Regular Board of Education Meeting
Unified School District No. 457
Monday, June 3, 2019 – 6:00 p.m.
Board Meeting Room, Educational Support Center
1205 Fleming Street, Garden City, Kansas

Board of Education Members: Lara Bors, Jean Clifford, Tim Cruz, Tim Hanigan, Dana Nanninga, Mark Rude, Jennifer Standley

A. PLEDGE

B. APPROVAL OF AGENDA – with the following amendments:

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

2. Add Item #K-2, Executive Session, to discuss an individual employee’s performance.

C. DELEGATIONS, Q & A, PUBLIC COMMENTS, (a speaker or group will be allotted five minutes to speak after signing a request to address the Board of Education), RECOGNITIONS, COMMITTEE REPORTS

1. Recognition of Robotics Students – World Tournament Participants.

D. CORRESPONDENCE

E. CONSENT AGENDA

1. MINUTES of the following Board of Education Meetings:

2. ACCOUNTS PAYABLE totaling $385,452.45, noting that all major accounts contain adequate balances to meet current obligations.

3. PERSONNEL – approve all certified and classified personnel actions as presented.

4. BIDS:
   a. Interior Security Doors at Garfield Early Childhood Center - to accept the bid of Kinney Glass, Inc. in the amount of $14,600.00.
5. **OTHER:**
   a. Consider approval of the Partnership Agreement between Jobs for America’s Graduates – Kansas (JAG-K) and Unified School District 457 (USD 457) for Garden City High School and Garden City Alternate Education Center.

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### Discussion Items

**F. CURRICULUM REPORTS**

1. Board of Education Goals Update

**G. UNFINISHED BUSINESS**

1. Reconfiguration Recommendation Discussion
2. Board Policy Review - GAHB Political Activities

**H. NEW BUSINESS**

1. State School Funding Update
2. Drug Alcohol Tobacco Policy Revision – First Reading

**I. BOARD OPEN DISCUSSION**

**J. NEXT BOARD MEETING** - The next meeting of the Board of Education will take place on Thursday, June 27, 2019, at 5:00 p.m. in the Board meeting Room at the Educational Support Center, 1205 Fleming Street, Garden City, Kansas.

**K. EXECUTIVE SESSION** – After the completion of all other business, the Board will meet in executive session to discuss the following:
   1. To discuss matters which would be deemed privileged in the attorney-client relationship.
   2. To discuss an individual employee’s performance.

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### Adjournment

**L. ACCOUNTS PAYABLE REVIEW:** Tim Hanigan and Mark Rude
The Board of Education of Garden City USD 457 met in regular session on Monday, May 20, 2019, at 6:00 p.m. in the Board Meeting Room of the Educational Support Center, 1205 Fleming, Garden City, Kansas.

Board members present were Jean Clifford, Tim Cruz, Dana Nanninga, Mark Rude and Jennifer Standley. Joining board members at the conference table was Superintendent, Steven Karlin. Also in attendance were Heath Hogan, Deputy Superintendent; Renee Scott, Assistant Superintendent of Student Services; Glenda LaBarbera, Director of Special Education; and KJ Knoll, Financial Officer. Approximately 25 observers were present in the audience.

Mark Rude, President, called the meeting to order at 6:00 p.m. The meeting opened with the Pledge of Allegiance, led by students from Jennie Barker Elementary School.

**APPROVAL OF AGENDA**

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

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

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**DELEGATIONS, Q & A, PUBLIC COMMENTS, (a speaker or group will be allotted five minutes to speak after signing a request to address the Board of Education), RECOGNITIONS, COMMITTEE REPORTS**

Emily Hamlin and Kae Lee Armstrong requested to address the Board of Education in regards to the district budget priorities. They were each given five minutes to present their information.

1. Recognition of Garden City High School Forensics students for earning awards at state competition and for qualifying for national competition. Dr. Syng, Associate Principal at Garden City High School introduced Russ Tidwell. Russ Tidwell recognized debate and forensic students who earned awards at state competition and qualified for national competition.

2. Recognition of the 4.0 Graduates of Garden City High School. Dr. Syng, Associate Principal at Garden City High School stated there were 23 students who graduated with a 4.0 grade point average. The students in attendance introduced themselves.

3. Recognition of Vianca Esquivel as a National Qualifier and State Champion at the JAG-K State Career Development Conference. Dr. Syng, Associate Principal at Garden City High School introduced Tracy Martinez, coordinator of JAG-K. She introduced Vianca Esquivel as a National Qualifier and State Champion at the JAG-K State Career Development Conference.

Dr. Hanigan arrived to the meeting at 6:32 p.m.
CORRESPONDENCE – None.

APPROVAL OF CONSENT AGENDA

Motion: That the Board of Education approve all consent agenda items as amended. Approved actions are as follows.

Tim Cruz asked for clarification on the cost for consent agenda Item E-5-e. Renee Scott, Assistant Superintendent stated that those courses are for the Garden City Alternate Education Center. There is no cost for the Essential Skills and Character Development course and there is a $1,000 cost for the Introductory to Robotics course and anything additional would come from the school’s budget.

1. MINUTES of the May 6, 2019 Board of Education Meeting.

2. ACCOUNTS PAYABLE totaling $7,352,580.52, noting that all major accounts contain adequate balances to meet current obligations.

3. PERSONNEL – approved all certified and classified personnel actions as follows:
   a. Certified
      Appointments: Zoe Deschaine, Nicole Fitzsimmons, Hope Garman, James Kent, Trcsy Mendoza, Mitchell Moore, Elizabeth Penner, Emilie Rhoton, Jacob Seyferth
      Resignations – effective May 24, 2019: Dr. Jennifer Herdman, Sydnee Sassaman, Jennifer Smith, Dixie Teeter, Tiffany Tipton
      Resignation – effective June 28, 2019: Kathleen Knoll
      Transfers:
         • Vita DeLaRosa – from school counselor position at the Alternate Education Center to ESL interventionist position at Charles Stones Intermediate Center
         • David DeLoach – from sixth communications position at Bernadine Sitts Intermediate Center to administrator TOSA position at Bernadine Sitts Intermediate Center and Charles Stones Intermediate Center
         • Savannah Gamble – from adaptive/interrelated position at Florence Wilson Elementary School to functional special education position at Victor Ornelas Elementary School
         • Matthew Horney – from instructional coach position at Jennie Barker Elementary School to .50 principal position at Jennie Barker Elementary School and .50 associate principal position at Abe Hubert Elementary School
         • Brenda Howard – from mathematics position at Kenneth Henderson Middle School to adaptive/interrelated position at Garden City High School
         • Matilda Howell – from third grade position at Georgia Matthews Elementary School to fourth grade position at Jennie Wilson Elementary School
         • Joy Lingenfelter – from science/social studies position at Bernadine Sitts Intermediate Center to science position at Kenneth Henderson Middle School
• Meghan Lundgren – from second grade position at Georgia Matthews Elementary School to science position at Georgia Matthews Elementary School
• Kellie Mann – from science/social studies position at Bernadine Sitts Intermediate Center to science/social studies teacher at Charles Stones Intermediate Center
• Jill Reagle – from instructional coach position at Jennie Wilson Elementary School and Victor Ornelas Elementary School to administrator TOSA position at Florence Wilson Elementary School and Victor Ornelas Elementary School
• Steven Smith – from adaptive/interrelated position at Bernadine Sitts Intermediate Center to adaptive/interrelated position at Charles Stones Intermediate Center

Other:
• Opened 1.0 sixth grade science/social studies position at Charles Stones Intermediate Center
• Opened 1.0 sixth grade communications position at Charles Stones Intermediate Center
• Opened 3 positions in Pre-K – 8th grade for the summer migrant program
• Opened 8 positions in 9th – 12th grade for the summer migrant program
• Closed 1.0 computer/business position at Garden City High School
• Opened 1.0 social studies position at Garden City High School

b. Classified

Appointments: Ciara Crandall, Lorena Lopez
Resignations: Joseph Dozier – 6/7/19; Megan Krummrey – 5/24/19; Haley Smith – 5/24/19
Retirement: Maria Anderson – 5/10/19; Mary Martinez – 7/31/19

Transfers:
• Zurisadai Armenta from paraprofessional-special education at Garfield Early Childhood Center to paraprofessional-regular education at Florence Wilson Elementary School
• Candice Erwin from paraprofessional-special education at Charles Stones Intermediate Center to paraprofessional-intervention at Kenneth Henderson Middle School
• Florence Fry from Bernadine Sitts Intermediate Center to Kenneth Henderson Middle School
• Erika Groth from Bernadine Sitts Intermediate Center to Horace Good Middle School
• Elva Gutierrez from paraprofessional-special education at Abe Hubert Elementary School to paraprofessional-special education at Victor Ornelas Elementary School
• Tiffany Jennings-Skinner from Bernadine Sitts Intermediate Center to Horace Good Middle School
• Erin Kerr from Bernadine Sitts Intermediate Center to Horace Good Middle School
• Jennifer Ramirez from paraprofessional-special education at Alta Brown Elementary School to paraprofessional-special education at Edith Scheuerman Elementary School
• Billie Rieth from Charles Stones Intermediate Center to Kenneth Henderson Middle School
• Elise Wallace from Garden City High School to Victor Ornelas Elementary School
• Daniel Whited from Charles Stones Intermediate Center to Kenneth Henderson Middle School

Other:
• Moved an open 1.0 paraprofessional position from Garden City High School to Buffalo Jones Elementary School
• Moved a .5 open paraprofessional position from Therapeutic Educational Program to Garden City High School. This will merge with an open .5 position at the high school to create a 1.0 position
• Moved an open 1.0 paraprofessional resource position from Edith Scheuerman Elementary School to Abe Hubert Elementary School
• Moved an open 1.0 paraprofessional position from Charles Stones Intermediate Center to Plymell Elementary School
• Moved an open 1.0 paraprofessional position from Victor Ornelas Elementary School to Florence Wilson Elementary School
• Opened a 1.0 Special Education paraprofessional position at Jennie Wilson Elementary School
• Opened a 1.0 Special Education paraprofessional position at Florence Wilson Elementary School
• Opened a 1.0 Special Education paraprofessional position at Garfield Early Childhood Center
• Opened a 1.0 Special Education-Speech paraprofessional at Garfield Early Childhood Center
• Reduced an open nutrition assistant position at Horace Good Middle School from 6.5 hours per day to 6 hours per day
• Opened 8 migrant family advocates/paraprofessionals Pre-K-8th grade
• Opened 5 paraprofessionals 9th-12th grade for the migrant summer services program

4. BIDS
   a. ¾ ton shop truck – Transportation – accepted the bid of Legacy Auto in the amount of $30,000.00
   b. Full-size SUV – Transportation – rejected all bids and will rebid the vehicle at a later date
   c. EIFS Restoration of Bernadine Sitts Intermediate Center – Plant Facilities – accepted the bid of Mid-Continental Restoration in the amount of $152,436.00

5. OTHER
   a. Extension of Lease Term between Kansas Children’s Service League and Unified School District No. 457 to extend lease from June 1, 2019 to May 31, 2020 – approved as presented.
   b. Letter of Understanding and Cooperative Agreement between Garden City Community College and Unified School District No. 457 (Outreach Sites) for the 2019-2020 Academic Year – approved as presented.
   c. Board Meeting dates for July – July 8th and July 22nd, 2019 – approved as presented.
   e. Curriculum Council items:
      • New Course – Introductory to Robotics – approved as presented
      • New Course – Essential Skills and Character Development – approved as presented

CURRICULUM REPORT
1. Finney County Economic Development Report on Childcare Efforts and Opportunities. Lona Duvall, President and CEO of Finney County Economic Development Corporation presented the following information:
   • Shortage of childcare in Finney County
   • Changes to childcare regulations
   • Lack of available childcare creates many issues: difficulties recruiting new residents; difficulties recruiting new industry and business; difficulties achieving maximum productivity of the existing workforce; difficulties preparing children for success in education
• Challenges: regulatory hurdles, trained workforce, access to continuing education, availability of appropriate facilities, sustainable funding
• Solution: formation of a non-profit organization – Finney County Childcare & Early Learning Network to meet demand for childcare and early childhood education
• Job Creation
• Board of Directors / Standing Committees
• Benefits

Board Members questions were answered.

Lara Bors arrived to the meeting at 7:08 p.m.

UNFINISHED BUSINESS
1. Consider approval of the Budget Priorities. KJ Knoll, Financial Officer presented the District Site Council’s ranking of the 29 requests which included the recommendations for the allocated funds: Robotics Programs for all grades, additional high school counselor, additional nurse position, after school program at the middle schools and an additional elementary counselor.
   Board members discussed and questions were answered.

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   Motion: That the Board of Education approve the 2019-20 budget priorities as presented and take action to create the following positions:
   • Opened a 1.0 HS counselor position (Career Center)
   • Opened a 1.0 Nurse position (Buffalo Jones/Plymell)
   • Opened a 1.0 elementary counselor position (Gertrude Walker/Plymell)

2. Drug, Alcohol and Tobacco Policy Discussion. Heath Hogan, Deputy Superintendent presented the current policy. Board members discussed revisions and made suggestions. A revised policy will be brought to the next board meeting.

NEW BUSINESS
1. Review Board Policy GAHB Political Activities. Dr. Karlin presented the current policy along with KASB’s policy and stated the current policy was reviewed and revised in July 2015. Board members discussed and questions were answered.

BOARD OPEN DISCUSSION
Lara Bors stated that there was great teacher attendance at the last legislative coffee and graduation went well.
Tim Cruz thanked administration for allowing him to attend graduation.

Jean Clifford stated that graduation was wonderful.

Dana Nanninga stated this was her first year to attend the Garden City Alternate Education Center graduation.

Dr. Karlin stated the end of the school year is quickly approaching and he appreciates all the work done by staff. He thanked the board members for their time and effort. He reminded board members that the Staff Appreciation Dinner will be Thursday, May 23, 2019 at 5:00 p.m.

Dr. Hanigan thanked Renee Scott and KJ Knoll for their time and congratulated them but stated it would be a tremendous loss to the district.

**NEXT BOARD MEETING** - The next meeting of the Board of Education will take place on Monday, June 3, 2019, at 6:00 p.m. in the Board Meeting Room at the Educational Support Center, 1205 Fleming Street, Garden City, Kansas.

**EXECUTIVE SESSION** – the following action was taken.

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**Motion:** That the Board of Education go into executive session for 20 minutes, to discuss negotiations for the 2019-20 school year under the exception for employer-employee negotiations under KOMA, beginning at 9:05 p.m. and the open meeting will resume in the Board Meeting Room at 9:25 p.m. I would like to invite Dr. Karlin, Heath Hogan, KJ Knoll and Renee Scott.

Tim Cruz left the meeting at 9:05 p.m.
EXECUTIVE SESSION – the following action was taken.

**Motion:** That the Board of Education go into executive session for 10 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, beginning at 9:28 p.m. and the open meeting will resume in the Board Meeting Room at 9:38 p.m. I would like to invite Dr. Karlin to join us in executive session.

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

**Motion:** That the Board of Education meeting be adjourned at 9:44 p.m.

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Respectfully submitted,  
Stephanie DeLoach, Clerk

Approved:  
Mark Rude, President
The Board of Education of Garden City USD 457 held a special meeting (Board Retreat) on Wednesday, May 22, 2019, at 5:30 p.m. in the Board Meeting Room of the Educational Support Center, 1205 Fleming, Garden City, Kansas. The purpose of the meeting was for KASB Board Training.

Board members present were Jean Clifford, Tim Hanigan, Dana Nanninga and Mark Rude. Joining board members at the conference table was Superintendent, Steven Karlin, Heath Hogan, Deputy Superintendent; Renee Scott, Assistant Superintendent of Student Services; Glenda LaBarbera, Director of Special Education; and KJ Knoll, Financial Officer. There were no observers present in the audience.

Mark Rude, President, called the meeting to order at 5:38 p.m.

Gary Sechrist, KASB representative, presented information in regards to roles of board members, agreed-upon processes, board agenda development, effective governance system and Board-Superintendent Roles.

Tim Cruz arrived to the meeting at 6:44 p.m.

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

**Motion:** That the Board of Education meeting be adjourned at 7:10 p.m.

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Respectfully submitted,

Stephanie DeLoach, Clerk

Approved:

Mark Rude, President
The Board of Education of Garden City USD 457 held a special meeting (Board Retreat) on Wednesday, May 22, 2019, at 7:00 p.m. in the Board Meeting Room of the Educational Support Center, 1205 Fleming, Garden City, Kansas. The purpose of the meeting was for Board Open Discussion.

Board members present were Jean Clifford, Tim Cruz, Tim Hanigan, Dana Nanninga and Mark Rude. Joining board members at the conference table was Superintendent, Steven Karlin, Heath Hogan, Deputy Superintendent; Renee Scott, Assistant Superintendent of Student Services; Glenda LaBarbera, Director of Special Education; and KJ Knoll, Financial Officer. Gary Sechrist, KASB representative was also present. There were no observers present in the audience.

Mark Rude, President, called the meeting to order at 7:11 p.m.

Board members discussed the following:

- Climate Survey
- A process for getting items put on the agenda
- Attendance at Board Meetings and Board Retreats
- Holding board meetings at school locations
- Visiting schools
- Executive Sessions
- Review and discussion of Board Policy GAHB Political Activities

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

**Motion**: That the Board of Education meeting be adjourned at 8:48 p.m.

Respectfully submitted,

Stephanie DeLoach, Clerk

Approved:

Mark Rude, President
RESIGNATIONS:
Olivia Henning, music teacher at Garden City High School, is submitting her letter of resignation effective May 24, 2019.
Sarah Renfrew, adaptive/interrelated special education teacher at Bernadine Sitts Intermediate Center, is submitting her letter of resignation effective May 24, 2019.

APPOINTMENTS:
Miguel Alvarez, Garden City, Kansas, is recommended for a school counselor position at Garden City High School. He is a first year counselor.
Teri Beaver, Lakin, Kansas, is recommended for an adaptive/interrelated special education position at Horace Good Middle School. She has four years’ experience.
Jeanette Rivera, Holcomb, Kansas, is recommended for a school nurse position at Alta Brown Elementary School. She is a first year school nurse.
Randall Yarbrough, Garden City, Kansas, is recommended for a journalism/multimedia position at Garden City High School as a long-term substitute. Once Randall completes the licensure process for the Career and Technical Education Specialized Certificate through the Kansas State Department of Education, he will be placed on a certified teacher contract.

TRANSFERS:
KaeLee Armstrong – from school counselor position at Garden City High School (Trade Academy) to career counselor position at Garden City High School.
Lisa Cady – from literacy coach position at Edith Scheuerman Elementary School and Georgia Matthews Elementary School to instructional position at Edith Scheuerman Elementary School.
Rozalynn Frey – from math coach position at Jennie Wilson Elementary School and Georgia Matthews Elementary School to instructional coach position at Jennie Wilson Elementary School.
Matthew Greenlee – from adaptive/interrelated position at the Therapeutic Education Program to adaptive/interrelated position at Bernadine Sitts Intermediate Center.
Rhonda Roth – from literacy coach position at Alta Brown Elementary School and Gertrude Walker Elementary School to instructional coach position at Alta Brown Elementary School.
Emily Shrimplin – from math coach position at Victor Ornelas Elementary School and Alta Brown Elementary School to instructional coach position at Victor Ornelas Elementary School.
Kristina Younkman – from school counselor position at Garden City High School to school counselor position at the Alternate Education Center.

TUITION REIMBURSEMENT AGREEMENTS:
Sean Atchley – master’s degree
Brenda Howard – special education
Lana Ratliff – master’s degree
RESIGNATION:
Demetra Johnson, adaptive/interrelated special education teacher at the Therapeutic Education Program, is submitting her letter of resignation effective May 24, 2019.

TRANSFERS:
Megan Ford – from first grade position at Jennie Wilson Elementary School to third grade position at Jennie Barker Elementary School.
Matilda Howell – from fourth grade position at Jennie Wilson Elementary School to first grade position at Jennie Wilson Elementary School.
Mellaina Johnson – from mathematics position at Bernadine Sitts Intermediate Center to mathematics position at Kenneth Henderson Middle School.

POSITION REQUESTS:
Crystal Steinmetz, director of curriculum/assessment, is requesting to change the following math and literacy coach positions to instructional coach positions with building changes:
Close 2.0 math coach position at the educational support center.
Open 1.0 instructional coach position at Victor Ornelas Elementary School.
Close 1.0 literacy coach position at Victor Ornelas Elementary School and Jennie Wilson Elementary School.
Open 1.0 instructional coach position at Jennie Wilson Elementary School.
Close 1.0 literacy coach position at Alta Brown Elementary School and Gertrude Walker Elementary School.
Open 1.0 instructional coach position at Alta Brown Elementary School.
Close 1.0 literacy coach position at Edith Scheuerman Elementary School and Georgia Matthews Elementary School.
Open 1.0 instructional coach position at Edith Scheuerman Elementary School.
Open 1.0 instructional coach position at Georgia Matthews Elementary School and Gertrude Walker Elementary School.
## CLASSIFIED PERSONNEL ACTIONS

<table>
<thead>
<tr>
<th>RESIGNATIONS</th>
<th>POSITIONS</th>
<th>LOCATION</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castillo, Juan</td>
<td>Special Education Paraprofessional</td>
<td>Victor Ornelas Elementary School</td>
<td>05/24/2019</td>
</tr>
<tr>
<td>Daugaard, Haley</td>
<td>Parent Advocate</td>
<td>Buffalo Jones Elementary School</td>
<td>05/24/2019</td>
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<tr>
<td>Felvus, Jennifer</td>
<td>Special Education Paraprofessional</td>
<td>Bernadine Sitts Intermediate Center</td>
<td>05/24/2019</td>
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<tr>
<td>Shull, Lindsey</td>
<td>Kansas Reading Roadmap Coordinator</td>
<td>Abe Hubert Elementary School</td>
<td>07/11/2019</td>
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<table>
<thead>
<tr>
<th>TRANSFERS</th>
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<tbody>
<tr>
<td>Rohrbough, Carol</td>
<td>Special Education Paraprofessional Garfield Early Childhood Center</td>
<td>Night Custodian Charles Stones Intermediate Center/ Florence Wilson Elementary School</td>
<td>05/28/2019</td>
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<tr>
<td>Terazas, Manuel</td>
<td>Special Education Paraprofessional Alta Brown Elementary School</td>
<td>Technology Assistant III Kenneth Henderson Middle School</td>
<td>2019-2020 School Year</td>
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### APPOINTMENTS

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Knoll, Kathleen</td>
<td>Financial Officer</td>
<td>Educational Support Center</td>
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### RESIGNATIONS

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<tr>
<th>Name</th>
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<tr>
<td>Alvarez, Miguel</td>
<td>Kansas Reading</td>
<td>Buffalo Jones</td>
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<td>Roadmap Coordinator</td>
<td>Elementary School</td>
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<td>Beaver, Terri</td>
<td>Special Education</td>
<td>Horace Good</td>
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<td>Paraprofessional</td>
<td>Middle School</td>
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### TRANSFERS

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<thead>
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<th>Name</th>
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<th>TO</th>
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<tbody>
<tr>
<td>Blackwood, Valerie</td>
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<td>Special Education</td>
<td>2019-2020</td>
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<td>School Year</td>
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<td></td>
<td>Reg Sped-Garfield</td>
<td>Speech – Garfield</td>
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<td>Early Childhood Center</td>
<td>Early Childhood Center</td>
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<td>Garcia, Gloria</td>
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<td>School Year</td>
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<td>Reg Sped- Alta Brown</td>
<td>Reg Sped- Garfield</td>
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<td>Elementary School</td>
<td>Early Childhood Center</td>
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<td>Hernandez, Marissa</td>
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<td>Paraprofessional-</td>
<td>School Year</td>
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<td>Self-Contained (1)</td>
<td>Self-Contained (2)</td>
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<td>Alta Brown Elementary</td>
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<td>Judd, Amy</td>
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<td>School Year</td>
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<td>Reg Sped</td>
<td>Reg Sped</td>
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<td></td>
<td>Jennie Barker Elementary</td>
<td>Garden City High School</td>
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<td>Leader, Cherie</td>
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<td>2019-2020</td>
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<tr>
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<td>Reg Sped (1)</td>
<td>Reg Sped (2)</td>
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<tr>
<td></td>
<td>Garden City High School</td>
<td>Garden City High School</td>
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### Bid Tabulations
**Interior Security Doors-Garfield Early Childhood Center**

**Bid Opening:** May 8, 2019

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Bid</th>
<th>Alternate Bid</th>
</tr>
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<tbody>
<tr>
<td>Kinney Glass, Inc</td>
<td>$14,600.00</td>
<td></td>
</tr>
<tr>
<td>Roth Glass &amp; Framing</td>
<td>no bid</td>
<td></td>
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</tbody>
</table>

**RECOMMENDATION:** To accept the bid of Kinney Glass, Inc in the amount of $14,600

*Payment to be made from budgeted funds in account:*
016 E 4700 21 7176 056 00 610 Capital Outlay / Building Improvements
Bidders List
Interior Security Doors-Garfield Early Childhood Center

Kinney Glass, Inc
415 N 8th Street
Garden City, KS 67846
620.275.9687
klkinney@sbcglobal.net

Roth Glass & Framing
105 N 8th Street
Garden City, KS 67846
620.276.3253

BID OPENING: May 8, 2019
1. Item, Material and/or Service that is being bid:
   Interior security doors

2. Brief description of the item, material, or service listed above:
   Doors to better secure entrance of building. All people entering the building will be forced to go through the office before being able to enter other parts of the building.

3. Period of time item, material or service bid will cover:
   30+ years

4. Reason that the item, material or service is needed:
   Secure the entrance of building for safety of students and staff

5. Department and person responsible for the expenditure of the budget:
   Plant Facilities - John Geist

6. Line item and amount budgeted for this item:
   Capital Outlay / Building Improvements  016 E 4700 21 7176  056 00 610
PARTNERSHIP AGREEMENT
Multi-Year School-to-Career Program
Alternative Education School-to-Career Program

Jobs for America’s Graduates – Kansas
And
Unified School District 457

Now, on this 22nd day of April, 2019, come Jobs for America’s Graduates – Kansas (JAG-K) and Unified School District 457, (USD 457), Garden City, Kansas, and enter into a formal partnership to implement and sustain the Jobs for America’s Graduates (JAG) Multi-Year School-to-Work Program and the JAG Alternative Education School-to-Work Program with the following understanding of programs, duties, responsibilities and expectations of the participants:

WHEREAS, JAG-K, a not-for-profit Kansas corporation, receives program and financial support from corporate and foundation contributions, public sector grants and participating school districts. JAG-K creates business, industry and education partnerships committed to achieving the mission of JAG, which is to ensure that at-risk high school students remain in school, attain basic employability skills through classroom and career-based learning experiences during the senior year in school, are provided with academic support services, graduate and receive twelve (12) month of follow-up services by the JAG-K Career Specialist. These follow-up services help assure JAG-K participants are successfully transitioned into a career and/or pursue a post-secondary education to enhance their career entry and advancement, and

WHEREAS, the Multi-Year School-to-Career Program is based on the Jobs for America’s Graduates Model followed by participating school districts in more than 35 states serving high school students for up to four (4) years in school and an additional twelve (12) months of follow-up services. The primary goals of the program are: a 90% graduation/GED rate; an 80% overall success rate at the end of 12 months post-graduation with participants either employed in a job leading to a career, active service in the military, or enrolled in a postsecondary education or training, or a combination of career and postsecondary education; 60% of employed graduates are in full-time jobs leading to careers; and 80% of the graduates are employed full-time and/or combining career and school, and

WHEREAS, the Alternative Education School-to-Career Program is based on the Jobs for America’s Graduates Model followed by participating school districts in more than 35 states serving high school students for up to four (4) years in school and an additional twelve (12) months of follow-up services. The primary goals of the program are: a 75% graduation/GED rate; a 60% overall success rate at the end of 12 months post-graduation with participants either employed in a job leading to a career, active service in the military, or enrolled in a postsecondary education or training, or a combination of career and postsecondary education, and
WHEREAS, the partners to this Agreement are committed to providing an efficient school-to-career program, with a process of maintaining continuous improvement and monitoring of success, with implementation throughout the existence of the JAG-K accredited program.

IT IS THEREFORE AGREED AND COVENANTED BY THE PARTIES HERETO, that the following duties, responsibilities and obligations of the parties constitute the Partnership Agreement for the 2019-2020 school year:

JAG-K shall:
1. Establish a Jobs for America’s Graduates, Inc. (JAG) evidence-based, accredited Multi-Year School-to-Career Program and a JAG Alternative Education Program, including employment of one or more mutually acceptable individuals to fulfill the duties of the JAG-K Career Specialist. There will be one Specialist per program for a total of two (2) Career Specialists.

2. Identify, with assistance and input from appropriate school personnel, those students appropriate for participation in the JAG-K program based on the requirements of the evidence-based JAG model. Need, want and ability to benefit will continue to assist the Specialist with final enrollment decisions.

3. The goal for the JAG-K Specialist will be to take personal responsibility for a minimum of thirty-five (35) students for the Multi-Year School-to-Work Program, with a maximum participation of forty-five (45) students, who are at-risk of becoming unemployed and/or leaving school before graduation. (The in-school enrollment minimum of 35 students does not include additional responsibility for 12 months of follow-up services to post graduates.)

4. The goal for the JAG-K Specialist will be to take personal responsibility for a minimum of twenty-five (25) students for the Alternative Education Program, with a maximum participation of thirty-five (35) students, who are at-risk of becoming unemployed and/or leaving school before graduation. (The in-school enrollment minimum of twenty-five (25) students does not include additional responsibility for 12 months of follow-up services to post graduates.)

5. Provide management support to the program and the Career Specialist through the active involvement of a state-level Board of Directors, and the leadership and guidance of the JAG-K President/CEO, JAG-K Vice-President of Program Development, Regional Director(s), and designated staff. Also, to provide technical assistance and training to the Career Specialist and other key staff of the school on the successful implementation and operation of a JAG accredited program.

6. Develop a positive relationship within local communities, including employers, high schools, postsecondary and/or technical schools, and community service organizations for promoting and establishing local JAG accredited programs in accordance with the national JAG model.

7. Provide staff development experiences for all Career Specialists to ensure understanding of the JAG Model and the Multi-Year School-to-Career Program, and the Alternative Education School-
to-Career Program, and to share best practices through planned local/state development activities.

8. Provide staff support and conduct periodic school quality assurance reviews and consulting visits to give encouragement, support and feedback as well as a review of documentation that is required of a National JAG accredited program committed to tracking students, services and outcomes throughout the senior year and 12-month follow-up period. A mid-year review will be conducted by JAG National Site Reviewers in year one, a comprehensive accreditation review in year two, and every 3-4 years, JAG will conduct a site review and prepare an accreditation report for review by the Board of Directors, JAG-K administration, assigned school administrators, and the Career Specialists.

9. Sponsor the annual JAG-K Leadership Development Conference, Career Development Conference and JAG-K Days at the State Capitol, utilizing input and participation from students, Career Specialists, JAG-K administration and Board of Directors.


11. Coordinate with national Jobs for America’s Graduates, Inc. to obtain current operational guides, administrative manuals, electronic management systems, national training opportunities, audits and on-site visits as needed to meet the goals of the program. JAG-K will maintain its program to meet the standards of the national program in order to be consistently accredited with JAG, Inc.

WHEREAS, the school district shall:

1. Provide the JAG-K specialist(s) the use of appropriate classroom, office space and specified time to provide instruction and privacy as needed to conduct the training and counseling for the JAG Program. Additionally, the district will provide the Career Specialist with utilities, telephone service, internet access, computer service, copier, classroom materials and supplies as provided to other school personnel.

2. Provide the JAG-K program in the regular class schedule for credit to a minimum of thirty-five (35) students with a goal of forty-five (45) students for the Multi-Year School-to-Career Program and the Middle School Program, and a minimum of twenty-five (25) students with a goal of thirty-five (35) students for the Alternative Education School-to-Career Program, the entire school year. (The student numbers do not include those post graduate students who receive follow-up services from the Career Specialist for 12 months after graduation.) The district shall include the JAG-K Program in the Student Handbook/Class Scheduling book and assure guidance staff assists the Specialist with student referral and selection. Class sizes should not exceed fifteen (15) students per class to provide for the smaller learning community that the JAG-K curriculum and model requires to be most successful. A waiver may be granted to exceed more
than fifty (50) enrolled students for the Multi-Year Program and the Middle School Program, and forty-five (45) for the Alternative Education Program. The waiver must be approved and signed by JAG-K President/CEO or Vice President of Programming and the Superintendent or his/her designee.

3. Support the JAG-K Career Specialist in providing JAG services during the school day within and outside the building and in the community as needed. This includes the Specialist taking students on approximately ten (10) career exploration visits to colleges, vocational schools, workplace locations, and other similar opportunities. The school will identify a single point/person of contact within the school administration for the JAG-K program.

4. Provide a representative from the school administration, preferably the principal or a vice-principal, to attend the annual administrator meetings, coordinated by JAG-K administration. Encourage school counselors to attend JAG-K counselor training sessions during the school year. Administrators and counselors are also encouraged to attend a JAG National Training Seminar (NTS) in the summer. Although the training expenses for the NTS would be the district’s responsibility, JAG-K will coordinate the registration on behalf of the school administrator/representative(s).

5. Provide for the scheduling of students and adequate class time and support the continuation of students in JAG-K throughout their high school career, if necessary. For example, if a student enters the JAG-K program as a junior, he/she will continue in the program during the senior year for credit, if necessary. JAG will track retention from year to year, through 12 months of follow-up contact.

6. Provide academic credit toward graduation to those students who successfully complete the JAG-K program.

7. Establish an in-school Advisory Committee to assist in recruiting, screening and selecting students most in need of services and provide continuing support for students and the JAG-K program. The optimum member participation on the Committee will be the Career Specialist and one staff member from each of the following: administration, counseling, and teaching faculty. An existing committee will be adequate if it can perform the additional functions of advising on the JAG-K program. Provide feedback to JAG-K administration that will result in the continuous improvement of the program to maintain accreditation.

8. Work with the Career Specialist to review student cumulative records including grades, discipline, free and reduced lunch status, foster care, IEP, parent/guardian contact information and other records, as needed. School personnel will obtain signed parent/guardian releases in order to allow the Career Specialist to have access to the necessary records. Review of this information will be necessary in identifying, screening, selecting and enrolling qualified students in the JAG-K accredited program.
9. Help assure connections are made in the district to existing efforts such as Comprehensive
School Improvement, Career and Technical Education, Post-Secondary Education Learning
Supports, Drop-Out Prevention, Alternative Education, Work Force Development Centers and
Economic Development.

10. Enable students in JAG-K to attend, at a minimum, the following JAG-K events: State Leadership
Development Conference, Regional Career Development Conference, State Career Development
Conference and JAG-K events at the State Capitol. Provide transportation at district expense
and insurance coverage for the students and Specialist to attend each of these events annually.
When possible, allow other staff to attend and serve as chaperones and activity judges at these
events. Additionally, the district will allow students who qualify for the JAG National Student
Leadership Academy (NSLA) to participate, if the student meets school academic requirements
for extra-curricular activities and is eligible to miss school functions. All student participation-
related expenses of the NSLA shall be borne by JAG-K.

11. Support JAG-K’s efforts to involve parents, family, employers and community to meet the needs
of JAG-K students that will keep them in school through graduation and ensure full cooperation
and participation during the post-graduation follow-up period, which may include support for
sustaining JAG-K’s community fundraising efforts for the program.

12. Provide support for the Career Specialist to perform mandatory off-campus employer
marketing, job development and placement responsibilities pursuant to this Partnership
Agreement. Active personal contacts by the Career Specialist with employers throughout the
program year are essential to a successful School-to-Career Program. The school will also
support the Specialist’s attendance at mandatory JAG-K staff meetings, which are generally
conducted approximately three (3) time during the school year.

13. Provide and allow for up to ten (10) days of substitute coverage for each JAG-K Career Specialist
in the district for sick, personal, and/or JAG-K training time, exclusive of training directed or
provided by the school district. Additional substitute requirements beyond the ten (10) days for
each JAG-K Career Specialist, except as excluded, to be reimbursed by JAG-K.

**PARTNERSHIP COMMITMENT**

NOW, THEREFORE, this constitutes the Terms and Agreements between JAG-K and USD 457 for the
2019-2020 school year.

By Addendum to this Agreement the Career Specialist’s duties and expectations are specified, and by
signature thereto, the Career Specialist acknowledges an understanding of the terms of this Partnership
and agrees to meet them as they apply to the duties of the Career Specialist.

The partners mutually agree that the JAG-K program will operate within the principles, policies,
procedures and JAG standards as outlined herein.
In consideration of the mutual agreements and covenants herein, and with the understanding by USD 457 that the cost of implementation of the JAG-K program in the school district is approximately $73,000 annually for each program, USD 457 will pay an affiliate contribution in the amount of $6,500 per program, for two (2) programs, a total for USD 457 of $13,000, payable by August 1, 2019. JAG-K program costs are subsidized by a federal grant through the Kansas Department for Children and Families.

It is mutually agreed that efforts will be made to continue the JAG-K/JAG accredited program in USD 457 on an ongoing basis contingent upon the availability of funding, an adequate number of students to make the program cost effective, and mutual satisfaction with the program based on this Partnership Agreement.

Should areas of non-compliance with the JAG Model arise, and all efforts to reach agreement have failed, either party reserves the right to terminate this Agreement with thirty (30) days written notice.

Notwithstanding the use of the term partnership in this Agreement, nothing herein creates, or is intended to create, a legally recognized partnership, as that word is commonly understood or used to describe a legal business relationship.

In recognition of the terms and conditions herein stated, the partners above stated enter into this Agreement, effective the dates shown by their signatures.

__________________________
Charles E. Knapp, President and CEO
Jobs for America’s Graduates - Kansas

4/22/2019
Date

__________________________
Superintendent, USD 457
Date

__________________________
Principal, Garden City High School
Date

__________________________
Principal, Alternate Education Center
Date
Garden City Public School District developed a five-year strategic plan approved by the Board of Education for 2018-2023. The purpose of the plan is to continuously improve as a district and address the needs of all students.

The five-year plan is based on three board initiatives. Goals were developed under each initiative with sub-goals developed under each goal. The sub-goals are used to determine annual performance objectives for administrators and staff. Ongoing written and oral progress reports are provided to the Board of Education in a timely manner.

<table>
<thead>
<tr>
<th>Department Responsible</th>
<th>Goal 1: Ensure all students have the support and opportunities to be college and career ready when they leave school. (KESA: Rigor, Relevance) (MDB: Involvement, Instruction, Results Orientation)</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>*First number(s) listed in “Bold” has primary responsibility</td>
<td><strong>Sub-goals:</strong></td>
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</tr>
<tr>
<td>9, 14, 15</td>
<td><strong>1.1</strong> Increase the number of students who successfully participate in post-secondary education/training, earn industry recognized certification, or who otherwise demonstrate success after high school.</td>
<td></td>
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<tr>
<td><strong>January 2019:</strong></td>
<td>The BOE heard a formal presentation regarding post-secondary attendance and completion at the November board meeting. Because data is tracked for two years post-graduation, our most recent data reflects 2016. For this data, our graduation rate was 89.6%, our success rate was 59.9% and our effective rate was 53.6%. This exceeds the state data for that same year: state graduation rate 86.1, state 5-year success average 56.7, and state effective average 48.9.</td>
<td></td>
</tr>
<tr>
<td><strong>June 2019:</strong></td>
<td>There is no additional data to report at this time. After the graduation rates are finalized in the fall and updates are made throughout the summer from updates through the NSC—National Student Clearinghouse, updated data will be provided to the Board in a report that aligns to the State Board Outcome as well as board goal 1.1.</td>
<td></td>
</tr>
<tr>
<td>9, 11, 12, 13, 14, 15</td>
<td><strong>1.2</strong> Enhance and increase career exploration opportunities at all grade levels culminating in an individual plan of study for all students in grades 7-12.</td>
<td></td>
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<tr>
<td><strong>January 2019:</strong></td>
<td>The elementary schools and intermediate centers have made career exploration a priority. Some examples include leadership opportunities through student councils, school-run banks, and bringing in community members on a regular basis to expose students to various careers.</td>
<td></td>
</tr>
</tbody>
</table>
For example, each month Plymell brings in community members to share about careers that have included health and wellness, agriculture, and public service. The middle and high schools utilize Xello (formerly Career Cruising) to drive their Individual Plans of Study outcome. This will be a formal board meeting presentation in February, 2019. Both middle schools and the high school also offer career fairs. Job shadowing and work-based learning at the high school level is another opportunity for career exploration.

June 2019:
In order to create Individual Plans of Study for all students grades 7 – 12, the district utilizes Xello, formerly Career cruising. This program is facilitated by staff, but is essentially a self-exploration and planning program that helps students of all ages build self-awareness, explore options, and create a plan. It has taken a while for all schools to buy into the notion that career exploration is not the responsibility of school counselors; instead, it is a joint effort by all staff to create meaningful plans that can help guide a student’s decision-making throughout middle and high school in terms of courses, civic engagement participation, and career exploration.

• KH Summary: Over 350 students completed the requirements for IPS in Xello from Kenneth Henderson Middle School. Counselors utilized multiple classrooms to teach lessons focused on career information, for a total of 24 Tier 1 lessons specific to career information and exploration. Kenneth Henderson hosts a career fair every other year so students have at least an opportunity to attend a career fair in middle school. The most recent Career Fair took place on March 29, 2019, which allowed students to explore different career options and encouraged students to continue their education beyond high school. We invited professionals from fields aligned with our students’ careers of interest, to share their educational background and their professional experiences with our students. Students had the opportunity to choose three career presenters to listen to and ask questions. After the experience, we had students record in their IPS what they learned, as well as write a letter to one the speakers, expressing their appreciation for their presentation. We had twenty-two speakers participate in our Career Fair. We plan to host a Career Fair every other year, so the next one will be held in the spring of 2020.

• HGMS Summary: At Horace Good Middle School, 717 seventh and eighth grade students completed the requirements for IPS in Xello. With 2.5 counselors at Horace Good Middle School, counselors went into various classrooms to provide Tier 1 guidance lessons related to careers for a total of eight lessons. In addition, every other year HGMS hosts a career fair so that students have an opportunity at the middle
school level to begin exploring different career fields. In order to determine which careers to consider for the fair, counselors took the data from career cruising to see the fields that students had the most interest in. We invited those professionals to come to our school and speak to the students about their educational background and their professional experience. Students were able to attend three presentations. There were thirty six speakers presenting to our students. After the presentations, students wrote thank you cards to the presenters.

- **GCAEC Summary:** Garden City Alternate Education Center houses students who are most at-risk of not graduating high school, so the need for developing a solid Individual Plan of Study is critical. We had ten total classroom lessons from the school counselor as Tier 1 instruction focused on career information and exploration. All students attended Garden City Community College Exploration Day to explore multiple career options and educational opportunities.

- **GCHS Summary:** Garden City High School is physically structured around the concept of career academies. As freshman, students have an opportunity to sign up for numerous pathway introductory electives that can ultimately lead to pathway completion at the end of high school. During this year, all ninth graders also utilize Xello for career exploration, strength and interest inventory, and are exposed to other career options during mentoring. At the end of 9th grade, students utilize their data from Xello to choose one of the following academies: School of Public Service, School of Arts and Communications, and School of Trade and Health Sciences. Each of these career academies houses a principal, counselor, and secretary to personalize the career learning experiences and opportunities for all students. As with life, students can change academies as their interests change or their skills and strengths are developed. At Garden City High School, a 20 minute extension is added to every fifth hour class which is dedicated to mentoring activities. This includes activities around career exploration and Individual Plans of Study. In addition to specific lessons around career exploration and information, a freshman career fair was held on January 17, 2019, to introduce students to a variety of careers and help students finalize their academy choice. On April 24, 2019, a career fair for grades 10 – 12 grade honed in on interviewing skills, resume writing, how to dress for an interview, and on-site interviews with community business and industry looking to employ school-aged students for the summer, after school work, and internships. For second semester parent teacher conferences this year, each garden city high school mentoring teacher set up conferences to align with student-led and parent engaged conferences.
regarding individual plans of study and career planning. With the approval of the Budget Allocation Process, an additional counselor will be added to GCHS. This position will be used to specifically support students with the IPS process, support staff in providing mentorship to students regarding career exploration and IPS, and work with the career center in expanding opportunities with local colleges, universities, technical schools, and work force opportunities.

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<tr>
<th>9, 10, 11</th>
<th>1.3 Increase the number of students entering Kindergarten socially, emotionally and academically prepared for success.</th>
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<tr>
<td><strong>January 2019:</strong></td>
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<td>- At the start of the 2018 school year, four Early Childhood classrooms were added to Garfield. These classrooms immediately filled and included a section of dual language that can feed into the dual language program at Buffalo Jones. The ASQ (Ages and Stages Questionnaire), a kindergarten readiness snapshot tool, was administered to all incoming preschool and kindergarten students. Specific data from the ASQ will be shared with the BOE as soon as the state determines which data will be the focus.</td>
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<td>- District-wide professional development continued this school year for all preschool and kindergarten teachers on developmentally appropriate practices for Early Childhood and kindergarten classrooms. In addition, purposeful Play materials were purchased for each preschool and kindergarten classroom as well as for five community preschools.</td>
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<td>- Partnerships with community organizations were strengthened in order to support literacy in Garden City. For example, books were given to Genesis Health for children receiving health visits. Supporting parent engagement professional development boot camp was provided by Scholastic for all schools. Parent engagement strategies encourage school readiness.</td>
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<td><strong>June 2019:</strong></td>
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<td>The data was shared regarding ASQ3 to the BOE in the spring. The results, although still not comparable to the state, have been shared with all pre-k and K teachers through Illuminate. Using this tool, teachers can break down the data by classroom and by building. This data will be used to determine what instructional strategies and needs can be address for next year.</td>
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<td>- kindergarten Readiness (Data and Analysis) in August of 2018, the ASQ3 and ASQ-SE were administered to all Kindergarten students and students at Garfield Early Childhood Center. Below is a district-wide report of the data.</td>
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The data looks at our current pre-k students, students in kindergarten who attended pre-k at Garfield Early Childhood Center, and then all kindergarten students. After reviewing this year’s data, the following goals will be implemented for the next school year:
- Increase the number of student participation: At the Early Childhood Center, this is not uncommon as the window for ASQ has a cut-off date, yet students enroll at Garfield throughout the school year. With this being the first year of administering the ASQ in kindergarten, this spring when parents and students were invited to visit the kindergarten classrooms, information about the ASQ was explained to parents. This should increase the number of participants for the 2019-20 school year.
- In both pre-k and k data, fine motor and problem-solving indicate the need for more intensive supports and instruction. Developmentally, this is most likely a state trend; however, we have not been able to make those comparisons yet. Buildings have been able to break down their data, and collaboration between all kindergarten and pre-k teachers occurs monthly to align instruction.

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<tr>
<th>9, 14, 11, 12, 13</th>
<th>1.4 Improve graduation and dropout rates.</th>
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<tr>
<td><strong>January 2019:</strong></td>
<td>Garden City High School and GCAEC Graduation rates both showed slight increases for 2018. GCAEC’s rate increased, however, the new principal is making this a priority moving forward. A formal presentation will be given to the BOE on 1/14/19.</td>
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<td><strong>June 2019:</strong></td>
<td>433 students at Garden City High School were awarded diplomas on 5/18/19 with several other eligible during summer. Fifty-nine students received their diplomas from Garden City Alternate Education Center on May 11, 2019. This total was comprised of 25 Alternate High School and 34 Virtual Academy students. Up to seventeen more students are expected to complete their requirements this summer. Official Graduation Data will be available in October 2019.</td>
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<tr>
<th>9, 10, 11, 12, 13, 14</th>
<th>1.5 Improve student’s self-awareness, social-emotional awareness, and decision making skills.</th>
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<tbody>
<tr>
<td><strong>January 2019:</strong></td>
<td>Garden City was chosen as one of five districts from the Kansas Legislature for a mental health pilot. This pilot partners our local mental health agency, Compass Behavioral Health, with schools to support mental health and social/emotional issues. Quarterly progress is reported to the state. In addition, our district has offered three separate in-services relating to dealing with trauma in schools. Professional Development has also focused on drug trends in teens, writing positive behavior support plans, the dangers of Juuling and tobacco, and suicide prevention training for all staff and students.</td>
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June 2019:

- Mental Health Pilot has served 140 students throughout the year at five different schools.

- Wednesday, Feb. 27, 2019, the district brought in women's professional basketball player, Chamique Holdsclaw to the high school. Chamique shared her personal and inspirational story of triumph, tragedy and resilience. Throughout her presentation she promoted mental health and wellness while sharing her own battles with depression and suicidal thoughts. Counseling staff was available throughout the day for students wishing to talk to someone following the presentation.

- Through the budget allocation process, the addition of 2 counseling positions was recommended to help address social emotional needs.

- This was the first year that the district utilized SAEBERS to have a standardized screening of social emotional development. This data will be used to plan interventions based on results and needs.
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<th>1.6 Increase emphasis on student civic responsibility, service learning and volunteer activity by improving the school, the community, the nation, or the world through student actions or efforts.</th>
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<tr>
<td><strong>January 2019</strong>:</td>
<td>This fall Garden City High School and Florence Wilson Elementary School received state awards for Civic Engagement. In addition, most schools that give their annual BOE update incorporate information on Civic Engagement activities. Other examples include but are not limited to the following:</td>
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<td>• Fundraising for students in need</td>
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<td>• Students creating PSA’s regarding unhealthy behaviors</td>
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<td>• Blood Drives</td>
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<td>• Students volunteering at the Emaus House</td>
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<td>• Students ringing the bell over the holidays for the Salvation Army</td>
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<td>• Schools honoring veterans</td>
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<td>• Schools honoring law enforcement</td>
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<td><strong>June 2019</strong>:</td>
<td>Both GCHS and Florence Wilson Elementary School, previous recipients of state awards regarding Civic Engagement, were invited to Topeka to share their school’s strategies for Civic Engagement with districts across the state. They were also recognized for their contributions to Civic Engagement. June 1, 2019, is the deadline for schools to apply for next year’s Civic Engagement recognition awards through the state. Multiple schools are submitting applications. Schools individually are incorporating civic engagement regularly throughout the school year. A more detailed report is planned for a later summer BOE meeting.</td>
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<th>1.7 Increase opportunities for STEAM learning across the district.</th>
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<td><strong>January 2019</strong>:</td>
<td>All buildings were provided the opportunity by central administration to begin robotics clubs in their buildings, and central office would provide funding for the start-up kits. At this time, ten buildings have taken this opportunity, and the finance office has invested $18,000 on start-up kits, team registrations and the national trip in Arkansas.</td>
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<td><strong>June 2019</strong>:</td>
<td>• During the board meeting on 1-14-19: AB presented that they along with 5 other schools took part in an activity with Exploration Place to provide STEM activities to their students and families. There might be additional schools that participate in the spring.</td>
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<td>• Through the resource allocation process, funding for robotics has been increased for</td>
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all schools. GCAEC is going to add Robotics as a class next year. This will add to the total of 11 schools utilizing incorporating Robotics.

- One major component of STEAM focuses on the arts, and throughout this school year, the art departments around the district have been active.

### Arts & Cultural Appreciation

- In 2018, Garden City High School students were selected to participate in the EduHam program with the Gilder-Lehrman Foundation. The theatre department was able to take fifty students in a charter bus to St. Louis to see the Broadway touring production of Hamilton for $10.00 each ticket.

- Another way that the district has supported arts for our students is by helping the theatre department pay for the Nationals qualifying competition this summer. Garden City Drama was selected to perform their production of Hamlet on the mainstage at the International Thespian Festival in front of the thousands of other theatre students from around the nation and around the globe. This summer, because of the district’s help with their registration fees twenty-three students will travel to Lincoln, Nebraska for this prestigious event and perform their full show twice in the Kimball Recital Hall to packed audiences. This could not have been possible without the help of the district to help pay for this trip.

- The GCHS drama department won Jester Awards for Ensemble/Chorus and Lighting from the Music Theatre of Wichita on Sunday, May 5th. Garden City High School was nominated for a total of 11 Jester Awards for the fall musical Evita.

- As a district wide project, every school in the district contributed to a landscaping project in front of the central office. The exhibit, which is illustrated in the below picture, was a collaborative effort by all art teachers and students in our district. The theme was kindness and diversity, and each color represents a different school.
• Garden City High School art students competed in several different art events this spring. In January, students participated in the Western Kansas Art Competition in Liberal. This was followed by the League Art Show in Great Bend on April 5. The art department capped its year of productivity by attending the Annual High School Art Exhibition held at Fort Hays State University's Department of Art and Design on April 20, 2109. Approximately 60 schools and more than 1,500 students from the state attended the art exhibition and had the opportunity to compete in some competitive events.

• GCHS music students participated in the Kansas High School Activities Association State 6A Solo and Ensemble Contest on Saturday, April 28th, held at Washburn Rural High School in Topeka, Kansas. Students from band, choir, and orchestra participated in the event. The students that participated in the state competition advanced from regional competition held in Dodge City on Saturday, April 13, 2019. Students were rated from “I” to “V”, with a “I” rating being the best possible rating to receive. The high school had six band students perform solos at state. In addition to band, three soloists and one ensemble competed at state choir. The school had three orchestra students compete at the state contest. All three students received a “I” rating.
To date, 59 current staff at GCHS, HG and KH have been trained. Prior to the 2018-2019 school year the supplemental committee added a supplemental for an AVID coordinator at the high school level. The middle schools could have this same opportunity as they move towards building-wide implementation.

June 2019:
- AVID School-wide training is planned for September 26-27 at Garden City High School for all secondary teachers in the district. Ten different strands will be provided to meet all content areas.
- District administrators have been meeting monthly with building principals to plan and prepare for building implementation. Supplementals will be requested to add middle school AVID coordinators to be consistent with the high school. This will ensure accurate reporting and recruiting at both the middle and high school levels.
- AVID elective teachers have been identified at the 7-12 schools. All secondary instructional coaches will be versed in AVID strategies and provide support to all staff during the school year. The AVID elective teachers, along with instructional coaches will attend additional comprehensive, required training at the AVID Summer Institute. District leaders will also participate in the summer institute training.

| 9, 10, 11, 12, 13, 14 | 1.9 Provide opportunities for challenging and rigorous academic experiences at all levels (e.g. AP, dual credit, honors program, internships, Quad D lessons).

January 2019:
Elementary schools have a rigorous math curriculum and will be implementing a rigorous ELA curriculum in the fall. Robotics was added to ten schools this year. Middle School students can enroll in Honors Math Curriculum, and the process for qualifying for honors math has been aligned to state recommendations for acceleration. Many rigorous courses are offered at the high school: Dual Credit, Advanced Placement, Kansas Board of Regents Course Completions, and indexed courses. Data is showing, however, that the amount of Quad D lessons, which represent the highest levels of learning and thinking, do not reflect the majority of the classrooms.

June 2019:
This goal was identified by the BOE as one of the five focus areas for the district. Dr. Karlin's Leadership Team, The Technology Department, and the Office of Learning Services have met monthly to begin developing a plan to address rigorous academic learning based on “The Opportunity Myth” Research by The New Teacher Project. On June 5, 2019, Dr. Karlin's Leadership Team will host an administrative retreat to devote 1.5 days to this board goal. The following will be accomplished at this retreat:
1) Clearly identify challenging and rigorous academic experiences
2) Have principal’s self-evaluate the following core areas related to rigorous academics: Grade-Appropriate Assignments; Strong Instruction; deep student Engagement; High Expectations
3) Delve into the concept of The Four Disciplines of Execution so all schools are focused on a common outcome.
4) Define expectations for measuring, monitoring, and reporting progress of rigorous academics for all.

9, 8, 10, 11, 12, 13, 14

1.10 Improve student performance on standardized measures of student achievement (e.g. state assessments, ACT).

January 2019:

- Illuminate is used district wide as our student data warehouse. All assessment data is uploaded into Illuminate allowing access those staff members who work with a specific student. Comparing of different types of data and assessments can be easily done in Illuminate, allowing staff members to look at multiple pieces of data when identifying how to best service students. Individual student data, classroom data, and building data is easily disaggregated to help identify trends from year to year or strengths and weaknesses in students’ knowledge. Teachers are being trained on how to effectively use this data to drive instruction and improve achievement.

- We now have trend data of over four years for the state assessment in math and ELA. Although the test has changed each year, the trends in math are showing a gradual growth and improvement while the ELA scores are not as positive. These scores will continue to be monitored and instruction adjusted in order to increase student achievement.

- This year, the legislature passed a bill that allows all juniors and any senior who has not previously taken the ACT and/or ACT Work Keys to take the test for free. We hope to final numbers of participated calculated for reporting in the next few weeks. Our ACT scores declined slightly according to our most recent report. Utilizing data and finding materials to increase student achievement in this area is a priority for Mr. Nordby.

June 2019:
Feedback was collected on current Eureka Math Common Assessments and K-4 Standards Based Report Card Assessments. Committees met during April and May 2019 to examine feedback submitted and to make necessary revisions for the 2019-2020 school year.
A pilot group is being formed to implement the assessment components of the new ELA curriculum at grades K-12 for the 2019-2020 school year. Data and feedback will be collected from the pilot group and used to develop common ELA assessments for the 2019-2020 school year.

Approximately 450 11th and 12th grade students participated in the state wide administration of the ACT. Approximately 30 students participated in the ACT WorkKeys. Building and District Wide Reports have not been released yet but are scheduled to be released June 4th. An update regarding ACT results and steps being implemented to help support students in the ACT process will be presented in the fall.

With the implementation of FastBridge this school year replacing AIMS screening tools, reports are being generated and utilized to show student growth in the areas of reading and math. These growth reports are helpful in identifying which interventions are proving effective and which interventions need modifications or changes to meet the needs of the students.

Preliminary state assessment scores have been released. When scores are finalized and trend data is assimilated, a report will be made to the board.

1.11 Provide relevant learning opportunities through career pathways which align with local, state, national and international needs.

**January 2019:**

On December 3, 2018, a report was presented to the board about the pathways at Garden City High School as well as the number of completers and what counts for funding. We currently have fifteen active pathways, and 1,262 students make up the funded allowance of those pathways. Other pathways are being explored. Garden City High School partners with business and industry who serve on their CTE local councils and drive some of the decision-making for outcomes in CTE programs.

**June 2019:**

- A change in the state outline for pathways for 2019-2020 will separate the Visual Arts Pathway into two pathways: Fashion, Apparel, and Interior Design (FAID) and Graphic Design. This change means we will offer sixteen pathways in the 2019-2020 school year.

- CTE teachers continue to meet regularly with advisory councils consisting of representatives from business and industry to guide and develop our CTE programs.
Additionally, USD 457 and GCCC staff met regularly throughout the year to develop additional dual-credit and post-secondary opportunities for GCHS students.

- Perkins grant requests, which outline a portion of funding processes for CTE programming, has been submitted for approval.
- Conversations have started with community business people about redesigning pathways and HS graduation requirements. These conversations are occurring as a result of Garden City participation on the Governor’s Education Council.

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<tr>
<th>Goal 2: Improve systemic approach and alignment of resources, including Staff, to meet the needs of all students leading to high achievement. <em>(KESA: rigor, responsive culture)</em> <em>(MDB: systemic approach, culture, instruction)</em></th>
<th>2018-2019</th>
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<td><strong>Sub-goals:</strong></td>
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<tr>
<td>2, 8, 10, 11, 12, 13, 14</td>
<td>2.1 Continue to refine recruiting, hiring, retention practices, and support for teachers, including innovative and traditional approaches, to increase the number of high qualified staff in the district.</td>
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<td>January 2019:</td>
<td>The personnel office has hired 15 employees to begin second semester. An informational night was hosted in November to allow potential candidates to hear about opportunities from six universities to enter or complete a career in education, forty people attended. Central office administration met with GCCC, KS Department of Commerce, and WSU to discuss an opportunity to create an apprenticeship that would allow for college tuition to be paid for one year for an educational candidate. The personnel office continues to use the student teaching incentive along with the employee referral program.</td>
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<td>June 2019:</td>
<td>As of May 21, 2019, the Personnel Office has hired 51 candidates and has 52.5 vacancies. These vacancies include all positions. In order to try and fill vacant positions we continue to use a number of strategies. Our employee referral incentive, partnerships with universities to increase the number of student teachers that are available, providing an incentive for student teachers to start their careers in our district. In a partnership with GCCC/WSU/Kansas Department of Commerce to allow a candidate to participate in an apprenticeship style program allowing us to grow our own teacher workforce. We also attended 42 career fairs in 12 states. Additionally we still continue to examine our onboarding process and helping our employees get connected in the community.</td>
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<td>9, 8, 10, 11, 12, 13, 14</td>
<td>2.2 Develop and implement a district literacy plan resulting in improvement in student literacy performance.</td>
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<td>January 2019:</td>
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When applying for the LiNK grant, the district created a District Literacy Plan that evaluated our current practices, delved into research regarding literacy and the reading block, and assessed literacy from birth to grade 12. The literacy plan, which is a document that can be updated to meet the needs of students and staff, was approved by the BOE in September of 2018. A copy of the plan is posted on the website, and stakeholders throughout the district served on the committee that developed the plan as well as gave input to the plan prior to approval.

June 2019:
The literacy plan continues to be a great asset to the district. This document has guided us through the ELA textbook adoption process and provided us direction for updating the necessary ELA district documents. We will continue to use and refine our plan with research based instructional strategies. Some examples of implementing the district Literacy Plan are bulleted below:

- Completed Textbook Adoption Process
- Materials ordered, delivered, and inventories with all buildings
- Professional Development occurred all of second semester with K-8 teachers; Professional development will be ongoing throughout the summer.
- ELA textbook frameworks, pacing guide, planning support, and Literacy Core beliefs
- Summer Learning Summitt focusing on literacy across all content areas (LiNK Grant funded)
  - Day one-Unpacking ELA standards
  - Days two and three-Guest Speakers providing professional development on rigor, ELL, engagement, vocabulary development, and relationships.

Another key component of the literacy plan includes the implementation of funds from the LiNK grant. Garden City was awarded the link grant in July of 2018, and below are some examples of how the LiNK Grant is impacting literacy Birth to Grade 12 in Garden City:

- Little Libraries
  - First library is in front of the ESC
  - More libraries will go up around town and locations will be posted
- Community partnerships increased
  - Working with physician offices in town to offer intentional reading opportunities including Kiosk parent engagement videos at many local doctor's offices
| 9, 2, 10, 11, 12, 13, 14 | 2.3 Create and implement a comprehensive professional development plan designed to meet the needs of individual staff members, which includes variety in delivery methods and a component of moving from a novice to master teacher.

**January 2019:**

- A comprehensive PD plan is currently being developed and will include a component for teachers that are in year 1, year 2, year 3, and year 4 to the profession, as well as a plan to move from novice to master teacher. This will be rolled out over the next 5 years. Professional development will also incorporate any district requirements including math, literacy, technology, ESOL, and social-emotional. Methods of delivery will be varied to meet the needs of staff. Such methods may include face-to-face training, job embedded training/coaching, on-demand learning through the district website and outside sources, virtual coaching, and book studies. Some state mandated trainings will continue to be provided on-line through Public School Works. A committee is being developed to help determine the topic areas, timeline and delivery method for first year teachers. During the 2019-2020 school year, the plan for teachers in their first year to the profession will be implemented.

- **On-Demand Professional Development** was implemented during the November 16th district wide in-service day. This provided the opportunity for staff to personalize learning according to their individual needs. Staff chose an on-line training that related to their professional goals, completed an approval form that went to principals for approval and then to the PD coordinator. 69 staff members used on-demand learning to individualize professional development. 93% of those that responded to the survey rated the style of learning a 4 or 5 with 5 being excellent.
June 2019:
The district gathered survey data from every professional development offered to reflect and reevaluate the professional development plan.

- **Professional Development System:** Unified Talent Professional Learning will be implemented beginning July 1st.
- **Comprehensive PD Plan:** A committee was developed to help determine the topic areas, timeline and delivery method for first year teachers. The negotiation team has been asked to consider spreading out new teacher in-service days instead of having the 4 days back-to-back before school starts. This will allow for more specific training based on grade level and teacher needs, including differentiating trainings based on whether new teachers are first year teachers or new to the district. Trainings will be offered throughout the first few months of school which will allow for topics to be given during appropriate timelines. Differentiated New Teacher in-services will be provided throughout the school year as teachers choice if the 4 back-to-school days remain.
- **On-Demand professional learning continued to be offered throughout the second semester.** Overall 127 staff members used on-demand learning to individualize professional development.
- **Going forward, we will align professional development around the following:** Grade-appropriate assignments, Deep Engagement, Strong Instruction, High Expectations
- **Some examples of PD opportunities planned for the 2019 School Year include the following:** AVID 7-12, Literacy Training for ELA Adoption, CHAMPS

9, 4, 10

2.4 Implement a comprehensive assessment system that measures, monitors, and reports student progress using multiple sources of data.

**January 2019:**
In the spring of 2017, all principals in the district completed an assessment inventory to determine which assessments were given throughout the district and to determine the purpose of the assessments being given. From that list, a comprehensive assessment plan was presented to the BOE in September 2018 and was approved thereafter. The plan provides an explanation of the assessment given, the purpose of the assessment as it relates to learning and instruction, and how all stakeholders can utilize the data from assessments. This plan is located on the district website.

**June 2019:**
The Comprehensive Assessment System continues to guide the assessments given in the
district. Additions will be made to the plan during the summer of 2019 to include the ACT assessment that is given at the 11th grade level, guidelines on how/when the IPT assessment is given to PK students, and changes to the MTSS process. This document will be shared again at the beginning of the 2019-2020 school year with all staff returning and new.

2.5 Evaluate elementary, intermediate, and middle school configurations to determine if reorganization would lead to increased student achievement and efficiency and determine the most appropriate number of schools at each level.

**January 2019:**
The reconfiguration committee was formed this fall and met three times first semester. The committee is made up of teachers, administrators, community members and a board member. The committee has determined that the following configurations will be researched: 1) current configuration; 2) K-5, 6-8; 3) K-6, 7-8.

**June 2019:**
The Grade Configuration Committee made a recommendation to the BOE at the May 4, 2019 Board of Education Meeting. In summary, the committee recommended the following:
1) Reconfiguration should be considered
2) The recommended reconfiguration of the committee is to research K-5 and 6-8.

After the board determines its future direction, a new committee will be formed to consider possible options going forward.

2.6 Ensure that all students have an equal opportunity to learn with access to the same content, knowledge, and skills in each section or classroom through a guaranteed and viable curriculum.

**January 2019:**
With the upcoming ELA adoption and the implementation of customized assessments that align to the math curriculum, USD 457 works to offer a guaranteed and viable curriculum, aligned to standards, which address multiple ability levels. The 1:1 technology plan also allows equitable access to technology within the district. The LiNK grant offers support for language learners, who often lack the background resources for equal opportunity to learn. Finally, the ASQ given to all early childhood and kindergarten students will establish a baseline for strengths and deficiencies that can be addressed and begin to close the learning gap.

**June 2019:**
The ELA adoption this spring has led to the following in terms of equal opportunity to learn:
1) being trained in the curriculum so that grade level instruction is taught to all students
2) development of pacing guides
3) update to the instructional framework for ELA

In addition to ELA, the following is still in progress:

• Committee study for grades 9 – 12 technology plan
• Refining standards-based grade cards at the K-4 level
• Reviewing data from FASTBridge to determine student needs and professional development for teachers for the next school year

Math curriculum continues to be implemented and refined through the updates and results based on common assessment data. With hiring of new math teachers, specific training will be provided in order to continue to implement the curriculum consistently.

One school received a grant to incorporate co-teaching training so that special education students have additional supports and opportunity in the Tier 1 instructional setting. This school can then be used to model co-teaching in buildings across the district so students can receive services in the general education classroom with necessary supports.

9, 8, 10, 11, 12, 13, 14

2.7 Continue to implement the MTSS model in literacy, mathematics, and behavior to support instruction and intervention based on individual student needs.

January 2019:

• We continue to learn and grow as we follow the MTSS model. With our new Fast Bridge screener we have streamlined our district MTSS flowcharts to support our district needs. We have collaborated with MTSS administration which include our KRR schools who closely monitor that we are in compliance with MTSS expectations.

• Schools are also implementing a walk to intervention to better meet the needs of not only our struggling students but providing enrichment opportunities for the higher performing students. With the help of our Link grant we have a new reading intervention called Fast ForWord which we have added to our MTSS protocol for reading interventions.

• Fast Bridge is also allowing us the resources to gather data for the social/emotional development of our students.

• Through the use of "Illuminate" district wide data collection is fully accessible.

June 2019:

We participated in a TASN MTSS refresher with the KRR coordinators and schools. At this
refresher we learned about the many updates being made for MTSS schools. We plan to discuss and implement some changes next school year after we provide district training for all schools for the 2019-20 school year.

**Second Board Initiative: School, Family and Community Engagement**

<table>
<thead>
<tr>
<th>Department Responsible</th>
<th>Goal 3. Continue to develop collaborative and engaging school cultures for the community, families and all stakeholders. <em>(KESA: relationships, responsive culture) (MDB: Culture, Involvement)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>First number(s) listed in “Bold” has primary responsibility</em></td>
<td>2018-2019</td>
</tr>
<tr>
<td><strong>Sub-goals:</strong></td>
<td></td>
</tr>
<tr>
<td>18, 11, 12, 13, 14</td>
<td>3.1 Develop and implement a plan to improve family engagement in schools across the district.</td>
</tr>
<tr>
<td><strong>January 2019:</strong></td>
<td>All buildings currently have active Site Councils that meet at least quarterly. The district has created a Community Literacy Liaison that has worked with a consultant and provided training to a variety of employees to increase the understanding and parent engagement activities. Each building tracks the number of parent involvement activities and to date there have been 125 Parent Involvement events were logged district wide during the first semester of the 2018-19 school year, with an average attendance of 164 participants.</td>
</tr>
<tr>
<td><strong>June 2019:</strong></td>
<td>Each building tracks the number of parent involvement activities and to date there have been 363 Parent Involvement events that were logged district wide during the 18-19 school year. With an average attendance of 178 participants. During the spring semester there were 144 events with an average participation rate of 288 participants.</td>
</tr>
<tr>
<td></td>
<td>Additionally, a consultant from Scholastic delivered two, six hour trainings this spring. Schools could send a variety of participants such as school counselors, building leadership teams, parent liaisons, and PTO members.</td>
</tr>
<tr>
<td>5, 1-19</td>
<td>3.2 Celebrate student, staff, school, and community achievements to positively impact school culture.</td>
</tr>
<tr>
<td><strong>January 2019:</strong></td>
<td></td>
</tr>
</tbody>
</table>
The district recognizes students and staff at BOE Meetings; news releases to media to recognize students, staff and schools; and Crystal Apple to recognize teachers. We started the Superintendent’s School of the Week which will run through the school year. Each edition focuses on a school during the week with the kick-off on Monday, Tuesday will be a Principal highlight, Wednesday will be focusing on Community Involvement, Thursday will be “Did you Know?” on the school’s history, and Friday will be a school highlight video. All of the events will be posted on the school district’s social media outlets.

June 2019:
School of the week recognition occurred at all 18 schools in the district. Recognitions of students and staff continued at each BOE meeting. The staff appreciation dinner was held on May 23, 2019, in which staff were recognized for years of experience, advanced degrees, and retiree recognition. This was well attended. Nine schools in the district received state recognition through Challenge Awards. Numerous schools utilize social media as a mechanism to recognize and celebrate staff and students in their buildings.

Other examples of recognition opportunities:
- Secretaries Tea
- The Superintendent's Leadership Team serves breakfast to district departments throughout the year.
- Monthly Dialog newsletter and Weekly Updates newsletter to all staff; this information is also posted to the website
- Newsletters, such as Special Education, point out staff recognition and achievements
- A component called “Boom Moments" was added to SAC Meeting in which principals could give share recognizable moments with other principals regularly

3, 7, 1-19

3.3 Promote a healthy school and community through nutrition education, physical activity, and wellness for students, staff and families.

January 2019:
The district has a wellness committee and does a Health Week in January. Employees serve on the Community-Wide Opioid Awareness Task Force, Education Committee and LiveWell Finney County. The district does Family Health nights. This is the 2nd year to have GCCC nursing students job shadow school nurses. The district participates in the National Walk to school event. We collaborated with St. Catherine’s for Exercise induced asthma screenings for 5th graders and with LiveWell Finney Co. for Great American Smoke out activities including
vaping/juuling. Displayed information at parent teacher conferences about the dangers of vaping/juuling. The district participated in Flu vaccination outreach clinics through FICO Health Department. Free dental screenings were offered for all ECH-6th grade students by Lifetime Smiles (Genesis). Diabetes Presentation by Student Health Council at Bernadine Sitts. Family Fitness Night at Charles Stones. NFL/Play 60 – physical activities at Jennie Wilson.

June 2019:
Wellness opportunities continue to be a priority at individual schools and across the district. Schools and the district office offer monthly wellness activities in which staff are invited to participate and track results.
The district continues to collaborate with St. Catherine’s Hospital to provide support in the areas of blood pressure awareness and diabetes training and prevention.

Walk-to-School events and wellness day at the zoo for all third graders across the district are just a few examples of students and staff working together to promote a health and wellness lifestyle that can be incorporated throughout the school day and translate to being active at home.

17, 8, 9, 10, 11, 12, 13, 14

3.4 Assess indicators of unhealthy student behaviors, to include alcohol & drug abuse, and provide appropriate support and resources for students, staff and families.

January 2019:
- The Communities that Care Survey results were distributed to all buildings who participated in order to analyze trends and data regarding unhealthy student behaviors. In the spring of 2017 a partnership with Finney County Juvenile Detention Center was established to provide support services for any student, grades 6-12, for free. These services include but are not limited to: drug and alcohol counseling, tobacco use, self-esteem, bullying, etc.
- Tobacco referrals saw a major increase with students using juuls first semester. Information was distributed to all 5-12 grade students at parent-teacher conferences explaining the dangers of juuling as well as the consequences for juuling in school, on school property, or at a school-sponsored event. Students made PSA’s that were distributed through social media, and all students and staff were given additional classroom lessons/information on the epidemic.
- Finney County Livewell has partnered with Garden City Public Schools to provide educational resources for students around unhealthy behaviors. They
also help to fund clubs such as SADD, KISS club, and Red ribbon Week Activities.

**June 2019:**
Data collected for the 2018-19 school year through April 15, 2019 regarding student referrals in the following areas:

<table>
<thead>
<tr>
<th>School</th>
<th>S1 Alcohol</th>
<th>S1 Drugs</th>
<th>S1 Tobacco</th>
<th>S2 Alcohol</th>
<th>S2 Drugs</th>
<th>S2 Tobacco</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSIC</td>
<td>0/0</td>
<td>0/0</td>
<td>0/0</td>
<td>0/0</td>
<td>0/0</td>
<td>1/4</td>
</tr>
<tr>
<td>CSIC</td>
<td>1/3</td>
<td>0/0</td>
<td>1/8</td>
<td>0/0</td>
<td>0/0</td>
<td>0/0</td>
</tr>
<tr>
<td>HG</td>
<td>0/0</td>
<td>3/4</td>
<td>2/5</td>
<td>0/0</td>
<td>2/4</td>
<td>4/7</td>
</tr>
<tr>
<td>KH</td>
<td>0/0</td>
<td>3/6</td>
<td>1/2</td>
<td>0/0</td>
<td>2/6</td>
<td>0/0</td>
</tr>
<tr>
<td>Alt</td>
<td>0/0</td>
<td>0/0</td>
<td>1/1</td>
<td>0/0</td>
<td>2/2</td>
<td>0/0</td>
</tr>
<tr>
<td>Virtual</td>
<td>0/0</td>
<td>0/0</td>
<td>0/0</td>
<td>0/0</td>
<td>1/1</td>
<td>0/0</td>
</tr>
<tr>
<td>GCHS</td>
<td>1/3</td>
<td>21</td>
<td>60</td>
<td>0</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

The first number listed in the cell is the number of incidents and the second number is the number of kids involved.
- HG: All first offenses except for 1 tobacco 2nd semester
- KH: All first offenses except for one “under the influence” 2nd semester
- Alt/Virtual: All first offenses
- GCHS: 88 first offenses, 15 second offenses, 6 third offenses

The district’s drug, alcohol, and tobacco policy is being reviewed and revised.
Data collected relating to Self-Harm from January 2018 through April 2019:

<table>
<thead>
<tr>
<th>Date</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Middle</th>
<th>High</th>
<th>Monthly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>January, 2018</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>February, 2018</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>March, 2018</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>April, 2018</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>May, 2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>August, 2018</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>September, 2018</td>
<td>5</td>
<td>13</td>
<td>4</td>
<td>17</td>
<td>39</td>
</tr>
<tr>
<td>October, 2018</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>November, 2018</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>49</td>
</tr>
<tr>
<td>December, 2018</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>January, 2019</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>February, 2019</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>March, 2019</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>April, 2019</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>29</td>
<td>29</td>
<td>53</td>
<td>205</td>
</tr>
</tbody>
</table>

The Mental Health Pilot, which was grant funded, served 140 students served through Compass at 5 different schools. For the next year, the district will be required to match 25%. The application is expected to be submitted early June with an expansion request to go to 6 schools.

Students in grades 6, 8, 10 and 12 were provided the opportunity to participate in the annual Kansas Communities that Care Survey and the results will be made available in June 2019.

A district committee, which will be formed in the fall, will review data around unhealthy student behaviors and report annually to the board of education.

15, 19, 10, 11, 12, 13, 14

3.5 Grow school partnerships in the community with businesses, industry, GCCC, other school districts, and community agencies which are beneficial to students, community partners, and the school.
January 2019:
The district is compiling a list of current partnerships to include:
- GCCC Workforce Development Grant in process.
- Meeting with Tyson to discuss developing a pathway to lead into careers in manufacturing.
- Meeting with Tatro Plumbing to discuss aligning current pathways and a potential partnership for the future.
- Share staff with other districts (Audiology, KASSB, Special Ed services and ESOL Services, Wichita School District for transporting student to KSB)
- Jim Knight Coach Training – partnered with Dodge City.
- Partnerships with universities for student teaching incentives as well as ESOL coursework.
- KASB, KSDE, USA trainings and support.
- SWPRSC Services and trainings.
- American AgCredit volunteers.
- Finney County Workforce Connection Youth Development Committee – hosts a Freshman career fair and works to help Finney County youth for careers in Finney County.
- GCCC/GCHS shared career center position
- Finney County Community Corrections Classroom and Services
- Finney County MDT
- Lee Richardson Zoo/Zoology
- Multiple Banks in schools
- KELI mentoring for new administrators
- Regular meetings between USD 457 and GCCC regarding dual credit and pathways
- TASN and Infinitec (for special education support)
- Livewell Finney County
- Regular meetings with GCPD and local law enforcement and local emergency agencies

June 2019:
The district continues to develop and maintain strategic partnerships to benefit students, families, and staff. Included in those partnerships are
- Finney County Economic Development – work is being done related to childcare in the community. The BOE received a report in May 2019.
- Finney County Economic Development – The district is working to support Project
A food service manufacturing project, which will create approximately 300 local jobs, by developing career and technical education options to support the development of the workforce for this industry.

- **GCCC** – Establishing a program for teaching 18 – 21 year old special education students life skills. This program will extend the Buffalo Coffee Shop concept to the GCCC campus.
- **KSU/Garden City/Dodge City** – The Garden City Education Leadership Academy program with KSU and DC will begin another two year program with a new cohort group in the Fall of 2019. GC will have 14 teachers participating.
- **GCCC / WSU / USD 363 / KS Dept of Commerce** – Work has been done and approval granted by the KS Dept. of Commerce for an "apprentice" program for district para-professionals. This grow your own program will apply for paras preparing to be classroom teachers and will pay $3,000 of tuition and fees at GCCC (essentially their first 30 hours). Participants will then move into the WSU Teacher Apprentice Program and will qualify for a KSDE Apprentice License for 2 years while they complete a Bachelor's degree.
- **ESU/USD 457 partnership** to provide for five fellowship opportunities per year. This is a grant funded program that will provide a special education endorsement within one school year.

### Goal 4: Continue to enhance, expand, and improve communication systems with all stakeholders. *(KESA: relationships, relevance, responsive culture)* *(MDB: involvement, culture, systemic approach)*

| Sub-goals: |
|-----------------------------------|-----------------------------------|
| **19, 5** | **2018-2019** |
| 4.1 Improve internal communications including continuing board/administration faculty meetings and classified advisory council meetings. |
| **January 2019:** |
| In an effort to improve internal communication this year the Dialog newsletter from the central office was created. Four monthly issues were shared with all district staff. Additionally 6 of the Board Faculty meetings have been held. Reports are being turned around in 1.5 weeks (5 out of 6 of the meetings). The Classified Advisory Council has held 2 meetings. District administrators meet at least once per month and the Cabinet group meets weekly to communicate. Restructuring in the Superintendent's office has provided a half-time Assistant Public Information Coordinator who also works on internal communications. |
| **June 2019:** |
All of the Board faculty meetings and reports were completed this year. Turn-around time to schools has been decreased significantly. The Classified Advisory Council met 3 times this year. Nine monthly Dialog newsletters were sent to staff from the central office this year. All district administrators met twice per month this year (SAC). Next year the SAC group will meet one time per month and the meetings will be scheduled in the late afternoon to allow more administrators to attend and to minimize the time administrators are required to be away from their school. Central office has sent out timely communications involving significant district events on an as needed basis.

<table>
<thead>
<tr>
<th>5</th>
<th>4.2 Increase two-way communication with stakeholders, including education and training on available tools, curriculum, and student opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2019:</td>
<td>The first district site council completed their year of service with a Fall meeting. The 2019 District Site Council and 2nd annual Community Leadership Academy will begin meeting in January. Parent surveys were conducted in the Fall for the Calendar Committee and at Parent/Teacher Conferences. Building climate surveys were conducted through our WE survey instrument. Many schools conducted student/parent/school nights with examples being “BEAM” (Be Excited About Math) at Florence Wilson and Gertrude Walker. Monthly meetings are held with the GCEA Leadership Team. Garden City high school conducted two student-involved PEAK Performance nights for Fall and Winter student activity participants.</td>
</tr>
<tr>
<td>June 2019:</td>
<td>The district has increased the utilization of social media to communicate with our patrons. The schools did a number of family, fitness and fun nights to get parents into the school to create family time at the school. The nights provide students and their parents an opportunity to obtain materials that will help them work together on at home. The district hosted a Digitally Distracted Parenting Forum to support families in the age of technology. Schools hosted first responders to promote what first responders do in the community and to thank them for their service. These events also provided interaction between students and the first responders. The 2019 District Site Council helped to prioritize the budget priorities for the next school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5, 11, 12, 13, 14, 4</th>
<th>4.3 Utilize social media and other modern communication tools as well as existing methods such as the district website, BBS-TV, KBFZ-LP, and Sugar Beet to communicate with district stakeholders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2019:</td>
<td></td>
</tr>
</tbody>
</table>
The district continues to provide recognition of students and staff at Board of Education meetings, news releases to media for articles, district website, weekly newsletter to staff, along with starting a monthly newsletter “Dialog” on happenings taking place at the Educational Support Center to help get information out to the district on things happening in the departments. We have enhanced our social media by adding Instagram, LinkedIN and Snapchat and we still continue to expand on our Facebook, Twitter and YouTube accounts. We started the Superintendent’s School of the Week which will run through the school year. Each edition focuses on a school during the week with the kick-off on Monday, Tuesday will be a Principal highlight, Wednesday will be focusing on Community Involvement, Thursday will be “Did you Know?” on the school’s history, and Friday will be a school highlight video. All of the events will be posted on the school district’s social media outlets. We also did the 12 days of reading challenge on our Facebook page during the winter break as a way to be interactive with families and engage students to read. We also have the City Commission recognize students and staff through proclamations. We are using channel 21 and YouTube to broadcast GCHS football, volleyball, basketball, and soccer games.

June 2019:
The district completed 18 District Update TV shows this year that were broadcast on cable channel 21. Links to the interviews were also put on the GCHS Buffaloes YouTube Channel, and on our social media to promote the information that was being discussed and highlighted in the interviews. The promenade and graduation ceremonies were once again broadcast on Channel 21, YouTube, social media and our website. Multiple sporting events and activities were broadcast on YouTube and Channel 21 throughout the year.

19, 5, 18, 9, 10, 11, 12, 13, 14

4.4 Continue to utilize stakeholder groups, such as the District Site Council, Building Site Councils, school PTOs, and other school committees to enhance public relations and inform decisions.

January 2019:
The 2018 District Site Council completed their year of service with a meeting in December. The 2019 District Site Council will begin meeting on January 15th. This group will participate in the 2nd annual Community Leadership Academy during the Winter/Spring. The Reconfiguration Committee has formed and conducted 3 meetings. They will continue to meet and a report is expected this Spring. The Calendar Committee is meeting and will recommend a calendar no later than March. The district Curriculum Council is meeting monthly. Career and Technical Education (CTE) Advisory Councils are meeting at GCHS.

June 2019:
The 2019 District Site Council conducted five meetings (approximately 17 hours) this Spring. Membership and attendance at the meetings was improved this year with an average attendance at the meetings over 30 participants. The council provided a recommendation for budget priorities to the Superintendent’s Leadership Team and the BOE. Informal feedback from council members has been positive. Formal feedback for improving the process will be solicited this summer.

The reconfiguration committee met two times per month from November through April. This committee provided a recommendation to the BOE in May. The calendar committee recommended a 2019-20 calendar, which includes 2 inservice days in September, that allows for AVID training for all secondary teachers. The district curriculum council continues to meet monthly. All Career and Technical Education Advisory Councils at GCHS held meetings this year.

### Third Board Initiative: Safety, Infrastructure, & Efficiency

<table>
<thead>
<tr>
<th>Department Responsible</th>
<th>Sub-goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>First number(s) listed in “Bold” has primary responsibility</em></td>
<td>Goal 5. Provide safe, secure and well maintained learning environments. <em>(KESA: responsive culture, relationships)(MDB: culture, systemic approach)</em></td>
</tr>
<tr>
<td>1, 6</td>
<td>5.1 Implement and monitor the long-range facilities maintenance plan.</td>
</tr>
</tbody>
</table>

**January 2019:**
The roof study, which was an audit of all facility rooftops, has been completed. These results have influenced and modified the long-range plan. The district piloted two forms of LED lighting and is using that information to develop a plan moving forward in other buildings. The long range facilities committee has met and reviewed the year to date progress on the plan. An update will be given to the BOE in January.

**June 2019:**
Buffalo Jones and Jennie Wilson received new LED lights in March. This upgrade is expected to realize at least 30% reduction in energy usage.

Maintenance plan related to the roof study has been approved and is in process. Much of the work is expected to be completed over the summer months by local contractors.

The HVAC systems at Clifford Hope auditorium and Abe Hubert Elementary gym were pushed back slightly so that local contractors would have the opportunity to bid on the projects. These projects will be completed during the next school year.
|   | 5.2 Provide students, staff, and community members the use of school facilities outside of the normal school day.  
**January 2019:**  
The district’s facilities continue to be used after regular school hours by a number of organizations (YMCA, GC Rec., Big Brothers Big Sisters, Community Athletic Clubs, Steps Dance, etc.) in the community for educational purposes and to engage youth.  
Additional recent uses of our facilities have included  
- KSDE Transportation Directors workshop, ESC board room  
- Gubernatorial Debate, Clifford Hope Auditorium  
- Karen New Year Celebration, GCHS  
- Meetings / Events of the Philippine-American Association of SW Kansas  
- Meetings / Events for the Mexican Consulate  
- Garden City Area Chamber of Commerce Annual Banquet  
- Live On Stage Concert Series  
**June 2019:**  
We continue to have partnerships with the YMCA, GC Recreation Committee that allow these groups to have access to our facilities. We continue to work with various outside groups to ensure that our facilities are available to support the community. |
|---|---|
| 5, 19, 18, 17 | 5.3 Continue to evaluate and update district safety and security plans including regular communication and coordination with local emergency service agencies.  
**January 2019:**  
The district continues to use and train with the ALICE protocol for school safety. The district continued its practice of random school lock-down drills. Schools in the district will have at least one district initiated lockdown drill including written feedback to each school following the drill. Schools that did not follow protocol during the first random lock-down drill will participate in a second drill later in the year. The district continued to utilize the crisis debrief process whenever the district crisis plan are implemented. The district is following the new state drill protocols in performing nine crisis drills, four fire drills and three tornado drills during the school year.  
**June 2019:**  
Central office administration conducted 12 district crisis drills at schools during the first semester. These drills utilized a GCPD officer to test entry access and protocols. An additional 6 drills were completed during the second semester. |
A committee of law enforcement and first responders has been meeting this spring to review the district crisis plan. The committee is developing a more in-depth crisis plan that will be presented to the BOE and ultimately submitted to KSDE.

Additional ALICE simulation training sessions will be provided to staff during the coming year.

The district applied for and received $129,250 in a state grant for school safety items. This funding is for more ALICE training, additional security cameras, and Knox boxes to provide additional keys for access to our buildings by law enforcement during crisis situations.

### Goal 6. Improve operational processes to be supportive and efficient for all stakeholders. *(KESA: responsive (culture) (MDB: Systemic approach)*

**Sub-goals:**

<table>
<thead>
<tr>
<th>6, 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Research, develop, and implement plans for appropriate energy and natural resource conservation.</td>
</tr>
</tbody>
</table>

**January 2019:**

- The HVAC system and LED lights at Gertrude Walker have been upgraded and the projects are completed. The front entry was also made more energy efficient with the addition of a vestibule. These changes have resulted in realizing ~40% savings in utilities.
- Additional LED lighting upgrades planned after approval of new contract to be presented to the Board.
- The HVAC controls at Abe Hubert have been updated and are now monitored and controlled from the central location.
- An audit of all rooftop sections at every building has recently been completed. The findings from this audit have been reviewed by the long range facilities committee, and a recommended plan of action will be presented to the Board in January. A similar audit of the district's HVAC systems is currently being planned and negotiated.

**June 2019:**

Buffalo Jones Elementary School and Jennie Wilson Elementary School received new LED lights in March. This upgrade is expected to realize at least 30% reduction in energy usage.

Smart watering system for irrigation was installed as a pilot at Edith Scheuerman Elementary
School. This will allow cloud based control of irrigation system which will adjust operation with the current weather in area. The results of the pilot will be reviewed at the end of the summer, and if it goes as expected, then all buildings will be budgeted to have the system installed during the next school year.

1, 3, 4, 5, 6

6.2 Ensure effective operation of student support services for Transportation, Nutrition Services, Technology, and Plant Facilities.

**January 2019:**
- The director of transportation has visited with each individual building regarding the status of bussing and how it is working for each location. These discussions have caused him to adjust some routes to better serve the needs of our students and staff.
- Nutrition services has just completed an administrative review from KSDE. These reviews are done every 3 years. Review findings have been, or are in the process of, being corrected.
- Technology has improved their process for consistently updating user credentials for all users and monitoring work orders.
- Plant facilities has recently completed an audit of all rooftops at every building. The findings from this audit have been reviewed by the long range facilities committee, and a recommended plan of action will be presented to the Board in January. A similar audit of the district's HVAC systems is currently being planned and negotiated.

**June 2019:**
Technology continued monitoring of applications to provide seamless access for all users. Numerous opportunities for ongoing education of current trends in technology in support of onsite applications were provided. Technology has been working with all ELA vendors to ensure that online resources are available next Fall.

The maintenance plan recommended through the rooftop audit was approved by the Board in January. Local contractors have bid on the various projects and work is expected to begin over the summer months.

Nutrition Services completed a review of the Child and Adult Care Program in May that went very well. There were only a couple of minimal corrective actions and those have been addressed. The Summer Feeding Program review is expected to occur the first week of June.
The transportation department rolled out electronic ID cards to all riders during this past year. The process came with some hiccups that are continuing to be tweaked to improve the process. With the addition of 100+ students at Garfield Early Childhood and the new process of transporting peer models, the transportation department has continued to find ways to improve communication and handle the additional pupil load on the system. This process will continue as we anticipate even greater numbers of pre-K students for next year.

<table>
<thead>
<tr>
<th>Goal 7: Provide a robust infrastructure and appropriate technological applications to improve learning and efficiency. (KESA: rigor, responsive culture, relevance) (MDB: systemic approach, results orientation, involvement)</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-goals:</strong></td>
<td></td>
</tr>
<tr>
<td>7.1 Develop and implement a comprehensive district technology plan (including training and ongoing evaluation) which encompasses the existing K-8 Technology Plan, the GCHS 1-1 Learning Initiative, and other district needs.</td>
<td></td>
</tr>
<tr>
<td><strong>January 2019:</strong></td>
<td></td>
</tr>
<tr>
<td>Implemented 1st phase of the K-8 technology plan – 1:1 iPads in grades 4 and 5. Implemented Google Classroom District Wide. Implemented NearPod K-8. A team is being formed to determine if iPads continue to be the most appropriate device choice for the one-to-one learning initiative at GCHS.</td>
<td></td>
</tr>
<tr>
<td><strong>Training:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>August</strong></td>
<td></td>
</tr>
<tr>
<td>• New Teacher Inservice – Aug 3</td>
<td></td>
</tr>
<tr>
<td>• New Teacher Inservice – Aug 7</td>
<td></td>
</tr>
<tr>
<td>• All District Day – 4th and 5th grade - Aug 9</td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td></td>
</tr>
<tr>
<td>• 4th Grade Teacher Support Meeting – Sept 11</td>
<td></td>
</tr>
<tr>
<td>• DW Inservice Day – Sept 21 – we offered 6 trainings</td>
<td></td>
</tr>
<tr>
<td>• Nearpod x 2</td>
<td></td>
</tr>
<tr>
<td>• Google x 2</td>
<td></td>
</tr>
<tr>
<td>• Showbie x 2</td>
<td></td>
</tr>
<tr>
<td><strong>October</strong></td>
<td></td>
</tr>
<tr>
<td>• Long Term Sub Training – Oct 1</td>
<td></td>
</tr>
<tr>
<td>• AE Faculty Meeting Training – Oct 3</td>
<td></td>
</tr>
</tbody>
</table>
November
- District Inservice Day – Nov 16 – We offered 18 Trainings
- Nearpod Lesson Building x 2
- Nearpod make it take it x 2
- Google Beginner x 2
- Google Int.
- Google Adv.
- Google Make it take it x 2
- Showbie Refresher x 2
- Showbie Maki it take it x 2
- Apple Classroom/Clips x 2
- App Share x 2
- KH Apple Classroom Training – Nov 28
- GCHS Apple Classroom Training – Nov 28

December
- GM Building Training – Dec 21

June 2019:
Tech Steering Committee was revised to include teachers from all academies and a student. 3 meetings were held to discuss the GCHS 1:1 initiative. In addition all participants had the ability to contribute to a collaborative online notebook to provide ongoing dialog. GCHS parents, students, and teachers were surveyed regarding the 1:1 Learning initiative. Based on those findings, strategies are being developed to address identified elements that would enhance the program. Technology invited staff to a before or after school meeting on 5/22 to review the results of the survey. In addition, the staff was invited to schedule a meeting with Technology over the summer to discuss specific aspects of their individual classroom. In the fall, Technology will evaluate changes made and their impact on instruction and a report will be given to the BOE prior to January 1, 2020.

K-8 Plan
3 meetings were held with K-6 principals to discuss the progress of the plan.
2 3rd and 6th grade trainings were held for ½ day each. Multiple face-to-face trainings were held with individual teachers. Bi-Monthly after-school meetings with 3rd and 6th grade teachers were held. Trainings were held on some of the following: Showbie, Nearpod, Apple Classroom, Clips, Google Classroom, Classroom management, Procedures, Best Practices.

| 4, 1, 17 | 7.2 Continue to provide a robust and appropriate technology infrastructure.  
**January 2019:**  
Created a new network (ATV) for Apple TV  
Began preparations for replacing Core Switch at GCHS  
Installed Access Points in all 4th and 5th grade classrooms  
Moved all iOS devices to new management system – JAMF  
**June 2019:**  
During the school year, Technology ran diagnostics and analysis of current wireless infrastructure and implemented changes to ensure better performance. Upgraded access points in multiple buildings. Domain Controllers have been updated. Began replacing a core switch located at GCHS. Preparations are being made and systems are being updated to move some district computers to Windows 10. |
Department Legend:
1. Business
2. Human Resources
3. Nutrition Services
4. Technology
5. Public Information
6. Plant Facilities
7. Health Services
8. Supplemental Services
9. Instruction
10. Special Education
11. Elementary School Administration
12. Intermediate School Administration
13. Middle School Administration
14. High School Administration
15. Career and Technical Education
16. Transportation
17. Assistant Superintendent
18. Deputy Superintendent
19. Superintendent

Approved: 8/20/2018
Kansas School Finance Update
2019
State Goal:

- Returning to Level of Spending in FY10.
- This was the Montoy level of spending before the cuts.
- Rationale: It was constitutional in 2006. It should be constitutional now if adjusted for inflation to current dollars.
- SB 61 attempted to do this during the 2018 session.
- They call this the Montoy Safe Harbor.
## INFLATION ADJUSTMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Prior Year Amount</th>
<th>Inflation Percent</th>
<th>Inflation Adjustment Amount</th>
<th>Net Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>$3,108,690,821</td>
<td>3.22</td>
<td>$100,099,844</td>
<td>$3,208,790,665</td>
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<tr>
<td>2012-13</td>
<td>$3,273,929,116</td>
<td>1.40</td>
<td>$45,835,008</td>
<td>$3,319,764,124</td>
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<tr>
<td>2013-14</td>
<td>$3,319,764,124</td>
<td>1.47</td>
<td>$48,800,533</td>
<td>$3,368,564,656</td>
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<tr>
<td>2014-15</td>
<td>$3,368,564,656</td>
<td>(0.54)</td>
<td>($18,190,249)</td>
<td>$3,350,374,407</td>
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<tr>
<td>2015-16</td>
<td>$3,350,374,407</td>
<td>0.85</td>
<td>$28,478,182</td>
<td>$3,378,852,590</td>
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<tr>
<td>2016-17</td>
<td>$3,378,852,590</td>
<td>1.66</td>
<td>$56,088,953</td>
<td>$3,434,941,542</td>
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<tr>
<td>2017-18</td>
<td>$3,434,941,542</td>
<td>1.44</td>
<td>$49,463,158</td>
<td>$3,484,404,700</td>
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<tr>
<td>2018-19</td>
<td>$3,484,404,700</td>
<td>1.44</td>
<td>$50,175,428</td>
<td>$3,534,580,128</td>
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<tr>
<td>2019-20</td>
<td>$3,534,580,128</td>
<td>1.44</td>
<td>$50,897,954</td>
<td>$3,585,478,076</td>
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<tr>
<td>2020-21</td>
<td>$3,585,478,076</td>
<td>1.44</td>
<td>$51,630,884</td>
<td>$3,637,108,960</td>
</tr>
<tr>
<td>2021-22</td>
<td>$3,637,108,960</td>
<td>1.44</td>
<td>$52,374,369</td>
<td>$3,689,483,329</td>
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<tr>
<td>2022-23</td>
<td>$3,689,483,329</td>
<td>1.44</td>
<td>$53,128,559</td>
<td>$3,742,611,889</td>
</tr>
</tbody>
</table>

**SUMMARY**

- Target Aid To Schools -- FY 2023: $3,742,611,889
- Less: Current Aid: ($2,817,090,821)
- Less: Scheduled Increase in Aid -- FY 2019: ($146,105,000)
- Total Target Additional Aid: $779,416,068

*This is the amount needed in FY 23 to fund SB 61 plus inflation remedy.*
<table>
<thead>
<tr>
<th>ANNUAL SUMMARY</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Average</td>
<td>$194,854,017</td>
<td>$194,854,017</td>
<td>$194,854,017</td>
<td>$194,854,017</td>
<td>$779,416,068</td>
</tr>
<tr>
<td>Five-Year Plan Amount</td>
<td>($102,195,000)</td>
<td>($105,195,000)</td>
<td>($105,195,000)</td>
<td>($103,195,000)</td>
<td>($415,780,000)</td>
</tr>
<tr>
<td>Additional Required</td>
<td>$92,659,017</td>
<td>$89,659,017</td>
<td>$89,659,017</td>
<td>$91,659,017</td>
<td>$363,636,068</td>
</tr>
</tbody>
</table>

The State Board increased the amount by 1.44 percent as outlined by the Supreme Court, subtracted current aid plus the amount approved in 2018-19 and then divided by four (four-year period) and subtracted from that amount the amount already approved by the Legislature.

They then adjusted the BASE only on the amounts that would be needed for the next four years that is approximately $90 million per year. The State Board’s BASE recommendations are provided below.

<table>
<thead>
<tr>
<th></th>
<th>Sub. for SB 61</th>
<th>KSBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>$4,165</td>
<td>$4,436</td>
</tr>
<tr>
<td>2019-20</td>
<td>4,302</td>
<td>4,569</td>
</tr>
<tr>
<td>2020-21</td>
<td>4,439</td>
<td>4,706</td>
</tr>
<tr>
<td>2021-22</td>
<td>4,576</td>
<td>4,846</td>
</tr>
<tr>
<td>2022-23</td>
<td>4,713</td>
<td></td>
</tr>
<tr>
<td>2023-24</td>
<td>CPI</td>
<td></td>
</tr>
</tbody>
</table>

THESE BASES DO NOT GET THE $3.7B NEEDED TO FUND SB61 PLUS INFLATION REMEDY.
New Money Included in SB61 5 Year Plan
Adopted 2018 Session

<table>
<thead>
<tr>
<th>Year</th>
<th>New Money Phased-in (M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY19</td>
<td>$108M</td>
</tr>
<tr>
<td>FY20</td>
<td>$102M</td>
</tr>
<tr>
<td>FY21</td>
<td>$105M</td>
</tr>
<tr>
<td>FY22</td>
<td>$105M</td>
</tr>
<tr>
<td>FY23</td>
<td>$103M</td>
</tr>
</tbody>
</table>

SB61 Base: $4,165
FY20: $4,302
FY21: $4,439
FY22: $4,576
FY23: $4,713

SB61 $523M New Money

SB61 New money phased-in over 5 years
New Money in SB44/SB142
Only One Year of Inflation Added

FY20  FY21  FY22  FY23

$92M

Inflation $92M New Money
New Money Required to Phase-In
Six Years of Gannon VI Inflation

FY20 $92M
FY21 $92M
FY22 $90M
FY23 $91M

Inflation
$363M
New
Money
New Money in SB44/SB142
Only One Year of Inflation Added

FY19: $4165
Base: $4165

FY20: $4436
$102M

FY21: $4569
$105M

FY22: $4706
$105M

FY23: $4846
$103M

Inflation $92M
New Money +
SB61 $523M
New Money

= $615M
Less FY19 -$108M
New Money $507M

Short $272M
of Reaching
$3.7B of
Target State Aid

- SB61 New money phased-in over 5 years
- Gannon VI 6 years of inflation NOT phased-in over 4 years
New Money Required to Fund SB61
Plus Gannon VI Inflation

<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
<th>FY23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needed Base:</td>
<td>$4165</td>
<td>$4436</td>
<td>$4697</td>
<td>$4958</td>
<td>$5219</td>
</tr>
<tr>
<td>Target Total Aid:</td>
<td>$3,534,580,128</td>
<td>$3,585,478,076</td>
<td>$3,637,108,960</td>
<td>$3,689,483,329</td>
<td>$3,742,611,889</td>
</tr>
</tbody>
</table>

- **SB61 New money phased-in over 5 years**
- **Gannon VI 6 years of inflation phased-in over 4 years**
USD 457

District Budget Priorities for New State Funding:

• Provide support to employees to have a well-qualified and high quality staff working with our children (e.g. salaries, benefits, reasonable class sizes, professional development)

• Invest in research-based and evidence-based programs that are beneficial to students

• Maintain community investment in school system and maintain reasonable local property taxes
USD 457

District Budget Priorities for New State Funding:

• Provide support to employees to have a well-qualified and high quality staff working with our children (e.g. salaries, benefits, reasonable class sizes, professional development)

• Invest in research-based and evidence-based programs that are beneficial to students

• Maintain community investment in school system and maintain reasonable local property taxes
FY20 – Budget Changes

• Added STEM program for all schools – Robotics
• Additional HS Counselor for Career Counseling and implementing Individual Plans of Study
• Additional Nurse Position
• 5/6 and 7/8 After School program that was previously grant funded
• Additional Elementary Counselor to help address social / emotional needs of students
Impact on USD 457

FY23 - $4.2 Million per year Difference for USD 457 between current law and SFF argument

- Fund additional research-based and evidence-based programs
- Takes ~$1.1 million to reduce mill levy 2 mills (6 mills = ~$3.3 million)
Most recent data:

- Kansas Teacher Salaries rank 40\textsuperscript{th} in the U.S. - $49,442
- Midpoint is Washington state (25\textsuperscript{th}) - $54,433
- Kansas lags behind the midpoint by $4,991
THANK YOU FOR YOUR ATTENTION

ANY QUESTION?
Smoking by students and/or the possession or use of any other tobacco product or electronic cigarette is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property.

Administrators may report students who are in violation of this policy to the appropriate law enforcement agency.

Use and/or possession of any tobacco product or nicotine delivery device by students is prohibited in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property.

Student violations may result in parent/guardian notification, participation in tobacco education program, suspension and/or expulsion from school and/or extracurricular activities, community service and/or notification of law enforcement.

The following definitions apply to this policy:

“Nicotine delivery device” means any device that can be used to deliver nicotine or nicotine salts to the person inhaling from the device. Such definition shall include, but may not be limited to, any electronic cigarette, cigar, cigarillo, pipe or personal vaporizer.

“Tobacco product” means any product that is made from or derived from tobacco or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means, including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff or snus.

“Tobacco product” also means any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes and substances used in electronic cigarettes, whether or not they contain nicotine.

Any student violation the terms of this policy will be subject to:

**First Offense.** A first time violator shall be subject to the following sanctions:

A. The student will be suspended 0-3 days out of school, and/or may be referred for a long-term suspension hearing.

B. Suspension from all student activities for a period of not less than 30 calendar days.

C. Intervention by the Intervention Team will begin and recommendations will be made.

D. Parents/guardians will be informed of suspension and the recommendation of the Intervention Team.

**Second Offense.** A second time violator shall be subject to the following sanctions:

A. The student will be suspended 3-5 days out of school, and/or may be referred for a long-term suspension hearing.
B. Suspension from all student activities for a period of not less than 120 calendar days.

C. A student placed on long term suspension under this policy may be readmitted on a probationary status if the student agrees to complete a drug and alcohol rehabilitation program. (Name(s) of acceptable programs are on file with the board clerk.)

D. Additional interventions will be conducted by the Intervention Team.

E. Parents/guardians will be required to attend a staffing with the Intervention Team.

**Third and Subsequent Offenses.** A student who violates the terms of this policy for the third time, and any subsequent violations, shall be subject to the following sanctions:

A. A punishment up to and including expulsion from school for a period not exceeding 186 school days.

B. Suspension from participation and attendance at all school activities for one calendar year.

C. A student who is expelled from school under the terms of this policy may be readmitted during the term of the expulsion only if the student has completed a drug and alcohol education and rehabilitation program at an acceptable program.

Consequences for violations will be cumulative over a student’s entire time as a student, with the exception that consequences for violations will reset to zero following the student’s 8th grade year. However, consequences for any prior infractions during the current year shall carry over into the subsequent school year until their completion.

Following a first offense, a student who has violated this policy shall be held to the prior level of consequences if they have successfully completed an approved intervention program with their parent/guardian prior to a subsequent offense. The student/parent must complete the intervention program and submit appropriate documentation of completion to administration. This option can be used one time during a student’s entire time as a student.

Adopted: 12/2/96
Revised: 9/9/13
Reviewed: 7/14/14; 7/13/15
Maintaining drug free schools is important in establishing an appropriate learning environment for the district's students. **Unless otherwise specified in this policy**, the possession, use, sale, or distribution and/or being under the influence of illicit drugs, controlled substances, and/or alcohol by students at school, on or in school property, or at school sponsored activities or events, is prohibited.

Possession, use, and/or being under the influence of a controlled substance by a student for the purposes of this policy shall only be permitted if such substance was:

1. Obtained directly from, or pursuant to a valid prescription or order, issued to such student from a person licensed by the state to dispense, prescribe or administer controlled substances;

2. In the case of use or possession, approved and administered, if administered at all, in accordance with board policy JGFG and/or board policy JGFGA; and

3. Used, if at all, in accordance with label directions.

**Student Conduct**

As a condition of continued enrollment in the district, students shall abide by the terms of this policy.

Students shall not manufacture, sell, distribute, dispense, possess, use, and/or be under the influence of illicit drugs, controlled substances or alcoholic beverages at school, on or in school district property, or at any school activity, program or event. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials, and will be subject to:

**First Offense.** A first time violator shall be subject to the following sanctions: *(Cf. JCDAB R-3)*

A. The student will be suspended 0 - 3 days out of school, and/or may be referred for a long-term suspension hearing.

B. Suspension from all student activities for a period of not less than one month 30 calendar days.

C. Intervention by the Intervention Team will begin and recommendations will be made.

D. Parents/guardians will be informed of suspension and the recommendation of the Intervention Team.

**Second Offense.** A second time violator shall be subject to the following sanctions: *(Cf. JCDAB R-3)*

A. The student will be suspended 3 - 5 days out of school, and/or may be referred for a long-term suspension hearing.

B. Suspension from all student activities for a period of not less than one semester or four months 120 calendar days.

C. A student placed on long term suspension under this policy may be readmitted on a probationary status if the student agrees to complete a drug and alcohol rehabilitation
program. (Name(s) of acceptable programs are on file with the board clerk.) in the office of the Drug & Alcohol Coordinator, and in all school counseling offices.)

D. Additional intervention will be conducted by the Intervention Team.
E. Parents/guardians will be required to attend a staffing with the Intervention Team.

Third and Subsequent Offenses. A student who violates the terms of this policy for the third time, and any subsequent violations, shall be subject to the following sanctions: (Cf. JCDAB-R-3)

A. A punishment up to and including expulsion from school for a period not exceeding 186 school days.
B. Suspension from participation and attendance at all school activities for the year one calendar year.
C. A student who is expelled from school under the terms of this policy may be readmitted during the term of the expulsion only if the student has completed a drug and alcohol education and rehabilitation program at an acceptable program.

Consequences for violations will be cumulative over a student’s entire time as a student.

Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies and Kansas statutes, K.S.A. 72-8901-72-6114, et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. If a student agrees to enter into and complete a drug education or rehabilitation program, the cost of such program will be borne by the student and his or her parents.

A list of area drug and alcohol counseling and rehabilitation programs, along with names and addresses of contact persons for the programs, is on file with the board clerk. Parents or students should contact the directors of the programs to determine the cost and length of the program.

A copy of this policy will be provided to all students, and the parents of all students. Parents of all students will be notified that compliance with this policy is mandatory.

Adopted: 10/5/92
Revised: 8/15/94, 9/3/96; 6/15/98
Reviewed: 4/2/01; 7/14/03; 5/16/05; 7/30/07
Revised: 9/8/08
Reviewed: 7/13/09; 7/11/11
Revised: 8/26/13
Reviewed: 7/14/14; 7/13/15