Regular Board of Education Meeting

Monday, November 6, 2023 6:00 PM
Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

A. **PLEDGE - Kenneth Henderson Middle School STUCO will lead the Pledge of Allegiance.**
B. **APPROVAL OF AGENDA**
C. **PUBLIC HEARING REGARDING UNIFIED SCHOOL DISTRICT NO. 457's PROPOSED POLICY, ENROLLMENT OF NONRESIDENT STUDENTS**
D. **DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS**
1. Building Presentation - Kenneth Henderson Middle School
E. **CORRESPONDENCE**
F. **CONSENT AGENDA**
1. Minutes
a. Minutes of the October 16, 2023 Regular Board of Education Meeting
2. Accounts Payable totaling $1,402,326.00 noting that all major accounts contain adequate balances to meet current obligations.
3. Personnel
a. Certified
b. Classified
4. Other
a. Consider and approve the revised Board of Education Policy JBC Enrollment.
b. Consider and approve Student Teacher Agreement - Long Term Substitute Placement
c. Consider and approve the revised Board of Education Policy IHF Graduation Requirements
d. Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and Veronica Veloz
e. Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and Lily-Ann Leeper
f. Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and Francisco Lopez
g. Consider and approve out of state travel for Garden City High School JROTC
h. Consider and approve technology items to dispose of
i. Consider and approve technology items sold
G. **CURRICULUM REPORTS**
1. Fall Learning Report - KAP Data
H. **NEW BUSINESS**
1. The Board of Education is asked to consider and approve the following resolution regarding nonresident students. Resolution No. 2024-003, a resolution of Unified School District No. 457 adopting a policy regarding enrollment of nonresident students.
2. Curriculum Council Items:
a. Consider and approve a new course at the Therapeutic Education Program - Personal & Social Development
I. **BOARD OPEN DISCUSSION**
J. **EXECUTIVE SESSION - After the completion of all other business, the Board of Education will adjourn to executive session for the following**

reason:

1. Consultation with an attorney for the body or agency which would be deemed privileged in attorney-client relationship.
2. Consultation with an attorney for the body or agency which would be deemed privileged in attorney-client relationship.
3. Personnel matters for non-elected personnel.

K. **NEXT BOARD MEETING**

L. **ACCOUNTS PAYABLE REVIEW - Jennifer Standley and Randy Ralston**

M. **ADJOURNMENT**

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Josh Guymon, Assistant Superintendent
DATE: 11-6-23
RE: BOE Policy JBCC

ISSUE:

The Board of Education is asked to consider and approve updated BOE Policy JBCC Enrollment of Nonresident Students. This will be a first read and it will return for approval on the consent agenda on 12-4-23.

BACKGROUND:

This is a new policy to address the state that that requires school districts to enroll students that live outside of the school boundaries. KASB drafted a policy to address enrollment guidelines with new legislation that takes place January 2024.

ALTERNATIVES:

1. Approve the policy as proposed
2. Do not approve the policy

RECOMMENDATION:

Approve the updated policy.

FISCAL NOTE:

Approve the policy

ATTACHMENTS:

JBCC Enrollment of Nonresident Students

Enrollment of Nonresident Students **JBCC**

(See JBC, JBCA, JBCB, and JQKA)

Kansas law requires the board to allow nonresident students to enroll in and attend the schools of the district if the board's capacity determination finds there are open seats for such students. In order to determine the district's capacity to accept nonresident students at each grade level in each district school, the board has adopted this policy.

Details concerning the open enrollment and continued enrollment processes for nonresident students may be found in this policy, while general processes on enrollment documentation, assignment to buildings and classes, etc., may be found in board policy JBC.

Definitions

For the purposes of this policy, the following definitions apply.

"Homeless child" means a child who lacks a fixed, regular and adequate nighttime residence and whose primary nighttime residence is:

A. A supervised publicly or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters and transitional housing for the mentally ill;

B. an institution that provides a temporary residence for individuals intended to be institutionalized; or

C. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for humans.

"Nonresident student" means a student who is enrolled and in attendance at or seeking to enroll and attend a school located in a district where such student is not a resident.

"Parent" means and includes natural parents, adoptive parents, stepparents, and foster parents.

"Person acting as parent" means:

A. A guardian or conservator; or

B. a person, other than a parent, who:

   i. Is liable by law to maintain, care for or support the child;

   ii. has actual care and control of the child and is contributing the major portion of the cost of support of the child;

   iii. has actual care and control of the child with the written consent of a person who has legal custody of the child; or

   iv. has been granted custody of the child by a court of competent jurisdiction.

"Receiving school district" means a school district of nonresidence of a student who attends school in such school district.

"Sibling" means a brother or sister of the whole or half blood, adoptive brother or sister, a stepbrother or stepsister or a foster brother or foster sister.

Determining Capacity for Nonresident Enrollment

The superintendent or designee has the responsibility for studying capacity in each school of the school district and at each grade level within each school and for making recommendations to the board regarding the district's capacity to accept nonresident students. To make recommendations to the board to assist with determining capacity, the superintendent or the superintendent's designee(s) shall do the following.

The superintendent or designee shall develop recommendations on capacity and classroom student-to-teacher ratios in each grade level in each school serving kindergarten students and students in grades one through eight. Such recommendations may be based on, but not be limited to, the following factors:

- Present classroom student-teacher ratios in each grade level in each school;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

The superintendent or designee shall develop recommendations on capacity and student-to-teacher ratios for each school building or program serving students in grades nine through twelve. Such recommendations may be based on, but not be limited to, the following factors:

- Present building or program student-teacher ratios;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends;
- anticipated demand for particular courses or programming; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

On or before May 1 of each year, the superintendent shall present the recommendations concerning capacity and student-to-teacher ratios to the board for adoption or modification, and the board shall determine, for each grade level in each school building of the school district for the next succeeding school year, the following:

- Capacity based on the study conducted by the superintendent or the superintendent's designee;
- the number of students expected to attend school in the school district; and
- the number of open seats available to nonresidents at each grade, building, or program level.

On or before June 1 of each year, the district shall publish the number of open seats available to nonresident students in each grade level for each school building of the district for the next succeeding school year on the school district's website.

From June 1 through June 30, district administration shall accept applications from nonresident students.

If the number of applications for a grade level in a school building is less than the number of available seats for that grade level in the school building, the nonresident students shall be accepted for enrollment and attendance at the school district, except as provided below for nonresident students regarding continued enrollment.

If the number of applications for a grade level in a school building is greater than the number of available seats for the grade level in the school building, district administration shall randomly select nonresident students using a confidential lottery process. This process shall be completed on or before July 15 of each year.

The district shall provide to the parent or person acting as a parent of a nonresident student who was not accepted for or denied enrollment at such school district the reason for the nonacceptance or denial and an explanation of the nonresident student selection process.

<u>Priority in Filling Open Seats</u>

Subject to having capacity to enroll nonresident students, the district shall give priority in enrollment to the following nonresident students, who shall receive open seats without necessity of being selected through the open-seat lottery:

- Any sibling of a nonresident student who was accepted to enroll in and attend school in the district, with priority given when the nonresident student is first accepted and, if necessary, at any other time the district considers transfer applications; and

- any nonresident student who is a military student as defined in K.S.A. 72-5139, with priority given when the student is first accepted and, if necessary, at any other time the district considers transfer applications.

Regardless of capacity determinations, the following categories of students shall be allowed to enroll as if resident students:

- any child who is in the custody of the Department for Children and Families and who is living in the home of a nonresident student who transfers to the district;
- any nonresident student who has a parent or person acting as parent employed by the district, while the parent or person acting as a parent remains employed by the district; or
- any child who is experiencing homelessness shall be permitted to enroll in and attend the school district of origin or the school district of residence.

If one of these exceptions no longer applies to the student, the student's enrollment status would be subject to review under the terms for continued enrollment under this policy.

Prohibitions Regarding Open Enrollment Provisions of this Policy

The district shall not:

- Charge tuition or fees to any nonresident student who transfers to the district pursuant to this policy, except fees that are otherwise charged to every student enrolled in and attending school in the district; or
- accept or deny a nonresident student transfer based on ethnicity; national origin; gender; income level; disabling condition; proficiency in the English language; or measure of achievement, aptitude, or athletic ability.

Except for a child in the custody of the Department for Children and Families or a child who is experiencing homelessness, a nonresident student shall not transfer more than once per school year to one or more receiving school districts pursuant to the provisions of this policy or authorizing Kansas law.

Transportation of Nonresident Students

The district, by virtue of being a receiving school district of a nonresident student, shall not be required to provide transportation to nonresident students unless otherwise required to do so by state and/or federal law, as a related service through a student's individualized education program, or as an accommodation pursuant to the student's Section 504 plan. If space is available on district transportation vehicles, the district may assign nonresident students an in-district bus stop to and from which

transportation may be provided by the district for nonresident students. The district shall ensure that transportation for nonresident homeless students is provided comparably to that of housed students.

KSHSAA Eligibility

Nothing in this policy or state law shall exempt a nonresident student who transfers into the district from the requirements of the Kansas State High School Activities Association ("KSHSAA") regarding eligibility to participate in KSHSAA activities.

Information Share with the Kansas State Department of Education

The superintendent shall submit, or have submitted, to the Kansas State Department of Education this policy, the number of nonresident student transfers approved and denied in each grade level, and whether the denials were based on capacity or in accordance with the policy's terms, as required.

Nonresident Student Continued Enrollment

A nonresident student who has been accepted for enrollment and attendance at a district school shall be permitted to continue enrollment and attendance in the district until such student graduates from high school, reaches the age of 21 (if the student is a student with an exceptionality, not solely eligible for gifted services under an individualized education program), or receives a G.E.D., unless such student is no longer deemed by district administration to be in good standing.

Except as otherwise specified herein, nonresident students who have previously been accepted for enrollment by the school district will be allowed to continue enrolling in the district as specified above. The district will not require parents to resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student unless the district provides notification to the parent, person acting as a parent, or student that enrollment is not going to be continued for the upcoming school year for reasons specified as follows.

Regardless of capacity to accept nonresident students at a nonresident student's grade level or in the student's designated school or program, an individual student may be denied continued enrollment for not being in good standing. Nonresident students admitted to the district shall be evaluated each spring by district administration to determine standing for continued enrollment.

Students may be denied continued enrollment for the next school year based on the results of these evaluations. However, if the student has a disability, the student's ability to meet these expectations shall be considered prior to denying continued enrollment in the district. Similarly, administration shall consider the adverse impact of homelessness on a student's attendance and any resulting suspensions or expulsions before making a determination on the continued enrollment of a student who is homeless. As part of this reflection, administration shall consider the obstacles a homeless student faces to arrive at

school on time or each day due to housing instability, lack of transportation, or lack of other basic resources that can hinder consistent attendance.

A student meeting one or more of the following criteria shall automatically be deemed not in good standing and may be denied continued enrollment based solely thereon.

- The nonresident student failed to maintain a 90% attendance rate in the last school year, excluding excused absences under board policy JBD and/or any relevant student handbook language;
- the nonresident student or the student's parent or person acting as a parent provided false or fraudulent information in the application process;
- the nonresident student is not a resident of Kansas;
- the student is currently under a period of suspension or expulsion from any Kansas school district, and such suspension or expulsion will not expire until after the next school year has begun.
- the student has had three or more out-of-school suspensions in the current school year, excluding suspensions a manifestation determination determined to be a manifestation of the student's disability or a failure on the part of school staff to implement an individualized education program, Section 504 plan, or behavior intervention plan; or
- the student has been given a long-term suspension or expulsion by the district in the current school year.

Parents shall be informed of any administrative decision not to continue enrollment of a nonresident student no later than June 1 of each year.

Approved:

KASB Recommendation – 6/23; 10/23

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jarrod Stoppel, Principal Kenneth Henderson Middle School
DATE: 11/6/2023
RE: Kenneth Henderson Middle School Building Presentation

ISSUE:

Kenneth Henderson Middle School has been scheduled to make a building presentation to the Board of Education. This presentation will feature the members of the Kenneth Henderson Student Council and their sponsors, Brian Dinkel and Shirley Creeden.

BACKGROUND:

KH STUCO will highlight activities provided to our students at KH, and will discuss some of the leadership events planned/attended by STUCO – Boo at the Zoo, STUCO Leadership Conference in Dodge City, Veteran's Day Assembly, Back to School Dance, Fall Pep Assembly, and spirit week.

ALTERNATIVES:

No other alternatives applicable

RECOMMENDATION:

No recommendations are applicable

FISCAL NOTE:

There is no fiscal impact for the BOE to consider

ATTACHMENTS:

Video MP4 and/or Powerpoint

DRAFT MINUTES *DRAFT*

Regular Board of Education Meeting

Garden City Public Schools USD 457

Monday, October 16, 2023 - 6:00 PM

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

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, October 16, 2023, at 6:00 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; Jennifer Standley; John Wiese; Mark Rude; Randy Ralston. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Dr. Maria Gomez-Rocque, Deputy Superintendent; Josh Guymon, Assistant Superintendent; Colleen Drees, Chief Financial Officer; and Drew Thon, Chief Human Resource Officer.

John Wiese called the meeting to order at 6:00 P.M. The meeting opened with the Pledge of Allegiance.

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

B.**APPROVAL OF AGENDA - with the following amendments:**
That the Board of Education approve the meeting agenda with the following amendments: This motion, made by Jackie Gigot and seconded by Mark Rude, Carried.

Fahrmeier:	Yea
Gigot:	Yea
Ralston:	Yea
Rude:	Yea
Standley:	Yea
Wiese:	Yea

Yea: 6, Nay: 0

B.1.Additional classified personnel actions for consideration, Item #E.3

C.**DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS**

C.1.**Building Presentation - Florence Wilson Elementary School** Ciara Crandall and Trace Waugh and members of the Lighthouse Team presented information to the board including the following; Building WIGs, Building WIGs and Big Rocks, Classroom and Personal Mission Statements and current and upcoming events.

D.**CORRESPONDENCE** – None.

E.**CONSENT AGENDA**

That the Board of Education approve the consent agenda as amended. This motion, made by Jackie Gigot and seconded by Andy Fahrmeier, Carried.

Fahrmeier: Yea
Gigot: Yea
Ralston: Yea
Rude: Yea
Standley: Yea
Wiese: Yea

Yea: 6, Nay: 0

E.1.**Minutes**

E.1.a.Minutes of the October 2, 2023 Regular Board of Education Meeting – approved as presented.

E.2.**Accounts Payable** totaling $7,163,791.30 noting that all major accounts contain adequate balances to meet current obligations - approved as presented.

E.3.**Personnel** – all Certified and Classified personnel actions approved as presented.

E.3.a.Certified:

APPOINTMENT:

Markita Bowden, Garden City, Kansas, is recommended for a sixth-grade mathematics position at Bernadine Sitts Intermediate Center effective January 4, 2024. She is a first-year teacher.

SUPPLEMENTAL CONTRACTS:

Bates-Aronson, A'Lana	HG	AVID Sponsor
Harman, Kelly	KH	Wrestling Girls H/C
Hipp, Kylee	KH	Basketball Girls A/C
Johnson, Jana	FW	Lead Instr Music
Johnson, Rupa	PL	Lead Instr Third Grade
Johnson, Violet	HG	Fall Activity Supplemental
Kitch, Danica	GM	Supplemental – Overload
Martinez, Beatriz	HG	Sponsor Robotics
Miller, Andrea	AB	Supplemental – ESOL
Miller, Kyra	ES	School Counselor Elem
Miller, Summer	HS	Inst Leader Music
Solis, Maria	FW	Bilingual, Level 2
Thompson, Michelle	ST	Lead Instr Sixth Grade

OTHER:

Notice of personnel action for the following rule 10 coach assignments:

Gonzalez, Areli	HS	Sponsor Flag Team
Rojas, Dillon	KH	Basketball Boys H/C
Schiffelbein, Tucker	KH	Musical Music Director Asst

E.3.b.Classified:

Terminations: Patricia Migel Diego, Yecenia Tena-Meza

Resignations: Ashley Hauck, Estrella Orrantia

Assignments: Candace Ahrens-Galindo, Ana Garcia, Rufina Hinojos, Daniel LaMastres, Lily-Ann Leeper, Anahy Lopez, Emma Martinez, Alondra Ramirez Hernandez, Emily Romero

Transfers:

- Antoinette Martinez from Special Education Paraprofessional at Gertrude Walker Elementary to Intervention Paraprofessional at Jennie Wilson Elementary
- Jeremy Tomlinson from Bus Driver at Transportation to Special Education Paraprofessional at Bernadine Sitts Intermediate Center
- Azucena Monarrez from Special Education Paraprofessional at Plymell Elementary to Substitute Custodian at Plant Facilities

Other:

Gina Galpin, Director of Special Education is requesting to move a full-time special education position current on hold at Edith Scheuerman Elementary School to Alta Brown Elementary School. This position is a Para II, serving as a 1:1 special education paraprofessional.

E.4.**Other**

E.4.a.Consider and approve Revised Board Policy AG Closing School Buildings – approved as presented.

E.4.b.Consider and approve the revised Board Policy CCA Organizational Chart – approved as presented.

E.4.c.Consider and approve IEP Reviewer agreement between USD 457 and Rhonda Stuvick – approved as presented.

E.4.d.Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and James Moreno – approved as presented.

E.4.e.

E.4.f.Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and Tyia Reed – approved as presented.

F.**BOARD GOALS UPDATE**

F.1.**Kindergarten Readiness/ ASQ -** Bryan Kott, Principal, Georgia Matthews, presented information on the recent ASQ developmental and social-emotional screening for children between birth and age six.

G.**NEW BUSINESS**

G.1.**Policy Revision - IHF Graduation Requirements (First Read)** Josh Guymon, Assistant Superintendent

Board members' questions were answered. This item will be taken up on the consent agenda at the November 6, 2023 meeting.

G.2.**Consider and approve State Contract - Sandifer - Video Archiver - Technology - in the amount of $17,248.00** Josh Guymon, Assistant Superintendent

Board members' questions were answered and the following action took place.

That the Board of Education approve the State Contract with Sandifer for a Video Archiver for Technology in the amount of $17,248.00. This motion, made by Randy Ralston and seconded by John Wiese, Carried.

Fahrmeier:	Yea
Gigot:	Yea
Ralston:	Yea
Rude:	Yea
Standley:	Yea
Wiese:	Yea

Yea: 6, Nay: 0

G.3.**Consider and approve State Contract - DEMCO - LEAP and RISE Furniture and Equipment - Special Education Department in the amount of $75,716.00** Josh Guymon, Assistant Superintendent

Board members' questions were answered and the following action took place.

That the Board of Education approve the State Contract from DEMCO for LEAP and RISE Furniture and Equipment for the Special Education Department in the amount of $75,716.00. This motion, made by Mark Rude and seconded by Randy Ralston, Carried.

Fahrmeier:	Yea
Gigot:	Yea
Ralston:	Yea
Rude:	Yea
Standley:	Yea
Wiese:	Yea

Yea: 6, Nay: 0

G.4.**Student Teacher Agreement - Long Term Substitute Placement (First Read)** Drew Thon, Chief Human Resource Officer

Board members' questions were answered. This item will be taken up on the consent agenda at the November 6, 2023 meeting.

H.**BOARD OPEN DISCUSSION**

Mark Rude congratulated Garden City High and the football for winning the Hatchet Game against Dodge City.

Andy Fahrmeier stated that commended the administration and the district for demonstrating creative ideas for recruiting, not only certified staff but in all areas of need, for example the Temporary Transportation Driver Agreement, and encouraged them to keep up the creative thinking in finding solutions.

Randy Ralston agreed with Andy Fahrmeier and stated that he is really excited about the new ideas that come, trying to be innovative in the industry and thinking outside the box.

John Wiese stated that it was great to have the students from Florence Wilson Elementary School at the meeting tonight sharing about their school and that he always enjoys having students here.

Dr. Dominguez stated the student teacher agreement that Drew Thon presented is going to be huge. He stated that it's going to be a big thing, we are the first ones to do it and when we go out and recruit and we say we can give you a salary and benefits that's going to talk, it is going to matter. He stated that he really appreciates the Board's support on that.

I.**NEXT BOARD MEETING**

The next meeting of the Board of Education will take place on November 6, 2023, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

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

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

Mr. President, I move we go into executive session for 30 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 7:00 P.M. and the open meeting will resume in the Board Meeting Room at 7:30 P.M. This motion, made by Jackie Gigot and seconded by Jennifer Standley, Carried.

Fahrmeier:	Yea
Gigot:	Yea
Ralston:	Yea
Rude:	Yea
Standley:	Yea
Wiese:	Yea

Yea: 6, Nay: 0

That the Board of Education extend the executive session for 10 minutes beginning at 7:30 P.M. and the open meeting will resume at 7:40 P.M. This motion, made by Mark Rude and seconded by John Wiese, Carried.

Fahrmeier:	Yea
Gigot:	Yea
Ralston:	Yea
Rude:	Yea
Standley:	Yea
Wiese:	Yea

Yea: 6, Nay: 0

That the Board of Education extend the executive session for 10 minutes beginning at 7:40 P.M. and the open meeting will resume at 7:50 P.M. This motion, made by Andy Fahrmeier and seconded by Mark Rude, Carried.

Fahrmeier:	Yea
Gigot:	Yea
Ralston:	Yea
Rude:	Yea
Standley:	Yea

Wiese:	Yea

Yea: 6, Nay: 0

K.**ACCOUNTS PAYABLE REVIEW** - Andy Fahrmeier and Jackie Gigot

L.**ADJOURNMENT**
That the Board of Education meeting be adjourned at 7:53 P.M. This motion, made by Mark Rude and seconded by Jennifer Standley, Carried.

Fahrmeier:	Yea
Gigot:	Yea
Ralston:	Yea
Rude:	Yea
Standley:	Yea
Wiese:	Yea

Yea: 6, Nay: 0

Respectfully submitted,

Jennifer Ramos, Clerk

Approved:

John Wiese, President

BOARD OF EDUCATION

Certified Personnel Actions

November 6, 2023

APPOINTMENTS:

Dema Cruz, Garden City, Kansas, is recommended for a first grade position at Gertrude Walker Elementary School effective January 4, 2024. She has 21 years' experience.

Emma Reif, Holcomb, Kansas, is recommended for a sixth grade position at Abe Hubert Elementary School effective January 4, 2024. She is a first year teacher.

SUPPLEMENTAL CONTRACT:

Algrim, Carla	HG	Supplemental Overload

SUPPLEMENTAL ADDENDUM CONTRACTS:

Algrim, Derek	HG	Supplemental Overload
Graham, Dawn	GM	SAT Team Member
Johnson, Violet	HG	Activity – Winter Season
Potts, Amber	HG	Supplemental Overload
Terrazas, Sandra	BJ	Sponsor Robotics

OTHER:

Notice of personnel action for the following rule 10 coach assignments:

Castro, Daniel	HS	Music Band Asst Director
Resendiz, Dionicio	HS	Music Band Asst Director
Walck, Dena	SI	Sponsor Robotics

BOARD OF EDUCATION

Classified Personnel Actions

November 6, 2023

TERMINATIONS	POSITION	BUILDING	DATE
Manuel Avila Ortiz	Custodian	Horace Good Middle School	10/16/23
Nora Fuentes	Special Education Paraprofessional	Garfield Early Learning Center	10/27/23
Michelle Gracia	Special Education Paraprofessional	Victor Ornelas Elementary School	10/18/23

RESIGNATIONS	POSITION	BUILDING	DATE
Gloria Banuelos	Nutrition Assistant	Garden City High School	10/20/23
Kendra Denning	Special Education Paraprofessional	Victor Ornelas Elementary School	10/16/23
Ana E. Garcia	Custodian	Georgia Matthews Elementary School	10/11/23
Andrew Herring	Mechanic	Transportation	10/20/23
John Stephens	Custodian	Abe Hubert Elementary School	10/4/23

ASSIGNMENTS	POSITION	BUILDING	DATE
Dedra Brust	Intervention Paraprofessional	Edith Scheuerman Elementary School	10/17/23
Olga Cimental Charqueno	Nutrition Assistant	Garden City High School	10/16/23
Patricia Diaz-Vergara	Crossing Guard	Florence Wilson Elementary School	November 2023
Jose Gonzalez-Mendoza	SYSOP - Technology I	Kenneth Henderson Middle School	10/23/23
Karson Harrington	Special Education Paraprofessional	Georgia Matthews Elementary School	10/23/23
Rosa A. Hernandez	Special Education Paraprofessional	Alta Brown Elementary School	10/17/23
Francisco Lopez	Bus Driver	Transportation	10/24/23
Diana Olivares	Special Education Paraprofessional	Bernadine Sitts Intermediate Center	11/2/23
Tamara Teichmer	Special Education Paraprofessional	Edith Scheuerman Elementary School	10/26/23

TRANSFERS	FROM	TO	DATE
Oby Do Lar	Bus Driver Transportation	Mechanic Transportation	10/23/23

TRANSFERS (cont.)

Delia Hernandez	Night Custodian Abe Hubert Elementary School	Head Custodian Abe Hubert Elementary School	11/1/23
Joseph Sabata	Special Education Paraprofessional Garden City High School	Special Education Paraprofessional Garden City Achieve	10/10/23
Vanessa Smith	.5 Special Education Paraprofessional Garden City High School	.5 Special Education Paraprofessional Garfield Early Childhood Center	10/24/23
Tamara Teichmer	Special Education Paraprofessional Edith Scheuerman Elementary School	Intervention Paraprofessional Edith Scheuerman Elementary School	10/27/23

OTHER:

Gina Galpin, Director of Special Education is requesting to move an open special education paraprofessional position from Florence Wilson Elementary School to Garden City Achieve.

Drew Thon, Chief HR Director, is requesting approval for the job description for the Human Resources/Recruiting Specialist position. (Attached)

HUMAN RESOURCES / RECRUITING SPECIALIST

Purpose Statement
The HR and Recruiting Specialist will play a critical role in both managing current employees and attracting new teaching talent to Garden City Public Schools. This role combines HR responsibilities with recruitment efforts to foster a cohesive and dynamic work environment.

Reports To: Chief HR Director

Functions

1. Recruitment and Selection
    a. Lead employee recruitment initiatives by partnering with local colleges and online platforms.
    b. Screen, interview, and assist in the selection of qualified candidates for employee positions.
    c. Create and maintain all job ads.
2. Onboarding and Orientation
    a. Organize new employee orientation to foster a positive work environment from Day 1.
    b. Organize and maintain teacher mentoring programs
3. Employee Relations
    a. Be the go-to person for employee queries and help resolve any workplace issues.
    b. Assist with personnel administrative functions within the department.
4. Performance Management
    a. Manage and facilitate performance reviews and professional development programs.
5. Record-Keeping
    a. Maintain accurate and up-to-date human resource files, records, and documentation.
    b. Maintain all current H1B visa employee records.
6. Legal Compliance
    a. Stay current with changes in employment law and ensure school district compliance.

Qualifications
- Bachelor's degree
- Minimum of 3 years of HR experience, preferably in an educational setting.
- Knowledge of Kansas and federal employment laws.
- Strong communication skills.
- Proficiency in MS Office and HR software.

Skills
- Excellent interpersonal skills.
- Ability to multitask and meet deadlines.
- Strong problem-solving capabilities.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Experience
Job related experience within specialized field is required

Education
Bachelor's degree in job related area

Equivalency
None Specified

Required Testing
None Specified

Continuing Educ. / Training
SHRM Certification

Certificates & Licenses
Bachelor's degree in job related area

Clearances
Criminal Justice Fingerprint/Background Clearance; Kansas Certification of Health

FLSA Status
Exempt

Approval Date
Salary Grade

BOARD OF EDUCATION

Classified Personnel Actions Addendum

November 6, 2023

RETIREMENTS	POSITION	BUILDING	DATE
Tracey Percival	Administrative Specialist	Educational Support Center	5/31/24

RESIGNATIONS	POSITION	BUILDING	DATE
Micah Hayden	Maintenance I	Plant Facilities	11/10/23

TRANSFERS	FROM	TO	DATE
Bertha Arroyo	Nutrition – Gertrude Walker Elementary School	Small Fleet Driver Transportation	11/6/23

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Josh Guymon, Assistant Superintendent
DATE: 11/6/23
RE: BOE Policy JBC

ISSUE:

The Board of Education is asked to consider and approve updated BOE Policy JBC Enrollment.

BACKGROUND:

This policy was originally adopted by the Board of education on 4-6-92 and was last revised on 12-15-22. KASB drafted a policy to address enrollment guidelines with new legislation that takes place January 2024.

ALTERNATIVES:

1. Approve the policy as proposed by KASB
2. Make alternate recommendations

RECOMMENDATION:

Approve the updated policy.

FISCAL NOTE:

Not applicable

ATTACHMENTS:

JBC Enrollment

Enrollment **JBC**

(See IIBGB, JBCA, JBCB JBCC, and JQKA)

Resident Students

A "resident student" is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district. Children who are "homeless" as defined by Kansas law and who are located in the district will be admitted as resident students. For purposes of this policy, "parent" means the natural parents, adoptive parents, step-parents and foster parents. For purposes of this policy, "person acting as a parent" means a guardian or conservator, a person liable by law to care for or support the child, a person who has actual care and control of the child and provides a major portion of support, or a person who has actual care and control of the child with written consent of a person who has legal custody of the child.

~~**Non-resident Students**~~

~~Non-resident students are those who do not meet the definition of a resident student. Although the district is not required to admit non-resident students, non-resident students may be admitted to the extent that staff, facilities, equipment, and supplies are available. Other criteria regarding students seeking non-resident student admittance may be considered prior to acting on any annual non-resident student application as specified in this policy, and students residing outside of the state of Kansas may be denied enrollment or continued enrollment based on out-of-state residency.~~

Non-resident Students ~~Continued Enrollment~~

Details concerning the enrollment and continued enrollment process for nonresident students may be found in board policy JBCC.~~Non-resident students admitted to the district shall be evaluated each spring by district administration on the following criteria; whether the student made academic progress; residence in the state of Kansas; regularity and punctuality of attendance; and disciplinary record, specifically whether the student complied with the student conduct code and avoided: 1) major disciplinary problems and/or 2) a large number of referrals for minor disciplinary problems.~~

~~Students may be readmitted or denied admission for the next school year based on the results of these evaluations. However, if the student has a disability, the student's ability to meet these expectations shall be considered prior to denying continued enrollment in the district. Parents shall be informed of any administrative decision on non-resident student applications no later than the first day of school.~~

Enrollment Restriction

Unless approved in advance by the board, no student, regardless of residency, who has been suspended or expelled from another school district will be admitted to the district until the period of such suspension or expulsion has expired.

Enrollment Procedures

The superintendent shall establish orderly procedures for enrolling all students, including pre-enrollment, changes in enrollment, normal enrollment times, and communication to parents and to the public.

Part-Time Students

~~JBC Enrollment JBC-2~~

The board allows any child to enroll part-time in the school district to allow the student to attend any courses, programs, or services offered by the school district if the child:

- Is also enrolled in a non-accredited private elementary or secondary school or in any other private, denominational, or parochial school as required by law;
- Requests to enroll part-time in the school district; and
- meets the age of eligibility requirements for school attendance.

District administrators shall make a good faith attempt to accommodate scheduling requests of students enrolling in the school district in these situations but shall not be required to make adjustments to accommodate every such request.

Part-time students, other than those specified previously in this policy may enroll with the administration's permission if they complete all paperwork in a timely fashion and are in attendance no later than September 20. Such part-time students may be admitted only to the extent that staff, facilities, equipment, and supplies are available, and the students follow the district's student conduct policies and rules.

Identification of Students

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in kindergarten or first grade shall provide a certified copy of their birth certificate, a certified copy of the court order placing the child in the custody of the Secretary of the Department for Children and Families, or other documentation which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript, similar pupil records or data, or other documentary evidence the board deems satisfactory.

The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

If proper proof of identity is not provided within 30 days of enrolling, the superintendent shall notify local law enforcement officials as required by law and shall not notify any person claiming custody of the child.

Enrollment Information

The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate, or as changed by a court order and the name, address, and telephone number of the lawful custodian. The records shall also provide proper proof of identity.

Assignment to a School Building, Grade Level or Classes

Unless otherwise provided herein, the superintendent shall assign students to the appropriate building. Any student desiring to attend a school outside the attendance area in which the student resides may do so only with the prior written permission of the superintendent.

If required by law, students placed in foster care or students who are homeless may be educated in their "school of origin" instead of the building corresponding to the assigned attendance area. (For definition of "school of origin", see regulations for JBCA and JBCB.)

Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational abilities of the student. If the parents disagree, the principal's decision may be appealed to the superintendent. If the parents are still dissatisfied with the assignment, they may appeal in writing to the board.

Transferring Credit

In middle school and high school, full faith and credit shall be given to units earned in other accredited schools at the time the student enrolls in the district, unless the principal determines there is valid reason for not doing so. For online credit approval procedures after enrollment, see board policy IIBGB.

Transfers from Non-Accredited Schools

Students transferring from non-accredited schools will be placed by the principal. Initial placement will be made by the principal after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement.

Adopted: 4/6/92

Revised: 4/3/95, 5/1/95, 12/2/96; 1/12/98; 6/15/98; 7/9/01; 4/15/02; 4/15/13; 9/23/13; 4/20/15; 8/10/15; 3/7/16; 12/15/22;

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Drew Thon | Chief HR Officer
DAT E: 11/6/2023
RE: Advanced Student Teacher Agreement

ISSUE:

The Board of Education is asked to consider and approve the Advanced Student Teacher Agreement

BACKGROUND:

The Personnel office is pleased to announce an exciting development in our partnership with Fort Hays State University (FHSU). Over the last several months, we have collaborated with FHSU to establish a Memorandum of Understanding (MOU) to benefit our district and it's student teachers.

Under this new agreement, student teachers from FHSU (we would like to expand to other universities) can join our district as long-term substitute teachers during their student teaching semester. They will be compensated as long-term substitutes and receive all the associated benefits during this period.

The key highlights of this agreement are as follows:

1. Long-Term Substitutes: Student teachers from FHSU will be employed as long-term substitutes in our district during their student teaching semester.
2. Compensation: They will receive our long-term substitute teachers' standard salary and benefits.
3. Commitment: In return for this opportunity, student teachers signing this agreement commit to staying with our district for a minimum of two years after completing their student teaching semester.

This collaboration provides valuable experience to their student teachers and supports our district by ensuring continuity in our classrooms. It allows us to work together to recruit, cultivate, and retain talented educators.

We look forward to welcoming these student teachers into our district and are confident that this partnership will be mutually beneficial. If you have any questions or require further information regarding this arrangement, please do not hesitate to contact the HR department.

ALTERNATIVES:

1. Approve the Advanced Student Teacher Agreement.
2. Deny the Advanced Student Teacher Agreement.
3. Offer an alternative recommendation to staff.

RECOMMENDATION:

Staff is recommending approving the agreement as presented.

FISCAL NOTE:

This partnership is a valuable educational opportunity and a strategic financial decision for our district. By bringing in these student teachers as long-term substitutes, we stand to save approximately $9,000 per student teacher (the amount of an advanced student teacher stipend). This cost reduction stems from the fact that we will no longer need to provide the traditional "advanced" stipend to student teachers. Instead, they will receive the standard long-term substitute pay with benefits, which aligns with the compensation structure already in place for substitute teachers. This innovative approach allows us to redirect funds more efficiently while maintaining a high-quality educational experience for our students and supporting the development of future educators.

ATTACHMENTS:

See Advanced Student Teacher Agreement

STUDENT TEACHER AGREEMENT – LONG TERM SUBSTITUTE PLACEMENT

THIS STUDENT TEACHER AGREEMENT ("Agreement") is entered into on this _____ day of _____, 20____, by and between the BOARD OF EDUCATION, UNIFIED SCHOOL DISTRICT NO. 457, FINNEY COUNTY, KANSAS ("**USD 457**") and _____ ("**Student Teacher**").

WHEREAS, **USD 457** has a program in conjunction with _____ University, _____, Kansas ("_____"), whereby _____ places students pursuing a degree in Education as student teachers with **USD 457**; and

WHEREAS, **USD 457** has a need to develop student teachers for future employment with **USD 457** once a student teacher has obtained his or her degree and becomes certified with the Kansas State Department of Education ("KSDE") as a licensed teacher in the State of Kansas; and

WHEREAS, **USD 457**, in conjunction with_____, has developed a program wherein **USD 457** will pay a student teacher, in exchange for the commitment to remain employed by **USD 457** for a period of two (2) years after a student teaching assignment has been completed.

WHEREAS, **USD 457**, has many current long-term substitute teachers working towards their licensure in the State of Kansas and **USD 457** has a desire to retain that long-term substitute teacher and facilitate the student teacher in completing their licensure by gaining credit for student teaching.

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

1. PLACEMENT OF STUDENT TEACHER. Upon agreement with _____, **Student Teacher** shall be placed as a long-term substitute teacher with **USD 457** for the 20____ _____ semester in order to complete the student teaching aspect of licensure.

2. STUDENT TRAINING. **Student Teacher** will be placed next door to a classroom with a Cooperating Teacher employed by **USD 457** assigned to work with **Student Teacher** during the school day to assist **Student Teacher** in the development of teaching skills. During this time **Student Teacher** will maintain the long-term substitute classroom assigned.

3. PAYMENT TO STUDENT TEACHER. After placement in the position, **USD 457** shall pay **Student Teacher** the approved Long-Term Substitute rate per the Substitute Handbook each day **Student Teacher** is in the Long-Term Substitute Teacher position. **Student Teacher** shall be considered an employee of **USD 457**.

4. PAYMENT OF EXPENSES. **USD 457 agrees** to pay the approved fringe benefit amount paid for **USD 457** teachers towards the **USD 457** sponsored health/dental plan per the Negotiated Agreement ("Benefit Expenses"). **Student Teacher** agrees and consents to **USD 457** withholding compensation from paychecks to pay for the employee paid portion of the premiums.

5. COMMITMENT TO REMAIN WITH USD 457. In consideration of **Student Teacher** receiving the aforementioned Daily Pay and Benefit Expenses, if **Student Teacher** were to be offered a position of employment with **USD 457** for the _____ 20___ semester, **Student Teacher** agrees to be employed by **USD 457** for a period of two (2) years from and after the date of the start of the _____ 20____ semester. Employment of **Student Teacher** by **USD 457** is conditioned upon the following:

a) Recommendation by **Student Teacher**'s supervisor at _____;
b) **Student Teacher** graduating with a degree in Education from _____;
c) Successful certification and licensure by the KSDE; and
d) Successfully completing the **USD 457** application process, including all required background checks.

6. REIMBURSEMENT. Should **Student Teacher** not accept a position with **USD 457**, if offered, or terminates his or her employment with **USD 457**, at a time prior to the two (2) year commitment set forth in paragraph 5 herein, **Student Teacher** agrees to reimburse and pay to **USD 457**, the Benefit Expenses paid by **USD 457** pursuant to this Agreement, due on or before **Student Teacher**'s last day of employment with **USD 457**. If **Student Teacher** declines an offer of employment with **USD 457**, the reimbursement shall be due on the date **USD 457** is notified **Student Teacher** will not accept the offer of employment. If **USD 457** terminates **Student Teacher**'s employment or **USD 457** does not initially choose to employ **Student Teacher**, **Student Teacher** shall have no obligation to reimburse **USD 457**. If **Student Teacher** remains with **USD 457** for a period of time exceeding two (2) years, and thereafter, terminates his or her employment with **USD 457**, then no reimbursement of the Benefit Expenses shall be required.

7. NOT CONTRACT FOR EMPLOYMENT. This Agreement is not, and should not be construed as, a commitment by **USD 457** to continue the employment of **Student Teacher** for any specific period of time. All rights and obligations of the parties as to continuing contracts of employment shall be governed by any existing contract of employment, K.S.A. 72-5410 *et seq.* and K.S.A. 72-5436 *et seq.* No statutory or due process rights of either party are limited by this Agreement. This Agreement is not intended to be, nor should it be construed as, a contract of employment. **Student Teacher** understands that employment by **USD 457** is conditioned upon **Student Teacher** being recommended for a position, qualifying for the position, and an open position being available in **USD 457**.

8. COMPLIANCE. During the term of the student teaching semester, **Student Teacher** agrees to comply with all **USD 457** Board of Education policies, state laws, and student privacy and educational records laws. **Student Teacher** also agrees to refrain from any and all extra-curricular social involvement with **USD 457** students.

9. WITHHOLDING OF DAILY PAY. **Student Teacher** agrees and consents to **USD 457** withholding compensation from paycheck(s) due **Student Teacher**, in the event a reimbursement of Benefit Expenses is due from **Student Teacher** to **USD 457**. **Student Teacher** agrees that any such withholding is for a lawful purpose and accrues a benefit to **Student Teacher**.

10. ENFORCEMENT OF AGREEMENT. Should **USD 457** be required to retain legal counsel to enforce the terms, conditions or obligations of this Agreement, **Student Teacher** shall be responsible for all reasonable attorney fees and expenses incurred by **USD 457**, whether or not litigation is commenced by **USD 457**.

11. VOLUNTARY AGREEMENT. **Student Teacher** acknowledges that he or she has voluntarily entered into this Agreement. **Student Teacher** further acknowledges that the Benefit Expenses to be provided to **Student Teacher** is a valuable benefit to **Student Teacher**.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement the day and year first above written.

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

_____
Date

By_____
_____, President

ATTEST:

_____
Jennifer Ramos, Clerk

_____ _____
Date _____, Student Teacher

APPROVED:

_____
Cooperating Teacher

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Josh Guymon, Assistant Superintendent
DATE: 11-6-23
RE: BOE Policy IHF Graduation Requirements

ISSUE:

The Board of Education is asked to consider and approve updated BOE Policy IHF Graduation Requirements.

BACKGROUND:

This policy was originally adopted by the Board of education on 2-17-92. It was last revised on 2-1-16 and last reviewed on 7-13-15. The policy update is recommended to meet the new graduation requirements for graduating seniors beginning 2028.

ALTERNATIVES:

1. Approve the policy update as presented
2. Do not approve the recommended policy update

RECOMMENDATION:

Approve the policy update as presented

FISCAL NOTE:

Not applicable

ATTACHMENTS:

IHF Graduation Requirements

IHF Graduation Requirements* IHF

The board may adopt graduation requirements beyond the minimums set forth by the State Board of Education.

Garden City High School students in the senior class of ~~2017 and thereafter~~ 2023-2027 shall meet the following qualifications for graduation:

A. A student must earn a minimum of 24 credits in grades 9-12 to graduate from Garden City High School or a total of 21 credits to graduate from ~~Garden City Alternate Education Center~~ Garden City Achieve and the Garden City Virtual Academy.
B. During the senior year, a student may concurrently be enrolled in higher education courses while maintaining courses at Garden City High School or ~~Garden City Alternate Education Center~~ Garden City Achieve.
C. Subject requirements for students in the senior class of ~~2017~~ 2023-2027 and thereafter, are:

Subject Area	Number of credits
English	3 1/2
Oral Communication	1
Math	3
Science	3
Social Studies	3
Fine Arts	1
Computer Technology	1/2
Health/P.E.	1
General Electives	8
TOTAL	24

D. The Garden City Virtual Academy and ~~Garden City Alternate Education Center~~ Garden City Achieve require the following graduation requirements:

Subject Area	Number of credits
Language Arts	4
Social Studies	3
Math	3
Science	3
Physical Education	1
Fine Arts	1
General Electives	6
TOTAL	21

Exceptions may be granted by the board to waive local graduation requirements that are in excess of the state minimum requirements for students on a case by case basis.

Garden City High School students in the senior class of 2028 and thereafter shall meet the following qualifications for graduation:

A. A student must earn a minimum of 24 credits in grades 9-12 to graduate from Garden City High School or a total of 21 credits to graduate from Garden City Achieve and the Garden City Virtual Academy.
B. During the senior year, a student may concurrently be enrolled in higher education courses while maintaining courses at Garden City High School or Garden City Achieve.
C. Subject requirements for students in the senior class of 2028 and thereafter, are:

Subject Area	**Number of credits**
English	3 1/2
Oral Communication	1
Math	3
Science	3
Social Studies	3
Fine Arts	1
Computer Technology	1/2
Health/P.E.	1
STEM	1
Financial Literacy	1/2
General Electives	6 1/2
TOTAL	24

In addition to the subject requirements listed above, all students must earn 2 Postsecondary Assets defined by the Kansas State Board of Education

D. The Garden City Virtual Academy and Garden City Achieve require the following graduation requirements:

Subject Area	**Number of credits**
Language Arts	4
Social Studies	3
Math	3
Science	3
Physical Education	1
Fine Arts	1
STEM	1
Financial Literacy	1/2
General Electives	4 1/2
TOTAL	21

In addition to the subject requirements listed above, all students must earn 2 Postsecondary Assets defined by the Kansas State Board of Education

Exceptions may be granted by the board to waive local graduation requirements that are in excess of the state minimum requirements for students on a case by case basis.

IHF Graduation Requirements IHF-2

The board shall award a student a diploma if the student is at least 17 years old; is enrolled or resides in the district; was in custody of the Secretary of the Kansas Department of Corrections (KDOC), the Secretary for Department of Children and Families (DCF), or a federally recognized Indian tribe in this state at any time on or after the student's 14th birthday; and has achieved at least the minimum high school graduation requirements adopted by the state board of education.

The Garden City Virtual Academy meets the state graduation requirement of 21 credits and is an option for 18 year old adults after their graduating class has held commencement. Also, all Garden City Virtual Academy graduates will be required to pass at least one course from the Garden City Virtual Academy before a diploma is issued. The benefit of allowing the Garden City Virtual Academy to follow a 21 graduation credit requirement is to encourage the "adult" learner to receive a diploma to better their future and become more marketable in the workforce.

~~Garden City Alternate Education Center~~ Garden City Achieve also meets the state graduation requirement of 21 credits through coursework conforming to the district standards and curriculum. Any student transferring to the ~~Garden City Alternate Education Center~~ Garden City Achieve will have to pass a minimum of one credit of coursework while enrolled at ~~Garden City Alternate Education Center~~ Garden City Achieve before a diploma is issued. The benefit of attending ~~Garden City Alternate Education Center~~ Garden City Achieve is to allow students to pursue their desire for a diploma in a differentiated, smaller school environment sooner than the traditional high school program to enable them to pursue their next goals in life.

Program

Garden City High School shall award a high school diploma to all students who satisfactorily complete the requirements for graduation as set forth above. All exceptional students (special education) are eligible for graduation from high school upon completion of State Board requirements as specified in K.A.R. 91-31-21, and shall receive the same graduation recognition and diploma as a non-disabled student. Students will not be allowed to participate in commencement exercises unless all graduation requirements have been met. The diploma earned by Garden City Virtual Academy and ~~Garden City~~

~~Alternate Education Center~~ Garden City Achieve graduates may be differentiated in name but represent the same high standards for student learning.

Early Graduation

The student must satisfactorily complete all state and local graduation requirements of subjects and credit units (or their accepted equivalents) in order to graduate early. The administrator will accept modification of the four-year attendance requirement for high school graduation to permit students to leave high school in less than four years, provided they meet the following conditions.

IHF Graduation Requirements IHF-3

A. Completion of six semesters of appropriate units of credit required for Garden City High School or ~~Garden City Alternate Education Center~~ Garden City Achieve graduation, as described above.

B. Parent(s)/guardian(s) have met in advance with school officials and agree in writing to the early graduation procedure.

Adopted: 2/17/92
Revised: 7/21/97; 5/6/02; 7/12/04; 1/17/05; 9/27/10; 11/12/12; 2/1/16; 10/23

TEMPORARY TRANSPORATION DRIVER AGREEMENT

THIS TEMPORARY TRANSPORTATION DRIVER AGREEMENT ("Agreement") is entered into on this 5 day of October, 2023, by and between THE BOARD OF EDUCATION, UNIFIED SCHOOL DISTRICT NO. 457, FINNEY COUNTY, KANSAS ("USD 457") and Veronica Veloz ("Temporary Transportation Driver").

WHEREAS, USD 457 has an acute and continuing need for transportation drivers throughout the district; and

WHEREAS, Temporary Transportation Driver intends to obtain a Commercial Driver's License ("CDL") to become a transportation driver; and

WHEREAS, Temporary Transportation Driver does not yet qualify to be employed as a transportation driver; and

WHEREAS, USD 457 desires to offer Temporary Transportation Driver temporary employment.

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

1. **TERM OF TEMPORARY EMPLOYMENT.** Temporary Transportation Driver shall have 90 days from the date first written above to obtain a CDL, with "S" and "P" endorsements ("Full CDL"). Failure to obtain a Full CDL within 90 days shall result in termination.

2. **DUTIES.** Temporary Transportation Driver shall drive USD 457 vans and suburbans when needed to assist with morning and afternoon bus routes, along with any extracurricular activities, until a Full CDL is obtained. Any non-driving time shall be spent observing and studying for the CDL, or other duties assigned by the Director of Transportation. Once obtaining the Full CDL, Temporary Transportation Driver shall be assigned a bus route or become a substitute bus driver until a route is made available.

3. **WAGES.** Temporary Transportation Driver shall be paid $15.00 per hour until a Full CDL is obtained. Once the Full CDL is obtained the hourly wage shall increase to $18.05 and Temporary Transportation Driver shall become eligible for insurance benefits.

4. **NOT CONTRACT FOR CONTINUED EMPLOYMENT.** This Agreement is not, and should not be construed as, a commitment by USD 457 to continue the employment of Temporary Transportation Driver for any specific period of time past the 90 days provided in Paragraph 1. No statutory or due process rights of either party are limited by this Agreement. This Agreement is not intended to be, nor should it be construed as, a contract of employment.

5. **NOT CONTRACT FOR EMPLOYMENT.** This Agreement is not, and should not be construed as, a commitment by USD 457 to continue the employment of Temporary Transportation Driver for any specific period of time. All rights and obligations of the parties as to continuing contracts of employment shall be governed by any existing contract of employment, K.S.A. 72-2215 *et seq.* and K.S.A. 72-2252 *et seq.* No statutory or due process rights of either party are limited by this Agreement. This Agreement is not intended to be, nor should it be construed as, a contract of employment. Temporary Transportation Driver understands that employment by USD 457 is conditioned upon Temporary Transportation Driver obtaining a Full CDL within 90 days.

6. **COMPLIANCE.** During the term of this Agreement, Temporary Transportation Driver agrees to comply with all USD 457 Board of Education policies, state laws, and student privacy and

educational records laws. Temporary Transportation Driver also agrees to refrain from any and all extra-curricular social involvement with USD 457 students.

7. **VOLUNTARY AGREEMENT.** Temporary Transportation Driver acknowledges that he or she has voluntarily entered into this Agreement.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement the day and year first above written.

ATTEST:

BOARD OF EDUCATION OF USD 457

_____
Jennifer Ramos, Board Clerk

By_____
John C. Wiese, Board President

TEMPORARY TRANSPORTATION DRIVER

Print Name Veronica Veloz

W:\RDG\USD.457.GARDEN.CITY\AGREEMENTS\BUS.DRIVERS\Temp.Transportation.Driver.Agreement(2023).docx

TEMPORARY TRANSPORATION DRIVER AGREEMENT

THIS TEMPORARY TRANSPORTATION DRIVER AGREEMENT ("Agreement") is entered into on this 5th day of October, 2023, by and between THE BOARD OF EDUCATION, UNIFIED SCHOOL DISTRICT NO. 457, FINNEY COUNTY, KANSAS ("USD 457") and Lily-ann Leeper ("Temporary Transportation Driver").

WHEREAS, USD 457 has an acute and continuing need for transportation drivers throughout the district; and

WHEREAS, Temporary Transportation Driver intends to obtain a Commercial Driver's License ("CDL") to become a transportation driver; and

WHEREAS, Temporary Transportation Driver does not yet qualify to be employed as a transportation driver; and

WHEREAS, USD 457 desires to offer Temporary Transportation Driver temporary employment.

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

1. **TERM OF TEMPORARY EMPLOYMENT.** Temporary Transportation Driver shall have 90 days from the date first written above to obtain a CDL, with "S" and "P" endorsements ("Full CDL"). Failure to obtain a Full CDL within 90 days shall result in termination.

2. **DUTIES.** Temporary Transportation Driver shall drive USD 457 vans and suburbans when needed to assist with morning and afternoon bus routes, along with any extracurricular activities, until a Full CDL is obtained. Any non-driving time shall be spent observing and studying for the CDL, or other duties assigned by the Director of Transportation. Once obtaining the Full CDL, Temporary Transportation Driver shall be assigned a bus route or become a substitute bus driver until a route is made available.

3. **WAGES.** Temporary Transportation Driver shall be paid $15.00 per hour until a Full CDL is obtained. Once the Full CDL is obtained the hourly wage shall increase to $18.05 and Temporary Transportation Driver shall become eligible for insurance benefits.

4. **NOT CONTRACT FOR CONTINUED EMPLOYMENT.** This Agreement is not, and should not be construed as, a commitment by USD 457 to continue the employment of Temporary Transportation Driver for any specific period of time past the 90 days provided in Paragraph 1. No statutory or due process rights of either party are limited by this Agreement. This Agreement is not intended to be, nor should it be construed as, a contract of employment.

5. **NOT CONTRACT FOR EMPLOYMENT.** This Agreement is not, and should not be construed as, a commitment by USD 457 to continue the employment of Temporary Transportation Driver for any specific period of time. All rights and obligations of the parties as to continuing contracts of employment shall be governed by any existing contract of employment, K.S.A. 72-2215 *et seq.* and K.S.A. 72-2252 *et seq.* No statutory or due process rights of either party are limited by this Agreement. This Agreement is not intended to be, nor should it be construed as, a contract of employment. Temporary Transportation Driver understands that employment by USD 457 is conditioned upon Temporary Transportation Driver obtaining a Full CDL within 90 days.

6. **COMPLIANCE.** During the term of this Agreement, Temporary Transportation Driver agrees to comply with all USD 457 Board of Education policies, state laws, and student privacy and

educational records laws. Temporary Transportation Driver also agrees to refrain from any and all extra-curricular social involvement with USD 457 students.

7. **VOLUNTARY AGREEMENT.** Temporary Transportation Driver acknowledges that he or she has voluntarily entered into this Agreement.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement the day and year first above written.

ATTEST:

BOARD OF EDUCATION OF USD 457

_____
Jennifer Ramos, Board Clerk

By_____
John C. Wiese, Board President

TEMPORARY TRANSPORTATION DRIVER

Print Name Lily-Ann Looper

W:\RDG\USD.457.GARDEN.CITY\AGREEMENTS\BUS.DRIVERS\Temp.Transportation.Driver.Agreement(2023).docx

TEMPORARY TRANSPORATION DRIVER AGREEMENT

THIS TEMPORARY TRANSPORTATION DRIVER AGREEMENT ("Agreement") is entered into on this 5th day of October, 2023, by and between THE BOARD OF EDUCATION, UNIFIED SCHOOL DISTRICT NO. 457, FINNEY COUNTY, KANSAS ("USD 457") and Fransisco Lopez ("Temporary Transportation Driver").

WHEREAS, USD 457 has an acute and continuing need for transportation drivers throughout the district; and

WHEREAS, Temporary Transportation Driver intends to obtain a Commercial Driver's License ("CDL") to become a transportation driver; and

WHEREAS, Temporary Transportation Driver does not yet qualify to be employed as a transportation driver; and

WHEREAS, USD 457 desires to offer Temporary Transportation Driver temporary employment.

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

1. **TERM OF TEMPORARY EMPLOYMENT.** Temporary Transportation Driver shall have 90 days from the date first written above to obtain a CDL, with "S" and "P" endorsements ("Full CDL"). Failure to obtain a Full CDL within 90 days shall result in termination.

2. **DUTIES.** Temporary Transportation Driver shall drive USD 457 vans and suburbans when needed to assist with morning and afternoon bus routes, along with any extracurricular activities, until a Full CDL is obtained. Any non-driving time shall be spent observing and studying for the CDL, or other duties assigned by the Director of Transportation. Once obtaining the Full CDL, Temporary Transportation Driver shall be assigned a bus route or become a substitute bus driver until a route is made available.

3. **WAGES.** Temporary Transportation Driver shall be paid $15.00 per hour until a Full CDL is obtained. Once the Full CDL is obtained the hourly wage shall increase to $18.05 and Temporary Transportation Driver shall become eligible for insurance benefits.

4. **NOT CONTRACT FOR CONTINUED EMPLOYMENT.** This Agreement is not, and should not be construed as, a commitment by USD 457 to continue the employment of Temporary Transportation Driver for any specific period of time past the 90 days provided in Paragraph 1. No statutory or due process rights of either party are limited by this Agreement. This Agreement is not intended to be, nor should it be construed as, a contract of employment.

5. **NOT CONTRACT FOR EMPLOYMENT.** This Agreement is not, and should not be construed as, a commitment by USD 457 to continue the employment of Temporary Transportation Driver for any specific period of time. All rights and obligations of the parties as to continuing contracts of employment shall be governed by any existing contract of employment, K.S.A. 72-2215 *et seq.* and K.S.A. 72-2252 *et seq.* No statutory or due process rights of either party are limited by this Agreement. This Agreement is not intended to be, nor should it be construed as, a contract of employment. Temporary Transportation Driver understands that employment by USD 457 is conditioned upon Temporary Transportation Driver obtaining a Full CDL within 90 days.

6. **COMPLIANCE.** During the term of this Agreement, Temporary Transportation Driver agrees to comply with all USD 457 Board of Education policies, state laws, and student privacy and

educational records laws. Temporary Transportation Driver also agrees to refrain from any and all extra-curricular social involvement with USD 457 students.

7. **VOLUNTARY AGREEMENT.** Temporary Transportation Driver acknowledges that he or she has voluntarily entered into this Agreement.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement the day and year first above written.

ATTEST:

BOARD OF EDUCATION OF USD 457

_____
Jennifer Ramos, Board Clerk

By_____
John C. Wiese, Board President

TEMPORARY TRANSPORTATION DRIVER

_____
Print Name Francisco Lopez

W:\RDG\USD.457.GARDEN.CITY\AGREEMENTS\BUS.DRIVERS\Temp.Transportation.Driver.Agreement(2023).docx

MEMORANDUM

TO: Board of Education
THRU: Dr, Dominguez, Superintendent
FROM: Drew Thon
DAT E: November 6, 2023
RE: Updated Out-Of-State Trip Request

ISSUE:

The Board of Education is asked to consider and approve the additional out of state trips for Garden City High School JROTC during the 2023-24 academic year.

BACKGROUND:

Earlier this year you approved out of state travel for several activities. In my creation of the list I mistakenly left off the JROTC trips you will find below.

Below is a summary of the out-of-state trips that we are planning:

JROTC

November 1-5, 2023	Raider Nationals at Fort Knox, Kentucky
February 16-17, 2024	Smith Cotton Drill Meet at Sedalia, Missouri
February 24, 2024	Colorado Drill Meet at Pueblo, Colorado
May 3-5, 2024	All-Army National Drill Meet at Daytona, Florida
June 16-25, 2023	JROTC Leadership Academic Bowl at Washington, DC

Should you have any questions or require additional information regarding these trips, please do not hesitate to contact me at mthon@gckschools.com.

Thank you for your attention to this matter. Your support for these out-of-state trips will undoubtedly contribute to the growth and development of our students.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

In accordance with our prior practice, I kindly request that the Board of Education review and approve these additional out-of-state trips for the upcoming academic year. Your approval is essential to ensure that our students can participate in these enriching experiences.

FISCAL NOTE:

JROTC trips are funded by the Army, Department of Defense, or Booster Club

ATTACHMENTS:

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Roxie Schafer, Director of Technology
DATE: October 30, 2023
RE: Technology Items Disposed

ISSUE:

The Technology Department has disposed of items that no longer work or are of no value to the district

BACKGROUND:

The Technology Department has disposed of the following items that no longer work or are of no value to the district:

4 Cisco 7961 Phones

3 Cisco 7940 Phones

ALTERNATIVES:

No other alternatives are applicable

RECOMMENDATION:

No recommendations are applicable

FISCAL NOTE:

There is no fiscal impact for the BOE to consider

ATTACHMENTS:

None

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Roxie Schafer, Director of Technology
DATE: October 30, 2023
RE: Technology Items Sold

ISSUE:

The Technology Department has sold items that no longer work or are of no value to the district

BACKGROUND:

Please find below a list of items no longer needed by Garden City Public Schools and have been sold by the Technology Department. Replacement iPads have been purchased for these devices. Most of these iPads have been retired or broken beyond repair. Some of these iPads were sold to staff members and others were sold to a vendor that purchases retired equipment

18 iPad Air

55 iPad 5th Gen

978 iPad 6th Gen

2 iPad 7th Gen

ALTERNATIVES:

No other alternatives are applicable

RECOMMENDATION:

No recommendations are applicable

FISCAL NOTE:

$90,814.20 was made by selling these devices.

ATTACHMENTS:

None

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Michelle Baier, Curriculum Coordinator
DATE: 11/6/2023
RE: 2023 KAP Data Information

ISSUE: *Yearly KAP data presentation*

BACKGROUND:

The Office of Learning Services would like to give a presentation of the Spring 2023 District KAP data. The following will be involved in the presentation:

Dr. Maria Gomez-Rocque, Deputy Superintendent
Heather Stegman, Director of Curriculum
Michelle Baier, Curriculum Coordinator

To keep the public informed of the longitudinal, comparison and academic achievement progress of grades 3-11 in ELA, Math, and Science.

ALTERNATIVES:

Not applicable

RECOMMENDATION:

Not applicable

FISCAL NOTE:

Not applicable

ATTACHMENTS:

Presentation

https://docs.google.com/presentation/d/12VJW3gc7LEuVCxUBzIKR_cqBmKz80g38iOKgDJfBW3E/edit?usp=sharing

Spring 2023 KAP Data Report

USD 457

November 6, 2023

Presented by:
Office of Learning Services

Presentation

- Performance Level Descriptors
- 3rd - 11th grade 2023 Spring KAP Data
  - English Language Arts
  - Math
  - Science
- 2022 to 2023 Academic Success at a Glance
  - English Language Arts
  - Math
  - Science
- Cohort Comparison
  - 2024 Graduates English Language Arts and Math
  - 2025 Graduates English Language Arts and Math
- Questions

KAP Performance Level Descriptors

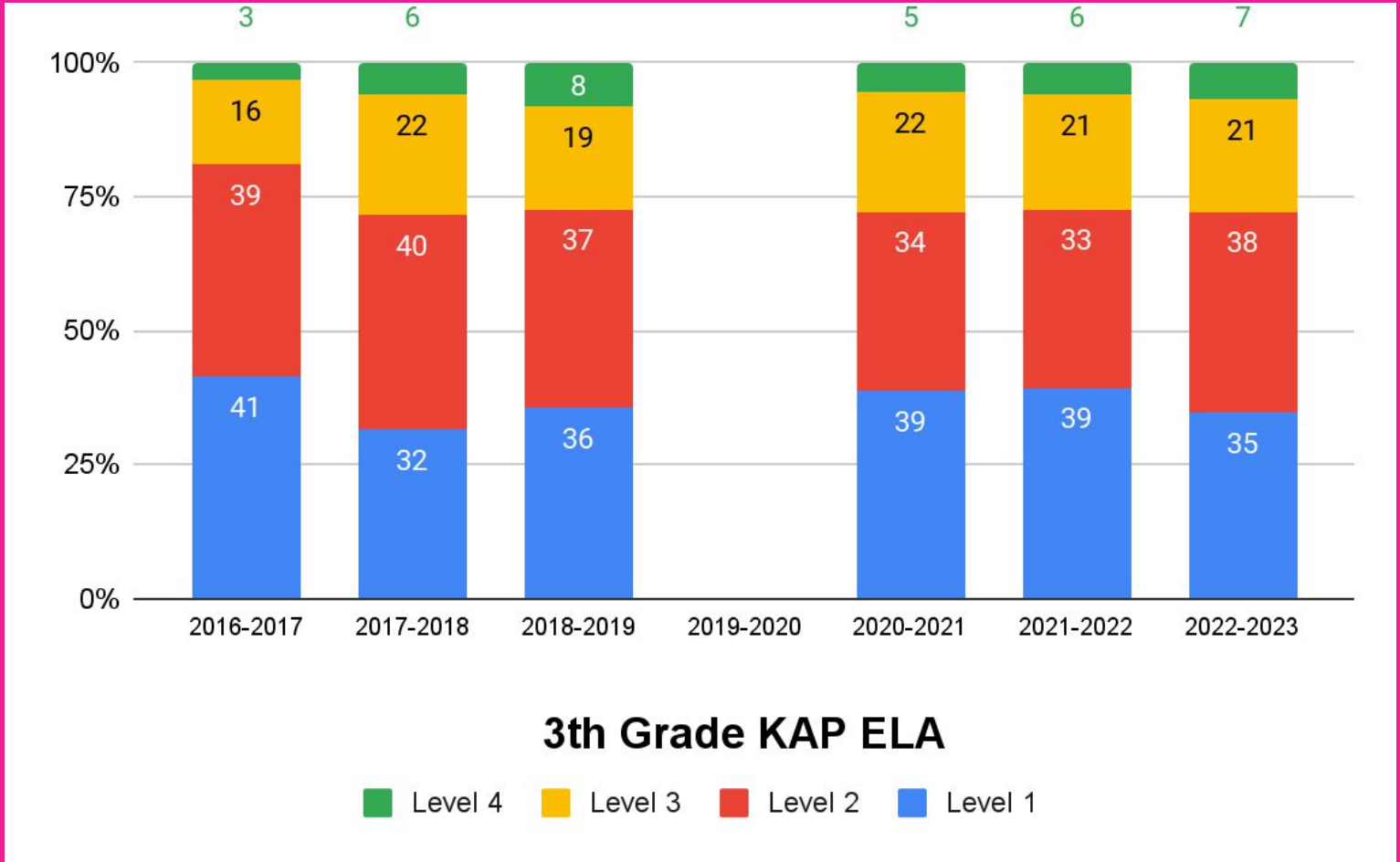
Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for postsecondary readiness.

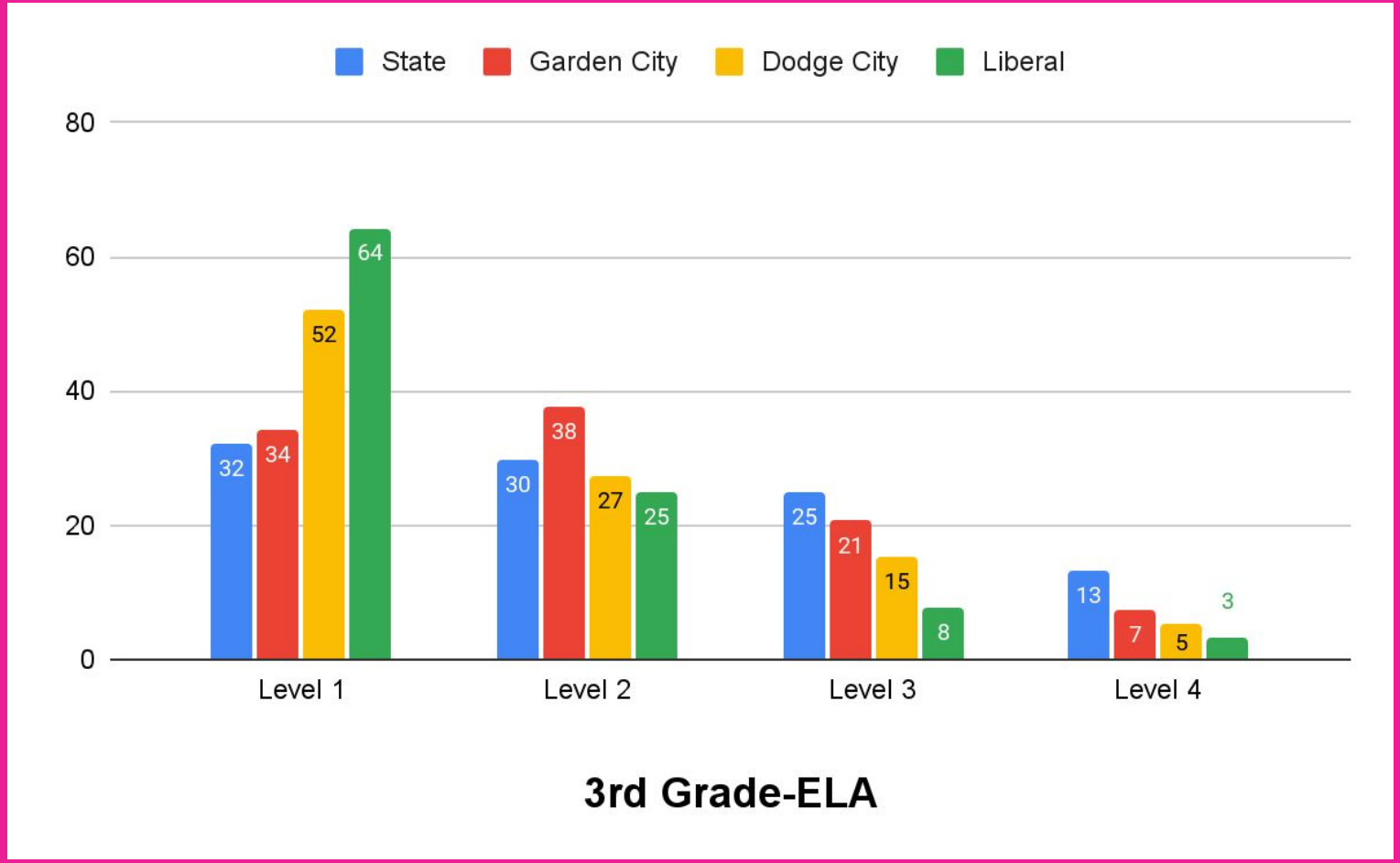
Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for postsecondary readiness.

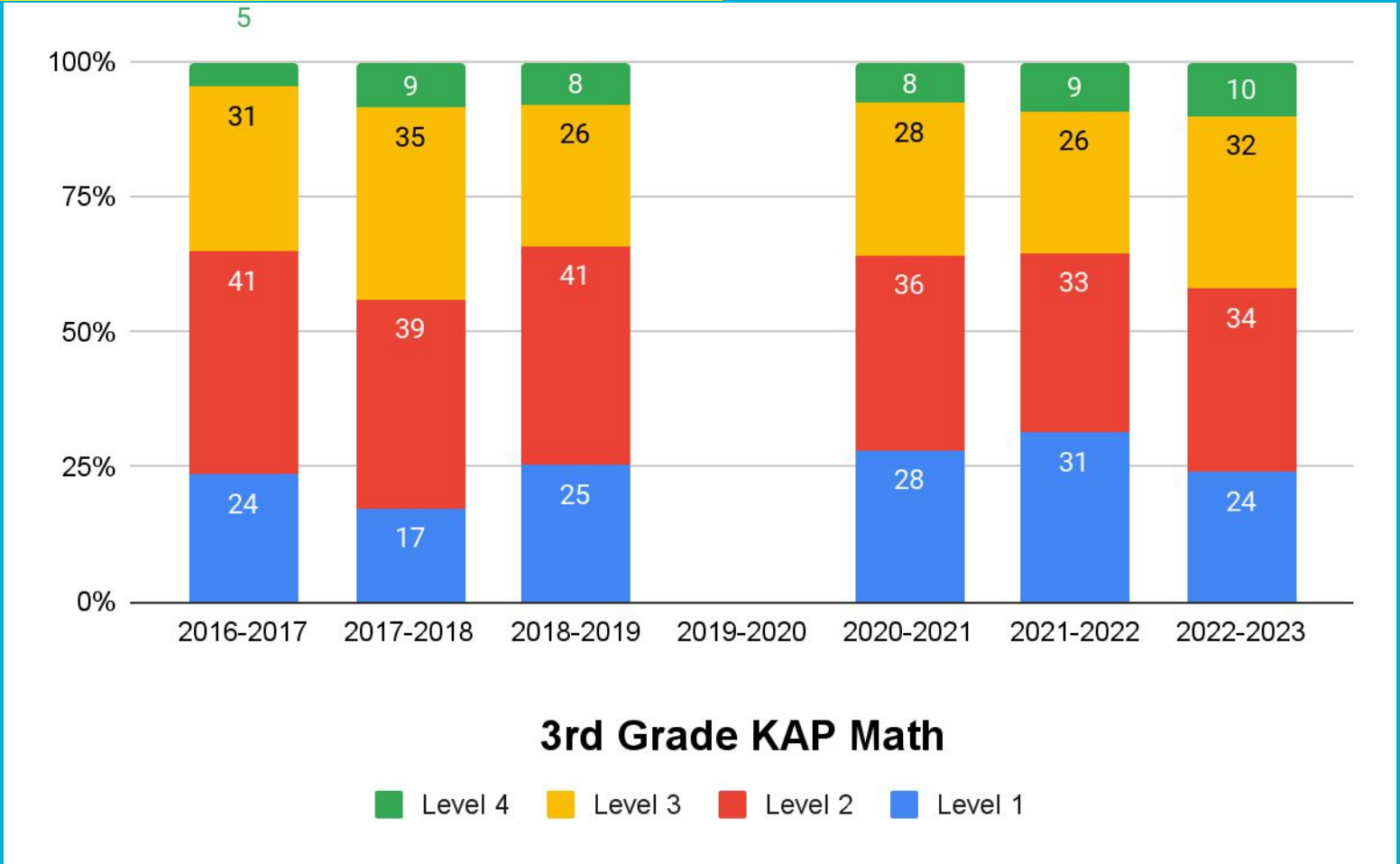
3rd Grade KAP Longitudinal - ELA



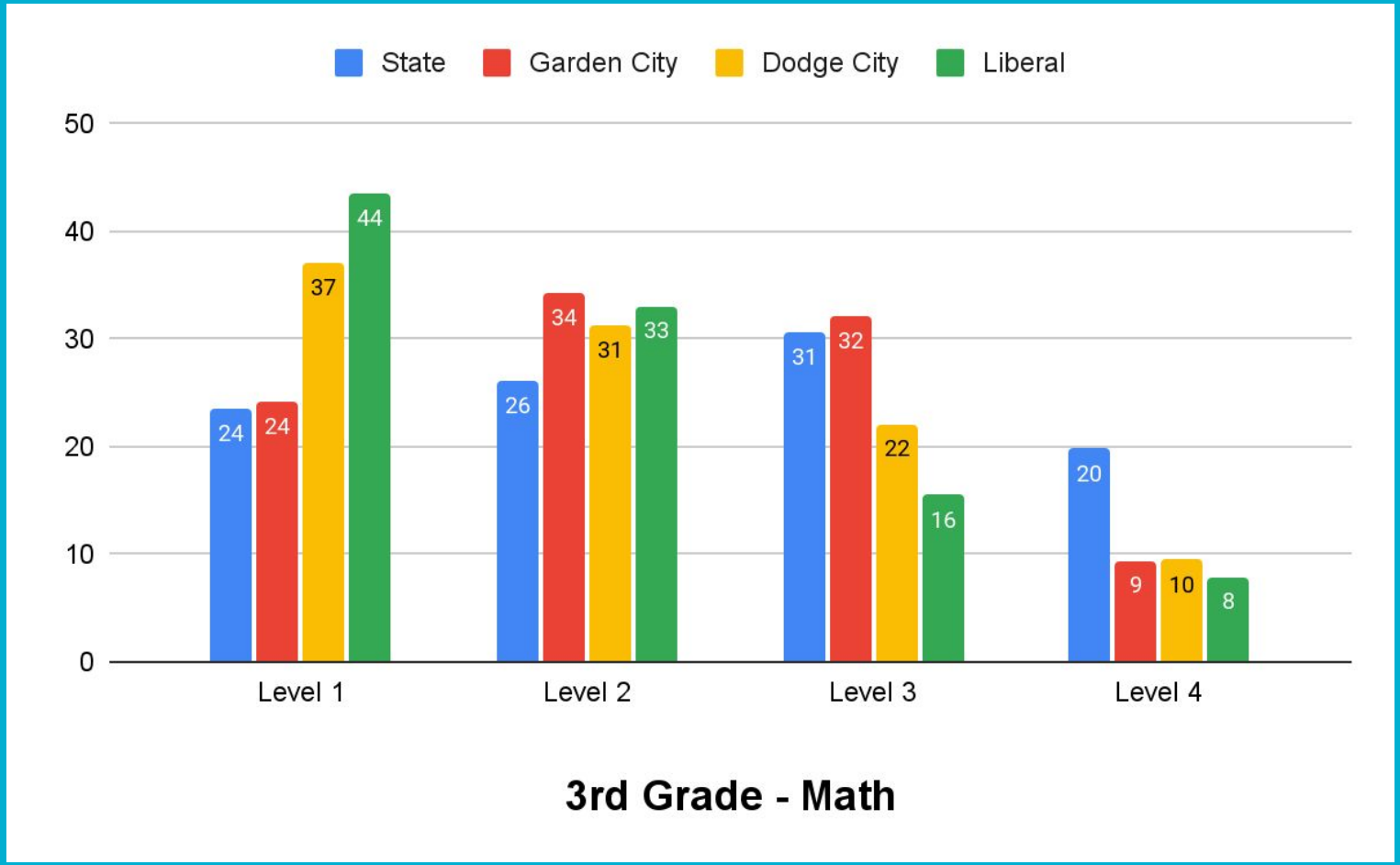
3rd Grade KAP Comparison - ELA



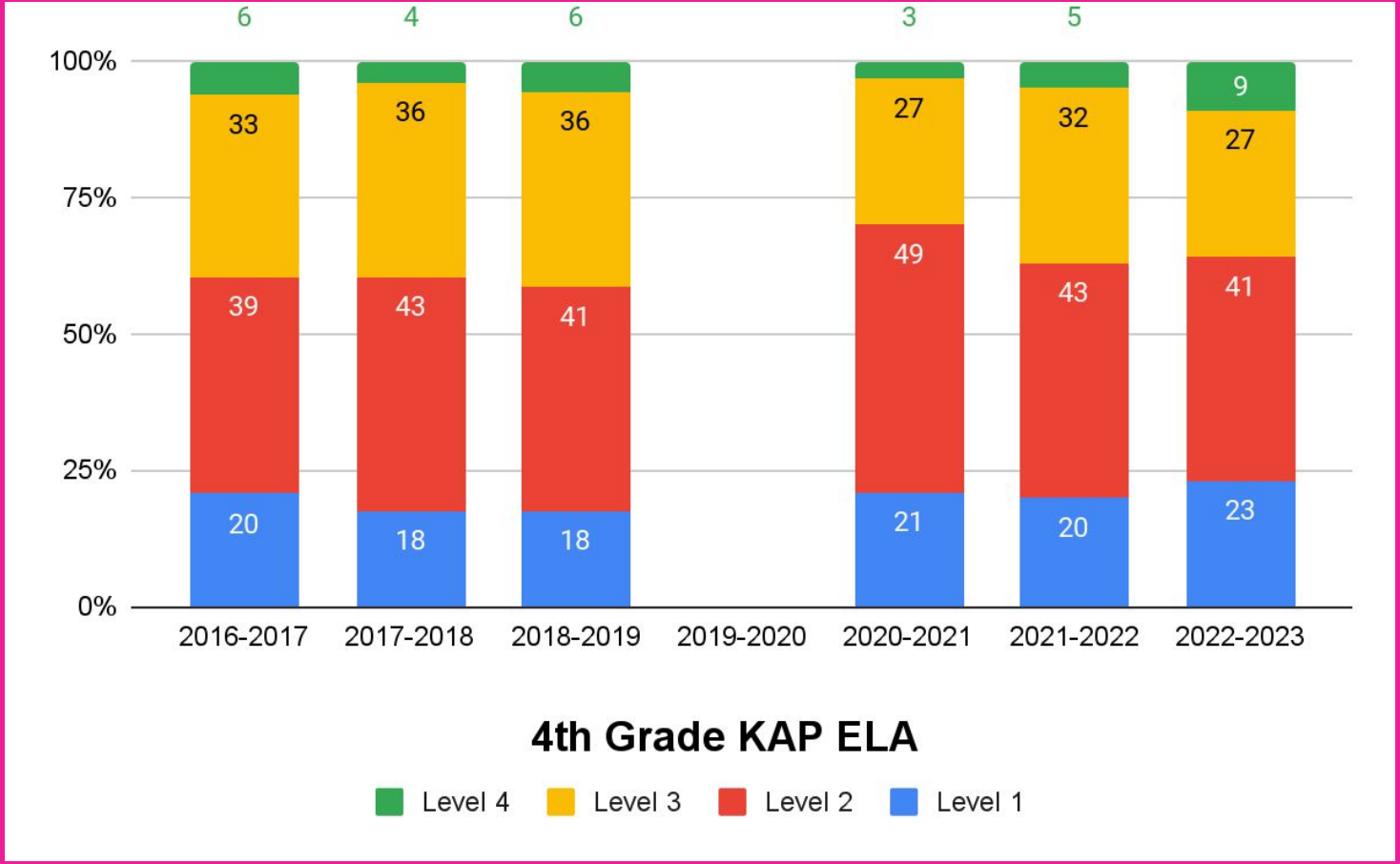
3rd Grade KAP Longitudinal - Math



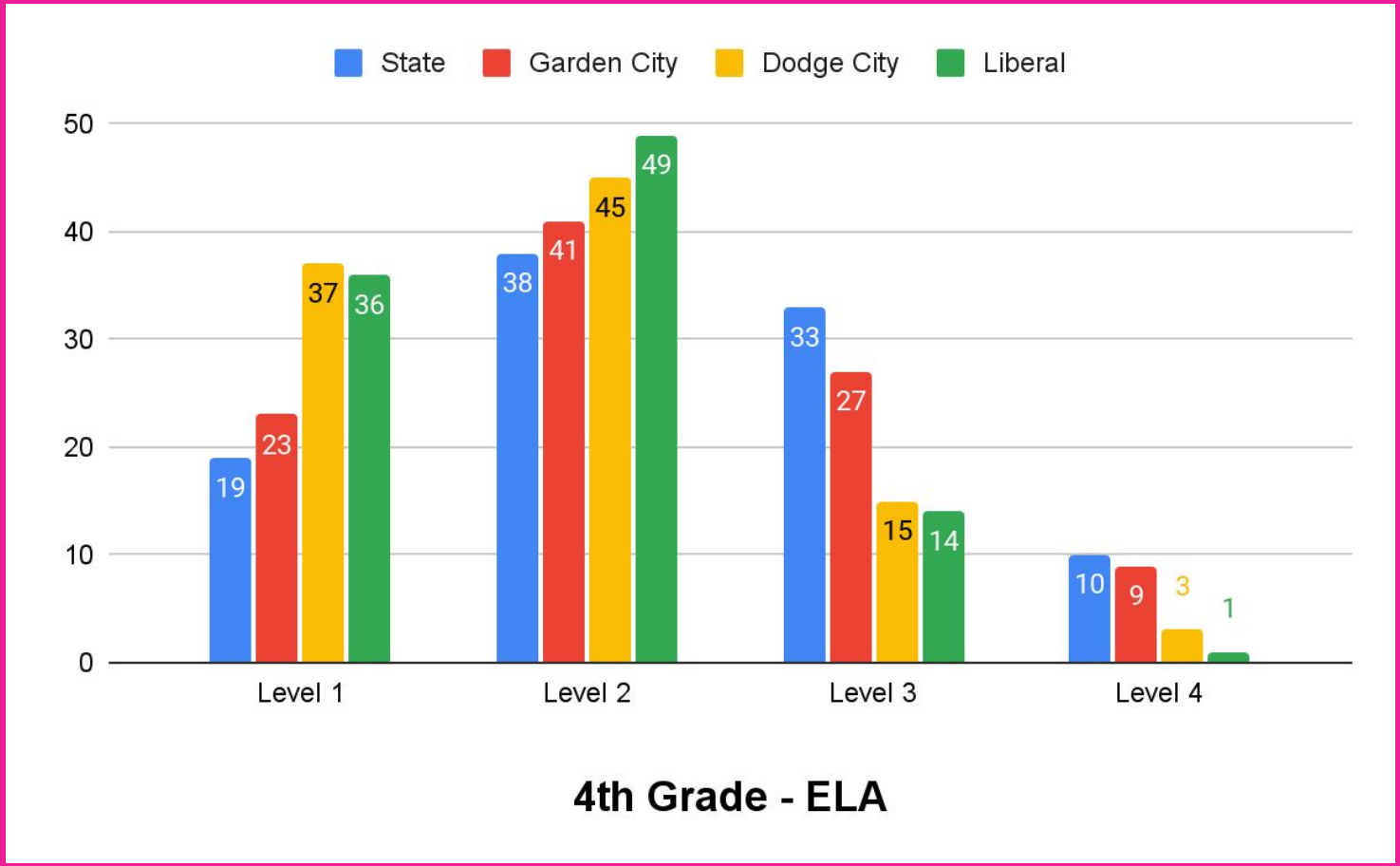
3rd Grade KAP Comparison - Math



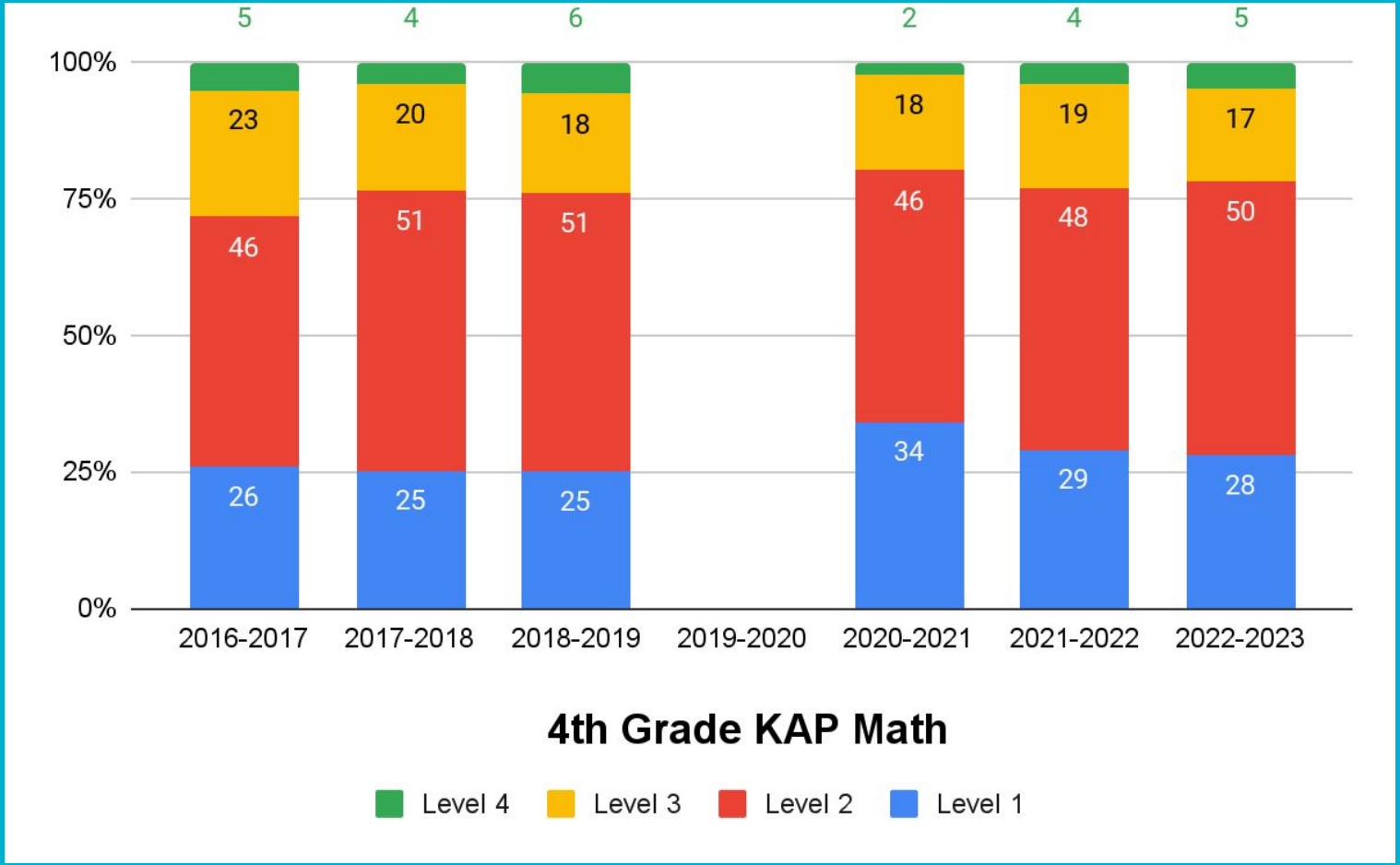
4th Grade KAP Longitudinal - ELA



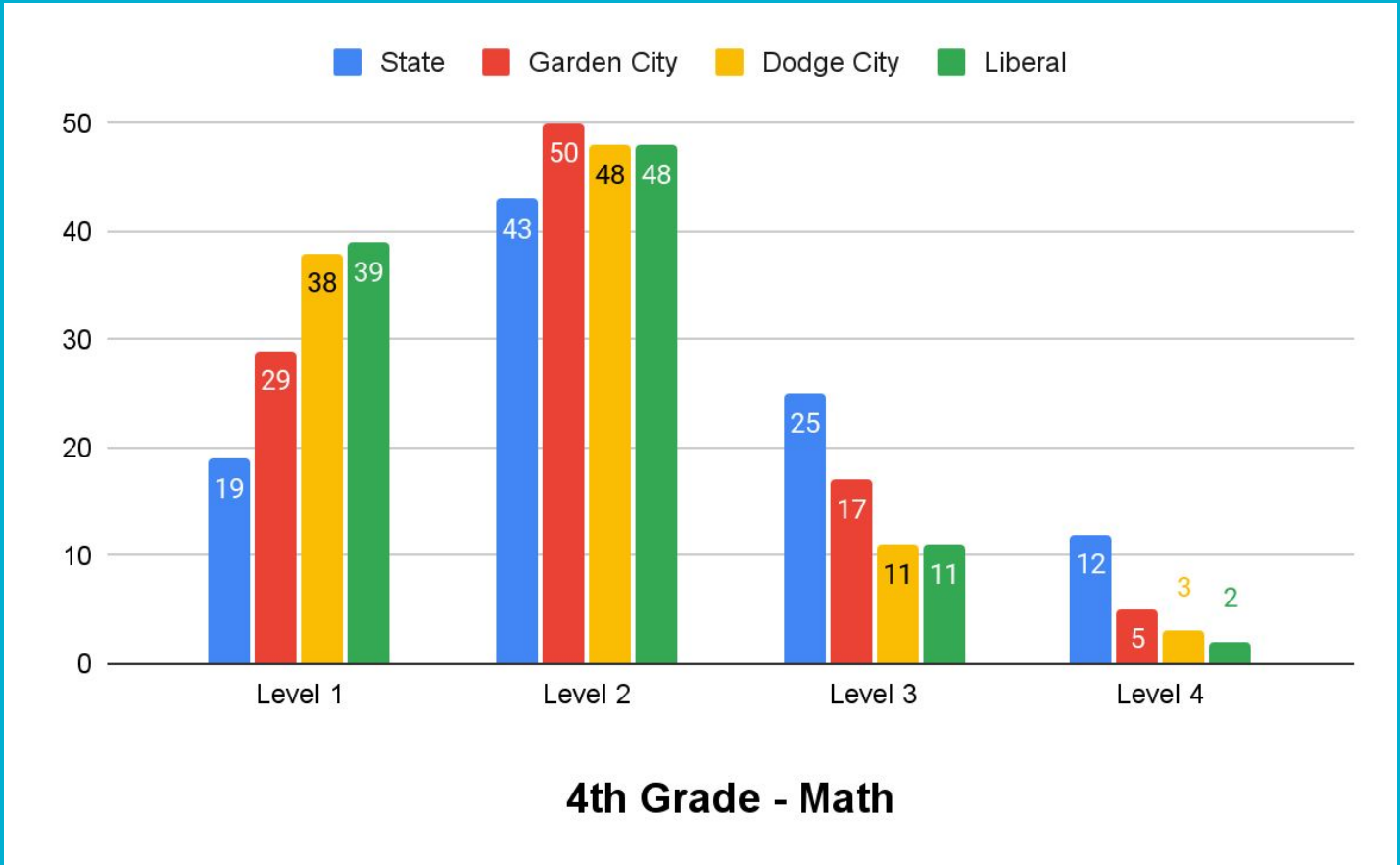
4th Grade KAP Comparison - ELA



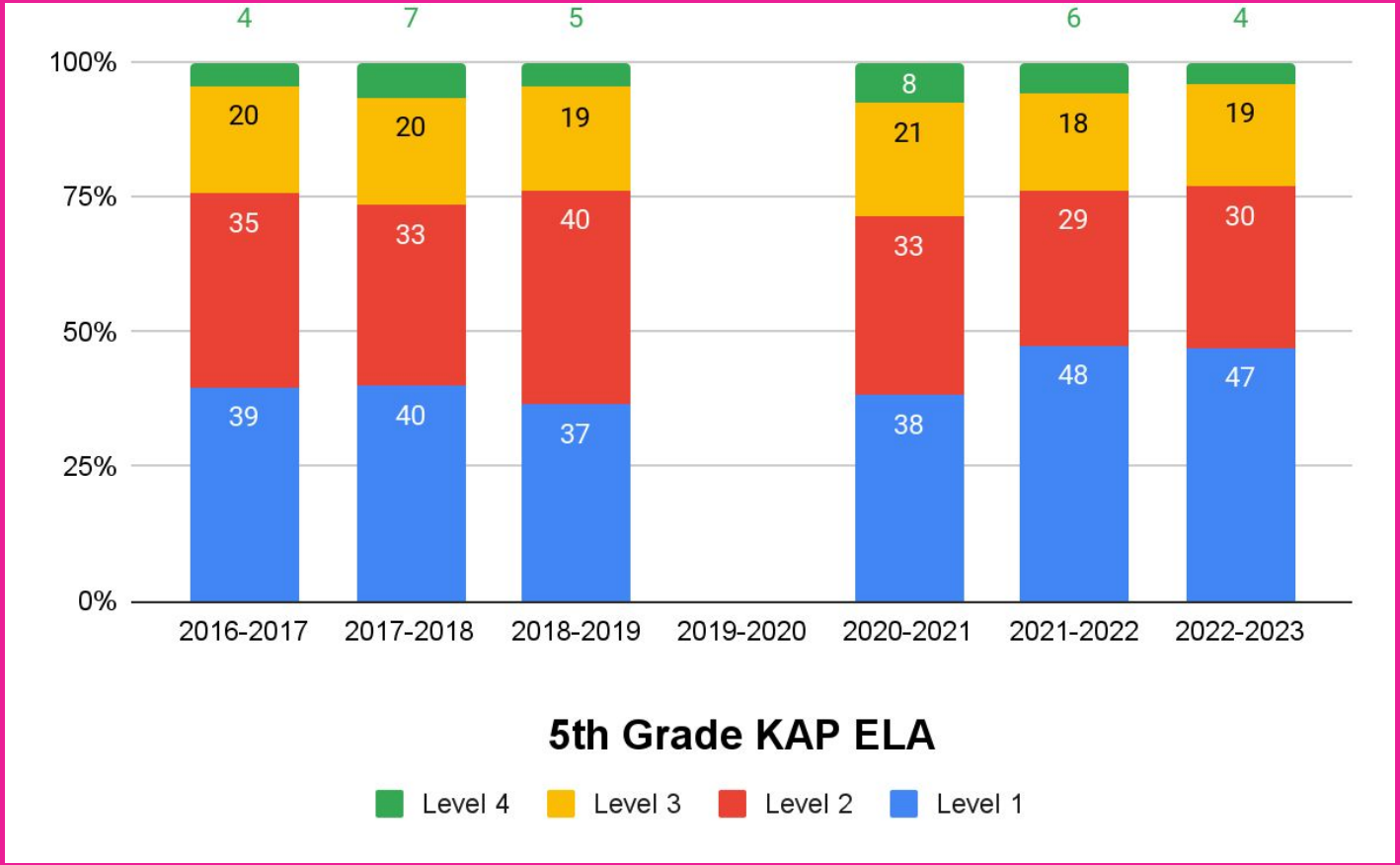
4th Grade KAP Longitudinal - Math



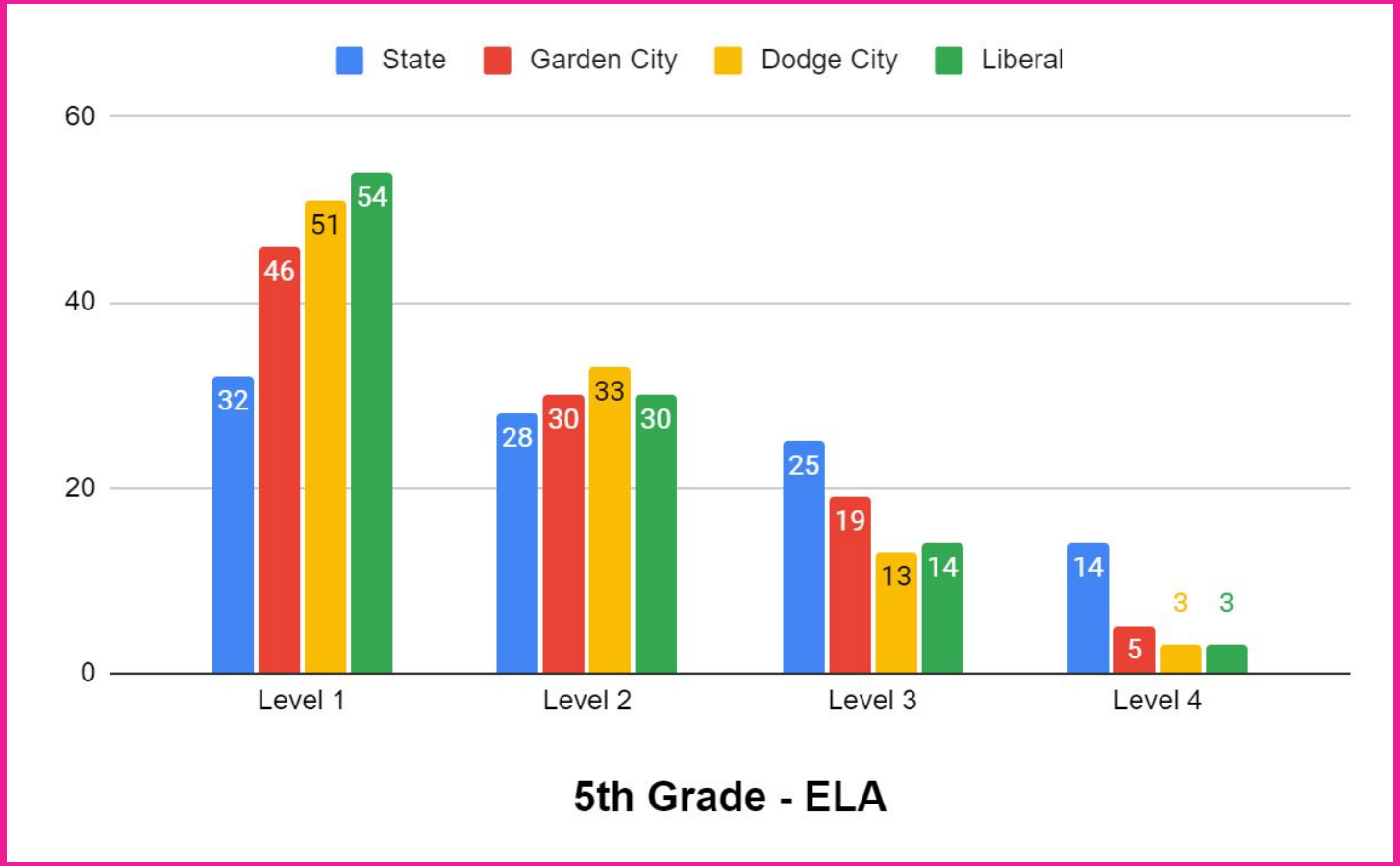
4th Grade KAP Comparison - Math



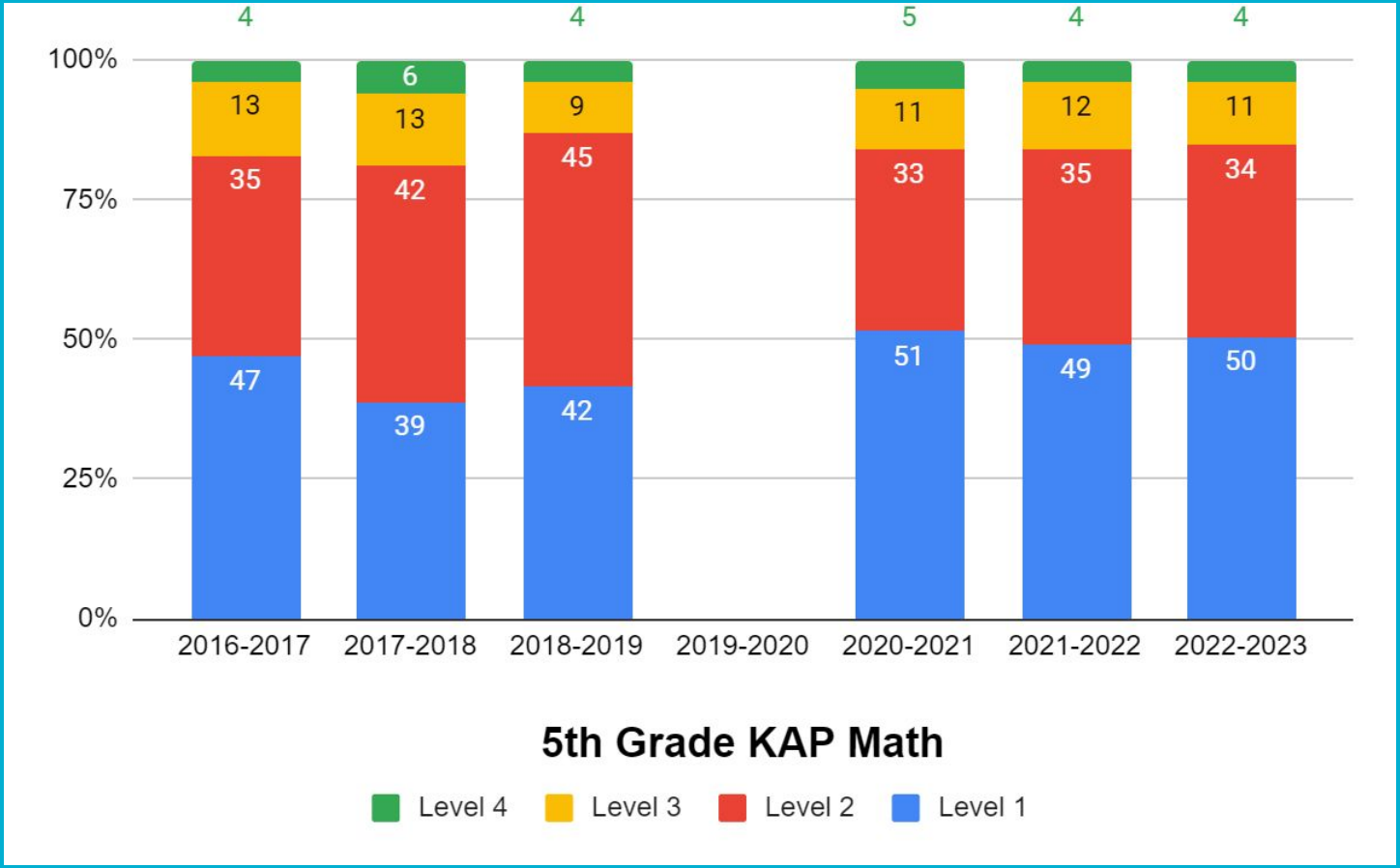
5th Grade KAP Longitudinal -ELA



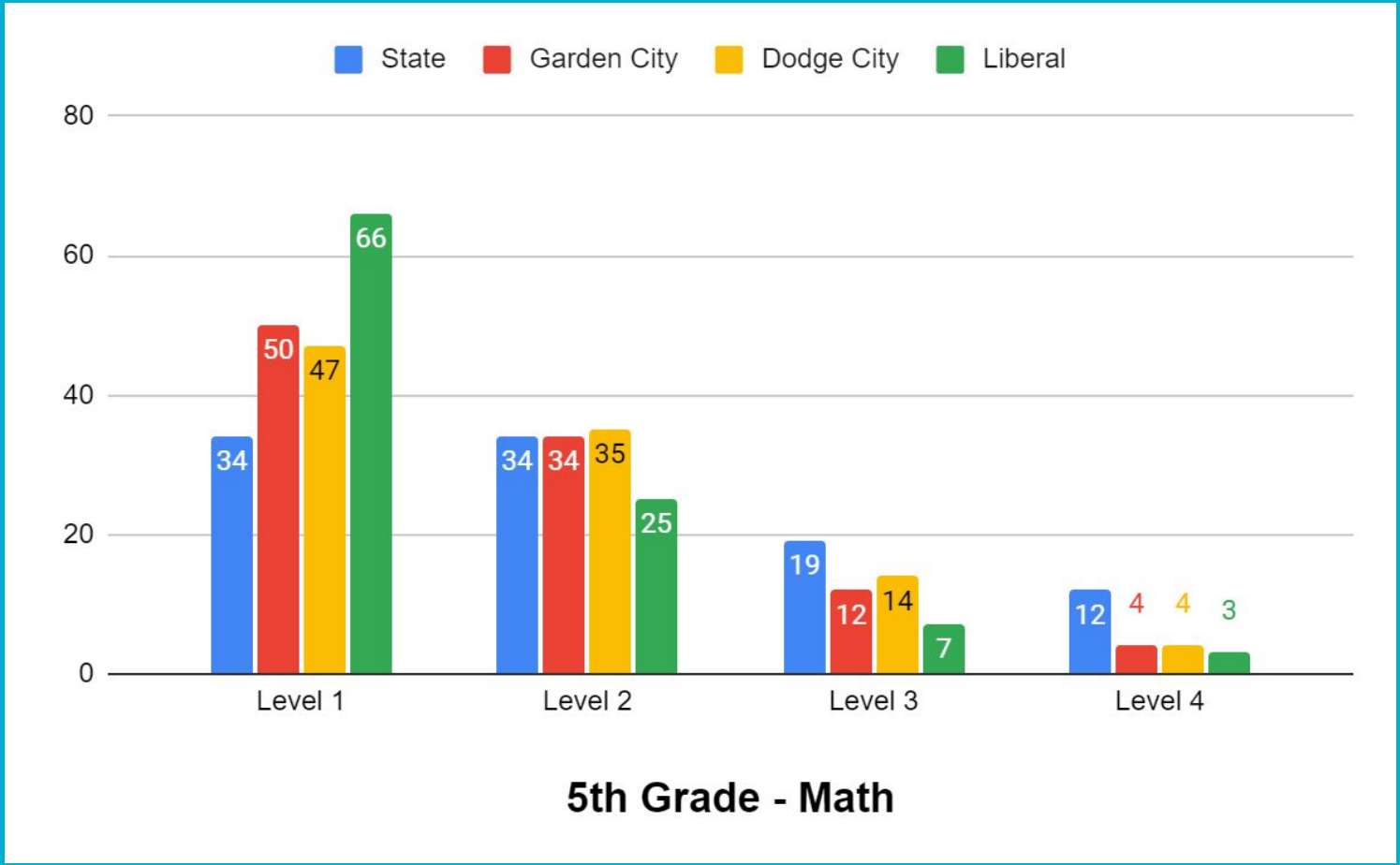
5th Grade KAP Comparison - ELA



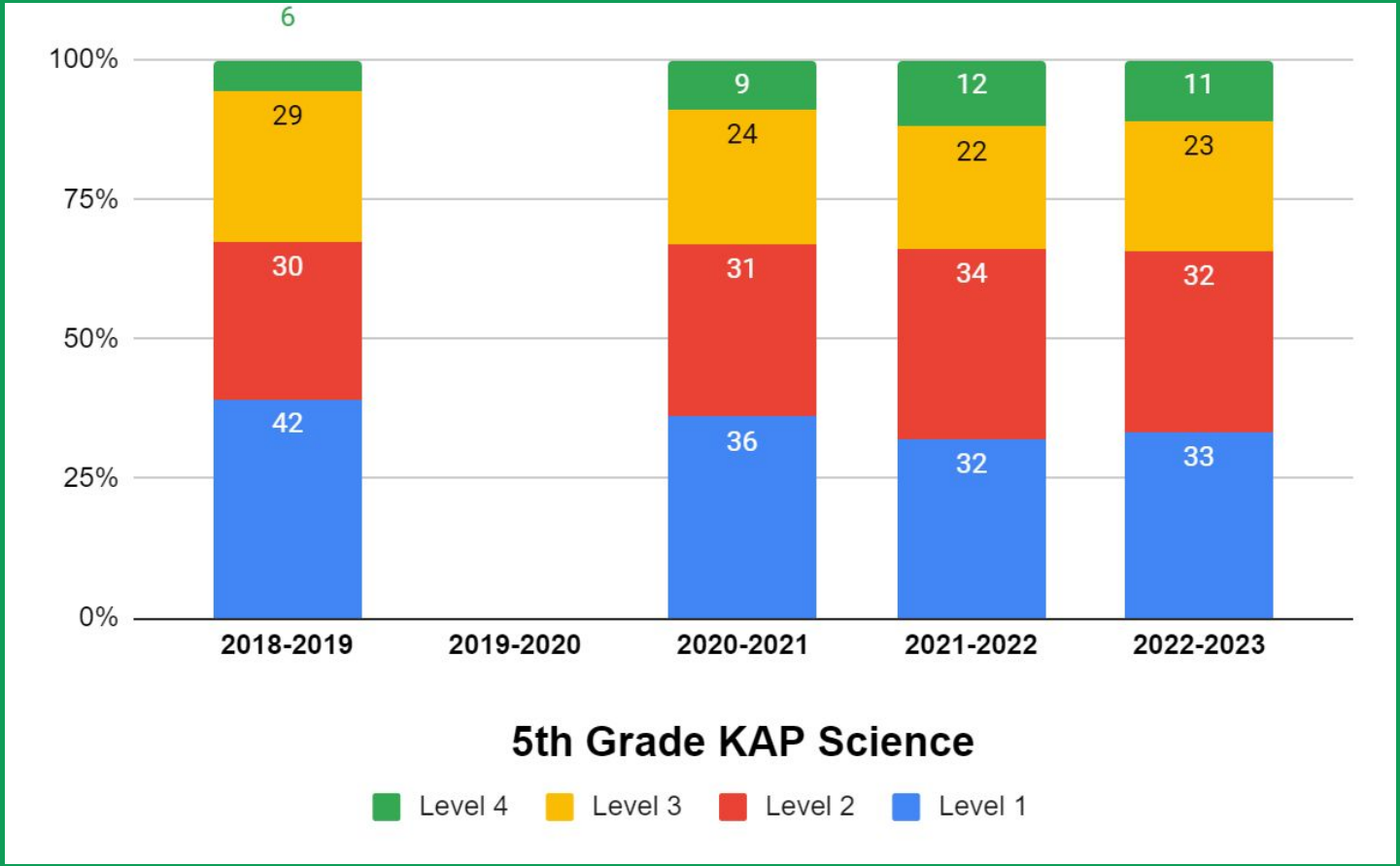
5th Grade KAP Longitudinal - Math



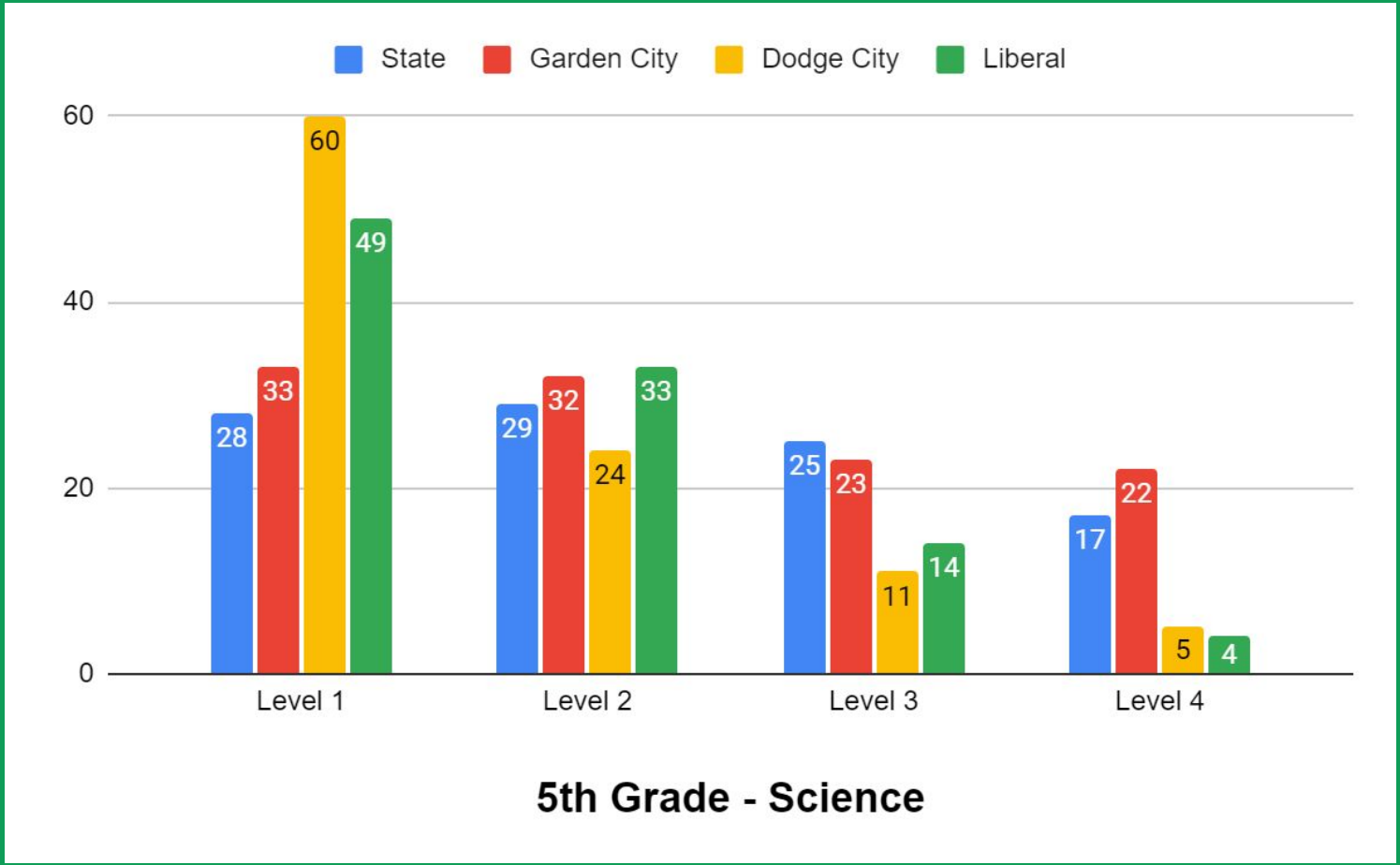
5th Grade KAP Comparison - MATH



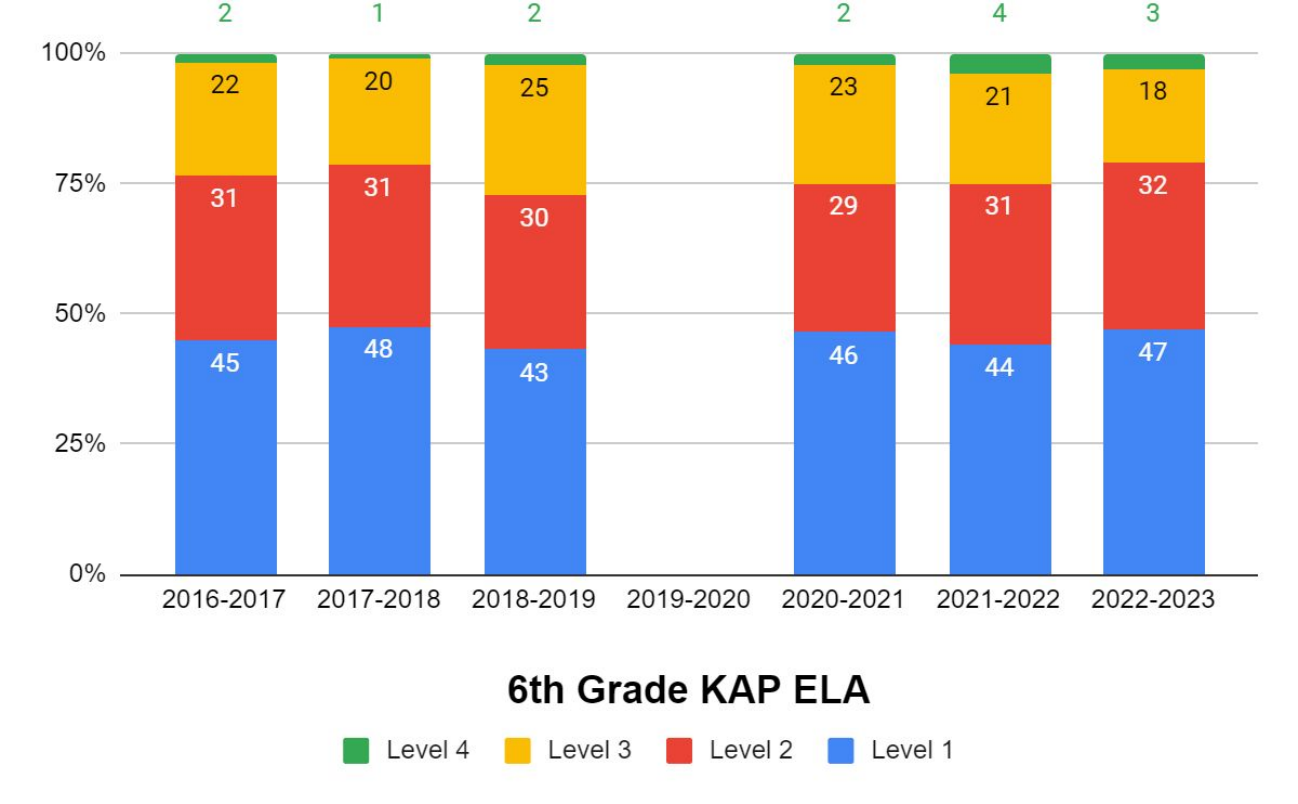
5th Grade KAP Longitudinal - Science



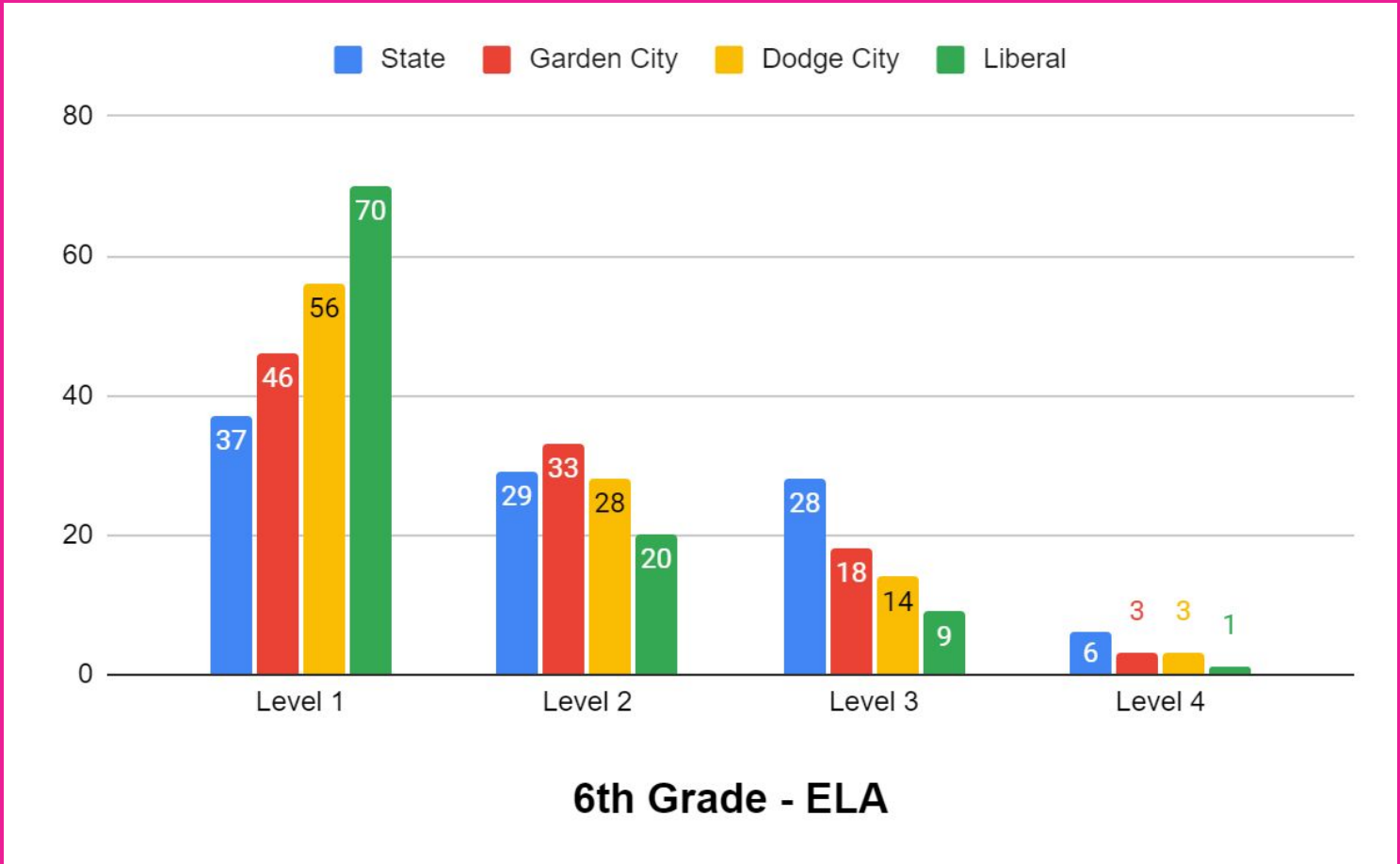
5th Grade KAP Comparison - Science



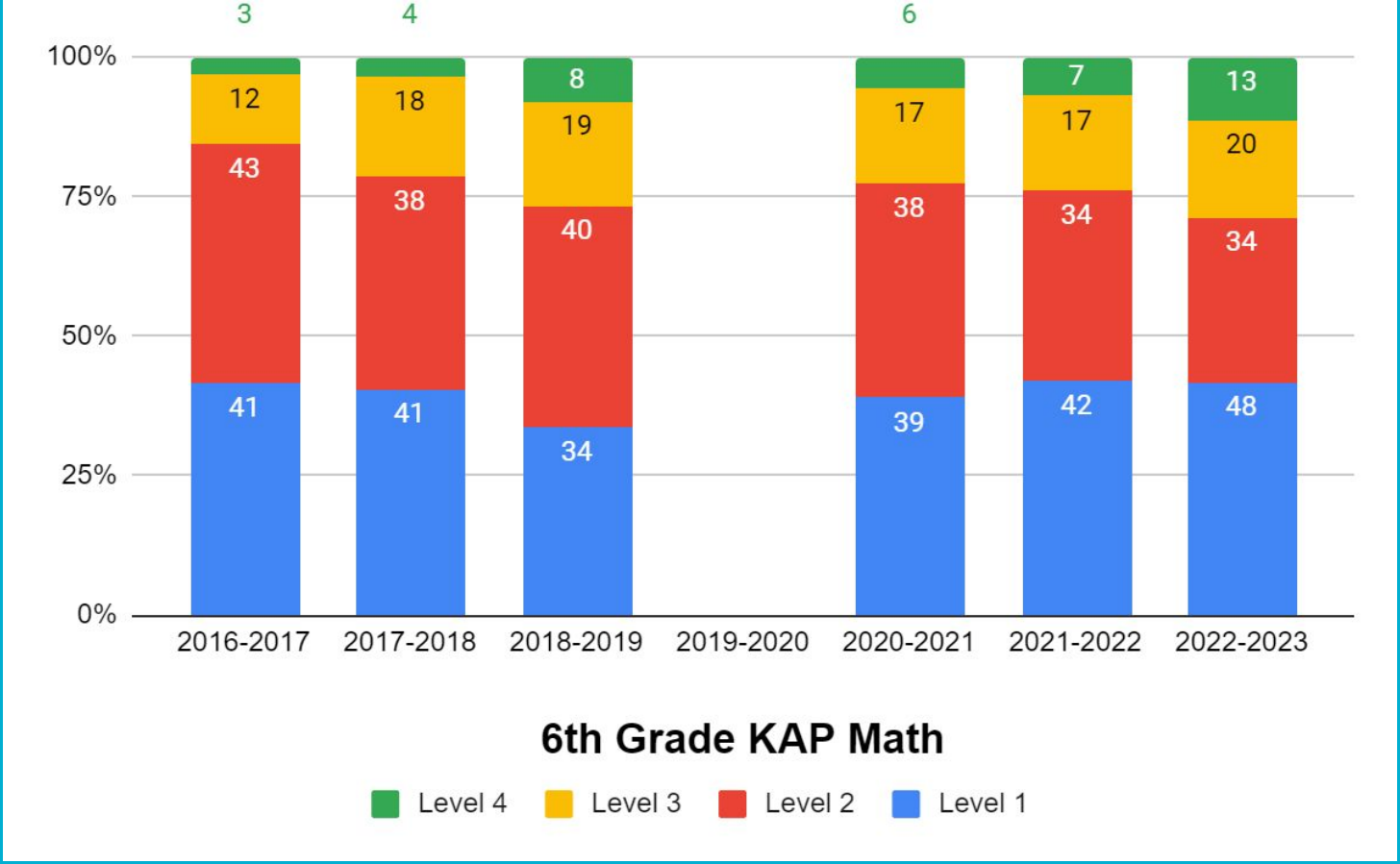
6th Grade KAP Longitudinal - ELA



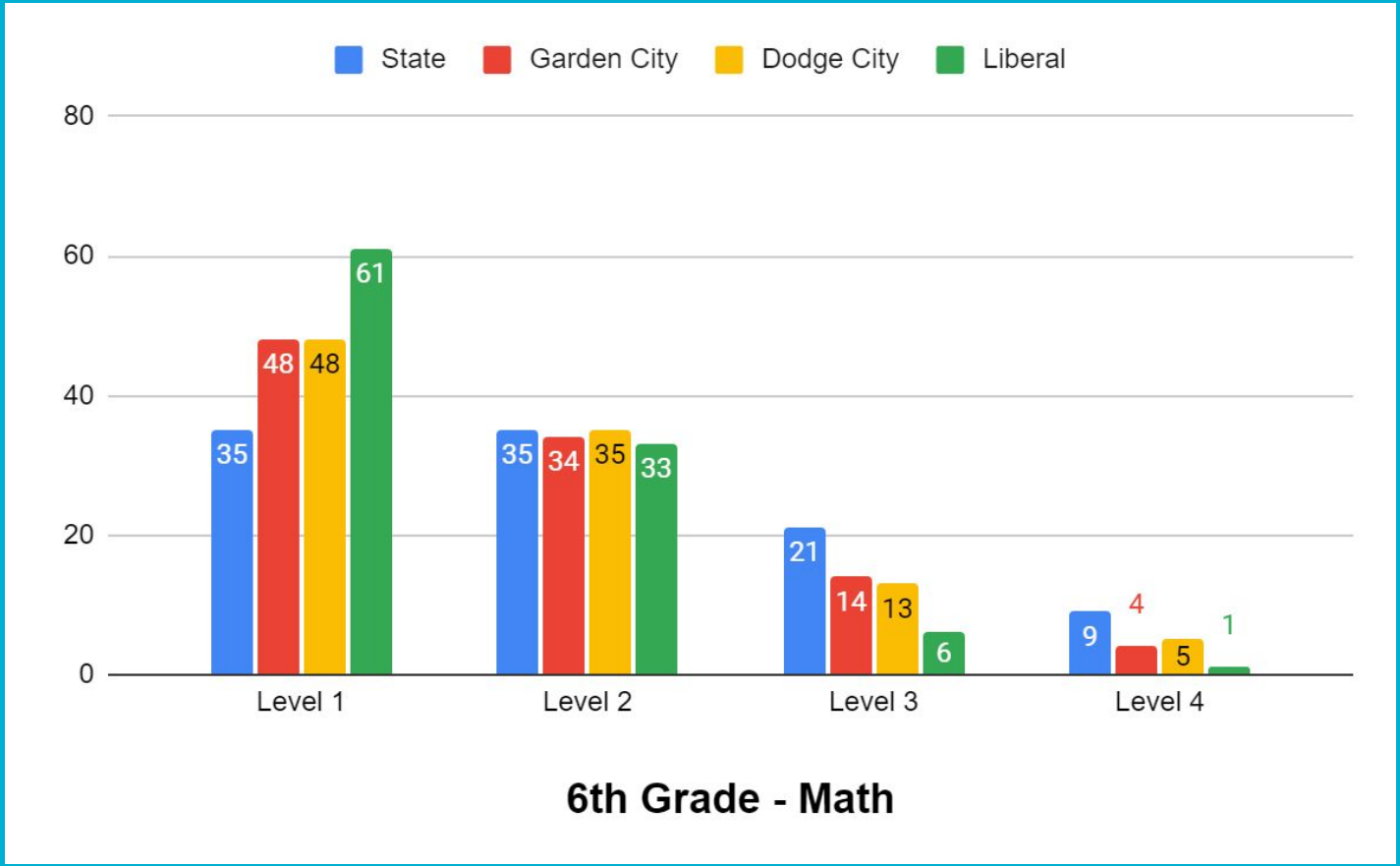
6th KAP Comparison - ELA



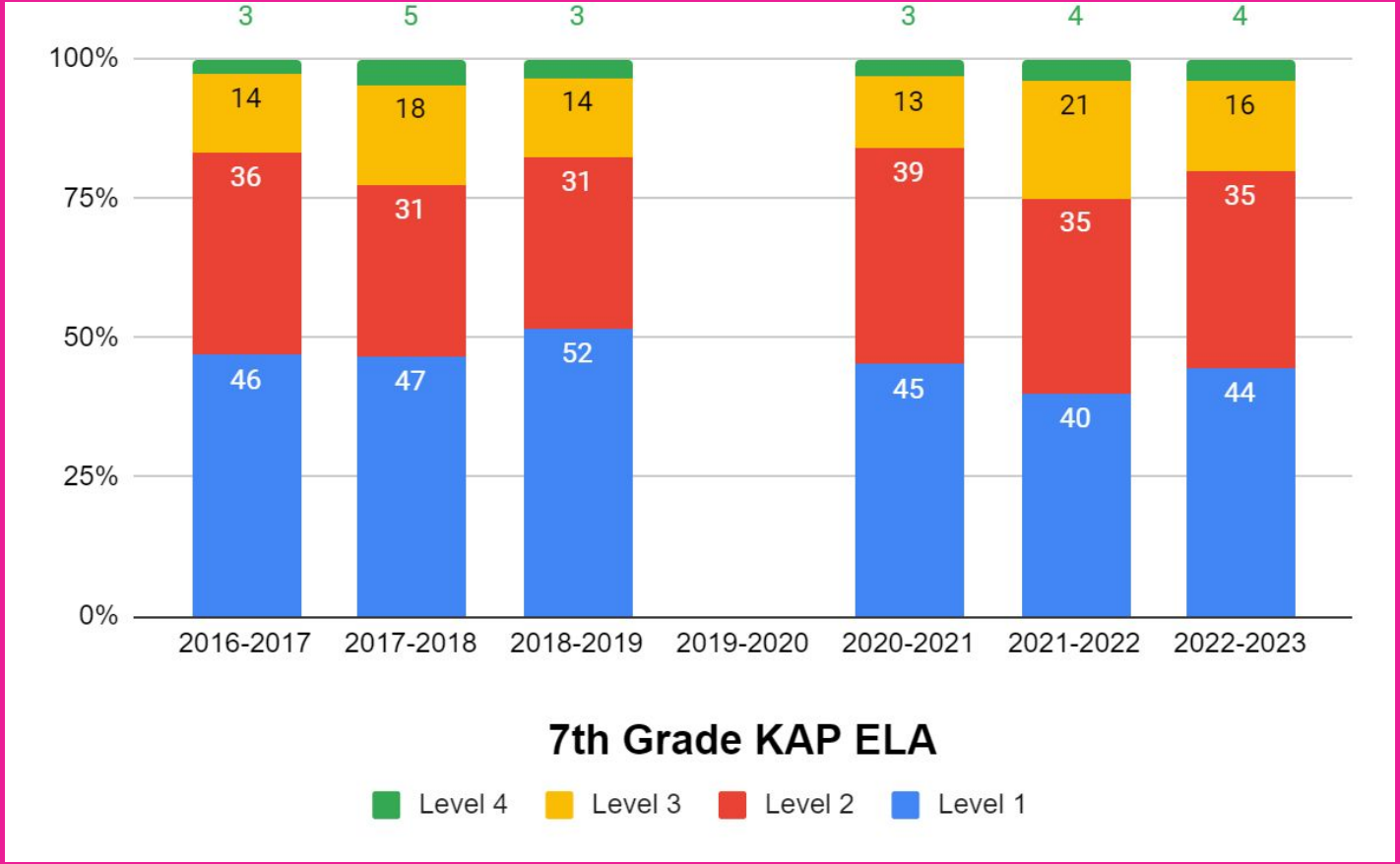
6th Grade KAP Longitudinal - Math



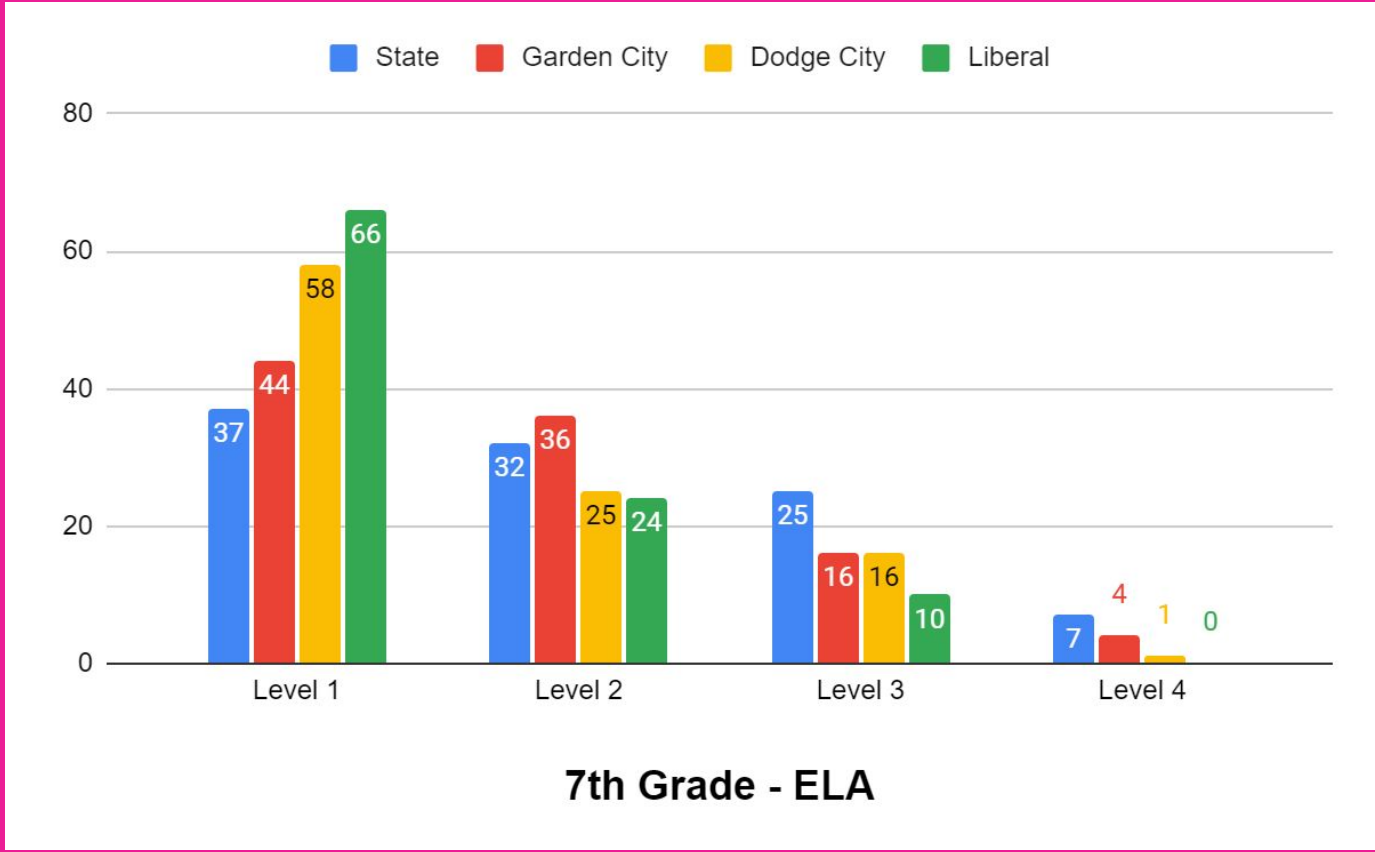
6th KAP Comparison - MATH



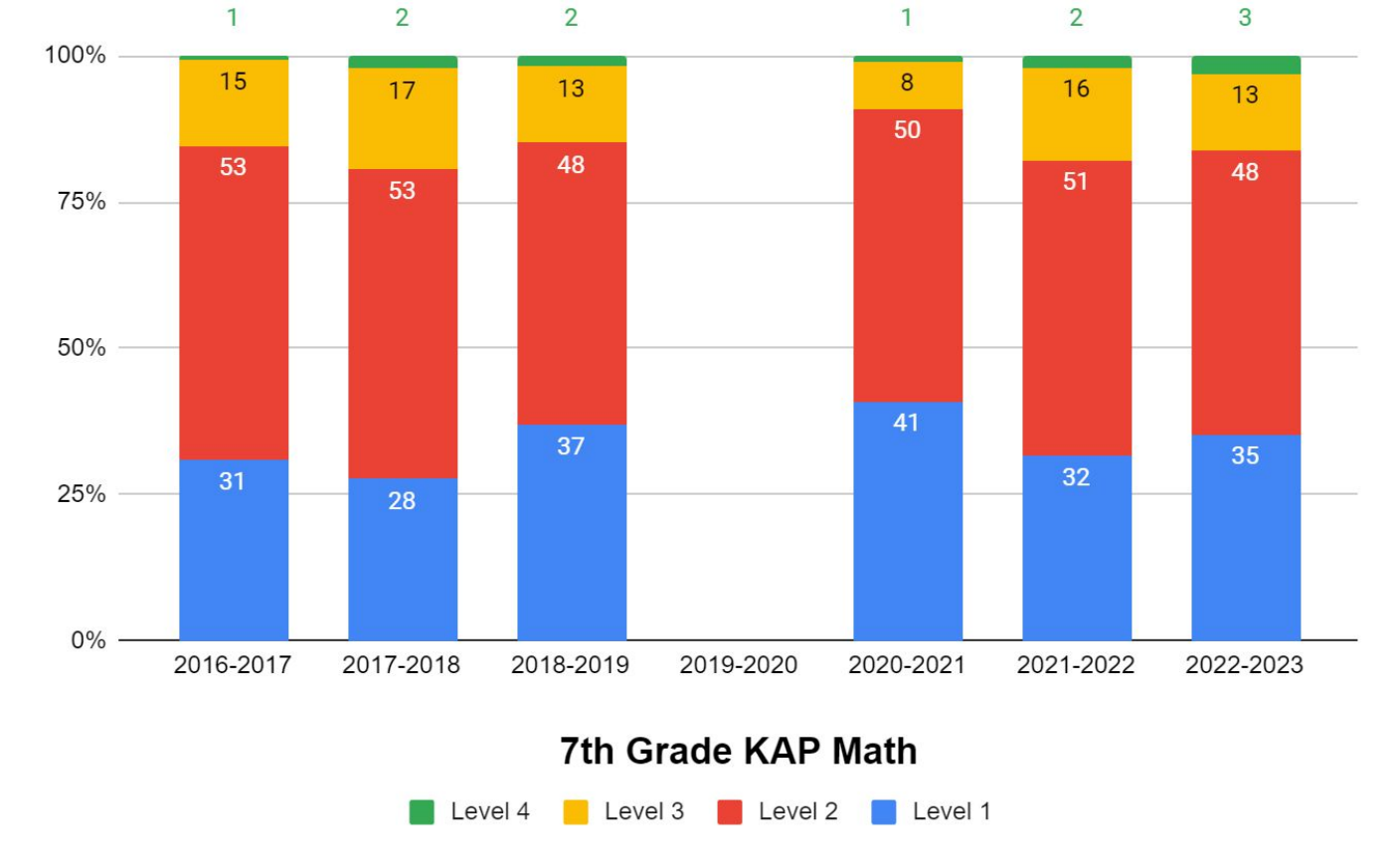
7th Grade KAP Longitudinal -ELA



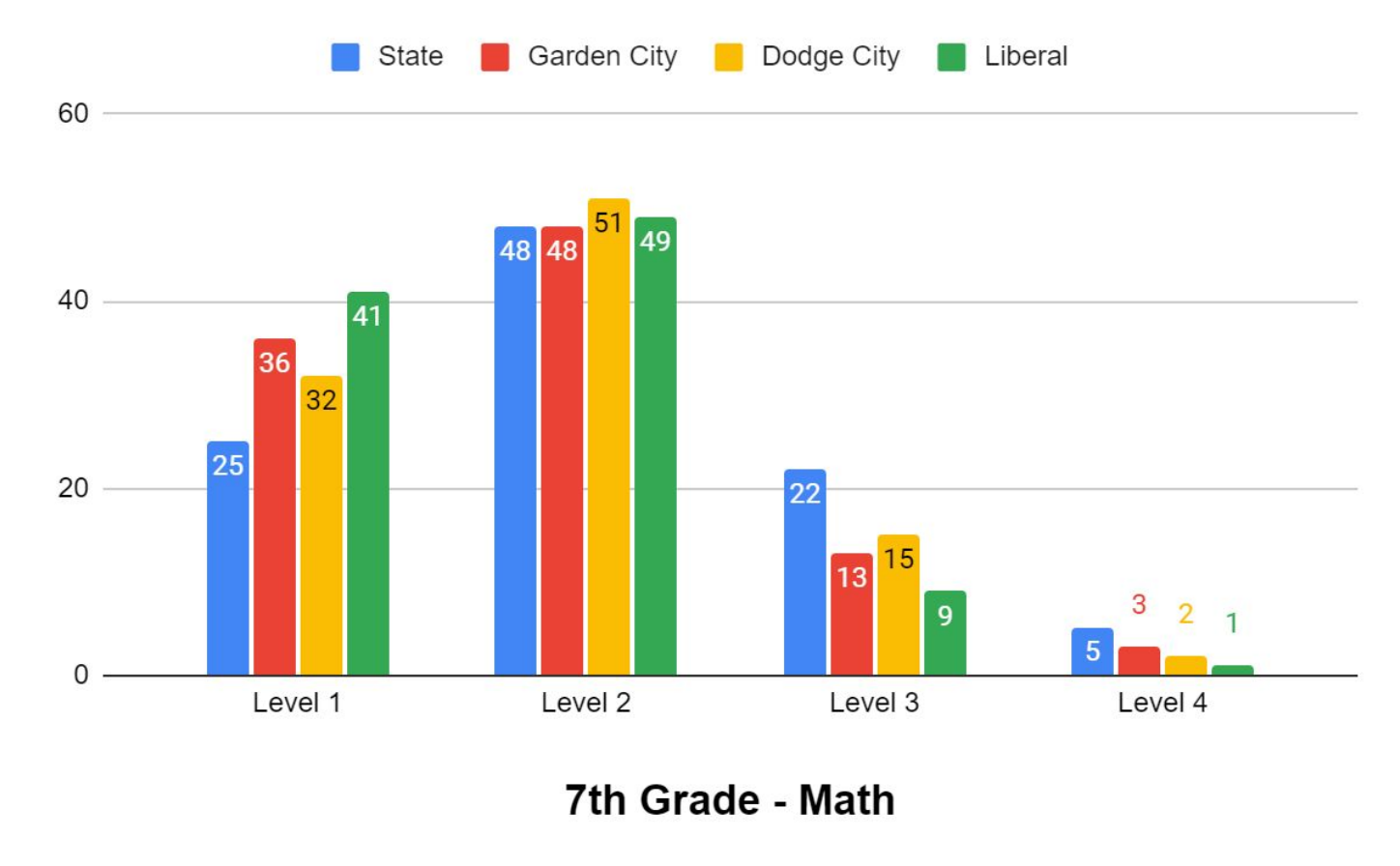
7th Grade KAP Comparison - ELA



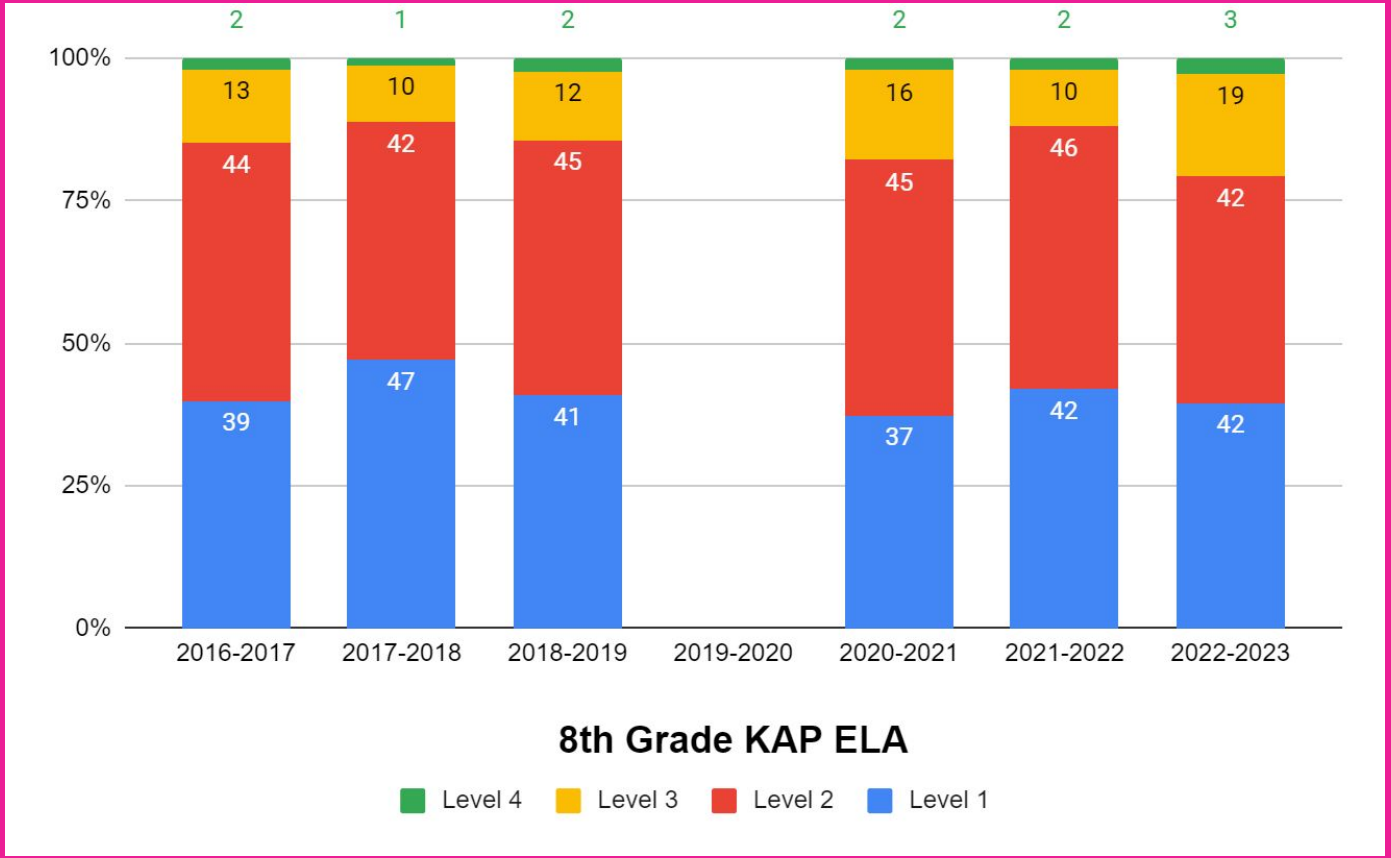
7th Grade KAP Longitudinal -Math



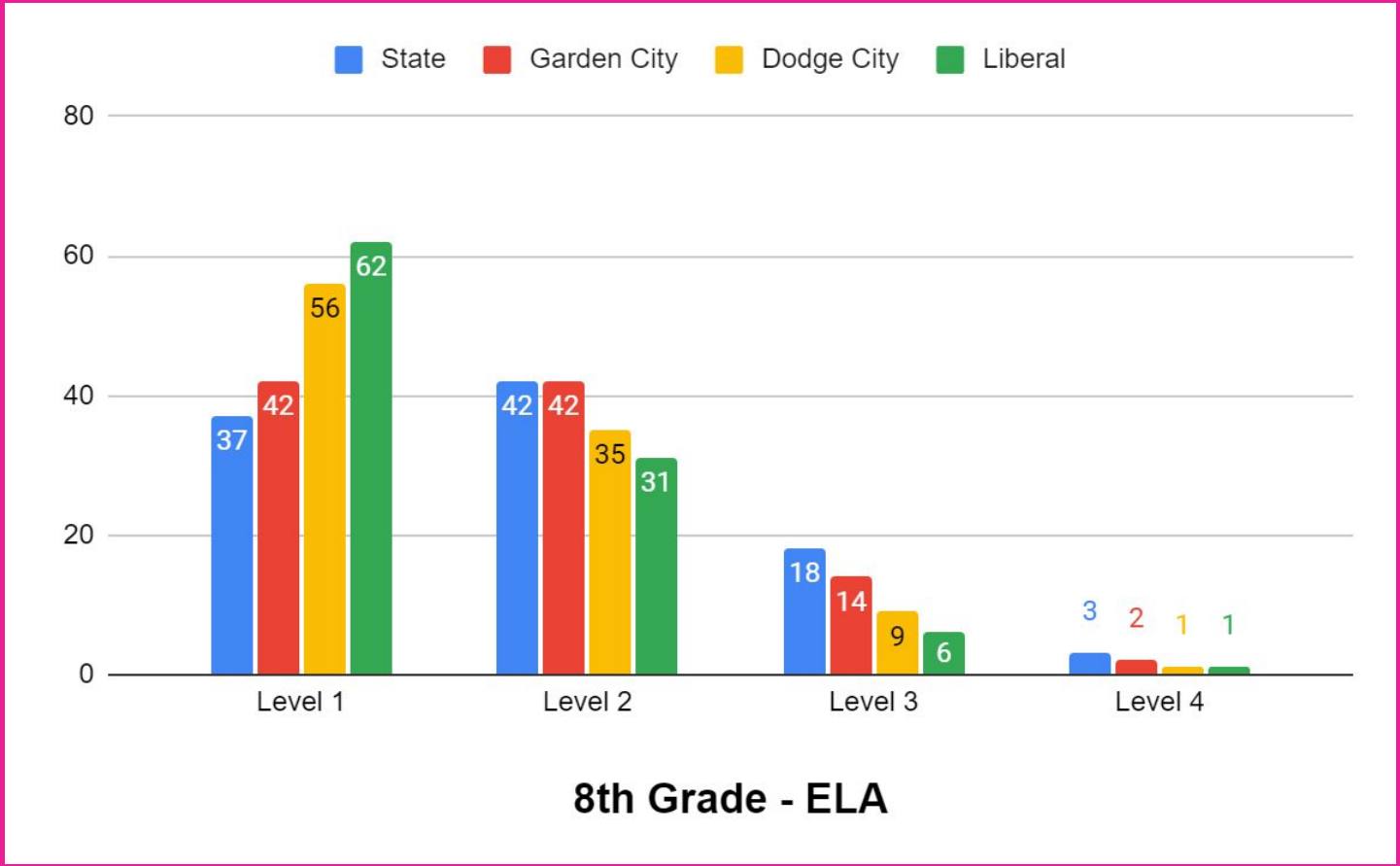
7th Grade KAP Comparison - Math



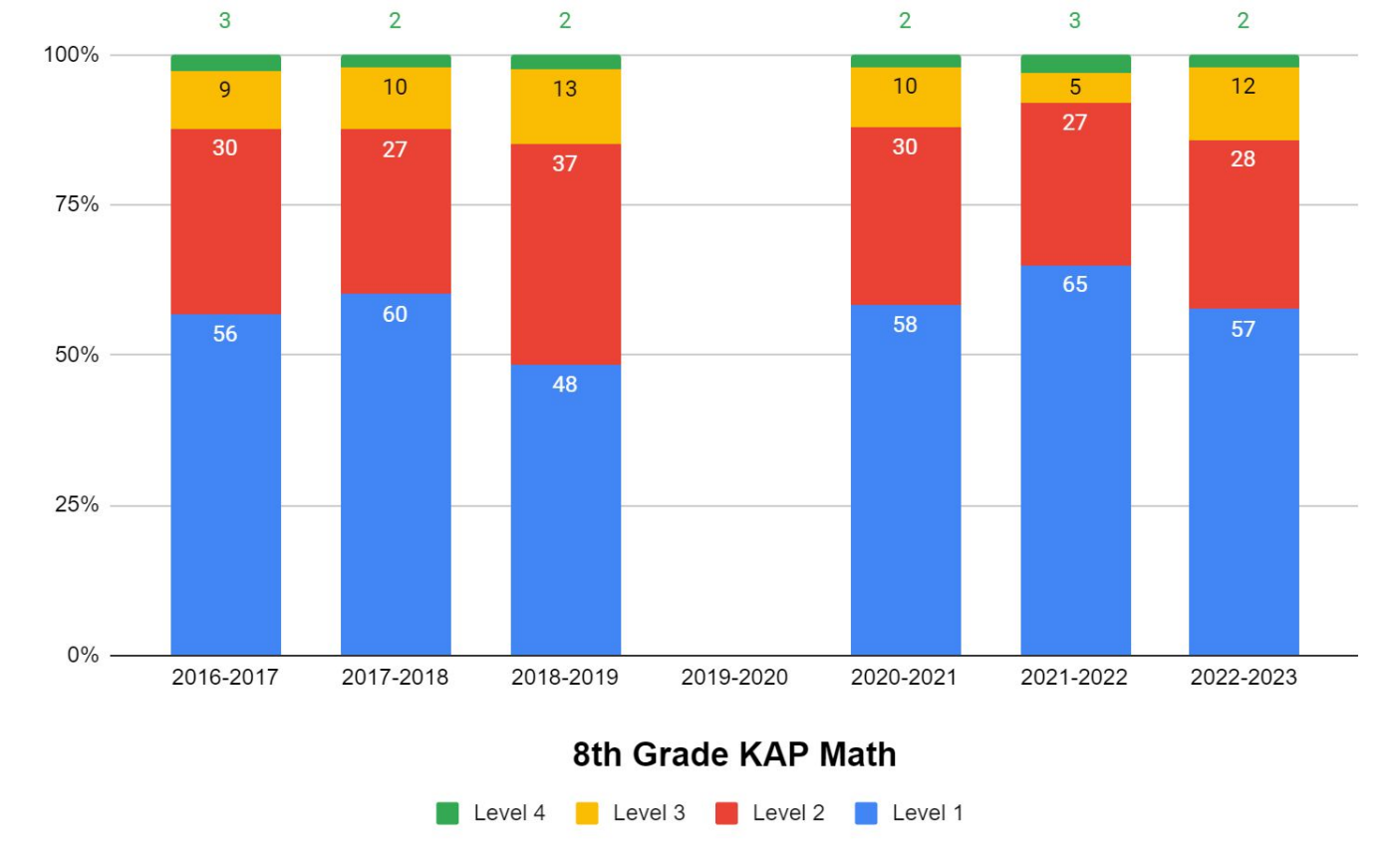
8th Grade KAP Longitudinal -ELA



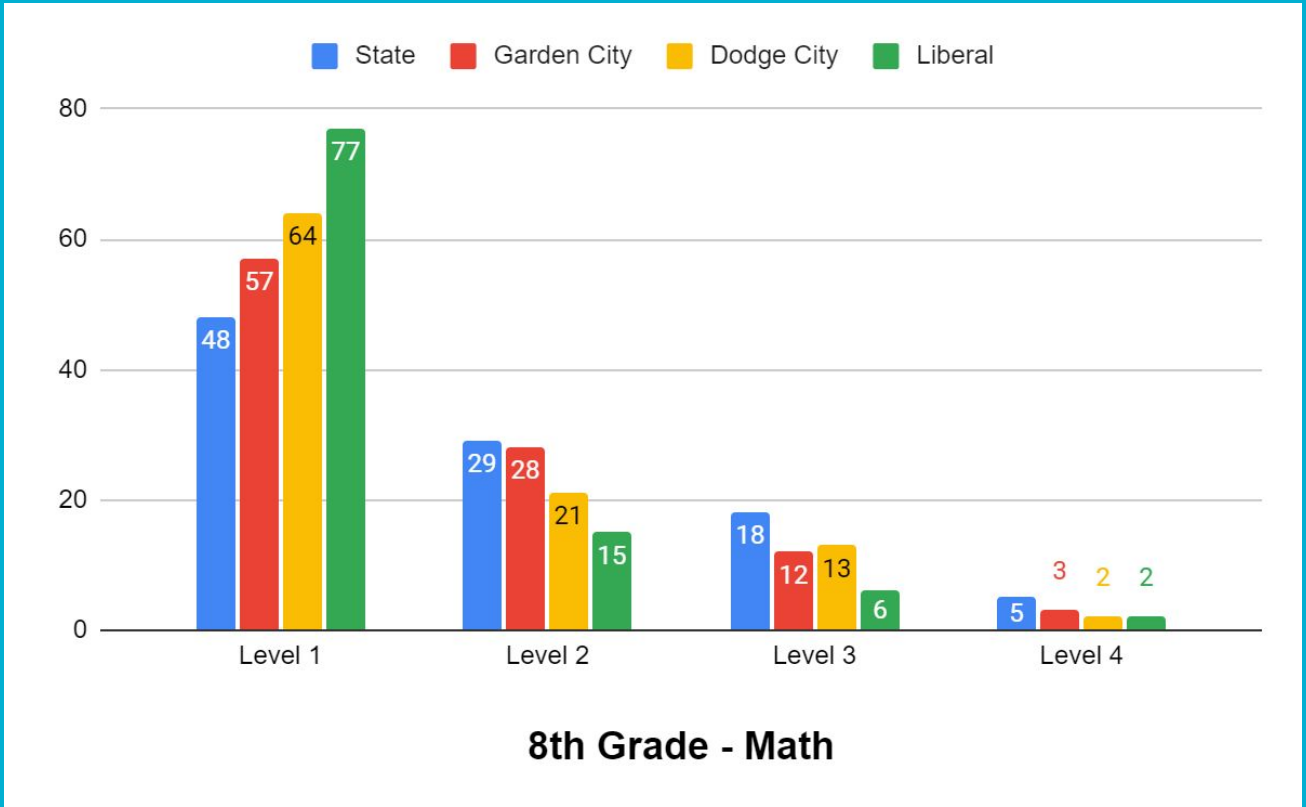
8th Grade KAP Comparison - ELA



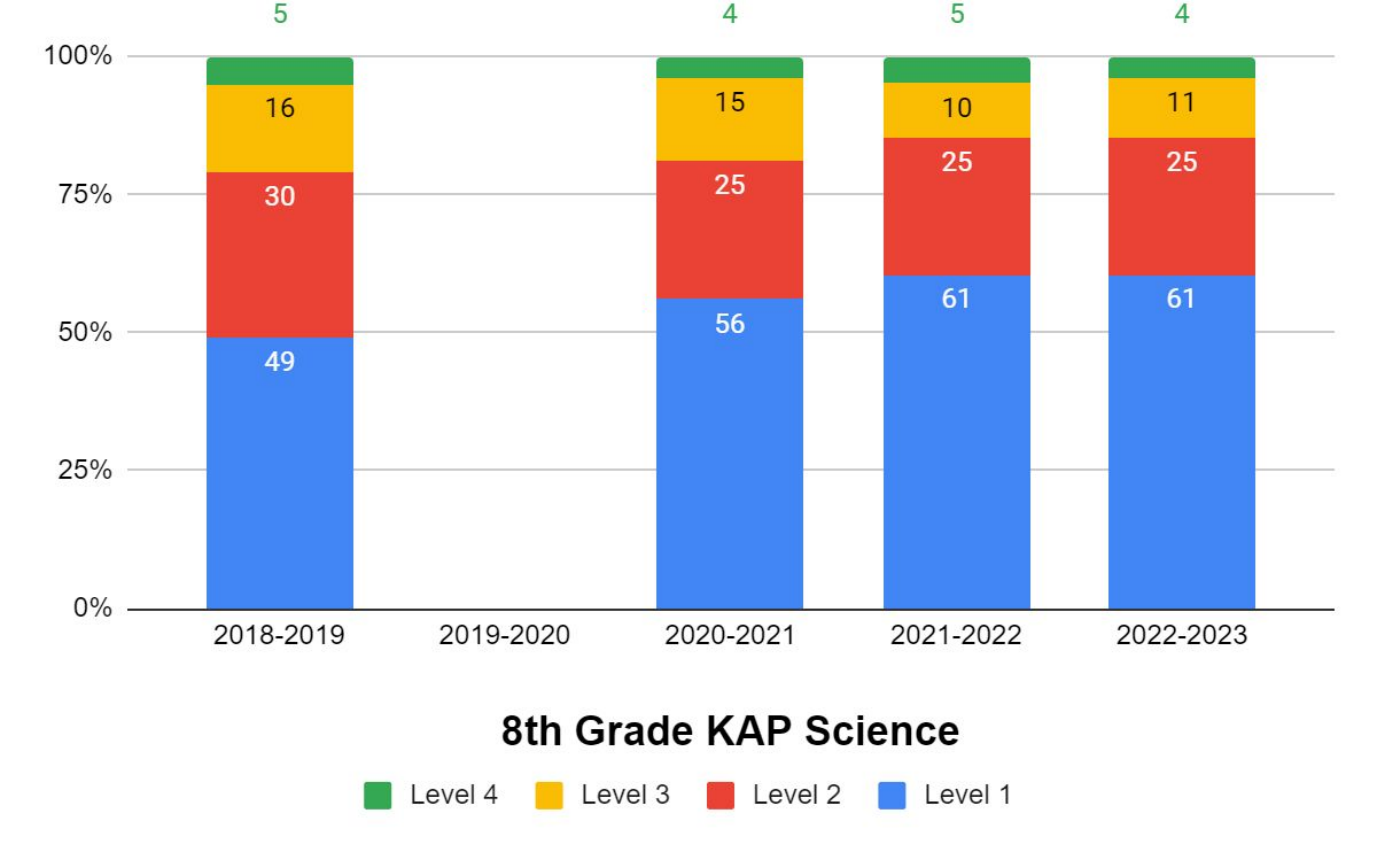
8th Grade KAP Longitudinal - Math



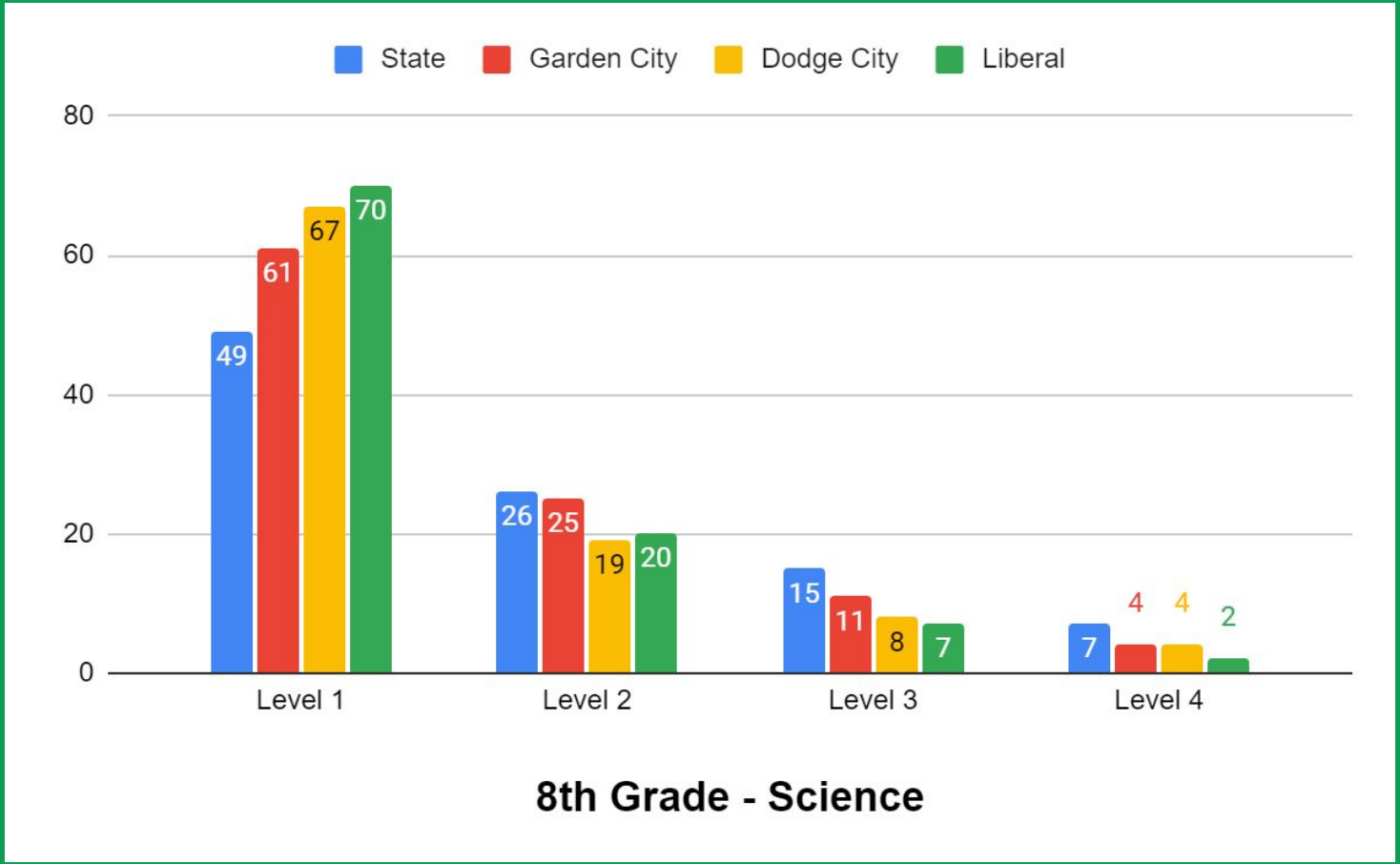
8th Grade KAP Comparison - Math



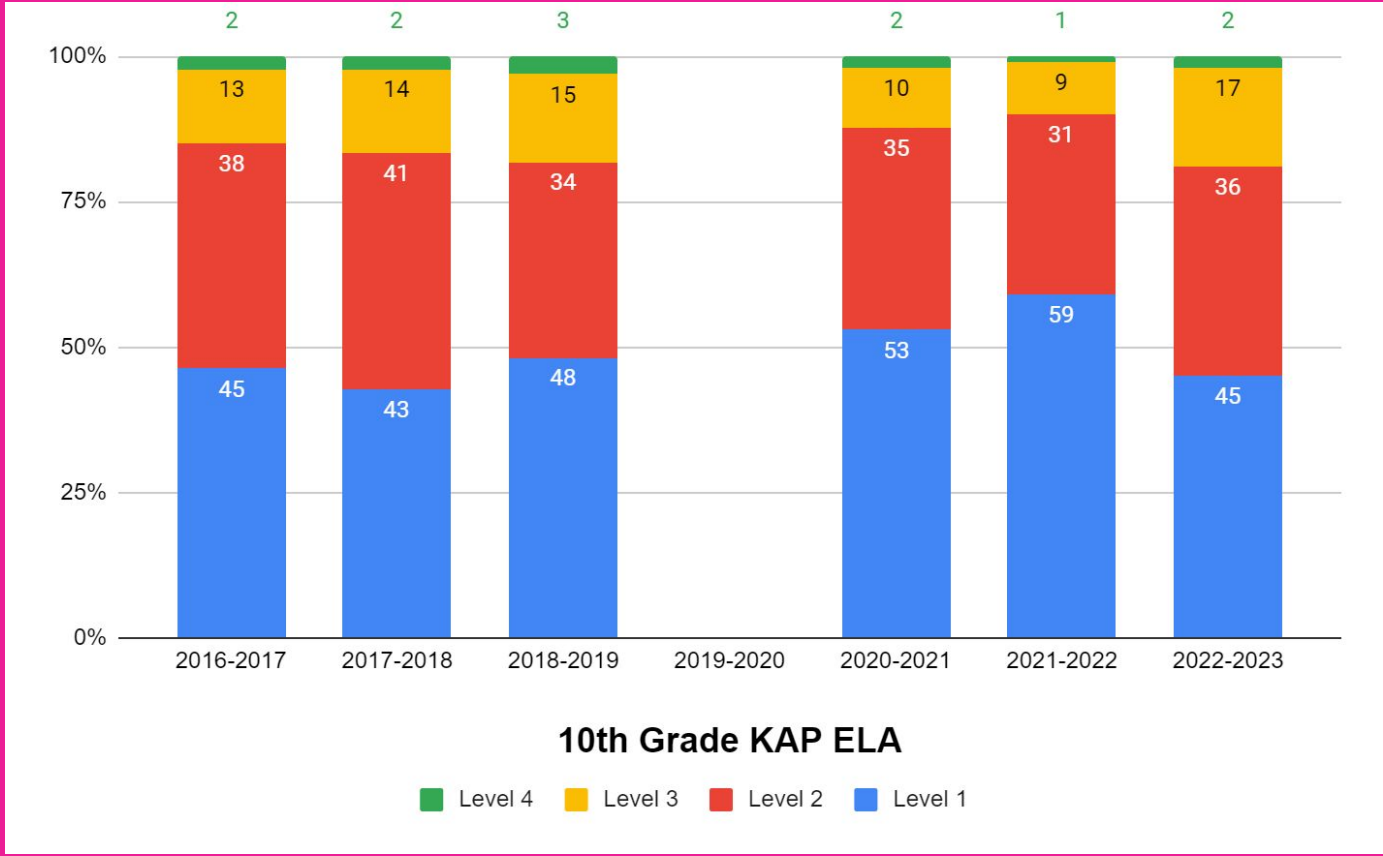
8th Grade KAP Longitudinal - Science



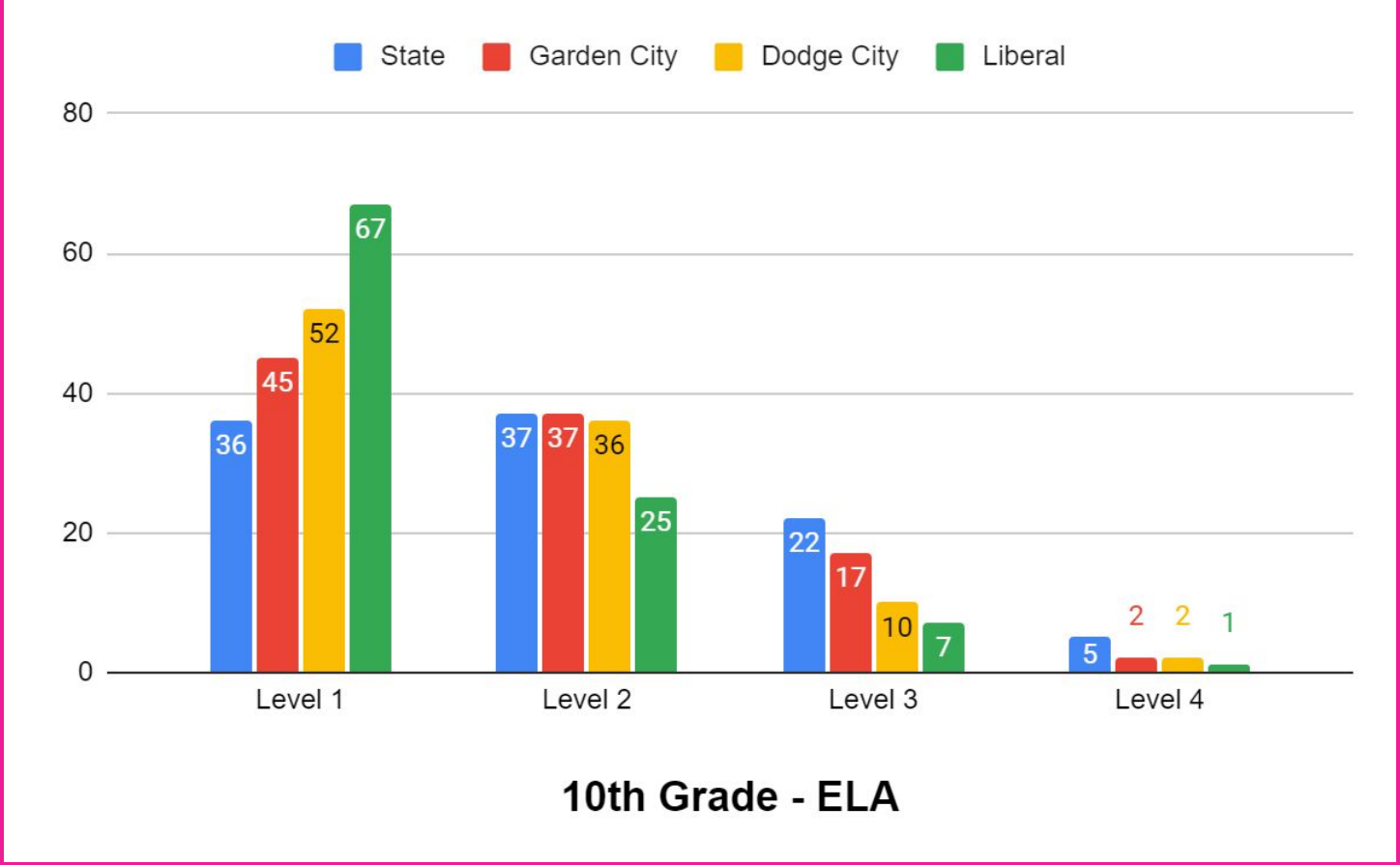
8th Grade KAP Comparison - Science



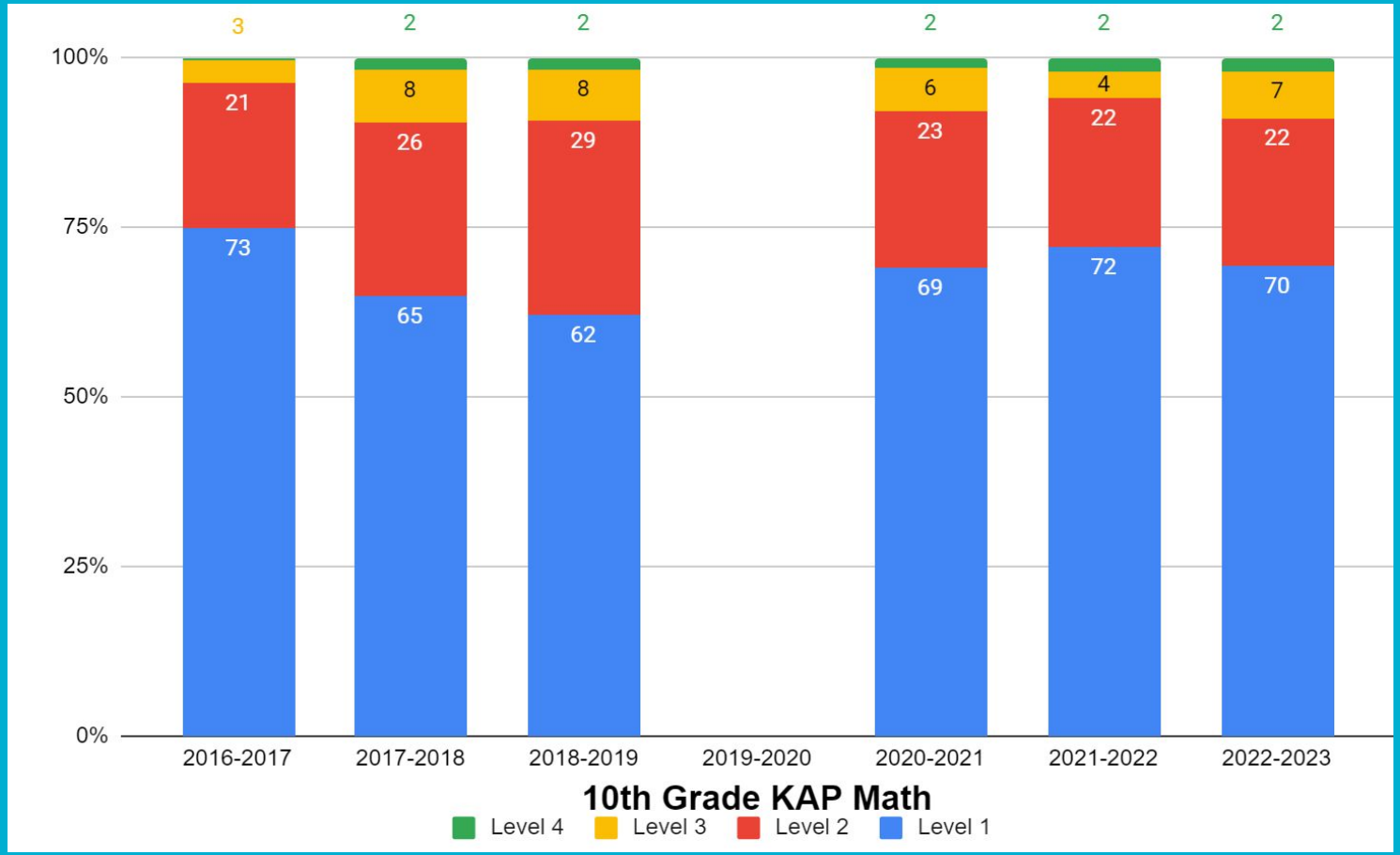
10th Grade KAP Longitudinal - ELA



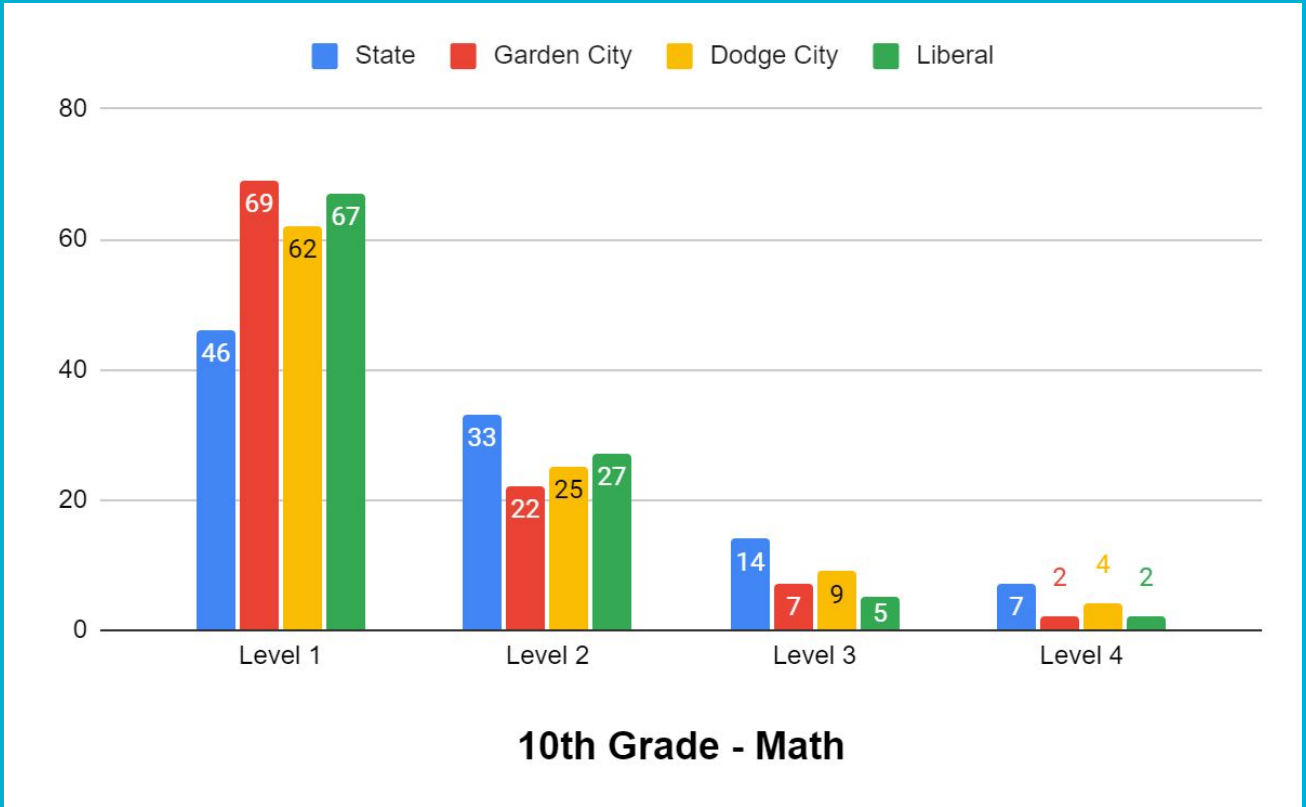
10th Grade KAP Comparison - ELA



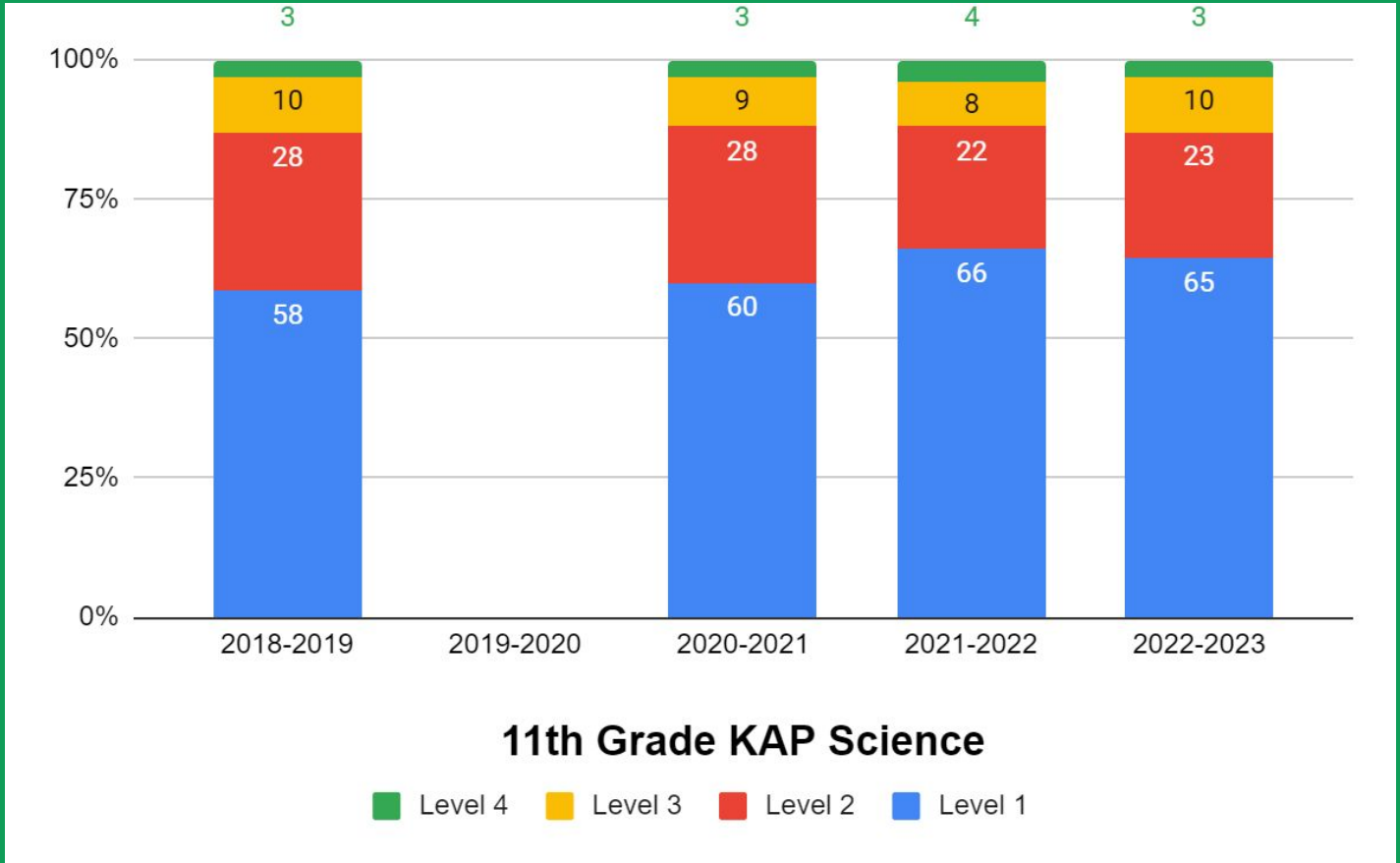
10th Grade KAP Longitudinal - Math



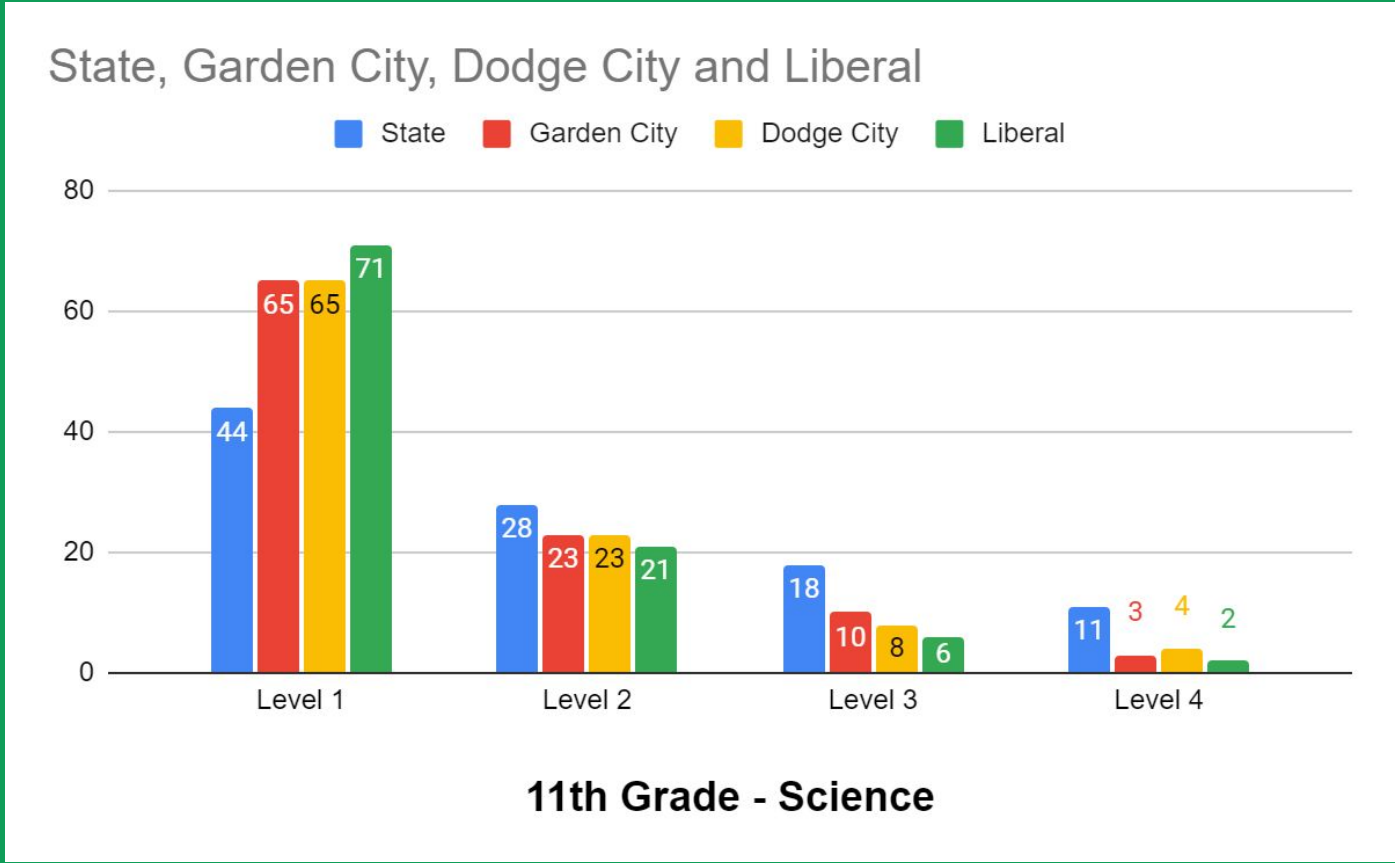
10th Grade KAP Comparison - Math



11th Grade KAP Longitudinal - Science



11th Grade KAP Comparison - Science



Academic Success ELA 2022 to 2023

Grade	Level 1	Level 3-4
3	Decreased (4)	Increased (1)
4	Increased (3)	Decreased (1)
5	Decreased (1)	Decreased (1)
6	Increased (3)	Decreased (4)
7	Increased (4)	Decreased (5)
8	Stayed the Same (42)	Increased (10)
10	Decreased (14)	Increased (9)

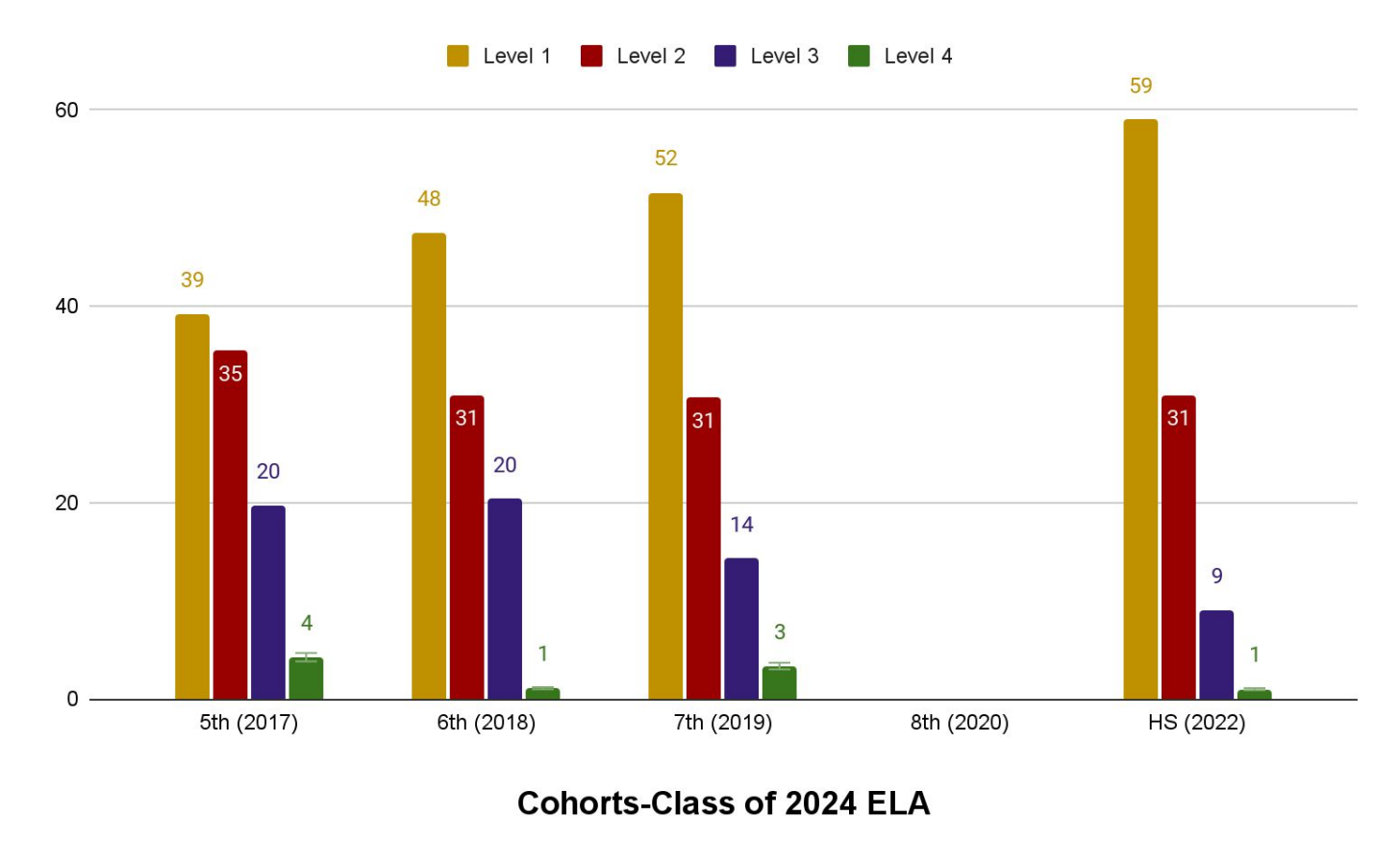
Academic Success Math 2022 to 2023

Grade	Level 1	Level 3-4
3	Decreased (7)	Increased (7)
4	Decreased (1)	Decreased (1)
5	Increased (1)	Decreased (1)
6	Increased (6)	Increased (9)
7	Increased (3)	Decreased (2)
8	Decreased (8)	Increased (6)
10	Decreased (2)	Increased (3)

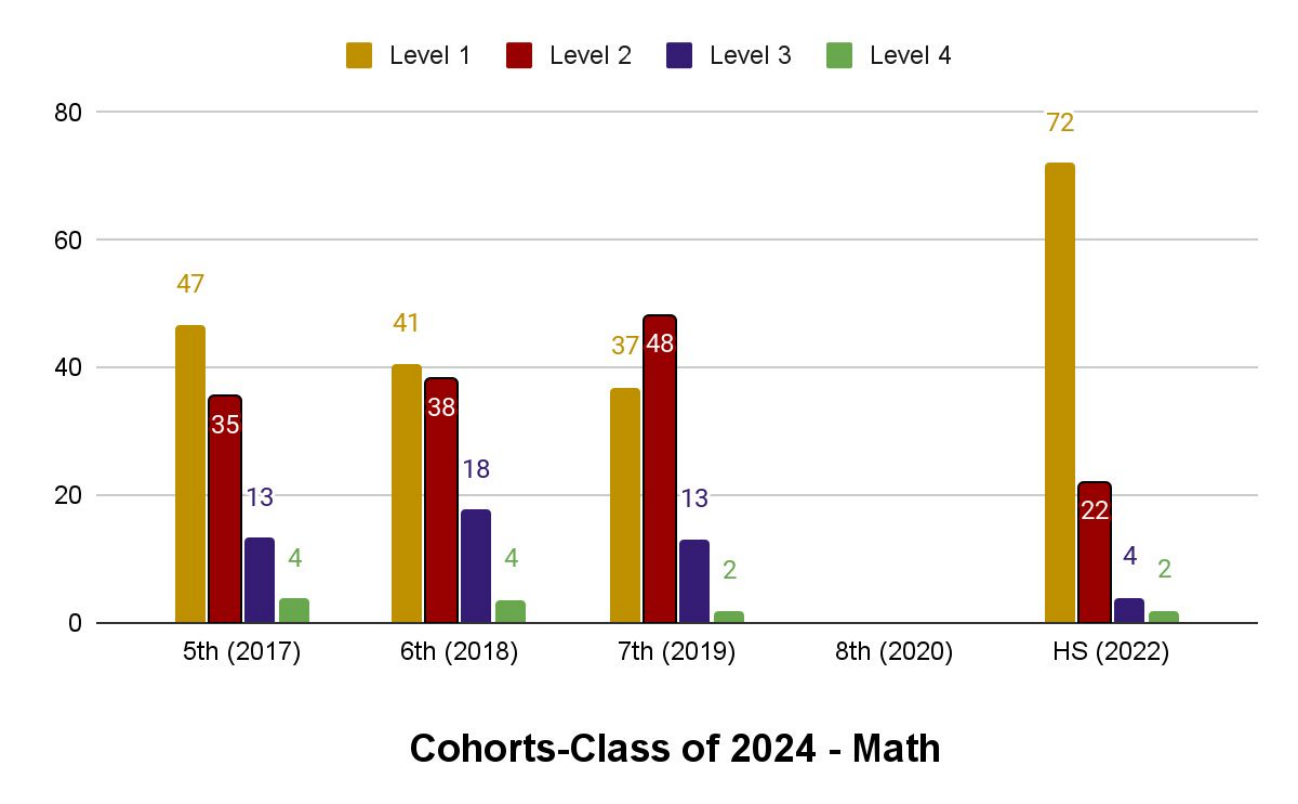
Academic Success Science 2022 to 2023

Grade	Level 1	Level 3-4
5	Increased (1)	Stayed the Same (34)
8	Stayed the Same (61)	Stayed the Same (15)
11	Decreased (1)	Increased (1)

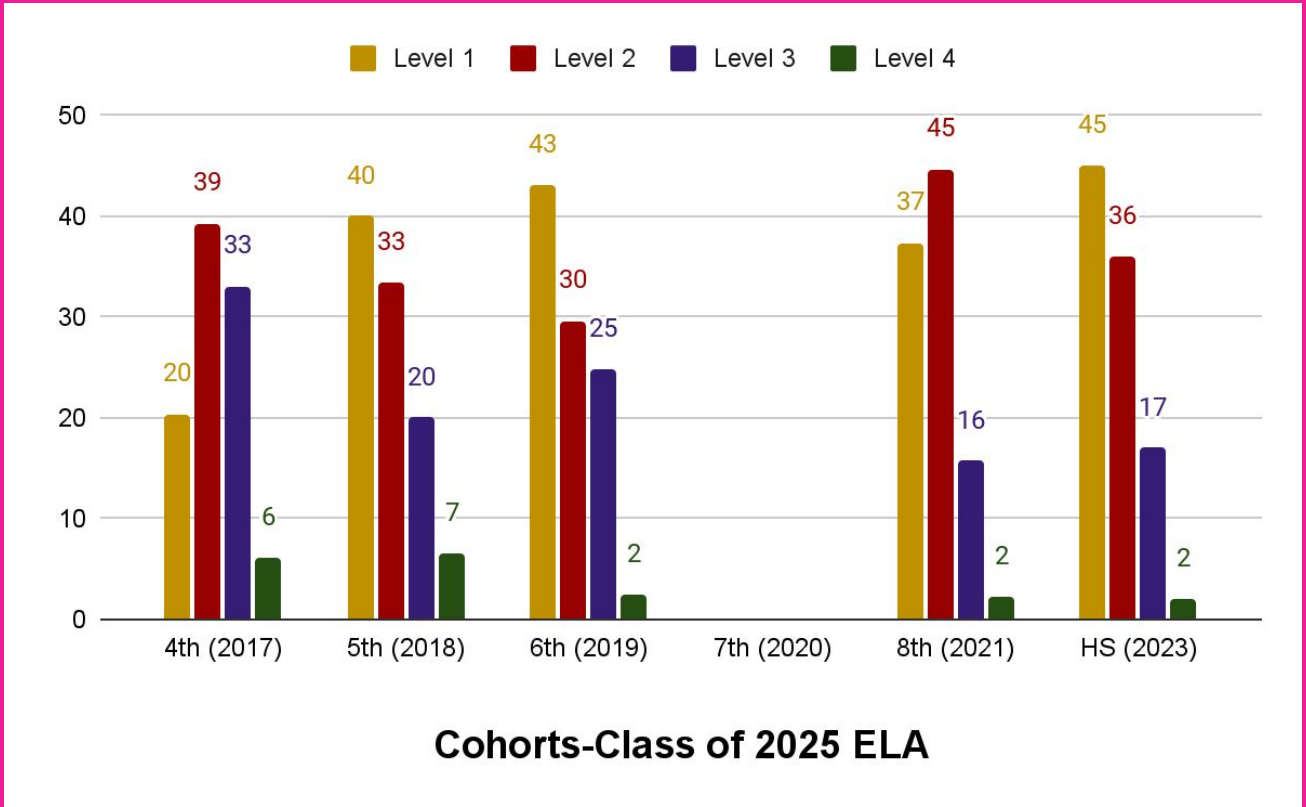
Class of 2024-ELA



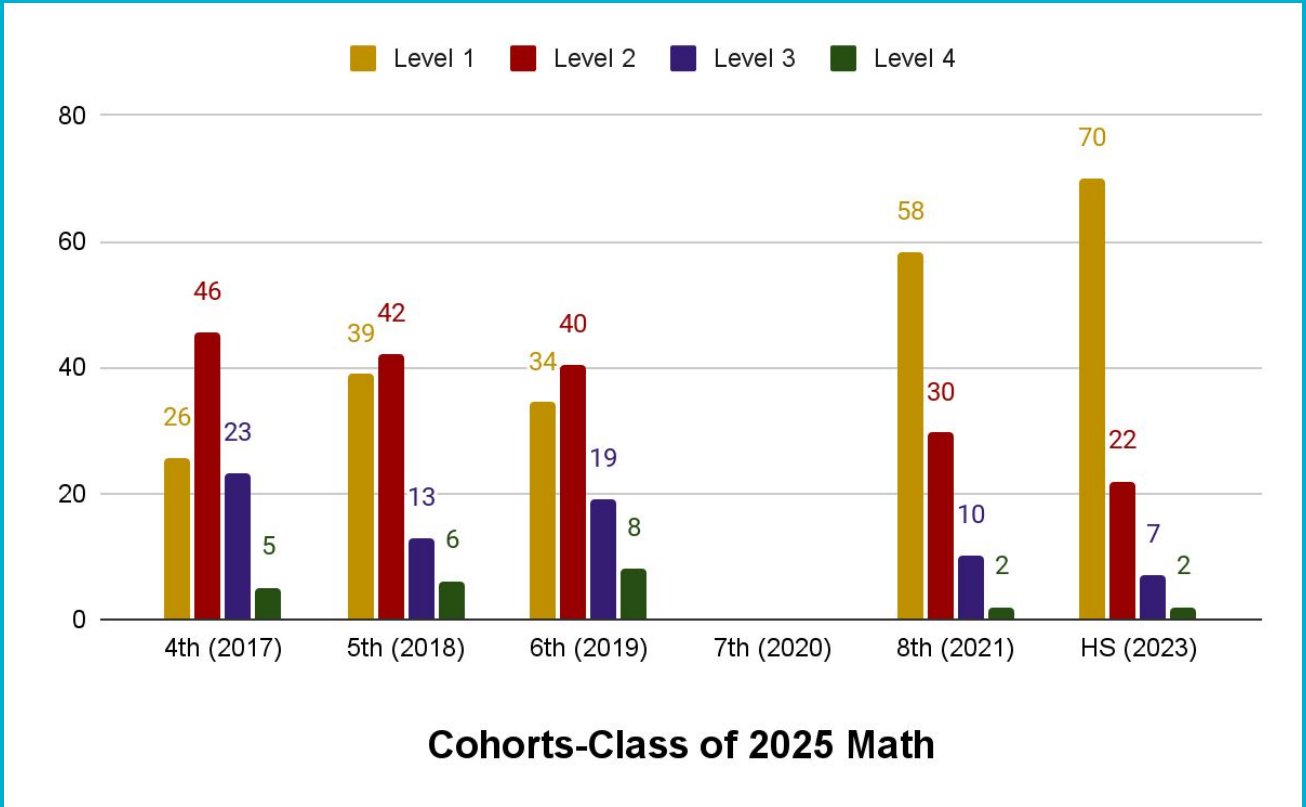
Class of 2024 - MATH



Class of 2025-ELA



Class of 2025 - MATH



Continuous School Improvement

- Continuing TNTP Instructional Leadership Support
  - Unit planning
  - Text planning
- LETRS
- UFLI
- Implementation of Dr Scott Behavior Supports
  - Increase student engagement
  - Reduce discipline referrals


QUESTIONS

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Josh Guymon, Assistant Superintendent
DATE: 11-6-23
RE: BOE Resolution

ISSUE:

The Board of Education is asked to consider and approve the following resolution regarding nonresident students. Resolution No. 2024-003, a resolution of Unified School District No. 457 adopting a policy regarding enrollment of nonresident students.

BACKGROUND:

By new state law that goes into effect 1-1-24, the board is required to hold a hearing and adopt a resolution prior to the adoption of a new policy for enrollment of non-resident students.

ALTERNATIVES:

1. Approve the resolution
2. Do not approve the resolution

RECOMMENDATION:

Approve the updated policy.

FISCAL NOTE:

Not applicable

ATTACHMENTS:

Resolution

Garden City Public Schools

U.S.D. 457

RESOLUTION NUMBER 2024-003

RESOLUTION FOR ADOPTING POLICY REGARDING ENROLLMENT OF NONRESIDENT STUDENTS

RESOLUTION

WHEREAS, Kansas law, K.S.A. 72-2236, requires the board of education of any unified school district to adopt a policy to determine the number of nonresident students that the school district has the capacity to accept in each grade Kindergarten—8th grade and program grades 9—12 for each school of the school district pursuant to K.S.A. 72-3123, and amendments thereto; and

WHEREAS, Unified School District No. 457, Finney County, Kansas timely published notice of and held a public hearing on the 6th day of November, 2023 to hear and consider testimony and evidence on the proposed policy; and

WHEREAS, the Board of Education of Unified School District No. 457, Finney County, Kansas has considered the testimony and evidence presented or submitted at the public hearing and determined whether to adopt or revise the proposed policy at a subsequent public meeting of the board.

NOW THEREFORE, BE IT RESOLVED by the Board of Education of Unified School District No. 457, Finney County, Kansas in a meeting lawfully assembled this 6th day of November, 2023, that the attached policy shall be adopted and published on the school district's website.

ADOPTED by the Board of Education of Unified School District No. 457, Finney County, Kansas, the 6th day of November, 2023.

By:

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

Attest: _____
Clerk, Board of Education

1205 Fleming Street * Garden City, KS 67846 * 620-805-7000 * FAX 620-805-7198
An EEO/AA Employer

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Suzette Goldsby, Plymell Principal/Curriculum Council Chair
DAT E: 10/23/23
RE: TEP course addition

ISSUE:

The Board of Education is asked to consider and approve a credit change at the TEP that will allow the TEP Personal & Social Development class to count as a .50 ELA Elective/Oral Communication credit each semester.

BACKGROUND:

The TEP is currently utilizing the TEP Personal & Social Development class as a .50 elective class. The course in and of itself will not change, however, the request is to allow the class to count as an ELA Elective/Oral Communication instead of a basic elective.

TEP Compass Staff teach the course during Compass Group on a daily basis. Students who attend TEP are required to attend.

ALTERNATIVES:

1. Approve the course as as presented for a .50 ELA Elective/Oral Communication elective.
2. Do not approve the course and it will continue as an elective.

RECOMMENDATION:

It is recommended that the Board of Education approve the class as presented.

FISCAL NOTE:

No applicable.

ATTACHMENTS:

None

APPLICATION FOR
NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: TEP Group

➤Please complete the following for Skyward purposes:
- Short description of course (15 characters) TEPPer&SocDev
short description prints on transcripts
- Long description of course (30 characters) TEP Personal & Social Development

** ***Kansas Course Code:*** 01155

2. Description of course (attach additional sheets if

Students will work on personal and social development in a group setting. Skills that students will learn include: standing up for values, exploring emotions, positive role modeling, effective listening understanding others, healthy friendships, conflict resolution, standing up for self and bullying prevention Students will also work on healthy habits and how to stand up to peer pressure regarding unhealthy choices and habits. Lastly, students will learn about becoming effective leaders through service.

3. Name of course to be deleted:

4. Course objective: Students enrolled in the TEP are required to attend Compass Group daily.

5. Required Course: LA Elective/Oral Comm Elective Course: Elective

6. How many credits will be offered? .5 per semester??

7. Full Semester: Two Semesters: S1 and S2

8. Start-up Cost: 0

9. Prerequisites: Must be enrolled at the TEP.

10. How will this course be staffed? Compass Staff

11. Requested by: Kristina Younkman/Lucas Sullivan Date: 08/14/2023
Print Name

Kristina Younkman
Lucas Sullivan
Signature

Part II

12. Reviewed by Principal -

Action taken: ☒ Recommended ☐ Not Recommended

See front page _____ Date: _____
Signature

13. Submitted to the Curriculum Council -

Action taken: ☒ Recommended ☐ Not Recommended

Suzette L Goldsby-Lewis _____ Date: 9/12/23
Signature

14. Submitted to the Instruction Office Administrator -

Action taken: ☒ Recommended ☐ Not Recommended

Suzette L Goldsby-Lewis _____ Date: 10/11/23
Signature

15. Submitted to the Board of Education -

Action taken: ☐ Recommended ☐ Not Recommended

_____ Date: _____
Signature

Please return to:

Instruction Office Administrator
Educational Support Center 1205
Fleming Street
Garden City, KS 67846

Garden City, KS 67846

Table of Contents

UNIT 1 A Positive Learning Community

Lesson 1: The Bounce Back Game 5
Lesson 2: Rights and Responsibilities 8

UNIT 2 Personal Development

Lesson 1: Standing Up For Positive Values 12
Lesson 2: Your Wall of Fame 15
Lesson 3: Positive Role Models 19
Lesson 4: #Success! 22
Lesson 5: Do You Have Plans? 24
Lesson 6: Exploring Emotions 26
Lesson 7: My Anger Buttons 29
Lesson 8: the Pits and the Peaks: Keeping Cool 31

UNIT 3 Social Development

Lesson 1: The Benefits of Effective Listening 34
Lesson 2: Intent and Impact: Do We Understand Each Other? 37
Lesson 3: Expressing Emotions and Needs Constructively 39
Lesson 4: That's How We Role 41
Lesson 5: Choosing Healthy Friendships 44
Lesson 6: Conflict Resolved! 51
Lesson 7: ASK: Three Steps to Stand Up for Yourself 50
Lesson 8: Put a STOP to Bullying 53

UNIT 4 Health and Prevention

Lesson 1: Leading the School in Healthy Choices 56
Lesson 2: Target Your Decisions 59
Lesson 3: Response-Ability Leads to Success 63
Lesson 4: Tobacco Troubles 66
Lesson 5: Alcohol: What Are the Problems? 70
Lesson 6: The Trouble with Drugs 74
Lesson 7: Standing Up to Pressure to Use Drugs 78
Lesson 8: We Can Be Healthy and Drug Free! 81

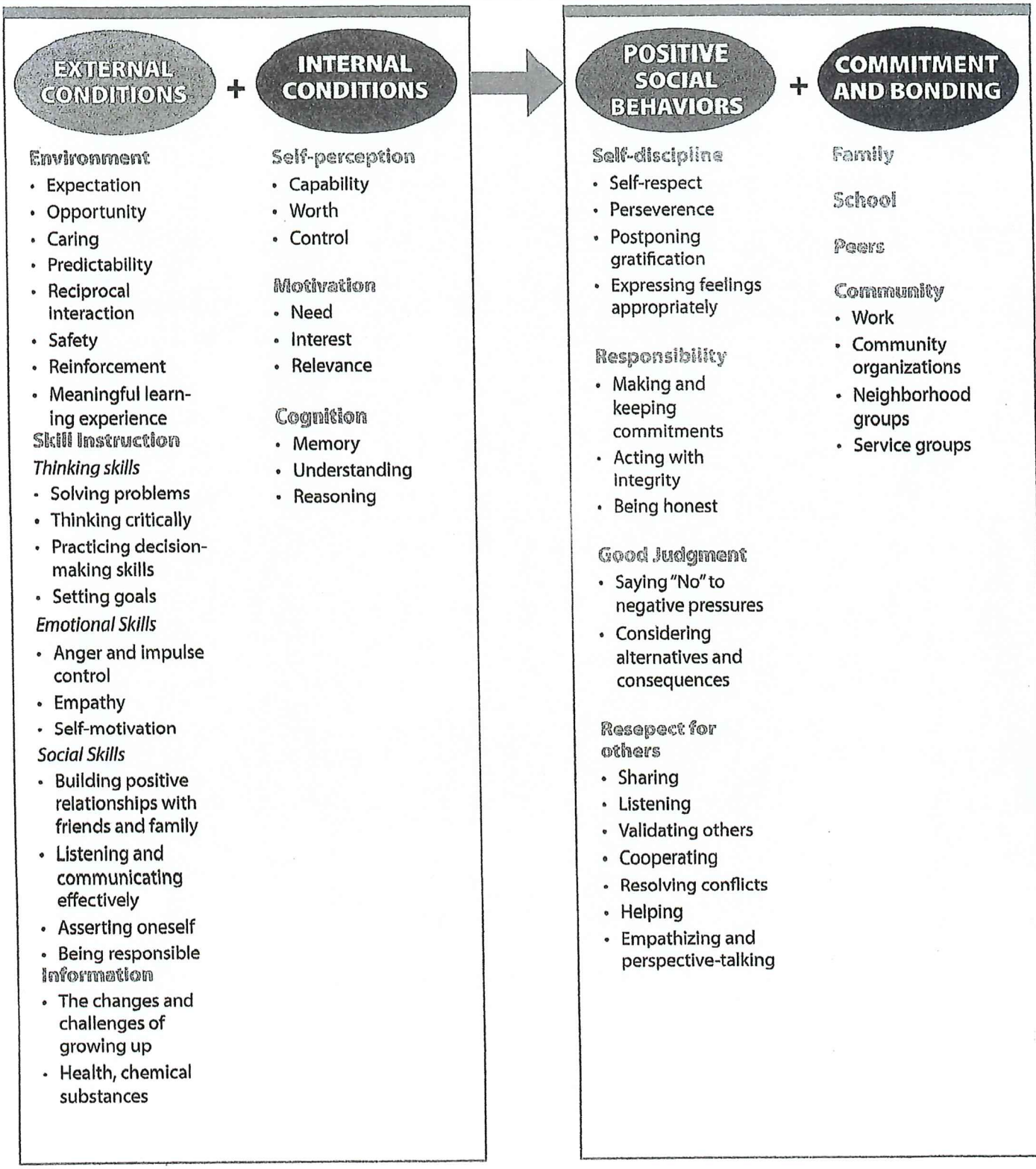
UNIT 5 Leadership and Service

Lesson 1: Leading and Learning Through Service 84
Lesson 2: Our Interests, Skills, and Talents Matter 87
Lesson 3: Examining School and Community Needs 90
Lesson 4: Choosing Our Service-Learning Project 93
Lesson 5: Service-Learning Planning and Leadership 96
Lesson 6: Prepared for Success 100
Lesson 7: Reflections of Success 102
Lesson 8: The Story of Our Success 105

UNIT 6 Reflection and Closure

Lesson 1: SEL Successes: Developing Our Social and Emotional Skills 107
Lesson 2: Celebrating Our Successes 110

Conceptual Model for Program Development



Outcomes Associated with the Five SEL Core Competencies

A growing body of research indicates that social and emotional skills, knowledge, and attitudes are critical both to academic learning and to the competencies students will need to be successful in the 21st century. The short-term goals of SEL programs are to: 1) promote students' self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills; and 2) improve student attitudes and beliefs about self, others, and school.

These, in turn, provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores.[10]



Figure 2: Logic Model for SEL Approaches and Outcomes

Providing students with explicit evidenced-based SEL skills instruction throughout the curriculum within safe, caring, and well-managed learning environments addresses many of these learning barriers through enhancing school attachment, reducing risky behaviors, and promoting positive development, and thereby positively influencing academic achievement.

Research confirms that SEL can have a positive impact on school climate and promotes a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al's recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- **Better academic performance**—achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction.
- **Improved attitudes and behaviors**—greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- **Fewer negative behaviors**—decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- **Reduced emotional distress**—fewer reports of student depression, anxiety, stress, and social withdrawal.[11]

These studies also found that the outcomes described above were the result of high-quality implementation in which SEL programs were offered through S.A.F.E. practices: Skill development is Sequenced, instructional methods are Active, time in the curriculum is Focused on skill development, and skills are Explicitly taught in the curriculum.

Social and Emotional Learning Standards

Illinois has developed Social and Emotional Learning Standards around three goals at early elementary, late elementary, middle/junior high school, early high school, and late high school with performance indicators for each standard. The lessons in the Lions Quest programs teach all the social and emotional learning competencies and accompanying skills at all grade levels, and they are listed in each lesson.

The three goals are:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

These standards now serve as national SEL standards and can be accessed at www.isbe.net.

Research has identified the following five interrelated clusters of social and emotional competencies shown in Figure 1: Social and Emotional Learning Core Competencies.

Self-awareness refers to the ability to recognize one's own feelings and thoughts and how they influence one's behaviors. This includes accurately assessing personal strengths (as well as one's challenges or limitations), setting realistic goals, and possessing a well-grounded sense of confidence and optimism.

Self-management is the ability to regulate one's emotions, thoughts, and behaviors in different situations. This includes skills and strategies for delaying gratification, managing stress, controlling impulses, motivating oneself, and achieving personal and academic goals.

Social awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Social awareness also includes understanding social and ethical norms for behavior and recognizing family, school, and community resources.

Relationship skills refers to the ability to establish and maintain healthy and rewarding relationships, including those with diverse individuals and groups. Relationship skills include knowing how to communicate clearly, listen well, cooperate with others, resist negative social pressure, negotiate conflict constructively, and effectively seek help when needed.

Responsible decision making is the ability to make constructive choices about personal behavior and social interactions, including school and life expectations, based on a consideration of ethical standards, safety concerns, social norms, and realistic evaluation of consequences of various actions. Responsible decisions reflect concern for one's well-being as well as the well-being of others.[6]

Research has shown that school staff are more effective at fostering and supporting student SEL when they themselves are socially and emotionally competent. Principals and school administrators set the tone for SEL by the way they conduct themselves and treat staff, students, families, and community members. School leaders with strong social-emotional competencies also set an important example as they build and maintain positive and trusting relationships among members of the school community.[7,8]

The Five SEL Core Competencies are comprised of skill sets that support the development of the competency.

Self-Awareness

- Labeling one's feelings accurately
- Recognizing the connection between feelings, thoughts, and behavior
- Accurately assessing one's strengths and limitations
- Motivating oneself
- Working toward and achieving goals
- Setting realistic goals
- Having a well-grounded sense of self-efficacy and optimism
- Having a positive mindset

Self-Management

- Regulating one's emotions
- Managing stress
- Controlling one's impulses
- Motivating oneself
- Working toward and achieving goals

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building healthy relationships, including those with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resisting negative social pressure
- Resolving conflicts
- Seeking help when needed

Responsible Decision Making

- Making constructive, safe choices about self, relationships, and school
- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social, and ethical considerations
- Evaluating realistic consequences of various actions[9]