

Regular Board of Education Meeting

Monday, August 19, 2024 6:00 PM

Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

A. PLEDGE

B. SILENT REFLECTION

C. MEETINGS OF NOTE

1.

- The Boundary Study Subcommittee will meet on Thursday, August 22, 2024, at 5:00 PM, in the Board Meeting Room at the Educational Support Center. Three board members may be in attendance.
- The Boundary Study Subcommittee will meet on Thursday, August 29, 2024, at 5:00 PM, in the Board Meeting Room at the Educational Support Center. Three board members may be in attendance.

D. APPROVAL OF AGENDA with the following amendments:

1. Additional certified and classified personnel actions for consideration, Item# F.3.

2. Add Item# F.5.b. The Board of Education is asked to consider and approve the Memorandum of Understanding between USD 457, Garden City Public Schools and the Compass Behavioral Health (MHP) for the Mental Health Intervention Team (MHIT) Program for the 2024-25 school year.

3. Add Item# F.5.c. The Board of Education is asked to consider and approve the Memorandum of Agreement between USD 457, Garden City Public Schools and the Kansas Department of Aging and Disability Services for the 2024-25 school year.

4. Remove Item# H.2. Abe Hubert HVAC

E. DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS

F. CONSENT AGENDA

1. Minutes

a. Minutes of the August 5, 2024, Regular Board of Education Meeting

2. Accounts Payable totaling \$5,737,294.26 noting that all major accounts contain adequate balances to meet current obligations.

3. Personnel

a. Certified

b. Classified

4. Consider approval of the following bids:

a. Transportation - Wheelchair Van - Kansas Truck Mobility - in the amount of \$72,200.00.

5. Other

a. Consider and approve the following handbooks:

- Professional Development Council Handbook
- Curriculum Council Handbook

b. The Board of Education is asked to consider and approve the Memorandum of Understanding between USD 457, Garden City Public Schools and the Compass Behavioral Health (MHP) for the Mental Health Intervention Team (MHIT) Program for the 2024-25 school year.

c. The Board of Education is asked to consider and approve the Memorandum of Agreement between USD 457, Garden City Public Schools and the Kansas Department of Aging and Disability Services for the 2024-25 school year.

G. BOARD REPORTS

1. Recruitment and Retention Report

H. **NEW BUSINESS**

1. Renewal of TMA System - Plant Facilities

2. FY25 Budget Presentation and consideration of approval for publication.

I. **BOARD OPEN DISCUSSION**

- Robin Bergkamp
- Mark Hinde
- Nathan Haeck
- John Wiese
- Jackie Gigot
- Andy Fahrmeier
- Randy Ralston
- Dr. Dominguez

J. **NEXT BOARD MEETING**

K. **ACCOUNTS PAYABLE REVIEW - Jackie Gigot and John Wiese**

L. **ADJOURNMENT**



DRAFT* MINUTES *DRAFT

Regular Board of Education Meeting Garden City Public Schools USD 457

Monday, August 5, 2024 - 6:00 P.M.

Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, August 5, 2024, at 6:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck and Robin Bergkamp; Randy Ralston was absent. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were; Josh Guymon, Assistant Superintendent; Jessica Nothern, Chief Financial Officer; and Drew Thon, Chief Human Resources Officer.

Andy Fahrmeier, Vice President, called the meeting to order at 6:00 P.M. The meeting opened with the Pledge of Allegiance.

A. **PLEDGE** – Everyone stood for the Pledge of Allegiance.

B. **SILENT REFLECTION** – Thirty seconds of silent reflection was observed.

C. MEETINGS OF NOTE

C.1.

- The Boundary Study Subcommittee will meet on Thursday, August 8, 2024, at 5:00 PM, in the Board Meeting Room at the Educational Support Center. Three board members may be in attendance.
- Back to School Convocation, 8:00 AM, August 9, 2024, Garden City High School Gymnasium, four or more board members may be in attendance.
- The Boundary Study Subcommittee will meet on Thursday, August 15, 2024, at 5:00 PM, in the Board Meeting Room at the Educational Support Center. Three board members may be in attendance.
- The Boundary Study Subcommittee will meet on Thursday, August 22, 2024, at 5:00 PM, in the Board Meeting Room at the Educational Support Center. Three board members may be in attendance.
- The Boundary Study Subcommittee will meet on Thursday, August 29, 2024, at 5:00 PM, in the Board Meeting Room at the Educational Support Center. Three board members may be in attendance.

D. APPROVAL OF AGENDA

That the Board of Education approve the meeting agenda with the following amendments:

- D.1. Additional certified and classified personnel actions for consideration, Item# F.3.
- D.2. Add Item# J.2., Executive Session, Personnel matters for non-elected personnel.

This motion, made by Jackie Gigot and seconded by Nathan Haeck, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Wiese: Yea
Yea: 6, Nay: 0

E. DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS

E.1. Recognition of Michelle Shull, Health Services Coordinator, for receiving the Kansas School Nurse Organization's School Nurse Administrator of the Year Award. Jessica Nothern, Chief Financial Officer recognized Michelle Shull, Health Services Coordinator, for receiving the Kansas School Nurse Organization's School Nurse Administrator of the Year Award and thanked her for her service to USD 457.

F. CONSENT AGENDA

That the Board of Education approve all consent agenda items as amended. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Wiese: Yea
Yea: 6, Nay: 0

F.1. Minutes

F.1.a. Minutes of July 22, 2024, Regular Board of Education Meeting – Approved as presented.

F.2. **Accounts Payable** totaling \$1,092,979.45, noting that all major accounts contain adequate balances to meet current obligations. - Approved as presented.

F.3. **Personnel** – All certified and classified personnel actions were approved as presented.

F.3.a. Certified

Appointments: Sarah Jane Baguio, William Bernhardt, Jeremy Tomlinson

Resignation: Dr. Maria Gomez Rocque

Transfers:

- Amy Arteaga – from fourth grade position at Abe Hubert Elementary School to fifth grade position at Abe Hubert Elementary School.
- David Brager – from fourth grade position at Gertrude Walker Elementary School to fourth grade position at Alta Brown Elementary School.
- Sheila Corpuz – from first grade position at Abe Hubert Elementary School to kindergarten position at Jennie Wilson Elementary School.
- Joshua Guymon – from assistant superintendent position at the Educational Support Center to deputy superintendent position at the Educational Support Center.

- Ashlie Hauschild – from kindergarten position at Buffalo Jones Elementary School to second grade position at Buffalo Jones Elementary School.

Position Requests:

Suzette Goldsby-Lewis, principal at Plymell Elementary School, is requesting to close a .50 library media position for the 2024-25 academic year.

Steve Nordby, principal at Garden City High School, is requesting to open a .50 counselor assistant position for the 2024-25 school year.

Tuition Reimbursement Agreement: Raghi Kalarikkal

Student Teacher Agreement: Addyson Bjurstrom – Newman University

F.3.b. Classified

Resignations: Mari Cruz Rico Odette Flores, Epifano R. Garcia, Yesenia Gomez, Soledad Heredia, Marissa Hernandez, Samantha North, Sindy Reyes, Jaquelin Rico Rico, Sarah Stucky

Assignments: Milton Guevara, Aaron Herrada, Jacqueline Montes Hernandez, Maria Perez, Sondra Simmons

Transfers:

- Juana Betanco from Special Education Paraprofessional II at Charles Stones Intermediate Center to Special Education Paraprofessional II at Garfield Early Childhood Center
- Maria de la Luz Lopez Garcia from .5 Special Education Paraprofessional II at Garfield Early Childhood Center to Special Education Paraprofessional II at Victor Ornelas Elementary School

Long Term Substitute Teacher Agreement: Stormy A Venable

Other:

- Gina Galpin, Director of Special Education is requesting to move the SPED Para II position at Bernadine Sitts Intermediate School to Kenneth Henderson Middle School as a SPED Para I position.
- Tracy Johnson, Director of Nutrition is requesting to change the hours for the position previously held by Susana Montoya at Bernadine Sitts Intermediate Center from 7 hours to 6.
- Gina Galpin, Director of Special Education is requesting the following position changes:
- 2 Special Education Paraprofessional I position from Charles O. Stones to Kenneth Henderson Middle School.
- Suzette Goldsby-Lewis, Principal of Plymell Elementary School is requesting to combine the .5 ESL Paraprofessional with .5 Library Paraprofessional to make the position full time.
- Andrea Baker, Principal of Garfield Early Childhood Center is requesting to change a current 4-hour Paraprofessional position be switched to a 7.25.
- Drew Thon, Chief Human Resources Officer is requesting Jennie Wilson a full time Paraprofessional position instead of a .5.
- Tracy Johnson, Nutrition Director is requesting hours for a Nutrition Asst. to be changed from 6.5 to 6.

F.4. Other

F.4.a. The following handbooks were approved as presented:

- Garfield Early Childhood Center Student/Parent Handbook
- HG/KH Middle School Handbook
- Garden City High School Handbook
- Revised Administrator Handbook

F.4.b. Approval of the renewal of Power School Perform for the dates of October 29, 2024, to October 28, 2025, Personnel, in the amount of \$21,354.06.

F.4.c. Approval of the Clinical Contract Agreement between Garden City Community College and Unified School District 457, Garden City Public Schools for the 2024-2025 school year.

- F.4.d. Approval of revised Board of Education Policy CCA, Organizational Chart.
- F.4.e. Approval of the IEP Reviewer Services Agreement between USD 457, Garden City Public Schools, and Rhonda Stuvick.
- F.4.f. Approval of the following school schedule changes:
 - Garfield Early Childhood Center; AM: 8:45 to 11:50 and PM: 1:15 to 4:20 PM.
 - Bernadine Sitts and Charles Stones Intermediate Centers; 8:15 AM to 3:30 PM.
- F.4.g. Approval of the SRO Agreement between the City of Garden City, Kansas, the Garden City Police Department and the Board of Education, Unified School District No. 457, Garden City Public Schools.
- F.4.h. Approval of the USD 457, Garden City Public Schools, FERPA Notification.
- F.4.i. Approval of the Memorandum of Understanding between the City of Garden City, Kansas, Garden City Police Department, and Unified School District No. 457 for the School Resource Officer Program.

G. NEW BUSINESS

G.1. Election of delegate and alternate delegate for Kansas Association of School Board's Delegate Assembly on Saturday, November 16, 2024, as part of the KASB Annual Convention. Dr. Mike Dominguez, Superintendent, presented information about the KASB Annual Convention and the following action took place.

I move we appoint Andy Fahrmeier as the delegate and Randy Ralston as the alternate delegate to represent USD 457 at KASB's Delegate Assembly on November 16, 2024 at the KASB Annual Convention. This motion, made by Jackie Gigot and seconded by John Wiese, Carried.

Bergkamp: Yea
 Fahrmeier: Yea
 Gigot: Yea
 Haeck: Yea
 Hinde: Yea
 Wiese: Yea
 Yea: 6, Nay: 0

G.2. Board of Education Committee Assignments 2024-25 Josh Guymon, Assistant Superintendent, presented a summary of committee descriptions to the Board and a sign-up sheet for committees was given to the Board members.

Board members' questions were answered.

G.3. Budget Presentation (First) Jessica Nothern, Chief Financial Officer, presented a first look at the budget for FY25, the formal presentation will be made during the August 19, 2024 Regular Board of Education Meeting.

G.4. Discussion of Superintendent Search Process Drew Thon, Chief Human Resources Officer, presented a draft of a Request for Proposals from experienced search firms or individuals to provide consulting services for recruiting a new Superintendent of Schools.

Board members' questions were answered, the following action took place. That the Board of Education issue the Request for Proposals as presented. This motion, made by Nathan Haeck and seconded by Mark Hinde, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Wiese: Yea
Yea: 6, Nay: 0

H. BOARD OPEN DISCUSSION

John Wiese stated that by the next board meeting school will be back in session and that there is a lot of excitement happening with getting everybody back in the buildings and getting prepared and that he appreciates all that hard work and is looking forward to a great school year.

Jackie Gigot stated that she wanted to welcome everybody back.

Robin Bergkamp stated that it's the last week of summer and that everyone should enjoy it. She also thanked staff for all that they do and wished them good luck in the new year.

Mark Hinde stated he has grandkids that are getting excited to go school and he knows that teachers, administration and everyone has been working hard to get ready for it. He also stated that there are challenges ahead and that he is looking forward to the opportunities and challenges and is looking forward to another school year.

Nathan Haeck stated that he wanted to wish a huge congratulations to Michelle Shull for representing our school system well and winning her award. He also stated that he is looking forward to Friday and seeing everyone together and welcoming new staff. He also thanked Dr. Rocque for her time in Garden City.

Dr. Dominguez stated that Michelle Shull's award is a great example of Everyone Leads. He stated that tomorrow kicks off with training for teachers that are new to the district or new to the profession. He also invited the board members to the Back-to-School Convocation on August 9th at Garden City High School.

Andy Fahrmeier stated that it is exciting coming back to school and starting up a new year and stated that he appreciates staff, both certified and classified, for the hard work they put in all year long as well as the hard work of the administration team.

I. NEXT BOARD MEETING - The next meeting of the Board of Education will take place on August 19, 2024, at 6:00 PM in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

J. EXECUTIVE SESSION - After the completion of all other business, the Board of Education will adjourn to executive session for the following reason:

J.1. Personnel matters for non-elected personnel.

Mr. President, I move we go into executive session for 15 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 6:35 PM and the open meeting will resume in the Board Meeting Room at 6:50 PM. We would like to invite Dr. Dominguez and Drew Thon to join us in executive session. This motion, made by Jackie Gigot and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea

Haeck: Yea
Hinde: Yea
Wiese: Yea
Yea: 6, Nay: 0

The open meeting resumed in the board meeting room at 7:05 PM and the following action took place.

That the Board of Education extend the executive session for 10 minutes beginning at 6:50 P.M. and the open meeting will resume at 7:05 PM This motion, made by Nathan Haeck and seconded by John Wiese, Carried.

Fahrmeier: Yea
Haeck: Yea
Hinde: Yea
Wiese: Yea
Yea: 4, Nay: 0

Drew Thon left the executive session at 6:59 PM.

The open meeting resumed in the board meeting room at 7:02 PM and the following action took place.

J.2. Personnel matters for non-elected personnel.

Mr. President, I move we go into executive session for 15 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 7:05 PM and the open meeting will resume in the Board Meeting Room at 7:20 PM. This motion, made by Jackie Gigot and seconded by John Wiese, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Wiese: Yea
Yea: 6, Nay: 0

The open meeting resumed in the board meeting room at 7:20 PM. No binding action took place.

K. ACCOUNTS PAYABLE REVIEW - Mark Hinde and Andy Fahrmeier

L. ADJOURNMENT – There being no further business to come before the board, the following action was taken.

That the Board of Education meeting be adjourned at 7:22 PM. This motion, made by Mark Hinde and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Wiese: Yea
Yea: 6, Nay: 0

Respectfully submitted,

Jennifer Ramos, Clerk

Approved:

Randy Ralston, President

BOARD OF EDUCATION

Certified Personnel Actions

August 19, 2024

RESIGNATION:

Alisa Swenson, fourth grade teacher at Alta Brown Elementary School, is requesting release from her 2024-25 contract effective August 9, 2024. It is recommended that Alisa not be released until a suitable replacement has been found and at the time of release be assessed a \$4,000 liquidated damages fee.

APPOINTMENTS:

Sarah Jane Baguio, Cebu, Philippines, is recommended for a special education position with building to be determined effective for the Spring 2025 semester. She has eight years' experience.

Edelita Barbosa, Leyte, Philippines, is recommended for a fourth grade position at Plymell Elementary School effective for the Spring 2025 semester. She has twenty years' experience.

Cedie Caballero, Davao de Oro, Philippines, is recommended for a science position at Georgia Matthews Elementary school effective for the Spring 2025 semester. She has eight years' experience.

Britzi Carreon, Caloocan City, Philippines, is recommended for a science position at Florence Wilson Elementary School effective for the Spring 2025 semester. She has eleven years' experience.

Beau Guadian, Garden City, Kansas, is recommended for a fourth grade position at Buffalo Jones Elementary School, effective August 9, 2024. He has two years' experience.

Marday Rose Logro, Leyte, Philippines, is recommended for a science position at Edith Scheuerman Elementary School effective for the Spring 2025 semester. She has fifteen years' experience.

Angela Onida, Calbiga, Philippines, is recommended for a science position at Gertrude Walker Elementary School effective for the Spring 2025 semester. She has nine years' experience.

Rosalba Ramos, Garden City, Kansas, is recommended for a second grade position at Florence Wilson Elementary School effective August 9, 2024. She has three years' experience.

BOARD OF EDUCATION
Classified Personnel Actions

August 19th, 2024

RESIGNATIONS	POSITION	BUILDING	DATE
Anny Froese	Special Education Paraprofessional II: Rise Room	Charles O. Stones Intermediate Center	5/23/24
Hannah MacWhinnie	Special Education Paraprofessional II	Bernadine Sitts Intermediate Center	3/21/24
Marlen Medellin Gonzalez	Special Education Paraprofessional II	Garfield Early Childhood Center	5/23/24
William Witzke	Special Education Paraprofessional II	Garfield Early Childhood Center	5/23/24
Kelton Younkman	Special Education Paraprofessional II	Garden City Achieve	5/23/24

ASSIGNMENTS	POSITION	BUILDING	DATE
Anahi Aguilar	Paraprofessional I	Florence Wilson Elementary School	8/12/24
Ashley Nicole Baker	Special Education Paraprofessional II	Abe Hubert Elementary School	8/9/24
Deanna Bartles	Special Education Paraprofessional II	Georgia Matthews Elementary School	8/9/24
Shania Castro	Paraprofessional I	Kenneth Henderson Middle School	8/15/24
Noema Bojorquez Dominguez	Nutrition Assistant I	Garden City High School	8/5/24
Sandra Marie Christman	Paraprofessional I	Florence Wilson Elementary School	8/9/24
Kayla Cruz	Paraprofessional I	Gertrude Walker Elementary School	8/9/24
Candace Ahrens- Galindo	Nutrition Assistant I	Garden City High School	8/15/24
Maricruz Baca Galindo	Nutrition Assistant I	Horace Good Middle School	8/13/24
Ralisa Gonzales	Nutrition Assistant I	Charles O. Stones Intermediate Center	8/5/24
Estela Gutierrez	Special Education Paraprofessional II	Abe Hubert Elementary School	8/14/24
Fabiola Lira	Paraprofessional I	Buffalo Jones Elementary School	8/12/24
Lisandra Lopez	Special Education Paraprofessional I	Victor Ornelas Elementary School	8/9/24
Weensie Louis Jn Louis	Paraprofessional I- Newcomer	Abe Hubert Elementary School	8/9/24

Angelica Ortiz	Special Education Paraprofessional II	Garfield Early Childhood Center	8/9/24
Emma Paige Ortiz	Special Education Paraprofessional I	Kenneth Henderson Middle School	8/9/24
Ashley Quinn Peitz	Special Education Paraprofessional I	Victor Ornelas Elementary School	8/9/24
Doris Elizabeth Ramirez	Nutrition Assistant I	Garden City High School	8/19/24
Claudia Rivera	Office Assistant II	Garden City Achieve	8/6/24
Isabel Marie Ruvalcaba	Special Education Paraprofessional I	Garfield Early Childhood Center	8/9/24
Marissa Ruvalcaba	Nutrition Assistant I	Bernadine Sitts Intermediate Center	8/5/24
Scott Schmidt	Paraprofessional II	Kenneth Henderson Middle School	8/9/24
Maria Luisa Galvan Soto	Nutrition Assistant I	Bernadine Sitts Intermediate Center	8/6/24
Valerie Renae Terrazas	Special Education Paraprofessional I	Kenneth Henderson Middle School	8/9/24

TRANSFERS	FROM	TO	DATE
Jasmin Carrillo	Paraprofessional I: Edith Scheuerman Elementary School	Paraprofessional I: Library Edith Scheuerman School	8/13/24
Sylvia Garcia	Paraprofessional I: Victor Ornelas Elementary School	Office Assistant I: Victor Ornelas Elementary School	8/7/24
Reymundo Moya Gudino	Teacher: Bernadine Sitts Intermediate Center	Paraprofessional I Abe Hubert Elementary School	8/9/24
Josefa Martinez	Nutrition Assistant I: Kenneth Henderson Middle School	Office Assistant I: Kenneth Henderson Middle School	8/9/24
Katie Navarro	Special Education Paraprofessional I: Abe Hubert Elementary School	Special Education Paraprofessional I: Garfield Early Childhood Center	8/9/24
Ana Cantu Ortiz	Paraprofessional I: Alta Brown Elementary School	Small Fleet Bus Driver: Transportation	7/30/24
Veronica Veloz	Sub Bus Driver: Transportation	Bus Driver: Transportation	8/9/24
Angela Villanueva Luna	Special Education Paraprofessional I: Garfield Early Childhood Center	Special Education Paraprofessional II: Victor Ornelas Elementary School	8/9/24

OTHER:

Andrea Baker, Principal at Garfield Early Childhood is requesting Vanessa Smith a 1 on 1 Paraprofessional transfer with her student over to Georgia Matthews.

Ben Luna, Principal at Buffalo Jones Elementary School is requesting to split two Special Education Paraprofessional position in .5 instead of 1; totaling 4 0.5 positions. Rosa Carcia Cardoza would be a 0.5 instead of a 1; Jasmine Madera would be a 0.5 instead of a 1.

LONG-TERM SUBSTITUTE TEACHER AGREEMENTS:

Stacy Castoe

Vilma Huber

BOARD OF EDUCATION
Classified Personnel Actions Addendum

August 19, 2024

RETIREMENTS	POSITION	BUILDING	DATE
Susan K. Myers	Bus Driver	Transportation	8/30/24

RESIGNATIONS	POSITION	BUILDING	DATE
Rylie Nicole Andazola	Special Education Paraprofessional II	Garden City Achieve Therapeutic Education Program	5/23/24
Jessica Esquivel	Special Education Paraprofessional II	Alta Brown Elementary School	5/23/24

ASSIGNMENTS	POSITION	BUILDING	DATE
Mindie Cooper	Special Education Paraprofessional II: Strive Day School	Garden City Achieve	8/19/24
Monique R. Gallegos	Bus Driver	Transportation	8/14/24
Maria A. Salas	Special Education Paraprofessional I	Garfield Early Childhood Center	8/19/24

TRANSFERS	FROM	TO	DATE
Daisy Farr	Special Education Paraprofessional I: Garfield Early Childhood Center	0.5 Special Education Paraprofessional I: Garfield Early Childhood Center	8/9/24
Laitasha Jackson	Special Education Paraprofessional II LEAP: Alta Brown Elementary School	Special Education Paraprofessional II 1:1: Alta Brown Elementary School	8/15/24
Antoinette Martinez	Paraprofessional Intervention: Jennie Wilson Elementary School	Paraprofessional Building: Jennie Wilson Elementary School	8/9/24
Vanessa Smith	Special Education Paraprofessional II: Garfield Early Childhood Center	Special Education Paraprofessional II: Georgia Matthews Elementary School	8/9/24

OTHER:

Michael Burns, Director of Transportation is requesting the approval of a Temporary Transportation Driver Agreement with Milton Guevara.

Michael Burns, Director of Transportation is requesting the approval of a Temporary Transportation Driver Agreement with Ana Cantu Ortiz.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: August 13, 2024
RE: Wheelchair Van Purchase

ISSUE:

The Board of Education is asked to approve the bid from Kansas Truck Mobility for a 7 passenger ADA Van.

BACKGROUND:

The High School currently utilizes vans or wheelchair buses when needing to transport students in wheelchairs. Oftentimes these vehicles are not available, and students are not able to go to various places with the rest of their class. Students need to be transported to things like community work settings, grocery stores, and other community access training locations. This wheel chair van will ensure all students will have the same learning opportunities. Kansas Truck Mobility is the only company that bid this van.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid from Kansas Truck Mobility
2. Deny the bid
3. Recommend an alternative solution

FISCAL NOTE:

This purchase has been budgeted for this fiscal year from the following account:

008 E 2710 20 0000 055 00 730 Vehicles-Transportation

Adequate balances remaining for this purchase.

Total - \$72,200.00

ATTACHMENTS:

Wheelchair Van Bid

August 7th, 2024

Garden City Public Schools:

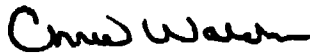
Your bid spec calls for a 7 passenger ADA Van. The standard Chrysler product is a 5 ambulatory passenger + one wheelchair passenger (5 +1). The optional 2 person Freedman "flip and fold" seat adds the 2 additional ambulatory passenger seats but basically eliminates the wheelchair position when folded down.

Our bid is as follows:

\$ 69,000.00 in standard 5 +1 configuration. (Without the 2 person flip and fold seat) This product is in stock and ready for immediate delivery.

\$ 72,200 as bid specification reads. (7 passenger ADA Van) Lead time is approximately 4 weeks to receive the 2 person jump seat and install.

Regards,



Chris Walden

Kansas Truck Equipment Co., Inc
1521 S Tyler Rd
Wichita, KS 67209
(T) 316.722.4291
(F) 316.462.0365
cwalden@kansastruck.net

Garden City



Public Schools

U.S.D. #457
BID FORM

Business Office

By signing this bid form, the vendor certifies the equipment being offered meets or exceeds all requirements and conditions of the bid, special provisions and specifications. In compliance with the above and subject to all the conditions hereof, the undersigned offers and agrees to furnish all items upon which prices are quoted, at the price set opposite each item.

The undersigned certifies that no Federal, State, County or Municipal tax is included in the quoted prices and that none will be added. Public schools are EXEMPT. Exemption certificates will be provided upon request.

Pricing (Unit Cost Including All Options and Less any Applicable Incentives)

Vendor Name: KANSAS TRUCK EQUIPMENT CO., INC

Wheelchair Van \$69,000⁰⁰ / \$72,200 SEE MEMO

How long to receive these (calendar days):

WE HEARBY AGREE TO FURNISH THE ITEMS ON WHICH PRICES ARE QUOTED ABOVE IN ACCORDANCE WITH ALL TERMS AND CONDITIONS PREVIOUSLY LISTED AND ANY ATTACHED SPECIFICATIONS.

Signature: Chris Walden Date: 8/7/2024

Printed Name: CHRIS WALDEN Title: SALES / SERVICE MANAGER

Email: C.WALDEN@KANSASTRUCK.NET

Addenda to Bid (Y/N) N

The undersigned bidder does, by their signature below, agree that they received the addenda; that they understand the content of the addenda and shall comply with all of the conditions of the addenda specified.

Bidders Signature: Chris Walden Addenda # NONE Date 8/7/2024

Garden City



U.S.D. #457

Public Schools

Business Office

BID FORM

BIDDER IS AN INDIVIDUAL-

Name of Individual:

Name of Business:

Mailing Address:

Business Phone No.:

Business Fax No.:

BIDDER IS A PARTNERSHIP-

Name of Partnership:

Names of Principal Partners:

Mailing Address:

Business Phone No.:

Business Fax No.:

The full names of all partners:

BIDDER IS A CORPORATION-

Full Corporation Name:

State of Incorporation:

Mailing Address:

Business Phone No.:

Business Fax No.:

Name & Address of Resident Agent:

KANSAS TRUCK EQUIPMENT CO., INC
KANSAS
1521 S. TYLER RD - LYCHITA, KS 67209
316-722-4291
316-462-0365
AS ABOVE



BID SPECIFICATIONS

Specifications and equipment for: One 7 Passenger Van that is ADA, FMVSS and CMVSS Compliant

Notes: Any deviations from stated specifications **MUST** be noted for bid to be valid.

Minimum: is the least acceptable requirement for that item

Required: Any deviation must be noted

Requested Specifications:

- New
- Lowered Floor
- 60" floor to ceiling center of van
- 30" wide ramp with 1,000lb capacity and swing out feature for ambulatory access.
- Multiple wheelchair securement locations
- Manual driver and passenger side sliding door with 56" vertical opening, passenger door with clear opening width of 31"
- 3 passenger bench seating in rear
- Vinyl flooring
- ADA Compliant park interlock
- ADA compliant ramp and door entrance lighting
- Wheelchair securement labeling
- Auxiliary wiring harness with fused circuits
- Emergency rear hatch release

Professional Development Council Handbook Changes 2024-2025

Cover pages and Footers: Updated Dates

Page 4: Updated Meeting Dates and corrected formatting issue

Page 5: Updated Membership

Page 15:

1. Added Walk Through Data to the list of Internal Factors
2. The Professional Development Council will **coordinate and communicate** review and give feedback, and communicate the District's Professional Development Plan.

Page 16: Changed Independent Book Study - Points awarded based on **minutes read according to audible or other comparable application**; Applicants are required to answer the following questions: ~~;- questions answered from selection of books on school website-Curriculum and Instruction tab.~~

1. **How does the information you learned apply to your classroom and the subject/classes you teach?**
2. **How do you plan to implement/apply the learning from this text?**
3. **Are there other educators you would recommend this text to? (new teachers, specific subject areas, teachers with a targeted need in their classroom)**

Page 22: correct Spelling error

Page 29:

Make sure you ask if they **take purchase orders or** will direct bill USD 457 **or credit card authorization**.

~~If they do accept purchase orders, generate purchase order and send it or include the number with your leave form. If you have a confirmation number include it on the purchase order. If the hotel/motel does not accept purchase orders, you will need to do a purchase order and request a hand-carried check to be issued by Payables before your conference. You may have to hold the room with your own credit card. **Business office will need several weeks advance notice in order for bills to go through Accounts Payable cycle.** Don't forget to pick up the check before you go. **Please see your building secretary to get a district credit card to secure your room.**~~

Page 30:

Appeals to this procedure will need to be made in writing to the **Staff and Curriculum Professional** Development Council within 10 working days of the decision not to use the ticket.

**Professional Development Council Handbook Changes
2024-2025**

You may need to drive to Wichita, **Denver**, or Amarillo but keep in mind the Travel Distance Departure Guideline (page 31).

You may purchase airline tickets with your district issued credit card only with prior approval from **KJ Knoll, the Chief Financial Officer** in the Business Office. The Purchase Log must have **KJ's the CFO's** initials and accompany the leave form.

If a vehicle is not available, you can request **\$57.5 \$.655** per mile when you drive your vehicle.

Reimbursement **will not** be given for tax, alcoholic beverages, **tips to restaurants**, movie rentals, fees for in-room safes, or telephone charges, etc. **Tips to restaurants are reimbursable at a reasonable rate.**

Page 34:

If you have questions, please contact **Suzette Goldsby-Lewis at 620.805.7053** Heather Stegman at **620.805.7186**.

Page 35:

IF YOU HAVE QUESTIONS, PLEASE CALL **620.805.7053 7186**

Page 38:

Updated Angie Labrier's name to Heather Stegman

Page 41:

Updated school calendar to the 2024-2025 calendar.

Professional Development Council Handbook

2024-2025

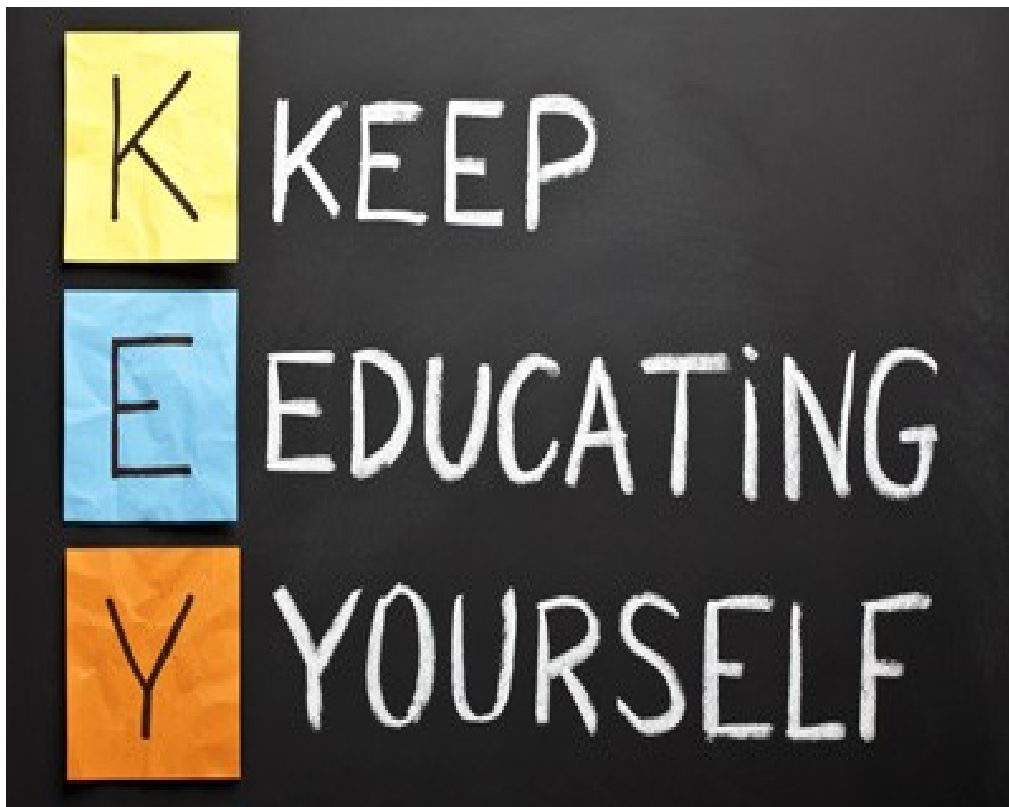


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SECTION 1

**GUIDELINES FOR STAFF
DEVELOPMENT COUNCIL
COUNCIL MEMBERSHIP**

- 2 Secondary level representatives*
- 2 Intermediate / Middle level representatives *
- 2 Elementary level representatives*

- 1 K-4 Building Principal
- 1 9-12 Building Principal
- 1 Recording Secretary

- 1 Professional Development Coordinator
- 1 Office of Learning Services Representative
- 1 Assistant Superintendent of Student Services

***Voting members**

Members are elected by their representative groups. Members may resign at any time. Resignations must be in writing and submitted to the coordinators at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties. Should there be extenuating circumstances an appeal can be made to the Council with the person making the appeal abstaining from the vote.

All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.

Meetings will be held once a month during the school year. All agenda items must be submitted in writing at least ten working days prior to the meeting. Additional meetings can be scheduled as deemed necessary by the coordinators of the Council.

It is understood that the district will provide all facilities, clerical support and record keeping services needed by the Council. (See Appendix)

PD Council Meeting Dates for 2024–2025
4:30pm – 5:15pm

September 3, 2024	February 4, 2025
October 1, 2024	March 4, 2025
November 5, 2024	April 1, 2025
December 3, 2024	May 6, 2025
January 14, 2025	

RESPONSIBILITIES AND FUNCTIONS

The Professional Development Council will:

1. Design, coordinate, recommend, approve, and evaluate professional development activities for professional development credit.
2. Establish and evaluate policies, procedures, and criteria for professional development plans at the district, building, and individual levels.
3. Communicate procedures and serve as a resource for questions or concerns related to professional development.
4. Makes systematic recommendations about professional development based on learner needs and intended outcomes.

PROFESSIONAL DEVELOPMENT COUNCIL MEMBERS 2024 - 2025

Position

Director of Curriculum and Instruction
Assistant Superintendent of Operations
K-4 Building Principal
9-12 Building Principal
Administrative Assistant
Instructional Technology Coordinator

Name

Heather Stegman
Josh Guymon
Brandy Ochs
Whitney Linenberger
Shirley Ruiz
Casey Wise

Elementary level representative
Elementary level representative
Intermediate / Middle level representative
Intermediate / Middle level representative
Secondary level representative
Secondary level representative

Megan Ford (JW) *2015
Janna Strecker (VO) *2017
Laura Walsh (CS) *2016
Wendi Terpstra *2024
Robyn Hilt *2021

*First year served

SECTION 2

POWER LEARNING--BASICS

The following are the basic steps to access the professional development system, find courses and request external creditpoints.

- Go to gckschools.truenorthlogic.com or
 - www.gckschools.com
 - Across the top, hover over **Staff** and scroll down to **Power Learning** and click
 - Log in** with your username (Entire email address) and password
- On the **Home** Page tab you will see:
 - Course Search**
 - Click **Search** to see all inservices available or
 - Type in the name of a particular training you are looking for
 - Click **Register**
 - Click **Next**
 - My Courses**
 - List of courses registered for or already attended
 - Click on **My Transcript** to see courses attended
 - Click on **Manage and Withdraw From Courses** to withdraw or take survey when **available**
 - Required Training**
 - Any training that has been required
 - My Surveys**
 - Click on **Start Survey** to take survey after attendance has been entered
 - Take Survey and submit
 - Find Course by Tags**
 - Some courses may have tags, but this is not yet in full use
 - Recommended Training**
 - Any training that is recommended for you
- Transcript** tab
 - Shows trainings previously attended and total number of points acquired, same as My Transcript under My Courses
- External Credit Request** tab
 - Click on **New Request**, blue button on the right
 - Click on **type** of request
 - Complete** sections
 - Submit for Pre-Approval**
 - This will go to your supervisor to be approved
 - Once approved, complete the rest of the form and hit submit**
 - Attach certificate or agenda in this step**
 - Form goes to Office of Learning Services for final approval
- Click on the **Calendar Icon** at the top of the page
 - Click on a **date** to see trainings by date
 - Click on **Full Calendar** to see trainings by month

Proposals should be submitted at least 10 days prior to scheduled in-service days

POWER LEARNING--PROPOSE A COURSE

The following are the steps to propose a course on Power Learning.

- Go to gkcschools.truenorthlogic.com/ or
 - www.gkcschools.com
 - Across the top, hover over **For Staff** and scroll down to **Power Learning** and click
 - Log in** with your username (Entire email address) and password
- On the **Home** Page tab you will see:
 - Propose a Course**
 - Click **Propose a Course**
 - Click the blue drop down tab, **Propose Course**
 - Click **New Instructor Led Course**
- Complete **Create Instructor Led Course**
 - Course Title**--can be generic title
 - I.e., Zones of Regulation, 2nd Grade Collaboration
 - Course Description**--add specific details about the training
 - Office**--pick corresponding building, your home building
 - Credit Types**—
 - Check Points
 - 0 Credits
 - # of Hours of the training
 - Notes**--optional, can put in additional info
 - E.g. Bring a device, bring unit 4
 - Course Survey**--add PD Feedback Form
 - Multiple Sections**--check
 - Board Goals**--select appropriate goal
 - Components of Rigor**--select appropriate component
 - Funding Source**--select appropriate source
 - NA if funded by regular district funds, or no funding applies
 - LiNK if training is paid for by LiNK Grant
 - Click on **Create Instructor Led Course**
- Scroll to the bottom of the page and click on **New Section** tab and complete
 - Complete **Section Title**--specify training and add date
 - ALICE training video 8.8.19, Para Confidentiality 8.22.19, Zones of Regulation Strategies 10.5.19
 - Location/Room Number**
 - Attendance**--Once a day
 - Contact Person**--Out of town facilitator or person presenting/can leave blank
 - Maximum Number of Participants**
 - Put higher number than expected unless class has to have a cap
 - Section Start Date**-Date of training
 - Section End Date**-Last day of training

POWER LEARNING--PROPOSE A COURSE cont.

- End of Registration Date**--Last day for participants to register
 - Day of training
 - Class Time Start**--include AM or PM
 - Class Time End**--include AM or PM
 - Notes**--add any notes for this specific training, do not have to add anything
 - Attachment**
 - Can add an agenda or handouts for trainings, do not have to add anything
 - Create**--blue button in the lower left hand corner
 - Review** information on the screen
 - No Class Times Set will always show up in red
 - Scroll to the bottom of the page and click on **Instructors**-- can add multiple people
 - Type in instructors name
 - Find User
 - Click on users name
 - Add User
 - Add more instructors if needed
 - Always add Michelle** as an instructor
 - Done
 - Click on **Class Times**
 - Click on **Add a New Class Time**
 - The class times put in prior will pop up
 - Click on **Save & Exit**
 - Click on **Done** at the bottom
 - Click on **Submit for Review**
 - Course will go to OOLS for approval
-
- Adding a **New Section** to an existing course
 - Go to **Propose a Course** on the top of the home page
 - Click on **Approved Courses** on the left hand side of the page
 - Click on the **Drop Down Arrow** on the left side of the course title
 - Click on **Manage Course**
 - Scroll to the bottom of the page and click on **New Section**
 - Repeat** directions under **New Section above**

RELICENSURE CREDIT AND SALARY ADVANCEMENT

Teachers are responsible for maintaining their Kansas License.

One college credit hour is equal to twenty (20) professional development points. One clock hour of approved knowledge level professional development education equals one professional development education point. **Application level activities are awarded two times knowledge level points. Impact level activities are awarded three times knowledge level points.**

College credit hours and professional development points are two ways of meeting Relicensure requirements. Several steps need to be taken to receive credit for college courses.

1. **College Credit Form (External Credit Request)** must be submitted on **Power Learning**.
2. An official college transcript must verify completion of course with a passing grade and be submitted to Office of Learning Staff Development (Note that a copy of the official college transcript will also be submitted to the Kansas Department of Education when requesting license renewal.)
3. College credit and professional development points cannot be earned for the same professional development activity.
4. All college courses need to pertain to your endorsement, and be graduate course level credit; however if you are obtaining a new or different degree, then undergraduate course level credit is acceptable.
5. If you are not sure whether a college course meets the licensure guidelines, then pre-approval by PD Council should be obtained prior to taking the college course.

A teacher with a bachelor's degree must earn **160** points and may use up to **80** professional development points (the equivalent of **four** college hours) combined with at least **four** college hours to renew a five-year professional license.

Teachers with a master's degree must have **120** points and may use a combination of professional development points and college credit or all professional development points for renewal of a license.

When professional development points are approved for Salary Advancement Purpose the Staff Development office will forward the information to the Personnel Department. Movement will be horizontal on the salary schedule only when the three hundred points are completed by August 31 or January 31. All certified staff under contract with the district is required to participate in the plan according to the staff guidelines. Certified staff includes anyone requiring licensing in order to be hired in the district, such as teachers, administrators, social workers, counselors, and nurses.

Substitute teachers may participate by obtaining **100** points from the renewal date on the license to the expiration date on the license. Fully certified substitutes with a bachelor degree must earn **160** points in a five-year period for Relicensure. An employee holding a master's degree needs 120 points every five years to recertify.

****New employees have 60 working days from the beginning of their contract to transfer professional development points from another district into USD #457.**

Points Rubric
(From Guidelines for Quality Professional Development, KSDE)

Awarding Professional Development Points	Content	Professional Education	Service to the Profession
<u>Knowledge</u> “What do you know now that you didn’t know before?”	1 point = 1 contact hour	1 point = 1 contact hour	1 point – 1 contact hour
<u>Application</u> “What can you do now that you couldn’t/didn’t do before?”	2 x knowledge level points	2 x knowledge level points	Additional points not available at this level
<u>Impact</u> “What’s the result of your newly acquired knowledge and skill in terms of impact on students, other adults, or program or policy development?”	3 x knowledge level points	3 x knowledge level points	Additional points not available at this level

Three Levels of Awarding Points

Professional development points are awarded according to three different levels. For each of the three levels there are *no limits* on the number of points that may be earned. *No limits* means there are no caps in reference to points earned for license/certificate renewal. The three levels are:

Level I- Knowledge

Points awarded on a one point per hour basis provided the individual has learned something as a result of the in-service (in and out of district activities) this also includes On-Demand online activities, and **Service to the Profession**.

- Points for providing professional development as **Service to the Profession** includes the amount of time of the presentation plus preparation time. Preparation time can be up to 2 times the amount of the presentation.

Level II-Application

Points awarded on the demonstrated application of the information gained at the knowledge Level request must be submitted after 3 months, but within 12 months after receiving the Training and for which 2 x’s the knowledge points are awarded.

Level III-Impact

Points awarded based on the demonstrated impact of the knowledge and skills acquired and which 3 x’s the knowledge points are awarded.

Level Indicators

Level	Indicators
<p style="color: #A52A2A; margin: 0;">Level I/Knowledge</p> <p>What did I know now that I did not know before?</p>	<p>In-District and Out-of-District External Credit Requests found on Power Learning</p>
<p>Level I/Service to the Profession</p>	<p>Minutes noting contributions to meetings and time spent at meetings, an explanation of time spent on a school committee, council, or team such as:</p> <ul style="list-style-type: none"> • Membership on the district staff and curriculum development council (if not receiving pay) • Serving on a school NCA or QPA committee (s) • Providing staff development • Samples of published articles or newsletters and an explanation of the time spent in writing • An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization • Serving on an onsite team for another school or district and an explanation of the time spent • Supervision of student teachers (if not receiving pay) • Supervision of student observers
<p style="color: #008000; margin: 0;">Level II/Application</p> <p>What am I doing now that is different than what I did before?</p> <p style="text-align: center;">Documentation must be submitted to Council With request on Power Learning</p>	<ul style="list-style-type: none"> • Classroom observation • Video or audio tapes • Structured interviews with participants and their supervisors <ul style="list-style-type: none"> • Lesson plans • Pre and post samples of student work • Use of and reviewing participant's journals, portfolios, or artifacts <ul style="list-style-type: none"> • Implementation of new activity
<p style="color: #FF0000; margin: 0;">Level III /Impact</p> <p>What are the results of my professional changes? Organizational Change</p> <p style="text-align: center;">Documentation must be submitted to Council With request on Power Learning</p>	<ul style="list-style-type: none"> • Evidence of related or district or school policy change • Revision of distinct, grade level, or content area curriculum (if not receiving pay)
<p style="color: #4B0082; margin: 0;">Level III/Impact Student Learning</p> <p style="text-align: center;">Documentation must be submitted to Council With request on Power Learning</p>	<p>Samples of positive changes in students' behaviors such as:</p> <ul style="list-style-type: none"> • study habits • improved school attendance • improved homework completion rate • independent observation of positive students' classroom behaviors • increased enrollment in advanced classes • increased participation in school related activities • decreased dropout rates

POINTS FOR APPLICATION / IMPACT ACTIVITIES

Certified staff has the opportunity to receive professional development points for the implementation of activities into their job. This could include follow-up activities from a professional development that is incorporated into the classroom using the Documentation Support Request Form. (See pg. 36 or 37)

EXAMPLE: Teacher A attends a cooperative learning workshop and receives professional development points for attendance. Teacher A discusses with principal how these items can be implemented into the classroom. Teacher A then returns to the school and reads several articles on cooperative learning, visits other teacher's classrooms, forms a support group to discuss strands, makes material for the classroom, shares information in a staff meeting, and practices what was learned in the classroom.

PROCEDURE:

- A. Discuss goals and plans with supervisor.
- B. Record activities on the appropriate form. (See appendix)
The form may be written for a period of up to twelve months.
- C. Each individual should keep a copy of the form and add to or update as the year progresses. The form functions as a log.
- D. All forms should include signature and approval/disapproval of immediate supervisor.
- E. Requests must be submitted to the Professional Development Council with appropriate supporting documentation.
- F. The Professional Development Council will review form and decide on awarding of points.

SECTION 3

DISTRICT PROFESSIONAL DEVELOPMENT PLANS

The Professional Development Council will determine the needs of the district, as well as collate the various district needs and provide leadership and communication related to such plans.

I. Description:

- A. District Professional Development Plans specify the results desired to achieve changes and improvements across the entire district. Individuals with district-wide responsibilities initiate these plans.

II. Needs:

- A. The results specified in the District Professional Development Plans are driven by a variety of external and internal factors. These might include:

1. External:

- Federal Mandates
- State Mandates
- Reports and Research

2. Internal:

- Documented student performance needs (needs assessment)
- Kansas Education Systems Accreditation
- Career and Technical Education
- Board of Education/Superintendent issues
- Curriculum Revision Cycle
- Walk Through Data**
- Staff input, especially from Professional Development Council

III. Process:

- A. All characteristics of quality professional development should be considered.
- B. Proposed professional development forms should be submitted to the Professional Development Council at least ten days before professional development.
- C. The Professional Development Council will **review, give feedback, and communicate** the District's Professional Development Plan.

IV. Evaluation:

- A. Complete a Feedback Form or evaluation form on Power Learning within **Thirty (30) calendar days**.
- B. The Professional Development Council will review the results specified in the evaluation and verify the awarding of points.
- C. Personal leave may be taken on district professional development day. (See negotiated agreement.)

Professional Development Plans for License Renewal

(A) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities **in at least two** of the following areas:

1. Content endorsement standards as adopted by the state board;
2. Professional education standards as adopted by the state board;
3. Service to the profession.

(B) Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(C) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

1. The plan results from cooperative planning with a designated supervisor.
2. The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
3. The plan is reviewed and approved by the local professional development council.

(D) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

(E) This regulation shall be effective on and after July 1, 2003 (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

(F) If principal chooses to offer an in-district activity for college credit, prior arrangements must be made through the Staff Development Office. Instruction Office and Staff Development personnel will arrange with a university for offering the credit. Activities could be a book study, or other activity deemed appropriate to the educational classroom instruction.

(G) Book Study Guidelines – Book study guidelines will need prior approval by building principal and Staff Development Office regarding when times are to be spent reading book (within Negotiated Agreement), when can the book study discussion take place, and number of points for all participants. PD Points are based off book study discussion time; however points are not awarded for time spent reading.

(H) Independent Book Study - Points awarded based **on minutes read according to audible or other comparable application**; Applicants are required to answer the following questions: ~~questions answered from selection of books on school website — Curriculum Instruction tab~~

- How does this apply to your classroom and the subject/classes that you teach?
- How do you plan to implement/apply the learning from this text?
- Are there other educators you would recommend this text to? (new teachers, specific subject areas, teachers with a targeted need in their classroom)

Creating an Individual Professional Development Plan requires the following:

1. Collaborate with a designated supervisor.

The individual professional development plan should be tailored to meet personal, professional development needs. These include acquiring professional development points for licensure renewal. These should be developed in collaboration with a designated supervisor and signed by the individual and her or his supervisor, if the supervisor agrees with the plan.

2. Access your individual needs.

Identify personal professional development needs including acquiring points for licensure renewal.

3. Determine your individual professional development goals.

These should be based upon identified needs, including the needs for professional development points for licensure renewal. Goals can be developed around content standards, Kansas Professional Education Standards, or Service to the Profession.

Content Endorsement means those standards adopted by the state board that defines the skills and knowledge required to maintain or acquire endorsements.

Professional Education Standards means knowledge to perform in a particular education role or position (cooperative learning, classroom management, etc.).

Service to Profession means any activity that assists others in acquiring proficiency in instructional systems, pedagogy or content, or that directly relates to licensure of professional educators, accreditation process or professional organizations.

One goal should be written for individual development and one goal should be geared around the building's school improvement plan.

4. Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results based staff development plan and /or the districts Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or

program of study are also possible individual professional development strategies.

5. Write the Individual Professional Development Plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do as a result of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

6. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement. Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

*****Note also, that points increase as you progress through three levels.**

Instead of attending a professional development activity and gaining only one point per hour spent in the activity, it is now possible to earn 3Xs the original professional development points by demonstrating that you have progressed from the Knowledge Level 1, to Application Level 2, to Impact Level 3.

BUILDING PROFESSIONAL DEVELOPMENT PLANS

I. Description

- A. Building Professional Development Plans specify the results desired to achieve changes and improvements at the building level. These Plans are an integral part of the building's entire School Improvement Process.

This Process includes these following steps:

- 1 Development of building mission, beliefs and vision.
- 2 Identification of current building description, as outlined in the Building Profile.
- 3 Establishment of the Building Level School Improvement Plan that includes goals and an action plan.

II. Needs:

- A. The results specified in the Building Professional Development Plans link directly to the School Improvement Plan goals. All results are based on identified needs. Each building will determine which professional development opportunities are needed by the staff to achieve the chosen goals.
- B. To ensure understanding of material, the same computer class may be taken twice for Professional Development points.

III. Process:

- A. After gaining consensus at the building level, the building will submit plans in Power Learning. Plans should be submitted at least 5 work days prior to the building professional development day.
- B. Each building will be responsible for determining building needs. The Professional Development Council will not specify these to the building. At the same time, the building should consider district goals and directions in determining needs.
- C. Buildings will be responsible for staff attendance during building PD.

IV. Evaluation

- B. An evaluation/Feedback Form must be completed on Power Learning **within thirty (30) calendar days from end of in-service.**
- C. Professional Development Council will verify awarding of points.
- D. **HALF DAY professional development must be 3 HOURS 20 MINUTES LONG.**
- E. **FULL DAY professional development must be 6 HOURS 40 MINUTES LONG. (Does not include lunch time.)**

THREE STANDARDS

Content Standards

- Activities that address these standards may be at the knowledge, application or impact levels.
- State Content Standards may be found at www.ksde.org

Kansas Professional Education Standards

- Activities that address these standards may be at the knowledge, application or impact levels.

Service to the Profession includes any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content; or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

- Activities answer the question, “How have I served other professional educators?”
- Examples of activities include, but are not limited to: curriculum committees, presentations or state committees, non-paid position on district committee, or supervision of student teacher (refer to other examples listed on page 12).

CONTENT STANDARDS

Staff development that improves the learning of all students:

1. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
2. Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares educators to use various types of classroom assessments appropriately. (Quality Teaching)
3. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

NATIONAL STAFF DEVELOPMENT COUNCIL
504 S. Locust St. Oxford, OH 45056
Phone: 800-727 7288
Email: NSDCoffice@nsdc.org

At their April 2012, meeting, the Kansas State Board of Education adopted the Learning Forward Standards for Professional Learning. These Standards replace the NSDC Standards for Staff Development listed on page 8 of the PD Guidelines Document referenced below. The new standards can be found by selecting this link:

<http://www.learningforward.org/standards-for-professional-learning>

Standards for Professional Learning

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Learning Forward is the only association focused solely on the most critical lever in improving schools - building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement. We assist classroom, school, and system leaders in solving their toughest problems of practice. Learning Forward members experience practical learning opportunities, receive timely publications, and connect to like-minded educators from around the world.

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Service to the Profession

Service to the Profession includes any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content; or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

- Activities that answer the question, “How have I served other professional educators?”
- Only Level I points are awarded for Service to Profession activities.
- Provides training during in-service days
 - **Providing PD includes the amount of time of the presentation plus preparation time; preparation time can be up to 2 times the amount of presentation.**

Examples of activities include, but are not limited to: curriculum committees, presentations or state committees, non-paid position on district committee, or supervision of student teacher. Further information can be obtained from the Level Indicators on page 12.

RESULTS-BASED PROFESSIONAL DEVELOPMENT

Results-based professional development can be explained in a few words: Improved student learning through improved teaching skills. It may seem obvious to say that training for teachers should result in improved student learning, yet in practice that is not always the case.

Identifying from the beginning the results to be achieved through professional development and then creating / implementing a plan for achieving those results will help ensure success in achieving them.

Providing teachers with learning opportunities for gaining knowledge as well as the learning of new skills through demonstration, practice, and by providing follow-up, is the only way to help them internalize and integrate new skills into their professional repertoire.

Process and Product

The term “results-based professional development” refers to both a process and a product. The process is a series of effective teaching or training strategies that learners must participate in to achieve the product. Those teaching or training strategies are:

- low risk presentation of concepts and theory
- demonstration of behavior
- low risk practice with feedback
- coaching and follow-up in the work setting

By going through each of these process steps, learners are more likely to achieve the desired product: implementation of the new skill in the classroom, which will then lead to improved student learning.

Plan Components

There are three components of an effective results-based professional development plan: *results*, *indicators*, and a *plan of action*. The most effective plans are developed by the people who will be using them, so it is suggested that those three components be developed by and with input from the staff.

Results refer to what you expect to have happen as a result of providing professional development on a topic. The results should be identified in terms of staff behavior and ultimately student behaviors. For example, “All teachers will use the five-step process of problem solving to relate problems to real life solutions.” Identified student results might be “Students will use the five-step problem solving process across the curriculum.”

Indicators refer to the data or information you will use to show that you have achieved your goals. In other words, how will you know that your

results have been achieved? For example, “Classroom observations, lesson plans and logs, a staff checklist to verify implementation.” In addition, a student indicator might be a “quarterly summary of student progress using the problem solving process.”

Plan of Action is the series of steps you will go through to achieve your results. The plan should include those previously mentioned teaching strategies: presentation of concepts and theory; demonstration of behavior; low risk practice with feedback; and coaching and follow-up in the work setting. It should also include the evidence you will use to know that each of those activities has occurred, and a timeline for implementation.

- ❑ Presentation of concepts and theory means the process used to provide a common baseline for knowledge. It may take the form of a lecture, presentation, or readings followed by discussion.
- ❑ Demonstration is modeling. Learners are more successful at being able to actually use a new skill if they’ve seen it in practice.
- ❑ Low risk practices with feedback means letting the learners practice the new skill in a safe environment, with constructive feedback on their progress. Again, learners are more likely to use a new skill if they have had the chance to see it, and then to practice it themselves.
- ❑ Coaching and follow-up as the final component of the action plan is one of the most important, and also one that is most often left incomplete. Coaching and follow-up are the steps most likely to result in implementation of the new skill in the classroom. Without coaching and follow-up, only 15% of staff (Joyce and Showers, 1988) will successfully transfer the new skill to the classroom or worksite. Coaching and follow-up may include activities like study groups, peer observation, co-teaching, or collaborative planning of curriculum and other projects.

Whether the results-based professional development plan is a district five-year professional development plan, a component of the school improvement plan, or an individual development plan, it must include those three things: results, indicators, and an action plan. It is one of the most effective ways to successfully transfer new skills to the classroom and improve student learning.

SECTION 4

Professional Leave Guidelines

- ❑ Even though all Professional Leave Requests are final approved by the Curriculum Director, the building principal has the ultimate responsibility to determine if the professional development request is appropriate for their building school improvement goals.
- ❑ Principals should also be conscious of district goals.
- ❑ Building principals or their secretaries need to keep a running total of how many staff members are going to be gone on any given day.
- ❑ Building principals need to be informed first if people are going to be asked to attend professional development to see if it is an option for them to be out of their building. Curriculum, Technology, District Professional Development, Special Education, Supplemental Services, Athletic Department, and other departments need to go through the building principal. No registration, purchase orders, or plane tickets should be purchased until this has been cleared with the building principal.
- ❑ Research says that if a teacher is out of the class for more than five to seven days a year, their classroom will suffer. Principals should keep this in mind when signing leave forms.
- ❑ Internet registration (Power Learning) replaces a professional leave form for **in-district professional development only.**
- ❑ **PAPER PROFESSIONAL LEAVE REQUESTS SHOULD BE SUBMITTED TEN DAYS IN ADVANCE and Skyward and Sub-Finder utilized for Out-of-district.**
- ❑ Power Learning instructors should approve attendance.
- ❑ A substitute should be called when attendee's supervisor approves leave.
- ❑ Professional development points must be **requested on Power Learning within *thirty (30) calendar days*** when the person returns as a means of evaluating the professional development.
- ❑ When leaving for a professional development activity, determine the length of the trip before deciding on a departure time. Examples of appropriate leave times are included in the graph on page 28.
- ❑ If your reservations have been made, and you decide not to attend, you will be expected to pay for the all costs that cannot be reimbursed or refunded to the district. Medical conditions will be excluded from this policy. If you would like to

appeal this decision you may do so in writing to the Professional Development Council.

- ❑ If you are flying to a conference check on prices from several airports including Garden City. Sometimes with the mileage, hotel, parking fees, it is as economical to fly from Garden City.
- ❑ During the school year follow the sub voucher protocol for the number of people to be away from the building without prior approval. This includes employees who will not require a substitute.
- ❑ Attendees will attend the whole conference if out of state unless there is prior approval not to attend part of the conference.
- ❑ If you are at the site the day of the pre-conference you are required to attend the pre-conference. If it is a non-duty day, and you chose not to attend the pre-conference you will pay for the day yourself (meals, hotel, airfare if additional costs to district are incurred) unless prior approval through the appropriate channels.
- ❑ National conference attendees will provide a follow-up presentation(s) (if requested) without payment during the following school year.
- ❑ If you are taking a district vehicle, it should not be parked at taverns, casinos, “sex” shops, or any other inappropriate locations. If the conference is over and the attendees want to go shopping they may as long as it is not during their regular duty day.
- ❑ If the event ends or the flight (in an airport that is not Garden City) arrives at a time that would require driving past 10:30 pm to return to Garden City, spending the night and returning to work by noon the next day may be advisable.
- ❑ Keep in mind that on Mondays and Fridays it is sometimes difficult to find subs to cover classes.
- ❑ On the following page is an example graph that you are highly encouraged to follow when making travel plans.

Travel Distance Departure Guidelines

Examples:

	Travel Time	Conference Start	Leave Time	Conference End	Return to Work
Wichita	4 hours	8 am 1 pm 4 pm	After school Start of school Noon	Noon 3-4 pm	Next day Next day
Topeka	5.5 hours	8 am 1 pm 4 pm	After school Start of day 10:30	1 pm 3-4 pm	Next day Next day
Kansas City	7 hours	8 am 1 pm 4 pm	Noon day before After school Before school day	1 pm 3-4 pm	Next day Next day
Denver	6 hours	8 am 1 pm 4 pm	Noon day before After school or 7 am 10 am	1 pm 3-4 pm	Next day Next day
Manhattan	4.5 hours	8 am 1 pm 4 pm	After school 7 am 11:30 am	1 pm 3-4 pm	Next day Next day
Salina	4 hours	8 am 1 pm 4 pm	After school Start of school Noon	Noon 3-4 pm	Next day Next day
Colorado Springs	4.5 hours	8 am 1 pm 4 pm	After school 7 am 11:30 am	1 pm 3-4 pm	Next day Next day
Amarillo	4 hours	8 am 1 pm 4 pm	After school Start of school Noon	Noon 3-4 pm	Next day Next day
Emporia	5 hours	8 am 1 pm 4 pm	After school 7:00 am 11 am	Noon 3-4 pm	Next day Next day
Hays	2 hours 15 min.	8 am 1 pm 4 pm	5:45 am 9:45 am 1:45 pm	Noon 3-4 pm	Next day Next day

GOING TO A CONFERENCE? (HELPFUL HINTS)

1. **CONTACT PERSON** - designate one person in your group to be the contact person. This person can make all the reservations, do a dummy purchase order and give to whoever is funding the trip for final processing.
2. **PROFESSIONAL LEAVE REQUESTS** - Everyone will need to complete this! Be sure to list all expenses and how many meals you will need. Remember, if they provide a meal as part of the conference fee, you do not get reimbursed for it. (If another department other than your building is sending you, please ensure that the request is routed to the paying party.) Leave requests **must be submitted 10 days prior** to conference/professional development. The participant's signature, principal/supervisor's signature and account numbers must be included. Send leave forms with back up attached to each leave request, to the designated leader and then the contact person can send all leave forms to the Staff Development / Instruction Office.
3. **RESERVATIONS AT THE HOTEL** - Please try to be economical when making your hotel or motel reservation and shop for the best value. If the conference is at the hotel, you can stay. If it is over \$100 a night you will want to get an OK from the supervisor funding your trip.

You will need to make your own reservations. Make sure you ask if they will **take purchase orders or direct bill USD 457 or if they can send a credit card authorization**. As a school district we are Kansas tax exempt, so some places will need a copy of the district tax-exempt form. **Please see your building secretary to get a district credit card to secure your room.**

Another form of payment for reservations would be your district issued credit card if you have one. This method requires prior approval from Financial Officer in Business Office. The purchase log must accompany the leave form.

4. **REGISTRATION AT THE CONFERENCE** - The contact person needs to make sure you fill out the registration form and have the purchase order information. Send both copies of the registration and purchase order information with your leave form. The business office will finalize purchase order and return it to you. **YOU ARE RESPONSIBLE TO SEND IN REGISTRATION AND MAKE ACCOMODATION ARRANGEMENTS**. Be sure to get your registration in on time so you do not have to pay extra for late registration.

5. **AIRLINE RESERVATION** - If you are purchasing tickets, you need to be aware that because of security concerns, airline tickets are non-transferable. If you are unable to go the district will lose the amount of the ticket. **The Airline Acceptance Agreement (found in the Appendix) must be completed and accompany the leave forms.** We understand that there may be extreme emergencies, but for practical purposes if you back out, we will ask you to purchase the ticket from us so that you can personally use it sometime in the future. Appeals to this procedure will need to be made in writing to the Professional Development Council within 10 working days of the decision not to use the ticket. Call at least two travel agencies and get quotes. (There is often quite a bit of difference.) List the quotes on your leave request. Book your trip and attach your district credit card log to your leave form. Please book flights from the most inexpensive departure location. You may need to drive to Wichita, **Denver**, or Amarillo but keep in mind the Travel Distance Departure Guideline (page 31). It is helpful if the contact person makes all the reservations for everyone in the group.
6. **PURCHASING AIRLINE TICKET** – You may purchase airline tickets with your district issued credit card only with prior approval from the **Chief Financial Officer** in the Business Office. The Purchase Log must have **CFO's** initials and accompany the leave form. You may also purchase airline tickets with your personal credit card and request reimbursement once you have proof of payment to attach to the request. The Acceptance Agreement must be signed by you and your supervisor and **MUST BE SENT IN WITH LEAVE FORM.** See Appendix.
7. **VEHICLE RESERVATIONS** - You are expected to take a school vehicle if one is available. Request must be made through TripTracker upon completion of Professional Leave request. If a vehicle is not available, you can request **\$.655** per mile when you drive your vehicle. (Transportation does keep a list of who has requested a vehicle and been denied.) If you have to pay for parking, be sure to keep your receipt and request reimbursement. Do not forget to pick up the keys from the transportation office. (If you are leaving before 8:00 a.m., please pick up the key the night before.)
8. **REIMBURSEMENT** – Send the white copy of your leave request to the Business Office to request reimbursement. All requests for reimbursement will be reimbursed through the normal payable process. Attach receipts for all incidental expenses (i.e. parking permits, taxi, shuttle or bus fare when taken to conference) and fill out right hand side of white copy and total. Reimbursement **will not** be given for tax, alcoholic beverages, movie rentals, fees for in-room safes, or telephone charges, etc. **Tips to restaurants are reimbursable at a reasonable rate.**
9. **PROFESSIONAL DEVELOPMENT POINTS** - You are expected to do an **Out-of-District Evaluation** via Power Learning. **You have thirty (30) calendar days from the end of conference to complete the External Credit Request online after returning from conference.**
10. **OTHER SUGGESTIONS** - **Always** keep copies of all leave requests and purchase orders. Schedule your trips well in advance, whenever possible, to allow ample time for the processing to be completed and for registrations and reservation to be run through payables. Payables are run before the BOE twice a month with the exception of November.

IN-DISTRICT PROFESSIONAL DEVELOPMENT BY DISTRICT PERSONNEL CONSULTANT'S FEE SCHEDULE

District personnel, certified or classified, who present in-district professional development activities during district inservice days will be compensated at either a daily rate or an hourly rate.

When the activity is presented during contract hours, the daily rate will be \$50.00 for a half-day and \$100.00 for a full day or by the hour at **\$18.00**.

When the professional development activity is held at a time not covered by the contract period, the hourly rate will be \$35 per professional development hour. Preparation time may be compensated; however, prior approval from the Director of Curriculum and Instruction is required. **If prior approval is not received, compensation will not be given.**

When requesting payment for a professional development presentation that is being presented by a district employee it is strongly recommended that a consultant contract be utilized. This allows the district professional development presenter and the person requesting the professional development to have a valid agreement concerning payment.

This must be done **BEFORE** the professional development is presented. The In-service Agreement for Consultant Form is available in the **Office of Learning Services** Office.

District Trainer Guidelines

If the Educational Support Center requests that a staff member become a district trainer in a specific area or on a specific strategy, the following guidelines will be utilized:

1. The individual's supervisor will be contacted to make them aware of the request and to gain approval.
2. All expenses for training will be paid by ESC.
3. The trained individual(s) will be **required** to provide district / building staff development for one year with no payment being received.
4. **Service to the Profession** Staff development points will be awarded if requested by the individual. These days shall not exceed 10 training sessions.
5. After the initial year trained individual(s) will be eligible for payment for providing district/building staff development based on current payment guidelines.
6. Form included in Appendix.

APPENDIX

***THIS FORM MUST BE COMPLETED AT LEAST TWO (2) WEEKS
PRIOR TO THE PROPOSED START DATE.***

Building Professional Development: _____

Maximum Number of Participants: _

District Professional Development: _____

Points: _

Name of Person Submitting Professional Development

Instructor(s)

Activity Title - no abbreviations

Target Audience

Starting Time

Ending Time

Starting Date

Ending Date

Location of Activity: _____

Write the specific outcome/objective for this activity:

Type a tentative agenda for this activity below:

How will this professional development align to district goals resulting in improved student achievement?

**ACCEPTANCE AGREEMENT
AIRLINE TICKET**

I, _____, agree to utilize the purchased
(name on driver's license)
airline ticket to attend the _____ Conference
in _____ on _____, 20 .

If I do not attend this conference then I understand it will be my responsibility to purchase the ticket back from USD #457 for the purchase price.

Appeals to this decision may be made to the Professional Development Council in writing ten days after the decision is made not to utilize the airline ticket.

If you have questions, please contact Suzette Goldsby-Lewis at 620.805.7053.

Employee's Signature _____ Date _____

Supervisor's Signature _____ Date _____

**ACCEPTANCE AGREEMENT
DISTRICT TRAINER**

I _____, AS A DISTRICT TRAINER IN
THE AREA OF _____, AGREE TO PROVIDE TRAINING
SESSIONS TO DISTRICT STAFF WITHIN THE FIRST YEAR OF BECOMING A
DISTRICT TRAINER.

PAYMENT WILL NOT BE GIVEN FOR THE FIRST YEAR TRAINING SESSIONS. AFTER
THE FIRST YEAR, TRAINERS WILL BE PAID ACCORDING TO CURRENT USD 457
PAYMENT GUIDELINES.

IF YOU HAVE QUESTIONS, PLEASE CALL 620.805.7053.

EMPLOYEE'S SIGNATURE

SUPERVISOR'S SIGNATURE

DATE

Documentation to Support Request for Application Points

Application Points are 2x the original request for knowledge level points. Rationale for request is based on this question, “What can I do consistently now that I was not able to do before my original training?” Request for application points must be submitted in portfolio format. Application Level requests are not eligible until 3 months after the original training, but within 12 months after receiving the original training. The portfolio must be divided into three parts: timeline, narrative that describes and reflects how knowledge has been increased, and documentation.

Name of Applicant: _____	
Date of Original Training: _____	
Title of Original Training: _____	
Points of Original Training: _____	
<p>Timeline: A quick visual overview. The timeline can be organized into months and can list anything that has been done. Possible activities are listed below:</p> <ul style="list-style-type: none"> • planning meetings • book studies • lessons taught • presentation • additional professional readings • videos 	
<p>Narrative: Write a short narrative that describes how the process has changed your specific instructional practices.</p>	
<p>Documentation: Include multiple forms of documentation taken over a period of time. The amount of documentation must be comparable to the amount of points requested.</p> <p>___ anecdotal records of student/classroom observation ___ lesson plans ___ samples of student work ___ PowerPoint ___ agendas ___ other</p>	

Documentation to Support Request for Impact Points

Impact points are 3x the original request for knowledge level points. Rationale for request is based on these questions, “What are the results of my changes? How has student performance improved? What has changed about the program? Request for Impact along with a copy of the “Request Form” must be submitted in portfolio format within 24 months after receiving the original training. The portfolio must be divided into three parts: timeline, narrative that describes and reflects how knowledge was applied, and data-based results to document change.

Name of Applicant: _____	
Date of Original Training: _____	
Title of Original Training: _____	
Points of Original Training: _____	
Date Application Level Approved _____	
<p>Timeline: A quick visual overview. The timeline can be organized into months and can list anything that has been done. Possible activities are listed below:</p> <ul style="list-style-type: none"> • instructional strategies • book studies • lessons taught • presentation • additional professional readings • videos 	
<p>Narrative: Write a short narrative that describes how the process has changed specific instructional practices.</p>	
<p>Documentation: Include multiple forms of documentation taken over a period of time. The amount of documentation must be comparable to the amount of points requested.</p> <p>___ evidence of improved student performance</p> <p>___ evidence of positive changes in student behavior (attendance, homework)</p> <p>___ evidence of related district or policy change</p> <p>___ evidence of revised district, grade level, or content area curriculum</p>	

Application for Professional Development Council
Please Return to **Heather Stegman** in Instruction Office by
April

Name: _

School: _

Grade & Subject

Number of Years Teaching:

List your teaching experience:

List your experience/s presenting professional development opportunities:

Why do you want to serve on the Professional Development Council?

I consider this person to be a leader in my building.

Principal's Signature:

Date

District Mission
“Quality Learning—Responsible Citizens”
District Vision
“Improving Student Outcomes as a Model District”

Model District Beliefs

Culture:

- **high expectations exist for students and their learning**
- **decisions are made with students’ best interest as highest priority**
- **the organization values people and encourages innovation, empowerment, and reflection**
- **staff members work together to solve problems and improve student results – a truly collaborative environment**
 - the organization employs, empowers, and supports high performing teachers, leaders, and support staff
 - all students have the opportunity to reach their potential and become positive and responsible citizens
 - the school culture is a priority – culture trumps strategy
 - relationships are valued
 - teachers grow and develop professionally
 - all staff members’ contributions are recognized

Instruction:

- **critical thinking, problem solving, and higher-order thinking skills are evident everyday**
- **students are prepared to successfully start a career, learn a trade, or attend college**
- **instruction is differentiated with multiple opportunities for children to learn**
 - a rigorous, challenging, viable, and guaranteed curriculum is provided for all students
 - quality instruction is provided for basic skills but students are also empowered to learn beyond the basic curriculum
 - students learn at different rates and in different ways
 - instruction is relevant and connected
 - students learn through authentic engagement
 - teachers use research and evidence-based practices

Involvement:

- **students, parents, teachers, support staff, administrators and the community work together to provide high quality educational experiences for students**
- **schools involve and engage the community and parents in the education of their children**
- **all staff develop positive and productive relationships with students and their families**
 - schools partner with local business and industry

- site councils are actively involved at each school

Results Orientation:

- **success is measured through growth and on-going improvement**
- **data is used to make instructional decisions**
- **results are reviewed and communicated regularly**
 - students are expected to become responsible and productive members of society
 - a system for measuring student progress is used consistently

Systemic Approach:

- **the organization develops and fosters a shared vision; empowers and supports staff; and aligns the resources available to meet the outcomes desired**
- **effective communication occurs throughout the organization**
- **decision making processes are clearly defined, understood, and utilized**
 - professional development aligns with the district vision and goals
 - a cycle of continuous improvement (self-correcting feedback loop) drives improvement

PROFESSIONAL DEVELOPMENT

“PROFESSIONAL DEVELOPMENT IS IMPROVING EDUCATORS TO IMPROVE STUDENTS”

WE BELIEVE...

1. Professional development is required for ALL certified and classified personnel in order to continue to enhance and improve their competency.
2. Professional development should link the district, the building, and the individual.
3. Professional development should focus on results of participation versus attendance.
4. The ultimate purpose of professional development is to impact student learning.
5. Professional development should be a lifelong learning process.



2024 - 2025 School Calendar

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

6-8 New Teacher Inservice (NS)
 9,12 Teacher Inservice (NS)
 13 Teacher Workday (NS)
 14 School AM (Grades K-4,5,7,9-10 & new students)
 Teacher Workday PM

2 Labor Day (NS)
 30 Teacher Inservice (NS)

15 End of Grading Period
 18 Teacher Inservice AM (NS)
 Teacher Workday PM
 24-25 Parent/Teacher Conference (NS)

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

25-29 Fall Vacation (NS)

20 End of Grading Period
 23-31 Winter Vacation (NS)

1-3 Winter Vacation (NS)
 6 Teacher Workday (NS)
 7 Teacher Inservice (NS)
 8 School Resumes
 31 New Teacher Inservice (NS)

21 Teacher Inservice AM (NS)
 Teacher Workday PM
 27-28 Parent/Teacher Conference (NS)

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 End of Grading Period
 17-21 Spring Break (NS)
 28 Teacher Inservice (NS)

4 New Teacher Inservice (NS)
 18 Spring Vacation (NS)
 21 Teacher Inservice (NS)

22 Last Day of School
 23 Teacher Workday AM (NS)

<p>◡ = New Teacher Orientation (NS) □ = Holiday/Vacation (NS) ◻ = District Work/Inservice (NS) ○ = Parent/Teacher Conference (NS) — = Half Day of School NS = No School</p>	<p>Inservices (7) = 8/9, 8/12, 9/30, 10/18*, 1/7, 2/21*, 3/28, 4/21</p> <p>Workdays (4) = 8/13, 8/14*, 10/18*, 1/6, 2/21*, 5/23*</p> <p>Snow Days (May 1-2) Graduation Weekend (May 17-18)</p> <p>* = 1/2 Day</p>	<p>1159 Hour Calendar (6 hours, 40 minutes)</p> <p>1st Grading Period 42.5 2nd Grading Period 42.0 } 84.5 3rd Grading Period 43.0 4th Grading Period 43.0 } 86.0 170.5</p> <p>Teacher Contract Days 181.5</p>
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Page #	Change(s) Made
ALL	Inserted Page Numbers after Title Page, Changed Amended date to 5/29/24
Title Page	Year Changed to 24-25
Table of Contents	Updated to reflect changes to page numbers.
2	<ul style="list-style-type: none"> -Delete “establishing district assessment and monitoring student achievement” -Change “The term for members is the completion of a KESA cycle” to “Members may resign at any time. Resignations must be in writing and submitted to the coordinators at least one regular meeting prior to the effective date of the resignation. The position of any council member who leaves the district or resigns will be replaced through the application process.” -Monthly meetings will be held between August (replace September) and May -Add paragraph to describe approval process: “The Council may consider an item as a first read and take action on that item at the same meeting. If questions arise, the item may be tabled until the next meeting whereupon more information can be gathered and the final vote can occur.”
3	<ul style="list-style-type: none"> -Remove the bullet “Terms: length of KESA Cycle” -Remove “MTSS.....” under Requirements and replace it with “Curriculum Council will ensure that curriculum aligns with evidence based practices to promote effective tiered instruction.”
4	Changed Dates to Reflect 2024-2025 School Year
5	<p>Updated Members Chart:</p> <ul style="list-style-type: none"> -Remove Julie Koerperich -Remove Kelly Gerber -Remove Jennifer Standley & Dana Nanniga
6	Remove “MTSS/KESA Agenda” to read: District Curriculum Council DATE
8	Delete current form and add new form for MTSS Agenda Item
9	Delete “Students are also given the DRA (Developmental Reading Assessment) at least two times a year to determine instruction all reading levels” and add “LETRS Phonics and Word Reading Survey”
12-14	Delete current form for New Course Offering and add new form.
15	<p>Delete current form for Granting Additional Credit for GCHS Courses</p> <p>Add New Forms for:</p> <ul style="list-style-type: none"> -Adding Credit Outside a Department at GCHS (pg. 19-22) -Adding Credit Within a Department at GCHS (pg. 15-18)
25	Remove “revision and” under Curriculum Council/District MTSS Team

38	Change School Calendar to 24-25 School Year
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District Curriculum Council / MTSS Team /KESA

Organization of Council

Curriculum decisions were previously determined by the Staff and Curriculum Development Council now reorganized into two separate councils/committees. The Professional Development Council will plan, review and evaluate district needs while the District Curriculum Council / MTSS / KESA will oversee, plan, approve the curriculum and instruction program in all areas, Pre-K – 12. Such duties shall include but not be limited to the following: establishment of exit outcomes for graduates, curriculum revision and updates, approval of course changes, and textbook adoption.. All instructional programs in USD 457 will be under the jurisdiction of the District Curriculum Council.

Suzette Goldsby-Lewis will serve as chair of the committee and is a non-voting advisory member. Certified council members are teachers from every level including core areas and specials and a building administrator from each level. Teachers were selected via an application process by the Superintendent’s Leadership Team. The Leadership Team appointed three Building Administrators, three Parents (recruited from Site Councils and PTOs), and the Board of Education appointed two board members to serve this council. **Members may resign at any time. Resignations must be in writing and submitted to the coordinators at least one regular meeting prior to the effective date of the resignation.** The council will begin year five of a five year cycle in the 2021-2022 school year. The position of any council member who leaves the district **or resigns** will be replaced through the application process. . Monthly meetings will be held between **August** and May.

The Council may consider an item as a first read and take action on that item at the same meeting. If questions arise, the item may be tabled until the next meeting whereupon more information can be gathered and the final vote can occur.

Purpose

- To oversee the curriculum and instruction program of USD #457 in all areas, Pre-K through 12.
- Recommend curriculum revisions and updates to include core, supplemental, and intensive curricula included on the curriculum protocols. (IC)(MTSS)
- Recommend the approval of course changes. (IC)
- Recommend the approval of textbook adoption.(IC)
- Recommend pilot projects with pre-determined evaluation procedures. (ICA)

Membership

- Non-voting members include district representatives & two Board of Education members.
- 24 voting members who represent all levels includes: 18 teachers (core and specials), 3 principals, and 3 parents.
- Selection process: Application process-selection by Superintendent's Leadership Team.
- If selected as a member but change building level and/or subject area, member must complete the tier originally selected for.

Requirements

Curriculum Council will ensure that curriculum aligns with evidence based practices to promote effective tiered instruction.

District Curriculum Council

August 2024 – May 2025

Second Tuesday of month with some modifications if necessary
4:30(in person) ESC

<u>Meeting Dates</u>	<u>Agenda Item Due Dates</u>	<u>Technology Due Dates</u>
August 13	August 6	July 30
September 10	September 3	August 27
October 8	October 1	September 24
November 12	November 5	October 29
December 10	December 3	November 22 *Due to Thanksgiving Break
Jan 14, 2024	January 7	December 20
February 11	February 4	January 28
March 11	March 4	February 25
April 8	April 1	March 25
May 13	May 6	April 29

Agenda items with accompanying documents must be submitted to Office of Learning one week before the Tuesday meeting. Agenda items involving technology must be submitted to technology prior to the Curriculum Council meeting. (see dates above.)

Curriculum Council Members

Name		Building	Level	Core/special/elective
Elementary				
Angelica Romero		ES	Elem	Core
White, Maryjane		JW	Elem	Coach
OPEN			Elem	
OPEN			Elem	
OPEN			Elem	
OPEN			Elem	
OPEN			Elem	
OPEN			Elem	Principal
IC/MS				
Potts, Amber		HG	IC/MS	Core
Violet Johnson		HG	IC/MS	Core
OPEN			IC/MS	Core
OPEN			IC/MS	Core
OPEN			IC/MS	Core
OPEN				Core
OPEN				Principal
Secondary				
Griffin, Amy		HS	Sec.	Core
Burnfin, Rebecca		HS	Sec.	Core
Linenberger, Whitney		HS	Sec.	Principal
Terpstra, Wendi		HS	Sec.	Core
Emily Hamlin		HS	Sec.	Counselor
Amy Anderson		HS	Sec.	Elective
Meng, Ryan		HS	Sec	Principal
Parent Representatives				
OPEN			Elem.	
OPEN			IC/MS	
OPEN			second	
Non-Voting: *				
*Gates, Tyler				Technology
*Hands, Jenny				CTE
*Michelle Baier				Curriculum Coordinator
*Dr. Maria Gomez-Rocque				Deputy Superintendent
*OPEN				BOE
*OPEN				BOE
*Suzette Goldsby-Lewis				Curriculum Council Chair

District Curriculum **Council** DATE
4:30 pm / ESC BOE

Welcome: District Facilitator

Consent Agenda will include name changes of GCHS course/s

Tabled Requests

Curriculum Adoption Updates:

Update on Board of Education Action:

Application for New Course or Deletion of Course: Accreditation

Update/Information

Other

Next meeting scheduled for (yellow highlight text

Curriculum Council Request Form
MTSS Intervention Resources

Name: _____

Date: _____

Building Submitting Request: _____

Item to be added to the agenda: _____

Reason: _____

Content area of item: _____ Grade level(s): _____

Number of students to be impacted: _____

Cost of program (include software license, etc.): _____

Attachments or Data link/URL for more information(if yes, please attach):

Special Equipment needed: _____

Technology needed: _____

*Any requests should be sent to technology 2 weeks prior to Curriculum Council meeting (See dates in handbook)

- Submitted to Technology via Zendesk: Date _____

Reviewed by Technology:

Signature: _____

Action taken: _____ Recommended _____ Not Recommended

Reviewed by Principal:

Signature: _____

Action taken: _____ Recommended _____ Not Recommended

Reviewed by Curriculum Council:

Signature: _____

Action taken: _____ Recommended _____ Not Recommended

Reviewed by Assistant/Deputy Superintendent overseeing Curriculum & Instruction:

Signature: _____

Action taken: Recommended Not Recommended

Submitted to the Board of Education (if necessary):

Signature: _____

Action taken: Approved Not Approved

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Levels of Intervention

The MTSS (Multi-Tier Systems of Support) 3-Tier Model implements three levels of intervention to ensure that students' needs are addressed.

Tier 1

Tier 1 is comprised of three main elements:

- 1.) **A Core Program** - Our district is currently using Connect4Learning series as a core curriculum for reading and math at the Early Childhood Center.
- 2.) Benchmark Advance is the textbook used in K-5 to address the five components of reading instruction (phonemic awareness, phonics, vocabulary, phonics and comprehension). Various reading strategies are used as the core curriculum at the middle and high school level.
- 4.) **Assessment:** Students are given FastBridge as a benchmark test 3 times a year to determine instructional needs. Subsequent progress monitoring probes such as FastBridge progress monitoring, **LETRS Phonics and Word Reading Survey**, and QPS assessments are administered to all students who scored below the initial benchmark. The data that is collected serves to guide the reading instruction and intervention provided by the teachers and interventionists.
- 5.) **Ongoing Professional Development** provides teachers with the necessary tools to ensure every student receives quality. Professional development workshops are designed specifically for each grade level and contain three key elements:
 1. Data and its use in guiding instructional decision making.
 2. Elements of a successful core program including Oral language development, SIOP, phonological awareness, phonics, word study, fluency, comprehension, guided reading and differentiated instruction.
 3. Features of effective instruction including cooperative learning, classroom management, etc.

Many layers of professional development will be offered by the district and may include:

- outside consultants
- district or school professional library
- study groups
- instructional coaching
- observation of other teachers

Role of Support Staff

Reading Intervention Specialists and other certified staff doing inclusion will be offering skills-based instruction (not guided reading). All instruction will be based on data.

Tier2

One reading program is not likely to meet the needs of all students. Therefore, it is necessary to provide intervention programs to address the reading skills of students who are not making adequate progress in their core reading instruction. The purpose of secondary intervention is to prevent these students from a continued lack of progress and a need for more intensive intervention.

Tier 2 provides additional, small group instruction outside the reading block to students who score below benchmark criteria in one or more critical areas of reading. Tutoring is provided to groups of three to five students for 30 minutes per day. Content of the tutoring sessions reflects the important components of reading based on the grade level of the students and is planned according to progress monitoring data. Students who progress to grade level are exited and their progress is monitored to assure on-level reading. Those who do not exit are provided with the third tier of intervention.

Tier3

Tier 3 is designed for students with low reading skills and sustained lack of adequate progress when provided with primary and secondary intervention. Tutoring at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of struggling readers. Group size is smaller and the duration of daily instruction is longer. Tier 3 instruction occurs outside the reading block.

Garden City USD 457
DELETION OF COURSE
OFFERING

PART I

1. Name of course to delete from curriculum: _____

2. Description of course (attach additional sheets if needed): _____

3. Reason(s) for deleting course: _____

4. Required Course: _____ Elective Course: _____

5. Effect of deleting course on curriculum: _____

6. Requested by: _____ Date: _____

Print Name

Signature

Part II

7. Reviewed by Principal -

- Action taken:
- Recommended
- Not Recommended

_____ Date: _____
Signature

8. Submitted to the Curriculum Council -

- Action taken:
- Recommended
- Not Recommended

_____ Date: _____
Signature

9. Submitted to the Instruction Office Administrator -

- Action taken:
- Recommended
- Not Recommended

_____ Date: _____
Signature

10. Submitted to the Board of Education -

- Action taken:
- Recommended
- Not Recommended

Signature

Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

STEP ONE: Requesting professional (teacher/counselor) completes the written request.	
STEP TWO: Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p>Recommended / Not Recommended</p> <p>_____</p> <p style="text-align: center;"><i>Department Chair / Date</i></p> <p>_____</p> <p style="text-align: center;"><i>Date of Department Mtg.</i></p>
STEP THREE: Request is sent to the Head Principal for consideration.	<p>Recommended / Not Recommended</p> <p>_____</p> <p style="text-align: center;"><i>Head Principal Signature / Date</i></p>
STEP FOUR: Counselors complete Skyward Course Information on the written request form.	<p>Skyward Course Information Completed</p> <p>_____</p> <p style="text-align: center;"><i>Department Chair</i></p>
STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p>Recommended / Not Recommended**</p> <p>_____</p> <p style="text-align: center;"><i>Curriculum Council Chair Signature / Date</i></p>
STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p>Recommended / Not Recommended</p> <p>_____</p> <p style="text-align: center;"><i>Asst./Deputy Superintendent Signature / Date</i></p>
STEP SEVEN: Request is presented to BOE for approval	<p>Approved / Not Approved</p>
STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____</p> <p style="text-align: center;"><i>Date Zendesk Submitted</i></p> <p>_____</p> <p style="text-align: center;"><i>Date Forms Delivered</i></p>
STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____</p> <p style="text-align: center;">Date Changes Complete</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction</p>

****Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: Department of Submission: Date Completed by Professional:	Building Submitting Request: Date Submitted to Department Chair:
Course Name:	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Long description of course (30 characters) <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
Kansas Course Code (KCCMS): _____	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input type="checkbox"/> Syllabus <input type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased <u>for additional credit to be offered</u> ? <input type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses:	Indicate the following: <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input type="checkbox"/> Either (depends on grad reqs)
BELOW TO BE COMPLETED BY COUNSELOR	
Course Length: <input type="checkbox"/> 1 quarter <input type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: _____ Is this a dual credit course? YES / NO Is this a GCCC course? YES/NO Number of USD 457 Credits: _____ (3 GCCC)	NOTES:

credit hours = 0.5 credit at USD 457)

GPA Set: normal indexed

Skyward Filter:

LA OC FA MA SS PE

SCI CO GE FL STEM

***TECHNOLOGY ON BACK**

BELOW TO BE COMPLETED BY TECHNOLOGY

KCCMS Mapping Confirmed

Skyward Updates including any Course Code Assigned —> _____

Grad Requirements & Filtering Confirmed

GCHS Registrar/Counseling Department Notified of Completion

Forms Returned to Office of Curriculum & Instruction

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Process for Adding Credit for GCHS Courses within the Department

This form is to be completed for a course that has already been approved by the Curriculum Council but needs additional credit assigned to the course within the department. Example: Women with a Pen already has general elective credit, but we want to add ELA elective credit.

<p>STEP ONE: Requesting professional (teacher/counselor) submits written request* to the Department Chair for evaluation/completion. The Chair makes needed modifications to the request and discusses the change with the department.</p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Date of Department Mtg.</i>
<p>STEP TWO: Chair of requesting department submits the written request* to Associate Principal in charge of overseeing their programs.</p>	<p>Recommended / Not Recommended</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>AP Signature / Date</i>
<p>STEP THREE: Request* is brought to the GCHS Administrative Team for approval by the AP of the Department.</p>	<p>Recommended / Not Recommended</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Date of Discussion</i>
<p>STEP FOUR: AP of the Department takes Request to counselors complete Skyward Course Information on the written request form.</p>	<p>Skyward Course Information Completed</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Department Chair</i>
<p>STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*</p>	<p>Recommended / Not Recommended**</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Curriculum Council Chair Signature / Date</i>
<p>STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.</p>	<p>Recommended / Not Recommended</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Asst./Deputy Superintendent Signature / Date</i>
<p>STEP SEVEN: Request is presented to BOE for approval</p>	<p>Approved / Not Approved</p>
<p>STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.</p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Date Zendesk Submitted</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Date Forms Delivered</i>
<p>STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.</p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date Changes Complete</p>
<input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction	

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Request for Adding Credit for GCHS Courses within the Department (PG 2)

****Course Not Approved (Notes from Curriculum Council):**

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Request for Adding Credit for GCHS Courses within the Department

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: Date Completed by Professional:	Date Submitted to Department Chair:
Course Name:	Current KCCMS Code: _____ Future KCCMS Code (if applicable): _____
Reasoning for Additional Credit:	Approximately how many students will this change impact?
Please attach the following: <input type="checkbox"/> Standards <input type="checkbox"/> Syllabus 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost. **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
Indicate the following: <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input type="checkbox"/> Either (depends on grad reqs)	

<u>Current</u> Credit Assigned (circle those that apply) Course Length: <input type="checkbox"/> 1 quarter <input type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: _____ Is this a dual credit course? YES / NO GPA Set: <input type="checkbox"/> normal <input type="checkbox"/> indexed Skyward Filter: <input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE <input type="checkbox"/> SCI <input type="checkbox"/> CO <input type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM	<u>Additional</u> Credit to be Assigned Course Length: <input type="checkbox"/> 1 quarter <input type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: _____ Is this a dual credit course? YES / NO GPA Set: <input type="checkbox"/> normal <input type="checkbox"/> indexed Skyward Filter: <input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE <input type="checkbox"/> SCI <input type="checkbox"/> CO <input type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM
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Process for Adding Additional Credit for GCHS Courses Outside of a Department

This form is to be completed for a course that has already been approved by the Curriculum Council but needs additional credit to be assigned to the course outside of the department. Example: Marching Band, an already approved fine arts credit, would like to also give students PE credit

<p>STEP ONE: Requesting professional (teacher/counselor) submits written request* to the Department Chair for evaluation/completion. The Chair makes needed modifications to the request and discusses the change with the department.</p>	<p>_____</p> <p><i>Date of Department Mtg.</i></p>
<p>STEP TWO: Chair of the requesting department submits the request to the Associate Principal in charge of overseeing their programs.</p>	<p>Recommended / Not Recommended</p> <p>_____</p> <p><i>AP Signature / Date</i></p>
<p>STEP THREE: Request* is brought to the GCHS Administrative Team for approval by the AP of the Department.</p>	<p>Recommended / Not Recommended</p> <p>_____</p> <p><i>Date of Discussion</i></p>
<p>STEP FOUR: Request* is forwarded to the chair of the department from which additional credit is being requested. <i>The decision should be made by a committee composed of the entire department and supervising principal.</i></p>	<p>Recommended / Not Recommended</p> <p>_____</p> <p><i>Department Chair Signature / Date</i></p>
<p>STEP FIVE: Final recommendation (for or against) is brought to the GCHS Administrative Team for final approval. Any changes to the original request are highlighted.*</p>	<p>Recommended / Not Recommended</p> <p>_____</p> <p><i>Head Principal Signature / Date</i></p>
<p>STEP SIX: Counselors complete Skyward Course Information on the written request form.</p>	<p>Skyward Course Information Completed</p> <p>_____</p> <p><i>Department Chair</i></p>
<p>STEP SEVEN: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*</p>	<p>Recommended / Not Recommended**</p> <p>_____</p> <p><i>Curriculum Council Chair Signature / Date</i></p>
<p>STEP SEVEN: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.</p>	<p>Recommended / Not Recommended</p> <p>_____</p> <p><i>Asst./Deputy Superintendent Signature / Date</i></p>
<p>STEP SEVEN: Request is presented to BOE for approval</p>	<p>Approved / Not Approved</p>
<p>STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.</p>	<p>_____</p> <p><i>Date Zendesk Submitted</i></p> <p>_____</p> <p><i>Date Forms Delivered</i></p>
<p>STEP NINE: GCHS Registrar/Counselors are notified of</p>	<p>_____</p>

completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.

Date Changes Complete

Forms Returned to Office of Curriculum & Instruction

***NOTES FROM CC ON BACK**

****Course Not Approved (Notes from Curriculum Council):**

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Request for Additional Credit for GCHS Courses Outside the Department

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: Department of Submission: Date Completed by Professional:	Date Submitted to Department Chair:
Course Name:	Current KCCMS Code: _____ Future KCCMS Code (if applicable): _____
Reasoning for Additional Credit:	Approximately how many students will this change impact?
Please attach the following: <input type="checkbox"/> Standards <input type="checkbox"/> Syllabus 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased <u>for additional credit to be offered</u> ? <input type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
Indicate the following: <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input type="checkbox"/> Either (depends on grad reqs)	
BELOW TO BE COMPLETED BY COUNSELOR	
<u>Current</u> Credit Assigned (circle those that apply) Course Length: <input type="checkbox"/> 1 quarter <input type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: _____ Is this a dual credit course? YES / NO GPA Set: <input type="checkbox"/> normal <input type="checkbox"/> indexed Skyward Filter:	<u>Additional</u> Credit to be Assigned Course Length: <input type="checkbox"/> 1 quarter <input type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: _____ Is this a dual credit course? YES / NO GPA Set: <input type="checkbox"/> normal <input type="checkbox"/> indexed Skyward Filter:

LA OC FA MA SS PE

SCI CO GE FL STEM

NOTES:

LA OC FA MA SS PE

SCI CO GE FL STEM

NOTES:

***TECH ON BACK**

BELOW TO BE COMPLETED BY TECHNOLOGY

KCCMS Mapping Confirmed

Skyward Updates including any Course Code Assigned —> _____

Grad Requirements & Filtering Confirmed

GCHS Registrar/Counseling Department Notified of Completion

Forms Returned to Office of Curriculum & Instruction

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

trg,.

Index Class
Change

Current Status: *(Circle one)*

Currently Indexed

Currently Not Indexed

Rubric Ratings *(Circle each descriptor that applies)*

	2	1	0	Score
Depth	Course syllabus indicates that the depth at which the content is taught far exceeds regular class depth.	Course syllabus indicates that the depth at which the content is taught exceeds regular class depth at times.	Course syllabus indicates that the depth at which the content is taught is at or below regular class depth.	
Breadth	Course syllabus indicates that the course covers at least one-third more concepts than regular class.	Course syllabus indicates that the course covers at least one-tenth more concepts than regular	Course syllabus indicates that the course covers the same number or fewer concepts than the regular class.	
Level	Course is taught at a much higher level than the regular class as evidenced by multiple indicators. (Possible indicators: reading level of textbook, independent work college credit)	Course is taught at a higher level than the regular class at times as evidenced by one indicator .	Course is taught at or below the level of the regular course.	
Expectations	Course expects students to spend more time on homework /projects/ reading/activities and use critical thinking more than the regular class	Course expects students to spend more time with homework/projects/reading/ activities or use critical thinking more than the regular class...	Course expects students to complete a normal amount of homework/projects/reading/ activities and use critical thinking similar to the	

Total Score: _ _ _ _ _

We recommend that the above name course be changed from: *(Circle one)*

Indexed to Not Indexed

Not Indexed to Indexed

Signatures:

(Principal)

(Department Chair)

(Head Counselor)

Process for Recommendation of Curriculum and/or Textbook Adoption

Part I:

Subject: _____

Grade Level: _____

Book Title: _____

Part II:

1. Reviewed by committee and submitted to Curriculum Development Council: Recommended / Not Recommended _____ Date

2. Submitted to Assistant Superintendent of Student Services: Recommended / Not Recommended _____ Date

3. Submitted to the Board of Education: Recommended / Not Recommended _____ Date

Garden City Public Schools Textbook Adoption Policy (IF)

Textbook Selection and Adoption

The board makes the final consideration in the adoption of all textbooks to be used in the district.

It is the policy of the board to provide educational materials and equipment that support and enrich the curriculum and further achievement of the district's instructional goals.

The selection of textbooks, supplementary books and reference books is carried on continuously in order to keep up with the great expansion of knowledge and rapid changes going on in our world today.

Insofar as possible, all educational materials should present balanced views concerning the international, national, and local issues and problems of our times.

Educational materials should:

Provide information to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

Provide information that will help students develop abilities in critical thinking and reading;

Provide information that will develop and foster an appreciation of American cultural diversity and development;

Provide an effective basic education for all students; and

Allow sufficient flexibility for meeting the special needs of individuals and groups.

The superintendent or his representative will develop administrative rules outlining a procedure to select textbooks which meet the above criteria. This process shall include a review of available material by instructional staff members. The recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selection made by the board should follow the procedures outlined in the board's policy on PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS (Cf. IFBC-R)

Curriculum Council/District MTSS Team

The council will oversee the curriculum and instruction program of USD #457 in all areas, Pre-K through 12. Such duties shall include, but not be limited to, curriculum updates, approval of course changes, and textbook adoption. All instructional programs in USD # 457 will be under the jurisdiction of the Council.

Form A

Garden City Public Schools Textbook/Curriculum Materials Needs Assessment

Content Area: _____

Check one: _____ Elementary/Intermediate _____ Middle School _____ High School

What is working?

What are the challenges?

What needs to be considered in selecting new materials?

Form B

Garden City Public Schools Materials Adoption Rubric

Textbook Criteria	Textbook 1	Textbook 2	Textbook 3	Textbook 4
Suitability				
a. Reading level indicated				
Content				
a. Aligns with standards				
b. Appropriate for level of students				
c. Accurate and relevant				
d. Topics covered in sufficient depth				
Strategies				
a. Emphasis on critical thinking/problem solving				
b. Provision for differentiated structures (e.g. whole group, small group, independent levels)				
c. ELL strategies integrated				
d. Vocabulary development				
e. Reading/writing strategies integrated				
Characteristics				
a. Table of contents, glossary of terms, index				
b. Scope and sequence provided				
c. Variety of cultures addressed				
d. Size of print and physical features				
e. Number of charts/diagrams/illustrations				
Support Materials				
a. User-friendly teacher's guide				
b. On-line resources				
c. Appropriate and adequate supporting materials				
Total Points				
Ranking Order (1,2,3) 1=Text with most points				

Rate each textbook series being evaluated on a basis of 0-3 3=

superior

2= good

1= fair

0= poor, or feature not present

Form C Textbook Materials Review

Subject or Course: _____

Book Title: _____

Publishing Company: _____

Comments about Textbook: _____

Comments about Supplemental Materials available:

Overall Strengths

Overall Weakness

Reviewed by: _____

Date: _____

Textbook Selection and Adoption

Curriculum development to include exit and course outcomes and materials selection will be conducted in an orderly and consistent manner. The rotation schedule is noted in the Textbook Adoption Schedule, listed below.

The rotation schedule will provide a timeline to perform the following tasks:

- Develop or revise course outcomes the year prior to the textbook selection year.
- Prepare the budget request to meet the course needs for the rotation year.

The above two activities will provide a department with direction and assurance relative to what is expected in curriculum revision and will assure the department of available funds for major textbook revisions for use during the year following the study if books are an identified need.

- **If the textbook company makes any large-scale changes to curriculum mid cycle or in between adoptions; then that textbook adoption will need to be brought back to curriculum council committee and brought back to the Board committee before re-adoption.**

Note*6 year adoption cycle due to 2020-2021 Math adoption delay

Year to Examine	Year to Implement	Area
2023-2024	2024-2025	Blank
2024-2025	2025-2026	Blank
2025-2026	2026-2027	ELA
2026-2027	2027-2028	Art, Music**, Science, FACS
2027-2028	2028-2029	Math, Agriculture, Other CTE
2028-2029	2029-2030	Social Studies (K-12 th) Foreign Languages
2028-2029	2030-2031	Business/Accounting Health/PE
2030-2031	2031-2032	Blank
2031-2032	2033-2034	Art, Music
2032-2033	2034-2035	ELA
2034-2035	2035-2036	Science, Art, Music
2036-2037	2037-2038	Agriculture, Other CTE

** 5 year adoption to correct adoption cycle timeline

Procedures for Reconsideration of Materials

(Cf. Board Policy IFBC, Instruction Materials and Media Center)

If the content of any instructional material is questioned by an individual or group in the community, the following procedure shall be followed:

- The Board will establish a review committee to handle complaints from patrons concerning materials.

If a consensus regarding the disposition of the challenged material cannot be reached, the principal shall then appoint a review committee. This committee shall consist of the principal, two representatives from among the classroom teachers, and two community members.

If a re-evaluation satisfactory to all persons composing the review committee cannot be reached, the request shall be filed with the Superintendent of Schools.

The final decision for retention or withdrawal of challenged material shall rest with the Board of Education, which is legally responsible for the selection of all instructional materials.

CITIZEN'S REQUEST

FOR RECONSIDERATION OF CURRICULUM MATERIALS

Book or other material _____

Author (if known) _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address: _____

City _____ State _____ Zip Code _____

Complainant represents himself, _____ Organization _____

_____ (Identify other group)

1. To what in the material do you object? (Please be specific; cite pages or items.) _____

2. What do you feel might be the result of using this material? _____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read or view the entire material? _____ What parts? _____

6. Are you aware of the judgment of this material by literary critics? _____

7. What do you believe is the theme of this material? _____

8. What would you like your school to do about this material?

_____ Do not assign it to my child

_____ Withdraw it from all students as well as my child

_____ Send it back to the curriculum committee for reevaluation

9. In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

Signature of complainant _____ Date _____

USD #457 Mathematics Resource Protocol

Grade Levels	Core Resources	Approved Supplemental Resources	Intervention Programs (Tier 2 and 3)
Elementary (K-6th)	Eureka2 Math https://greatminds.org	<p>Problem Solving:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Youcubed https://www.youcubed.org/ <input type="checkbox"/> Inside Mathematics www.insidemathematics.org <input type="checkbox"/> 3-Act Math Tasks K-6 https://gfletchy.com/3-act-lessons/ <input type="checkbox"/> Nrich Enriching Mathematics https://nrich.maths.org <input type="checkbox"/> Problem Solving In All Seasons By: Kim Markworth, Jenni McCool, & Jennifer Kosiak <input type="checkbox"/> Federal Way Public Schools Problem Solving Activities (Activities Aligned to Eureka Math Modules) https://www.fwps.org/page/2060 <input type="checkbox"/> Estimation 180 www.estimate180.com <input type="checkbox"/> Scholastic Math magazine <input type="checkbox"/> Mathematics Georgia Standards of Excellence www.georgiastandards.org <input type="checkbox"/> Robert Kaplinsky Problem Based Lessons https://robertkaplinsky.com/lessons/ <p>Fluency Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Fact Strategies Books (Digital Resource book) <input type="checkbox"/> Building Conceptual Understanding and Fluency Through Games – North Carolina (Digital Resource book) <input type="checkbox"/> Greg Tang Math www.gregtangmath.com <input type="checkbox"/> Mastering Basic Facts Add/Subtraction and Multiplication/Division By: John San Giovanni <input type="checkbox"/> Well Played By: Linda Dacey, Karen Gartland, & Jayne Bamford Lynch <input type="checkbox"/> Elementary Number Talks (Online Resources) https://elementarynumbertalks.wordpress.com/ <p>Content Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Illustrative Mathematics https://www.illustrativemathematics.org/ <input type="checkbox"/> Illuminations http://illuminations.nctm.org/ <input type="checkbox"/> K-5 Math Teaching Resources www.k-5mathteachingresources.com <input type="checkbox"/> Mine the Gap for Mathematical Understanding By: John SanGiovanni <input type="checkbox"/> Zearn https://www.zearn.org <input type="checkbox"/> Eureka Math Bay Area Regional Consortium https://embarc.online/ <input type="checkbox"/> KSDE Top Math Website Resources http://community.ksde.org/Default.aspx?tabid=6173 	<p>Do the Math Number Worlds DreamBox iStation Math Eureka Math (pre-teaching, re-teaching)</p> <p>Zearn http://www.zearn.org</p> <p>ECAM diagnostic assessment and resources (K-2)</p> <p>Number Readiness diagnostic assessment (1st-5th) and resources</p> <p>Mathematics Georgia Standards of Excellence www.georgiastandards.org</p>

		<input type="checkbox"/> Mathematics Georgia Standards of Excellence www.georgiastandards.org	
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USD #457 Mathematics Resource Protocol (pg.2)

<p>Middle (7th- 8th)</p>	<p>Illustrative Math (IM)</p>	<p>Problem Solving:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Youcubed https://www.youcubed.org/ <input type="checkbox"/> Inside Mathematics www.insidemathematics.org <input type="checkbox"/> 3-Act Math Tasks 6-HS: https://docs.google.com/spreadsheets/d/1jXSt_CoDzyDFeJi_mZxnhgwOVsWkTQEsfqouLWNNC6Z4/edit#gid=0 <input type="checkbox"/> 3-Act Math Tasks K-6 https://gfletchy.com/3-act-lessons/ <input type="checkbox"/> Nrich Enriching Mathematics https://nrich.maths.org <input type="checkbox"/> Estimation 180 www.estimation180.com <input type="checkbox"/> Robert Kaplinsky Problem Based Lessons https://robertkaplinsky.com/lessons/ <p>Fluency Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Fact Strategies Books (Digital Resource book) <input type="checkbox"/> Building Conceptual Understanding and Fluency Through Games – North Carolina (Digital Resource book) <input type="checkbox"/> Greg Tang Math www.gregtangmath.com <input type="checkbox"/> <u>Mastering Basic Facts Add/Subtraction and Multiplication/Division</u> By: John San Giovanni <input type="checkbox"/> <u>Well Played</u> By: Linda Dacey, Karen Gartland, & Jayne Bamford Lynch <p>Content Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Illustrative Mathematics</i> https://www.illustrativemathematics.org/ <input type="checkbox"/> <i>Illuminations</i> http://illuminations.nctm.org/ <input type="checkbox"/> K-5 Math Teaching Resources www.k-5mathteachingresources.com <input type="checkbox"/> <u>Mine the Gap for Mathematical Understanding</u> By: John SanGiovanni <input type="checkbox"/> Zearn https://www.zearn.org <input type="checkbox"/> Eureka Math Bay Area Regional Consortium https://embarc.online/ <input type="checkbox"/> KSDE Top Math Website Resources http://community.ksde.org/Default.aspx?tabid=6173 	<p>Do the Math</p> <p>Number Worlds</p> <p>DreamBox</p> <p>iStation Math</p> <p>Eureka Math (pre-teaching, re-teaching)</p> <p>Zearn http://www.zearn.org</p> <p>Number Readiness diagnostic assessment (1st-5th) and resources</p>
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<p>High (9th – 12th)</p>	<p>Illustrative Math (IM)</p> <p>College Prep Math (CPM)</p>	<p>Problem Solving:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Youcubed https://www.youcubed.org/ <input type="checkbox"/> Inside Mathematics www.insidemathematics.org <input type="checkbox"/> 3-Act Math Tasks 6-HS: https://docs.google.com/spreadsheets/d/1jXSt_CoDzyDFeJi_mZxnhgwOVsWkTQEsfqouLWNNC6Z4/edit#gid=0 <input type="checkbox"/> 3-Act Math Tasks K-6 https://gfletchy.com/3-act-lessons/ <input type="checkbox"/> Nrich Enriching Mathematics https://nrich.maths.org <input type="checkbox"/> Estimation 180 www.estimate180.com <input type="checkbox"/> Robert Kaplinsky Problem Based Lessons https://robertkaplinsky.com/lessons/ 	
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USD #457 Mathematics Resource Protocol (pg. 3)

Recommended Teacher Resources (K-12)

Principles to Action By: NCTM

Putting the Practices into Action By: John SanGiovanni & Susanne O'Connell

Teaching Student-Centered Mathematics (PreK-2), (3-5), and (6-8) (CCSS updated version) By: John Van de Walle

5 Practices for Orchestrating Productive Mathematics Discussion By: Mary K. Stein & Margaret Schwan Smith

Classroom Discussions By: Suzanne Chapin

Number Talks (K-5), and (6-8) By: Sherry Parris

Taking Action: Implementing Effective Mathematics Teaching Practices (K-5), (6-8), and (9-12) By: Various Authors

KATM Mathematics Flipbooks <http://community.ksde.org/Default.aspx?tabid=5646>

Mathematical Mindsets By: Jo Boaler

Mathematics Learning Progressions <http://ime.math.arizona.edu/progressions/>

KSDE Math Website <http://community.ksde.org/Default.aspx?tabid=5255>

Home Support Resources

Freckle Education www.Freckle.com

Khan Academy www.Khanacademy.com

Prodigy Math Game www.Prodigy.com

Sumdog www.Sumdog.com

Eureka Math www.greatminds.org

Zearn <https://www.zearn.org>

Reading Resources Protocol K-12

Core Resources	Supplemental Resources	Intervention Programs (Tier 2 and Tier 3)	ENGAGE (Elementary)
<ul style="list-style-type: none"> ● myPerspectives (6-8) ● Springboard (9-12) ● Read 180 & System 44 (5-12) ● iLit (5-8 ESL Newcomer) ● UFLI ● Heggerty (K-2) 	<ul style="list-style-type: none"> ● Fast ForWord 	<p>P.A. Resources</p> <ul style="list-style-type: none"> ● Road to the Code ● Start Up ● Heggerty <p>Phonics Resources</p> <ul style="list-style-type: none"> ● Start Up/Build Up/Spiral Up ● Phonics Blast/Boost/Blitz ● 95% Group Inc. ● UFLI ● Wilson/Fundations <p>Fluency Resources</p> <ul style="list-style-type: none"> ● Reading Naturally ● 6-minute Solution ● Quick Reads 	<ul style="list-style-type: none"> ●
		<p>Vocabulary Resources</p> <ul style="list-style-type: none"> ● Words Their Way 	
		<p>Comprehension Resources</p>	
		<p>Comprehensive</p> <ul style="list-style-type: none"> ● Fast ForWord ● FastBridge Intervention Plans ● Read 180 & System 44 (5-12) ● Rave-O 	

NOTE: Anything not listed above must be reviewed and approved by the Curriculum Council before implementation.

Additional Resources

Recommended Teacher Resources

- Benchmark Universe
- Florida Center for Reading Research
 - <https://www.fcr.org/>

Home Support Resources



2024 - 2025 School Calendar

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	++	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 6-8 New Teacher Inservice (NS)
- 6,12 Teacher Inservice (NS)
- 13 Teacher Workday (NS)
- 18 School AM (Grades K-12, J-10 & new students)
Teacher Workday PM

- 2 Labor Day (NS)
- 26 Teacher Inservice (NS)

- 16 End of Grading Period
- 18 Teacher Inservice AM (NS)
Teacher Workday PM
- 24-25 Parent/Teacher Conference (NS)

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

- 25-26 Fall Vacation (NS)

- 28 End of Grading Period
- 29-31 Winter Vacation (NS)

- 1-2 Winter Vacation (NS)
- 6 Teacher Workday (NS)
- 7 Teacher Inservice (NS)
- 8 School Resumes
- 31 New Teacher Inservice (NS)

- 21 Teacher Inservice AM (NS)
Teacher Workday PM
- 27-28 Parent/Teacher Conference (NS)

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 11 End of Grading Period
- 13-14 Spring Break (NS)
- 26 Teacher Inservice (NS)

- 4 New Teacher Inservice (NS)
- 18 Spring Vacation (NS)
- 21 Teacher Inservice (NS)

- 22 Last Day of School
- 23 Teacher Workday AM (NS)

- = New Teacher Orientation (NS)
- = Holiday/Vacation (NS)
- = District Work/Inservice (NS)
- = Parent/Teacher Conference (NS)
- = Half Day of School
- NS** = No School

Inservices (7) = 8/6, 8/12, 9/30, 10/16*,
1/7, 2/21*, 3/28, 4/21

Workdays (4) = 8/13, 8/14*, 10/16*,
18, 2/21*, 5/23*

Snow Days (May 1-2)
Graduation Weekend (May 17-18)

* = 1/2 Day

1159 Hour Calendar
(6 hours, 40 minutes)

1 st Grading Period	42.5	} 84.5
2 nd Grading Period	42.0	
3 rd Grading Period	43.0	} 86.0
4 th Grading Period	43.0	
Teacher Contract Days	181.5	

KDADS 24-25 MHIT MEMORANDUM OF UNDERSTANDING

Mental Health Intervention Team Program 24-25 EXISTING AND EXPANSION USDs

23-24 Legislative Reference material

[hb2551_enrolled.pdf \(kslegislature.org\)](#) page 15 --21

[sb28_enrolled.pdf \(kslegislature.org\)](#) page 109 – 114

USD AND MENTAL HEALTH PROVIDER

The following is a **sample** Memorandum of Understanding (MOU) that may be used as an agreement between the district and the mental health provider (MHP) for the Mental Health Intervention Team (MHIT) Program. Districts and mental health providers can add to this as they see fit.

Districts awarded the MHIT Program grant must send an MOU signed by the district and the mental health center to the Kansas Department for Aging and Disability Services (KDADS) **by August 31 of the grant year**. Grant funds will not be sent out until KDADS has a signed MOU on file.

To submit, please email to Anjanette.Brungardt@ks.gov

DO NOT sign an MOU with the MHP(S) until a school-based liaison (SBL) has been hired.

There will need to be an MOU for each Mental Health Provider. If districts are in a co-op with a fiscal agent, then each district within the co-op will need to have a signed MOU with the Mental Health Provider(s). When complete, print this document and have the USD Superintendent and Mental Health Provider Executive Director sign the document along with the USD's *Board Clerk as a witness*.

KDADS 24-25 MHIT MEMORANDUM OF UNDERSTANDING

Contractual Agreement

USD 457 Garden City Public Schools and Compass Behavioral Health

THIS AGREEMENT is effective this 1st of July 2024, by and between USD #457 Garden City Public Schools (hereinafter referred to as "USD #" 457 and Mental Health Provider Compass Behavioral Health, a Kansas non-profit corporation (hereinafter referred to as "Mental Health Provider").

WHEREAS, pursuant to K.S.A. 72-1131, USD # 457 is a Kansas unified school district possessing the usual powers of a corporation for public purposes which provides educational services to its students; and

WHEREAS, Mental Health Provider is a Kansas not-for-profit corporation providing mental health services to children and their families, including certain students of USD # 457; and

WHEREAS, Mental Health Provider and USD # 457 have concluded that it is in their mutual best interest to work collaboratively in the provision of certain behavioral, emotional, and academic services to students of USD # 457 who are also clients of Mental Health Provider); and

WHEREAS, USD # 457 agrees to provide space to Mental Health Provider employees to work with those referred for services; and

WHEREAS, USD # 457 possesses and maintains certain records and information related to its students as part of the provision of educational services; and

WHEREAS, Mental Health Provider possesses and maintains certain records and information related to its clients as part of the provision of mental health services; and

WHEREAS, Mental Health Provider and USD # 457 have determined that their shared objectives to make a positive meaningful change in the lives of students of USD # 457 who are also clients of Mental Health Provider will be significantly enhanced and furthered by and through an arrangement in which the parties share and exchange certain information, on a limited basis; and

WHEREAS, Mental Health Provider and USD # 457 have concluded that USD # 457 students identified by USD #, in its discretion, as being in need of mental health care services would derive substantial benefit from an assessment by a provider or a qualified mental healthcare professional(s), such as Mental Health Provider; and

WHEREAS, Mental Health Provider has agreed that should USD # 457 refer a student for a mental health assessment, Mental Health Provider will provide such assessment within a reasonable period of time under the circumstances; and

NOW, THEREFORE, in consideration of the mutual promises, covenants and conditions set forth here, the parties hereto agree as follows:

Sec. 1 Term

This agreement shall be effective 7/1/2024 and shall end on 6/30/2025 subject to the provisions of this Section and Sec. 9 Assignment or Risk & Professional Obligations. Thereafter, the terms of this agreement may be renewed, in writing, on an annual basis, by agreement of the parties.

KDADS 24-25 MHIT MEMORANDUM OF UNDERSTANDING

Sec. 2 Mutual Agreement – Independent Contractor

The parties agree that in the performance of its obligations under this agreement, Mental Health Provider is an independent professional mental health care provider offering services to USD # 457 students as set forth in its Articles of Incorporation. As such, Mental Health Provider is not an agent or employee of USD # 457. USD # 457 shall neither have nor exercise any control over the professional judgment or practice of Mental Health Provider and its employees.

Purpose & Scope

Sec. 3 Information Sharing and Referrals

The parties intend to share, on a limited basis, confidential information about USD # 457 students and in some cases, their families.

- (a) For its part, Mental Health Provider warrants that prior to sharing such information, it will obtain an appropriate release of information executed by the legal guardian of the student in accordance with applicable state and federal law. Mental Health Provider further agrees to supply a copy of any such release to USD # 457.
- (b) The aforementioned releases will be sent to a centralized location designated by USD # 457 and USD # 457 will indicate in/by (form of communication, i.e. email, phone, mail, written memo, etc.) that the release has been completed.
- (c) The parties understand that the releases of information may be revoked by the legal guardian of the student at any time. Upon notice of revocation, all information sharing between the parties will be terminated with regards to that student.
- (d) Mental Health Provider further agrees to limit its access to and use of information to the information provided by the parties as more fully set forth in Sec. 1 Purpose & Scope -
- (e) School Liaison(s). Mental Health Provider warrants that it will not download or save any of the data or other information provided by USD # 457 in connection with this agreement.
- (f) USD # 457 shall facilitate referral of students identified in need of mental health services as appropriate through referrals to Mental Health Provider. Mental Health Provider will outreach the families or guardians to determine if mental health services are needed and/or desired.
- (g) Mental Health Provider shall develop a crisis management plan dealing with student issues 24/7.

Sec. 4 School Liaison(s)

The School Liaison with the school district will manage:

- (1) Identifying proper referrals for the team to engage.
- (2) Acting as a liaison between the district and Mental Health Provider and being the point person for communication between the two groups.
- (3) Helping Mental Health Provider staff understand and negotiate the school district system and procedures.

KDADS 24-25 MHIT MEMORANDUM OF UNDERSTANDING

- (4) Triage prospective referrals and deciding with Mental Health Provider staff how to prioritize interventions for identified students.
- (5) Helping school personnel understand the role of Mental Health Provider staff in this project.
- (6) Facilitating connections between the identified students' families and Mental Health Provider staff.
- (7) Troubleshooting any problems that arise and work with Mental Health Provider to resolve them.
- (8) Gathering outcomes to monitor the effectiveness of the program.
- (9) Follow-up with the child welfare contacts if a child has moved schools to get educational history.
- (10) Be an active part of the school intervention team and relay information back to Mental Health Provider staff.

Sec. 5 Clinical Therapist

The Clinical Therapist at the MHP will manage:

- (1) Helping the School Liaison identify proper referrals to the program based on one or more areas of concern:
 - i. Harm to self or others
 - ii. Trauma experience or history of trauma
 - iii. Emotion management
 - iv. Stress management
 - v. Anger management
 - vi. Impulse control
 - vii. Increasing social skills
- (2) Triage with the School Liaison to prioritize treatment interventions for identified students.
- (3) Collaborating with the School Liaison to connect with the families or child welfare contracts to get proper consent to treat.
- (4) Conducting a clinical assessment of the identified student and make proper treatment recommendations.
- (5) Engaging with the student, family or child welfare contact in clinical interventions as identified on the treatment plan. Provide individual and family therapy.
- (6) Administer scales or tests to detect areas of concern with depression, anxiety, self-harm, or other areas as identified.
- (7) Making referrals to other treatment modalities as appropriate
- (8) Communicating with school personnel who engage in the student(s) life to help them understand the diagnosis, family circumstance and suggested interventions as is appropriate.
- (9) Gathering outcome data to monitor the effectiveness of the program.

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- (10) Coordinating with the Case Manager to identify ways for them to support the student and family.
- (11) Providing therapy services as determined by the student's treatment plan.
- (12) Maintaining the treatment plan and necessary treatment protocols required by Mental Health Provider.

Sec. 6 Case Manager

The Case Manager at Mental Health Provider will manage:

- (1) Collaborating with the School Liaison and Clinical Therapist to identify students and triage priorities for treatment.
- (2) Outreach to students, families, and child welfare contacts to help engage in treatment.
- (3) Participate in the treatment planning process.
- (4) Communicate with the School Liaison and school personnel when appropriate about student needs, interventions, and progress.
- (5) Help support communication between all entities including family, student, school, clinician, child welfare and community.
- (6) Maintain the treatment plan and necessary treatment protocols required by Mental Health Provider.
- (7) Make referrals to proper community resources.
- (8) Help to re-connect students and families when they are not following through with the treatment process.
- (9) Help the families negotiate barriers to treatment.
- (10) Engage with the student in the classroom, the home, or the community to help build skills whenever needed.

Sec. 7 Licensure & Certification

Mental Health Provider shall maintain any certification, registrations, or licenses as required by law and shall remain in good standing in their profession during the term of the contract. Additionally, Mental Health Provider shall inform USD # of any changes to such certifications, registrations, or licenses to the extent such disclosures or documents are not confidential, privileged, or otherwise immune to disclosure under state or federal law.

Sec. 8 Liability for Loss

- (a) Mental Health Provider shall not be liable or obligated to USD # 457 for losses or damages incurred by USD # 457 under this agreement, unless such damage arises from any willful act or omission or negligence of Mental Health Provider, its officers, employees or agents, in which event Mental Health Provider shall be liable to USD # 457 for such losses or damages sustained therefrom.
- (b) USD # 457 shall not be liable or obligated to Mental Health Provider for losses or damages incurred by Mental Health Provider under this agreement, unless such damage arises from any willful act or omission or negligence of USD # 457, its officers, employees or agents, in which event USD #457 shall be liable to Mental Health Provider for such losses or damages sustained there from; provided that USD # 457 in no event shall be subjected to any liability greater than found

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in the Kansas Claims Tort Act, K.S.A. 75-6101 et seq., and amendments thereto. Obtain proper Releases of Information authorizing USD # 457 and Mental Health Provider to exchange information.

(c) Each party shall be responsible for damages resulting from the acts and omissions of its employees.

(d) No Third-Party Beneficiary Rights

No third party may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of the parties here. This agreement is not intended to create any rights of a third-party beneficiary.

Sec. 9 Assignment or Risk & Professional Obligations

This agreement is subject to the laws, rules, and regulations imposed by governmental authorities or professional associations for Mental Health Provider employees or agents providing services under this agreement. Mental Health Provider shall also maintain, at Mental Health Provider expense, comprehensive general liability, malpractice, and professional insurance, in amounts not less than one million dollars (\$1,000,000.00). Such insurance coverage shall explicitly cover all duties expressed in Sec. 3 Information Sharing and Referrals above. Mental Health Provider will supply a copy of insurance policy upon request of USD # 457.

Sec. 10 Confidentiality

Except for those billing activities allowed under law, neither party shall release any information about a student nor his or her medical care or treatment to any third party unless required under law. Mental Health Provider and USD # _____ agree to adhere to all confidentiality statutes, rules, ordinances, and regulations related to the disclosure of records or confidential information pertaining to students and families, including but not limited to the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

Sec. 11 HIPAA Compliance

In instances where Mental Health Provider receives Protected Health Information (PHI) from USD # _____, Mental Health Provider agrees that it shall:

- (1) Comply with the applicable provision of the administrative simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. 1320d through d-8 (HIPAA), and the requirements of any regulations promulgated there under.
- (2) Not use or further disclose any PHI concerning a patient other than as allowed by this agreement, the requirements of HIPAA and/or applicable federal regulations. Mental Health Provider shall implement proper safeguards to prevent the use or disclosure of a patient's PHI other than as provided for by this agreement.
- (3) Promptly report to USD # any violations, use and/or disclosure of a student's PHI not provided for by this agreement as soon as practicable, upon becoming aware of the improper violation(s), use and/or disclosure.

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Sec. 12 Dispute Resolution

If a conflict or dispute arising under the execution or performance of the terms of this agreement, the parties agree to meet and confer in good faith, to identify and resolve the conflict, prior to seeking alternative methods of conflict resolution.

Sec. 13 Non-Discrimination

The parties agree that they shall not discriminate against anyone based on race, age, gender, national origin, religion, or disability in execution of the duties and obligations here.

Sec. 14 No Solicitation

During the term of this agreement and continuing for twelve [12] months after the termination of this agreement, neither party shall directly or indirectly, for its own account or for the account of others, urge, induce, entice, or in any manner whatsoever solicit any employee directly involved in the activities conducted pursuant to this agreement to leave the employment of the other party or any of its affiliates.

Sec. 15 Insurance

Mental Health Provider agrees to maintain general liability, professional liability and worker's compensation insurance for all Mental Health Provider employees who perform services in connection with Mental Health Provider obligations hereunder and shall further designate USD # 457 as a named insured under such policies. Mental Health Provider will supply documentation of such liability insurance to USD #457.

Sec. 16 Notices

- (a) All notices sent to USD # must be in writing and
- i. hand delivered,
 - ii. sent by first class mail, postage prepaid, or
 - iii. sent by overnight delivery service, to:
USD 457 Garden City Public Schools
ATTN: Gina Galpin
1205 Fleming
Garden City, Ks 67846
- (b) All notices sent to Mental Health Provider must be in writing and
- iv. hand delivered,
 - v. sent by first class mail, postage prepaid, or
 - vi. sent by overnight delivery service, to:
Compass Behavioral Health
ATTN: Fernando Rodriguez Infante
1111 E Spruce
Garden City, Ks 67846

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(c) For purposes of this section, the date of delivery shall be considered the date upon which the notice was received by the party. In the case of notices sent by first class mail, receipt will be presumed to be the third [3rd] day after the date of post mark.

Sec. 17 Governing Law

This agreement shall be governed by Kansas law, and if any provision herein is found to be in conflict with any Kansas law or regulation, it is the intent of the parties hereto that such provision shall have no force and effect, and the remainder of the agreement shall be valid as though such conflicting provision has not been written or made a part hereof.

Sec. 18 Severability

If any provision herein is found to be in conflict with any Kansas law or regulation, it is the intention of the parties hereto that such provision shall have no force and effect, and the remainder of the Agreement shall be valid as though such conflicting provision had not been written or made a part hereof.

Sec. 19 Assignment of Contract

This agreement may not be assigned by Mental Health Provider without the prior written consent of USD # _____.

Sec. 20 Entire Agreement

This agreement holds the entire agreement between the parties. This agreement may not be changed except by later written agreement signed by both parties.

IN WITNESS WHEREOF, the parties have executed this agreement at (City), Kansas on the date above first written.

USD#	USD Name	Mental Health Provider Name
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USD Superintendent	MHP CEO or Director
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Date	Date
------	------

Attest: _____

Clerk of the Board **Date** _____

Mental Health Intervention Team Program

Memorandum of Agreement

THIS AGREEMENT effective this 1st of July 2024, by and between USD #457 Garden City Public Schools (hereinafter referred to as "USD #457 and the Kansas Department of Aging and Disability Services ("KDADS").

WHEREAS, pursuant to K.S.A. 72-1131, USD #457 is a Kansas unified school district possessing the usual powers of a corporation for public purposes which provides educational services to its students; and

WHEREAS, pursuant to Section 1 of Chapter 57 of the 2018 Session Laws of Kansas and K.S.A. 72-9943 creates the Mental Health Intervention Team Program ("MHIT"); and

WHEREAS, KDADS shall oversee and implement MHIT in accordance with the requirements of 2024 Kansas House Bill No. 2551; and

Intent: That the purposes of the mental health intervention team program are to: Provide greater access to behavioral health services for students enrolled in kindergarten or any of the grades one through 12 and establish a coherent structure between school districts and mental health intervention team providers to optimize scarce behavioral health resources and workforce; identify students, communicate with families and link students and their families to the statewide behavioral health systems and resources within the network of mental health intervention team providers; alleviate the shortage of staff with specialized degrees or training such as school counselors, psychologists and social workers and reduce the competition for such staff between school districts and other private and governmental service providers to provide broader-based and collaborative services to students, especially in rural districts that do not have enough students to justify a full-time staff position; provide and coordinate mental health services to students throughout the calendar year, not only during school hours over nine months of the school year; and reduce barriers that families experience to access mental health services and maintain consistency for a child to attend recurring sessions and coordination between the child's classroom schedule and the provision of such services.

Scope of Work:

- 1) The secretary for aging and disability services shall appoint a mental health intervention team program manager and, within the limits of appropriations therefor, such additional staff as necessary to support such manager.
- 2) That the above agency shall oversee and implement the mental health intervention team program in accordance with the requirements of this proviso and the policies and procedures established by the above agency pursuant to this proviso.
- 3) That during fiscal year 2025, the board of education of a school district may apply to the above agency to establish or maintain a mental health intervention team program within such school district.

- 4) That the application shall be in such form and manner as the above agency requires and submitted at a time determined and specified by such agency.
- 5) That each application submitted by a school district shall specify the mental health intervention team provider that the school intends to coordinate with to provide school-based services to students who need assistance during the applicable school year.
- 6) That the school district shall provide notice to the mental health intervention team provider as soon as they are able of their intent to partner for the following school year.
- 7) That the above agency shall establish an application review committee that shall include representatives from mental health intervention team providers and the department of education.
- 8) That if a school district and mental health intervention team provider are approved to establish or maintain a mental health intervention team program, the school district shall enter into a memorandum of understanding with a partnering mental health intervention team provider:
- 9) That if the school district chooses to partner with more than one mental health intervention team provider, the school district shall enter into a separate memorandum of understanding with each such mental health intervention team provider.
- 10) That the above agency may establish requirements for a memorandum of understanding, including contractual provisions that are required to be included in each memorandum of understanding and that are optional and subject to agreement between the school district and the mental health intervention team provider.
- 11) That each memorandum of understanding shall be submitted to the above agency for final approval.
- 12) That the above agency may authorize another category of provider other than a mental health intervention team provider to serve as a partnering provider under the mental health intervention team program pursuant to this proviso.
- 13) That such category of provider shall provide the required services and otherwise meet the requirements of a partnering mental health intervention team provider under this proviso.
- 14) That if the above agency authorizes another category of provider other than a mental health intervention team provider, such agency shall provide notification of this decision to the mental health intervention team provider that provides services in that county.
- 15) That, subject to appropriations therefor, a school district and mental health intervention team provider that have been approved by the above agency to establish or maintain a mental health intervention team program shall be eligible to receive a mental health intervention team program grant and a mental health intervention team provider pass-through grant.
- 16) That the amount of a school district's mental health intervention team program grant shall be determined in each school year by calculating the total amount of the salary and fringe benefits paid by the school district to each school liaison.
- 17) That the amount of a school district's mental health intervention team provider pass-through grant shall be an amount equal to 35% of the amount of the school district's mental health intervention team grant.

- 18) That moneys provided to a school district for the mental health intervention team provider pass-through grant shall be paid to any mental health intervention team provider that partners with the school district.
- 19) That if the amount of appropriations are insufficient to pay in full the amount of all grants school districts are entitled to receive for the school year, the above agency shall prorate the amount appropriated among all districts.
- 20) That the above agency shall be responsible for the allocation and distribution of grants in accordance with appropriation acts.
- 21) That the above agency may make grant payments in installments and may provide for payments in advance or by way of reimbursement and may make any necessary adjustments for any overpayment to a school district.
- 22) That the above agency shall not award any grant to a school district unless such district has entered into a memorandum of understanding with a partnering mental health intervention team provider in accordance with this proviso.
- 23) That any remaining appropriations that were not allocated to the mental health intervention team program shall provide funding in the form of grants from the above agency to the association of mental health intervention team providers of Kansas to fund training for school districts participating in the mental health intervention team program pursuant to this proviso.
- 24) That the above agency shall seek advice from mental health intervention team providers prior to awarding any grant under this subsection.
- 25) That the above agency may waive the requirement that a school district employ a school liaison and may instead authorize a mental health intervention team provider that partners with the school district to employ a school liaison.
- 26) That such waiver shall only be granted by the above agency in limited circumstances.
- 27) That a school district that is granted a waiver pursuant to this proviso shall continue to be eligible to receive the mental health intervention team program grant and the mental health intervention team provider pass-through grant authorized pursuant to this proviso.
- 28) That the amount of the mental health intervention team program grant shall be determined in the same manner as provided under this proviso as though the school liaison was employed by such school district.
- 29) That upon receipt of any moneys awarded pursuant to the mental health intervention team program grant to any such school district, the school district shall direct payment of such amount to the mental health intervention team provider that employs the school liaison.
- 30) That on or before January 13, 2025, the above agency shall prepare and submit a report on the mental health intervention team program for the preceding school year to the house of representatives standing committees on appropriations, social services budget and health and human services, or their successor committees, and the senate standing committees on ways and means, ways and means subcommittee on human services and public health and welfare, or their successor committees.
- 31) That such report shall provide a summary of the program, including, but not limited to;

- a. The school districts that applied to participate or continued participating under the program,
 - b. The mental health intervention team providers,
 - c. The grant amount each such school district received and the payments made by school districts from the mental health intervention team program fund of each school district.
- 32) That the staff required for the establishment and maintenance of a mental health intervention team program shall include a combination of one or more behavioral health liaisons employed by the school district and one or more case managers and therapists licensed by the behavioral sciences regulatory board who are employed by the partnering mental health intervention team provider.
- 33) That all staff working together under a school district's program shall be known as the mental health intervention team of the school district.
- 34) That the school district and the mental health intervention team provider shall cooperate and work together to identify needs specific to the students in the school district, and the families of such students and shall develop an action plan to implement a school-based program that is tailored to such needs.
- 35) That a school district that participates in the program shall employ one or more school liaisons who will help students in need and coordinate services between the school district, the student, the student's family and the mental health intervention team provider.
- 36) That a school liaison shall have a bachelor's degree in any field of study.
- 37) That a school liaison's roles and responsibilities include, but are not limited to:
- a. Identifying appropriate student referrals for the team to engage with; act as a liaison between the school district and the mental health intervention team provider and be the primary point of contact for communications between the school district and the mental health intervention team provider;
 - b. Assist with mental health intervention team provider staff understanding of the school district's system and procedures including the school calendar, professional development, drills and crisis plan protocols;
 - c. Triage prospective student referrals and help decide how to prioritize interventions;
 - d. Help the mental health intervention team provider and other school personnel understand the roles and responsibilities of the mental health intervention team; facilitate communications and connections between families of identified students and the mental health intervention team provider's staff;
 - e. Coordinate a student's treatment schedule with building administrators and classroom teachers, to optimize clinical therapist's productivity;
 - f. Troubleshoot problems that arise and work with the mental health intervention team provider to resolve such problems; track and compile outcomes to monitor the effectiveness of the program;
 - g. Maintain and update the department of education mental health intervention team database as directed by the above agency and required by this section;

Follow up with child welfare contacts if a student has moved schools to get the child's educational history;

- h. Be an active part of the school intervention team and relay information back to mental health intervention team provider staff, including student observations, intervention feedback from teachers, communications with family and other relevant information;
 - i. Work with school administration to identify and provide confidential space for a mental health intervention team provider therapist;
 - j. Assist in planning continuity of care through summer services; and submit an annual report to the above agency on how the liaison complied with the required roles and responsibilities.
- 38) That within the scope of employment by a school district, an individual employed as a school liaison shall primarily perform roles and responsibilities that are related to the school liaison position as described in this section.
- 39) That once the initial referral has been completed for a student, all relevant information shall be entered into the database within 14 calendar days.
- 40) That a mental health intervention team provider that partners with a school district shall employ one or more therapists licensed by the behavioral sciences regulatory board who will collaborate with the school district to assist students in need and provide services to such students under the program.
- 41) That a therapist's roles and responsibilities under the program include, but are not limited to:
- a. Assist the school liaison with the identification of appropriate student referrals to the program; triage student referrals with the school liaison to prioritize treatment interventions for identified students;
 - b. Work with the school liaison to connect with families or child welfare contacts to obtain consent to commence treatment;
 - c. Conduct a clinical assessment of the identified student and make appropriate treatment recommendations; engage with the student, family or child welfare contacts in clinical interventions as identified on the treatment plan and provide individual and family therapy;
 - d. Administer scales or tests to detect areas of concern with depression, anxiety, self-harm or other areas as identified;
 - e. Make referrals to other treatment modalities as appropriate; communicate educationally appropriate information to the school liaison, such as interventions and strategies for use by classroom and school staff;
 - f. Gather outcome data to monitor the effectiveness of the program;
 - g. Coordinate with the case manager to identify ways to support the student and family; provide therapy services as determined by the students' treatment plan;
 - h. Maintain the treatment plan and necessary treatment protocols required by the mental health intervention team provider.

- 42) That a mental health intervention team provider that partners with a school district shall employ one or more case managers who will collaborate with the school district to assist students in need and to coordinate services under the program.
- 43) That a case manager's roles and responsibilities under the program include, but are not limited to:
- a. Work with the school liaison and clinical therapist to identify students and triage priorities for treatment;
 - b. Provide outreach to students, families and child welfare contacts to help engage in treatment; participate in the treatment planning process;
 - c. Communicate with the school liaison and other school district personnel about student needs, interventions and progress;
 - d. Help maintain communication between all entities, including the family, student, school, clinical therapist, child welfare contacts and the community;
 - e. Maintain the treatment plan and necessary treatment protocols required by the mental health intervention team provider;
 - f. Make referrals to appropriate community resources; help reconnect students and families when they are not following through with the treatment process; help families negotiate barriers to treatment;
 - g. Engage with the student in the classroom, the home or the community to help build skills wherever needed.
- 44) That each school district that receives moneys for the mental health intervention team program grant or the mental health intervention team provider pass-through grant awarded pursuant to this proviso shall credit the moneys to a mental health intervention team program fund created by such school district.
- 45) That moneys in such fund shall be used by a school district to: Pay for the expenditures that are attributable to the salary and fringe benefits of any school liaison employed by the school district pursuant to the mental health intervention team program; and provide payment to each partnering mental health intervention team provider in an amount equal to the mental health intervention team provider pass-through grant received by the school district.
- 46) The school district shall keep separate accounting records for the school liaison expenditures and the pass-through grants to mental health intervention team providers.
- 47) That the above agency shall publish on its website an aggregated report of outcomes achieved, numbers served and associated information by the mental health intervention team program.
- 48) That the above agency shall establish a crisis hotline, available 24 hours a day, seven days a week, that individuals receiving services from the mental health intervention team program may access outside of the hours that such individuals are receiving services.
- 49) That such hotline shall be established for the purposes of providing information sharing and communications regarding crisis coordination and emergency response services;
- 50) That such qualified school district program shall be established and implemented by the board as established in this paragraph.
- 51) That the board shall be appointed by the secretary as follows:

- a. A school psychologist employed by a qualified school;
 - b. A school administrator employed by a qualified school;
 - c. A mental health professional employed by a community mental health center;
 - d. A mental health professional employed by a federally qualified health center;
 - e. A representative of the state board of education;
 - f. A representative of the above agency; and
 - g. A parent or guardian of a qualified school student.
- 52) That the board shall establish a plan, including specified criteria, for the allocation of moneys to qualified schools for the establishment and maintenance of mental health intervention teams.
 - 53) That such teams will provide timely support and resources to students facing mental health issues in order to promote a healthier learning environment.
 - 54) That the board shall review the criteria for school district funding as provided in paragraph (1) and determine which such criteria will work best for the qualified schools.
 - 55) That such criteria may include student population size, demonstrated need for mental health support and the availability of qualified staff: And provided further.
 - 56) That any qualified school seeking funding for mental health intervention teams shall submit a proposal for funding to the board.
 - 57) That the board shall evaluate each proposal based on the criteria established by the board.
 - 58) That board shall make recommendations to the secretary on the allocation of funding and the secretary shall allocate funding for qualified schools based on such recommendations.
 - 59) That the board shall oversee the implementation of the qualified school's mental health intervention teams.
 - 60) That the board shall review the criteria for school district reporting, monitoring and evaluating as provided in paragraph (1) and determine which such criteria will work best for the qualified schools.
 - 61) That the board shall establish such reporting, monitoring and evaluating to ensure that the mental health intervention teams effectively meet the needs of students and adhere to best practices in mental health care, program service delivery.
 - 62) That on or before January 13, 2025, the above agency shall prepare and submit a report summarizing the mental health intervention team program for qualified schools to the house of representatives standing committees on appropriations, social services budget and health and human services, or their successor committees, and the senate standing committees on ways and means, ways and means subcommittee on human services and public health and welfare, or their successor committees.
 - 63) That the board shall provide resources, training and support to qualified schools and such school's mental health intervention teams, including access to professional development opportunities, educational materials and networking opportunities with other qualified schools and mental health organizations; and

64) That as used in this proviso:

- a. (A) “Mental health intervention team provider” means a center organized pursuant to article 40 of chapter 19 of the Kansas Statutes Annotated, and amendments thereto, a mental health clinic organized pursuant to article 2 of chapter 65 of the Kansas Statutes Annotated, and amendments thereto, or a federally qualified health center as defined by section 1905(1)(2)(B) of the federal social security act: That “mental health intervention team provider” includes other provider categories as authorized by the above agency to serve as a partnering provider under the mental health intervention team program pursuant to this proviso: And provided further, That a provider under this proviso shall provide services, including: Support for students available 24 hours a day, seven days a week; person-centered treatment planning; and outpatient mental health services;
- b. (B) “school district” means a school district as defined in K.S.A. 72-5132, and amendments thereto; and
- c. (C) “qualified school” means any nonpublic school that provides education to elementary or secondary students and is accredited by the state board or a national or regional accrediting agency that is recognized by the state board for the purpose of satisfying the teaching performance assessment for professional licensure or is working in good faith toward such accreditation.

65) There is appropriated for the above agency from the following special revenue fund or funds for the fiscal year ending June 30, 2025, all moneys now or hereafter lawfully credited to and available in such fund or funds, except that expenditures shall not exceed the following: State licensure fee fund (039-00-2373-2370).....No Limit

Term: The term of this agreement shall be from 07/01/2024 - 06/30/2025

Compensation and Invoicing: Total compensation under this agreement shall not exceed \$104,193.00.

- a. Unless otherwise provided, KDADS shall pay amounts due and payable within thirty (30) days after receipt of a valid and on a KDADS-provided invoice template. All other invoice formats must be approved by KDADS prior to submission. Invoices must be received twenty (20) days after the month expenses were incurred. Any HIPAA or other Personal Identifiable Information submitted at the same time as the invoice must be in a separate document from the invoice.
 - i. The following language shall be on the Final Invoice: “Garden City Public Schools understands and agrees that final payment is being made in the amount above and it releases Garden City Public Schools and KDADS from any further claims under this Agreement, subject to KDADS close-out procedures.” After payment of the Final Invoice (Final Payment), no further amount shall be due or payable by KDADS under this Agreement.

- b. In no event shall any outstanding or the final invoice be received later than forty-five (45) days from the date of completion of this Agreement. After forty-five days from the end of this agreement, no additional payments will be made under this agreement.

Termination Either party may terminate this agreement with 30 (thirty) days notice.

Modifications: This Agreement may only be modified by the mutual written agreement of the parties.

Form DA-146a: The provisions found in Contractual Provisions Attachment (form DA-146a), which is attached hereto, are hereby incorporated in this Agreement and made a part thereof.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed by their duly authorized official or officers.

**KANSAS DEPARTMENT FOR AGING
AND DISABILITY SERVICES**

GARDEN CITY PUBLIC SCHOOLS

By: _____
Laura Howard, Secretary

By: _____
Name, Title

Date: _____

Date: _____

**APPENDIX A
CONTRACTUAL PROVISIONS ATTACHMENT**

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 1st day of July, 2024.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to

comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information: No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.***
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Deputy Superintendent
FROM: Drew Thon, HR Officer
DATE: 8-13-24
RE: Staff Recruitment and Retention

ISSUE:

Request for time during the upcoming school board meeting to present and discuss strategies for employee recruitment and retention within Garden City Public Schools.

BACKGROUND:

Recruiting and retaining high-quality teachers is a significant challenge in our district due to our geographic location, limited population base, and distance from four-year institutions. This challenge directly impacts our ability to provide the best educational opportunities for our students and community.

OVERVIEW:

We have been working on a comprehensive strategy to address these challenges by focusing on innovative recruitment methods, partnerships with local colleges, and retention initiatives that support professional development and work-life balance. The goal is to ensure we attract and keep top talent in our district.

RECOMMENDATION:

We recommend that the board allocates time in the next meeting agenda to discuss the proposed strategies and seek input from board members on how we can further enhance our efforts. This discussion will be crucial in aligning our goals and ensuring the board is informed of our approach.

FISCAL NOTE:

NONE

ATTACHMENTS:

NONE

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Deputy Superintendent
FROM: Drew Thon, HR Officer
DATE: 8-19-23
RE: TMA Software Renewal

ISSUE:

Request to renew our TMA software for one year.

BACKGROUND:

We would like to renew our current TMA software. We will be renewing for one year at a cost of \$63,781

OVERVIEW:

TMA Systems provides facilities and asset management solutions. For more than 30 years, TMA has provided software solutions to manage facilities that should reducing downtime, increasing maintenance productivity, improving equipment reliability and saving money.

RECOMMENDATION:

We recommend that the Board of Education approves this renewal at this current meeting.

FISCAL NOTE:

\$63,781.88

ATTACHMENTS:

The attached contract has been approved by legal.



TMA Systems
 1876 Utica Square, Third Floor
 Tulsa, Oklahoma 74114
 800.862.1130

Client Information

Unified School District 457
 1205 Fleming
 Garden City, KS 67846

Order Date: 06-27-2024 **Quote**
Expires On: 09-05-2024 **Quote**
Number: Q-08811 **Client**
Number: 918

SALESPERSON	EMAIL	PAYMENT TERMS	CURRENCY
Leighton Gibson	leighton.gibson@tmasystems.com	Net 15	USD

Subscription Period: 09-01-2024 - 08-31-2025

DESCRIPTION	Quantity	Unit Price	USD
WebTMA - Subscription	1	\$ 1,124.04	\$ 1,124.04
Tech Concurrent User - Subscription - Each User	18	\$ 818.02	\$ 14,724.36
Contract Management - Subscription	1	\$ 1,171.12	\$ 1,171.12
Executive Dashboard - Subscription	1	\$ 2,701.22	\$ 2,701.22
Key Management - Subscription	1	\$ 1,171.12	\$ 1,171.12
Materials Management - Subscription	1	\$ 1,171.12	\$ 1,171.12
Project Management - Subscription	1	\$ 2,701.22	\$ 2,701.22
Time Management - Subscription	1	\$ 1,171.12	\$ 1,171.12
Gold Support - Subscription	1	\$ 0.00	\$ 0.00
WebTMA GO - Subscription - Per named user	17	\$ 464.92	\$ 7,903.64
Service Request - Subscription - Unlimited Users	1	\$ 3,995.92	\$ 3,995.92
Custodial Management - Subscription	1	\$ 3,525.12	\$ 3,525.12
Integration Suite with 1 UI	1	\$ 7,056.14	\$ 7,056.14
Universal Interface for Other Charges - Subscription	1	\$ 0.00	\$ 0.00
WebTMA Users - Subscription	1	\$ 15,365.74	\$ 15,365.74

Discount Applied: \$ 2,183.12 Year Total: \$63,781.88



Total Year License Fee

\$ 63,781.88

TOTAL

\$ 63,781.88



TERMS AND CONDITIONS

Order Date is the date of execution and the date on which the Agreement becomes effective. Unless Client and TMA have entered into a separate agreement, use of the Services or Software is governed by the Service Terms and Conditions (the "Terms") posted at <https://www.tmasystems.com/terms-conditions>.

For add-on purchases for existing clients, service start date is effective on order form signature. First year fees will be prorated for the remainder of the current service year. For example, if service is added with 6 months remaining in the service year, client will be invoiced for 50% of the annual value of the service.

Unified School District 457

Signature: _____ Title: _____

Name (Print): _____ Date: _____

TMA Systems, LLC.

Signature: _____ Title: _____

Name (Print): _____ Date: _____



MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: August 13, 2024
RE: FY25 Budget Publication

ISSUE:

The Board of Education will be presented information regarding the FY25 Budget and is asked to approve it for publication.

BACKGROUND:

Although formal action on the FY25 Budget won't be until September 9th I will give the Board information on how the budget has been completed. The Board will need to approve the publication of the Code 99 and RNR. Upon approval, publication will go to the newspaper the week of August 19th and formal action can take place on September 9th.

ALTERNATIVES:

None

RECOMMENDATION:

1. Approve publication of the FY25 Budget
2. Suggest an alternative

FISCAL NOTE:

None until the budget is adopted.

ATTACHMENTS:

Code 99 & RNR Publications