * BALANCE * *	$0.00

ACCOUNT NO.	
VS *4453	
CARD MEMBER NAME	
CONNORS, LISA	
ESTABLISHMENT NO. & LOCATION	ESTABLISHMENT AGREES TO TRANSMIT TO CARD HOLDER FOR PAYMENT

DATE OF CHARGE	FOLIO NO./CHECK NO.	
04/03/09 20:06:00	366124	A
AUTHORIZATION		INITIAL
069178		
PURCHASES & SERVICES		
TAXES		
TIPS & MISC.		
TOTAL AMOUNT	-967.96	

MERCHANDISE AND/OR SERVICES PURCHASED ON THIS CARD SHALL NOT BE RESOLD OR RETURNED FOR A CASH REFUND.

PAYMENT DUE UPON RECEIPT

TheHiltonFamily
Hilton
CONRAD
DOUBLETREE
EMBASSY SUITES HOTELS
Hampton
Hilton Garden Inn
Hilton Grand Vacations Club
HOMEWOOD SUITES Hilton
USA
Official Sponsor

HMSHOST
SPORTS PAGE PUB
SEATAC INTERNATIONAL AIRPORT

4085 LANETTE

111/1 1061 GST

APR03'09 3:34PM

**** SEAT 1 ****

1	14oz SODA BAR	1.99
1	CHICKN CAESAR	7.99
	Subtotal	9.98
Tax	1.00 Amount	10.98

******* *******

Subtotal	9.98
Tax	1.00
Amount	$10.97

THANK YOU
HMSHOST
SPORTS PAGE PUB
SEATAC INTERNATIONAL AIRPORT

CKS
SAN DIEGO ION CENTER

04 /2009 000004
7:06AM SERV.01 000

$5.25

CR CARD $7.75

THANK YOU

ISKIANS'
AMERICAN BAKERY
1451 WASHINGTON STREET
SAN DIEGO, CA 92103
(619) 296-8208

Date Apr 05'09 07:50PM
Card Type VISA
[illegible]
[illegible]
Exp Date [illegible]
Auth Code 05540F
Check 4858
Table 40-1
Server [illegible]

Subtotal 12.21

TIP

Total 12.21

SIGNATURE
I AGREE TO PAY THE ABOVE TOTAL
ACCORDING TO MY CARD ISSUER
AGREEMENT

Lunch

Hilton Hotel San Diego
* * #NewLeaf Restaurant* *

Date: Apr05'09 09:54AM
Card Type: Visa/M.C.
Acct #: XXXXXXXXXXXX4453
Exp Date: XX-XX
Auth Code: 070661
Check: 7183
Table: 92/1
Server: 401 Karima G

Subtotal: 14.083
Tip:

Total:

Signature

I agree to pay above total
according to my card issuer
agreement

* * * * Merchant Copy * * * *

****
* Customer Copy *
****

Rama
327 Fourth Ave
San Diego, CA
619.501.THAI

Date: 04/04/09
Time: 7:16 PM
Server: 17. Tom B.
Order: 151129
Description: Table 73

Card Type: Visa/MC
Card No: 478825XXXXXX4453
Appr Code: 096677

Purchases: $ 16.00

Tip: $

Total: $

Signature: X
Conners/Lisa

I agree to pay the above total amount
according to the card issuer agreement.

Hilton Hotel San Diego
* * *Newleaf Restaurants * *

401 Karina G

Tbl 160/2 Chk 7311 Gst 1
Apr06'09 11:49AM

Dine In

1	CAESAR	8.00
1	TOMATO BASIL	7.00
1	Pepsi	2.75
	Subtotal	17.75
	Tax	1.55
11:50AM	Total	19.30

THANK YOU FOR JOINING US!

Tip:

Total:

Room #:

Print Name:

Signature:

Hilton [illegible] San [illegible]
* * *New [illegible] Restaurant* * *
Date: Apr06'09 12:39PM
Card Type: Visa/M.C.
Acct #: XXXXXXXXXXXX4453
Exp Date: XX-XX
Auth Code: 05902
Check: 7311
Table: 100/2
Server: 401 Karina G

Subtotal [illegible]
[illegible]

[illegible]

Signature

I agree to pay above total
according to my card issuer
agreement.

* * * * Merchant Copy * * * *

KC STEAK, INC
535 5th Avenue
San Diego, CA 92101

Server [illegible] DOB: 04/05/2009
09:5[illegible] 04/05/2009
Table [illegible] 10/100009

Visa 12582916
Card #XXXXXXXXXXXX4453
Magnetic card present: CONNOKS LISA
Approval: 047953

Amount: 27.19

+ [illegible]

= Total:

X

Guest Copy

Hilton Hotel San Diego
* * *NewLeaf Restaurant* * *

Date: Apr07'09 10:23AM
Card Type: Visa/M.C.
Acct #: XXXXXXXXXXXX4453
Exp Date: XX-XX
Auth Code: 049666
Check: 7402
Table: 90/1
Server: 401 Karina G

Subtotal: 7.38
Tip:

Total:

Signature

I agree to pay above total according to my card issuer agreement.

* * * * Customer Copy * * * *

Auburn School District No. 408
Auburn, Washington

RECEIVED
APR 29 2009
SUPERINTENDENT

5-11-09
Warrant
383344

TRAVEL EXPENSE VOUCHER

Pay to Lisa Connors ✓

Address _____

INSTRUCTIONS: Submit in duplicate. Attach ORIGINAL receipts. Keep copy for your records

Date	Total Miles	Mileage Amount Due	Parking	Meals			Hotel	Destination (IRS Required Information)	Purpose (IRS Required Information)
				Breakfast	Lunch	Dinner			
TOTALS	0	0	0	0	0.00	0	0	TOTAL	$0.00

PAID

Miscellaneous expenses including other transportation:

Date	Item	Amount
4.3.09	Cab fare	$ 20.00
4.7.09	Cab fare	15.00
	TOTAL	$35.00

Account Number 9700 11.8020.000

Total Miscellaneous $ 35.00 ✓

Account Number

Total Claim 35.00 ✓ $0.00

NSBA Conf, San Diego 4/3-7/09

APPROVALS: **Date**

Supervisor: _____ 4-29-9

Supervisor: _____

Auditing Officer _____ 4/30/9

CERTIFICATION:
I hereby certify under penalty of perjury that this is a true and correct claim as described and that the claim is just, due and an unpaid obligation of Auburn School District No. 408.

Lisa Connors 4/24/09
CLAIMANT (Sign above) **Date**

BO-007 Revised 8/01

Thank you for using

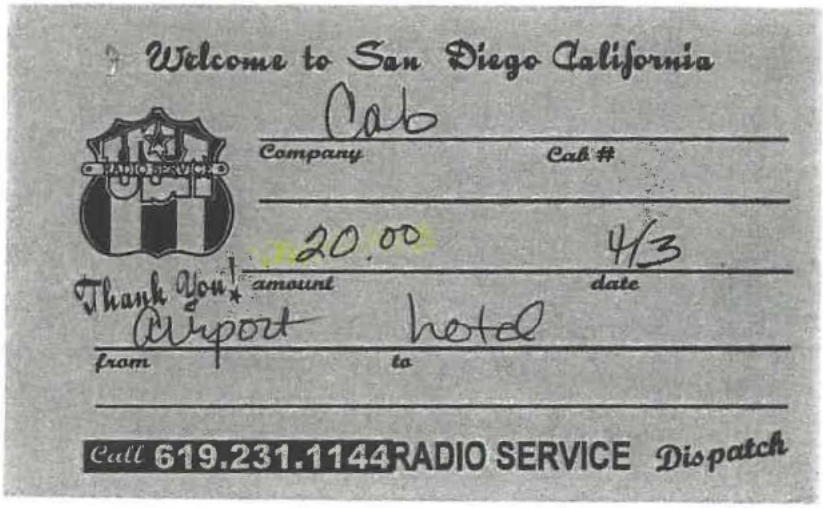
West Coast Cab

Phone: (619) 474-8444

Driver_____ **Cab#**_____

Fare Amt. 15 **Date** 4/7

From_____ **to**_____



AUBURN SCHOOL ~~DISTRICT~~ NO. 408

CONNOLIS000
CONNORS, LISA

3214 177TH PL SE
AUBURN WA 98092

Check No. **383344**
Check Date 05/11/2009
Check Type Computer

Invoice #	P.O. #	Description	Inv Date	Gross	Net
	Adjustment Desc	Adj Amount	Discount Desc		Disc Amount
			Account Number		Account Amount
TRAVEL	0	NSBA CONFERENCE, SAN DIEGO	04/07/2009	35.00	35.00
			10 E 530 9700 11 8020 000 0000 0000		35.00
		CHECK TOTAL		35.00	

Certification

I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against AUBURN SCHOOL DISTRICT, and that I am authorized to authenticate and certify to said claim.

Signature of Auditing Officer

Date

LISA CONNORS

Hertz

WAAUB01 0734201 1752 #01 EST

VEHICLE 01293/5919485 10 N/L CAMRY 2.5LS

LIC WA442ZFS CLS F6 MILES OUT 8073 FUEL OUT 8/8

NVL Y TK CAP 18.5 STALL

ESTIMATE OF CHARGES

RENTED: 09/25/09 12:18 @ HLE AUBURN
RETURN: 09/28/09 12:00 @ HLE AUBURN

THIS IS ONLY AN ESTIMATE. Taxable charges are denoted by a T, and additional details about some charges appear beneath the table. Our estimates of Your total charges appear on the right of the table below. Our estimates assume (1) You will rent and return the vehicle at the times and places indicated, (2) if a mileage charge applies, You will drive no more than the distance indicated and (3) You will not incur any charges that either are listed below opposite **** or cannot be calculated until return. If any of these assumptions is incorrect, additional charges or charges at higher rates may apply.

CHARGE RATE / AMOUNT		CHARGE ESTIMATE
TIME / MILEAGE CHGS: RATE PLAN - MCLE3		CLASS - C
3 @ $ 23.49/ DAY WITH ALL MILES FREE	$	70.47
EXTRA CHARGES IF APPLICABLE		
$ 23.49/ EX DAY		
$ 11.75/ EX HOUR		
$ 11.75/ XDY XHR		
SUBTOTAL 1	$	70.47
DISCOUNT - R 10%	$	7.05
SUBTOTAL 2	T$	63.42
ADDITIONAL CHARGES		
NEVERLOST* $ 9.75DY/ 48.72WK 147.75MNTH	T$	29.25
*NEVERLOST RATES REFLECT A 25% AAA DISCOUNT		
FEES FOR ANY ADDITIONAL AUTHORIZED OPERATORS NOT INCLUDED.	T$	****
OPTIONAL SERVICES		
LDW ACCEPTED @ $ 19.99 PER DAY	T$	59.97
LIS ACCEPTED @ $ 11.69 PER DAY	$	35.07
FUEL & SERVICE $ .238 /MI $ 4.99 /GAL 18.5 /TK CAP	$	****
ASSESSMENTS / FEES / TAXES		
VEHICLE LICENSING COST RECOVERY .79%	T$	.50
ENERGY SURCHARGE	T$	1.03
TAX 19.200% ON EST. TAXABLE TTL $ 154.17	$	29.61
TOTAL ESTIMATED CHARGE	$	218.85

...C AUTH WOULD BE $ 4190.00 ... RECOVERING THE CAR. IF THE CAR REQUIRES MORE THAN HERTZ'S STANDARD CLEANING ON ITS RETURN, HERTZ MAY CHARGE YOU AN ADDITIONAL FEE TO HAVE THE CAR CLEANED.

...1900005 (08/08)

ESTHEI S ESPRESSO BA

301 W. 6TH STREET
VANCOUVER, WA 98660
360-828-4343

EMP: AMANDA HERGERT H VISA
Date 09/26/09 Time 08:47
Table 604 COFFEE BAR
721919

Card Holder CONNORS/LISA
Card Number **********8408 **/**
Auth-Code.. 052101 Ctrl: 77715

Amount.. 6.76

Tip....

Total 6.76

X
Cardmember agrees to pay total in accordance with agreement governing use of such card.

*** Customer Copy ***

Safeway
101 Auburn Way S.
Auburn, WA,
98002
STORE NO: 531

XXXXXXXXXX8408
VISA
Appr # :069435
Trans : Purchase
Inv # : 91398569
Pump # : 10-REG
Vol : 10.495G
Price/G: $2.769
Total: $29.06

DATE : 09/27/09
TIME : 07:44:38 PM

You Saved
9 Cents Per Gallon

LE" -R FROM YOU!
1-t -723-3929 or visit

SAFEWAY.COM

THANK YOU
ASK FOR OUR SPECIALS !

10-12-01 301775

Hilton
Vancouver Washington

301 West 6th Street • Vancouver, WA 98660
Phone (360) 993-4500 • Fax (360) 993-4484
Reservations
www.hilton.com or 1 800 HILTONS

Name & Address

CONNORS, LISA
[illegible]14 177TH PL SE

AUBURN, WA 98092
US

Room 745/D2D
Arrival Date 9/25/2009 3:35:00PM
Departure Date 9/26/2009

Adult/Child 1/0
Room Rate 120.00

RATE PLAN C-WSSDA

HH# 229873534 BLUE
AL: AS #69275581
BONUS AL: CAR:

CONFIRMATION NUMBER : 3349227746

9/26/2009 PAGE 1

DATE	DESCRIPTION	ID	REF. NO	CHARGES	CREDITS	BALANCE
9/25/2009	VALET PARKING	MTAN	977146	$15.00		
9/25/2009	SALES TAX	MTAN	977146	$1.23		
9/25/2009	GUEST ROOM	MTAN	977147	$120.00		
9/25/2009	ROOM TAXES	MTAN	977147	$14.24		
	WILL BE SETTLED TO VS *8408					$150.47
	EFFECTIVE BALANCE OF					$0.00

EXPENSE REPORT SUMMARY

	12:00:00AM STAY TOTAL	
ROOM & TAX	$134.24	$134.24
MISCELLANEOUS	$15.00	$15.00
OTHER	$1.23	$1.23
DAILY TOTAL	$150.47	$150.47

Thank you for choosing Hilton! Book your next stay at hilton.com and take advantage of our internet-only Advance Purchase Rates and limited-time special offers!

THANK YOU

Zip-Out Check-Out®

Good Morning ! We hope you enjoyed your stay. With Zip-Out Check-Out® there is no need to stop at the Front Desk to check out.

- Please review this statement. It is a record of your charges as of late last evening.
- For any charges after your account was prepared, you may:
  + pay at the time of purchase.
  + charge purchases to your account, then stop by the Front Desk for an updated statement.
  + or request an updated statement be mailed to you within two business days.

Simply call the Front Desk from your room and tell us when you are ready to depart. Your account will be automatically checked out and you may use this statement as your receipt. Feel free to leave your key(s) in the room.

Please call the Front Desk if you wish to extend your stay or if you have any questions about your account.

DATE OF CHARGE	FOLIO NO./CHECK NO. 204263 A
AUTHORIZATION	INITIAL
PURCHASES & SERVICES	
TAXES	
TIPS & MISC.	
TOTAL AMOUNT	

the westin seattle
1900 fifth avenue seattle, washington 98101
phone 206.728.1000 fax 206.728.2259
westin.com/seattle

guest

Lisa Connors

915 4th St. N.e.
Auburn, WA 98002

travel agent/charge to

room		
rate	3959	
no. pers.	149.00	
folio	1	
page	851397	EX-A
arrive	1	
depart	18-NOV-09	19:39
payment	20-NOV-09	

date	reference	description	charges	credits
18-NOV-09	RT3959	Room Charge		149.00
18-NOV-09	RT3959	State Tax		12.81
18-NOV-09	RT3959	Occupancy Tax		10.43
18-NOV-09	RT3959	Valet Parking/$39		39.00
19-NOV-09	RT3959	Room Charge		149.00
19-NOV-09	RT3959	State Tax		12.81
19-NOV-09	RT3959	Occupancy Tax		10.43
19-NOV-09	RT3959	Valet Parking/$39		39.00
20-NOV-09	VI	Visa	422.48-	
		Balance Due	0.00	

For your convenience, we have prepared this zero-balance folio indicating a balance on your account. Please be advised that any charges not reflected on this folio will be charged to the credit card on file with the hotel. While this folio reflects a $0 balance, your credit card may not be charged until after your departure. You are ultimately responsible for paying all of your folio charges in full.

EXPENSE REPORT SUMMARY

Date	Room/Tax	Food/Bev	Telephone	Other	Total	Payment
18-NOV-09	172.24	0.00	0.00	39.00	211.24	0.00
19-NOV-09	172.24	0.00	0.00	39.00	211.24	0.00
Total	344.48	0.00	0.00	78.00	422.48	0.00

For billing inquiries, please e-mail guestbilling.seattle@westin.com or call 206.727.5815. We look forward to welcoming you back soon!

I agree to remain personally liable for the payment of this account if the corporation or other third party billed fails to pay part or all of these charges.

signature _____

As a Starwood Preferred Guest, you could have earned 596 starpoints for this visit. Please provide your member number or enroll today.
Lisa Connors
FOLIO 851397 18-NOV-09

WESTIN
HOTELS & RESORTS

** STARBUCKS COFFEE COMPANY **

[illegible] 600 BUILDIN #00115
[illegible]TLE WA98101

1 STONE CINNAMON 1.65
1 @ [illegible] 4.80
SUBTOTAL 6.45
TAX 10.[illegible] 0.65
TOTAL 7.10
VISA 7.10
CARD#: XXXXXXXXXXX8408
CHANGE DUE 0.00

00115 0241 05/29/09 00136130DM
11/20/09 10:05
Wish for something new.
Try a Caramel Brulee Latte
[illegible] next visit.

ICON GRILL

1933 5TH AVE
SEATTLE, WA 98101
206-441-6330

EMP: LISA M VISA
Date 11/19/09 Time 19:39
Table 41
448152.2

Card Holder CONNORS/LISA
Card Number xxxxxxxxxxxx8408 xx/xx
Auth-Code.. 061915 Ctrl: 45754

Amount.. 27.45

Tip.... _____

Total.. 32.45

X
Cardmember agrees to pay total in accordance with agreement governing use of such card.

*** Customer Copy ***

Alaska Airlines, Horizon Air

Confirmation - Purchased Reservation

Your reservation is complete.
Print this page for your check-in and airport use. A confirmation letter, including your itinerary, receipt and consumer notices, will be e-mailed to you.

Confirmation Code
JPWJMH

You may make one change to this itinerary with no penalty until 11:59 p.m. PT, Wednesday, January 27, 2010.

Enter Required Traveler Documentation
Sign Up for My Account
Add Itinerary to a Calendar
Forward Itinerary to a Friend

Itinerary, Traveler Information, and Reserved Seats°

Flight	Departs	Arrives	Details
Alaska Airlines 22	Seattle, WA (SEA) Ch **12:25 pm** Wed, Apr 07	icago-O'Hare (ORD) **6:24 pm** Wed, Apr 07	Coach · Boeing 737-800 Nonstop · 60% On-Time Meal: Available For Purchase§ Total: 1,715 mi · 3 hr 59 min
Alaska Airlines 23	Chicago-O'Hare (ORD) **3:30 pm** Mon, Apr 12	Seattle, WA (SEA) **6:00 pm** Mon, Apr 12	Coach · Boeing 737-900 Nonstop · 80% On-Time Meal: Available For Purchase§ Total: 1,715 mi · 4 hr 30 min

§ Please note: In addition to beverage service, you have the option to purchase a meal. Please check the details section of your itinerary to determine which flights offer food for purchase. Learn more about our Northern Bites Service.

Traveler Information	Reserved Seats for Flights 22	23	Additional Services Requested
Name: Lisa Connors	20C	22D	Request additional services (Wheelchair, etc)
MP#: Enter mileage program	Change seats		
E-ticket: 0272145277499			

° Air Carrier Access Act requires us to make certain seats available to customers with disabilities. If you are assigned one of these seats and a qualified person requests it, you will be reaccommodated at the airport in another seat.

Thank you for your purchase at alaskaair.com

The VISA ending with *******8408 has been charged a total of USD$313.40.

	Total Fare
Base fare and surcharges:	$271.63
Applicable taxes, segment fees, airport facility charges and/or September 11th security fees:	$41.77
Total per person:	**$313.40**
Grand Total for 1 Traveler:	**USD$313.40**

(Currency Converter)

FormID: 2be4e16abc04545508810f1ecc6af6247

For additional assistance with your reservation call Alaska Airlines Reservations at 1-800-ALASKAAIR (1-800-252-7522) or Horizon Air Reservations at 1-800-547-9308.

Trip Protection by Access America

Purchase trip protection benefits and travel assistance services for your trip from Access America at 1-800-496-6593. Learn more

Trip Reminders

Get Alerts for Your Flights
With the new Trip Alerts, powered by FlightStats, you can get flight status updates on all of the flights for this and future trips. If you have not yet signed up for Trip Alerts, you'll be receiving an e-mail shortly to register.
Learn more about Trip Alerts

Already registered for Trip Alerts? You can update your contact information in your Trip

AT YOUR SERVICE

Hotel Deals
Save with these special hotel offers in Chicago

Silversmith Hotel and Suites
★★★★½ rooms $143 per night.
Club Quarters, Central Loop
★★★★½ rooms $116 per night.
Hotel Sax Chicago
★★★★½ rooms $231 per night.

Car Rental Savings
Add a car in Chicago-O'Hare

Web Check-In
Learn how to get out of line online.

Maps & Directions
Find your way around Chicago-O'Hare

Inflight Entertainment
Learn more about dioEPlayers available on select Alaska Airlines routes.

41001030
4-26-10

Bernasconi, Jan

From: Johns, Ruth
Sent: Monday, April 12, 2010 8:23 AM
To: Bernasconi, Jan
Subject: FW: Reservation #6454764 Lisa Connors Hotel Confirmation for National School Boards Association NSBA's 70th Annual Conference

From: NSBA2010Housing@cmrus.com [mailto:NSBA2010Housing@cmrus.com]
Sent: Wednesday, October 14, 2009 2:49 PM
To: Johns, Ruth
Subject: Reservation #6454764 Lisa Connors Hotel Confirmation for National School Boards Association NSBA's 70th Annual Conference

NSBA's 70th Annual Conference, Chicago, IL US
NSBA Confirmation #6454764 made on 10/7/2009

PLEASE NOTE:
Smoking Policy: All hotels in the state of Illinois are 100% smoke free by law.

Shuttle Service: Shuttle Service will be provided for all NSBA Housing hotels, with the exception of the Hyatt McCormick Place which is attached to the convention center.

If your reservation is guaranteed by credit card, NSBA Housing will not charge any deposit. However, your designated hotel may charge a deposit of one night's stay plus tax after March 12, 2010, depending on the hotel policy. A major credit card may be required upon check-in at your designated hotel.

Check your reservation details below for accuracy.

GUEST INFORMATION:

Guest Name:	Lisa Connors
Email:	rjohns@auburn.wednet.edu
Company:	Auburn School District 408
Address:	915 4th St NE Auburn WA 98002-4452 United States

HOTEL INFORMATION:

Hotel Name:	Sheraton Chicago Hotel & Towers
Hotel Address:	301 E. North Water Street Chicago, IL 60611
Arrival Date:	Friday, 4/9/2010
Departure Date:	Tuesday, 4/13/2010
# of Nights:	4
Hotel Early Departure Fee:	$75

Room Type:	NON-SMOKING ROOM
Occupancy:	Single - 1 person
Special Requests:	Request King Bed

* All special requests are subject to hotel availability and cannot be guaranteed.

Rate:	$ 189.00 $218.11
Applicable Hotel Tax:	15.4%
	* Hotel tax subject to change and room rate does not include applicable hotel taxes or surcharges.
	* Early departure fee of $75.
Estimated Room+Tax Total:	$ 872.42

IMPORTANT HOTEL POLICIES

Deposit Policy:	Credit Card guarantee or $200/room, $400/suite by check
Guaranteed By:	Visa (Exp. 6/2012)
Cancellation Policy:	Last day to cancel without penalty is 3/12/2010

TO CHANGE OR CANCEL YOUR RESERVATION: Online: Visit http://www3.cmrhousing.com/NSBA_9N and enter your confirmation number, email address, and zip or postal code in the form provided.
Phone: Please call NSBA Housing toll-free at 415 979 2264 or at 800 616 8210, Monday through Friday, 6:00 a.m. to 6:00 p.m. Pacific Time.
Email or Fax: You may also contact us by email at NSBA2010Housing@cmrus.com or fax at 415 979 2260.

DO NOT CALL THE HOTEL DIRECTLY FOR CHANGES OR CANCELLATIONS UNTIL 3/30/2010.

Failure to check in on your scheduled date of arrival or failure to abide the stated cancellation policy may result in the loss of your entire reservation and may be subject to a cancellation or no show penalty or loss of your room deposit.

The guest acknowledges that after the cancellation deadline, NSBA Housing shall have no obligation to recover or seek recovery of any deposit monies on the guest's behalf.

Thank you for using NSBA Housing for the NSBA's 70th Annual Conference.

To ensure proper delivery of our future emails, take a moment now and add our email address NSBA2010Housing@cmrus.com - to your Address Book, Trusted Sender List, or Company White List.

NSBA Housing

Email:	NSBA2010Housing@cmrus.com
US and Canada Toll-Free:	415 979 2264
International:	800 616 8210
Fax:	415 979 2260

9100112'1
5-10-10

Sheraton Chicago
HOTEL & TOWERS
301 E. NORTH WATER STREET • CHICAGO, IL 60611
PHONE (312) 464-1000 • FAX (312) 464-9140

Contact our guest services center
accounting196@sheraton.com

GUEST

Lisa Connors

915 4th St Ne
Auburn, WA 98002-4452

ROOM 1703
RATE 189.00
NO. PERS. 1
FOLIO 3908475 EX-A
PAGE 1
ARRIVE 09-APR-10 14:17
DEPART
PAYMENT VM

TRAVEL AGENT CHARGE TO

NSD06

DATE	REFERENCE	DESCRIPTION	CHARGES	CREDITS
09-APR-10	RT1703	Room Chrg Grp Association		189.00
09-APR-10	RT1703	Occupancy/Tourism Tax		22.49
09-APR-10	RT1703	Tax Other		6.62
09-APR-10	DEPOSIT	Deposit Applied		218.11-
10-APR-10	RT1703	Room Chrg Grp Association		189.00
10-APR-10	RT1703	Occupancy/Tourism Tax		22.49
10-APR-10	RT1703	Tax Other		6.62
11-APR-10	RT1703	Room Chrg Grp Association		189.00
11-APR-10	RT1703	Occupancy/Tourism Tax		22.49
11-APR-10	RT1703	Tax Other		6.62
12-APR-10	VM	Visa/Mastercard	436.22-	
		Balance Due	0.00	

For your convenience, we have prepared this zero-balance folio indicating a $0 balance due on your account. Please be advised that charges not reflected on this folio will be charged to the credit card on file with the hotel. This charge may occur after your departure. You are responsible to pay all of your charges in full. If you provide us with an email address, we can email you a final copy of your charges. Please contact our guest services team at ext. 80.

** continued on the next page **

1A

2 PART ELECTRONIC SALES SLIP

6580G

4730 7710 0578 8408

06/12 001

[redacted]
CITY LIMOUSINE
FRANKLIN PARK IL
847-916-9300

PURCHASER SIGN HERE
X [redacted]
Cardholder acknowledges receipt of goods and/or services in the amount of the Total shown hereon and agrees to perform the obligations set forth in the Cardholder's agreement with the issuer.

DATE 4/9	CLERK
AUTHORIZATION	SERVER
218227	
REFERENCE NO.	

RETAIN FOR YOUR RECORDS

5361754

QTY.	DESCRIPTION	AMOUNT
	base	25 00
SALES SLIP	TAX	
	TIP / MISC.	5+
	TOTAL	30 +

CUSTOMER COPY

4730 7710 0578 8408

06/12

LISA CONNOR
AUBURN SCHOOL DIST

[redacted]

847-916-9300

PURCHASER SIGN HERE
X [redacted]
Cardholder acknowledges receipt of goods and/or services in the amount of the Total shown hereon and agrees to perform the obligations set forth in the Cardholder's agreement with the issuer.

DATE 4-12-10	SERVER/CASHIER 001
AUTHORIZATION NO. 1039-3	REFERENCE NO. 218234

5225034

QTY.	DESCRIPTION	AMOUNT
		90 00
SALES SLIP	TAX	
	TIP / MISC.	
	TOTAL	90 +

CUSTOMER COPY

IMPORTANT: RETAIN THIS COPY FOR YOUR RECORDS

$153.00

4730 7710 0578 8408

06/12

LISA CONNOR
AUBURN SCHOOL DIST

CITY LIMOUSINE
FRANKLIN PARK IL

DATE 04.09.10	CLERK
AUTHORIZATION	SERVER
REFERENCE NO.	

RETAIN FOR YOUR RECORDS

5843388

QTY.	DESCRIPTION	AMOUNT
		05 00
SALES SLIP	TAX	
	TIP / MISC.	
	TOTAL	05

CUSTOMER COPY

PURCHASER SIGN HERE
X [redacted]
Cardholder acknowledges receipt of goods and/or services in the amount of the Total shown hereon and agrees to perform the obligations set forth in the Cardholder's agreement with the issuer.

MCDONALD'S CORPORATION
THANK YOU FOR EATING AT MCDONALD'S
STORE MANAGER Daniel Armstrong
PLEASE COME AGAIN

TERMINAL 3L
CHICAGO, IL 60666

THANK YOU

MCDONALDS TEL# (773)601-9000

34 KS40J SM2 Apr.12'10(Mon)13:07
STORE# 1727 MER# KB178520760011

Order #334 TO GO

1 CHEESEBURGER	1.50
1.00 SLIV O	
1 CHOC CHIP COOKIE	0.00
1 MED ROOT BEER	1.60
SUB TOTAL	3.10
TAKE OUT TAX	0.36
	3.46

APD ISSUER ACCOUNT #
VISA SALE **********8406
TRANSACTION AMOUNT 3.46
AUTH CODE 016414 SEQ# 3485

CASH TENDERED 0.00

CHANGE 0.00

** STARBUCKS COFFEE COMPANY **

444 NORTH MICHIGA #02213
444 N.MICHIGAN, LOWER
CHICAGO IL60611
(312) 832 9851

1 VI ICED LATTE CHAI	3.95
1 LAKE R! CIN SWRL	1.95
SUBTOTAL	5.90
TAX	0.68
TOTAL	6.58
VISA	6.58

CARD# XXXXXXXXXXX8408
CHANGE DUE 0.00

AID: A0000000031010 00168726E
04/12/10 10:13
Starbucks serves distinctive bold brews for you to enjoy. We batch roast only the finest arabica beans. And ethically source our coffees.

3.46

6.58

10.04

Lisa Connors

AFFIDAVIT OF LOST RECEIPT

I hereby report that I have lost the receipt, or have been unable to secure a receipt for the Auburn School District No. 408 credit card purchase identified below:

Check all that apply:

[X] I have lost a receipt.
[ ] I have been unable to secure a receipt.
[ ] I have made several attempts to secure a receipt by contacting the vendor.
[ ] I have attached the packing slip with this form.
[ ] I have attached a portion of the product packaging (box flap, etc.) to this form.
[ ] I have attached a copy of my order form to this form.

Date of Purchase: April 12 2010

Account Code: 9700 11 8020 0000

Merchant: Alaska Air

Amount of Purchase: $15.00

Item(s) Purchased: baggage

Additional Comments:

This signed document will be placed on file as a substitute for the original receipt. I understand that repeated incidences of lost receipts constitutes "misuse" of the credit card and may result in loss of credit card privileges.

Lisa Connors X 5/4/2010

Staff Signature Date:

CREDIT CARD TRANSACTION
Reel Club
272 Oak Brook Center
Oak Brook, IL
630-368-9400

Date: Apr08'10 09:06PM
Card Type: Visa
Acct #: XXXXXXXXXXXX8408
Trans Key: EIE002461171551
Exp Date: XX/XX
Auth Code: 031273
Check: 1461
Table: 44/2
Server: 1010 Maria L

Subtotal: 34.86

Gratuity _____

Final Total _____

GUEST COPY

FOX & OBEL
FOOD MARKET

FOX & OBEL FOOD MARKET
401 E. ILLINOIS, CHICAGO, IL 60611
STORE PHONE (312) 410-7301

		CASHIER
0001 04 C4850611 04/11/10	3:36pm	003
Lemon Drops	$4.49	HF
Lemon Drops	$4.49	HF
Lemon Drops	$4.49	HF
Lemon Drops	$4.49-	VHF
Lemon Drops	$4.49-	VHF
Lemon Drops	$4.49-	VHF
PACKAGED FOOD	$2.25	LF
PACKAGED FOOD	$2.25	LF
PACKAGED FOOD	$2.25	LF

SUBTOTAL	$6.75
2.25% TAX	$0.15
TOTAL	$6.90
DEBIT CARD	$6.90

04/11/10 15:38
SEQ # 00384054
LID # 05828504

CHANGE $0.00

OF ITEMS: 3

The Link @ Sheraton
CHECK: 1562
SERVER: 6509 Margaret
DATE: 11APR'10 9:58AM
CARD TYPE: Visa
ACCT #: XXXXXXXXXXXX8408
EXP DATE: XX/XX
AUTH CODE: 045522
LISA CONNORS

SUBTOTAL: 7.26

Tip: 1.66

Total: 8.92

Signature: _____

I Agree to pay above total amount according to card holder agreement

Shulas
Sheraton Chicago Hotel & Towers
301 East North Water Street
Chicago, IL 60611
312-464-1000
CHECK: 7832
TABLE: 20/2
SERVER: 10008 Philip
DATE: 09APR'10 8:24PM
CARD TYPE: Visa
ACCT #: XXXXXXXXXXXX8408
EXP DATE: XX/XX
AUTH CODE: 027068
LISA CONNORS

SUBTOTAL: 24.54

Tip: 5.00

Total: 29.54

Signature: 29.54

I Agree to pay above total amount according to card holder agreement

Alaska Airlines

20[illegible] 17:57 EST
[illegible]A 080

[illegible]0000/415

[illegible] /41[illegible]**80/17581

Sale

Product	Price	Qty	Amt
DLI PICNIC PA	6.00	1	6.00
Total	USD		6.00
VISA 8408	USD		6.00

For questions regarding this folio, please call
Marriott Business Services toll-free 1-866-435-7627.

Marriott
CHICAGO OAK BROOK

GUEST FOLIO

1401 West 22nd Street • Oak Brook, IL 60523 • Marriott.com/CHIOB

Room	Name	Rate	Depart	Time	ACCT#	GROUP
611	CONNORS/LISA/MS	119.00	04/09/10	13:00	8182	6164

Type		Arrive	Time
NSKG	AUBURN SCHOOL DISTRI	04/07/10	21:49

47

Room
Clerk

Address

Payment

MR#:

DATE	REFERENCE		CHARGES	CREDITS	BALANCE DUE
04/07	RM SERV	8391 611	18.33		
04/07	ROOM	611, 1	119.00		
04/07	ROOM TX.	611, 1	7.14		
04/07	CITY TAX	611, 1	3.57		
04/08	ROOM	611, 1	119.00		
04/08	ROOM TX.	611, 1	7.14		
04/08	CITY TAX	611, 1	3.57		
04/09	VS CARD			$277.75	

TO BE SETTLED TO: VISA CURRENT BALANCE .00

THANK YOU FOR CHOOSING MARRIOTT! TO EXPEDITE YOUR CHECK-OUT, PLEASE CALL THE FRONT DESK, OR PRESS "MENU" ON YOUR TV REMOTE CONTROL TO ACCESS VIDEO CHECK-OUT.

AS REQUESTED, A FINAL COPY OF YOUR BILL WILL BE EMAILED TO:
RJOHNS@AUBURN.WEDNET.EDU
SEE "INTERNET PRIVACY STATEMENT" ON MARRIOTT.COM

This statement is your only receipt. You have agreed to pay in cash or by approved personal check or to authorize us to charge your credit card for all amounts charged to you. The amount shown in the credits column opposite any credit card entry in the reference column above will be charged to the credit card number set forth above. (The credit card company will bill in the usual manner.) If for any reason the credit card company does not make payment on this account, you will owe us such amount. If you are direct billed, in the event payment is not made within 25 days after checkout, you will owe us interest from the checkout date on any unpaid amount at the rate of 1.5% per month (ANNUAL RATE 18%), or the maximum allowed by law, plus the reasonable cost of collection, including attorney fees.

Signature X_____

Contains 30% post consumer fibers

To secure your next stay, go to Marriott.com

10110063 11-22-10

Confirmation Letter - GHIKGD 11/18/10 - from Alaska Airlines/Horizon Air

From : Alaska Airlines/Horizon Air <Alaska.IT@alaskaair.com> Tue Nov 09 2010 2:46:11 PM
Subject : Confirmation Letter - GHIKGD 11/18/10 - from Alaska Airlines/Horizon Air
To : CONNORSRUS@COMCAST.NET
Reply To : Alaska Airlines/Horizon Air <Alaska.ConfirmationLetter@alaskaair.com>

If you have trouble viewing this message, to request a plain text-only version of this email.

Alaska Airlines Horizon Air

Home **Reservations** **Deals** **Day of Flight** **Destinations** **Mileage Plan ™** **More...**

Confirmation Code: GHIKGD

Below is your booking confirmation. Thank you and enjoy your trip.
Need to change your flight? Visit us in advance, online or through ...

Flight	Departs	Arrives	Class	Traveler(s)	Seat(s)
Horizon Air QX2230 Bombardier Q400	Seattle (SEA) Thu, Nov 18 8:00 pm	Spokane (GEG) Thu, Nov 18 8:56 pm	V (Coach)	Lisa Connors	14E
Alaska Airlines AS691 Boeing 737-800	Spokane (GEG) Sat, Nov 20 1:45 pm	Seattle (SEA) Sat, Nov 20 2:47 pm	H (Coach)	Lisa Connors	*

* For seat assignments, visit operating carrier's website using operating carrier's confirmation code

Summary of Airfare Charges

Lisa Connors
*Mileage Plan Member # ****5581*
Ticket 027-2159647640

Base Fare and Surcharges		$184.19
Taxes and Other Fees		$35.21
	per person total:	$219.40

Total Fare **USD $219.40**

Total Charges and Credits

$219.40 was charged to Visa **********8408 held by Lisa Connors on 11/09/2010

Trip Protection by Access America

Hotels & Cars

LOW ... GUARANTEE

Need a Hotel?
Use our hotel deal finder to ... in Spokane.

Need a Ride?
Use our car deal finder to ... in Spokane.

Get the Signature Card

Apply now for the Alaska ... and earn 25,000 Bonus Miles upon approval.§

AUBURN SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING
DISTRICT ISSUED PURCHASING CREDIT CARD

NOV 24 2010

I understand Auburn School District No. 408 has authorized my use of a District credit card for one trip. In using the card, I agree to be bound by the terms and conditions as follows:

- I will use the card issued to me in accordance with District travel policies as stated in the Business Office Handbook. The card will only be used for necessary travel expenses such as lodging, meals, transportation, parking, and registration.
- I will not use the card for the following expenses:
  - Alcoholic beverages
  - Personal long-distance telephone calls, cell phone calls or postage
  - Personal cleaning or laundry expenses
  - Personal gifts
  - Transportation to and from home
  - Entertainment
  - Expenses incurred by or for any other non district personnel
- I will not use the card to obtain cash advances.
- I will not use the card on the internet.
- I will not allow usage by an unauthorized individual.
- I will not use the card for personal use or for any non-district purpose.
- I understand purchases per transaction will not exceed $2,500.
- I understand that a card fee may be charged to my program budget.
- I understand that all original receipts and the credit card must be returned to the Purchasing Department within one business day of the last day of travel. The original itemized receipt must be returned with the form envelope.
- I understand that I must immediately report any loss or theft of the credit card to the business office. (253)931-4970. If business office personnel are unavailable, I will contact US Bank at 1-800-3445696 to report the loss or theft.
- I understand that any charges against the credit card not properly identified, supported by an original receipt or approved by the district will be paid by me by check, cash or salary deduction. I further understand, in compliance with RCW 42.24.115, that any disallowed charges which are not repaid before the credit card billing is due and payable, that the District shall have prior lien against and a right to withhold any and all funds payable to me up to the amount of the disallowed charges and interest at the same rate as charged by the company which issues the credit card. Except when fraud has been reported.
- I understand that misuse of the card could result in discipline and/or personal liability for dishonored charges.
- I understand that any District credit card use is subject to examination by the state auditor's office.

2010 NOV

I have read and understand the above conditions.

Lisa Conners — Printed name — 11/15/2011 — Date

Lisa Conners — Signature

Supervisor signature — 11-22-10 — Date

Deputy Superintendent Signature — 11/22/10 — Date

Vendor	Alaska Airlines
PO #	~~#219.40~~
Cost	#219.40
Merchandise	Airfare
Account Code	9700.11.8020.020

ATTACH RECEIPT

10110120 12-13-10

DOUBLETREE® HOTEL
SPOKANE • CITY CENTER

322 N. Spokane Falls Ct. • Spokane, WA 99201
Phone (509) 455-9600 • Fax (509) 455-6285
For reservations across the nation
www.doubletree.com or 1-800-222-TREE

Name & Address

ONNORS, LISA
5 4TH ST NE

AUBURN, WA 98002
US

Room 910/SK1E
Arrival Date 11/18/2010 9:28:00PM
Departure Date 11/20/2010

Adult/Child 1/0
Room Rate $199.00

RATE PLAN LV0
HH#
AL
BONUS AL CAR

Confirmation: 83486989

11/20/2010 PAGE 1

DATE	DESCRIPTION	ID	REF. NO	CHARGES	CREDITS	BALANCE
11/18/2010	4360850	*SPENCERS ROOM SERVICE			$17.64	
11/18/2010	4361300	GUEST ROOM			$199.00	
11/18/2010	4361300	STATE SALES TAX			$17.31	
11/18/2010	4361300	LODGING TAX			$3.98	
11/18/2010	4361300	COUNTY TPA			$2.00	
11/19/2010	4361540	*SHUTTERS ROOM SERVICE			$20.14	
11/19/2010	4362230	GUEST ROOM			$199.00	
11/19/2010	4362230	STATE SALES TAX			$17.31	
11/19/2010	4362230	LODGING TAX			$3.98	
11/19/2010	4362230	COUNTY TPA			$2.00	
		WILL BE SETTLED TO VS *8408			$482.36	
		EFFECTIVE BALANCE OF			$0.00	

ESTIMATED CURRENCY TOTAL

THANK YOU

EXPRESS CHECK-OUT

Good Morning ! We hope you enjoyed your stay. With Express Check-Out there is no need to stop at the Front Desk to check out.

- Please review this statement. It is a record of your charges as of late last evening.
- For any charges after your account was prepared, you may:
  + pay at the time of purchase.
  + charge purchases to your account, then stop by the Front Desk for an updated statement.
  + or request an updated statement be mailed to you within two business days.

Simply call the Front Desk from your room and tell us when you are ready to depart. Your account will be automatically checked out and you may use this statement as your receipt. Feel free to leave your key(s) in the room.

Please call the Front Desk if you wish to extend your stay or if you have any questions about your account.

DATE OF CHARGE	FOLIO NO./CHECK NO.
750186 A	
AUTHORIZATION	INITIAL
PURCHASES & SERVICES	
TAXES	
TIPS & MISC.	
TOTAL AMOUNT	0.00

PAYMENT DUE UPON RECEIPT

PAYMENT DUE UPON RECEIPT - 1.5% PER MONTH INTEREST CHARGE WILL BE APPLIED TO ALL PAST DUE INVOICES.

1011008 12-27-10

connorsrus@comcast.net

Confirmation Letter - FYWEKU 04/07/11 - from Alaska Airlines/Horizon Air

From : Alaska Airlines/Horizon Air <Alaska.IT@alaskaair.com> Thu Dec 02 2010 4:04:38 AM
Subject : Confirmation Letter - FYWEKU 04/07/11 - from Alaska Airlines/Horizon Air
To : CONNORSRUS@COMCAST.NET
Reply To : Alaska Airlines/Horizon Air <Alaska.ConfirmationLetter@alaskaair.com>

If you have trouble viewing this message, click here to request a plain text-only version of this email.

Alaska Airlines Horizon Air

Confirmation Code: FYWEKU

Below is your booking confirmation. Thank you and enjoy your trip.
Need to change your flight? Visit us in advance, online or through reservations.

Flight	Departs	Arrives	Class	Traveler(s)	Seat(s)
Horizon Air QX2017 Bombardier Q400	Seattle (SEA) Thu, Apr 7 5:30 pm	Portland, OR (PDX) Thu, Apr 7 6:20 pm	T (Coach)	Lisa Connors	13D
Horizon Air QX2611 Bombardier CRJ-700	Portland, OR (PDX) Thu, Apr 7 6:55 pm	San Francisco (SFO) Thu, Apr 7 8:45 pm	T (Coach)	Lisa Connors	8D
Alaska Airlines AS317 Boeing 737-400	San Francisco (SFO) Mon, Apr 11 7:30 pm	Seattle (SEA) Mon, Apr 11 9:33 pm	T (Coach)	Lisa Connors	17D

Summary of Airfare Charges

Lisa Connors
*Mileage Plan Member # ****5581*
Ticket 027-2160699709

Base Fare and Surcharges		$91.16
Taxes and Other Fees		$38.94
	per person total:	$130.10

Total Fare **USD $130.10**

Total Charges and Credits
$130.10 was charged to Visa **********8408 held by Lisa Connors on 12/01/2010

Hotels & Cars

LOW GUARANTEE
Provided by Orbitz®

Need a Hotel?
Use our hotel deal finder to book a hotel in San Francisco.

Need a Ride?
Use our car deal finder to rent a car in San Francisco.

Get the Signature Card

Returned 12/10/10

AUBURN SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING
DISTRICT ISSUED TRAVEL CREDIT CARD

I understand Auburn School District No. 408 has authorized my use of a District credit card for one trip. In using the card, I agree to be bound by the terms and conditions as follows:

- I will use the card issued to me in accordance with District travel policies as stated in the Business Office Handbook. The card will only be used for necessary travel expenses such as lodging, meals, transportation, parking, and registration
- I will not use the card for the following expenses:
  - Alcoholic beverages
  - Personal long-distance telephone calls, cell phone calls or postage
  - Personal cleaning or laundry expenses
  - Personal gifts
  - Transportation to and from home
  - Entertainment
  - Expenses incurred by or for any other non district personnel
- I will not use the card to obtain cash advances.
- I will not use the card on the internet.
- I will not allow usage by an unauthorized individual.
- I will not use the card for personal use or for any non-district purpose.
- I understand purchases per transaction will not exceed $2,500.
- I understand that a card fee may be charged to my program budget.
- I understand that all original receipts and the credit card must be returned to the Purchasing Department within one business day of the last day of travel. The original itemized receipt must be returned with the form envelope.
- I understand that I must immediately report any loss or theft of the credit card to the business office. (253)931-4970. If business office personnel are unavailable, I will contact US Bank at 1-800-344-5696 to report the loss or theft.
- I understand that any charges against the credit card not properly identified, supported by an original receipt or approved by the district will be paid by me by check, cash or salary deduction. I further understand, in compliance with RCW 42.24.115, that any disallowed charges which are not repaid before the credit card billing is due and payable, that the District shall have prior lien against and a right to withhold any and all funds payable to me up to the amount of the disallowed charges and interest at the same rate as charged by the company which issues the credit card. Except when fraud has been reported.
- I understand that misuse of the card could result in discipline and/or personal liability for dishonored charges.
- I understand that any District credit card use is subject to examination by the state auditor's office.

I have read and understand the above conditions.

Lisa Connors — Printed name — 12/8/2010 — Date

Lisa Connors — Signature

[signature] — Supervisor signature — 12/10/2010 — Date

[signature] — Deputy Superintendent Signature — 12/13/10 — Date

Vendor	Alaska
PO #	
Cost	$130.10
Merchandise	airfare
Account Code	9702-11-8020-000

ATTACH RECEIPT

BRIDGEWAY CAFE
633 BRIDGEWAY
SAUSALITO, CA 94965

04/11/2011 11:40:49
Merchant ID: 000000000531215
Terminal ID: 02301655
356530152889

CREDIT CARD

VISA SALE

CARD # XXXXXXXXXXXX8408
INVOICE 0008
Batch #: 000415
Approval Code: 014576
Entry Method: Swiped
Mode: Online

MDSE/SERVICES $12.54

TIP _____

TOTAL AMOUNT 15.54

CUSTOMER COPY

THANK YOU FOR DINING AT MAX'S
COME AGAIN SOON!
399 Geary St.
San Francisco, CA
(415) 646-8600

Server: Nora DOB: 04/08/2011
09:59 AM 04/08/2011
Table 73/1 4/40019

SALE

1025 VISA 4194311
Card #XXXXXXXXXXXX8408
Magnetic card present: CONNORS LISA
Card Entry Method: S

Approval: 074097

Amount: [redacted]
+ Tip: 4
= Total: 20.65

I agree to pay the above
total amount according to the
card issuer agreement.

X Lisa Connors

Top Copy-Restaurant Copy

HMSHOST
MAX'S EATZ AND BAKERY
SAN FRANCISCO INT'L AIRPORT

1116 IRENE

CHK 1922 APR11'11 5:40PM

Subtotal

1 1/2 SAND & SOUPS	9.99
1 SODA	2.69
SUBTOTAL	12.68
TAX	1.17
AMOUNT	13.85
XXXXXXXXXXXXXXX8	XX/XX
VISA A0	13.85

[redacted]

10110777
4-25-11

westin st. francis on union square
335 powell street san francisco, ca 94102
phone 415.397.7000 fax 415.774.0124
westinstfrancis.com

guest

Lisa Connors

, CA

NSD04A

room	1054
rate	189.00
no pets	1
folio	1476003 EX-A
page	1
arrive	07-APR-11 21:33
depart	11-APR-11
payment	VI

travel agent

date	reference	description	charges/credits
07-APR-11	RT1054	Room Charge Grp Corporate	189.00
07-APR-11	RT1054	CA Tourism Tax	0.15
07-APR-11	RT1054	Tourism District Assessment	2.84
07-APR-11	RT1054	Occupancy Tax	26.46
08-APR-11	RT1054	Room Charge Grp Corporate	189.00
08-APR-11	RT1054	CA Tourism Tax	0.15
08-APR-11	RT1054	Tourism District Assessment	2.84
08-APR-11	RT1054	Occupancy Tax	26.46
09-APR-11	RT1054	Room Charge Grp Corporate	189.00
09-APR-11	RT1054	CA Tourism Tax	0.15
09-APR-11	RT1054	Tourism District Assessment	2.84
09-APR-11	RT1054	Occupancy Tax	26.46
10-APR-11	RT1054	Room Charge Grp Corporate	189.00
10-APR-11	RT1054	CA Tourism Tax	0.15
10-APR-11	RT1054	Tourism District Assessment	2.84
10-APR-11	RT1054	Occupancy Tax	26.46
11-APR-11	VI	Visa	873.80-
		Balance Due	0.00

For your convenience, we have prepared this zero-balance folio indicating a $0 balance on your account. Please be advised that any charges not reflected on this folio will be charged to the credit card on file with the hotel. While this folio reflects a $0 balance, your credit card may not be charged until after your departure. You are ultimately responsible for paying all of your folio charges in full.

** continued on the next page **

subject to [illegible] applicable for the duration of this event. If the corporation or other third party billed fails to pay [illegible] guests.

Lisa Connors ROOM DEPART AGENT
FOLIO 1476003 07-APR-11 1054

WESTIN
HOTELS & RESORTS

BOUDIN BAKERIES
170 O'Farrell Street
San Francisco, CA 94102
www.boudinbakery.com

300300 Maria A

Chk 5483 36 Gst 1
Apr10'11 12:10PM

EAT HERE

1 TURK AVO MULTI	7.29
CRO[illegible]NT	0.75
With Greens	1.89
1 SODA	
XXXXXXXX[illegible]405 XX/XX	
VISA	10.87
Subtotal	9.93
Tax	[illegible]
Payment	10.87 ✓

...VOR... SAN FRANSICO
THE MOSCONE CENTER
www.savorsmgsf.com

1011 CSHR 11

CHK 591 APR09'11 12:39GST 1

1 SOBE INK	[illegible]
1 SPINACH	10.00
ALL SALES	14.00
TOTAL PAID	14.00 ✓
XXXXXXXXXXXX8408	XX/XX
VISA	14.00

Bubba Gump Shrimp Co
Restaurant & Market
Pier 39 Box M-210
San Francisco, Ca. 94133
(415) 781-GUMP

Server: Michael Riley_156408	DOB: 04/08/2011
03:13 PM	04/08/2011
Table 116/2	2/20042
VISA	4194318

Card #XXXXXXXXXXX8408
Magnetic card present: CONNORS LISA
Approval: 076406

Amount: 29.75

+ Tip: ✓

= Total: 33.75

X_____

Thank you!
We hope you had a great visit!
Can you let us know?
Tellforrest.com
Or 1-866-507-8728
You could win $100 gift card!

Customer Copy

SmartZone Communications Center

connorsrus@comcast.ne

± Font size -

Fw: SuperShuttle Reservation Confirmation 7952786

From : connorsrus@comcast.net Mon Apr 25 2011 8:16:51 AM
Subject : Fw: SuperShuttle Reservation Confirmation 7952786
To : connorsrus@comcast.net
Reply To : connorsrus@comcast.net

Print
------Original Message------
From: reservations@supershuttle.net
To: CONNORSRUS@COMCAST.NET
Subject: SuperShuttle Reservation Confirmation 7952786
Sent: Apr 6, 2011 9:30 AM

Dear LISA CONNOR, The following information summarizes your confirmed service with SuperShuttle. Guest Information: Address WESTIN SAINT FRANCIS 335 POWELL ST N/A SAN FRANCISCO, CA 94102 (415) 397-7000 Arrival itinerary (From the airport) Confirmation Number: 7952786 Your reservation from the airport will help SuperShuttle better serve you and expedite your travel. Due to airport security, traffic conditions and other travel variables, your reservation does not mean there will be a van waiting for you at the curb.
Adults 2 Children 0 Service Type SHARED RIDE VAN SERVICE (UP TO 9 PASSENGERS IN PARTY) Airport SFO - SAN FRANCISCO AIRPORT. Airline ALASKA AIRLINES Flight # 388 Flight Date/Time 4/7/2011 8:43 PM Fare $34.00 Tip $0.00 Fuel surcharge $0.00 WEB/GROUP DISCOUNT $5.10 Booking Fees $0.00 Total $28.90 CLAIM YOUR LUGGAGE ON THE LOWER LEVEL. PROCEED TO THE UPPER (DEPARTURE) LEVEL AND OUTSIDE TO THE OUTER CURB. FOLLOW THE BLUE SUPERSHUTTLE SIGNS. PROVIDE YOUR SUPERSHUTTLE CONFIRMATION # TO THE SFO AIRPORT COORDINATOR IN BLUE JACKETS AND THEY WILL ARRANGE SUPERSHUTTLE TRANSPORTATION TO YOUR DESTINATION. OR CALL 415-558-8500 FOR LOCAL DISPATCHER. Billing Payment Method: PREPAID CREDIT CARD Card type: VISA Card number XXXX-XXXX-XXXX-8408 If you are traveling with children, SuperShuttle strongly recommends the use of child safety seats. While laws vary from state-to-state, we at SuperShuttle support the strongest safety standard by recommending that small children 5 years and under be secured in a child restraint seat for transportation. Additionally, SuperShuttle does not provide child restraint seats. It is the responsibility of a child's parent or caregiver to provide the Child Restraint System when transporting children in a van, sedan or taxi cab
To change or cancel this reservation, please call 1-800-BLUE-VAN (258-3826). To view our cancellation policy, click here Thank you for choosing SuperShuttle! http://www.supershuttle.com This e-mail is intended only for use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. Any use, distribution or copying of this e-mail communication is strictly prohibited if you are not the addressee. If so, please notify us immediately by e-mail, and destroy the original. Thank you.
Sent via BlackBerry by AT&T

Auburn School District No. 408
Auburn, Washington

RECEIVED
APR 26 2011
MIKE NEWMAN
SUPERINTENDENT

APR 28 2011

TRAVEL EXPENSE VOUCHER

Pay to Lisa Connors

Address

INSTRUCTIONS: Submit in duplicate. Attach ORIGINAL receipts. Keep copy for your records

Date	Total Miles	Mileage Amount Due	Parking	Meals: Breakfast	Meals: Lunch	Meals: Dinner	Hotel	Destination (IRS Required Information)	Purpose (IRS Required Information)
4/9/11				5.45				SF	NSBA Conf
TOTALS	0	0	0	5.45 0	0.00	0	0	TOTAL	5.45 $0.00

Miscellaneous expenses including other transportation:

Date	Item	Amount
4/9/11	Taxi	20.00
	TOTAL	20.00

Account Number 9700.11.8020.000

Total Miscellaneous $ 20.00

Account Number

Total Claim ~~$25.45~~ ~~$0.00~~

APPROVALS:

	Date
Supervisor:	4-28-11
Supervisor:	
Auditing Officer	4/28/11

CERTIFICATION:
I hereby certify under penalty of perjury that this is a true and correct claim as described and that the claim is just, due and an unpaid obligation of Auburn School District No. 408.

Lisa Connors 4/28/2011
CLAIMANT (Sign above) Date

BO-007 Revised 8/01

PAID

SF TOWN TAXI

999 Pennsylvania Avenue, San Francisco, CA 94107

(415) 401-8900

Date 4/9 Time _____ Amount $20

From _____ To _____

Driver _____ Cab # _____

www.sftowntaxi.com

STARBUCKS Store #14393
462 Powell Street
San Francisco, CA (415) 956-2321
1573477 Romy

CHK 732734
04/09/2011 09:31AM

Tazo Chai	3.50
ke Rf Cin Swrl	1.95
A	5.45
Subtotal	5.45
Total	5.45
Change Due	$0.00

---------- Check Closed ----------
04/09/2011 09:31:40AM

New VIA Flavored Coffee
Available in vanilla, mocha,
caramel and cinnamon spice
100 percent Arabica coffee
natural flavors & cane sugar.

Used debit card-Please reimburse

1112201390 2-27-12

Johns, Ruth

From: connorsrus@comcast.net
Sent: Tuesday, February 14, 2012 2:49 PM
To: Johns, Ruth
Subject: Fw: Confirmation Letter - GQQVTV 04/20/12 - from Alaska Airlines

Ruth,
I'm sorry for the delay in scheduling this. I had to wait on a few work related issues. Lisa
Sent via BlackBerry by AT&T

From: "Alaska Airlines" <Alaska.IT@alaskaair.com>
Date: 14 Feb 2012 14:27:05 -0800
To: <CONNORSRUS@COMCAST.NET>
ReplyTo: "Alaska Airlines" <Alaska.ConfirmationLetter@alaskaair.com>
Subject: Confirmation Letter - GQQVTV 04/20/12 - from Alaska Airlines

If you have trouble viewing this message, click here to request a plain text-only version of this email.

HOME | PLAN & BOOK | DEALS | DESTINATIONS | MILEAGE PLAN™

Home | Reservations | Deals | Day of Flight | Destinations | Mileage Plan ™ | More...

Confirmation Code: GQQVTV

Below is your booking confirmation. Thank you and enjoy your trip.
Need to change your flight? Visit us in advance, online or through reservations.

Flight	Departs	Arrives	Class	Traveler(s)	Seat(s)
Alaska Airlines AS12 Boeing 737-800	Seattle, WA (SEA) Fri, Apr 20 9:00 am	Boston (BOS) Fri, Apr 20 5:25 pm	V (Coach)	Lisa Connors	12F
Alaska Airlines AS15 Boeing 737-800	Boston (BOS) Mon, Apr 23 6:25 pm	Seattle, WA (SEA) Mon, Apr 23 9:39 pm	M (Coach)	Lisa Connors	16F

Summary of Airfare Charges

Lisa Connors
*Mileage Plan # ****5581*
Ticket 027-2182562772

Base Fare and Surcharges	$652.09
Taxes and Other Fees	$70.51
per person total:	$722.60

Amount Due For Air Travel **USD $722.60**

Total Charges and Credits

$722.60 was charged to the Visa card with number

Hotels & Cars

Need a Hotel?
Use our hotel deal finder to book a hotel in Boston.

Need a Ride?

Approved
2/17/12

Cardholder Activity

Name: LISA CONNORS **Account Number:** ******0005788408 **Cycle End Date:** Open

Trans Date / Posting Date	Merchant Name / City, State/Prov.	Transaction Total / Allocation Amount	Source Currency / Accounting Code	Currency Amount
02/14/2012	ALASKA AIR 0272182562772	**$722.60**	USD	722.60
02/16/2012	SEATTLE, WA	$722.60	10 E 530 9700 11 8020 000 0000 0000 LISA CONNORS TRAVEL	

conf

Activity Totals	Purchases	Payments
$722.60	$722.60	$0.00

Cardholder Name: _____ **Signature:** _____

Supervisor Name: _____ **Signature:** _____

AUBURN SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING
DISTRICT ISSUED CREDIT CARD

I understand Auburn School District No. 408 has authorized my use of a District purchasing credit card for one transaction. In using the card, I agree to be bound by the terms and conditions as follows:

- I will use the card issued to me in accordance with District purchasing policies as stated in the Business Office Handbook. The card will only be used for the approved purchases on the District purchase order issued for this transaction.
- I will not use the card for the following expenses:
  - Alcoholic beverages
  - Personal long-distance telephone calls, cell phone calls or postage
  - Personal cleaning or laundry expenses
  - Personal gifts
  - Transportation to and from home
  - Entertainment
  - Expenses incurred by or for any other person
- I will not use the card to obtain cash advances.
- I will not use the card on the Internet.
- I will not allow usage by an unauthorized individual.
- I will not use the card for personal use or for any non-district purpose.
- I understand purchases per transaction will not exceed $2,500.
- I understand that a card fee may be charged to my program budget.
- I understand that all original receipts and the credit card must be returned to the Purchasing Department within one business day of the credit card transaction. The original itemized receipt must be attached to this form.
- I understand that I must immediately report any loss or theft of the credit card to the business office.
- I understand that any charges against the credit card not properly identified, supported by an original receipt or approved by the district will be paid by me by check, cash or salary deduction. I further understand, in compliance with RCW 42.24.115, that any disallowed charges which are not repaid before the credit card billing is due and payable, that the District shall have prior lien against and a right to withhold any and all funds payable to me up to the amount of the disallowed charges and interest at the same rate as charged by the company which issues the credit card.
- I understand that misuse of the card could result in discipline and/or personal liability for dishonored charges.
- I understand that any District credit card use is subject to examination by the state auditor's office.

I have read and understand the above conditions.

Lisa Connors	1/9/2012	
Printed name	Date	
Lisa Connors	1/9/2012	
Signature	Date	
	2-16-12	
Supervisor signature	Date	
M Nunnally	2/21/12	
Deputy Superintendent signature	Date	

Vendor:	Alaska Airlines
P.O. No.:	
Cost:	$722.60
Merchandise:	Airfare
Account code:	9700.11.8020.000
ATTACH RECEIPT	

111201905
5-14-12

The BOSTON PARK PLAZA HOTEL & TOWERS

Founded 1927

Lisa Connors
United States of America

Room Number: 1443

Arrival date: 04/20/12
Departure date: 04/23/12
No. in party: 1 / 0
Account number:
Booking number: 0

INFORMATION INVOICE Page # 1 of 1 Cashier: 76 04/23/12

Date	Description	Charges	Credits
04/20/12	Room Charge	189.00	
04/20/12	Room Tax	27.31	
04/21/12	Room Charge	189.00	
04/21/12	Room Tax	27.31	
04/22/12	Room Charge	189.00	
04/22/12	Room Tax	27.31	
04/22/12	Visa Card		648.93
	Total	648.93	**648.93**
	Balance	**0.00**	

Signature_____

50 Park Plaza at Arlington Street • Boston, Massachusetts 02116-3912
Telephone (617) 426-2000 • www.bostonparkplaza.com
Towers Reservations Telephone (800) 793-SWAN *Hotel Guest Fax* (617) 426-5545

HISTORIC HOTELS of AMERICA

Phillips Seafood Express
Terminal A
Logan Airport
617-567-2730

Order #149

Host: Marianne	04/23/2012
Order #149	4:30 PM
	10050
Crab & Shrimp Wrap	7.95
Pepsi	1.95
SD Waffle Fries	2.75
Subtotal	12.65
Food Tax	0.75
Non Alc Tax	0.14
For Here Total	13.54
VISA #XXXXXXXXXXXX8408	13.54
Auth:061343	

HOW DID WE DO?
Go To: www.tastesonthefly.com
Complete our survey and
receive a coupon for a
complimentary dessert or app.
Have a great flight!

--- Check Closed ---

AFFIDAVIT OF LOST RECEIPT

I hereby report that I have lost the receipt, or have been unable to secure a receipt for the Auburn School District No. 408 credit card purchase identified below:

Check all that apply:

[X] I have lost a receipt.
[ ] I have been unable to secure a receipt.
[ ] I haye made several attempts to secure a receipt by contacting the vendor.
[ ] I have attached the packing slip with this form.
[ ] I have attached a portion of the product packaging (box flap, etc.) to this form.
[ ] I have attached a copy of my order form to this form.

Date of Purchase: 4/23/12

Account Code: 9700.11.8020.002

Merchant: Alaska Air

Amount of Purchase: #20.00

Item(s) Purchased: Baggage fee

Additional Comments: _____

This signed document will be placed on file as a substitute for the original receipt. I understand that repeated incidences of lost receipts constitutes "misuse" of the credit card and may result in loss of credit card privileges.

Lisa Connors
Staff Signature

Date:

Assistant Superintendent Signature

5-4-12
Date

Deputy Superintendent Signature

5/9/12
Date

P:\FILES\FORMS\PUR 151 AFFIDAVIT OF LOST RECEIPT.doc

pairings dining room
At The Park Plaza Boston
64 Arling[illegible] S[illegible]reet
Boston, MA [illegible] 6
617.262.3473

CHECK: 2770
TABLE: 24/1
SERVER: 2008 Wing C
DATE: APR23'12 11:06AM
CARD TYPE: Visa
ACCT #: XXXXXXXXXXXX8408
EXP DATE: XX/XX
AUTH CODE: 087757
LISA CONNORS

SUBTOTAL: 13.91

Gratuity: 3

Total: 16.91

Signature: _____

Print Name: _____

For parties of 6 or more people an automatic gratuity of 18% will be added.

LEVY Convention and
Cultural Attractions
415 Summer Street
Boston, MA 02210
(617) 954-2382

CHECK: 7973
TABLE: 1920/1
SERVER: 50 71
DATE: APR21'12 1:19PM
CARD TYPE: Visa
ACCT #: XXXXXXXXXXXX8408
EXP DATE: XX/XX
AUTH CODE: 086083
LISA CONNORS

TOTAL: 17.00

Signature: _____

I agree to pay above total amount according to cardholder agreement.

Wicked Good Food Crt

Johns, Ruth

From: NSBAHousing@cmrus.com
Sent: Tuesday, November 01, 2011 8:15 AM
To: Johns, Ruth
Subject: Reservation #6595143 Lisa Connors Hotel Confirmation for National School Boards Association NSBA's 72nd Annual Conference

800-225-2008
$17 One way
Ultimate Shuttle / Go Boston Shuttle
888-437-4379
$17
#352732
pu 5:55

HOUSING CONFIRMATION NOTICE

NSBA's 72nd Annual Conference, Boston, MA, US
NSBA Confirmation #6595143 made on 11/1/2011

PLEASE CAREFULLY READ THE FOLLOWING POLICIES: SHUTTLE SERVICE: Shuttle Service will be provided for all NSBA Housing hotels with the exception of the Westin Boston Waterfront, Seaport, and Renaissance Waterfront; as they are with-in easy walking distance.

CREDIT CARD POLICIES: If your reservation is guaranteed by credit card, NSBA Housing will not charge any deposit. However, your designated hotel may charge a deposit of one night's stay plus tax after March 30, 2012, depending on the hotel's policy.

The credit card provided in the reservation is for guarantee only. It cannot be used for actual hotel charges upon checkout unless written permission from the card holder is provided to the hotel. Otherwise a major credit card will be required upon check-in at your designated hotel.

SMOKING POLICIES: All hotels are 100% non-smoking. Requests for smoking rooms can not be honored.

Check your reservation details below for accuracy.

GUEST INFORMATION:

Guest Name:	Lisa Connors
Email:	lconnors@auburn.wednet.edu
Company:	Auburn School District 408
Address:	915 4th St NE Auburn WA 98002-4452 United States

HOTEL INFORMATION:

Hotel Name:	Boston Park Plaza Hotel & Towers
Hotel Address:	50 Park Plaze at Arlington Street Boston, MA 02116-3901
Arrival Date:	Friday, 4/20/2012

AFFIDAVIT OF LOST RECEIPT

I hereby report that I have lost the receipt, or have been unable to secure a receipt for the Auburn School District No. 408 credit card purchase identified below:

Check all that apply:

[ ] I have lost a receipt.
[X] I have been unable to secure a receipt.
[ ] I have made several attempts to secure a receipt by contacting the vendor.
[ ] I have attached the packing slip with this form.
[ ] I have attached a portion of the product packaging (box flap, etc.) to this form.
[ ] I have attached a copy of my order form to this form.

Date of Purchase: 4/21/12

Account Code: 9700.11.8020.000

Merchant: Taxi

Amount of Purchase: ~~$15.00~~ $17.00

Item(s) Purchased: Taxi fare

Additional Comments: _____

This signed document will be placed on file as a substitute for the original receipt. I understand that repeated incidences of lost receipts constitutes "misuse" of the credit card and may result in loss of credit card privileges.

Lisa Connors
Staff Signature

_____
Date:

_____
Assistant Superintendent Signature

5-4-12
Date

_____
Deputy Superintendent Signature

5/8/12
Date

1112012939
5-14-12
REC'D MAY 09 2012

Auburn School District No. 408
Auburn, Washington

TRAVEL EXPENSE VOUCHER

Pay to Lisa Connors

Address

INSTRUCTIONS:
Submit in duplicate. Attach ORIGINAL receipts. Keep copy for your records

Date	Total Miles	Mileage Amount Due	Parking	Meals: Breakfast	Meals: Lunch	Meals: Dinner	Hotel	Destination (IRS Required Information)	Purpose (IRS Required Information)
4/22/12					5.20			Boston, MA	NSBA Conf
4/22/12					3.48			↓	↓
4/23/12					1.77			↓	↓
4/23					5.29			↓	↓
TOTALS	0	0	0	0	15.74 ~~0.00~~	0	0	TOTAL	$15.74 ~~$0.00~~

Miscellaneous expenses including other transportation:

Date	Item	Amount
4/22/12	Taxi	15.00
	TOTAL	15.00

Account Number

Total Miscellaneous $ 15.00

Account Number 9700.11.8020.000

Total Claim $30.74 ~~$0.00~~

APPROVALS:

	Date
Supervisor:	5-4-12
Supervisor:	
Auditing Officer	5/8/12

CERTIFICATION:
I hereby certify under penalty of perjury that this is a true and correct claim as described and that the claim is just, due and an unpaid obligation of Auburn School District No. 408.

Lisa Connors
CLAIMANT (Sign above) Date

BO-007 Revised 8/01

PAID

Usa lunch
card declined

CAROL - ANN BAKERY
200 FANUEIL HALL MKTPLA
BOSTON, MA 02109

04/22/2012 13:33:40
Merchant ID: 000000001801491
Terminal ID: 02698451
235234202994

CREDIT CARD

VISA SALE

CARD # TOKEN	XXXXXXXXXXXX5611
INVOICE	0012
Batch #:	000555
Approval Code:	153932
Entry Method:	Swiped
Mode:	Online

SALE AMOUNT $3.48

I agree to pay above total amount
according to card issuer agreement.
(Merchant agreement if Credit Voucher)

Signature Not Required

Usa lunch
card declined

BOSTON PRETZEL
& BAKERY
QUINCY MARKET
617-522-9494
DATE 04/22/2012 SUN TIME 13:26

NUGGETS	T1	$4.86
TAX1		$0.34
TOTAL		$5.20
CASH		$5.20

W [illegible] THE FRESHEST,
AND TH [illegible]
CLERK

STARBUCKS
Westin-Waterfront
425 SUMMER STREET
BOSTON, MA 02210
617-532-4600

1354608
ILA W Table 1224
/13/12 12:12 PM Guests 1
m: 1 STARBUCKS

1 CHAI LATTE V	4.94
SubTotal	4.94
Sales Tax	0.35

Please pay this amount
Total 5.29

FOR ROOM CHARGES ONLY!

Gratuity _____

Total Charge _____

Room Number _____

Print Name _____

SIGNATURE _____

SPG # _____

STARBUCKS
Westin-Waterfront
425 SUMMER STREET
BOSTON, MA 02210
1 -532-4600

STARBUCKS
Date 04/22/
Table 1224
1354608
Time 12:12
STARBUCKS

Card Number ##########95590
Auth-Code.. 801459 Ctrl: 130237

Amount.. 1.77

Tip.... _____

Total _____

Remaining Balance 0.00

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

May 30, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

Enclosed you will find information about travel, mileage, travel for in-state or out-of-state, conferences, or any other travel and/or reimbursements for Lisa Connors, a member of the Auburn School Board.

If you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

May 30, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

Enclosed you will find information about travel, mileage, travel for in-state or out-of-state, conferences, or any other travel and/or reimbursements for Lisa Connors, a member of the Auburn School Board.

If you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

Lisa Connors

Travel and Other Expenses

Check Date	Vendor	Reason	Inv Date	Ck No.	Amount
3/10/2008	Commercial Card Solutions	Lisa Connors Travel	2/10/2008	369777	127.67
3/10/2008	Commercial Card Solutions	Lisa Connors Airfare NSBA Orlando Conf	2/4/2008	369776	777.75
5/12/2008	Commercial Card Solutions	Lisa Connors Hotel NSBA Orlando Conf	3/31/2008	371891	873.34
8/31/2008	Commercial Card Solutions	Lisa Connors Travel	8/1/2008	375554	311.00
1/12/2009	Commercial Card Solutions	Lisa Connors Travel WSSDA Leg Assembly	11/22/2008	379589	480.45
3/9/2009	Commercial Card Solutions	Lisa Connors Travel NSBA Conf Expenses	2/9/2009	381315	253.65
4/13/2009	Commercial Card Solutions	Lisa Connors Travel-Alaska Air NSBA San Diego Conf	3/3/2009	382281	299.20
5/11/2009	Commercial Card Solutions	Lisa Connors Travel-Hotel NSBA San Diego Conf	4/6/2009	383342	1,082.85
5/11/2009	Lisa Connors	Lisa Connors Travel-Meals NSBA San Diego Conf	4/7/2009	383344	35.00
10/8/2009	US Bank Credit Card	Lisa Connors, Hertz Rent-a-Car WSSDA Leg Assembly	10/8/2009	387795	218.85
10/8/2009	US Bank Credit Card	Lisa Connors Fuel WSSDA Leg Assembly	10/8/2009	387795	29.06
10/8/2009	US Bank Credit Card	Lisa Connors Hotel WSSDA Leg Assembly	10/8/2009	387795	150.47
10/8/2009	US Bank Credit Card	Lisa Connors Meals WSSDA Leg Assembly	10/8/2009	387795	6.76
12/9/2009	US Bank Credit Card	Lisa Connors Hotel WASA Conference	11/30/2009	91000222	422.48
12/9/2009	US Bank Credit Card	Lisa Connors meals WASA Conference	11/30/2009	91000222	7.10
12/9/2009	US Bank Credit Card	Lisa Connors meals WASA Conference	11/30/2009	9100222	32.45
2/8/2010	US Bank Credit Card	Lisa Connors Alaska Air NSBA Chicago Conf	12/28/2009	91000385	313.40
4/26/2010	US Bank Credit Card	Lisa Connors Hotel NSBA Chicago Conf	4/8/2010	91001006	218.11
5/6/2010	US Bank Credit Card	Lisa Connors Hotel NSBA Chicago Conf	5/5/2010	91001127	436.22
5/6/2010	US Bank Credit Card	Lisa Connors Ground Transp NSBA Chicago Conf	5/5/2010	91001127	153.00
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010	91001127	10.04
5/6/2010	US Bank Credit Card	Lisa Connors Alaska Air NSBA Chicago Conf	5/5/2010	91001127	15.00
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010	91001127	6.69
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA			

Lisa Connors

Travel and Other Expenses

Check Date	Vendor	Reason	Inv Date	Ck No.	Amount
		Conference Chicago	5/5/2010		9.26
5/6/2010	US Bank Credit Card	Lisa Connors hotel NSBA Conference Chicago	5/5/2010	91001127	277.75
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010	91001127	29.54
5/6/2010	US Bank Credit Card	Lisa Connors meals NSBA Conference Chicago	5/5/2010	91001127	34.86
5/6/2010	US Bank Credit Card	Lisa Connors Ground Transp NSBA Chicago Conf	5/5/2010	91001127	30.00
5/6/2010	US Bank Credit Card	Lisa Connors Alaska Air NSBA Chicago Conf	5/5/2010	91001127	6.00
11/16/2010	US Bank Credit Card	Lisa Connors Alaska Air WSSDA Conf Spokane	11/16/2010	101100613	219.40
12/13/2010	US Bank Credit Card	Lisa Connors Hotel WSSDA Conf Spokane	12/6/2010	101100720	482.36
12/14/2010	US Bank Credit Card	Lisa Connors Alaska Air San Diego Conf	12/13/2010	101100802	130.10
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	15.54
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	13.85
4/20/2011	US Bank Credit Card	Lisa Connors Hotel NSBA SF Conf	4/18/2011	101101499	873.80
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	10.87
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	14.00
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	16.65
4/20/2011	US Bank Credit Card	Lisa Connors Meals NSBA SF Conf	4/18/2011	101101499	33.75
4/20/2011	US Bank Credit Card	Lisa Connors Ground Transp NSBA SF Conf	4/18/2011	91001127	28.90
5/9/2011	Lisa Connors	NSBA Conf Expenses	4/14/2011		25.45
2/21/2012	US Bank Credit Card	Lisa Connors Alaska Air NSBA Boston Conf	2/21/2012		722.60
5/8/2012	US Bank Credit Card	Lisa Connors Hotel NSBA Boston Conf	5/8/2012		648.93
5/8/2012	US Bank Credit Card	Lisa Connors Meals NSBA Boston Conf	5/8/2012	111201905	13.54
5/8/2012	US Bank Credit Card	Lisa Connors Meals NSBA Boston Conf	5/8/2012	111201905	20.00
5/8/2012	US Bank Credit Card	Lisa Connors Meals NSBA Boston Conf	5/8/2012	111201905	16.91
5/8/2012	US Bank Credit Card	Lisa Connors Ground Transp			

Lisa Connors

Travel and Other Expenses

Check Date	Vendor	Reason	Inv Date	Ck No.	Amount
		NSBA Boston Conf	5/8/2012	111201905	17.00
5/8/2012	US Bank Credit Card	Lisa Connors Ground Transp			
		NSBA Boston Conf	5/8/2012	111201905	17.00
5/14/2012	Lisa Connors	NSBA Conf Expenses	4/23/2012	111201839	30.74

Strand, Debbie

From: Newman, Mike
Sent: Wednesday, May 30, 2012 10:47 AM
To: Lally, Toni
Cc: Strand, Debbie; Cummings, Tim
Subject: Public Information Request

Toni:
We have a public information request to provide a person documentation of travel expenses and other reimbursements for School Board Director, Lisa Connors, from her time as a board member (2007).

We will need this by Wednesday, June 6th. You can provide either electronic copy or paper copies (whichever is easiest) to Debbie Strand.

Thanks,
Mike

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

May 1, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

This is to acknowledge receipt of your request we received for all information about travel, mileage, travel for in-state or out-of-state conferences, or any other travel and/or reimbursements for Lisa Connors, a member of the Auburn School Board. Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

April 20, 2012

APR 30 2012

Dr. Kip Herren
Auburn School District
915 4th Street NE,
Auburn, Washington 98002

To Whom It May Concern:

This is a Freedom of Information Act request seeking any information about travel, mileage, travel for in-state or out-of-state conferences, or any other travel and/or reimbursements for Lisa Connors, member of the Auburn School Board.

Please feel free to contact me with any questions or concerns regarding this request.

I can be reached at: 703-887-3677 or via email at HRUMBACK@gmail.com.

Thank you in advance for your assistance.

Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

June 8, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

This is to acknowledge receipt of your request we received regarding Auburn School District contracts or subcontracts awarded to or paid to Mecor Equipment. Our school district has not awarded a contract to Mecor Equipment and has not had any business transactions with Mecor Equipment.

If you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

June 1, 2012

RECEIVED
JUN 07 2012

Dr. Kip Herren
Auburn School District
915 4th Street NE
Auburn, Washington 98002

To Whom It May Concern:

This is a Freedom of Information Act request seeking any information about Auburn School District contracts or subcontracts awarded or paid to Mecor Equipment, of Auburn, WA, since December 2007.

Please feel free to contact me with any questions or concerns regarding this request.

I can be reached at: 703-887-3677 or via email at HRUMBACK@gmail.com.

Thank you in advance for your assistance.

Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Strand, Debbie

From: Strand, Debbie
Sent: Thursday, June 07, 2012 4:51 PM
To: Lally, Toni; Grose, Jeff
Subject: Mecor Equipment

Toni and Jeff,

We have received another Freedom of Information Act request and I need your help on it.

They are asking if we have had any district contracts or subcontracts that were awarded or paid to Mecor Equipment of Auburn, WA.

Please let me know.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

Strand, Debbie

From: Grose, Jeff
Sent: Friday, June 08, 2012 8:27 AM
To: Strand, Debbie; Lally, Toni
Cc: Burton, Connie
Subject: RE: Mecor Equipment

The Capital Projects Department has not awarded contracts to Mecor Equipment.

From: Strand, Debbie
Sent: Thursday, June 07, 2012 4:51 PM
To: Lally, Toni; Grose, Jeff
Subject: Mecor Equipment

Toni and Jeff,

We have received another Freedom of Information Act request and I need your help on it.

They are asking if we have had any district contracts or subcontracts that were awarded or paid to Mecor Equipment of Auburn, WA.

Please let me know.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

Strand, Debbie

From: Burton, Connie
Sent: Friday, June 08, 2012 8:38 AM
To: Strand, Debbie
Cc: Grose, Jeff; Lally, Toni
Subject: RE: Mecor Equipment

Debbie,

I checked our fiscal system and that vendor name doesn't appear so ASD hasn't had any contracts or paid Mecor Equipment.

Connie

From: Grose, Jeff
Sent: Friday, June 08, 2012 8:27 AM
To: Strand, Debbie; Lally, Toni
Cc: Burton, Connie
Subject: RE: Mecor Equipment

The Capital Projects Department has not awarded contracts to Mecor Equipment.

From: Strand, Debbie
Sent: Thursday, June 07, 2012 4:51 PM
To: Lally, Toni; Grose, Jeff
Subject: Mecor Equipment

Toni and Jeff,

We have received another Freedom of Information Act request and I need your help on it.

They are asking if we have had any district contracts or subcontracts that were awarded or paid to Mecor Equipment of Auburn, WA.

Please let me know.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

Strand, Debbie

From: Lally, Toni
Sent: Friday, June 08, 2012 10:56 AM
To: Van Hee, Gary; Bernasconi, Jan; Burget, Millie; Barlow, Lela
Cc: Strand, Debbie
Subject: RE: Mecor Equipment

Thanks!

From: Van Hee, Gary
Sent: Friday, June 08, 2012 8:53 AM
To: Lally, Toni; Bernasconi, Jan; Burget, Millie; Barlow, Lela
Subject: RE: Mecor Equipment

Mecor Equipment sell mining equipment and cranes. I do not see any other names associated with Mecor. I called a phone number listed for Mecor, but it is a fax machine.

Connie Burton said that they have not been used as a sub contractor on any of their jobs.

I don't believe we have had any dealings with them.

From: Lally, Toni
Sent: Friday, June 08, 2012 8:30 AM
To: Van Hee, Gary; Bernasconi, Jan; Burget, Millie; Barlow, Lela
Subject: FW: Mecor Equipment

Hi,
I could not find Mecor Equipment in our vendor system. Have we purchased anything from them under a different name?

From: Strand, Debbie
Sent: Thursday, June 07, 2012 4:51 PM
To: Lally, Toni; Grose, Jeff
Subject: Mecor Equipment

Toni and Jeff,

We have received another Freedom of Information Act request and I need your help on it.

They are asking if we have had any district contracts or subcontracts that were awarded or paid to Mecor Equipment of Auburn, WA.

Please let me know.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

Strand, Debbie

From: Alexandra Hootnick [alexandrahootnick@gmail.com]
Sent: Tuesday, August 07, 2012 9:03 AM
To: Strand, Debbie
Cc: Cummings, Tim
Subject: Re: Teach for America

Thanks Debbie, I appreciate it!

On Mon, Aug 6, 2012 at 4:46 PM, Strand, Debbie <dstrand@auburn.wednet.edu> wrote:

Hello Alexandra,

We had our IT department do a search of our entire district e-mail archives and the attached e-mail is the only e-mail that we have related to Teach for America, other that our correspondences with you.

I hope this helps.

Thank you!

Debbie Strand

Human Resources

Auburn School District No. 408

(253) 931-4932

--

Alexandra Hootnick

M.S. Candidate in Digital Media, Columbia Journalism School
Freelance Photography/Multimedia Journalism
(c) 315.436.1452
(e) alexandrahootnick@gmail.com

Strand, Debbie

From: Strand, Debbie
Sent: Monday, August 06, 2012 1:47 PM
To: 'alexandrahootnick@gmail.com'; 'Alexandra Hootnick'
Cc: Cummings, Tim
Subject: Teach for America
Attachments: SKMBT_75112080612391 (2)

Hello Alexandra,

We had our IT department do a search of our entire district e-mail archives and the attached e-mail is the only e-mail that we have related to Teach for America, other that our correspondences with you.

I hope this helps.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

Charset iso-8859-1 *

Hi Kip,

I hope this email finds you well and that your school year is wrapping up in an exciting way. I wanted to follow up on our conversations about a partnership for next year. Tim from our team has reached out to Tim in your HR department and hasn't heard back yet. I'd love to find a time to talk on the phone to discuss where you are in the process and if there are additional questions I can answer. Please let me know when you have availability or feel free to give me a call on my cell at 206.552.4801. Thanks!

Best,
Lindsay

This communication and any file transmitted with it may contain information that is confidential, privileged and exempt from disclosure under applicable law. It is intended solely for the use of the individual or entity to which it is addressed. If you are not the intended recipient, you are hereby notified that any use, dissemination or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the sender. Thank you for your cooperation.

Strand, Debbie

From: Strand, Debbie
Sent: Tuesday, July 31, 2012 1:06 PM
To: 'Alexandra Hootnick'
Subject: RE: Teach For America

Alexandra,

Not to my knowledge. I scanned Tim's computer for him and didn't find anything. All I know is I was asked to set up a time for them to meet with us. I called and made the appointment. That is really all I know.

Thanks!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

From: alexandrahootnick@gmail.com [mailto:alexandrahootnick@gmail.com] **On Behalf Of** Alexandra Hootnick
Sent: Tuesday, July 31, 2012 11:18 AM
To: Strand, Debbie
Subject: Re: Teach For America

Hi Debbie,
Are you saying there was no email communication between Auburn School District and Teach For America?

On Tue, Jul 31, 2012 at 2:13 PM, Strand, Debbie <dstrand@auburn.wednet.edu> wrote:

Alexandra,

Teach For America contacted us and we set up an appointment for them to meet with our Assistant Superintendent of HR and our Executive Director of HR. They came here and met with both of them on March 13. That is the extent of our communication. They had talked at the meeting about sending us a contract, but we have seen nothing from them since.

Let me know if there is anything I can do for you.

Thanks!

Debbie Strand

Human Resources

Auburn School District No. 408

(253) 931-4932

From: alexandrahootnick@gmail.com [mailto:alexandrahootnick@gmail.com] **On Behalf Of** Alexandra Hootnick
Sent: Tuesday, July 31, 2012 11:04 AM
To: Strand, Debbie
Cc: Cummings, Tim
Subject: Re: Teach For America

Hi Debbie,

I received a pdf with some information on Teach For America. However, my request (see below) included all documents and **correspondences** between Auburn district staff and outside organizations/individuals about "Teach For America" and/or "TFA." Please confirm this information will be sent separately.

Thanks,

Alexandra

Pursuant to the Washington Public Records Act, RCW 42.56, et seq., and in accordance with E40.01, I respectfully request access for inspection and/or copies of the following documents from 01/2009 to present:

1. All documents that relate or pertain to Auburn Public School District's negotiation and consideration of an agreement with "Teach for America" and/or "TFA";

2. All Correspondence among or between Auburn district staff and outside organizations/individuals about "Teach for America" and/or "TFA". include any documents residing on district servers or personal computers/email addresses.

3. If electronic mails were received, please provide any attachments to those emails, preferably in electronic form.

On Tue, Jul 31, 2012 at 1:50 PM, Strand, Debbie <dstrand@auburn.wednet.edu> wrote:

Alexandra,

Attached is all information that we have on Teach For America.

Debbie Strand

Human Resources

Auburn School District No. 408

(253) 931-4932

--
Alexandra Hootnick

M.S. Candidate in Digital Media, Columbia Journalism School
(c) 315.436.1452

(e) alexandrahootnick@gmail.com

http://alexandrahootnick.wordpress.com

--
Alexandra Hootnick

M.S. Candidate in Digital Media, Columbia Journalism School
(c) 315.436.1452
(e) alexandrahootnick@gmail.com
http://alexandrahootnick.wordpress.com

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

July 31, 2012

Sent via e-mail – akh2128@columbia.edu

Ms. Alexandra Hootnick
201 West 112th Street, Apt. 4B
New York, NY 10026

Dear Ms Hootnick:

Attached are the documents that we received from the Teach For America representatives. We met with two representatives from Teach For America on Tuesday, March 13, 2012. The representatives gave us an overview of their program. We have not heard back from them since our meeting.

If you have any questions, please feel free to call me.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds
Attachment

National Principal Satisfaction with Teach For America Teachers

Source: "Teach For America 2010-2011 National Principal Survey,"
Policy Studies Associates (PSA), September 2011

For the past 16 years, Teach For America has commissioned independent, external surveys of its partner principals, asking them to evaluate the performance of Teach For America teachers in their schools. The most recent survey was completed in September 2011.

Striving to have the most accurate, credible, and comprehensive survey to date, this year's survey reflects a number of enhancements in research design. PSA added new questions, adopted survey best practices on question wording and response option scales throughout, and implemented a more aggressive outreach strategy to improve response rates. As such, we are particularly pleased by the striking statistics that follow. Principals express a very high level of satisfaction with Teach For America corps members and the program. They report that Teach For America teachers are well-prepared, that corps members have a significant and positive impact on their schools and on student achievement, and that they would hire another corps member if there were another vacancy.

Methodology: The 2011 survey achieved a 68 percent response rate. PSA reached out to the 2,700 schools employing at least one corps member during the 2010-11 school year, and the findings represent the opinions of 1,824 principals across the 39 regions where corps members worked in 2010-11.

Principals continue to report high levels of satisfaction with Teach For America corps members.

- The overwhelming majority (87 percent) of principals are satisfied with the Teach For America teacher(s) working in their schools.
- The overwhelming majority (85 percent) of principals report that Teach For America teachers have made a positive impact in their schools.
- An overwhelming majority (86 percent of principals) say they would hire a Teach For America corps member again.
- 3 out of 4 principals say they would recommend hiring corps members to other principals.

Nearly all principals rate corps members as at least as effective as other beginning teachers.

- Nearly all principals (92 percent) rate Teach For America corps members at least as effective as, if not more effective than other beginning teachers in terms of overall performance and impact on student achievement. Just over half (56 percent) found corps members to be more effective.
- An overwhelming majority (88 percent) of principals consider Teach For America teachers as at least as effective as teachers with 3 or more years of experience with respect to their impact on student achievement, with nearly half (49 percent) rating them as more effective than the veteran faculty.

A majority of principals rate corps members' training as at least as effective as that of other new teachers.

- An overwhelming majority of principals (87 percent) rate Teach For America corps members' training as at least as effective as the training of other beginning teachers. Just over half (53 percent) found corps members' training to be more effective.

The vast majority of principals rated corps members as good, very good, or excellent on a number of indicators of effective teaching and behaviors that Teach For America believes lead to significant gains in student achievement, including:

- Having high expectations for students (93 percent)
- Setting ambitious goals for student achievement (94 percent)
- Planning purposefully to achieve goals (92 percent)
- Being knowledgeable about the subject matter (91 percent)
- Developing positive relationships with colleagues and administrators (91 percent)
- Accessing additional resources to meet student needs (88 percent)
- Becoming a part of the school community (89 percent)

TEACHING AS LEADERSHIP: OVERVIEW

About *Teaching As Leadership*

By observing the practices of 25,000 teachers trained and placed in some of the nation's highest-poverty schools over the past 20 years, Teach For America has identified six strategies common to highly effective teachers. In ***Teaching As Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap***, Teach For America shares this learning with the broader education community. The book and its accompanying website, www.teachingasleadership.org, provide practical advice and "how to" information for teachers in low-income communities. ***Teaching As Leadership*** is published by Jossey-Bass and will be available in February 2010.

Highlights from *Teaching As Leadership*

- ***Teaching As Leadership*** profiles almost two hundred teachers leading students to extraordinary achievement gains—as many as two to three grade levels in a single year.
- Author Steven Farr and his team explore how these highly effective teachers in low-income communities employ the same key leadership strategies as successful leaders in any challenging context.
- Teach For America distills these teaching strategies into six principles brought to life in the book and companion website, which contains videos of classroom teaching with explanatory notes, step-by-step guides, and advice on common teaching pitfalls.

Teaching As Leadership's Six Principles Used By Highly Effective Teachers In Low-Income Settings

1. Set big goals. *Envision where students should be at the end of the year and establish measurable goals based on that vision.*

- When Joe Almeida was a fifth grade teacher in the Bronx, he aimed to defy the statistics that only 1 in 10 of his students would graduate from college. On the first day of school, Joe welcomed his students by handing each one a mock college acceptance letter while playing "Pomp and Circumstance" and explaining his goal that they would pursue higher education. Joe's persistence paid off: While his students started out reading, on average, at a third-grade level, by the end of the year, they had reached fifth grade reading levels and beyond.

2. Invest students and their families. *Get buy-in from students and parents that the goals are attainable and worth working hard to reach.*

- Atlanta teacher Diana Ellsworth realized that while her students understood the importance of the Georgia state writing test, their parents had little idea what it would take to reach the target competency levels. She hosted a family workshop to help parents see that their children had the potential to write an essay that would earn a "wow" rating. Diana's efforts helped her school become the highest scoring public school in Atlanta on the state writing test.

3. Plan purposefully. *Start by determining the end result for student behavior and learning; plan backwards to create an efficient path to success.*

- When Eric Scroggins was an eighth grade science teacher in the Bronx, he mapped his entire year's lesson plans to the material that would be tested on the tenth grade Regents exam his students would need to pass to graduate and go to college. Two years later, two-thirds of his students passed the Regents science exam, approximately double the rate for other kids in New York City.

4. Execute effectively. *Remember that every action in the classroom adds up to the goal of student learning, and monitor progress regularly to ensure all kids are on track.*

- Jessica Eastman, a sixth grade math teacher in Oakland, CA, helped her students make over two years of growth in one school year by tracking their progress on a daily basis through exit quizzes. The exit quizzes gave her clear evidence about the specific skills that her students still had to master so she could reconfigure her lesson plans to match their learning needs.

5. Continuously increase effectiveness. *Reflect constantly on the pace of student progress towards the goals and consider how to improve teaching to maximize learning.*

- Discouraged by persistently low scores from two of her fifth grade students in Phoenix who were both Native American, Acasia Wilson invited a retired teacher into her classroom who had experience in reading instruction for Native American students. The visit inspired her students and re-energized Acasia's teaching strategies. By the end of the year, the two students moved from reading at the first grade and kindergarten levels to the fourth and fifth grade levels.

6. Work relentlessly. *Take responsibility for achieving student improvement, and think creatively about how to overcome traditional obstacles to achievement for children in low-income settings.*

- When several of Brent Maddin's high school students in rural Louisiana were unable to stay after school for tutoring because they worked at a fast food restaurant, Brent set up a tutorial station at one of the tables and worked with the students during breaks. The setting was so popular that he was soon tutoring as many as seventy-five kids a week in the afternoons. Brent's students went on to attend Yale University and other selective colleges.

Praise for *Teaching As Leadership*

"Eliminating our nation's unjust achievement gap and providing schools where all children can learn is part of the unfinished business of the Civil Rights Movement and of our nation. Teach For America is dedicated to this goal—and this book is a terrific resource that shares the valuable lessons learned from studying highly effective teachers and successful classrooms across the country."
-Marian Wright Edelman, president, Children's Defense Fund

"By assessing the actions of highly effective teachers in some of America's most challenging teaching environments, Teach For America outlines key strategies to close the achievement gap-investing in students and their families, planning purposefully, and working relentlessly. This inspiring book will inform the work of everyone engaged in the training and support of teachers in high-poverty schools."
-Kathleen McCartney, dean of Harvard Graduate School of Education and Gerald S. Lesser Professor in Early Childhood Development

*"**Teaching As Leadership** works. This is the approach taken by teachers who lead diverse students to great academic achievements."*
-Dr. Beverly Hall, superintendent Atlanta Public Schools and 2009 National Superintendent of the Year

About Author Steven Farr

As Teach For America's Chief Knowledge Officer, Steven Farr has led the organization's efforts to identify what distinguishes the most successful teachers in low-income urban and rural communities since 2001. His findings have been instrumental in improving the process by which Teach For America selects, trains and supports its teaching corps. Farr began his career in education as a Teach For America corps member in South Texas, where he taught high school English and English as a second language.

Teach For America

Founded in 1990, Teach For America recruits and supports talented and diverse individuals from all academic backgrounds who commit two years to teach in high-need schools and become lifelong leaders in the movement to end educational inequity. This year, more than 9,000 corps members are teaching in 43 urban and rural regions across the country, including 12 first-year corps members in our charter Seattle region. Teach For America offers one additional source of effective teachers for principals to choose from as they make their hiring decisions. Corps members interview alongside other external candidates for open teaching positions in high-need schools and subjects, and hiring decisions are left up to districts, principals and hiring committees. Corps members meet all state credentialing requirements to teach in their classrooms as certified teachers.

Dispelling the Myths about Teach For America

MYTH	FACT
Teach For America corps members do not fulfill their two-year commitments.	Nearly 90% of 2010 our corps members returned to teach a second year, and 91% of 2009 corps members completed their two-year commitment. This is higher than both the estimated average for new teachers in low-income communities who stay in the profession for a second year (about 83%) and the national average of all new teachers who stay in teaching for a second year (86%).
Teach For America corps members do not continue teaching after two years.	Two-thirds of our nearly 24,000 alumni continue to work full-time in education, including some 8,000 as teachers and 650 as school leaders. Of our alumni working in schools, 90% are working in schools that serve low-income communities. According to a University of Connecticut and Harvard Graduate School of Education study, an estimated 61 percent of Teach For America corps members remain in the teaching profession for more than two years, with 44 percent remaining in their placement schools beyond their two-year commitment. The high percentage of corps members who remain in their initial placements bucks the trend of teacher migration out of high-poverty schools.
Teach For America corps members are not effective teachers.	Rigorous research from the Urban Institute, Mathematica, and others, as well as studies from three states (Tennessee, North Carolina and Louisiana) evaluating teacher preparation programs, consistently found that Teach For America corps members help their students achieve academic gains equal to or larger than teachers from other preparation programs.. In addition to looking to external research, our system for measuring corps member effectiveness includes evaluating results on assessments corps members give to students and analyzing progress toward unit and year-long student achievement goals. We believe that data is critical to our corps members' effectiveness as they measure the academic growth of their students throughout the school year.
Teach For America corps members are privileged students who cannot relate to the challenges their students face.	Half of Teach For America-Seattle corps members are people of color. Nationally, 34% of current Teach For America corps members identify as people of color; 31% are Pell Grant recipients; and 22% are the first in their family to attend college. We have seen that our most effective corps members - those who have led students to the greatest academic progress - represent all races, ethnicities, and socioeconomic backgrounds.
Teach For America is opposed to teachers unions.	We share the same goal as teachers' associations across the country, which is to provide all students with the best education possible. Our Seattle corps members teach side by side with teachers' association members, and most are members of the Seattle Education Association. Additionally, several Teach For America alumni in the Seattle area hold leadership positions in their local unions.

What the Research Says

TEACHFORAMERICA

Research over time has shown conclusively that Teach For America corps members' impact on student achievement is at least as great as that of other new teachers. The most rigorous studies have found that corps members' impact on student achievement exceeds that of other teachers in the same high-needs schools. This is true even when corps members are compared with veteran and fully certified teachers in their fields. The evidence of corps members' positive impact spans multiple regions and subject areas and all grade levels, from pre-kindergarten through high school. Additionally, we are beginning to see robust research on the impact of Teach For America beyond the classroom.

As one of the largest teacher-preparation program in the country, Teach For America welcomes and pursues rigorous independent evaluations in order to measure our impact and continuously improve our program. We are among the most-studied teacher-preparation programs in the nation.

The Latest Findings on Student Impact

In 2009 and 2010, three states—Louisiana, North Carolina, and Tennessee—studied the effectiveness of teachers from different teacher-preparation programs, and each of the three concluded that Teach For America corps members have a greater impact on student achievement than other new teachers. Additionally, Teach For America won the largest grant out of nearly 1,700 applications to the U.S. Department of Education's prestigious Investing in Innovation (i3) grant competition in 2010. The i3 scale-up grants required applicants to provide demonstrated evidence of success through objective, methodologically sound studies (e.g., experimental and quasi-experimental research designs) of student achievement.

Research-Quality Report Card

Not all research is created equal. In a 2008 research "report card," the education policy journal *Education Next* analyzed and graded the most frequently cited research studies on Teach For America. The journal noted that the studies vary widely in both their central findings and the quality of their methodologies; a 2004 Mathematica Policy Research study, which found that corps members outperformed other teachers in math, was the only one to receive an A for its methodology (see appendix A for the *Education Next* report card). Teach For America is looking forward to seeing the results of the next rigorous Mathematica study, currently under way.

Impact Beyond the Classroom

In addition to assessing our corps members' effectiveness, research on their impact beyond the classroom is starting to appear. Teach For America works to ensure that corps members become lifelong leaders for education reform, regardless of their professional sector. We are beginning to see evidence of this aim. A 2011 study conducted by a Harvard University research team concluded that more founders of prominent entrepreneurial education organizations participated in Teach For America than in any other organization or program.

Snapshots of each major research study produced by universities, research centers, and government bodies (e.g., state boards of education and school districts) are provided below.[1] Studies which have undergone the peer-review process have been labeled as such.[2]

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[1] Each snapshot contains the study's title, author(s), school level (in the case of studies on classroom impact) of interest, region of study, whether the study was peer reviewed, and research design. A study is labeled as descriptive, correlational, quasi-experimental or experimental. Experimental studies provide the strongest evidence of causal effects (e.g., Does having a Teach For America teacher cause higher student achievement?). A quasi-experimental study also allows for causal inference, but is not as robust as an experimental study. A correlational study is one that describes the statistical associations between two or more factors (e.g., the association between teacher preparation program and student achievement); and a descriptive study is one in which data is collected to describe persons, organizations, settings, or phenomena.

[2] Studies that have been published by a peer reviewed journal have been designated as worthy of publishing by the editor(s) and scholars who are knowledgeable about the topic under discussion. In a peer review process, the proposed paper is submitted to experts within the field, and a double-blind evaluation process is then followed. Reviewers are not told the identity of the author, and the author, though given a copy of the comments, is not told the identity of the reviewers. Reviews from at least two scholars must be received prior to publication. Editors may ask authors to revise papers in light of reviewer comments. A decision of whether or not to publish is based on reviewer comments and the editors' own assessments of the quality of the paper.

IMMEDIATE IMPACT IN THE CLASSROOM

Teacher Preparation Programs and Teach For America Research Study
The University of Texas at Dallas, Education Research Center (2011)

Grade Level: 3-11
Region: Texas
Design: Descriptive

The Texas legislature requested a study of Teach For America's impact in the state as part of the requirements for funding allocated to Teach For America starting in the 2009-10 school year. The report, examining changes in passing rates on the Texas Assessment of Knowledge and Skills (TAKS), states that that non-Teach For America teachers are making the same or greater gains with Hispanic students, but that Teach For America teachers are leading higher levels of student achievement with several other groups, including African-American students and all students in math. Because of limited data, however, the student achievement results are mostly descriptive. The report finds that Teach For America corps members in Texas are more likely to teach in high-needs schools than the average new teacher in Texas and corps members return for a second year at higher rates than non-Teach For America teachers.

- The full study is available at www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147496842&libID=2147496839
- The *Houston Chronicle* published an editorial about the results, which is available at www.chron.com/disp/story.mpl/metropolitan/7408506.html

Portal Report: Teacher Preparation and Student Test Scores in North Carolina
Gary Henry, Charles Thompson, Kevin C. Bastian, C. Kevin Fortner, David C. Kershaw, Kelly M. Purtell, and Rebecca A. Zulli (2010)

Grade Level: K-12
Region: North Carolina
Design: Correlational

Researchers at the University of North Carolina conducted a study of pathways into teaching in the state of North Carolina. Their objective was to understand better the effects on student achievement of graduates of the UNC teacher-preparation system (the leading provider of teachers in the state) compared with teachers from other pathways, including Teach For America. At every grade level and subject studied, Teach For America corps members did as well as or better than the traditionally prepared UNC graduates. Teach For America corps members had a greater impact on student achievement in middle school math and high school math, science, and English than did traditionally prepared teachers from UNC's teacher-preparation program.

- The full study is available at publicpolicy.unc.edu/files/Teacher_Portals_Teacher_Preparation_and_Student_Test_Scores_in_North_Carolina_2.pdf
- More information on the new study is available in a PowerPoint presentation on the UNC website at www.aplu.org/NetCommunity/Document.Doc?id=2572

2010 Report Card on the Effectiveness of Teacher Training Programs
Tennessee State Board of Education and Tennessee Higher Education Commission (2010)

Grade Level: 4-8
Region: Tennessee
Design: Correlational

Teach For America was the top new-teacher-preparation program in the state of Tennessee, based on an analysis of the value-added student achievement data of 42 programs. The average Teach For America-Tennessee teacher outperformed the average new fourth- to eighth-grade teacher in the state across all subject areas and grade levels, did just as well as the average veteran teacher in mathematics, and outperformed the average veteran teacher in reading/language arts, science, and social studies. Teach For America was the state's only source of new teachers who outperformed veterans in these three subject areas.

- The full study is available at www.tn.gov/thec/Divisions/fttt/report_card_teacher_train/report_card.html
- This study received coverage in *The [Memphis] Commercial Appeal* at m.commercialappeal.com/news/2010/dec/03/teaching-program-beating-colleges

Teach For America: A Review of the Evidence
Julian Vasquez Heilig and Su Jin Jez, The Great Lakes Center for Education Research & Practice (2010)

Grade Level: K-12
Region: National
Design: Descriptive

The authors conducted a meta-analysis, assessing Teach For America's effectiveness by reviewing past research on Teach For America. The two main takeaways were: 1) retention rates for Teach For America teachers are low; and 2) corps members' student achievement results are, at best, mixed. There are substantial problems with both findings. With respect to retention, the report consolidates findings from previous studies that in one way or another conflated leaving a school with leaving teaching. Additionally, the authors employed a narrow definition of retention that did not account for the share of teachers who leave the classroom but remain in education as school or district administrators. On the question of aggregate Teach For America performance, the report also fell short. As noted in the first footnote, there are various research methods, and they do not hold equal analytic leverage. The authors emphasized studies with negative results as opposed to studies with the most rigorous methodology. As made evident in the *Education Next* report card, the studies that employ the most rigorous methodologies conclude that Teach For America teachers perform as well as or better than other teachers, not only emergency-certified teachers but those who are traditionally trained and veteran.

- The full report is available at greatlakescenter.org/docs/Policy_Briefs/Heilig_TeachForAmerica.pdf
- Andrew Rotherham reviewed the study on *Eduwonk* at www.eduwonk.com/2010/07/teach-for-america-and-the-problem-of-study-laundering.html

Recruiting Effective Math Teachers, How Do Math Immersion Teachers Compare?: Evidence From New York City
Donald Boyd, Pamela Grossman, Karen Hammerness, Hamilton Lankford, Susanna Loeb, Matt Ronfeldt, and James Wyckoff (2010)

Grade Level: 3-8
Region: New York City
Design: Correlational

Researchers examined the effectiveness of middle-school math teachers from various teacher-preparation pathways in New York City and found that Teach For America middle-school math teachers were more effective than other beginning middle-school math teachers. Their analysis included new teachers from traditional teacher-preparation programs (or "college recommended" teachers), NYC Teaching Fellows, and the NYC Teaching Fellows Math Immersion program, which was created in 2002 to bring non-math majors into the classroom as math teachers. This study, the latest in a multi-year examination of teachers and teacher-preparation programs in New York City, concluded that Teach For America corps members have a positive impact relative to all other new teachers, and that this impact was stronger than the researchers had found in their previous studies (see below).

- The full study is available at www.nber.org/papers/w16017.pdf?new_window=1

Making a Difference? The Effects of Teach For America in High School
Zeyu Xu, Jane Hannaway, and Colin Taylor, The Urban Institute/CALDER (2009)

Grade Level: High School
Region: North Carolina
Design: Quasi-Experimental
Peer Reviewed

This study, for which researchers used North Carolina end-of-course student-exam data from 2000 through 2006, found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas, and especially in math and science. This finding held even when Teach For America teachers were compared with experienced and fully certified teachers. These findings were confirmed in a 2009 update of the study, which employed a larger sample of corps members and additional comparison groups. In all cases, the positive impact of having a Teach For America teacher was at least twice that of having a teacher with three or more years of experience relative to a new teacher.

- The full study is available at www.urban.org/UploadedPDF/411642_Teach_America.pdf
- The study is forthcoming in The Journal of Public Policy and Management
- The *New York Times* published an editorial about this study at www.nytimes.com/2008/05/16/opinion/16fri4.html

Teach For America Evaluation Report
Charlotte-Mecklenburg Schools, Center for Research & Evaluation Office of Accountability (2009)

Grade Level: 3-12
Region: Charlotte, North Carolina
Design: Correlational

Assessing data from two academic years (2007-08 and 2008-09), the report found that corps members, on average, were about as effective as other teachers in their schools. In math, depending upon the year studied and the method for measuring students' achievement, corps members were as effective as or slightly more effective than other teachers. In reading, they were as effective as or slightly less effective. Teach For America teachers were observed to be effective classroom managers who foster high levels of respect in the classroom, both between student and teacher and among students. Moreover, principals who had hired and managed Teach For America corps members reported high levels of satisfaction with their performance in the classroom.

- The full study is available at www.cms.k12.nc.us/cmsdepartments/accountability/cfre/Documents/TFA_Evaluation_Report.pdf

Teach For America National Principal Survey
Policy Studies Associates, Inc. (2009)

Grade Level: K-12
Region: National
Design: Descriptive

Principals who manage Teach For America corps members expressed a high level of satisfaction in this independent survey, reporting that corps members are well prepared and have a significant and positive impact on their schools and on student achievement. Specifically:

- 95 percent of the principals surveyed rated corps members as effective as other beginning teachers in terms of overall performance and impact on student achievement; 66 percent rated corps members as more effective than other beginning teachers.
- 94 percent of the principals reported that corps members have made a positive impact in their schools.
- 91 percent of the principals reported that corps members' training is at least as good as the training of other beginning teachers; 63 percent rated corps members' training as better than that of other beginning teachers.
- More information on the study results is available at www.teachforamerica.org/assets/documents/2009_Principal_Survey_National_Results_Highlights_08_09.pdf

Teach for America Teachers' Contribution to Student Achievement in Louisiana in Grades 4-9: 2004-2005 to 2006-2007
George H. Noell and Kristin A. Gansle (2009)

Grade Level: 4-9
Region: Louisiana
Design: Correlational

Part of a multi-year statewide study of teacher-preparation programs in Louisiana, this report found that Teach For America corps members in Louisiana were outperforming other new teachers and were as effective as veteran teachers across the state in math, science, reading, and language arts. Researchers found that corps members' impact on student achievement was more like that of experienced teachers than that of other new teachers. Corps members were more effective than other teachers with the same level of experience, even in their first year. Prior reports from this multi-year study had grouped Teach For America corps members and alumni with all other participants in the Louisiana Practitioner Teacher Program, which corps members in South Louisiana and Greater New Orleans complete to earn their certification.

- The full study is available at www.nctq.org/docs/TFA_Louisiana_study.PDF
- The *New York Times* published an editorial about the earlier results at www.nytimes.com/2008/12/12/opinion/12fri2.html?_r=2&ref=opinion

Achievement Levels and Growth in D.C. Preschool and Pre-K Classes Taught by Teach For America Teachers
Westat, Inc. (2008)

Grade Level: Pre-K
Region: Washington, D.C.
Design: Correlational

This study found that pre-kindergarten students of Teach For America corps members in Washington, D.C., made significant growth during the 2007-08 school year in vocabulary, letter recognition, and early math skills. Their progress was particularly robust in letter recognition; by the end of the year, these students exceeded the national averages in this area. Their vocabulary and early math skills remained below national norms, but by less than they had been in the fall. These students were also more advanced in both vocabulary and letter recognition than comparable children in Head Start programs. For example, students taught by Teach For America corps members knew all the letters of the alphabet, while Head Start students knew an average of 10 letters.

- *Education Week* published an article about the study at www.teachforamerica.org/assets/documents/EdWeek_Pre-K_Article.pdf

What Does Certification Tell Us About Teacher Effectiveness? Evidence From New York City
Thomas J. Kane, Jonah E. Rockoff, and Douglas O. Staiger (2008)

Grade Level: 3-8
Region: New York City
Design: Correlational
Peer Reviewed

Using six years of data on student test scores in New York City for grades three through eight, researchers compared the relative impact of traditionally certified teachers with that of alternatively certified teachers, including Teach For America corps members. They concluded that a teacher's classroom performance during the first two years was a more reliable indicator of future effectiveness than was their certification status; certification status had, on average, small impacts on student test performance.

- The full study is available at www0.gsb.columbia.edu/faculty/jrockoff/certification-final.pdf

How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement
Donald Boyd, Pamela Grossman, Hamilton Lankford, Susanna Loeb, and James Wyckoff Teacher Pathways Project (2006)

Grade Level: 3-8
Region: New York City
Design: Correlational
Peer Reviewed

Using data on students and teachers in grades three through eight in New York City, researchers investigated whether teachers from alternate routes, including Teach For America, were more or less effective at improving student achievement than traditionally certified teachers. Teach For America corps members were found to be more likely to work with poor and low-performing students than teachers from other pathways, more likely to return to teaching in the second year, and as effective as—and at some grade levels, more effective than—their certified counterparts in math. Corps members were less effective than traditionally certified teachers in English/language arts in year one but achieved similar results by year two.

- The full study is available at www.teacherpolicyresearch.org/portals/1/pdfs/Reducing%20Entry%20Requirements%20EPF%202006.pdf

Does Teacher Preparation Matter? Evidence About Teacher Certification, Teach for America, and Teacher Effectiveness
Linda Darling-Hammond, Deborah J. Holtzman, Su Jin Gatlin, and Julian Vasquez Heilig (2005)

Grade Level: 4-5
Region: Houston, Texas
Design: Correlational
Peer Reviewed

Researchers found that, controlling for teacher experience, degrees, and student characteristics, certified Teach For America corps members (essentially those in their second year in the region studied) performed about as well as other certified teachers. They also concluded that uncertified Teach For America corps members (essentially those in their first year in the region studied) were less effective than certified teachers and performed about as well as other uncertified teachers.

- The full study is available at epaa.asu.edu/epaa/v13n42/v13n42.pdf

- Concerns about the methodology of this study led it to receive a "C" on the *Education Next* report card.
- University of Missouri–Columbia Middlebush Professor of Economics and Department Chair Michael Podgursky also wrote a response to this study, which is available at www.nctq.org/nctq/research/1114011044390.pdf

The Effects of Teach For America on Students: Findings From a National Evaluation
Paul T. Decker, Daniel P. Mayer, and Steven Glazerman, Mathematica Policy Research, Inc. (2004)

Grade Level: 1-5
Region: National
Design: Experimental
Peer Reviewed

Using random assignment of students to teachers—research methodology widely regarded as the gold standard—this study found that students of Teach For America corps members attained at least as much progress in reading as would be expected, and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers. The study also found that corps members were working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm.

- The full study is available at www.teachforamerica.org/assets/documents/mathematica_results_6.9.04.pdf
- The report was modified and published in the *Journal of Policy Analysis and Management* with the title "Alternative Routes to Teaching: The Impacts of Teach For America on Student Achievement and Other Outcomes." This study is available at web.missouri.edu/~podgurskym/Econ_4345/syl_articles/glazerman_MPR_TFA_JPAM.pdf

IMPACT ON THE EDUCATIONAL LEADERSHIP PIPELINE

Teach For America Alumni Project
Monica Higgins, Rick Hess, Jennie Wiener, and Wendy Robison (2011)

Region: National
Design: Descriptive
Peer Reviewed

Harvard education professor Monica Higgins, American Enterprise Institute's Rick Hess, and their research team conducted one of the first independent studies to look at the impact of the Teach For America experience on participants' career paths. They compiled a list of prominent entrepreneurial education organizations and traced the work histories of the founders and top management to identify the "originating organizations." Teach For America served as an originating organization for 15 percent of the entrepreneurial organizations. The next-greatest originating activity came from seven organizations: McKinsey and Company; the U.S. Department of Education; the White House Fellows program; and the Chicago, Los Angeles, Newark, and Oakland public school districts. Each served as an originator for 4 percent of the education entrepreneurial organizations. These findings indicate that more founders and leaders of education organizations participate in Teach For America than in any other organization or program.

- The study was published in *Education Next* at educationnext.org/creating-a-corps-of-change-agents/

The Price of Misassignment: The Role of Teaching Assignments in Teach For America Teachers' Exit From Low-Income Schools and the Teaching Profession
Morgaen Donaldson and Susan Moore Johnson (2010)

Grade Level: K-12
Region: National
Design: Correlational
Peer Reviewed

More than 2,000 Teach For America alumni in the 2000-2002 cohorts were surveyed to better understand their career decisions and pathways after completing their two-year corps commitment. The study found that an estimated 61 percent of Teach For America corps members remained in the teaching profession for more than two years, with 44 percent remaining in their placement schools beyond their two-year commitment.

- The full study is available at www.nctq.org/docs/Donaldson_Johnson.EEPA.pdf

Assessing the Effects of Voluntary Youth Service: The Case of Teach For America

Region: National
Design: Correlational
Peer Reviewed

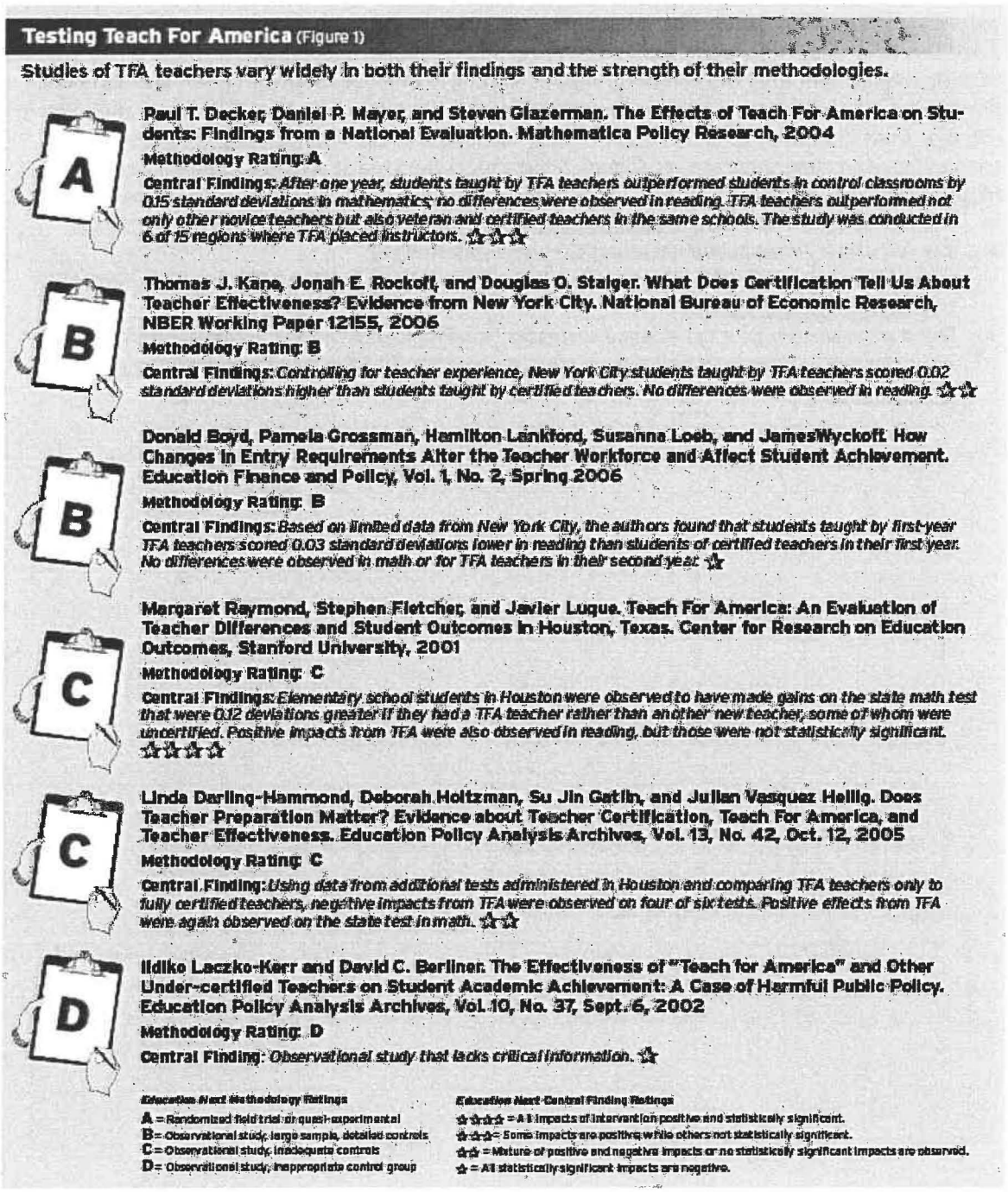
Doug McAdam and Cynthia Brandt (2009)

Stanford University researchers studied the "civic engagement" of alumni, looking at measures including voting rates, volunteering, and political activity. McAdam and Brandt surveyed Teach For America alumni from the 1993 to 1998 corps and concluded that they had less of this sort of civic engagement than two control groups consisting of dropouts of the program and accepted applicants who did not matriculate to the program. However, the data show that all three groups of people recruited by Teach For America (alumni, non-matriculates, and dropouts) are highly engaged, and differences between the groups are very small. Moreover, in the area of civic engagement Teach For America focuses on—education—Teach For America alumni are more involved than non-matriculants.

- The full study is available at muse.jhu.edu/journals/sof/summary/v088/88.2.mcadam.html
- The *New York Times* published an article about this study at www.nytimes.com/2010/01/04/education/04teach.html?_r=1&adxnnl=1&adxnnlx=1296904128-xaN30tWVlzl1nU0LNqC8FQ
- Stanford University political science professor Rob Reich also wrote a response to this study at www.stanford.edu/group/reichresearch/cgi-bin/site/2010/01/03/teach-for-america-and-civic-engagement/

Appendix A

Source: *Education Next*, Spring 2008 (vol.8, no. 2), educationnext.org/teachers-for-america/



Testing Teach For America (Figure 1)

Studies of TFA teachers vary widely in both their findings and the strength of their methodologies.

Paul T. Decker, Daniel P. Mayer, and Steven Glazerman. The Effects of Teach For America on Students: Findings from a National Evaluation. Mathematica Policy Research, 2004

Methodology Rating: A

Central Findings: *After one year, students taught by TFA teachers outperformed students in control classrooms by 0.15 standard deviations in mathematics; no differences were observed in reading. TFA teachers outperformed not only other novice teachers but also veteran and certified teachers in the same schools. The study was conducted in 6 of 15 regions where TFA placed instructors.* ☆☆☆

Thomas J. Kane, Jonah E. Rockoff, and Douglas O. Staiger. What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City. National Bureau of Economic Research, NBER Working Paper 12155, 2006

Methodology Rating: B

Central Findings: *Controlling for teacher experience, New York City students taught by TFA teachers scored 0.02 standard deviations higher than students taught by certified teachers. No differences were observed in reading.* ☆☆

Donald Boyd, Pamela Grossman, Hamilton Lankford, Susanna Loeb, and JamesWyckoff. How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement. Education Finance and Policy, Vol. 1, No. 2, Spring 2006

Methodology Rating: B

Central Findings: *Based on limited data from New York City, the authors found that students taught by first-year TFA teachers scored 0.03 standard deviations lower in reading than students of certified teachers in their first year. No differences were observed in math or for TFA teachers in their second year.* ☆

Margaret Raymond, Stephen Fletcher, and Javier Luque. Teach For America: An Evaluation of Teacher Differences and Student Outcomes in Houston, Texas. Center for Research on Education Outcomes, Stanford University, 2001

Methodology Rating: C

Central Findings: *Elementary school students in Houston were observed to have made gains on the state math test that were 0.12 deviations greater if they had a TFA teacher rather than another new teacher, some of whom were uncertified. Positive impacts from TFA were also observed in reading, but those were not statistically significant.* ☆☆☆☆

Linda Darling-Hammond, Deborah Holtzman, Su Jin Gatlin, and Julian Vasquez Heilig. Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach For America, and Teacher Effectiveness. Education Policy Analysis Archives, Vol. 13, No. 42, Oct. 12, 2005

Methodology Rating: C

Central Finding: *Using data from additional tests administered in Houston and comparing TFA teachers only to fully certified teachers, negative impacts from TFA were observed on four of six tests. Positive effects from TFA were again observed on the state test in math.* ☆☆

Ildiko Laczko-Kerr and David C. Berliner. The Effectiveness of "Teach for America" and Other Under-certified Teachers on Student Academic Achievement: A Case of Harmful Public Policy. Education Policy Analysis Archives, Vol. 10, No. 37, Sept. 6, 2002

Methodology Rating: D

Central Finding: *Observational study that lacks critical information.* ☆

Education Next Methodology Ratings

A = Randomized field trial or quasi-experimental
B = Observational study, large sample, detailed controls
C = Observational study, inadequate controls
D = Observational study, inappropriate control group

Education Next Central Finding Ratings

☆☆☆☆ = All impacts of intervention positive and statistically significant.
☆☆☆ = Some impacts are positive, while others not statistically significant.
☆☆ = Mixture of positive and negative impacts or no statistically significant impacts are observed.
☆ = All statistically significant impacts are negative.

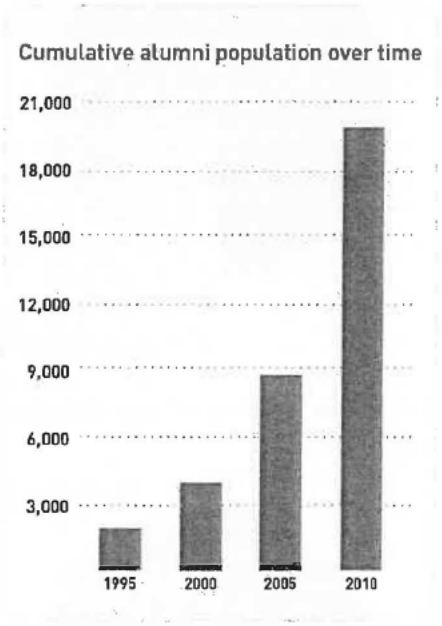
The Role of Teach For America Alumni in Fueling the Movement to Eliminate Educational Inequity

Alumni Impact Report - 2010

TEACHFORAMERICA

More than 20,000 Teach For America alumni comprise a growing force of leaders working to expand educational opportunity from a wide range of sectors. Armed with a deep conviction about the potential of children from low-income communities to achieve at the very highest levels, these leaders are making their impact felt at the classroom, community, state, and national levels. Many of our alumni are leading the charge in the country's most promising school reform efforts, bringing their talent, energy, and innovation to the front lines of this important work, while others are making a difference by tackling challenges outside of school systems.

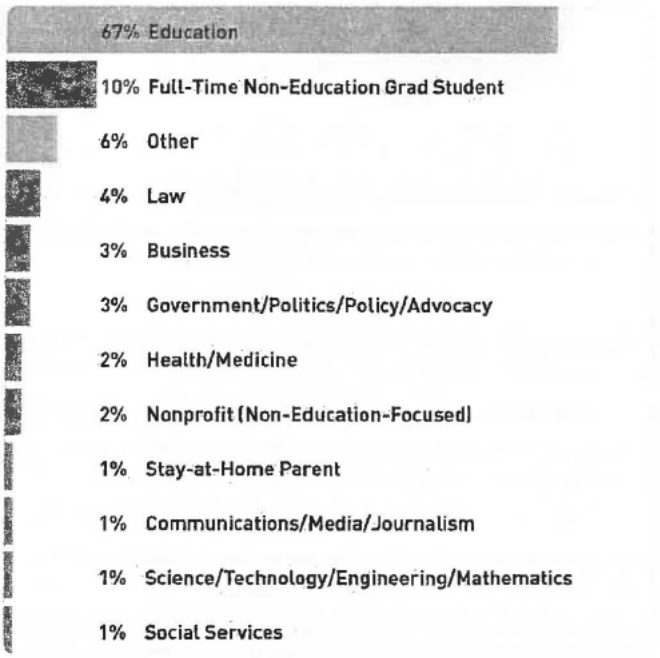
In high-need areas such as Houston, New Orleans, and Washington, D.C.—regions with some of our largest groups of alumni and in which Teach For America has been placing teachers since the early 1990s—we are seeing evidence of transformational change that is inspiring a new sense of possibility about how and when we as a nation can deliver an excellent education to every child.



COMMITMENT TO OUR MISSION

The vast majority of our alumni, regardless of career path, remain committed to our mission of ensuring educational equity for all children.

- Nearly two-thirds of Teach For America alumni work in the field of education, and half of those in education are teachers. Teaching remains the most common profession among our alumni.
- 90 percent of alumni working in schools serve low-income communities, and 74 percent of all alumni report that their work still impacts such communities.[1]
- Nearly half of our corps members stay in their initial low-income placement schools for more than two years, and more than a third stay in the teaching profession for more than four years, even though fewer than 10 percent had been considering a career in teaching when they entered the corps.[2]
- Between October 2009 and September 2010, nearly 7,600 alumni gave more than 21,500 hours and $600,000 to Teach For America.

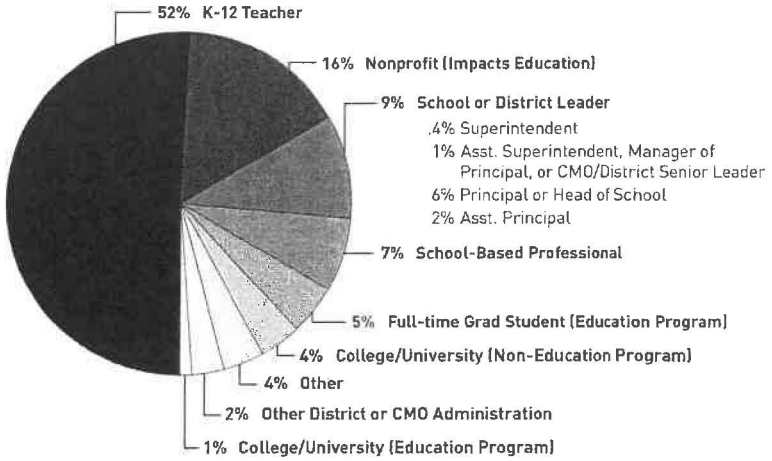


Note: Percentages may not add up to 100 percent due to rounding.

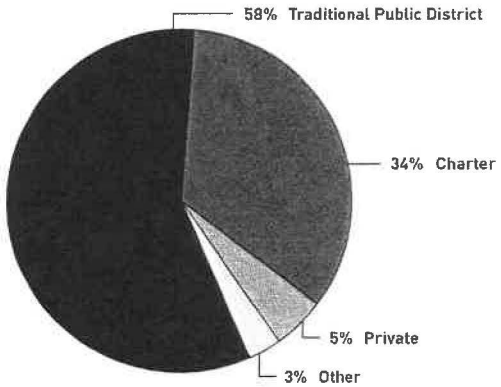
Alumni who work outside of education bring their unique experience and perspective to a great variety of sectors—including law, business, and medicine — to increase opportunities in low-income communities.

ALUMNI IN EDUCATION

Of the 67 percent of alumni in education, more than half are teachers.



Ninety-two percent of our alumni teachers work in district or charter public schools.



Our more than 6,000 alumni teachers—33 percent of all alumni—teach an estimated 400,000 students in classrooms. Our more than 500 principals and more than 40 school system leaders impact more than 500,000 students in schools nationwide. Among these leaders in education:

More than 200 alumni report that they are among the two percent of teachers in the nation who have received National Board Certification as Teachers, including

» Phoebe Hanshew (New York '01), English as a New Language
» Renee Purdy McKenna (Phoenix '00), English as a New Language
» Margaret Troyer (Baltimore '03), English Language Arts

Hundreds of alumni have been honored as teachers of the year at the national, state, district, and school levels, including

» Jennifer Coughlin (North Louisiana '95), 2008 Presidential Award for Excellence in Mathematics and Science Teaching
» Stephanie Day (D.C. Region '05), 2010 D.C. Teacher of the Year
» Jason Kamras (D.C. Region '96), 2005 National Teacher of the Year
» Robert Kelty (New Mexico '01), 2008 New Mexico Teacher of the Year
» Emily Masengale (St. Louis '06), 2009 St. Louis Public Schools Teacher of the Year

SPOTLIGHT: **EDUCATION LEADERSHIP**

» **Chris Barbic** (Houston '92) founded YES Prep, a network of charter schools in Houston that has seen every one of its students enroll in college upon graduation. **JoAnn Gama** (Rio Grande Valley '98) and **Tom Torkelson** (Rio Grande Valley '97) founded and lead a similarly successful network of charter schools in the Rio Grande Valley, IDEA Public Schools. In 2010, high schools in both networks were rated in the top 100 nationwide (without considering the socioeconomic background of the students enrolled) by *US News & World Report*.

» **Jeremy Beard** (Los Angeles '95) and **Ann Best** (Houston '96) both hold significant leadership positions in the Houston Independent School District. As the head of the district's Office of Human Resources, Best is charged with improving the overall talent level of the district. Beard manages, coaches, and mentors the principals of four high schools and five middle schools in the district as the school improvement officer for the district's Apollo 20 program.

» **Joseph Negron** (New York '01) leads KIPP Infinity, a charter middle school in New York that Mayor Michael Bloomberg and Chancellor Joel Klein rated the best of 1,000 New York middle and elementary schools that were evaluated. Eighty-five percent of Negron's staff members are alumni.

More than 40 alumni are leading charter networks or are superintendents, chancellors, or cabinet members of superintendents and chancellors in traditional public school districts, including

» Cami Anderson (Los Angeles '93), Superintendent, District 79 – Alternative Schools and Programs in the New York City Department of Education
» Mike Feinberg (Houston '92) and Dave Levin (Houston '92), co-founders, KIPP Schools
» Kaya Henderson (New York '02), Interim Chancellor, District of Columbia Public Schools
» Aurora Lora (Houston '00), Executive Director of K-12 Education, Seattle Public Schools
» Brian Osborne (New York '91), Superintendent, South Orange/Maplewood, New Jersey Public School District
» Marc Sternberg (New York '95), Deputy Chancellor, Division of Portfolio Planning, New York City Department of Education
» John White (Newark '99), Deputy Chancellor, New York City Department of Education

ALUMNI IN CIVIC AND POLICY LEADERSHIP

Hundreds of Teach For America alumni are also pursuing politics, policy, and advocacy as avenues for change. Among these civic leaders:

More than 60 alumni have declared their candidacies for office since October 2009, including two for state senate. More than 40 alumni currently hold elected office, including

» Sekou Biddle (New York '93), D.C. State Board of Education Member
» Tina Hone (Bay Area '92), Fairfax County, Va., School Board
» Jeremy Ly (Chicago '06), Grundy, Ill. County Board Member

More than 90 alumni work in leadership roles in policy, advocacy, or government at the local, state, and federal levels, including

» Jason Unger (Los Angeles '98), Senior Policy Advisor for Education, U.S. Senator and Majority Leader Harry Reid
» Rachel Hicks (Mississippi Delta '04) and Sanford Johnson (Mississippi Delta '03) Co-Founders, Mississippi First
» Mark Fraley (South Louisiana '92), lead organizer at the Industrial Areas Foundation's Common Ground Milwaukee
» Carl Zaragoza (Phoenix '04), Arizona Deputy Director, Stand For Children

SPOTLIGHT: CIVIC LEADERSHIP

» As president of The New Teacher Project, **Tim Daly** (Baltimore '99) has fundamentally shifted the national dialogue on education, catapulting teacher effectiveness and evaluation to the forefront of federal and state policy discussions through the organization's landmark study, The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. All four of the report's major policy recommendations have been incorporated in the U.S. Department of Education's Race to the Top competition, and the report is driving other policy changes at the local, state, and federal levels.

» **Michael Johnston** (Mississippi Delta '97), a state senator in Colorado, led a successful effort to pass a groundbreaking law that links teacher evaluation to student academic growth and changes tenure and hiring practices to give school leaders more autonomy. In drafting the bill, Johnston relied in part on the findings in the The Widget Effect and on testimony from Daly, teachers **Amy Spicer** (Baltimore '99) and **Zach Rowe** (Colorado '09), and several other alumni.

ALUMNI IN SOCIAL ENTREPRENEURSHIP

Many alumni are launching bold, innovative efforts to end educational inequity and expand opportunity. Among this group:

» Nick Ehrmann (D.C. Region '00) founded Blue Engine, an organization that aims to get students from all academic backgrounds to complete college by helping them succeed in advanced coursework as high school students.
» Dominique Lee (Newark '07) founded Building Responsible Intelligent Creative Kids (BRICK), an education nonprofit created to help turn around chronically failing schools
» Stephanie Saroki (Bay Area '98) founded Seton Education Partners, an organization that helps struggling urban Catholic schools explore alternatives to school closure and ensures that children in schools that close have access to high-quality educational options.

ALUMNI IN THE NONPROFIT AND PRIVATE SECTORS

Many alumni hold leadership roles in other fields and continue to have an impact on students in low-income communities. Among these leaders:

More than 1,200 alumni work in nonprofits that impact education, including

» Andy Shin (Bay Area '99), Executive Director, Breakthrough San Francisco
» Elisa Villanueva Beard (Phoenix '98), Chief Operating Officer, Teach For America
» Peter Kannam (Baltimore '93), Executive Director, Maryland, New Leaders for New Schools
» Keecia Broy (Eastern North Carolina '96), Vice President, DonorsChoose.org

Many alumni work in education-focused for-profit companies, including

» Alex Grodd (Atlanta '04), CEO, BetterLesson
» Benjamin Politzer (Seattle '94), Vice President of Development and CIO, Extreme Learning
» Steven Francisco (New York '03), President, Innovation Teaching

Approximately 800 alumni are members of boards of directors of organizations in their communities, including

» Seth Reynolds (Los Angeles '94), Excel Academy Charter School, Boston
» Veronica Nolan (D.C. Region '98), DC Alliance for Youth Advocates
» Hunter Pierson (Bay Area '01), Teach For America Atlanta

ALUMNI ACCOLADES

Alumni have received hundreds of other prestigious awards over the years. Among them are at least:

» 32 Fulbright Scholars
» 19 Presidential Management Fellows
» Nine Aspen Institute Fellows
» Seven Broad Fellows in Urban Education

This report illustrates the cumulative impact of Teach For America alumni.

Data is self-reported and reflects 72 percent of our total alumni population. Unless otherwise noted, data is drawn from alumni surveys and internal tracking from the past two years (as of August 2010) including employment and other information reported directly to Teach For America staff and submitted on our corps member and alumni website.

Specific numbers of alumni teachers, school leaders, elected officials, policy and advocacy leaders, nonprofit leaders, and accolade winners reflect all available data (not limited to two years). The total number of alumni teachers is estimated based on the percentage of alumni teachers reported to Teach For America.

SPOTLIGHT: LEADERSHIP IN GREATER NEW ORLEANS

» **Sarah Usdin** (South Louisiana '92) is founder and CEO of New Schools New Orleans, which helped fill 25 percent of the teaching vacancies following Katrina and helped create more than two dozen of the highest performing charter schools in the city.

» **Ramsey Green** (South Louisiana '01) and **Michael Galdi** (Mid-Atlantic '03) both play key roles in the New Orleans Recovery School District. Green currently works as the chief operating officer for the New Orleans Recovery School District, and he previously helped oversee the distribution of $11 billion in federal funding as education policy director for the state of Louisiana Recovery Authority. Galdi leads the district's efforts to hire and support great teachers and other staff as director of recruitment and human capital for the district.

» **Chris Meyer** (Greater New Orleans '04), **Jacob Landry** (Hawaii '06), and **Elizabeth Shaw** (Rio Grande Valley '03) are playing key roles at the state level in Louisiana. Meyer and Landry are special advisors to the state superintendent of education, and Shaw is the director of human capital for the Department of Education.

[1] Statistic reflects data from our 2009 alumni survey only. This data was not collected in 2008.

[2] Morgaen L. Donaldson and Susan Moore Johnson, "The Price of Misassignment: The Role of Teaching Assignments in Teach For America Teachers' Exit From Low-Income Schools and the Teaching Profession," Educational Evaluation and Policy Analysis, June 2010; Teach For America Pre-induction Survey, 2007.

TEACHFORAMERICA

About Teach For America • Seattle-Tacoma

Teach For America is a national nonprofit organization that recruits, trains and supports talented recent college graduates and professionals who commit to teach for two years in under-resourced urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity for all students.

Over more than 20 years, Teach For America has provided an additional pipeline of more than 33,000 teachers who have collectively impacted the lives of more than 3 million children in low-income communities across the country. This fall, more than 9,300 corps members will work alongside local efforts to close the achievement gap in more than 250 school districts across 43 regions. Additionally, two-thirds of our more than 20,000 alumni continue to work full-time in education.

Teach For America at a Glance	
First- and second-year corps members in 2011-2012 school year	9,300
Regions where corps members teach	43
Schools nationwide where corps members are placed	2,600
Students taught in 2011-2012 school year	600,000+
Students taught since 1990	3 million+
Teach For America alumni	20,000+

Expanding Educational Opportunities to Overcome the Challenges of Poverty

Today in the United States, children living in low-income communities are already two to three grades behind their higher-income peers by the time they reach fourth grade,. Studies show that just half of these students will graduate high school by age 18—and those who do graduate will perform, on average, at an eighth-grade level. Teach For America enlists our nation's most promising future leaders in the effort to solve this problem. Our corps members and alumni work alongside other dedicated individuals in communities across the country in the effort to improve academic outcomes for students and ensure all children have access to an excellent education.

2011 Corps at a Glance	
Total Corps Members	5,200
Past leadership experience	100%
Average undergraduate GPA	3.6
People of color	35%
Pell Grant recipients	31%
First in family to attend college	22%
Graduate students/Professionals	28%

Recruiting and Admissions

Teach For America recruits top recent college graduates and professional of all academic majors and backgrounds. We select individuals who demonstrate the characteristics that, over time, we have seen in our most effective teachers, including outstanding achievement, perseverance and leadership. Additionally, we work to recruit people who share the racial and socioeconomic backgrounds of the students we serve.

For our 2011 corps, a record 48,000 applicants competed for 5,200 placements (11 percent acceptance rate). These talented individuals have an average GPA of 3.6 and a full 100 percent had previous leadership experience. More than one-third of our 2011 corps members are people of color, 31 percent received Pell Grants and 22 percent were the first of their family to attend college.

Training and Ongoing Support

Teach For America has over 20 years of experience training and supporting more than 33,000 individuals to teach in low-income communities. Research has shown that our comprehensive approach to training and support leads to our corps members' positive impact on student achievement.

Intensive Training

Upon joining the corps, our teachers engage in rigorous independent study and classroom observations, followed by an orientation period in the regions where they will teach full-time. Corps members then attend an intensive summer training institute, where they lead teach and attend sessions and workshops on a wide variety of instructional topics, in preparation to become excellent beginner teachers. Corps members then return to the regions where they will teach full-time for additional professional development and to begin developing year-long goals and unit plans, as well as content assessments.

Ongoing Professional Development

Corps members receive continuous support and professional development throughout their two-year commitment. Each corps member is paired with a Teach For America instructional coach who provides one-on-one feedback and support based on student data and classroom observations.

Research on Corps Member Effectiveness

The most rigorous studies have shown that corps members' impact exceeds that of experienced and certified teachers in the same schools. Additionally, three states—Louisiana, North Carolina and Tennessee—have evaluated teacher preparation programs in their respective states, and all three found that Teach For America corps members have a greater impact on student achievement than other new teachers.

- The most recent study from Tennessee, which looked at 42 different teacher preparation programs, found that, Teach For America corps members outperformed the average new teacher across all subject areas and grade levels. Teach For America was the top new teacher preparation program in the state.
- A 2010 study from North Carolina, which looked at pathways into teaching in the state, found that Teach For America corps members had a greater impact on student achievement than traditionally prepared teachers from UNC's teacher preparation program in middle school math, high school math, high school science, and high school English.
- A 2009 study from Louisiana found that Teach For America corps members outperformed other new teachers with the same level of experience and were as effective as veteran teachers across the state in math, science, reading, and language arts.

Alumni Network

Armed with a grounded understanding that educational inequity can be solved and the skills needed to solve it, our more than 20,000 alumni nationwide are a growing force of leaders working from across all sectors to close the achievement gap. Two-thirds of our alumni continue to work full-time in education, including more than 6,000 teachers and 550 school leaders, when only 1 in 6 intended to enter the teaching profession before joining Teach For America.

Researchers at the University of Connecticut and Harvard Graduate School of Education found that more than 60 percent of corps members continue teaching beyond their two-year commitment.

Alumni at a Glance	
Total alumni	20,000+
Remain in the field of education	67%
Alumni teachers working in low-income communities	90%
School and district leaders	550+
Elected Officials	50+
Teacher of the Year honorees	500+

Seattle-Tacoma Region

Teach For America launched its Seattle-Tacoma region in 2011 and will bring 35 corps members to the area this fall to join the efforts of other educators and community leaders to close the achievement gap between students in low-income communities and their more affluent peers. Collectively they will impact 2,400 students growing up in low-income communities across the Puget Sound. Corps members will interview alongside other candidates for open teaching positions in Seattle Public Schools and Federal Way Public Schools. Additionally, more than 350 alumni across Washington State continue to work in education and across sectors to help close the achievement gap. For our 2011 corps, more than 15,000 individuals from Washington applied to Teach For America—including 477 seniors at the University of Washington, marking the second-most applications of any school in the country and a 58 percent increase over the previous year.

Seattle-Tacoma Region at a Glance	
Corps Members	35
People of Color	40%
Pell Grant recipients	30%
From or attended school in Washington	55%
Students reached in 2011-2012 school year	2,400+
Alumni in Washington	350+

TEACHFORAMERICA

FAQ: Teach For America Seattle-Tacoma

Q. What Is Teach For America?

A. Teach For America is a national nonprofit that recruits a diverse group of leaders with a record of achievement who work to expand educational opportunity, starting by teaching for two years in a low-income community. We provide intensive training, support and career development that helps these leaders increase their impact and deepen their understanding of what it takes to close the achievement gap. Our mission is to ensure that every child has access to an excellent education that prepares them for success in college and beyond.

Q: What type of presence does Teach For America have in Seattle?

A: This school year, more than a dozen Teach For America corps members are teaching in Seattle Public Schools and Federal Way Public Schools. Our corps members are incredibly excited to be teaching in the Puget Sound this school year.

Q. Since Seattle Public Schools and Federal Way do not have a shortage of qualified applicants, what is the benefit of Teach For America teachers?

A. SPS and Federal Way chose to partner with us so we could provide principals of high-need schools with one additional source of talented educators. Our teachers interviewed alongside other candidates for open teaching positions and were selected by their principals as the best fits for their schools.

Over more than 20 years, we have studied the characteristics that differentiate our most effective teachers in some of the country's most challenging contexts and identify the most qualified candidates who demonstrate these qualities. This past year, nearly 50,000 applicants competed for 5,000 spots. Additionally, we provide our teacher with extensive training, support, and professional development, which is based upon these characteristics and teaching practices, as well.

According to an independent survey by Policy Studies Associates about Teach For America teachers, nearly all (92 percent) rate Teach For America corps members at least as effective as, if not more effective, than other beginning teachers in terms of overall performance and impact on student achievement. In addition, the overwhelming majority (85 percent) of principals report that Teach For America teachers have made a positive impact in their schools.

Q. Why do people in Seattle oppose Teach For America?

A: I can't speak for the opinions of others, but we've been humbled by the outpouring of support we've received from civic and philanthropic leaders, parents and others across the community. We're excited that SPS and Federal Way chose to partner with us as an additional source of talented and diverse teachers – and that principals selected our corps members for positions in their schools. We're deeply committed to Seattle's shared vision to provide a top-notch education to every student, and our corps members are working relentlessly in their classrooms in Seattle's low-income neighborhoods to help close the achievement gap between these students and their more affluent peers.

Q. How does Teach For America bring more diverse teachers to SPS?

A. According to the Center for Strengthening the Teacher Profession, in 2007, 92.5% of Washington State's teachers were white and only 12.5% of all teachers of color in Washington were located in Seattle Public Schools. Teach For America invests heavily in increasing the diversity of our corps members. Among our 2011 corps members, 35% are people of color, 31% are from low-income communities, and 22% are the first in their family to attend college. Teach For America recruits at 370 schools across the country, including 23 Hispanic Serving Institutions (HSIs), 25 Historically Black Colleges and Universities (HBCUs), and other top, diverse campuses across the country.

Q. Is there evidence that Teach For America teachers are effective?

A. Yes. A growing body of rigorous independent research shows that our corps members are having -a positive impact on student achievement.

- A Tennessee State Board of Education study in 2010 found that Teach For America teachers in Tennessee had a statistically significant positive difference on student achievement in every evaluated subject and a greater impact on student achievement than other new teachers.
- A 2010 study from the University of North Carolina concluded that students taught by corps members outperformed their peers in high school science, math and English. At every grade level and subject studied, Teach For America corps members did as well or better than the traditionally prepared UNC graduates. More specifically it found that corps members add the equivalent of an extra half-year of learning in middle school math.
- According to a 2009 Urban Institute study Teach For America corps members have a positive effect on student achievement relative to other teachers, including experienced teachers, traditionally prepared teachers, and those fully certified in their field
- A 2004 Mathematica Policy Research study found that students of Teach For America corps members make ten percent more progress in a year in math than is typically expected and slightly exceed the normal expectation for annual progress in reading.

For additional research on Teach For America's effectiveness, go to: http://www.teachforamerica.org/about-us/research/

Q. What is the data on the retention of Teach For America corps members and alumni?

A. Teach For America's annual teacher retention rate is 92%, compared to a national average of 83% in high poverty schools. According to a 2010 study by researchers at the University of Connecticut and Harvard Graduate School of Education, 61% of Teach For America corps members remain in the teaching profession beyond their two-year commitment.

We specifically recruit individuals who have demonstrated significant past achievement and have the potential to stay in education and make long-term impact. Our alumni continue working from inside and outside the field of education for the fundamental changes necessary to ensure educational excellence and equity. Among our nearly 24,000 alumni, two-thirds are working full time in the education, with half as classroom teachers and 550 as school leaders.

Q. Is Teach For America attempting to bust our local teachers union?

A. Absolutely not. We share the same end goal as SEA and which is to provide all students with the best education possible. Our corps members are members of their local teachers association.

Q. What training and support do corps members receive to ensure they're effective teachers?

A. Teach For America prepares corps members to be successful in the classroom through a three-part approach that includes: 1) selective recruitment; 2) intensive training; and 3) ongoing professional development. Research has proved that this comprehensive approach is effective and our corps members are making a positive impact in the classroom.

I. Selective recruitment: Admission to Teach For America is highly selective. We work to identify applicants with the strengths necessary to succeed in the classroom, including leadership, perseverance, and achievement. For our 2011 corps, nearly 48,000 individuals applied for roughly 5,000 teaching positions. One-third identify as people of color, including 12 percent who are African American and 8 percent who are Hispanic. Twenty-two percent are the first in their family to graduate from college, and nearly one-third received Pell Grants. Twenty-three percent are graduate students or professionals.

II. Intensive training: Corps members spend the summer before they begin teaching in a in a rigorous training Institute. Institute includes three main components:

- Lead teaching: corps members attend an intensive summer training institute, where they teach summer school and observe other teachers to develop practical skills including classroom management. A veteran public school teacher serves as a mentor and coach while corps members are teaching.
- Training in lesson planning: Corps members also attend workshops led by successful veteran teachers, where they learn how to develop lesson plans and curriculum.
- Collaboration with other corps members: Corps members are assigned to learning teams with other teachers in their subject area or grade level to share ideas and discuss classroom challenges.

III. Professional development: Once they begin teaching, corps members receive ongoing support and professional development from both our regional Teach For America staff and, in some regions, our university partners.

- Teach For America support: Includes classroom visits and observations from expert teacher trainers, along with specific feedback to encourage best practices.
- University-based training: Most Teach For America corps members will enroll at a local university to complete state teacher licensure requirements, and will have the opportunity to also obtain a master of arts degree in education within two years.

Q. What is the long-term impact of Teach For America?

A. Teach For America specifically recruits corps members who have demonstrated significant past achievement and have the potential to stay in education and make an impact over the long term. Teach For America alumni continue working from inside and outside the field of education for the fundamental changes necessary to ensure educational excellence and equity. Among our 24,000 alumni, two thirds are working full time in the education and half these alumni are classroom teachers.

For more information about Teach For America, visit www.teachforamerica.org.

Corps Member Social Impact Report

TEACHFORAMERICA

Teach For America corps members have an immediate and important impact in low-income communities across the country. They work relentlessly to lead their students to high levels of academic achievement and, as a result, expand their life opportunities. This report captures the impact that our corps members have during their two-year commitment in the corps. As alumni, they continue to have a profound impact, working at every level of the education system and across all sectors in pursuit of eliminating educational inequity.

Teach For America is providing a new talent pipeline for schools in our nation's most under-resourced communities.

Teach For America recruits recent college graduates of all academic majors, career interests, and backgrounds who demonstrate achievement, leadership, perseverance, and a commitment to expanding opportunity for children in low-income areas.

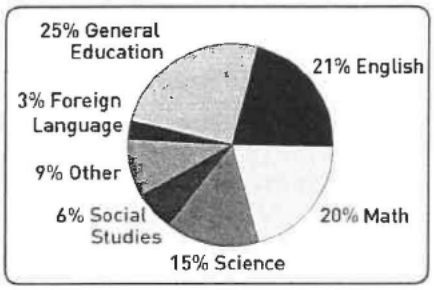
» During the 2011-12 school year, approximately 5,100 incoming corps members will teach in 43 regions across the country.

» The 2011 corps represents nearly 700 colleges and universities, all 50 states, and the District of Columbia.

» Among the 2011 corps, the average combined verbal and math SAT score was 1,997, and the average GPA was 3.6.

» Among the 2011 corps, 35 percent identified themselves as people of color.

Placement of corps members by subject area [1]



[1] These percentages apply to the 2010-2011 school year

A growing body of research shows that corps members have a positive impact on their students' achievement.

The most rigorous research has found that corps members' impact on student achievement exceeds that of experienced and certified teachers in the same schools. The studies below show that Teach For America corps members have a positive impact on student achievement, spanning subject areas and grade levels, from pre-Kindergarten to high school.

Tennessee State Report Card on Teacher Effectiveness (Tennessee Comprehensive Assessment Program, 2011)

The study found that Teach For America—Tennessee is the top teacher preparation program in the state of Tennessee, based on an analysis of the value-added student achievement data scores of 43 programs. According to results that include exams in math, reading/language arts, science, and social studies, the average Teach For America—Tennessee teacher had greater impact on student gains than the average new 4-8th grade teacher in Tennessee. Also, findings of the study show that Teach For America—Nashville and Memphis were two of the three programs that tend to produce teachers with higher student achievement gains than veteran teachers.

Impacts of Teacher Preparation on Student Test Scores in North Carolina: Teacher Portals (Gary Henry and Charles Thompson, 2010)

A recent study from the University of North Carolina compares the impact of teachers from the UNC teacher-preparation system—which is the leading provider of teacher in the state—with the impact of teachers from other pathways, including Teach For America. At every grade level and subject studied, Teach For America corps members did as well as or better than traditionally prepared UNC graduates.

Making a Difference? The Effects of Teach For America in High School (The Urban Institute/CALDER Research Center, 2009)

In 2008, The Urban Institute, a highly regarded independent research organization, conducted a methodologically rigorous study of the impact of Teach For America corps members on high school students. This study analyzed end-of-course student exam data from 2000 through 2006 in North Carolina. The study found that Teach For America teachers were, on average, more effective than non-Teach For America teachers (meaning that students of Teach For America teachers scored higher on the exams than students of non-Teach For America teachers) in all subject areas, especially math and science.

Louisiana Value-Added Teacher Preparation Assessment Study (Louisiana Practitioner Teacher Project, 2009)

This study assesses the effectiveness of preparation programs based on the achievement of students taught by new teachers from that program. Results of the analysis indicate that the effectiveness of Teach For America teachers is far more like that of certified veteran teachers than it is like that of new teachers. In English language arts, reading, math, and science, these results were statistically significant. These results support the findings of earlier studies by Mathematica and the Urban Institute that Teach For America teachers have a significant positive impact on student achievement.

The Effects of Teach For America on Students (Mathematica Policy Research, 2004)

Using random assignment of students to teachers—research methodology widely regarded as the gold standard—this study found that students of Teach For America corps members made more progress in a year in both reading and math than would typically be expected, and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers.

School principals report high rates of satisfaction with Teach For America corps members.

Teach For America National Principal Survey (Policy Studies Associates, 2009)

Principals who manage Teach For America corps members expressed a high level of satisfaction in this independent study, reporting that corps members are well prepared and have a significant and positive impact on their schools and on student achievement. Results of this survey showed that 95 percent rated Teach For America corps member as effective as, if not more effective than, other beginning teachers in terms of overall performance and impact on student achievement.

TFA Teachers in Seattle Schools

Teach for America National 2011 Corps at a glance

5,100 | Total Corps Members

35% | People of Color

31% | Pell Grant Recipients

23% | Professionals and Graduate Students

22% | First in family to attend college

3.6 | Average GPA

Alma Mater: Macalester College
School: Rainier Beach High School
Spanish I and II

Alma Mater: University of Washington
School: Aki Kurose Middle School
6th Grade Mathematics

Teach for America Teachers in Seattle Public Schools (cont.)

Alma Mater: Western Washington University
School: Washington Middle School
Special Education (Self-contained)

Alma Mater: University of Washington
School: Aki Kurose Middle School
Seventh and Eighth Grade Language Arts

Alma Mater: University of Washington
School: Aki Kurose Middle School
Sixth Grade Language Arts

Alma Mater: UC Santa Cruz
School: South Shore Elementary
Fourth Grade

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

July 12, 2012

Sent US Mail and e-mail – akh2128@columbia.edu

Ms. Alexandra Hootnick
201 West 112th Street, Apt. 4B
New York, NY 10026

Dear Ms Hootnick:

This is to acknowledge receipt of your request we received for documents and correspondence pertaining to "Teach for America" from January 2009 to the present. Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

Teach For America

Strand, Debbie

From: Cummings, Tim
Sent: Thursday, July 12, 2012 7:10 AM
To: Strand, Debbie
Subject: FW: Public Disclosure Request: Auburn School District

Do you know anything about this?

From: Alexandra Hootnick [mailto:alexandrahootnick@gmail.com]
Sent: Wednesday, July 11, 2012 12:08 PM
To: Cummings, Tim
Subject: Re: Public Disclosure Request: Auburn School District

Dear Mr. Cummings:

I made a public records request (below) on 7/2/12 but have yet to receive a response from the Auburn School District. Under RCW 42.56.520, The Public Records Act requires agencies to make a prompt response to requests for public records. "Promptness" is defined as soon as practicable, but, in any event, no longer than five days unless the Auburn School District was able establish that it is impossible to meet the five-day deadline. Since I received no response in the five-day period, the school district is currently in violation of the promptness requirement. If I am mistaken in regards to where to direct freedom of information request inquiries, please immediately direct me to the point of contact for public disclosure requests in the district.

If I do not receive a response in the next 24 hours I will reach out to Tim Ford, the open records ombudsman at the attorney general's office to determine how to proceed. Again, this is a media request. If you have any questions, please contact me by cell phone 315-436-1452 or email, akh2128@columbia.edu.

Sincerely,

Alexandra Hootnick

On Mon, Jul 2, 2012 at 10:30 PM, Alexandra Hootnick <alexandrahootnick@gmail.com> wrote:
July 2, 2012

Public Records Officer
Attn: Tim Cummings
(253) 931-4932
tcummings@auburn.wednet.edu

Dear Freedom of Information Officer,

Pursuant to the Washington Public Records Act, RCW 42.56, et seq., and in accordance with E40.01, I respectfully request access for inspection and/or copies of the following documents from 01/2009 to present:

1. All documents that relate or pertain to Auburn Public School District's negotiation and consideration of an agreement with "Teach for America" and/or "TFA";

2. All Correspondence among or between Auburn district staff and outside organizations/individuals about "Teach for America" and/or "TFA". Include any documents residing on district servers or personal

computers/email addresses.

3. If electronic mails were received, please provide any attachments to those emails, preferably in electronic form.

Please preserve all records and provide notice and a description if some have been deleted or destroyed.

The Public Records Act provides that if some of a file is exempt from release, reasonable segregatable portions shall, nonetheless, be produced. Thus I request that if you determine that some portions of the requested documents are exempt, that you provide me with the remainder of the request. Please identify any document you consider to be exempt, or to be withheld for any reason, or the extent any documents have been destroyed, identify with reference to each such document withheld or destroyed:

a. Its title, if untitled, its nature (letter, memorandum, email, telegram, note, fax, etc.);

b. The identity of the person or persons who composed or originated it;

c. The identity of each person to whom the original or a copy was sent;

d. A brief summary of its contents;

e. The name and last known address of the person who presently has custody;

f. Any other descriptive information necessary in order to adequately describe the document in a Subpeona Duces Tecum, a Motion, or a Request for Production thereof.

Definition of Documents: "Documents" means the original, copy of the original (whether the original has been lost, destroyed, or is otherwise unavailable to you), or non-identical copy (whether different from the original because of notes made on such copy or otherwise) of the following:

All written, printed, typed, punched taped, computer or other electronic data-based stored film or graphic matter, however produced or reproduced of every kind and description, in the actual or constructive possession, custody, trust, care or control of the Auburn Public Schools, its agents or attorneys, including, but not limited to, any correspondence (including letters, cables, telegrams faxes, email), paper, book, record, memorandum, contract, agreement invoice, receipt, canceled check, purchase order, payment requests, payment certifications, approvals, electronic mail or other material which contain any verbal, graphic or pictorial information.

I hereby declare under penalty of perjury under the laws of the state of Washington, RCW 42.56.070(9), that should my request contain a list of individuals, the information obtained through this request will not be used for commercial purposes.

I am a student at the Stabile Investigative Center in Columbia University's Graduate School of Journalism. This is a media request.

If there are fees charged for searching or copying the records, please supply the records without informing me of the cost if the fees do not exceed $25, which I agree to pay. If possible, I would like to request digital copies. If the amount of information sent in the response exceeds the amount that can be sent digitally, please mail a CD-ROM to the mailing address indicated above.

Thank you for your prompt attention to this matter. I'm happy to clarify any part of this request.

Sincerely,

Alexandra Hootnick

201 W 112th St.
Apt. 4B
New York, NY 10026
(315) 436-1452
akh2128@columbia.edu

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Alexandra Hootnick

M.I.S. Candidate in Digital Media, Columbia Journalism School
Freelance Photography/Multimedia Journalism
(c) 315.436.1452
(e) alexandrahootnick@gmail.com
http://alexandrahootnick.wordpress.com/

Strand, Debbie

From: Newman, Mike
Sent: Tuesday, July 24, 2012 4:56 PM
To: Cummings, Tim; Strand, Debbie
Cc: Leonard, Curtis; Curtis M. Leonard
Subject: FW: Request for sexual abuse/transportation records

FYI

From: Kathleen J. Haggard [mailto:kathleen@dionne-rorick.com]
Sent: Tuesday, July 24, 2012 11:49 AM
To: Ben Thomas, Mt. Baker; Celeste Johnston, Steilacoom; Charles Burleigh, Mt. Baker; Clayton Mork, Crescent; Clint Goodison, Edmonds; Dale Loy; Dan Baller, Skykomish; Dave Holmer, Darrington; Debi Hamilton, Eatonville; Diane Seeley, Federal Way; Dick Anastasi, Northshore; Donna Donnelly, Vashon; Fred Poss, Mukilteo; Gary Benson, Franklin Pierce; Gary Plano, Mercer Island; Gary Platt, Stanwood; Greg Davis, Clover Park; Janet Wodjenski, Coupeville; Jeff Drayer, Burlington; Julie Davis, Arlington; Kandy Ritter, Cape Flattery; Kathi Weight, Steilacoom; Kelly Waltenburg, Tahoma; Kirsten Parker, Dieringer; Linda Littlefiled, Stanwood; Linda Reed, Tahoma; Manuel (Manny) Juzon, Edmonds; Mark Anderson, Spokane; MDieffenbach; Newman, Mike; Nancy French, Puyallup; Nina Melencio, Tukwila; Robyn Miller, Sedro Woolley; Ron Spanjer, Blaine; Scott Emry, Lake Washington; Shannon McMinimee, Tacoma; Stewart Mhyre, Edmonds; Sue Terhar, South Whidbey
Cc: Deborah Callahan
Subject: Request for sexual abuse/transportation records

Dear WSRMP member districts,

I have been hired by the Washington Schools Risk Management Pool to act as coordinating counsel with respect to the public records request made by attorney Darrel Cochran to a number of school districts. Currently, we are aware of 32 member districts that have received an identical request. I will be providing guidance in an effort to facilitate consistent responses that comply with the Public Records Act (PRA).

Most immediately, an acknowledgement of the request, including an estimate of when your district believes documents can be made available for inspection or copying, must be sent within five business days of the district's receipt of the request. For example, if you received this request on Tuesday, July 18, your acknowledgement is due by Wednesday, July 25. You do not need to snail mail your response; e-mail or fax is fine.

You may have concerns about the request's broad scope and lack of clarity. Under the Public Records Act, an agency cannot object to a request on the grounds that it is overly broad or vague. However, there are things we can do to ease the burden of responding. First, we can ask the requester to clarify or narrow the request. Such a request does not need to be included in the five-day letter; it can be done at a later date. Second, the district can elect to produce records in installments, with "easier" records (for example, current school board policies and training materials) provided up front and "difficult" records (for example, records of investigations and employee discipline) provided later.

Your time estimate will depend on many factors, including the size of your district, the quantity of responsive documents, and the availability of staff. You might be able to produce all responsive records in 30 days. Alternatively, you might elect to produce installments at 30, 60, and 90 days. Or, you might choose to set a 60 or 90-day return date for a single installment of all records. Whatever plan you choose, you must provide a good faith estimate that is reasonable both in light of the challenges in pulling the requested records together and reviewing them for exemptions, and in light of the mandate to provide **timely** access to public records.

Below is suggested language for the acknowledgement letter. If you have any questions, please feel free to contact me. The easiest way to reach me is via e-mail. If you are already working with other counsel, I would be happy to coordinate with him or her if you desire.

Dear Mr. Cochran:

The purpose of this letter is to acknowledge _____ School District's receipt of your public records request on [date received by District]. Pursuant to RCW 42.56.520, the District estimates that it will be able to provide you with access to documents responsive to your request by _____. This time is needed in order to locate and assemble responsive documents; to notify affected third parties of the request; and to determine whether any of the information contained in such documents is exempt from public disclosure.

Pursuant to RCW 42.56.080, the District may make responsive records available on an installment basis, as responsive records are assembled and made ready for inspection or copying. If an installment is not claimed or reviewed, the District will not be obligated to fulfill the balance of the request in accordance with RCW 42.56.120.

Kathleen Haggard
DIONNE & RORICK LLP

ATTORNEYS AT LAW
900 TWO UNION SQUARE
601 UNION STREET
SEATTLE WASHINGTON 98101

TEL (206) 622-0203
FAX (206) 223-2003
Kathleen@dionne-rorick.com

DIONNE & RORICK

This message is confidential, intended only for the named recipient(s) and may contain information that is privileged, attorney work product or exempt from disclosure under applicable law. If you are not the intended recipient(s), you are notified that the dissemination, distribution or copying of this message is strictly prohibited. If you receive this message in error, or are not the named recipient(s), please notify the sender at either the e-mail address or telephone number above and delete this e-mail from your computer. Receipt by anyone other than the named recipient(s) is not a waiver of any attorney-client product, or other applicable privilege. Thank you.

Strand, Debbie

From: Newman, Mike
Sent: Monday, July 23, 2012 12:19 PM
To: Strand, Debbie
Cc: Cummings, Tim; Leonard, Curtis; Curtis M. Leonard
Subject: FW: PRA Requests Inquiry

Debbie:
Please provide Curtis and I a copy of the request. Note that the Risk Pool has assigned Monitoring Counsel to this request.

Thanks,
Mike

-----Original Message-----
From: Deborah Callahan [mailto:DCallahan@wsrmp.com]
Sent: Monday, July 23, 2012 12:07 PM
To: Newman, Mike
Cc: Kathleen J. Haggard (kathleen@dionne-rorick.com)
Subject: RE: PRA Requests Inquiry

As of this morning, 15 of our school district members have received the Pfau Cochran PRA Request and more acknowledgements are coming in every few minutes. On Friday, several districts reported that they had not received the PRA Request, but are now reporting that they have received it this morning.

At this time, WSRMP is assigning monitoring counsel for this PRA Request. The purpose of monitoring counsel will be to assist our member districts in timely, accurate and consistent compliance with the PRA Request. WSRMP will absorb all costs of the monitoring counsel. Districts should use their own general counsel to individually comply with the request at their own expense. However, WSRMP invites all districts and their general counsel to use monitoring counsel for assistance.

Monitoring Counsel is Kathleen Haggard of the law firm of Dionne & Rorick.
Her office number is (206) 622-0203.
Her cell phone number is (206) 963-7748.
Her email address is Kathleen@dionne-rorick.com

At this time, I have asked Kathleen to prepare "standard" acknowledgement language for our members. Districts have 5 business days to acknowledge/respond to the PRA Request. Please call or email Kathleen if you would like to receive emails and information such as this from her.

Please email me if you have questions regarding this email. Thank you.

Sincerely,
Deborah Callahan, SCLA
Assistant Executive Director | Washington Schools Risk Management Pool
: 206.394.9727 | www.wsrmp.com

-----Original Message-----
From: Newman, Mike [mailto:mnewman@auburn.wednet.edu]
Sent: July 23, 2012 12:00 PM

To: Deborah Callahan
Subject: FW: PRA Requests Inquiry

Deborah:
Looks like the Auburn School District has received this request as well.
Where is the line on this type of request?

Mike Newman
Deputy Superintendent
Auburn School District
253-931-4930

-----Original Message-----
From: Strand, Debbie
Sent: Monday, July 23, 2012 8:02 AM
To: Newman, Mike; Cummings, Tim
Subject: RE: PRA Requests Inquiry

Yes, we received it on Friday(7/20).

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

-----Original Message-----
From: Newman, Mike
Sent: Monday, July 23, 2012 7:16 AM
To: Cummings, Tim; Strand, Debbie
Subject: FW: PRA Requests Inquiry

Have we received this request?

-----Original Message-----
From: Deborah Callahan [mailto:dcallahan@wsrmp.com]
Sent: Thursday, July 19, 2012 2:23 PM
To: Newman, Mike
Subject: PRA Requests Inquiry

Dear WSRMP Member:

Recently the law firm of Pfau Cochran Vertetis Amala has forwarded a Public Records Request, dated July 17, 2012, to several school districts. The request involves documents involving student sexual abuse and bus/transportation. If you are in receipt of a PRA request of this nature, please notify me by return email. I am attempting to identify how many WSRMP member districts are involved.
Thank you.

Sincerely,
Deborah Callahan, SCLA
Assistant Executive Director | Washington Schools Risk Management Pool
P: 206.394.9727 | www.wsrmp.com

RECEIVED
JUL 20 2012

PFAU COCHRAN VERTETIS AMALA
A Professional Limited Liability Company

Seattle
Columbia House
403 Columbia St, Suite 500
Seattle, WA 98104
(206) 462-4334 Phone
(206) 623-3624 Facsimile

Tacoma
Metzger Building
911 Pacific Ave, Suite 200
Tacoma, WA 98402
Phone (253) 777-0799
Facsimile (253) 627-0654

Darrell L. Cochran
Email: darrell@pcvalaw.com
Direct No.: (253) 777-0798

Please respond to Tacoma office.

July 18, 2012

Public Records Officer
Auburn School District
915 4TH ST NE
AUBURN, WA 98002-4499

Re: **Public Records Request**

Dear Records Officer:

Under the Washington State Public Records Act 42.56.00, *et seq.*, I am requesting all information in existence in your District gathered or generated regarding the following:

- All allegations, reports, complaints, claims and lawsuits arising of sexual abuse by an employee and/or administrator of the District, including but not limited to school bus drivers, from 1982 to the present;
- All District transportation department policies, rules, practices and/or guidelines from 2005 to present regarding (1) school bus driver interactions with students, (2) adults other than the person driving the bus riding along on school buses with students, (3) adults sitting with students on buses;
- All training materials the District maintains that have been presented to employees and/or administrators on the subjects of (1) the danger of sexual abuse by school personnel, (2) boundary invasions by school personnel, (3) identifying or recognizing characteristics of child molesters;
- All records regarding the use of video cameras on school buses in the District, including but not limited to, how many buses have video cameras, how many cameras are on the buses with cameras, and the cost of the video cameras for the buses.

If you have any questions, please do not hesitate to contact me. Thank you.

Sincerely,

Darrell L. Cochran

DLC:ln

Strand, Debbie

From: Strand, Debbie
Sent: Thursday, July 26, 2012 9:18 AM
To: 'darrell@pcvalaw.com'
Subject: Public Records Request - Auburn School District
Attachments: SKMBT_75112072608090

Mr. Cochran,

Attached is our response to your Public Records Request. If you have any questions, please feel free to call us.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

July 25, 2012

Mr. Darrell Cochran
Metzger Building
911 Pacific Avenue, Suite 200
Tacoma, Washington 98402

Email: darrell@pcvalaw.com

Dear Mr. Cochran:

The purpose of this letter is to acknowledge Auburn School District's receipt of your public records request on July 20, 2012. Pursuant to RCW 42.56.520, the District estimates that it will be able to provide you with documents responsive to your request within sixty (60) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information contained in such documents is exempt from public disclosure.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

October 5, 2012

Mr. Darrell Cochran
Metzger Building
911 Pacific Avenue, Suite 200
Tacoma, Washington 98402

Email: darrell@pcvalaw.com

Dear Mr. Cochran:

The purpose of this letter is to request an extension in order to complete our investigation in order to comply with your Public Records Request. We are requesting an extension to November 30, 2012 in order to gather additional information.

Enclosed are some of the documents that you requested. We will continue to gather more information. If you no longer need the information we are gathering, please contact us.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds
Enclosure

Auburn School District	Educator Sexual Abuse Awareness & Complaint Management Training	March 6, 2006; 8:00-4:00
Auburn School District	Guidelines for Preventing Sexual Misconduct in Athletics	May 18, 2006 9:00-12:00
Protect Yourself from Liability & Vulnerability Risk Management Trng for Educators	Auburn School District	November 6, 2006; 8:00-3:30
Auburn School District	Guidelines for Preventing Sexual Misconduct in Athletics	December 5, 2007; 9:00-12:00
Auburn School District	Protect Yourself from Liability & Vulnerability Risk Management Training for Educators	February 28, 2008 ; 8:00-3:30
Auburn School District	Sexual Misconduct Investigation: Do it Right or Pay the Price	November 6 & 7, 2007 8:00-3:30
Auburn School District	Boundary Invasion	April 26, 2010
Auburn School District	Boundary Invasion	Nov. 30, 2010

SEXUAL HARASSMENT

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

A. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;

B. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or

C. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The superintendent/designee shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent/designee shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers and visitors. The policy shall be reproduced in each student, staff, volunteer and parent handbook.

The superintendent shall ensure that this policy and related procedures are developed, reviewed, and that changes to this policy, if applicable, shall be submitted to the board of directors.

Cross References:	Board Policy 3210	Nondiscrimination
	Board Policy3240	Student Conduct
	Board Policy3421	Child Abuse and Neglect
	Board Policy5010	Nondiscrimination
	Board Policy5281	Disciplinary Action and Discharge
Legal References:	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination — Scope
	WAC 392-190-056-058	Sexual harassment

Adoption Date: 06.21.95
Auburn School District
Revised: 07.11.11

TRANSPORTATION

The district may provide transportation to and from school for a student:

A. Whose residence is beyond the one mile radius from the school to which the student is assigned;

B. Whose walking route to school is hazardous;

C. Whose disability prevents him/her from walking or providing for his/her own welfare while walking; or

D. Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

The district's transportation program shall comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities (participants only) and extracurricular activities (rooters). The superintendent is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

Routes and Schedules

The superintendent shall be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The board may authorize the use of a district-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference shall be given to that route more directly serving the largest number of students.

B. Location of bus stops may be determined by such factors as student safety, economy and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe.

C. School schedules shall be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The district shall apply for state transportation apportionment funds and shall maintain the records required to obtain such funding.

Emergency Routes and Schedules

The district shall develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules shall be distributed to parents with instructions on how to obtain emergency information.

If roads are closed to buses but not to private vehicles, the district may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

Legal References:	RCW 28A.160	Student Transportation
	28A.160.020	Authorization for private school students to ride buses--Conditions
	28A.160.030	Authorizing individual transportation or other arrangements
	WAC 392-141	Transportation--State allocation for operations
	392-172-204	Transportation (Special Education)
	392-172-035	Definitions of "free appropriate, public education," "adult student," "special education student," "parent," and "public agency"

Adoption Date: 01.12.98
Auburn School District
Revised: 08.09.99; 07.11.11

STUDENT SAFETY WALKING TO SCHOOL AND RIDING BUSES

A comprehensive school trip safety program shall address school walk routes, bus safety and route plans, vehicle access to the school, circulation and parking at the school, pedestrian circulation on and around the school campus and safety education and enforcement.

Safety Advisory Committee

The superintendent shall establish a Safety Advisory Committee (SAC) to develop a school trip safety program and to review safety concerns. The superintendent shall develop specific responsibilities and reporting relationships of the committee, including how the SAC relates to individual school safety programs.

Bus Safety

The superintendent shall develop written rules establishing the procedures for bus safety and emergency exit drills and for student conduct while riding on buses.

The bus driver is responsible for the safety of his/her passengers, particularly for those who cross a roadway after leaving the bus. No bus driver shall order or allow a student to disembark at other than his/her customary boarding or alighting place unless so authorized by the superintendent. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

Emergencies

In the event of an accident or other emergency, the bus driver shall follow the emergency procedures in accordance with the School Bus Driver Handbook (SPI). A copy of the emergency procedures shall be located in each bus. To insure the success of such emergency procedures, each bus driver shall conduct an emergency evacuation drill within the first six weeks of each school semester. The district shall conduct such other drills and procedures as may be necessary.

Student Conduct on Buses

The superintendent shall establish written rules of conduct for students riding school buses. Such rules shall include as a minimum the requirements of WAC 392-145-035 and shall be reviewed annually by the superintendent and revised if necessary. If the rules are substantially revised, they shall be submitted to the board for approval.

At the beginning of each school year, a copy of the rules of conduct for students riding buses shall be provided to each student who is scheduled to ride a school bus. The classroom teacher and/or bus driver shall review the rules with the students at or near the beginning of each school year. A copy of the rules shall be available upon request at the district office.

Cross References:	Board Policy 3241	Classroom Management, Corrective Actions or Punishment
	Board Policy 6510	Safety

Legal References:	RCW 28A.600.010	Government of schools, pupils, employees, rules and regulations for — Due process guarantee — Enforcement
	WAC 392-144	School Bus Driver Qualifications
	WAC 392-400-225	School district rules defining misconduct — Distribution of rules
	WAC 392-145	Transportation — Operation rules
	WAC 392-145-015	General operating regulations
	WAC 392-145-035	Rules for students riding school buses

Adoption Date: 07.11.11
Auburn School District
Revised:

Policy No. 6608
Management Support

VIDEO CAMERAS ON SCHOOL BUSES

The board authorizes the use of video cameras on district operated school buses for the purpose of reducing discipline problems, thus providing a safer environment for the transportation of students. The reason for recording the transportation environment is to provide school officials, drivers and parents/guardians/custodians with documentation when dealing with inappropriate student behavior. Disciplinary action will be in accordance with policies and procedures on Student Responsibilities and Rights.

The superintendent shall prepare procedures for use of the video equipment on buses, the authorized review process for video tapes and the proper disposal of tapes.

Cross References: Board Policy 3200 Student Rights and Responsibilities

Adoption Date: 07.11.11
Auburn School District
Revised:

SPECIAL TRANSPORTATION

The following uses of district transportation are a privilege, not a right, and, except where bound by the terms of a lease, the district may revoke that privilege through official board action at a regularly scheduled and legally advertised meeting. The superintendent shall have the authority to modify transportation services for school and extracurricular activities when the available fuel supply for regular transportation services appears to fall below the required level. Any staff member may deny transportation to any student who violates the district's written rules and regulations.

School Activities

Transportation may be provided by the district for all activities which have been officially designated by the board as school activities. Activities may include, but not be limited to:

A. Educational field trips growing out of regular classroom activity which are planned by the teacher, approved by the principal and supervised by school staff, provided that any overnight trip requires prior approval of the board; and

B. Athletics, debate, drama or music programs or other board-approved co-curricular programs.

Participants in any other activity who feel such activity should be considered an official school activity may petition the board, through the superintendent, to have it considered as a school activity.

Extracurricular Activities

The superintendent may authorize the use of district transportation vehicles transporting nonparticipating students to extracurricular activities. Such vehicles may be so used when the users pay an amount sufficient to reimburse the district for the complete cost of such use. District drivers shall be used on all such trips. Participants shall be supervised by staff.

Leasing of Buses

The board may enter into a written lease agreement with any of the following:

A. A nonprofit organization transporting handicapped children and/or persons at least 60 years of age to and from the site of activities or programs deemed beneficial to such persons by such organizations, provided that commercial bus service is not reasonably available for such purpose;

B. A governmental agency transporting personnel, supplies and/or evacuees in the event of a major forest fire, flood or other natural disaster;

C. A user conducting an educational recreation program supported wholly or in part by tax funds.

Such a lease agreement shall contain a clause absolving the district of any and all liability arising from the lessee's use and operation of the district's buses and a clause requiring the lessee to maintain adequate insurance to recompense the district for the potential loss of the buses leased. Potential users shall stipulate in writing that commercial or charter bus service is not reasonably available to provide the services for which a school bus is needed. The user shall reimburse the district for the actual costs plus a reasonable fee for use of the bus. Funds derived from the lease of a surplus bus shall be deposited in the transportation vehicle fund. If a bus is a part of the regular fleet, the funds derived from a rental or lease agreement may be deposited in the general fund.

Cooperative Programs

The board may enter into cooperative transportation agreements with other districts when it is economically advantageous to the cooperating districts and when it does not impair the quality of educational programs available to students.

Cross Reference:	Board Policy 2320	Field Trips
	Board Policy 6112	Rental or Lease of District Property
	Board Policy 6605	Student Safety Walking to School and Riding Buses)
Legal References:	RCW 28A.160.010	Operation of student transportation program —Responsibility of local district — Transporting of elderly — Insurance
	28A.160.040	Lease of buses to transport children with disabilities and elderly — Limitation
	28A.160.070	Lease of buses to transport handicapped children and elderly — Elderly persons defined — Program limitation
	28A.160.080	School buses, rental or lease for emergency purposes-Authorization
	28A.160.100	School buses, transportation of general public to interscholastic activities— Limitations
	28A.160.120	Agreements with other governmental entities for transportation of public or other noncommon school purposes — Limitations
	28A.335.060	Surplus school property, rental, lease or use of — Disposition of moneys received from

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

Policy No. 6625
Management Support

PRIVATE VEHICLE TRANSPORTATION

The board authorizes the use of private vehicles under the following circumstances:

A. Under unusual circumstances, the district may request parents, or a responsible adult, to drive children to school in their own vehicles on a per-mile cost reimbursable basis. The transportation department determines when "in-lieu" transportation would be advantageous to the district and arranges its implementation. In cases where car pools are formed by families, reimbursement shall be provided only to the parent whose car is used to transport the students to school.

B. Upon written approval of the principal, staff may transport students when a student's welfare is involved; when due care dictates prompt action, when engaged in occasional field trip activity or when engaged in an occasional extracurricular activity. The staff member shall acknowledge that he/she agrees to assume full responsibility for any liability or property damage, comprehensive or collision, made by or against the driver/owner of the vehicle. The district's liability insurance shall cover the risk assumed by the district. The mileage of the staff member shall be reimbursed by the district.

The superintendent shall establish procedures for the use of private auto transportation.

Legal References:	RCW 28A.160.030	Authorizing individual transportation or other arrangements
	WAC 392-143-070	Other vehicles used to transport students

Adoption Date: 07.11 11
Auburn School District
Revised:

DRIVER TRAINING AND RESPONSIBILITY

School bus operators shall observe all state statutes and administrative rules governing traffic safety and school bus operation. The district shall, at the beginning of each school year, verify that each school bus driver has been provided a copy of the OSPI School Bus Driver Handbook, the district's policy and procedure on the Prohibition of Harassment, Intimidation and Bullying, any additional laws and/or rules which apply to school bus drivers, and the district's written rules for student conduct on buses.

Bus Driver Qualifications

Prior to on-the-road training, the district will verify that each driver holds a commercial driver's license instruction permit and a valid Department of Transportation (DOT) medical examiner's certificate, and the district will conduct a pre-employment drug screening pursuant to federal regulations. The school district shall verify a negative result of such test prior to allowing the driver to operate a school bus on public roads, regardless of whether or not students are on board.

A. Initial Authorization

Prior to transporting students, each school bus driver must have a school bus driver's authorization issued by the Superintendent of Public Instruction; a commercial driver's license appropriate for the size vehicle they will drive, including a passenger endorsement; and a school bus endorsement (with the air brake restriction removed if they drive a bus with air brakes). A school bus driver shall also hold a valid and current first-aid card (unless the driver has a temporary school bus driver authorization). A school bus driver is required to maintain and carry a valid Department of Transportation (DOT) medical examiner's certificate and to demonstrate annually their continued ability to pass the Superintendent of Public Instruction school bus driver physical certification requirement. The school district retains the right to request more frequent medical examinations or demonstration of the physical ability requirement.

B. Continuing Compliance

At least once each school year, school bus drivers must submit to his or her supervisor a photocopy of the following: a valid commercial driver's license indicating the appropriate endorsements, a valid DOT medical examiner's certificate, and a current first-aid card. Annually, school bus drivers shall make a written disclosure verifying that he or she meets the continuing requirements for school bus drivers and verifying that his or her driving and criminal records do not indicate any disqualifying conditions

At least annually, the district will obtain an original, current and complete school bus driver abstract directly from the Department of Licensing verifying that each school bus driver is in compliance with all continuing bus driver qualifications and that his or her driving record does not indicate any disqualifying conditions.

Employees are responsible for reporting any potentially disqualifying offenses to the school district or their supervisor within 20 days. Within 20 days of receiving notice, the district shall notify OSPI in writing of the disqualifying offense.

The district shall comply with all drug testing requirements under federal law which includes random, reasonable suspicion, and post-accident testing. Failure to submit to a drug test shall result in termination.

Transportation by a School Employee

Any district employee, other than a school bus driver, who transports students for school activities in a district or private vehicle, must have a valid driver's license issued by the State Department of Licensing (or their state of residence) and proof of insurance. Such drivers may only operate vehicles with a manufacturer's rated seating capacity of 10 or less including the driver. Such drivers are required to be authorized school bus drivers if they drive students on scheduled routes between home and school.

In addition, for any employees whose job assignment or supplemental contract requires the regularly scheduled transportation of students in vehicles with a manufacturer's rated seating capacity of 10 or fewer, the district shall obtain a certified abstract of the driving record of the employee before the employee transports students. This requirement is not necessary for persons transporting students in an emergency affecting health and/or safety.

Supervision of Students

When a teacher, coach, or other certificated staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his/her charge and shall ensure that student behavior complies with state regulations and district policy. The bus driver shall have final authority and responsibility.

Charter Buses or Excursion Carriers

When the district utilizes charter buses or excursion carriers, the driver shall not have unsupervised access to children, and children shall be supervised by a responsible employee of the district. Every contract between the school district and a charter bus or excursion carrier shall contain a carrier profile from the Washington Utilities and Transportation Commission indicating a satisfactory safety rating.

Legal References: RCW	28A.160.210	School bus drivers, training and qualifications — Rules
	46.25	Uniform Commercial Drivers Act
WAC	392-144	School bus driver qualifications
	392-145-015	General operating regulations
	392-145-020 through 030	Rules for school bus drivers; Rules for students riding school buses
49CFR	382	FHWA CDL Drug Testing Requirements

Management Resources:	*Policy News*, April 2007	School Bus Driver Qualifications
	Policy News, Oct 2006	OSPI Updates Bus Driver Rules

Adoption Date: 01.12.98
Auburn School District
Revised: 05.05.06; 07.11.11

Policy No. 6640
Management Support

SCHOOL-OWNED VEHICLES

The district may provide for the necessary transportation and expenses that are incurred in the course of performing services for the district, whether within or outside the district. All such vehicles shall be properly marked with letters of contrasting color at least 1-1/4" in height in a conspicuous place on both sides of the vehicle. A district may use a distinctive insignia which shall be at least six (6) inches in diameter across its narrowest dimension. Unless otherwise specified, all travel must be approved in advance by the staff member's immediate supervisor.

The superintendent is directed to establish procedures for the use of school-owned vehicles. The district shall comply with IRS regulations pertaining to the use of district-provided vehicles for personal commuting.

Cross References:	Board Policy 6213	Reimbursement for Travel Expenses
Legal References:	RCW46.08.065	Publicly owned vehicles to be marked — Exceptions

Adoption Date: 01.12.98
Auburn School District
Revised: 07.11.11

Policy No. 6690
Management Support

CONTRACTING FOR TRANSPORTATION SERVICES

If the board enters into a contract for transportation services, the contractor shall operate such equipment according to district policy and the rules and regulations of the state board of education. The contract shall be in effect for no more than five years. Prior to entering into such a contract the district shall determine that the cost of contracting will not exceed the projected cost of operating its own system. Such assurances shall be submitted to the superintendent of public instruction for approval.

Legal References:	RCW 28A.160.010	Operation of student transportation program — Responsibility of local district — Scope — Transporting of elderly — Insurance
	28A.160.140	Contract for pupil transportation services with private nongovernmental entity — Competitive bid procedures
	28A.335.170	Contracts to lease building space and portable buildings, rent or have maintained security systems, computers and other equipment, and provide pupil transportation services
	WAC 392-144	School Bus Driver Qualifications
	392-141	Transportation — State Allocation for Operations
	392-143	Transportation — Specifications for School Buses
	392-145	Transportation — Operation Rules

Adoption Date: 07.11.11
Auburn School District
Revised:

NONINSTRUCTIONAL OPERATIONS

Transportation

The district may provide transportation to and from school for a student the student meets one of the following criteria:

A. The student is outside of the district designated safe walking area for his or her school;

B. The district determines that the student's walking route to school is hazardous; or

C. The student to be transported is disabled under RCW 28A.155.020, as it now exists or is hereafter amended or recodified, and is either not ambulatory or not capable of protecting his or her own welfare while traveling to or from the school or agency where special education services are provided.

The district's transportation program shall comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities and extracurricular activities. The superintendent is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

Adoption Date: January 12, 1998
Revised: August 9, 1999

NONINSTRUCTIONAL OPERATIONS

Routes and Schedules

The superintendent shall be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service.

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference shall be given to that route more directly serving the largest number of students.

B. Location of bus stops may be determined by such factors as student safety, economy, and efficiency.

Legal References:	RCW 28A.160.030	Authorizing individual transportation or other arrangements--Pupils must provide their own transportation
	WAC 392-141	Transportation--Authority and state reimbursement

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Emergency Routes and Schedules

The district shall develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or too hazardous.

If roads are closed to buses but not to private vehicles, the district may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

School Activities

Transportation may be provided by the district for all activities which have been officially designated by the board as school activities. Activities may include, but not be limited to:

A. Educational field trips growing out of regular classroom activity which are planned by the teacher, approved by the principal, and supervised by school staff; and

B. Athletics, debate, drama or music programs, or other board-approved co-curricular programs.

Extracurricular Activities

The superintendent may authorize the use of district transportation vehicles transporting nonparticipating students to extra-curricular activities. Such vehicles may be so used when the users pay an amount sufficient to reimburse the district for the complete cost of such use.

Emergency Uses

School district buses may be used in cooperation with a governmental agency transporting personnel, supplies, and/or evacuees in the event of a major forest fire, flood, or other disaster.

Cross Reference: Board policy 2320 Field trips

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Safety

The superintendent shall develop written rules establishing the procedures for bus safety and emergency exit drills and for student conduct while riding on buses.

The bus driver is responsible for the safety of his/her passengers, particularly for those who cross a roadway after leaving the bus. No bus driver shall order or allow a student to disembark at other than his/her customary boarding or alighting place unless so authorized by the superintendent. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

Legal References: WAC 180-20 School bus transportation
392-145 Transportation--Operation rules

Cross References: Board Policy 8123 Student Conduct on Buses
8124 Emergencies

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Driver Training and Responsibility

Bus operators shall observe all state statutes and administrative rules governing traffic safety and school bus operation. The district shall, at the beginning of each school year, provide each driver with a copy of the School Bus Driver Handbook (SPI), any additional laws and/or rules which have been recently enacted and which apply to school bus drivers, and the district's written rules for student conduct on buses.

Each bus driver must have a Type 1 school bus driver's authorization issued by the Superintendent of Public Instruction, a passenger endorsement, and either a Class B or C commercial driver's license. The bus driver shall also hold a valid and current first aid card. An air brake endorsement is required for a driver who is assigned to a bus with air brakes. A bus driver is required to pass a Department of Transportation and a Superintendent of Public Instruction physical examination every two years. The school district retains the right to request more frequent medical examinations or demonstration of the physical ability requirements of WAC 180-20-102(5).

The district is required to conduct a pre-employment drug screening test pursuant to CFR 49.382. The school district shall verify a negative result of such test prior to allowing the driver to operate a school bus on public roads, regardless of whether there are students on the bus. The district shall comply with the other drug testing requirements under Federal law, which include random, reasonable suspicion, and post-accident testing. Failure to submit to a drug test shall result in termination.

When a teacher, coach, or other certificated staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his/her charge. The bus driver shall have final authority and responsibility. When the district utilizes charter buses or excursion carriers, the driver shall not have unsupervised access to children and children shall be supervised by a responsible employee of the district.

Any district employee, other than a bus driver, who transports students for school activities in a district or private vehicle must have a valid driver's license issued by the State Department of Licensing and proof of insurance.

Legal References:	RCW 28A.160.210	School bus drivers, training and qualifications--Rules and regulations for
	46.25	Uniform Commercial Drivers Act
	WAC 180	School transportation
	392-145-015	General operating regulations
	392-145-020	Rules for school bus drivers;

through 030 Rules for students riding school buses

Adoption Date: January 12, 1998
Revised: April 5, 2006

NONINSTRUCTIONAL OPERATIONS

Student Conduct on Buses

The superintendent shall establish written rules of conduct for students riding school buses. Such rules shall include as a minimum the requirements of the Washington Administrative Code.

At the beginning of each school year, a copy of the rules of conduct for students riding buses shall be provided to each student who is scheduled to ride a school bus.

Refusal to comply with written rules and regulations or the reasonable requests and directions of the driver while unloading, or riding a school district vehicle shall constitute sufficient cause for discipline.

Legal References:	RCW 28A.600.010	Enforcement of rules of conduct--Due process guarantees--Computation of days for short-term and long-term suspensions
	WAC 392-400-225	School district rules defining misconduct--Distribution of rules
	392-145-015	General operating regulations
	392-145-035	Rules for students riding school buses

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Emergencies

In the event of an accident or other emergency, the bus driver shall follow the emergency procedures in accordance with the School Bus Driver Handbook (SPI). A copy of the emergency procedures shall be located in each bus. To ensure the success of such emergency procedures, each bus driver shall conduct an emergency evacuation drill within the first six weeks of each school semester. The district shall conduct such other drills and procedures as may be necessary.

Legal References: WAC 392-145-040 Emergency exit procedures
392-145-045

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Private Vehicle Transportation

The board authorizes the use of private vehicles under the following circumstances:

A. Under unusual circumstances, the district may request parents, or a responsible adult, to drive children to school in their own vehicles on a per-mile cost reimbursable basis. The superintendent or designee determines when "in-lieu" transportation would be advantageous to the district.

B. Upon authorization of the principal, staff may transport students when a student's welfare is involved; when due care dictates prompt action, when engaged in occasional field trip activity or when engaged in an occasional extracurricular activity.

The superintendent shall establish procedures for the use of private auto transportation.

Legal References:	RCW 28A.160.030	Authorizing individual transportation or other arrangements--Pupils must provide own transportation, when
	WAC 392-143-070	All vehicles other than school buses used to transport students

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

School-Owned Vehicles

The district may provide for the necessary transportation and expenses that are incurred in the course of performing services for the district, whether within or outside the district. All such vehicles shall be properly marked in accordance with state statute.

The superintendent shall establish procedures for the use of school-owned vehicles.

Legal References: RCW 46.08.065 Publicly owned vehicles to be marked--Exceptions

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Child Nutrition

School cafeterias shall be regulated and operated within the regular school budget, with separate accountability. Cafeteria accounts shall be maintained according to Federal and State prescribed regulations and held ready for inspection and audit by authorized Federal and State agents.

The district supports the philosophy of the National School Lunch Program and shall provide wholesome and nutritious lunches for children in the district's schools. The board authorizes the superintendent to administer the child nutrition program.

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Free and Reduced Price Food Services

The district shall provide free and reduced price lunches and milk to students according to the terms of the National School Lunch Program and the laws, rules and regulations of the state. The district shall inform parents of the eligibility standards for free or reduced price lunches. Reasonable efforts shall be made to protect the identity of students receiving such lunches. A parent has the right to appeal any decision with respect to his/her application for free or reduced price food services to the superintendent.

The board of directors may establish a program whereby school lunches may be provided to anyone other than students of the district at the greatest price charged any student plus an amount representing the portion of the lunch cost paid for from state and federal assistance.

Legal References:	RCW 28A.235.130	Milk for children at school expense
	28A.623.020	Nonprofit meal program for elderly—Authorized--Restrictions
	7 CFR, Part 245.5	

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Staff Safety

The board recognizes that safety and health standards should be incorporated into all aspects of the operation of the district. Rules for safety and prevention of accidents shall be posted in compliance with OSHA and WISHA requirements. All hazardous chemicals will be identified and properly labeled. Staff members will be trained in the use of these chemicals specific to their respective jobs. Proper records will be maintained to verify that all of the preventive and safety measures are in place. Injuries and accidents shall be reported to the district office.

The district shall have at least one staff member at each school and work site in the district who holds a valid certificate of first aid training from the department of labor and industries, U.S. Bureau of Mines or the American Red Cross, or equivalent training provided by the district nurses. Each school and work site shall have first aid supplies readily accessible.

The superintendent shall develop necessary safety and health standards to comply with Department of Labor requirements.

Legal References:	WAC 296-24-020	Managements responsibility
	296-24-040	Accident prevention program
	296-24-045	Safety and health committee plan
	296-24-055	Safety bulletin board
	296-24-060	First aid training and certification
	296-24-065	First aid kit
	296-24-067	First aid station
	296-24-073	Safe place standards
	296-62-054	Hazard communication standard

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Liability and Property Insurance

The board of directors shall purchase, with district funds, the type and amount of insurance necessary to protect itself as a corporate body, its individual members, its appointed officers, and its employees from financial loss arising from any claim, demand, suit, or judgment by reason of alleged negligence or other act resulting in accidental injury to any person; or in property damage within or without the school buildings while the above-named insured are acting in the discharge of their duties within the scope of their employment and/or under the direction of the board.

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Workers' Compensation

Workers' compensation is an insurance program which covers job-related injuries and occupational diseases. School staff members are covered by a self-insured program which has been approved by the Washington State Department of Labor and Industries. The staff member is protected in two ways:

1. Medical costs resulting from job injuries are paid

2. Injured employees are paid a partial wage while off work because of a job injury or illness due to on-the-job causes.

When a staff member is injured on the job with a time loss, the district will grant full sick leave for the first three (3) days provided the staff member has accumulated sick leave to cover. For each day covered by workers' compensation, the employee may use accumulated sick leave to make up the difference between the workers' compensation payments and the employee's regular salary. In such instances, total pay shall not exceed the staff member's regular pay.

Cross Reference: Board Policy 5321 Sick Leave

Legal Reference:	RCW 28A.400.370	Mandatory insurance protection for employees
	WAC 296-15	Worker's compensation self-insurance

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Privately Owned Property

The district shall not assume responsibility for the maintenance, repair or replacement of any privately owned property brought to a school or district function unless the use or presence of such property has been specifically requested in writing by the administration.

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Loans of School-Owned Equipment and Books

School-owned equipment shall not be loaned for nonschool use off school property, with the following exceptions:

A. Use of specific items of equipment may be granted on the written request of the intended user and approval by the superintendent or designee. In such instances, the user shall be fully liable for any damage or loss occurring to the equipment during the period of its use, and shall be responsible for its safe return.

B. School equipment may be removed from school property by students or staff only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities. The prior approval of the principal is required for such removal. Removal of school equipment from school property for personal use by staff or students is prohibited.

C. Except in cases of emergency, school telephone calls shall be restricted to school business only. Long distance calls for personal purposes are prohibited.

D. School-owned equipment may be used in conjunction with rental of a school facility.

Cross Reference: Board Policy 4330 Use of School Facilities

Adoption Date: January 12, 1998

NONINSTRUCTIONAL OPERATIONS

Sexual Harassment

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees, and others involved in school district activities.

Sexual harassment occurs when:

1. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;

2. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or

3. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.

The district will take prompt, equitable, and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have existing school district services made reasonably available to them.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The superintendent/designee shall develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent/designee shall develop procedures to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. The policy shall be reproduced in each student, staff, volunteer, and parent handbook.

The superintendent shall ensure that this policy and related procedures are developed, reviewed, and that changes to this policy, if applicable, shall be submitted to the board of directors.

Cross References: Board Policy 3210 Nondiscrimination
3240 Student Conduct
3421 Child Abuse and Neglect
5010 Nondiscrimination
5255 Disciplinary Action and Discharge

Adoption Date: June 21, 1995

Grad, Dennis

From: Newman, Mike
Sent: Monday, August 27, 2012 9:44 AM
To: Grad, Dennis
Cc: Hurlbert, April; DeJong, Jim; Strand, Debbie; Leonard, Curtis; Cummings, Tim
Subject: Public Records Request

Follow Up Flag: Follow up
Due By: Thursday, September 06, 2012 4:00 PM
Flag Status: Flagged

Dennis:
A while back, I share with you the need to gather information on the public records request about transportation.

Here is what they want:

1. All district transportation department policies, rules and practices or guidelines from 2005 to present regarding
    a. School bus driver interactions with students
    b. Adults other than the person driving the bus riding along on school buses with students
    c. Adults sitting with students on school buses.
2. All training materials the district maintains that have been presented to employees and/or administrators on the subject of :
    a. The dangers of sexual abuse by school personnel
    b. Boundary invasions by school personnel
    c. Identifying or recognizing characteristics of child molesters
3. How many buses have video cameras
4. How many cameras are on the buses with cameras
5. Cost of the video cameras for the buses.

Please pull this information together and provide to Debbie Strand by Monday, September 10th.

Thank you,
Mike

Applicable Laws

Code of Professional Conduct Chapter 181-87 WAC

and

Washington state law, RCW 28A.400.317 *Physical abuse or sexual misconduct by school employees "Duty to report" Training* states that;

(1) A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator…

If it is determined that an employee or volunteer engaged in or solicited any prohibited acts, including but not limited to inappropriate boundary invasion, sexual contact or romantic relationship, with a student or minor as defined in this directive, the employee will be subject to immediate discipline.

Documenting reports of Inappropriate Boundary Invasion

Contact your supervisor or Title IX Officer:

Timothy Cummings,
Assistant Superintendent of Human Resources

Phone : (253) 931-4932

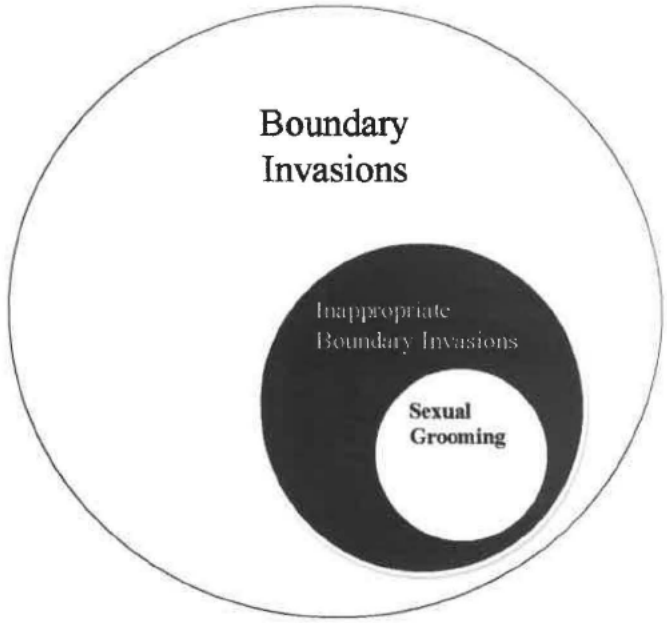
E-mail: tcummings@auburn.wednet.edu

Website: www.auburn.wednet.edu

IDENTIFYING AND PROHIBITING INAPPROPRIATE BOUNDARY INVASION

AUBURN SCHOOL DISTRICT

ENGAGE • EDUCATE • EMPOWER



Boundary Invasion Issues

- Taking an undue interest in a student (i.e., having a "special" friend or a "special relationship" with a particular student).
- Favoring certain students by giving them special privileges.
- Intentionally allowing the student to get away with inappropriate behavior.
- Giving gifts or money to the student.
- Engaging in peer-like behavior with students.
- Touching students for no educational or health reason, i.e. Being overly "touchy".
- Hugging, kissing, or other physical contact including when the student does not want this attention.
- Having personal secrets with a student.
- Initiating or extending contact with students beyond the school day and school approved activities.
- Taking the student on outings, away from protective adults, including personal outings.
- Visiting the student's home without supervisor's approval.
- Inviting students to the teacher's personal home.
- Being alone with the student behind closed doors at school.
- Talking to the student about the educational practitioner's personal problems.
- Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job to do so.
- Engaging in talk with students containing sexual innuendo or banter.
- Telling sexual jokes to students.
- Talking with a student about sexual topics that are not related to a specific curriculum.
- Showing pornography to the student.
- Giving students rides in staff member's personal vehicle in a non-emergency situation.
- Using e-mail, text-messaging, social networking sites, or instant messaging to contact and/or discuss personal topics or interests with students.
- Invading the student's privacy (e.g., walking in on the student in the bathroom).
- Or any combinations of the above or similar conduct.

2012-13 Parent Handbook

School Breakfast and Lunch Programs

Each day, Child Nutrition Services kitchen staff prepares and serves more than 4,000 breakfasts and 7,800 lunches. Students can choose from a variety of entrees (hot and cold) at breakfast and lunch. Meals meet age-appropriate goals for specific nutrients, total calories, and calories from fat. The Child Nutrition Services department partners with local farmers to bring fresh, and often organic, produce into cafeteries. School meals meet USDA nutritional goals and dietary guidelines; the district participates in the USDA National School Breakfast and Lunch Programs which can entitle qualified students to free or reduced-price meals.

Applying for Free or Reduced-Price Meals

Each year a new application must be completed. On August 20, 2012, the online application program will be accessible. This secure site provides an easy and quick way for parents/guardians to complete a meal application. Paper applications are available at all schools (or from the Child Nutrition Services department, 253-931-4972) for families who prefer to submit a paper application. Families who receive Basic Food Benefits from the state may not need to complete an application.

Complete only one application per household (multiple applications may cause delays) and allow up to 10 days for processing (we confirm status by mail or phone). Parents and guardians are responsible for paying for all meals served to their child/children. This includes meals served prior to being approved for free or reduced-price meals. To help assure each child eats lunch, we may allow a child to 'charge' up to two meals. Students who have a negative balance will not be permitted to charge meals until their account is current. An emergency lunch (sandwich and water) is available to students who do not have money in their account.

Prepaying for School Meals

You are welcome, and encouraged, to prepay into your child's account. Payments (cash, money order or checks) may be given directly to a member of the kitchen staff. Money orders and checks are payable to the Auburn School District (please include the student's name, ID number, grade, and teacher's name on the check or money order, or on an envelope if it contains a cash deposit).

For your convenience, if you wish to pay by debit or credit card, prepayment can be made online (for a small fee) at MyMealtime.com.

Meal Prices:

- Breakfast $1.25 for students at all schools
  - ◊ Students who qualify for free or reduced-price meals can receive breakfast at no charge.
- Lunch

  Elementary Schools: $2.75
  - ◊ Students grades K-3 who qualify for reduced-price meals receive lunch at no charge.
  - ◊ Students who qualify for reduced-price meals can receive lunch for $.40 per day.
  - ◊ Students who qualify for free meals can receive lunch at no charge.

  Middle and High Schools: $3.00
  - ◊ Students grades 6-12 who qualify for reduced-price meals can receive lunch for $.40 per day.
  - ◊ Students who qualify for free meals can receive lunch at no charge.

All meals (breakfast and lunch) include a choice of entree, milk, and fresh fruit and vegetable bar.

Attendance

Washington State Compulsory Attendance Law (Becca law) and Auburn School District policy require students, ages 8-18, to attend school every day school is in session and be on time to classes. The single greatest reason students fail classes and do not graduate is irregular attendance, including excessive absences and tardiness. To report absences, please telephone the appropriate school office before the start of the school day and send a note within two days of the absence. Students arriving late to school must go to the school office for an admittance slip.

Child Care Providers

A list of child care providers located within Auburn School District's attendance area may be obtained at any elementary school or from Student Special Services at 253-931-4927.

Child Custody Agreement and Legal Orders

Certified copies of child custody agreement and legal orders regulating parental access to children and their school records need to be filed with the principal. Contact your child's principal for additional information.

Classroom Visitation

Classroom visitations by parents, guardians and grandparents are welcome during school hours. Please contact your child's school office to schedule a visitation.

Volunteers

Classroom volunteers and parent organizations provide active support and assistance in Auburn schools. All volunteers are required to complete background paperwork.

Parents are encouraged to participate on various advisory councils to review curriculum development, textbook selection, organizational policy and attendance-area recommendations.

Personal Electronic Devices

Students in possession of telecommunications and other related electronic devices shall observe the following conditions:

- Devices shall not be used in a manner that disrupts the educational process. Teachers may grant exceptions to the policy when use contributes to instructional and/or educational efforts.
- During emergency situations, use of PEDs is restricted, unless otherwise stipulated by the administration.
- Students who violate this policy will be subject to progressive disciplinary action including, but not limited to: losing the privilege of bringing the device onto school property, confiscation and/or suspension.
- Students are solely responsible for devices they bring to school. The District shall not be responsible for loss, theft or damage of devices brought onto school property, even when confiscated.

Physical Education
Physical Education is an integral element of curriculum which promotes and encourages fitness and health as a lifelong endeavor. The following P.E. dress code guidelines apply to all students:

- Shoes—designed for physical activity; no black soles
- Clothing—avoid dresses (if worn, wear shorts underneath dress) and baggy clothing; remove all jewelry including rings, bracelets, necklaces and long earrings

Health Information
Notify the school of any health problems with your child. School nurses and health room paraeducators are available during school hours. Vision, hearing and dental screenings occur at school each year. These screening services do not replace annual medical examinations.

Physical Examinations
Physical examinations by a medical practitioner are recommended for all students on initial entry into school and grades 3, 5, 7 and 10. Auburn School District policy requires that: 1) a current physical examination is completed prior to participation in sports at the high school level (grades 9-12) and must be dated AFTER June 1 for the upcoming school year; 2) a current physical examination is completed prior to participation in sports at the middle school level (grades 6-8) and must be dated AFTER July 1 for the upcoming school year; 3) physicals may be valid up to 24 months from the date of the examination if all conditions are met; physical expiration dates must extend beyond the respective WIAA season ending date; and 4) expiration dates occurring within a sport season shall require a new examination prior to that season.

All parents/guardians and athletes are required to read and sign Auburn School District's Concussion Information Sheet each year, prior to the start of the sports season. These forms are available at www.auburn.wednet.edu or in your child's school office.

Drug-Free Schools
Students, staff and all others are forbidden to use tobacco products, possess drug paraphernalia, or be under the influence of alcohol, controlled substances, non-prescribed drugs or mood-altering substances while on school district property.

Medication at School
Washington State laws require the following procedures for administering prescription and over-the-counter medication at school: (1) written instructions from the doctor; (2) written permission from the parent; and (3) medication in the original container. Written doctor instructions and parental permission are valid for one school year only. Forms are available in the school office and district website.

Meningococcal Meningitis
As of July 2005, schools are required to provide Meningococcal meningitis information to students and parents beginning in sixth grade. Vaccination is not required for school attendance. More information about Meningococcal meningitis and its prevention is available from your child's physician.

Harassment, Intimidation and Bullying
Auburn School District has implemented supplemental anti-bullying curriculum which is research based and aimed at decreasing bullying in schools and helping students develop supportive relationships with each other; developing community awareness bullying prevention programs; and creating school improvement plans that address a whole-school approach for a supportive anti-bullying environment for all students. Students who believe they or others have been subjected to harassment, intimidation or bullying should bring this to the immediate attention of a teacher, principal(s), director of legal services at (253) 939-4317 and/or executive director of human resources (253) 931-4918, without fear of reprisal.

School Dress
The following dress code guidelines apply to all students:

- Spandex clothing is permitted only in P.E. class.
- Bare midriff clothing is not permitted. Tank tops and tube tops are not permitted unless a shirt, blouse or vest is worn over.
- Shorts must be at least fingertip in length and hemmed.
- T-shirts, hats, badges and other items of apparel that by printed word, symbol or display promote alcohol, drugs, tobacco, sex, nudity, violence or gang behavior, or that disrupt the educational climate, are prohibited.
- Hats are not to be worn in the building and must be removed before entering the building.
- Pants, shirts and blouses must be free from holes and must not be cut as to be revealing.

Flag Salute
Auburn School District, in compliance with Washington State law, has the flag salute or national anthem presented/performed at school events and in classrooms at the beginning of each day.

Auburn School District Strategic Improvement Goals

Goal One—Student Achievement
With district support, leadership and guidance, each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3-8 and 10.

Goal Two—Dropout Rate and On-Time Graduation
Schools will reduce dropout rates and meet additional AYP indicators as determined by K-8 attendance and on-time graduation rates.

Goal Three—Parents/Guardians and Community Partnerships
The district and schools will continue to develop partnerships to support student academic achievement and success.

Goal Four—Policies and Resource Management
The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy and resource allocation.

Assessment
The Auburn School District uses various forms of assessment to determine student progress, placement, achievement and program effectiveness.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a measure of reading fluency and is given to all students in grades K-5.

Measures of Academic Progress (MAP) assess how students perform in relationship to other students nationally and aids in the predicting of performance on the Measurements of Student Progress (MSP) or High School Proficiency Exam (HSPE). The MAP assessments provide staff data identifying specific areas in mathematics and reading requiring additional instruction. Grades 3 and 5-9 take the MAP assessment.

The Measurements of Student Progress (MSP) for grades 3-8 and the **High School Proficiency Exam (HSPE)** for grade 10 replaced the WASL. Replacing the WASL, however, does not eliminate the state high school graduation requirements. For more information, go to: http://www.k12.wa.us/GraduationRequirements/default.aspx.

Curriculum and Instruction
In curriculum and instruction, work is focused on student achievement and Professional Learning Communities (PLCs) goals of the District Strategic Improvement Plan. This includes alignment of standards, assessment and instruction. Power standards, based upon prioritized state standards, have been created in almost all content areas. They reflect the most essential skills and concepts students are guaranteed to learn at each grade level. Reviews are conducted to ensure alignment of assessment and materials with standards on an ongoing basis. Parents are encouraged to participate in the district level work of curriculum and instruction. Please call (253) 931-4950 if you are interested in serving on one of these curriculum committees.

Homework
The purpose of homework is to reinforce skills students have already mastered in the classroom. Students who engage in homework on a regular basis can increase achievement and enhance their learning. The recommended average homework time per day is: Grades K-1~5-15 minutes; Grades 2-3~15-30 minutes; Grades 4-5~30-60 minutes; Grades 6-8~45-60 minutes; Grades 9-12~60-90 minutes.

Professional Learning Communities
Auburn School District is committed to improving student learning. One strategy for this improvement includes having teachers work together in Professional Learning Communities (PLCs), or small teaching groups, to:

- Align curriculum with the state standards for each course and grade level
- Examine students' work
- Create common assessments or tests
- Analyze students' testing data to determine goals to improve each student's learning
- Identify students that need additional time and support to meet standards or move beyond standards

Auburn School District has dedicated 60 minute "late starts" on designated Mondays to provide staff the time to work in PLCs. Students attend all of their classes within the shortened school day; breakfast and lunch is served at all schools; and buses run one hour late to accommodate this time. For more information, contact your student's school or the Department of School Programs at (253) 931-4920.

Specialized Programs and Services
West Auburn High School is for students searching for educational options not available in the traditional high school program or who require a more independent course of study. The alternative education program provides a successful environment for diverse academic styles, abilities and needs. Beginning in the 2006-07 school year, West Auburn High School launched an online virtual school.

Native American Education parents, guardians, students and teachers are welcome to attend Native Education meetings held on the second Wednesday of the month throughout the district. For more information, please call (253) 931-4950.

Home/Hospital Instruction provides tutor services for ill or injured students whose doctor indicates they will miss at least four continuous weeks of school.

Gifted/Highly Capable programs are available to elementary, middle and high school students. The selection process begins in January for each grade span. For elementary and middle levels, selection is based upon three assessment measures: intelligence, creativity and academic. Students selected for the program score in the top two percent in intelligence and in the 90th percentile of academic achievement. High school students who wish to challenge themselves may enroll in Advanced Placement classes. For more information, please contact your student's school.

Education of Students with Disabilities is provided through special education and related services in each elementary, middle and high school, and through home/hospital instruction. Students may receive special education services if they meet one or more of the eligibility criteria for students with disabilities as defined by Chapter 392-172A of the Washington Administrative Code (WAC). For more information, contact Student Special Services at (253) 931-4927.

Community Lab is offered to high school students with special needs and involves combining academic and community work experiences. It is designed to prepare students for vocational training or entry into the work world.

English Language Learners represent over 1,800 students. The English Language Learner program in the Auburn School District is supplementary to core instruction, focusing on development of academic language acquisition through explicit instruction aligned to English Language Development Standards.

included
WA STATE
School Bus Driver Handbook

June 2008

* no address

PDA Request

* Dennis Anderson

Substantiated child molestation charges. Termination.

* Loren Butz

Substantiated claims of touching students. Termination.

✓ James Burton

Substantiated boundary issues. Unsubstantiated claims that he spanked a student on the butt. Letter of reprimand.

✓ Kjel Killsgaard

Unsubstantiated claims of touching. No discipline, written direction.

* Kevin Johnson

Substantiated claims of touching students, taking pictures of them. Terminated.

* Benjamin Keylin

Biting a student's leg. Substantiated. Terminated.

* ✓ Dale Leach

Unsubstantiated touching.

✓ Richard Mazzaferro

Voyeurism. Substantiated. Termination.

* Kevin McGee

Child molestation charges. Substantiated, terminated.

* Marvin Morasch

ESD investigation previous to our hiring. Not our employee? (Substantiated)

* Ronald Newman

Hitting students on the butt. Talking about sex to students. Substantiated.

Tom Speight

Substantiated sex with students.

Dean Stainbrook

Unsubstantiated claims of making students feel uncomfortable, touching students. Written direction.

Weston Williams

Substantiated claims of massaging students. Terminated.

Mike Zecher

Unsubstantiated claims of hitting student on the butt. No discipline, written direction.

Nancy Zehnder

Unsubstantiated claims of inappropriate relationship with students. No discipline.

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Richard Mazzaferro
20606 Southeast 135th Street
Issaquah, Washington 98027

Re: Public Records Request

Dear Mr. Mazzaferro:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

Pursuant to RCW 42.56.540, you are hereby advised that the responsive document(s) will be released to the requester on November 27, unless by close of business day on November 26 you submit to the District an injunction precluding release. We will hold this document until then. Please take note of the Washington Supreme Court's decision in *Burt v. Washington State Department of Corrections*, 168 Wn.2d 828 (2010), requiring the requester to be joined in any action for an injunction.

Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. James Burton
5740 Devonshire Street Southeast
Olympia, Washington 98501

Re: Public Records Request

Dear Mr. Burton:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this. All names, including your name, will be redacted from the documents that we are sending.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Kjel Kiilsgaard
13419 Southeast 339th Street
Auburn, Washington 98092

Re: Public Records Request

Dear Mr. Kiilsgaard:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this. All names, including your name, will be redacted from the documents that we are sending.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Michael Zecher
25869 75th Avenue Southwest
Vashon, Washington 98070

Re: Public Records Request

Dear Mr. Zecher:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this. All names, including your name, will be redacted from the documents that we are sending.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Ms. Nancy Zehnder
15820 66th Street East
Sumner, Washington 98390

Re: Public Records Request

Dear Ms. Zehnder:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this. All names, including your name, will be redacted from the documents that we are sending.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Dale Leach

Re: Public Records Request

Dear Mr. Leach:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this. All names, including your name, will be redacted from the documents that we are sending.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Dean Stainbrook

Re: Public Records Request

Dear Mr. Stainbrook:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this. All names, including your name, will be redacted from the documents that we are sending.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Dennis Anderson

Re: Public Records Request

Dear Dennis:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

Pursuant to RCW 42.56.540, you are hereby advised that the responsive document(s) will be released to the requester on November 27, unless by close of business day on November 26 you submit to the District an injunction precluding release. We will hold this document until then. Please take note of the Washington Supreme Court's decision in *Burt v. Washington State Department of Corrections*, 168 Wn.2d 828 (2010), requiring the requester to be joined in any action for an injunction.

Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Loren Butz

Re: Public Records Request

Dear Mr. Butz:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Kevin Johnson

Re: Public Records Request

Dear Mr. Johnson:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Benjamin Keylin

Re: Public Records Request

Dear Mr. Keylin:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Kevin McGee

Re: Public Records Request

Dear Mr. McGee:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Ronald Newman

Re: Public Records Request

Dear Newman:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Tom Speight

Re: Public Records Request

Dear Mr. Speight:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

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Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Weston Williams

Re: Public Records Request

Dear Mr. Williams:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

Pursuant to RCW 42.56.540, you are hereby advised that the responsive document(s) will be released to the requester on November 27, unless by close of business day on November 26 you submit to the District an injunction precluding release. We will hold this document until then. Please take note of the Washington Supreme Court's decision in *Burt v. Washington State Department of Corrections*, 168 Wn.2d 828 (2010), requiring the requester to be joined in any action for an injunction.

Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 14, 2012

Mr. Marvin Morasch

Re: Public Records Request

Dear Mr. Morasch:

This letter is to advise you that on July 18, 2012, a request for disclosure of public records was submitted by Darrell Cochran, pursuant to the Public Records Act, Chapter 42.56 RCW. Mr. Cochran has requested a copy of "allegations, reports, complaints claims, and lawsuits arising (out) of sexual abuse: by employees of the District. The Public Records Act mandates broad disclosure of public records. Pursuant to this mandate, the District will be releasing documents responsive to this.

Pursuant to RCW 42.56.540, you are hereby advised that the responsive document(s) will be released to the requester on November 27, unless by close of business day on November 26 you submit to the District an injunction precluding release. We will hold this document until then. Please take note of the Washington Supreme Court's decision in *Burt v. Washington State Department of Corrections*, 168 Wn.2d 828 (2010), requiring the requester to be joined in any action for an injunction.

Sincerely,

Timothy Cummings
Associate Superintendent of HR

Enclosure
TC/ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 26, 2012

Mr. Darrell Cochran
Metzger Building
911 Pacific Avenue, Suite 200
Tacoma, Washington 98402

Email: darrell@pcvalaw.com

Dear Mr. Cochran:

Enclosed is the balance of the documents that you requested in your public records request on July 20, 2012.

If you have any questions, please feel free to contact me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds
Enclosure

Office of the Assistant Superintendent of Personnel and Employee Relations
Auburn School District No. 408

TO: Jim Fugate and Chuck Booth

FROM: Larry DeBruler LD

DATE: May 1, 1991

SUBJECT: Investigation of [redacted]

As you are aware, Bruce Phillips came into possession of a negative students reportedly confiscated from the photo lab at Cascade Junior High School. Students reported to the counselor that they did so because they felt something was not right about the picture that had been taken. The picture was alleged to have been taken by Mr. [redacted].

Upon development of the picture, it was obvious that the female junior high student photographed was posed in a compromising position.

In order to investigate the circumstances surrounding the taking of the picture, three separate meetings were held with Mr. [redacted] and representatives of the teachers' association available to him. The first meeting was convened to conduct an investigation regarding the photograph allegedly taken by Mr. [redacted]. This meeting was discontinued, at the request of Mr. [redacted], AEA president, due to his reported discomfort and lack of experience in representing an employee in such matters. The second meeting was convened in order to continue the investigation with a Washington State Education Association Uniserv representative present ([redacted]). The third was convened in Mr. [redacted]'s photo lab to examine the camera, lighting, and room arrangements alleged by Mr. [redacted] to have existed during the photo session involving the female in the picture.

Based upon the meetings, the following points were established:

1. Mr. [redacted] acknowledged that he had taken the picture of the female, but not with the intent the picture might indicate.

2. The picture in question was the third of three pictures taken.

3. Mr. [redacted] approached the female student to ask if she wanted to enter the laboratory to have pictures taken as part of a class project.

4. Mr. [redacted] was alone in the room, behind a closed door with a female student at the time the pictures were taken despite his stated policy against such practice.

5. Mr. [redacted] helped pose the student prior to the photo in question. This included the positioning of the knees and the placement of the student's coat on top of her knees.

6. Mr. [redacted] hypothesized that the photo was a result of two contributing technical factors. The first was a camera lens that picked up more of the periphery of the posed shot than intended and the second was the darkness of the lab prior to the time the shot was taken.

   Due to these factors, Mr. [redacted] alleged that he did not notice that the girl was in a compromising position through the view finder before taking the picture. He further alleged that he did sense the photo might be "compromised" only at the moment the flash reflected off the table top upon which the student was sitting. Due to this "sense," he advised the girl to wear pants for the next session before she left the lab.

7. Mr. [redacted], during his first two months as principal at Cascade, shared a previous concern regarding Mr. [redacted] photography of junior high school females. That concern was prompted when Mr. [redacted] and Mr. [redacted] entered Mr. [redacted] classroom to find a girl lying on her stomach on a table propping her head up with her elbows in such a manner that the pose was extremely revealing of her breasts. Mr. [redacted] asserted that he asked Mr. [redacted] to report to his office the day following the session in question to talk with him about concerns of propriety of such photography sessions. Mr. [redacted] had no recollection of the meeting.

8. In both circumstances, the students photographed were interested in developing modeling portfolios.

Based on the information learned regarding the taking of the photograph, I believe there is justifiable reason to suspect a violation of the code of professional conduct, under chapter 180-87 WAC, may have occurred, particularly in regard to one of the provisions addressing disregard or abandonment of generally recognized professional standards (180-87-060). Further, based upon the history of concern with M[redacted], there may be a violation of sexual misconduct with student provisions of the professional conduct code (WAC 180-87-080). That provision addresses the commission by an education practitioner of any sexually exploitive act.

At the very least, I recommend we file a complaint with the Office of Professional Practices within the offices of the Superintendent of Public Instruction. It should be noted that failure to file a complaint when there is suspicion of suspected violation is, itself, an act of unprofessional conduct subject to complaint.

As to district sanction, the district could await an investigation conducted by the state or implement its own sanction. That is the purpose of our meeting scheduled for Friday, May 3.

rj
Copy to: Mike Reynolds
Bruce Phillips

M8:KJ3

AUBURN SCHOOL DISTRICT — AVENUE TO EXCELLENCE

May 9, 1991

Ms. Adelle Nore, Chief Investigator
Office of Professional Practices
Office of State Superintendent of Public
Instruction
Old Capital Building
Mail Stop FG-11
Olympia, Washington 98504-3211

Dear Ms. Nore:

The purpose of this letter is to register a complaint that an employee of the Auburn School District may have violated provisions of the code of professional conduct, Chapter 180-87 WAC of the state of Washington.

The name of the individual is Mr. [redacted], a junior high school visual communications teacher at Cascade Junior High School within Auburn School District. Mr. [redacted] certificate number is [redacted].

Actions of the district in this matter are based upon, but not limited to, the following:

1. Students in Mr. [redacted] classroom removed a negative of a picture taken of a female student because they felt something was "not right." The negative was taken home and discussed with parents who directed the students to the female counselor at Cascade Junior High School to talk about concerns. The counselor, upon seeing the negative, immediately reported the situation and delivered the negative to the building principal, Mr. [redacted].

2. Mr. [redacted] had the negative developed, in confidence, and reported concerns to the district's personnel officer. Investigation into the matter was conducted. As a result of the investigation, the following points were learned:

   a. Mr. [redacted] acknowledged taking the inappropriate picture of the female student.

   b. The picture in question was the third in a series of three pictures taken.

   c. Mr. [redacted] approached the female student and asked her to enter the photo laboratory to have pictures taken as part of a class project.

d. Mr. [redacted] was alone in the room, behind a closed door, with the female student at the time the pictures were taken in violation of his own stated policy against such practice.

e. Mr. [redacted] posed the student, prior to the photo in question, this included the positioning of the knees and the placement of the student's coat on top of the knees.

f. Mr. [redacted] alleged that he did not notice the girl was in the compromising position through the view finder before taking the picture. Mr. [redacted] indicated that he sensed the photo might be "compromised" only at the moment of the flash of the picture. Due to this "sense" he advised the girl to wear long pants at the next session before she left the lab. He did not, however, take any other action to remedy the situation.

g. Mr. [redacted], during his first two months as principal of Cascade Junior High School, shared a previous concern regarding Mr. [redacted] photography of junior high school females. That concern was prompted when Mr. [redacted], assistant principal, and Mr. [redacted] entered Mr. [redacted] classroom to find a girl lying on her stomach on a table posed in a manner revealing much of her cleavage. Mr. [redacted] stated that he asked Mr. [redacted] to report to his office the day following the session in question to talk with him regarding concerns of propriety of such photography sessions. Mr. [redacted] admitted no recollection of the meeting.

h. In both circumstances of questionable priority, the students photographed were interested in developing modeling portfolios.

The picture that was developed and served as the instigation for district's inquiry into the matter is being forwarded to you in a separate mailing. Please advise the district if you need further information or additional steps the district should take.

Sincerely,

James P. Fugate
Superintendent

rj

L3:NORE

Office of the Deputy Superintendent
Auburn School District No. 408

TO: Larry DeBruler

FROM: Chuck Booth

DATE: May 4, 1989

SUBJECT: [redacted]

On this date, I met in my office with [redacted], secondary curriculum consultant, and [redacted], former student. Ms. [redacted] and [redacted] indicated that [redacted] would like to make a statement regarding her relationship with Mr. [redacted], teacher, when she was a student at Cascade Junior High School and later at Auburn Senior High School. [redacted] had contacted Ms. [redacted] of her own free will and emphasized that the decision to do something about this was her own.

I asked [redacted] to make her statement and requested permission to take notes to remind myself at a later date. She agreed.

[redacted] met [redacted] as volleyball coach at Cascade Junior High School, grade 9. As a sophomore student, she assisted as a student manager. Mr. [redacted] typically gave her a ride home after practice and one day he kissed her and subsequently began touching her private areas. As the season continued over approximately five months, the touching became more and more frequent. When Mr. [redacted] was called to the personnel office and challenged regarding his relationship with another student, he informed [redacted] that they would have to stop seeing each other because Mr. [redacted] suspected something and had put him on probation.

At the end of the year, [redacted] went to Germany, which more or less terminated the relationship. I specifically asked [redacted] if Mr. [redacted] had touched her breasts and her vagina. She indicated he had. I asked how frequently this occurred and she indicated it happened two or three times each week.

Mrs. [redacted] indicated she had asked [redacted] why she had been unwilling to verify the accusation last year but had come forward

at this time. She indicated she felt much better about herself and had a "good support group." Recently she had gone to the high school to confront Mr. [redacted], found she could not, and watched his actions around female students. She felt she needed to take a position to be certain that what happened to her would not happen to other girls.

JAN 22 1990

SPI

JUDITH A. BILLINGS Superintendent of Public Instruction

January 17, 1990

Mr. [redacted]

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

RE: Certificate Record No. [redacted]

Dear [redacted]:

You hold a Washington Standard teaching certificate, issued on September 1, 1974. On May 26, 1989, we received a written complaint from the superintendent of the Auburn School District. The superintendent asked that the Superintendent of Public Instruction initiate an investigation regarding your continued fitness to teach. That request was made in accordance with RCW 28A.70.160 and WAC 180-75-039.

WAC 180-75-039 states, in relevant part:

> **"DUTY OF ESD SUPERINTENDENT, DISTRICT SUPERINTENDENT, AND PRIVATE SCHOOL ADMINISTRATOR TO FILE COMPLAINTS. Whenever an educational service district superintendent, a district superintendent, or the chief administrative officer of an approved private school possesses sufficient reliable information to believe the certificated employee within such district or approved private school is not of good moral character or personally fit or has committed an act of unprofessional conduct, such superintendent or chief administrative officer, within a reasonable period of time of making such determination, shall file a written complaint with the Superintendent of Public Instruction."**

By letter of June 8, 1989, you and Dr. James Fugate, Superintendent of the Auburn School District, were notified that a certification specialist in the Professional Education and Certification office would be investigating the complaint. An investigation was commenced in accordance with WAC 180-75-035, which states, in relevant part:

> **"Upon receipt of information of an arrest for any offense included in WAC 180-75-081(1) or a written complaint pursuant to WAC 180-75-034(2), that section within the Office of the Superintendent of Public Instruction having responsibility for certification shall investigate the complaint."**

In a letter to you, dated June 8, 1989, I requested that you submit materials to this office which you wished to have considered in the course of

the investigation. You were also told that you might contact me by telephone and an office number was provided.

Our investigation establishes that:

> You initiated a personal relationship with a female student. Through your position as a teacher and coach, a friendship between you was established. The female student confided in you and sought your advice regarding personal problems. Thereafter, you took advantage of this relationship and trust and initiated a romantic relationship with this student including, but not limited to, sexual contact. You continued this relationship with this student on a regular basis. You manifested this relationship with "poetry" and other written and oral communications to the student.
>
> In addition, you initiated a personal relationship with yet another female student who you taught during her ninth grade year at Cascade Junior High School. During her sophomore year at Auburn High School, she sought out your help regarding personal problems. You established her trust and thereafter took advantage of this relationship and your position by pursuing, or attempting to pursue, a romantic and/or physical relationship with her. You initiated sexual contact with this student by kissing her. You manifested this romantic/personal relationship with "poetry" and other written and oral communications to the student.
>
> Such exploitation of minor female students with whom you came in contact in an educational setting constitutes a serious threat to the educational welfare and personal safety of students. Such conduct exploits your authority as a teacher and is destructive to the educational mission of the schools. Such behavior also demonstrates your inability to function effectively as a teacher in terms of parents, fellow teachers, students, school administrators and the community.

In accordance with RCW 28A.70.160 and WAC 180-75-037, this office has determined that the above facts constitute sufficient cause to revoke your Standard teaching certificate on the grounds of lack of good moral character and/or personal fitness to teach.

You have the right to a hearing prior to any final action to revoke your certificate(s). However, such a hearing must be requested in writing by you. Any request for a hearing should be sent to:

> Counsel for Administrative Law Services
> Superintendent of Public Instruction
> Old Capitol Building, FG-11
> Olympia, WA 98504

In the event that you timely request a hearing on this matter, your certificate(s) will continue in effect at least until the hearing officer has rendered his decision.

If your written request for a hearing has not been received on or before February 16, 1990, your current certificate(s) will be revoked as of that date.

Very truly yours,

Rita Wood

Rita Wood
Certification Specialist
Professional Education
and Certification

RW:msp

Enc: Chapter 180-75 WAC
Excerpts from RCW 28A.70.160, .170, .180
Procedures for Investigating Complaints

cc: Dr. James P. Fugate, Superintendent, Auburn School District
Mr. Robert C. Van Siclen, Attorney at Law

Office of the Principal
Auburn Senior High School

CONFIDENTIAL

TO: Larry DeBruler

FROM: Kip Herren KH

DATE: November 16, 1992

SUBJECT: Conclusions on Allegations of Sexual Misconduct by Mr. [redacted]

After interviewing eight female and three male students, constituting three different class periods, I have come to the conclusion that [redacted] is not guilty of sexual misconduct, although his inadvertent gaze and close proximity to students have made some female students feel uncomfortable, and in some instances unsafe. The critical aspect of the allegations and the thrust of my investigation is [redacted] charge that Mr. [redacted] "grabbed her" on the behind when they were alone in class on November 3 as presented in her written account.

Mr. [redacted] is adamant that he did not grab, touch, or slap [redacted] on any occasion, although he does admit that he has wide sweeping hand gestures.

After questioning [redacted] about the touching incident, she informed me that "grab" was not an appropriate description of the incident and she modified her statement to say "pat, slap, or hit." When [redacted] entered the room prior to the beginning of class, Mr. [redacted] was standing close to the front row of desks, concluding a visit with a student who was leaving the class. When [redacted] passed by, he greeted her. At this point, [redacted] states that Mr. [redacted] made a gesture to reach out for her and then "slapped, patted, hit" her on the behind as she passed by. I believe that Mr. [redacted] swung his arms out to his side in a gesture that is common to his greeting style and inadvertently touched [redacted] when she passed by. This is all the more believable when you consider the mind set [redacted] had regarding this matter. She was very frightened and concerned about Mr. [redacted] look and proximity on other occasions.

Four other female students have expressed a concern about Mr. [redacted] eye contact and proximity, while four other female students located in commensurate classes express no concern or awareness at all. Three male students report that his gaze and proximity are consistent for all students in their recollection and are not ill at ease with Mr. [redacted]

There has been some degree of mass hysteria in this case. [redacted] shared her concern with other friends and the more cautious they behaved in their interaction with Mr. [redacted], the more attentive Mr. [redacted] became in his vigilance and interaction to find out what was wrong with this group of students.

Regardless, Mr. [redacted] has been counseled that his past teacher behavior has contributed to some female students feeling unsafe in his class. He has been instructed to develop a positive classroom environment; in particular, he must be conscious of his gaze and proximity with female students.

Currently, [redacted] and her friend, [redacted], have been placed in another class. I have talked with [redacted] mother who has expressed satisfaction with my follow-up thus far. Our administrative team will be providing close monitoring and observation of Mr. [redacted] classes in the future. I will keep you posted on any other occurrences.

alc

Copy to: Dr. Cantwell

Office of the Principal
Auburn Senior High School

TO: [redacted]

CONFIDENTIAL

FROM: Kip Herren

DATE: November 9, 1992

SUBJECT: Alleged inappropriate teacher-student behavior

Thursday, November 5, Ms. [redacted] referred two female students to me. These students were concerned about Mr. [redacted] who made them feel "unsafe" in his classroom. Both students expressed a concern that your staring and close proximity made them feel uncomfortable.

One student, [redacted], reported that on November 3, 1992, you made a gesture, when she and you were alone, to touch her and then grabbed her on the behind prior to the beginning of class. She also indicated that subsequent to that day Mr. [redacted] has been watchful of her to the point of making her feel unsafe. [redacted] also expressed concern over your close proximity while leaning against a rail in the library on November 4. Her mother called me on November 6 to express her concern over this matter. A written statement by [redacted] is included in this document.

[redacted] also expressed concern about your staring at girls and also about his comment to "do that part for me again" after she had done a part of a gymnastic routine while in the library.

On Friday, November 6, I talked with several other students. One female student confirmed that there was staring that was odd, but did not feel intimidated. Another boy was unaware of any problems.

On Monday, November 9, three other female students and one male student were interviewed. They felt that nothing in their classes with you was out of the ordinary. Some of their comments included:

"I haven't seen anything out of the ordinary. If he looks at us it's because our group does a lot of talking."

"He treats boys and girls the same as far as I can see."

"Great teacher. I don't think anything is wrong at all."

"I haven't noticed anything, but he is a tougher teacher."

At this time, I have referred the matter to Dr. DeBruler, personnel. I would encourage you to respond to this matter, in writing, as soon as possible.

alc

Attachment

Office of the Superintendent
Auburn School District No. 408

TO: File

FROM: Linda Cowan

DATE: June 27, 2002

SUBJECT: Meeting with [redacted] (District Investigation)

At 9 a.m. on Wednesday, June 26, I met with [redacted] a former teacher in the Auburn School District. Ms. [redacted] had sent me a letter regarding concerns that she had with sexual relationships between coaches and athletes or teachers and students. In the letter, Ms. [redacted] urged that the district respond to allegations of abuse and crossed boundaries.

When we met, I noted to Ms. [redacted] that in her letter she had indicated that she had resigned from her coaching position in 1999. I went on to further state that the letter inferred that the resignation was due to improprieties that she was observing. Ms. [redacted] confirmed that that was the reason for her resignation from coaching. The teacher at Auburn Riverside with whom she has concern is [redacted] Ms. [redacted] indicated that Ms. [redacted] was in a relationship with a former player of Ms. [redacted] by the name of [redacted] Ms. [redacted] indicated that Ms. [redacted] transferred to Auburn from [redacted] and was coached by Ms. [redacted] her senior year.

Ms. [redacted] went on to say that Ms. [redacted] forms friendships with certain kids that caused Ms. [redacted] to feel uncomfortable. When asked to name a student, Ms. [redacted] said that the only student that she could name was [redacted] Ms. [redacted] indicated that Ms. [redacted] graduated two or three years ago. Ms. [redacted] would ask Ms. [redacted] to house sit on weekends and to take care of Ms. [redacted] dogs. She said that Ms. [redacted] hung around the P.E. office and she observed Ms. [redacted] giving [redacted] keys to her home when Ms. [redacted] was going on vacation. Ms. [redacted] observed Ms. [redacted] with [redacted] at a [redacted] concert at Bumpershoot the summer after [redacted] graduated. There were others with Ms. [redacted] and [redacted]

Ms. [redacted] spoke to Ms. [redacted] regarding not keeping appropriate boundaries. Ms. [redacted] said that Ms. [redacted] "blew it off." Ms. [redacted] said that no student has come forward to tell her about concerns.

Ms. [redacted] indicated that Ms. [redacted] did not attend Mr. [redacted] meeting on sexual harassment. Ms. [redacted] indicated that there was a statement that

LC 6/28/02
LH 6/26/02

Mr. [redacted] used that Ms. [redacted] needed to hear. The statement was, "Look around your life if all the friends around you are 18 year olds, get a life."

I asked Ms. [redacted] if there were any students other then [redacted] that she thought might have a friendship with Ms. [redacted] that crossed boundaries. She indicated that there were a couple of students on Ms. [redacted] club volleyball teams but she did not know the names. I asked if there was any other teachers that had concerns. She indicated that [redacted] did and that Ms. [redacted] had also spoken with Ms. [redacted]. Ms. [redacted] said that Ms. [redacted] had mentioned the name of a club kid but Ms. [redacted] did not remember it.

Ms. [redacted] mentioned the [redacted] situation as another example of teachers failing to recognize boundaries with students.

I asked Ms. [redacted] about her relationship with [redacted]. I told Ms. [redacted] that I had reported to Children's Protective Service already regarding the situation because of Ms. [redacted] letter to me and that I also had a responsibility to report to the Office of the Superintendent of Public Instruction. Earlier in our conversation, I mentioned the term "grooming." Ms. [redacted] indicated that the grooming that she felt she had from Ms. [redacted] when she was a student at Auburn High School was around "don't tell." Ms. [redacted] said that Ms. [redacted] had asked her to come to Ms. [redacted] mother's home to help weed the yard and paint the kitchen. This was when Ms. [redacted] was a student at Auburn High School. At the end of the day, Ms. [redacted] gave Ms. [redacted] a "don't tell message." In reflecting upon this, Ms. [redacted] now recognizes that Ms. [redacted] knew it was wrong at the time. Ms. [redacted] was the only student with Ms. [redacted] all day. Ms. [redacted] mother was not home.

Ms. [redacted] was both a student and an athlete of Ms [redacted] at Auburn High School. Ms. [redacted] indicated that she had contacts with Ms [redacted] outside the school day. For example, Ms. [redacted] would indicate to Ms. [redacted] that she was going fishing and asked Ms. [redacted] to come along. I asked Ms. [redacted] if there were students or teachers that should have suspected. Ms. [redacted] said that [redacted] and [redacted] teachers at Auburn High at the time, should have suspected. Ms. [redacted] indicated that she had four high school friends who may have suspected or wondered. Those friends were [redacted], and [redacted] Ms. [redacted] said that when they were in college, Ms. [redacted] had asked [redacted] about her relationship with Ms. [redacted] Ms. [redacted] said she denied having a relationship and parenthetically said by then she was well trained to deny. Ms. [redacted] said that her relationship with Ms. [redacted] turned sexual her senior year in high school shortly after Ms. [redacted] turned 18 years of age.

Ms. [redacted] said that she did not want to see Ms. [redacted] fired. Rather, she wants to leave a legacy of not having any other student going through a similar experience. She would like to see teachers recognize when boundaries are being crossed and question their colleagues. As an example, she said [redacted] was told by [redacted] that he was dating someone younger. [redacted] should have asked [redacted] how much younger as [redacted] was young himself. Also, Ms. [redacted] indicated that [redacted] had become close to [redacted]

6/28/02
6/28/02

when [redacted] wife was ill and other teachers should have questioned that as well.

I told Ms. [redacted] that the district would respond to allegations of abuse and crossed boundaries and that we would be investigating the concerns that she had brought forward.

6/28/02

[redacted] 6/28/02

Halford, Dave

From: [redacted]
Sent: Wednesday, November 24, 2004 11:28 AM
To: Halford, Dave
Subject: Athletic trainer [redacted]

[redacted] came to me Tuesday November 23rd with some concerns about the trainer. The first concern was [redacted] had put up a curtain in the training room to create more privacy on the therapy side of the room. The second concern was that a girl named [redacted] (gynmast) was receiving electrolysis treatment with her shorts off in her underwear. The third concern was Mr. [redacted] told [redacted] was giving a girl a massage at 7:30 pm one night. The girl may not of been fully dressed. Finally, [redacted] stated her and some of the other girls were feeling uncomfortable in the training room and concerned everyone might get in trouble. The girls were asked to check injuries on athletes in private areas of the body. (example: Checking a girls hip flexer.)

[redacted]
School Counselor (Ri-Z)
Head Wrestling Coach
Auburn-Riverside High School
253-804-5161

Mr. [redacted],

Based upon our internal investigation concerning inappropriate student boundaries, the district has determined to terminate your employment effective immediately. If you have any personal belongings remaining in the training room at Auburn Riverside please contact me to make arrangements to pick up these items. Your final check will be mailed to you on December 17, 2004.

Copy to: Personnel File

11-24-04
Interview of [redacted]

Q- What was your role in the training program last year, under [redacted]?
A- I was here in the fall of 2003 quite a bit. I was here the same in the winter but not quite so much in the spring. I was paid with supervision hours and did some extra hours to complete my accreditation program.

Q- Did you work closely with [redacted]?
A- I'd be out at football field prepping the team. Some days I'd be doing therapy. The tasks varied. The tasks weren't defined.

Q-Did [redacted] have rules and procedures around treatment conduct?
A-No

Q-Were there practices you became aware of or discussed over time?
A- No, I don't recall any conversation we had.

Q-Did [redacted] treat female students?
A- Yes

Q- What did [redacted] feel the scope of a trainer's duties was?
A- Take a look at injury and you would say common injury? Treatable injury? I'm not seeing any sign or symptoms that warrant anything unusual. The rule of thumb on going to a doctor is if injury persists more than a week or has to hold them out for more than three practices or one game then refers to Doctor and of course always if injury is traumatic.

Q-What would students say expectations under [redacted] were concerning cross gender treatment?
A- Preventative could be cross gender. Evaluative is never done by student. Rehabilitation depends on severity. Back or stem treatment is pretty simple procedure. I don't recall any differences unless it got to more complex areas. Let's say girls gymnastics needed a groin wrap then if student, female trainer is competent enough then they would do it, but for the most complex areas then no gender lines crossed.

Q- Where did massage fall under [redacted]?
A- If doing back, for like one single knot, then pressure point only so anyone of any gender could do this.

Q-How about ultrasound under [redacted]?
A- Amount of kids competent enough to do ultrasound is pretty limited so gender issue is not so. Also, most ultrasound is on ankle so cross gender is OK.

Q- How about electrolysis under [redacted]?
A- If back, 75% is low back, then very simple so gender not an issue.

Q-Where do each of these fall under your program?
A- As of last week it is the same as above. I took into account severity of injury, competency of students. Ultrasound, I'm skittish of student use because if done incorrectly it is a weapon. As far as procedure of who works with what athlete, this entire year it has almost been only female student trainers and most of them have been first year students. Second year students don't need hours so I do a lot of the treatments until the first year students get up to speed.

Q-How about hip-flexor?
A-I wouldn't let any cross gender among students. I follow AMA guidelines. Any sensitive modality type injuries or treatments I require a same gender student as the injured student to be present. The "witness' watches everything going on. I would hope everyone would do that. [redacted] (SP?) has been the witness the most. [redacted] and [redacted] also have been witnesses and if gals in the program are around I use the most mature and most competent.

Q-How does this happen? Do you see you need a witness and specifically ask the student to do so?
A-Yes, although even then I'm very discreet because I don't want other students to know a sensitive treatment is going on.

Q-What students have you had to treat within one hands "area" of sensitive body parts? [redacted] (?), Cam [redacted], none in girls hoops, three in girls gymnastics....Um, [redacted] (?).

Q-For the female students stated above, has a student witness been present for all of them?
A-yes

Q-[redacted] had no coverage in the door between training areas but you do, why?
A- I had it there two days. A Friday and part of a Monday. I had questioned myself as to why there wasn't one there in the past. Coming from EWU and PLU there is always at least a curtain if not a separate room altogether.

Q- Was there always a student if you are back with client for these two days the curtain was up?
A- Once when I worked with [redacted] was there at the start and end but left in the midst for a couple of minutes. Curtain came down first thing Tuesday morning.

Q- What are your expected hours of work?
A-1:30-5:30 during basketball season. I've been in more to put together a database in "sportware". I've been in by 10:30 or 11:00. I liked [redacted] but I thought there was too much chaos, kids hanging out. My main objective was to establish a "training room" environment. I've also been in early because I've come in and the training room is door is propped open. It is a room that needs to be secure, there are scalpels and ultrasound etc in there. I've talked to [redacted] and [redacted] about how many keys there are for that room.

Q-Who is your supervisor?
A[redacted] and I work under guidelines set out by NATA.

Q-Does NATA have guidelines discussing age appropriateness of treating sensitive areas?
A-yes, witnesses etc.

Q-Are you seeing kids during this extra time you are in the morning?
A-I'm trying to curb it. Weight room coaches and PE coaches send kids in a lot. [redacted] probably sends the most in.

Q-Are you calling kids out of class during that time and treating them?
A-If I want to stay on top of the therapy I ask kids if it is possible to come to the room, during lunch. If I'm swamped I'll tell kids to come down during lunch. If after a game I need to assess before practice then also suggest during lunch.

Q-Have you ever treated a student prior to lunch?
A-yes, coaches send students down.

Q-Which coaches?
A-[redacted] and [redacted]

Q-Do you ask for a note from class?
A-No but they usually are carrying a pass. As I'm becoming savvier I'm asking students where they need to be.

Q-What female students have you seen, in the last two weeks, during lunch or before lunch?
A-[redacted] are all in sensitive areas. For these that have been hip-flexors the witness has been [redacted] has been in three times, [redacted] once, [redacted] once, [redacted] twice and [redacted] four times.

Q-What is [redacted] doing there? Doesn't she have a class?
A-She is a TA for someone and they don't have anything for her to do so she has been coming down and helping me.

Q-What level of undress do you have them go to for treatment? And I'm talking [redacted] and [redacted]?
A-I need unrestricted access to place the electrolysis pads.

Q-So down to their underwear?
A-Yes but they are completely under a blanket. They are covered to their neck. I then instruct them to go ahead and take their sweats off or whatever. [redacted] has been there hen I asked. I don't see any of the undressing. The blanket then gets folded back, per AMA and NATA guidelines, enough to expose the injured area only. The leg stays covered, crotch stays covered. When doing a stem treatment you place 4 pads around point of pain and then blanket is again returned to covering the whole body. Then the machine is turned on to treat the injury. As a practioner, I can't think of any way kids can put pads on themselves but they do take the pads off themselves.

Q-Did you ever see [redacted] do this on a student?
A-No, but I wouldn't have because I'm the same gender as [redacted] so I never would have been a witness. I do know [redacted] referred these to a doctor first but if student couldn't afford a doctor then [redacted] would treat. I can think of two in particular but don't know their names. [redacted] did always comment about how uncomfortable he was providing these treatments.

Q- Were you here on Parent Conference Night?
A- I was here until it ended then the football coaches and I went to [redacted].

Q-Do you remember a staff member coming in while you treated a student?
A-No

Q-Do you ever treat a student with lights off?
A-Because of nature of injuries and coming from college level and providing as much client confidentiality as possible, when the light was on in the back you could see through the curtain and so the purpose of the curtain was defeated.

Q-Did you treat a student during parent-conference with the lights off?
A- I never turn it off because it is motion sensor and so it goes off after time.

Q-So, to your recollection did you treat a student with lights off?
A-Not that I recall.

Q- Did [redacted] come in on parent-conference night?
A-Oh yes, I remember he did.

Q-Were you treating anyone?
A-Now I remember, yes. [redacted] and yes the lights were off because she was suffering from a migrane. She lies on table and I did nerve intervention pressures to release the pressure. I also did neck traction because of compression on vertebrae.

Q-Who initiated this treatment?
A-[redacted] asked if I could help.

Q-Did you driver [redacted] to football games?
A-Yes but both [redacted] and [redacted] mom knew.

Q-Did [redacted] have to be in any state of undress for this treatment?
A-no. I want to pint out that [redacted] told me on Monday about some students concerns around cross gender treatment so I have halted all cross gender treatment and that goes for me and students. I didn't want anyone fabricating or misinterpreting anything about treatments in the program.

Q-Have you treated [redacted] since this new policy was put in place?

A-I met with [redacted] Monday morning, then [redacted] saw me so I put the rule in place so I haven't treated any female students since [redacted] on Monday morning. I met with [redacted] and her mom last night and suggested they see medical treatment for her injury.

Q-Why not deal with [redacted] on a table in the front room on the night of parent conference meetings?
A-Tables are not long enough in front so I put her in the back where she could be comfortable.

I then thanked Mr. [redacted] for his time. I informed I was placing him on administrative leave while I continued to investigate the concerns. I informed him I would call him Monday to set a meeting and that I needed his keys until further notice. I had [redacted] walk him down to the training room to get his personal belongings and had [redacted] get his keys.

Office of the Associate Superintendent of Personnel
and Employee Relations
Auburn School District No. 408

TO: [redacted]

FROM: Larry DeBruler

DATE: December 3, 1996

SUBJECT: Student complaints

The purpose of our meeting is to bring to conclusion the results of the investigation into student complaints and to make recommendations following the closure of the investigation of those complaints by principal, Dr. Kip Herren.

It is my understanding that Dr. Herren extended to you the right to have union representation present at our meeting today and that you indicated that you did not wish the attendance of a union representative.

I have been informed that concerns of uncomfortableness by female students has been previously reported while you were acting in your capacity as a coach. These concerns occurred when you were a cross country coach during the 1994-95 school year and, subsequently, as a track coach in the 1995-96 school year. These concerns were addressed in your coaching evaluation.

In the fall of 1996, additional female student complaints were registered regarding concerns of proximity and physical contact, primarily from students within your physics and physical science classes. Students were individually interviewed by Mr. George Ilgenfritz and Dr. Herren. The results of that investigation, in part, was shared with you in Dr. Herren's memorandum of November 4 (copy attached).

I'm informed that while you do not refute the findings of the investigation, you have been very clear in attempting to assure that you have no intent to cause the feelings of discomfort reported by female students. In his comments to me, Dr. Herren makes very clear the fact that he has communicated to you that it is not the intent of a person's actions that are judged when it comes to potentially harassing behaviors but the effect of those behaviors.

Based upon continued student concerns, the following will be expected from you:

1. You are cautioned to avoid any semblance of sexual harassing behaviors with any person. The definition of sexual harassment does include proximity concerns and inappropriate touching. Further instances will be cause for further disciplinary action, including the possibility of termination. I have attached a copy of Auburn School District's bulletin on sexual harassment and a copy of the policy relevant to sexual harassment.

Office of the Principal
Auburn Senior High School

NOV 05 1996

TO: [redacted]

FROM: Dr. Herren

DATE: November 4, 1996

SUBJECT: Student Complaints

As per our discussion last week, the results of my investigation are summarized below. In all, eight students were interviewed. Of the eight, five students initiated a concern about your proximity and physical contact while the other three students were referrals made by the other students. All eight students are females representing your physics and physical science classes. Students were interviewed individually by George Ilgenfritz and me.

The results of these independent interviews conclude that many female students feel very uncomfortable by your close proximity and physical contact. Also, your facial expression and playful behavior make many female students feel uncomfortable. Statements listed below are samples of student comments:

"Rubbing my hand while responding to my question"
"Rubbing the back of my neck"
"Holding my arm while he escorts me out the door"
"His stares make me uncomfortable."
"He made a facial expression which made me feel he was blowing a kiss at me"
"Grabbing my shirt"
"Tickled me"
"He always puts his hand on my shoulder."
"He put his arm around my shoulder."
"He grabbed me from behind around my shoulders."
"He always plays these silly games that are immature."
"All the girls in school know about Mr. [redacted]
"He makes me feel creepy."

Needless to say, these are serious allegations. Given the fact that we have previously discussed issues of proximity and touch, it warrants strong administrative expectations and an outline of consequences should these behaviors continue.

Your professional effectiveness is seriously compromised by your inappropriate boundaries around proximity and touch with female students. In addition, your playful interaction with females is often deemed "juvenile" and "silly."

In conclusion, I am recommending that you receive training regarding appropriate professional boundaries around proximity and touch with students.

In addition, further violations around issues of proximity, physical contact, or inappropriate interactions will result in further discipline including possible termination. I have referred the matter to Dr. Larry DeBruler.

Copy to: Dr. DeBruler

Sexual Harassment

WSSDA 8700
4124
5124

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees, and others involved in school district activities.

Sexual harassment occurs when:

a. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;

b. Submission to or rejection of sexual demands is a factor in an academic, work, or other school-related decision affecting an individual; or

c. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.

The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have existing school district services made reasonably available to them.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline.

The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The superintendent/designee shall develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent/designee shall develop procedures to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. The policy shall be reproduced in each student, staff, volunteer, and parent handbook.

The superintendent shall ensure that this policy and related procedures are developed, reviewed, and that changes to this policy, if applicable, shall be submitted to the board of directors.

(adopted 6/21/95)

DEC. 2 1985

December 2, 1985

[redacted]

Dear [redacted]

I appreciated the meeting with you on Tuesday, November 26. As indicated, the purpose of the meeting was to share with you pertinent information on the recent classroom incident and make sure you were fully apprised of other statements regarding you. Attached is a copy of Mr. Booth's review and recommendations on the points discussed. Also enclosed is a copy of the letter you sent me on November 19, 1985.

As superintendent of schools, I am concerned about the pattern that is stated in Mr. Booth's review. In our meeting, you categorically denied that any of the incidents happened other than the paper doll "sex" statement that took place in your classroom on November 13.

It is important that you take action to deal with this situation. I would encourage you to contact an attorney to gain legal advice. Based on Mr. Booth's review, the district could make one of the following a requirement for clarifying the charges:

1. Consult a psychiatrist or clinical psychologist and submit pertinent data to the district that would help in clarifying the concern. To add credibility to this approach, I would recommend that the district agree with you as to the psychiatrist-psychologist used.
2. Submit to the district a successful polygraph examination. You brought this possibility up and the district would find it an acceptable resolution. This needs to be done under advice and supervision of your legal counsel in cooperation and agreement with the school district's legal counsel.

From the standpoint of the district and in regard to your welfare, I feel it is important that you take immediate action to deal with this matter. The district holds you in high regard as a person and as a master teacher and stands ready to assist you in any way possible. I look forward to discussing this further with you as you move towards a clarifying resolution.

Sincerely,

James P. Fugate
Superintendent

ms
Enclosures
bc: Chuck Booth

Office of the Deputy Superintendent
Auburn School District No. 408

INTEROFFICE MEMORANDUM

TO: Dr. Fugate

FROM: Chuck Booth

DATE: November 25, 1985

SUBJECT: Recommendation - [redacted]

This is to bring to your attention complaints regarding the professional conduct of [redacted], teacher, Gildo Rey Elementary School. On Thursday, November 14, I received a telephone call from Linda Cowan, principal. Cowan indicated that on the evening of November 13, she had received a telephone call from [redacted], mother, regarding an incident that had occurred in [redacted] classroom. I advised Linda Cowan to meet with [redacted] to discuss the specifics of [redacted] complaint with him. Cowan indicated she would do so. Later, in the afternoon of November 14th, Linda Cowan telephoned indicating that she had met with [redacted] He had agreed [redacted] complaint was essentially valid although he disagreed with certain specifics of the report.

I informed Linda Cowan that I would review the matter and most probably speak with [redacted] in addition to [redacted] and [redacted] regarding the matter since they were present during the incident. I met with [redacted] on November 18 and [redacted] on November 20. Their renditions were in substantial agreement with both [redacted] and [redacted].

Apparently [redacted] was rummaging through some Thanksgiving pictures and figures used in bulletin board displays in years previous. [redacted] had the class's attention; the situation was informal. [redacted] and [redacted] were at the front of the room with their backs to the class. [redacted] came upon Hallmark figures on a single card, folded in the middle---one of an Indian girl and the other, a pilgrim boy. He "rubbed", "smashed" or "brought" them together and said either "sex" or "this is sex." He then pinned them up and came to the location where [redacted] and [redacted] were waiting. He was reported to have remarked: "I'm glad you aren't a parent." The women indicated they were somewhat surprised at [redacted] actions and statements. It is agreed that the subject of sex was not being discussed and that the actions were out of context. [redacted] indicated his motivation was innocent, that the figures appeared to be

kissing and that he meant the whole incident in jest. A student present at the time indicated that [redacted] made kissing noises as he brought the figures together. In isolation, this incident reflects at best a poor choice of words, very poor taste, or an incident of very poor judgment. On a more serious level, the act could be the surface expression of a much more serious problem. When reviewed in the context of past incidents, it becomes cause for serious concern.

While he was assigned at Olympic Junior High School during the 1984-85 year, several concerns were raised regarding [redacted]'s relationships with his students. Girls asked to be transferred from his class because they felt uncomfortable about the way he looked at them and because they were uncomfortable with some of the things [redacted] said or did...One young girl complained that [redacted] had inappropriately touched her on two separate occasions and that she did not like it. Once touching was across the chest as he walked down the hall. The other was "across the butt," according to the girl.

A formal complaint was received by Larry DeBruler, principal, who met with the father and daughter to discuss the specifics of the incident. DeBruler met with [redacted] who indicated the incidents never occurred. The matter was then referred to me. I made a number of attempts to meet with the father and daughter to investigate the issue in more detail. Several appointments were made---all were broken. The father expressed some lack of confidence in the girl's story and sent her to live with her mother. The investigation could not be completed.

Another incident which first came to my attention last week, involved a student who indicated that [redacted] made her feel uncomfortable. She stated that [redacted] had said, "Give me a kiss" and then, "Probably would have if no one else was around." She asked to be removed from his advisory class. [redacted] indicated the incident did not occur. It is my understanding the student is known and could be questioned if necessary.

Another situation involved some girls who came upon [redacted] sitting in the hall in the morning. He indicated he liked to sit in the hall because "it is fun to watch people; sometines they have their flies open and I can laugh at them." He indicated to the girls this had happened to him before. [redacted] stated that this did not occur. The complainants are known and can be questioned about the incident if necessary.

Taken separately, each of these incidents would propose sufficient reason for concern and discipline; in isolation each could be an example of poor judgment or the result of unique circumstances. As a whole they should be recognized

as sufficient reason for serious concern. Even if one or two are disregarded, there remains sufficient justification to warrant action in my opinion.

I believe I have no choice other than to recommend application of serious discipline including possible discharge in this instance. Obviously, some or all of the above incidents did occur; all appear sexually involved at one level or another. All involve students for whom he is responsible. [redacted] has been aware of the continuing concern regarding his actions--yet additional incidents occur. [redacted] insists that the Olympic allegations are incorrect and that he would be willing to take a polygraph test to substantiate his position.

If [redacted] were willing to carry through with his offer to participate in a polygraph examination, and the results of such support his innocence, I would withdraw recommendation for discharge. If he would undergo formal evaluation by a district-selected psychiatrist, and if that psychiatrist found no reason for concern, I would likewise withdraw my recommendation. If [redacted] were to agree to undergo medical/psychiatric treatment which could be verified by the district, I would encourage consideration of long term sickleave. I would encourage such consideration because inappropriate physical intrusion is apparently not of concern.

I am attaching the statements received and my own notes for your information.

mj

Attach.

NOV 20 1985

NOV. 19, 1985

DEAR DR. FUGATE:

A FEW YEARS BACK I OBSERVED AND APPRECIATED, AT A DISTANCE, WHAT SEEMED TO BE THE VULNERABILITY OF TEACHERS WHO MIGHT BE FALSELY ACCUSED OF CERTAIN IMPROPRIETIES. I ASKED FOR, AND RECEIVED, AT DATE WITH YOU IN YOUR OFFICE DISCUSSING MY CONCERNS. YOU WERE GENEROUS WITH YOUR TIME AND I WENT AWAY FEELING REASSURED.

AS I'M SURE YOU'RE AWARE, IT'S NOW MYSELF WHO IS THE FOCUS OF CERTAIN ALLEGED IMPROPRIETIES. AN INCREDIBLE IRONY, ISN'T IT?

LAST YEAR I WAS CHOSEN TO TAKE A POSITION AT OLYMPIC JR. HIGH. I WENT THERE, WITH YOUR BLESSINGS, AND WORKED VERY, VERY HARD AT A DIFFICULT TASK. I DID THE JOB AND DID IT WELL.

AS YOU ALSO PROBABLY KNOW, WHILE I WAS AT THE JR. HIGH, A YOUNG FEMALE ACCUSED ME OF CERTAIN LIBERTIES WHICH I UNQUALIFYINGLY AND EMPHATICALLY DENIED. I MAINTAIN TO THIS DAY, AND I'VE OFFERED TO BACK IT UP WITH A POLYGRAPH, THAT I NEVER HAD ANY ASSOCIATION WITH OR PROXIMITY TO THIS ACCUSER OUTSIDE THE CLASSROOM — OR INSIDE THE CLASSROOM FOR THAT MATTER — OTHER THAN THE NORMAL PATTERNS OF CONDUCTING CLASS.

DR. FUGATE, THE ALLEGATIONS WERE, AND ARE, TOTALLY FALSE! THEY'RE LIES!

MR. BOOTH SPOKE TO THE PARENT, ASKED THE PARENT TO COME IN AND TRY TO CLEAR UP THE MATTER — THE PARENT NEVER SHOWED AND APPARENTLY MR. BOOTH WAS NEVER ABLE TO CONTACT THE PARENT AGAIN. ITS MY UNDERSTANDING THAT, EVENTUALLY, THE FATHER AND DAUGHTER MOVED AWAY. THE SITUATION STILL SITS ——— UNRESOLVED.

NOW THERE IS A NEW INCIDENT, COMPLETE WITH MORE FALSE ACCUSATIONS AND MISUNDERSTANDINGS. I ASSURE YOU, THAT I REALIZE ALL OF THIS, DOES NOT LEND WELL TO TRUST. IT IS CHARGED THAT I HELD UP TWO DOLLS IN CLASS, RUBBED THEM TOGETHER AND SAID, "THIS IS SEX." NOTHING COULD BE FARTHER FROM THE TRUTH! THESE ARE NOT THE FACTS. FIRST, ID NEVER DREAM OF DOING SUCH A THING, SECONDLY, I DONT UNDERSTAND WHAT WOULD MOTIVATE SUCH AN ACT. IVE WORKED TOO LONG AND HARD TO ADVANCE MYSELF AND MY FAMILY, TO THROW IT ALL AWAY ON SUCH A PRECIPITOUS AND SENSELESS PERFORMANCE.

I HAVE CONFIRMED UTTERING THE WORD, SEX. AND THERE, OF COURSE IS THE WORD WHICH RINGS THE BELL OF WARNING/ ALARM. THE HALLMARK LIKE THANKSGIVING FIGURES, WHICH ARE ATTACHED TO EACH OTHER (SIDE-BY-SIDE THROUGH COMMON CARDBOARD COMPOSITION) AND SEPERATED BY A CREASE-FOLD, WERE ALLOWED TO SWING TOWARD EACH

OTHER - COMING TO REST IN A FACING POSITION THAT CREATED AN APPEARANCE OF LITTLE KISSING CHILDREN. I HAD PICKED THEM UP FROM A DRAWER IN THIS POSITION, IT LOOKED LIKE THEY WERE KISSING — I THOUGHT IT WAS KINDA CUTE & THAT THE KIDS WOULD GET A KICK OUT OF IT. IT WAS ALL SO INNOCENT! THE APPEARANCE OF THIS DUAL FIGURE CUT OUT CONVEYS THAT FEELING. I HAD HELD THE FIGURES ALOFT WITH ONE HAND. IT IS TOTALLY IMPOSSIBLE TO RUB THE FIGURES TOGETHER (AS THE PARENT ALLEGES) HOLDING THE CUT-OUT IN THIS MANNER. FURTHER, ITS PRACTICALLY IMPOSSIBLE TO RUB THEM TOGETHER HOLDING THEM IN ANY MANNER —— THE STRENGTH OF THE HINGE-FOLD DISALLOWS IT. THE UTTERANCE OF THE WORD (ONE WORD) SEX, CAME JUST AS THE FIGURES APPEARED TO KISS. IT WAS A LIGHT, FUN NON-PRESSURED FEW MOMENTS —— A PLAY ATMOSPHERE. I HAD BEEN STAPLING SOME THANKSGIVING ART ITEMS TO THE BULLETIN-BOARD FROM A DRAWER IN THE BACK OF THE ROOM. I HAD ALSO FOUND SOME THANKSGIVING COLOR DITTOES AND WAS PASSING THEM OUT WHILE CLOWNING AROUND AT MOMENTS — SIMPLY BUILDING RAPPORT. BEING SILLY AND WRINKLING UP MY NOSE AT THE APPEARANCE OF THE FIGURES AS THEY APPEARED TO BE KISSING, I MADE THE COMMENT. THE MOMENT WAS NOT LEWD, CRUDE OR PROMISCUOUS IN ANY WAY. IT HAS, HOWEVER, BEEN SERIOUSLY TWISTED BY OTHERS.

MY AIDE AND MRS. [redacted] HAPPENED TO BE IN MY ROOM AT THE TIME. THEY AGREE WITH MY ASSESSMENT. MRS. [redacted] (AIDE) REMARKED THAT THERE WASN'T ANYTHING ABOUT IT THAT WAS OFFENSIVE.

BY THE TIME THE ACCOUNT GOT BACK TO MRS. COVAN, IN THE COMPLAINT FORM, IT HAD BEEN SERIOUSLY CHANGED. IN MY DISCUSSION WITH MRS. COVAN I WAS NEVER ASKED TO PRESENT THE CUT-OUT FIGURE AND ONE CANNOT FULLY APPRECIATE MY POINT OF VIEW UNTIL ONE DOES SEE THEM.

SO, THE SITUATION STANDS, MY POSITION (WITH WITNESSES) VS. THE ALLEGATIONS. ITS ALL SO DESPERATE AND UNBELIEVABLE.

IVE PRESENTED WHAT I BELIEVE TO BE THE FACTS. I WENT TO YOU SEVERAL YEARS AGO CONCERNED ABOUT THESE SORTS OF MATTERS, I APPEAL TO YOU AGAIN. THIS TIME I SEEM TO BE CAST IN A DIFFERENT LIGHT. I DONT THINK I SHOULD BE. I ASK YOUR CONSIDERATION, YOUR TRUST. I FELT THAT I OWED YOU DIRECT COMMUNICATION AND EXPLANATION.

SINCERELY,

[redacted]

Office of the Associate Superintendent of Personnel
and Employee Relations
Auburn School District No. 408

TO: File

FROM: Larry DeBruler LD

DATE: October 11, 1996

SUBJECT: [redacted]

On Friday, October 11, at approximately 2:30 p.m., I contacted [redacted] to inform him that he was not to report for work on Monday, October 14, nor was he to participate in any school-sponsored activities or appear on school grounds until further notice. I indicated that the district was in receipt of some disturbing news and that based upon the receipt of that news, were taking the action I had described. A tentative meeting time of Wednesday, October 16, at 9 a.m., was scheduled.

By 3:30 p.m., attorney Ron Heslop (565-9023) contacted me appealing that [redacted] be allowed to continue to work due to the fact that there were no restrictions placed upon [redacted] for any adolescent youth and that if we kept him tightly supervised he would then be able to work. I indicated that I was not comfortable making that determination but will review that with counsel and shared the fact that a date of October 16 had been slated and that the view of the district in such matters would be that that conference would be a Loudermill-type hearing conference with the potentiality for dismissal. He understood that but indicated he would not be available due to being out of town the entire week of October 14-18. He asked if he could send documentation showing that there were absolutely no restrictions upon [redacted]. I indicated he was welcome to fax whatever he would like us to consider and that I would attempt to contact him today regarding the potentiality of at least moving the meeting with [redacted] to a time when his counsel could be present. Out conversation concluded at that time.

rj

MD0:XM2

AUBURN SCHOOL DISTRICT AVENUE TO EXCELLENCE

July 19, 2005

[redacted]

Re: First Amended Letter of Probable Cause for Administrative Leave without Pay

Dear Mr. [redacted]

This letter amends the June 7, 2005, Probable Cause Letter served on you that day. The purpose of this letter is to inform you that probable cause exists to adversely change your contract status by suspending you without pay pursuant to RCW 28A.405.300 et seq arising out of incidents set forth in more detail below. (See Exhibit A for a copy of those code sections.)

Background

You are a permanent certificated employee within the Auburn School District (District) and, until you were placed on leave, was serving as an elementary school teacher at Dick Scobee Elementary School. In February, 2005, you were arrested and on February 22, 2005, you were charged with criminal voyeurism in a penal proceeding before the King County Superior Court. Presently, it appears that your case will go to trial sometime after September 15, 2005.

On February 22, the King County Superior Court issued an order entitled "Order Directing Issuance of Warrant and Fixing Bail" ("the Bail Order"). That order is enclosed as Exhibit B Under the terms and conditions of that order, you may not associate with minors. The terms and conditions of that order prevent you from fulfilling your job duties as a teacher.

After your arrest, you were placed on paid administrative leave from February 23, 2005 until April 12, 2005. On or about April 12, you were incorrectly placed on unpaid administrative leave. When the District learned that the unpaid leave was a mistake, the unpaid leave was changed into a paid administrative leave and any pay you had not been provided during the unpaid leave was reimbursed to you. You have remained on unpaid administrative leave since that date.

On March 16, 2005, you were given a *Loudermill* hearing concerning the voyeurism charges as well as whether you could teach and be in the classroom with children. At that time, you were asked to respond to the charges that had been made against you since those charges are relevant to whether you are fit to continue as a teacher with the District. You chose not to answer such questions or provide any response to those charges. Although your attorney represented that the scope of the criminal investigation did not include any minors currently attending the Auburn School District, you are, nonetheless, charged with two counts of felony voyeurism of minors and you have been ordered by the court to not have contact with any minors. (The District reserves its right to, at sometime in the future, amend this letter or serve you with another probable cause letter based on the voyeurism charges. Presently, the facts of the voyeurism case are not part of the District administrative proceeding against you.)

On July 14, 2005, you had another meeting with District officials. Your attorney was also present. You were asked at that time about a letter which had been found in your desk in your classroom. That letter read in full as follows:

> Good morning my little Autumn Turkey. I miss you like always.
> I've thought of making love to you a lot today. I need you on me <u>now</u>!

When District administration asked you questions about the letter, through your attorney you refused to answer the questions. After discussing the matter with your attorney in private, you, through your attorney, admitted that you had written the letter, but that it was written to an adult. The District had an interest in determining whether that was true and asked you the name of that person. Though directed to provide the answer, you refused to answer and divulge the name of the adult to whom the letter was written. Without that information, it would not be possible to interview the person to attempt to verify that you were writing the letter to another adult rather than to a student.

First Charge
Inability to Perform Your Job Duties

Pursuant to the Bail Order, you are not to have contact with minors except in the presence of another adult. As a school teacher, you are required to work with children out of the presence of others except the children. The Bail Order makes it impossible for you to fulfill your job duties and responsibilities. Probable cause therefore exists to place you on unpaid administrative leave until such time as you are allowed to be in the presence of minors as a school teacher is required to be on a day-to-day basis.

Second Charge
Insubordination

At the March 16, 2005, meeting you were directed to answer questions concerning the voyeurism charges against you. The District has an interest in knowing whether the charges are accurate because, if they are, you would not be suitable or fit to associate with children and be a teacher. Although you were directed to answer such questions at that meeting, you refused to do so, citing Fifth Amendment concerns in the criminal proceedings against you. Despite any right you may have against self-incrimination in a criminal proceeding or in an interview with the police, you have no such rights when you are interviewed by the District concerning matters relating to your employment at the District. Refusal to answer questions on March 16th constituted insubordination and interferes with the District being able to effectively and efficiently investigate important issues about you concerning the health and welfare of students.

Third Charge
Insubordination

As described above, on July 14, 2005, you were directed to answer certain questions asked of you in an official investigation into potential misconduct regarding yourself. You refused to answer those questions even after being directed to answer. Despite any right you may have against self incrimination in a criminal proceeding or in an interview with the police, you have no such rights when you are interviewed by the District concerning matters relating to your employment at the District. Refusal to answer questions on July 14th constituted insubordination and interferes with the District being able to effectively and efficiently investigate important issues about you concerning the health and welfare of students

Your Rights

1. You have certain rights to due process under law which include but are not limited to the following:

   a. You have a right to a hearing concerning this matter pursuant to RCW 28A405.310.

   b. You have a right to be represented by legal counsel.

   c. You have a right to see and obtain copies of all documentation to support the district's case against you.

   d. You have other additional rights outlined in RCW 28A405.300 et seq.

2. A copy of this letter will be placed in your personnel file.

3. Should you disagree with the action proposed above, you have ten (10) days within which to request a probable cause hearing pursuant to RCW 28A.405.310 to determine whether there is sufficient cause for your adverse change in contract status. Such a request should be made in writing and must be presented to me within that time period or your right to a hearing and to protest the proposed action are waived.

Conclusion

You are hereby suspended and placed on administrative leave with pay. Administrative leave and suspension without pay will begin eleven (11) days after your receipt of this letter, or if you demand a hearing, when the hearing officer so orders.

Sincerely,

Linda S. Cowan
Superintendent

rj
Copy: Personnel File
Enclosures: Exhibit A (statutes)
Exhibit B (Bail Order)

Office of the Associate Superintendent of Personnel
and Employee Relations
Auburn School District No. 408

TO: File

FROM: Larry DeBruler

DATE: January 18, 1994

SUBJECT: [redacted]

On Thursday, January 13, I was notified by Linda Cowan that an individual by the name of [redacted] and daughter [redacted] were in her office alleging concerns of sexual harassment on behalf of a Cascade Junior High School teacher. I reported to her office with Debbie Childs, made appropriate introductions, and explained Debbie Childs presence as a degree of comfort for [redacted] or, if in fact [redacted] preferred talking with Debbie, that was her purpose in being there. [redacted] felt comfortable with both of us.

[redacted] father, [redacted] indicated that he did not feel comfortable in talking to [redacted] though he never had. He then related that he was aware of his daughter's discomfort earlier in the year when she had indicated to him that one of her teachers had made sexual remarks or gestures. He thought this behavior would perhaps be passing and discontinue. He stated that he viewed his daughter as a very credible source as she was not a trouble student so he took her call to him of this day quite seriously.

I asked [redacted] to share any concerns she had had with the teacher. She indicated frustrations dating prior to Christmas vacation time and that these included the fact that he would "not look at your face, but look at your chest." She indicated further that she had always had received favored treatment for her and her friend. Under further questioning, she defined that favorable treatment by example to include that she was not required to have a pass or have consequences for not having a pass to be outside the classroom. [redacted] further stated that Mr. [redacted] tries to "hug you and look down your shirt" and that this happened to other girls as well though she could not recall the names of any.

[redacted] further recalled a specific incident in which Mr. [redacted] attempted to pull her out of the class (some time in November, December) and that this action resulted in a tug-of-war with her friend [redacted] who tried to keep [redacted] from being pulled out into the hall because she was, according to [redacted], aware of [redacted] discomfort with [redacted]

[redacted] acknowledged that Ms. [redacted] had approached her on this day stating words to the effect that Ms. [redacted] did not think Mr. [redacted] was the problem, that [redacted] was the problem. [redacted] shared that earlier she had talked with Ms. [redacted] regarding concerns with Mr. [redacted] and that Ms. [redacted] assured her that she

would tell Mr. [redacted] to "lay off." I asked [redacted] what had occurred that would have made Ms. [redacted] approach her today to state that she felt [redacted] was the problem. To this [redacted] had no answer.

In the course of the conversation, I learned that [redacted] had been a student in Mr. [redacted] class last year as well. Under questioning regarding relationships in this last years class, [redacted] informed that she had been treated as a favored student then as well, for example, she stated she would be able to earn extra credit for certain things. I asked her specifically what things she could do to earn extra credit. She indicated to run errands or to pick up trash around the class.

I reviewed the above information from the handwritten notes taken from this interview for accuracy. I asked [redacted] if those notes were accurate. She indicated that they were. Further, I asked if there were any other instances or concerns that were evidenced between Mr. [redacted] and her that she had not shared with me. She indicated there were not.

Discussion then turned to a detention period assigned for [redacted] having walked out of Mr. [redacted] class. I indicated that that was a detention period that would not be served and that I would be getting in touch with the school that afternoon.

rj

Office of the Associate Superintendent of Personnel
and Employee Relations
Auburn School District No. 408

TO: File

FROM: Larry DeBruler

DATE: January 18, 1994

SUBJECT: Sexual harassment allegation-[redacted]

On Thursday afternoon, January 13, I went to Cascade Junior High School to step into a meeting being held with Bruce Phillips, Nola Wilson, and Hans Torklep.

As a result of administrative contact, I was informed by Nola that she had investigated the concerns brought by [redacted] earlier in the year very thoroughly. I asked if those concerns had included some of the behaviors [redacted] had shared with me; i.e., attempting to look down her shirt or hugging. Nola said that she felt that it had and that she felt absolutely confident in asserting that Mr. [redacted] was not inappropriate in any of his interactions with [redacted] She further shared that Mr. [redacted] had kept notes since that time regarding [redacted] and that it was Mr. [redacted] who had reported to Mrs. Wilson that he was no longer comfortable with [redacted] in light of previous concerns, since she continued to be overly friendly to him. It took Ms. Wilson approximately one week to talk to [redacted] when she did on January 13.

I told the administrators that I would document my conversation with [redacted] and I would share that documentation with them and review their investigation into the matter. In the interim, it was agreed that [redacted] would be removed from Mr. [redacted] class and that the detention period would not be served.

rj

M17:DL2

MAR 31 1983

[redacted]

March 29, 1983

Mr. Archie McCallum, principal
Auburn Senior High School
800 Fourth Street Northeast
Auburn, Washington 98002

SUBJECT: Documentation of "biting incident" involving Mr. [redacted], cheer advisor at Auburn High School

Dear Mr. McCallum:

[redacted] bit our daughter, [redacted], on her thigh, during a cheer class workout.

We are distrubed that we were never informed by [redacted] or any member of your staff that this incident had occurred.

[redacted] chose to remain silent because of peer pressure. Also, she knew we would certainly intervene and possibly cancel her participation in cheer. [redacted] did tell us a cheer member had been bitten by Mr. [redacted], and she, along with other cheer staff members, had spoken to Ms. [redacted], assistant principal, and that the problem had been settled. Not suspecting [redacted] was the student personally involved, we only expressed our disgust at the unprofessional behavior of Mr. [redacted], and that we hoped the parents of the assaulted student would take some action.

Time elaspsed, and on [redacted] report card she received a C- letter grade in her cheer class and several negative comments from Mr. [redacted], instructor of the class. We were very surprised by this, knowing [redacted] dedication to cheer and her general attitude and skill level displayed during performances, so we asked her, "Why?"

Her response was, "Ever since that incident with the biting thing, Mr. [redacted] has treated me differently, and no matter what I do, I can't seem to please him." We decided to investigate further and called Kathy Wicks.

Through [redacted], at this late date, we have become aware of several happenings. Mr. [redacted] spoke to the cheer class after he had been disciplined by you in this matter and made statements such as, "We are a special class ... we stick together as a family ... when something happens within our group, we keep it that way ...

if questions are asked of you, there are ways to answer them that are 'evasive'" and finally, "Send them to me and I'll handle it my way ..." [redacted] concern at this point was, "I was asked a specific question and I gave a direct answer." (Referring to her talk with Mr. Wicks)

According to you, Mr. [redacted] was to have contacted us, explained the incident, and offered an apology. This contact with Mr. [redacted] and us never occurred, but we understand he led you to believe it had taken place and "all was well". This insubordinate behavior weakens his professionalism in our estimation.

Mr. [redacted] continues to refer to [redacted] as "ding-dong", "bird-legs", and other derogative adjectives, even though she has asked him to call her by her given name. She believes he deliberately says these things to draw negative attention to her before her peers.

We believe [redacted] has been treated unfairly, discriminated against, and ridiculed before her peers by Mr. [redacted], all dating back to this one incident. [redacted] has suffered emotionally, especially dealing with her own self-worth because of Mr. [redacted]. She has chosen not to continue with cheer as she can no longer abide this degradation from Mr. [redacted]. We believe she has been totally intimidated by him to the point of "non-performance" even in conversing in a normal manner with the man.

We are asking you to investigate this matter thoroughly and take definite disciplinary measures in regard to Mr. [redacted] Mr. [redacted] professional behavior is deplorable and warrants legal action relating to sexual harrassment toward our daughter.

We have consulted our attorney, and are prepared to take whatever legal action is necessary to alleviate this problem from ever happening again to any child. We will wait to hear from you.

Sincerely,

[redacted]

Michael K. Sizemore

Copies to:
Dr. James Fugate, superintendent of Auburn Schools
Mr. Ron Douglas, president, Auburn School Board

Interview Investigation: [redacted]
Experience: 30+ year as Teacher, Swim Instructor, Coach, Life Guard
Date: 4/25/12 12:00 p.m.

Accusation: Inappropriate touching during adaptive swim.

How many years have you taught adaptive swim?
"20+ years."

What were you teaching on 4-20-12?
"Kicking front and back – for free style – breast stroke."

How many students were you working with?
"Four – 2 girls and 2 boys."

During swim instruction, what body areas could you touch to carry out instruction?
"Arms, legs, stomach, back."

Is your technique the same for all students?
"Yes."

Does the teaching technique ever require additional support?
"Yes - when students start to sink, supporting them to recover is necessary."

How do you get them floating?

"Hand under water on their body – usually their back or stomach."

Is it possible to inadvertently touch other areas while spotting to get them back to floating instead of sinking?

"Yes, not consciously, with adaptive kids they seem to panic so intervention needs to be quick."

What are adaptive kids like in the pool?

"Playful, they love swimming. They are great kids! I started the program and they have been my best classes. ([redacted] broke into tears)

The kids are playful?

"Yes."

Has [redacted]ever jumped on your back?

"Yes, she is a great kid. Sometimes it is difficult because she will do this while I am instructing. She lets go when told to".

Did you have a conversation in early March with Sarah Shaw?

"Yes."

What was discussed in this meeting?

"Sarah told me two students were uncomfortable with me touching their legs."

What did you say to her?

"I told her I regretted the way they felt and thanked her for meeting with me. I told her that we (all instructors) teach the technique for the breast stroke kick which is to hold their ankles and move their legs to achieve the correct movement. This is to start some memory learning so they can execute the kick correctly.

After the meeting what did you do?

"Quit doing the beginning step – kids had the kick motion. Did not touch their legs again."

Did you touch [redacted] in the crotch or breast?

"No, not intentionally if it occurred. I do not recall doing so, it would have been inadvertent. I have never done that to any student.

**OFFICE OF THE DIRECTOR OF PERSONNEL,
EMPLOYEE RELATIONS, AND LEGAL AFFAIRS**

TO: [redacted]
cc: Mary O'Brien, Larry DeBruler, personnel file

FROM: Heath Merchen

DATE: 11/17/99 2:38:00 PM

RE: District investigation findings and letter of reprimand

I am writing to follow up on our meeting of October 18, 1999, regarding the allegations of misconduct that the district has been investigating. As you recall, you were told of the allegations and given an opportunity to respond to them during a meeting on October 11, 1999, between myself, assistant principals Brad Sprague and Cassie Meath, you, and your union representative, Mary O'Brien. The concerns, as well as your response, have been provided to you in prior memoranda. The district continued its investigation after this meeting and subsequently, during our meeting of October 18, 1999, you and your union representatives, Mary O'Brien and Carolyn Olsen, were informed of the district's findings regarding the allegations of misconduct and the district's intended discipline. At that time, you were also provided with the opportunity to respond.

As I informed you during our meeting, the district interviewed a number of students, graduates, and staff members regarding the concerns that surfaced, including several who you requested that we interview. In addition, the district reviewed video tapes of trips as well as class listings, written reports, ASB records, and various other documentation in pursuing the investigation.

While the evidence does not show that your actions constitute sexual harassment, your poor choices have put you in situations where you have been extremely vulnerable to accusations. In fact, many of the scenarios the district finds have occurred carry with them a strong appearance of impropriety. These include taking female students water skiing at your home, giving a female student a ride to your home without any other adult present, walking into a girl's hotel room with a video camera, shopping for lingerie while female students were in close proximity, making sexually oriented jokes in the proximity of students, and acting in a peer like manner with students.

In addition, the district finds that you have given compliments to female students that could have been easily misinterpreted as inappropriate. This finding is based in part on the testimony of female students together with an investigator's observations of your behavior while on a recent trip, which we discussed during our most recent meeting.

In summary, although the evidence does not show that you engaged in an intentional act of harassment of any student, you have failed to exercise appropriate judgment in performing your duties as an instructor for the Auburn School District. Specifically, you have engaged in inappropriate, peer like behavior with students and you have failed to observe appropriate teacher/student boundaries.

From this point forward, you will no longer invite students to your home, water-skiing or to any other non-school activity unless it is approved by your principal and other adults of both genders are present. Second, you will not make any compliments regarding any person's body, sexually oriented jokes, or sexual innuendoes in the proximity of students or staff members at any time. Third, you will avoid being in any situation where you are alone with a student of the opposite gender for a prolonged period of time and you will not enter any female student's or staff member's hotel room at any time unless an emergency situation arises. Fourth, you will refrain from making any lingering touch of any part of a student or staff member's body. Finally, you will refrain from engaging in peer-like student behavior and will maintain appropriate teacher student boundaries with all students.

As a result of your behavior, this letter of reprimand will be placed in your personnel file. Any further such behavior will result in more severe disciplinary action, which may include termination.

ALPAC ELEMENTARY SCHOOL

Office of the Principal

TO: Chuck Booth

FROM: Bill Ray

DATE: March 22, 1983

SUBJECT: Sexual abuse allegations against [redacted]

The following is a chronological description of my involvement in reference to the charge against [redacted]:

Monday, March 21, 1983

- Approximately 4 p.m.

Jan London from Children's Protective Service called to inform me that she had been contacted in reference to allegations of sexual abuse of one of my students by one of my staff members, [redacted]. A conference was scheduled at Alpac for 8 a.m. on Tuesday, March 22.

- Approximately 4:10 p.m.

I consulted Mr. Booth in reference to the situation. He agreed to attend the conference scheduled at Alpac at 8 a.m. on Tuesday, March 22.

- Approximately 5:15 p.m.

I called Jan London at CPS on an unrelated sexual abuse case. At that time she confirmed that [redacted] mother of [redacted] and [redacted], had contacted the CPS office.

Tuesday, March 22

- 8 a.m.

The following were in attendance at this scheduled conference:
Jan London - CPS
Chuck Booth - Deputy Superintendent
Bill Ray - Principal
[redacted] - Parent

[redacted] reported the following information:

[redacted] had informed her that Mr. [redacted] was grabbing her around the waist and not letting go. Also, he had been lifting up the girls' dresses and looking under them. Mrs. [redacted] stated that this information was relayed to her after the all-district musical program on the evening of Thursday, March 17. She said [redacted] had stated that she was scared. Mother asked her why and [redacted] had stated, "Because Mr. [redacted] lifts up skirts and pats girls on the bottoms." Mrs. [redacted] also stated that [redacted]s mother had confirmed to her that Mr. [redacted] had patted the girls on the butts and at the same time would start rubbing the butts. Mrs. [redacted] also made the statement that about one or two weeks ago, Mr. [redacted] had placed his hand on [redacted] breasts and began moving his fingers around. He also put his arms around [redacted] waist and held her real close.

Mrs. [redacted] then related that [redacted] had told her the following:

Mr. [redacted] had patted her on the rear and asked her where [redacted] was. Mrs. [redacted] also stated that two or three students had dropped out of band class because of Mr. [redacted]. It was the impression of Mrs. [redacted] that these incidents had been occuring over a long period of time.

Tuesday, March 22

Conferences were conducted with six individual students. Jan London and Bill Ray were in attendance at each of these conferences.

a. [redacted] made the following statements as a result of the questioning by Jan London:

The incidents began at the beginning of the school year. Mr. [redacted] would pat her on the bottom and would rub slowly. He had flipped up [redacted] dress up and looked at the girl's panties during class time. Last month, while she was sitting alone, Mr. [redacted] touched her breast until she knocked his hand away. Another similar incident also took place in December. Mr. [redacted] would make no comments or suggest anything. She had not seen him touch the breasts of other girls, but had seen him touch other girls bottoms. She also stated that her sister [redacted] knew of some girls who had dropped out of band class because of Mr. [redacted].

b. [redacted] made the following comments as a result of the questioning by Jan London:

"At the beginning of the school year, I would go in at lunch recess to practice on my instrument. Mr. [redacted] would pat my butt and rub it up and down. He did this quite often. I am out of band because of it. I quit in October. [redacted] on had quit because of it also."

[redacted] stated that she had seen Mr. [redacted] put his hands on the butts of other girls, but did not remember who they were. She had seen him lift up the skirts of [redacted] and [redacted]

C. [redacted] related the following as a result of Jan London's questioning:

"I was scared because every time I went up to talk to Mr. [redacted] he rubbed my butt and held me tight. This happened last year between September and May. He would rub and smack my butt, but did not touch any other part. He also touched other girls ([redacted] and the other girl doesn't go here anymore - [redacted]). He would touch me every time I went up to ask him something."

When [redacted] was asked whether she had told mom, she said that she had and mom just said not to ask Mr. [redacted] any more questions.

d. [redacted] related the following as a result of Jan London's questioning:

"Mr. [redacted] liked to put his arms around you and put his hands on your butt. In the 5th grade (last year), it was friendly. This year it was not so friendly anymore. He spanks my butt and just puts his arm around me. He put his arm around [redacted] with his hand on her bottom. I told my mom."

e. [redacted] related the following information as a result of Jan London's questioning:

"I quit band last year because of Mr. [redacted]. He would pat my bottom lots of times. I told my mom and she said just to stay away from him. I saw him do it to other girls."

f. [redacted] stated the following:

"Mr. [redacted] bugs me. He always puts his arms around you when you would ask questions and would pat bottoms - no other parts. He would hold his arms around me giving me an uncomfortable feeling. I walk away whenever he puts arms around me and he pats my bottom when I walk away. He has never made suggestions. He does it to all girls in band. I do not wear skirts because I don't like them.

Tuesday, March 22 - Conference with Jan London, Chuck Booth, Bill Ray, and Pacific Police Chief, Randy Ostrander:

During this conference, Jan London related to Chief Ostrander the allegations against Mr. [redacted]. Chief Ostrander and Jan London suggested that all other girls in the band class be interviewed. I requested Mrs. [redacted] to type a list of all girl band students, with addresses and telephone numbers.

During this time, Mr. [redacted] arrived. Prior to joining our conference, Chuck Booth left to meet with Mr. [redacted] and related to him what was happening and who was involved in the conference. Mr. Booth also told him that he did not have to meet with all of us. [redacted] chose to do so because he felt he had nothing to hide.

Jan London informed Mr. [redacted] of the allegations and the seriousness of the charges. She also gave him the opportunity to confess and seek help. Chuck informed [redacted] that the district would have to discharge him if he were found guilty, or seek his resignation. If not guilty, he suggest that Mr. [redacted] seek counsel (possibly, AEA--John Gullion and Bob VanSiclen). Mr. [redacted] claimed no sexual overtones in any of his actions.

Jan London departed to interview Mr. [redacted] daughter at Pioneer.
Mr. Booth conferred with [redacted]
Chief Ostrander accompanied Mr. [redacted] to the Pacific Police Department.
At this time Chief Ostrander departed.

Jan London returned and again conferred with Mr. Booth and myself. She informed us that she had also talked to Mrs. [redacted]. During this time, Mrs. [redacted] and Mr. [redacted] father arrived upon the scene and asked numerous questions in reference to the allegations and process to be followed.

At this time Jan London was to check with her superior in reference to interviewing the remainder of the girls in band. It was my suggestion not to do it in the school setting because of the disruption to the educational process. The incident became common knowledge amongst our fifth and sixth grade students.

LAW OFFICES
MICHAEL J. REYNOLDS
329 EAST MAIN STREET
AUBURN, WASHINGTON 98002
(206) 939-4556

September 22, 1983

Attorney Robert C. Van Siclen
SMYTHE & VAN SICLEN, P.S., INC.
29 First Street N.E.
Auburn, Washington 98002

RE: Your Client: [redacted]
My Client: Auburn School District

Dear Mr. Van Siclen,

Pursuant to your correspondence of August 26, 1983 and September 13, 1983 and our conference on September 16, 1983 the following constitutes summaries enumerating students interviewed and a summation of the testimony of each student.

1. [redacted] (interviewed on July 12, 1983)
[redacted]

[redacted] is 12 years of age, is an 8th grader at Olympic Jr. High School and was in band in the 5th & 6th grade with Mr. [redacted] as an instructor. No disciplinary action was taken against her by Mr. [redacted]. She had chorus in the 7th grade for one semester. She felt the contact by Mr. [redacted] was inappropriate. By the time she was in the 6th grade she felt that the physical contact was something other than being nice. He would put his arms around her and pat her bottom every day and not talk about anything specific. She stated he would do this everytime that she would ask a question. In addition he would rub her back and feel her bra strap.

On one occasion she asked if she could go to the bathroom and he put his hands over her from behind nearing her chest, wherein she removed his hands.

She described the type of rubbing by him as being in a circular motion.

She also saw the activity done to a friend and on occasion he would rub both girls' bottoms at the same time.

During a chorus performance he made a comment to the effect that all the students had nice bodies.

In touching, he would start near the shoulder and work down.

She felt by the 7th grade that he was flirting and would therefore start to keep away from him. She stated that she felt uncomfortable and would not ask him any questions.

Fellow student, [redacted], would tell him to keep his hands off her. He apparently sent notes home saying that this individual was a bad student. She in turn referred to him as a pervert.

She stated that she would not want him as a teacher now because of the touching and the uncomfortable feeling left with her, it made her uneasy.

2. [redacted]

[redacted] is 12 years old and is in the 7th grade. She was in band two years. She enjoyed band.

She complained that Mr. [redacted] flipped up the skirts of girls and her own. She noted that when she dropped books and picked them up he would flip up her skirt high enough to reveal her bottom.

She stated that he patted her on the bottom every day and would do the same to other girls.

She also stated he would flip up the dresses of other girls.

When patting her bottom he would leave his hand there until it was knocked off or she would walk away.

The patting on the bottom was a rubbing fashion.

She indicated that her grades are "A" and "B". She feels that she is a good student.

She further stated that while Mr. [redacted] was at the piano he would stand up with his zipper open and wait until she looked at him to zip up. She stated this occurred approximately once per week.

She related further incidents where he would put his hand up her shirt to rub her back and stomach and move his hand up until she knocked it down.

3. [redacted]

Sister of [redacted] She is 11 years old, in the 6th grade. She was in band for three months from September 1982 until November 1982. She played the clarinet and enjoyed it.

She stated that she dropped a pencil and Mr. [redacted] flipped up her dress with the pencil or his hand. This happened more than one time.

She further stated that he rubbed her bottom and described a rubbing type motion.

She further stated that she would like to go into band if there was a different teacher.

She further stated that she witnessed girls talking about the activity of Mr. [redacted]

4. [redacted]

[redacted] is 11 years old, in the 6th grade. She likes school. She was in band all of last year and played the flute. She likes the flute and wanted to go to band the following year. She was taught by Mr. [redacted] and had him all year. She stated that he was nice, friendly and helpful however did something to make her afraid. When asked about this she stated that he put his hand around her waist in class. She stated he put his arm around other girls.

She stated he patted her on the fanny, but not often. She stated that she is a little afraid to go to band next year because of reoccurence.

The above interviews were conducted by myself with each student individually. Generally present was a parent of the student, however in the interviewing process the parent made little or no comments and a narrative approach was used without leading questions.

In addition to this information other interviews were conducted by the Children Protective Services wherein Bill Ray, principal and Chuck Booth, Deputy Superintendent, were present and took notes.

Enclosed you will find a copy of those notes in the form of a Memorandum from Bill Ray to Chuck Booth dated March 22, 1983.

The sections underlined indicate my underlining, which was contrasted with the independent interview that I did with each of the students to determine whether or not the student's testimony was consistent. There was no reference made in my interviews of any past interviews nor any reference to specific incidences. You will note there were some students interviewed previously that I did not interview, only because I had difficulty in contacting them during the vacation.

In addition other interviews were conducted by a representative of the King County Prosecuting Attorney's office. I have reviewed some of the notes taken from those interviews which appear consistent with the other statements given. In addition one of the students, [redacted] did state during an interview on approximately 2 or 3 occasions, touched her between the legs, in the vaginal area.

Additional witnesses contacted by this agency, not contacted by myself or interviewed with Children Protective Services and the school district was [redacted], a 6th grader who testified as to flipping up girls' skirts and patting on the bottom; [redacted], age 11, in the 5th grade stated that he had rubbed her "butt".

[redacted] 6th grader, 11 years old, stated that he rubbed her bottom and holds her body next to his side and places his arms around her.

[redacted] 12 years old in the 6th grade stated that he put his arm around her, rubs her shoulders and back and pats bottom and stated that he leaves his hand on her bottom until she walks away. She further stated that he told her she was beautiful.

The activities involving [redacted] were stated to have been done in front of the class and during that time friends would laugh when he did it. In addition she saw him doing it to others.

With reference to your request for selection of hearing officer I have scheduled a meeting with the Deputy Superintendent to put together a list of names to forward to you.

In addition with reference to your question concerning payment of wages until final determination that matter is being referred to Deputy Superintendent Charles Booth by carbon copy of this letter.

Very truly yours,

LAW OFFICES OF
MICHAEL J. REYNOLDS

Michael J. Reynolds

MJR/slk
Enclosure
cc: Charles Booth, Deputy Superintendent

Office of the Deputy Superintendent
Auburn School District No. 408

TO: File

FROM: Chuck Booth CHBooth

DATE: August 23, 1983

SUBJECT: [redacted]

On this date, I telephoned [redacted] to inform him that the district had completed its investigation of complaints filed against him by C.P.S. Further, I informed him that the superintendent had found probable cause to justify discharge under RCW 28A.58.450.

I informed Mr. [redacted] that he could pick up the letter at my office or, alternatively indicated, that I would post the letter registered mail. He indicated he would prefer to receive the letter by registered mail.

He asked several questions regarding the process the district used in arriving at a determination of probable cause.

He was informed that the matter, in general, had been handled by the attorney for the school district, and myself. That we had met with several students and parents to take their statements. I did not provide him with the names of students and advised him to see his attorney regarding the matter. He then requested information regarding the hearing process. He was particularly interested in learning about whether the hearing officer would be an objective official--not connected with C.P.S., the police, or the school district. I informed him that his attorney and the attorney for the school district would select a third attorney who would serve as a hearing officer. I advised him to check with his attorney if he wished to learn more about the process.

Mr. [redacted] asked me whether the prosecuting attorney had dropped the case or anticipated doing anything about it. I responded that I had not talked to the prosecuting attorney since, very early in the process, I had been informed that information in their possession would not be shared with the district. Again, I suggested that his attorney might be able to ascertain the intent if he wished to know. [redacted] then asked what he should "do" about the matter. I told him he should check with his attorney; however, I felt the same as I had initially--if guilty, he should seek out professional help; if not, he should stick by his guns.

Gildo Rey Elementary School
February 6, 1984

To: Charles Booth

From: Linda Cowan

Re: Conference with Pam Allen

On Friday, February 3, 1984, [redacted] mother of [redacted] grade seven at Olympic Junior High, came to see me regarding an incident(s) that occurred during the 1982-83 school year. [redacted] was a sixth grader at Gildo Rey Elementary during the 1982-83 school year. She was a band student and her teacher was [redacted] Sometime during the year, [redacted] mentioned to her mother that Mr. [redacted] had her sit on his lap when she forgot her instrument. Mrs. [redacted] told [redacted] not to sit on his lap in the future.

After the article appeared in the Auburn Globe News last week regarding Mr. [redacted] conviction for indecent liberties, [redacted] talked with Mrs. [redacted], her mother, further about Mr. [redacted]. From their conversation, it seems as though Mr. [redacted] had [redacted] sit on his lap on several occasions.

Mrs. [redacted] felt she should report this to me. I indicated that I would report it formally to you. Later in the day, I spoke with Mr. [redacted], [redacted] father, regarding this and suggested that he contact you if he had further questions or concerns.

Office of the Deputy Superintendent
Auburn School District No. 408

TO: Dr. Fugate

FROM: Chuck Booth

DATE: January 31, 1984

SUBJECT: [redacted] Trial

Mike Reynolds and I attended the presentation of case in the court of H. Joseph Coleman on January 31, 1984, against [redacted]. The trial was in its second and conclusive day. Counts being heard included:

Count 1 - Indecent liberties; [redacted]--Guilty

Count 2 - Indecent liberties; [redacted]--Guilty

Count 3 - Assault; [redacted] Guilty

Count 4 - Assault; [redacted]--Not guilty

Count 5 - Assault; [redacted]--Guilty

At the conclusion of the verdict, the judge ordered a comprehensive pre-sentencing investigation and charged the clerk with the responsibility of calendaring the sentencing hearing. In addition to the above specific counts, corroborating testimony was heard from five other students.

dt

FILED
04 MAY 28 AM 11:50
KING COUNTY
SUPERIOR COURT CLERK
KENT, WA

WARRANT ISSUED
CHARGE COUNTY $110.00

SUPERIOR COURT OF WASHINGTON FOR KING COUNTY

THE STATE OF WASHINGTON, Plaintiff,	No. [redacted]
v. [redacted] Defendant.	INFORMATION

COUNT I

I, Norm Maleng, Prosecuting Attorney for King County in the name and by the authority of the State of Washington, do accuse [redacted] of the crime of **Child Molestation in the First Degree**, committed as follows:

That the defendant [redacted] in King County, Washington on or about May 24, 2004, being at least 36 months older than D.P., had sexual contact for the purpose of sexual gratification, with D.P, who was less than 12 years old and was not married to defendant;

Contrary to RCW 9A.44.083, and against the peace and dignity of the State of Washington.

COUNT II

And I, Norm Maleng, Prosecuting Attorney aforesaid further do accuse [redacted] of the crime of **Child Molestation in the First Degree**, a crime of the same or similar character and based on the same conduct as another crime charged herein, which crimes were part of a common scheme or plan and which crimes were so closely connected in respect to time, place and occasion that it would be

Norm Maleng
Prosecuting Attorney
W 554 King County Courthouse
Seattle, Washington 98104-2312
(206) 296-9000

difficult to separate proof of one charge from proof of the other, committed as follows:

That the defendant [redacted] in King County, Washington on or about May 24, 2004, being at least 36 months older than D.P., had sexual contact for the purpose of sexual gratification, with D.P., who was less than 12 years old and was not married to defendant;

Contrary to RCW 9A.44.083, and against the peace and dignity of the State of Washington.

NORM MALENG
Prosecuting Attorney

By: _____
Richard L. Anderson, WSBA #25115
Senior Deputy Prosecuting Attorney

Norm Maleng
Prosecuting Attorney
W 554 King County Courthouse
Seattle, Washington 98104-2312
(206) 296-9000

Strand, Debbie

From: Leonard, Curtis
Sent: Tuesday, September 04, 2012 10:01 AM
To: Strand, Debbie
Subject: RE: Public Records Request - Auburn School District

Let's go ahead and hold. If we do not get a response, it might be necessary to send him a memo indicating our attempts to contact to clarify as basically stating that "in the event that you would like to continue in this request, please contact the District at your convenience. The District will wait to process this request until we receive further clarification from you" or something that that effect.

From: Strand, Debbie
Sent: Friday, August 31, 2012 10:29 AM
To: Leonard, Curtis
Subject: FW: Public Records Request - Auburn School District

Hi Curtis,

I wanted to keep you updated on this. I have replied twice to this gentleman by e-mail and have not had a response. I also e-mailed his colleague that was cc'd on the original request and have not heard back from him. I have also left a message on his phone.

I had questions for him so I could narrow down what he needs. I will hold until I hear back from him.

Thanks!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

From: Strand, Debbie
Sent: Thursday, August 16, 2012 8:10 AM
To: 'chris.vortkamp@marketdatastudy.com'
Subject: Public Records Request - Auburn School District

Good Morning,

Attached is our first response to your records request. As you can see, it may take some time to gather all of this information. Please let me know that you received this response.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

3rd Contact

Strand, Debbie

From: Strand, Debbie
Sent: Tuesday, August 28, 2012 2:47 PM
To: 'drew.gates@marketdatastudy.com'
Subject: FW: Public Records Request - Auburn School District
Attachments: SKMBT_75112081606590

404-418-4959

Importance: High

Mr. Gates,

I have sent a couple of e-mails to Mr. Vortkamp and have not had a response. I did see your name on his initial request so I thought I would try to get some assistance from you.

Thank you for any assistance you can give me.

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

Phone call - msg. left
404-418-4959
8/28
9/10

From: Strand, Debbie
Sent: Monday, August 27, 2012 10:26 AM
To: 'chris.vortkamp@marketdatastudy.com'
Subject: FW: Public Records Request - Auburn School District
Importance: High

Mr. Vortkamp,

Hopefully you received our first response for your records request.

I would like to clarify a few things.

Are you needing information for everyone that works for us, or just our regular employees. We do have people that occasionally supervise at events and we also have some substitute employees that work for us (none of these people would have a specific yearly salary nor would they have a specific building or an e-mail address).

Please let me know so I can get this information to you as soon as possible.

Thank you!

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(253) 931-4932

2nd Contact

Strand, Debbie

From: Strand, Debbie
Sent: Monday, August 27, 2012 10:26 AM
To: 'chris.vortkamp@marketdatastudy.com'
Subject: FW: Public Records Request - Auburn School District
Attachments: SKMBT_75112081606590

Importance: High

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1st Contact

Strand, Debbie

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Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

August 15, 2012

Mr. Chris Vortkamp

Sent via e-mail: chris.vortkamp@marketdatastudy.com

Dear Mr. Vortkamp,

This is to acknowledge receipt of your request for information on all of our K-12 active school employees. Specifically you are requesting employee's full name, building they work at, their district e-mail address, their position, their home address, and their salary information. Although we are not denying any of your request at this time, it will take approximately sixty (60) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.15 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

Strand, Debbie

From: Cummings, Tim
Sent: Friday, August 10, 2012 9:45 AM
To: Strand, Debbie
Subject: FW: Public Records Request - Auburn School District

Respond with the 60 days reply.

From: Herren, Kip
Sent: Thursday, August 09, 2012 1:41 PM
To: Cummings, Tim; Curtis M. Leonard
Cc: Herren, Kip
Subject: FW: Public Records Request - Auburn School District

Please see the public records request, I received yesterday.
Kip

From: Chris Vortkamp [mailto:chris.vortkamp@marketdatastudy.com]
Sent: Wednesday, August 08, 2012 8:22 AM
To: Herren, Kip
Cc: drew.gates@marketdatastudy.com
Subject: Public Records Request - Auburn School District

Good Morning,

I hope this E-mail finds you well and enjoying the summer. My name is Chris Vortkamp and I represent Market Data Study, a market research group based in Atlanta. I am currently working on a project, which requires me to compile information on school employees in your region. With that being said, I am requesting information on all k-12 active school employees in your district pursuant to the Washington Open Records Law. The information I am requesting is: Employee's Full Name, Building in Which the Employee Works, Employee's E-mail Address, Position Held, Home Address, and Salary. This information will be used for research purposes. Thank you in advance for your cooperation.

To streamline the process I would naturally prefer this information electronically. However, if that is not an option, I will still be glad to receive the information in hard copy. I am willing to pay the actual cost to reproduce the records if need be. If this is the case, please provide me with an estimate and justification before providing the records.

If you have any questions or need more information to expedite this process please E-mail me at chris.vortkamp@marketdatastudy.com or give me a call at 404-418-4959. If for any reason you refuse this request, please inform me of the reasons behind your decision. If the reason only applies to one piece of information please delete that portion and provide the remainder of the records.

Thank you again for your cooperation.

Regards,

Chris Vortkamp

Market Data Study

925B Peachtree St NE # 680

Atlanta, GA 30309

chris.vortkamp@marketdatastudy.com

Vortkamp Public Records Request

Strand, Debbie

From: Strand, Debbie
Sent: Tuesday, August 28, 2012 2:47 PM
To: 'drew.gates@marketdatastudy.com'
Subject: FW: Public Records Request - Auburn School District
Attachments: SKMBT_75112081606590

Importance: High

Mr. Gates,

I have sent a couple of e-mails to Mr. Vortkamp and have not had a response. I did see your name on his initial request so I thought I would try to get some assistance from you.

Thank you for any assistance you can give me.

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

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Importance: High

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I would like to clarify a few things.

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Please let me know so I can get this information to you as soon as possible.

Thank you!

Debbie Strand
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Auburn School District No. 408
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8/31/12 Called + left a message for Mr Vortkamp

From: Strand, Debbie
Sent: Thursday, August 16, 2012 8:10 AM

Strand, Debbie

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Human Resources
Auburn School District No. 408
(253) 931-4932

Strand, Debbie

From: Curtis M. Leonard [cleonard@pregodonnell.com]
Sent: Friday, August 24, 2012 3:18 PM
To: Strand, Debbie
Subject: RE: Public Records Request - Auburn School District

Yes, I've seen a copy of this, we can go ahead and process this, although I might redact the home address. I am not sure who will process this request, I think that we've handled like requests through HR before. I believe we can run a report to take care of this.

PREG O'DONNELL & GILLETT PLLC

Service + Solutions = Success

Curtis M. Leonard
Associate, Seattle

Seattle:	Portland:	Anchorage:
1800 9th Ave., Suite 1500	1000 SW Broadway, Suite 960	310 "K" St., Suite 200
Seattle, WA 98101-1340	Portland, OR 97205-3061	Anchorage, AK 99501
P: (206) 287-1775	P: (503) 224-3650	P: (907) 274-1544
F: (206) 287-9113	F: (503) 224-3649	F: (907) 276-5291

Email: cleonard@pregodonnell.com **Website:** www.pregodonnell.com

Confidentiality Notice: This message is being sent by or on behalf of a lawyer. It is intended exclusively for the individual or entity to which it is addressed. This communication may contain information that is proprietary, privileged or confidential or otherwise legally exempt from disclosure. If you are not the named addressee, you are not authorized to read, print, retain, copy or disseminate this message or any part of it. If you have received this message in error, please notify the sender immediately by e-mail and delete all copies of the message.

From: Strand, Debbie [mailto:dstrand@auburn.wednet.edu]
Sent: Friday, August 24, 2012 1:55 PM
To: Curtis M. Leonard
Subject: FW: Public Records Request - Auburn School District

Curtis,
Just checking to see if Tim sent you this? We sent our first response with a 60 day timeline on 8/16/12.

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

From: Cummings, Tim
Sent: Friday, August 10, 2012 9:45 AM
To: Strand, Debbie
Subject: FW: Public Records Request - Auburn School District

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From: Herren, Kip
Sent: Thursday, August 09, 2012 1:41 PM
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Cc: Herren, Kip
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Good Morning,

I hope this E-mail finds you well and enjoying the summer. My name is Chris Vortkamp and I represent Market Data Study, a market research group based in Atlanta. I am currently working on a project, which requires me to compile information on school employees in your region. With that being said, I am requesting information on all k-12 active school employees in your district pursuant to the Washington Open Records Law. The information I am requesting is: Employee's Full Name, Building in Which the Employee Works, Employee's E-mail Address, Position Held, Home Address, and Salary. This information will be used for research purposes. Thank you in advance for your cooperation.

To streamline the process I would naturally prefer this information electronically. However, if that is not an option, I will still be glad to receive the information in hard copy. I am willing to pay the actual cost to reproduce the records if need be. If this is the case, please provide me with an estimate and justification before providing the records.

If you have any questions or need more information to expedite this process please E-mail me at chris.vortkamp@marketdatastudy.com or give me a call at 404-418-4959. If for any reason you refuse this request, please inform me of the reasons behind your decision. If the reason only applies to one piece of information please delete that portion and provide the remainder of the records.

Thank you again for your cooperation.

Regards,

Chris Vortkamp

Market Data Study

925B Peachtree St NE # 680

Atlanta, GA 30309

hris.vortkamp@marketdatastudy.com

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

October 5, 2012

Ms. Cydney Gillis
James Bible Law Group
600 First Avenue, Suite 302
Seattle, Washington 98104

Dear Ms. Gillis:

This is to acknowledge receipt of your request we received today for documents concerning Cynthia Andrews (dob 4/25/1996). Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Tim Cummings
Assistant Superintendent of Human Resources

TC/ds

RECEIVED
OCT 04 2012

copy to - Tim Curtis

JAMES BIBLE LAW GROUP
600 1st Avenue Suite 302
Seattle, WA 98104
Phone: (206) 588-2008
Fax: (206) 588-2144

PUBLIC DISCLOSURE REQUEST

October 2, 2012

Auburn School District
915 Fourth St. N.E.
Auburn, WA 98002

Dear Public Records Officer:

Pursuant to the Washington State Public Records Act, RCW 42.56, I am requesting access to and a copy of any and all documents concerning a school district or police investigation related or pertaining to Cynthia Andrews, date of birth 4/25/1996.

By "documents," I mean to include any written reports, memoranda, or other documents, electronic or otherwise, generated by or in the possession of the school district, including any police reports.

I agree to come to the school district's offices to inspect these documents. I also consent to receiving these documents electronically. If duplication is necessary, I agree to pay photocopying fees not to exceed $25. Please notify me if the charges will exceed this.

If you deny this request, please provide a written explanation for the denial that includes a specific statutory exemption upon which you rely.

I would appreciate your communicating with me by telephone, rather than mail, if you have questions regarding this request. I would also request that you notify me when such documents are ready for review.

I look forward to your reply within five business days, as the statute requires. Thank you for your assistance.

Cydney Gillis
Paralegal

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

October 26, 2012

Kjel Kiilsgaard
13419 Southeast 339th Street
Auburn, Washington 98092

Dear Kjel,

Recently, the Auburn School District received a public disclosure request from the James Bible Law Group for documents concerning any school district or police investigations related or pertaining to Cynthia Andrews. The Auburn School District has documents that might be responsive to this request. The district is hereby notifying you of the intention to respond to this request, by sending redacted information. All names, including your name, will be redacted from the documents that we are sending.

If you believe that these records should not legally be released, you can seek protective action under RCW 42.56.540 by asking the court to bar release of the records. Unless the district receives further instruction from the court pertaining to these records, the district will send them to the James Bible Law Group on Monday, November 5.

Please feel free to contact me if you have any questions.

Sincerely,

Timothy A. Cummings
Associate Superintendent of Human Resources

ds
Copy to: Personnel file

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 6, 2012

Ms. Cydney Gillis
James Bible Law Group
600 First Avenue, Suite 302
Seattle, Washington 98104

Dear Ms. Gillis:

Attached you will find the documents that you requested about our school district investigation pertaining to Cynthia Andrews (dob 4/25/1996).

If you have any questions, please feel free to call me at (253) 931-4932.

Sincerely,

Tim Cummings
Assistant Superintendent of Human Resources

TC/ds

eported Date: 12:32:23 04/21/12
Crime: SOFF Sex Off, Forcible Fon
Occurence Date: 08:00:00 03/01/12-12:32:23 04/21/12 Day:
Status: Clearance: N

Addr: 800 4TH ST NE Area: 2-209 Reporting District 209
City: Auburn St: WA Zip: 98002 Video: N

BM88 No Bias

Responding Officers: J Scott
Approved by: S Adamski
Received By: J Scott

MASTER COPY

Disposition: ACT Disp Date: 04/21/12

Modus Operandi:
Factor Description Method

==========INVOLVED PERSONS==========

Involvement: OTHER
Last: [redacted] First: [redacted] Mid: A
Address: [redacted]
Apt: City: Auburn State: WA Zip: 98002 Phone: [redacted]
SSN: [redacted] DOB: [redacted] Age: 44. Race: Sex: M
Ht: ' " Wt: 0 Hair: Eyes:
Work Phone: ( ) -

Involvement: SUSPECT
Last: [redacted] First: [redacted] Mid:
Address: 800 4TH ST NE
Apt: City: Auburn State: WA Zip: 98002 Phone: ( ) -
SSN: - - DOB: Age: Race: Sex: M
Ht: ' " Wt: 0 Hair: Eyes:
Work Phone: ( ) -

Involvement: OTHER
Last: [redacted] First: [redacted] Mid:
Address: 800 4TH ST NE
Apt: City: Auburn State: WA Zip: 98002 Phone: ( ) -
SSN: - - DOB: Age: Race: W Sex: F
Ht: ' " Wt: 0 Hair: Eyes:
Work Phone: ( ) -

Involvement: VICTIM
Last: [redacted] First: [redacted] Mid: D
Address: [redacted]
Apt: City: Auburn State: WA Zip: 98002 Phone: [redacted]
SSN: - - DOB: [redacted] Age: 15. Race: W Sex: F
Ht: ' " Wt: 0 Hair: Eyes:
ork Phone: ( ) -

Scott #4026 (36D) no Video Sat Apr 21 13:14:26 PDT 2012

A juvenile female reported to her father that a teacher at a local school had sexually assaulted her. No suspects have been contacted at this time. %

Victim: [redacted], [redacted]
[redacted], Auburn Wa 98002
[redacted]

Suspect: [redacted]
[redacted] Teacher at Auburn HS

On 4/21/12 at approximately 1230 hours, [redacted] called 911 to report that his daughter, [redacted] had told him she was sexually touched by her PE teacher [redacted]

[redacted] informed me that he and his wife, [redacted], were asking [redacted] on 4/20/12 how her day at school had been. [redacted] stated her day had not gone well due to Mr. [redacted] touching her on her crotch and her chest.

[redacted] told [redacted] that Mr. [redacted] had touched her under her shirt but over the top of her bathing suit. [redacted] stated he did not touch her skin to skin, but he touched her on her crotch and chest area.

[redacted] stated that [redacted] has a developmental disability in which she has the age capacity of a 7 or 8 year old child even though she is 16.

[redacted] expressed frustration due to having talked to the primary special education teacher [redacted] on 4/19/12 and this incident happening on 4/20/12.

[redacted] also told [redacted] and [redacted] (Monarch dad) that [redacted], another child in the swimming class with [redacted], was having similar issues with Mr. [redacted]. [redacted] told her parents that [redacted] had told her father about this issue. I was not able to contact [redacted] or her father due to not having access to her phone number through the Auburn School Resource Officers.

I took a signed statement from [redacted], but did not talk to [redacted] due to her being 16, but having a developmental disability placing her in the age category of 7 or 8.

This case is forwarded to the Auburn School Resource Officers for review and to the Auburn Detectives for review.

Call dad about absent last week + meeting at Prol.

School nurse?
Teri Erin?
Cindy Sharmand?

04/21/12 13:17:54 PRINT REQUESTED BY TERMINAL APT10
Incident History for:#AP12018762 CN: $AP12004229
Received 04/21/12 12:32:23 BY CR09 /VC6410
Entered 04/21/12 12:32:23 BY CR09 /VC6410
Dispatched 04/21/12 12:37:07 BY PD40 /VC2092
Enroute 04/21/12 12:37:16
scene 04/21/12 12:42:41

Initial Type:SEX2 TG: Initial Alarm Level:
Final Type:SEX2 (SEX OFFENSE REPORT)Pri:4Dispo: Alrm Lev:
Police AP2209 Fire AF2019 Grp:A1Beat:A2 Lt/Lg:
Police Rms: Fire Rms: AF2019 Medic Rms: KC2019
Loc:800 4 ST NE #FONE ,AUB -- AUBURN HIGH SCHOOL (V)
Name:[redacted], [redacted]DAD Addr: Phone:2062287339
Contact:Y

12:32:23	VC6410	CR09	ENTRY		*FONE* ONGOING PAST 1.5 MONTHS, SEX2/INAPPROPRIATE TOUCHING, VICT IS 16YO SPECIL NEEDS DAU:[redacted] - SUSP/PEEACHER: [redacted]
12:32:41	VC2092	PD40	HOLD		
12:37:07		PD40	DISP	2A2	[PHONE] #AP4026 SCOTT, JOSHUA
12:37:16	AP4026	2A2	*ENROUT	2A2	
12:42:36		2A2	*CHGLOC	2A2	[STN]
12:42:41		2A2	*ONSCNE	2A2	
12:47:39	AP6683	APT10	ASNCAS	2A2	$AP12004229
12:50:18	******		REMINQ	2A2	WANT,2A2,,,,,,[redacted],D,04251996,,,,,,R

AUBURN POLICE DEPARTMENT

TELEPHONIC STATEMENT

Case Number: 12-04229 Date: 4-21-2012 Time/Hours: 1248

Statement of: [redacted] Date of Birth: 4-7-68

Address: 1330 21st ST SE, Auburn Wa 98002

Cell Phone Number: 206-228-7339

Taken by: J. Scott

On 4-20-12 after dinner, I was talking to my daughter, [redacted], about how her day at school was.

[redacted] told me that she had a bad day. I asked her how her swimming class was and she told me it wasn't good because Mr. [redacted] had been touching her. She told me he had touched her in her crotch and chest area.

[redacted] told my wife, [redacted], that Mr. [redacted] had put his hands on her chest, outside of her swimming suit, but underneath the t-shirt that [redacted] wears when swimming.

[redacted] told me that she talked to Ms. Sarah Shaw, the primary teacher for Special Education. [redacted] was told by Ms. Shaw that Mr. [redacted] had been talked to on 4/19/12.

I do not know if Mr. [redacted] had been talked to, but that is what [redacted] had been told. I believe that [redacted] was upset because Mr. [redacted] touched [redacted] after being talked to by Ms. Shaw.

[redacted] is diagnosed as developmentally delayed. She acts as if she is a 7 or 8 year old girl rather than a 16 year old girl.

[redacted] told me this had been going on since she began the class approximately 1 and a half months ago. [redacted] stated that [redacted] is having similar issues with Mr. [redacted] stated [redacted]'s dad was told about this issue. I think [redacted] has special needs because she is also in this swimming class.

Officer J. Scott has read the above statement to me, which was made telephonically. He/She has my permission to sign my name to this statement. I certify (or declare) under the penalty of perjury under the laws of the State of Washington that the foregoing statement is true and correct.

X [redacted]

By J. Scott #4026 _____

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

April 27, 2012

Detective Buie Arneson
Auburn Police Department
340 East Main Street #201
Auburn, Washington 98002

Dear Detective Arneson,

I have finished my investigation, except for [redacted] I hope you find this useful with your investigation of case 12-04229.

You can reach me at (253) 931-4932 for questions or clarification.

Sincerely,

Timothy Cummings
Assistant Superintendent of Human Resources

ds

Report of phone call between Richard Zimmerman and [redacted]
April 24, 2012
9:10 am

I called Mr. [redacted], parent of [redacted], at 9:10 am. I explained that I was the principal of Auburn High School investigating an alleged incident regarding his daughter's swimming class. I asked him if [redacted] has ever commented to him about any inappropriate behavior taking place in class. He said that, yes, she had commented about it. He said that about 1 1/2 to 2 months ago, she told him that the teacher was touching her leg and she was not comfortable with that. He said that he spoke with Ms. Shaw - he said that he was not that concerned about it since it was a swimming class.

He said that he recently asked [redacted] if, since then, if everyone is respecting her body. She replied that, yes, they were.

I thanked him for his time.

Richard Zimmerman

Sent from my iPad
Richard Zimmerman
Principal
Auburn High School
800 Fourth Street NE
Auburn, WA 98002
(253) 931-4880

Cummings, Tim

From: Zimmerman, Richard
Sent: Monday, April 23, 2012 7:52 AM
To: Cummings, Tim
Subject: RE: 12-04229

Other adults in the pool area –

Archie Blakely - para, Angela McGrath – para, Bob Jones – athletic director, and the Mt. View coach [redacted] does not know her name)

Richard Zimmerman
Principal
Auburn High School
(253) 931-4880

From: Cummings, Tim
Sent: Monday, April 23, 2012 6:55 AM
To: Zimmerman, Richard
Subject: RE: 12-04229

Cathy should be notified.

From: Zimmerman, Richard
Sent: Sunday, April 22, 2012 8:02 PM
To: Dotson, Don
Cc: McCluskey, Robin; Leonard, Curtis; Herren, Kip; Decker, Louanne; Newman, Mike; Luke, Rod; Cummings, Tim; Adams, Darin; Grimm, Lori; Lee, Roger; Jordison, Stacy
Subject: Re: 12-04229

We will need to call [redacted] in as soon as he arrives. I propose meeting with him at the district office first thing (to get him out of the building prior to any students/parents arriving). Kip, should I contact Cathy deJong?

Sent from my iPad
Richard Zimmerman
Principal
Auburn High School
800 Fourth Street NE
Auburn, WA 98002
(253) 931-4880

Interviewed: Robert Jones
Position : Building Athletic Director, former teacher, and manager of the Auburn School District pool.
Experience: 28+ years
Date: 4/23/12 1:00 p.m.

Were you at the pool on 4/20/2012?

"Yes."

Were you there during the adaptive P.E. class?

"Yes."

Why were you at the pool?

"Setting up for a water polo match."

Did you see [redacted] instructing students?

"Yes, off and on."

What did you see?

"[redacted] working on proper swimming kicks at the deeper end of the pool. Besides kicking, [redacted] was working on front float."

How were students reacting?

"Same as other times I've been there...having fun."

When the students left were any students visibly upset, crying, or seem distraught?

"Not that I saw – they appeared to be having a great time.

"Can I say something?"

Yes.

"[redacted] is our adaptive swim program....with him there would be no program."

Interviewed: Dannette Schreib
Position : Auburn Mountainview Swim Coach.
Experience: 13 years swim instructor, life guard, water polo coach and Auburn pool supervisor.
Date: 4/23/12 2:00 p.m.

Were you at the pool on 4/20/2012?

"Yes."

What time were you there?

"About 1:00 p.m."

Why were you there?

"My team was playing a water polo contest that day."

What did you observe about the adaptive swim class?

"Same as other days – instructors working on kicking technique, strokes, floating."

What if any did you see [redacted] working on and how big was his group?

"Three to four kids – he was teaching proper kicking techniques."

What did that look like?

"Hanging from the bulkhead with arms extended, spotting students to keep afloat."

Was this the same with boys and girls?

"Yes."

Did you see anything unusual?

"No, not really. Kids seemed to be having fun – [redacted] *indicated to me they were progressing."*

The class is really well supervised, small adult to student ratio.

Interviewed: Angela McGrath
Position : Swim Para (adaptive swim)
Experience: 8 years as a para.
Date: 4/23/12 3:00 p.m.

Were you at the pool on 4/20/2012?

"Yes."

Were you in the pool instructing?

"Yes."

What were instructors doing that day?

"In the pool teaching swim to adaptive students."

Did the class/lesson seem different than a normal day of instruction?

"No – same as every day."

What is the same?

"We work on kicks, floating and strokes."

Was the instruction technique the same for girls and boys?

"Yes."

Did any student approach you about improper touching?

"No."

Any student leave class appearing distraught, upset, or crying?

"No."

Have you witnessed anything inappropriate?

"Yes."

Can you explain?

"Yes. Will I get in trouble?"

Tim Cumming: "No."

"Students hanging or jumping on [redacted]'s shoulders while instructing other students. [redacted] does this to instructors too much – I have had to talk to her about this."

Did she respond to your talk?

"Yes, somewhat....at one time two girls were hanging on his arms."

Is 'he' [redacted]?

"Yes."

What did he do?

Stop and had them remove themselves from his arm. I talked to the students.

Has anything occurred since then?

"No."

Anything else?

[redacted] *lifts students from the pool. They should be using the ladder."*

What did you do?

"Spoke to [redacted] *about safety."*

What did he do?

"Makes students climb the ladder."

Anything different on the 20th of April?

"No."

Is it safe to say the behaviors are safety related?

She nodded yes.

Interviewed: Archie Blakely
Position : Para for adaptive behavior , swim instructor.
Experience: 28+ years as a para.
Date: 4/23/12 3:30 p.m.

Were you at the pool on 4/20/2012?

"Yes."

Were you in the pool instructing?

"Yes."

What were instructors doing that day?

"I was in the shallow end instructing four students proper stroke, kicks, floating. [redacted] was working with [redacted], [redacted], and [redacted] We rotate students from shallow water to deeper water. [redacted](because of being a certified life guard) takes the deep end."

What happens in a normal day?

"After instruction and practice, the kids get the last 10 to 15 minutes to have fun in the water."

Did any students appear upset, crying, or unhappy when class was over?

"No, our kids love the water."

Did you witness anything out of the ordinary that day?

No."

Witness: Sarah Shaw
Experience: 3 year SLC Special Education Teacher
Date: 4/25/12 7:15 a.m.

When did [redacted] talk to you about [redacted]?

"End of February – early March" – I talked to "both girls." They were uncomfortable with being touched on the leg. "[redacted] was the only one talking."

Did you talk to [redacted]?

"I called both parents and told them I would talk to Mr. [redacted]."

"I met with Mr. [redacted] in early March and discussed the girls being uncomfortable with touching their legs."

"He appeared genuinely upset that they felt uncomfortable." He was receptive and listened. He is great working with our kids."

"Contacted [redacted]'s dad and [redacted]'s dad about [redacted]'s response to me. [redacted]'s dad understood because of his understanding the nature of swim lessons."

"No reports have been brought to my attention by the girls since my meeting in March."

Interview Investigation: [redacted]

Experience: 30+ year as Teacher, Swim Instructor, Coach, Life Guard

Date: 4/25/12 12:00 p.m.

Accusation: Inappropriate touching during adaptive swim.

How many years have you taught adaptive swim?

"20+ years."

What were you teaching on 4-20-12?

"Kicking front and back – for free style – breast stroke."

How many students were you working with?

"Four – 2 girls and 2 boys."

During swim instruction, what body areas could you touch to carry out instruction?

"Arms, legs, stomach, back."

Is your technique the same for all students?

"Yes."

Does the teaching technique ever require additional support?

"Yes - when students start to sink, supporting them to recover is necessary."

How do you get them floating?

"Hand under water on their body – usually their back or stomach."

Is it possible to inadvertently touch other areas while spotting to get them back to floating instead of sinking?

"Yes, not consciously, with adaptive kids they seem to panic so intervention needs to be quick."

What are adaptive kids like in the pool?

"Playful, they love swimming. They are great kids! I started the program and they have been my best classes. [redacted] *broke into tears)*

The kids are playful?

"Yes."

Has [redacted] ever jumped on your back?

"Yes, she is a great kid. Sometimes it is difficult because she will do this while I am instructing. She lets go when told to".

Did you have a conversation in early March with Sarah Shaw?

"Yes."

What was discussed in this meeting?

"Sarah told me two students were uncomfortable with me touching their legs."

What did you say to her?

"I told her I regretted the way they felt and thanked her for meeting with me. I told her that we (all instructors) teach the technique for the breast stroke kick which is to hold their ankles and move their legs to achieve the correct movement. This is to start some memory learning so they can execute the kick correctly.

After the meeting what did you do?

"Quit doing the beginning step – kids had the kick motion. Did not touch their legs again."

Did you touch [redacted] in the crotch or breast?

"No, not intentionally if it occurred. I do not recall doing so, it would have been inadvertent. I have never done that to any student.

CEDR
Center for Education
Data & Research

NOVEMBER 20, 2012

PUBLIC RECORDS REQUEST
ATTN: DISTRICT GENERAL COUNSEL

To whom it may concern,

This request is being sent pursuant to the Public Records Act (RCW 42.56).

This is an official request for information related to *Reduction In Force* (RIF) notices associated with your school district. These records are to be used by the Center for Education Data & Research (CEDR) at the University of Washington. CEDR is examining variation in the way teachers are selected to receive RIF notices and to account for any trends in the population of teachers who are ultimately laid off. We are collecting this information from all school districts in Washington State as part of a comprehensive state-wide analysis.

Ideally, the information we are requesting in this letter may be sent electronically, either in Excel, Word or PDF file formats, to the email address: CEDR@uw.edu. We are happy to receive records by regular mail or fax if this is more convenient for your district. **Please see the second page of this letter for an exact description of the information we are requesting.**

If you have any questions or concerns you can reach us at CEDR during normal business hours or via email any time. Thank you for your time and consideration.

Sincerely,

Jennifer Branstad
Center for Education Data & Research
University of Washington Bothell
3876 Bridge Way N, Ste 201, Seattle, WA 98103
Phone 206.547.5585 Fax: 206.547.1641 Email: cedr@uw.edu
www.cedr.us

Please note that per RCW 42.56.520 you have five business days to respond to this official request.

REQUEST FOR INFORMATION FROM SCHOOL DISTRICT RECORDS

Description of information requested: Please include the following information for any and all teachers who were issued Reduction in Force (RIF) notices during 2008-09, 2009-10, 2010-11 & 2011-12 school years. Teacher Certification Numbers are of primary importance.

Please include the following information:

- District name
- First and last name of teacher receiving RIF notice
- **Certificate number of teacher receiving RIF notice**
- RIF Issue Date
- Contract status in following year (renewed/not-renewed or dismissed/value of reduction in FTE). Please note that we only need information for teachers that were dismissed or did not have their contracts renewed for budgetary (not behavior related) concerns.

Formatted Example:

District Name	First Name	Last Name	Certification Number	RIF Issue Date	Contract Status
CEDR School District	Jane	Doe	123456A	5/1/10	Renewed at original FTE
CEDR School District	Tom	Smith	345678B	5/1/10	Reduced to .5 FTE
CEDR School District	Sarah	Apple	234567C	5/1/10	Released

Additional details: We would like to obtain these records as soon as possible or by December 15th, 2012. We prefer electronic records.

We agree to pay $.15 per page for each document requested and shall do so prior to the release of the documents. I understand it is illegal for me to use any materials received as a result of this request for commercial purposes, (RCW 42.17.260 {7}). By signing this request, I agree not to use any documents or lists received as a result of this request for commercial purposes and further agree not to give, sell, or provide access to such documents to any other person who intends to use them for commercial purposes.

Signature: Date:

Name: Jennifer Branstad - Center for Education Data & Research (CEDR)
Address: 3876 Bridge Way N, Ste. 201
City: Seattle
Zip: 98103
Phone: 206.547.5585
Fax: 206.547.1641
Email: cedr@uw.edu

Please note that per RCW 42.56.520 you have five business days to respond to this official request.

Strand, Debbie

From: Strand, Debbie
Sent: Monday, November 26, 2012 11:49 AM
To: 'Jennifer Branstad'
Subject: RE: FW: Public Records Request

2008/09 was the only year teachers were given notices.

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

From: Jennifer Branstad [mailto:jlbranstad@gmail.com]
Sent: Monday, November 26, 2012 11:34 AM
To: Strand, Debbie
Subject: Re: FW: Public Records Request

Hi Debbie,
Thanks for the clarification. Were any teachers given notices any of the other school years? We would like to know all teachers who were given notices even if they were not released.
Thank you again,
Jennifer

On Mon, Nov 26, 2012 at 11:01 AM, Strand, Debbie <dstrand@auburn.wednet.edu> wrote:

They received the notices, but were notified (by June) that they would not be RIFed. We were very fortunate not to have to RIF any of our teachers.

Debbie Strand

Human Resources

Auburn School District No. 408

(253) 931-4932

From: Jennifer Branstad [mailto:jlbranstad@gmail.com]
Sent: Monday, November 26, 2012 9:54 AM
To: Strand, Debbie
Subject: Re: FW: Public Records Request

Hi Debbie,

Thank you so much for your quick reply. I greatly appreciate your help. I'm working to verify some information we received from the OSPI. The OSPI reports that Auburn School District issued 49 RIF notices at the end of the 2008/2009 school year. I've attached the list of teachers they report as having received a RIF notice. Could you please double check these teachers? Is there a reason we show them as having received RIF notices? Thank you again for your help,

Jennifer Branstad
Research Assistant

www.cedr.us

On Wed, Nov 21, 2012 at 2:43 PM, Strand, Debbie <dstrand@auburn.wednet.edu> wrote:

Hello Jennifer,

I am happy to report to you that we did not RIF any teachers in the school years 2008/2009 thru 2011/2012. If you have any questions, please feel free to e-mail or call me.

Thank you!

Debbie Strand

Human Resources

Auburn School District No. 408

(253) 931-4932

From: Human Resources
Sent: Wednesday, November 21, 2012 8:03 AM
To: Strand, Debbie
Subject: FW: Public Records Request

Debbie, Please do not reply to this email as it will come right back to HR.

Thanks....jennifer

From: jlbranstad@gmail.com [jlbranstad@gmail.com] On Behalf Of Jennifer Branstad [jlbran@uw.edu]
Sent: Tuesday, November 20, 2012 8:30 PM
To: Human Resources
Subject: Public Records Request

To Whom it May Concern,

Please find attached a request for the disclosure of public records. We are interested in knowing the teacher names and certification number of those teachers who received a "reduction in force" notification in the school years 2008/2009-2011/2012.

Please let me know if you have any questions. Thank you for your help,

Jennifer Branstad

Research Assistant

www.cedr.us

--
Jennifer Branstad

University of Washington

Sociology Graduate Student

--
Jennifer Branstad

University of Washington

Sociology Graduate Student

--
Jennifer Branstad
University of Washington
Sociology Graduate Student

Strand, Debbie

From: Strand, Debbie
Sent: Wednesday, November 21, 2012 2:44 PM
To: 'jlbranstad@gmail.com'
Subject: FW: Public Records Request
Attachments: Auburn_PublicRequest.docx

Hello Jennifer,

I am happy to report to you that we did not RIF any teachers in the school years 2008/2009 thru 2011/2012. if you have any questions, please feel free to e-mail or call me.

Thank you!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

From: Human Resources
Sent: Wednesday, November 21, 2012 8:03 AM
To: Strand, Debbie
Subject: FW: Public Records Request

Debbie, Please do not reply to this email as it will come right back to HR.
Thanks....jennifer

From: jlbranstad@gmail.com [jlbranstad@gmail.com] On Behalf Of Jennifer Branstad [jlbran@uw.edu]
Sent: Tuesday, November 20, 2012 8:30 PM
To: Human Resources
Subject: Public Records Request

To Whom it May Concern,

Please find attached a request for the disclosure of public records. We are interested in knowing the teacher names and certification number of those teachers who received a "reduction in force" notification in the school years 2008/2009-2011/2012.

Please let me know if you have any questions. Thank you for your help,
Jennifer Branstad
Research Assistant
www.cedr.us

--
Jennifer Branstad
University of Washington
Sociology Graduate Student

Strand, Debbie

From: Strand, Debbie
Sent: Wednesday, November 14, 2012 12:44 PM
To: 'Everett, Catherine P'
Subject: RE: Public Records Request
Attachments: Bargaining Groups & Pay Schedules.pdf; Organizational Charts.pdf

Hi Cathie,
Attached is a spreadsheet with Departments, Names, Titles, Bargaining Groups, and Classifications. I have also attached salary schedules for these bargaining groups. The bargaining agreements can be found on our website www.auburn.wednet.edu Departments/ HR / Resources / Union Agreements

Please let me know if you need anything else.

Thanks!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

From: Everett, Catherine P [mailto:Cathie.Everett@kent.k12.wa.us]
Sent: Friday, November 09, 2012 11:23 AM
To: Strand, Debbie; Cummings, Tim
Subject: Public Records Request

To Whom It May Concern:

Pursuant to the Washington Public Records Act, Chapter 42.56RCW, I am requesting the following information regarding your Information Technology, Human Resources, Business Services and Security departments and your District Leadership Team:

- Org charts for the above departments
- Staffing information for each department or employee group including staff name, title, salary and salary step
- Agreements or handbooks that would cover all of the employees or bargaining groups in the above departments/employee groups, including non-represented employees

Please email the above information to me at: Cathie.everett@kent.k12.wa.us. If you have any questions, you may call me at 253-373-7860.

Sincerely,

Cathie Everett
Executive Assistant
KSD Information Technology
253-373-7860

AUBURN SCHOOL DISTRICT - NOVEMBER 2012

DEPT.	NAME	TITLE	BARGAINING GROUP	CLASSIFICATION
HR	Tim Cummings	Assoc. Supt. Of HR	Superintendents	Associate Supt.
HR	Debbie Leighton	Executive Director of HR	Administrators	Executive Director
HR	Burkhauser, Valerie	HR Auditor/Data Analyst	Prof-Tech	Prof-Tech II
HR	McAfee, Mandie	Classified Specialist	Prof-Tech	Prof-Tech II
HR	Poteet, Jennifer	Certificated Specialist	Prof-Tech	Prof-Tech II
HR	Sargent, Lora	Contract Analysist	Prof-Tech	Prof-Tech II
HR	Shropshire, Jeff	Substitute Coordinator	Prof-Tech	Prof-Tech II
HR	Strand, Debbie	Admin. Asst. to the Associate Supt. Of HR	Non-Represented Office	Associate Supt.
HR	Dotson, Don	SRO	Miscellaneous	School Police
HR	McCluskey, Robin	SRO	Miscellaneous	School Police
HR	Arrigoni, Todd	Security	Miscellaneous	Campus Security
HR	Elliott, Ken	Security	Miscellaneous	Campus Security
HR	Herrera, Angelo	Security	Miscellaneous	Campus Security
HR	Stubblefield, Adrian	Security	Miscellaneous	Campus Security
IT	Vien, Neil	Executive Director of IT	Administrators	Executive Director
IT	Alonzo, Vicki	Client Services Manager	Administrators	Coordinator II
IT	Hering-Phillips, Carol	Assistant Student Systems Coordinator	Prof-Tech	Prof-Tech III
IT	Clouser, Jennifer	Technological Service Manager	Administrators	Coordinator II
IT	Bayer, Jim	Network Maintenance Supervisor	Classified Admin.	Classif Admin III
IT	Burt, Tiffany	Network Technician	Prof-Tech	Prof-Tech II
IT	Fawver, Richard	IT Network Engineer	Classified Admin.	Classif Admin I
IT	Hidalgo, Ofelia	Office Assistant	AAEOP	Prof Tech I
IT	Saxon, Jan	Support Technician	Prof-Tech	Prof Tech II
IT	Turner, Megan	Network Engineer	Prof-Tech	Prof Tech V
BUSINESS	Newman, Mike	Deputy Superintendent	Superintendents	Deputy Supt.
BUSINESS	Lally, Toni	Executive Director of Business	Administrators	Executive Director
BUSINESS	Nybo, Kelley	Payroll Coordinator	Administrators	Coordinator 2
BUSINESS	Barlow, Lela	Bookkeeper	Prof-Tech	Prof Tech II
BUSINESS	Bernasconi, Jan	Buyer	Prof-Tech	Prof Tech II
BUSINESS	Bodkins, Debra	Senior Accountant	Prof-Tech	Prof Tech V
BUSINESS	Burget, Miloslava	Bookkeeper	Prof-Tech	Prof Tech II
BUSINESS	Harding, Lori	Payroll Specialist	Prof-Tech	Prof Tech IV
BUSINESS	Podesta, Debra	Accounting Systems Analyst	Prof-Tech	Prof Tech III
BUSINESS	Rife, Kristen	Payroll Technician	Prof-Tech	Prof Tech II
BUSINESS	Stiver, Colleen	Payroll Bookkeeper	AAEOP	AAEOP - D
BUSINESS	Williams, Natalie	Admin. Asst. to the Deputy Superintendent	Non-Represented Office	Deputy

AAEOP

SCHEDULE A
AUBURN ASSOCIATION OF EDUCATIONAL OFFICE PROFESSIONALS
EFFECTIVE SEPTEMBER 1, 2012
PAY LEVEL

STEP	A	B	C	D	E	STEP
1	$14.92	$16.35	$16.61	$16.89	$18.06	1
2	$15.61	$17.30	$17.60	$17.90	$19.10	2
3	$16.29	$19.90	$20.17	$20.44	$22.09	3

Notes:

Note 1: The monthly gross salary for full-time employees can be calculated as follows: 2080 hours x hourly rate divided by 12. Vacation and paid holidays are included within the figure whereas Professional Standards Certificates by grade schedule are not included within the figure.

Note 2: For explanation only: monthly pay is calculated as follows: Hours compensated for in a year (hours worked + hours of vacation credit + hours of holiday credit) x hourly rate divided by 12. Professional Standards Certificates by grade schedule are not included within the figure.

Note 3: Effective upon receipt of legislatively authorized and funded salary increases, the Schedule A shall be adjusted accordingly.

Note 4: All positions 260-day assignments unless otherwise noted.

Note 5: 2012-13: The district will increase Schedule A by one percent (1%) for all classifications.

Note 6: Longevity: The following longevity steps will be in effect for the 2012-13 contract years. Beginning with the 20th year, employees will be eligible for an additional one point five percent (1.5%) and beginning with the 25th year, employees will be eligible for an additional three percent (3%) added to their hourly wage.

Note 7: When the previous Purchasing position is posted, it shall remain as an AAEOP position.

Administrators

Auburn School District No. 408

Auburn, Washington
ADMINISTRATORS' SALARY SCHEDULE
Certificated and Classified

2012-13 Salary Schedule

Step	Admin Asst I/ Coord I	Coord II	Asst Director	Director	Executive Director	Step
1	$68,367	$77,348	$88,375	$98,019	$103,336	1
2	$72,551	$82,093	$93,786	$104,037	$109,351	2
3	$76,738	$86,846	$99,200	$110,052	$115,368	3
4	$80,922	$91,594	$104,615	$116,071	$121,383	4

Classified Administrators

Auburn School District No. 408
Auburn, Washington
SALARY SCHEDULE FOR CLASSIFIED ADMINISTRATORS
September 1, 2012 to August 31, 2013

Classifications

Step	I	II	III	IV	V	VI	Step
1	$62,407	$64,367	$66,327	$70,405	$72,440	$74,532	1
2	$64,903	$66,942	$68,980	$73,221	$75,337	$77,515	2
3	$67,500	$69,621	$71,740	$76,150	$78,351	$80,614	3
4	$70,199	$72,405	$74,609	$79,196	$81,484	$83,840	4
5	$73,007	$75,301	$77,594	$82,363	$84,744	$87,194	5

Consideration of initial placement shall be determined based on the employee's education, experience, and technical ability levels as related to the requirements of each specific position. This salary schedule is based on a twelve-month assignment. Less-than-twelve-month employees will be entitled to a prorated amount of all provisions based upon their length of service during the twelve-month period.

Miscellaneous

Auburn School District No. 408
Auburn, Washington

SALARY SCHEDULE FOR
MISCELLANEOUS PERSONNEL
September 1, 2012--August 31, 2013

Student Help	Hourly Rate
Student helper	9.05
(effective January 1, 2013)	9.19
Substitutes	
Bus Driver	16.67
Child Nutrition	10.00
Custodian	10.50
Grounds	10.50
Laundry	10.50
Office assistant	11.00
Para-educator	12.00
Para-educator (special education)	15.00
Secretary	14.91
Teacher	120.00/day
Teacher (retired from Auburn)	130.00/day
Transportation assistant	15.00
Trades	10.50
Warehouse	10.50

Miscellaneous	Hourly Rate
# Campus Security	18.79
# School Police	30.71
# Native American Lang. Teacher	16.95
# Native American Specialist	13.56
# Native American Education Support	16.26
CPR Instructor	20.00
Classified Tutor	12.25
CSIA Coordinator	15.39-16.01
Home/Hospital Instructor	15.00
Debate judging	10.00
Bilingual Tutoring	11.75
Accompanist	15.00
Music consultant	20.00
Lead stage technicians	15.77
Stage technicians	12.70
Overhead riggers	17.31
# Referee	15.00
# After-school Adult Supervision	12.00
Interpreter	17.65
Camp Teacher	681.00/week
Asst. Camp Director	851.00/week
Camp Director	1,124.00/week

Note: Mandatory benefits only
#Plus permissive benefits

Non - Represented Office

Auburn School District No. 408
Auburn, Washington

NON-REPRESENTED OFFICE PERSONNEL SALARY SCHEDULE
EFFECTIVE SEPTEMBER 1, 2012

	Hourly Rate	Monthly Rate
Deputy superintendent's secretary	$25.90	$4,489
Associate superintendent's secretary	$25.90	$4,489
Assistant superintendent's secretary	$24.86	$4,308
Human Resources technician	$20.88	$3,619

NOTES:

For longevity purposes, office personnel covered by this salary schedule will receive an additional 1.5% of their hourly rate beginning with their 20th year and an additional 3% beginning with their 25th year.

Vacation accrual will be subject to board policy.

Vacation accrual will be earned as follows: one (1) hour of vacation credit for each twelve (12) hours worked, not to exceed one hundred and sixty (160) hours per year.

All employees will be allowed hours of vacation credit based on hours worked during the calendar year September 1 through August 31.

In computing the total vacation credit for any period of service, part of an hour will be disregarded if less than one-half (1/2) hour; otherwise, it will be counted as a full hour.

All straight time hours for which an employee is paid (excluding vacation credit hours, holiday hours, and disability hours) will be counted as hours worked in the computation of vacation credit.

It is mutually agreed that vacations shall be scheduled at the request of the employee and approval of the supervisor, unless such vacation time would disrupt the normal activities of the District.

Stipends for PSP Certificates will be consistent with any other classified employee.

Prof-Techs

Auburn School District No. 408
Auburn, Washington
SALARY SCHEDULE FOR PROFESSIONAL AND TECHNICAL EMPLOYEES
September 1, 2012 to August 31, 2013

Classifications

Step	I	II	III	IV	V	Step
1	$38,958 $18.73	$46,987 $22.59	$60,070 $28.88	$62,275 $29.94	$64,376 $30.95	1
2	$40,518 $19.48	$48,880 $23.50	$62,462 $30.03	$64,771 $31.14	$66,955 $32.19	2
3	$42,162 $20.27	$50,835 $24.44	$64,958 $31.23	$67,350 $32.38	$69,618 $33.47	3
4	$43,846 $21.08	$52,853 $25.41	$67,558 $32.48	$70,054 $33.68	$72,405 $34.81	4
5	$45,594 $21.92	$54,954 $26.42	$70,242 $33.77	$72,862 $35.03	$75,317 $36.21	5

Consideration of initial placement shall be determined based on the employee's education, experience, and technical ability levels as related to the requirements of each specific position. This salary schedule is based on a twelve-month assignment. Less-than-twelve-month employees will be entitled to a prorated amount of all provisions based upon their length of service during the twelve-month period.

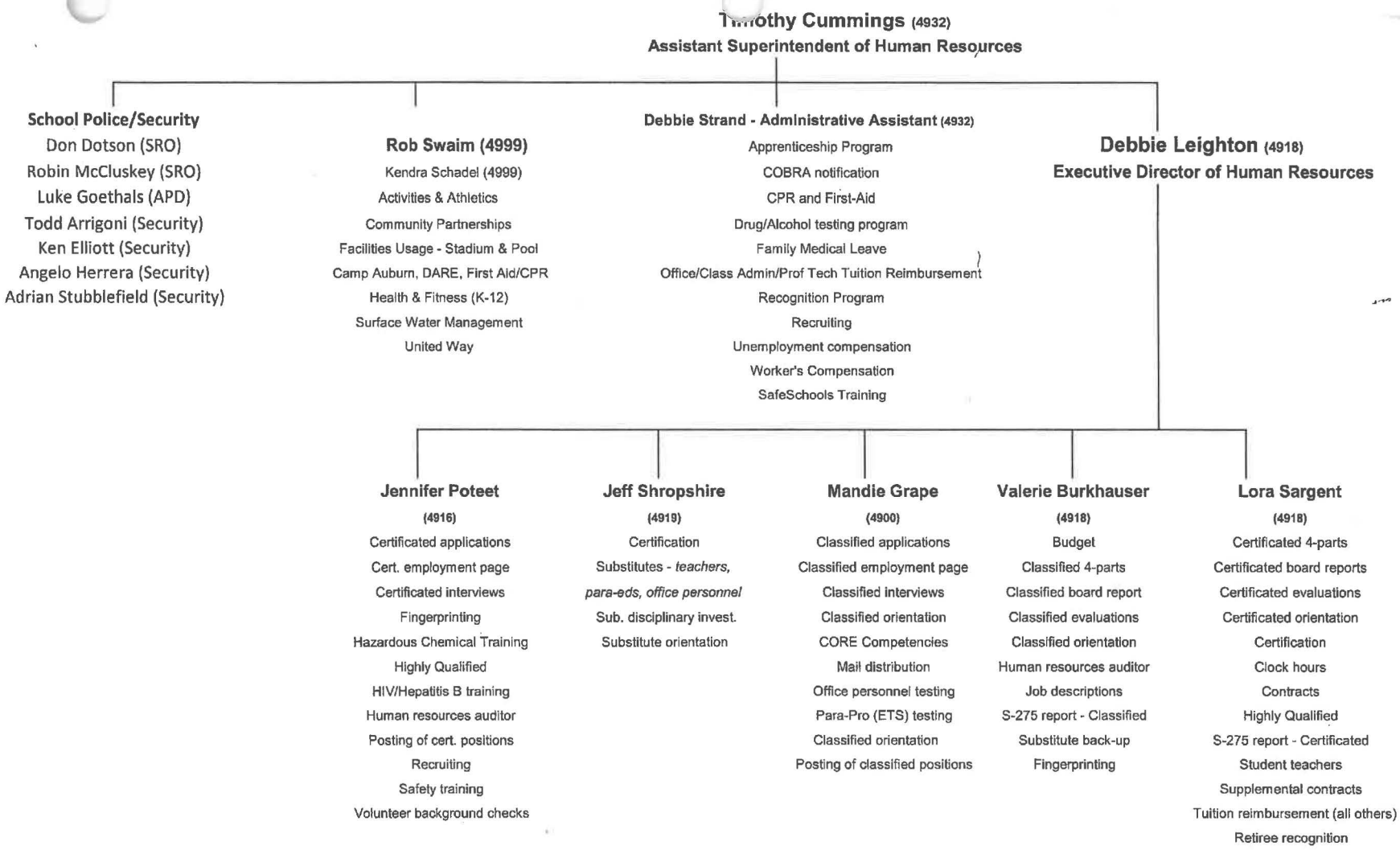
Superintendents

Auburn School District No. 408
Auburn, Washington

DEPUTY SUPERINTENDENT, ASSOCIATE SUPERINTENDENT AND ASSISTANT SUPERINTENDENT'S SALARY SCHEDULE

2012-13 Salary Schedule

Deputy Superintendent	Associate Superintendent	Assistant Superintendent
$138,938	$134,062	$129,369



Revised 11/2012

BUSINESS AND OPERATIONS

Auburn School District

Deputy Superintendent
Michael Newman

DISTRICT FISCAL OPERATIONS			GENERAL ADMINISTRATION			DISTRICT PHYSICAL OPERATIONS		
Program Planning	Program Implementation	Program Evaluation				Policy Development	Personnel Admin	Policy Dev/ Eval/Planning
Risk Mgmnt Insurance	Levy/Tax Debt/A. V.	Facility Usage Propty Mgmnt	Real Property Acquisition			Enrollment Reporting	Enrollment Accounting	Technology Implementation
Disaster Preparedness	Contract Admin	School Impact Fees	Facility Acquisition			Enrollment Projection	Demograph/ Proj/Planning	Capital Facilities Planning

BUSINESS SERVICES - Toni Lally			
Exec Director	Purch Supvsr Buyer	Grants/Contracts Accountant	Payroll Coord. Payroll Tech
Program Plan Devel & Implem	Fiscal Planning & Budget	Personnel Administration	Program Eval/Recomd
Investments	Purchasing	Accounting	Payroll
Audits	Fiscal	Fiscal	Retirment
Budg Control	Reporting	Records	Benefits
Budg Proj	Inventories/	Accounts	Federal
Int Control	Fixed Assets	Payable/Reciev	Programs

INFORMATION TECHNOLOGY - Neil Vien			
Exec Director	Tech Serv Manager	Net Tech	Net Tech-Train
Client Serv Mana	Net Tech-Lead	Clint SuppTech	Comp Oper
Program Plan Devel & Implem	Fiscal Planning & Budget	Personnel Administration	Program Eval/Recomd
Fiscal Serv	Student Serv	Comp Oper/	PC Systems
WSIPC	WSIPC	Comm/Maint	Support
Network	Software	Hardware	Infrastructure
Administration	Administration	Evaluation	Development
WedNet	& Implement.	Acquisition	Acquisition

CAPITAL PROJECTS - Jeff Grose			
Exec Director	Project Coord.	Technician	
Program Plan Devel & Implem	Fiscal Planning & Budget	Personnel Administration	Program Eval/Recomd
New Facility Construction	Renovation & Remodel	Contract Administration	Construction Management
Portable Classrooms	Consultant Management	Agency Liason	Asbestos Abatement

MAINTENANCE & OPERATIONS - Randy Thomas			
Director	Supvsr-Grnds/WH/S	Coord-Bld Syms	Supvsr-Custod
Program Plan Devel & Implem	Fiscal Planning & Budget	Personnel Administration	Program Eval/Recomd
Facility Maint	Warehousing/ Distrib.	Printing Services	Asbestos Abatement
Facility Ops Resource Con	Grounds& Cust Services	MSDS,UST RDN,LEAD, etc	Safety Program

CHILD NUTRITION SERVICES - Margaret Dam			
Coordinator	Supervisor		
Program Plan Devel & Implem	Fiscal Planning & Budget	Personnel Administration	Program Eval/Recomd
Elem & Mid Sch Operations	Sr High Fed Oversight	Commodity Admin	Breakfast Program
Summer Feeding Program	Equipment Planning	Mealtime Online	Free and Red Approvals

TRANSPORTATION SERVICES - Dennis Grad			
Director	Sup/Drvr. Trainer	Supvsr-Mechanic	Dispatchers
Program Plan Devel & Implem	Fiscal Planning & Budget	Personnel Administration	Program Eval/Recomd
Operations Routing & Scheduling	Bus Equipment Maint/Acquis	Motor Pool Equipment Maint/Acquis	Veh. Accid. Investigation & Reporting
Safe Walking	Discipline	Bus Safety	Driver Training

Strand, Debbie

From: Everett, Catherine P [Cathie.Everett@kent.k12.wa.us]
Sent: Friday, November 09, 2012 11:23 AM
To: Strand, Debbie; Cummings, Tim
Subject: Public Records Request

To Whom It May Concern:

Pursuant to the Washington Public Records Act, Chapter 42.56RCW, I am requesting the following information regarding your Information Technology, Human Resources, Business Services and Security departments and your District Leadership Team:

- Org charts for the above departments
- Staffing information for each department or employee group including staff name, title, salary and salary step
- Agreements or handbooks that would cover all of the employees or bargaining groups in the above departments/employee groups, including non-represented employees

Please email the above information to me at: Cathie.everett@kent.k12.wa.us. If you have any questions, you may call me at 253-373-7860.

Sincerely,

Cathie Everett
Executive Assistant
KSD Information Technology
253-373-7860

Strand, Debbie

From: Strand, Debbie
Sent: Tuesday, November 13, 2012 9:27 AM
To: 'Andrea Okomski'
Subject: RE: Lee Ann Ricks
Attachments: Lee Ann Ricks - part 1.pdf; Lee Ann Ricks - part 2.pdf

Andrea,
I have gathered the information....see attached.

If you need anything else, please feel free to call me or send me an e-mail.

Thanks!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

From: Andrea Okomski [mailto:andrea@okomskilaw.com]
Sent: Monday, November 12, 2012 12:31 PM
To: Strand, Debbie
Subject: RE: Lee Ann Ricks
Importance: High

Please let me know where you are with this request? We need to submit it very soon.
Thank you.
Andrea Okomski

From: Strand, Debbie [mailto:dstrand@auburn.wednet.edu]
Sent: Wednesday, October 31, 2012 4:37 PM
To: 'andrea@okomskilaw.com'
Subject: Lee Ann Ricks

Hello Andrea,

I received your request and the release from Lee Ann for us to send you a copy of her personnel file. Did you also need payroll history for her years that she worked for us?

Thanks!

Debbie Strand
Human Resources
Auburn School District No. 408
(253) 931-4932

OKOMSKI LAW FIRM SEATTLE

1800 Ninth Avenue, Ste 1630 Seattle, WA 98101

10/30/2012

Auburn School District
915 4th Street NE
Auburn, WA 98002

Dear Auburn School District,

I represent Lee Ann Ricks in her claim for Social Security Disability benefits. I hope you can help. The hearing is in December, and the records will need to be presented in advance of the hearing. Please provide Ms. Rick's personnel file for use in her private administrative hearing. These records are being obtained for the sole and exclusive purpose of obtaining benefits from the Social Security administration. She was employed through March of 2011. Please call or email if there are any questions or concerns.

Thank you,

Andrea Okomski
Attorney
Okomski Law Firm

OKOMSKI LAW FIRM SEATTLE

1800 Ninth Avenue, Ste 1630 Seattle Wa 98101

GENERAL RELEASE

To: Auburn School District

You are hereby authorized to release and give to my attorney

The Okomski Law Firm
1800 Ninth Avenue, Ste 1630
Seattle, WA 98101

Any information that firm may request regarding the undersigned.

Photocopies of this General Release are valid as the original.

DATED this 30 day of Oct, 2012

X Signed by: LeeAnn Ricks LeeAnn Ricks

~~Social Security Number:~~ Employee ID # 72819

Okomski Law Firm
1800 Ninth Avenue, Suite 1630
Seattle, Washington 98101-1322

(206) 724-0011 206-623-2573 (fax)
Email andrea@okomskilaw.com

CAUTION: THE DOCUMENT BEING TELECOPIED TO YOU MAY CONTAIN INFORMATION PROTECTED BY THE ATTORNEY-CLIENT OR ATTORNEY WORK PRODUCT PRIVILEGES. IT IS **CONFIDENTIAL** AND IS INTENDED ONLY FOR THE PERSON TO WHOM IT IS ADDRESSED. IF YOU ARE NOT THE INTENDED RECIPIENT OR HIS OR HER AGENT, THEN THIS IS NOTICE TO YOU THAT DISSEMINATION, DISTRIBUTION OR COPYING OF THIS DOCUMENT IS PROHIBITED. IF THIS WAS RECEIVED IN ERROR, PLEASE CALL US AT ONCE AND DESTROY THIS DOCUMENT.

TRANSMITTAL COVER SHEET

DATE: Tuesday, October 30, 2012

NAME: MANDI

FAX NO.: 1-253-931-8006

RE: LEE ANN RICKS

MESSAGE: PLEASE SEE LETTER AND ROI

If you have any questions please feel free to call at the number above. Thanks.

THIS TRANSMITTAL IS BEING SENT BY: Andrea Okomski

THERE ARE 3 PAGES IN THIS FAX, INCLUDING THE COVER SHEET.

IF YOU DO NOT RECEIVE ALL OF THE PAGES, PLEASE CALL BACK AS SOON AS POSSIBLE. MY NUMBER IS (206) 724-0011. THANK YOU.

Employee Evaluation
Auburn School District No. 408

RECEIVED
JUN 16 2010

Name: Lee Ann Ricks
Position: Para Educator SPED
School: Chinook Elementary
School Year: 2009-2010
90-day
Annual X

PERFORMANCE APPRAISAL--PARA-EDUCATOR/ATTENDANT

The form is designed to assist the employer and the employee both in formulating and recording an accurate appraisal of the individual's efforts toward fulfilling the requirements which relate to responsibility and effectiveness. The purpose is to help the employer and the employee understand and improve performance. Therefore, the form provides for:

1. Identification of performance factors pertinent to requirements relating to effectiveness.
2. Documentation of specific, supporting comments where the employee exceeds or meets expectations, needs improvement, or does not meet expectations.
3. Where necessary, prescription of specific action to help the employee bring performance to an acceptable level.

Consider each criteria independently. Rate in accordance with performance degrees. Indicate your appraisal by placing an '**X**' in the appropriate box.

PERFORMANCE DEGREES

Meets Expectations: Results show primary work objectives attained in the manner reasonably expected of a well-trained individual in this classification.
Needs Improvement: Results are generally below expectations. Performance improvement indicated.
Does not Meet Minimum Requirements: Attainment of primary work objectives has not been achieved.
Work knowledge: Understanding of all phases of job. (Duties: playground supervision, lunchroom supervision, use of duplicating machines, audio-visual equipment, basic first aid, CPR, etc. as appropriate.)
Special knowledge: Education or experience in child development and behavior modification techniques.
Quality of work: Consider neatness, accuracy, workmanship, and excellence of work produced.
Dependability: Attendance
Punctuality
Judgment and common sense: Consider the ability to make a decision; form an opinion; or take action objectively, authoritatively, and wisely.
Initiative: Consider amount of supervision required; ability to initiate action.
Personal traits: Consider leadership qualities and ability to cooperate with and support fellow workers.
Ability to plan and organize: Consider the ability to plan duties in an effective manner.
Attitude: Consider job interest and disposition toward the job.
Personal appearance: Consider neatness and good grooming.
Career development: Consider employee's total growth during rating periods.
Overall performance: (during appraisal period): Place a check in the box that best reflects your appraisal of the individual's overall performance. This should be your judgment of overall performance and not an average of the appraisals on individual performance.

[redacted]

Comments/Summary

A. General supporting comments/summary:

LeeAnn Ricks returned to Chinook in the middle of this school year serving in a new role and has been a wonderful asset to the resource room. She worked one-on-one with a second grade boy and has made a positive impact in his ability to learn. He is now beginning to recognize sight words and read small books. His math abilities are increasing and his social skills are improving. This is the direct result of Mrs. Ricks' persistence in presenting educational materials in an engaging manner. She maintains a consistent support system for this student, and the results are evident.
Mrs. Ricks understands the importance of ongoing training. This year she attended training including Dealing With Difficult People and Social Skills in Children.
Working with Mrs. Ricks is a pleasure for the classroom teacher as she maintains professionalism throughout her day. The rapport Mrs. Ricks has established with the student is strong and serves his learning needs well.

B. If Needs Improvement or Does Not Meet Minimum Requirements are marked, then specific supporting comments are required.

N/A

I have read this evaluation and have discussed it with my supervisor.

6/14/10
Date

LeeAnn Ricks
Employee's Signature

6/14/10
Date

Supervisor's Signature

The employee may file a statement. Check here if a statement is attached. ☐

Distribution:
Human Resources (Original)
Supervisor
Employee

Employee Evaluation
Auburn School District No. 408

Name: Ricks, LeAnn **School**: Gildo Rey **90-day**
Position: Para-Educator Class-size **School Year**: 2008-09 **Annual** X

PERFORMANCE APPRAISAL--PARA-EDUCATOR/ATTENDANT

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Consider each criteria independently. Rate in accordance with performance degrees. Indicate your appraisal by placing an '**X**' in the appropriate box.

PERFORMANCE DEGREES

Meets Expectations: Results show primary work objectives attained in the manner reasonably expected of a well-trained individual in this classification.
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Quality of work: Consider neatness, accuracy, workmanship, and excellence of work produced.
Dependability: Attendance
Punctuality
Judgment and common sense: Consider the ability to make a decision; form an opinion; or take action objectively, authoritatively, and wisely.
Initiative: Consider amount of supervision required; ability to initiate action.
Personal traits: Consider leadership qualities and ability to cooperate with and support fellow workers.
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Attitude: Consider job interest and disposition toward the job.
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Overall performance: (during appraisal period): Place a check in the box that best reflects your appraisal of the individual's overall performance. This should be your judgment of overall performance and not an average of the appraisals on individual performance.

[redacted]

Comments/Summary

A. General supporting comments/summary:

This year Mrs. Ricks was assigned to Gildo Rey as a class size Para in kindergarten. Mrs. Ricks is timely and efficient in carrying out the directives of the classroom teacher. She works well with all the staff and goes above and beyond what is required by her job description. Mrs. Ricks previously worked as a Title Para and the background and training that she received in the Title Program has been invaluable in assisting her in addressing the instructional needs of our beginning readers. Mrs. Pozzi highly regards the assistance that Mrs. Ricks has provided this year and very much appreciates the quality job she has done in her classroom.

B. If Needs Improvement or Does Not Meet Minimum Requirements are marked, then specific supporting comments are required.

I have read this evaluation and have discussed it with my supervisor.

5-20-09
Date

LeeAnn Ricks
Employee's Signature

5-20-09
Date

A Logan
Supervisor's Signature

The employee may file a statement. Check here if a statement is attached. ☐

Distribution:
Human Resources (Original)
Supervisor
Employee

Employee Evaluation
Auburn School District No. 408

Name: Lee Ann Ricks
Position: Title One
School: Gildo Rey
School Year: 2006/07
90-day
Annual

PERSONNEL
JUN 06 2007

PERFORMANCE APPRAISAL--PARA-EDUCATOR/ATTENDANT

The form is designed to assist the employer and the employee both in formulating and recording an accurate appraisal of the individual's efforts toward fulfilling the requirements which relate to responsibility and effectiveness. The purpose is to help the employer and the employee understand and improve performance. Therefore, the form provides for:

1. Identification of performance factors pertinent to requirements relating to effectiveness.
2. Documentation of specific, supporting comments where the employee exceeds or meets expectations, needs improvement, or does not meet expectations.
3. Where necessary, prescription of specific action to help the employee bring performance to an acceptable level.

Consider each criteria independently. Rate in accordance with performance degrees. Indicate your appraisal by placing an '**X**' in the appropriate box.

PERFORMANCE DEGREES

Meets Expectations: Results show primary work objectives attained in the manner reasonably expected of a well-trained individual in this classification.

Needs Improvement: Results are generally below expectations. Performance improvement indicated.

Does not Meet Minimum Requirements: Attainment of primary work objectives has not been achieved.

[redacted]

Work knowledge: Understanding of all phases of job. (Duties: playground supervision, lunchroom supervision, use of duplicating machines, audio-visual equipment, basic first aid, CPR, etc. as appropriate.)

Special knowledge: Education or experience in child development and behavior modification techniques.

Quality of work: Consider neatness, accuracy, workmanship, and excellence of work produced.

Dependability: Attendance

Punctuality

Judgment and common sense: Consider the ability to make a decision; form an opinion; or take action objectively, authoritatively, and wisely.

Initiative: Consider amount of supervision required; ability to initiate action.

Personal traits: Consider leadership qualities and ability to cooperate with and support fellow workers.

Ability to plan and organize: Consider the ability to plan duties in an effective manner.

Attitude: Consider job interest and disposition toward the job.

Personal appearance: Consider neatness and good grooming.

Career development: Consider employee's total growth during rating periods.

Overall performance: (during appraisal period): Place a check in the box that best reflects your appraisal of the individual's overall performance. This should be your judgment of overall performance and not an average of the appraisals on individual performance.

Comments/Summary

A. General supporting comments/summary:

LeeAnn job shares with Stephanie Hedrick one day a week on Fridays. LeeAnn is a dependable, punctual and confident. She is a capable independent worker who is willing to assist in whatever task needs to be completed to make the program run smoothly. Mrs. Ricks has the ability to establish a positive rapport and work with children at all grades. She understands how to use a variety of instructional programs and is accurate in their implementation. She has only the best interests of the children in mind at all times. She is a self-motivated, competent worker who is efficient in completing all assigned tasks. We very much appreciate the contribution she makes to the Title Program at Gildo Rey Elementary.

B. If Needs Improvement or Does Not Meet Minimum Requirements are marked, then specific supporting comments are required.

I have read this evaluation and have discussed it with my supervisor.

4/30/07
Date

LeeAnn Ricks
Employee's Signature

4/30/07
Date

Carol Robin Logan
Supervisor's Signature

The employee may file a statement. Check here if a statement is attached. ☐

Distribution:
Human Resources (Original)
Supervisor
Employee

Auburn School District No. 408
Auburn, Washington

90-day _
Annual X

Name: L Ann Ricks
Position: Title/Playground
School: Gildo Rey
Year: 2005/2006

PERFORMANCE APPRAISAL--PARA-EDUCATOR/ATTENDANT

The form is designed to assist the employer and the employee both in formulating and recording an accurate appraisal of the individual's efforts toward fulfilling the requirements which relate to responsibility and effectiveness. The purpose is to help the employer and the employee understand and improve performance. Therefore, the form provides for:

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3. Where necessary, prescription of specific action to help the employee bring performance to an acceptable level.

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PERFORMANCE DEGREES

Meets Expectations: Results show primary work objectives attained in the manner reasonably expected of a well-trained individual in this classification.
Needs Improvement: Results are generally below expectations. Performance improvement indicated.
Does not Meet Minimum Requirements: Attainment of primary work objectives has not been achieved.
Work knowledge: Understanding of all phases of job. (Duties: playground supervision, lunchroom supervision, use of duplicating machines, audio-visual equipment, basic first aid, CPR, etc. as appropriate.)
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Overall performance: (during appraisal period): Place a check in the box that best reflects your appraisal of the individual's overall performance. This should be your judgment of overall performance and not an average of the appraisals on individual performance.

If additional space is required for comments A and B, use plain paper and staple to this page.

Comments/Summary

A. General supporting comments/summary:

[redacted]

B. If Needs Improvement or Does Not Meet Minimum Requirements are marked, then specific supporting comments are required.
None Required

I have read this evaluation and have discussed it with my supervisor.

4/19/06
Date

LeeAnn Ricks
Employee's Signature

4/19/06
Date

CR Logan
Supervisor's Signature

The employee may file a statement. Check here if a statement is attached. ☐

Distribution:
Human Resources (Original)
Supervisor
Employee

Auburn School District No. 408
Auburn, Washington

90-day _ Name: Ric[redacted] Lee
Annual X Position: Para-Educator - Title/Playgrnd/Traffic
School: Gildo Rey Elementary
Year: 2003-04

PERFORMANCE APPRAISAL--PARA-EDUCATOR/ATTENDANT

The form is designed to assist the employer and the employee both in formulating and recording an accurate appraisal of the individual's efforts toward fulfilling the requirements which relate to responsibility and effectiveness. The purpose is to help the employer and the employee understand and improve performance. Therefore, the form provides for:

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PERFORMANCE DEGREES

Meets Expectations: Results show primary work objectives attained in the manner reasonably expected of a well-trained individual in this classification.	
Needs Improvement: Results are generally below expectations. Performance improvement indicated.	
Does not Meet Minimum Requirements: Attainment of primary work objectives has not been achieved.	
Work knowledge: Understanding of all phases of job. (Duties: playground supervision, lunchroom supervision, use of duplicating machines, audio-visual equipment, basic first aid, CPR, etc. as appropriate.)	
Special knowledge: Education or experience in child development and behavior modification techniques.	
Quality of work: Consider neatness, accuracy, workmanship, and excellence of work produced.	
Dependability: Attendance	
Punctuality	
Judgment and common sense: Consider the ability to make a decision; form an opinion; or take action objectively, authoritatively, and wisely.	
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Personal traits: Consider leadership qualities and ability to cooperate with and support fellow workers.	
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Personal appearance: Consider neatness and good grooming.	
Career development: Consider employee's total growth during rating periods.	
Overall performance: (during appraisal period): Place a check in the box that best reflects your appraisal of the individual's overall performance. This should be your judgment of overall performance and not an average of the appraisals on individual performance.	

If additional space is required for comments A and B, use plain paper and staple to this page.

Comments/Summary

A. General supporting comments/summary:

[redacted]

B. If Needs Improvement or Does Not Meet Minimum Requirements are marked, then specific supporting comments are required.

I have read this evaluation and have discussed it with my supervisor.

5-3-04
Date

LeeAnn Ricks
Employee's Signature

5-3-04
Date

Carol B. Logan
Supervisor's Signature

The employee may file a statement. Check here if a statement is attached. ☐

Distribution:
Human Resources (Original)
Supervisor
Employee

Auburn School District No. 408
Auburn, Washington

90-day _
Annual X
Name: Lee/ Ricks
Position: Title/Playground
School: Gildo Rey
Year: 2005/2006

PERSONNEL
MAY 26 2005

PERFORMANCE APPRAISAL--PARA-EDUCATOR/ATTENDANT

The form is designed to assist the employer and the employee both in formulating and recording an accurate appraisal of the individual's efforts toward fulfilling the requirements which relate to responsibility and effectiveness. The purpose is to help the employer and the employee understand and improve performance. Therefore, the form provides for:

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PERFORMANCE DEGREES

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Needs Improvement: Results are generally below expectations. Performance improvement indicated.

Does not Meet Minimum Requirements: Attainment of primary work objectives has not been achieved.

Work knowledge: Understanding of all phases of job. (Duties: playground supervision, lunchroom supervision, use of duplicating machines, audio-visual equipment, basic first aid, CPR, etc. as appropriate.)	[redacted]
cial knowledge: Education or experience in child development and behavior modification techniques.	
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Dependability: Attendance	
Punctuality	
Judgment and common sense: Consider the ability to make a decision; form an opinion; or take action objectively, authoritatively, and wisely.	
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Overall performance: (during appraisal period): Place a check in the box that best reflects your appraisal of the individual's overall performance. This should be your judgment of overall performance and not an average of the appraisals on individual performance.	

If additional space is required for comments A and B, use plain paper and staple to this page.

Comments/Summary

A. General supporting comments/summary:

[redacted]

B. If Needs Improvement or Does Not Meet Minimum Requirements are marked, then specific supporting comments are required.
None Required

I have read this evaluation and have discussed it with my supervisor.

4/18/05
Date

LeeAnn Licks
Employee's Signature

4/18/05
Date

C Debra Hogan
Supervisor's Signature

The employee may file a statement. Check here if a statement is attached. ☐

Distribution:
Human Resources (Original)
Supervisor
Employee

Auburn School District No. 408
Auburn, Washington

90-day X
Annual _
Name: [redacted]eAnn Ricks
Position: [redacted]ara-educator Chapter/Playground
School: Gildo Rey Elem[redacted]
Year: 2002-03

PERSONNEL
JUN 18 2003

PERFORMANCE APPRAISAL--PARA-EDUCATOR/ATTENDANT

The form is designed to assist the employer and the employee both in formulating and recording an accurate appraisal of the individual's efforts toward fulfilling the requirements which relate to responsibility and effectiveness. The purpose is to help the employer and the employee understand and improve performance. Therefore, the form provides for:

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PERFORMANCE DEGREES

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Needs Improvement: Results are generally below expectations. Performance improvement indicated.

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[redacted]ecial knowledge: Education or experience in child development and behavior modification [redacted]hniques.	
Quality of work: Consider neatness, accuracy, workmanship, and excellence of work produced.	
Dependability: Attendance	
Punctuality	
Judgment and common sense: Consider the ability to make a decision; form an opinion; or take action objectively, authoritatively, and wisely.	
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If additional space is required for comments A and B, use plain paper and staple to this page.

Comments/Summary

A. General supporting comments/summary:

[redacted]

B. If Needs Improvement or Does Not Meet Minimum Requirements are marked, and then specific supporting comments are required.

I have read this evaluation and have discussed it with my supervisor.

6/1/04
Date

LeeAnn Ricks
Employee's Signature

6/1/04
Date

C. Robin Logan
Supervisor's Signature

The employee may file a statement. Check here if a statement is attached. ☐

Distribution:
Personnel (Original)
Supervisor
Employee

OFFICE OF THE SUPERITENDENT OF PUBLIC INSTRUCTION
Title II Part A
Old Capitol Building PO Box 47200
Olympia WA 98504-7200
(360) 725-6340 TTY (360) 664-3631

RECORD OF VERIFICATION OF NCLB TITLE I PARAEDUCATOR REQUIREMENTS

PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE)	IDENTIFICATION NUMBER	SCHOOL DISTRICT
Ricks, Lee Ann	[redacted]	Auburn School District No. 408

This form verifies that the paraeducator identified has met the Washington State Title I Paraeducator Requirements through the following:

Check One Box Only

☐ Associate Degree or higher as documented by an official transcript (or copy of) from:

Name of Institution of Higher Education

☐ Two years of study: 72 quarter credits or 48 semester credits as documented by an official transcript(s) (or copies of) from:

Names(s) of Institution(s) of Higher Education | Names(s) of Institution(s) of Higher Education | Names(s) of Institution(s) of Higher Education

Formal Assessment Options:

☒ Educational Testing Service (ETS) ParaPro Assessment as documented by official ETS ParaPro Assessment Test Score Report. Score must be 461 or higher.

☐ Paraeducator Portfolio Assessment as documented by Portfolio Assessment Score Report

☐ School District Paraeducator Assessment Score Report (Assessment must be approved by OSPI)

☐ Washington State Apprenticeship for _____ as documented by Washington State
Type of Apprenticeship

Department of Labor and Industries Journeycard or certificate: _____
Journeycard or Certificate Number

This form is official only if signed by the school district superintendent or superintendent's designee:

NAME	TITLE
Debbie Leighton	Executive Director of Human Resources
SCHOOL DISTRICT	DATE
Auburn School District No. 408	January 20 , 2009

By signing this form I attest that the above information is true and accurate to the best of my knowledge.

Debbie Leighton
SIGNATURE

NOTE: Original for school district files; copy for paraeducator files.

FORM SPI 1581 (4/04)

OFFICE OF THE SUPERITENDENT OF PUBLIC INSTRUCTION
Title II Part A
Old Capitol Building PO Box 47200
Olympia WA 98504-7200
(360) 725-6340 TTY (360) 664-3631

RECORD OF VERIFICATION OF NCLB TITLE I PARAEDUCATOR REQUIREMENTS

PARAEDUCATOR'S NAME (LAST, FIRST, MIDDLE)	IDENTIFICATION NUMBER	SCHOOL DISTRICT
Ricks, LeeAnn	[redacted]	Auburn

This form verifies that the paraeducator identified has met the Washington State Title I Paraeducator Requirements through the following:

Check One Box Only

☐ Associate Degree or higher as documented by an official transcript (or copy of) from:

_____
Name of Institution of Higher Education

☐ Two years of study: 72 quarter credits or 48 semester credits as documented by an official transcript(s) (or copies of) from:

_____ _____ _____
Names(s) of Institution(s) of Higher Education | Names(s) of Institution(s) of Higher Education | Names(s) of Institution(s) of Higher Education

Formal Assessment Options:

☒ Educational Testing Service (ETS) ParaPro Assessment as documented by official ETS ParaPro Assessment Test Score Report. Score must be 461 or higher.

☐ Paraeducator Portfolio Assessment as documented by Portfolio Assessment Score Report

☐ School District Paraeducator Assessment Score Report (Assessment must be approved by OSPI)

☐ Washington State Apprenticeship for _____ as documented by Washington State
Type of Apprenticeship

Department of Labor and Industries Journeycard or certificate: _____
Journeycard or Certificate Number

This form is official only if signed by the school district superintendent or superintendent's designee:

NAME	TITLE
Debbie Leighton	Director of Human Resources
SCHOOL DISTRICT	DATE
AUBURN SCHOOL DISTRICT No.408	February 7, 2006

By signing this form I attest that the above information is true and accurate to the best of my knowledge.

Debbie Leighton
SIGNATURE

NOTE: Original for school district files; copy for paraeducator files.

FORM SPI 1581 (4/04)

Listening. Learning. Leading.

ParaPro Assessme

Test Scores

Close this window

The test has been completed. These are your unofficial scores, which you may print for your own records.

Candidate Name :	**Ricks, LeeAnn**
School District :	**Auburn School District 408, WA**
Test Completed :	**2004-08-05 17:44:33**

Content Categories	[redacted]
Reading Skills and Knowledge	
Application of Reading Skills and Knowledge to Classroom Instruction	
Mathematics Skills and Knowledge	
Application of Mathematics Skills and Knowledge to Classroom Instruction	
Writing Skills and Knowledge	
Application of Writing Skills and Knowledge to Classroom Instruction	

Scaled Score	[redacted]

ETS and THE PRAXIS SERIES are serious about ensuring the integrity of the test you have just taken. We need your help to make sure that no one taking this test had an unfair advantage over you or anyone else.

If you are aware that someone taking this assessment has cheated in connection with this test - either before the test or during the test - ETS wants to know. Please call us on the toll-free hotline at 1-800-353-8570 or send an e-mail (TSReturns@ets.org) or FAX (1-609-406-9709).

All contacts will be treated as strictly confidential. Thank you.

Close this window

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ETS

THE PRAXIS SERIES
Professional Assessments for Beginning Teachers

[redacted]

Telephone: (609) 771-7395

PERSONNEL
SEP 26 2008

EXAMINEE SCORE REPORT

BACKGROUND INFORMATION

Examinee's Name: RICKS, LEEANN

Candidate ID Number: [redacted] **Social Security Number:** [redacted] **Sex:** F **Date of Birth:** 11/06/1956

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: (I)

Undergraduate Major: (I)

Graduate Major: (I)

Educational Level: (I)

GPA: (I)

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name
R0661	AUBURN SCHOOL DISTRICT 408
R8430 (A)	WASHINGTON PROF STANDARDS BD

LEEANN RICKS
1805 DOGWOOD DR SE
AUBURN WA 98092

CURRENT TEST DATE: 08/05/2004

Test Code	Test Name	Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
					R0661	R8430				
55	C-PARAPRO ASSESSMENT	[redacted]								

Refer to enclosed interpretive leaflet for additional information.

HIGHEST SCORE AS OF 08/14/2004

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)					
					R0661	R8430				
08/05/2004	1755	C-PARAPRO ASSESSMENT	[redacted]							

Scores will be available for reporting for ten years.

MESSAGE CODES

I - INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.

A - SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.

Y - SCORE REPORTED TO RECIPIENT LISTED.

**The range of scores earned by the middle 50% of a group of examinees of appropriate educational level (see interpretive leaflet for details) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years.

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Payroll 1 of 2

Full Name	Check Date	Gross Pay
RICKS, LEE ANN ANN	05/31/2011	464.08
RICKS, LEE ANN ANN	04/29/2011	688.80
RICKS, LEE ANN ANN	03/31/2011	904.05
RICKS, LEE ANN ANN	02/28/2011	904.05
RICKS, LEE ANN ANN	01/25/2011	602.70
RICKS, LEE ANN ANN	12/17/2010	774.90
RICKS, LEE ANN ANN	11/24/2010	1040.52
RICKS, LEE ANN ANN	10/29/2010	560.52
RICKS, LEE ANN ANN	09/30/2010	186.84
RICKS, LEE ANN ANN	08/31/2010	681.56
RICKS, LEE ANN ANN	07/30/2010	759.01
RICKS, LEE ANN ANN	06/30/2010	1022.34
RICKS, LEE ANN ANN	05/28/2010	975.87
RICKS, LEE ANN ANN	04/30/2010	793.86
RICKS, LEE ANN ANN	03/31/2010	2052.39
RICKS, LEE ANN ANN	02/26/2010	1484.47
RICKS, LEE ANN ANN	01/25/2010	1430.25
RICKS, LEE ANN ANN	12/18/2009	1430.25
RICKS, LEE ANN ANN	11/25/2009	1430.25
RICKS, LEE ANN ANN	10/30/2009	1523.19
RICKS, LEE ANN ANN	09/30/2009	654.08
RICKS, LEE ANN ANN	09/30/2009	-654.08
RICKS, LEE ANN ANN	09/30/2009	2084.33
RICKS, LEE ANN ANN	07/31/2009	539.40
RICKS, LEE ANN ANN	06/30/2009	1061.58
RICKS, LEE ANN ANN	05/29/2009	849.00
RICKS, LEE ANN ANN	04/30/2009	771.18
RICKS, LEE ANN ANN	03/31/2009	746.43
RICKS, LEE ANN ANN	02/27/2009	1040.09
RICKS, LEE ANN ANN	01/23/2009	551.85
RICKS, LEE ANN ANN	12/19/2008	401.25
RICKS, LEE ANN ANN	11/26/2008	420.41
RICKS, LEE ANN ANN	10/31/2008	310.50
RICKS, LEE ANN ANN	09/30/2008	270.00
RICKS, LEE ANN ANN	06/30/2008	211.50
RICKS, LEE ANN ANN	05/30/2008	81.00
RICKS, LEE ANN ANN	04/30/2008	27.00
RICKS, LEE ANN ANN	01/25/2008	54.00
RICKS, LEE ANN ANN	12/19/2007	123.75
RICKS, LEE ANN ANN	11/21/2007	43.59
RICKS, LEE ANN ANN	10/31/2007	1464.25
RICKS, LEE ANN ANN	09/28/2007	1427.57
RICKS, LEE ANN ANN	07/31/2007	278.20
RICKS, LEE ANN ANN	06/29/2007	492.49

Payroll 2 of 2

RICKS, LEE ANN ANN	05/31/2007	500.76

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	4/15/2011
Type of Recommendation	Change of Assignment
Present school or department	Terminal Park Elementary
Present job assignment	Para Educator Class-size Kindergarten
Present salary schedule placement	$14.35
Recommended school or department	Administration
Recommended job assignment	Para Pool
Recommended salary schedule placement	N/A
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Withdrew from position, back into Para Pool.

No. days/months per year: 45

No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor: Wanda Olsen / Assigned Date: 4/15/11

Approval has been granted to initiate the above change effective: 4/15/2011

Curriculum/Business: _____ Date: _____

Human Resources: Debbie L Loughton Date: 4/17/11

Distribution after board action:

Copy to: Human Resources (White), Supervisor (Canary), Payroll (Pink ✓), Employee (Goldenrod)

Grape, Mandie

From: Lee Ann Ricks [jlricks@gmail.com]
Sent: Friday, April 15, 2011 1:26 PM
To: Grape, Mandie

Mandy,

Due to medical reasons and a doctors note that says I can't work right now, I need to resign my over load position at Terminal Park AM kindergarten. Please put me back in the pool.
Thank You,

LeeAnn Ricks

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	10/4/2010
Type of Recommendation	Change of Assignment
Present school or department	Chinook Elementary
Present job assignment	Para Educator Special Kids
Present salary schedule placement	$15.57

Recommended school or department	Administration
Recommended job assignment	N/A
Recommended salary schedule placement	N/A
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other:	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Withdrew from position to be placed in Para Pool.

No. days/months per year: 161

No. hours per day: _____ Charge to account: _____

No. hours per day: _____ Charge to account: _____

No. hours per day: _____ Charge to account: _____

No. hours per day: _____ Charge to account: _____

Supervisor: Wanda Lem /Assigned Date: 10/12/10

Approval has been granted to initiate the above change effective: 10/4/2010

Curriculum/Business: _____ Date: _____

Human Resources: Debbie L Leighton Date: 10/12/10

Distribution after board action:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	10/11/2010
Type of Recommendation	Change of Assignment
Present school or department	Administration
Present job assignment	Para Pool
Present salary schedule placement	N/A

Recommended school or department	Terminal Park Elementary
Recommended job assignment	Para Educator Class-size Kindergarten
Recommended salary schedule placement	$14.35
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other:	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Qualified willing applicant.

No. days/months per year: 158

No. hours per day	3	Charge to account	0173 27 3000 157
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor: Lynda Lynn / Assigned Date: 10/12/10

Approval has been granted to initiate the above change effective: 10/11/2010

Curriculum/Business: _____ Date: _____

Human Resources: Debbie L Leighton Date: 10/12/10

Distribution after board action:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	1/24/2011
Type of Recommendation	Change of Assignment
Present school or department	Terminal Park Elementary
Present job assignment	Para Educator Class-size Kindergarten
Present salary schedule placement	$14.35

Recommended school or department	Administration
Recommended job assignment	Para Pool
Recommended salary schedule placement	N/A
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other:	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Lost hours due to decrease in class size.

No. days/months per year: 99

No. hours per day: _____ Charge to account: _____

No. hours per day: _____ Charge to account: _____

No. hours per day: _____ Charge to account: _____

No. hours per day: _____ Charge to account: _____

Supervisor: Marsha Rose / Assigned Date: 1/24/11

Approval has been granted to initiate the above change effective: 1/24/2011

Curriculum/Business: _____ Date: 1-24-11

Human Resources: _____ Date: _____

Distribution after board action:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	1/26/2011
Type of Recommendation	Change of Assignment
Present school or department	Administration
Present job assignment	Para Pool
Present salary schedule placement	N/A

Recommended school or department	Terminal Park Elementary
Recommended job assignment	Para Educator Class-size Kindergarten
Recommended salary schedule placement	$14.35
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other:	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Qualified willing applicant.

No. days/months per year: 97

No. hours per day	3	Charge to account	0173 27 3000 157
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor: Wanda Allen / Assigned Date: 1/28/11

Approval has been granted to initiate the above change effective: 1/26/2011

Curriculum/Business: _____ Date: _____

Human Resources: Debbie L Leighton Date: 1/30/11

Distribution after board action:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

JUN 9 2010

I amended effective date: 8/2/2010

Employee's name	Ricks, LeeAnn
School or department	Gildo Rey Elementary
Recommended job assignment	Para Educator
Recommended salary schedule placement	$15.49/hr. per diem plus mandatory benefits

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other:	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Time and Effort Involved in teaching Title boot Camp Summer School August 2nd thru August 26th, 2010 (M-TH) 8:45-11:30AM.

No. days/months per year: NTE 44 hours

N urs per day	as needed	Charge to account	10 E 530 5105 27 3120 137 0000 0000
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor: [signature] Date: 6-25-10

Curriculum/Business: [signature] Date: 6-30-10

Human Resources: Debbie Leighton Date: 7/5/10

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on: JUL 12 2010 To become effective on: 8/2/2010

Secretary to the Board _____

Date JUL 12 2010

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	3/1/2010
Type of Recommendation	Change of Assignment
Present school or department	Alpac Elementary
Present job assignment	Para Educator ECE
Present salary schedule placement	$15.49

Recommended school or department	Chinook Elementary
Recommended job assignment	Para Educator Special Education Special Kids
Recommended salary schedule placement	$15.49
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other:	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Qualified, willing applicant

No. days/months per year	77		
No. hours per day	3	Charge to account	2100 27 3000 127
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor C Nicole Rose / Assigned Date 3/1/10

Approval has been granted to initiate the above change effective: 3/1/2010

Curriculum/Business _____ Date _____

Human Resources Debbie L Leighton Date 3/2/10

Distribution after board action:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

PERSONNEL
JAN 20 2010

RECOMMENDATION FOR EMPLOYMENT

Recommended effective date: 1/8/2010

Employee's name	Lee Ann Ricks
School or department	Annex/Alpac
Recommended job assignment	para educator
Recommended salary schedule placement	$15.49 per hour fringe benefits only

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other: _____	

RECEIVED
JAN 20 2010
LOU[illegible]ECKER
ASSISTA[illegible]TENDENT

Justification for employment (attach application, letters of recommendation, and other relevant information):

To assist with Childfind screening per recommendation for employment

No. days/months per year

No. hours per day	4 hrs.	Charge to account	2100 27 3120 000
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor _____ Date 1/19/10

Curriculum/Business Debbie L. Leighton Date 1/20/10

Human Resources _____ Date JAN 27 2010

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on FEB 08 2010 To become effective on: 1/8/2010

Secretary to the Board Dennis Kip Larsen
FEB 08 2010

Date _____

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

Recommended effective date	9/1/2009

Employee's name	Ricks, Lee Ann
School or department	Administration
Recommended job assignment	Substitute para-educator
Recommended salary schedule placement	9.50/9.00

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other: _____	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Qualified, willing applicant.

No. days/months per year: as needed

No. hours per day		Charge to account	2100 27 3100 000
No. hours per day		Charge to account	0100 27 3100 000
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor (as assigned) Date AUG 13 2009

Curriculum/Business _____ Date AUG 13 2009

Human Resources Debbie L Leighton Date AUG 13 2009

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on AUG 24 2009 To become effective on: 9/1/2009

Secretary to the Board _____

Date AUG 24 2009

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

JUN 2 2 2009

Auburn School District No. 408
Auburn, Washington

PERSONNEL
JUN 26 2009

RECOMMENDATION FOR EMPLOYMENT

Recommended effective date: 6/16/2009

Employee's name	Ricks, LeeAnn
School or department	Gildo Rey Elementary
Recommended job assignment	Para Educator
Recommended salary schedule placement	15.39/hr. plus mandatory benefits

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other: _____	

RECEIVED
JUN 22 2009
LOUANNE LEGNER
ASSISTANT SUPERINTENDENT

Justification for employment (attach application, letters of recommendation, and other relevant information):

Time and Effort Involved in assisting teaching summer school at Gildo Rey Elementary Aug. 3rd through Aug. 27th (16 days+ 1 day set-up). Title Summer School.

No. days/months per year: NTE 42.5 hours

No. hours per day	As Needed	Charge to account	10 E 530 5105 27 3120 000 0000 0000
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor _____ Date 6-18-09

Curriculum/Business _____ Rhite Date 6/24/09

Human Resources Debbie Leighton Date 7/16/09

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on JUL 2 7 2009 To become effective on: 6/16/2009

Secretary to the Board _____

JUL 2 7 2009

Date _____

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Avenue to Excellence

Auburn School District No. 408
Rehire

Employee's name:	RICKS, LEEANN	**FourPart ID:**	35741
Employee ID:		**Date submitted to board:**	12/22/2008
Position:	Para-Educator Class-size		
Effective date:	12/2/2008		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire for 2008-09 school year		
Days per year:	120.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
6670 27 3000 000	3.00
Total :	3.00

Pay:

New hourly rate:	$14.15
Hourly Stipend:	$0.00
Monthly Stipend:	$0.00
Stipends this school year:	0
Estimated Monthly Pay:	$0.00 for 12 months

Estimated annual totals:

FTE:	0.172
WTD FTE:	0.191
Work Hours:	360.00
Vacation hours:	20.00
Holiday hours:	18.00
Total paid hours:	398.00

DEC 22 2008

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

Recommended effective date	9/1/2008

Employee's name	Ricks, Lee Ann
School or department	Administration
Recommended job assignment	Substitute para-educator
Recommended salary schedule placement	9.00/9.50

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	
Other: _____	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Qualified, willing applicant.

No. days/months per year	as needed		
No. hours per day		Charge to account	0100 27 3100 000
No. hours per day		Charge to account	2100 27 3100 000
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor JW Shropshire (as assigned) Date 10/14/08

Curriculum/Business _____ Date 10-14-08

Human Resources Debbie L Leighton Date 10/14/08

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on OCT 27 2008 To become effective on: 9/1/2008

Secretary to the Board _____

Date OCT 27 2008

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN
JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	10/24/2007

Present school or department	Olympic Middle School
Present job assignment	Para-Educator Reading/Math
Present salary schedule placement	$14.53

Recommended school or department	Administration
Recommended job assignment	Unassigned
Recommended salary schedule placement	
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Resigned from position; to be placed into para-educator pool

No. days/months per year

No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor Malia Judd/assigned Date 10/31/07

Approval has been granted to initiate the above change effective: 10/24/2007

Curriculum/Business _____ Date _____

Human Resources Debbie L Leighton Date 11/2/07

Distribution after board action:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR CHANGE IN
JOB ASSIGNMENT OR SALARY CLASSIFICATION

Employee's name	Ricks, Lee Ann
Effective date	10/22/2007

Present school or department	Chinook Elementary School
Present job assignment	Para-Educator Title
Present salary schedule placement	$14.53

Recommended school or department	Olympic Middle School
Recommended job assignment	Para-Educator Reading/Math
Recommended salary schedule placement	$14.53
Stipend	
PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	

Justification for employment (attach application, letters of recommendation, and other relevant information):

At employees request.

No. days/months per year: 149

No. hours per day	3	Charge to account	5504 27 3000 203
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor: Natalie Grant / assigned Date: 10/23/07

Approval has been granted to initiate the above change effective: 10/22/2007

Curriculum/Business _____ Date _____

Human Resources: Debbie L Leighton Date: 10/23/07

Distribution after board action:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Avenue to Excellence

Auburn School District No. 408
Rehire

Employee's name:	RICKS, LEEANN	**FourPart ID:**	26943
Employee ID:	72819	**Date submitted to board:**	10/23/2006
Position:	Para-Educator Title		
Effective date:	9/5/2006		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire 2006-07 school year; 1 day per week		
Days per year:	33.00		

Hours per day by account code (or total hours if no number of days specified):

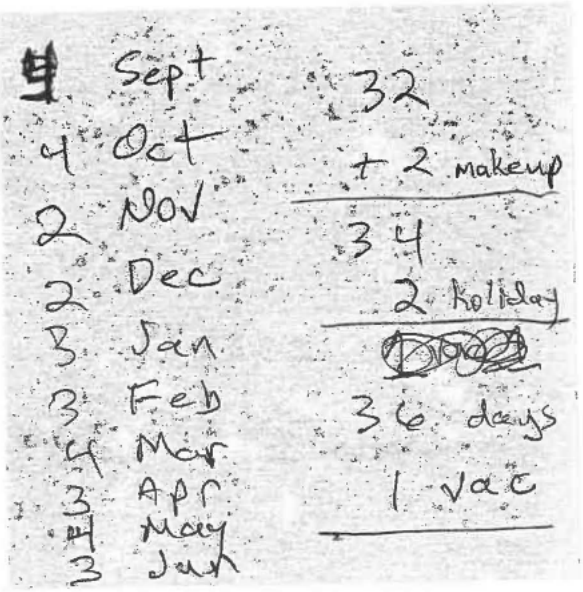
AccountCode	Hours
5102 27 3000 137	6.00
Total :	6.00

Pay:

New hourly rate:	$13.74
Hourly Stipend:	$0.00
Monthly Stipend:	$0.00
Stipends this school year:	0
Estimated Monthly Pay:	$0.00 for months

Estimated annual totals:

FTE:	0.517
WTD FTE:	0.565
Work Hours:	198.00
Vacation hours:	8.00
Holiday hours:	54.00
Total paid hours:	260.00



The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408

Change of Assignment

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	23613
Employee ID:	72819	**Date submitted to board:**	1/23/2006
Position:	Para-Educator Title		
Effective date:	1/9/2006		
Previous assignment:	Para-Educator Title	**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Increase in hours. Gildo Rey		
Days per year:	105.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
5102 27 3000 000	5.00
Total :	5.00

Pay:

New hourly rate:	$13.30		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$934.33	for 8	months

Estimated annual totals:

FTE:	0.251
WTD FTE:	0.269
Work Hours:	525.00
Vacation hours:	22.00
Holiday hours:	15.00
Total paid hours:	562.00

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Auburn School District No. 408
Auburn, Washington

OCT 1 3 2005

RECOMMENDATION FOR EMPLOYMENT PERSONNEL

OCT 17 2005

Recommended effective date	10/19/05

Employee's name	Ricks, Lee Ann 72819
School or department	Gildo Rey
Recommended job assignment	para educator
Recommended salary schedule placement	$13.30 per diem plus mandatory benefits

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Title Parent Night

No. days/months per year: 1

No. hours per day	4 hrs	Charge to account	5103 27 3030 137 -
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor CR Loggan Date 10/12/05

Curriculum/Business Dan Rhuke Date 10/13/05

Human Resources Diane L Leighton Date 10/19/05

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on OCT 24 2005 To become effective on: 10/19/05

Secretary to the Board

Date OCT 24 2005

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

PERSONNEL
SEP 29 2005

Recommended effective date	9/12/05
Employee's name	Ricks, Lee Ann 72819
School or department	Gildo Rey
Recommended job assignment	para-educator
Recommended salary schedule placement	~~$13.30~~ 12.24 per hour plus mandatory benefits

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	

Justification for employment (attach application, letters of recommendation, and other relevant information):

supervisio

No. days/months per year		NTE exceed 19 hrs	
No. hours per day	as needed	Charge to account	0100 25 3810 137
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor CR Logan Date 9/19/05

Curriculum/Business [signature] Date 9/28/05

Human Resources Debbie L Leighton Date 9/29/05

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on OCT 10 2005 To become effective on: 9/12/05

Secretary to the Board Linda L Coleman

Date OCT 10 2005

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Avenue to Excellence

Auburn School District No. 408
Rehire

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	21825
Employee ID:	72819	**Date submitted to board:**	9/12/2005
Position:	Para-educator Title		
Effective date:	9/6/2005		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire for 2005-06 school year		
Days per year:	180.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
5102 27 3000 137	4.50
Total :	4.50

Pay:

New hourly rate:	$13.30		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$980.32	for	12 months

Estimated annual totals:

FTE:	0.388
WTD FTE:	0.423
Work Hours:	810.00
Vacation hours:	34.00
Holiday hours:	40.50
Total paid hours:	884.50

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408
Rehire

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	21826
Employee ID:	72819	**Date submitted to board:**	9/12/2005
Position:	Para-educator Playground		
Effective date:	9/6/2005		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire for 2005-06 school year		
Days per year:	180.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
0100 25 3810 137	1.00
Total :	1.00

Pay:

New hourly rate:	$12.24		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$200.94	for 12	months

Estimated annual totals:

FTE:	0.086
WTD FTE:	0.094
Work Hours:	180.00
Vacation hours:	8.00
Holiday hours:	9.00
Total paid hours:	197.00

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408

Rehire

Employee's name:	RICKS, LEE	**FourPart ID:**	16791
Employee ID:	69210	**Date submitted to board:**	9/13/2004
Position:	Para-educator Playground		
Effective date:	9/7/2004		
Previous assignment:	same	**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire 2004-05 school year; worked in conjunction w/4.5 hr. title assignment		
Days per year:	180.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
0100 25 3810 137	1.00
Total :	1.00

Pay:

New hourly rate:	$11.98		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$196.67	for 12	months

Estimated annual totals:

FTE:	0.086
WTD FTE:	0.094
Work Hours:	180.00
Vacation hours:	8.00
Holiday hours:	9.00
Total paid hours:	197.00

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408
Rehire

Employee's name:	RICKS, LEE	**FourPart ID:**	16790
Employee ID:	69210	**Date submitted to board:**	9/13/2004
Position:	Para-educator Title		
Effective date:	9/7/2004		
Previous assignment:	same	**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire 2004-05 school year; worked in conjunction w/1 hr. playgroun assignment		
Days per year:	180.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
5100 27 3000 137	4.50
Total :	4.50

Pay:

New hourly rate:	$12.49		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$920.62	for 12	months

Estimated annual totals:

FTE:	0.388
WTD FTE:	0.423
Work Hours:	810.00
Vacation hours:	34.00
Holiday hours:	40.50
Total paid hours:	884.50

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

FEB 12 2004

Recommended effective date	1/17/04
Employee's name	Lee Ann Ricks
School or department	Annex/Gildo Rey
Recommended job assignment	para educator
Recommended salary schedule placement	$75.00 stipend

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	

Justification for employment (attach application, letters of recommendation, and other relevant information):

To attend seminar "Powerful Strategies for Enhancing the Literacy Academic Acheivement of Your ESL students" per recommedation for employment.

No. days/months per year	1		
No. hours per day		Charge to account	64-00-27-312-00
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor M Nolan Date 2-10-04

Curriculum/Business [illegible] Date 2/12/04

Human Resources Debbie L Leighton Date 2/13/04

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on FEB 23 2004 To become effective on: 1/17/04

Secretary to the Board Linda L Cowan

Date

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

PERSONNEL
DEC 05 2003

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

Recommended effective date	1/14/04

Employee's name	Lee Ann Ricks 72819
School or department	Gildo Rey Elementary School
Recommended job assignment	Para Educator
Recommended salary schedule placement	$12.13 per diem plus mandatory benefits

Stipend:

PSP Certification	
CEOE Certification	
Boiler License	
3rd shift differential	

Justification for employment (attach application, letters of recommendation, and other relevant information):

Title Parent Night

No. days/months per year: 1

No. hours per day	4 hrs	Charge to account	51-03-27-303-14
No. hours per day		Charge to account	
No. hours per day		Charge to account	
No. hours per day		Charge to account	

Supervisor [signature] Date 12/23/03

Curriculum/Business [signature] Date 12/2/03

Human Resources Debbie L Leighton Date 12/10/03

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on DEC 22 2003 To become effective on: 1/14/04

Secretary to the Board Linda L Carson

Date _____

Distribution after administrative approval:

Copy to:	Human Resources	White
	Supervisor	Canary
	Payroll	Pink
	Employee	Goldenrod

Avenue to Excellence

Auburn School District No. 408
Rehire

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	12178
Employee ID:	72819	**Date submitted to board:**	9/8/03
Position:	Para-educator Playground/Traffic		
Effective date:	9/2/03		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire 2003-04 school year; worked in conjunction w/4.5 hour chapter assignment		
Days per year:	180.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
01-00-25-381-14	0.50
01-00-25-300-00	0.50
Total :	1.00

Pay:

New hourly rate:	$11.63		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$189.96	for	12 months

Estimated annual totals:

FTE:	0.086
WTD FTE:	0.094
Work Hours:	180.00
Vacation hours:	8.00
Holiday hours:	8.00
Total paid hours:	196.00

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408
Rehire

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	12177
Employee ID:	72819	**Date submitted to board:**	9/8/03
Position:	Para-educator Title		
Effective date:	9/2/03		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Rehire 2003-04 school year; worked in conjunction w/.5 hour playground and .5 hour traffic assignments		
Days per year:	180.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
51-02-27-300-14	4.50
Total :	4.50

Pay:

New hourly rate:	$12.13		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$889.53	for	12 months

Estimated annual totals:

FTE:	0.388
WTD FTE:	0.421
Work Hours:	810.00
Vacation hours:	34.00
Holiday hours:	36.00
Total paid hours:	880.00

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408
Change of Assignment

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	12927
Employee ID:	72819	**Date submitted to board:**	9/22/03
Position:	Para-educator Playground		
Effective date:	9/2/03		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Additional .5 hour approved for playground assignment on 4-part ID 12178		
Days per year:	180.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
01-00-25-381-14	1.00
Total :	1.00

Pay:

New hourly rate:	$11.63		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$189.96	for	12 months

Estimated annual totals:

FTE:	0.086
WTD FTE:	0.094
Work Hours:	180.00
Vacation hours:	8.00
Holiday hours:	8.00
Total paid hours:	196.00

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408
New Hire

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	10618
Employee ID:	72819	**Date submitted to board:**	3/24/03
Position:	Para-educator Playground		
Effective date:	3/7/03		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Qualified, willing applicant selected through interview process; worked in conjunction with 4.5 hour chapter assignment. Gildo Rey Elementary School		
Days per year:	68.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
01-00-25-381-14	0.50
Total :	0.50

Pay:

New hourly rate:	$11.63		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$68.81	for	6 months

Estimated annual totals:

FTE:	0.016
WTD FTE:	0.017
Work Hours:	34.00
Vacation hours:	1.00
Holiday hours:	0.50
Total paid hours:	35.50

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408
New Hire

Employee's name:	RICKS, LEE ANN	**FourPart ID:**	10617
Employee ID:	72819	**Date submitted to board:**	3/24/03
Position:	Para-educator Chapter		
Effective date:	3/7/03		
Previous assignment:		**Amounts paid to date:**	
School or Department:	Gildo Rey Elementary School		
Building Supervisor:	Logan, Robin		
Union:	PSEA		
Reason:	Qualified, willing applicant selected through interview process; worked in conjunction with .5 hour playground assignment. Gildo Rey Elementary School		
Days per year:	68.00		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
51-02-27-300-14	4.50
Total :	4.50

Pay:

New hourly rate:	$12.13		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$654.01	for	6 months

Estimated annual totals:

FTE:	0.147
WTD FTE:	0.155
Work Hours:	306.00
Vacation hours:	13.00
Holiday hours:	4.50
Total paid hours:	323.50

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Human Resources - White
Supervisor - Canary
Employee - Goldenrod

Avenue to Excellence

Auburn School District No. 408

Substitute

Employee's name:	RICKS, LEEANN	**FourPart ID:**	6806
Employee ID:	72819	**Date submitted to board:**	5/13/02
Position:	Substitute para-educator		
Effective date:	5/2/02		
Previous assignment:		**Amounts paid to date:**	
School or Department:			
Supervisor:	Sumner, Debbie		
Union:	NONE		
Reason:	Qualified, willing applicant		
Days per year:	This contract is based on total hours, not number of days.		

Hours per day by account code (or total hours if no number of days specified):

AccountCode	Hours
01-00-27-310-00	0.00
Total :	0.00

Pay:

New hourly rate:	$8.00		
Hourly Stipend:	$0.00		
Monthly Stipend:	$0.00		
Stipends this school year:	0		
Estimated Monthly Pay:	$0.00	for 12	months

Estimated annual totals:

FTE:	0.000
WTD FTE:	0.000
Work Hours:	0.00
Vacation hours:	0.00
Holiday hours:	0.00
Total paid hours:	As needed

The above salary, work hours, holiday hours and vacation hours are preliminary estimates that may vary depending upon a number of factors, including, but not limited to, hours worked for hourly employees, unpaid leave time taken by salaried employees, etc. Final calculations are made each pay period.

Distribution after administrative approval:

Copy to: Personnel - White
Supervisor - Canary
Employee - Goldenrod

Auburn School District No. 408
Auburn, Washington

RESIGNATION FORM

Last day worked _____
Classification _____
Rate _____

I, LEEANN RICKS (Name), hereby submit my resignation as SUBSTITUTE EA/SECRETARY (Position), in AS NEEDED (Building/Department) effective AUGUST 31, 1997.

Reason(s) UNAVAILABLE TO WORK

Forwarding address _____

Personnel Debbie L Leighton — Employee UNAVAILABLE FOR SIGNATURE

Date 10/16/97 — Date AUGUST 31, 1997

Business _____ — Supervisor Lorraine Palla

Approved by board of directors on: 10/27/97

****

TERMINATION NOTICE

Last day worked _____
Classification _____
Rate _____

Employee's name _____

Position _____, _____ (Building/Department)

Effective date of termination: _____

Reason(s) _____

Forwarding address _____

Personnel _____ — Employee _____

Date _____ — Date _____

Business _____ — Supervisor _____

Approved by board of directors on: _____

Distribution after board action:

Copy to: Personnel: White
Supervisor: Canary
Payroll: Pink
Employee: Goldenrod

P-009 7/92

AUG 2 6 1996

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

Applicant LEE ANN RICKS School and/or department AS NEEDED

Position SUBSTITUTE EA/SECRETARY Effective date SEPT 1, 1996

Justification for employment (attach application, letters of recommendation, and other relevant information):

QUALIFIED, WILLING APPLICANT

(Attach proper payroll forms.)

No. hours per day AS NEEDED No. days/months per year AS NEEDED

Proposed rate of pay (specific computation)

$6.52/HR EA; $10.10/HR SEC. MANDATORY BENEFITS ONLY

Charge to account 01-00-27-310-00

FTE: 1

WTD FTE: 1

Supervisor Lorraine Pfaller Date SEPT 1, 1996

Curriculum _____ Date _____

Personnel Debbie L Leighton Date 5/16/96

****

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on _____

To become effective _____

Secretary to the Board _____

Date _____

Distribution after board action:

Copy to: Personnel: White
Supervisor: Canary
Payroll: Pink
Employee: Goldenrod

P-007 8/94

Aub School District No. 408
Auburn, Washington

RESIGNATION FORM

Last day worked 12-18-95
Classification EA
Rate _____

I, Lee Ann Ricks (Name), hereby submit my resignation

as educational assistant (Position), in Pioneer Elementary School (Building/Department)

effective 12/18/95.

Reason(s) (see attached letter) Personal reasons

Forwarding address _____

Personnel Debbie L Leighton Employee see attached letter

Date 12/18/95 Date 12/18/95

Business _____ Assigned Supervisor Karen Knadle

Approved by board of directors on: 12-27-95

****

TERMINATION NOTICE

Last day worked _____
Classification _____
Rate _____

Employee's name _____

Position _____, _____ (Building/Department)

Effective date of termination: _____

Reason(s) _____

Forwarding address _____

Personnel _____ Employee _____

Date _____ Date _____

Business _____ Supervisor _____

Approved by board of directors on: _____

Distribution after board action:

Copy to: Personnel: White
Supervisor: Canary
Payroll: Pink
Employee: Goldenrod

P-009 7/92

DEC 18 1995

December 18,1995

Larry DeBruler
Personal Office
Auburn School Dist.

Dear Dr. DeBruler,

I have been hired by the Auburn School Dist. as an educational aide in the Chapter program at Pioneer. Due to circumstances that I did not understand at the time I was hired I now have to resign the position before I start. I did not know that a three hour position came with medical benefits. Because of Boeing's policy of working spouses having to contribute toward their medical, I find that financially a three hour position is not worth it. I have no desire to work anymore hours. I understand that I can get medical benefits through the school district but to get the kind of coverage that I have through Boeing, which I need, would cost me to much money and would not be financially beneficial to my family.

I apologize for the inconvenience that I know this will cause. Had I known this information before I applied, I never would have applied for the position.

Please accept my apology and my resignation. I would like to continue to work through the sub desk with Lorraine. Thank You.

Sincerely,

LeeAnn Picks

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

Applicant Lee Ann Ricks School and/or department Pioneer Elementary

Position Educational Assistant Effective date Tuesday, January 2, 1996

Justification for employment (attach application, letters of recommendation, and other relevant information):

Qualified, willing applicant selected through interview process.

NOTE: EA'S ARE EMPLOYED ONLY DAYS/HOURS STUDENTS ARE IN SESSION

(Attach proper payroll forms.)

No. hours per day 3 No. days/months per year Not to exceed 180 days per year

Proposed rate of pay (specific computation)

EA II (Chapter Kindergarten) $9.43 per hour

Charge to account 55-02-27-300-10 (1.02)

51-02-27-300-10 (1.98)

FTE: 95.5 .259

WTD FTE: .281

Assigned Supervisor Karen Knadle Date 12/8/95

Curriculum Date

Personnel Dana L Leighton Date 12/8/95

****

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on 12-27-95

To become effective 1-2-96

Secretary to the Board J. P. Supte

Date 1-3-96

Distribution after board action:

Copy to: Personnel: White
Supervisor: Canary
Payroll: Pink
Employee: Goldenrod

P-007 8/94

11-13-95

Auburn School District No. 408
Auburn, Washington

RECOMMENDATION FOR EMPLOYMENT

Applicant LEE RICKS School and/or department AS NEEDED

Position SUBSTITUTE EA/SECRETARY Effective date OCT. 19, 1995

Justification for employment (attach application, letters of recommendation, and other relevant information):

QUALIFIED, WILLING APPLICANT

(Attach proper payroll forms.)

No. hours per day AS NEEDED No. days/months per year AS NEEDED

Proposed rate of pay (specific computation)

$6.52/HR EA; $10.05/HR SEC. MANDATORY BENEFITS ONLY

Charge to account 01-00-27-310-00

FTE:

WTD FTE: 1

Supervisor Lorraine Pfaller Date OCT. 19, 1995

Curriculum Date

Personnel Delbert L Leighton Date 10/24/95

****

TO BE COMPLETED BY SECRETARY TO THE BOARD:

Approved by board of directors on

To become effective

Secretary to the Board

Date

Distribution after board action:

Copy to: Personnel: White
Supervisor: Canary
Payroll: Pink
Employee: Goldenrod

P-007 8/94

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

October 5, 2012

Mr. Darrell Cochran
Metzger Building
911 Pacific Avenue, Suite 200
Tacoma, Washington 98402

Email: darrell@pcvalaw.com

Dear Mr. Cochran:

The purpose of this letter is to request an extension in order to complete our investigation in order to comply with your Public Records Request. We are requesting an extension to November 30, 2012 in order to gather additional information.

Enclosed are some of the documents that you requested. We will continue to gather more information. If you no longer need the information we are gathering, please contact us.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds
Enclosure

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

November 26, 2012

Mr. Darrell Cochran
Metzger Building
911 Pacific Avenue, Suite 200
Tacoma, Washington 98402

Email: darrell@pcvalaw.com

Dear Mr. Cochran:

Enclosed is the balance of the documents that you requested in your public records request on July 20, 2012.

If you have any questions, please feel free to contact me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds
Enclosure

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

July 31, 2012

Sent via e-mail – akh2128@columbia.edu

Ms. Alexandra Hootnick
201 West 112th Street, Apt. 4B
New York, NY 10026

Dear Ms Hootnick:

Attached are the documents that we received from the Teach For America representatives. We met with two representatives from Teach For America on Tuesday, March 13, 2012. The representatives gave us an overview of their program. We have not heard back from them since our meeting.

If you have any questions, please feel free to call me.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds
Attachment

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

May 30, 2012

Ms. Tracie Clark
House Republican Organizational Committee
Post Office Box 7222
Olympia, Washington 98507

Dear Ms Clark:

Enclosed you will find copies travel and/or reimbursement information as well as e-mails to and from Lisa Connors, a member of the Auburn School Board.

If you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds
Enclosure

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

July 12, 2012

Sent US Mail and e-mail – akh2128@columbia.edu

Ms. Alexandra Hootnick
201 West 112th Street, Apt. 4B
New York, NY 10026

Dear Ms Hootnick:

This is to acknowledge receipt of your request we received for documents and correspondence pertaining to "Teach for America" from January 2009 to the present. Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

July 12, 2012

Sent US Mail and e-mail – akh2128@columbia.edu

Ms. Alexandra Hootnick
201 West 112th Street, Apt. 4B
New York, NY 10026

Dear Ms Hootnick:

This is to acknowledge receipt of your request we received for documents and correspondence pertaining to "Teach for America" from January 2009 to the present. Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

August 15, 2012

Mr. Chris Vortkamp

Sent via e-mail: chris.vortkamp@marketdatastudy.com

Dear Mr. Vortkamp,

This is to acknowledge receipt of your request for information on all of our K-12 active school employees. Specifically you are requesting employee's full name, building they work at, their district e-mail address, their position, their home address, and their salary information. Although we are not denying any of your request at this time, it will take approximately sixty (60) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.15 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

May 7, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

Enclosed is a packet that includes all e-mails issued and received on the School Board e-mail account of Lisa Connors, from May 2011 to the present.

If you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

May 30, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

Enclosed you will find information about travel, mileage, travel for in-state or out-of-state, conferences, or any other travel and/or reimbursements for Lisa Connors, a member of the Auburn School Board.

If you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

April 17, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

This is to acknowledge receipt of your request we received for all e-mails issued and received on the School Board e-mail account of Lisa Connors, from November 2007 to the present. Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

May 1, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

This is to acknowledge receipt of your request we received for all information about travel, mileage, travel for in-state or out-of-state conferences, or any other travel and/or reimbursements for Lisa Connors, a member of the Auburn School Board. Although we are not denying any of your request at this time, it will take approximately thirty (30) business days from the above date to determine the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, and/or to determine whether any of the information requested is exempt and whether a denial should be made as to all or part of the request. It is also important to note that there will be a $.10 charge per page for all copies.

The above timeframes are simply estimates and processing your request may take longer than predicted. If you have not received notice from us regarding your request within the above timelines, or if you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

ds

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

June 8, 2012

Ms. Hayley Rumback
288 State Street, Suite 5
Portland, ME 04101

Dear Ms Rumback:

This is to acknowledge receipt of your request we received regarding Auburn School District contracts or subcontracts awarded to or paid to Mecor Equipment. Our school district has not awarded a contract to Mecor Equipment and has not had any business transactions with Mecor Equipment.

If you have questions or concerns, feel free to call me at (253) 931-4932.

Sincerely,

Timothy A. Cummings
Assistant Superintendent of Human Resources

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