



BACKGROUND REPORT FOR Pittsburg Community Schools U.S.D. 250

November 17, 2014



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Mission

Vision

The purpose of Pittsburg Community Schools is to provide diverse learning opportunities for all students that inspire them to achieve excellence, both academically and socially, in order to enjoy success in post-secondary education, the workforce, and in life.

Mission Statement

The mission of Pittsburg Community Schools is to provide a safe, orderly, student-centered learning environment that utilizes high quality staff to establish partnerships between home, school, and community that work cooperatively and collaboratively to empower all students to learn while promoting respect for self and others.

Background Information

The first schoolhouse in Pittsburg was built in 1877. Today, the district's students are served in four elementary attendance centers -- George Nettels, Lakeside, Meadowlark and Westside; Pittsburg Community Middle School, Pittsburg High School, and Family Resource Center. Pittsburg High School is a member of the Kansas State High School Activities Association and offers a variety of extra-curricular programs. Athletic teams compete in the 5A division and are known as the "Dragons".

Unified School District 250 covers about 43 square miles and serves the city of Pittsburg, Kansas and the immediate rural areas surrounding the city. The City of Pittsburg has approximately 21,000 residents (2012 estimate).

The Pittsburg Schools are one of five public school centers in Crawford County. In addition to the public schools there is a private accredited school, Country Side Christian School, private parochial schools St. Mary's Elementary School (grades K-6) with an enrollment of 324 students in 2013-14, and St. Mary's Colgan School (grades 7-12) with an enrollment of 240 students in grades 7-8 for the 2013-14 school year. In addition there are 254 Home Schools in Crawford County. (Note the number 254 is not a head count.)

For the 2013-14 school year the district employed 222.2 full time equivalent certified staff. The staff are well-trained and experienced, with 60 percent of the teachers having a master's degree or higher. The average experience level of teachers in the district exceeds 10 years. The district employed 176.7 (FTE) non-certified employees for the 2013-14 school year to assist in a variety of ways.

Pittsburg State University is located within the district and provides students and staff access to excellent educational experiences, as well as the cultural and activity enrichment benefits of living near a university environment.

All facilities have been renovated since 2001 and this includes new classrooms at the elementary building to accommodate everyday all-day kindergarten. The buildings contain the latest equipment and technology for facilitating student inquiry and learning.

Southeast Kansas Interlocal 637 (Special Education) offers Bilingual Special Education, Early Childhood Special Education, Elementary Special Education, Grants for Special Education and High School Special Education. In addition, the district has an alternative education setting for high school students that drop out of school. Students also have the opportunity to enroll in a Virtual School in partnership with the Service Center at Greenbush.

The Board of Education has established the following goals:

USD #250 is committed to:

- High expectations for teaching and student achievement in academics, life skills, 21st century skills, and extra-curricular activities.
- The best use of resources, through fiscal and operational efficiencies, to ensure fair distribution of each facet of the organization.
- Customer service excellence, internally and externally, with students, parents, staff, and district patrons.
- A high standard of practice in the recruitment, retention, and professional development of a quality staff.
- The integration of technology in teaching and learning to prepare students for a changing world.
- Planning, preparation and implementation of a path to sustain orderly growth to meet the needs of changing demographics.

The Board of Education has established a policy for the number of students per teacher for grades K-5.

- § K- not to exceed 20 students;
- § First Grade- not to exceed 21 students;
- § Second Grade- not to exceed 22 students;
- § Third Grade- not to exceed 24 students;
- § Fourth and Fifth Grades- not to exceed 25 students

The school district begins instrumental music instruction at fifth grade.

Art instruction is provided for students K-12. K-5 art instruction is provided by the teacher traveling to each classroom.

GRADUATION REQUIREMENTS (from PHS Student Handbook)

Students who plan to graduate from PHS require a minimum of 26 units earned in grades nine, ten, eleven and twelve. At the beginning of the 8th semester, students who are enrolled in classes and are on track to earn 26 credits will be permitted to participate in the graduation ceremony.

Requirements include:

4 units of English	1 unit of Fine Arts
3 units of Social Studies	.5 unit of Physical Education
3 units of Science	.5 unit of Sophomore Focus
10.5 units of electives	.5 unit of health

Students may also be required to enroll in a reading and/or math lab. Specific information regarding required classes and electives is available through the Guidance and Counseling Office.

CREDITS

A minimum of twenty-six (26) units of credit shall be required in grades nine, ten, eleven and twelve.

Senior standing requires 17.5 credits earned by August of the senior year.

Junior standing requires 11 credits earned by August of the junior year.

Sophomore standing requires 5 credits earned by August of the sophomore year.

INTERNET AND COMPUTER NETWORK USE

Pittsburg Community Schools will provide internet and network access to students and staff. Such access is to be used in an educationally effective, efficient, ethical and lawful manner. There are regulations stated for the use of the equipment and system.

STANDARDS (KSDE Web Site)

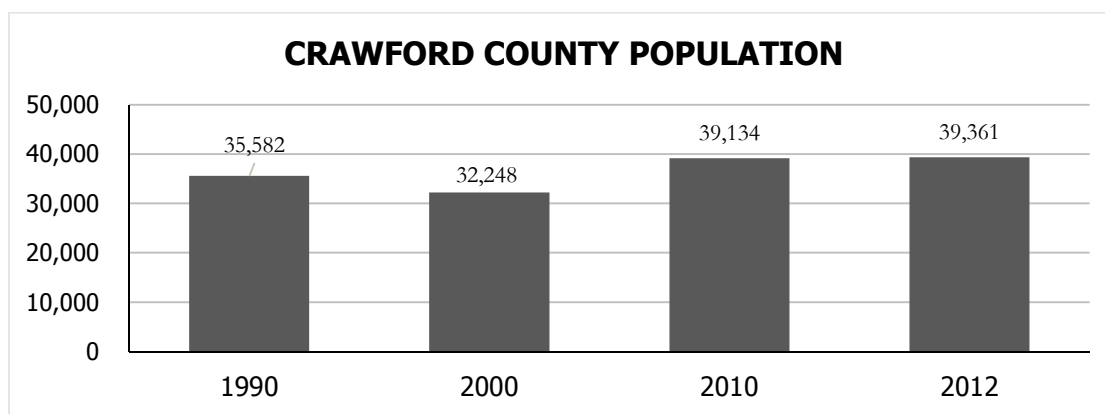
The Kansas College and Career Readiness Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

To be empowered for the 21st century, our students need to be able to think critically, solve problems, be creative, be innovative, communicate, collaborate, use technology and media, self-direct, lead, be ethical, be adaptable, be versatile, have a great work ethic, be passionate, be curious, and learn for a lifetime.

Demographics

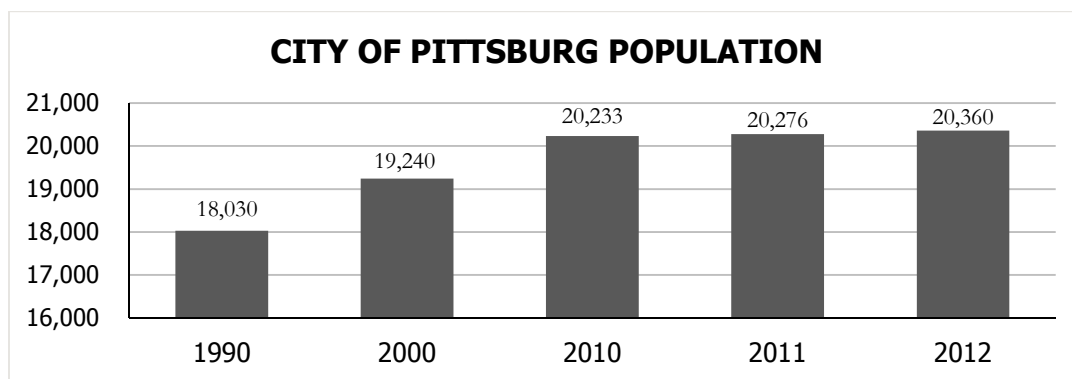
Data is from the US Census Bureau Web Site, Kansas State Department of Education and the school district.

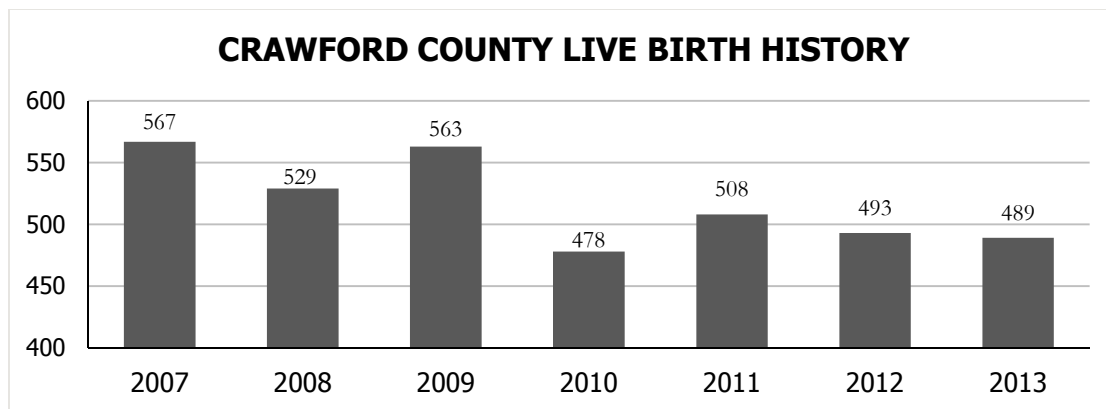
The population of Crawford County has increased about 10.6% since 1990.



The City of Pittsburg population has increased about 12.9% since 1990.

About 51.7% of the Crawford County population lives in the city of Pittsburg.



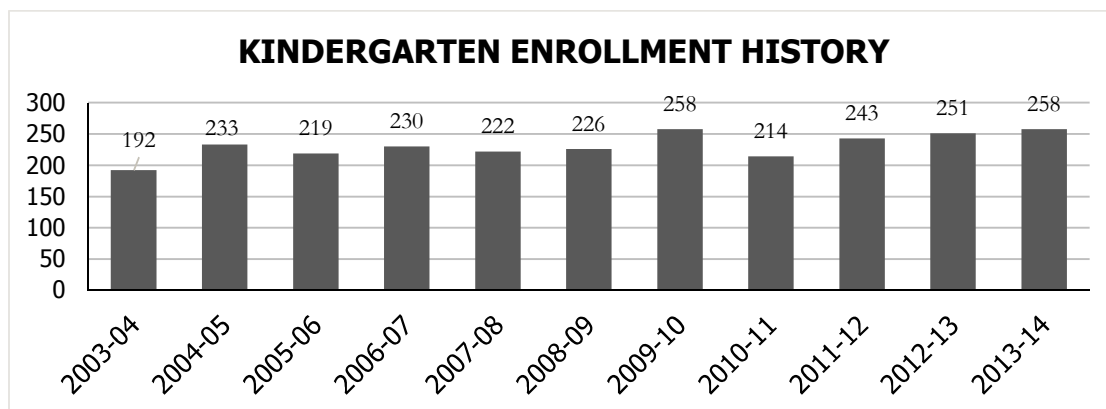


THE NEXT SERIES OF GRAPHS FOCUS ON ENROLLMENT HISTORY

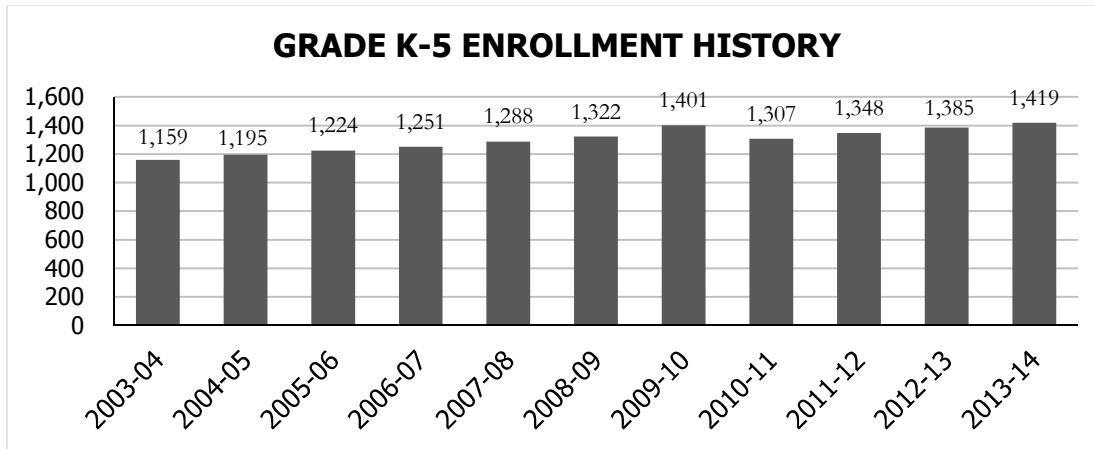
A brief explanation about Pre-School enrollment and Non Graded enrollment:

- * Identified 3 and 4 year old Special Education students are counted in the enrollment data because each district receives funding from the state for these students. The 3 and 4 year old Special Education students are enrolled at Westside.
- * The same parameters are true for the 4 year-old At Risk Students. The 4-Year Old At Risk Students were added to district data in 2003.
- * NON-GRADED students are older students that have chosen to return to school to finish their work towards a diploma.

Kindergarten enrollment increased about 34.4% since 2003-04 school year.



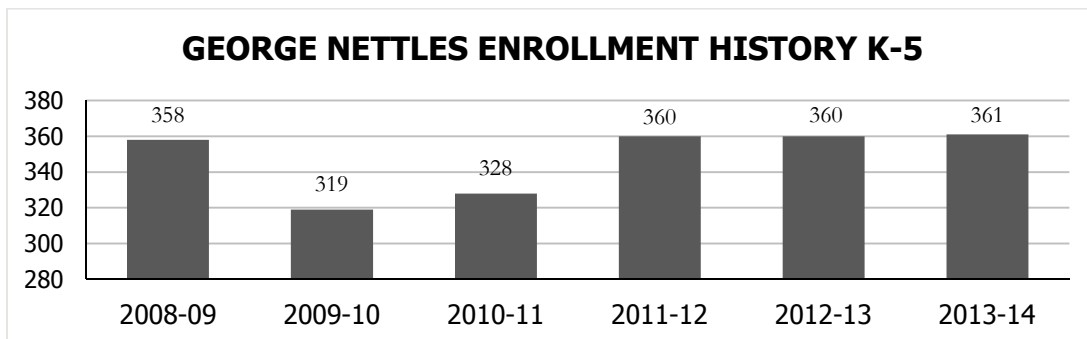
Enrollment in Kindergarten through Grade 5 has increased 22.4% since the 2003-04 school year.



GEORGE NETTELS ELEMENTARY SCHOOL: 40,000 sq. ft.

Constructed: 1955 (south); Additions 1957, 1968, 1984, Remodel/Addition 2004; Classroom Addition 2008; 28 classrooms including 3 Special Education classrooms; 29 K-5 teachers including 3 Special Education teachers

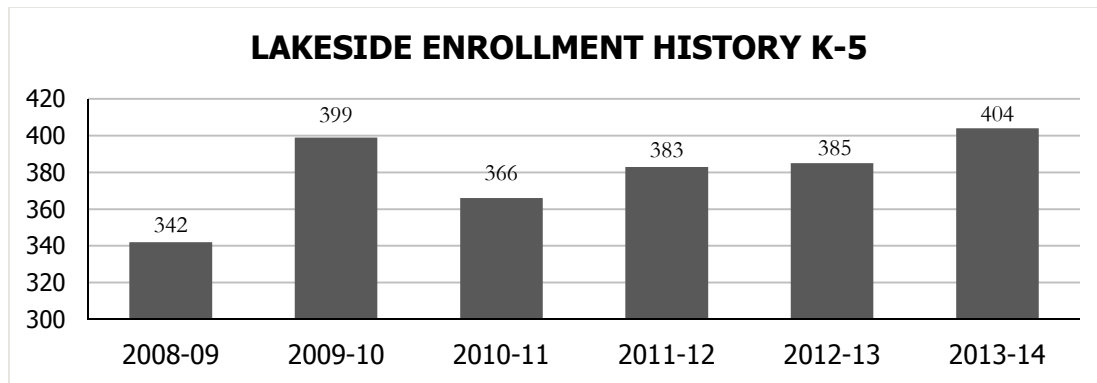
PRINCIPAL: Diane Jackson



LAKE SIDE ELEMENTARY SCHOOL: 87,000 sq. ft.

Constructed: 1926; Remodeled 2004; Addition 2008; 30 classrooms including 4 Special Education and Title I; 20 K-5 teachers plus 2 Special Education teachers

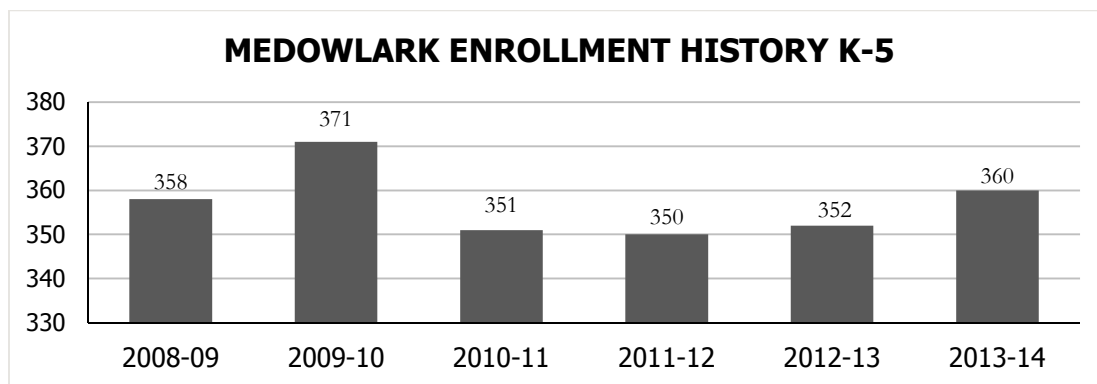
PRINCIPAL: Courtney McCartney



MEADOWLARK ELEMENTARY SCHOOL: 81,500 sq. ft.

Constructed: 2003; Addition 2008; 29 classrooms plus 4 Special Education classrooms; 28 K-5 teachers including 5 Special Education teachers

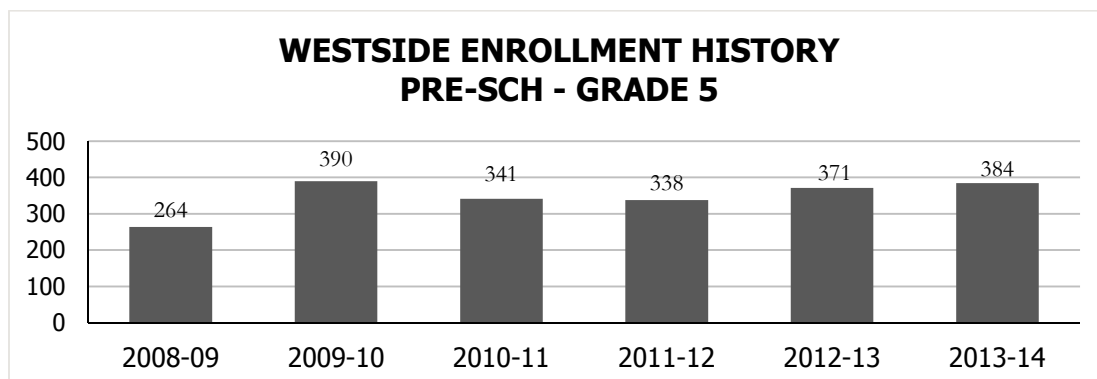
PRINCIPAL: Becky Bedene



WESTSIDE ELEMENTARY SCHOOL: 37,100 sq. ft.

Constructed: 1951; Remodel/Addition 2003, 2008; 20 classrooms, including 3 Special Education, Title I, OT; 20.5 K-5 teachers including 2 Special Education teachers

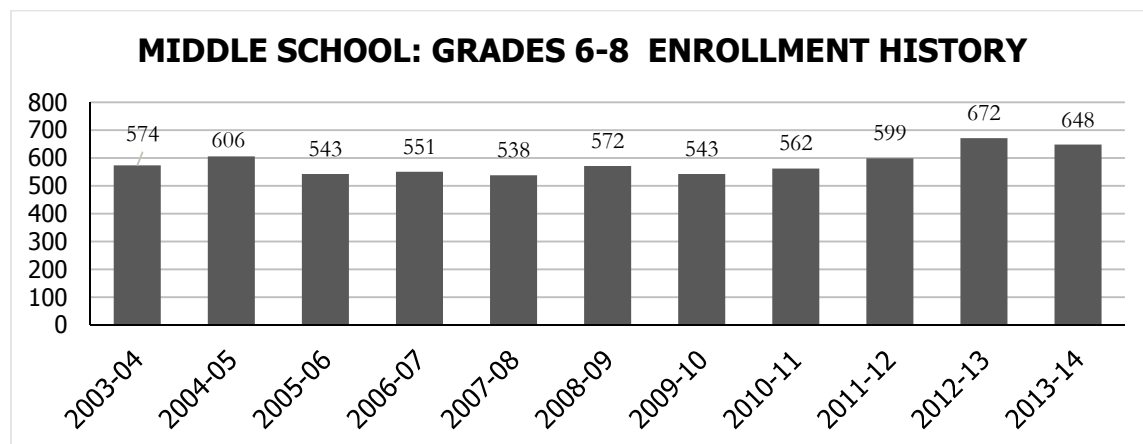
PRINCIPAL: Anne Lee



PITTSBURG COMMUNITY MIDDLE SCHOOL: 225,000 sq. ft.

Constructed: 1921; Junior High Addition 1937; Remodel/Addition 2004; 43 classrooms plus, includes 12 Special Education classrooms; (does not include 43 classrooms that are not used) 42 teachers, including 11 Special Education teachers

ADMINISTRATIVE TEAM: Terry Smith, Principal
Laura Earl, Assistant Principal
Chris King, Assistant Principal



PITTSBURG HIGH SCHOOL: 167,000 sq. ft.

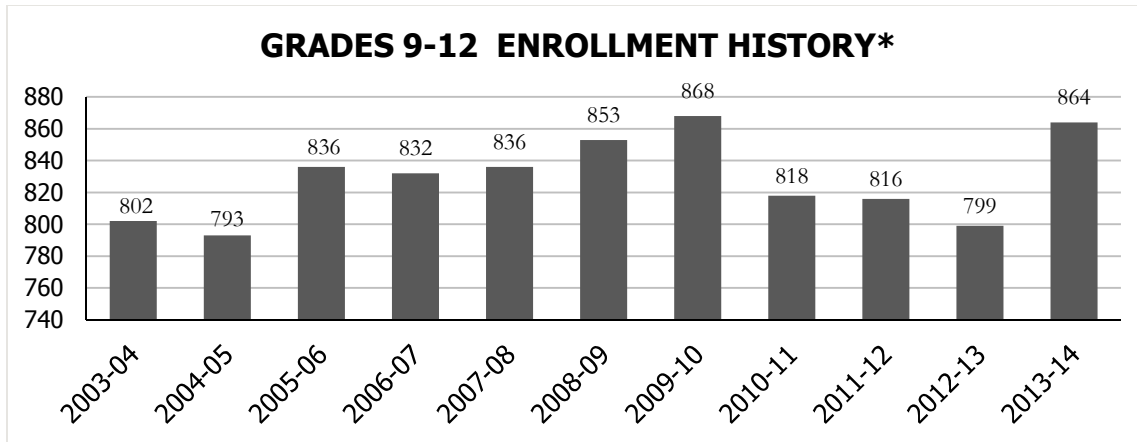
Constructed: 1980; Megan Mallett Activity Center 2006 (24,000 sq. ft.), 58 classrooms, including 5 Special Education classrooms; 53 teachers including 7 Special Education teachers

ADMINISTRATIVE TEAM: Jon Bishop, Principal
Rhonda White, Assistant Principal
Chris Garzone, Assistant Principal
Brannon Kidd, Assistant Principal/Activity Director

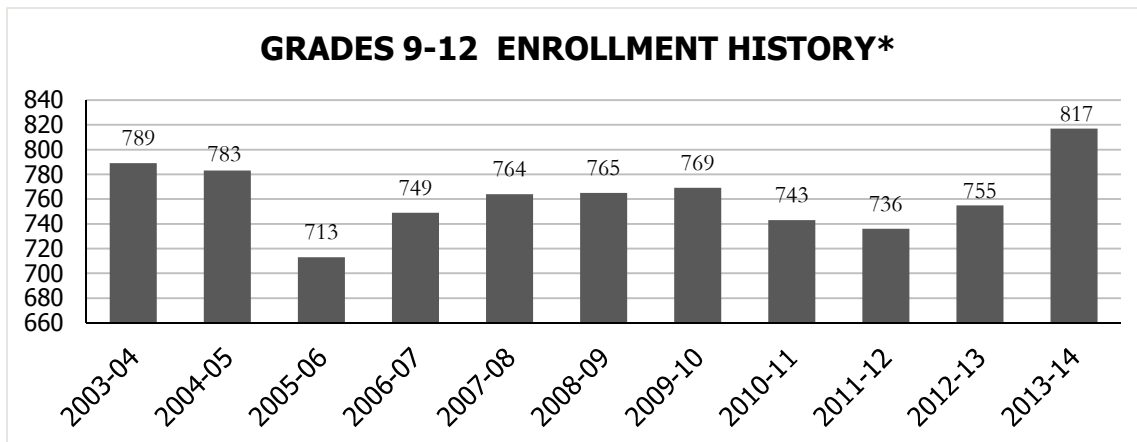
* The two graphs that follow reflect enrollment at the high school, grades 9-12 for the school years 2003-04 through the 2013-14 school year.

* Older individuals in the community that are working towards a diploma are enrolled as NON-GRADED students. The first graph that follows includes the NON-GRADED students each year. The second graph that illustrates 9-12 enrollment data excludes the NON- GRADED students.

* Using the enrollment data excluding the NON-GRADED students, the enrollment at the high school has increased 104 students since the 2005-06 school year. This is an increase in enrollment of 14.6%.

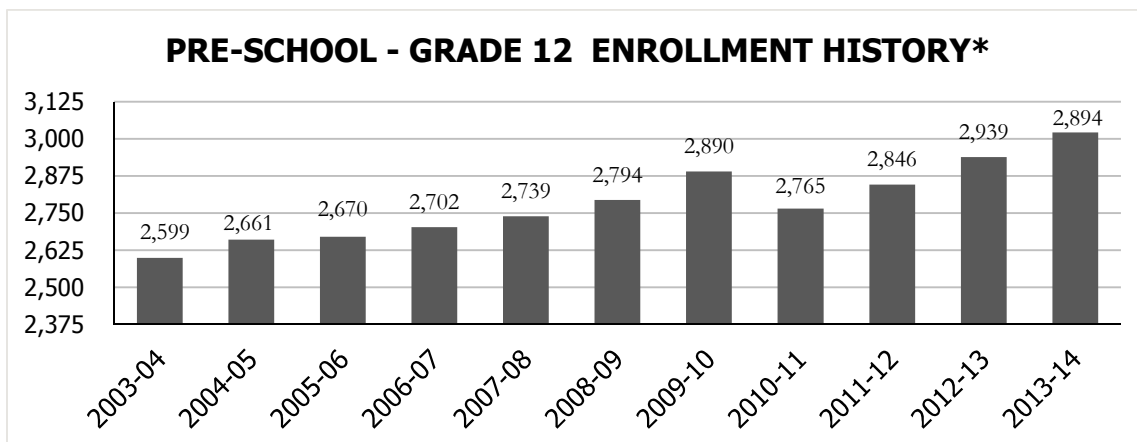


* **Includes** NON-Graded students

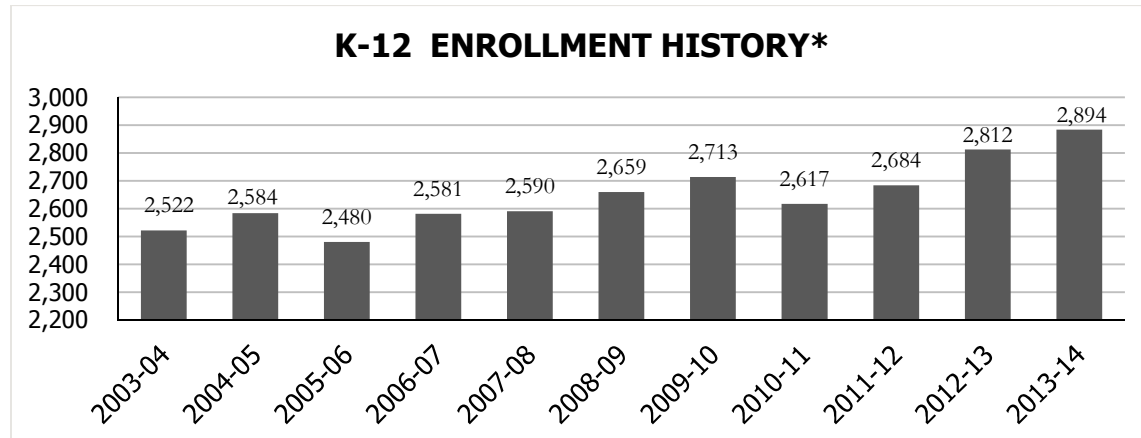


* **Excludes** NON-Graded students

The district enrollment has increased 422 students since the 2003-04 school year. This is an increase of 16.2% in total enrollment for the district.

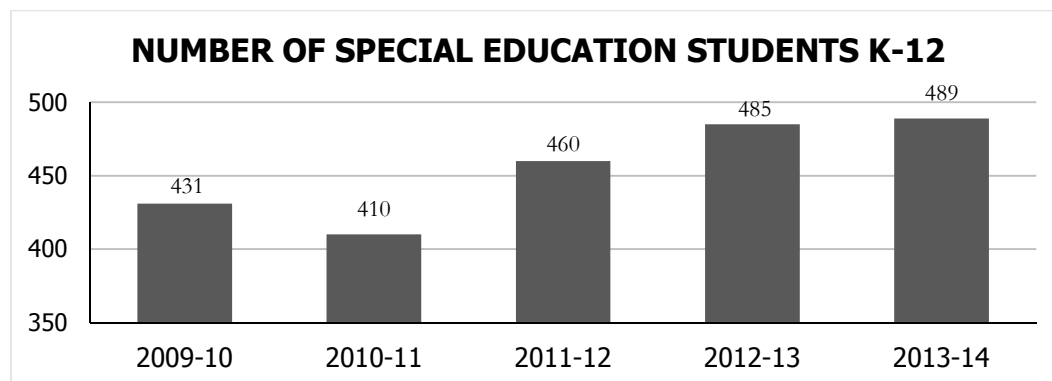
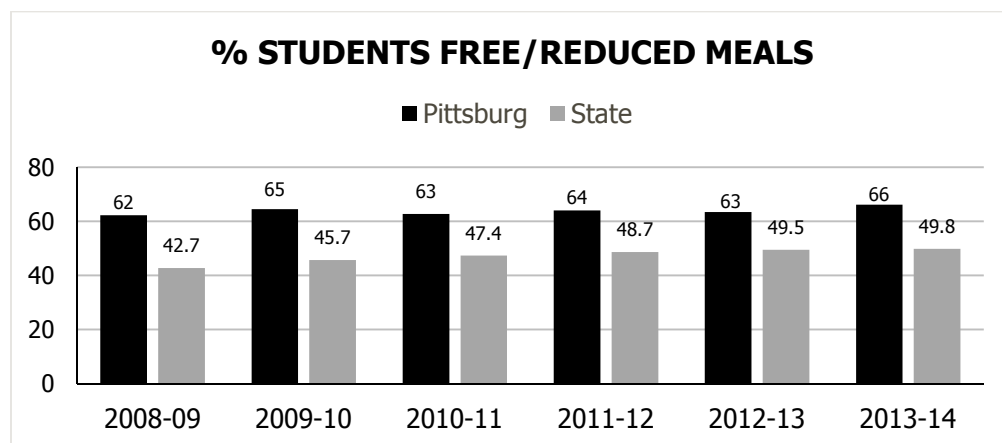


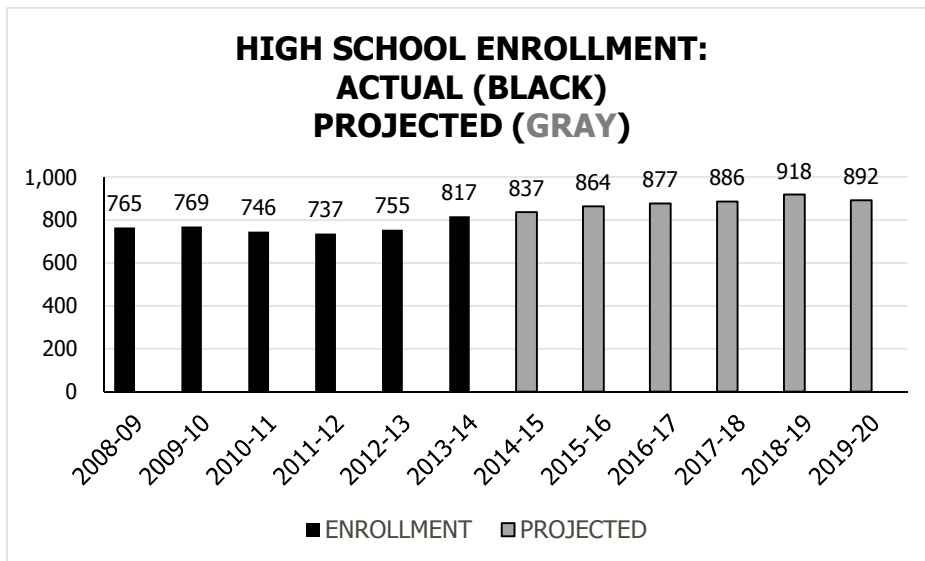
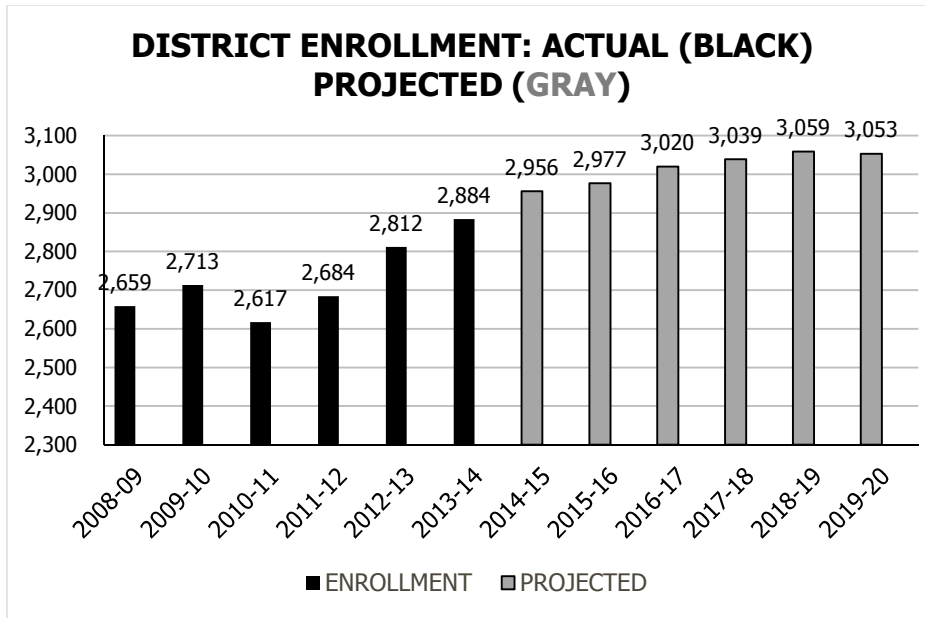
* **Includes** NON-Graded students

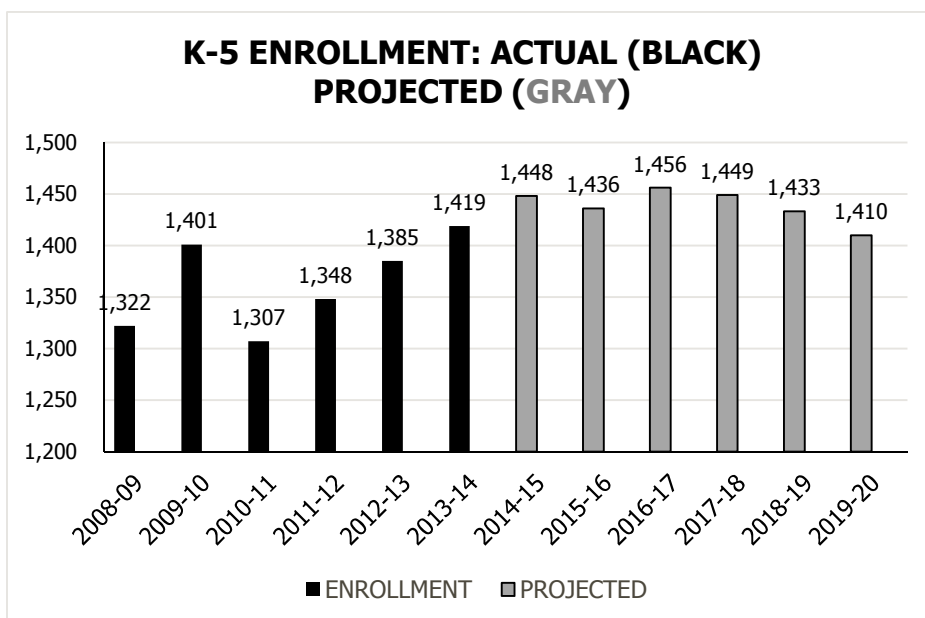
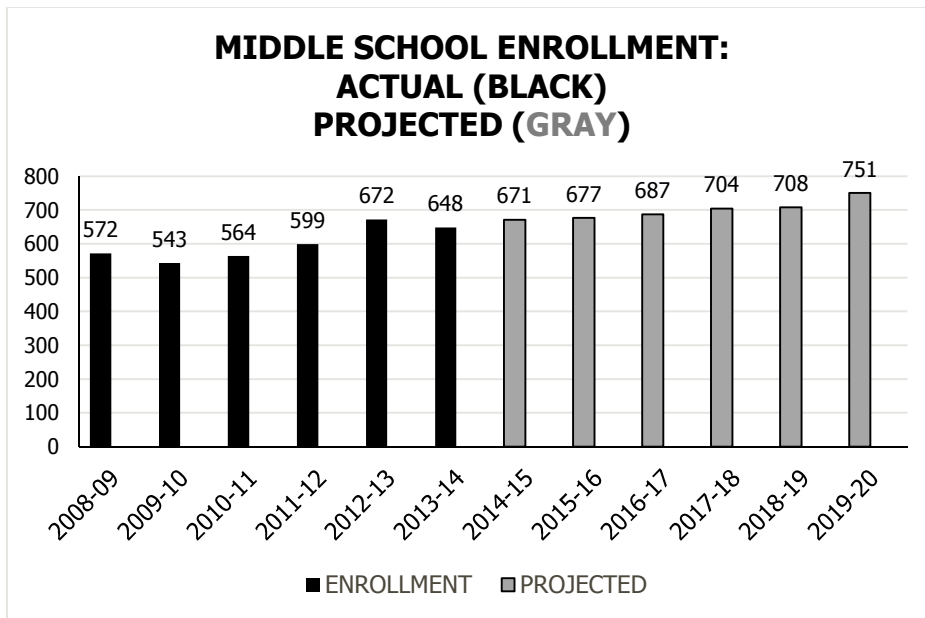


* **Excludes** NON-Graded students

School districts receive money for "At Risk Students" based on the number of students on Free and Reduced meals. In addition the district receives federal money for Title I programs based on the number of students receiving Free and Reduced meals.





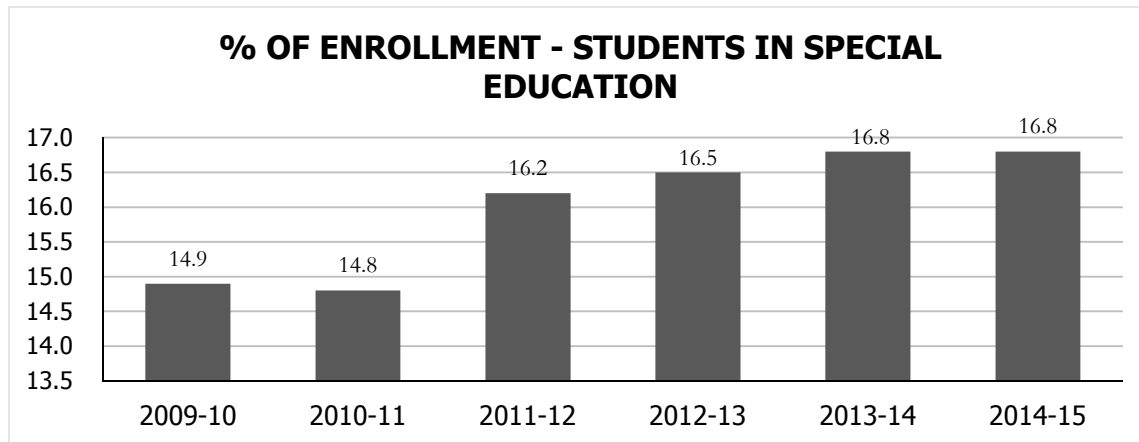


Programs and Services

Special education:

The Southeast Kansas Interlocal #637 is a cooperative entity created by thirteen area school districts to provide special education services. The Interlocal is governed by a Board of Directors consisting of one member from the Board of Education of each participating district.

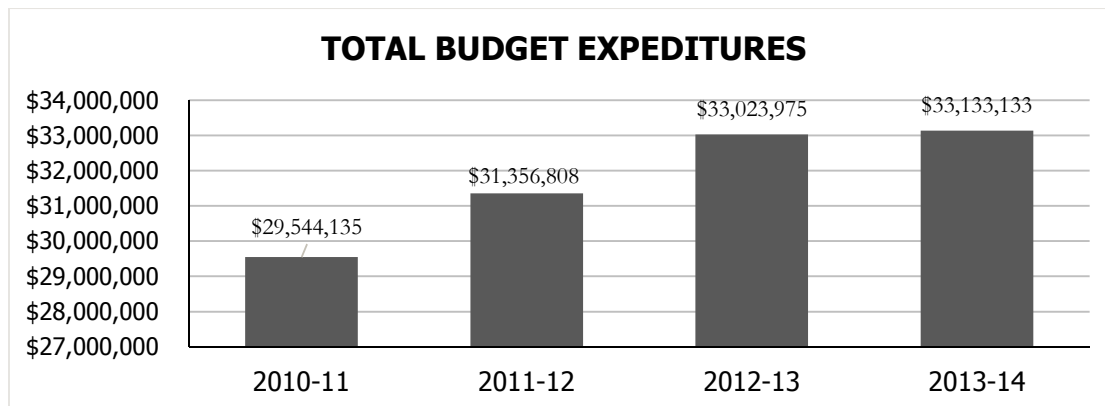
A broad range of services are offered for students that have special needs. Four hundred sixty two (462) students from the Pittsburg schools received services from the cooperative during the 2012-13 school year. It is important to note that programs for Special Needs students require space (classrooms).

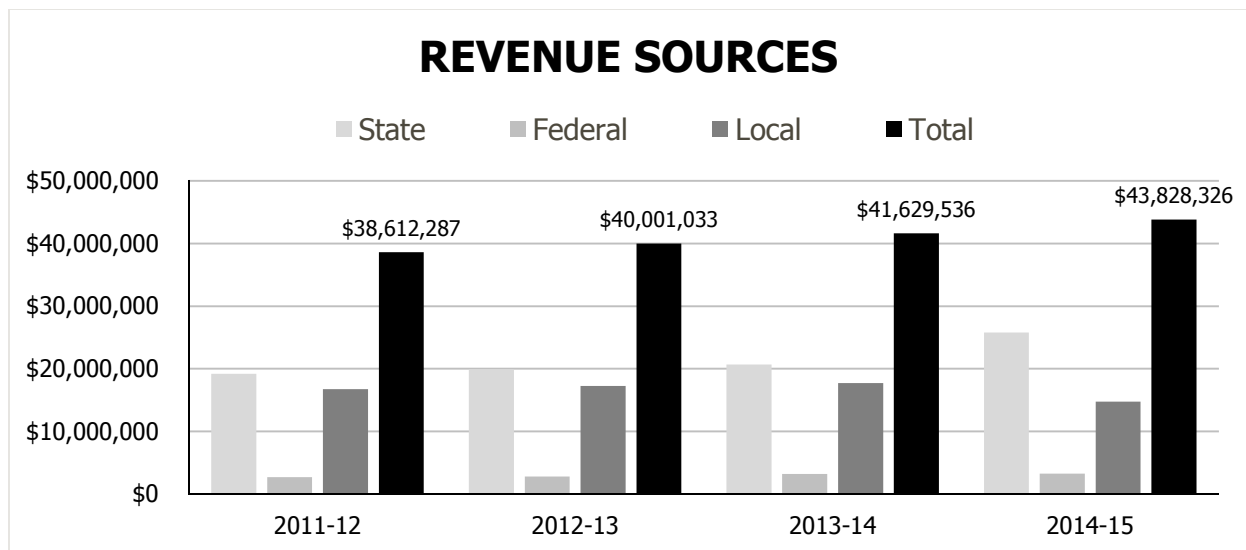


The district provides assistance for students that need help with the English Language. The number of English Speakers of Other Languages (ESOL), has increased from 140 students in 2003-04 to 240 students in 2013-14.

Financial Information

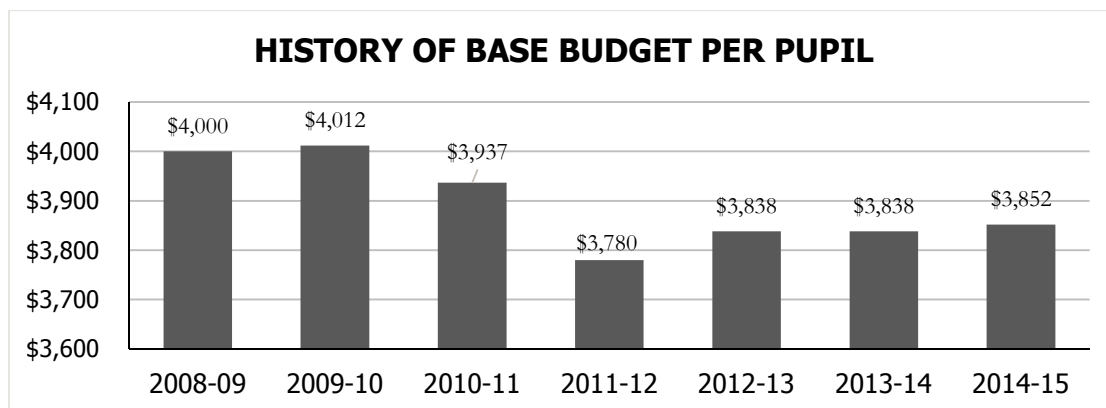
The budget information is from the BUDGET AT A GLANCE on the Kansas State Department of Education's Website.





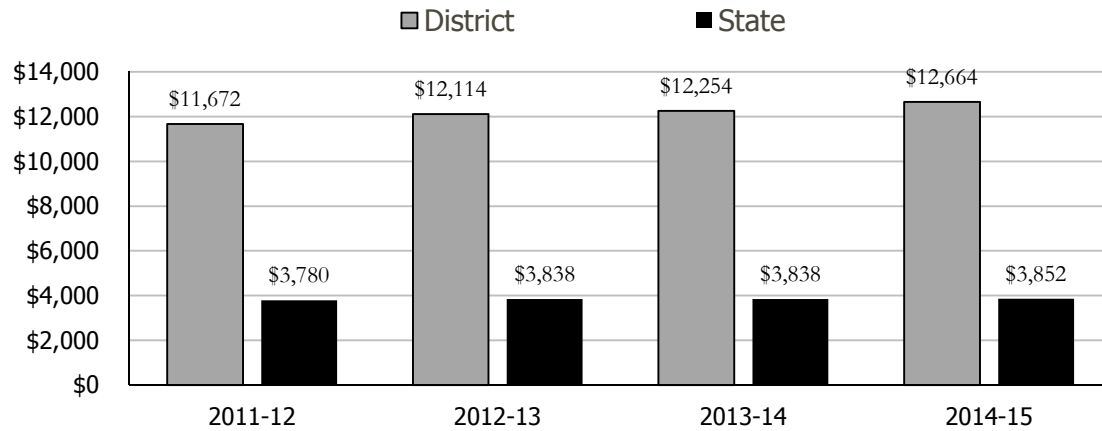
Each year Kansas legislators set a Base Budget Per Pupil (BBPP) for the General Fund of all school districts in the state. The graph below shows the amount for each year since the 2008-09 school year. The graph before this graph illustrates sources and amount of revenue for the Pittsburg District.

The State of Kansas, through the legislative process, requires each school district to levy 20 mills for the General Fund. All school districts have the option to use the Supplemental General Fund, Local Option Budget (LOB). The maximum amount each district can use for LOB is 30% of their General Fund. Pittsburg Schools use the maximum of 30% for the LOB. About 58% of the LOB is funded by local taxes and about 42% is funded by the state.



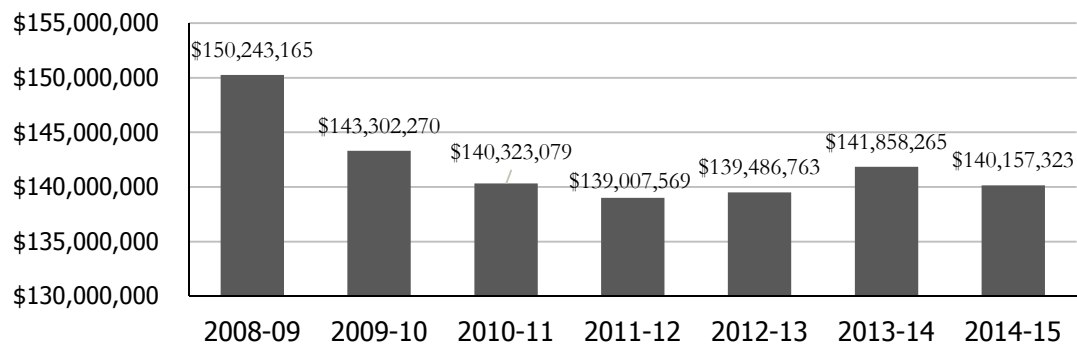
The graph that follows illustrates the district budget per pupil amount (using Full Time Equivalency) compared to the amount the state provides per pupil for districts (BBPP). The district budget/expenditure per pupil has increased \$992 (3.9%) since the 2011-12 school year. The legislators increased the BBPP \$72 (1.9%) for the same period.

EXPENDITURES PER PUPIL



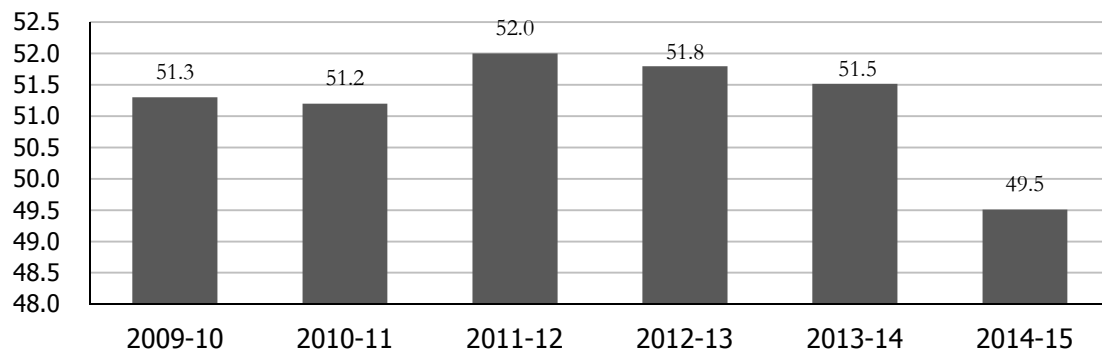
The district's assessed valuation has declined about 6.7% since the 2008-09 school year.

DISTRICT ASSESSED VALUATION HISTORY

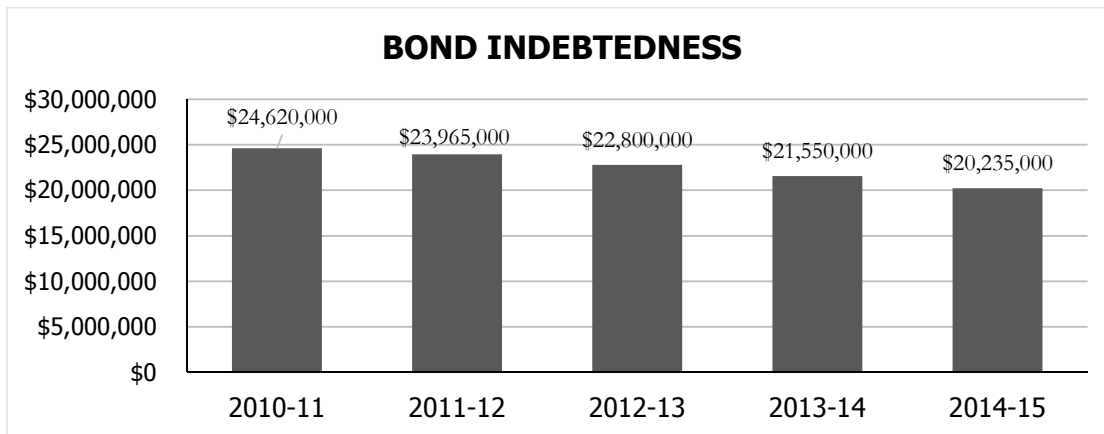


The total mill levy for all funds for the district has remained fairly constant for the last five years.

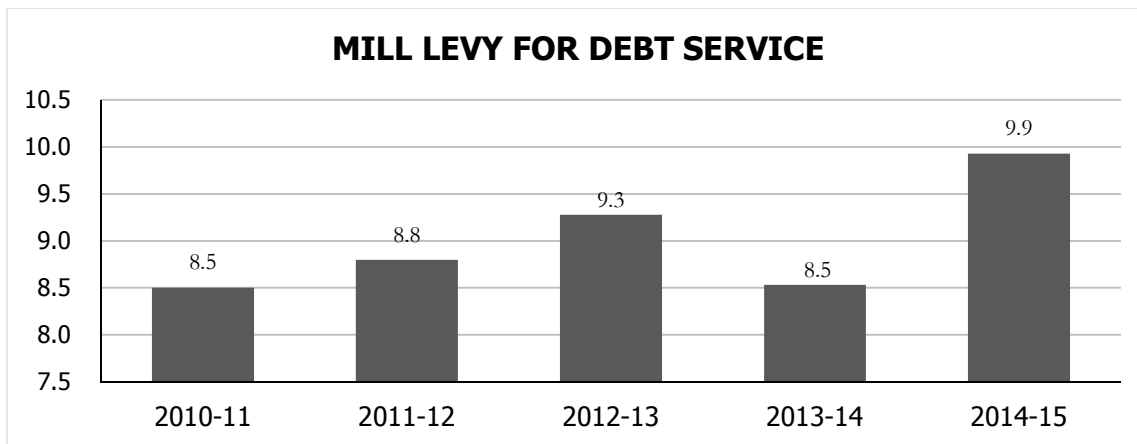
DISTRICT MILL LEVY (ALL FUNDS)



The voters in the Pittsburg School District passed bond issues in 2001 and 2008 for the purpose of renovating and upgrading the school facilities. New classrooms were added at the elementary schools in order to have classrooms for everyday all-day kindergarten. A facility for the district busses was added as well. All bonds have been refinanced taking advantage of lower interest rates. The current debt will be retired in 2023.



The graph below illustrates the mill levy history for the last four years that is needed to make the annual payment on the bonds (debt). The mill levy for the debt service is included in the district's total levy.



Building Evaluation

The amount of space per pupil and the age of the facility may have an impact on how well the learning environment serves the instructional program. For the most part, these factors are quantitative measures, not qualitative, but they do have qualitative implications.

Square Feet per Pupil

The number of square feet allocated for each pupil may affect the school's ability to function properly. On a national average, recent construction of new facilities provides the following approximate allocations:

ELEMENTARY:	120 to 140 sq. ft. per student
MIDDLE /JR. HIGH:	145 to 180 sq. ft. per student
HIGH SCHOOL:	160 to 210 sq. ft. per student

The following table illustrates gross area, 2013-14 headcount, enrollment, and square feet per pupil. The building enrollment may reflect out-of-district students for special programs.

School	Building Area	2013-14 Enrollment	Square Feet Per Student	Recommended Enrollment
Lakeside	87,000	409	213	621-725
Meadowlark	61,500	357	172	439-513
Nettels	40,000	359	111	286-333
Westside	37,100	253	147	265-309
Middle School	225,000	642	350	1,250-1,552
High School(9-12)	191,000	782	244	910-1,194

*Does not include two portable classrooms.

School enrollment as of 9/20/13 (numbers may not reflect pre-school students)

High school number includes 37 Non-Graded students.

Preschool and kindergarten classrooms should have at least 1200 square feet. It is suggested that classrooms for students in grades 1-12 have at least 900 square feet. Specialized areas such as shop and science need more square feet for instruction.

Maximum Occupancy of Facilities

The Open Enrollment Guidelines are presented to inform the parents and students about the open enrollment process.

Open Enrollment Guidelines

1. All transfer requests are governed by recommended maximum class size. (See Programs and Services pg. 10)
2. Once the student population is known at each elementary school, placement for students will follow the priority criteria (see criteria below). When a priority criteria category receives more applicants than available space, a lottery will be held within that category for that school.
3. Families residing within the city limits will be required to provide transportation to the selected school.
4. Students who move into the district after the open enrollment period may enroll at any school on a space available basis.
5. Parents will be notified of their placement no later than the week of April ____.
6. An open enrollment request form must be completed for each student desiring to transfer. Forms are available at each school.
7. No students will be transferred because of class size after open enrollment has been completed, unless unforeseen circumstances warrant the transfer. In this case, students residing 2 ½ miles or more from the attending school, transportation will be provided.
8. The open enrollment period will be from _____ to _____. Continuing Pittsburg School District students who wish to change schools and incoming students may apply for open enrollment positions during this period.

Open Enrollment Priority Criteria

The Open Enrollment Priority Criteria is the procedure school administrators will follow in determining how students will be transferred to another school.

1. Registration is NOT First-Come First-Served.
2. The open enrollment process is for USD #250 residents only, and does not mean that a student will automatically be allowed to attend a school of their choice.
3. Students are admitted to schools in accordance with the school district established priority criteria.
 - Priority 1 Special Needs Students as defined by IDEA (Individuals with Disability Education Act) and 504 Plan.
 - Priority 2 Siblings of a student currently in attendance
 - Priority 3 Students from within USD #250
 - Priority 4 Incoming Students (Kindergarten)
 - Priority 5 Students who have previously exercised open enrollment options
 - Priority 6 Students who have parent/guardian who work for USD #250
 - Priority 7 Out-of-district transfers

4. When a priority criteria category is reached that contains more applicants than available space, a lottery will be held within that category for that school.

The table below shows enrollment capacity for each building and the enrollment for the 2013-2014 school year. The enrollment capacity data came from the study completed by Augenblick & Myers for the Kansas Legislature in 1999. Note: The data does not reflect the need to provide more space/rooms for special education programs or English as a Second Language.

School	Capacity	Enrollment
Lakeside	575	409
Meadowlark	NA*	357
Nettels	340	359
Westside	265	253
Middle School	800	642
High School(9-12)	690	782

* This building was not built at the time of the study

Site Area

The usable site should be large enough to hold the necessary building(s) and spaces for outdoor instruction, recreation, play areas, parking, and any future expansion to building(s).

Good judgment beyond the mere application of minimum standards is needed to determine the appropriate size for a site. The Council of Educational Facility Planners, an international organization of school planners, notes that while it recognizes that for many schools larger sites are preferred; it suggests the following areas as minimum acreage of usable land:

ELEMENTARY (K-6): 10 acres + 1 acre for each 100 students

MIDDLE /JR. HIGH (5-8): 15 acres + 1 acre for each 100 students

MIDDLE SCHOOL (7-9): 20 acres + 1 acre for each 100 students

HIGH SCHOOL (9-12): 30 acres + 1 acre for each 100 students

A high school may need an additional 10 acres or more if a stadium and spectator parking are anticipated.

Site Size in Acres of Land by Grade Levels

K-6	10+1/100
5-8	15+1/100
7-9	20+1/100
9-12	30+1/100

The following table provides a comparison of the number of acres in the district's facilities:

School	2013-14 Enrollment	# of Acres	Recommended Site Size	Difference
Lakeside	409	3.5 Acres	14	-10.5
Meadowlark	357	10 Acres	13.6	-3.6
Nettels	359	7.5 Acres	13.6	-6.1
Westside	253	4 Acres**	13.8	-9.8
Middle School	642	8.86 Acres *	21.5	-12.64
High School (9-12)	782	61.74 Acres	14	13.64

* Total for site 14.07 acres

** The original property was 2.75 acres, but have purchased several residences since then so this is a ballpark figure.

Building Age

Many of these facilities were constructed prior to the OPEC energy crisis, current ADA regulations, and technological innovations. For these schools there is a direct relationship between the age and the current condition of the building.

The age of each facility may have a significant impact on the delivery of educational programs. Instructional programs have changed significantly, and construction technology in recent years has greatly enhanced flexibility and adaptability in the use of space.

Life Cycle Theory of School Buildings

According to Basil Castialdi in his widely accepted text on Educational Facilities, a school building passes through five phases during its useful or effective life span. Benjamin Handler first developed the idea in the 1960's in response to the dilemma faced by school boards trying to replace pre- and Depression era school buildings and at the same time respond to the Post-WWII Baby Boom from 1945-1960. The descriptions which follow remain quite applicable to schools built through the 1960's and beyond.

The Phases in the Life Cycle

Phase I - 0-20 Years

During this period only limited capital improvement work is necessary. Such improvements are to respond to adjustment in curriculum, teaching methods and the addition of various kinds of new instructional equipment. Minor improvements are usually necessary in the mechanical (heating and plumbing) and electrical systems.

Phase II - 21-30 Years

This is a period during which roof and mechanical system work will be necessary. There will be an observable increase in the amount of maintenance work necessary to keep the building in as near original condition as possible.

Phase III - 31-40 Years

When the building has reached age forty considerable maintenance work has been done or is necessary involving the electrical, mechanical and roof systems. Brick tuck pointing, window and door replacement, and light fixture modernization may have already been done or is at least pending.

Phase IV - 41-50 Years

This is a crucial period in the life of a school building. The process of deterioration is intensifying; major work may have already been completed, but more is needed. Important questions need to be answered concerning how much longer to use the building and how much more expenditure for modernization would be prudent. Often there are other problems such as a school located where it is no longer needed or a change in the physical characteristics of the school neighborhood from residential to commercial for example. More important, the building design may be such that a modern educational program now and for the future cannot be accommodated short of expense approaching replacement cost.

Phase V - 51 Years and Beyond

By the time a school building passes the half-century mark and is moving toward age 60, it is usually ready for retirement from service as a regular school building. School boards responsible for school buildings which are approaching 60 years of age and beyond are well advised to carefully consider the costs of modernization versus replacement. This is especially true when considering that a major modernization project will commit the old building in its present location to perhaps 30 or more years of future service.

It is important to realize that the life cycle research was conducted to help with facility decisions affecting schools built prior to about 1960, yet it continues to be

The chart below summarizes the age and life cycle phase of school building.

Building Name	Const. Year	Age	Life Phase
Lakeside	1926	88	V
Meadowlark	2003	11	I
Nettels	1955	59	V
Westside	1951	63	V
Middle School	1921	93	V
High School	1980	34	III

2014 base year

Life cycle phases

Up to 20 years	Phase I
21 to 30 years	Phase II
31 to 40 years	Phase III
41 to 50 years	Phase IV
Beyond 50 years	Phase V

School	Lakeside	Meadowlark	Nettels	Westside	MS	PHS
Section	Rating	Rating	Rating	Rating	Rating	Rating
The School Site	Poor	Satisfactory	Satisfactory	Borderline	Borderline	Satisfactory
Structural & Mechanical	Borderline	Satisfactory	Satisfactory	Satisfactory	Borderline	Borderline
Plant Maintainability	Borderline	Satisfactory	Borderline	Borderline	Borderline	Borderline
School Building Safety and Security	Borderline	Borderline	Satisfactory	Borderline	Borderline	Borderline
Educational Adequacy	Borderline	Borderline	Borderline	Borderline	Borderline	Borderline
Environment For Education	Borderline	Borderline	Borderline	Borderline	Borderline	Poor
TOTAL	Borderline	Satisfactory	Borderline	Borderline	Borderline	Borderline

Ratings

Very Inadequate to Poor - is questionable regarding its long-term use. In fact, the cost to bring a building up to an educationally adequate condition could exceed its replacement cost.

Borderline - may be restricting its program delivery and is usually in need of major improvements.

Satisfactory - is considered to have the ability to serve its educational programs with minor improvements.

Excellent - is considered to have the ability to serve its educational programs.

There are some conditions, such as heating, cooling, lighting and size of room in many schools that restrict the delivery of the educational program. Sometimes these restrictive elements can be eliminated or changed to enhance the quality of the learning environment.

APPENDIX

Susanna Thyer – Food Service Director

- Child Nutrition Department has 1 secretary, 6 kitchen managers, 23 cooks and 4 substitute cooks.
- There are approximately 933 students served for breakfast each day.
- There are approximately 1,881 students served for lunch each day.
- All four elementary schools are involved in the Fresh Fruit and Vegetable program and the After School Snack Program.
- 69% of the total USD 250 student population are benefiting from either free or reduced meal plans.

Vince Johnston – Transportation Director

- Transportation Department has a Director, 2 Secretaries, 2 Mechanics, 13 Regular Route Drivers, 13 Special Education Route Drivers, 4 Permanent Substitute Drivers, 2 Call in Drivers and 6 Bus Para Professionals.
- The Transportation Department transports on a daily average 1,300 regular education students and 100 special education students.
- The Transportation Department maintains the following vehicles for student and staff transportation and building maintenance: 27 Buses (19 Big and 8 Small), 8 Eight-Passenger Vans, 2 Seven-Passenger Vans, 7 Passenger Cars, 8 Pickup Trucks and 1 Dump Truck
- Estimated Total Activity Miles per year – 71,396
- Estimated Total Special Education Miles – 92,367
- Estimated Regular Education Miles – 60,680
- Estimated Total Miles – 224,443

Noah Grotheer – Technology Director

- Technology Staff: Director, Network & System Administrator, Assistant Network and System Administrator, District Technician, District Tech Specialist, Full time Tech at PHS and PCMS, Lab Assistants/Tech Assistants at elementary buildings.
- 200 mb connection distributed to six schools and three support buildings
- Over 4500 District owned devices, including laptops, desktops, iPads, printers and network equipment
- Wireless network covers 98% of our buildings
- 19 local servers
- Over 25 computer labs with at least 20 computers and several smaller labs with 3-10 computers
- Over 25 laptop carts with 20-30 laptops and 13 iPad carts with 25+ iPads each

- Three year rotation cycle on updates, current update cycle is elementary, next year is PHS

Jim Newell – Maintenance Director

- Maintenance has 22 full time custodians, 5 part time custodians and 7 maintenance workers
- Custodians clean 232 classrooms and all support areas in our schools, total area in school buildings is 676,330 square feet
- Maintenance department has 450-500 work requests per year
- The department maintains 101.65 total acres; has 3 grounds employees who mow and maintain all landscaping and grounds machinery
- Maintenance has a plumber, electrician, carpenter, and HVAC person within the department to service the district

Lita Biggs – Business Department

- The Business office is responsible for budget development and analysis, accounts receivable and accounts payable, and audit controller.