### Revised Agenda

Regular Board of Education Meeting  
Unified School District No. 457  
Monday, March 2, 2020 – 6:00 p.m.  
Board Meeting Room, Educational Support Center  
1205 Fleming Street, Garden City, Kansas

| Board of Education Members: | Lara Bors, Tim Hanigan, Dana Nanninga, Janene Radke, Mark Rude, Jennifer Standley |

**A. PLEDGE** – led by students from Bernadine Sitts Intermediate Center

**B. APPROVAL OF AGENDA** – with the following amendments:

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

**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. Building Presentation – Bernadine Sitts Intermediate Center

**D. CORRESPONDENCE**

### Consent Agenda

**E. CONSENT AGENDA**

1. **MINUTES** of the February 17, 2020 Board of Education Meeting.

2. **ACCOUNTS PAYABLE** totaling $2,083,864.61, noting that all major accounts contain adequate balances to meet current obligations.

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

4. **BIDS** -
   a. Technology – Access Points and Switches – to accept the bid of Cxtech in the amount of $105,425.00.
   b. Plant Facilities – HVAC at Abe Hubert, Alta Brown, Georgia Matthews and Horace Good Middle School – to reject all bids and will rebid at a later date.
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 for the 2020-2021 school year.

Discussion Items

F. CURRICULUM REPORTS
   1. Kindergarten Readiness (BG 1.3) – Monica Diaz, Coordinator of ELL and Literacy.
   2. CTE Pathways Update (BG 1.11) – Jenny Hands, Coordinator of Career & Technical Education.

G. NEW BUSINESS
   2. Vacant Board Seat Discussion.

H. BOARD OPEN DISCUSSION

I. NEXT BOARD MEETING - THE NEXT MEETING OF THE BOARD OF EDUCATION WILL TAKE PLACE ON
   THURSDAY, MARCH 26, 2020, AT 5:00 P.M. IN THE BOARD MEETING ROOM AT THE EDUCATIONAL
   SUPPORT CENTER, 1205 FLEMING STREET, GARDEN CITY, KANSAS.

J. EXECUTIVE SESSION – The Board of Education may adjourn to executive session for any of the
   following reasons.
   1. Matters relating to employer-employee negotiations whether or not in consultation with the
      representative or representatives of the body or agency.

Adjournment

K. ACCOUNTS PAYABLE REVIEW: DANA NANNINGA AND JENNIFER STANDLEY
The Board of Education of Garden City USD 457 met in regular session on Monday, February 17, 2020, at 6:00 p.m. in the Gymnasium at Buffalo Jones Elementary School, 708 N. Taylor, Garden City, KS 67846.

Board members present were Lara Bors, Tim Hanigan, Janene Radke and Jennifer Standley. Joining board members at the conference table was Superintendent, Steven Karlin. Also in attendance were Glenda LaBarbera, Assistant Superintendent of Student Services and KJ Knoll, Financial Officer. Approximately 40 observers were present in the audience.

Lara Bors, Vice President, called the meeting to order at 6:02 p.m. The meeting opened with the Pledge of Allegiance, led by students from Buffalo Jones Elementary School.

**APPROVAL OF AGENDA**

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**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.

The board members were taken on a tour of Buffalo Jones Elementary School by staff members.

**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 Sarah Wise, teacher at Kenneth Henderson Middle School for obtaining National Board of Professional Teaching Standards Certification. Glenda LaBarbera, Assistant Superintendent introduced Sarah Wise for obtaining National Board Certification which is the highest and most respected level a teacher can obtain.

2. Recognition of Jerry Serrano, 8th grade student at Horace Good Middle School for winning the Finney County Spelling Bee. Monica Diaz, Coordinator of Literacy and ELL introduced Jerry Serrano, winner of the Finney County Spelling Bee. This is the 5th year in a row that the winner has been from Horace Good Middle School.

3. Building Presentation – Buffalo Jones Elementary School. Rafaela Solis, Principal at Buffalo Jones Elementary School recognized staff, students and parents. Students presented the following information:
   - Government
   - Robotics
• Makerspace
• KRR
• Student Recognitions
• Staff Recognitions
• Kindness Week
• Lending Library
• School Families

CORRESPONDENCE – None.

APPROVAL OF CONSENT AGENDA

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

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1. MINUTES of the February 3, 2020 Board of Education Meeting.

2. ACCOUNTS PAYABLE totaling $6,304,255.37, noting that all major accounts contain adequate balances to meet current obligations.

3. PERSONNEL – all certified and classified personnel actions as follows:
   a. Certified
      Appointments: Jina Arellano, Byron Clark, Linda Flores, Karina Martin, Judith Ashley Ortiz
      Resignations: Mary Hamlin, Jordan Irsik, Joyce Virgil
      Retirements: Lynn Boitano, Laura Fernandez
      Transfers:
         • Zoe Deschaine – from biology position at Garden City High School to vocal music position at Jennie Wilson Elementary School and Plymell Elementary School
         • Kimberly Freeland – from physical education position at Abe Hubert Elementary School to physical education position at Charles Stones Intermediate Center
      Supplemental Appointment: Jose Vital Caro – girls soccer head coach at Garden City High School
      Contract Addendums:
      Algrim, Derek          BS+30 to BS+45  Aubrie Diehl      BS+15 to BS+30
      Angela Anderson        BS+45 to MS  Kayla Drake       BS+30 to BS+45
      Misty Ayers           MS+30 to MS+45 Diane Elliott MS+15 to MS+30
      Tasha Beckstrom       MS+15 to MS+30 Jessica Falor  MS to MS+15
      Megan Blake           BS+15 to BS+30  Jennifer Felvus  BS+30 to BS+45
      Lisa Cady             MS to MS+15  Linda Finch         GR4 to GR5
      Antonia Casados       MS to MS+15  Julisa Flores      MS to MS+15
      Lacie Clarke          BS+30 to MS  Nicole Fuchs      BS to BS+15
      Mary Connie DeLeon    BS+30 to BS+45  Amber Gerstberger BS+15 to BS+45
Supplemental Contract: Alberto Madilo – a/c boys soccer at Horace Good Middle School

Supplemental Addendum Contracts:
- Roxie Brookman – choir overload at Bernadine Sitts Intermediate Center
- Kasey Copeland – ELA night school overload at Garden City High School
- Rajneesh Devgan – mathematics night school overload at Garden City High School
- David Duran – social studies night school overload at Garden City High School
- Diane Elliott – sped overload at Plymell Elementary School
- Savannah Gamble – a/c track at Garden City High School
- Jordan Irsik – a/c track at Garden City High School
- Dana Johnson – ELA night school overload at Garden City High School
- Biju Kalarikkal – edgenuity night school overload at Garden City High School
- Danica Kitch – sped overload at Georgia Matthews Elementary School
- Rachel Lee – social studies night school overload at Garden City High School
- Karen Long – speech and edgenuity night school overload at Garden City High School
- Neeta Mandsager – mathematics night school overload at Garden City High School

Other: added an additional track assistant coach at Kenneth Henderson Middle School

b. Classified
Appointments: Ana Cantu Ortiz, Alondra Deleon-Herrada, Kim Dunlap, Kylee Hipp
Resignations: Shanna Delvard, Mischelle Harris, Janey Patterson
Retirements: Debra Brungardt, Tom Grice, Linda Varner

Transfers:
- Exna Aburto – from special education paraprofessional at Victor Ornelas Elementary School to Garfield Early Childhood Center
- David Rangel – from night custodian at Gertrude Walker Elementary School to day custodian at Horace Good Middle School
• Jayce Taylor – from regular education paraprofessional at Horace Good Middle School to special education paraprofessional

CURRICULUM REPORT

1. Multi-Tier Systems of Support (MTSS) – Crystal Steinmetz, Director of Curriculum and Assessment presented the following information:
   • How schools create a system to provide supports for each child in their building
   • Purpose – system of prevention, early identification, intervention and supports
   • Tier 1 – core classroom instruction
   • Tier 2 – building wide walk-to-intervention, 30 minutes of additional support, small targeted groups (3-5 students)
   • Tier 3 – additional 30 minutes intensified support, small targeted groups (1-3 students)
   • Data for support provided for 2019-2020 school year

Board members questions were answered.

2. Kansas Reading Roadmap (KRR) – Monica Diaz, Coordinator of Literacy and ELL introduced the program coordinators who were present: Jamie Schweer (Gertrude Walker), Sonia Duron (Florence Wilson) and Sabrina Espinoza (Buffalo Jones). They presented the following information:
   • Purpose – help participants acquire skills to become proficient readers by the end of the 3rd grade by targeting phonics and phonemic awareness skills
   • 5 locations: Abe Hubert Elementary, Buffalo Jones Elementary, Florence Wilson Elementary, Gertrude Walker Elementary, Victor Ornelas Elementary
   • After School Tutoring
   • LIFE – Literacy Integrated Family Engagement
   • Summer Program
   • Growth Rate Data
   • Grant Funding

Board members questions were answered.

BOARD OPEN DISCUSSION

Janene Radke stated she enjoyed reading to the 3rd graders at Victor Ornelas Elementary School on World Read Aloud Day. She thanked Rafaela Solis, Principal for allowing the board to hold their meeting at Buffalo Jones Elementary School.

Lara Bors stated she attended the Legislative Coffee and spoke with Senator Doll about SB294. She attended the Career Fair at Kenneth Henderson Middle School. She attended the KASB training on Foundations of Boardmanship and there were around 20 board members from western Kansas in attendance. She reminded everyone of the school finance workshop on March 5th in Scott City. She stated that the Chamber Banquet is being held on March 5th.

Dr. Karlin spoke more about SB 294 and stated that our budget for the school is submitted transparently to the community but the new timing requirements may change that. He stated that KJ Knoll, Financial Officer recently testified in Topeka on special education funding. He thanked Rafaela Solis, Principal for hosting
the board meeting and thanked all staff who helped to prepare for the meeting. Dr. Karlin reminded everyone that the census is taking place this year and stated it is very important to take part in that as it affects federal funding for our community and schools.

NEXT BOARD MEETING - THE NEXT MEETING OF THE BOARD OF EDUCATION WILL TAKE PLACE ON MONDAY, MARCH 2, 2020, AT 6:00 P.M. IN THE BOARD MEETING ROOM AT THE EDUCATIONAL SUPPORT CENTER, 1205 FLEMING STREET, GARDEN CITY, KANSAS.

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 7:45 p.m.

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Respectfully submitted,  
Stephanie DeLoach, Clerk  
Lara Bors, Vice President
RETIREMENT:
Debra Popejoy, special education teacher at Garden City High School, is submitting her letter of intent to retire through KPERS effective May 22, 2020.

RESIGNATIONS:
Devlon Bernbeck, juvenile detention teacher at the Juvenile Detention Center, is submitting his letter of resignation effective June 19, 2020.
Makenzi Johnson, assistant band director at Garden City High School, is submitting her letter of resignation effective May 22, 2020.

APPOINTMENT:
Michelle Christensen, Garden City, Kansas, is recommended for the Read 180 position at Bernadine Sitts Intermediate Center for the 2020-21 school year. She is a former USD 457 teacher with eight years’ experience.

CONTRACT ADDENDUMS:
Miguel Alvarez – a/c boys soccer at Kenneth Henderson Middle School
Cody McCarty – a/c boys soccer at Kenneth Henderson Middle School
Steven Purgar – h/c girls soccer at Kenneth Henderson Middle School
BOARD OF EDUCATION
Addendum to Certified Personnel Actions
March 2, 2020

RETIREMENT:
Rebecca Adams, fourth grade teacher at Florence Wilson Elementary School, is submitting her letter of intent to retire through KPERS effective May 22, 2020.

RESIGNATION:
Yohana Lopez Ibarra, second grade teacher at Victor Ornelas Elementary School, is submitting her letter of resignation effective May 22, 2020.

TRANSFER:

SUPPLEMENTAL ADDENDUM CONTRACTS:
Kimberly Hill – sped overload at Buffalo Jones Elementary School
Mark Niedomys – BBS sponsor at Garden City High School

OTHER:
Laura Jimenez – rule 10 a/c for girls soccer at Horace Good Middle School
## Classified Personnel Actions

<table>
<thead>
<tr>
<th>APPOINTMENTS</th>
<th>POSITIONS</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Heydinger, MaryAnn</td>
<td>Administrative Secretary Technology</td>
<td>Educational Support Center</td>
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<td>Jackson, Laitasha</td>
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<td>Victor Ornelas Elementary School</td>
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<th>TRANSFERS</th>
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<tr>
<td>Lopez, Maria</td>
<td>Night Custodian Garden City High School</td>
<td>Night Custodian Gertrude Walker Elementary School</td>
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<td>Powers, Kristy</td>
<td>Administrative Assistant HS Registrar Garden City High School</td>
<td>Software Support Technician Educational Support Center</td>
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**OTHER**

Linda Varner submitted her intent to retire effective February 28, 2020. This was approved through the February 17, 2020 Board of Education meeting. Due to training her replacement, Linda has extended her retirement date to May 29, 2020.
## ADDENDUM

### APPOINTMENTS

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<th>Name</th>
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<tr>
<td>Fraire, Chelsey</td>
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<td>Victor Ornelas</td>
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<td>Elementary School</td>
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### RESIGNATIONS

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<td>Elliott, Cynthia Jo</td>
<td>Office Assistant (0.5)</td>
<td>Garden City High School</td>
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### OTHER

Josh Guymon, Director of Special Education, is requesting the following due to student changing buildings:

- Move Ashlyn Kellum from Bernadine Sitts Intermediate Center to the Day School at the Garden City Alternate Education Center.
## Bid Tabulations
### Access Points & Switches

**Bid Opening:** February 11, 2020

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<td>ConvergeOne</td>
<td>$253,516.22</td>
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<td>Cxtech</td>
<td>$105,425.00</td>
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<tr>
<td>Sirius Computer Solutions, Inc</td>
<td>$163,056.92</td>
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* **bid not received by due date*

**RECOMMENDATION:** To accept the bid of Cxtech in the amount of $105,425.

*Payment to be made from budgeted funds in account:*

016 E 2840 17 1000 017 00 736  
Capital Outlay
Bidders List
Access Points & Switches

ConvergeOne
Matt Jackson
mjackson@convergeone.com

Cxtech
Amber Clark
amber.clark@cxtec.com

Sirius Computer Solutions, Inc
Cheryl Najera
cheryl.najera@siriuscom.com

shi
Brian Delesky
Brian_Delesky@shi.com

BID OPENING: February 11, 2020
1. **Item, Material and/or Service that is being bid:**
   Access Points and Switches

2. **Brief description of the item, material, or service listed above:**
   Access Points and Switches

3. **Period of time item, material or service bid will cover:**
   10-15 years

4. **Reason that the item, material or service is needed:**
   Improved internet for students and staff

5. **Department and person responsible for the expenditure of the budget:**
   Technology-Roxie Schafer

6. **Line item and amount budgeted for this item:**
   016 E 2840 17 1000 017 00 736   Capital Outlay

These items are eRate eligible. USD 457 will pay for the equipment and be reimbursed by eRate for 80% of the cost, leaving the cost to USD 457 at 20% or $21,085.
PARTNERSHIP AGREEMENT
Multi-Year School-to-Career Program
Alternative Education School-to-Career Program

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

Now, on this 4th day of February, 2020, come Jobs for America’s Graduates – Kansas (JAG-K) and Garden City 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 students’ time in the JAG-K program, 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 39 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 39 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, USD 457 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) times 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 2020-2021 school year.

By Addendum to this Agreement entitled Acknowledgement of Partnership 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 $11,000 per program, for two (2) programs, a total for USD 457 of $22,000, payable by May 20, 2020. Payments received later than July 20, 2020, will be assessed a late fee as authorized by Kansas law. 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

Superintendent, USD 457

Principal, Garden City High School

Principal, Alternate Education Center

2/4/2020

Date

Date

Date

Date
Kindergarten Readiness

USD 457
March 2, 2020 Board Presentation
History - 2013, Board Approved Readiness Program K-1

- Kindergarten---First Grade Readiness
  - Exit criteria/Mandatory retention helped reduce the number of Kindergarten retentions.
    - Less subjective more concrete documentation of performance. Rubric lays out specifically end of the year kindergarten expectations.
Garfield Early Childhood Center

- One building for all early learners
- Resources are concentrated in one building
- Collaboration among like teachers
- Parent engagement opportunities
Early Childhood grants

- Kansas Health Foundation
  - Just Like You book campaign (preK-1st grade) provided a bilingual fictional story that encouraged literacy learning at home through a variety of activities.

- Communities Supporting Early Literacy Grant, from the Kansas Health Foundation
  - As a selected district, a collective impact team was formed with other stakeholders that have an interest in providing opportunities to support literacy in children 0-8 years.

- Western Kansas Community Foundation grant
  - To provide families of children ages 0-5 backpacks of books determined by the developmental level of the child to be read aloud in their homes.
Early Childhood grants

- Finnup Foundation grant
  - Funds the employment of “Books On the Bus” bus driver and literacy specialist in order to increase access to books in low SES areas of the city. Partnering with Finney County Public Library, Children’s librarian will provide reading events.

- LiNK, KPP, and State PreK
  - Additional preschool classes at Garfield
Literacy Network of Kansas (LiNK) supports

- Book donations to the waiting room at Genesis Family Health Care and Reach out and Read books donated at child wellness visit checks with doctor.
- $500 in purposeful play money to 4 community preschools and all Garfield preschool classrooms.
- $1,000 in purposeful play to DW kindergarten classrooms.
- 7 private home daycares received developmentally leveled book bags.
- WIC-board books for parents
- Donation of books to Parents as Teachers
- Digital media Parenting resource books donated to Live Well Finney County
Children’s Book Author: Matthew Gollub

- Presented to City wide public and private Preschool and Kindergarten classes.
  - Matthew introduced kids to a wide variety of cultural literature and music in his trilingual presentations.
Kindergarten Readiness Professional Development

- Early childhood video module trainings for our Preschool and Kindergarten teachers as well as administrators.
  - These modules include trainings for purposeful play and ASQ (state required) screenings
  - Power Learning

Kindergarten Readiness Team will continue the ongoing training and support of Kindergarten Readiness and the research for purposeful play for students and their early childhood educational experiences.

- Beginning 2018 through 2021 (LiNK grant funded) Garfield and each elementary school will cycle through attending the National Association for the Education of Young Children, NAEYC, National training.
Data

Garfield- 595 current students, 2018-19 four classes added (2 bilingual), 2019-20 one added this year.

ASQ 3- total participation dropped this year-possibly because of a transition to online surveys. 82% reported no concerns, problem solving had 24% indicating the area of most concern. Other areas included Fine Motor at 19.4% concern, Communications 15.2% concern and Gross Motor 14.3% concern.

ASQ SE 2- 84% no concern in the areas of Social Emotional development.

Teachers use this data to have conversations with parents and assign play groups based on needs. Teachers also collaborate with support staff to meet student needs.
Curriculum

- Garfield- Connect4Learning
- Kindergarten- Benchmark Advance
### 2020 - 2021 School Calendar

#### Unified School District 457  •  Garden City, Kansas  67846

**July 2020**

- **3-5**: New Teacher Inservice (NS)
- **6**: Teacher Inservice (NS)
- **7**: Labor Day (NS)
- **9**: End of Grading Period

**October 2020**

- **11-12**: Teacher Inservice AM (NS)
- **13**: Teacher Workday PM
- **22-23**: Parent/Teacher Conference (NS)

**November 2020**

- **23**: Teacher Inservice (NS)
- **24**: Teacher Inservice AM (NS)
- **25**: New Teacher Inservice PM

**December 2020**

- **22**: Teacher Inservice (NS)
- **23**: Teacher Inservice AM (NS)
- **24**: New Teacher Inservice PM

**January 2021**

- **1**: Winter Vacation (NS)
- **2**: New Teacher Inservice (NS)
- **3**: Teacher Inservice (NS)
- **4**: Teacher Workday (NS)
- **6**: School Resumes
- **29**: Teacher Inservice AM (NS)
- **30**: New Teacher Inservice PM

**February 2021**

- **19**: Teacher Inservice AM (NS)
- **20**: Teacher Workday PM
- **25-26**: Parent/Teacher Conference (NS)

**March 2021**

- **10**: End of Grading Period
- **15-19**: Spring Break (NS)

**April 2021**

- **2**: Teacher Inservice (NS)
- **5**: Spring Vacation (NS)
- **20**: Last Day of School
- **21**: Teacher Workday AM (NS)

**May 2021**

- **1183 Hour Calendar**

<table>
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<td>(4) = 8/7, 8/10, 10/16, 1/6, 2/19, 5/21*</td>
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**Snow Days (May 19-20)**

**Graduation Weekend (May 15-16)**

**March 2021**

- **10**: End of Grading Period
- **15-19**: Spring Break (NS)

**April 2021**

- **2**: Teacher Inservice (NS)
- **5**: Spring Vacation (NS)
- **20**: Last Day of School
- **21**: Teacher Workday AM (NS)

**May 2021**

**Snow Days (May 19-20)**

**Graduation Weekend (May 15-16)**

**June 2021**

- **1183 Hour Calendar**

<table>
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<tr>
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</tr>
<tr>
<td>4th Grading Period</td>
<td>44.0</td>
<td>174.5</td>
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</table>

Teacher Contract Days: 184.5

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NS = No School

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* = 1/2 Day

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# = New Teacher Orientation (NS)

= Holiday/Vacation (NS)

= District Work/Inservice (NS)

= Parent/Teacher Conference (NS)

= Half Day of School