A. PLEDGE

B. APPROVAL OF AGENDA – with the following amendments:

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

C. BUDGET HEARING FOR THE 2020-21 DISTRICT BUDGET – conduct the hearing and recommend approval of the budget.

D. 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

E. CORRESPONDENCE

F. CONSENT AGENDA

1. MINUTES of the August 10, 2020 Board of Education Meeting.

2. ACCOUNTS PAYABLE totaling $4,825,086.89, noting that all major accounts contain adequate balances to meet current obligations.

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

4. OTHER
   a. Consider approval of the Remote Learning 2020-21 Assurances between Kansas State Department of Education (KSDE) and Unified School District No. 457, Garden City Public Schools.
   
   b. Consider approval of the Education of Homeless Children and Youth Grant in the amount of $24,773.00 from the U.S. Department of Education.
c. Consider approval of an Agreement for Sharing of Personnel for an audiologist between Unified School District No. 480 Liberal Public Schools and Unified School District No. 457 Garden City Public Schools for the 2020-21 school year.

d. Consider approval of a Local Interagency Agreement between Kansas Children’s Service League Head Start and USD No. 457 Garden City Public Schools for the 2020-21 school year.

e. Consider approval of a Memorandum of Understanding between USD No. 457 Garden City Public Schools and Russell Child Development Center for the 2020-21 school year.

f. Consider approval of the Certified Physical Therapy Services Agreement between USD No. 457 Garden City Public Schools and Living at Home, LLC for the 2020-21 school year.

g. Consider approval of the Certified Physical Therapy Services Agreement between USD No. 457 Garden City Public Schools and Jessica King for the 2020-21 school year.

Discussion Items

G. CURRICULUM REPORTS

2. KSU Leadership Academy – Suzette Goldsby-Lewis, Professional Development Coordinator.

H. BOARD OPEN DISCUSSION

I. NEXT BOARD MEETING - THE NEXT MEETING OF THE BOARD OF EDUCATION WILL TAKE PLACE ON MONDAY, SEPTEMBER 14, 2020 AT 6:00 P.M. IN THE BOARD MEETING ROOM AT THE EDUCATIONAL SUPPORT CENTER, 1205 FLEMING STREET, GARDEN CITY, KANSAS.

J. EXECUTIVE SESSION – After the completion of all other business, the Board will meet in executive session to discuss the following:
1. Personnel matters for non-elected personnel.

Adjournment

K. ACCOUNTS PAYABLE REVIEW: JANENE RADKE AND JENNIFER STANDLEY
MINUTES
Regular Board of Education Meeting
Garden City Unified School District No. 457
Auditorium, Garden City High School
2720 Buffalo Way Blvd., Garden City, Kansas 67846
Monday, August 10, 2020; 6:00 p.m.
Page 1

The Board of Education of Garden City USD 457 met in regular session on Monday, August 10, 2020, at 6:00 p.m. in the Auditorium at Garden City High School, 2720 Buffalo Way Blvd., Garden City, Kansas 67846.

Board members present were Lara Bors, Tim Hanigan, Dana Nanninga, Jennifer Standley and Alex Wallace. Board members Janene Radke and Mark Rude appeared via Zoom video conferencing. Joining board members at the conference table was Superintendent, Steven Karlin. Also in attendance were Heath Hogan, Deputy Superintendent; Glenda LaBarbera, Assistant Superintendent of Student Services; and KJ Knoll, Financial Officer. Approximately 9 observers were present in the audience.

Lara Bors, President, called the meeting to order at 6:03 p.m. The meeting opened with the Pledge of Allegiance.

APPROVAL OF AGENDA

Board members questions were answered.

Dr. Hanigan arrived at 6:06 p.m.

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.
2. Move Item #F-1, Curriculum Report, Activities Section Amendment to Item #G-2, Unfinished Business and Edit as follows: Consider Revisions to COVID-19 Response Plan to include Athletics/Activities; Classroom Operational Levels/Health Services; Special Education and Personnel.
3. Move Item #G-1, Unfinished Business, Discussion of the 2020-21 District Budget to Item #G-3.
5. Add Item #G-4, Unfinished Business, Discussion of Board Meeting Date Schedule and September 10 Board Retreat.

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 – None.

CORRESPONDENCE – None.
APPROVAL OF CONSENT AGENDA

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

1. MINUTES of the following Board of Education Meetings:
   - July 27, 2020 Regular Board Meeting – approved as presented.
   - July 30, 2020 Regular Board Meeting – approved as presented.

2. ACCOUNTS PAYABLE totaling $1,192,005.43, 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: Donald Dill, Penny Douglass
      Position Changes:
      - Jina Arellano – from adaptive/interrelated position to remote K-6 adaptive/interrelated remote position at the Therapeutic Education Program.
      - Elizabeth Marchant – from early childhood position to remote early childhood position at Garfield Early Childhood Center.
      - Traci Ridder – from .80 FTE occupational therapist position to 1.0 FTE occupational therapist position at the Therapeutic Education Program.
      Position Requests:
      - Closed a .20 adaptive/interrelated position at Abe Hubert Elementary School.
      - Opened a .20 occupational therapist position at the Therapeutic Education Program.
      Resignations: Hannah Moorhous will be released from her 2020-21 contract contingent upon receipt of payment of the $4,000 liquidated damages fee. A suitable replacement has been found for her position at Kenneth Henderson Middle School.
      Tuition Reimbursement Agreement: Tori Livermore – ESOL Endorsement
      Other:
      - Added an additional ten (10) extra contract days for high school counselors due to the allotment of twenty (20) extra days being used for blended and remote learning scheduling before school starts and needing days to complete end of school year duties.
      - Added an additional eight (8) extra contract days for middle school counselors due to the allotment of fifteen (15) days being used for blended and remote learning scheduling before school starts and needing days to complete end of school year duties.
      - Added an additional five (5) extra contract days for the early childhood and elementary special education TOSA’s to support special education staff with scheduling for blended and remote learning.
      - Added an additional five (5) extra contract days for elementary TOSA to support staff with the blended and remote learning options.
b. **Classified**

**Appointments:** Seth Drees  
**Resignations:** Araceli Guerra Chan, Sarah Fonseca, Kenyon Fryman, Gina Parr, Cynthia Scott, Michaele Strickland, Yudith Valerio  
**Retirement:** Carol Warren

**Transfers:**  
- Madison Koehn – from special education paraprofessional at Florence Wilson Elementary School to Technology Assistant at Bernadine Sitts Intermediate Center  
- Jayce Taylor – from special education paraprofessional at Horace Good Middle School to Campus Monitor at Kenneth Henderson Middle School  
- Daniel Whited – from special education paraprofessional at Charles Stones Intermediate Center to intervention paraprofessional at Gertrude Walker Elementary School

**Other:**  
- Moved an open 1.0 paraprofessional position at Charles Stones Intermediate Center to Abe Hubert Elementary School  
- Jana Strasser’s resignation approved during the July 27, 2020 BOE Meeting has been changed to retirement.  
- Opened a 1.0 Human Resource Coordinator position at the Educational Support Center for the 2020-2021 school year.

Approved the following Revised Calendars:  
- 205 Day Calendar  
- 215 Day Calendar  
- 220 Day Calendar  
- Director/Coordinator Calendar  
- Paraprofessional  
- Youth Officer  
- Psych Paraprofessional  
- Crossing Guard  
- Bus Driver  
- Nutrition

4. **OTHER**

b. Academic Honesty Addendum to the Elementary School Student Handbook – approved as presented.  
c. Health Services Department COVID Parent Letter for Handbooks – approved as presented.
CURRICULUM REPORTS

1. COVID-19 Communications Plan – Roy Cessna, Public Information Coordinator and Roxie Schafer, Directory of Technology presented information regarding the District’s communication plan with regards to COVID-19. The District has chosen to use the Remind app for district communication. The Board was asked to approve the purchase of the Remind software which will be paid through the SPARK or CARES funding.

   Board members questions were answered.

   **Motion:** That the Board of Education approve the purchase of the Remind software application.

UNFINISHED BUSINESS

1. Executive Order 20-59 – Dr. Karlin reviewed the parts of the Order which includes temperature checks, masks, social distancing and hourly hand sanitizing. Jennifer Standley presented information regarding masks and temperature checks. She made a motion to direct the Board of Education to request that the Finney County Commission relieve the school district of following Executive Order 20-59. There was no second to the motion.

2a. School Plans - Athletics/Activities: Drew Thon, Associate Principal/Activity Director presented the Athletics/Activities Plan for COVID-19 which included information on game operations, in game changes, practice changes in the six levels the District is using for the 2020-2021 school year regarding COVID-19.

   Board members questions were answered.

   **Motion:** That the Board of Education approve the Athletics/Activities COVID-19 Plan.
2b. Operational Levels – Classrooms and District Department Plans – Health Services: Glenda LaBarbera, Assistant Superintendent presented changes that were made to the operation levels and Health Services portions of the COVID-19 Plan regarding masks following guidelines from KSDE.

Board members questions were answered.

**Motion:** That the Board of Education approve the updated Operational Levels – Classrooms and updated District Department Plans – Health Services COVID-19 Plan.

2c. School Plans - Special Education: Josh Guymon, Director of Special Education presented changes that were made to the special education portion of the COVID-19 Plan.

Board members questions were answered.

**Motion:** That the Board of Education approve the updated School Plan – Special Education COVID-19 Plan.

2d. District Department Plans – Personnel: Heath Hogan, Deputy Superintendent presented changes that were made to the personnel portion of the COVID-19 Plan.

Board members questions were answered.

**Motion:** That the Board of Education approve the updated District Department Plan - Personnel COVID-19 Plan.
3. Discussion of the 2020-21 district budget and consider approval for publication – KJ Knoll, Financial Officer, spoke briefly about the proposed budget and then requested Board approval for publication. The following action was taken:

**Motion:** That the Board of Education approve publication of the 2020-21 District Budget.

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<th>Hanigan</th>
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4. Discussion of Board Meeting Date Schedule and September 10 Board Retreat. Board members discussed.

**Motion:** That the Board of Education approve the Revised Resolution of Board of Education Meetings to remove September 10, 2020 as a regular meeting date.

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<th>Bors</th>
<th>Hanigan</th>
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**BOARD OPEN DISCUSSION**

Janene Radke stated that she appreciates the discussions and appreciates all the work being done to put these plans together with care and support of our students and staff.

Mark Rude stated that he appreciates the discussions and comments.

Jennifer Standley stated that she is encouraged about the plan the district has developed but stated that there are teachers, parents and students who are concerned about the risks of wearing masks all day. She thanked everyone for all of their hard work on the plans.

Dana Nanninga stated that it is challenging to make these decisions while thinking of what is best for all kids. She stated that board members are bombarded with lots of different information. She stated she appreciates the plan but she doesn’t know from the data what is the right or wrong decision.

Dr. Hanigan stated there is a lot of information and it’s constantly changing.

Lara Bors stated that GCEA is hosting a new teachers lunch tomorrow at Garden City High School from 11:30am to 1:00pm.
Dr. Karlin thanked the board members for their time in reviewing all of the information presented. He stated that as a District, we have to take one common path which will include compromises and sacrifices. He stated that the common goal is for all of our students to have a successful year.

**NEXT BOARD MEETING** - The next meeting of the Board of Education will take place on Monday, August 24, 2020, at 6:00 p.m. in the Auditorium at Garden City High School, 2720 Buffalo Way Blvd., 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 8:40 p.m.

Respectfully submitted,  

Stephanie DeLoach, Clerk

Approved:  

Lara Bors, President
RESIGNATIONS:
It is recommended that Alycia Kasyer be released from her 2020-21 contract contingent upon receipt of payment for the $4,000 liquidated damages fee. A suitable replacement has been found for her position at Horace Good Middle School.

Joan Nekuda, interventionist at Charles Stones Intermediate Center, is requesting release from her 2020-21 contract and requested waiver for liquidated damages fee. The hearing panel met on August 13, 2020 and recommended the liquidated damages fee be waived. It is also recommended that she be released without a suitable replacement.

TRANSFER:
Sarah Harris – from TOSA position at Georgia Matthews Elementary School to third grade position at Victor Ornelas Elementary School.

TUITION REIMBURSEMENT AGREEMENT:
Katie Gude – Special Education Endorsement

STUDENT TEACHER AGREEMENTS:
Madison Adler – Newman University
Sarah Crane – Newman University
Jeffrey Dunlap – Newman University
Reagan Hill – Newman University
Kelly Langdon – Newman University
Yudit Valerio – Newman University
Viky Veyza – Newman University
RESIGNATION:
Cody Bernbeck, physical education teacher at Garden City High School, is requesting release from his 2020-21 contract. It is recommended that he not be released until a suitable replacement is found and assessed a $4,000 liquidated damages fee.

APPOINTMENT:
Johnanna Borden, Garden City, Kansas, is recommended for a ninth grade position at Garden City Alternate Education Center. She is a former USD 457 teacher and a KPERS retiree.

POSITION CHANGES:
Gene Juno – from sixth grade social studies position at Charles Stones Intermediate Center to sixth grade social studies and science position at Charles Stones Intermediate.
Roger Reed – from sixth grade science position at Charles Stones Intermediate Center to sixth grade science and social studies at Charles Stones Intermediate Center.
Stacy Stucky – from fifth grade social studies at Charles Stones Intermediate Center to fifth grade social studies and science position at Charles Stones Intermediate Center.
Change a currently vacant fifth grade science position at Charles Stones Intermediate Center to fifth grade science and social studies position at Charles Stones Intermediate Center.

Joshua Guymon, special education director, is requesting building changes for the following staff:
Nicole Jeter – from Garfield Early Childhood Center to Garden City Alternate Education Center.
Rhonda Stuwick – from Georgia Matthews Elementary School to Garden City Alternate Education Center.
Move the gifted special education position from Garden City High School to Kenneth Henderson Middle School. This position is currently staffed with a substitute teacher.

CONTRACT RECOMMENDATION:
It is recommended to change Shannon Ford’s renewal on April 20, 2020 to nonrenewal.

EXTRA DAYS REQUEST:
Mark Felvus, principal at Garden City Alternate Education Center, is requesting additional eight (8) extra contract days for school counselor due to the allotment of fifteen (15) days being used for blended and remote learning scheduling, extra interviews and needing additional days to complete end of school year duties.
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<tr>
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### Classified Personnel Actions

#### Addendum

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#### Appointments

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#### Transfers

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OTHER

The 2020-2021 Director/Coordinator calendar is being resubmitted for approval.

Josh Guymon, Director of Special Education, is requesting to move the following hearing impaired positions:

- Move a 1.0 paraprofessional position from Horace Good Middle School to Bernadine Sitts Intermediate Center. Erika Groth will move with the position.
- Move a 1.0 paraprofessional position from Edith Scheuerman Elementary School to Garden City High School. Hermila Carrillo will move with the position.

Changes to the following library paraprofessional positions:

- Move a 1.0 position shared between Florence Wilson Elementary and Georgia Matthews Elementary School to 1.0 at Abe Hubert Elementary School.
- Change the 1.0 position currently shared between Victor Ornelas Elementary School and Gertrude Walker Elementary School to 1.0 to be shared between Gertrude Walker Elementary School and Georgia Matthews Elementary School.
Remote Learning 2020-21 - Assurances

Date: **August 24, 2020**

School District Name: **Garden City, Kansas**   Number: **457**

This assurances document needs to be returned to KSDE no later than September 1, 2020, to indicate the district will ensure that Remote Learning approximates the student learning experience taking place in the On-Site (brick and mortar) classroom. Completed assurances should be emailed to: remotelearning@ksde.org

For 2020-21 school year only, a Remote Learning student is a student regularly enrolled in the school district he or she would normally have attended On-Site, but the student is attending remotely (because of concerns related to the COVID-19 pandemic) and curriculum and instruction are prepared, provided and/or supervised by local teachers and staff in the student’s home district.

USD 457 assures to the Kansas State Board of Education it will follow the requirements below to ensure that Remote Learning approximates the student learning experience taking place in the On-Site (brick and mortar) classroom for the 2020-21 school year, including:

1. **USD 457 assures Remote Learning Curriculum and Instruction** will coincide with each student’s On-Site classroom to ensure that when a Remote Learning student returns to the On-Site classroom that he or she is able to make a seamless transition. In addition, Remote Learning students will be assessed on the same standards and competencies as the On-Site students using each and all progress, academic and social-emotional monitoring assessments as On-Site students.

2. **USD 457 assures Remote Learners will have at least one meaningful Daily Connection with a local teacher.** In addition, Remote Learning students will have ready access to all local content teachers throughout each week and student questions will be answered within 24 hours during school days, preferably the same school day if possible.

3. **USD 457 assures each Remote Learner’s Academic Progress** will be monitored daily by local teachers to ensure that when the student is able to return to the On-Site classroom that he or she is able to make a seamless transition.

4. **USD 457 assures that each Remote Learner’s Daily Activity Logs** are made available to local teachers to assist monitoring student’s Academic Progress. In addition, the daily logs will be made available to KSDE auditors. Finally, the district assures that daily logs will be completed by the student and student’s parent, guardian or responsible adult and not pre-filled by the district or school. **There are two instances in which a daily log would not be required:** 1. The district provides Remote Learning services to the student by streaming live video of the student’s On-site class/es and local teacher(s) take attendance as normal and therefore a daily log is unnecessary. 2. A school building is closed for On-Site learning **and Remote Learning services are provided by local teachers who can and do take attendance as normal/the same as On-Site classes.**

5. **USD 457 assures that timely and relevant Professional Development** will be provided to all local educators providing services to Remote Learners.

______________________________________________

President, Board of Education     Superintendent of Schools

Completed assurances should be emailed to: remotelearning@ksde.org
**NOTIFICATION OF FEDERAL GRANT SUBAWARD**

08/12/2020

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### GRANTEE AWARD INFORMATION

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**Total Amount of Federal Funds Obligated**

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**Project Code**

Education of Homeless Children and Youth

**Subaward Period of Performance**

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**Pass-Through Entity & Awarding Official**

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<tr>
<td>Tate Toedman</td>
</tr>
<tr>
<td><a href="mailto:ttoedman@ksde.org">ttoedman@ksde.org</a>; (785) 296-6714</td>
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**Indirect Rate Type:**

The negotiated indirect cost rate or the indirect cost allocation plan approved for the entity identified as Subrecipient of this grant award notification applies to this grant award.

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**APPROVED**

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**Recipient Signature**

**KSDE Signature**
AGREEMENT FOR SHARING OF PERSONNEL

THIS AGREEMENT FOR SHARING OF PERSONNEL (Agreement) made and entered into this 29th day of June 2020, by and between the Board of Education of Unified School District No. 480, Seward County, State of Kansas (USD 480) and Board of Education of Unified School District No. 457, Finney County, Kansas (USD 457).

WHEREAS, USD 480 employs Jami Harris (herein "Audiologist") as an audiologist in the Special Education Department of USD 480; and

WHEREAS, USD 457 has the need for the services of an audiologist; and

WHEREAS, USD 480 has the ability to share the services of an audiologist.

NOW, THEREFORE, in consideration of the terms and conditions set forth herein, the parties agree as follows:

1. PROFESSIONAL SERVICES TO USD 457. For a period of 18 days total for the 2020-2021 school term, Audiologist shall provide professional services as an audiologist to USD 457. The professional services to be provided by the Audiologist shall be those requested by USD 457, consistent with the Audiologist's specialty. The Audiologist shall provide evaluation and/or consultation for students in USD 457 for whom evaluations and/or consultation services are deemed necessary by the Audiologist and the USD 457 Director of Special Education. Audiologist shall discharge her evaluating or consulting duties and responsibilities in a professional manner and abide by all applicable rules, regulations, and policies of USD 480 and USD 457. The days the Audiologist provides services to USD 457 shall be coordinated between USD 480 and USD 457 Directors of Special Education. USD 457 shall provide facilities and supplies as deemed necessary by Audiologist. The work day will consist of six hours.

2. TERM. The term of this Agreement shall be for the 2020-2021 school year, beginning on August 31, 2020, and ending on May 18, 2021.

3. PAYMENT FOR SERVICES. USD 457 shall pay to USD 480, for the services of the Audiologist, the sum of $6,004.00, payable in two (2) equal installments on or before December 20, 2020 and on or before May 27, 2021. USD 457 shall also pay the mileage expense of $.58 per mile paid to the Audiologist for her travel between Garden City and Liberal as well as travel between buildings in Garden City.

4. EMPLOYEE OF USD 480. The Audiologist shall be considered an employee of USD 480, and shall be under the direction and control of the USD 480 Director of Special Education. The Audiologist shall not be considered an employee of USD 457.

5. REPLACEMENT SERVICES. Should Audiologist no longer be an employee of USD 480 during the term of this Agreement, the parties shall mutually agree on a suitable replacement, with the replacement individual to have a combination of educational qualifications and experience not less than those possessed by the Audiologist. Should a mutually suitable candidate not be
found, this Agreement shall be deemed terminated as of the date of the Audiologist’s last date of employment with USD 480, and any amounts due under this Agreement shall be prorated as of the date of Audiologist’s termination of employment with USD 480.

6. **TERMINATION.** This Agreement may be terminated by either party for any reason upon (30) days written notice delivered to the other party. USD 457 shall be responsible for payment of any services rendered by the Audiologist up to date of termination, on a prorated basis.

7. **PRORATION.** Any payment proration calculated under paragraphs 5 and 6 hereof shall be calculated based upon the rate of $300.00 per day for services rendered. Services rendered for any portion of the day shall be considered as services for the full day for purposes of calculating the proration.

8. **AUTHORITY.** USD 480 and USD 457 represent, covenant, and warrant that they are political bodies constituting political subdivisions existing under the laws of the State of Kansas. All necessary actions by the Boards of Education of USD 480 and USD 457 have been taken to enter into this Agreement.

9. **LEGISLATIVE CHANGE.** This Agreement is subject to change or termination by the Legislature of the State of Kansas.

10. **GENERAL COVENANTS.**

(a) All notices required or which may be given hereunder shall be considered as properly given if delivered in writing, personally, or sent by certified mail, postage prepaid, and addressed as follows:

(1) To USD 480:
Vicki Adams, Director of Special Education
624 North Grant
Liberal, Kansas 67901

(2) To USD 457:
Joshua Guymon, Director of Special Education
1205 Fleming
Garden City, Kansas 67846

Notices served by mail shall be deemed to be given and delivered on the date on which such notice is deposited in the United States mail.

(b) This instrument incorporates all of the obligation, agreements, and understandings of the parties hereto, and there are no oral agreements or understandings between the parties hereto concerning the subject covered by this Agreement.
This Agreement may be amended, changed, or modified only upon the written consent of all the parties.

This Agreement shall be binding upon and inure to the benefit of the parties hereto, their personal representatives, and permitted assigns.

This Agreement shall be construed in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF, the undersigned parties to this Agreement have executed this Agreement in duplicate, as of the date first set forth above.

BOARD OF EDUCATION,
UNIFIED SCHOOL DISTRICT
NO. 480, SEWARD COUNTY,
STATE OF KANSAS

By
ALAN BROWN, Board President USD 480
ATTEST:

JERRY CLAY, Clerk of the Board USD 480

BOARD OF EDUCATION,
UNIFIED SCHOOL DISTRICT
NO. 457, FINNEY COUNTY,
STATE OF KANSAS

By
Board President USD 457
ATTEST:

STEPHANIE DELOACH, Clerk of the Board USD 457
Local Interagency Agreement
Kansas Children’s Service League Head Start
And
USD 457 Garden City
2020-2021

Mission Statement: This agreement is intended to support planning to eliminate duplication of services, promote efficient use of resources, and clarify agency roles and responsibilities; thereby assuring continuous, well-coordinated services for young children and their families.

Purpose: The purpose of this document is to establish a framework for special education and related services to be provided for eligible children with exceptionalities in Garden City. The children provided for under this agreement range from three to five years of age.

Agencies:

Kansas Children’s Service League Head Start

Kansas Children’s Service League Head Start is a program providing comprehensive developmental services for income-eligible preschool children. Head Start can also provide opportunities for children with disabilities to participate with their same-age peers in the least restrictive environment as outlined in IDEA-2004. Children receiving special education services in a Head Start setting must also meet the eligibility requirements through diagnostic criteria established by Head Start.

USD 457 Garden City

The Kansas State Board of Education required each local Board of Education to make available special education and related services for each child with special needs as identified through IDEA and state special education regulations. These services are provided for children between the age of three and the age at which regular education services are offered to non-exceptional children. USD 457 assures KSDE such services will be available to this population.

Term of Agreement:

The term of this Agreement shall commence August 1, 2020 and end July 31, 2021

Agreement Objectives:

This agreement establishes specific objectives for the agencies involved. These objectives are as follows:

* To maximize the full use of available local resources in providing special education and related services to young children with disabilities and their families.

* To assure coordination of services with disabilities served by Head Start and the local school district

* To clarify roles and responsibilities of local school districts, local head Start programs and families

* To provide information to Head Start and USD 457 regarding provision of services to children with disabilities
Service Procedures:

Classroom Considerations

USD 457 will provide special education staff and related services personnel to assist Head Start staff in meeting the needs of identified children. This assistance may include consultation or provision of direct service depending upon individual child need. USD 457 will provide appropriate adaptive/assistive equipment and unique instructional materials for the classroom and/or home visits.

Screenings

KCSL Head Start and USD 457 will work collaboratively to provide screenings and USD 457 assures KSDE individual screenings will be available within 30 days of request. USD 457 personnel may be involved with child screenings for which there are concerns in one or more of these areas: Fine Motor, Gross Motor, Adaptive, Cognitive, Social, Communication, Visions and/or Hearing. Agencies will honor screenings completed by others and will not duplicate screening efforts. Head Start staff will be responsible for obtaining parental permission prior to conducting individual screenings as required by Head Start regulations. To reach the most children, both agencies should make information available to the public which include:

*Public awareness information regarding the availability of screenings:
*Locations and times screenings may be scheduled:
*Process for informing families and ensuring their input in the process; and
*System of referral for further evaluation by USD 457 staff.

Referral

For any child with suspected developmental delays or disabilities, the established Head Start referral procedure will be followed. Head Start will include families in this process by being responsible for notifying and obtaining parental authorization before the referral to USD 457 for evaluation is made. Referrals for evaluation at the beginning of each school year should be made as soon as possible to ensure a child qualifying for services is receiving those services by September 20. It is understood that staff members will make referrals only after appropriate screenings have been completed.

Initial Evaluation

USD 457 staff in accordance with state and local guidelines will conduct an initial evaluation. USD 457 staff will obtain an explanation of parents’ rights and signed parental consent before conducting any evaluation.

Staffing/Eligibility Meetings

A team, including the child’s parent/family, Head Start provider (in the roles of general education teacher), local education agency representative (enrolling elementary building principal or designee), early childhood special education teacher and any other USD 457 service providers involved in the evaluation will meet to discuss assessment data and to determine the child’s eligibility and need for special education services. If an IEP is written, Head Start Disabilities Coordinator will receive a copy of the child’s plan. Each teacher will receive a copy of the child’s goals/objectives. All parties will be responsible for maintaining confidentiality within a collaborative relationship. In the event a child does not qualify for special education services, an individualized curriculum may be developed by Head Start staff and the family when appropriate and in accordance with head Start guidelines.
The active involvement of parents/families in the child’s skill development will be encouraged. Families will play an integral role in determining the appropriate placement and services to be provided for their child.

Placement

The appropriate placement of a child with special needs will be determined by the team. Changes in the plan/placement cannot be made without further team meetings. Least restrictive environment will be a primary consideration of the team’s decision making. All efforts will be made to serve children in their natural environments. Early identification of children with special needs and sharing these names with Head Start as soon as March of the year before service will ensure these children better opportunity of actual placement in the Head Start program.

The Garden City Head Start classrooms will place identified children into a Priority Placement status. This means that these identified children will be offered the first available openings in the Head Start program. Head Start will accept children all year long, but their placement will depend upon openings in the Head Start classroom as well as parents cooperation on completing enrollment. Head Start cannot hold slots open in anticipation of possible children. Head Start is required to be 100% enrolled at all times.

*Placement in a Head Start program is made by the parent
  • Head Start staff will be responsible for assisting families in the completion of Head Start eligibility applications.

*Children may be enrolled in Head Start and served by USD 457 staff. Every effort will be made to avoid duplication of services.

*Head Start classroom teachers will implement IEP interventions developed by the team as part of their individualized lesson plans. Regular, joint planning with USD 457 early childhood staff is important to ensure these interventions are appropriate and successfully carried out.

*Children will have itinerant support of USD 457 ECSE teachers and related service providers as determined by their IEP team.

*If a team determines individual child need, USD #457 will provide Para educator support in Head Start settings.

Transportation

Whenever possible, children with disabilities must be transported in the same vehicles used to transport other children enrolled in the Head Start or Early Head Start program. If the vehicle cannot meet the child’s needs due to the child’s special circumstances then the child will be transported by USD #457, which has special equipped handicapped vehicles for transportation.

The agency will specify any special requirements for a child with a disability when preparing the child’s Individual Education Plan (IEP) and ensure that in all cases special requirements in a child’s IEP are followed, including:

  • (1) Special pick-up and drop-off requirements:
  • (2) Special seating requirements:
• (3) Special equipment needs:
• (4) Any special training for bus drivers and monitors

Transition

A continuous process of information sharing will be developed between the staff members of head Start and USD #457 to ensure smooth transitions for children and families. Regular meetings will help to maximize child benefit through coordinated implementation of each child’s specific, individualized plan.

Collaboration

USD #457 and Head Start will exchange information regarding in-service training opportunities that may be of benefit to staff members of both agencies. Agencies will exchange information regarding pertinent regulations and guidelines.

In seeking to provide a holistic approach to supporting children and families, Head Start and USD #457 staff will collaborate to plan and carry out identified mental health programming needs. This approach will include but not be limited to:

*USD #457 support for Head Start to include consultation, direct assistance, strategies, resources, interventions, observation techniques, behavioral support, assessment/data collection and developmentally appropriate practices.

*Provision of behavioral management support in dealing with children exhibiting atypical behaviors.

*Advice in the use of community resources.

*Orientation and strategies for referral and assessment to determine any possible delays or disabilities.

Head Start will maintain appropriate parent/guardian consent forms for observations and screenings and will provide USD #457 with a copy as appropriate.

Conditions of Agreement:

This agreement is in principal and will be reviewed at least annually by the parties involved. Said review and resulting changes may be made only by mutual agreement of both parties.

Mary Martha Good
Head Start/Early Head Start Director
Kansas Children’s Service League

Josh Guymon
Special Education Director
USD 457

Gail Cozadd
President/CEO
Kansas Children’s Service League

Melanie Garrison
Early Childhood Coordinator
USD 457
Memorandum of Understanding between USD 457 and Russell Child Development Center

2020-21

The following is a written proposal for an agreement procedure between the agencies Russell Child Development Center (hereinafter referred to as RCDC or tiny-k) and USD 457 (hereinafter referred to as USD 457 or Part B) for the transition of services for children currently receiving Part C services to Part B services.

It is proposed that the transition of services be a child and parent friendly process that promotes inclusive practices in which both agencies combine efforts to facilitate the transition. Both agencies agree to the responsibilities listed below and will work to ensure that all elements of the proposal are carried out within a timely manner.

The mission of the transition services is to ensure that the appropriate communication occur between the agencies. The process will also include observation of the child and family within the natural setting and is designed to ensure that appropriate placement into USD 457 services occurs. Members of the transition team will include the family, RCDC staff, USD 457 staff and other appropriate school personnel.

Common Goals: Russell Child Development Center and USD 457:

1. To have both agencies meet their legal responsibilities according to the Individuals with Disabilities Education Act (IDEA).
2. To recognize that any child currently receiving tiny-k services or identified as eligible for tiny-k services prior to their third birthday is considered potentially eligible for special education services through USD 457.
3. To work together as a team to share responsibilities for transition and support families' full and informed participation in team decision making.
4. To support staff members in fulfilling their roles and responsibilities in the transition process.
5. To support families in understanding and identifying transition activities including the purpose, key players, and desired outcomes, as well as skills and information they need to facilitate their child’s smooth transition to preschool special education services.
6. To support families in reviewing program options from the time of the child’s third birthday through the remainder of the current school year or the start of the new school year to determine services that best meet the needs of their child and family.
7. To prepare and support children with special needs and their families by acquainting them with their future service providers and environments.
8. To have both agencies monitor and evaluate transition plan activities throughout and after the transition process.
9. To increase all participants’ satisfaction with the transition process, their participation in, and the result.
10. To make every attempt to work with the family to make timely referral to the appropriate school district when a child and family move at any time during the transition process.

Common Activities: Russell Child Development Center and USD 457:

1. To meet annually in the spring to review and make necessary revisions to this agreement based on transition data and participant feedback from the past year. Additional meetings can be requested by either agency at any time during the year.
2. To identify annually (and anytime there is a change) contact person(s) and acceptable method(s) of contact for referral information provided to USD 457 by RCDC.
3. To maintain confidentiality: no confidential information shall be shared between agencies without written parental permission, except that required for referral.
4. To adhere to transition timelines in accordance with IDEA and the State of Kansas Interagency Memorandum of Agreement between KDHE and KSDE.
5. To annually assess the sending agency’s, receiving agency’s and families’ satisfaction with the transition process using a jointly developed and agreed upon survey.
6. To collaborate, with parent permission, in the development of a transition plan that identifies options for the child and family.

Sending Agency – Russell Child Development Center tiny-k agrees:

1. To provide referral of potentially eligible children residing within the USD 457 boundaries at least 90 days and up to nine months prior to the child’s third birthday (6 months before the child turns 3 is the target date). Referral should include child’s name, date of birth, parent contact information (names, addresses, phone numbers) and may also include the name and contact information for the family service coordinator and the language(s) spoken by the child and family. This will be followed by the “Universal Part C to Part B Referral Form”, which will be provided by the Family Services Coordinator.
2. Each month, the Database Manager will provide USD 457 with a list of potentially eligible children who will turn 3 within the next 6 months. To include: the child’s name, date of birth, and parent contact information. This will be the official referral date for both agencies.
3. To initiate the transition process for any child potentially eligible for services from USD 457. At discretion of all parties, the process may be initiated up to 9 months before the child’s third birthday for families with specific needs.
4. To provide USD 457 staff with a copy of an updated IFSP and the Transition Checklist. All efforts will be made to share this information BEFORE the Transition Conference.
5. To convene a Transition Conference to which a representative of USD 457 is invited, with parent approval (oral consent is acceptable), at least 90 days prior to the child’s third birthday. Will document all decisions made at the Transition Conference on the transition conference agenda.
6. To ensure, whether or not a USD 457 representative participates in the transition conference, that parents are provided with information (by USD 457) to include:
   a. A description of the Part B eligibility definitions;
   b. Timelines and processes for consenting to an evaluation and conducting eligibility determinations under Part B;
   c. Service delivery options of special education and related services.
7. To share information about service delivery options for those children who turn three in the late spring or summer, including:
   a. Once a child begins USD 457 services, he/she is no longer eligible for tiny-k services (and tiny-k funds cannot be used to serve the child);
   b. If a child turning age three during the summer (defined as the day after the last day of school) is determined to be eligible for special education, and has an IEP in place with special education services to begin the following school year, the child can continue to be served on an IFSP by the tiny-k program during the summer until the IEP is implemented at the beginning of the next school year. This is not common practice for all children;
   c. If a child turns three before the end of the school year and it is determined by the IEP team that is in the best interest of the child to be served by the tiny-k providers on an IEP in the child’s home until the beginning of the next school year, USD 457 can contract with the tiny-k program to provide those services to the child.
8. To obtain families' written permission to share relevant information between USD 457 and RCDC tiny-k including evaluation information and contents of the IFSP, as well as any family and child services not included in the IFSP (i.e., Social and Rehabilitation Services, Head Start, Mental Health).
9. To provide written documentation, no later than 90 days prior to the child’s third birthday, to USD 457 in the event that the family chooses not to have a USD 457 representative participate in the transition conference and does not intend to pursue transition USD 457 services. This will be done on the “Universal Part C to Part B Referral Form”.
10. To assist families in contacting and scheduling visits to appropriate programs for their child including community programs, if appropriate.
11. To participate in gathering assessment information and all meetings held during the transition process (with the family’s consent). With parent consent, every attempt will be made to participate in the eligibility/IEP meeting.
12. For a child referred to RCDC between 45 and 90 days prior to their 3rd birthday. RCDC will:
   a. Offer initial evaluation;
   b. Develop IFSP and conduct IFSP meeting (if eligible);
   c. Develop transition plan;
   d. Provide referral information to USD 457 as soon as possible.
13. For a child referred to RCDC between 45 and 90 days prior to their 3rd birthday, RCDC MAY:
   a. Request parental consent to conduct a joint evaluation with Part B;
   b. Conduct a transition conference in conjunction with the IFSP meeting, including, with parent consent, a representative from USD 457;
   c. Schedule and conduct a transition conference following the development of the IFSP.
14. For a child referred to RCDC fewer than 45 days prior to 3rd birthday, RCDC will assist the family in contacting USD 457 or provide the family with information concerning referral to Part B.
15. For a child served by RCDC more than 90 days prior to 3rd birthday, but referred to USD 457 fewer than 90 days prior to the 3rd birthday, RCDC will document and share the reason(s) for the late referral.
Receiving Agency, USD 457, agrees:

1. To receive referrals of potentially eligible children residing within the USD 457 boundaries at least 90 days and up to nine months prior to the child’s third birthday (6 months before the child turns 3 is the target date). Referral will include child’s name, date of birth, parent contact information (names, addresses, phone numbers) and may also include the name and contact information for the family service coordinator and the language(s) spoken by the child and family. This will be followed by the “Universal Part C to Part B Referral Form”, which will be provided by the RCDC Family Services Coordinator.

2. Respond to referrals of potentially eligible children.

3. To participate in the transition process including the Transition Conference, identification or review of appropriate transition steps and services in the transition plan, and provision of information to the family to include:
   a. A description of the Part B special education eligibility definitions;
   b. Timelines and process for consenting to an evaluation and conducting eligibility determinations under Part B preschool special education;
   c. Service delivery options for eligible children for Part B special education and related services;
   d. A copy of procedural safeguards (provided in native language or other mode of communication used by parents).

4. To review existing evaluation data, including evaluations and information provided by the parents. Based on that review and input by the family, USD 457 will identify what additional data are needed to determine if the child is a child with a disability, and administer such assessments and other evaluation measures as may be needed to produce the additional data.

5. If USD 457 determines there is evidence of a potential disability, USD 457 will provide parents with procedural safeguards, Prior Written Notice for evaluation, and obtain written consent for evaluation.

6. To facilitate and/or participate in home visits with families and RCDC representatives, as appropriate.

7. To inform parents that the RCDC Family Service Coordinator will be invited to the IEP meeting with the parent’s consent; will invite the RCDC Family Service Coordinator to the initial eligibility and IEP meeting if parent consents. If the RCDC representative is unable to attend, USD 457 will, with parent consent, provide the RCDC Family Service Coordinator with results of USD 457 eligibility determination.

8. To complete and enter Early Childhood Outcomes data on the state ECO website.

9. For a child referred to RCDC fewer than 90 days before the 3rd birthday, and therefore referred to USD 457 less than 90 days before the 3rd birthday, USD 457 will conduct an initial evaluation within 60 school days of receiving parental consent for evaluation, even if that timeline expires after the child’s 3rd birthday. If eligibility is determined, an IEP will be developed and implemented within the 60 school day evaluation timeline.

10. For a child served by RCDC more than 90 days prior to the child’s 3rd birthday, but referred to USD 457 less than 90 days before the 3rd birthday, USD 457 will ensure that initial evaluation is completed, and if child is determined eligible, an IEP will be developed and implemented by the child’s 3rd birthday, even if the state established timeline (60 school days) for evaluation expires.
after the child's 3rd birthday. Documentation provided from RCDC with reasons for the late referral will be placed in the child’s file.

11. For a child whose third birthday occurs during the summer, the child’s IEP team will develop the IEP and then determine the date when services under the IEP will be delivered, which may be implemented on the first day of school the following school year. It is only the implementation of the IEP that may be delayed. USD 457 services will begin on the date specified on the IEP.

12. For a child turning 3 during a break, the district may determine through the IEP process that a child will start receiving services well in advance of a school break if the team is concerned about a smooth transition. Once a child begins Part B services, he/she is no longer eligible for Part C services (and tiny-k funds cannot be used to serve the child).

13. To convene at least annually a meeting of representatives from RCDC and USD 457 to review the existing agreement and transition timelines, KSDE data, and participant feedback and to make any necessary changes agreed to by the group.

Problems, concerns or solutions with any portion of this agreement should be referred to the below named individuals who have signed this agreement.

David Redmond
Early Intervention Program Director, RCDC

Coordinator, Part B USD 457
CERTIFIED PHYSICAL THERAPY SERVICES AGREEMENT

THIS CERTIFIED PHYSICAL THERAPY SERVICES AGREEMENT (Agreement), made and entered into this 24th day of August, 2020, by and between the BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO. 457 (BOARD), and Living at Home, LLC (LAH).

WHEREAS, BOARD is interested in contracting with LAH for the providing of Certified Physical Therapy (PT) services to the USD 457 Special Education Department; and

WHEREAS, BOARD has a need to employ an individual with the expertise of LAH to provide PT services.

NOW, THEREFORE, in consideration of the terms and conditions set forth below, the parties agree as follows:

1. RETENTION OF LAH. BOARD agrees to retain LAH to provide PT services for USD 457 students.

2. TERM. The term of this Agreement shall be from date of execution to May 28, 2021.

3. PROFESSIONAL SERVICES – USD 457. LAH shall provide PT services as follows: Consultation and services within the scope of the physical therapy profession, and complete required reports. PT services shall be provided not less than two (2) hours nor more than ten (10) hours per week during the term of this Agreement. LAH shall maintain all certificates and licenses required by the state of Kansas to be a PT.

4. PAYMENT FOR SERVICES. BOARD shall pay LAH for services provided, as follows:
   (a) Seventy-Five Dollars ($75.00) per hour for all services provided.
   (b) LAH shall submit a monthly statement to the USD 457 Business Office for services provided. The statement shall be submitted by the first day of each month for the previous month’s services.
   (c) LAH shall be responsible for all withholdings required by law and the payment of any taxes and assessments associated therewith.
   (d) Compensation will be adjusted to comply with KPERS retirement guidelines.

5. INDEPENDENT CONTRACTOR. LAH shall be considered an independent contractor not an employee of BOARD, in the discharge of her duties as a PT.

6. CONFIDENTIALITY. LAH shall abide by all federal, state and USD 457 laws, regulations and policies related to confidentiality of education, counseling, or medical records.

7. TERMINATION. This Agreement may be immediately terminated by BOARD at any time, for any reason upon thirty (30) days’ written notice. BOARD shall be responsible for payment of any services rendered by LAH up to date of termination.
8. **SUFFICIENCY OF FUNDS.** In the event sufficient funds shall not be appropriated by the State of Kansas to USD 457 for the payments required under the terms and conditions of this Agreement, USD 457 may terminate this Agreement pursuant to the notice requirements set forth herein. This Agreement is subject to the terms and provisions of the Cash Basis Law, K.S.A. 10-1101 et seq., and the Kansas Budget Law, K.S.A. 79-2925 et seq.

9. **LEGISLATIVE CHANGE.** This Agreement is subject to change or termination by the Legislature of the State of Kansas.

10. **NOTICES.** All notices required or which may be given hereunder shall be considered as properly given if delivered in writing, personally, by email, or sent by certified mail, postage prepaid, and addressed as follows:

   **BOARD:**
   Unified School District No. 457
   1205 Fleming Street
   Garden City, Kansas 67846

   and

   Josh Guymon
   Director of Special Education
   1205 Fleming Street
   Garden City, Kansas 67846

   **LAH:**
   Living at Home, LLC.
   13610 N Mennonite Rd
   Garden City, Kansas 67846

   Notices served by mail shall be deemed to be given on the date on which such notice is deposited in the United State mail.

11. **GENERAL PROVISIONS.**

   (a) This Agreement incorporates all of the obligations, agreements, and understandings of the parties hereto, and there are no oral agreements or understandings between the parties hereto concerning the subject covered by this Agreement.

   (b) If any provision, or any portion thereof, contained in this Agreement is held unconstitutional, invalid or unenforceable, the remainder of this Agreement, or portion thereof, shall be deemed severable, shall not be affected and shall remain in full force and effect.

   (c) This Agreement may be amended, changed, or modified only upon the written consent of all of the parties.

   (d) This Agreement shall be construed in accordance with the laws of the state of Kansas.
(e) The paragraph headings appearing in this Agreement have been inserted for the purposes of convenience and ready reference, and do not purport to nor shall they be deemed to define, limit, or extend the scope or intent of the paragraph to which they pertain.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures the day and year first above written.

Living at Home, LLC.

Date

Brenda Drees- Owner

BOARD OF EDUCATION
UNIFIED SCHOOL DISTRICT NO. 457

By

Lara Bors, President

ATTEST:

Stephanie DeLoach, Clerk
CERTIFIED PHYSICAL THERAPIST SERVICES AGREEMENT

THIS CERTIFIED PHYSICAL THERAPY SERVICES AGREEMENT (Agreement), made and entered into this 24th day of August, 2020, by and between the BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO. 457 (BOARD), and JESSICA KING (KING).

WHEREAS, BOARD is interested in contracting with KING for the providing of Certified Physical Therapy (PT) services to the USD 457 Special Education Department; and

WHEREAS, BOARD has a need to employ an individual with the expertise of KING to provide PT services.

NOW, THEREFORE, in consideration of the terms and conditions set forth below, the parties agree as follows:

1. **Retention of KING.** BOARD agrees to retain KING to provide PT services for USD 457 students.

2. **Term.** The term of this Agreement shall be from date of execution to May 28, 2021.

3. **Professional Services – USD 457.** KING shall provide PT services as follows: Consultation and services within the scope of the physical therapy profession, complete required reports and supervision of a physical therapy assistant. PT services shall be provided not less than ten (10) hours nor more than twenty (20) hours per week during the term of this Agreement. KING shall maintain all certificates and licenses required by the state of Kansas to be a PT.

4. **Payment for Services.** BOARD shall pay KING for services provided, as follows:

   (a) Seventy five Dollars ($75.00) per hour for all services provided.

   (b) KING shall submit a monthly statement to the USD 457 Business Office for services provided. The statement shall be submitted by the 5th day of each month for the previous month’s services.

   (c) KING shall be responsible for all withholdings required by law and the payment of any taxes and assessments associated therewith.

   (d) Compensation will be adjusted by 10.81% to comply with KPERS retirement guidelines.

5. **Independent Contractor.** KING shall be considered an independent contractor and not an employee of BOARD, in the discharge of her duties as a PT.

6. **Confidentiality.** KING shall abide by all federal, state and USD 457 laws, regulations and policies related to confidentiality of education, counseling, or medical records.

7. **Termination.** This Agreement may be immediately terminated by BOARD at any time, for any reason upon thirty (30) days written notice. BOARD shall be responsible for payment of any services rendered by KING up to date of termination.
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    **BOARD:**

   Unified School District No. 457  
   1205 Fleming Street  
   Garden City, Kansas 67846

    and

    Josh Guymon  
    Director of Special Education  
   1205 Fleming Street  
   Garden City, Kansas 67846

    **KING:**

    Jessica King  
   201 Bullard Drive  
   Garden City, Kansas 67846  
   Jessicaking1223@gmail.com

    Notices served by mail shall be deemed to be given on the date on which such notice is deposited in the United State mail.

11. **GENERAL PROVISIONS.**

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(e) The paragraph headings appearing in this Agreement have been inserted for the purposes of convenience and ready reference, and do not purport to nor shall they be deemed to define, limit, or extend the scope or intent of the paragraph to which they pertain.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures the day and year first above written.

JESSICA KING

Date

Jessica King

BOARD OF EDUCATION
UNIFIED SCHOOL DISTRICT NO. 457

By

Lara Bors, President

ATTEST:

Stephanie DeLoach, Clerk
Remote Learning

Building the airplane
# Elementary Numbers:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>56</td>
</tr>
<tr>
<td>K</td>
<td>67</td>
</tr>
<tr>
<td>1st</td>
<td>56</td>
</tr>
<tr>
<td>2nd</td>
<td>58</td>
</tr>
<tr>
<td>3rd</td>
<td>50</td>
</tr>
<tr>
<td>4th</td>
<td>62</td>
</tr>
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</table>
## Intermediate/Middle Numbers

<table>
<thead>
<tr>
<th></th>
<th>Remote</th>
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<tr>
<td>5th</td>
<td>83</td>
<td>0</td>
</tr>
<tr>
<td>6th</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>7th</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td>8th</td>
<td>56</td>
<td>29</td>
</tr>
</tbody>
</table>
# High School numbers

<table>
<thead>
<tr>
<th></th>
<th>Remote</th>
<th>Blended</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>72</td>
<td>56</td>
</tr>
<tr>
<td>10th</td>
<td>78</td>
<td>68</td>
</tr>
<tr>
<td>11th</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>12th</td>
<td>35</td>
<td>85</td>
</tr>
</tbody>
</table>
Technology - Michelle

- K-2 lessons
- 3-4 lessons
- Scaffolding Technology
- Video consultants
PLC/Teacher collaboration - Jessica

- Instructional Design
- Book study
- Support
Remote Teachers Corner
Our Work!

- Clipping Up!
- Walk-Thru
1. Clipping up

Clips from the remote learning classroom
2. Walk-Thru

**Intro Video**

G.R.A.P.E.S

Brainstorm & Create!

**THE G.R.A.P.E.S. of ME PROJECT**

- **Directions:** Take notes on the organizer below before transferring the information to your G.R.A.P.E.S. circles.

- **G:** Where were you born?  
  What have you lived?  
  What about your homelife neighborhood makes it great?  
  What about it makes it challenging?

- **R:** What do you believe in? Is it a religion? A set of beliefs?  
  How do these beliefs influence you live?

- **A:** What are your achievements?  
  How do you make a difference in those around you?  
  How will you make a difference in future?

- **P:** Who makes decisions?

- **E:** How do others view how you live?

**Present!**

You do!

I do!
Family Engagement!

➔ Virtual Engagement

➔ At home Family Engagement
Remote Learning
6th Grade Open House

Who: 6th Grade Remote Learning students and their families
What: Zoom Open House with Mrs. Burnfin
When: Monday, August 31st, 5:30-6:30 PM

Use your device to scan the QR code, this will take you directly to the Open House!

What more can we do at home?

I have questions!

Join me for ZOOM-ins’!
Physical Education
“Active Home” Nights

Family Game Nights

STEM Night

Technology Education Night

Student Work Showcase
Questions?
# GCHS Protective Measures 2020-2021

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Normal Operations, No Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>Protective Measures</strong></td>
</tr>
<tr>
<td><strong>Masks</strong></td>
<td>• Wearing a mask will be recommended for all students and staff</td>
</tr>
<tr>
<td><strong>Visitors</strong></td>
<td>• All visitors will be screened at the main office (Health Questionnaire) before entering the building</td>
</tr>
<tr>
<td><strong>Family Communication</strong></td>
<td>• Communication regarding school / classroom operations will be facilitated through <em>Remind</em></td>
</tr>
<tr>
<td><strong>0 Hour</strong></td>
<td>• Students will enter building through assigned doors for daily screening</td>
</tr>
<tr>
<td><strong>Morning Routines</strong></td>
<td>• Building will be closed to students until 7:00 am (except for 0 hour students) • Breakfast will be served in Commons (grab and go / sack style). • Students will be asked to distance and move to their first hour classroom when possible.</td>
</tr>
<tr>
<td><strong>Daily Screenings</strong></td>
<td>• All staff will complete a Health Questionnaire via a Google Form. • Students will complete the Health Questionnaire via a Google Form during their first class.</td>
</tr>
<tr>
<td><strong>Hallways / Passing</strong></td>
<td>• Students, while in the hallways or during passing periods, will be recommended to wear a mask. Students will be encouraged to go straight to class and avoid grouping or talking to others in the hallways. • Students traveling to/from opposite ends of the building will be encouraged to pass outside. Students can enter/exit through the lounge doors at Public Service, Trade &amp; Health and Arts &amp; Communications. Students may take a mask break while walking outdoors. • Water fountains will not be available. Bottle filling stations will be encouraged</td>
</tr>
<tr>
<td><strong>Lunch Routines</strong></td>
<td>• Students will be seated in the cafeteria staggered or socially distanced away from each other. If there is not enough room, extra classrooms or hallways may be used to seat students. • Weather permitting; students will be given the option to eat outside.</td>
</tr>
<tr>
<td><strong>Curriculum / Classrooms</strong></td>
<td>• Class schedules will run as normal with the following guidelines: • Assigned seating in all classes.</td>
</tr>
</tbody>
</table>
### GCHS Protective Measures 2020-2021

<table>
<thead>
<tr>
<th></th>
<th>Social distancing when possible. Masks recommended if social distancing not an option.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recommend desks face same direction where possible.</td>
</tr>
<tr>
<td></td>
<td>Handwashing/Sanitizing recommended before and after class and lunch</td>
</tr>
<tr>
<td></td>
<td>Desks and shared equipment will be regularly sanitized</td>
</tr>
</tbody>
</table>

| **End of Day**                 | All students must exit the building by 3:15 unless they are under the supervision of an adult |
|                                | Bus students may be released early to reduce hallway traffic                           |
|                                | Additional pickup locations around the loop will be encouraged to reduce crowding        |

| **Band / Choir / Orchestra / Theater** | Classes operations will be guided by recommendations from NFHS and KSHSAA regarding social distancing and safe instructional practices. |
|                                      | Classes will operate in smaller/distanced groups when appropriate                      |

| **Physical Education**            | Classes will take place outside and use social distancing when possible. Locker room access will be reduced |
|                                  | Equipment will be regularly sanitized                                                 |

| **Emergency Drills**             | Emergency drills will be allowed as normal with an emphasis on social distancing       |

| **Level 3**                      | **Protective Measures**                                                                |
| **Masks**                        | All staff, students, and visitors at Garden City High School will be required to wear a mask or approved facial covering at all times with the following exceptions; |
|                                | Eating breakfast or lunch                                                              |
|                                | Participating in a "mask break" approved by a staff member                             |
|                                | Participating in physical activities or other activities that are difficult when wearing masks |
|                                | Masks must conform to standards set forth in the school dress-code                     |

| **Visitors**                     | All visitors will be screened at the main office (Health Questionnaire) before entering the building |

<p>| <strong>Family Communication</strong>         | Communication regarding school / classroom operations will be facilitated through Remind |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
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<tr>
<td></td>
<td>▪ Social distancing when possible.</td>
</tr>
<tr>
<td></td>
<td>▪ Recommend desks face same direction where possible.</td>
</tr>
<tr>
<td></td>
<td>▪ Handwashing/Sanitizing recommended before and after class and lunch</td>
</tr>
<tr>
<td></td>
<td>▪ Desks and shared equipment will be regularly sanitized</td>
</tr>
<tr>
<td><strong>End of Day</strong></td>
<td>▪ All students must exit the building by 3:15 unless they are under the supervision of an adult</td>
</tr>
</tbody>
</table>
### GCHS Protective Measures 2020-2021

| Band / Choir / Orchestra / Theater | Classes operations will be guided by recommendations from NFHS and KSHSAA regarding social distancing and safe instructional practices  
| | Classes will operate in smaller/distanced groups when appropriate  
| Physical Education | Classes will take place outside and use social distancing when possible. Locker room access will be reduced  
| | Equipment will be regularly sanitized  
| Clubs | Social distance should be maintained during club activities  
| Emergency Drills | Emergency drills will be allowed as normal with an emphasis on social distancing  

#### Level 4  

| Protective Measures | All staff, students, and visitors at Garden City High School will be required to wear a mask or approved facial covering at all times with the following exceptions;  
| | Eating breakfast or lunch  
| | Participating in a “mask break” approved by a staff member  
| | Participating in physical activities or other activities that are difficult when wearing masks  
| | Masks must conform to standards set forth in the school dress-code  
| Visitors | All visitors will be screened at the main office (Health Questionnaire) before entering the building  
| | Visitors will be restricted to the main office area  
| Family Communication | Communication regarding school / classroom operations will be facilitated through Remind  
| 0 Hour | Students will enter building through assigned doors for daily screening  
| Morning Routines | Building will be closed to students until 7:00 am (except for 0 hour students)  
| | Breakfast will be served in Commons (grab and go / sack style).  
| | Students will be asked to distance and move to their first
## GCHS Protective Measures 2020-2021

| **Daily Screenings** | • All staff will complete a Health Questionnaire via a Google Form.  
| | • Students will complete the Health Questionnaire via a Google Form during their first class. |
| **Hallways / Passing** | • Students, while in the hallways or during passing periods, will be required to wear a mask.  
| | • Students will be encouraged to go straight to class and avoid grouping or talking to others in the hallways.  
| | • Students traveling to/from opposite ends of the building will be encouraged to pass outside. Students can enter/exit through the lounge doors at Public Service, Trade & Health and Arts & Communications. Students may take a mask break while walking outdoors.  
| | • Water fountains will not be available. Bottle filling stations will be encouraged |
| **Lunch Routines** | • Students will be seated in the cafeteria staggered or socially distanced away from each other. If there is not enough room, extra classrooms or hallways may be used to seat students.  
| | • Weather permitting; students will be given the option to eat outside. |
| **Curriculum / Classrooms** | • Class schedules will run as normal with the following guidelines:  
| | ▪ Assigned seating in all classes.  
| | ▪ Social distancing when possible.  
| | ▪ Recommend desks face same direction where possible.  
| | ▪ Mandatory hourly handwashing/sanitizing including before and after lunch  
| | ▪ Desks and shared equipment will be regularly sanitized |
| **Library** | • Library facilities will be closed for drop-in traffic |
| **End of Day** | • All students must exit the building by 3:15 unless they are under the supervision of an adult  
| | • Bus students will be released early to reduce hallway traffic  
| | • Additional pickup locations around the loop will be encouraged to reduce crowding |
| **Band / Choir / Orchestra /** | • Classes operations will be guided by recommendations |
| **Theater** | from NFHS and KSHSAA regarding social distancing and safe instructional practices  
- Classes will operate in smaller/distanced groups when appropriate |
| **Physical Education** |  
- Classes will take place outside and use social distancing when possible. Locker room access will be reduced  
- Equipment will be regularly sanitized |
| **Clubs** |  
- Social distance should be maintained during club activities |
| **Emergency Drills** |  
- Emergency drills will be allowed as normal with an emphasis on social distancing |
| **Concerts / Events** |  
- Large group events or activities will be held with a limited audience |

**Level 5 Protective Measures**

| **Student Attendance** |  
- Community Spread dictates mandatory social distancing. Students will attend school on an A / B day rotation.  
(A Day- last name A thru L, B Day- Last name M-Z) |
| **Masks** |  
- All staff, students, and visitors at Garden City High School will be required to wear a mask or approved facial covering at all times with the following exceptions;  
  - Eating breakfast or lunch  
  - Participating in a “mask break” approved by a staff member  
  - Participating in physical activities or other activities that are difficult when wearing masks  
  Masks must conform to standards set forth in the school dress-code |
| **Visitors** |  
- All visitors will be screened at the main office (Health Questionnaire) before entering the building  
- Visitors will be restricted to the main office area |
| **Family Communication** |  
- Communication regarding school / classroom operations will be facilitated through *Remind* |
| **0 Hour** |  
- Students will enter building through assigned doors for daily screening |
| **Morning Routines** |  
- Building will be closed to students until 7:00 am (except for 0 hour students)  
- Breakfast will be served in Commons (grab and go / sack) |
<table>
<thead>
<tr>
<th><strong>GCHS Protective Measures 2020-2021</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Screenings</strong></td>
</tr>
<tr>
<td>- All staff will complete a Health Questionnaire via a Google Form.</td>
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<tr>
<td>- Students will complete the Health Questionnaire via a Google Form during their first class.</td>
</tr>
<tr>
<td><strong>Hallways / Passing</strong></td>
</tr>
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<td>- Students, while in the hallways or during passing periods, will be required to wear a mask.</td>
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<td>- Students will be seated in the cafeteria staggered or socially distanced away from each other. If there is not enough room, extra classrooms or hallways may be used to seat students.</td>
</tr>
<tr>
<td>- Weather permitting students will be given the option to eat outside.</td>
</tr>
<tr>
<td><strong>Curriculum / Classrooms</strong></td>
</tr>
<tr>
<td>- Students will have hybrid of combined on-site learning and remote learning.</td>
</tr>
<tr>
<td>- Students will be held accountable for attendance and grading will proceed as it would in a regular school setting while students are working remotely.</td>
</tr>
<tr>
<td>- Class schedules will run with the following guidelines:</td>
</tr>
<tr>
<td>- Desks must be 6ft apart.</td>
</tr>
<tr>
<td>- Assigned seats in all classes.</td>
</tr>
<tr>
<td>- No Face to Face Groupings</td>
</tr>
<tr>
<td>- Desks must face same direction.</td>
</tr>
<tr>
<td>- Small groups must be 6 feet apart.</td>
</tr>
<tr>
<td>- Mandatory hourly handwashing/sanitizing including before and after lunch.</td>
</tr>
<tr>
<td>- Desks and shared equipment will be regularly sanitized.</td>
</tr>
<tr>
<td><strong>Library</strong></td>
</tr>
<tr>
<td>- Library facilities will be closed to drop-in traffic</td>
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<tr>
<td><strong>End of Day</strong></td>
</tr>
<tr>
<td>- All students must exit the building by 3:15 unless they are under the supervision of an adult</td>
</tr>
</tbody>
</table>
# GCHS Protective Measures 2020-2021

<table>
<thead>
<tr>
<th><strong>Bus students</strong></th>
<th><strong>Band / Choir / Orchestra / Theater</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be released early to reduce hallway traffic.</td>
<td>Classes operations will be guided by recommendations from NFHS and KSHSAA regarding social distancing and safe instructional practices.</td>
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<td>Additional pickup locations around the loop will be encouraged to reduce crowding.</td>
<td>Classes will operate in smaller/distanced groups when appropriate.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Physical Education</strong></th>
<th><strong>Emergency Drills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes will take place outside and use social distancing when possible. Locker room access will be reduced.</td>
<td>Emergency drills will be allowed as normal with an emphasis on social distancing.</td>
</tr>
<tr>
<td>Equipment will be regularly sanitized.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concerts / Events</strong></th>
<th><strong>Level 6 - Remote Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Large group events or activities will be held with a limited audience.</td>
<td>Protective Measures</td>
</tr>
</tbody>
</table>

- Remote Learning Procedures:
  - All content is delivered online through google classroom platform with Google Classroom, Showbie & Edgenuity.
  - Teachers will continue their lessons/curriculum where they left off in the classroom.
  - Students will be held accountable for attendance and grading will proceed as it would in a regular school setting.
  - School communications with families will continue through Remind.
  - No extracurricular activities or events in buildings.
  - No students in building.
  - Staff access to the building will be coordinated through a supervisor.