Regular Board of Education Meeting

Thursday, June 26, 2025 5:00 PM
Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

A. **PLEDGE**
B. **SILENT REFLECTION**
C. **APPROVAL OF AGENDA with the following amendments:**
1. Item D.3., additional certified and classified personnel actions for approval.
2. Add item E.1., New Business, The Board of Education is asked to consider and approve the continuation of Renaissance Learning, an existing curriculum resource. The agreement is a five-year contract through June 2030 in the amount of $140,000.00.
D. **CONSENT AGENDA**
1. Minutes
a. Minutes of the June 2, 2025, Regular Board of Education Meeting
2. Accounts Payable totaling $10,265,157.03, noting that all major accounts contain adequate balances to meet current obligations.
3. Personnel
a. Certified
b. Classified
4. Bids
a. Conveyor Dishwasher for GCHS Bid - The Board of Education is asked to consider and approve the bid of Pur-O-Zone in the amount of $20,233.43.
b. Kenneth Henderson Marquee Sign - The Board of Education is asked to consider and approve the bid of Signs Plus in the amount of $35,300.00.
c. Passenger Vans Bid - The Board of Education is asked to consider and approve the bid of Kansas Truck Equipment for two 10-passenger vans in the amount of $161,080.00.
d. Horace Good Middle School Press Box Demo - The Board of Education is asked to consider and approve the bid of Lee Construction in the amount of $29,960.00.
5. Other
a. Ratification of the Negotiated Agreement
b. Approval of the following 2025-2026 Handbooks:
    - Administrator Handbook
    - Classified Employee Handbook.
    - Special Education Handbook
    - Student Assistance Team Handbook

E. **NEW BUSINESS**
1. The Board of Education is asked to consider and approve the continuation of Renaissance Learning, an existing curriculum resource. The agreement is a five-year contract through June 2030 in the amount of $140,000.00.
F. **NEXT BOARD MEETING**
G. **ACCOUNTS PAYABLE REVIEW - Jackie Gigot and Robin Bergkamp**
H. **ADJOURNMENT**

GARDEN CITY PUBLIC SCHOOLS

DRAFT MINUTES *DRAFT*

Regular Board of Education Meeting Monday, May 19, 2025 - 6:00 P.M.

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

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, June 2, 2025, at 6:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

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

President Randy Ralston called the meeting to order at 6:00 P.M. The meeting opened with the Pledge of Allegiance.

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

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

C. **APPROVAL OF AGENDA** - with the following amendments.

C.1. Additional certified and classified personnel actions for consideration, Item E.3.
C.2. Item E.4.a, move approval of the Administrator Handbook and Classified Employee Handbook to New Business for a first read, Item F.5.
C.3. Remove Item F.1., TNTP Agreement

I move to approve the meeting agenda as amended. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp:	Yea
Fahrmeier:	Yea
Gigot:	Yea
Haeck:	Yea
Hinde:	Yea
Ralston:	Yea
Wiese:	Yea

Yea: 7, Nay: 0

D. **DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS** - None

E. **CONSENT AGENDA** – The consent agenda was approved as amended.

I move to approve all consent agenda items as amended. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp:	Yea
Fahrmeier:	Yea
Gigot:	Yea
Haeck:	Yea
Hinde:	Yea
Ralston:	Yea
Wiese:	Yea

Yea: 7, Nay: 0

E.1. **Minutes**

E.1.a. Minutes of the May 19, 2025, Regular Board of Education Meeting – approved as presented.

E.1.b. **Accounts Payable** totaling $328,525.78, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

E.2. **Personnel** – all certified and classified personnel actions was approved as presented.

E.2.a. **Certified**

Resignations: Nicole Fuchs, Amy Harris, Melissa Hensley, Matthew Horney, Satvinder Kalley, Justin Reich

Appointments: Josephine Aquino, Patrick Aquino, Jayson Timtiman, Maricel Timtiman, Novalyn Vidal

Transfers:

- Becky Alexander from instructional coach position at Georgia Matthews Elementary School / Alta Brown Elementary School to instructional technology coach position at the Educational Support Center effective for the 2025-26 academic year.
- Roque Alferez from resource position at Garden City High School to adaptive/interrelated position at Garden City High School effective for the 2025-26 academic year.
- Miguel Alvarez from school counselor position at Garden City High School to school counselor position at Charles Stones Intermediate Center effective for the 2025-26 academic year.
- Linda Davis from adaptive/ interrelated position at Edith Scheuerman Elementary School to first grade position at Edith Scheuerman Elementary School effective for the 2025-26 academic year.
- Ryli Gottschalk from social worker position at Charles Stones Intermediate Center to school counselor position at Charles Stones Intermediate Center / Bernadine Sitts Intermediate Center effective for the 2025-26 academic year.
- Tyler Keiss from adaptive/interrelated position at Charles Stones Intermediate Center to adaptive/interrelated position at Garden City High School effective for the 2025-26 academic year.
- Carrie Pak from first grade position at Edith Scheuerman Elementary School to second grade position at Alta Brown Elementary School effective for the 2025-26 academic year.
- Eric Smith from science position at Garden City High School to technology lab position at Garden City Achieve effective for the 2025-26 academic year.
- Yalena Rodriguez from career school counselor position at Garden City High School to school counselor position at Garden City High School effective for the 2025-26 academic year.

- Juan Vicente-Ramos from school counselor position at Charles Stones Intermediate Center / Bernadine Sitts Intermediate Center to school counselor position at Garden City High School effective for the 2025-26 academic year.
- Trista Bailey from English language arts position at Garden City High School to administrator intern position at Garden City High School effective for the 2025-26 academic year.
- Logan Bevis from social studies position at Garden City High School to associate principal position at Garden City High School effective for the 2025-26 academic year.
- Sofia Montoya Ortiz from mathematics position at Garden City High School to ESL mathematics position at Garden City High School effective for the 2025-26 academic year.

Tuition Reimbursement Agreement: Megan Suderman – Master's Degree

E.2.b. **Classified**

Resignations: Bonnie Comer, Leydaly Yazmin Enriquez, Rosa Garcia, Joe Bob Persinger, Gabriella Marie Rodriguez, Aleshka Salazar Ibaven, Holly A Thomas

Assignments: Cecilia Solis

Transfers:

- Alyssa Paige Cedillo from Administrative Specialist I: Educational Support Center to Administrative Specialist II: Educational Support Center
- Sylvia Carrillo Ramos from Office Assistant I: Educational Support Center to Deputy Board Clerk: Educational Support Center

Other: Victor Ornelas Elementary School added a full-time resource paraprofessional II position for the 25-26 school year.

E.3. **Other**

E.3.a. **Approval the following handbooks for the 2025-26 school year** – approved as presented.

- Elementary Student Handbook
- ESOL Handbook
- Garden City High School Student Handbook
- Garfield Early Childhood Center Student/Parent Handbook
- Garden City Achieve Student Handbook
- HGMS-KHMS Athletic and Activity Student Handbook
- Intermediate Centers Student Handbook
- Middle Schools Student Handbook
- TEP Student Handbook
- Transportation Student Handbook
- Virtual Academy Adult Handbook
- Virtual Academy Student Handbook

F. **NEW BUSINESS**

F.1. **The Board of Education is asked to consider and approve the Procurement Plan, Meal Charge Policy, and meal price changes for the 2025-26 school year as presented.** Tracy Johnson, Director of Nutrition Services, presented the updates for the 2025-26 school year.

Board members' questions were answered.

Mr. President, I move to approve the Procurement Plan, Meal Charge Policy, and meal price changes for the 2025-26 school year as presented. This motion, made by John Wiese and seconded by Jackie Gigot, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Wiese: Yea
Yea: 7, Nay: 0

F.2. **The Board of Education is asked to consider and approve the 2026 Child Nutrition Program Agreement.** Tracy Johnson, Director of Nutrition Services, reviewed the program agreement.

Board members' questions were answered.

Mr. President, I move to approve the 2026 Child Nutrition Program Agreement as presented. This motion, made by Andy Fahrmeier and seconded by John Wiese, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Wiese: Yea
Yea: 7, Nay: 0

F.3. **Ratification of the Negotiated Agreement** Josh Guymon, Interim Superintendent, Drew Thon, Chief Human Resources Officer and Jessica Nothern, Chief Financial Officer, presented the following information.

- Negotiations Teams
- Salaries and Wages
    - Supplemental Salary Schedule
    - Salary Schedule Regulations
    - Nesting
    - Compensation to New Employees
- Leave
    - PTO
    - Illness and Disability Bank
- Hours & Amounts of Work
    - No changes to contract hours or days
    - Adoption of School Calendar
    - Length of Duty Day
    - Staff Meetings
    - Emergency Closings
    - Parent Teacher Conferences
- Professional Dress

- Grievance Procedure
- Assignments and Transfers
- Association Rights and Responsibilities
- Other Revisions
- Contract Ratification Voting

Board members' questions were answered. The item will be on the consent agenda of the June 26, 2025 Board of Education meeting if ratified by teachers on June 6, 2025.

F.4. **First read of the 2025-2026 Administrator Handbook and Classified Employee Handbook.** Jessica Nothern, Chief Financial Officer, reviewed changes to the handbooks for the 2025-26 school year.

Board members' questions were answered. The item will be on the consent agenda of the June 26, 2025 Board of Education meeting.

G. **BOARD OPEN DISCUSSION**

- **Robin Bergkamp** congratulated Josh Guymon on his new position and welcomed him to the table. She also thanked staff for the work it takes to bring everything together to be presented.
- **Mark Hinde** congratulated Josh Guymon on his new position. He congratulated the Track & Field athletes and thanked them for the hard work they put in. He also stated that last week he attended ELA curriculum meetings for presentations on the new ELA curriculum.
- **Nathan Haeck** thanked everyone working for summer school programs. He also stated he is looking forward to a restful summer for everyone and getting started back on the new year going strong.
- **John Wiese** congratulated Josh Guymon on his new position and stated he is looking forward to his leadership in the district. He also recognized Track & Field and Softball athletes competing at State.
- **Jackie Gigot** agreed with previous comments and congratulated Josh Guymon on his new position.
- **Andy Fahrmeier** congratulated Josh Guymon on his new position and stated he is looking forward to his leadership in the district. He also thanked both sides the Negotiations Team for their had work and hours put in working on negotiations.
- **Randy Ralston** congratulated Josh Guymon on his new position and stated that he appreciated his leadership in the district. He also stated that he enjoyed being on the Negotiations Team and that it was a good experience and that he appreciated everyone's effort and time.
- **Josh Guymon** stated that he is excited, today was his first official day as Superintendent and that it has been a good day. He stated it was the first day of summer programs and that all the reports from the day have been good. He also stated that the new leadership team attended a conference last week and they are excited to bring new ideas to the district.

NEXT BOARD MEETING - The next meeting of the Board of Education will take place on Thursday, June 26, 2025, at 5:00 PM. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

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

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

Mr. President, I move we go into executive session for 10 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss a personnel matter, beginning at

6:50 P.M. and the open meeting will resume in the Board Meeting Room at 7:00 P.M. I would like to invite Josh Guymon and Drew Thon to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Wiese: Yea
Yea: 7, Nay: 0

Nathan Haeck joined the executive session via conference call.

H.2. **Personnel matters for non-elected personnel.**

Mr. President, I move we go into executive session for 10 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss personnel matters, beginning at 7:05 P.M. and the open meeting will resume in the Board Meeting Room at 7:15 P.M. I would like to invite Josh Guymon to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Jackie Gigot, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Absent
Hinde: Yea
Ralston: Yea
Wiese: Yea
Yea: 6, Nay: 0, Absent: 1

Nathan Haeck joined the executive session via conference call.

Nathan Haeck exited the meeting at 7:15 P.M.

I. **ACCOUNTS PAYABLE REVIEW -** Mark Hinde and John Wiese

J. **ADJOURNMENT** – There being no further action to come before the board, the following action took place.

That the Board of Education meeting be adjourned at 7:16 P.M. This motion, made by Robin Bergkamp and seconded by Jackie Gigot, Carried.

Bergkamp: Yea
Fahrmeier: Yea

Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Wiese: Yea
Yea: 7, Nay: 0

Respectfully submitted,

Jennifer Ramos, Clerk

Approved:

Randy Ralston, President

BOARD OF EDUCATION

Certified Personnel Actions

June 26, 2025

RESIGNATIONS:

Emma Reif, six grade teacher at Abe Hubert Elementary School, is submitting her letter of resignation effective May 23, 2025.

Sarah Stucky, occupational therapist, at Garden City Achieve, is submitting her letter of resignation effective May 30, 2025.

Novalyn Vidal, is requesting release from her 2025-26 letter of intent for English language arts position at Garden City High School. It is recommended that she be released from her contract without a suitable replacement.

APPOINTMENTS:

Torrance Cooper, Garden City, Kansas, is recommended for an adaptive/interrelated position at Garden City Achieve effective for the 2025-26 academic year. He has fourteen years' experience.

Paul Heddings, Kansas City, Kansas, is recommended for a social studies position at Garden City High School effective for the 2025-26 academic year. He is a first year teacher.

TRANSFERS:

Dustin Hopkins – from adaptive/interrelated position at Garden City High School to social worker position at the Educational Support Center effective for the 2025-26 academic year.

Amy Griffin – from instructional coach position at Garden City High School to administrator intern position at Florence Wilson Elementary School / Victor Ornelas Elementary School effective for the 2025-26 academic year.

Keri Petersen – from instructional coach position at Jennie Barker Elementary School to instructional coach position at Jennie Barker Elementary School / Georgia Matthews Elementary School effective for the 2025-26 academic year.

BOARD OF EDUCATION

Addendum to Certified Personnel Actions

June 26, 2025

APPOINTMENT:

Cade Anderson, Garden City, Kansas, is recommended for a vocational agriculture position at Garden City High School effective for the 2025-26 academic year. He will be a T2T participant through Fort Hays State University.

Justin Reich, Garden City, Kansas, is recommended for a principal position at Jennie Barker Elementary School effective for the 2025-26 academic year. He is a former USD 457 administrator intern and teacher with eight years' experience.

BOARD OF EDUCATION

Classified Personnel Actions

June 26, 2025

RETIREMENTS	POSITION	BUILDING	DATE
Dale Wainwright	Technology Manager	Educational Support Center	06/30/25

TERMINATIONS	POSITION	BUILDING	DATE
Jacob Ochampaugh	Custodian II	Gertrude Walker Elementary School	06/12/25

RESIGNATIONS	POSITION	BUILDING	DATE
Petra Avila	Crossing Guard	Abe Hubert Elementary School	05/22/25
Jacynda Vargas	Paraprofessional II	Garden City Achieve	05/22/25
Itzel Goytia	Office Assistant II	Transportation	06/05/25
Raul Moreno	Bus Driver	Transportation	06/08/25
Alyssa Cedillo	Administrative Specialist – Personnel	Education Support Center	06/13/25
Mindie Cooper	Paraprofessional II	Garden City Achieve	06/19/25

ASSIGNMENTS	POSITION	BUILDING	DATE
Savannah Garcia	Administrative Specialist I – Personnel	Educational Support Center	06/04/25
Moses Martinez	Grounds 1	Plant Facilities	06/17/25
Jonathan LeBeau	Cybersecurity Manager	Educational Support Center	07/01/25
Arely Lopez-Gonzalez	Office Specialist II – SPED	Educational Support Center	07/17/25

OTHER:

LeeAnn Thon, HR Coordinator, is requesting to reclassify the Maintenance Manager position from Job Grade 30 to 31 effective June 1, 2025.

BOARD OF EDUCATION

Classified Personnel Actions Addendum

June 26, 2025

TRANSFERS	FROM	TO	DATE
Jennifer Peterson	Office Assistant II: Edith Scheuerman Elementary School	Administrative Specialist II: Educational Support Center	7/01/25

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Interim Superintendent
FROM: Tracy Johnson, Director of Nutrition Services
DATE: June 26, 2025
RE: Nutrition Service Large Equipment

ISSUE:

The Board of Education is asked to consider and approve the purchase of the following equipment:

Conveyor Dishwasher for GCHS

BACKGROUND:

The GCHS dishwasher floor is deteriorating and starting to leak into the electrical box, per facilities it cannot be fixed. It has become a work hazard due to the chance of shocking someone.

ALTERNATIVES:

Reject all the bids and wash pans by hand

RECOMMENDATION:

1. Approve the purchase of the dishwasher from Pur-o-zone for $20,233.43.
2. Deny all bids
3. Recommend an alternative solution.

FISCAL NOTE:

This will be paid out of the Nutrition Service Equipment Account, 024 E 3151 21 0000 054 01 630

ATTACHMENTS:

Quotes as presented.

Bidders List
Large Equipment

AAA Restaurant Supply
John
611 E Central
Wichita, KS 67202
John@aaa-restaurant.com

Sunflower Restaurant Supply
Joren Randel
P.O. Box 1277
Salina, KS 67401
Joren.Randel@sunflowersrs.com

Index Restaurant Supply
Chandler Farmer
521 main St.
Kansas City, MO 64105
sales@indexrs.com

Pur-O-Zone
Ron Chadwick
218 E 2nd St.
Hutchinson, KS 65501
rchadwick@purozone.com

Vendor	Conveyor Dishwasher Qty of 1	Softwater Machine Not needed
1. **AAA Restaurant Supply**	$ 38,702.73	Not seperated
2. **Sunflower Restaurant Supply**	$ 32,801.00	$ 3,199.00
3. **Index Restaurant Supply**	$ 30,540.00	$ 3,000.00
4. **Pur-o-zone**	$ 20,233.43	Not Included

RECOMMENDATION: Accept Pur-o-zone's bid of $20,233.43 as a

Payment to be made from budgeted funds in account:

024 E 3151 21 0000 054 01 630 Equipment

Bids and Quotations
Large Equipment

Bid Opening: June 24, 2025 Bid 2025-19
Board Meeting: June 26, 2025

1. *Item, Material and/or Service that is being bid:*

   1 Conveyor Dishwasher, GCHS

2. *Brief description of the item, material, or service listed above:*

   Kitchen equipment

3. *Period of time item, material or service bid will cover:*

   10 + years

4. *Reason that the item, material or service is needed:*

   Replacing unit no longer available or deemed to be unsafe.

5. *Department and person responsible for the expenditure of the budget:*

   Nutrition Services - Tracy Johnson

6. *Line item and amount budgeted for this item:*

   Equipment 024 E 3151 21 0000 054 01 630

SUNFLOWER
Restaurant Supply, Co.
A DIVISION OF CASH-WA DISTRIBUTING

Purchase Agreement

06/17/2025

Project:
Garden City Schools
1205 Fleming
Garden City, KS 67846

From:
Sunflower Restaurant Supply Inc.
Brian Eilert
1647 Sunflower Lane
PO Box 1277
Salina, KS 67402-1277
(785) 823-6394
(785) 823-6394 (Contact)
(785) 823-5512 (Fax)
briane@sunflowersrs.com

PRICE INCLUDES FREIGHT, SHIPPED DIRECT TO CUSTOMER (NO LIFT GATE INCLUDED). ALL FINAL ELECTRICAL & PLUMBING CONNECTIONS, BY OTHERS. TAX NOT INCLUDED.
FINANCING OPTIONS AVAILABLE HERE.

Item	Qty	Description	Sell	Sell Total
6	1 ea	**DISHWASHER, CONVEYOR TYPE**	24,938.00	24,938.00
		Champion Model No. 44 PRO Pro Series, 44"W rack conveyor dishwasher, Proportional Rinse, Progressive anti-jam drive system, top mounted control panel with HMI user interface, Proactive maintenance software,100 gallons per hour with energy sentinel (idle pump shut-off), (209) racks per hour, single-piece hood design, single-piece stainless steel upper & lower wash arms manifolds,single removable scrap screen per tank, 20" standard vertical clearance which accommodate 18" x 26" sheet pans, full 180° opening leak proof insulated hinged access doors, automatic tank fill, door safety switches, leak-proof ball valve drains, lower front & side enclosure panels, stainless steel heavy gauge construction including base & legs, electric tank heat, 2 HP wash pump, single point machine & booster connection, vent fan control, stainless steel rear manifolds, includes: (1) 20" x 20" peg rack & (1) 20" x 20" flat rack, NSF Pot & Pan mode, cULus, ENERGY STAR®, Made in USA		
	1 ea	**NOTE: Please be advised that all quotes provided are valid for a period of 30 days from the date issued. Champion Industries reserves the right to make price adjustments, price increases or add surcharges as appropriate due to tariffs or market fluctuation that are out of our control. Thank you for your understanding.		
	1 ea	1 year parts & labor warranty, standard		

Item	Qty	Description	Sell	Sell Total
	1 ea	Complimentary factory authorized performance test included, upon equipment start-up. Consult local Champion sales representative for coordination of the start-up. If customer is beyond 60 miles from Champion authorized service agent, consult factory.		
	1 ea	Left-to-right operation		
	1 ea	Note: For water of 3-grains of hardness or more, Champion recommends adding a water treatment device.		
	1 ea	CC208C Water Softening System, 5,326 grains/lb. capacity, 9 gal. regeneration volume, holds two bags of salt, includes Three-Way-Pass installation kit & hoses. Installation not included (Softeners are manufactured, warrantied and serviced by Kinetico) (NET/NET)	3,199.00	3,199.00
	1 ea	480v/60/3-ph		
	1 ea	Electric tank heat, standard		
	1 ea	Electric booster, 70° rise, 21kW, built-in	4,428.00	4,428.00
	1 ea	116751 Drain Water Tempering Kit (unmounted)	1,331.00	1,331.00
	1 ea	420530-PRO Water Pressure Regulating Valve (unmounted)	309.00	309.00
	1 ea	20" High hood vertical clearance for sheet pans (standard)		
	1 ea	414558 Splash Shield (Set)	410.00	410.00
	1 ea	407400 Table Limit Switch (Whisker Style) Table limit switch, includes: 12 ft. pre-wired cord standard (unmounted) (recommended on all conveyor models)	476.00	476.00
	3 ea	117268 Sheet pan rack	303.00	909.00
			ITEM TOTAL:	**36,000.00**
			Total	36,000.00

IMPORTANT NOTE ON PRICE:

Due to market volatility, prices cannot be guaranteed after orders have been placed. Equipment manufacturers have increased prices days, weeks, and months after orders have been placed. This is typically seen with items having much longer leads times than we have seen in the past. Prices will be held whenever possible. However, if our costs increase in the days, weeks, and months after orders are placed, pricing will be adjusted to include the increased costs. Prices will be checked at the time of order to ensure their validity. Price changes will be communicated to ensure transparency. Prices cannot be guaranteed even after order has been placed with CWD/Sunflower/Buller Fixture.

Prices DO NOT include inside delivery, un-crating, assembly, setting in place, mechanical, or electrical connections unless otherwise noted in the above quotation.

Direct ship items:

Please note that is it the responsibility of the customer to fully inspect received freight for any shortages or damage BEFORE signing to accept the delivery. It is the responsibility of the customer to file freight claims directly with the freight company. All freight companies have a window of time to report concealed/hidden damages, that window varies slightly by carrier, and if that window closes before any shortages or damage are reported, neither the freight liner or Buller Fixture/Sunflower Equipment/ CWD are responsible for this freight damage not reported at time of receiving products. Once the bill of lading

is signed by the receiving person at shipping location, as they are accepting the product in excellent condition "as is" by signing for receipt from carrier, and thus the manufacturer and/or freight liner can deny any freight claims that are signed for in good condition, unless otherwise notes before freight liner has left delivery job site.

All material is guaranteed to be specified and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a workman like manner for the sum of (dollars) $_____.

_____ Buller Fixture/Sunflower/ CWD requires a 30% deposit on all special-order items before the order is placed.

_____ Buller Fixture/Sunflower/CWD requires a 50% deposit on all custom special-order items before the order is placed.

Buller Fixture/Sunflower/CWD payment terms for all special order or custom order equipment is 7 days from the date of invoice.

Buller Fixture/Sunflower/CWD may file a UCC1 form with the state on all equipment purchases over $1,000.

_____ If this is a Proposal for an Exhaust System the customer must meet all NFPA 96 Exhaust Hood Codes and oral, local, and state codes approved by the local fire Marshall. If all codes are not met Buller Fixture/ Sunflower/CWD cannot and will not install any of the foodservice equipment to be located under the aforementioned exhaust hood.

Any alterations or deviations from the above specification involving extra costs will be executed upon written orders and will become an extra charge over and above the estimate. All agreements are contingent upon strikes, accidents, or delays beyond our control. Owners to carry fire, tornado, and other necessary insurance upon above listed items/project site. Workman's compensation and public liability insurance for the above work description to be taken out by_____.

ACCEPTANCE OF PURCHASE AGREEMENT- the above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined. Remainder payment due within terms upon delivery.

Company:_____

Date:_____

Signature:_____

USD 457, Garden City Public Schools
Large Equipment Bid
Due: 6/24/2025 *by 10:00 am*

The District reserves the right to accept or reject all or any part of any quote, to waive technicalities, and to accept the offer that the District considers to be the most advantageous.

Requirement	**Dishwashing Machine – quantity 1**
Manufacturer:	CMA
Model	EST-44
Price (unit Cost)	20,233.43
Price (total)	20,233.43
Estimated Delivery Date	6 Weeks from receiving Purchase Order
Requirement	
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	
Requirement	
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	
Requirement	
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	
Requirement	
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	

WE HEREBY AGREE TO FURNISH THE ITEMS ON WHICH PRICES ARE QUOATED ABOVE IN ACCORDANCE WITH ALL TERMS AND CONDITIONS PREVIOUSLY LISTED AND ANY ATTACHED SPECIFICATOINS.

BY: Erin McFarland **DATE:** 6-20-2025
TITLE: Administrative Assistant **FIRM:** Pur-O-Zone, Inc.
PHONE: 620-259-4323 **EMAIL:** emcfarland@purozone.com

PUR-O-ZONE
P.O. Box 727
Lawrence, KS 66044-0727
Telephone: 785-843-0771
Fax: 785-843-0798

QUOTE VALID FOR 30 DAYS

QUOTE

QUOTE NO.	QUOTE DATE	CUST NO.
58302	06/20/25	12166

12166
SOLD TO
U.S.D. #457
ATTN: FOOD SERVICE
1205 FLEMING ST.
GARDEN CITY, KS 67846

SHIP TO
U.S.D. #457
ATTN: FOOD SERVICE
1205 FLEMING STREET
GARDEN CITY, KS 67846

SPECIAL INSTRUCTIONS	CONTACT	SHIP VIA	TERMS
	TRACY JOHNSON	OUR TRUCK	Net 10 E.O.M.

LINE	QUOTED	PRODUCT CODE	DESCRIPTION	UNIT	UNIT PRICE	EXTENDED PRICE
1	1	EST-44	EST-44 DISH MACHINE STANDARD HEIGHT MACHINE MACHINE: 208V/60/3-PH,55.0AMPS STANDARD LEFT-TO-RIGHT OPERATION E-TEMP BOOSTER HEATER,CULUS (TOP MOUNTED FACTORY INSTALL) 70-DEGREE RISE (F), DOUBLE ELEMENT BOOSTER:240V/60/3-PH,20.0KW 48.0 AMPS DRAIN WATER TEMPERING KIT - FITS EST44/EST66 CONVEYORS EST-44 DISMACHINE ENERGY MIZER,CONVEYOR TYPE 44"W X 25-1/8"D X 56-1/2"H, LOW TEMP CHEMICAL SANITIZING OR HIGH TEMP SANITIZING,DUAL TANK DESIGN, (3)STAGE WASH PROCESS (WASH/POWER RINSE/FINAL RINSE),(249)RACKS/HOUR, 19" DISH CLEARAN ELECTRIC TANK HEAT, AUTO START/STOP, AUTO FILL, AUTOMATIC WATER CONTROL SYS POWER RINSE HEATER SYS, AUTOMATIC SOIL	EA	20233.43	20233.43

TOTAL QUANTITY		ALL CREDIT CARD TRANSACTIONS WILL INCUR A 3% CREDIT CARD FEE	SUBTOTAL	
			FRGT/MISC	
			TAX	
			QUOTE TOTAL	

WE APPRECIATE YOUR BUSINESS AND LOOK FORWARD TO PROVIDING
THE CARE AND SERVICE YOU DESERVE.

BEST REGARDS,
RON CHADWICK

PLUS ALL APPLICABLE TAXES AND CHARGES.

PUR-O-ZONE
P.O. Box 727
Lawrence, KS 66044-0727
Telephone: 785-843-0771
Fax: 785-843-0798

QUOTE VALID FOR 30 DAYS

QUOTE

QUOTE NO.	QUOTE DATE	CUST NO.
58302	06/20/25	12166

12166

SOLD TO
U.S.D. #457
ATTN: FOOD SERVICE
1205 FLEMING ST.
GARDEN CITY, KS 67846

SHIP TO
U.S.D. #457
ATTN: FOOD SERVICE
1205 FLEMING STREET
GARDEN CITY, KS 67846

SPECIAL INSTRUCTIONS	CONTACT	SHIP VIA	TERMS
	TRACY JOHNSON	OUR TRUCK	Net 10 E.O.M.

LINE	QUOTED	PRODUCT CODE	DESCRIPTION	UNIT	UNIT PRICE	EXTENDED PRICE
			PURGING SYS, STAINLESS STEEL SCRAP ACCUM CHEMICAL RESISTANT INDUSTRIAL HEATERS TABLE LIMIT SWITCH & RACK SAVE CLUTCH SYS REMOVABLE CURTAINS, STAINLESS STEEL CONSTRUCTION,INCLUDES (1)OPEN & (1)PEG RACK,1HP WASH MOTOR, 1/3HP RINSE MOTOR, 1/8HP CONVEYOR MOTOR, UL,CULUS, ETL- SANITATION DIMENSIONS 56.5(H)X44(W)X25.13(D)			

TOTAL QUANTITY	8

ALL CREDIT CARD TRANSACTIONS WILL INCUR A 3% CREDIT CARD FEE

SUBTOTAL	20233.43
FRGT/MISC	0.00
TAX	0.00
QUOTE TOTAL	20233.43

WE APPRECIATE YOUR BUSINESS AND LOOK FORWARD TO PROVIDING THE CARE AND SERVICE YOU DESERVE.

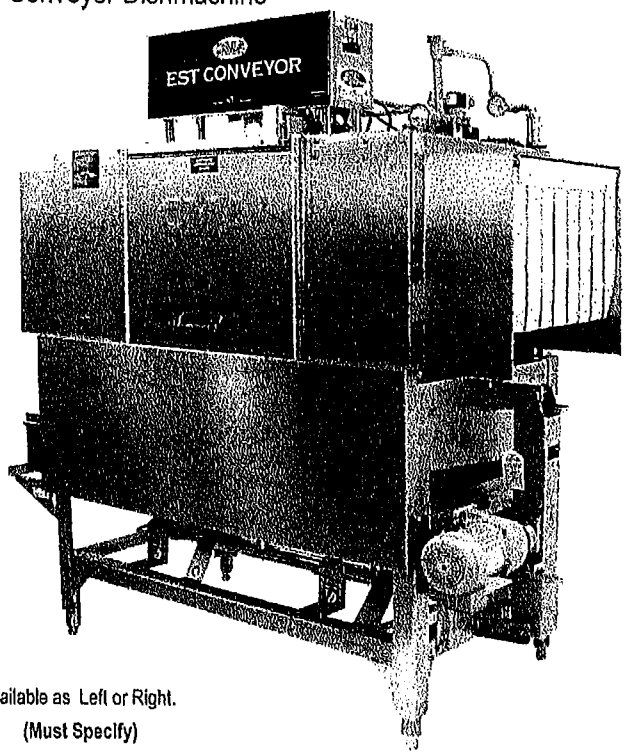
BEST REGARDS,
RON CHADWICK

PLUS ALL APPLICABLE TAXES AND CHARGES.

HIGH TEMPERATURE
LOW TEMPERATURE
CONVEYOR DISHMACHINE

EST-44

High Temperature-Low Temperature
44" Conveyor Dishmachine

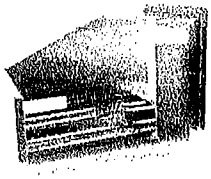


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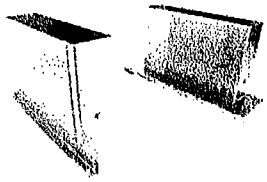
FEATURES

- Automatic water control system.
- 249 racks / 996 covers per hour.
- Economical to operate. Uses only .46 gallons of water per rack of dishes.
- Single control switch activation.
- Power rinse heater system.
- Unique 3-stage washing process provides wash, power rinse and final rinse all in a 44" machine.
- Automatic soil purging system filters wash water and traps plate debris into an external tray. Tray can be easily removed for cleaning.
- All stainless steel construction offers durable performance and years of trouble-free operation.
- Chemical resistant industrial heaters are proven to be more durable than commercial grade heaters.
- Large 19" opening accommodates larger items and utensils.
- Auto start/stop makes operation more energy efficient.
- Easy to remove and replace curtains for cleaning.
- Includes table limit switch and rack saver clutch system that protects the machine, dishracks and table from damage.
- Stainless steel chemical injection chamber.
- Includes 2 racks.

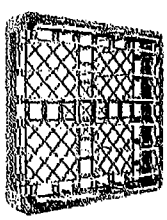
CMA MODEL: EST-44



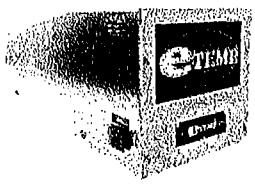
Corner Feed Table
Left or Right: must specify
Factory Installed Only



Vent Hoods 4" x 16"
with Damper Control (2 per set)



Sheet Pan Rack



E-Temp
CMA Booster Heater (40° and 70° rise)
Only available in 3 phase with 70° rise
Standard voltage 208-230V three phase
Factory Installed Only

AVAILABLE OPTIONS

- Stainless Steel dishtables
- Drain Water Tempering Kit
- Scrap Trap Single Drain Connection Kit
- 208V-240V / 480V
- Exhaust Fan Control
- 6" Taller Model Available (EXT)

Note: Some US States may require Energy Star ratings for Commercial Dishwashers. The specifier or installer is responsible for knowing their local codes, standards, and regulatory requirements. This product was certified and met the requirements of previous Energy Star Version 2.0 for commercial dishwashers as required by some states.

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Intertek 3090590

CMA Dishmachines 17707 Valley View Ave; Cerritos, CA 90703 • 800-854-6417 • 714-898-8781 • Fax: 714-895-2141 • www.cmadishmachines.com

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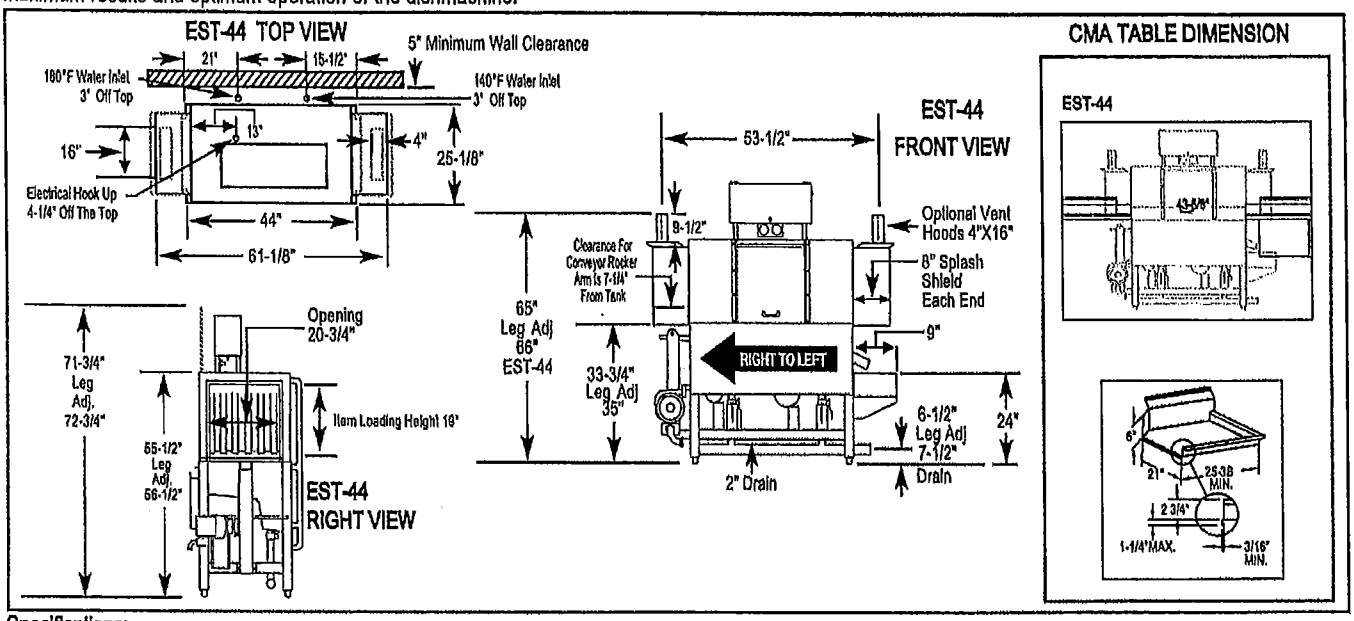
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EST-44

High Temperature
Low Temperature
44" Conveyor Dishwasher

WARNINGS:

- Electrical and Plumbing connections must be made by a qualified service company who will comply with all available Federal, State, and Local Health, Electrical, Plumbing and Safety codes.
- CMA recommends utilizing a water softening system to maintain water hardness measurements of 3.6 gpg (grains per gallon) or less. This will assure maximum results and optimum operation of the dishmachine.



Specifications:

MODEL EST-44 H/L	USA	METRIC
OPERATING CAPACITY		
RACKS PER HOUR (NSF RATED)243	249	249
CONVEYOR SPEED	6.75 FT./MIN.	(206 CM/MIN.)
WASH PUMP MOTORS HP	1	1
RINSE PUMP MOTOR HP	1/3	1/3
CONVEYOR MOTOR HP	1/8	1/8
WATER INLET - FILL	1/2"	(1.27cm)
WATER INLET - FINAL RINSE	1/2"	(1.27cm)
DRAIN SIZE	2"	(5.1cm)
FINAL RINSE PRESSURE	20 ± 5psi	(1.41 kg/cm²)
WASH TANK CAPACITY EST-44		
PRE-RINSE	4.25 GAL	(16.0 L)
WASH	11.75 GAL	(44.5 L)
TOTAL	16.0 GAL	(60.5 L)
WASH PUMP CAPACITY		
EACH	52 GPM	(197 LPM)
OPERATING TEMPERATURE EST-44 H		
WASH	150°F-160°F	(66°C/71°C)
PUMPED RINSE	160°F	71°C)
FINAL RINSE	180°F-195°F	(82°C/90°C)
OPERATING TEMPERATURE EST-44 L		
WASH RECOMMENDED	140°F-150°F	(60°C/66°C)
PUMPED RINSE RECOMMENDED	140°F-150°F	(60°C/66°C)
FINAL RINSE RECOMMENDED	140°F-150°F	(60°C/66°C)
WATER CONSUMPTION		
PER RACK (FINAL RINSE)	0.46 GAL	(1.7 L)
PER HOUR (FINAL RINSE)	114.54 GPH	(433.6 LPH)

	USA	METRIC
DIMENSIONS		
DEPTH	25-1/8"	(64cm)
WIDTH	44"	(111.7cm)
HEIGHT	55-1/2"-56-1/2"	(140.97-143.51cm)
STANDARD TABLE HEIGHT	34"	(86cm)
MAX LOADING HEIGHT FOR ITEMS	19"	(48cm)
STANDARD DISHRACK	1	1
DIMENSIONS	20" x 20"	(50.8 X 50.8cm)

ELECTRICAL RATING	VOLTS	PHASE	AMPS
	208	1	71
	240	1	80
	208	3	55
	240	3	62.5
	480	3	24

WASH TANK HEATER	13kW @ 208V (3 PHASE)
RINSE TANK HEATER	3kW @ 220V

SPECIFY DIRECTION OF RACK TRAVEL (RIGHT TO LEFT, LEFT TO RIGHT) WHEN ORDERING

EST-44H EXHAUST VENTILATION REQUIREMENTS AT 100% CAPACITY CFM

ENTRANCE END 200 MAX	DISCHARGE END 400 MAX	TOTAL CFM 600 MAX

SHIPPING WEIGHT		
APPROXIMATE	662#	(300kg)

Summary Specifications: Model EST-44 Conveyor

The Models EST-44H and EST-44L Chemical Sanitizing conveyor dishwashers meets ETL sanitation, UL, and CUL construction standards. The EST-44 performs three separate washing functions including a built-in power rinse, all in a 44"space. The EST-44 washes up to 249 racks per hour and uses a minimum .46 gallons of water per rack while achieving sparkling, clean, dry dishes. Constructed entirely of stainless steel.

Call For Available Models (800-854-6417) or See web-Site: www.cmadishmachines.com Advisory: CMA does NOT endorse "Tankless On-Demand" water heaters for use on CMA Dishmachine products. CMA DOES endorse, and highly recommends, the standard "tank" style water heaters, sized properly to handle each particular facility with their water heating requirements.

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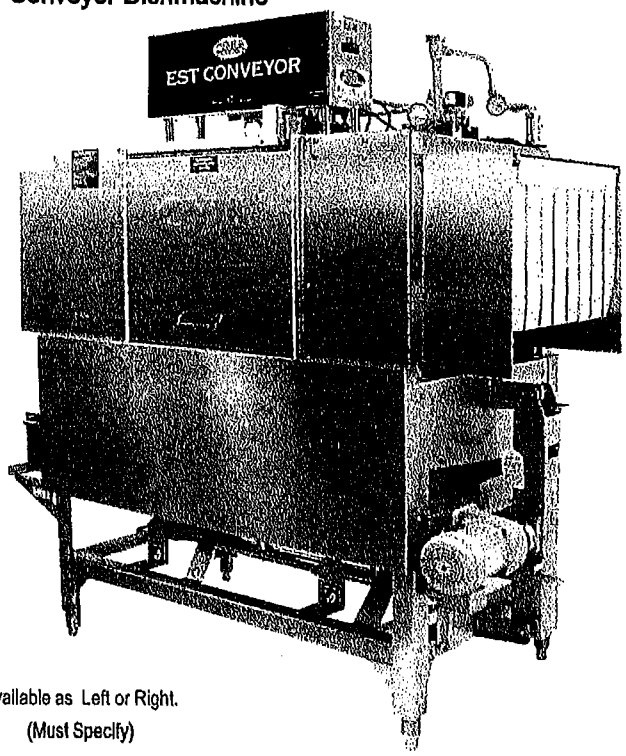
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WELBILT an AI Group Company

HIGH TEMPERATURE
LOW TEMPERATURE
CONVEYOR DISHMACHINE

EST-44 EXT

High Temperature-Low Temperature
44" Conveyor Dishmachine

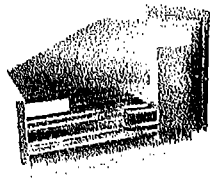


Available as Left or Right.
(Must Specify)

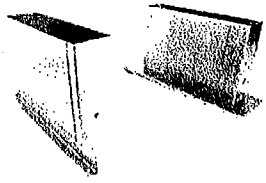
FEATURES

- Automatic water control system.
- 249 racks / 996 covers per hour.
- Economical to operate. Uses only .46 gallons of water per rack of dishes.
- Single control switch activation.
- Power rinse heater system.
- Unique 3-stage washing process provides wash, power rinse and final rinse all in a 44" machine.
- Automatic soil purging system filters wash water and traps plate debris into an external tray. Tray can be easily removed for cleaning.
- All stainless steel construction offers durable performance and years of trouble-free operation.
- Chemical resistant industrial heaters are proven to be more durable than commercial grade heaters.
- Large 25" opening accommodates larger items and utensils.
- Auto start/stop makes operation more energy efficient.
- Easy to remove and replace curtains for cleaning.
- Includes table limit switch and rack saver clutch system that protects the machine, dishracks and table from damage.
- Stainless steel chemical injection chamber.
- Includes 2 racks.

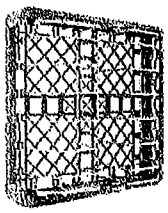
CMA MODEL: EST-44 EXT



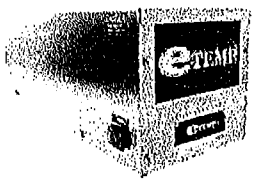
Corner Feed Table
Left or Right: must specify
Factory Installed Only



Vent Hoods 4" x 16"
with Damper Control (2 per set)



Sheet Pan Rack



E-Temp
CMA Booster Heater (40° and 70° rise)
Only available in 3 phase with 70° rise
Standard voltage 208-230V three phase
Factory Installed Only

AVAILABLE OPTIONS

- Stainless Steel dishtables
- Drain Water Tempering Kit
- Scrap Trap Single Drain Connection Kit
- 208V-240V / 480V
- Exhaust Fan Control
- 6" Shorter Model Available

Note: Some US States may require Energy Star ratings for Commercial Dishwashers. The specifier or installer is responsible for knowing their local codes, standards, and regulatory requirements. This product was certified and met the requirements of previous Energy Star Version 2.0 for commercial dishwashers as required by some states.

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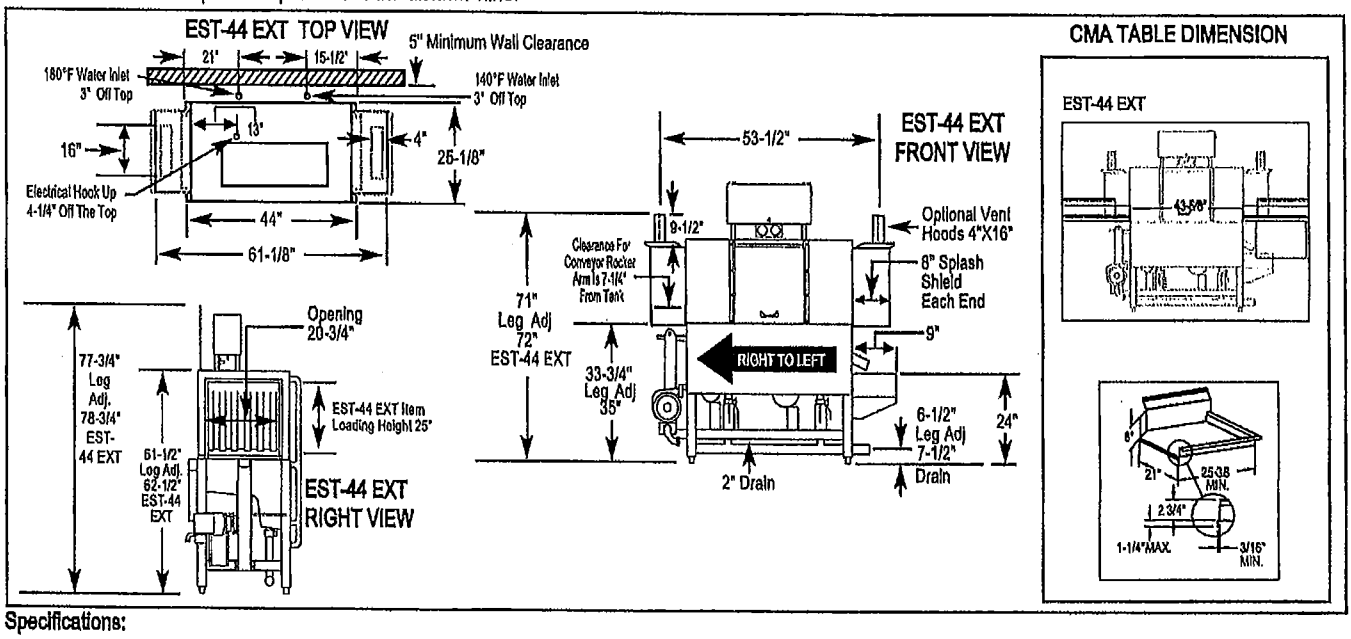
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EST-44 EXT

High Temperature
Low Temperature
44" Conveyor Dishwasher

WARNINGS:

- Electrical and Plumbing connections must be made by a qualified service company who will comply with all available Federal, State, and Local Health, Electrical, Plumbing and Safety codes.
- CMA recommends utilizing a water softening system to maintain water hardness measurements of 3.5 gpg (grains per gallon) or less. This will assure maximum results and optimum operation of the dishmachine.



Specifications:

MODEL EST-44 EXT H/L	USA	METRIC
OPERATING CAPACITY		
RACKS PER HOUR (NSF RATED)243	249	249
CONVEYOR SPEED	6.75 FT./MIN.	(206 CM/MIN.)
WASH PUMP MOTORS HP	1	1
RINSE PUMP MOTOR HP	1/3	1/3
CONVEYOR MOTOR HP	1/8	1/8
WATER INLET - FILL	1/2"	(1.27cm)
WATER INLET - FINAL RINSE	1/2"	(1.27cm)
DRAIN SIZE	2"	(5.1cm)
FINAL RINSE PRESSURE	20 ±5psi	(1.41 kg/cm²)
WASH TANK CAPACITY EST-44 EXT		
PRE-RINSE	4.26 GAL	(16.0 L)
WASH	11.75 GAL	(44.5 L)
TOTAL	16.0 GAL	(60.5 L)
WASH PUMP CAPACITY		
EACH	52 GPM	(197 LPM)
OPERATING TEMPERATURE EST-44 EXT H		
WASH	150°F-160°F	(66°C/71°C)
PUMPED RINSE	180°F	71°C)
FINAL RINSE	180°F-195°F	(82°C/90°C)
OPERATING TEMPERATURE EST-44 EXT L		
WASH RECOMMENDED	140°F-150°F	(60°C/66°C)
PUMPED RINSE RECOMMENDED	140°F-150°F	(60°C/66°C)
FINAL RINSE RECOMMENDED	140°F-150°F	(60°C/66°C)
WATER CONSUMPTION		
PER RACK (FINAL RINSE)	0.46 GAL	(1.7 L)
PER HOUR (FINAL RINSE)	114.54 GPH	(433.6 LPH)

	USA	METRIC
DIMENSIONS		
DEPTH	25-1/8"	(64cm)
WIDTH	44"	(111.7cm)
HEIGHT	61-1/2"-62-1/2"	(156-159cm)
STANDARD TABLE HEIGHT	34"	(86cm)
MAX LOADING HEIGHT FOR ITEMS	25"	(48cm)
STANDARD DISHRACK	1	1
DIMENSIONS	20" x 20"	(50.8 X 50.8cm)

ELECTRICAL RATING	VOLTS	PHASE	AMPS
	208	1	71
	240	1	60
	208	3	60.5
	240	3	69
	480	3	27

WASH TANK HEATER	15kW@ 208V
RINSE TANK HEATER	3kW @ 220V

SPECIFY DIRECTION OF RACK TRAVEL (RIGHT TO LEFT, LEFT TO RIGHT) WHEN ORDERING

EST-44 EXT H EXHAUST VENTILATION REQUIREMENTS AT 100% CAPACITY CFM

ENTRANCE END 200 MAX	DISCHARGE END 400 MAX	TOTAL CFM 600 MAX

SHIPPING WEIGHT		
APPROXIMATE	687#	(311kg)

Summary Specifications: Model EST-44 EXT Conveyor

The Models EST-44 EXT H and EST-44 EXT L Chemical Sanitizing conveyor dishwashers meets ETL sanitation, UL, and CUL construction standards. The EST-44 EXT performs three separate washing functions including a built-in power rinse, all in a 44"space. The EST-44 EXT washes up to 249 racks per hour and uses a minimum .46 gallons of water per rack while achieving sparkling, clean, dry dishes. Constructed entirely of stainless steel.

Call For Available Models (800-854-6417) or See web-Site: www.cmadishmachines.com Advisory: CMA does NOT endorse "Tankless On-Demand" water heaters for use on CMA Dishmachine products. CMA DOES endorse, and highly recommends, the standard "tank" style water heaters, sized properly to handle each particular facility with their water heating requirements.

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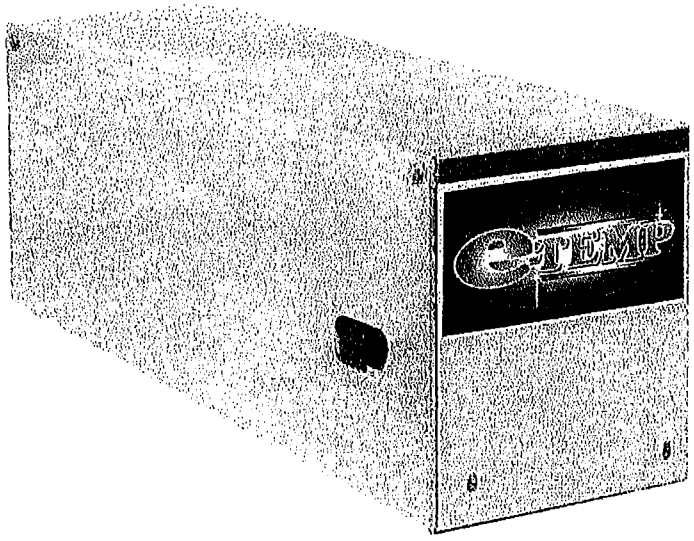
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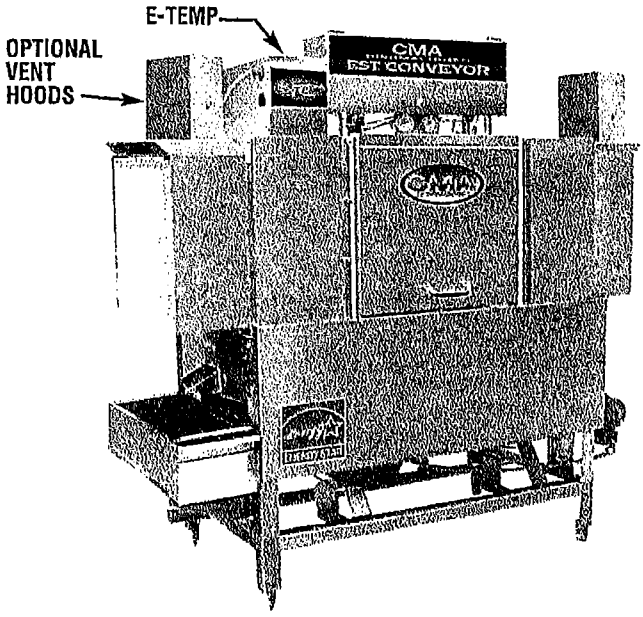
WELBILT an All Group Company

OPTIONAL CMA E-TEMP™

Hot Water Assurance System
For Conveyor Style Dishwashers



PATENT PENDING



MODEL EST-44 WITH E-TEMP™ BOOSTER HEATER
ALSO AVAILABLE ON MODEL EST-66

FEATURES:

- 208V / 240V, 480V, single and three phase configurations.
- Single element (40 degree) vs. dual element option (70 degree)
- Tank plug for single element option
- Separate 208 / 240V 3 phase power connection required (electrical connection point provided inside conveyor control panel)
- Pre-plumbed, wired, and secured to the dishmachine
- Non-pressurized system for safe operation
- 40 degree rise
  - 9kW @ 208V, 25 amps
  - 12kW @ 240V, 29 amps
  - 12kW @ 480V, 15 amps
- 70 degree rise
  - 15kW @ 208V, 42 amps
  - 20kW @ 240V, 48 amps
  - 18kW @ 480V, 22 amps
- Field convertible from 40 degree rise to 70 degree rise

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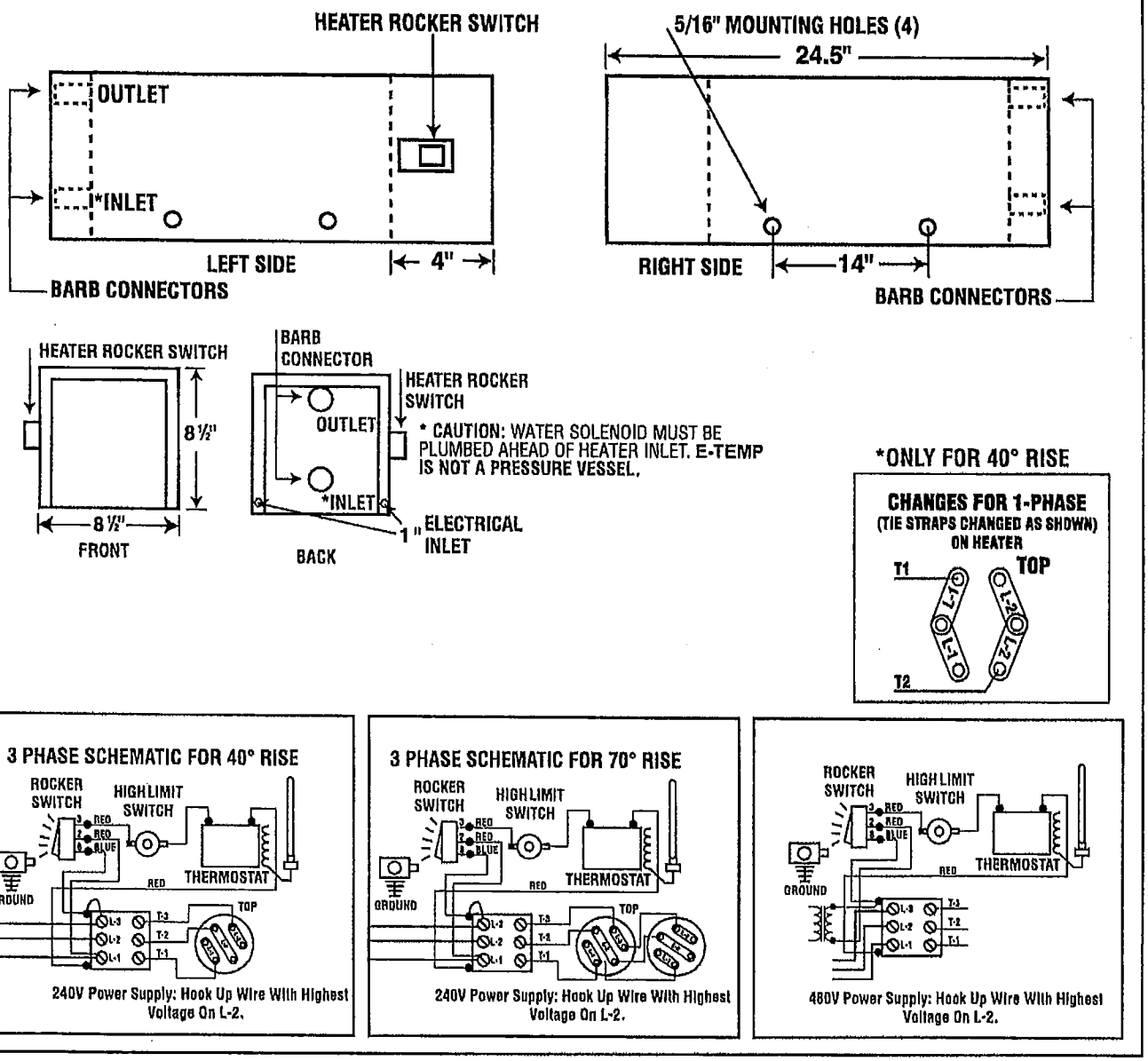
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OPTIONAL CMA E-TEMP

Hot Water Assurance System
For Conveyor Style Dishwashers

WARNING: Electrical and Plumbing connections must be made by a qualified service company who will comply with all available Federal, State, and Local Health, Electrical, Plumbing and Safety codes.



Specifications:

MODEL CMA E-TEMP	USA		METRIC
AVAILABLE HOT WATER HEATER TANK CAPACITY	119 GPH 3.9 GAL		(450 LPH) 40
12kW @ 480V 40°F RISE BOOSTER HEATER (ONE HEATING ELEMENT)			
MIN. INCOMING WATER TEMP. RISE	140°F 40°F		(60°C) (22°C)
ELECTRICAL RATING	VOLTS	PHASE	AMPS
	208	1	43
	240	1	50
	208	3	25
	240	3	29
	480	3	15

2kW @ 480V, 70°F RISE BOOSTER HEATER (TWO HEATING ELEMENTS)			
MIN. INCOMING WATER TEMP.	110°F		(43° C)
TEMP RISE	70° F		(39° C)
ELECTRICAL RATING*	VOLTS	PHASE	AMPS
	208	3	42
	240	3	48
	480	3	22
*THE TWO ELEMENTS, 70°F RISE WILL BE AVAILABLE IN 3 PHASE ONLY.			

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USD 457, Garden City Public Schools
Large Equipment Bid
Due: 6/24/2025 *by 10:00 am*

The District reserves the right to accept or reject all or any part of any quote, to waive technicalities, and to accept the offer that the District considers to be the most advantageous.

Manufacturer:	Champion
Model	44 PRO-E
Price (unit Cost)	$30,540.00 (**DOES NOT INCLUDE OPTIONAL WATER SOFTENER**)
Price (total)	$30,540.00 (PLEASE ADD $3,000 FOR A TOTAL OF $33,540 IF WATER SOFTENER IS WANTED)
Estimated Delivery Date	10 weeks ARO
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	
Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	

WE HEREBY AGREE TO FURNISH THE ITEMS ON WHICH PRICES ARE QUOATED ABOVE IN ACCORDANCE WITH ALL TERMS AND CONDITIONS PREVIOUSLY LISTED AND ANY ATTACHED SPECIFICATOINS.

BY: Christopher Juul **DATE:** 6/24/25
TITLE: President **FIRM:** Index Restaurant Supply
PHONE: 816-842-9122 **EMAIL:** christopher@indexrs.com

INDEX
RESTAURANT
1946 SUPPLY KCMO

Quote

06/24/2025

Project:
GCHS Dishwasher RFP 2025

From:
Index Restaurant Supply
Christopher Juul
521 Main St.
Kansas City, MO 64105-1224
816-842-9122
(816)842-9124 (Fax)
christopher@indexrs.com

Job Reference Number: 30927

Item	Qty	Description	Sell	Sell Total

1	1 ea	**DISHWASHER, CONVEYOR TYPE** Champion Model No. 44 PRO Pro Series, 44"W rack conveyor dishwasher, Proportional Rinse, Progressive anti-jam drive system, top mounted control panel with HMI user interface, Proactive maintenance software,100 gallons per hour with energy sentinel (idle pump shut-off), (209) racks per hour, single-piece hood design, single-piece stainless steel upper & lower wash arms manifolds,single removable scrap screen per tank, 20" standard vertical clearance which accommodate 18" x 26" sheet pans, full 180° opening leak proof insulated hinged access doors, automatic tank fill, door safety switches, leak-proof ball valve drains, lower front & side enclosure panels, stainless steel heavy gauge construction including base & legs, electric tank heat, 2 HP wash pump, single point machine & booster connection, vent fan control, stainless steel rear manifolds, includes: (1) 20" x 20" peg rack & (1) 20" x 20" flat rack, NSF Pot & Pan mode, cULus, ENERGY STAR®, Made in USA	$30,540.00	$30,540.00
	1 ea	1 year parts & labor warranty, standard		
	1 ea	Complimentary factory authorized performance test included, upon equipment start-up. Consult local Champion sales representative for coordination of the start-up. If customer is beyond 60 miles from Champion authorized service agent, consult factory.		
	1 ea	Left-to-right operation		
	1 ea	Note: For water of 3-grains of hardness or more, Champion recommends adding a water treatment device.		
	1 ea	CC208C Water Softening System, 5,326 grains/lb. capacity, 9 gal. regeneration volume, holds two bags of salt, includes Three-Way-Pass installation kit & hoses. Installation not included (Softeners are manufactured, warrantied and serviced by Kinetico) (NET/NET)	$3,000.00	<Optional>
	1 ea	480v/60/3-ph		
	1 ea	Electric tank heat, standard		
	1 ea	Electric booster, 70° rise, 21kW, built-in		
	1 ea	116751 Drain Water Tempering Kit (unmounted)		
	1 ea	420530-PRO Water Pressure Regulating Valve (unmounted)		
	1 ea	20" High hood vertical clearance for sheet pans (standard)		
	1 ea	414558 Splash Shield (Set)		
	1 ea	407400 Table Limit Switch (Whisker Style) Table limit switch, includes: 12 ft. pre-wired cord standard (unmounted) (recommended on all conveyor models)		
	3 ea	117268 Sheet pan rack		
			ITEM TOTAL:	**$30,540.00**
		Total		$30,540.00

Initial: _____

Quoted pricing is good for 30 days.

Warranties:
All standard manufacturers warranties are included. No other warranty applies unless otherwise noted above.

Taxes:
Any applicable taxes are not included and are subject to the current rate at the time of final invoicing and are the responsibility of the customer.

Payment Terms:
Unless otherwise noted standard payment terms are 50% due at signing of quote and acceptance of terms and conditions. An additional 45% of the total quote amount will be due when we receive the items and prior to delivery. The final 5% will be due on the day the customer takes possession of equipment described in quote. Payments greater than $3,000 made with a credit card will be subject to a 3% upcharge.

Returns/Exchanges:
All returns and exchanges are subject to manufacturers restocking fee. Fees vary depending on specific manufacture policy. All fees will be explained in detail to customer before processing request.

Freight:
Unless specified otherwise, pricing does not include freight charges and they may need to be added. Any freight quoted is an estimate only. All standard shipments are curbside delivery only, unless otherwise specified. This means that the delivery driver will only drive the equipment to the property nearest the entrance. If you do not have a "semi-truck high" receiving dock, or own a forklift, you must request a liftgate delivery service at the time of purchase. A fee will need to be added if a liftgate is needed at the time of purchase.

Delivery:
Inside Delivery, including uncrating and setting in place, can be provided by Index. Pricing is done on a case by case basis and is to be determined. Index will not remove doors, windows or existing equipment to perform install unless otherwise noted in scope of work.

Customer Responsibility:
Customer is responsible for confirming all measurements, direction of operation, voltages and utility specifications prior to ordering. Any changes after ordering may incur a price adjustment. Please read and review this quotation carefully as it is based upon our understanding of items being requested. Please check quote for errors, omissions or inaccuracies of any kind.

Execution:
To accept the terms listed above and to move forward with the quotation please sign and return this entire document to your Index representative. No orders shall be placed until customers approves the quotation

Acceptance: _____ Date: _____

Printed Name: _____

USD 457, Garden City Public Schools
Large Equipment Bid
Due: 6/24/2025 *by 10:00 am*

The District reserves the right to accept or reject all or any part of any quote, to waive technicalities, and to accept the offer that the District considers to be the most advantageous.

Manufacturer:	Champion
Model	44 PRO
Price (unit Cost)	$38,702.73
Price (total)	$38,702.73
Estimated Delivery Date	12 weeks from order date

Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	

Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	

Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	

Manufacturer:	
Model	
Price (unit Cost)	
Price (total)	
Estimated Delivery Date	

WE HEREBY AGREE TO FURNISH THE ITEMS ON WHICH PRICES ARE QUOATED ABOVE IN ACCORDANCE WITH ALL TERMS AND CONDITIONS PREVIOUSLY LISTED AND ANY ATTACHED SPECIFICATOINS.

BY: John Pirtle **DATE:** 6/17/2025

TITLE: Sales Manager **FIRM:** AAA Restaurant Supply

PHONE: 316-265-4365 **EMAIL:** john@aaa-restaurant.com

Quote

06/12/2025

Project:
Garden City-Child Nutrition

From:
AAA Restaurant Supply
John Pirtle
611 E. Central Ave.
Wichita, KS 67202-1061
3162654365
(316)265-4365 (Contact)

Job Reference Number: 5409

Item	Qty	Description	Sell	Sell Total
1	1 ea	**DISHWASHER, CONVEYOR TYPE** Champion Model No. 44 PRO Pro Series, 44"W rack conveyor dishwasher, Proportional Rinse, Progressive anti-jam drive system, top mounted control panel with HMI user interface, Proactive maintenance software,100 gallons per hour with energy sentinel (idle pump shut-off), (209) racks per hour, single-piece hood design, single-piece stainless steel upper & lower wash arms manifolds,single removable scrap screen per tank, 20" standard vertical clearance which accommodate 18" x 26" sheet pans, full 180° opening leak proof insulated hinged access doors, automatic tank fill, door safety switches, leak-proof ball valve drains, lower front & side enclosure panels, stainless steel heavy gauge construction including base & legs, electric tank heat, 2 HP wash pump, single point machine & booster connection, vent fan control, stainless steel rear manifolds, includes: (1) 20" x 20" peg rack & (1) 20" x 20" flat rack, NSF Pot & Pan mode, cULus, ENERGY STAR®, Made in USA	$38,702.73	$38,702.73
	1 ea	**NOTE: Please be advised that all quotes provided are valid for a period of 30 days from the date issued. Champion Industries reserves the right to make price adjustments, price increases or add surcharges as appropriate due to tariffs or market fluctuation that are out of our control. Thank you for your understanding.		
	1 ea	1 year parts & labor warranty, standard		
	1 ea	Complimentary factory authorized performance test included, upon equipment start-up. Consult local Champion sales representative for coordination of the start-up. If customer is beyond 60 miles from Champion authorized service agent, consult factory.		
	1 ea	Left-to-right operation		
	1 ea	Note: For water of 3-grains of hardness or more, Champion recommends adding a water treatment device.		
	1 ea	CC208C Water Softening System, 5,326 grains/lb. capacity, 9 gal.		

Item	Qty	Description	Sell	Sell Total
		regeneration volume, holds two bags of salt, includes Three-Way-Pass installation kit & hoses. Installation not included (Softeners are manufactured, warrantied and serviced by Kinetico) (NET/NET)		
	1 ea	480v/60/3-ph		
	1 ea	Electric tank heat, standard		
	1 ea	Electric booster, 70° rise, 21kW, built-in		
	1 ea	116751 Drain Water Tempering Kit (unmounted)		
	1 ea	420530-PRO Water Pressure Regulating Valve (unmounted)		
	1 ea	20" High hood vertical clearance for sheet pans (standard)		
	1 ea	414558 Splash Shield (Set)		
	1 ea	407400 Table Limit Switch (Whisker Style) Table limit switch, includes: 12 ft. pre-wired cord standard (unmounted) (recommended on all conveyor models)		
	3 ea	117268 Sheet pan rack		
		ESTIMATED LEAD-TIME PER FACTORY IS 12 WEEKS.		
			Total	$38,702.73

Freight Included. Unit to be Drop Shipped at Customer's Request.

Acceptance of this quote is acceptance of AAA Restaurant Supply's Terms and Conditions.

Sales tax to be added to total when applicable. Pricing Good for 30 Days.

It is the responsibility of the Food Service Equipment Contractor to include, Receiving , assembly, storage of equipment, delivery, final level and set-in-place equipment for final connections. After final connections it is the responsibility of the Food Service Equipment Contractor to preform start-up, test & adjustment of equipment.
Food Service Equipment Contractor does not carry the responsibility of permitting unless otherwise noted.
Items provided by owner's vendor (such as: soda equipment, beer equipment, ice machines, dish machines, chemical dispensers, grease reclamation) are typically delivered and set-in-place by vendor, utilities connected by G.C.'s subcontractors. Refer to owner's vendor for specific requirements.
It is the responsibility of the G.C. and/or G.C.'s subcontractors to provide utility rough-ins, complete final connections to equipment, this includes but is not limited to Electrical, Plumbing and HVAC.

It is the responsibility of the G.C. and/or G.C.'s subcontractors to perform all exhaust system installation, this includes but is not limited to hanging of hood, roof work, duct work, wall covering, plumbing, Electrical and HVAC

It is the responsibility of the G.C. and/or G.C.'s subcontractors provide miscellaneous hardware for installation of the exhaust system this may include but is not limited to items such as hardware, duct, fire wrap, fire silicon, interwiring, roof material and other items not listed. Refer to exhaust systems specs for a complete list of items provided with exhaust system.

AAA Restaurant Supply, Receiving, Assembly, Delivery and Set-In-Place to a ground floor location in Wichita, Kansas where equipment fits through doorways without disassembly. Haul away of old appliances included. (All electrical, and plumbing connections or disconnections to be performed by others.)

Acceptance: _____ Date: _____

Printed Name: _____

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: June 13, 2025
RE: Kenneth Henderson Marquee Sign

ISSUE:

The Board of Education is asked to approve the bid to replace the marquee sign in front of Kenneth Henderson Middle School.

BACKGROUND:

Jarrod Stoppel requested funds from the Furniture & Equipment Committee to put towards a new marquee as theirs is dated and low functioning. The committee allocated $13,481.61 to KH and Jarrod has agreed to use his Cost Center and Capital Outlay Funds to pay the remaining balance. The committee discussed the need to start updating these signs around the district as many are in need of replacement. The committee allocated funds to Buffalo Jones this year as well and will encourage principals next year to go through this process for assistance in updating their signs. We would like to get a rotation started so that we can update a couple each year. Brandon Anderson had been involved in the selection and has indicated their choice is feasible.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid to Signs Plus.
2. Deny all bids.
3. Recommend an alternative solution.

FISCAL NOTE:

Although this purchase wasn't specifically budgeted for this fiscal year, funds are available through the budgeted amount for District Wide Furniture & Equipment and through KH's Cost Center.

$13,481.61 from 016 E 1000 21 0000 002 01 730 DW Furniture & Equipment
$21,818.39 from 016 E 1000 21 7138 138 00 730 KH Capital Outlay

Total Cost - $35,300

ATTACHMENTS:

Signs Plus Bid
75 Creative Bid
Florida Certified Sign Erectors Bid
Board Packet – KH Marquee

Bidders List
Kenneth Henderson Marquee Sign

75 Creative
Bailey Davis
8057 State Highway 134 E
Columbia, AL
bailey@completesigns.net
334-797-1201

Florida Certified Sign Erectors
Bailey Davis
2824 Horace Shepard Dr.
Dothan, AL
bailey@completesigns.net
334-984-0194

Signs Plus
Rob Probus
4242 McIntosh Ln
Sarasota, FL 34232
robp@signsplussigns.com
800-848-4262

BID OPENING: June 5, 2025

Bid Tabulations
Kenneth Henderson Marquee Sign

Bid Opening: June 5, 2025 Bid 2025-17

Vendor	Bid
75 Creative	**$52,945.00**
Florida Certified Sign Erectors	**$50,467.00**
Signs Plus	**$35,300.00**

RECOMMENDATION: To accept the bid of Signs Plus in the amount of $35,300.00

Payment to be made from budgeted funds in account:

006 E 1000 08 7138 138 00 730 Equipment Acct
016 E 1000 21 0000 002 01 730 DW Furtinture & Equipment

Bids and Quotations
Kenneth Henderson Marquee Sign

Bid Opening: June 5, 2025 Bid 2025-17
Board Meeting: June 26, 2025

1. *Item, Material and/or Service that is being bid:*

   (1) Marquee

2. *Brief description of the item, material, or service listed above:*

   LED Double Sided 4' x 10' Sign: Installation included

3. *Period of time item, material or service bid will cover:*

   Limited Lifetime Warranty on Material & Workmanship

4. *Reason that the item, material or service is needed:*

   Replacement of old sign

5. *Department and person responsible for the expenditure of the budget:*

   Macy Younger-KH

6. *Line item and amount budgeted for this item:*

   006 E 1000 08 7138 138 00 730 Equipment Acct
   016 E 1000 21 0000 002 01 730 DW Furtinture & Equipment

Florida Certified Sign Erectors

Nothing is out of reach.

Florida Certified Sign Erectors

Website: www.fc-se.com

Proposal and Agreement

Date: 5/24/25

Submitted To: Kenneth Henderson Middle School

Project Name: Monument Sign

Project Address:

Scope of Work: The following proposal is based on specifications provided, or approved, by the customer. Any modifications may result in change of prices.

Qty.	Item	Description of Product or Service	Price, Each	Price, Extended
1	ID Sign	4' x 10'2 internally illuminated logo cabinet	$7,300.00	$7,300.00
1	LED	3'11 x 10'2 16mm LED Display	$31,045.00	$31,045.00
1	Pole Cover	8' wide pole cover	$1,412.00	$1,412.00
1	Framing	Steel frame for sign	$1,000.00	$1,000.00
1	Steel	Cell modem for communication	$1,325.00	$1,325.00
1	Install	survey and install of signage	$6,890.00	$6,890.00
1	Shipping	Shipping of Sign	$1,495.00	$1,495.00
	permit cost TBD			
			JOB TOTAL (excluding taxes and permits at cost)	**$50,467.00**

Florida Certified Sign Erectors hereby submits this proposal & agreement to provide time, labor and materials in conjunction with the manufacturing and installation of the signage as described herein. Respectfully Submitted by,

_____ _____

Date

Sign buyer (referred to herein as Customer), by accepting this proposal & agreement, agrees to pay FCSE the price as defined herein, plus applicable tax, permits and procurement fees. Accepted by,

_____ _____

Customer Signature Date

SEE TERMS AND CONDITIONS ON PAGE 2

TERMS AND CONDITIONS

SIGNS PLUS
NEW IDEAS - NEW TECHNOLOGY, INC.
4242 McIntosh Ln , Sarasota, Florida 34232
t. 800-848-4262 f. 941-378-4062

Kenneth Henderson Middle School

2406 Fleming Street
Garden City KS 67846
Attention: Macy Younger

Rob Probus
Product Manager
robp@signsplussigns.com
Quote #: 148121-Q3
Date: May 23, 2025

Qty	Description
1	8mm ***High-Resolution*** Ascend LED Sign: Double Sided 4' 0"x 10' 0" (HxW) - Active LED Screen Size of 2' 0"x 10' 0" (HxW) with a Pixel Matrix of 80x 400 - High Resolution with 32,000 Pixels Per Side, in a Double Sided Configuration - 1'x 2' Self-contained Aluminum Modular System - Display Pictures,Text, Graphics, Images, and Video Clips - Brightness, up to 10,000 Nits, Average LED Life: 100,000 Hours - Fully Sealed & Waterproof Aluminum LED Panels, IP67 Rated, Front & Back - 6-YEAR Limited Warranty & 10-YEAR Part Availability for LED Panels. Refer to Warranty Document for Complete Details. - Ascend Media Player, Always-on Cloud Based Software Included - Industrial Waterproof Controller, Quad-core Processor, 16 GB On-board Storage PLUS Cloud Storage - Remote Diagnostics - Lifetime In-house Tech Support Included - Remote Calibration for LED Panel Brightness - 100% Solid State System. Zero Moving Parts - LED Panels have No Internal Serviceable Parts - LED Panels Removeable with Quick & Easy Latch System - Bidirectional Data-flow Between LED Panels - Non-daisy Chained PRECISE POWER Control System - Fanless System with Solid Aluminum Heatsinks - 60 Frames per Second for Smoother & More Realistic Imaging - Image Refresh Rate >3,000 HZ for Reduced Motion Blur - 16.7 Quadrillion Colors (On Average the Human Eye can Distinguish 710 Million Colors) - 100 Levels of Auto Brightness Control - ISO 9001 Certified Factory Compliance: FCC Part 15 & ETL Double Sided 2' 0"x 10' 0" Identification Cabinet with Internal LED Illumination - All Aluminum with Welded Unitized Construction and Industrial Graffiti Resistant Finish - Unbreakable Polycarbonate Face(s) with Internal 3m Vinyl Graphics - Graphics, Colors, and Text per Customer Approved Artwork - Pedestal Mount: 1' 8" x 8' 0" (HxW); Overall Sign Height: 5' 8" - Entire Sign Engineered for 125mph Wind Load, Exposure B Electrical Requirements: 1 Circuit, 240-Volt, Max Draw: 9 Amps
1	Web Based / Cloud Hosting Software Included
1	Shipping Cost Included
1	Signs Plus Installation Included. Permitting is Included. Install New Signs on Existing Foundation.
1	Wireless Remote Diagnostics & Sign Communication Via Cell Data Modem with a Life-of-the-Sign Prepaid Data Plan.

Prices are valid for 60 days. Unless otherwise noted in Special Instructions freight & applicable sales tax will be added to your invoice. Organizations exempt from sales tax must include exempt certificate with order.

Total Investment: $35,300.00

Terms

- Authorized purchase order accepted with order. Payment of total invoice amount is due 10 days from the sign(s) ship date.

Unless otherwise indicated in the buyer approved sign installation agreement, Form SIA-0422.2, sign permits, footers, sign erection, electrical service, electrical connection and planters or other decorative masonry or other structures are the responsibilities of the buyer. All signs subject to zoning and code per city/county. Signs Plus furnishes engineered footer drawings when applicable. Buyer acknowledges and agrees that any cancellation may result in charges that exceed the deposit. In the event of payment default disruptions of the LED display operation may occur. The Buyer is responsible for all collection costs incurred by Signs Plus, including but not limited to court costs, filing fees and attorney fees. All legal proceedings will be in Sarasota County, Florida. A 2% convenience fee applies to all credit card transactions.

Special Instructions

Ascend LED & ID Warranty - Refer to Signs Plus Warranty for Complete Details
- Limited Lifetime Warranty on Material & Workmanship on Entire Sign.
- Lifetime Replacement of Makrolon Faces due to Breakage by Vandalism.
- 5-year Parts Warranty on ID Cabinet's LED Illumination.
- 6-year LED manufacturer's advanced replacement parts warranty with Lifetime Technical Support.
- Lifetime FREE web-based software training and support.
- 10-year parts availability guarantee.

Sign Installation Included per Buyer approved Signs Plus Installation Form

Approval / Authorization

I have read and fully understand the contents of this document and I agree to the stated terms and conditions.

Authorized Signature: .....

Title: ..... Date: .....

Customer:	Ship Sign To:	Invoice To:
Kenneth Henderson Middle School 2406 Fleming Street Garden City, KS 67846 Attention: Macy Younger	Kenneth Henderson Middle School 2406 Fleming Street Garden City, KS 67846 Attention: Macy Younger	Kenneth Henderson Middle School 2406 Fleming Street Garden City, KS 67846 Attention: Macy Younger

ASCEND Technical Specifications

to Higher Resolution

Pixel Pitch	LED Panel Matrix	Pixels per Square Foot	Min. Text Size	Brightness	LEDs per Pixel
8mm	40 x 80	1,600	2.4"	10,000 Nits	1R, 1B, 1G (SMD)
6mm	48 x 96	2,304	2"	10,000 Nits	1R, 1B, 1G (SMD)

Full Color	281 Quadrillion Colors
Average LED life	100,000 hours
Control type	Waterproof Industrial Solid-state Quad-core CPU&GPU Controller
Communication Options	Direct Ethernet, Wireless, Fiber, Verizon
Video File Formats	AVI, WMV, MPG, RM/RMVB, MOV, DAT , VOB, MP4, FLV,
Text Formats	TXT, RTF, WORD, PPT, Excel, etc.
Image Formats	BMP, JPG, PNG, TIF, GIF, etc.
Refresh Rate	> 3,000 HZ for Reduced Motion Blur
Frame Rate	≥ 60 frames-per-second for Smoother & More Realistic Imaging
Dimming	100 levels - Light Sensor or Software
Software	Ascend Media Player, Always-on Cloud
Operating System	Cloud OS, Connect using PC, Mac, iPad,
Storage Capacity	Cloud Storage
LED Panel Construction	Patented Aluminum LED Panels, 100% Solid State System, Zero Moving Parts
Cabinet Construction	Ascend LED Panels Eliminates Traditional LED Cabinet
Service	LED Panels have No Internal Serviceable Parts
Tech Support	Remote Diagnostics with Lifetime In-House Tech Support
LED Module Weatherability	IP67 Rated - Front and Back - Fully
Thermal Control	Advanced Solid Aluminum Heat Sink Technology
Data-flow	Bidirectional Data-flow Between LED Panels
Power Control	Non-daisy Chained PRECISE POWER Control System
Sign Face & Structural Warranty	Limited Lifetime Warranty
Removing LED Panels	Easy & Fast Latch System
Future Proof	Easy Upgrade of Pixel Pitch or Larger Screen Size
Calibration	Remote Calibration for LED Panel Brightness
Working Voltage	AC 110-volt to 240-volt ± 15%, 50-60-HZ, Sign Size Specific
Certifications	UL, ETL, FCC, RoHS, ISO 9001
LED Panel Warranty	6-year LED Panel Replacement Warranty

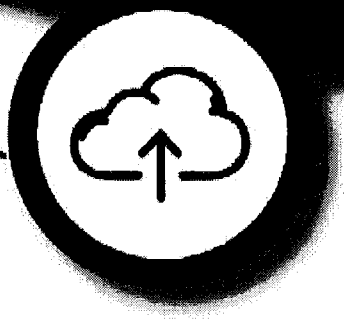
- *Researchers say a healthy human eye distinguishes between 1 - 10 millions colors, we've got them all covered!*
- *Refer to sign quote for specific warranty information for your sign*
- *All components are certified to comply with FCC Rules, Part 15*

SIGNS PLUS
NEW IDEAS-NEW TECHNOLOGY, INC.
info@SignsPlusSigns.com 800.[illegible]

6 YEAR WARRANTY

ASCEND

TO HIGHER RESOLUTION



We're Making Something Different.

Signs Plus Ascend uses our Advanced Modular System with ultra-bright LEDs, lightweight aluminum frames and waterproof aluminum LED panels. This transformative 100% solid-state design with its future proof functional elements results in long term value.

6 YEAR WARRANTY

Get In Touch

800-848-4262

info@signsplussigns.com

4242 McIntosh Ln, Sarasota, FL 34232

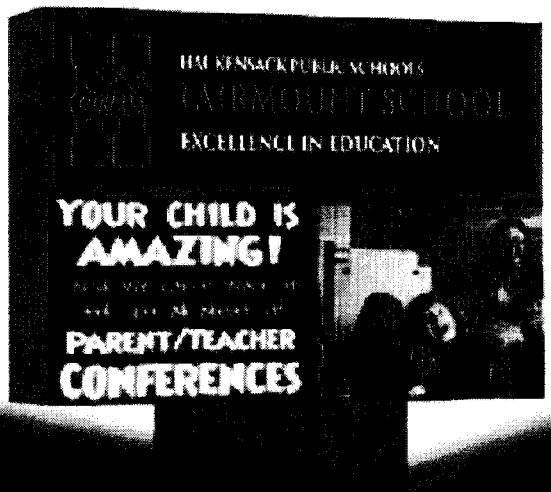
SIGNS PLUS
NEW IDEAS-NEW TECHNOLOGY, INC.

New Ideas
New **Technology**

Present your message with a Full Color LED sign to grab the attention of passersby with something truly eye-catching. LED signs of the past have large pixel pitches resulting in coarse images with little detail. That's why Signs Plus introduced our Ascend high resolution LED screens that will become the focal point and transform your presence within your community.

Increase your prominence with the Ascend and make the focal point ***YOUR LOCATION.***

www.signsplussigns.com



SIGNS PLUS

NEW IDEAS-NEW TECHNOLOGY, INC.

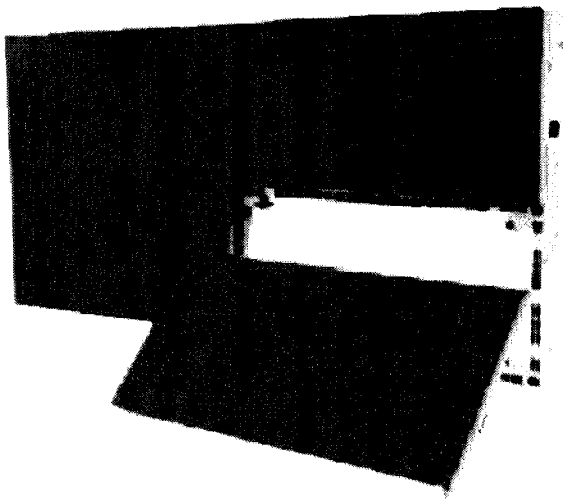
6 YEAR WARRANTY

ASCEND

Ascend Raises Your Organization to the **TOP LEVEL**

- **Precise Power Control**
  20% Energy Savings
  Creates Less Heat
  Longer Life
- **Future Proof**
  Upgrade to Higher Resolution or add LED Panels to Increase Size or Both! Without Replacing Your Sign.
- **Remote Diagnostics & Lifetime Technical Support**
  Our In-house Team Provides Support for the Life of Your Sign.
- **No Internal Servicable Parts**
  Traditional LED Cabinets have Dozens. The Ascend Advanced Modular System has ZERO.

We're Making Something Different



6 YEAR WARRANTY

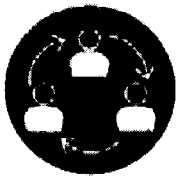
NEW IDEAS = BETTER SPECS.

Signs Plus Ascend uses our Advanced Modular System with ultra-bright LEDs, lightweight aluminum frames and waterproof aluminum LED panels. This transformative 100% solid-state design with its future proof functional elements results in long term value.



Light Weight Frames

Combining structural aluminum and CNC Machining for extreme precision and reduced weight



Connectivity

Network with Wi-Fi, Ethernet, Fiber Optic or Cellular Technology



Waterproof LED Panel

IP 67 Rating
Fully Sealed LED Modules
Increased Lifespan
IP67 Rating, Front and Back



Ascend Media Player

Always-on Cloud Software Control with Remote Diagnostic System



6-Year Warranty

6 Year Module Replacement
Plus 10-Year Parts
Availability Guarantee



SMD LEDs

Ultra Bright up to 10,000 nits
100,000 Hours Lifetime
More colors than the Eyes Can See!



LED Display Control

Program Display with PC, Mac, Smartphone, Tablet, or any other Internet-connected Device.



A smaller pixel pitch of 4, 6, or 8mm produce higher resolution creating sharper images with crisp details..

A larger pixel pitch of 12, 16 or 20mm results in low resolution and coarse images with little to no details..

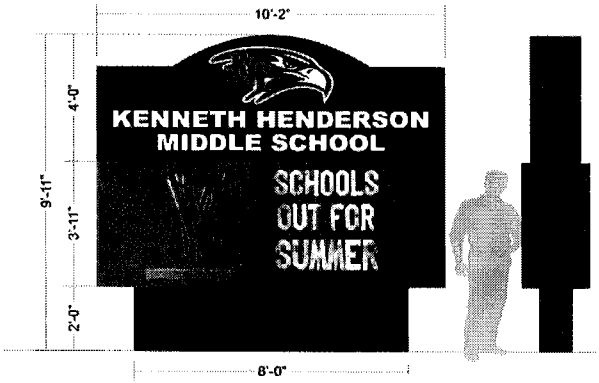
SeventyFive.us

Quotation

To: Kenneth Henderson Middle School

Date: 5/26/25

Item	QTY	Description	Unit Price	Sub Total
1	1	4' x 10'2 illuminated logo cabinet	$ 6,990.00	$ 6,990.00
2	1	3'11 x 10'2 16mm double sided display	$ 33,675.00	$ 33,675.00
3	1	8' wide pole cover	$ 1,400.00	$ 1,400.00
4	1	steel frame for digital sign	$ 1,150.00	$ 1,150.00
5	1	Cell modem 3 year activation	$ 1,400.00	$ 1,400.00
6	1	survey, shipping & install of signage	$ 8,330.00	$ 8,330.00
7		Permit Cost (TBD)		
8		Sales Tax (TBD)		



Total $ 52,945.00

Optional - Est. Lease Pmt. $ 1,175.38

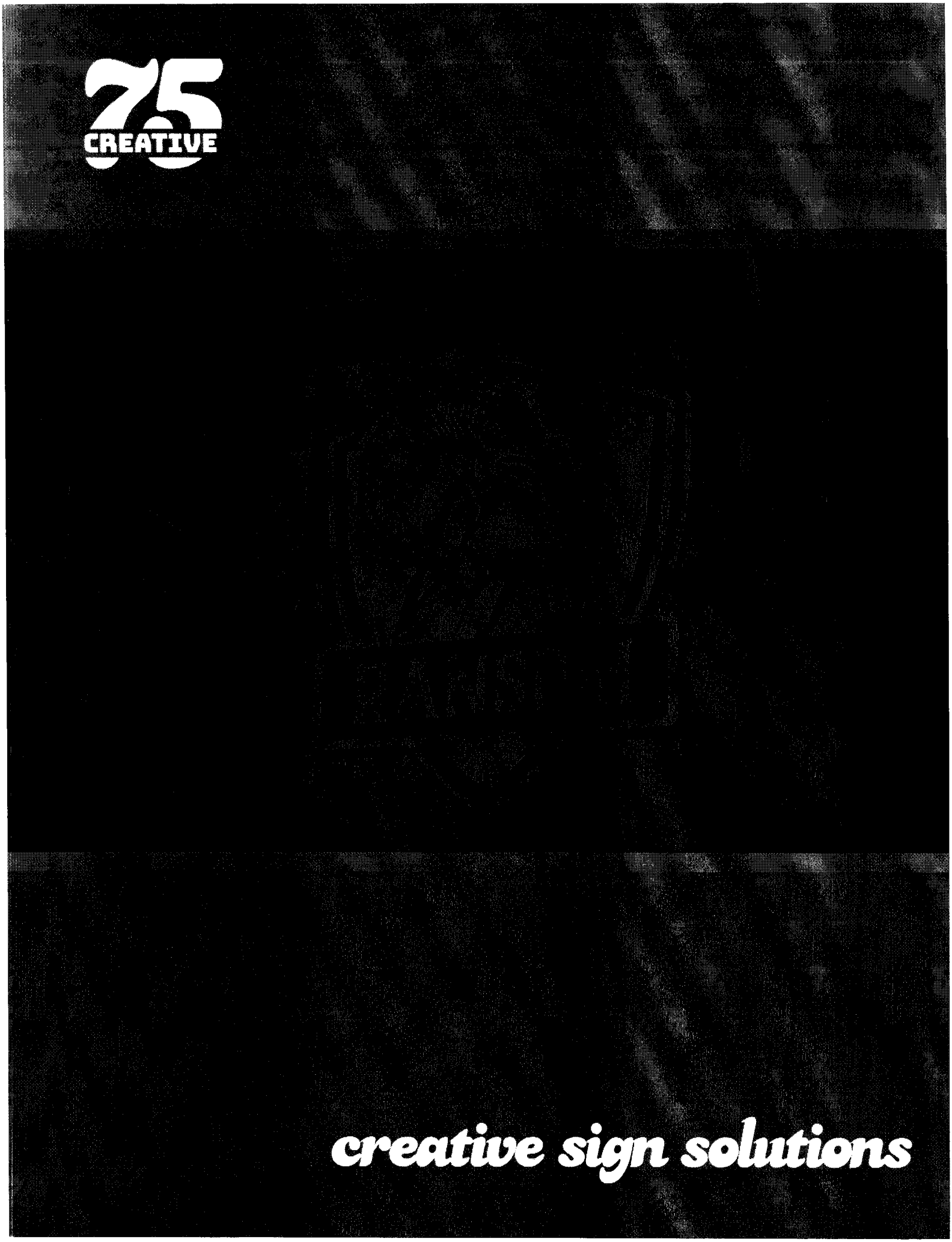
Buyer is also responsible for the following items (when applicable) which are not included in the above price but will be included in the final invoice: sales tax; permit fees; the cost of securing permits; sealed engineered drawings; final electrical connections. **75 Creative is not responsible for running power to the sign location.** Installation pricing is based on anticipated normal wall and soil conditions. Buyer also acknowledges that the final price may be adjusted for unanticipated conditions (such as, but not limited to, poor access behind walls or unstable and/or rocky soil conditions.) 50% down, balance due prior to installation. Estimated lead time 5-8 weeks after deposit/signed artwork.

UPON SIGNATURE OF THE PARTIES (BELOW) THIS QUOTATION IS INCORPORATED IN THE AGREEMENT OF THE PARTIES (AS ATTACHMENT 1) AND SUPERSEDES ALL PRIOR QUOTATIONS.

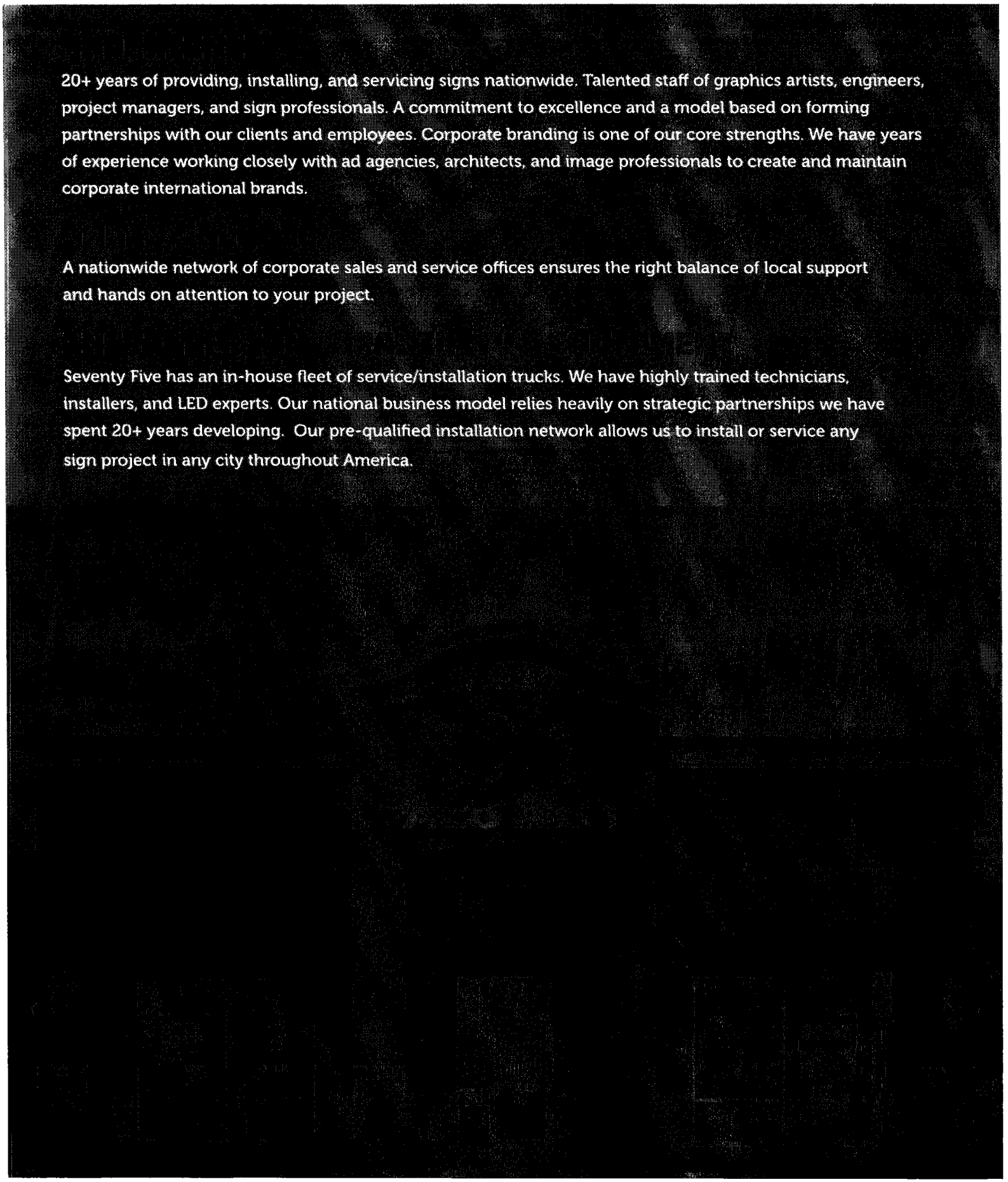
Customers Signature _____

75 Creative, LLC Signature _____

Note: Quotation must be signed within 30 days or prices are subject to change.


75
CREATIVE
creative sign solutions

WHY CHOOSE SEVENTY FIVE?



20+ years of providing, installing, and servicing signs nationwide. Talented staff of graphics artists, engineers, project managers, and sign professionals. A commitment to excellence and a model based on forming partnerships with our clients and employees. Corporate branding is one of our core strengths. We have years of experience working closely with ad agencies, architects, and image professionals to create and maintain corporate international brands.

A nationwide network of corporate sales and service offices ensures the right balance of local support and hands on attention to your project.

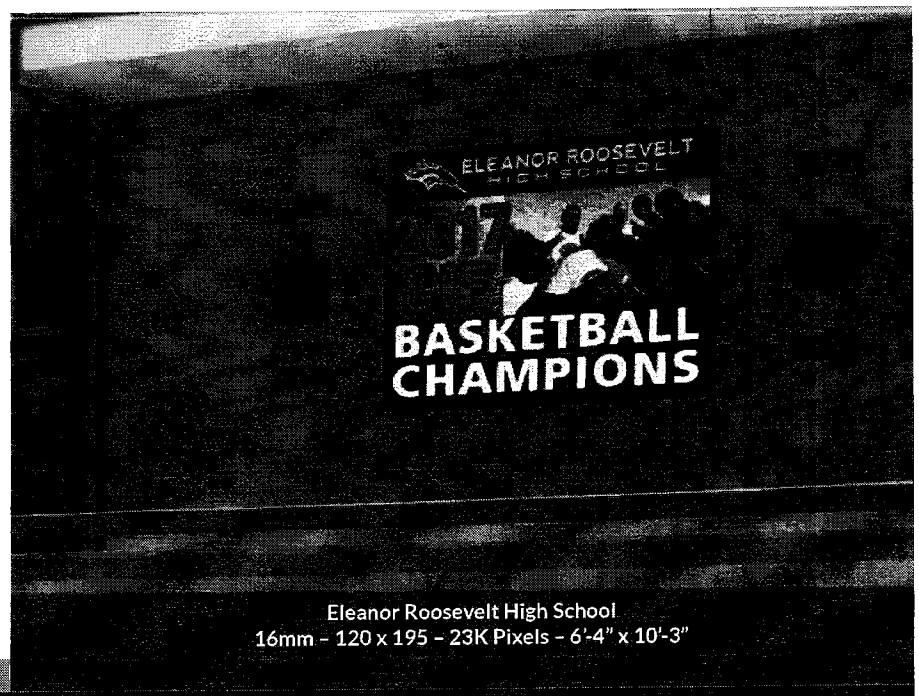
Seventy Five has an in-house fleet of service/installation trucks. We have highly trained technicians, installers, and LED experts. Our national business model relies heavily on strategic partnerships we have spent 20+ years developing. Our pre-qualified installation network allows us to install or service any sign project in any city throughout America.

CONNECT WITH YOUR COMMUNITY

An LED Sign is a One-Time Investment for On-Premise Targeted Advertising that represents & brands your school with custom content that speaks to your community to promote events, notices, and fundraisers to **increase awareness, safety, and participation.**

Change the LED display as often as you like anytime, anywhere, any device. Display & schedule dynamic messages to increase participation:

"BIG GAME Saturday" "Book Fair Tuesday" "Student of the Year, Sue Bell!" "PTA Fundraiser This Weekend" "Parent & Teacher Conference Tonight!"



Eleanor Roosevelt High School
16mm - 120 x 195 - 23K Pixels - 6'-4" x 10'-3"

EDUCATION



Southwest Christian School
12mm - 100 x 200 - 20K Pixels - 4'-0" x 7'-11"

7 YEAR COMPREHENSIVE PARTS & OPTIONAL LABOR WARRANTY

All our components, communication devices, and up to 7 years optional on-site parts replacement are covered under warranty at no cost to you.

LIGHTNING & VANDALISM PROTECTION

Our optional on-site parts replacement includes financial reimbursement towards the insurance deductible for Lightning or Vandalism damage to your sign.

1 YEAR PROFESSIONAL CUSTOM CONTENT SERVICE

Whether you're a principal, teacher or volunteer, the designers at SM Infinity make it easy to get professional content created just for you. That's over $15,000 worth of value, free of charge.

ULTRA LOW POWER

70% less power than the leading manufacturer & protected against corrosion & oxidation.

DISPLAY UPGRADABILITY

Easy to upgrade the display in the field to a higher resolution or from grayscale to full color.

"It was the easiest and best decision we ever made for our school."
- Owen, Principal

FREEDOM TO MANAGE YOUR DISPLAY ANYTIME, ANYWHERE, FROM ANY DEVICE

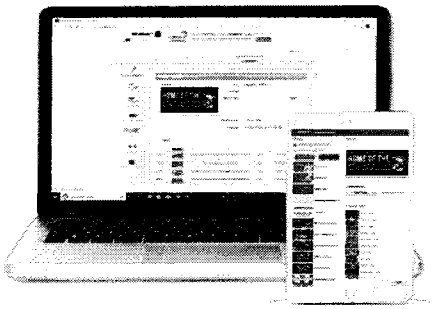
SM Infinity™

cloudware for LED display advertising

OUR SOFTWARE: CLOUD-BASED

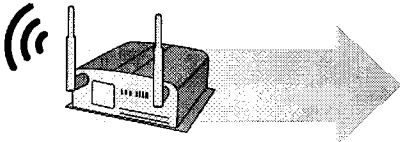
(Internet required)

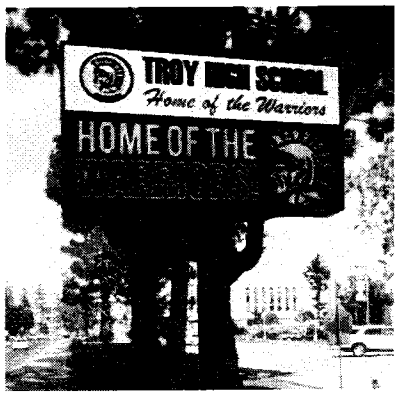
SM Infinity™ was built from the ground up to be 100% true cloud-based LED display software that completely controls the display from any Internet-connected device (PC, Mac, iPad or Mobile) anytime from anywhere.



24/7 SECURE WEB ACCESS

SECURE CELLULAR





PROFESSIONAL CONTENT CREATION

DOODLE ONLINE MESSAGE EDITOR

Other Options:
Wireless Radios
Wired Ethernet
Fiber Optic

USER & SCHEDULE MANAGEMENT

AUTOMATED EMERGENCY ALERTS

PERMISSION BASED USERS

- 24/7 Secure Web Access
- No Software or CD's to Load
- No PC to Sync With
- Always the Latest Version
- Content Secure Online & Backed Up Daily

SOFTWARE SOLUTIONS

Get the freedom to manage the display anytime, anywhere, from any device with our cloud-based SM Infinity™ software or directly from your computer with our local PC-based LightSpeed™ software, or request a customized solution from our in-house team.

1 YEAR CUSTOM MESSAGE CREATION

Maximize display potential and increase revenue by requesting personalized content from our professional designers through SM Infinity™.

EMERGENCY & AMBER ALERTS

Support the community by enabling automated alerts in SM Infinity™ including weather, public safety, and amber/silver alerts integrated directly with IPAWS, a federal system managed by FEMA.

CELLULAR COMMUNICATION

Select our reliable industrial cellular communication package for a Plug-n-Play install. Avoid the challenges of local IT systems, line of sight, and distance limitations. Other communication options include Wireless Radios, Wired Ethernet, and Fiber Optic.

COMPLETE SIGNS
P.O. Box 8861
Dothan, AL 36304
PH. 888-823-9005 - FAX. 334-556-0218
www.completesigns.net

CompleteSigns

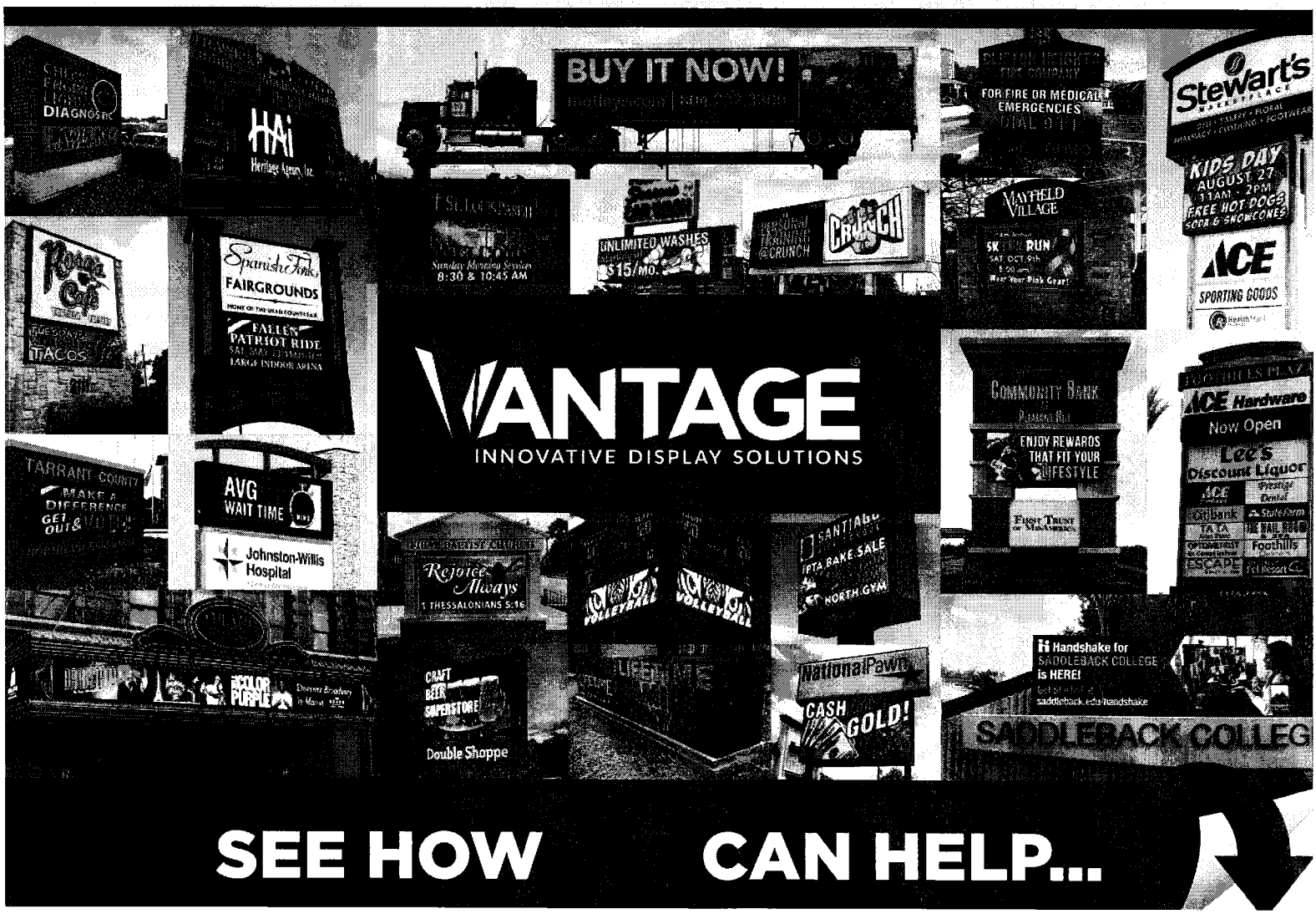
VANTAGE
INNOVATIVE DISPLAY SOLUTIONS

WHY LED SIGNS?

Digital Signage can provide a **47%** **increase in brand awareness.**

19% of consumers who saw a digital sign for a specific product, **made an unplanned purchase** of the product that same day.

Upgrading an outdoor sign to include an LED display can **raise the average purchase** amount by up to **30%**



SEE HOW CAN HELP...

WHY VANTAGE LED?

We Do Different...Better.

Better warranty - better cloudware - better performance with lower power & higher resolution - better options.

How can we help your organization showcase your better?

What We Do	Why It Matters	What Others Do
Ultra Low Power	Thousands less to own over time and lower electrical install costs.	Claims of "Energy Efficiency", but still double or triple our power usage.
Custom Content included	Great content takes time. Focus on your work and let our team help you look awesome!	Stock content might be available, but it's less effective at making you stand out from the rest.
Enhanced Resolution	Our signature Enhanced Resolution delivers smoother content for high definition images and dynamic videos.	Standard image processing causes rough edges around curves and poorly scales content, decreasing the impact to your viewers.
Easy Cloudware	The first to offer cloudware for the masses, with easy access 24/7 to manage your display online.	The industry is still playing catch up. Do you want to be on the wrong end of the learning curve?
Conditional Messaging	Your display reacts to live conditions like rain or temperature, setting you apart with dynamic messaging.	You might see your display showing a sunny day while the storm rages. Don't accept outdated messages.
7 Yr Parts Warranty	We back our product with an industry leading 7 year parts warranty with on-site labor options.	Warranties are only as good as the company behind them. The industry standard is 5 year parts only.
7 Yr On-Site Warranty	Service can be costly. We offer peace of mind with reasonably priced on-site labor options.	If available, it's often impractical at triple the cost or more.
3rd Party Integrations	We work with leaders in scoreboards, advertising, racing, and more to deliver options that get the most from your investment.	Others may leave you on your own, protecting their proprietary systems at the cost of your experience.
Easy Upgradability	Want a higher definition later? Simply swap the modules in the existing cabinet onsite. No extra permits or removal costs.	Most companies require a whole new display be purchased, re-permitted and installed.

CompleteSigns

227 Hostdale Drive
Dothan, AL 36304

888-823-9005

CompleteSigns.net

VANTAGE
INNOVATIVE DISPLAY SOLUTIONS

8.15

SeventyFive.us

334-797-1201

Sales & Installation Contract

1. Parties

Seventy Five Creative, LLC, an Alabama limited liability company (Seller), and,_____, a _____ doing business as _____ (Buyer), agree to the sale, purchase, and installation of property (signage) as follows (hereinafter the "Contract" or "Agreement"):

2. Property and Services Being Purchased and Sold Seller agrees to sell to Buyer, and Buyer agrees to buy from Seller, the property and related services (signage) as described and priced in Attachment 1 (Quotation) which is incorporated into this Agreement by the signature, on Attachment 1, of both Buyer AND Seller. Buyer and Seller agree that any and all prior descriptions and/or representations are incorporated in Attachment 1 and are made a part of this Agreement by signature of the parties (as indicated). The description provided in Attachment 1 (Quotation) is intended to identify the property and installation services to be sold by Seller and purchased by Buyer and may include color drawings or renderings for the purpose of clarification. (Note: Attachment 1 is a multipage document and may include drawings and/or renderings on one or both sides of a particular page.) All such drawings or renderings, if labeled "For Illustration Purposes Only", whether in whole or in part, shall not be considered SPECIFICALLY stated for the purposes of this agreement. Any renderings labeled "For Final Approval" that has been approved by buyer will be considered SPECFICALLY stated. Irrespective of labeling, discrepancies between written descriptions and drawings or renderings shall be resolved in favor of the written description. Minor deviations from the description provided in Attachment 1 may occur during the manufacturing and/or installation process and are expected, acknowledged, and accepted by Buyer. The description and/or pricing of the products and services (signage) to be provided by Seller may be modified only by written modification agreed to and signed by both Buyer and Seller and attached as an Addendum to this Agreement.

3. Representations Buyer acknowledges and agrees that no representation or warranty is intended or provided as to dimensions, specifications, color, placement, design, construction, or installation unless such dimension, specification, color, placement, design, construction, or installation is SPECIFICALLY stated in this agreement. Any rendering, or part of a rendering, labeled "For Illustration Purposes Only" shall not be considered SPECIFICALLY stated. Any renderings labeled "For Final Approval" that has been approved by buyer will be considered SPECIFICALLY stated.

4. Artistic and Design Renderings of Property Not Provided by Seller No representation or warranty of any kind is provided as to any product or property not provided by **Seventy Five Creative, LLC** (including but not limited to the esthetic effect of such product or property on the overall project) whether or not such product or property is depicted in any artistic or design rendering provided by Complete Signs, LLC.

5. Condition of Property The property is new.

6. Payment Terms Buyer agrees to pay as follows:
(1) Fifty percent of the Price specified in Attachment 1 (Quotation) at the time this Agreement is signed; (the Buyers deposit)
(2) The remainder of the Price specified in Attachment 1 (Quotation) and any price increases resulting from modifications to this Agreement shall be paid within 5 days of installation; and,
(3) All additional costs, charges and/or price increases provided for under the provisions of Attachment 1 (Quotation) shall be paid at such time as **Seventy Five Creative, LLC** notifies Buyer that the installation is complete and Buyer has completed inspection and or the sign is demonstrated to be working and built per specifications agreed upon by both parties as outlined in Attachment 1. NOTE: Each payment specified herein becomes non-refundable at such time as substantial performance has begun as to that phase of the Agreement (i.e., production or manufacture of the signage as to the initial payment; installation or delivery of the signage as to subsequent payments) and **Seventy Five Creative, LLC** may retain such payments as liquidated damages. However, such liquidated damages shall not be deemed a complete remedy of Buyer's breach of this Contract. **Seventy Five Creative, LLC** reserves the right to seek additional damages as may be appropriate. Buyer shall be responsible for all extra costs resulting from changes requested by Buyer after substantial performance, as indicated herein, has begun. (4) TAXES. Buyer shall be responsible for all taxes applicable to the sale and/or installation of signage under this Agreement (sales, use, etc.) irrespective of (a) whether such taxes are imposed by the state of Alabama or another jurisdiction; (b) whether such taxes are mistakenly represented by Buyer and/or Seller to be applicable or not applicable to the subject matter of this Agreement; and, (c) irrespective of when such tax applicability is determined and notice received.

7. Delivery and Installation Anticipated delivery and installation date is eight to twelve weeks from the date of execution of this contract, receipt by Seller of Buyer's deposit pursuant to Paragraph 6, and Buyer's final acceptance of Seller provided design and installation specifications The anticipated delivery and installation date are subject to: (1) Reasonable delays in the event Buyer makes changes to drawings and/or specifications after original execution of this contract; (2) reasonable modification and/or delay by Seller; and,(3) delays resulting from a force majeure beyond the control of Seller. Delivery and/or installation may also be withheld if Buyer fails to make any required payment as specified in Paragraph 6 above.

8. Ownership Seller has legal title to the property and is selling the property free of any liens or liabilities.

9. Transfer of Ownership Following installation on Buyer's premises, transfer of ownership of the property described herein from Seller to Buyer shall occur at such time as Buyer tenders full and valid payment as described in paragraphs 4 above and signs the Delivery and Acceptance Acknowledgment included herewith as Attachment 2.

10. Other Important Terms and Conditions

a) Seller is not responsible for damage to any private unmarked underground lines such as but not limited to electrical wires, cable, waterlines, etc. Seller is responsible for damaged done to clearly marked underground lines, to include lines located both within easements and outside of easements. Seller is responsible to call for underground utility location service.

b) Seller is not liable for the accuracy of the interpretation of any city, county, or state codes.

c) Seller is not liable for determining property lines or right of ways.

d) Risk of loss for the above product is transferred to Buyer at such time as Buyer takes possession or product is installed on Buyer's premises, whichever occurs first.

e) A 3% transaction fee will be added to amounts paid with a credit card.

f) Accounts not paid within 5 days of the due date as specified herein are past due. Past due accounts are subject to interest charges of 1 ½ % per month on the amount past due plus any collection and/or attorney fees.

g) Notwithstanding any other provision of this Agreement, it is expressly agreed that Seller shall retain ownership or, if appropriate, a security interest in all signage until such time as Buyer makes all payments as specified in Paragraph 6 above. If any part of the price is not paid as specified in Paragraph 6 above or becomes otherwise past due, Seller reserves, and Buyer grants Seller, the right to peaceably enter upon Buyer's premises during normal business hours, to uninstall signage as necessary, and to take possession of and remove said signage, or at Seller's option, to remotely disable said signage until such time as Paragraph 6 is complied with in its entirety. Any additional costs incurred to repossess, disable, or re-enable property shall be the sole responsibility of Buyer.

h) **Seventy Five Creative, LLC** the largest volume LED dealer in the nation for Vantage LED. Consequently, we are able to buy and sell pre-owned displays nationally. After using and properly maintaining the LED display for a minimum of 6 months, we are willing to re-sell your display if you elect not to keep it. We extend this no-risk program to our well qualified clients.

11. Acceptance; Effect of Acceptance Notwithstanding any other provision of this agreement, Upon Buyer's final inspection and acceptance of the products and services provided herein shall serve to cure all conflicts or inconsistencies as to the dimensions, specifications, colors, placement, design, construction, or installation of the products and services provided under this agreement. BY ACCEPTING THE PRODUCTS AND SERVICES PROVIDED UNDER THIS AGREEMENT, AND UPON COMPLETION OF BUYER'S FINAL INSPECTION, BUYER ACKNOWLEDGES AND AFFIRMS THAT THE PRODUCTS AND SERVICES ARE PROVIDED IN ACCORDANCE WITH THIS AGREEMENT AND ARE IN ALL RESPECTS SATISFACTORY AT THE TIME OF ACCEPTANCE. Unless otherwise SPECIFICALLY provided for herein, for the purposes of this paragraph, Acceptance by Buyer shall be deemed to occur at such time as Buyer signs a Delivery and Acceptance Acknowledgment or at such time as Buyer fails to object in writing within 5 business days following notification from **Seventy Five Creative, LLC** that the installation is complete, whichever occurs first.

12. WARRANTY: The parties specifically acknowledge and agree that the products and services supplied herein are commercial in nature (not consumer) and that **Seventy Five Creative** is not the manufacturer of the electronic signs. As to the electronic signs supplied under this Agreement, **Seventy Five Creative PROVIDES NO WARRANTIES OF ANY KIND AND COMPLETE SIGNS SPECIFICALLY DISCLAIMS ALL WARRANTIES OF QUALITY, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.** Various warranties are generally available from the manufacturer(s) of the products supplied under this Agreement. Buyer acknowledges that he has reviewed the manufacturer's supplied warranties and agrees that such warranties are the only warranties available on the electronic signs supplied under this Agreement. **All other signage is covered under Seventy Five Creative one year parts and labor warranty.**

13. Interpretation The dimension; specification; color; placement; design; construction; and, installation specified herein which shall be given full force and effect when interpreting and enforcing this agreement shall be that which was agreed to last-in-time AND is evidenced by an original written agreement , or written modification, signed by both parties. In no case shall prior or contemporaneous oral or written representations or agreements not SPECIFICALLY incorporated herein, or subsequent oral representations or agreements, be considered in the interpretation or enforcement of any provisions of this contract.

14. Entire Agreement This is the entire Agreement between the parties. It replaces and supersedes any and all oral agreements, representations, or understandings between the parties, as well as any prior writings unless such writings are otherwise provided for herein and are attached to and made a part of this Agreement (i.e. Attachments 1 and 2; Addendums signed by both parties).

15. Successors and Assignees This Agreement binds and benefits the heirs, successors and assignees of the parties.

16. Notices All notices must be in writing. A notice may be delivered to a party at the address that follows a party's signature or to a new address that a party designates in writing. A notice may be delivered: in person, by certified mail, or by overnight courier.

17. Governing Law and Interpretation of Provisions

a) This Agreement will be governed by and construed in accordance with the laws of the state of Alabama without reference to its conflicts of laws provisions.

b) This Contract is a product of negotiation between the parties and no provision shall be construed against a party because it was drafted by such party.

18. Jurisdiction and Venue Jurisdiction and venue for any cause of action, controversy, or dispute regarding this Agreement or the subject matter hereof shall be properly brought only in the State courts located in Houston County, Alabama or, if federal jurisdiction applies, the Federal District Court for the Middle District of Alabama. Each party consents to the jurisdiction and venue of such courts.

19. Counterparts This agreement may be signed by the parties in different counterparts and the signature pages combined will create a document binding on all parties.

20. Modification This agreement may be modified only by a written agreement signed by the parties. Subsequent Addendums signed by the parties after the original date of this agreement shall constitute a valid modification of the specifications, terms, and/or provisions contained therein.

21. Waiver If one party waives any term or provision of this agreement at any time, that waiver will be effective only for the specific instance and specific purpose for which the waiver was given. If either party fails to exercise or delays exercising any of its rights or remedies under this agreement, that party retains the right to enforce that term or provision at a later time.

22. Severability If any court determines that any provision of this agreement is invalid or unenforceable, any invalidity or unenforceability will affect only that provision and will not make any other provision of this agreement invalid or unenforceable and shall be modified, amended, or limited only to the extent necessary to render it valid and enforceable.

Buyer acknowledges having read Seller's warranty and the product manufacturer's warranty and hereby accepts the terms and conditions of both.

Buyer hereby authorizes Seller to perform the work specified in accordance with the provisions of this Agreement. Seller hereby agrees to tender the product and perform the specified installation in accordance with the provisions of this Agreement.

If any legal action is brought to enforce this Agreement, the prevailing party shall be entitled to recover from the other party all costs incurred in bringing such action, including reasonable attorney's fees.

Agreed to this ____ day of _____, 20___, by and between

SELLER	**-and-**	**BUYER**
_____ (Signature)		_____ (Signature)
_____ (Name)		_____ (Name)
_____ (Title)		_____ (Title)
Seventy Five Creative, LLC, **8057 State Highway 134 E.** **Columbia, Alabama 36319**		Buyer's Business Name Street or Mailing Address City, State, ZIP

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: June 25, 2025
RE: Purchase of two Passenger Vans

ISSUE:

The Board of Education is asked to approve the bid for two 10 Passenger Vans from Kansas Truck Equipment.

BACKGROUND:

Shane Burns requested to utilize budgeted funds for the purchase of two ten passenger vans. The district currently has two of these vans and will continue to use them, but the need is increasing for these types of units for smaller organizations.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid from Kansas Truck Equipment
2. Deny the bid
3. Rebid the purchase

FISCAL NOTE:

This purchase has been budgeted from the following account:

016 E 2650 21 0000 055 01 730 Vehicles-Transportation

Total - $161,080

ATTACHMENTS:

Board Packet
Kansas Truck Equipment Bid Documents

Bidders List
(2) 10 Passenger Vans

Burtis Motors
Angel Alva
601 W Kansas Ave
Garden City, KS 67846
aalva@burtismotors.com
620.275.6171

Shawnee Mission Ford
Jay Cooper
11501 W. Shawnee Mission Pkwy
Shawnee, KS 66203
jay.cooper@shawneemissionford.com
913.248.2287

Kansas Truck Equipment
Brian Leis
1521 S. Tyler Rd.
Wichita, KS 67209
Bleis@kansastruck.net
316.722.4291

Lewis Motors
Mike Chrisman
1903 US-50 BUS
Garden City, KS 67846
Mike_chrisman@buylewis.com
mike_shook@buylewis.com
620.275.7171

BID OPENING: 6/25/2025

Bid Tabulations
(2) 10 Passenger Vans

Bid Opening: June 25, 2025 Bid 2025-15

Vendor	Bid
Burtis Motors	No Bid
Kansas Truck Equipment	$80,540.00 per van
Lewis Motors	No Bid
Shawnee Mission Ford	No Bid

RECOMMENDATION: To accept the bid from Kansas Truck Equipment in the amount of $161,080 for 2 vans.

Payment to be made from budgeted funds in account:

016 E 2650 21 0000 055 01 730 Vehicles - Transportation

Bids and Quotations
10 Passenger Van

Bid Opening: June 25, 2025 Bid 2025-15
Board Meeting June 26, 2025

1. *Item, Material and/or Service that is being bid:*

   (2) 10 Passenger Vans

2. *Brief description of the item, material, or service listed above:*

   2024 or newer 10 Passenger Vans

3. *Period of time item, material or service bid will cover:*

   15+ years

4. *Reason that the item, material or service is needed:*

   Rotate out older vehicles

5. *Department and person responsible for the expenditure of the budget:*

   Transportation-Shane Burns

6. *Line item and amount budgeted for this item:*

   016 E 2650 21 0000 055 01 730

Garden City Public Schools

U.S.D. #457

Business Office

BID FORM

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

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

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

Vendor Name: Kansas Truck Equipment Co. Inc.

10 Passenger Van $80,540.00 Each per Van

How long to receive Van (calendar days): 90 days +/-

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

Signature: _____ Date: 6/19/25

Printed Name: Brian Leis Title: Sales

Email: bleis@kansastruck.net

Addenda to Bid (Y/N) N

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

Bidders Signature: _____ Addenda # _____ Date 6/19/25

Garden City Public Schools

U.S.D. #457

Business Office

BID FORM

BIDDER IS AN INDIVIDUAL-

Name of Individual: _____
Name of Business: _____
Mailing Address: _____
Business Phone No.: _____
Business Fax No.: _____

BIDDER IS A PARTNERSHIP-

Name of Partnership: _____
Names of Principal Partners: _____
Mailing Address: _____
Business Phone No.: _____
Business Fax No.: _____
The full names of all partners: _____

BIDDER IS A CORPORATION-

Full Corporation Name: Kansas Truck Equipment Co. Inc.
State of Incorporation: Kansas
Mailing Address: 1521 S. Tyler Rd. Wichita, Ks. 67209
Business Phone No.: 316-722-4291
Business Fax No.: 316-462-0365
Name & Address of Resident Agent: Brian Leis

FR CONVERSIONS

Safety.
Dignity.
Flexibility.



ENGINEERED TO SERVE

FR ProMax

Why ProMax?

- RAM ProMaster® chassis with 3.6-liter Pentastar V6 engine
- TorqueFlite 9-speed automatic transmission
- Class-leading cabin width for optimized passenger space
- Standard interior cabin height of 6'4" provides more head and shoulder room plus improved air flow
- Crash tested to meet or exceed FMVSS:214 and FMVSS:301 standards
- Lower boarding height for easier, safer and quicker access and egress

Standard Features

All FR Conversions upfits are Made in USA

Steel-reinforced floor system with 7-rail OmniTrack for seat position flexibility

Freedman Seating with 3-point seatbelts standard

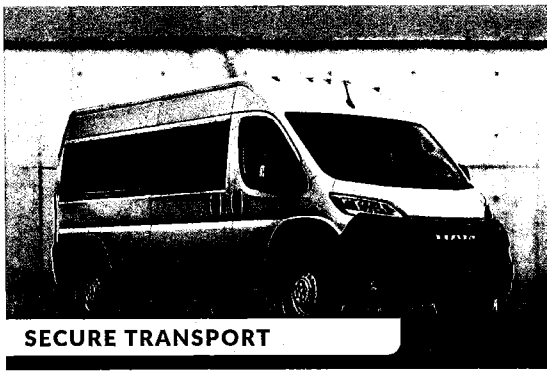
Corrosion resistant

OEM matching ABS interior wall panels and headliner

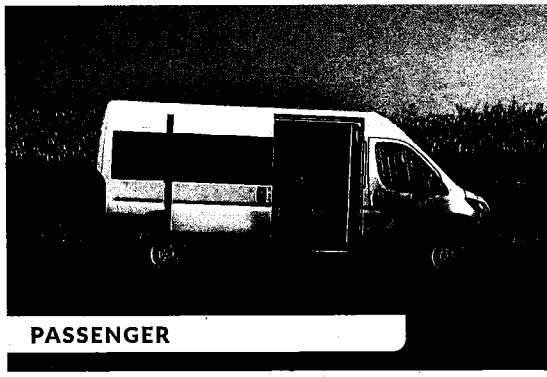
WEBASTO road-proven London HVAC System

Premium chassis package

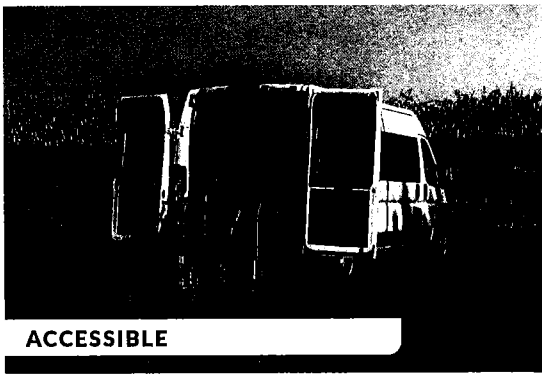
> AVAILABLE MODELS



SECURE TRANSPORT

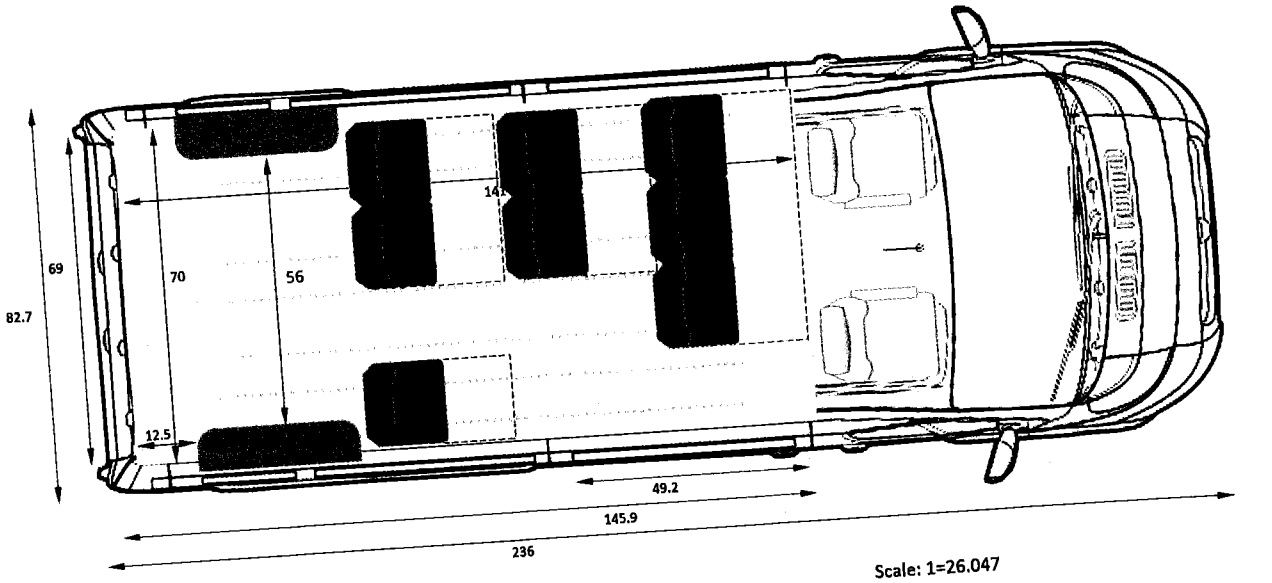


PASSENGER



ACCESSIBLE

FR frconversions.com | (844) 372-8267 | SALES@FRCONVERSIONS.COM



Concept Floorplan for 8 Cabin Passengers-Kansas School Activity Vehicle with max Rear Storage Area, all Seating is Bolt Through the Floor.

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: June 13, 2025
RE: Horace Good Press Box Demolition

ISSUE:

The Board of Education is asked to approve the bid from Lee Construction to remove the Press Box at Horace Good Middle School.

BACKGROUND:

Brandon Anderson, Director of Plant Facilities, hired an engineer to assess the Press Box at Horace Good. After their assessment it was deemed that it was condemnable and the amount of money that it would require to bring up to code was in excess of what administration thought was feasible. Horace Good administration felt that the Press Box on the other side of the field has more than enough room to facilitate both teams during games. It was the recommendation from Horace Good and Plant Facilities that the North Press Box be removed so bids were requested. Several chose not to bid this project due to the scope of it and their current work loads.

ALTERNATIVES:

Leave the Press Box up with no usage

RECOMMENDATION:

1. Approve the bid from Lee Construction
2. Deny the bid
3. Recommend an alternative solution

FISCAL NOTE:

The total expense for this service is $29,960.00.
Adequate balances remain to cover this out of FY25 funds from:

016 E 4700 21 7128 056 00 610 Improvements – HG

ATTACHMENTS:

Board Packet – Press Box Demo – HG
Lee Construction Bid

Bidders List
Press Box Demo: HG

Dick Construction
Gary Dick
1805 E Mary Street #A
Garden City, KS 67846
gdd@dickconstruction.com
620-275-1806

Excavating Unlimited
Jake Foltz
Garden City, KS 67846
jakfoltz@yahoo.com
620-521-3134

Lee Construction
Matt Lee
413 Campus Drive
Garden City, KS 67846
leeconstructioninc.com
620-276-6811

Underground Specialist Inc
Butch Leiker
520 Airlinks Drive
Garden City, KS 67846
underground@ug-spce.com
620-276-3344

UpTime LLC
Levi Moorss
2506 N Carriage Lane
Garden City, KS 67846
620-804-1575

BID OPENING: **June 10, 2025**

Bid Tabulations
Press Box Demo: HG

Bid Opening: June 10, 2025 Bid 2025-18

Vendor	Bid
Dick Construction	**No Bid**
Excavating Unlimited	**No Bid**
Lee Construction	**$29,960.00**
Underground Specialists Inc	**No Bid**
UpTime, LLC	**No Bid**

RECOMMENDATION:

To accept the bid from Lee Construction in the amount of $29,960.00

Payment to be made from budgeted funds in account:

016 E 4700 21 7128 056 00 610 Improvements HG

Bids and Quotations
Press Box Demolition: HG

Bid Opening: June 10, 2025 Bid 2025-18
Board Meeting: June 26, 2025

1. *Item, Material and/or Service that is being bid:*

   Press Box Demolition

2. *Brief description of the item, material, or service listed above:*

   Demolition and removal of press box at Horace Good

3. *Period of time item, material or service bid will cover:*

   30 days

4. *Reason that the item, material or service is needed:*

   Removal of press box due to condemnable state

5. *Department and person responsible for the expenditure of the budget:*

   Brandon Anderson-Plant Facilities

6. *Line item and amount budgeted for this item:*

   016 E 2700 21 7128 056 00 610 Improvements HG

June 5, 2024

Brandon Anderson
Head of Facilities
USD 457
Garden City, KS 67846

Dear Sir:

RE: Horace Good Press Box Demolition

We submit for your consideration the following bid:

Scope Of Work

- Mobilization and job trucks.
- Demolition of press box which is located on the north bleachers at the football stadium.
- We will haul off the debris with our roll off dumpsters to our construction and demolition landfill.
- Furnish and install new junction box to "dead end" existing data, fiber, etc. conduits going to the box office.
- Demo back existing electrical going to the box office.
- Re-work existing scoreboard circuit.
- Furnish and install switch rated disconnect for switching scoreboard.

Price $29,960.00.

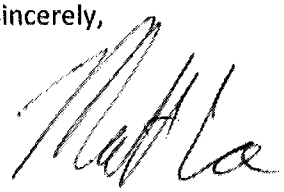
Exclusions:

- Tax.
- Furnishing, installing, terminating fiber and data cabling.
- Reworking any circuits other than scoreboard.
- Concrete work of any kind.
- Asphalt or concrete cutting and patching.
- Engineering of any kind.
- Coordination studies on any existing electrical equipment.
- Errors and omissions on the contract documents.
- Patching of drywall.
- Painting of any kind.
- Surety bonds.
- Utility impact fees. Including primary conduit installation, excavation, or other work before utility transformer.
- Concrete housekeeping pads, transformer pads, or other.
- New handrails.

This bid is good for 30 days.

We thank you for the opportunity to offer you this bid. Please contact us if you have any questions.

Sincerely,



Matt Lee

Lee Construction, Inc. 413 Campus Drive, Garden City KS 67846 T (620) 276-6811 F (620) 276-3980
www.leeconstructioninc.com

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Josh Guymon, Assistant Superintendent
DATE: 06/02/2025
RE: 25-26 Negotiated Agreement

ISSUE:

The Board of Education is asked to consider and approve the proposed Negotiated agreement that should be ratified on June 6 by the teachers.

BACKGROUND:

Negotiations for the 25-26 teacher contract are complete. The teachers are currently voting on their contract. The board is asked to consider and approve the contract that was negotiated. The teacher vote ends on June 6, 2025 and the Negotiated Agreement will be on the June 26, 2025 consent agenda for action.

ALTERNATIVES:

1. Approve the New Teacher contract
2. Do not approve the new teacher contract

RECOMMENDATION:

Approve the teacher contract

FISCAL NOTE:

$2.5 Million for salary and benefits

ATTACHMENTS:

The Slide show of the presentation

TENTATIVE AGREEMENT

Changes for 2025-2026 Contract

Negotiations Teams

<u>GCEA Members</u>

Aimee Brandt

Levi Burnfin

Linda Davis

Tracy Meinzer

Amber Vigil

<u>BOE Members</u>

Jackie Gigot

Josh Guymon

Jessica Nothern

Randy Ralston

Drew Thon



Article III – Salaries and Wages
Section C - Salary Schedule

- **Base pay will be raised to $48,500.**
  - **(2024-25 Base was $47,000)**
- **Increased step values in BA+45, Master's and ED.D./ED.S columns.**
  - **Note: Article VI, Section A: Fringe Benefit will remain at $900.**
    - **Illness and Disability Bank donated days helped keep the Health Fund in good standing.**



2025-2026 TENTATIVE AGREEMENT SALARY SCHEDULE

Step	BS	BS+15	BS+30	BS+45	MA	MA+15	MA+30	MA+45	Ed.S/Ed.D
0	$48,500	$49,100	$49,700	$50,300	$51,025	$51,650	$52,275	$52,900	$53,625
1	$49,100	$49,700	$50,300	$50,925	$51,650	$52,275	$52,900	$53,525	$54,250
2	$49,700	$50,300	$50,900	$51,550	$52,275	$52,900	$53,525	$54,150	$54,875
3	$50,300	$50,900	$51,500	$52,175	$52,900	$53,525	$54,150	$54,775	$55,500
4	$50,900	$51,500	$52,100	$52,800	$53,525	$54,150	$54,775	$55,400	$56,125
5	$51,500	$52,100	$52,700	$53,425	$54,150	$54,775	$55,400	$56,025	$56,750
6	$52,500	$53,100	$53,700	$54,425	$55,150	$55,775	$56,400	$57,025	$57,750
7	$53,125	$53,725	$54,325	$55,050	$55,800	$56,425	$57,050	$57,675	$58,400
8	$53,750	$54,350	$54,950	$55,675	$56,450	$57,075	$57,700	$58,325	$59,050
9	$54,375	$54,975	$55,575	$56,300	$57,100	$57,725	$58,350	$58,975	$59,700
10	$55,025	$55,650	$56,675	$57,400	$58,200	$58,825	$59,450	$60,075	$60,800
11	$55,675	$56,300	$57,325	$58,075	$58,875	$59,500	$60,125	$60,750	$61,500
12	$56,325	$56,950	$57,975	$58,750	$59,550	$60,175	$60,800	$61,425	$62,200
13		$57,600	$58,625	$59,425	$60,225	$60,850	$61,475	$62,100	$62,900
14		$58,250	$59,275	$60,100	$60,900	$61,525	$62,150	$62,775	$63,600
15		$59,250	$60,475	$61,300	$62,100	$62,725	$63,350	$63,975	$64,800
16			$61,175	$62,025	$62,850	$63,475	$64,100	$64,725	$65,550
17			$61,875	$62,750	$63,600	$64,225	$64,850	$65,475	$66,300
18			$62,845	$63,500	$64,350	$64,975	$65,600	$66,225	$67,050
19				$65,198	$65,350	$65,975	$66,600	$67,225	$68,050
20					$66,350	$66,975	$67,600	$68,225	$69,050
21					$68,048	$68,175	$68,800	$69,425	$70,250
22						$69,575	$70,200	$70,825	$71,650
23						$71,394	$72,261	$73,129	$74,196

2025-2026 TENTATIVE AGREEMENT INCREASES
(inclusive of step movement, excluding possible column movement)

Step	BS	BS+15	BS+30	BS+45	MA	MA+15	MA+30	MA+45	Ed.S/Ed.D
0	$2,100	$2,100	$2,100	$2,125	$2,250	$2,275	$2,300	$2,325	$2,450
1	$2,100	$2,100	$2,100	$2,150	$2,275	$2,300	$2,325	$2,350	$2,475
2	$2,100	$2,100	$2,100	$2,175	$2,300	$2,325	$2,350	$2,375	$2,500
3	$2,100	$2,100	$2,100	$2,200	$2,325	$2,350	$2,375	$2,400	$2,525
4	$2,100	$2,100	$2,100	$2,225	$2,350	$2,375	$2,400	$2,425	$2,550
5	$2,500	$2,500	$2,500	$2,625	$2,750	$2,775	$2,800	$2,825	$2,950
6	$2,125	$2,125	$2,125	$2,250	$2,400	$2,425	$2,450	$2,475	$2,600
7	$2,125	$2,125	$2,125	$2,250	$2,425	$2,450	$2,475	$2,500	$2,600
8	$2,125	$2,125	$2,125	$2,250	$2,450	$2,475	$2,500	$2,525	$2,600
9	$2,150	$2,175	$2,600	$2,725	$2,925	$2,950	$2,975	$3,000	$3,050
10	$2,150	$2,150	$2,150	$2,300	$2,500	$2,525	$2,550	$2,575	$2,650
11	$2,150	$2,150	$2,150	$2,325	$2,500	$2,525	$2,550	$2,575	$2,650
12	$1,500	$2,150	$2,150	$2,350	$2,500	$2,525	$2,550	$2,575	$2,650
13		$2,150	$2,150	$2,375	$2,500	$2,525	$2,550	$2,575	$2,650
14		$2,500	$2,700	$2,925	$3,025	$3,050	$3,075	$3,100	$3,150
15		$1,500	$2,200	$2,450	$2,575	$2,600	$2,625	$2,650	$2,700
16			$2,200	$2,475	$2,600	$2,625	$2,650	$2,675	$2,700
17			$2,470	$2,525	$2,625	$2,650	$2,675	$2,700	$2,700
18			$1,530	$3,473	$2,875	$2,900	$2,925	$2,950	$2,950
19				$1,828	$2,800	$3,150	$3,075	$3,200	$3,200
20					$3,423	$3,350	$3,375	$3,400	$3,400
21					$1,778	$3,150	$3,575	$3,600	$3,600
22						$3,869	$4,136	$4,404	$4,646
23						$2,106	$2,138	$2,171	$2,178

Article III – Salaries and Wages
Section D – Supplemental Salary Schedule

- ***Added/Revised Supplemental Salary Schedule Positions:***
  - **Curriculum Council (S-3)**
  - **Professional Development Council (S-3)**
  - **Safe Learning Advisory Council (S-3)**
    - **Added language to Negotiated Agreement for elected positions on all three councils.**
    - **Safe Learning Advisory Council is a newly created council responsible for addressing discipline throughout the district.**



Article III – Salaries and Wages
Section D – Supplemental Salary Schedule

- ***Supplemental increases for the following Special Education positions:***
  - **LEAP, START, Behavior (S-6)**
  - **RISE, STRIVE, TEP, Rainbow Bridge (S-7)**
  - **All other Special Education positions remain at an S-5**



Article III – Salaries and Wages
Section D – Supplemental, cont.

- ***The following changes were made to the Supplemental Salary Schedule, as approved by the Supplemental Committee***
  - **Elementary Robotics increased to S-2**
  - **Revisions to Cheer Head Coach and Assistant Coaches to maintain consistency across sports**
  - **Remove "Boys" from all wrestling position titles**



Article III – Salaries and Wages
Other



- **Section E: Salary Schedule Regulations**
  - Long-term substitutes may now be eligible for experience credit to be placed on Certified Salary Schedule when hired as a certified employee.
    - Up to four years of experience may be considered.
    - This is retroactive for certified employees hired within previous five years
- **Section G: Nesting**
  - Removed language referring to Board Policy IE regarding Class Size recommendations
- **Section K: Compensation to New Employees**
  - Revised language to allow for payment of New Teacher Bonus within first duty week, or after all required paperwork is received.

Article V – Leave

- Paid-Time Off
  - 12 PTO Days
    - No split in emergency or personal leave anymore
  - No restrictions on use
  - May take up to three days off consecutively without need for application.
  - For longer absences, application is required and doctor's note may be required.
    - Application may be filed ex post facto for illness.



Article V – Leave

- Financial Implications
  - All accrued days are capped at 60 (used to be 100)
  - For all days *currently* above 60, a $130 buyback will occur during each of the next three years until all days currently held above 60 are purchased.
    - Max of 15 per year.
  - All days subsequently accrued above 60 will be bought back at $100 per day.
  - When retiring, all days will be bought at $75 per day.
    - Used to be $130 per day above 70, and $34 per day below.



Article V – Leave



100 Days Accrued Now					
Retiring Next Year		**Retiring in 5 years**		**Retiring in 10 Years**	
Current	**Tentative**	**Current**	**Tentative**	**Current**	**Tentative**
15 days @ $130/day = $1950	15 days @ $130/day = $1950	75 days @ $130/day (selling back as many as possible at high rate) = $9750	40 days @ $130/day (one time buyback over 3 years) = $5200	120 days @ $130/day (selling back as many as possible at high rate) = $15,600	40 days @ $130/day (one-time buyback over 3 years) = $5200
70 days @ $34/day = $2380	85 days @ $75/day upon retirement = $7275	70 days @ $34/day upon retirement = $2380	12 new days per year @ $100/day = $6000	70 days @ $34/day upon retirement = $2380	12 new days per year @ $100/day = $12000
			60 days @ $75/day upon retirement = $4500		60 days @ $75/day upon retirement = $4500
Total: $4330	Total: $8325	Total: $12,130	Total: $15,700	Total: $17,980	Total: $21,700

Article V – Leave



70 Days Accrued Now					
Retiring Next Year		**Retiring in 5 years**		**Retiring in 10 Years**	
Current	**Tentative**	**Current**	**Tentative**	**Current**	**Tentative**
9 days @ $130/day = $1170	10 days @ $130/day (one time buyback) = $1300	45 days @ $130/day (selling back 9 days per year) = $5850	10 days @ $130/day (one time buyback) = $1300	90 days @ $130/day (selling back 9 days per year) = $11700	10 days @ $130/day (one-time buyback) = $1300
70 days @ $34/day = $2380	72 days @ $75/day = $5400	70 days @ $34/day upon retirement = $2380	12 new days per year @ $100/day = $6000	70 days @ $34/day upon retirement = $2380	12 new days per year @ $100/day = $12000
			60 days @ $75/day upon retirement = $4500		60 days @ $75/day upon retirement = $4500
Total: $3550	Total: $6700	Total: $8230	Total: $11,800	Total: $14,080	Total: $17,800

Article V – Leave



30 Days Accrued Now					
Retiring Next Year		**Retiring in 5 years**		**Retiring in 10 Years**	
Current	**Tentative**	**Current**	**Tentative**	**Current**	**Tentative**
39 days @ $34/day = $1326	42 days @ $75/day = $2250	5 days @ $130/day upon retirement = $650	30 days @ $100/day (buyback when cap exceeded) = $3000	50 days @ $130/day (selling back to 70 each year) = $6500	90 days @ $100/day (selling back as needed to cap) = $9000
		70 days @ $34/day upon retirement = $2380	60 days @ $75/day upon retirement = $4500	70 days @ $34/day upon retirement = $2380	60 days @ $75/day upon retirement = $4500
Total: $1326	Total: $3150	Total: $3030	Total: $7500	Total: $8880	Total: $13,500

Article V – Leave
Section D – Illness And Disability Bank



- **Article V, Section D, Illness/Disability or Parental Leave Bank**
  - Revised the "Sick Bank" to include a Call for Days if Bank days fall below 10 in the Spring Semester.
  - Also revised language that allows employees to use "Sick Bank" for non-consecutive days missed for things like follow up doctor's appointments or other.

Article IV – Hours & Amounts of Work

- **No Changes to Contract Hours or Days**
  - **166.5 Student Contact Days**
  - **4 Parent-Teacher Conference Days**
  - **7 Inservice Days**
  - **4 Work Days**



Article IV – Hours & Amounts of Work
Section B: Adoption of School Calendar

- Revised language allowing for Work Day at beginning of the year to be prior to Inservice Day.
- Revised procedure for Calendar Committee to submit Calendars for vote.
  - Three Calendars will be presented for ratification
  - Ranked Choice will be used to select Calendar
    - Example:
    - Choice A: 47 votes
    - Choice B: 40 votes
    - Choice C: 13 votes (These votes would now move to the voters' second-place calendar until Choice A or Choice B receives 50% plus one.)



Article IV – Hours & Amounts of Work Section C, Length of Duty Day

- **Add language: “Teachers may submit written requests for schedule changes to their administrator by March 15 each year for consideration. The building administrator has final authority over all scheduling decisions.”**
- **Remove four hours of mandatory meeting time outside of contract time.**
  - **Certified Employees are now eligible to be paid for mandatory meetings immediately.**



Article IV – Hours & Amounts of Work
Section E, Staff Meetings and G, Emergency Closings

- **Article IV, Section E, Staff Meetings**
  - **Staff meetings are no longer required to be on Wednesdays.**
- **Article IV, Section G, Emergency Closings**
  - **When the district calls for a delayed start, certified staff are now only required to report to their building 30 minutes prior to the announced start time.**
    - **Certified Employee in Charge may be required to report to buildings at scheduled contract time**



Article IV – Hours & Amounts of Work
Section J, Parent-Teacher Conferences

- **No substantive changes**
  - **Clarified language and process for ease of implementation.**
  - **Staff should communicate early with Principals and Building Leadership Teams regarding the scheduling of Parent-Teacher Conferences.**



Article XIV – Professional Dress

- **Revised Language For Certified Dress Code**
  - **The Board of Education encourages certified employees to maintain a professional appearance (examples below):**
    - **Slacks, Khakis, Jeans, Collared Shirt, Sweater, Sport Coat, Blouse, Skirt, Dress, Dress Shorts, Pant Suits, School Shirts.**
    - **Clothing and shoes must be in good repair and suitable for a professional school setting.**
      - **No rips or tears in jeans**



Article VIII – Grievance Procedure

- Minor changes
  - Revised process of Grievance Committee hearing.
  - Added a Board representative to be present during hearing.
  - Clarified language regarding confidentiality of Grievance Hearing.
  - Revised “At-Large” Members of Grievance Committee to a list of four to be approved by both GCEA and Board.



Article XII – Assignments and Transfers

- Section A
  - Added language regarding district-required reassignments and transfers of certified employees.
  - If a reassignment is required, a certified employee may be eligible for an additional work day.
  - If a building transfer is required, a certified employee may be eligible for three additional work days.



Article XIII – Association Rights and Responsibilities

- Section B
  - GCEA shall be allowed to use school facilities with prior approval from building Administration.
  - GCEA may be allowed to conduct Association business during staff meetings once per semester.
  - Association may be allowed to schedule at least one informational meeting during designated district inservice days held at the beginning of the year. (AVID in 2025-26)



Article XIII – Association Rights and Responsibilities

- Section C
  - Association materials may be posted on bulletin boards in lounges or workrooms.
  - Association Members shall have the right to display educational materials created by or provided by the Association within their classrooms, provided that such displays do not disrupt the educational environment or violate existing school policies.



Other Revisions

- **Grammar, capitalization, terms consistency revisions throughout**
- **Replaced Conference Report (Form 57) with updated template.**
  - **No substantive changes**
- **Removed time sheet from Appendix**

Contract Ratification Voting

- Voting will open on May 23 at 1 pm, and we would like to close voting on June 6 at 5 pm
- We MUST have a quorum 253 of eligible votes for the vote to be legitimate. Help us contact people!!
- Voting link will be emailed/texted out after the first meeting.





Questions?

Updates to Admin Handbook FY26

redlined page #	new page #	change
		updated administrator titles to reflect staffing changes
5	5	updated number of vacation carryover days and payout amount
6	6	updated BOE contribution to fringe benefit
8	7	removed Section G. Phone Allowance
	8	clarified requirements for notices of resignation
11	10	updated payouts for accrued leave at retirement and clarified requirements for notice of retirement
14 to 18	13	updated Artice IV Leave Provisions to reflect change to PTO
16 to 17	14	updated Administrative Leave Bank
20	17	updated Administrative Travel
21	18	removed rate for experience and Section G. Aministrative Supplementals
23	19	updated salary bases

USD 457
GARDEN CITY
PUBLIC SCHOOLS

ADMINISTRATOR PERSONNEL HANDBOOK

2025 – 2026

ADMINISTRATIVE PERSONNEL
EMPLOYMENT HANDBOOK
UNIFIED SCHOOL DISTRICT 457

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ADMINISTRATIVE PERSONNEL
EMPLOYMENT HANDBOOK
UNIFIED SCHOOL DISTRICT 457

DEFINITIONS

1. The School District or School System. Unified School District 457, Garden City, Finney County, Kansas.

2. The Board. The Board of Education (BOE) of Unified School District 457, Garden City, Finney County, Kansas.

3. Administrative Personnel. Those employees who are employed under one of the following contracts: Superintendent, Deputy Superintendent, Assistant Superintendent, Chief Financial Officer, Chief HR Officer, Director, Principal, Associate Principal, or Coordinator.

4. Superintendent's Leadership Team. Deputy Superintendent, Assistant Superintendent, and Chief Financial Officer~~, and Chief HR Officer~~.

5. Contract Year. That period of time specified on each individual contract.

6. Contract Days. Those days during a year for which assignments can be made and for which an administrator is paid to work.

7. Non-duty Days. Those days, Monday through Friday, interspersed during the contract year, on which the administrator is not required to be on duty.

8. Daily Rate. Annual salary divided by number of contract days.

9. Full-time Employment is defined as a position entailing a full day of duties, as outlined in BOE policy, with a contract length of 205 days or longer. Administrators employed full-time after the beginning of the regular contract year shall qualify for proportional full-time status on the basis of days contracted.

10. Disability, as used herein, shall mean the general disability of a person (physical, mental, and/or emotional), because of sickness or injury, to perform substantially the administratively assigned duties and to fulfill substantially the requirements of the individual contract between the administrator and the BOE. During the period of disability, the person must be under the regular care and attendance of a legally qualified physician. "Disability" leave as defined here is not to be confused with "Disability" or "Total Disability" as defined for eligibility for disability payments from the Kansas Public Employees Retirement System.

ARTICLE I
ADMINISTRATIVE COMPENSATION

Section A. General Guidelines

1. Method of Payment.
   The Board of Education shall pay administrative personnel in 12 equal monthly installments for each contract year. Payment will begin on the 15th of the first contracted month.

2. Payroll Direct Deposit.
   USD 457 provides a payroll direct deposit program to its employees at no charge. All administrators are encouraged to participate in this program.

3. Probationary Status.
   There shall be two types of probation. The first shall be new administrator probation, which shall refer to administrators with less than two (2) full years of continuous service with USD 457. The second type of probation shall be related to disciplinary probation. Such probation may or may not come as a result of difficulties determined through evaluation. Being placed on disciplinary probation shall be an administrative decision. It is emphasized that probation is not necessarily a punitive action, but may be formal recognition of a situation which indicates a need for more intensive supervision and assistance.

4. Extended Contracts.
   The term "extended contract" shall refer to a special class of payments received by administrators as payment for additional time specially assigned.

Section B. Salary Deductions

1. Monthly Salary Deductions.
   Salary deductions are allowed only upon approval by the BOE and are subject to the following requirements:

   a. Organizations, companies or individuals desiring the institution of a salary deduction plan must submit a desired plan to the board for advance approval.
   b. Deductions are to be withheld in equal installments, with the number of installments being determined by the number of pay periods included in the employee's job description.
   c. The payroll department of the Business Office shall be given 30 days notice of the implementation or termination of a salary deduction by an individual.
   d. All salary deductions other than those regulated by the federal or state government will be deducted only upon written approval of the employee.
   e. The Board of USD 457 authorizes, within the above regulations, salary deduction plans for Blue Cross-Blue Shield, Garden City Teacher's Federal Credit Union, Garden City Educators Association dues, YMCA, Garden City Recreation Commission, Buffalo Dunes, SAMS, USA dues and United Way. Tax-sheltered annuities, as reductions in pay, are authorized in groups of five or more individuals.

2. Salary deduction for loss of workdays:
   In case of salary reduction due to termination, resignation, unexcused absences, or other similar circumstances, the daily rate of pay will be computed as follows:

   The contractual salary for the individual will be divided by the total workdays for the individual as determined by the adopted school calendar.

Individuals concerned shall indemnify and hold harmless the BOE from any and all claims, demands, suits or other forms of liability (including cost and attorney fees) that shall arise out of any action taken or not taken by the BOE for the purpose of complying with the above provision or the authorization form.

Section C. Years of Service Compensation

A payment, based on completed years of service with the district as of August 31, of the current year, will be paid in December, to those employees actively employed as of the payment date.

Years of Service	Amount
0 – 4 years	$ -----
5 – 9 years	$ 500
10 – 14 years	$ 700
15 – 19 years	$ 1,200
20+ years	$ 2,000

ARTICLE II
BENEFITS

Section A. Vacation

All 261 day full-time administrators shall receive vacation days based upon the number of years served in the district.

0-9 years	20 days
10-19 years	25 days
20 or more years	30 days

If possible, vacation time should be used in blocks of five days or more at one time. Vacation time may be accrued, and will be limited to a ten-day block of time, unless prior approval is obtained from the supervisor.

Approval for use of vacation should be arranged well in advance with the immediate supervisor.

In the event that an employee has one or more days of earned vacation time when the employee resigns his/her position with the district, the employee may receive salary in lieu of the vacation time up to a maximum of 40 days.

If an administrator resigns or is terminated for any cause (including illness) before serving a full year, his or her vacation days for that contract year shall be adjusted on the basis of the actual days worked in relation to the total contract days. Administrators terminated are not eligible to receive salary in lieu of unused vacation days.

No more than ~~thirty (30)~~25 days of vacation may be accrued from the end of the year at June 30 to the beginning of the next year on July 1. Up to 5 days, in excess of ~~30~~ 25, will be paid out at the rate of ~~$143~~$150 per day. Compensation will be included in the administrator's September paycheck.

Section B. IRC Section 125 "Cafeteria" Fringe Benefit Plan

The Board of Education has established an IRC Section 125 "Cafeteria" Fringe Benefit Plan for all the employees of the district. The options to be included in the plan are:

a. health/dental insurance ~~(hospitalization)~~
b. group term life insurance not to exceed $50,000

c. cancer/dread disease insurance
d. vision insurance
~~c.~~e. accident insurance
~~d.~~f. medical expense reimbursement
g. dependent care expense reimbursement
h. health savings account
~~e.~~i. short-term disability~~.~~

Further, an eligible employee may at his/her discretion, forego any reduction in compensation as salary cash.

The above insurance benefits shall be provided by a company or companies approved by the Board of Education.

The board will not be responsible for any service charges assessed by the administering agencies of the program.

Section C. Liability Insurance

The board agrees to include all administrators in the personal and professional liability plan of the school district, a plan written to include all district employees.

Section D. Life Insurance.

The BOE will enter into an agreement for $50,000 of group term life and accidental death insurance for each full time administrator, with the exception of the Superintendent's Leadership Team, who are entitled to $100,000 of group term life and accidental death insurance. The BOE will enter an agreement for $25,000 of group term life and accident insurance for half time or more (but less than full time) administrators. The administrator will have the option of purchasing additional group term life insurance.

Section E. Medical Insurance.

The BOE shall provide each full-time administrator the sum of ~~$830~~ $900 per month ~~(increasing to $900 per month in December 2024)~~ to be used toward the purchase of health and/or dental insurance through the district's group health insurance plan. Part-time administrators will receive a percentage in ratio to their full-time equivalence of employment.

Section F. Employer 403(b) Plan.

A Retirement Plan Portfolio may be established for each USD 457 administrator. This portfolio may contain up to two (2) accounts, an Employer Paid Account and an Employee Paid Account. Each employee is eligible on the first of the month following his/her date of employment.

For each monthly contribution that an administrator makes into their Employee Paid Account, USD 457 will contribute a dollar for dollar matching amount up to $100 into the Employer Paid Account. Any employee who is eligible for KPERS benefits and makes the necessary contribution into their Employee paid Account is eligible for the matching amount into the Employer Paid Account.

The plan year for the Employer Paid account will be from September 1 through August 31. Any increases or additions to each employee's Employer Paid Account will only be made effective on the first of the month following initial employment or at the beginning of each plan year. If an employee discontinues or reduces his/her Employee Paid Account to less than $100 per month, the Employer Paid Account will be reduced accordingly.

Upon beginning his/her 6th total year as a USD 457 employee, each administrator will become vested in 10% of the amount contained within his/her Employer Paid Account. The vested portion will continue to increase by an additional

10% per year until the teacher is 100% vested upon beginning his/her 15th year with USD 457. The superintendent will be fully vested in the employer provided 403(b) plan after twelve (12) years of service.

Vesting Schedule:

Years(s)	Amount Vested
1-5	0%
6	10%
7	20%
8	30%
9	40%
10	50%
11	60%
12	70%
13	80%
14	90%
15	100%

An employee who terminates employment with USD 457 after the beginning of his/her 6th year may leave the vested amount in the Employer Paid Account, thereby retaining vesting status upon returning to a position with USD 457 at a future date.

An employee may voluntarily contribute from salary an amount of his/her choosing into the Employee Paid Account. Voluntary contributions may not exceed the amount allowed by Federal and State laws and regulations. An employee who chooses to make contributions into his/her Employee Paid Account will be fully vested in his/her account immediately. Employees may add or increase an Employee Paid Account on September 1 or January 1, but may discontinue an Employee Paid Account at any time.

In the event of considering new options for retirement benefits, a USD 457 Retirement Plan Oversight Committee, made up of representatives from the BOE, administration, GCEA and classified staff, will need to be assembled to select and maintain a group of investment options, including Conservative, Moderate and Aggressive investment tracks. Employees must select from these options for all investments into their Retirement Plan Portfolio. Separate investment options may be made for an employee's Employer Paid Account and his/her Employee Paid Account.

NOTE: This plan in no way limits additional voluntary contributions into separate qualified retirement accounts with qualified providers up to the amounts allowed by State and Federal laws and regulations

An employee may access the vested portion of his/her Employer Paid Account upon termination of his/her employment contract with USD 457.

Employer and Employee Paid contributions and growth thereon will be considered taxable income upon distribution from the plan. Further, a penalty for early withdrawal may apply for distributions made prior to the age allowed by State and Federal laws and regulations. Qualified Rollover options may allow a terminated employee to defer taxation until a later date.

If any provision of this plan is determined to be in violation of Federal or State laws or regulations, then the entire plan shall immediately terminate and shall be of no further force or effect unless re-adopted by the Board of Education of USD 457.

In addition to the Employer Paid match of $100, the Superintendent's Leadership Team will receive up to $200 paid as salary to be deducted to their choice of an employee paid annuity account.

~~**Section G. Cell Phone Allowance**~~

~~The Board shall provide all administrators a monthly allowance of $80 for the use of a personal phone.~~

ARTICLE III
ADMINISTRATOR EMPLOYMENT CONDITIONS

Section A. Posting Notice of Vacancies Within the District

It is agreed that the superintendent, or designee, shall post notice online through e-mail of any supervisory or administrative vacancies for at least three teaching days before filling said vacancies. ~~(During the summer months, vacancy lists are to be posted in the Educational Support Center.)~~ District personnel may be given consideration for the position upon receipt of their application.

Section B. Administrator's Calendar

All administrators shall have access to a calendar showing contracted working days for the year. All administrators, except those who are on contract for 261 days, may choose a flexible calendar, with the following provisions:

1. The flexible calendar needs to be established by the administrator, approved by the superintendent and turned into the Payroll Office before any non-duty days are worked.
2. A non-duty day must be worked before the administrator can use a duty day as a flex day. The duty day to be used as a flex day must be within 12 months of the non-duty day worked.
3. Holidays (Thanksgiving Day, Christmas Day, etc.), weekends or days at in-service cannot be substituted for duty days.
4. No more than 4 flex days may be used in one fiscal year and an administrator may not be absent for more than 10 teacher contract days for any combination of flexible, personal and professional leave days. Approval of additional days may be granted by the superintendent.

Section C. Resignation and Termination of Employment

A certified administrator who is under contract with the Board of Education may be released from that contract only by formal action of the Board of Education, and when the resignation is deemed to be in the best interests of the district. An administrator requesting a release shall make written application to the Superintendent of Schools stating the specific reason for the requested release. Each request will be judged on its own merits by the Board of Education, with consideration given to the reason for the request, difficulty in promptly filling a vacated position, any disruption to the educational process, and any personnel complications caused by the resignation. The Board of Education shall not be required to release an administrator from a contract.

The Board of Education may assess liquidated damages for certified administrators who resign without providing sufficient notice prior to the start date of their contract. ~~for a~~A resignation submitted with less than an 8 week notice may result in liquidated damages ~~in the amount of~~ of $2,500, and a resignation with less than a 4 week notice may result in liquidated damages of ~~for~~ $4,000. ~~for less than a 4 week notice.~~ Classified administrators may be assessed liquidated damages in the amount of $2,500 for less than a 4 week notice and $4,000 for less than a 2 week notice.

The liquidated damages for an administrator who works less than full time shall be adjusted on a pro rata basis. The Board of Education may waive assessment of liquidated damages in cases involving illness, unexpected personal or family hardships, or emergency situations.

If liquidated damages are assessed by the Board of Education at a time the Board of Education owes an administrator additional compensation, the Board of Education may withhold the liquidated damages from the administrator's final paycheck. This provision shall be construed to be written consent from an administrator, in compliance with K.S.A. 44-319.

The Board of Education agrees that no further action will be taken after payment of liquidated damages, or waiver of assessment of liquidated damages. An administrator released from a contract shall be released for the remaining term of the contract, regardless if the remaining term is one (1) year or multiple years. An administrator not released from contract will be expected to continue discharge of duties until the end of a contract term, or any subsequent action of the Board of Education releasing the administrator. All liquidated damages shall be paid within fifteen (15) days of notice of the decision of the Board of Education to assess liquidated damages and thereafter, release an administrator from a contract, subject to a suitable replacement being employed by the Board of Education.

An administrator currently under contract shall be determined to be under contract for the next teaching year unless a resignation is submitted on or before May 15th of the current school year. New administrators coming into the district shall be determined to be under contract when a Letter of Intent to Employ has been signed by the administrator and approved by the Board of Education.

At the same time an administrator requests a release from a contract, the administrator may request that liquidated damages be waived by making an application in writing to the Superintendent of Schools stating the specific reason for the requested waiver. Each request will be judged on its own merits, and a hearing will be held before a panel (Appeals Panel) of two administrators appointed by the Administrative Meet and Confer Committee and two administrators appointed by the Superintendent of Schools. The hearing will be held within five (5) working days after the request is received by the Superintendent of Schools. The administrator shall be notified of the date, time and place of the hearing and shall have the opportunity to address the Appeals Panel. The Appeals Panel will make a recommendation to the Board of Education at their next regularly scheduled meeting. The Board of Education may choose to accept or reject the recommendation of the appeals Panel.

An administrator who is not released from a contract by the Board of Education action shall fulfill the terms of the contract, and any action by the administrator resulting in a failure to fulfill the terms of the contract shall amount to a breach of contract and will subject the administrator to any and all legal remedies available to the Board of Education. In the event of a breach of contract by an administrator, appropriate notation of the same will be placed in the administrator's personnel file. The Kansas State Board of Education shall be notified of an administrator who fails to fulfill the terms of a contract, pursuant to K.S.A. 72-5412.

Section D. Payment for District Directed Course Work

If and when the administration directs administrative personnel to take course work to fulfill required assignments or to meet district goals, it is understood that the district may pay the tuition costs of said courses.

Section E. Suspension, Discharge, or Demotion

The superintendent may suspend, discharge, or demote an employee for any one or more of the following reasons: alleged violation of board policy, rule or regulation; the filing of a formal complaint against the employee with any civil authority or with the board charging the employee with the alleged commission of an offense involving moral turpitude; and other just cause. An employee may be suspended with pay. If the suspension is imposed on an employee pending dismissal, the employee is entitled to pay until the employee has had a due process hearing before the board. The hearing shall determine whether the suspension shall be with or without pay and whether the employee will be terminated.

Grievance procedures listed in the Classified Handbook and Negotiated Agreement may be followed for administrative grievances, as applicable. Classified Administrators shall follow procedures from the Classified Handbook and Certified Administrators shall follow procedures outlined in the Negotiated Agreement.

Section F. Complaints Against Administrators

Any complaint regarding an administrator by any parent, student or other person, which might result in an evaluative or disciplinary action, shall be promptly called to the administrator's attention.

The administrator shall receive a copy of any written complaint. The administrator shall have an opportunity to answer the complaint. The administrator's written response will be communicated to the complainant. If the complaint is placed in the administrator's file, any written response by the administrator will be filed along with the written complaint.

If a complaint is not used as a basis for action against the administrator within three years of its entering the file, such material shall be removed and destroyed.

Section G. Retirement of Professional Staff Members

Severance Pay to Retiring Administrators

Upon retirement from the administrative profession and through KPERS, an administrator who has completed fifteen (15) years or more of full time employment with USD 457 shall be entitled to payment, in addition to their normal salary for the last year of employment according to the following compensation schedule:

Service to	Service as Administrator			
USD 457	Less than 10	10-14	15-19	20 or more
15	8%	10%	12%	
16	9%	11%	13%	
17	10%	12%	14%	
18	11%	13%	15%	
19	12%	14%	16%	
20 or more	13%	15%	16.5%	16.67%

In addition, if the employee has 20 or more ~~unused emergency leave~~ accrued PTO days ~~at the end of his/her employment with USD 457~~upon retirement through KPERS, he/she will be entitled to additional pay equal to ~~$43~~$85 for each unused ~~emergency leave~~ day. ~~up to 50 total days. Up to 15 days, in excess of 50, will be paid out at the rate of $143 per day.~~

Said payment shall be made as part of the administrator's last year of employment prior to such retirement and as part of the consideration of the administrator's last year of service to the school district; provided, however, that to be eligible for such payment ~~the~~ certified administrator~~s must~~ give written notice to the Personnel Office by January 1 of the retirement year or classified administrators give written notice to the Personnel Office 6 months prior to his/her intended retirement date, which notice shall be irrevocable upon acceptance by the board; provided further that in the event of the death of such administrator during the last contract year prior to retirement, a sum equal to the administrator's compensation according to the said schedule, prorated by the number of contract days completed by the administrator for that year prior to death, shall be paid to the administrator surviving spouse, or in absence thereof, to the administrator estate. Said years of full-time employment with USD 457 shall consist of both years of employment in the teaching profession and the administrative profession, and need not necessarily be continuous. [Legal reference: K.S.A. 74-4914 as amended]

Section H. Legal Action Against an Employee

In the event of legal action against an administrator of the district, the provisions of the Tort Claims Act (K.S.A. Article 61) will prevail.

Section I. Assault and Battery, Property Damage

Reporting

An administrator who has suffered an assault and/or battery in connection with his/her employment, where such event occurs in school, on school grounds, or while the administrator is engaged in duties at a regularly scheduled school event, shall, within two weeks thereafter, make a written report of the circumstances to the superintendent.

Injury Benefits

Whenever an administrator is absent as a result of personal injury caused by the assault and/or battery reported under paragraph 1, and the BOE finds that the administrator has used reasonable judgment, he/she shall be paid his/her full salary, less any other BOE provided disability benefits, without having such absence charged as sick leave. Such payments shall not extend beyond the end of the administrator's current contract year. The BOE may require medical reports in verification of the disability.

Section J. Administrator's Evaluation

1. In-service

   Each administrator will have the opportunity to attend an in-service meeting at which the evaluation instrument and procedures will be explained. Individual administrator and evaluator packets will be distributed. Each packet will include the following:

   a. An overview of the evaluation process, including the procedures for evaluation.
   b. A set of evaluation working papers.
   c. A sample of the final evaluation form.

2. Cycles

   A minimum of one evaluation every year will be completed by February 15. Evaluations may occur more often at the request of the administrator or discretion of the evaluator. Request for specific clinical evaluation techniques may be made. These could include such techniques as task analysis, charting, narrative recording, etc.

3. Growth Plan

   By October 1, each principal will develop a professional growth plan for the year which, if requested, shall be shared with his/her supervisor.

4. Plan of Assistance

   In any situation deemed appropriate, a Plan of Assistance may be developed by the superintendent, supervisor and administrator. This plan should include but not be limited to:

   a. Time line for all activities.
   b. Specific deficiencies.
   c. In-services, observations, and other help provided by the district.
   d. Specific evidence the administrator will provide.
   e. Criteria to be met as determined by the supervisor.

   The evaluator will determine the length and outcome of the Plan of Assistance.

5. Evaluator
   Principals will be evaluated by the superintendent or his/her designee each year. The superintendent or their designee will provide input for each evaluation in writing.

   Assistant Principals will be evaluated by their supervising principal. During the course of the year, if the superintendent or his/her designee has concerns regarding the professional performance of the assistant principal, those concerns will be documented in writing to the assistant principal and copied to the building principal. Those concerns will be reflected in the annual evaluation. Annual evaluations will be reviewed with the deputy superintendent and/or superintendent before being presented to the assistant principal.

6. Observations/Conferences
   To assist in determining the evaluation ratings, evaluators will conduct observations during the year and record them on working copies. Observations are defined as visits to the building, etc.

7. Pre-Observation Contact
   The evaluator will contact the administrator before each formal observation/conference to gain information about the school and school outcome. The contact may be by telephone, in person, or in writing.

8. Post-observation Conference
   A conference may follow the observation. If a conference occurs, it should be conducted following the observation as soon as possible. The administrator and evaluator will each have copies of all written evaluations.

9. Working Copies
   Working copies do not become part of any employee's personnel file, but are to be used as a reference when completing the final evaluation form. Input received from others must be presented to the administrator at or prior to the final oral conference.

10. Final Evaluation
    The administrator, the evaluator and the personnel office will each have a copy of the final evaluation. Before submitting the evaluations to the school board, all signatures and evaluatee comments, if desired, must be on the evaluation form. The evaluatee's signature indicates completion of an evaluation, not necessarily agreement.

Section K. Professional Dress

The Board of Education encourages appropriate dress that adheres to commonly accepted standards of grooming and dress for all district employees. Appropriate professional dress demonstrates a high regard for education and the teaching profession, and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the district's staff as motivated professionals working toward a common mission. In addition, it strengthens the community's perception toward the district, public schools and the teaching profession.

Since district staff serves as role models, teacher standards of attire should be well beyond what is expected of our students. Professional appearance of staff members includes dress, accessories, body adornments and grooming. Clothing, shoes and accessories are clean, in good repair and promote a working and learning environment that is free from unnecessary disruption.

Professional dress is appropriate during the workday and anytime employees attend work-related activities. Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (ex: PE teachers wearing athletic apparel). Clothing should convey a professional image by being coordinated, modest and appropriate for a classroom or educational setting.

Professional Dress Guidelines (Minimum):

Men

- Collared shirts. Ties are preferred. Suits and jackets are optional.
- Dress slacks
- Dress shoes or casual shoes, such as leather, suede or loafer styles. Dress boots are acceptable.
- Business casual attire is acceptable on Fridays and to supervise evening events.
- ID badge

Women

- Suits, dresses, skirts, or slacks and dress tops (no t-shirts).
- Capri, cropped pants or dress shorts when worn as part of a suit or coordinated outfit.
- Dress shoes, casual shoes, dress boots or dress sandals (no flip-flops).
- Business casual attire is acceptable on Fridays and to supervise evening events.
- ID badge

ARTICLE IV
LEAVE PROVISIONS

Section A. Definition of Leave

~~Leave~~ Paid Time Off (PTO) is a time when any administrator covered by this contract is absent from duty for personal reasons or illness or as otherwise authorized.

~~1. Personal Leave~~

~~The superintendent's leadership team and principals will begin each contract year with three (3) days of personal leave. All other administrators will begin the school year with two (2) days of personal leave.~~

It is not necessary for the administrator to state the reason for taking ~~personal leave days~~PTO, unless the leave may qualify for Family and Medical Leave (FMLA).

~~All unused personal leave days at the end of the contract year will be converted to an equal number of emergency leave days.~~

~~2. Emergency Leave~~

~~The Board of Education recognizes that absences by the administrator at various times throughout the year are unavoidable; however, any absence of the administrator from the building has a detrimental effect. Additionally, the board recognizes that these absences may be of an emergency nature over which the administrator has little or no control. Therefore, the Board of Education has established leave provisions which will aid in preventing undue hardship to the employee during the period of such emergencies. Any absence not provided for herein, or otherwise approved, or any abuse of the provisions of this leave policy may be grounds for disciplinary action, including termination or non-renewal of the employee's contract.~~

~~In such event as an employee's absence from work is due to injury sustained in the course of employment, and for which the employee received Worker's Compensation benefits, then the employee shall receive an additional sum from accumulated sick leave as shall cause the total benefits received by such employee to equal the average daily contract rate for each day absent from work.~~

Section B. Number of Days for Current Year:

All administrators on regular contracts will begin the school year with the following number of PTO days:

Leadership Team – 15
Principals – 13
All other administrators – 14

~~11 or 12 days of emergency leave (11 days for 205 day contract and 12 days for 215 day or more contract).~~ Days will be prorated for late starts and early resignations.

Section C. Accumulation of Unused Days:

Administrators new to the district may transfer up to 10 days of ~~emergency leave~~ PTO from their previous district. The ~~emergency leave~~PTO must be verified in writing by the district from which the leave is being transferred.

Unused ~~emergency leave days~~PTO may accumulate from year to year to a maximum of ~~85~~60 days. ~~or 90 days (85 days for a 205 day contract and 90 days for a 215 day or more contract).~~

All administrators who have more than ~~50~~60 days of unused ~~emergency leave~~PTO as of June 30 of the current year, and who have a contract for the coming year, or who are retiring under KPERS, ~~may elect to forfeit up to 15 days of the unused emergency leave days in excess of 50 in exchange for $143.00~~ will be compensated at $125 per day, up to 15 days, ~~forfeited~~ in their September paycheck.

~~The administrator must notify the Business Office in writing, stating the number of days for which reimbursement is requested, on or before May 15 of the current year, and will be compensated in his/her September paycheck.~~

~~All unused leave days will be converted to an equal number of emergency leave days at end of the year.~~

~~Usage of Accumulated Leave Days~~
~~Accumulated leave days may be used for personal illness of the administrator or the administrator's immediate family (see definition of immediate family below).~~

Salary Docking, Leave Related Issues
During the contract period, an administrator will not be docked until all leave days that are to be earned during the current year, plus those previously accumulated, are used. If it becomes necessary for an administrator to resign because of an extended illness, the administrator must reimburse the district for any leave days that were taken but not earned because of his/her abbreviated period of employment. Leave shall not be accumulated during any period of absence of 20 consecutive days for which an administrator is not receiving compensation. Leave shall be taken in increments of ½ day minimum.

~~When leave is taken for circumstances other than those authorized in this article, the leave shall be classified as "unauthorized" and will result in full salary deduction for the days absent.~~

Application for Leave

Application for leave must be submitted to the superintendent at least three (3) days in advance on forms provided by USD 457, which are available in the respective buildings. In the event of emergency situations, the minimum of three (3) days advance request may be waived by the superintendent or designee.

~~Immediate Family Defined~~

~~Immediate family shall include spouse, children (and the spouse of children), mother, father, brother, sister (and the spouse of the brother or sister), grandparents, grandchildren, or other relatives whose residence is in the home of the employee.~~

Section D. Administrative Leave Bank

Purpose:

1. An illness and disability bank shall be established to assist administrators who, as a result of catastrophic or extended illness or injury have exhausted the administrator's accumulated ~~emergency leave~~ PTO, by providing those administrators eligible with additional ~~emergency~~ leave days from the bank.

2. An administrator, due to the birth of a child or adoption of a child under the age of 6, may apply to use up to 5 days of leave from the Bank. The administrator does not need to have exhausted all of their accumulated ~~emergency leave~~ PTO prior to application.

The Bank: At the beginning of each school year, the Board of Education will provide a total of 35 days to the bank to be used as set forth herein. Administrators may also donate leave to The Bank. At least one day per employee must be donated by ~~Oct.~~September 1 in order to have access to use The Bank during that school year. The total number of days donated by administrators will be added to the 35 provided by the Board and will be split in half, or as near as possible, per semester.~~The maximum number of days per year that can be used by administrators will be determined by the number of donated days plus the total provided by the Board of Education.~~

Eligibility for Participation for Parental Leave: In order to be eligible to participate in withdrawals from The Bank, an administrator must meet all of the following criteria.

1. Must have donated at least one day of their own leave during the designated donation period.
2. Apply prior to the birth of a child, or adoption of a child under the age of 6, or within 20 duty days following the date of the birth or adoption.~~.~~
3. Must submit an application for use of bank days to the ~~Chief HR Officer~~ Deputy Superintendent or their designee on forms provided by district and must submit all additional information requested.
4. No consideration shall be given to whether or not the administrator is receiving salary protection under the group salary protection insurance that is available to District employees.
5. No consideration shall be given for seniority.
6. Bank days credited may not exceed 5 days for any one application.

Eligibility for Participation for Illness or Disability: In order to be eligible to participate in withdrawals from the bank, an administrator must meet all of the following criteria:

1. The administrator must have donated at least one day of their own leave during the designated donation period.
2. The administrator must have exhausted all of their accumulated paid time off. ~~For participation in the bank, the employee must have used all emergency leave days, including sick leave, personal leave days, and vacation days, where applicable. In the event an administrator has unused personal leave days, those days will be applied as sick leave days until all such days have been used.~~
3. The illness or injury suffered by the administrator or administrator's spouse or child must be of such a nature that prevents the administrator from fulfilling his/her duties for a period of at least 5 ~~consecutive school~~ duty days after all ~~emergency~~ leave days have been used. Exceptions may occur and will be given due consideration to the individual circumstance.

4. The administrator must submit an application for use of bank days to the ~~Chief HR Officer~~ Deputy Superintendent or their designee on forms provided by the district and must submit all additional information as requested ~~by the committee~~.
5. Bank days credited may not exceed twenty (20) days for any one application. In the event the administrator's disability extends beyond the number of bank days credited, the administrator may reapply for additional days; provided, however that no one applicant may receive more than 50 days during any school year.

Procedure: The eligible administrator, as determined by the above criteria must file an application for use of bank days on forms provided by the ~~Chief HR Officer~~ district. The application should be filed as soon as all of the above criteria have been met, or in advance thereof, if medical evidence is available indicating a reasonable expectation that all criteria will be met.

The ~~Chief HR Officer (or their designee)~~ Deputy Superintendent or their designee will render a decision or seek additional information within 5 business days of the receipt of any such application. The decision will be delivered in writing, and if the application is denied, a specific criterion/a will be cited for the decision.

The administrator receiving bank days shall be paid 100% of his or her daily rate of pay per day.

Unused Balance: All unused days at the end of the year will be converted to its equal monetary value (average daily rate of certified employee participants) and applied to the following year's health fund to help offset potential insurance premium increases.

Section E. Extended Leaves

Administrators are entitled, subject to approval of the board, to extended leaves for study, health, illness of spouse, child or parent, maternity, paternity, adoption or military service. Such extended leaves shall normally be for one semester or one school year. An extended leave may be lengthened to include a second year under the same provisions which applied to the first year of extended leave. No extended leave shall be considered a termination of employment.

An administrator shall:

a. be subject upon his/her return from extended leave to the salary schedule of the current school year;
b. retain accumulated leave days, but additional leave days shall not accumulate during the term of extended leave;
c. be permitted to retain membership, during extended leave, in the board health insurance group for the period of time allowable by the insurance company. However, arrangements for payment of premiums must be made in advance with the Business Office and the board shall make no contribution;
d. prior to resuming duties on return from an extended leave for maternity or health, present to the Personnel Office a statement from a physician that the administrator is physically able to resume normal duties required of his/her assignment. If requested by the Personnel Office, confirmation of the physician's statement by another physician selected by the board may be required at the expense of the board. Maternity, as used herein, includes pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom.

The superintendent may authorize, subject to the approval of the board, an extended leave for any other purpose not expressly identified above.

Section F. Jury Duty Leave

Full-time administrators shall receive their regular pay while serving jury duty. The employee shall reimburse USD 457 all money received for jury duty except the amount allowed for meals and mileage.

Section G. Leave for Legal Matters

Employees may use personal leave for legal matters. In the absence of personal leave, the superintendent, or his authorized representative, may grant legal leave, without pay, to attend to the following legal matters:

1. Subpoena (*see below)
2. Personal lawsuits
3. Tax issues
4. Divorce actions
5. Other legal matters which the employee cannot reasonably do other than during the working day

*When an administrator is served a court subpoena not related to his/her administrative duties and he/she has no personal leave days available, said member may apply to the superintendent, or his designated representative, for the use of accumulated leave days for this purpose.

Section H. Bereavement Leave

Employees are permitted to use ~~emergency leave~~ PTO to attend funerals for members of the administrator's immediate family, or the immediate family of the administrator's spouse. For purposes of this leave agreement, immediate family will include: spouse, children, mother, father, brother, sister (and the spouse of the brother or sister), grandparents, grandchildren or other relatives whose residence is in the home of the employee.

Up to five ~~emergency leave~~ PTO days may be granted to an administrator to attend the funeral of a member of the administrator's immediate family as defined above. The number of days to be granted shall be determined by the Superintendent of Schools or the designated representative, taking into consideration the circumstances involved.

Section I. Other Leave Provisions

Absences from duty other than the above will require the prior approval of the superintendent or designee. Such release time will be in the nature of meetings, such as in-service training sessions and activity program sponsorship. In such cases release time will be granted without loss of leave time and there will be no deduction of salary.

Section J. Educational Leave

All requests for educational leave must be approved in advance by the Superintendent. Requests for educational leave will be considered for the completion of district administrative certification or completion of a doctorate program in school administration.

Educational leave will be considered in two categories:

Compensatory time

Accumulation of comp time must be approved by the superintendent in advance. Comp time must be accumulated and used in not less than one-half day increments. Comp time will be recorded on a log sheet approved by the superintendent. When using comp time, the administrator will complete a professional leave form and notate that the leave is for educational purposes and a copy of the approved log of comp time will be attached.

Research projects related to district interests

Research projects related to district interests must be approved in advance by the superintendent. The superintendent will determine the amount of time approved for work on each respective project. When using approved research time, a professional leave form should be completed as above.

ARTICLE V
MISCELLANEOUS ITEMS

Section A. Administrative Travel

It is recognized that administrators and principals may have the need for daily in or out of district travel to include such things as building visits, meetings at the ESC or other district buildings, various activities, or possible transportation of students.

All administrators will be compensated at ~~$100~~$200 per month actively working on contract. In lieu of administrative travel compensation, ~~the Superintendent~~some administrators shall receive a motor vehicle allowance as specified in their employment contract.

~~In addition to the monthly allowance, the principals at Jennie Barker and Plymell Elementary Schools shall receive a mileage allowance for employees who work at rural attendance centers.~~

Administrators wishing to attend professional meetings at their own expense may be allowed the necessary time to do so without salary deduction. Such requests are to have the prior approval of the superintendent.

Section B: Professional Conferences/Professional Fees

Conference attendance is of direct benefit to the district; therefore, administrators may select for attendance a national conference every year and a state conference every year. Principals new to the district may not attend a national conference in their first year of employment unless approved in advance by the superintendent.

Any proposed national conference attendance for the year shall be filed with the superintendent by November 1st, or at least two months in advance of the meetings, which ever date comes first, complete with details of the conference program, if known, as well as location of the conference and cost estimates, including registration, lodging, meals and travel. The conference should be tied to the administrator's goals or school improvement plan.

Conference attendance shall not remove from any intermediate, middle school or high school all principals on the same date. Conference attendance shall not take from the district more than five elementary school principals at the same time (any exceptions must be approved by the superintendent). All administrators of USD 457 are representing Garden City Public Schools while out of town on professional leave and should conduct themselves accordingly.

Leadership Team members may be reimbursed up to $500 per year for Civic Organization fees.

Section C: Moving Expense

Up to $3,000 will be paid for actual moving expenses for any person hired as deputy superintendent and up to $2,000 will be paid for actual moving expenses for any person hired as a director or principal. The administrator must move within one year of his/her first day of work in order to receive reimbursement for moving expenses.

Section D: Professional Staff Schedules

Principals - Work Days
The number of workdays for the school calendar year will be as follows:

Elementary Principals and Admin Interns	205 workdays
Intermediate Principals and Admin Interns	215 workdays
Middle School, High School Associate Principals, and Admin Interns	215 workdays

Middle School and Alternate School Principals	220 workdays
Senior High School Principal	260 workdays
Senior High Activities Director	260 workdays

Principals - Duty Year
The duty year for principals will begin approximately August 1. Please consult your employment contract for beginning and ending duty dates.

Sometimes it is necessary to interview prospective staff during the summer when a principal is on vacation and not under contract.

Principals - Hours
All "work days" for administrative staff are a minimum of 8 hours per day. There will be times when all administrators are expected to work outside their normal 8-hour day.

Compensatory time can only be used for educational leave. There may be rare occasions when compensatory time may be requested due to unusual circumstances above and beyond the normal duties of the administrator. In these situations, compensatory time must be approved by the superintendent.

As much as possible, all district offices should be staffed by an administrator between the hours of 8:00 a.m. and 5:00 p.m. School buildings should be staffed with a principal at least 30 minutes before the start of the school day and 40 minutes after the end of the school day. All administrators should take a reasonable lunch break every day.

Section E: In-Service Attendance

Principals are to attend and participate in all in-district in-services involving their entire teaching staff.

Section F: Educational Attainment and Experience

Masters +15	$ 450
Masters +30	$ 900
Masters +45	$1,350
Masters +60	$1,800
Masters +75	$2,250
District Leadership License	$2,500
Ed.S/Doctoral Candidate*	$2,700
Ed.D or Ph.D* (approved Doctorate)	$3,150

*The degree shall be subject to the approval of the Superintendent. Courses to be considered for educational attainment must be approved by the Supervisor, the Professional Growth Committee, and Superintendent. An Ed.S/Doctoral candidate shall be defined as one who has completed everything but their thesis or dissertation. The candidate may only be a doctoral candidate for a maximum of 2 years.

**Every two years of approved experience as a building administrator will equal one year of central office administrative experience.

Approved experience will be awarded ~~at a rate of 1% per year of relevant experience~~ on top of the listed Base Rates. A maximum of 10 years of non-district experience may be granted.

~~Section G: Administrative Supplementals~~

~~Bilingual Language Proficiency – Refer to Supplemental Salary Schedule in Negotiated Agreement~~

ARTICLE VI
CONTRACT SALARY INFORMATION

	FY26 BASE		DAILY
Coordinator - HR, Public Information, Plant Facilities	$ 75,000.00	260	$ 288.46
Coordinator - Curriculum & Assessment, Employee Services, Health Services, Supplemental Programs, Technology	$ 85,000.00	260	$ 326.92
Coordinator - 220 Day	$ 72,000.00	220	$ 327.27
Elementary Admin Intern	$ 68,000.00	205	$ 331.71
Intermediate/Middle School Admin Intern	$ 76,000.00	215	$ 353.49
High School Admin Intern	$ 80,000.00	215	$ 372.09
Middle School Associate Principal	$ 84,000.00	215	$ 390.70
Director - Curriculum & Instruction, Nutrition, Plant Facilities, Special Education, Technology, Transportation	$ 102,500.00	260	$ 394.23
Elementary Principal	$ 89,500.00	205	$ 436.59
Intermediate Principal	$ 94,000.00	215	$ 437.21
High School Associate Principal	$ 94,500.00	215	$ 439.53
High School Athletic Director	$ 114,500.00	260	$ 440.38
Achieve Principal	$ 97,000.00	220	$ 440.91
Middle School Principal	$ 98,000.00	220	$ 445.45
High School Lead Associate Principal	$ 98,500.00	215	$ 458.14
High School Principal	$ 120,500.00	260	$ 463.46
CFO/Assistant/Deputy Superintendent	$ 134,000.00	260	$ 515.38

25-26 FULL TIME

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USD 457
GARDEN CITY
PUBLIC SCHOOLS

ADMINISTRATOR PERSONNEL HANDBOOK

2025 – 2026

ADMINISTRATIVE PERSONNEL
EMPLOYMENT HANDBOOK
UNIFIED SCHOOL DISTRICT 457

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ADMINISTRATIVE PERSONNEL
EMPLOYMENT HANDBOOK
UNIFIED SCHOOL DISTRICT 457

DEFINITIONS

1. The School District or School System. Unified School District 457, Garden City, Finney County, Kansas.

2. The Board. The Board of Education (BOE) of Unified School District 457, Garden City, Finney County, Kansas.

3. Administrative Personnel. Those employees who are employed under one of the following contracts: Superintendent, Deputy Superintendent, Assistant Superintendent, Chief Financial Officer, Chief HR Officer, Director, Principal, Associate Principal, or Coordinator.

4. Superintendent's Leadership Team. Deputy Superintendent, Assistant Superintendent, and Chief Financial Officer.

5. Contract Year. That period of time specified on each individual contract.

6. Contract Days. Those days during a year for which assignments can be made and for which an administrator is paid to work.

7. Non-duty Days. Those days, Monday through Friday, interspersed during the contract year, on which the administrator is not required to be on duty.

8. Daily Rate. Annual salary divided by number of contract days.

9. Full-time Employment is defined as a position entailing a full day of duties, as outlined in BOE policy, with a contract length of 205 days or longer. Administrators employed full-time after the beginning of the regular contract year shall qualify for proportional full-time status on the basis of days contracted.

10. Disability, as used herein, shall mean the general disability of a person (physical, mental, and/or emotional), because of sickness or injury, to perform substantially the administratively assigned duties and to fulfill substantially the requirements of the individual contract between the administrator and the BOE. During the period of disability, the person must be under the regular care and attendance of a legally qualified physician. "Disability" leave as defined here is not to be confused with "Disability" or "Total Disability" as defined for eligibility for disability payments from the Kansas Public Employees Retirement System.

ARTICLE I
ADMINISTRATIVE COMPENSATION

Section A. General Guidelines

1. Method of Payment.
   The Board of Education shall pay administrative personnel in 12 equal monthly installments for each contract year. Payment will begin on the 15th of the first contracted month.

2. Payroll Direct Deposit.
   USD 457 provides a payroll direct deposit program to its employees at no charge. All administrators are encouraged to participate in this program.

3. Probationary Status.
   There shall be two types of probation. The first shall be new administrator probation, which shall refer to administrators with less than two (2) full years of continuous service with USD 457. The second type of probation shall be related to disciplinary probation. Such probation may or may not come as a result of difficulties determined through evaluation. Being placed on disciplinary probation shall be an administrative decision. It is emphasized that probation is not necessarily a punitive action, but may be formal recognition of a situation which indicates a need for more intensive supervision and assistance.

4. Extended Contracts.
   The term "extended contract" shall refer to a special class of payments received by administrators as payment for additional time specially assigned.

Section B. Salary Deductions

1. Monthly Salary Deductions.
   Salary deductions are allowed only upon approval by the BOE and are subject to the following requirements:

   a. Organizations, companies or individuals desiring the institution of a salary deduction plan must submit a desired plan to the board for advance approval.
   b. Deductions are to be withheld in equal installments, with the number of installments being determined by the number of pay periods included in the employee's job description.
   c. The payroll department of the Business Office shall be given 30 days notice of the implementation or termination of a salary deduction by an individual.
   d. All salary deductions other than those regulated by the federal or state government will be deducted only upon written approval of the employee.
   e. The Board of USD 457 authorizes, within the above regulations, salary deduction plans for Blue Cross-Blue Shield, Garden City Teacher's Federal Credit Union, Garden City Educators Association dues, YMCA, Garden City Recreation Commission, Buffalo Dunes, SAMS, USA dues and United Way. Tax-sheltered annuities, as reductions in pay, are authorized in groups of five or more individuals.

2. Salary deduction for loss of workdays:
   In case of salary reduction due to termination, resignation, unexcused absences, or other similar circumstances, the daily rate of pay will be computed as follows:

   The contractual salary for the individual will be divided by the total workdays for the individual as determined by the adopted school calendar.

Individuals concerned shall indemnify and hold harmless the BOE from any and all claims, demands, suits or other forms of liability (including cost and attorney fees) that shall arise out of any action taken or not taken by the BOE for the purpose of complying with the above provision or the authorization form.

Section C. Years of Service Compensation

A payment, based on completed years of service with the district as of August 31, of the current year, will be paid in December, to those employees actively employed as of the payment date.

Years of Service	Amount
0 – 4 years	$ -----
5 – 9 years	$ 500
10 – 14 years	$ 700
15 – 19 years	$ 1,200
20+ years	$ 2,000

ARTICLE II
BENEFITS

Section A. Vacation

All 261 day full-time administrators shall receive vacation days based upon the number of years served in the district.

0-9 years	20 days
10-19 years	25 days
20 or more years	30 days

If possible, vacation time should be used in blocks of five days or more at one time. Vacation time may be accrued, and will be limited to a ten-day block of time, unless prior approval is obtained from the supervisor.

Approval for use of vacation should be arranged well in advance with the immediate supervisor.

In the event that an employee has one or more days of earned vacation time when the employee resigns his/her position with the district, the employee may receive salary in lieu of the vacation time up to a maximum of 40 days.

If an administrator resigns or is terminated for any cause (including illness) before serving a full year, his or her vacation days for that contract year shall be adjusted on the basis of the actual days worked in relation to the total contract days. Administrators terminated are not eligible to receive salary in lieu of unused vacation days.

No more than 25 days of vacation may be accrued from the end of the year at June 30 to the beginning of the next year on July 1. Up to 5 days, in excess of 25, will be paid out at the rate of $150 per day. Compensation will be included in the administrator's September paycheck.

Section B. IRC Section 125 "Cafeteria" Fringe Benefit Plan

The Board of Education has established an IRC Section 125 "Cafeteria" Fringe Benefit Plan for all the employees of the district. The options to be included in the plan are:

a. health/dental insurance
b. group term life insurance not to exceed $50,000

c. cancer/dread disease insurance
d. vision insurance
e. accident insurance
f. medical expense reimbursement
g. dependent care expense reimbursement
h. health savings account
i. short-term disability

Further, an eligible employee may at his/her discretion, forego any reduction in compensation as salary cash.

The above insurance benefits shall be provided by a company or companies approved by the Board of Education.

The board will not be responsible for any service charges assessed by the administering agencies of the program.

Section C. Liability Insurance

The board agrees to include all administrators in the personal and professional liability plan of the school district, a plan written to include all district employees.

Section D. Life Insurance.

The BOE will enter into an agreement for $50,000 of group term life and accidental death insurance for each full time administrator, with the exception of the Superintendent's Leadership Team, who are entitled to $100,000 of group term life and accidental death insurance. The BOE will enter an agreement for $25,000 of group term life and accident insurance for half time or more (but less than full time) administrators. The administrator will have the option of purchasing additional group term life insurance.

Section E. Medical Insurance.

The BOE shall provide each full-time administrator the sum of $900 per month to be used toward the purchase of health and/or dental insurance through the district's group health insurance plan. Part-time administrators will receive a percentage in ratio to their full-time equivalence of employment.

Section F. Employer 403(b) Plan.

A Retirement Plan Portfolio may be established for each USD 457 administrator. This portfolio may contain up to two (2) accounts, an Employer Paid Account and an Employee Paid Account. Each employee is eligible on the first of the month following his/her date of employment.

For each monthly contribution that an administrator makes into their Employee Paid Account, USD 457 will contribute a dollar for dollar matching amount up to $100 into the Employer Paid Account. Any employee who is eligible for KPERS benefits and makes the necessary contribution into their Employee paid Account is eligible for the matching amount into the Employer Paid Account.

The plan year for the Employer Paid account will be from September 1 through August 31. Any increases or additions to each employee's Employer Paid Account will only be made effective on the first of the month following initial employment or at the beginning of each plan year. If an employee discontinues or reduces his/her Employee Paid Account to less than $100 per month, the Employer Paid Account will be reduced accordingly.

Upon beginning his/her 6th total year as a USD 457 employee, each administrator will become vested in 10% of the amount contained within his/her Employer Paid Account. The vested portion will continue to increase by an additional

10% per year until the teacher is 100% vested upon beginning his/her 15th year with USD 457. The superintendent will be fully vested in the employer provided 403(b) plan after twelve (12) years of service.

Vesting Schedule:

Years(s)	Amount Vested
1-5	0%
6	10%
7	20%
8	30%
9	40%
10	50%
11	60%
12	70%
13	80%
14	90%
15	100%

An employee who terminates employment with USD 457 after the beginning of his/her 6th year may leave the vested amount in the Employer Paid Account, thereby retaining vesting status upon returning to a position with USD 457 at a future date.

An employee may voluntarily contribute from salary an amount of his/her choosing into the Employee Paid Account. Voluntary contributions may not exceed the amount allowed by Federal and State laws and regulations. An employee who chooses to make contributions into his/her Employee Paid Account will be fully vested in his/her account immediately. Employees may add or increase an Employee Paid Account on September 1 or January 1, but may discontinue an Employee Paid Account at any time.

In the event of considering new options for retirement benefits, a USD 457 Retirement Plan Oversight Committee, made up of representatives from the BOE, administration, GCEA and classified staff, will need to be assembled to select and maintain a group of investment options, including Conservative, Moderate and Aggressive investment tracks. Employees must select from these options for all investments into their Retirement Plan Portfolio. Separate investment options may be made for an employee's Employer Paid Account and his/her Employee Paid Account.

NOTE: This plan in no way limits additional voluntary contributions into separate qualified retirement accounts with qualified providers up to the amounts allowed by State and Federal laws and regulations

An employee may access the vested portion of his/her Employer Paid Account upon termination of his/her employment contract with USD 457.

Employer and Employee Paid contributions and growth thereon will be considered taxable income upon distribution from the plan. Further, a penalty for early withdrawal may apply for distributions made prior to the age allowed by State and Federal laws and regulations. Qualified Rollover options may allow a terminated employee to defer taxation until a later date.

If any provision of this plan is determined to be in violation of Federal or State laws or regulations, then the entire plan shall immediately terminate and shall be of no further force or effect unless re-adopted by the Board of Education of USD 457.

In addition to the Employer Paid match of $100, the Superintendent's Leadership Team will receive up to $200 paid as salary to be deducted to their choice of an employee paid annuity account.

ARTICLE III
ADMINISTRATOR EMPLOYMENT CONDITIONS

Section A. Posting Notice of Vacancies Within the District

It is agreed that the superintendent, or designee, shall post notice online through e-mail of any supervisory or administrative vacancies for at least three teaching days before filling said vacancies. District personnel may be given consideration for the position upon receipt of their application.

Section B. Administrator's Calendar

All administrators shall have access to a calendar showing contracted working days for the year. All administrators, except those who are on contract for 261 days, may choose a flexible calendar, with the following provisions:

1. The flexible calendar needs to be established by the administrator, approved by the superintendent and turned into the Payroll Office before any non-duty days are worked.
2. A non-duty day must be worked before the administrator can use a duty day as a flex day. The duty day to be used as a flex day must be within 12 months of the non-duty day worked.
3. Holidays (Thanksgiving Day, Christmas Day, etc.), weekends or days at in-service cannot be substituted for duty days.
4. No more than 4 flex days may be used in one fiscal year and an administrator may not be absent for more than 10 teacher contract days for any combination of flexible, personal and professional leave days. Approval of additional days may be granted by the superintendent.

Section C. Resignation and Termination of Employment

A certified administrator who is under contract with the Board of Education may be released from that contract only by formal action of the Board of Education, and when the resignation is deemed to be in the best interests of the district. An administrator requesting a release shall make written application to the Superintendent of Schools stating the specific reason for the requested release. Each request will be judged on its own merits by the Board of Education, with consideration given to the reason for the request, difficulty in promptly filling a vacated position, any disruption to the educational process, and any personnel complications caused by the resignation. The Board of Education shall not be required to release an administrator from a contract.

The Board of Education may assess liquidated damages for certified administrators who resign without providing sufficient notice prior to the start date of their contract. A resignation submitted with less than an 8 week notice may result in liquidated damages of $2,500, and a resignation with less than a 4 week notice may result in liquidated damages of $4,000. Classified administrators may be assessed liquidated damages in the amount of $2,500 for less than a 4 week notice and $4,000 for less than a 2 week notice.

The liquidated damages for an administrator who works less than full time shall be adjusted on a pro rata basis. The Board of Education may waive assessment of liquidated damages in cases involving illness, unexpected personal or family hardships, or emergency situations.

If liquidated damages are assessed by the Board of Education at a time the Board of Education owes an administrator additional compensation, the Board of Education may withhold the liquidated damages from the administrator's final paycheck. This provision shall be construed to be written consent from an administrator, in compliance with K.S.A. 44-319.

The Board of Education agrees that no further action will be taken after payment of liquidated damages, or waiver of assessment of liquidated damages. An administrator released from a contract shall be released for the remaining term

of the contract, regardless if the remaining term is one (1) year or multiple years. An administrator not released from contract will be expected to continue discharge of duties until the end of a contract term, or any subsequent action of the Board of Education releasing the administrator. All liquidated damages shall be paid within fifteen (15) days of notice of the decision of the Board of Education to assess liquidated damages and thereafter, release an administrator from a contract, subject to a suitable replacement being employed by the Board of Education.

An administrator currently under contract shall be determined to be under contract for the next teaching year unless a resignation is submitted on or before May 15th of the current school year. New administrators coming into the district shall be determined to be under contract when a Letter of Intent to Employ has been signed by the administrator and approved by the Board of Education.

At the same time an administrator requests a release from a contract, the administrator may request that liquidated damages be waived by making an application in writing to the Superintendent of Schools stating the specific reason for the requested waiver. Each request will be judged on its own merits, and a hearing will be held before a panel (Appeals Panel) of two administrators appointed by the Administrative Meet and Confer Committee and two administrators appointed by the Superintendent of Schools. The hearing will be held within five (5) working days after the request is received by the Superintendent of Schools. The administrator shall be notified of the date, time and place of the hearing and shall have the opportunity to address the Appeals Panel. The Appeals Panel will make a recommendation to the Board of Education at their next regularly scheduled meeting. The Board of Education may choose to accept or reject the recommendation of the appeals Panel.

An administrator who is not released from a contract by the Board of Education action shall fulfill the terms of the contract, and any action by the administrator resulting in a failure to fulfill the terms of the contract shall amount to a breach of contract and will subject the administrator to any and all legal remedies available to the Board of Education. In the event of a breach of contract by an administrator, appropriate notation of the same will be placed in the administrator's personnel file. The Kansas State Board of Education shall be notified of an administrator who fails to fulfill the terms of a contract, pursuant to K.S.A. 72-5412.

Section D. Payment for District Directed Course Work

If and when the administration directs administrative personnel to take course work to fulfill required assignments or to meet district goals, it is understood that the district may pay the tuition costs of said courses.

Section E. Suspension, Discharge, or Demotion

The superintendent may suspend, discharge, or demote an employee for any one or more of the following reasons: alleged violation of board policy, rule or regulation; the filing of a formal complaint against the employee with any civil authority or with the board charging the employee with the alleged commission of an offense involving moral turpitude; and other just cause. An employee may be suspended with pay. If the suspension is imposed on an employee pending dismissal, the employee is entitled to pay until the employee has had a due process hearing before the board. The hearing shall determine whether the suspension shall be with or without pay and whether the employee will be terminated.

Grievance procedures listed in the Classified Handbook and Negotiated Agreement may be followed for administrative grievances, as applicable. Classified Administrators shall follow procedures from the Classified Handbook and Certified Administrators shall follow procedures outlined in the Negotiated Agreement.

Section F. Complaints Against Administrators

Any complaint regarding an administrator by any parent, student or other person, which might result in an evaluative or disciplinary action, shall be promptly called to the administrator's attention.

The administrator shall receive a copy of any written complaint. The administrator shall have an opportunity to answer the complaint. The administrator's written response will be communicated to the complainant. If the complaint is placed in the administrator's file, any written response by the administrator will be filed along with the written complaint.

If a complaint is not used as a basis for action against the administrator within three years of its entering the file, such material shall be removed and destroyed.

Section G. Retirement of Professional Staff Members

Severance Pay to Retiring Administrators

Upon retirement from the administrative profession and through KPERS, an administrator who has completed fifteen (15) years or more of full time employment with USD 457 shall be entitled to payment, in addition to their normal salary for the last year of employment according to the following compensation schedule:

Service to	Service as Administrator			
USD 457	Less than 10	10-14	15-19	20 or more
15	8%	10%	12%	
16	9%	11%	13%	
17	10%	12%	14%	
18	11%	13%	15%	
19	12%	14%	16%	
20 or more	13%	15%	16.5%	16.67%

In addition, if the employee has 20 or more accrued PTO days upon retirement through KPERS, he/she will be entitled to additional pay equal to $85 for each unused day.

Said payment shall be made as part of the administrator's last year of employment prior to such retirement and as part of the consideration of the administrator's last year of service to the school district; provided, however, that to be eligible for such payment certified administrators give written notice to the Personnel Office by January 1 of the retirement year or classified administrators give written notice to the Personnel Office 6 months prior to his/her intended retirement date, which notice shall be irrevocable upon acceptance by the board; provided further that in the event of the death of such administrator during the last contract year prior to retirement, a sum equal to the administrator's compensation according to the said schedule, prorated by the number of contract days completed by the administrator for that year prior to death, shall be paid to the administrator surviving spouse, or in absence thereof, to the administrator estate. Said years of full-time employment with USD 457 shall consist of both years of employment in the teaching profession and the administrative profession, and need not necessarily be continuous. [Legal reference: K.S.A. 74-4914 as amended]

Section H. Legal Action Against an Employee

In the event of legal action against an administrator of the district, the provisions of the Tort Claims Act (K.S.A. Article 61) will prevail.

Section I. Assault and Battery, Property Damage

Reporting

An administrator who has suffered an assault and/or battery in connection with his/her employment, where such event occurs in school, on school grounds, or while the administrator is engaged in duties at a regularly scheduled school event, shall, within two weeks thereafter, make a written report of the circumstances to the superintendent.

Injury Benefits

Whenever an administrator is absent as a result of personal injury caused by the assault and/or battery reported under paragraph 1, and the BOE finds that the administrator has used reasonable judgment, he/she shall be paid his/her full salary, less any other BOE provided disability benefits, without having such absence charged as sick leave. Such payments shall not extend beyond the end of the administrator's current contract year. The BOE may require medical reports in verification of the disability.

Section J. Administrator's Evaluation

1. In-service

   Each administrator will have the opportunity to attend an in-service meeting at which the evaluation instrument and procedures will be explained. Individual administrator and evaluator packets will be distributed. Each packet will include the following:

   a. An overview of the evaluation process, including the procedures for evaluation.
   b. A set of evaluation working papers.
   c. A sample of the final evaluation form.

2. Cycles

   A minimum of one evaluation every year will be completed by February 15. Evaluations may occur more often at the request of the administrator or discretion of the evaluator. Request for specific clinical evaluation techniques may be made. These could include such techniques as task analysis, charting, narrative recording, etc.

3. Growth Plan

   By October 1, each principal will develop a professional growth plan for the year which, if requested, shall be shared with his/her supervisor.

4. Plan of Assistance

   In any situation deemed appropriate, a Plan of Assistance may be developed by the superintendent, supervisor and administrator. This plan should include but not be limited to:

   a. Time line for all activities.
   b. Specific deficiencies.
   c. In-services, observations, and other help provided by the district.
   d. Specific evidence the administrator will provide.
   e. Criteria to be met as determined by the supervisor.

   The evaluator will determine the length and outcome of the Plan of Assistance.

5. Evaluator

   Principals will be evaluated by the superintendent or his/her designee each year. The superintendent or their designee will provide input for each evaluation in writing.

   Assistant Principals will be evaluated by their supervising principal. During the course of the year, if the superintendent or his/her designee has concerns regarding the professional performance of the assistant principal, those concerns will be documented in writing to the assistant principal and copied to the building principal. Those

concerns will be reflected in the annual evaluation. Annual evaluations will be reviewed with the deputy superintendent and/or superintendent before being presented to the assistant principal.

6. Observations/Conferences
   To assist in determining the evaluation ratings, evaluators will conduct observations during the year and record them on working copies. Observations are defined as visits to the building, etc.

7. Pre-Observation Contact
   The evaluator will contact the administrator before each formal observation/conference to gain information about the school and school outcome. The contact may be by telephone, in person, or in writing.

8. Post-observation Conference
   A conference may follow the observation. If a conference occurs, it should be conducted following the observation as soon as possible. The administrator and evaluator will each have copies of all written evaluations.

9. Working Copies
   Working copies do not become part of any employee's personnel file, but are to be used as a reference when completing the final evaluation form. Input received from others must be presented to the administrator at or prior to the final oral conference.

10. Final Evaluation
    The administrator, the evaluator and the personnel office will each have a copy of the final evaluation. Before submitting the evaluations to the school board, all signatures and evaluatee comments, if desired, must be on the evaluation form. The evaluatee's signature indicates completion of an evaluation, not necessarily agreement.

Section K. Professional Dress

The Board of Education encourages appropriate dress that adheres to commonly accepted standards of grooming and dress for all district employees. Appropriate professional dress demonstrates a high regard for education and the teaching profession, and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the district's staff as motivated professionals working toward a common mission. In addition, it strengthens the community's perception toward the district, public schools and the teaching profession.

Since district staff serves as role models, teacher standards of attire should be well beyond what is expected of our students. Professional appearance of staff members includes dress, accessories, body adornments and grooming. Clothing, shoes and accessories are clean, in good repair and promote a working and learning environment that is free from unnecessary disruption.

Professional dress is appropriate during the workday and anytime employees attend work-related activities. Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (ex: PE teachers wearing athletic apparel). Clothing should convey a professional image by being coordinated, modest and appropriate for a classroom or educational setting.

Professional Dress Guidelines (Minimum):

Men

- Collared shirts. Ties are preferred. Suits and jackets are optional.
- Dress slacks
- Dress shoes or casual shoes, such as leather, suede or loafer styles. Dress boots are acceptable.
- Business casual attire is acceptable on Fridays and to supervise evening events.
- ID badge

Women
- Suits, dresses, skirts, or slacks and dress tops (no t-shirts).
- Capri, cropped pants or dress shorts when worn as part of a suit or coordinated outfit.
- Dress shoes, casual shoes, dress boots or dress sandals (no flip-flops).
- Business casual attire is acceptable on Fridays and to supervise evening events.
- ID badge

ARTICLE IV
LEAVE PROVISIONS

Section A. Definition of Leave

Paid Time Off (PTO) is a time when any administrator covered by this contract is absent from duty for personal reasons or illness or as otherwise authorized.

It is not necessary for the administrator to state the reason for taking PTO, unless the leave may qualify for Family and Medical Leave (FMLA).

Section B. Number of Days for Current Year:

All administrators on regular contracts will begin the school year with the following number of PTO days:
Leadership Team – 15
Principals – 13
All other administrators – 14

Days will be prorated for late starts and early resignations.

Section C. Accumulation of Unused Days:

Administrators new to the district may transfer up to 10 days of PTO from their previous district. The PTO must be verified in writing by the district from which the leave is being transferred.

Unused PTO may accumulate from year to year to a maximum of 60 days.

All administrators who have more than 60 days of unused PTO as of June 30 of the current year, and who have a contract for the coming year, or who are retiring under KPERS, will be compensated at $125 per day, up to 15 days, in their September paycheck.

Salary Docking, Leave Related Issues
During the contract period, an administrator will not be docked until all leave days that are to be earned during the current year, plus those previously accumulated, are used. If it becomes necessary for an administrator to resign because of an extended illness, the administrator must reimburse the district for any leave days that were taken but not earned because of his/her abbreviated period of employment. Leave shall not be accumulated during any period of absence of 20 consecutive days for which an administrator is not receiving compensation. Leave shall be taken in increments of ½ day minimum.

Application for Leave

Application for leave must be submitted to the superintendent at least three (3) days in advance on forms provided by USD 457, which are available in the respective buildings. In the event of emergency situations, the minimum of three (3) days advance request may be waived by the superintendent or designee.

Section D. Administrative Leave Bank

Purpose:

1. An illness and disability bank shall be established to assist administrators who, as a result of catastrophic or extended illness or injury have exhausted the administrator's accumulated PTO, by providing those administrators eligible with additional leave days from the bank.

2. An administrator, due to the birth of a child or adoption of a child under the age of 6, may apply to use up to 5 days of leave from the Bank. The administrator does not need to have exhausted all of their accumulated PTO prior to application.

The Bank: At the beginning of each school year, the Board of Education will provide a total of 35 days to the bank to be used as set forth herein. Administrators may also donate leave to The Bank. At least one day per employee must be donated by September 1 in order to have access to use The Bank during that school year. The total number of days donated by administrators will be added to the 35 provided by the Board and will be split in half, or as near as possible, per semester.

Eligibility for Participation for Parental Leave: In order to be eligible to participate in withdrawals from The Bank, an administrator must meet all of the following criteria.

1. Must have donated at least one day of their own leave during the designated donation period.
2. Apply prior to the birth of a child, or adoption of a child under the age of 6, or within 20 duty days following the date of the birth or adoption.
3. Must submit an application for use of bank days to the Deputy Superintendent or their designee on forms provided by district and must submit all additional information requested.
4. No consideration shall be given to whether or not the administrator is receiving salary protection under the group salary protection insurance that is available to District employees.
5. No consideration shall be given for seniority.
6. Bank days credited may not exceed 5 days for any one application.

Eligibility for Participation for Illness or Disability: In order to be eligible to participate in withdrawals from the bank, an administrator must meet all of the following criteria:

1. The administrator must have donated at least one day of their own leave during the designated donation period.
2. The administrator must have exhausted all of their accumulated paid time off.
3. The illness or injury suffered by the administrator or administrator's spouse or child must be of such a nature that prevents the administrator from fulfilling his/her duties for a period of at least 5 duty days after all leave days have been used. Exceptions may occur and will be given due consideration to the individual circumstance.4. The administrator must submit an application for use of bank days to the Deputy Superintendent or their designee on forms provided by the district and must submit all additional information as requested.
5. Bank days credited may not exceed twenty (20) days for any one application. In the event the administrator's disability extends beyond the number of bank days credited, the administrator may reapply for additional days; provided, however that no one applicant may receive more than 50 days during any school year.

Procedure: The eligible administrator, as determined by the above criteria must file an application for use of bank days on forms provided by the district. The application should be filed as soon as all of the above criteria have been met, or in advance thereof, if medical evidence is available indicating a reasonable expectation that all criteria will be met.

The Deputy Superintendent or their designee will render a decision or seek additional information within 5 business days of the receipt of any such application. The decision will be delivered in writing, and if the application is denied, a specific criterion/a will be cited for the decision.

The administrator receiving bank days shall be paid 100% of his or her daily rate of pay per day.

Unused Balance: All unused days at the end of the year will be converted to its equal monetary value (average daily rate of certified employee participants) and applied to the following year's health fund to help offset potential insurance premium increases.

Section E. Extended Leaves

Administrators are entitled, subject to approval of the board, to extended leaves for study, health, illness of spouse, child or parent, maternity, paternity, adoption or military service. Such extended leaves shall normally be for one semester or one school year. An extended leave may be lengthened to include a second year under the same provisions which applied to the first year of extended leave. No extended leave shall be considered a termination of employment.

An administrator shall:

a. be subject upon his/her return from extended leave to the salary schedule of the current school year;
b. retain accumulated leave days, but additional leave days shall not accumulate during the term of extended leave;
c. be permitted to retain membership, during extended leave, in the board health insurance group for the period of time allowable by the insurance company. However, arrangements for payment of premiums must be made in advance with the Business Office and the board shall make no contribution;
d. prior to resuming duties on return from an extended leave for maternity or health, present to the Personnel Office a statement from a physician that the administrator is physically able to resume normal duties required of his/her assignment. If requested by the Personnel Office, confirmation of the physician's statement by another physician selected by the board may be required at the expense of the board. Maternity, as used herein, includes pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom.

The superintendent may authorize, subject to the approval of the board, an extended leave for any other purpose not expressly identified above.

Section F. Jury Duty Leave

Full-time administrators shall receive their regular pay while serving jury duty. The employee shall reimburse USD 457 all money received for jury duty except the amount allowed for meals and mileage.

Section G. Leave for Legal Matters

Employees may use personal leave for legal matters. In the absence of personal leave, the superintendent, or his authorized representative, may grant legal leave, without pay, to attend to the following legal matters:

1. Subpoena (*see below)
2. Personal lawsuits
3. Tax issues
4. Divorce actions
5. Other legal matters which the employee cannot reasonably do other than during the working day

*When an administrator is served a court subpoena not related to his/her administrative duties and he/she has no personal leave days available, said member may apply to the superintendent, or his designated representative, for the use of accumulated leave days for this purpose.

Section H. Bereavement Leave

Employees are permitted to use PTO to attend funerals for members of the administrator's immediate family, or the immediate family of the administrator's spouse. For purposes of this leave agreement, immediate family will include: spouse, children, mother, father, brother, sister (and the spouse of the brother or sister), grandparents, grandchildren or other relatives whose residence is in the home of the employee.

Up to five PTO days may be granted to an administrator to attend the funeral of a member of the administrator's immediate family as defined above. The number of days to be granted shall be determined by the Superintendent of Schools or the designated representative, taking into consideration the circumstances involved.

Section I. Other Leave Provisions

Absences from duty other than the above will require the prior approval of the superintendent or designee. Such release time will be in the nature of meetings, such as in-service training sessions and activity program sponsorship. In such cases release time will be granted without loss of leave time and there will be no deduction of salary.

Section J. Educational Leave

All requests for educational leave must be approved in advance by the Superintendent. Requests for educational leave will be considered for the completion of district administrative certification or completion of a doctorate program in school administration.

Educational leave will be considered in two categories:

Compensatory time

Accumulation of comp time must be approved by the superintendent in advance. Comp time must be accumulated and used in not less than one-half day increments. Comp time will be recorded on a log sheet approved by the superintendent. When using comp time, the administrator will complete a professional leave form and notate that the leave is for educational purposes and a copy of the approved log of comp time will be attached.

Research projects related to district interests

Research projects related to district interests must be approved in advance by the superintendent. The superintendent will determine the amount of time approved for work on each respective project. When using approved research time, a professional leave form should be completed as above.

ARTICLE V
MISCELLANEOUS ITEMS

Section A. Administrative Travel

It is recognized that administrators and principals may have the need for daily in or out of district travel to include such things as building visits, meetings at the ESC or other district buildings, various activities, or possible transportation of students.

All administrators will be compensated at $200 per month actively working on contract. In lieu of administrative travel compensation, some administrators shall receive a motor vehicle allowance as specified in their employment contract.

Administrators wishing to attend professional meetings at their own expense may be allowed the necessary time to do so without salary deduction. Such requests are to have the prior approval of the superintendent.

Section B: Professional Conferences/Professional Fees

Conference attendance is of direct benefit to the district; therefore, administrators may select for attendance a national conference every year and a state conference every year. Principals new to the district may not attend a national conference in their first year of employment unless approved in advance by the superintendent.

Any proposed national conference attendance for the year shall be filed with the superintendent by November 1st, or at least two months in advance of the meetings, which ever date comes first, complete with details of the conference program, if known, as well as location of the conference and cost estimates, including registration, lodging, meals and travel. The conference should be tied to the administrator's goals or school improvement plan.

Conference attendance shall not remove from any intermediate, middle school or high school all principals on the same date. Conference attendance shall not take from the district more than five elementary school principals at the same time (any exceptions must be approved by the superintendent). All administrators of USD 457 are representing Garden City Public Schools while out of town on professional leave and should conduct themselves accordingly.

Leadership Team members may be reimbursed up to $500 per year for Civic Organization fees.

Section C: Moving Expense

Up to $3,000 will be paid for actual moving expenses for any person hired as deputy superintendent and up to $2,000 will be paid for actual moving expenses for any person hired as a director or principal. The administrator must move within one year of his/her first day of work in order to receive reimbursement for moving expenses.

Section D: Professional Staff Schedules

Principals - Work Days
The number of workdays for the school calendar year will be as follows:

Elementary Principals and Admin Interns	205 workdays
Intermediate Principals and Admin Interns	215 workdays
Middle School, High School Associate Principals, and Admin Interns	215 workdays
Middle School and Alternate School Principals	220 workdays
Senior High School Principal	260 workdays
Senior High Activities Director	260 workdays

Principals - Duty Year
The duty year for principals will begin approximately August 1. Please consult your employment contract for beginning and ending duty dates.

Sometimes it is necessary to interview prospective staff during the summer when a principal is on vacation and not under contract.

Principals - Hours
All "work days" for administrative staff are a minimum of 8 hours per day. There will be times when all administrators are expected to work outside their normal 8-hour day.

Compensatory time can only be used for educational leave. There may be rare occasions when compensatory time may be requested due to unusual circumstances above and beyond the normal duties of the administrator. In these situations, compensatory time must be approved by the superintendent.

As much as possible, all district offices should be staffed by an administrator between the hours of 8:00 a.m. and 5:00 p.m. School buildings should be staffed with a principal at least 30 minutes before the start of the school day and 40 minutes after the end of the school day. All administrators should take a reasonable lunch break every day.

Section E: In-Service Attendance

Principals are to attend and participate in all in-district in-services involving their entire teaching staff.

Section F: Educational Attainment and Experience

Masters +15	$ 450
Masters +30	$ 900
Masters +45	$1,350
Masters +60	$1,800
Masters +75	$2,250
District Leadership License	$2,500
Ed.S/Doctoral Candidate*	$2,700
Ed.D or Ph.D* (approved Doctorate)	$3,150

*The degree shall be subject to the approval of the Superintendent. Courses to be considered for educational attainment must be approved by the Supervisor, the Professional Growth Committee, and Superintendent. An Ed.S/Doctoral candidate shall be defined as one who has completed everything but their thesis or dissertation. The candidate may only be a doctoral candidate for a maximum of 2 years.

**Every two years of approved experience as a building administrator will equal one year of central office administrative experience.

Approved experience will be awarded on top of the listed Base Rates. A maximum of 10 years of non-district experience may be granted.

ARTICLE VI
CONTRACT SALARY INFORMATION

	FY26 BASE		DAILY
Coordinator - HR, Public Information, Plant Facilities	$ 75,000.00	260	$ 288.46
Coordinator - Curriculum & Assessment, Employee Services, Health Services, Supplemental Programs, Technology	$ 85,000.00	260	$ 326.92
Coordinator - 220 Day	$ 72,000.00	220	$ 327.27
Elementary Admin Intern	$ 68,000.00	205	$ 331.71
Intermediate/Middle School Admin Intern	$ 76,000.00	215	$ 353.49
High School Admin Intern	$ 80,000.00	215	$ 372.09
Middle School Associate Principal	$ 84,000.00	215	$ 390.70
Director - Curriculum & Instruction, Nutrition, Plant Facilities, Special Education, Technology, Transportation	$ 102,500.00	260	$ 394.23
Elementary Principal	$ 89,500.00	205	$ 436.59
Intermediate Principal	$ 94,000.00	215	$ 437.21
High School Associate Principal	$ 94,500.00	215	$ 439.53
High School Athletic Director	$ 114,500.00	260	$ 440.38
Achieve Principal	$ 97,000.00	220	$ 440.91
Middle School Principal	$ 98,000.00	220	$ 445.45
High School Lead Associate Principal	$ 98,500.00	215	$ 458.14
High School Principal	$ 120,500.00	260	$ 463.46
CFO/Assistant/Deputy Superintendent	$ 134,000.00	260	$ 515.38

Updates to Classified Handbook FY26

redlined page #	new page #	change
		updated administrator titles to reflect staffing changes
		clarified multiple instances of "contract" time, "duty" days, etc.
7	7	clarified transfer requests while on probation
9	9	updated retirement compensation amounts and changed emerngency leave to PTO
10 to 12	10 to 11	increased base wages by $0.10 per job grade added job grade 11M Para III changed job grades for ASP Facilitator, Accompanist, Maintenance Manager, and Warehouse Assistant added Teacher Apprentice and Cyber Security Manager (positions approved by BOE) removed ASP Supervisor, Data Information Specialist, Wellness Specialist, and Licensed Carpenter (positions closed by BOE)
13	12	specified district office hours added clarification on use of district time clock
14	13	added clarification on rest periods
15 to 19	13 to 16	updated Article VI. Leaves (see attached)
19 to 20	16 to 17	updated Illness and Disability Bank language to refelct similar proposed changes to the Negotiated Agreement
20	17	updated list of benefits offered
21		updated BOE contribution to fringe benefit
25	21	updated language for exit checklist
27 to 28	23	removed Article X. Griecance Procedure, referenced BOE Policy GAE Classified
30	25	added clarification on Employee Probations
31 to 32	25 to 26	updated emergnecy closing procedures and changed Snow Days to Inclement
36	26 to 27	updated Article XIII. Professional Dress to reflect proposed changes to the Negotiated Agreement
37	27	removed Mileage to Rural Attendance Centers

What's New for Classified Leave?

Personal and Emergency Leave are now **"Paid Time Off"**

All classified staff (full-time and part-time) will receive **one PTO** day at the end of each month actively working plus **an additional day** at the end of September and February.

PTO days can be accumulated as follows:

Number of Months Worked	Total Days Granted Per Year	Total Accumulation
Full-time Employee (261 days)	14	60
Part-Time Employee		
Months in work year:		
11	13	60
10	12	60
9	11	60
Crossing Guards	10	0
Temporary, Student Employee, Substitute	0	0

All accrued emergency/sick leave days will become **PTO** days. Classified staff with unused **PTO** days over 60 days as of June 30, 2025, will receive $75/day, up to 15 days, in their September 2025 paycheck.*

For example – You have 68 emergency/sick leave days. You will start next year with 60 PTO days and you'll get a payout for the other 8 days in your September check. (8 days x $75/day = $600)

If you have 78 days, you will start next year with 63 PTO days and get a payout for 15 days (max payout) in September. (15 days x $75/day = $1,125)

*must return for 2025-2026

Vacation Leave

There will be no change to **Vacation Leave** granted to full time (260 day) employees. If an employee resigns, they may receive salary in lieu of the vacation leave calculated at their current base daily rate.

No more than 25 days of vacation leave may be accrued from the end of the work year on June 30 to the beginning of the next work year on July 1.

GARDEN CITY
PUBLIC SCHOOLS

USD 457
GARDEN CITY
PUBLIC SCHOOLS

Classified Personnel Handbook

2025-2026

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PURPOSE

The Board of Education of USD 457 believes that classified staff positions are essential to the educational process of the children of Unified School District 457. These positions are provided in order that proper support services are available to the teachers and administrators of the school district.

The purpose of this handbook is to serve as an informational guide as to the salary and benefits provided and procedures set forth for all classified employees of Unified School District 457.

This handbook supersedes any procedures established by any departments or buildings. It does not, however, replace any adopted Board of Education policy or regulation.

The superintendent under special circumstances may authorize exceptions to procedures listed in this handbook. Any exceptions will be documented in writing.

ARTICLE I. DEFINITIONS

A. The term "classified employee" as used in this handbook, means any person, including both full-time and part-time (excluding substitutes), employed by the Board of Education of USD 457 in a position which does not require a certificate issued by the State Board of Education, who is not employed in a professional or instructional capacity by the Board of Education or who is not an administrative employee.

   The classified employees include the following general types:

   1. Administrative Support Staff
   2. Business Support Staff
   3. Technology Support Staff
   4. Instructional Support Staff
   5. Maintenance & Operations Staff
   6. Nutritional Services Staff
   7. Transportation Services Staff

B. The term "Board", as used in this handbook shall mean the Board of Education of USD 457 in the City of Garden City, County of Finney and State of Kansas.

C. The term "School District" and "USD 457", as used in this handbook shall mean USD 457 in the City of Garden City, County of Finney and State of Kansas.

D. The term "Full-Time Employee" is one whose job description calls for a full year of work at eight hours per day for five days per week for fifty-two weeks per year (261 days).

E. The term "Part-Time Employee" is one whose job description calls for a specified number of work days per year for a certain number of hours per day.

F. The term "Temporary Employee" is one who works irregular hours and who may or may not work consecutive days of the week or consecutive weeks throughout the school year.

G. The term "Student Employee" is defined as a person who is regularly enrolled in a school under the governance of USD 457.

H. The term "Special Education Student Employee" is defined as a person who is regularly enrolled in a school under the governance of USD 457 and is working under the direction of a current IEP.

I. The term "Probationary Employee" is one who is either in the first 60 period of employment or who has been placed on probation because of unsatisfactory performance.

J. The term "Supervisor" is the administrator who is placed in charge of a classified employee. The supervisor may be the superintendent, deputy superintendent, assistant superintendent, financial officer, director, coordinator or principal.

K. The term "Director" is the administrator who is placed in charge of a department of classified services. The director is responsible for providing the necessary services in the most efficient and economical means possible.

ARTICLE II. GENERAL PROVISIONS

Section A. School Board Organization, Powers and Rights

The schools of USD 457 are governed by an elected Board of Education with seven members elected at large by the voters of the district. The Board selects a president and vice-president from their membership yearly. A clerk, treasurer and attorney are appointed by the board on an annual basis. The board functions according to the powers delegated from the State of Kansas, and actually is a subdivision of the State government.

It is understood and agreed that the Board retains those powers expressly granted to it by statute, including those necessarily implied and that the statutes are to be strictly construed, including the right to make unilateral changes as specifically limited only by any provision contained within this handbook.

The only limitation on any right of the Board shall be by law or by the express limitation by specific provision contained with this handbook.

Section B. Employee Meet and Confer Committee

The administrative staff of USD 457, along with a Board representative, meet with the Meet and Confer Committee for the purpose of receiving suggestions or concerns relating to salary, fringe benefits or conditions of employment. Employees wishing to submit an item for consideration should contact one of their representatives on the Meet and Confer Committee.

Members of the administrative staff include the ~~Assistant~~ Deputy Superintendent, Chief Financial Officer and the Employee Services Coordinator.

Members of the Meet and Confer Committee include three representatives of each of the following groups of employees:

Administrative Support Staff, Business Support Staff and Tech. Support Staff
Instructional Support Staff
Maintenance & Operations Staff
Nutritional Services Staff
Transportation Services Staff

Representatives are selected by the members of their particular classification and will serve 2 year terms. Employees are encouraged to participate and become actively involved through their representative in the meet and confer process.

All Meet and Confer meeting times, dates and locations must be scheduled through the Employee Services Coordinator. All meetings scheduled without the administrative staff must be held ~~off contracted time~~ outside regular duty hours.

The ~~Assistant~~Deputy Superintendent is responsible for designating someone to record and distribute the minutes of the meetings to each employee group, all administrators and the Board.

Section C. Channels of Communication

Employees are responsible to their supervisor and shall direct all problems, criticisms and suggestions through the supervisor. In the event the supervisor is not available, employees shall contact the HR Coordinator.

ARTICLE III. INITIAL EMPLOYMENT AND TRANSFER REQUESTS

All applicants will be given consideration for employment in compliance with the EEO (Equal Employment Opportunity) Policy of USD 457. The Board will employ only the most competent person available for each position.

The Board reserves the right to assign, reassign or transfer all classified positions. Any employee may be transferred at any time to a new location or position at the convenience of the School District.

Section A. Initial Employment Probation

Note: If an employee resigns and returns to a similar job in USD 457 within six months, the employee will be reinstated with the same salary and benefits as if they had not left the district. The following rules do not apply.

1. Probationary Status

   A classified employee new to USD 457, or a former employee who returns to USD 457, shall be engaged on a probationary basis for a period of 60 calendar days, excluding non-contract days in the summer for part-time employees. During the probationary period, the employee may be released from their position at any time upon recommendation of both the supervisor and department director and without benefit of review. The employee will be evaluated at the end of the probationary period by the Supervisor. The employee should be informed of the contents of the Supervisor's evaluation. The Deputy Superintendent~~Chief HR Officer~~ or ~~his~~ their designee will notify the employee's Supervisor of the end of the probationary period.

2. Leaves

   A classified employee new to USD 457 or a former employee who returns to USD 457, will accumulate leave time earned; however, the leave time shall not be available for use until after the employee has successfully completed 30 days. Any days taken for sickness during the first 30 days or for personal leave during the 60 day probationary period will be not be compensated.

3. Rate of Pay

   A classified employee new to USD 457 or a former employee who returns to USD 457 may, at the supervisor's discretion, begin the probationary period at the base rate established for their particular position. Once the 60-day probationary period is completed, the supervisor may submit a written request to award longevity for equivalent experience, up to a maximum of 10 years of outside experience, in a similar work position, to the Employee Services Coordinator for approval. This request must be submitted to the Employee Services Coordinator within 30 calendar days of the end of the probationary period. Supervisors may also submit a written request to award longevity for equivalent experience to be granted upon hire.

   All requests for longevity that are approved by the Employee Services Coordinator will become effective on the first workday of the following month.

   After the 30 day deadline from the end of the probationary period, Supervisors may only submit requests for granting previous experience in May or June each year to be effective for the following school year.

4. Request for Transfer

   Any classified employee of USD 457 desiring to be considered for a vacancy should complete a Request for Transfer online through the district intranet within 3 business days. Any request after the 3-day timeline will require the receiving supervisors' approval for consideration and a paper transfer form must be completed. An interview is not guaranteed if denied by the supervisor of the open position. Those who move to a new position will do so under the current salary schedule regardless of how long they have been a district employee. Employees who are under probation are not eligible to request transfer without HR approval. Once a transfer has been approved, an employee must remain in that position for 60 days before being eligible to request another transfer.

   The Supervisor of the open position will complete the information online, approving or denying the request for transfer. Final decisions of transfers will be communicated to employees by the HR Coordinator.

5. Para Assessment

   Employees hired in positions requiring the para assessment must complete and pass that test within the first 30 days of employment. Failure to do so, may result in termination.

ARTICLE IV. SALARIES AND WAGES

Section A. Salary Guide

1. On July 1 of each year, any salary increases approved by the Board will be made. Years of experience will be granted to eligible employees in the school district.

2. Employees who have a hire date of employment between January 1 and June 30 of the current year will not be eligible for a year of experience being granted. The effective date of employment is the first date a person begins to work for the school district in a full-time or part-time position.

Section B. Consideration For Reclassification and Salary Adjustment

A request for a position re-classification or salary adjustment for years of experience may be made by an employee's Supervisor and will be accepted only on an annual basis. Any request shall be in writing and shall be submitted to the Employee Services Coordinator by the employee's supervisor on behalf of the employee making the request. The request should be submitted no later than April 1 in order to receive serious consideration. The request should state in complete detail the conditions and/or circumstances in which the supervisor has based their judgment in requesting consideration of the request. The HR Coordinator, Employee Services Coordinator, and Chief Financial Officer will consider all requests and notify supervisors of the determination.

Approved requests will be effective the first of the following fiscal year.

Section C. Additional Compensation

Unless specified, all additional compensation will be effective on the 1st of the month following approval.

Bilingual Language Proficiency - *for all full-time and part-time classified employees except substitute employees*

The District will pay an additional $0.25 per hour to those employees who are orally proficient in another language in addition to English. The Supplemental Office will test the employee and determine whether they are proficient in both languages. The testing will be done at least twice a year and all classified employees will be notified in advance of the testing times. All employees who are able to interpret will be expected to do so upon request, whether or not they are receiving the additional pay for bilingual proficiency.

Employees that are receiving the bilingual pay will also be entitled to receive an additional $2/hr on top of their normal hourly rate to translate scheduled meetings including but not limited to IEP meetings, parent/teacher conferences, and long term hearings.

College Credit – *for all classified full-time and part-time employees except substitutes and licensed plant facilities positions.*

Employees are eligible to receive additional compensation for college hours and must be approved by the Employee Services Coordinator

Completion of an Associate's Degree or higher $0.50 per hour
OR
Completion of a Bachelor's degree in a **job-related field** $1.00 per hour

To qualify for additional pay for college hour credit, an official transcript must be submitted to the Personnel Office. Once an official transcript is approved, the pay rate will be effective the 1st of the following month.

Proficiency Rating – *for Hearing Impaired Paraprofessionals*

A paraprofessional for the Hearing Impaired will be regarded as an interpreter. They will start at Level 1 for a minimum of three weeks. During the three-week period, the teacher of the Hearing Impaired and the District Administration will evaluate the interpreter's skills and assign a "Proficiency Rating" that translates to a level in the following table. If the proficiency rating moves the interpreter to a higher level the increase in salary shall be effective on the evaluation date.

Level 1 Para-Interpreter (0-16 pts)
Base salary per hour for paraprofessional.

Level 2 Interpreter (17-26 pts)
Base salary plus $2.00 per hour. Criteria: The interpreter would be competent to interpret in lower level elementary classrooms at an acceptable rate.

Level 3 Interpreter (27-33 pts)
Base salary plus $3.00 per hour. Criteria: The interpreter would be competent in upper elementary or intermediate level classrooms at an acceptable rate.

Level 4 Interpreter (34+ pts)
Base salary plus $4.00 per hour. Criteria: The interpreter would be competent to interpret in advanced high school courses at an acceptable rate.

An interpreter will receive one rating in the spring of each year and level changes will be reflected the following school year. The rating team will consist of the HI teacher, classroom teachers, administrators and the interpreter. Information from consultant observations will be considered in the rating matrix.

Interpreters who take the EIPA will be reimbursed for a score of 3 or above. After an employee has been reimbursed for a score of 3 or above, all subsequent reimbursements will require a higher score than was previously achieved. In

addition, the District will assist with the expense of this test by providing a car to travel to the testing site and a hotel room for one night. If necessary, due to time and location of the test, professional leave will be approved by the district.

Interpreters who are certified by Kansas state accepted testing which will allow the certificate holder to become eligible for full categorical aid reimbursement will receive a salary based on their assigned "Proficiency Rating" at the following rate. The new salary will become effective as of the issue date on the certificate through the effective date of the certificate.

KSDE Certificate Level 4
Base salary plus $6.20 per hour.

KSDE Certificate Level 5
Base salary plus $8.00 per hour.

Longevity Payments - *for all full-time and part-time classified employees except substitute employees and crossing guards*

A payment based on completed years of service with the district as of August 31 of the current year, will be paid in December, to those employees actively employed as of the payment date. The following amounts will be adjusted based on FTE (full-time equivalent) in both current and previous years of service.

Years of Service	Amount
0 – 4 years	$ -
5 – 9 years	$ 250
10 – 14 years	$ 350
15 – 19 years	$ 600
20+ years	$ 1,000

Section D. Retirement Compensation

Upon retirement from employment through KPERS, a classified employee who has completed 20 years or more of employment in USD 457 shall receive an additional payment equal to one-twelfth of their annual salary.

An employee with 20 or more ~~unused emergency leave~~ accrued PTO days ~~when they~~ upon retirement through KPERS, will receive ~~additional pay~~ compensation equal to $~~34~~60 for each unused ~~emergency leave~~ day; provided, however, that to be eligible for such payment the employee gives written notice to the Personnel Office 8 weeks prior to his/her intended retirement date. ~~up to 50 total days. Up to 15 days in excess of 50 will be paid at 75% of the emergency substitute rate.~~

In the event an employee has one or more days of earned vacation leave when they retire through KPERS, they will receive additional compensation equal to their daily rate times the number of earned days available.

Section E. Holiday Pay

District paid holidays designated on an employee's calendar will only be paid if the employee works or uses paid leave for their regularly scheduled hours on the scheduled duty day prior to and following the scheduled holiday.

Section F. Base Hourly Rate

Job Grades	Min
10	$12.70~~12.60~~
10M	$13.20~~13.10~~
11	$13.55~~13.45~~
11M	$13.80
12	$14.50~~14.40~~
13	$15.55~~15.45~~
14	$16.70~~16.60~~
14T	$16.98~~16.88~~
15	$17.85~~17.75~~
15M	$18.56~~18.46~~
15T	$18.15~~18.05~~
30	$20.46~~20.36~~
31	$23.23~~23.13~~
32	$26.39~~26.29~~
33	$29.97~~29.87~~
34	$34.04~~33.94~~

Position	Job Grade
CLERICAL	
ADMINISTRATIVE SPECIALIST 1	13
ADMINISTRATIVE SPECIALIST 2	14
ASP FACILITATOR	15~~14~~
~~ASP SUPERVISOR~~	~~13~~
BENEFITS SPECIALIST	31
BOARD CLERK	15
~~DATA INFORMATION SPECIALIST~~	~~30~~
DEPUTY CLERK	13
OFFICE ASSISTANT 1	11
OFFICE ASSISTANT 2	12
PERSONNEL SPECIALIST	31
PSYCHOLOGY SPECIALIST	14
SUBSTITUTE SPECIALIST	13
TRANSLATOR	13
NUTRITION	
NUTRITION 1	10
NUTRITION 2	11
NUTRITION 3	12
NUTRITION 4	13
NUTRITION DELIVERY	11
NUTRITION WAREHOUSE SUPERVISOR	15

Position	Job Grade
PARAPROFESSIONAL/OTHER	
ACCOMPANIST	14
CAMPUS MONITOR	15
CROSSING GUARD	10
PARAPROFESSIONAL 1	10
PARAPROFESSIONAL 2	10M
PARAPROFESSIONAL 3	11M
TEACHER APPRENTICE	13
PARENT EDUCATOR	13
YOUTH OFFICER	15
TECHNOLOGY	
TECHNOLOGY 1	12
TECHNOLOGY 2	13
TECHNOLOGY 3	15
TECHNOLOGY 4	31
TECHNOLOGY MANAGER	34
CYBER SECURITY MANAGER	34
TRANSPORTATION	
DRIVER TRAINER	14
MECHANIC	14T
MECHANIC MANAGER	32
BUS DRIVER	15T

~~WELLNESS SPECIALIST 14~~

Position	Job Grade
PLANT FACILITIES	
CUSTODIAN 1	11
CUSTODIAN 2	12
CUSTODIAN 3	13
ELECTRICAL JOURNEYMAN	33
GROUNDS 1	12
GROUNDS 2	13
GROUNDS SUPERVISOR	15
HVAC SPECIALIST	14
HVAC JOURNEYMAN	33
PLUMBING SPECIALIST	30
MAINTENANCE 1	13
MAINTENANCE 2	14
MAINTENANCE MANAGER	30
WAREHOUSE ASSISTANT	12
WAREHOUSE DELIVER	11
WAREHOUSE SUPERVISOR	15

Position	Rate
MISCELLANEOUS RATES	
Substitute Nutrition	$12.00
Substitute Paraprofessional	$12.00
Substitute Custodian	$13.00
Substitute Secretary	$13.00
Substitute Bus Driver	$18.05
Plant Facilities Training Rate	$15.00
Transportation Layover Rate	$15.00
Small Fleet Driver	$15.00
Activity/Wheelchair Driving Rate	$1.00 over employee rate

ARTICLE V. HOURS AND AMOUNTS OF WORK

Section A. Work Day

The regular work day is generally defined as an eight-hour work day with the starting and quitting time to be determined by the employee's supervisor. Employees in district offices will generally work 8:00am-5:00pm. Part-time employees may work less than an eight-hour day.

Section B. Work Week

The regular work week is generally defined as 40 hours of work (inclusive of ~~sick leave, personal leave~~PTO, professional leave and holiday leave). The work week begins at 12:01 a.m. Saturday and ends at 12:00 midnight on Friday. Part-time employees may work less than a 40-hour week.

Section C. Work Year

A regular work year is defined as the time between July 1 of one year and June 30 of the following year. All employees will have access to a calendar designating the days to be worked during the work year.

In addition to the days designated on the employee's calendar, the employee's supervisor may require the employee to work during Parent Teacher Conferences.

Section D. Time Sheets

All classified employees are required to clock in and out, using the District's automated time clock system or district provided electronic device. Any exceptions must be approved by the employee's supervisor. Time must be electronically submitted to the employee's supervisor on a weekly basis no later than Monday following the work week. All time for the work week is calculated at actual time. Failure to use a district time clock without prior approval may be grounds for disciplinary action, up to termination.

Section E. Overtime Compensation

1. For time worked in excess of 40 hours per week, employees shall be entitled to overtime equal to one and one half times the employee's regular hourly rate. Occasions may occur that require employees to work extra hours during a week that includes a paid holiday. At the discretion of the employee's supervisor, paid holiday hours may be included as actual hours worked for purposes of calculating overtime.
2. Any hours worked in excess of normal working hours, including overtime, must be approved in advance by the employee's supervisor.
3. Exceptions to the above policy must be approved by the Chief Financial Officer.

Section F. Holidays Worked

For district holidays worked, employees required to work shall be entitled to holiday pay at a rate equal to two times the employee's regular hourly rate, which will be paid in lieu of overtime compensation.

Section G. Rest Periods & Travel Time

1. All classified personnel are allowed a rest period if their regular daily schedule calls for more than four hours of continuous work. During rest periods, employees are free to leave their workstations not requiring continuous attendance, but may not leave the building without prior approval from their supervisor.

Daily Hours Worked	Rest Periods	
	A.M.	P.M.
8.0	15 minutes	15 minutes
7.5	15 minutes	10 minutes
7.0	15 minutes	10 minutes
6.5	10 minutes	10 minutes
4.0 to 5.5	10 minutes	
Less than 4.0	None	

2. Rest periods are subject to certain restrictions:

   a. No rest period is to be taken until at least two hours after the shift starting time or within the last hour of the shift ending time, unless approved by the employee's supervisor.
   b. Rest periods are limited to 15 minutes in duration.
   c. Rest periods are not mandatory. If they are not taken, they do not constitute compensatory time.
   ~~c.~~d. Rest periods cannot be accumulated or combined with other rest periods or lunch breaks.

3. For employees working over 6 hours per day, a minimum of 30 minutes unpaid must be taken as a lunch break.

4. For hourly employees, additional compensation will not be provided for travel time during the employee's normally scheduled work day. Additional compensation is only provided while the employee is actually driving outside their normal work schedule.

Section H. Pay Day

Employees are paid on the 15th of each month and are paid for the hours that they worked in the previous calendar month. If the 15th falls on a weekend or Federal holiday, the pay day will be moved to the preceding business day. All employees are required to use direct deposit or a direct pay card. Payroll remittances are available for viewing or printing online through Skyward Employee Access.

ARTICLE VI. LEAVES

Article VI applies to all full-time and part-time classified employees. All other classified employees are not eligible to be granted any type of leave.

Available leave days are granted at the end of each month. In order to be granted any leave days mentioned in this section, the employee must work or use accrued paid time off equal to over half the required time for that month.

All leave requests must be entered online in Skyward Time Off and be approved by the employee's supervisor and the Payroll Department. Leave requests cannot cause an employee to exceed their normal number of work hours for a scheduled day.

Additional leave not covered in this article is discouraged because of the hardship it places on the day-to-day operation of a particular division. In the event an employee does request additional leave, and provided the employee's supervisor approves, the leave may be granted with a full deduction in pay for the days absent from work. All additional leave

should be requested in writing on an Application for Leave form. Excessive absences not covered by accrued leave could be cause for disciplinary action or termination.

All paid time off will be pro-rated for those employees that terminate employment prior to the end of the current fiscal year.

If an employee has accrued time off, they are required to use that time off for related absences unless they have prior authorization from the Employee Services Coordinator to take the leave without pay. This will only be approved for extenuating circumstances.

Section A. ~~Emergency Leave (Sick Leave, including Maternity Leave, Bereavement and Staff Funerals)~~Paid Time Off

The Board recognizes that absences by the employee at various times throughout the year are unavoidable; however, any absence of the employee has a detrimental effect on the operations of the District. The Board has established leave provisions which will aid in preventing undue hardship to the employee during the period of such emergencies. Any absence not provided for herein, or otherwise approved, or any abuse of the provisions of this leave policy may be grounds for disciplinary action, including termination.

~~In the case of emergency leave, there are two types: chargeable and non-chargeable. A chargeable leave is defined as one which will take away or deduct from the total accumulated emergency leave, while a non-chargeable leave is defined as one which will not take away or which will not deduct from the total accumulated emergency leave.~~

Leave Provisions

All full-time and part-time classified employees are granted one ~~emergency~~ PTO day per month worked and an additional day each September and February and may accumulate ~~emergency leave~~PTO on the following basis:

Number of Months Worked	Total Days Granted Per Year	Total Accumulation
Full-time Employee (261 days)	~~12~~14	~~80~~60
Part-Time Employee		
Months in work year:		
11	~~12~~13	~~80~~60
10	~~11~~12	~~80~~60
9	~~10~~11	~~80~~60
Crossing Guards	10	~~10~~0
Temporary, Student Employee, Substitute	0	0

Basic Family and Medical Leave Act (FMLA) Leave Entitlement

USD 457 employees that have worked for at least 12 months and at least 1,250 hours during the 12 month period prior to a qualifying absence will be eligible for FMLA leave. If an employee is eligible they may request up to 12 weeks of unpaid, job protected leave within a 12 month period. In the event both spouses are employees of USD 457, their absences cannot jointly exceed the 12 weeks of FMLA.

In cases where the employee meets all other FMLA eligibility requirements aside from the hours-worked threshold, the district may provide a comparable leave of absence.

~~**Definitions**~~

~~(1) Emergency Leave/Sick Leave (to include Maternity Leave) (Chargeable)~~

~~Sick leave will cover an absence resulting from an illness or injury or disability of or to the employee, including pregnancy, termination of pregnancy and recovery there from, which prevents the employee from fulfilling their duties at school, including absence for attendance at clinics for medical or dental diagnosis or treatment resulting from such illness, at a physician's or dentist's direction; provided, that regular medical or dental treatment or examinations shall be used judiciously. The employee shall return to work as soon as physically able as determined by their physician. The employee shall, after three consecutive work days, upon request, provide the employee's supervisor or the Benefits Specialist a certificate from a licensed physician verifying the employee's illness or physical disability and stating the reason the employee is unable to perform their assigned duties.~~

~~(a) If the sick leave is due to recovery after the birth of a child, the employee shall automatically be allowed to use six calendar weeks of accrued emergency leave from the day the child is born and receive their currently scheduled compensation. A doctor's statement will be required if more time is needed for recovery.~~

~~(b) If a newborn or special needs child under age six is adopted, (excluding adoption of a spouse's children), one employee shall automatically be allowed to use up to six calendar weeks of accrued emergency leave from the date of the arrival of the child in the home and receive their currently scheduled compensation. If a special needs child over the age of five is adopted, the Superintendent may grant emergency leave days for one employee as needed.~~

~~Sick leave will also cover the absence of the employee resulting from the serious and debilitating illness or injury of a member of the employee's immediate family or the immediate family of the employee's spouse, which requires the employee's presence. Immediate family as used herein means spouse, children (and the spouse of children), mother, father, brother, sister (and the spouse of the brother or sister), grandparents, grandchildren, or other relatives whose residence is in the home of the employee. The Superintendent may approve of emergency leave for members other than those defined above.~~

~~Sick leave may be taken in one hour increments, with one exception. If the employee is absent for the whole day and the employee's normal work day is other than whole hours, the employee should report the absence for the actual normal work day. For example, if a paraprofessional's regularly scheduled work day is 7.25 hours and the employee is absence for the whole day, the employee needs to request emergency leave equal to 7.25 hours. The use of sick leave cannot cause an employee to submit hours greater than their normal work day.~~

~~Each employee shall notify their immediate supervisor as soon as possible when gone because of illness. Failure to do so could result in termination.~~

~~(2) Emergency Leave/Bereavement (Chargeable)~~

~~Employees are permitted to attend funerals for members of the employee's immediate family, or the immediate family of the employee's spouse. For purposes of this leave, immediate family will include: spouse, children (and the spouse of children), mother, father, brother, sister (and the spouse of the brother or sister), grandparents, grandchildren or other relatives whose residence is in the home of the employee.~~

~~Up to 5 emergency leave days may be granted to an employee to attend the funeral of a member of the employee's immediate family as defined above. The number of days to be granted shall be determined by the employee's supervisor and Employee Services Coordinator, taking into consideration the circumstances involved.~~

~~Absences to attend funerals of persons not within the immediate family must be approved by the employee's supervisor.~~

~~Each year up to 3 days of emergency leave may be granted to an employee if the absence is necessary due to legal matters related to the death of a member of the employee's immediate family. Such leave must be approved in advance by the employee's supervisor. This provision shall be in effect for one year after the death of the immediate family member.~~

~~(3) Emergency/Staff Funerals (Non-Chargeable)~~

~~In case a funeral of a member of a school staff should be scheduled for a time when school would normally be in session, school may be dismissed for up to one-half day to allow the staff of the particular school to attend the funeral. Only the individual school affected shall be dismissed. Arrangements for dismissal should be made at the request of the principal with the approval of the Superintendent. No time will be charged against emergency leave for time out of school under the provisions of this paragraph.~~

Section B. Unused ~~Emergency Leave~~ Paid Time Off

All classified employees who have more than ~~50~~60 days of unused ~~emergency leave~~PTO as of June 30 of the current year and who return to work ~~for the coming~~the following year, ~~may elect to forfeit up to 15 days of the unused emergency leave days in excess of 50 in exchange for 75% of the base pay for emergency substitute teachers~~will be compensated at $75 per day, up to 15 days, ~~forfeited~~ in their September paycheck. ~~For employees working less than 4 hours per day, the unused emergency leave days in excess of 50 may be exchanged for one-half of 75% of the base pay for emergency substitute teachers.~~

~~The employee must notify the Business Office in writing, stating the number of days for which reimbursement is requested on or before May 15 of the current year and will be compensated in their September paycheck.~~

~~Classified employees that are a 1.0 FTE and do not use any emergency leave days during the current full school year will be given the option, at the beginning of the next school year, to convert one of the unused emergency leave days into a personal day. Employees hired after August 31 of the current school year are not eligible until the following year.~~

~~**Section C. Personal Leave (Chargeable)**~~

~~The Board of Education recognizes that situations of an unusual nature arise during the school year for which the employee chooses to be absent and has established the following leave provisions to cover these situations.~~

~~Classified employees shall be granted personal leave as follows:~~
~~*For employees hired prior to January 1 of a fiscal year* – One day upon completion of initial probationary period and two days each subsequent school year.~~

~~*For employees hired between January 1 and June 30 of a fiscal year* – One ½ day upon completion of initial probationary period, one full day for the following fiscal year, and 2 days for each subsequent year.~~

~~Personal days will continue to accrue from year to year. No more than 8 days may be accrued as of June 30. All unused personal days in excess of 8 will be converted to an equal number of emergency leave days.~~

~~Employees must request personal leave as far in advance as possible. Personal leave may only be taken in full and half day increments.~~

Section ~~D~~C. Vacation Leave

Full-time classified employees may be granted paid vacation leave. Days will be granted at the end of each month in the following amounts:

1. First six months of employment – ½ day per month. Vacation leave will accrue during the employee's initial probation period; however, it may not be used until after the probation period is completed.
2. At the completion of the first six months of employment - 1 day per month.
3. At the completion of the ninth work year - 1 ¼ days per month (beginning July 1 after completion of the ninth year).
4. At the completion of the eighteenth work year – 1 ½ days per month (beginning July 1 after completion of the eighteenth year), plus 1 additional vacation day on July 1, and another 1 on January 1.

If possible, vacation time should be used in blocks of five days or more at a time. Vacation time may be accrued, and will be limited to a ten-day block of time unless prior approval is obtained from the employee's supervisor. Vacation leave should be arranged well in advance with the employee's supervisor. Vacation leave may only be taken in full and half day increments. The use of vacation days cannot cause an employee to submit hours greater than their normal work day.

In the event the employee has one or more days of earned vacation leave when they resign their position, the employee may receive salary in lieu of the vacation leave calculated at their current base daily rate. Employees who are terminated by the district or were asked to voluntarily resign ~~due to job abandonment~~ are not eligible to receive salary in lieu of remaining vacation days.

No more than ~~30~~25 days of vacation leave may be accrued from the end of the work year on June 30 to the beginning of the next work year on July 1.

Section ~~E~~D. Other Leave (Professional Leave, Witness or Jury Duty and Extended Leave)

1. Professional Leaves and Absences

   The employee's supervisor may grant permission to employees to attend professional meetings, or other activities for professional growth and improvement. There will be no deduction from the employee's pay for regular work time missed while attending such a meeting. If the meetings are outside the employee's normal work time and are voluntary on the part of the employee, there will be no obligation on the part of the District to provide additional compensation to the employee.

   Expenses may be authorized by the ~~Deputy~~Assistant Superintendent and Chief Financial Officer to attend meetings which will be beneficial to the District.

2. Witness or Jury Duty

   Employees of the District shall be excused for jury duty or in response to duly issued subpoenas with no jeopardy to their employment. The employee will receive their regular daily salary and shall surrender to the Business Office any and all compensation for jury duty or in response to subpoenas as is normally established by court, except for mileage. The employee shall report to work at any time during the employee's work day that they are not required to be present for witness or jury duty.

   The ~~Assistant~~ Deputy Superintendent has the authority to request for the Board that the employee be excused from service or their service be delayed, provided the special nature of the employee's qualifications would make it difficult to secure an adequate substitute or if the timing of the proposed jury duty affords a threat to the welfare of the school or children.

3. Extended Leave

An extended leave of absence of up to 12 months may be granted within the school year if recommended by the employee's supervisor and approved by the ~~Chief~~ Deputy Superintendent~~HR Officer~~. The request for a leave of absence must be presented to the employee's supervisor in writing and then presented to the Deputy Superintendent~~Chief HR Officer~~ for approval or ~~disapproval~~denial. An employee will receive no paid leave, except the use of accumulated ~~emergency leave~~PTO for health reasons, during the leave of absence, provided this complies with the Family Medical Leave Act. The Employee Services Coordinator will determine if benefits will be affected by the approved extended leave and will discuss with employee. Reinstation to a position at the end of the extended leave of absence is subject to the availability of open positions and is not guaranteed, except as required by law.

Section ~~F~~E. Illness and Disability Bank

Purpose: An illness and disability bank has been established to assist classified district employees in two ways:

1. A classified employee who, as a result of a catastrophic or extended illness or injury, has exhausted all accumulated leave, by providing those employees eligible with additional leave days from the Bank.
2. A classified employee, due to the birth of a child or adoption of a child under the age of 6, may apply to use up to 5 days of leave from the Bank. The employee does not need to have exhausted all of their accumulated ~~emergency leave~~ paid time off or vacation leave prior to application.

The Bank: At the beginning of each school year, the Board will provide a total of 95 days to The Bank to be used as set forth herein. Classified Employees may also donate leave to The Bank. At least one day per employee must be donated by ~~October~~ September 1 in order to have access to use The Bank during that fiscal year. The total number of days donated by classified employees will be added to the 95 provided by the Board and will be split in half, or as near as possible~~, to 125 days per semester~~. ~~Up to a maximum of 250 days per year can be used by classified employees from The Bank. Those days will be split into 125 days per semester.~~

Eligibility for Participation for Parental Leave: In order to be eligible to participate in withdrawals from The Bank, a classified employee must meet all of the following criteria.

1. Must have donated at least one day of their own leave during the designated donation period.
2. Apply prior to the birth of a child, or adoption of a child under the age of 6, or within 20 duty days following the date of the birth or adoption.
3. Must submit an application for use of bank days to the ~~Chief HR Officer~~Deputy Superintendent or their designee on forms provided by the district and must submit all additional information requested.
4. No consideration shall be given to whether or not the classified employee is receiving salary protection under the group salary protection insurance that is available to District employees.
5. No consideration shall be given for seniority.
6. Bank days credited may not exceed 5~~10~~ days for any one application.

Eligibility for Participation for Illness and Disability: In order to be eligible to participate in withdrawals from The Bank, an employee must meet all of the following criteria:

1. The employee must have donated at least one day of their own leave during the designated donation period.
2. The employee must have exhausted all of their accumulated paid time off.
3. The employee must ~~work one full calendar year (applicable to their position)~~have been employed with the district for the six months prior to applying ~~to apply~~ for the use of The Bank.
4. The illness or injury suffered by the employee must be of such a nature that prevents the employee from fulfilling their duties for a period of at least 5 ~~non-consecutive~~ duty days after all leave days have been used. Exceptions may occur and will be given due consideration to the individual circumstance.
5. The employee must submit an application for use of bank days to the Deputy Superintendent or their designee ~~Chief HR Officer~~ on forms provided by the district and must submit all additional information as requested.
6. Pregnancy **does not** constitute a catastrophic or extended illness.
7. Workers compensation claims will not qualify for eligibility from the sick bank.

~~7.~~8. No consideration shall be given to whether or not the classified employee is receiving salary protection under the group salary protection insurance that is available to District employees.

9. No consideration shall be given for seniority.

~~8.~~10. Employees with an immediate family member (spouse, children or parents) who has suffered a catastrophic illness or injury may be eligible for participation in the sick bank.

~~9. Applications for part time employees will not be considered by the Chief HR Officer until the employee has returned to work for the new school year and worked 10 consecutive days.~~

~~10.~~11. Bank days credited may not exceed ~~10~~15 days for any one application. In the event the classified employee's disability extends beyond the number of bank days credited, the employee may reapply for additional days; provided, however, that no one applicant may receive more than ~~25~~30 days during any school year.

Procedure: The eligible employee, as determined by the above criteria must file an application for use of bank days on forms provided by the ~~Chief HR Officer~~district. The applications should be filed as soon as all of the above criteria has been met, or in advance thereof, if medical evidence is available indicating a reasonable expectation that all criteria will be met. (Application forms may be ~~filled out in the Payroll Office~~requested from the Payroll ~~or HR Office~~.)

The Deputy Superintendent or their designee will render a decision or seek additional information within 5 business days of the receipt of any such application. The decision will be delivered in writing, and if the application is denied, a specific criterion/a will be cited for the decision.

The employee receiving bank days shall be paid for each bank day at a rate equal to 100% of their base daily rate. ~~of the amount paid on a daily basis to the employee for use of accumulated personal time offsick leave days~~.

Unused Balance: Any unused days as of June 30 will be applied to the following year's health fund to help offset potential insurance premium increases.

~~If an employee has more than 50 days of unused emergency leave as of June 30 of the current year, and returns for the coming year, he/she may forfeit up to 5 days of the unused emergency leave days to be donated to the Illness and Disability Bank in lieu of being paid for these days under Section B.~~

ARTICLE VII. BENEFITS

Section A. IRC Section 125 "Cafeteria Fringe Benefit Plan

The Board has established an IRC Section 125 "Cafeteria" Fringe Benefit Plan for classified employees of the District. The options to be included in the Plan are: (1) health/dental insurance ~~(hospitalization)~~; (2) group term life insurance not to exceed $50,000; (3) cancer/dread disease insurance; (4) vision insurance; (5) accident insurance; (6) medical expense reimbursement; (7) dependent care expense reimbursement; ~~and~~ (8) health savings account (9) short-term disability; and (10) hospital indemnity plan.~~.~~

Employees must work at least 20 hours per week to be eligible to participate in supplemental coverages.

The above insurance benefits shall be provided by a company or companies selected by the Insurance Committee and approved by the Board.

Section B. Health Insurance

A committee shall be established to review the District's current health insurance plan and research alternate sources. The committee shall consist of the Benefits Specialist, Chief Financial Officer, Employee Services Coordinator, one administrator, five certified staff to be appointed by the GCEA president and five classified staff.

Section C. Employer Partially Paid Fringe Benefit

The Board shall provide each eligible employee a monthly sum of $900~~$830, increasing to $900 beginning in December 2024~~, to be used toward the purchase of health/dental insurance through the District's group health insurance plan. The amount provided will be based on the FTE of each particular position and determined by the Employee Services Coordinator.

If an employee chooses the high deductible health insurance option, the Board may provide a monthly contribution to the employee's health savings account.

In the event an employee terminates employment with the District, the Board's last contribution toward the purchase of health/dental insurance will be the last full month (worked/earned more than 50%) of employment.

If an employee is absent from work and is covered under the FMLA policy, the provisions of the policy apply to insurance coverage. If the leave is not covered under FMLA, fringe will only be granted in those months which the employee worked or had accrued paid time off for more than 50% of scheduled days on their calendar.

Section D: Employer Provided 403(b) Plan

1. A Retirement Plan Portfolio may be established for each employee in USD 457. This portfolio may contain up to two (2) accounts, an Employer Paid Account and an Employee Paid Account. Each employee is eligible on the first of the month following their date of employment.

2. For each monthly contribution that an employee makes into their Employee Paid Account, USD 457 will contribute a dollar for dollar matching amount up to $50 into the Employer Paid Account. Any employee who is eligible for KPERS benefits and makes the necessary contribution into their Employee Paid Account is eligible for the matching amount into the Employer Paid Account. Any employee who has previously retired from KPERS but works the number of hours to otherwise be a KPERS eligible employee is also eligible if they make the necessary contribution into their Employee Paid Account.

3. The plan year for the Employer Paid Account will be from September 1 through August 31. If an employee discontinues or reduces their Employee Paid Account to less than $50 per month), the Employer Paid Account will be reduced accordingly.

4. Upon beginning their 6th total year as an employee employed by USD 457, each employee will become vested in 10% of the amount contained within their Employer Paid Account. The vested portion will continue to increase by an additional 10% per year until the employee is 100% vested upon beginning their 5th year with USD 457.

Vesting Schedule

Years(s)	Amount Vested
1 – 5	0%
6	10%
7	20%
8	30%
9	40%
10	50%
11	60%
12	70%
13	80%
14	90%
15	100%

An employee who terminates employment with USD 457 after the beginning of their 6th year may leave the vested amount in the Employer Paid Account, thereby retaining vesting status upon returning to a position with USD 457 at a future date.

5. An employee may voluntarily contribute from salary an amount of their choosing into the Employee Paid Account. Voluntary contributions may not exceed the amount allowed by Federal and State laws and regulations. An employee who chooses to make contributions into their Employee Paid Account will be fully vested in their account immediately. Employees may add or increase an Employee Paid Account or discontinue an Employee Paid Account at any time.

~~5.~~6. In the event of considering new options for retirement benefits, a USD 457 Retirement Plan Oversight Committee, made up of representatives from the Board, administration, GCEA and classified staff, will need to be assembled to select and maintain a group of investment options, including Conservative, Moderate and Aggressive investment tracks. Employees must select from these options for all investments into their Retirement Plan Portfolio. Separate investment options may be made for an employee's Employer Paid Account and their Employee Paid Account. NOTE: This plan in no way limits additional voluntary contributions into separate qualified retirement accounts with qualified providers up to the amount(s) allowed by State and Federal laws and regulations.

~~6.~~7. An employee may access the vested portion of their Employer Paid Account upon termination of their employment contract with USD 457.

~~7.~~8. Employer and Employee Paid contributions and growth thereon will be considered taxable income upon distribution from the plan. Further, a penalty for early withdrawal may apply for distributions made prior to the age allowed by State and Federal laws and regulations.

~~8.~~9. If any provision of this plan is determined to be in violation of Federal or State laws or regulations, then the entire plan shall immediately terminate and shall be of no further force or effect unless re-adopted by the Board.

Section E. Kansas Public Employees Retirement System (KPERS)

Any employee whose employment is not seasonal or temporary and whose employment requires at least 630 hours of work per year is required to participate in KPERS. This system requires a deduction of 6% from the employee's gross salary. KPERS provides members with disability and term life insurance benefits. In addition, KPERS members may be eligible for future retirement benefits, or have the option of withdrawing contributions upon termination of employment. For more information on KPERS, employees may contact the Employee Services Coordinator or go online to kspers.gov.

Section F. Workers Compensation

If an employee is injured while performing job related duties, the district shall pay compensation to the employee in accordance with the provisions of the Kansas Workers Compensation Act, K.S.A. 45-501 et seq., as from time to time amended. In order to provide such benefits to the employees the District is authorized to negotiate for and obtain an insurance policy in the name of the school district.

Except for medical services and treatment as hereafter provided, the District shall not be liable for any other compensation in respect of any injury which does not disable the employee for a period of at least one week from earning full wages at the work at which the employee is employed.

Considering payment of compensation benefits, no employee shall be entitled to receive an amount greater than their average daily rate of pay. If an injured employee elects to receive benefits under the District's ~~emergency~~ leave policy,

the amount of compensation they are entitled to shall be reduced by the amount of workers compensation benefits paid for the same period.

Medical services and treatment will be provided in accordance with the Kansas Workers Compensation Act. The employee must be clocked out during the time they are receiving medical service and treatment and can use available ~~emergency leave~~ paid time off or take a deduction in pay for this time.

A. Minor injuries during the school year should be reported to and treated by the school nurse.

B. Other personal injuries or illnesses not treatable by the school nurse shall be referred to the District's appointed physician. Said physician shall evaluate and treat as necessary, or shall make a referral to another physician for further care. The school district appointed physician's findings shall be made available to both USD 457 and the company or agent issuing the policy of workers' compensation insurance for the District.

C. The school district shall not be liable for the payment or reimbursement of any charges for medical services or treatment not provided in accordance with this policy.

The District shall appoint a physician of record. The name and address of the school district appointed physician can be accessed through the Benefits Specialist.

It is the responsibility of each employee to report all personal injury or illness by accident arising out of and in the course of the employment.

A. Notification of the occurrence of an accident shall be given by the employee to the employee's immediate supervisor upon the occurrence of such accident, or within 24 hours.

B. The personal injury or illness by accident shall be reported to the Benefits Specialist as soon as practical after the occurrence of the accident, but in no event later than 24 hours after the incident occurs.

C. The employee's supervisor shall be responsible for completing a written report form with respect to any such reported accident or injury. If applicable, the Benefits Specialist shall file a copy of such report with the company or agent issuing the policy of worker's compensation issuance for the district, and with the office of the Kansas Workers Compensation Director.

Section G. Deductions

In addition to supplemental insurances, payroll deductions are allowed for the following:

Garden City YMCA
Garden City Recreation Commission Wellness Center
Buffalo Dunes Golf Course
Garden City Teacher's Federal Credit Union
United Way
Garden City Education Foundation
Garden City Community College Scholarship Funds for various schools
GCEA Dues
SAM's

All salary deductions, other than those regulated by the federal or state government, will be deducted only upon written approval of the employee.

Deductions are normally withheld in equal installments, with the number of installments being determined by the number of pay periods included in the employee's job description. Deductions for all part-time employees will be pro-rated on their September through May checks, other than Health/Dental which will be pro-rated on their September to June checks.

The Payroll Department shall be notified by the first of each month of the implementation or termination of a salary deduction by an individual.

ARTICLE VIII. RESIGNATIONS

If any employee wishes to resign their position with the school district, they should provide their supervisor with at least two weeks' notice. The employee should prepare a written letter of resignation clearly stating the final day of work, sign it and give it to their supervisor. The supervisor should forward a copy of the signed resignation to the Personnel Department.

Upon resignation, an employee's benefits will terminate as follows:

Health/Dental Insurance – If an employee is compensated for more than 50% of the month in which they resign, their coverage will end the last day of the following month. If an employee is compensated for less than 50% of the month in which they resign, their coverage will end on the last day of the month that includes their resignation.

Supplemental Insurance – coverage will end at the end of the month in which the employee resigns.

Employees who do not return to work the following school year and work a minimum of 15 duty days will have their benefits terminated as if their resignation was effective on their last duty day of the previous school year.

When an employee terminates employment with USD 457, they must submit all keys to their supervisor. Their ID card must be turned in to their supervisor or the Personnel Department and the employee ~~must~~is requested to sign the Employee Termination Exit Checklist form with the Benefits Specialist. ~~before the final paycheck is issued.~~

Employees that have resigned or retired from their positions may not take any paid time off within the last two weeks of employment. Extenuating circumstances may allow for an exception but must be approved by the Employee Services Coordinator.

Employees who leave the district receive a confidential District Exit Survey to complete and return to the Personnel Office.

Attendance/Failure to Report to Work

USD 457 expects employees to report for work on time, for every scheduled work day. An employee who is unable to report to work at the designated time is required to notify their supervisor of the absence or the reason for it. An employee who fails to report to work for three (3) consecutive scheduled work days without notifying their supervisor of the absence or reason for it will be considered as having voluntarily resigned after the third day the employee fails to report to work.

ARTICLE IX. STAFF HEALTH AND SAFETY

1. Personnel of USD 457 will observe the guidelines set forth in the following statute taken from chapter laws governing the authority of all schools.

   Section 1. K.S.A. 72-5213.

   (a) Every Board of education shall require all persons, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district, to submit a certification of health signed by a person licensed to practice medicine and surgery under the laws of any state on a form prescribed by the secretary of health and environment. The certification shall include a statement that there is no evidence of

physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test. If at any time there is reasonable cause to believe that such person is suffering from an illness detrimental to the health of the pupils, the school board may require new certification of health.

(b) Upon presentation of a signed statement that he or she is an adherent of a religious denomination who religious teachings are opposed to physical examination, any person, to who provisions of subsection (a) apply, shall be permitted to submit, as an alternative to the certification of health required under subsection (a), certification signed by a person licensed to practice medicine and surgery under the laws of any state that freedom from tuberculosis has been established.

2. All employees, including bus drivers, are required to submit proof of a physical examination within the first 30 days of employment. The cost of initial examinations shall be paid by the employee. A completed Certificate of Health form must be received by the Personnel Office prior to the beginning date of employment.

3. Bus drivers are required to have a DOT physical checkup as prescribed by state regulations. The cost for DOT examinations required beyond the initial physical examination will be paid by the district.

4. TB tests and physical exams must be no older than one calendar year from hire date.

5. The initial and continued employment of those subject to physical examinations is contingent upon verification of good health as shown by the examination, and the judgment of the examining physician or other competent medical authority.

6. A person who has a health deficiency, which can and should be corrected in order to be fully effective, shall be expected to obtain those corrections. Unless evidence of removal or normal progress toward removal of health deficiencies is shown, the person shall not be considered for hiring or continued employment.

7. Continued Health Appraisal

   a. If, in the opinion of a school principal or other administrator, an employee's health becomes such that it may affect adversely the health or safety of others, or if it becomes such that the employee is unable to render satisfactory service in the position, or if it becomes such that the educational opportunities of children are impaired or endangered by the employee, the employee's condition shall be reported to the Superintendent of Schools or the Superintendent's representative to have a physical examination by a physician selected by the school administration. The cost of this examination will be borne by the Board of Education

   b. The report of this examination will be furnished by the examining physician to the Personnel Office. The report shall include not only objective evidence, but also a clear value judgment concerning the physical condition of the employee.

   c. The Superintendent or the Superintendent's representative shall prepare a recommendation consistent with the medical findings and judgment, and shall present it to the Board for such action as the Board may deem appropriate.

   d. If an employee is reported to have health difficulties, which could and should be corrected in order for the employee to be fully effective in the position, the employee will be expected to secure those corrections. In such a case the employee will give evidence of having commenced corrective procedures and will make an appointment, at the employee's own expense, for a reexamination within a period of six months.

ARTICLE X. GRIEVANCE PROCEDURE

See Board Policy GAE Classified Grievances.

~~DEFINITION~~

~~A grievance must be presented in writing on the appropriate Grievance Initiation and Report and signed by the employee claiming a violation of the policies or regulations of the district. No employee may file a grievance on behalf of another employee. Only grievances filed by an employee directly affected by an alleged violation may be processed through the grievance procedure.~~

~~A "grievance" shall mean a complaint by a classified employee involving the interpretation or application of any of the district policies as adopted, except that the term grievance shall not apply to any matter in which:~~

1. ~~A method of review prescribed by law, or by a rule or regulation of the State Board of Education having the force and effect of law; or~~
2. ~~The Board of Education is without authority to act.~~

~~ADJUSTMENT OF GRIEVANCES~~

~~Grievances of classified employees shall be presented and adjusted in the following manner:~~

~~STEP 1~~

~~Any classified employee may present a grievance in writing to their immediate supervisor within five working days following knowledge of the act or condition which is the basis of the complaint. The immediate supervisor will acknowledge receipt of the grievance in writing and shall confer with the employee with a view to arriving at a mutually satisfactory resolution of the complaint in keeping with policy and regulation. This meeting must be held in no less than five working days after the supervisor receives the grievance. The supervisor will communicate a decision in writing to the aggrieved employee within five working days after the conference.~~

~~STEP 2~~

~~If the grievance is not resolved at Step 1, the aggrieved employee may appeal within five working days after receiving the decision at Step 1, to the staff person administratively responsible for the program in which the employee is employed. The appeal shall be in writing and shall set forth specifically the act or condition and the grounds on which the grievance is based. The staff person will acknowledge receipt of the grievance, in writing, and shall confer with the employee and the employee's immediate supervisor with a view to arriving at a mutually satisfactory resolution of the complaint. At the conference, the employee must appear personally and may be represented by an outside representative, or by any classified employee of their choice who is employed by the district. This meeting must be held in no less than five working days after the appeal is received by the staff person administratively responsible for the program. The staff person will communicate a decision, in writing, to the aggrieved employee within five working days after the conference.~~

~~STEP 3~~

~~If the grievance is not resolved at Step 2, the employee may appeal from the decision at Step 2, to the Assistant Superintendent. The appeal shall be in writing and shall set forth specifically the reason for the appeal from the decision at Step 2, and must be filed within five working days after receiving the decision at Step 2. The Assistant Superintendent will acknowledge receipt of the grievance, in writing, and shall confer with the employee. At the conference the employee must appear personally and may be represented by an outside representative, or by any classified employee of their choice who is employed by the district. This meeting must be held in no less than five working days after the appeal is received by the Assistant Superintendent. The Assistant Superintendent will communicate a decision, in writing, to the aggrieved employee within five working days after the conference.~~

~~STEP 4~~

~~If the grievance is not resolved at Step 3, the aggrieved employee may within five working days, after receiving the decision of the Assistant Superintendent, appeal the decision to the Superintendent of Schools. The appeal shall be in writing and set forth specifically the reason for the appeal from the decision at Step 3. The Superintendent will acknowledge receipt of the grievance, in writing, and the Superintendent, or designed, will confer with the employee with a view to arriving at mutually satisfactory resolution of the complaint. At the conference, the employee must appear personally and may be represented by an outside representative, or by any classified employee of their choice who is employed by the district. This meeting must be held within ten working days after the Superintendent receives the appeal. The Superintendent will communicate a decision, in writing, to the employee within ten working days after the conference. The Superintendent's decision on the matter is final. No further appeal is allowed.~~

~~SPECIAL TYPES OF GRIEVANCES AND COMPLAINTS~~

~~Grievances arising from the action of administrators other than the immediate supervisor may be initiated with and processed by such administrators in accordance with Step 2 or 3 of this grievance procedure.~~

~~TIME LIMITS~~

~~Failure in any step of this procedure to communicate the decision on a grievance within the specified time shall permit the aggrieved employee to proceed to the next step.~~

~~Failure at any step of this procedure to appeal a grievance to the next step within the time specified shall be deemed to be acceptance of the decision rendered at that step. The time limit specified in any step of this procedure may be extended in any specific instance by mutual agreement.~~

~~The district will not discharge, demote, or in any way discipline any employee because of the filing of a grievance in itself.~~

ARTICLE X~~I~~. EMPLOYEE APPRAISAL PROCEDURES

Section A. Evaluation of Classified Staff

1. The Board asks that all employees be committed to an ongoing evaluation of their performances in order that continual self-improvement may take place. The Board believes there is room for self-improvement through additional training, through in-service programs or as a result of other constructive efforts.

2. An evaluation of all personnel should be made immediately upon completion of a probationary period and at least one evaluation of all employees should be completed on an annual basis.

3. In the event that an employee's performance is determined to be unsatisfactory or substandard, the necessary form of corrective discipline may be administered.

4. The responsible person for evaluation shall be as follows:

   a. Administrative Support Staff – Superintendent, Chief Financial Officer, Deputy Superintendent, Assistant Superintendent, ~~Chief HR Officer,~~ Director, Coordinator or Principal.

~~b. Business Support Staff – Chief Financial Officer~~

~~c.~~b. Technology Support Staff – Director of Technology

~~d.~~c. Instructional Support Staff – Director, Coordinator, Principal

~~e.~~d. Maintenance & Operations Staff – Director of Plant Facilities
~~f.~~e. Nutritional Services Staff – Director of Nutrition Services
~~g.~~f. Transportation Services Staff – Director of Transportation

In situations where the employee is located in a school building, but is evaluated by an administrator other than the school principal, the evaluating administrator should solicit input from the school principal for the evaluation.

5. Annual evaluations will determine if employment is recommended for the following school year.

6. Annual evaluations should begin no earlier than March 1 and should be filed in the Personnel Office no later than April 15 of each school year.

Section B. Disciplinary Procedures

If, in the course of the ongoing evaluation of the staff by the supervisor, an employee's performance is judged to be unacceptable or substandard, one of the procedures described below may be applied.

1. INFORMAL DISCIPLINE – this type of disciplinary action may be used in cases when infractions are slight and do not warrant formal actions. The penalties vary in these instances; the supervisor may deny certain privileges.

2. FORMAL DISCIPLINE – formal discipline is prompted by outright violation of district rules or regulations. These offenses and their appropriate punishment are handled according to the seriousness of the offense and the employee's past record. The offenses may result in any of the following actions:

   a. **Oral or Written Reprimand** – This is the most frequently used and the mildest form of formal discipline. It is a warning, which at the same time tries to get at the root of the problem and overcome the source of difficulty. When the supervisor gives an oral reprimand, he makes a brief note of it for his own future reference and guidance. When he issues a written reprimand, he furnishes the employee with one copy and places another in the employee's personnel folder. It becomes a matter of record.

   b. **Suspension With Pay** – The supervisor, with approval of the Superintendent or their~~his~~ designee, may suspend an employee with pay for an indefinite period. This action is taken when district ~~officials~~ administrators determine time is needed to investigate charges against an employee, or while the dismissal procedures are being implemented.

   c. **Suspension Without Pay** – This form of discipline is utilized in severe cases. Suspension without pay is authorized only after the employee has had the opportunity to have a conference with the supervisor to discuss the problem. After the conference, the supervisor, with the approval of the Superintendent or their~~his~~ designee may suspend an employee.

   d. **Demotion** – This penalty places the employee in a position of lower responsibility and pay. If a new employee is reassigned because they are not qualified for their first job, this is not considered a disciplinary matter. If, however, the employee is capable of performing their job, yet fails to improve after warning and constructive criticism, they may be demoted.

   e. **Immediate Dismissal** – An employee may be immediately dismissed from employment, if deemed to be in the best interest of the District and/or safety and welfare of its students, for a violation of policy, or for any other reason deemed appropriate by the District.

      An employee can be notified of their immediate dismissal by the employee's supervisor or other district ~~official~~administrator.

In the case of an immediate dismissal, an employee may request a hearing, by submitting a written request to the ~~Assistant~~ Deputy Superintendent, within 5 business days of the date of notice of dismissal. The hearing, which shall be conducted within a reasonable period of time following the written request, shall include the employee's supervisor and the ~~Assistant~~ Deputy Superintendent. The ~~Assistant~~ Deputy Superintendent shall act as hearing officer. The purpose of the hearing shall be to discuss the reason(s) for dismissal and any mitigating circumstances which the employee requests be considered by the District. Counsel or a representative of their choice may represent the employee.

The hearing officer shall render a decision within 10 business days of the date of the hearing concerning whether a dismissal recommendation should be submitted to the Board for final approval, or whether the employee would be reinstated as an employee of the District.

f. **Dismissal Based on Job Performance and Work Habits** – When an employee's job performance and/or work habits have become poor or unsatisfactory, the supervisor will schedule an evaluation conference with the employee to identify areas that require improvement. The areas of needed improvement would be identified, in writing, and a copy be given to the employee within 5 working days of the evaluation conference. The supervisor should offer suggestions to the employee and help direct the employee toward improvement.

An employee whose job performance and/or work habits are determined to be poor or unsatisfactory may be placed on probation immediately following the evaluation conference with the supervisor. The probation period should not exceed ninety 60 calendar days and no employee should be dismissed earlier than 15 working days following the evaluation conference. If there is more than one evaluation conference, the 15 working days apply only to the first conference. The supervisor will make every effort to work with the employee during the probationary period to afford the employee an opportunity to improve.

Employees being placed on or removed from probation will be notified in writing and copies sent to the ~~Chief HR Officer~~HR Coordinator.

Section C. Employee Probation (Outside Initial Employment Probation)

An employee may be placed on probation for a period not to exceed 60 calendar days for:

1. Poor or unsatisfactory performance of their duties at any time.
2. Transfer from one department to another (at the prerogative of the supervisor).

The employee will be notified of the probation, in writing, by the supervisor or other district administrator. The employee will be given expectations for improvement and/or action steps.

If the employee's work during this probationary period becomes satisfactory, the employee will be removed from probation. An employee will not lose longevity benefits or have a reduction in salary during the probationary period. The employee shall be able to use earned leave during this time. If the employee's work performance does not improve or action steps are not completed during this probationary period, the employee may be dismissed.

ARTICLE XII. EMERGENCY CLOSINGS

At certain times natural events and conditions beyond the control of school personnel will cause the closing of one or more of the schools. When such a decision must be made, both the determination and the announcement shall be made by the Superintendent of Schools or the person acting on their ~~his~~ behalf.

~~If the Superintendent or the person who is acting on their~~his behalf cannot be reached in time to avert injury to person or property, the principal of the school or the acting principal should take such action as he or she might deem necessary under the circumstances.

SEVERE WEATHER

In the case of severe weather which causes the closing of one or more of the attendance centers, the following procedures will be in effect. ~~It should be observed, however, that the Board authorizes the administration to make those decisions, which are necessary in order to cover extreme emergency situations, which are not provided in this policy.~~

~~In the event that a school or all schools in the district are closed during the school day, a reasonable attempt will be made to notify parents one hour prior to the school closing.~~

~~If a decision is made to close a school or all schools in the district prior to the start of the school day, students, parents and staff will be notified through the media.~~

DISMISSAL BECAUSE OF ~~SNOW~~INCLEMENT WEATER

A. When school is dismissed for the entire day because of ~~snow~~inclement weather:

1. All classified ~~full-time~~ employees ~~(~~who work a minimum of 205~~261~~ days per year~~)~~ **will work regular hours**.

    a. If an employee is unable to report to work because of the bad weather, the employee needs to contact their supervisor.
    b. If an employee is unable to report to work due to hazardous weather conditions, ~~he or she~~they may:
        ~~i.~~ Use ~~personal~~paid time off.~~an emergency leave day~~
        ~~ii.~~i. ~~Use a personal day.~~
        ~~Use a vacation day.~~
        ~~iii.~~ii. Take the day without compensation.
    ~~c. If the Superintendent determines that all employees should go home early or report to work late because of bad weather, the time will not need to be made up.~~
    ~~d.~~c. In the event the Superintendent declares ~~a~~an inclement weather day for all staff, e~~E~~mployees must be actively working or using paid time off the day prior to and the day after the designated ~~snow~~ inclement weather day in order to ~~use~~be compensated for an Inclement Weather Day~~Snow Day~~.

2. All other classified employees ~~have the following options~~:

    a. Will be compensated up to their normal daily rate for the first four designated Inclement Weather Days for hours not worked on those days.~~Use one of the four non-duty Inclement Weather Days designated for this purpose.~~ Employees must be actively working or using paid time off the day prior to and the day after the designated inclement weather day in order to ~~use~~be compensated for an Inclement Weather Day.
    b. After ~~all~~the four designated Inclement Weather Days are exhausted, employees have the following options:
        ~~i.~~ Report to work, with the permission of the administrative supervisor. The employee is to report to work only if the supervisor is working and there is productive work the employee could be doing.
        ~~ii.~~i.
        ~~iii. Make up the time during the same week as the missed day, with the permission of the administrative supervisor. If the time is to be made up, the arrangements need to be made between the administrative supervisor and the employee and the time must be made up in increments of thirty minutes or more.~~

        ~~iv. Use an emergency leave day.~~

ii. ~~Use a personal day.personal~~Use paid time off.

iii. Take the day without compensation.

~~b. Use one of the three non-duty snow days designated for this purpose. Employees must be actively working or using paid time off the day prior to and the day after the designated snow day in order to use a Snow Day.~~

B. When school is dismissed for the entire day because of ~~snow~~ inclement weather and ~~if because of using the snow day,~~the dismissal will result in an additional day of school ~~will be held~~added at the end of the year:

1. All classified~~full-time~~ employees ~~(~~who work a minimum of 205~~261~~ days per year~~)~~ **will work** regular hours.

2. All other classified employees will not report to work and will not be paid for that day. ~~The building administrators need to report to school for one hour in case any students show up for school.~~ One additional day will be added to the employee's calendar and the employee will be paid for that day when worked.

C. When school is dismissed after classes have begun ~~on or after 12:00 p.m.~~ because of ~~snow~~inclement weather:

1. All classified employees who work a minimum of 205 days per year will work regular hours.

2. All other employees will be allowed to leave when all the students have left the building. The time will not need to be made up and employees will be compensated up to their daily rate unless 4 prior Inclement Weather Days have been used. The principal may reserve the right to request employees to help supervise children who cannot get home immediately.

~~All classifedfull-time employees (who work a minimum of 205261 days per year) and all administrators will work regular hours. If the Superintendent determines that the employees should go home early, the time will not need to be made up.~~

~~All other employees will be allowed to leave when all the students have left the building. The time will not need to be made up and employees will be compensated up to their daily rate unless 4 prior Inclement Weather Days have been used. The principal may reserve the right to request employees to help supervise children who cannot get home immediately. Each school should have a procedure for making sure children have a place to go when school is dismissed early. The procedure may include having the child to return to school if no one is home.~~

~~1. Employees who leave before the dismissal or choose not to report to work may use a personal day or be deducted for the time missed.~~

~~C. When school is dismissed before 12:00 p.m., because of snow:~~

~~1. The procedures for early dismissal will be followed for the morning (see C).~~

~~2. The procedures for no school all day will be followed for the afternoon (see A).~~

~~3. Employees who leave before the dismissal or choose not to report to work may only use a personal day or be deducted for the time missed.~~

D. When school starts one or two hours late because of ~~snow~~inclement weather:

1. All employees will report to work 30 minutes prior to the new start time~~at regular duty time~~. ~~The exception will be employees who live outside the city limits. They will be required to call and report an estimated time of safe arrival. This arrival time must be prior to the late start time.~~

2. Inclement Weather Days~~"Snow days"~~ are included in the annual calendar. No school will make up days missed for ~~hazardous~~ inclement weather until a particular school has missed more days than the inclement weather days ~~"snow days"~~ provided in the calendar. The Board will determine when excessive missed days are to be made up.

E. ~~-~~Inclement Weather Days may not be used more than four times per employee. Compensation will only be paid for hours not worked on the four designated days and time may not be split up and used for days other than those four designated days.

~~Legal Reference: KSA 7201106~~

ARTICLE XIII. PROFESSIONAL DRESS

The Board encourages all district employees to maintain a professional appearance ~~appropriate dress that adheres to commonly accepted business casual standards of grooming and dress for all district employees. Clothing should meet the minimum standard of business casual~~ (examples below):

1. ~~Men - slacks and collared shirt; turtlenecks/mock; sweaters; sport coat~~Slacks, khakis, jeans, collared shirt, sweater, sport coat, blouse, skirt, dress, dress shorts, pant suits, school shirts.
2. ~~Women - slacks and modest blouse or top; skirts; dresses; dress shorts/suits~~
3. ~~3.~~2. Except for special days designated by the school principal - ~~No t-shirts; no blue jeans;~~ no sweatshirts; ~~no spandex;~~ no athletic wear~~/jogging suits~~
4. ~~4.~~3. ~~Shoes – dress shoes; loafers; dress sandals (no athletic shoes)~~Clothing and shoes must be in good repair and suitable for a professional school setting.

An employee who is uncertain about whether a clothing item qualifies as ~~business casual~~professional attire should ask their supervisor. Educational Support Center staff should adhere to commonly accepted business casual standards of dress and may wear jeans only on designated days. An employee may request an exception due to health considerations from their supervisor.

Employees are expected to maintain a clean, modest, well-groomed, and professional appearance. Clothing, shoes, and accessories should be in good repair and appropriate for the school setting and the day's activities. Nutrition Services, Plant Facilities, and Transportation employees may wear uniforms or clothing more appropriate for the type of job they are performing.

Discipline issues regarding professional dress will be handled by the employee's supervisor after consultation with the Superintendent or their designee as follows:

1. One verbal warning
2. One documented conversation
3. Conference Report (Form 57)
4. Documentation in the employee's evaluation

~~Appropriate professional dress demonstrates a high regard for education, and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the district's staff as motivated professionals working toward a common mission. In addition, it strengthens the community's perception toward the district, public schools and the teaching profession.~~

~~Professional appearance of staff members includes dress, accessories, body adornments, and grooming. Clothing, shoes and accessories are clean, in good repair and promote a working and learning environment that is free from unnecessary disruption.~~

~~Professional dress is appropriate during the workday and anytime employees attend work-related activities. Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the employee in each activity (ex: Nutrition Services, Plant Facilities and Transportation employees who may wear uniforms or clothing more appropriate for the type of job they are performing). Clothing should convey a professional image by being coordinated, modest and appropriate for a classroom or educational setting.~~

~~Employees may wear blue jeans only on the following occasions (athletic shoes and a school shirt may also be worn on these occasions). The following does not apply to employees at the ESC Building:~~

- ~~Work days~~
- ~~In-service days for USD 457 employees only~~
- ~~Travel time to and from events outside the District~~

- ~~Special days designated by the building principal~~
- ~~Every Friday, with the exception of days designated for parent/teacher conferences and with the exception of other special occasions approved by the Superintendent~~

ARTICLE XIV. REIMBURSEMENT FOR MILEAGE AND CELL PHONE

Section A. Mileage Between Schools

Employees who serve two or more attendance centers daily or are otherwise required to go to various buildings during their scheduled work day are entitled to receive reimbursement for miles driven between the schools at the rate per mile allowed by the state when using a private vehicle. A district mileage log or Mileage Reimbursement Request Form must be submitted by the employee to the supervisor for approval, then to the Business Office for payment. Reimbursement should be requested on a monthly basis.

~~Section B. Mileage to Rural Attendance Centers~~

~~Mileage will be paid to classified employees who work at either of the two rural schools. The mileage paid per trip is as follows:~~

~~Jennie Barker .5~~
~~Plymell 12.6~~

~~The pay will be considered part of the employee's gross pay and will be based on the number of work days in the employee's calendar.~~

Section ~~C~~B. Mileage/Cell Phone Stipends

Mileage and cell phone stipends will only be granted to those employees that are in positions approved by ~~the Chief Financial Officer and Chief HR Officer~~the Superintendent or their designee.

ARTICLE XV. ADMISSION TO SCHOOL SPONSORED EVENTS

The Board encourages attendance of employees at school-sponsored events.

Schools should follow these procedures:

A. Those schools charging admission to public performances or scholastic events will honor school district identification cards, whereby each of these employees and their companion may be admitted to all events held under the direct sponsorship of that school.

B. District passes or I.D. cards are not valid at events sponsored directly by the Kansas State High School Activities Association. Generally, these events are district, regional or state play-offs in athletic events. Neither will district passes admit a holder to events sponsored by outside organizations.

C. The holder of a district pass must pay extra if the I.D. card is to be used toward purchasing reserved seats.

25-26 FULL TIME

Administrative Specialist I
Administrative Specialist II
Benefits Specialist
Board Clerk
Custodian I
Custodian II
Custodian III
Cyber Security Manager
Deputy Clerk
Electrical Journeyman
Grounds I
Grounds II
Grounds Supervisor
HVAC Journeyman
HVAC Specialist
Plumbing Specialist
Maintenance I
Maintenance II
Maintenance Manager
Mechanic
Mechanic Manager
Nutrition Delivery
Nutrition Warehouse Supervisor
Office Assistant I - ESC, Virtual
Office Assistant II - ESC, HG, KH, HS, TR
Paraprofessional I - JDC, Virtual
Personnel Specialist
Technology I - JDC
Technology II
Technology III - HS, ESC
Technology IV
Technology Manager
Translator
Warehouse Assistant
Warehouse Delivery
Warehouse Supervisor

July 2025

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25-26 220 Day

Office Assistant II - GE
Substitute Specialist

July 2025

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February 2026

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March 2026

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

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May 2026

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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June 2026

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

25-26 215 Day

Office Assistant II - SI, ST

July 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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December 2025

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

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May 2026

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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

June 2026

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

25-26 205 Day

Campus Monitor
Office Assistant I
Office Assistant II
Technology I
Technology II
Driver Trainer

July 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

August 2025

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September 2025

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21	22	23	24	25	26	27
28	29	30				

October 2025

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November 2025

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December 2025

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21	22	23	24	25	26	27
28	29	30	31			

January 2026

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25	26	27	28	29	30	31

February 2026

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

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22	23	24	25	26	27	28
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April 2026

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May 2026

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25-26 Para

Accompanist
Paraprofessional I
Paraprofessional II
Paraprofessional III

August 2025

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24	25	26	27	28	29	30
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September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

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22	23	24	25	26	27	28
29	30	31				

April 2026

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May 2026

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25-26 Bus Driver

August 2025

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September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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24	25	26	27	28	29	30
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25-26 Nutrition

Nutrition I
Nutrition II
Nutrition III
Nutrition IV

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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10	11	12	13	14	15	16
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September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

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22	23	24	25	26	27	28

March 2026

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April 2026

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May 2026

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17	18	19	20	21	22	23
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25-26 Psych Specialist

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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September 2025

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

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November 2025

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December 2025

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January 2026

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18	19	20	21	22	23	24
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February 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

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May 2026

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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25-26 Parent Educator

July 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
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September 2025

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28	29	30				

October 2025

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November 2025

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December 2025

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21	22	23	24	25	26	27
28	29	30	31			

January 2026

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25	26	27	28	29	30	31

February 2026

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

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22	23	24	25	26	27	28
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April 2026

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May 2026

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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

June 2026

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

25-26 Youth Officer

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

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22	23	24	25	26	27	28

March 2026

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22	23	24	25	26	27	28
29	30	31				

April 2026

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May 2026

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31						

25-26 210 Day

ASP Facilitator

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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31						

September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

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March 2026

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April 2026

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May 2026

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June 2026

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25-26 Crossing Guards

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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3	4	5	6	7	8	9
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September 2025

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October 2025

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November 2025

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December 2025

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January 2026

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February 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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22	23	24	25	26	27	28

March 2026

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April 2026

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May 2026

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USD 457
GARDEN CITY
PUBLIC SCHOOLS

Classified Personnel Handbook

2025-2026

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PURPOSE

The Board of Education of USD 457 believes that classified staff positions are essential to the educational process of the children of Unified School District 457. These positions are provided in order that proper support services are available to the teachers and administrators of the school district.

The purpose of this handbook is to serve as an informational guide as to the salary and benefits provided and procedures set forth for all classified employees of Unified School District 457.

This handbook supersedes any procedures established by any departments or buildings. It does not, however, replace any adopted Board of Education policy or regulation.

The superintendent under special circumstances may authorize exceptions to procedures listed in this handbook. Any exceptions will be documented in writing.

ARTICLE I. DEFINITIONS

A. The term "classified employee" as used in this handbook, means any person, including both full-time and part-time (excluding substitutes), employed by the Board of Education of USD 457 in a position which does not require a certificate issued by the State Board of Education, who is not employed in a professional or instructional capacity by the Board of Education or who is not an administrative employee.

   The classified employees include the following general types:

   1. Administrative Support Staff
   2. Business Support Staff
   3. Technology Support Staff
   4. Instructional Support Staff
   5. Maintenance & Operations Staff
   6. Nutritional Services Staff
   7. Transportation Services Staff

B. The term "Board", as used in this handbook shall mean the Board of Education of USD 457 in the City of Garden City, County of Finney and State of Kansas.

C. The term "School District" and "USD 457", as used in this handbook shall mean USD 457 in the City of Garden City, County of Finney and State of Kansas.

D. The term "Full-Time Employee" is one whose job description calls for a full year of work at eight hours per day for five days per week for fifty-two weeks per year (261 days).

E. The term "Part-Time Employee" is one whose job description calls for a specified number of work days per year for a certain number of hours per day.

F. The term "Temporary Employee" is one who works irregular hours and who may or may not work consecutive days of the week or consecutive weeks throughout the school year.

G. The term "Student Employee" is defined as a person who is regularly enrolled in a school under the governance of USD 457.

H. The term "Special Education Student Employee" is defined as a person who is regularly enrolled in a school under the governance of USD 457 and is working under the direction of a current IEP.

I. The term "Probationary Employee" is one who is either in the first 60 period of employment or who has been placed on probation because of unsatisfactory performance.

J. The term "Supervisor" is the administrator who is placed in charge of a classified employee. The supervisor may be the superintendent, deputy superintendent, assistant superintendent, financial officer, director, coordinator or principal.

K. The term "Director" is the administrator who is placed in charge of a department of classified services. The director is responsible for providing the necessary services in the most efficient and economical means possible.

ARTICLE II. GENERAL PROVISIONS

Section A. School Board Organization, Powers and Rights

The schools of USD 457 are governed by an elected Board of Education with seven members elected at large by the voters of the district. The Board selects a president and vice-president from their membership yearly. A clerk, treasurer and attorney are appointed by the board on an annual basis. The board functions according to the powers delegated from the State of Kansas, and actually is a subdivision of the State government.

It is understood and agreed that the Board retains those powers expressly granted to it by statute, including those necessarily implied and that the statutes are to be strictly construed, including the right to make unilateral changes as specifically limited only by any provision contained within this handbook.

The only limitation on any right of the Board shall be by law or by the express limitation by specific provision contained with this handbook.

Section B. Employee Meet and Confer Committee

The administrative staff of USD 457, along with a Board representative, meet with the Meet and Confer Committee for the purpose of receiving suggestions or concerns relating to salary, fringe benefits or conditions of employment. Employees wishing to submit an item for consideration should contact one of their representatives on the Meet and Confer Committee.

Members of the administrative staff include the Deputy Superintendent, Chief Financial Officer and the Employee Services Coordinator.

Members of the Meet and Confer Committee include three representatives of each of the following groups of employees:

Administrative Support Staff, Business Support Staff and Tech. Support Staff
Instructional Support Staff
Maintenance & Operations Staff
Nutritional Services Staff
Transportation Services Staff

Representatives are selected by the members of their particular classification and will serve 2 year terms. Employees are encouraged to participate and become actively involved through their representative in the meet and confer process.

All Meet and Confer meeting times, dates and locations must be scheduled through the Employee Services Coordinator. All meetings scheduled without the administrative staff must be held outside regular duty hours.

The Deputy Superintendent is responsible for designating someone to record and distribute the minutes of the meetings to each employee group, all administrators and the Board.

Section C. Channels of Communication

Employees are responsible to their supervisor and shall direct all problems, criticisms and suggestions through the supervisor. In the event the supervisor is not available, employees shall contact the HR Coordinator.

ARTICLE III. INITIAL EMPLOYMENT AND TRANSFER REQUESTS

All applicants will be given consideration for employment in compliance with the EEO (Equal Employment Opportunity) Policy of USD 457. The Board will employ only the most competent person available for each position.

The Board reserves the right to assign, reassign or transfer all classified positions. Any employee may be transferred at any time to a new location or position at the convenience of the School District.

Section A. Initial Employment Probation

Note: If an employee resigns and returns to a similar job in USD 457 within six months, the employee will be reinstated with the same salary and benefits as if they had not left the district. The following rules do not apply.

1. Probationary Status

   A classified employee new to USD 457, or a former employee who returns to USD 457, shall be engaged on a probationary basis for a period of 60 calendar days, excluding non-contract days in the summer for part-time employees. During the probationary period, the employee may be released from their position at any time upon recommendation of both the supervisor and department director and without benefit of review. The employee will be evaluated at the end of the probationary period by the Supervisor. The employee should be informed of the contents of the Supervisor's evaluation. The Deputy Superintendent or their designee will notify the employee's Supervisor of the end of the probationary period.

2. Leaves

   A classified employee new to USD 457 or a former employee who returns to USD 457, will accumulate leave time earned; however, the leave time shall not be available for use until after the employee has successfully completed 30 days. Any days taken for sickness during the first 30 days or for personal leave during the 60 day probationary period will be not be compensated.

3. Rate of Pay

   A classified employee new to USD 457 or a former employee who returns to USD 457 may, at the supervisor's discretion, begin the probationary period at the base rate established for their particular position. Once the 60-day probationary period is completed, the supervisor may submit a written request to award longevity for equivalent experience, up to a maximum of 10 years of outside experience, in a similar work position, to the Employee Services Coordinator for approval. This request must be submitted to the Employee Services Coordinator within 30 calendar days of the end of the probationary period. Supervisors may also submit a written request to award longevity for equivalent experience to be granted upon hire.

   All requests for longevity that are approved by the Employee Services Coordinator will become effective on the first workday of the following month.

   After the 30 day deadline from the end of the probationary period, Supervisors may only submit requests for granting previous experience in May or June each year to be effective for the following school year.

4. Request for Transfer

   Any classified employee of USD 457 desiring to be considered for a vacancy should complete a Request for Transfer online through the district intranet within 3 business days. Any request after the 3-day timeline will require the receiving supervisors' approval for consideration and a paper transfer form must be completed. An interview is not guaranteed if denied by the supervisor of the open position. Those who move to a new position will do so under the current salary schedule regardless of how long they have been a district employee. Employees who are under probation are not eligible to request transfer without HR approval. Once a transfer has been approved, an employee must remain in that position for 60 days before being eligible to request another transfer.

   The Supervisor of the open position will complete the information online, approving or denying the request for transfer. Final decisions of transfers will be communicated to employees by the HR Coordinator.

5. Para Assessment

   Employees hired in positions requiring the para assessment must complete and pass that test within the first 30 days of employment. Failure to do so, may result in termination.

ARTICLE IV. SALARIES AND WAGES

Section A. Salary Guide

1. On July 1 of each year, any salary increases approved by the Board will be made. Years of experience will be granted to eligible employees in the school district.

2. Employees who have a hire date of employment between January 1 and June 30 of the current year will not be eligible for a year of experience being granted. The effective date of employment is the first date a person begins to work for the school district in a full-time or part-time position.

Section B. Consideration For Reclassification and Salary Adjustment

A request for a position re-classification or salary adjustment for years of experience may be made by an employee's Supervisor and will be accepted only on an annual basis. Any request shall be in writing and shall be submitted to the Employee Services Coordinator by the employee's supervisor on behalf of the employee making the request. The request should be submitted no later than April 1 in order to receive serious consideration. The request should state in complete detail the conditions and/or circumstances in which the supervisor has based their judgment in requesting consideration of the request. The HR Coordinator, Employee Services Coordinator, and Chief Financial Officer will consider all requests and notify supervisors of the determination.

Approved requests will be effective the first of the following fiscal year.

Section C. Additional Compensation

Unless specified, all additional compensation will be effective on the 1st of the month following approval.

Bilingual Language Proficiency - *for all full-time and part-time classified employees except substitute employees*

The District will pay an additional $0.25 per hour to those employees who are orally proficient in another language in addition to English. The Supplemental Office will test the employee and determine whether they are proficient in both languages. The testing will be done at least twice a year and all classified employees will be notified in advance of the testing times. All employees who are able to interpret will be expected to do so upon request, whether or not they are receiving the additional pay for bilingual proficiency.

Employees that are receiving the bilingual pay will also be entitled to receive an additional $2/hr on top of their normal hourly rate to translate scheduled meetings including but not limited to IEP meetings, parent/teacher conferences, and long term hearings.

College Credit – *for all classified full-time and part-time employees except substitutes and licensed plant facilities positions.*

Employees are eligible to receive additional compensation for college hours and must be approved by the Employee Services Coordinator

Completion of an Associate's Degree or higher $0.50 per hour
OR
Completion of a Bachelor's degree in a **job-related field** $1.00 per hour

To qualify for additional pay for college hour credit, an official transcript must be submitted to the Personnel Office. Once an official transcript is approved, the pay rate will be effective the 1st of the following month.

Proficiency Rating – *for Hearing Impaired Paraprofessionals*

A paraprofessional for the Hearing Impaired will be regarded as an interpreter. They will start at Level 1 for a minimum of three weeks. During the three-week period, the teacher of the Hearing Impaired and the District Administration will evaluate the interpreter's skills and assign a "Proficiency Rating" that translates to a level in the following table. If the proficiency rating moves the interpreter to a higher level the increase in salary shall be effective on the evaluation date.

Level 1 Para-Interpreter (0-16 pts)
Base salary per hour for paraprofessional.

Level 2 Interpreter (17-26 pts)
Base salary plus $2.00 per hour. Criteria: The interpreter would be competent to interpret in lower level elementary classrooms at an acceptable rate.

Level 3 Interpreter (27-33 pts)
Base salary plus $3.00 per hour. Criteria: The interpreter would be competent in upper elementary or intermediate level classrooms at an acceptable rate.

Level 4 Interpreter (34+ pts)
Base salary plus $4.00 per hour. Criteria: The interpreter would be competent to interpret in advanced high school courses at an acceptable rate.

An interpreter will receive one rating in the spring of each year and level changes will be reflected the following school year. The rating team will consist of the HI teacher, classroom teachers, administrators and the interpreter. Information from consultant observations will be considered in the rating matrix.

Interpreters who take the EIPA will be reimbursed for a score of 3 or above. After an employee has been reimbursed for a score of 3 or above, all subsequent reimbursements will require a higher score than was previously achieved. In

addition, the District will assist with the expense of this test by providing a car to travel to the testing site and a hotel room for one night. If necessary, due to time and location of the test, professional leave will be approved by the district.

Interpreters who are certified by Kansas state accepted testing which will allow the certificate holder to become eligible for full categorical aid reimbursement will receive a salary based on their assigned "Proficiency Rating" at the following rate. The new salary will become effective as of the issue date on the certificate through the effective date of the certificate.

KSDE Certificate Level 4
Base salary plus $6.20 per hour.

KSDE Certificate Level 5
Base salary plus $8.00 per hour.

Longevity Payments - *for all full-time and part-time classified employees except substitute employees and crossing guards*

A payment based on completed years of service with the district as of August 31 of the current year, will be paid in December, to those employees actively employed as of the payment date. The following amounts will be adjusted based on FTE (full-time equivalent) in both current and previous years of service.

Years of Service	Amount
0 – 4 years	$ -
5 – 9 years	$ 250
10 – 14 years	$ 350
15 – 19 years	$ 600
20+ years	$ 1,000

Section D. Retirement Compensation

Upon retirement from employment through KPERS, a classified employee who has completed 20 years or more of employment in USD 457 shall receive an additional payment equal to one-twelfth of their annual salary.

An employee with 20 or more accrued PTO days upon retirement through KPERS, will receive compensation equal to $60 for each unused day; provided, however, that to be eligible for such payment the employee gives written notice to the Personnel Office 8 weeks prior to his/her intended retirement date.

In the event an employee has one or more days of earned vacation leave when they retire through KPERS, they will receive additional compensation equal to their daily rate times the number of earned days available.

Section E. Holiday Pay

District paid holidays designated on an employee's calendar will only be paid if the employee works or uses paid leave for their regularly scheduled hours on the scheduled duty day prior to and following the scheduled holiday.

Section F. Base Hourly Rate

Job Grades	Min
10	$12.70
10M	$13.20
11	$13.55
11M	$13.80
12	$14.50
13	$15.55
14	$16.70
14T	$16.98
15	$17.85
15M	$18.56
15T	$18.15
30	$20.46
31	$23.23
32	$26.39
33	$29.97
34	$34.04

Position	Job Grade
CLERICAL	
ADMINISTRATIVE SPECIALIST 1	13
ADMINISTRATIVE SPECIALIST 2	14
ASP FACILITATOR	15
BENEFITS SPECIALIST	31
BOARD CLERK	15
DEPUTY CLERK	13
OFFICE ASSISTANT 1	11
OFFICE ASSISTANT 2	12
PERSONNEL SPECIALIST	31
PSYCHOLOGY SPECIALIST	14
SUBSTITUTE SPECIALIST	13
TRANSLATOR	13
NUTRITION	
NUTRITION 1	10
NUTRITION 2	11
NUTRITION 3	12
NUTRITION 4	13
NUTRITION DELIVERY	11
NUTRITION WAREHOUSE SUPERVISOR	15

Position	Job Grade
PARAPROFESSIONAL/OTHER	
ACCOMPANIST	14
CAMPUS MONITOR	15
CROSSING GUARD	10
PARAPROFESSIONAL 2	10M
PARAPROFESSIONAL 3	11M
PARENT EDUCATOR	13
YOUTH OFFICER	15
TECHNOLOGY	
TECHNOLOGY 1	12
TECHNOLOGY 2	13
TECHNOLOGY 3	15
TECHNOLOGY 4	31
TECHNOLOGY MANAGER	34
CYBER SECURITY MANAGER	34
TRANSPORTATION	
DRIVER TRAINER	14
MECHANIC	14T
MECHANIC MANAGER	32
BUS DRIVER	15T

Position	Job Grade
PLANT FACILITIES	
CUSTODIAN 1	11
CUSTODIAN 2	12
CUSTODIAN 3	13
ELECTRICAL JOURNEYMAN	33
GROUNDS 1	12
GROUNDS 2	13
GROUNDS SUPERVISOR	15
HVAC SPECIALIST	14
HVAC JOURNEYMAN	33
PLUMBING SPECIALIST	30
MAINTENANCE 1	13
MAINTENANCE 2	14
MAINTENANCE MANAGER	30
WAREHOUSE ASSISTANT	12
WAREHOUSE DELIVER	11
WAREHOUSE SUPERVISOR	15

Position	Rate
MISCELLANEOUS RATES	
Substitute Nutrition	$12.00
Substitute Paraprofessional	$12.00
Substitute Custodian	$13.00
Substitute Secretary	$13.00
Substitute Bus Driver	$18.05
Plant Facilities Training Rate	$15.00
Transportation Layover Rate	$15.00
Small Fleet Driver	$15.00
Activity/Wheelchair Driving Rate	$1.00 over employee rate

ARTICLE V. HOURS AND AMOUNTS OF WORK

Section A. Work Day

The regular work day is generally defined as an eight-hour work day with the starting and quitting time to be determined by the employee's supervisor. Employees in district offices will generally work 8:00am-5:00pm. Part-time employees may work less than an eight-hour day.

Section B. Work Week

The regular work week is generally defined as 40 hours of work (inclusive of PTO, professional leave and holiday leave). The work week begins at 12:01 a.m. Saturday and ends at 12:00 midnight on Friday. Part-time employees may work less than a 40-hour week.

Section C. Work Year

A regular work year is defined as the time between July 1 of one year and June 30 of the following year. All employees will have access to a calendar designating the days to be worked during the work year.

In addition to the days designated on the employee's calendar, the employee's supervisor may require the employee to work during Parent Teacher Conferences.

Section D. Time Sheets

All classified employees are required to clock in and out, using the District's automated time clock system or district provided electronic device. Any exceptions must be approved by the employee's supervisor. Time must be electronically submitted to the employee's supervisor on a weekly basis no later than Monday following the work week. All time for the work week is calculated at actual time. Failure to use a district time clock without prior approval may be grounds for disciplinary action, up to termination.

Section E. Overtime Compensation

1. For time worked in excess of 40 hours per week, employees shall be entitled to overtime equal to one and one half times the employee's regular hourly rate. Occasions may occur that require employees to work extra hours during a week that includes a paid holiday. At the discretion of the employee's supervisor, paid holiday hours may be included as actual hours worked for purposes of calculating overtime.
2. Any hours worked in excess of normal working hours, including overtime, must be approved in advance by the employee's supervisor.
3. Exceptions to the above policy must be approved by the Chief Financial Officer.

Section F. Holidays Worked

For district holidays worked, employees required to work shall be entitled to holiday pay at a rate equal to two times the employee's regular hourly rate, which will be paid in lieu of overtime compensation.

Section G. Rest Periods & Travel Time

1. All classified personnel are allowed a rest period if their regular daily schedule calls for more than four hours of continuous work. During rest periods, employees are free to leave their workstations not requiring continuous attendance, but may not leave the building without prior approval from their supervisor.

Daily Hours Worked	Rest Periods	
	A.M.	P.M.
8.0	15 minutes	15 minutes
7.5	15 minutes	10 minutes
7.0	15 minutes	10 minutes
6.5	10 minutes	10 minutes
4.0 to 5.5	10 minutes	
Less than 4.0	None	

2. Rest periods are subject to certain restrictions:

    a. No rest period is to be taken until at least two hours after the shift starting time or within the last hour of the shift ending time, unless approved by the employee's supervisor.
    b. Rest periods are limited to 15 minutes in duration.
    c. Rest periods are not mandatory. If they are not taken, they do not constitute compensatory time.
    d. Rest periods cannot be accumulated or combined with other rest periods or lunch breaks.

3. For employees working over 6 hours per day, a minimum of 30 minutes unpaid must be taken as a lunch break.

4. For hourly employees, additional compensation will not be provided for travel time during the employee's normally scheduled work day. Additional compensation is only provided while the employee is actually driving outside their normal work schedule.

Section H. Pay Day

Employees are paid on the 15th of each month and are paid for the hours that they worked in the previous calendar month. If the 15th falls on a weekend or Federal holiday, the pay day will be moved to the preceding business day. All employees are required to use direct deposit or a direct pay card. Payroll remittances are available for viewing or printing online through Skyward Employee Access.

ARTICLE VI. LEAVES

Article VI applies to all full-time and part-time classified employees. All other classified employees are not eligible to be granted any type of leave.

Available leave days are granted at the end of each month. In order to be granted any leave days mentioned in this section, the employee must work or use accrued paid time off equal to over half the required time for that month.

All leave requests must be entered online in Skyward Time Off and be approved by the employee's supervisor and the Payroll Department. Leave requests cannot cause an employee to exceed their normal number of work hours for a scheduled day.

Additional leave not covered in this article is discouraged because of the hardship it places on the day-to-day operation of a particular division. In the event an employee does request additional leave, and provided the employee's supervisor approves, the leave may be granted with a full deduction in pay for the days absent from work. All additional leave

should be requested in writing on an Application for Leave form. Excessive absences not covered by accrued leave could be cause for disciplinary action or termination.

All paid time off will be pro-rated for those employees that terminate employment prior to the end of the current fiscal year.

If an employee has accrued time off, they are required to use that time off for related absences unless they have prior authorization from the Employee Services Coordinator to take the leave without pay. This will only be approved for extenuating circumstances.

Section A. Paid Time Off

The Board recognizes that absences by the employee at various times throughout the year are unavoidable; however, any absence of the employee has a detrimental effect on the operations of the District. The Board has established leave provisions which will aid in preventing undue hardship to the employee during the period of such emergencies. Any absence not provided for herein, or otherwise approved, or any abuse of the provisions of this leave policy may be grounds for disciplinary action, including termination.

Leave Provisions

All full-time and part-time classified employees are granted one PTO day per month worked and an additional day each September and February and may accumulate PTO on the following basis:

Number of Months Worked	Total Days Granted Per Year	Total Accumulation
Full-time Employee (261 days)	14	60
Part-Time Employee		
Months in work year:		
11	13	60
10	12	60
9	11	60
Crossing Guards	10	0
Temporary, Student Employee, Substitute	0	0

Basic Family and Medical Leave Act (FMLA) Leave Entitlement

USD 457 employees that have worked for at least 12 months and at least 1,250 hours during the 12 month period prior to a qualifying absence will be eligible for FMLA leave. If an employee is eligible they may request up to 12 weeks of unpaid, job protected leave within a 12 month period. In the event both spouses are employees of USD 457, their absences cannot jointly exceed the 12 weeks of FMLA.

In cases where the employee meets all other FMLA eligibility requirements aside from the hours-worked threshold, the district may provide a comparable leave of absence.

Section B. Unused Paid Time Off

All classified employees who have more than 60 days of unused PTO as of June 30 of the current year and who return to work the following year, will be compensated at $75 per day, up to 15 days, in their September paycheck.

Section C. Vacation Leave

Full-time classified employees may be granted paid vacation leave. Days will be granted at the end of each month in the following amounts:

1. First six months of employment – ½ day per month. Vacation leave will accrue during the employee's initial probation period; however, it may not be used until after the probation period is completed.
2. At the completion of the first six months of employment - 1 day per month.
3. At the completion of the ninth work year - 1 ¼ days per month (beginning July 1 after completion of the ninth year).
4. At the completion of the eighteenth work year – 1 ½ days per month (beginning July 1 after completion of the eighteenth year), plus 1 additional vacation day on July 1, and another 1 on January 1.

If possible, vacation time should be used in blocks of five days or more at a time. Vacation time may be accrued, and will be limited to a ten-day block of time unless prior approval is obtained from the employee's supervisor. Vacation leave should be arranged well in advance with the employee's supervisor. Vacation leave may only be taken in full and half day increments. The use of vacation days cannot cause an employee to submit hours greater than their normal work day.

In the event the employee has one or more days of earned vacation leave when they resign their position, the employee may receive salary in lieu of the vacation leave calculated at their current base daily rate. Employees who are terminated by the district or were asked to voluntarily resign are not eligible to receive salary in lieu of remaining vacation days.

No more than 25 days of vacation leave may be accrued from the end of the work year on June 30 to the beginning of the next work year on July 1.

Section D. Other Leave (Professional Leave, Witness or Jury Duty and Extended Leave)

1. Professional Leaves and Absences

   The employee's supervisor may grant permission to employees to attend professional meetings, or other activities for professional growth and improvement. There will be no deduction from the employee's pay for regular work time missed while attending such a meeting. If the meetings are outside the employee's normal work time and are voluntary on the part of the employee, there will be no obligation on the part of the District to provide additional compensation to the employee.

   Expenses may be authorized by the Assistant Superintendent and Chief Financial Officer to attend meetings which will be beneficial to the District.

2. Witness or Jury Duty

   Employees of the District shall be excused for jury duty or in response to duly issued subpoenas with no jeopardy to their employment. The employee will receive their regular daily salary and shall surrender to the Business Office any and all compensation for jury duty or in response to subpoenas as is normally established by court, except for mileage. The employee shall report to work at any time during the employee's work day that they are not required to be present for witness or jury duty.

   The Deputy Superintendent has the authority to request for the Board that the employee be excused from service or their service be delayed, provided the special nature of the employee's qualifications would make it difficult to secure an adequate substitute or if the timing of the proposed jury duty affords a threat to the welfare of the school or children.

3. Extended Leave

An extended leave of absence of up to 12 months may be granted within the school year if recommended by the employee's supervisor and approved by the Deputy Superintendent. The request for a leave of absence must be presented to the employee's supervisor in writing and then presented to the Deputy Superintendent for approval or denial. An employee will receive no paid leave, except the use of accumulated PTO for health reasons, during the leave of absence, provided this complies with the Family Medical Leave Act. The Employee Services Coordinator will determine if benefits will be affected by the approved extended leave and will discuss with employee. Reinstation to a position at the end of the extended leave of absence is subject to the availability of open positions and is not guaranteed, except as required by law.

Section E. Illness and Disability Bank

Purpose: An illness and disability bank has been established to assist classified district employees in two ways:

1. A classified employee who, as a result of a catastrophic or extended illness or injury, has exhausted all accumulated leave, by providing those employees eligible with additional leave days from the Bank.
2. A classified employee, due to the birth of a child or adoption of a child under the age of 6, may apply to use up to 5 days of leave from the Bank. The employee does not need to have exhausted all of their accumulated paid time off or vacation leave prior to application.

The Bank: At the beginning of each school year, the Board will provide a total of 95 days to The Bank to be used as set forth herein. Classified Employees may also donate leave to The Bank. At least one day per employee must be donated by September 1 in order to have access to use The Bank during that fiscal year. The total number of days donated by classified employees will be added to the 95 provided by the Board and will be split in half, or as near as possible.

Eligibility for Participation for Parental Leave: In order to be eligible to participate in withdrawals from The Bank, a classified employee must meet all of the following criteria.

1. Must have donated at least one day of their own leave during the designated donation period.
2. Apply prior to the birth of a child, or adoption of a child under the age of 6, or within 20 duty days following the date of the birth or adoption.
3. Must submit an application for use of bank days to the Deputy Superintendent or their designee on forms provided by the district and must submit all additional information requested.
4. No consideration shall be given to whether or not the classified employee is receiving salary protection under the group salary protection insurance that is available to District employees.
5. No consideration shall be given for seniority.
6. Bank days credited may not exceed 5 days for any one application.

Eligibility for Participation for Illness and Disability: In order to be eligible to participate in withdrawals from The Bank, an employee must meet all of the following criteria:

1. The employee must have donated at least one day of their own leave during the designated donation period.
2. The employee must have exhausted all of their accumulated paid time off.
3. The employee must have been employed with the district for the six months prior to applying for the use of The Bank.
4. The illness or injury suffered by the employee must be of such a nature that prevents the employee from fulfilling their duties for a period of at least 5 duty days after all leave days have been used. Exceptions may occur and will be given due consideration to the individual circumstance.
5. The employee must submit an application for use of bank days to the Deputy Superintendent or their designee on forms provided by the district and must submit all additional information as requested.
6. Pregnancy **does not** constitute a catastrophic or extended illness.
7. Workers compensation claims will not qualify for eligibility from the sick bank.

8. No consideration shall be given to whether or not the classified employee is receiving salary protection under the group salary protection insurance that is available to District employees.
9. No consideration shall be given for seniority.
10. Employees with an immediate family member (spouse, children or parents) who has suffered a catastrophic illness or injury may be eligible for participation in the sick bank.
11. Bank days credited may not exceed 15 days for any one application. In the event the classified employee's disability extends beyond the number of bank days credited, the employee may reapply for additional days; provided, however, that no one applicant may receive more than 30 days during any school year.

Procedure: The eligible employee, as determined by the above criteria must file an application for use of bank days on forms provided by the district. The applications should be filed as soon as all of the above criteria has been met, or in advance thereof, if medical evidence is available indicating a reasonable expectation that all criteria will be met. (Application forms may be requested from the Payroll.)

The Deputy Superintendent or their designee will render a decision or seek additional information within 5 business days of the receipt of any such application. The decision will be delivered in writing, and if the application is denied, a specific criterion/a will be cited for the decision.

The employee receiving bank days shall be paid for each bank day at a rate equal to 100% of their base daily rate..

Unused Balance: Any unused days as of June 30 will be applied to the following year's health fund to help offset potential insurance premium increases.

ARTICLE VII. BENEFITS

Section A. IRC Section 125 "Cafeteria Fringe Benefit Plan

The Board has established an IRC Section 125 "Cafeteria" Fringe Benefit Plan for classified employees of the District. The options to be included in the Plan are: (1) health/dental insurance; (2) group term life insurance not to exceed $50,000; (3) cancer/dread disease insurance; (4) vision insurance; (5) accident insurance; (6) medical expense reimbursement; (7) dependent care expense reimbursement; (8) health savings account (9) short-term disability; and (10) hospital indemnity plan.

Employees must work at least 20 hours per week to be eligible to participate in supplemental coverages.

The above insurance benefits shall be provided by a company or companies selected by the Insurance Committee and approved by the Board.

Section B. Health Insurance

A committee shall be established to review the District's current health insurance plan and research alternate sources. The committee shall consist of the Benefits Specialist, Chief Financial Officer, Employee Services Coordinator, one administrator, five certified staff to be appointed by the GCEA president and five classified staff.

Section C. Employer Partially Paid Fringe Benefit

The Board shall provide each eligible employee a monthly sum of $900, to be used toward the purchase of health/dental insurance through the District's group health insurance plan. The amount provided will be based on the FTE of each particular position and determined by the Employee Services Coordinator.

If an employee chooses the high deductible health insurance option, the Board may provide a monthly contribution to the employee's health savings account.

In the event an employee terminates employment with the District, the Board's last contribution toward the purchase of health/dental insurance will be the last full month (worked/earned more than 50%) of employment.

If an employee is absent from work and is covered under the FMLA policy, the provisions of the policy apply to insurance coverage. If the leave is not covered under FMLA, fringe will only be granted in those months which the employee worked or had accrued paid time off for more than 50% of scheduled days on their calendar.

Section D: Employer Provided 403(b) Plan

1. A Retirement Plan Portfolio may be established for each employee in USD 457. This portfolio may contain up to two (2) accounts, an Employer Paid Account and an Employee Paid Account. Each employee is eligible on the first of the month following their date of employment.

2. For each monthly contribution that an employee makes into their Employee Paid Account, USD 457 will contribute a dollar for dollar matching amount up to $50 into the Employer Paid Account. Any employee who is eligible for KPERS benefits and makes the necessary contribution into their Employee Paid Account is eligible for the matching amount into the Employer Paid Account. Any employee who has previously retired from KPERS but works the number of hours to otherwise be a KPERS eligible employee is also eligible if they make the necessary contribution into their Employee Paid Account.

3. The plan year for the Employer Paid Account will be from September 1 through August 31. If an employee discontinues or reduces their Employee Paid Account to less than $50 per month), the Employer Paid Account will be reduced accordingly.

4. Upon beginning their 6th total year as an employee employed by USD 457, each employee will become vested in 10% of the amount contained within their Employer Paid Account. The vested portion will continue to increase by an additional 10% per year until the employee is 100% vested upon beginning their 5th year with USD 457.

Vesting Schedule

Years(s)	Amount Vested
1 – 5	0%
6	10%
7	20%
8	30%
9	40%
10	50%
11	60%
12	70%
13	80%
14	90%
15	100%

An employee who terminates employment with USD 457 after the beginning of their 6th year may leave the vested amount in the Employer Paid Account, thereby retaining vesting status upon returning to a position with USD 457 at a future date.

5. An employee may voluntarily contribute from salary an amount of their choosing into the Employee Paid Account. Voluntary contributions may not exceed the amount allowed by Federal and State laws and regulations. An employee who chooses to make contributions into their Employee Paid Account will be fully vested in their account

immediately. Employees may add or increase an Employee Paid Account or discontinue an Employee Paid Account at any time.

6. In the event of considering new options for retirement benefits, a USD 457 Retirement Plan Oversight Committee, made up of representatives from the Board, administration, GCEA and classified staff, will need to be assembled to select and maintain a group of investment options, including Conservative, Moderate and Aggressive investment tracks. Employees must select from these options for all investments into their Retirement Plan Portfolio. Separate investment options may be made for an employee's Employer Paid Account and their Employee Paid Account. NOTE: This plan in no way limits additional voluntary contributions into separate qualified retirement accounts with qualified providers up to the amount(s) allowed by State and Federal laws and regulations.

7. An employee may access the vested portion of their Employer Paid Account upon termination of their employment contract with USD 457.

8. Employer and Employee Paid contributions and growth thereon will be considered taxable income upon distribution from the plan. Further, a penalty for early withdrawal may apply for distributions made prior to the age allowed by State and Federal laws and regulations.

9. If any provision of this plan is determined to be in violation of Federal or State laws or regulations, then the entire plan shall immediately terminate and shall be of no further force or effect unless re-adopted by the Board.

Section E. Kansas Public Employees Retirement System (KPERS)

Any employee whose employment is not seasonal or temporary and whose employment requires at least 630 hours of work per year is required to participate in KPERS. This system requires a deduction of 6% from the employee's gross salary. KPERS provides members with disability and term life insurance benefits. In addition, KPERS members may be eligible for future retirement benefits, or have the option of withdrawing contributions upon termination of employment. For more information on KPERS, employees may contact the Employee Services Coordinator or go online to kspers.gov.

Section F. Workers Compensation

If an employee is injured while performing job related duties, the district shall pay compensation to the employee in accordance with the provisions of the Kansas Workers Compensation Act, K.S.A. 45-501 et seq., as from time to time amended. In order to provide such benefits to the employees the District is authorized to negotiate for and obtain an insurance policy in the name of the school district.

Except for medical services and treatment as hereafter provided, the District shall not be liable for any other compensation in respect of any injury which does not disable the employee for a period of at least one week from earning full wages at the work at which the employee is employed.

Considering payment of compensation benefits, no employee shall be entitled to receive an amount greater than their average daily rate of pay. If an injured employee elects to receive benefits under the District's leave policy, the amount of compensation they are entitled to shall be reduced by the amount of workers compensation benefits paid for the same period.

Medical services and treatment will be provided in accordance with the Kansas Workers Compensation Act. The employee must be clocked out during the time they are receiving medical service and treatment and can use available paid time off or take a deduction in pay for this time.

A. Minor injuries during the school year should be reported to and treated by the school nurse.

B. Other personal injuries or illnesses not treatable by the school nurse shall be referred to the District's appointed physician. Said physician shall evaluate and treat as necessary, or shall make a referral to another physician for further care. The school district appointed physician's findings shall be made available to both USD 457 and the company or agent issuing the policy of workers' compensation insurance for the District.

C. The school district shall not be liable for the payment or reimbursement of any charges for medical services or treatment not provided in accordance with this policy.

The District shall appoint a physician of record. The name and address of the school district appointed physician can be accessed through the Benefits Specialist.

It is the responsibility of each employee to report all personal injury or illness by accident arising out of and in the course of the employment.

A. Notification of the occurrence of an accident shall be given by the employee to the employee's immediate supervisor upon the occurrence of such accident, or within 24 hours.

B. The personal injury or illness by accident shall be reported to the Benefits Specialist as soon as practical after the occurrence of the accident, but in no event later than 24 hours after the incident occurs.

C. The employee's supervisor shall be responsible for completing a written report form with respect to any such reported accident or injury. If applicable, the Benefits Specialist shall file a copy of such report with the company or agent issuing the policy of worker's compensation issuance for the district, and with the office of the Kansas Workers Compensation Director.

Section G. Deductions

In addition to supplemental insurances, payroll deductions are allowed for the following:

Garden City YMCA
Garden City Recreation Commission Wellness Center
Buffalo Dunes Golf Course
Garden City Teacher's Federal Credit Union
United Way
Garden City Education Foundation
Garden City Community College Scholarship Funds for various schools
GCEA Dues
SAM's

All salary deductions, other than those regulated by the federal or state government, will be deducted only upon written approval of the employee.

Deductions are normally withheld in equal installments, with the number of installments being determined by the number of pay periods included in the employee's job description. Deductions for all part-time employees will be pro-rated on their September through May checks, other than Health/Dental which will be pro-rated on their September to June checks.

The Payroll Department shall be notified by the first of each month of the implementation or termination of a salary deduction by an individual.

ARTICLE VIII. RESIGNATIONS

If any employee wishes to resign their position with the school district, they should provide their supervisor with at least two weeks' notice. The employee should prepare a written letter of resignation clearly stating the final day of work, sign it and give it to their supervisor. The supervisor should forward a copy of the signed resignation to the Personnel Department.

Upon resignation, an employee's benefits will terminate as follows:

> Health/Dental Insurance – If an employee is compensated for more than 50% of the month in which they resign, their coverage will end the last day of the following month. If an employee is compensated for less than 50% of the month in which they resign, their coverage will end on the last day of the month that includes their resignation.
>
> Supplemental Insurance – coverage will end at the end of the month in which the employee resigns.

Employees who do not return to work the following school year and work a minimum of 15 duty days will have their benefits terminated as if their resignation was effective on their last duty day of the previous school year.

When an employee terminates employment with USD 457, they must submit all keys to their supervisor. Their ID card must be turned in to their supervisor or the Personnel Department and the employee is requested to sign the Employee Termination Exit Checklist form with the Benefits Specialist.

Employees that have resigned or retired from their positions may not take any paid time off within the last two weeks of employment. Extenuating circumstances may allow for an exception but must be approved by the Employee Services Coordinator.

Employees who leave the district receive a confidential District Exit Survey to complete and return to the Personnel Office.

Attendance/Failure to Report to Work

USD 457 expects employees to report for work on time, for every scheduled work day. An employee who is unable to report to work at the designated time is required to notify their supervisor of the absence or the reason for it. An employee who fails to report to work for three (3) consecutive scheduled work days without notifying their supervisor of the absence or reason for it will be considered as having voluntarily resigned after the third day the employee fails to report to work.

ARTICLE IX. STAFF HEALTH AND SAFETY

1. Personnel of USD 457 will observe the guidelines set forth in the following statute taken from chapter laws governing the authority of all schools.

   Section 1. K.S.A. 72-5213.

   (a) Every Board of education shall require all persons, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district, to submit a certification of health signed by a person licensed to practice medicine and surgery under the laws of any state on a form prescribed by the secretary of health and environment. The certification shall include a statement that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from

tuberculosis has been established by chest x-ray or negative tuberculin skin test. If at any time there is reasonable cause to believe that such person is suffering from an illness detrimental to the health of the pupils, the school board may require new certification of health.

(b) Upon presentation of a signed statement that he or she is an adherent of a religious denomination who religious teachings are opposed to physical examination, any person, to who provisions of subsection (a) apply, shall be permitted to submit, as an alternative to the certification of health required under subsection (a), certification signed by a person licensed to practice medicine and surgery under the laws of any state that freedom from tuberculosis has been established.

2. All employees, including bus drivers, are required to submit proof of a physical examination within the first 30 days of employment. The cost of initial examinations shall be paid by the employee. A completed Certificate of Health form must be received by the Personnel Office prior to the beginning date of employment.

3. Bus drivers are required to have a DOT physical checkup as prescribed by state regulations. The cost for DOT examinations required beyond the initial physical examination will be paid by the district.

4. TB tests and physical exams must be no older than one calendar year from hire date.

5. The initial and continued employment of those subject to physical examinations is contingent upon verification of good health as shown by the examination, and the judgment of the examining physician or other competent medical authority.

6. A person who has a health deficiency, which can and should be corrected in order to be fully effective, shall be expected to obtain those corrections. Unless evidence of removal or normal progress toward removal of health deficiencies is shown, the person shall not be considered for hiring or continued employment.

7. Continued Health Appraisal

   a. If, in the opinion of a school principal or other administrator, an employee's health becomes such that it may affect adversely the health or safety of others, or if it becomes such that the employee is unable to render satisfactory service in the position, or if it becomes such that the educational opportunities of children are impaired or endangered by the employee, the employee's condition shall be reported to the Superintendent of Schools or the Superintendent's representative to have a physical examination by a physician selected by the school administration. The cost of this examination will be borne by the Board of Education

   b. The report of this examination will be furnished by the examining physician to the Personnel Office. The report shall include not only objective evidence, but also a clear value judgment concerning the physical condition of the employee.

   c. The Superintendent or the Superintendent's representative shall prepare a recommendation consistent with the medical findings and judgment, and shall present it to the Board for such action as the Board may deem appropriate.

   d. If an employee is reported to have health difficulties, which could and should be corrected in order for the employee to be fully effective in the position, the employee will be expected to secure those corrections. In such a case the employee will give evidence of having commenced corrective procedures and will make an appointment, at the employee's own expense, for a reexamination within a period of six months.

ARTICLE X. GRIEVANCE PROCEDURE

See Board Policy GAE Classified Grievances.

ARTICLE X. EMPLOYEE APPRAISAL PROCEDURES

Section A. Evaluation of Classified Staff

1. The Board asks that all employees be committed to an ongoing evaluation of their performances in order that continual self-improvement may take place. The Board believes there is room for self-improvement through additional training, through in-service programs or as a result of other constructive efforts.

2. An evaluation of all personnel should be made immediately upon completion of a probationary period and at least one evaluation of all employees should be completed on an annual basis.

3. In the event that an employee's performance is determined to be unsatisfactory or substandard, the necessary form of corrective discipline may be administered.

4. The responsible person for evaluation shall be as follows:

   a. Administrative Support Staff – Superintendent, Chief Financial Officer, Deputy Superintendent, Assistant Superintendent, Director, Coordinator or Principal.
   b. Technology Support Staff – Director of Technology
   c. Instructional Support Staff – Director, Coordinator, Principal
   d. Maintenance & Operations Staff – Director of Plant Facilities
   e. Nutritional Services Staff – Director of Nutrition Services
   f. Transportation Services Staff – Director of Transportation

In situations where the employee is located in a school building, but is evaluated by an administrator other than the school principal, the evaluating administrator should solicit input from the school principal for the evaluation.

5. Annual evaluations will determine if employment is recommended for the following school year.

6. Annual evaluations should begin no earlier than March 1 and should be filed in the Personnel Office no later than April 15 of each school year.

Section B. Disciplinary Procedures

If, in the course of the ongoing evaluation of the staff by the supervisor, an employee's performance is judged to be unacceptable or substandard, one of the procedures described below may be applied.

1. INFORMAL DISCIPLINE – this type of disciplinary action may be used in cases when infractions are slight and do not warrant formal actions. The penalties vary in these instances; the supervisor may deny certain privileges.

2. FORMAL DISCIPLINE – formal discipline is prompted by outright violation of district rules or regulations. These offenses and their appropriate punishment are handled according to the seriousness of the offense and the employee's past record. The offenses may result in any of the following actions:

   a. **Oral or Written Reprimand** – This is the most frequently used and the mildest form of formal discipline. It is a warning, which at the same time tries to get at the root of the problem and overcome the source of difficulty.

When the supervisor gives an oral reprimand, he makes a brief note of it for his own future reference and guidance. When he issues a written reprimand, he furnishes the employee with one copy and places another in the employee's personnel folder. It becomes a matter of record.

b. **Suspension With Pay** – The supervisor, with approval of the Superintendent or their designee, may suspend an employee with pay for an indefinite period. This action is taken when district administrators determine time is needed to investigate charges against an employee, or while the dismissal procedures are being implemented.

c. **Suspension Without Pay** – This form of discipline is utilized in severe cases. Suspension without pay is authorized only after the employee has had the opportunity to have a conference with the supervisor to discuss the problem. After the conference, the supervisor, with the approval of the Superintendent or their designee may suspend an employee.

d. **Demotion** – This penalty places the employee in a position of lower responsibility and pay. If a new employee is reassigned because they are not qualified for their first job, this is not considered a disciplinary matter. If, however, the employee is capable of performing their job, yet fails to improve after warning and constructive criticism, they may be demoted.

e. **Immediate Dismissal** – An employee may be immediately dismissed from employment, if deemed to be in the best interest of the District and/or safety and welfare of its students, for a violation of policy, or for any other reason deemed appropriate by the District.

   An employee can be notified of their immediate dismissal by the employee's supervisor or other district administrator.

   In the case of an immediate dismissal, an employee may request a hearing, by submitting a written request to the Deputy Superintendent, within 5 business days of the date of notice of dismissal. The hearing, which shall be conducted within a reasonable period of time following the written request, shall include the employee's supervisor and the Deputy Superintendent. The Deputy Superintendent shall act as hearing officer. The purpose of the hearing shall be to discuss the reason(s) for dismissal and any mitigating circumstances which the employee requests be considered by the District. Counsel or a representative of their choice may represent the employee.

   The hearing officer shall render a decision within 10 business days of the date of the hearing concerning whether a dismissal recommendation should be submitted to the Board for final approval, or whether the employee would be reinstated as an employee of the District.

f. **Dismissal Based on Job Performance and Work Habits** – When an employee's job performance and/or work habits have become poor or unsatisfactory, the supervisor will schedule an evaluation conference with the employee to identify areas that require improvement. The areas of needed improvement would be identified, in writing, and a copy be given to the employee within 5 working days of the evaluation conference. The supervisor should offer suggestions to the employee and help direct the employee toward improvement.

   An employee whose job performance and/or work habits are determined to be poor or unsatisfactory may be placed on probation immediately following the evaluation conference with the supervisor. The probation period should not exceed ninety 60 calendar days and no employee should be dismissed earlier than 15 working days following the evaluation conference. If there is more than one evaluation conference, the 15 working days apply only to the first conference. The supervisor will make every effort to work with the employee during the probationary period to afford the employee an opportunity to improve.

   Employees being placed on or removed from probation will be notified in writing and copies sent to the HR Coordinator.

Section C. Employee Probation (Outside Initial Employment Probation)

An employee may be placed on probation for a period not to exceed 60 calendar days for:

1. Poor or unsatisfactory performance of their duties at any time.
2. Transfer from one department to another (at the prerogative of the supervisor).

The employee will be notified of the probation, in writing, by the supervisor or other district administrator. The employee will be given expectations for improvement and/or action steps.

If the employee's work during this probationary period becomes satisfactory, the employee will be removed from probation. An employee will not lose longevity benefits or have a reduction in salary during the probationary period. The employee shall be able to use earned leave during this time. If the employee's work performance does not improve or action steps are not completed during this probationary period, the employee may be dismissed.

ARTICLE XII. EMERGENCY CLOSINGS

At certain times natural events and conditions beyond the control of school personnel will cause the closing of one or more of the schools. When such a decision must be made, both the determination and the announcement shall be made by the Superintendent of Schools or the person acting on their behalf.

SEVERE WEATHER

In the case of severe weather which causes the closing of one or more of the attendance centers, the following procedures will be in effect.

DISMISSAL BECAUSE OF INCLEMENT WEATER

A. When school is dismissed for the entire day because of inclement weather:

1. All classified employees who work a minimum of 205 days per year **will work regular hours**.

    a. If an employee is unable to report to work because of the bad weather, the employee needs to contact their supervisor.
    b. If an employee is unable to report to work due to hazardous weather conditions, they may:
        i. Use paid time off.
        ii. Take the day without compensation.
    c. In the event the Superintendent declares an inclement weather day for all staff, employees must be actively working or using paid time off the day prior to and the day after the designated inclement weather day in order to be compensated for an Inclement Weather Day.

2. All other classified employees:

    a. Will be compensated up to their normal daily rate for the first four designated Inclement Weather Days for hours not worked on those days. Employees must be actively working or using paid time off the day prior to and the day after the designated inclement weather day in order to be compensated for an Inclement Weather Day.
    b. After the four designated Inclement Weather Days are exhausted, employees have the following options:

i. Report to work, with the permission of the administrative supervisor. The employee is to report to work only if the supervisor is working and there is productive work the employee could be doing.
ii. Use paid time off.

iii. Take the day without compensation.

B. When school is dismissed for the entire day because of inclement weather and the dismissal will result in an additional day of school added at the end of the year:

1. All classified employees who work a minimum of 205 days per year **will work** regular hours.

2. All other classified employees will not report to work and will not be paid for that day. One additional day will be added to the employee's calendar and the employee will be paid for that day when worked.

C. When school is dismissed after classes have begun because of inclement weather:

1. All classified employees who work a minimum of 205 days per year will work regular hours.

2. All other employees will be allowed to leave when all the students have left the building. The time will not need to be made up and employees will be compensated up to their daily rate unless 4 prior Inclement Weather Days have been used. The principal may reserve the right to request employees to help supervise children who cannot get home immediately.

D. When school starts one or two hours late because of inclement weather:

1. All employees will report to work 30 minutes prior to the new start time.

2. Inclement Weather Days are included in the annual calendar. No school will make up days missed for inclement weather until a particular school has missed more days than the inclement weather days provided in the calendar. The Board will determine when excessive missed days are to be made up.

E. Inclement Weather Days may not be used more than four times per employee. Compensation will only be paid for hours not worked on the four designated days and time may not be split up and used for days other than those four designated days.

ARTICLE XIII. PROFESSIONAL DRESS

The Board encourages all district employees to maintain a professional appearance (examples below):

1. Slacks, khakis, jeans, collared shirt, sweater, sport coat, blouse, skirt, dress, dress shorts, pant suits, school shirts.
2. Except for special days designated by the school principal - no sweatshirts; no athletic wear
3. Clothing and shoes must be in good repair and suitable for a professional school setting.

An employee who is uncertain about whether a clothing item qualifies as professional attire should ask their supervisor. Educational Support Center staff should adhere to commonly accepted business casual standards of dress and may wear jeans only on designated days. An employee may request an exception due to health considerations from their supervisor.

Employees are expected to maintain a clean, modest, well-groomed, and professional appearance. Clothing, shoes, and accessories should be in good repair and appropriate for the school setting and the day's activities. Nutrition Services, Plant Facilities, and Transportation employees may wear uniforms or clothing more appropriate for the type of job they are performing.

Discipline issues regarding professional dress will be handled by the employee's supervisor after consultation with the Superintendent or their designee as follows:

1. One verbal warning
2. One documented conversation
3. Conference Report (Form 57)
4. Documentation in the employee's evaluation

ARTICLE XIV. REIMBURSEMENT FOR MILEAGE AND CELL PHONE

Section A. Mileage Between Schools

Employees who serve two or more attendance centers daily or are otherwise required to go to various buildings during their scheduled work day are entitled to receive reimbursement for miles driven between the schools at the rate per mile allowed by the state when using a private vehicle. A district mileage log or Mileage Reimbursement Request Form must be submitted by the employee to the supervisor for approval, then to the Business Office for payment. Reimbursement should be requested on a monthly basis.

Section B. Mileage/Cell Phone Stipends

Mileage and cell phone stipends will only be granted to those employees that are in positions approved by the Superintendent or their designee.

ARTICLE XV. ADMISSION TO SCHOOL SPONSORED EVENTS

The Board encourages attendance of employees at school-sponsored events.

Schools should follow these procedures:

A. Those schools charging admission to public performances or scholastic events will honor school district identification cards, whereby each of these employees and their companion may be admitted to all events held under the direct sponsorship of that school.

B. District passes or I.D. cards are not valid at events sponsored directly by the Kansas State High School Activities Association. Generally, these events are district, regional or state play-offs in athletic events. Neither will district passes admit a holder to events sponsored by outside organizations.

C. The holder of a district pass must pay extra if the I.D. card is to be used toward purchasing reserved seats.

Changes to Special Education Handbook

- Page 2 Updated coordinator and BOE names
- Page 7 Updated names of school psychs and behavior specialists
- Page 9 Student records update to saving and filing electronically
- Page 11 Updated specialized programs
- Page 25 Added draft IEPS completed 3 days prior to meeting
- Page 37 updated procedure for reevaluation procedures

Garden City Public Schools
USD 457
Special Education Process and Procedural Handbook

2025-2026

GARDEN CITY
PUBLIC SCHOOLS

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Special Education Department

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Libby Elliot (Elementary)
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John Wiese

Affirmative Action Policy

It is the policy of Unified School District #457, Garden City, KS to assure equal recruitment and employment opportunities to all applicants and employees. The District will continue to identify and eliminate any personnel practices and policies that discriminate on the basis of race, religion, color, physical handicap, national origin, sex age or political affiliation. All contractors and vendors shall be requested to adhere to this policy. Unified School District #457 shall take all necessary action to comply with the letter and spirit of State and Federal laws prohibiting discrimination in employment.

U.S.D. 457, Garden City, Kansas, does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to, or treatment or employment in its programs and activities. If you have any questions regarding the above, please contact:

Mr. Drew Thon
620-805-7020
Title IX Coordinator/Title VI Coordinator

Gina Galpin
620-805-7140
Section 504 Coordinator

Chapter 1

General Information



GARDEN CITY
PUBLIC SCHOOLS

General Information

USD 457 has adopted policies and procedures that are aligned with the KSDE Special Education Process Handbook

Professional Dress

The Board of Education encourages appropriate dress that adheres to commonly accepted standards of grooming and dress for all district employees. Appropriate professional dress demonstrates a high regard for education and the teaching profession and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the district's staff as motivated professionals working toward a common mission. In addition, it strengthens the community's perception toward the district, public schools and the teaching profession.

Professional appearance of staff members includes dress, accessories, body adornments and grooming. Clothing, shoes and accessories are clean, in good repair and promote a working and learning environment that is free from unnecessary disruption.

Professional dress is appropriate during the workday and anytime employees attend work-related activities. Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (ex: PE teachers wearing athletic apparel). Clothing should convey a professional image by being coordinated, modest and appropriate for a classroom or educational setting.

Discipline issues regarding professional dress will be handled as follows:

1. Verbal warning
2. Conference with the teacher, documented on a Conference Report (Form 57)
3. Written reprimand
4. Documentation in the teacher's evaluation

Certification Procedures

It is the teacher's responsibility to maintain a current Kansas Teaching license. Please direct certification questions to USD #457 Personnel Department. Compliance procedures specify that the Personnel Office house a copy of your current license. It is your responsibility to furnish the Personnel Office with a copy.

In State

1. After completion of the proper course of study, the training institution makes a written recommendation to the State Department of Teacher Licensure.

2. The applicant submits the appropriate forms, fee, and official copies of all transcripts.

Out-of-State

1. The applicant contacts his/her training institution and asks that they verify for the Kansas State Teacher Licensure Department that the candidate has completed a state approved program in the area for which he/she seeks licensure. This must be done in writing on forms supplied by the Kansas Licensure Department.

2. The applicant must send a copy of official transcripts and a payment to the Kansas State Licensure Department. Qualifications for specific areas of Special Education can be found in the State of Kansas Licensure Handbook. Copies are on file in the Personnel Office.

Staff Professional Development Policy

1. All staff development applications which will be using money from the Special Education account must be submitted to the Special Education Director for approval.

2. The application must be made 10 days in advance of the event; and an agenda, pamphlet or documentation of the conference should be attached.

3. The responsibility of arranging transportation, leave forms, substitutes, and obtaining building releases will be completed by the submitting teacher.

4. Special permission is required for all out of state conferences funded through the Special Education Department.

5. In-State Conferences may be taken once a year. (With approval of the director, special consideration will be given for workshops requiring more than one conference date if written justification is submitted).

6. All applications will be considered but will be subject to date of submission and available funds.

7. Special permission is required for out-of-town conferences or field trips during the state assessment window.

Maintenance of Records

Files are maintained in the ESC Special Education Office. Student records maintained in paper files from previous years will be kept in the Special Education office for 5 years after exiting the program. At the end of the 5 years, the legal information in these records will be archived in WebKIDSS. All other current student records are saved and filed in WebKIDSS electronically. An on-going roster is maintained within the program and can be accessed by office personnel.

School Psychologists

Laura Pahls
Molly Hayes
Skylar Hayes
Samantha Hernandez
Lee Koch
Heather McColloch
Kristen Thon
Charity Saddler (practicum student/intern)

Behavior Consultants

Jana Brown
Traci DeSalvo
Wiliam Bernhardt-Purdy

Mental Health Liaison

Kim Fisher

KIDS State Number

IEPs must include the KIDS number. The number may be obtained from the school secretary.

State Plan

In order to comply with IDEA, every state must produce a State Plan for Special Education. State laws must support regulations set forth in the State Plan. Policies of USD #457 Special Education Department are based on the regulations set forth in the Kansas State Plan. There are copies of the Kansas State Plan housed in the Special Education Office in the Educational Support Center.

Support Staff

Case Managers must give related service providers at least 10 days' notice of a staffing. Related Service Providers and support teachers must get goals/objectives to the Case Managers within **three** days of the staffing.

Teacher Inventories

Equipment and supply inventories will be updated annually and given to building administration.

Year-End Check Out Procedures

In May of each year, teachers and support staff will be required to check out with the Special Education office. Check out requirements include all IEPs being completed and approved, all progress reports are updated and completed, and teacher files for students are uploaded into WebKIDSS. In addition, teachers will check in equipment that has been checked out of the Special Education Office. Early Childhood teachers and support personnel must complete all State Outcomes. Transition assessments must be included in all files for students going from the middle schools to the high school. High school teachers must complete a Summary of Performance and the State Exit Survey for graduating students.

Testing Kits

It is your responsibility to make sure everything is included in the testing kit when you check it out and when you return the kit. You will be charged for any missing parts or torn workbooks. There is a check out sheet for every WJ IV/V, KTEA 3, TEMA-3, TERA-4, BRACKEN RECEPTIVE and BRACKEN EXPRESSIVE that you must sign to verify that all parts are in the kit. If you choose to loan this kit to another teacher, you must have them sign the sheet or you will continue to be responsible for the contents in the kit. If something comes up missing or damaged, please let one of the school psychologist paras know so a replacement can be ordered.

Student Records

1. A student's cumulative file is located at the attendance center of that student. After any initial eligibility meeting or an eligibility meeting in which there are changes, the school psychologist will notify the MIS Clerk of such changes.

2. School nurses have access to vision and hearing results and these results are accessible via Skyward.
3. Audiological test results are housed at Garfield Early Childhood Center.
4. All evaluation reports, medical reports, IEPs, and all relevant paperwork are saved and filed within WebKIDSS by case managers, school psychologists, and related service providers.
5. MIS clerks verify all paperwork is saved and filed in WebKIDSS before locking files.
6. The student's transition survey checklist and interest inventory form will be uploaded to WebKIDSS at the end of each school year.

Mileage

There is a copy of the mileage reimbursement form in the Special Education Office. All mileage reimbursement forms are to be sent to the Special Education Office. **This form must be turned in monthly.**

Student Assistance Team (General Education Interventions)

Student Assistant Teams (SATs) are a general education function, although a special education staff member is encouraged to participate in the SAT. (Please refer to the SAT Handbook and flowchart)

Student Files

Pertinent student data should be housed in each teacher's "working" file, which is kept in a locked file cabinet. This data would include: academic testing scores, teacher's copy of the IEPs, student portfolios, relevant background information, curriculum resource listing. Observable and measurable methods presented in a summary format may be included.

Student Roster

1. A student roster will be provided monthly by the Special Education Coordinator for case managers to update their assigned caseloads. Please review the roster closely and provide appropriate data to note if there are any corrections. The corrected roster is to be returned within three working days to the Special Education Office. Accurate and updated information is essential in our monitoring system.
2. At least once a quarter, the Special Education Department will verify the WebKIDSS reports and Skyward are consistent regarding each child's exceptionality.

Transportation

1. The IEP team will determine if the student demonstrates a need for special transportation. If a student does not qualify for Special Transportation, they may still qualify for General Education Transportation based on distance between their home address and home building.
2. If you have students that qualify for Special Transportation and you think there may be a potential conflict involving transportation, please include the Director of Transportation.

Confidentiality

The ethical and legal obligation to protect sensitive information about students with disabilities, their families, and their educational plans from unauthorized disclosure. This includes safeguarding personal and educational records, assessment results, and any other identifiable information shared within the context of special education services.

Dismissal from Program

Within 3 school days of the student's dismissal from a Special Education Program, the dismissing school psychologist will email the MIS Clerk and school psychologist paraprofessional. It is also the responsibility of the dismissing school psychologist and case manager to complete the proper forms and paperwork within the required 3 days (eligibility report, notice of meeting, permission to test (PWN-E), prior written notice). This paperwork will be scanned and uploaded into WebKIDSS.

Budget

Budget information is as follows:

A. Teacher Accounts: Each full-time special education teacher will be allotted a budget for the school year. Expenditures will be recorded and monitored. Money which remains in your account after March 15th will be encumbered. Plan your expenditures with careful regard in purchasing supplementary items which will enhance your class. This is not for general supplies.

B. Request for Materials: Requests may be e-mailed or sent to the special education office (Office Manager) for processing. All receipts must be turned into the special education office after purchases from local businesses within 2 days of purchase. If receipts are not received in the special education office, you **will not** be issued any further purchase orders or have credit card usage. All teacher account monies are to be used for your classroom. If office supplies are needed and your building does not have those items available to you, please contact the special education office to see if the items are available.

Evaluator's Reports

Each staff member must provide documentation of testing data when evaluating a student. Information from individual evaluators will be compiled into an Eligibility Report.

Placement Options Provided by USD #457

Services/Placement Provided:

1. Consult:
    a. Consult-Only IEPs must have at least 1 goal.
    b. The Consult Provider must monitor the student by reviewing relevant data **AND** communicating with staff who are working directly with the student at the frequency and duration specified in the student's IEP.
    c. Consult services are indirect and do NOT include meeting directly with the student. Consult services will vary but could be performed one time each week, month, or quarter.
    d. Documentation of all consult services should be reported on the parent/staff documentation form on WebKIDSS and filed into WebKIDSS quarterly.
2. Class-Within-a-Class (CWC)
3. Specialized Programs (separate settings):
    a. Academic Subject Area/Resource Pull-out
    b. Behavioral Classroom
    c. Rainbow Bridge Program
    d. Structured Teaching and Regulation Techniques for Preschool (START)
    e. Life Education Activity Program (LEAP)/Life Skills Setting
    f. Reaching Independence Through Structured Environments (RISE)
    g. Therapeutic Education Program
    h. Special Day School (STRIVE)
    i. Virtual School
    j. Project Search (18-21 year-old transition program at GCCC)
4. Homebound Services

Paraprofessional Evaluations

It is the supervising teacher's responsibility to know that the Paraprofessional fully understands what he or she is expected to do in the classroom. The supervisor should make sure that the Paraprofessional is aware of special education laws. Every teacher should meet weekly with their Paraprofessionals to review and consult regarding lesson plans, student progress and or concerns. Confidentiality should be maintained at all times and in all situations.

Paraprofessionals are to be evaluated by their building principal or designee once each year before mid-April. The Personnel Office will send the evaluation forms to the building principal. All evaluations should be complete by the deadline.

In the event of personnel concerns, please advise the Building Principal and Director of Special Education beforehand so that proper strategies and documentation may be offered before a final evaluation.

Paraprofessional Guide

In addition to the Classified Handbook, each Special Education paraprofessional is provided with a detailed guide outlining specific information for their job responsibilities. An example or a defined guideline in the paraprofessional guide is: The classroom paraprofessional may not type or write an IEP.

Paraprofessional Hours

Paraprofessionals in the district are hired to work 7.25 (7 hours and 15 minutes) hours per day for approximately 175 days a year unless the NPA (Notice of Personnel Action) indicates otherwise. A paraprofessional working 7 hours 15 minutes per day is allowed a break, which is not mandatory. The break is subject to certain restrictions. See the Paraprofessional Guide for further details.

Paraprofessional State Required In-service Hours

Special education paraprofessionals are required to have 20 hours of in-service for each school year, unless they meet the state determined criteria needing only 10 hours of in-service for the year. In-service meetings are provided for the Paraprofessionals through the Special Education office and the Office of Instruction. Included in these hours are required attendance at confidentiality and orientation. Paraprofessionals will be paid for completing their in-service hours.

Extended School Year Services

For some students, the summer may be a period of significant academic regression. The recommendation for ESY services needs to be made by the IEP team and should be documented within the IEP.

Considerations when determining the need for ESY:

1. The degree of impairment
2. The degree of regression suffered by the child
3. The recovery time from this regression

4. The ability of the child's parents to provide the educational structure at home
5. The child's rate of progress
6. The child's behavioral and physical problems
7. The availability of alternative resources
8. The ability of the child to interact with general education peers
9. The areas of the child's curriculum which need continuous attention
10. The child's vocational needs

In January, the Special Education Office will ask all instructors to turn in a list of students on their current caseload who have been or will be referred for Extended School Year Services. If students are added or deleted after the initial list is provided, it is the case manager's responsibility to **immediately** contact the Special Education Department to add or delete a student from the ESY list.

Soiled Clothing

It is the policy for health reasons, that if students soil their clothing/undergarments, special education staff and/or the school nurse will be expected to clean the child.

Procedure:

1. Ensure privacy: Provide a private area for the student to address soiled clothing.
2. Offer assistance: Support the student while respecting their boundaries.
3. Maintain supplies: Keep clean clothing, gloves, wipes, and garbage bags readily available.
4. Consider sensory needs: Take into account the student's sensitivities when choosing clothing options.
5. Communicate with parents: Notify parents/guardians promptly and maintain open communication for support and accommodations.

Program Transitions

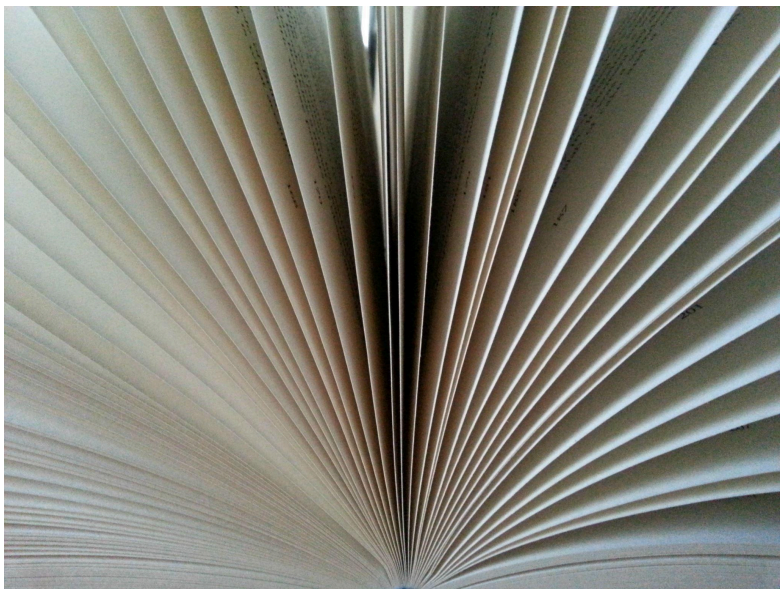
Guidelines for transitioning a student with significant needs from one building to another:
The sending school will initiate the transition process by emailing the case manager of the receiving school and the special education coordinator.

- Transition visits may begin after Spring Break.
- Transition visits will end before the final week of school.
- Times and dates of transition visits must be approved by the receiving school's case manager, building principal, special education coordinator.
- Transportation of students for visits will be arranged by the case manager from the sending school.

- The case manager from the sending school will fill out the Trip Tracker request.
- Once transition plans are finalized, all supplemental service providers will be notified (such as Adapted PE teacher, Occupational Therapist, Speech Language Pathologist, School Psychologist, Physical Therapist, Nurse -if this is a medically fragile child with a risk for seizures, etc.)
- The 1-on-1 paraprofessional will accompany the child the entire time the student is at the receiving school.

Chapter 2

Initial Referral Procedures



GARDEN CITY
PUBLIC SCHOOLS

Initial Referral Procedures

Types of referrals:

- SAT Referral: When a need arises, whether it is academic, behavioral or enrichment, the regular education teacher should refer the student to the Student Assistance Team (SAT). If the SAT has determined that regular education has exhausted all of their resources, they may refer a student for an evaluation for possible Special Education services. The SAT completes the Initial Evaluation Referral Packet and turns it into the School Psychologist.

- Parent Request: Once a parent has requested an evaluation, the school psychologist will be notified. The school psychologist will review relevant data and provide the parent with a prior written notice within 15 school days accepting or denying the request.

- Court Ordered Evaluation: Court ordered evaluations will be handled and dispersed at the discretion of the Director.

The procedure will go as follows:

1. The School Psychologist will review the referral. If accepted, they will give it to the MIS Clerk. If the referral is not accepted, it is returned to the school along with reasons why it is not accepted.
2. Regulations are very clear with regard to the fact that a child must NOT be determined to be a child with an exceptionality if: (a) the determinant factor is:
   - Lack of appropriate instruction in reading, including the essential components of reading instruction (defined in section 9215(c) of Elementary and Secondary Education Act (ESEA) as explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies); or
   - Lack of appropriate instruction in math; or
   - Limited English proficiency; and (b) the child does not otherwise meet the eligibility criteria as a child with an exceptionality (KSA 72-986(f); KAR 91-40-10(c); 34 CFR 300.306(b)).

   Any other relevant factors.

   In addition to these exclusionary factors which apply to all categories of disability, there are exclusionary factors specific to certain disabilities that must also be ruled out.
3. If approved by the Director, the MIS Clerk will develop a Compliance File, which includes:

a) The completed Student Assistance Team Referral Packet.

b) The Referral Packet -This packet includes the Parental Rights and a Home Study Report with a self-addressed stamped envelope.

4. The Compliance File is given to the appropriate School Psychologist. The School Psychologist will:

a) Complete the Prior Written Notice for Evaluation Request for Consent with an explanation of why the action is proposed or refused, options considered and why the options were rejected, description of the data used as basis for the proposed action or refused action and other factors considered relevant to the proposed or refused action. The School Psychologist bases these responses from the information in the SAT packet.

b) Assign an evaluation team based on the concerns noted in the referral packet. School psychologists will email the evaluation team and school psychologist paraprofessional within 3 days of receiving the parent consent form to notify them consent has been obtained.

c) Assign 2-3 possible dates for a staffing. When picking possible staffing dates, the School Psychologist or School Psychologist Paraprofessional will estimate about 40-45 school days from when you expect to have the parent's signature.

d) Give the referral packet to the principal or designee.

5. The Principal or Designee will contact parents and:

a) Give them the Home Study Report with a self-addressed stamped envelope and the Parental Rights.

b) Assure that the Parent Rights in Special Education are explained to the parents.

c) Obtain the parent(s) signature on the Consent Form.

d) Give the parent(s) their copy of the Consent Form.

e) Return the signed Consent Form to the School Psychologist.

6. The School Psychologist will:

a) Check the date to ensure there is still adequate time for evaluation (approximately 40 school days).

b) If too much time has elapsed, another date will be assigned. Parents and Principals will be contacted by the School Psychologist Paraprofessional to set up a new date.

c) School Psychologist will upload, save, and file the signed copies of the Consent Form.

7. The MIS Clerk will send copies of the Consent Form to the evaluation team.

a) School Psychologist Paraprofessional will coordinate the scheduling of the eligibility meeting and will inform all evaluators, LEA, general education teacher, parents, and any outside agencies of the meeting.

8. All Evaluators will:

a) Accept the calendar invite sent by the School Psychologist Paraprofessional.

b) Evaluate using appropriate instruments and techniques assuring that the child's language and cultural needs are considered. (Refer to Non-Discriminatory Practices Section)

c) Come to the staffing with information from their testing that will assist in completing the Evaluation/ Eligibility Report.

9. The Eligibility Meeting is held. The School Psychologist or Case Manager will lead the meeting and it should include the following, but not necessarily in this order:

a) Introductions

b) Each evaluator reports their evaluation results and assists in completing the Evaluation/Eligibility Report.

c) The regular educator(s) report the child's progress in the general education curriculum, modifications being made, and general observations.

d) The parent(s) report their observations and any other relevant information.

e) The strengths and weaknesses of the child are identified along with the parent concerns. All strengths and weaknesses are documented within the report.

f) Determine if the child is eligible.

1) If the team finds the child **is not** eligible for special education services according to the state guidelines, the School Psychologist obtains the

parent's signature on the Prior Written Notice Form with that section marked. The school psychologist will save and file all paperwork in WebKIDSS. The school psychologist will inform the MIS Clerk of students who qualify (initials), do not qualify, dismiss special education, and exceptionality (label) changes.

2) The team finds the child **is** eligible for special education services according to the state guidelines **and** special education services are needed for the child to be involved in and progress in the general curriculum. An Individualized Education Plan (IEP) is completed and the Case Manager will obtain the parent's signature on the Prior Written Notice (PWN) form. If a student is eligible for Medicaid, parent signature will be obtained and this document will be turned into the Special Education Office within a day after the meeting. A draft copy of the IEP and PWN will be given to the parents at the conclusion of the meeting.

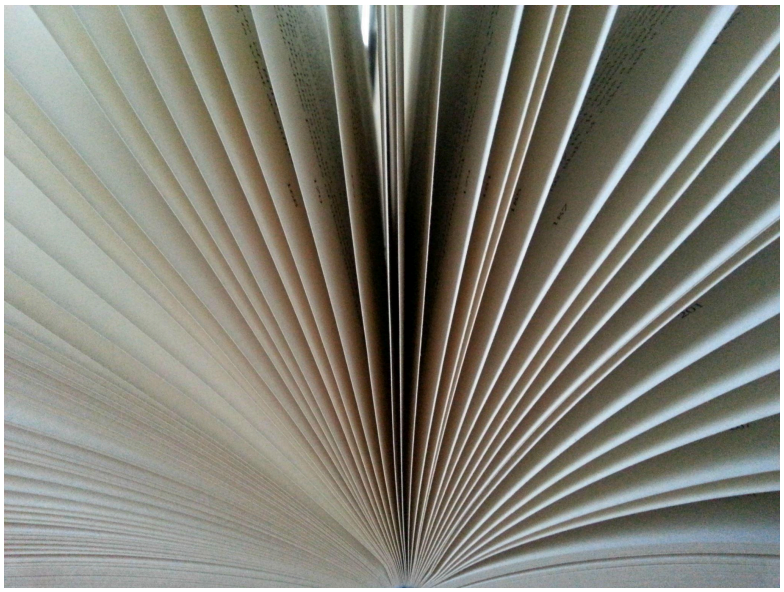
3) The Kansas State Department of Education (KSDE) outlines specific exclusionary factors to ensure that special education services are accurately provided to students with disabilities. These factors are crucial in differentiating between students who require special education and those whose challenges stem from other causes. Exclusionary factors include issues such as lack of appropriate instruction in reading or math, limited English proficiency, and any other relevant data. Considering these factors will aim to prevent misidentification and ensure that resources are dedicated to students who truly need special education support, promoting equity and proper educational opportunities for all students.

g) The School Psychologist will complete an Evaluation/Eligibility Report, which will include all team members' signatures, and turn this document into the MIS Clerk. A copy will be mailed to the parents.

10. The School Psychologist will file all of the paperwork in WebKIDSS, so the IEP can be completed and submitted to the appropriate first IEP reviewer in the required timeline. Each person completing assessments for the meeting will complete their sections of the IEP.

Chapter 3

Initial Referral Procedures Speech-Only



GARDEN CITY
PUBLIC SCHOOLS

Speech-Only Initial Referral Procedures

When a speech/language concern arises, the regular education teacher should refer the student to the Student Assistance Team (SAT) to determine if interventions are needed. The SAT Team should communicate with the Speech Language Pathologist (SLP) assigned to the building. The SLP will complete an Initial Evaluation Referral Packet from the Special Education Office and turn it into the Director of Special Education; along with relevant data (i.e. work samples from RTI). The procedure includes the following steps:

1. The Director and the SLP review the referral. If they accept it, they give it to the MIS Clerk. If the referral is not accepted, it is returned to the school, along with reasons why it is not accepted documented through a Prior Written Notice.

2. The MIS Clerk will send the Prior Written Notice for Evaluation or Reevaluation and Request for Consent (Consent Form) and the Parent Handbook with the Home Study Report to the designated SLP.

3. The SLP will fill out the Consent Form and have either the teacher, or other staff from that school obtain a parent signature. The parents will be handed a copy of their Parent Handbook and the Home Study Report. The Home Study Report will have a self-addressed stamped envelope with the SLP's name on it, so it may be returned to the SLP instead of the SPECIAL EDUCATION department. The signed Consent Form will then be returned to the SLP.

4. The SLP will conduct their assessment and hold a meeting by completing an Eligibility Report to determine if the child is eligible.

a) If the team finds the child **is not** eligible for special education services according to the state guidelines, the SLP obtains the parent's signature on the Prior Written Notice Form with that section marked.
b) If the team finds the child **is** eligible for special education services according to the state guidelines **and** special education services are needed for the child to be involved in and progress in the general curriculum. An IEP is completed and the SLP will obtain the parent's signature on the Prior Written Notice form.

5. After the IEP has been written, the SLP will then send it to the IEP Reviewer along with the following: the IEP Review Worksheet, Team Meeting Notice, Documentation of Parent/Contact, as well as the Eligibility Report and the Home Study Report (if it was returned).

Non-Discriminatory Practices

Garden City's community is culturally and linguistically diverse. Therefore, we prioritize selecting non-discriminatory practices and procedures to ensure that we are giving fair assessments to meet the diverse needs of our students. In addition to the following procedures and assessments, the SLP will use information shared by the teacher and parent in order to determine skills and needs. For students with emerging English skills, the SLP may use a narrow assessment rather than an overall test of use and understanding, which may be influenced by the student's low skill in English.

Selection of Assessments

In the case of an initial evaluation or reevaluation, all selected assessments must include a written report that includes a statement indicating the rationale for why such assessment(s) were selected. Additionally, parents must be provided a copy of each assessment report in English and in their preferred language.

Receptive Language

- AEPS assessment
- Test of Language Development (overall assessment of language)
- Clinical Evaluation of Language Fundamentals (overall assessment of language)
- Preschool Language Scale (overall assessment of language)
- Receptive One-Word Picture Vocabulary Test (English or Spanish/bilingual Edition)
- Peabody Picture Vocabulary Test

Expressive Language

- AEPS assessment
- Test of Language Development (overall assessment of language)
- Clinical Evaluation of Language Fundamentals (overall assessment of language)
- Preschool Language Scale (overall assessment of language)
- Expressive One-Word Picture Vocabulary Test (English or Spanish/bilingual Edition)

Articulation Skills

- Goldman Fristoe Test of Articulation
- Arizona Articulation Proficiency Scale

Fluency Skills

- Stuttering Severity Instrument

Documentation of Rationale for Assessment Selection

Within each written report, the SLP will give an explanation in order to provide a rationale for the use of a specific assessment or measure.
Within the Eligibility Report, under the "Additional Information" section, the general statement below will be included to further support the student's home language was considered and may be a significant factor in determining eligibility. Furthermore, additional information must be provided to justify the use of the clause provided by the state (i.e. Pre-Assessment data).

"The tests chosen are from a collection of the most recent available, which are normed on a wide variety of students from across the country. They are known to be unbiased and culturally neutral. Any limitations that may exist and result in bias due to racial or cultural factors were reviewed and considered as a part of this evaluation and determined not to be a significant factor in current eligibility determination."

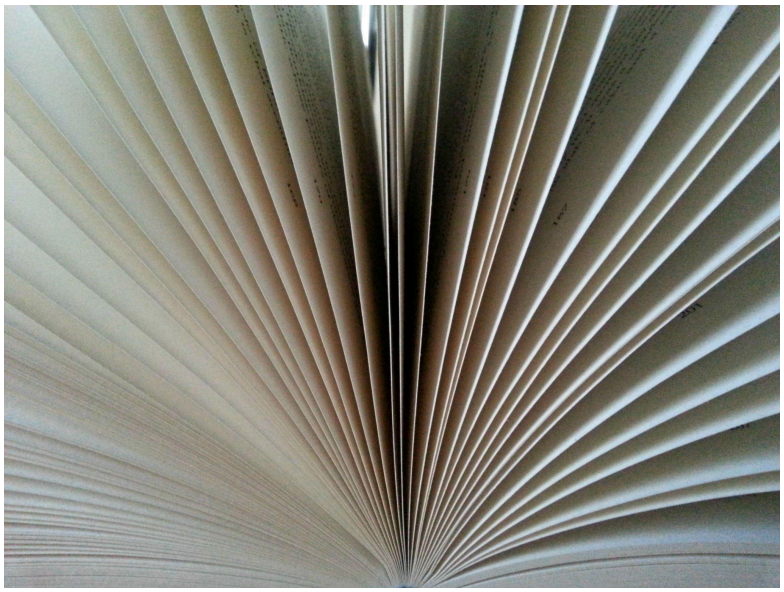
Dismissing a student from special education services (**Including SL only students**) is a carefully regulated process aimed at ensuring that the decision is in the best interest of the student. This process begins with obtaining parental consent for a comprehensive reevaluation to determine if the student no longer meets the eligibility criteria for special education. The reevaluation includes assessments, input from teachers, parents, and specialists, and a thorough review of the student's progress and current needs. Based on this data, the IEP team will meet and collaboratively decide whether the student should be dismissed from services. If dismissal is deemed appropriate, a Reevaluation meeting is held to discuss data and obtain parental consent through the Prior Written Notice (PWN).

Dismissal Procedures

If speech-language services are no longer needed, an eligibility report must be completed and given to the parents/LEDM at the IEP meeting. The school psychologist should be notified that the child no longer qualifies for the related service. The data used to determine eligibility should be included in a report provided to the parents at the time of the meeting.

Chapter 4

Annual IEP Meetings



GARDEN CITY
PUBLIC SCHOOLS

General IEP Information

The Case Manager is responsible for making sure that the IEP is updated and rewritten before the annual date of the IEP. Draft IEPs should be completed at least 3 days prior to the IEP meeting. The Case Manager is also responsible for scheduling the IEP annual meeting. The Case Manager will follow the procedures for notifying team members of the IEP annual (see procedure below).

Scheduling an Annual IEP Meeting

(One Month Prior to the Meeting)

The Case Manager is responsible for:

1. Log on to WebKIDSS**.** Look at the current IEP, and check all of the dates. **The new IEP meeting should be scheduled at least 5 days prior to the IEP due date.** (*Sometimes, the three-year re-evaluation will be due as well as the annual. Always use the first due date and schedule the annual and three-year at the same time. For instance, if the annual review is due on April 4th, 2025 and the three-year is due April 24, 2025, schedule a three-year and annual review before April 4th, 2025.)*

2. Review the Anticipated Services Chart on the IEP and include all service providers. Look at each team members' calendar for availability to provide several options to the parents.
    a. For any significant change in a program placement, (i.e. moving a student from resource to self-contained) you need to contact the Special Education Coordinator and your School Psychologist. The Special Education Coordinator and your School Psychologist must be invited to the meeting.
    b. If a representative from an outside agency needs to be invited to the meeting this year, you must obtain a release of information with the corresponding agency (e.g.: Compass Behavioral Health, Vocational Rehab, outside case management, Pre-ETS, etc.). **Never invite an outside representative without parents' permission, and make sure when you do invite an agency, the agency's name is included on the Notice of Meeting. Parents can invite anyone they choose to participate in an IEP meeting without providing signed consent forms.**

3. Contact the parent/LEDM for meeting dates- document the call on the documentation of Parent/Staff Contact Documentation form. If you have made reasonable attempts to contact the parents and have been unsuccessful then send a letter along with a self-addressed stamped envelope to set up a meeting.

Both biological parents must be notified unless legal documentation states that it is not allowed. Legal files are kept in the main school office of each building with court documents if applicable.

4. Add a new IEP record in WebKIDSS. This should be completed one month prior to the meeting so all service providers have ample time to enter updated data and relevant information.

5. Send a calendar invite to all service providers listed on the anticipated services chart at least **2 weeks** prior to the meeting. Always provide a 10-day notice to allow sufficient time for the service providers to update their sections with current levels of performance. Calendar invites to team members in the district should include a Notice of Meeting.

6. Also, double-check to make sure the student is invited to the IEP meeting if they will be 14 or older during the current IEP year. Check the box at the top of the Notice of Meeting showing that the student was invited. Also, check the box indicating that one of the meeting's purposes is to consider post-high school goals and transition services.

7. Send the Notice of Meeting to the parents at least **2 weeks** prior to the meeting.The Notice of Meeting must be mailed, emailed, or sent home with the student. Be sure to document the method on the Notice of Meeting.

8. After parents sign the Notice of Meeting, the case manager should upload the signed document into WebKIDSS.

*****If the IEP team is contemplating a change in a student's program from more restrictive to less restrictive or less restrictive to more restrictive, the case manager must notify the School Psychologist and Coordinator before any change can be made.**

Updating the Annual IEP

1. Draft IEPS should be completed at least 3 days prior to an IEP meeting.

2. Make sure demographics are consistent between Skyward and WebKIDSS. If they are not consistent, verify the correct information with parents during the meeting and update the information.

3. Update the vision and hearing screening dates by contacting the school nurse at least one month prior to the meeting. Vision screenings must be updated ***every year*** and hearing screenings must be updated ***every two years***.

4. Read all Present Levels of Academic and Functional Performance (PLAAFPS) sections. Review and update all sections of the IEP with current and relevant information. If there are service providers noted on the anticipated services chart, they are responsible for updating their sections of the IEP. Behavior Specialists and Case Managers will both be responsible for contributing to the social/emotional section of the IEP for students that receive services from the Behavior Specialists.

5. Update the annual goals based on the needs of the student.

6. Review the accommodations and determine if they are still appropriate. Do not add or remove accommodations prior to the meeting. All changes to the accommodations must be proposed and approved by the IEP team and documented on the Prior Written Notice.

7. Update and print the student's progress reports from WebKIDSS and provide a copy to parents at the meeting. This data will assist the team in determining appropriate goals for the new IEP.

8. For students who will turn 14 within the IEP year (or older) review and update the Transition Sections. If parents have signed a release for Kansas Rehabilitation Services, a representative is required to be invited to the meeting and must be indicated on the NOM (VocRehab and Pre-ETS). Review the Anticipated Services Chart, and invite all service providers. On the Notice of Meeting, outside agencies should be listed if there is a release signed by the LEDM and the school initiated the invitation to attend the IEP meeting. Specific names of people should not be included on the Notice of Meeting.

    a. Complete any Transition Assessments with the student and collect Xello results from the Counseling Office.

One Day Before the Meeting

1. Call parents/LEDM to remind them of the meeting.

2. Send an updated reminder to all teachers and other service providers through Outlook Calendar.

3. Print out the DRAFT IEP and progress report.

4. A Draft of the Prior Written Notice should never be given to parents. The Prior Written Notice should be updated during the IEP meeting with all changes to services, goals, accommodations, related services, and ESY services and given to the parents at the conclusion of the IEP meeting.

Paperwork and forms needed for every IEP:

1. Copy of Parent Rights in their native language
2. Current DRAFT IEP
3. Updated Progress Report
4. Notice of Meeting (NOM) (if needed to acquire a signature)
5. Prior Written Notice (PWN) (to be completed during the meeting)
6. If applicable, the DLM Rubric

Annual IEP Meeting Agenda

1. **Introductions**: Introduce yourself and state the purpose of the meeting. Then have everyone introduce themselves. **("It has been one year since we have reviewed and updated your child's IEP. We are meeting today to go over the IEP and make any changes or adjustments so we can continue to meet his/her individual needs.")**
2. **Notice of Meeting**: If the parents did not sign and return the Notice of Meeting prior to the meeting, begin by reminding them that you sent the form home on the date indicated and have them sign to acknowledge they did receive a ten-day notice of the meeting. If there was not a ten-day notice given, parents must check the box to waive their right to a ten-day notice.
3. **Absent Member Form**: If a member of the IEP team is absent due to illness or other conflicts, present parents with the Absent Team Member form to sign. They must agree to hold the IEP meeting without the member present. The absent member is required to provide a report to share at the meeting.
4. **Begin reviewing the sections of the IEP**: On the demographics page, update the phone numbers and address. Then move to the first section and proceed in the order of the IEP. ***In each section, always address the strengths first before reviewing the student's needs.*** If the child receives speech/language, OT, PT, or adaptive PE, the service providers will

update their own sections as you come to them. If someone needs to leave early, you can skip to their section and then proceed from the beginning.

Speech/Language: Alysan Buehler, Kelsey Thompson, Sidney Acker, Tara York, Ashley Hurd, Jerica Lamm, Heidi Berg (Communication section)

Occupational Therapy: Karla Pammenter, Traci Ridder, Tatum Parker (Other section: fine motor skills)

Physical Therapy: Jessica King, Nicole Jeter (PT Assistant) (Other section: gross motor skills)

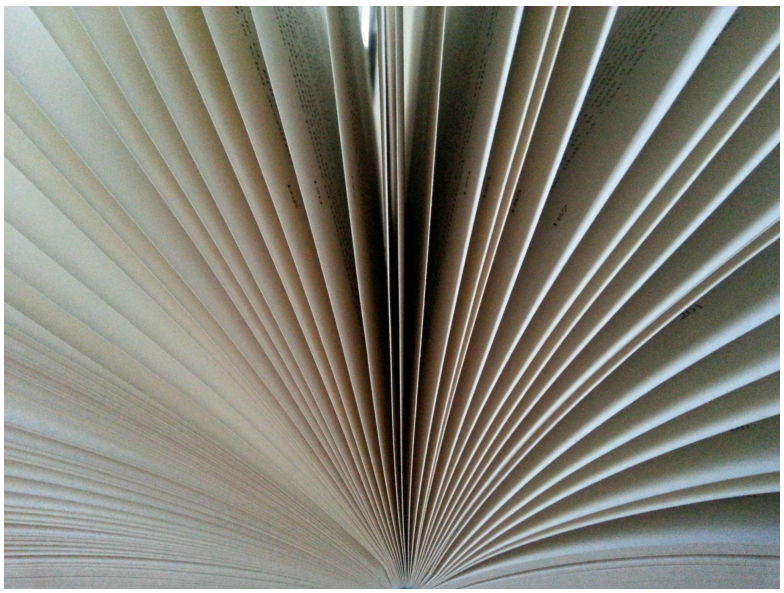
Adaptive PE (APE): Amanda Miner (elementary), Kim Freeland (secondary) (Other section: gross motor skills)

Behavior Specialists: Jana Brown, Traci DeSalvo, William Bernhardt-Purdy (will provide a brief summary of updates in the Social–Emotional section, but the case manager will also update the Social-Emotional section with current data and performance).

5. **Goals Section**: review the progress report with the parents and tell if the child has met each of the goals. Then propose new goals for the year.
6. **Accommodations Section:** Each accommodation should be read aloud and reviewed. The team must agree to add, change, or delete accommodations. If the student is in attendance, he/she should have input. Once accommodations are written into the IEP, they must be provided consistently everyday. Therefore, make sure the accommodations are necessary for the student's success. If the student needs an accommodation some of the time, write the information into another section of the IEP as a special consideration.
7. **Parent Acknowledgements:** Review the list of acknowledgements referring to the blue card (ask special education office for a copy) and have the parents sign the form.
8. **Prior Written Notice (PWN):** review the purpose of the meeting and briefly summarize the services that were decided during the meeting. Make sure all changes to services, goals, accommodations, ESY, and related services are documented on the PWN. Have the parents check both boxes on the last page and sign and date the form. **("If you agree that you have been informed of the special education services we discussed and you give consent for your child to receive special education services, check both boxes, then sign and date the form.")**

Chapter 5

Transfer-In IEP Meetings
(students moving into the district)



GARDEN CITY
PUBLIC SCHOOLS

Transfer-In Procedures

District:
The enrollment designee will obtain a signature on the *Green* "Parent Permission to Release Information" form. This form will go to the School Psychologist Paraprofessional.

The School Psychologist Paraprofessionals will be responsible for requesting the special education records. They will be responsible for notifying the School Psychologist and the case manager.

School Psychologist Paraprofessional:

The School Psychologist Paraprofessional will obtain records from the previous school.

Once the records are received, the School Psychologist Paraprofessional will upload the Transfer IEP and all records into WebKIDSS. The School Psychologist Paraprofessional will also give all service providers access to the student on WebKIDSS. If unsure, verify the service providers with the School Psychologist. Fill out the "Case Manager Assignment" form and send it to the Case Manager.

Case Managers:

A meeting must be held within **15 calendar days** of the student enrolling and attending school within our district. The case manager will inform all needed services providers (School Psychologist, SLP, OT, PT etc.) of this meeting at least **10 days prior** to meeting.

- *It is the Case Manager's responsibility to set up these meetings. The only meetings the School Psych Paraprofessional are to arrange are the initial meetings and any others which are initiated by the School Psychologist.*
- *All service providers are responsible for entering their information onto the Draft IEP in WebKIDSS prior to the meeting.*

At this meeting, the team has the opportunity to discuss the following 3 options:

Option 1 - Accept the Transfer IEP

If the IEP from the previous district was recently written and has goals and objectives as well as service times/settings that the Case Manager and all other service providers can work with, accept the IEP.
The following needs to be done:

- Complete an IEP with the student's information - **the annual review date will be the date of the transfer-in meeting and three-year review date must**

stay the same as the Transfer IEP. PLAAPFs, goals and accommodations must remain as stated on the Transfer IEP.

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Option 2 - Rewrite the Transfer IEP

If the IEP from the previous district is about to expire or does not work for our district, please do the following:

- Complete the IEP with the updated information including new goals and objectives - **the annual review date changes. The three year review date changes <u>only</u> if an evaluation* has been completed by the team.**
- There should not be a dismissal of a particular service at the Transfer IEP without the consideration of conducting a Reevaluation.

Option 3 - Reevaluation and Rewrite the IEP

If the IEP from the previous district is inadequate and further evaluation or reevaluation needs to be completed:

- Complete the "Prior Written Notice for Evaluation form (out of state transfer students) or Reevaluation and Request for Consent" form (within state transfer students) and obtain parent permission for this evaluation at the transfer meeting (the School Psychologist is responsible for providing the consent form.)
- Evaluation by all of the appropriate service providers should be completed.
- The Case Manager will schedule another meeting within 60 school days of obtaining parent permission to evaluate. The team will review the reevaluation results and rewrite the IEP if the team determines the student continues to be eligible for special education. Remember: The Case Manager must send a Team Meeting Notice **10 days prior** to the meeting.

<u>Exceptions to the Above</u>

***** Content of the evaluations will be determined by the professional judgment of the service provider or evaluator.

** Procedures for students who transfer from out of state will be considered on a case-by-case basis.

*** Because the new Kansas IEP offered to a student who has transferred to Kansas from another state is the initial Kansas offer of special education and related services, the new Kansas IEP is not a proposed change in services or placement. Therefore, the consent requirement on the Prior Written Notice under Kansas law for making a substantial change in placement or material change in services does not apply to these initial Kansas IEPs for transfer students from other states.

Procedures for Transfer in mid-evaluation:

When a student enters the district in the middle of an initial evaluation from the previous district, the School Psychologist and/or School Psychologist Para will contact the previous district to obtain the signed Permission to Test and any records that may be used in the Eligibility Determination, such as assessments given and SAT documentation, etc.

The School Psychologist Para will set up the initial meeting within the timeline set by the signed permission to test from the previous district (60 school days from the date of the parent signature).

The Eligibility team will proceed with the evaluation as a typical initial evaluation. Please see the Initial Referral Procedure Section.

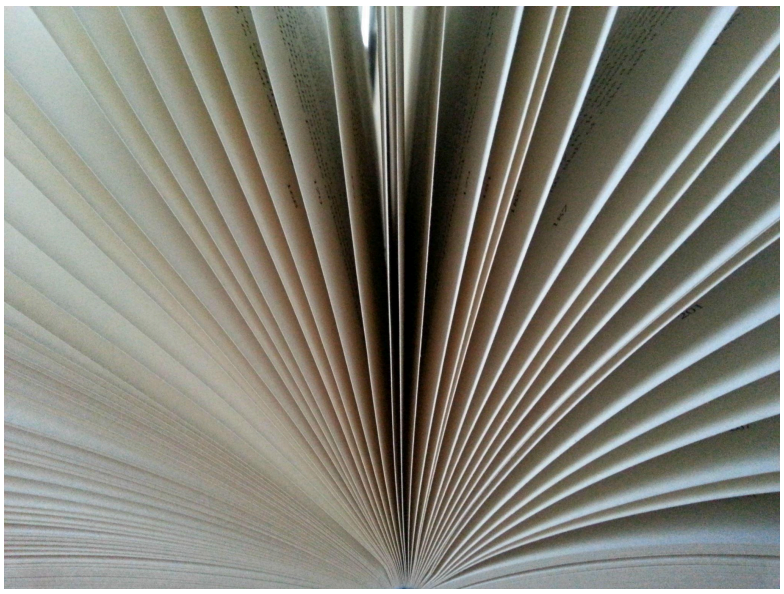
Procedures for Transfer in mid-Reevaluation:
When a student enters the district in the middle of a reevaluation from the previous district, the School Psychologist and/or School Psychologist Para will contact the previous district to obtain the signed Permission to Test and any records that may be used in the Eligibility Determination, such as assessments already administered and any other relevant data.

The Case Manager will set up the reevaluation meeting before the three-year date listed on the Transfer-in IEP.

The Eligibility team will proceed with the evaluation as a typical reevaluation. Please see the Reevaluation Procedure Section.

Chapter 6

IEP Review Procedures



GARDEN CITY
PUBLIC SCHOOLS

IEP Review Procedures

1. Within **5 days of the meeting**, the IEP needs to be sent to the appropriate first reviewer.

2. If corrections are needed, the reviewer will email the case manager about these corrections within one week.

3. Within 3 days, the case manager will make corrections and email the first reviewer. If assistance is needed to make corrections, make an appointment to work with the first reviewer.

4. Within 3 days, the first reviewer will review corrections and send the IEP to the final reviewer.

5. Case Manager will upload Notice of Meeting, Prior Written Notice signature page, and Absent Team member form if applicable to the final reviewer.

6. The final reviewer will review the remainder of the IEP. If corrections are needed, the final reviewer will email the case manager about these corrections.

7. Case manager will make corrections and resubmit to the final reviewer within 3 days.

8. This entire process should take no more than one month from the date of the IEP meeting.

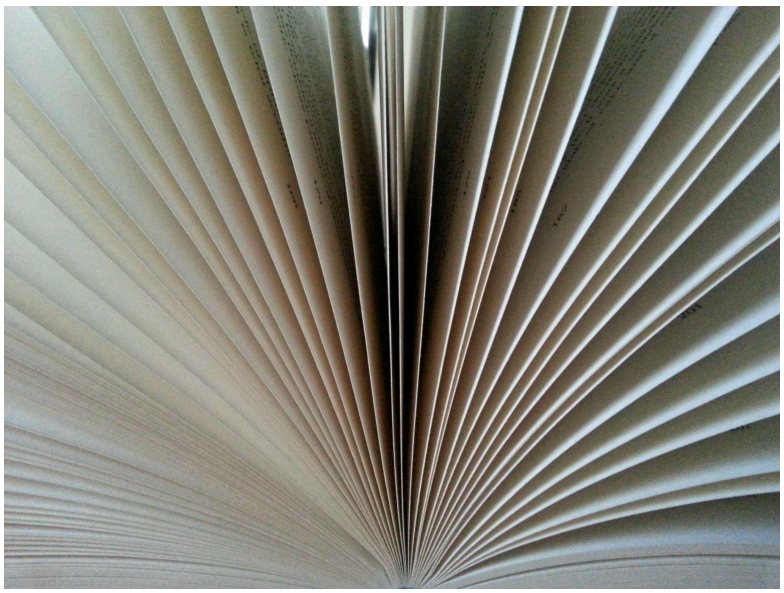
9. If IEPs are not done within one month of the due date, the principal and special education administrators may take disciplinary action.

10. If the case manager has issues with missing information on the IEP preventing him/her from submitting the IEP in a timely manner, the case manager will contact the Special Education Coordinator so the issue(s) can be addressed with the appropriate staff member.

11. A Special Education secretary or MIS Clerk will copy and distribute the completed IEP to the parents.
    i) IEPs will be sent to parents in English and their native language.
    ii) An IEP *is not* complete until it is approved and locked by the MIS clerk.

Chapter 7

Three-Year Re-Evaluation Procedures



GARDEN CITY
PUBLIC SCHOOLS

Three-Year Re-Evaluation Procedures

1. At least 60 days prior to the IEP annual date or the 3-year reevaluation date, whichever date comes first, the School Psychologist will email the Prior Written Notice for the Reevaluation and Request for Consent form to the case manager. The School Psychologist or school psychologist paraprofessional will track requests and follow up with the Case Manager within two weeks after the document was sent to the Case Manager. Case Managers will obtain parent consent. The signed consent form is then uploaded, saved, and filed in WebKIDSS by the case manager. The case manager will notify all team members that the consent form has been signed and uploaded into WebKIDSS.

2. The Kansas State Department of Education (KSDE) outlines specific exclusionary factors to ensure that special education services are accurately provided to students with genuine disabilities. These factors are crucial in differentiating between students who require special education and those whose challenges stem from other causes. Exclusionary factors include issues such as lack of appropriate instruction in reading or math, limited English proficiency, and any other relevant data. Considering these factors will aim to prevent misidentification and ensure that resources are dedicated to students who truly need special education support, promoting equity and proper educational opportunities for all students.

3. The school psychologist will update the Dates page in WebKIDSS with the new consent and evaluation dates.

4. Once the school psychologist receives the signed consent, it is up to the School Psychologist to ensure copies are sent to all evaluators. Original signed document will be placed in the compliance file.

5. It is crucial that Case Managers document all attempts made to gain parent permission for 3-year reevaluations on WebKIDSS in the parent/staff contact. Case Managers will be responsible for making at least two more contacts using different methods. Any letters sent to parents should be sent by certified and/or registered mail with return receipts sent to the SPECIAL EDUCATION department so that it can be put in the file. Evaluations cannot begin until we have either the signed consent form or the documentation stating your attempt.

*A reevaluation may be required before the three-year reevaluation due date if there are significant changes to the child's educational needs. Please collaborate with the school psychologist.

Scheduling a Staffing

It is imperative that the School Psychologist attend the staffing, the Case Manager **must** follow this procedure:

1. 14 days (or more) prior to the meeting date, check all district team members' calendars regarding meeting availability.

2. At least **10 days prior** to the meeting, send out Team Meeting Notices. The meeting notice should be used as a **reminder** for the School Psychologist to attend.

3. Do not give a copy of the DRAFT IEP prior to Eligibility Determination. Stamp "DRAFT/WORKING COPY" on all pages prior to giving the DRAFT IEP to parents/LEDM.

If this procedure is not used, the School Psychologist **may not attend the meeting.

****Reevaluation not needed agreement form:**

The principal/school representative, case manager, school psychologist and any related service providers on the IEP will discuss as a team to determine whether a reevaluation is needed. This meeting should be held 2 months prior to the reevaluation date. If all are in agreement that a reevaluation is not needed, the case manager will schedule a meeting with the parents(s) and principal/school representative to discuss this option. If the parents(s) are in agreement, the parents(s) must sign the Reevaluation Not Needed Agreement Form. The case managers will be responsible for obtaining the parent(s) signature and returning the form to the school psychologists. The following are the instances in which this procedure may be considered:

1. Students who are in the self-contained programs that have severe/profound educational needs.
2. Students who have a diagnosis such as Autism, Significant Medical Need, etc. that has life-long impact.
3. Any students who have received special education services for 6 years or more and have had at least 2 comprehensive evaluations conducted, and
4. Gifted students whose educational progress indicate giftedness and have had at least one comprehensive evaluation.

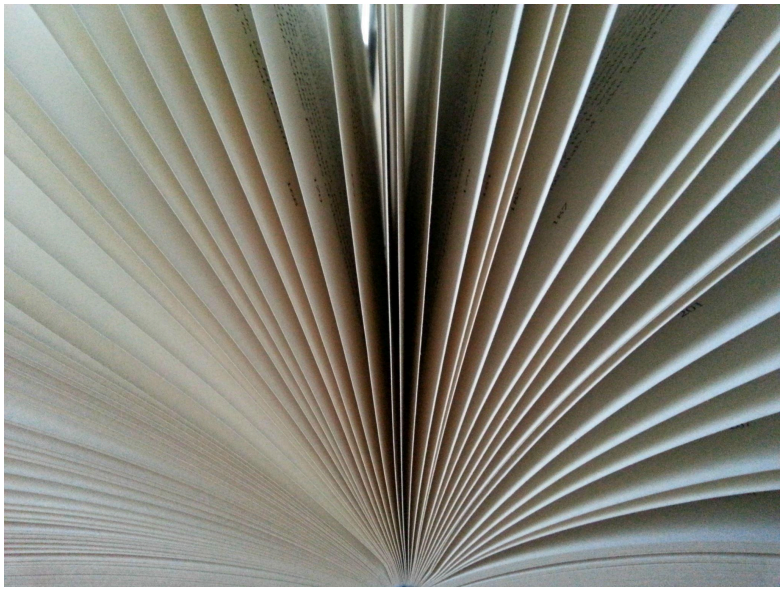
Procedure for Waiving Re-Evaluations

The School Psychologist will review existing data while using the Waiver of Evaluation form to determine if a re-evaluation is necessary. If the Waiver is determined to be appropriate, the School Psychologist will consult with case manager and related service providers to formally answer the questions on the Waiver form. Then the School

Psychologist will give the Case Manager the Waiver form from WebKIDSS. The Case Manager is responsible for obtaining parent signature.

Chapter 8

Assessment Procedures



GARDEN CITY
PUBLIC SCHOOLS

Assessment Procedures

The following information should be collected procedure addresses assessment for initial evaluation, annual/rewrite, reevaluation and transfer-in students. Assessment is the responsibility of the assigned case manager. The team uses a variety of nationally normed assessments to measure all areas related to a suspected disability.

1) For Initial Evaluations
   - Must complete the Woodcock Johnson-IV(WJ IV), or most current version, including supplemental battery, Kaufman Test of Educational Achievement III (KTEA-3), or most current version, or any individual standardized achievement test.

2) For Annual/Rewrites
   - Use portfolio of student's work, progress on goal/objectives, progress on benchmarks, teacher-made tests or any other data.

3) For Reevaluations
   - Must complete subtests of the WJ-IV including supplemental battery, KTEA-3 or any individual standardized achievement test related to the goals/objectives on the IEP or areas of concern and any other sources of data used for Annuals.
   -

4)For Transfer-In Students
   - If an evaluation is needed, complete the full battery of the WJ-IV (including supplemental battery) or KTEA-3 and supplement data with any other information (i.e. previous IEP PLAAFPs, classroom performance, benchmarks, etc.).

- ***Come to the meetings prepared with a written report for the parents and the School Psychologist and information/data related to strengths and weaknesses in academic areas and behavior.***
- ***Information must be entered into the IEP in draft prior to the meeting.***

Non-Discriminatory Practices

Garden City's community is culturally and linguistically diverse. Therefore, we prioritize selecting non-discriminatory practices and procedures to ensure that we are giving fair assessments to meet the diverse needs of our students.

Pre-Assessment

- Review cumulative file
- Acquire parent and student input
- Years of instruction in English vs. native Language
- Language proficiency assessment results
- Home Study Report data
- Home Language Report data
- Student Assistance Team data

Selection of Assessments

In the case of an initial evaluation or reevaluation, all selected assessments must include a written report that includes a statement indicating the rationale for why such assessment(s) were selected. Additionally, parents must be provided a copy of each assessment report in English and in their preferred language.

- **Cognitive**
    - Non-Verbal Assessment – May be selected if student shows Limited English Proficiency.
        - Universal Nonverbal Intelligence Test, Second Edition (UNIT-2)
        - Wechsler Nonverbal Scale of Ability (WNV)
        - Assessment, Evaluation, and Programming System, Third Edition (AEPS-3)
    - Nonverbal Index (NVI) – May be reported to measure the impact of language on a given cognitive assessment.
        - Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
        - Kaufman Assessment Battery for Children, Second Edition (KABC-II)
        - Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)
- **Academic**
    - Woodcock Johnson Munoz, Third Edition (WJ-Munoz III) – May be selected if the child has been instructed in Spanish and is considered Limited English Proficient.

- Kaufman Test of Educational Achievement, Third Edition (KTEA-3) – May be given if the child has been instructed in English, but this is a more culturally sensitive assessment.

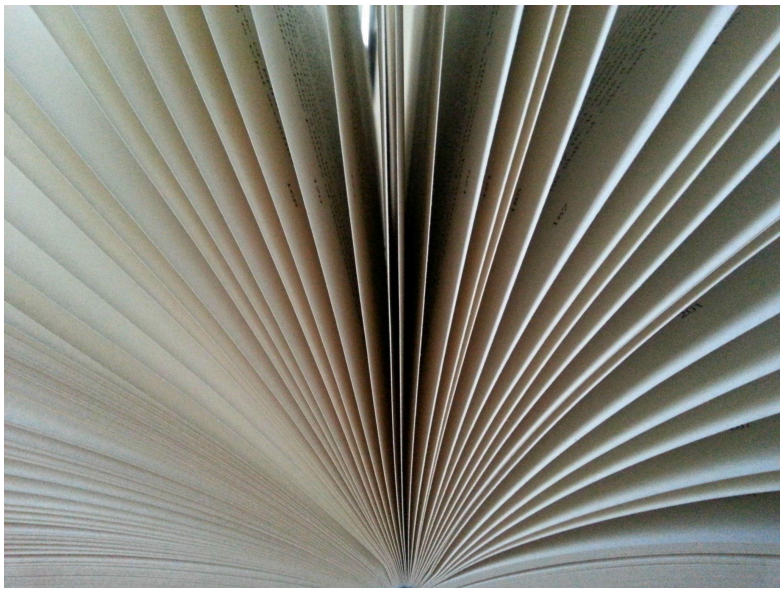
Documentation of Rationale for Assessment Selection

Within each written report, an explanation must be given in order to provide a rationale for the use of a specific assessment or measure.

Within the Eligibility Report, under the "Assurances" section, each question must be completed to reflect how the evaluation was non-discriminatory for that student. This section should address the following: 1. what evaluation tools were use and whether they were non-discriminatory on a racial or cultural basis, 2. whether the evaluation materials were administered in the student's native language or other mode of communication, 3. whether the student was assessed in ALL areas related to the suspected exceptionality, 4. did a team of qualified professionals and the parent determine whether the student qualified as a child with an exceptionality, and 5. that a single procedure, measure or assessment was NOT used as the sole criterion for determining whether the student has an exceptionality and for determining the appropriate program.

Chapter 9

Assistive Technology Procedures



GARDEN CITY
PUBLIC SCHOOLS

Assistive Technology (AT) Process

1. The IEP team should ***consider*** if AT is needed to increase, maintain, or improve the functional capabilities of individuals with disabilities. Consideration is a team discussion of what AT tools may be useful for the student to access the general education curriculum and special education services in the Least Restrictive Environment.

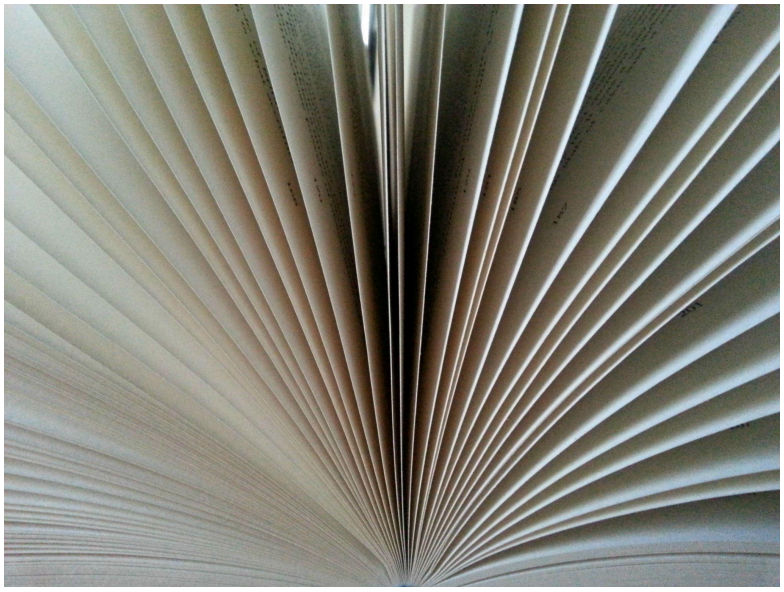
2. After team ***consideration***, the case manager will email the AT Specialist/Special Education secretary and briefly describe the need and the request.

3. The AT Specialist will consult with the special education leadership team to determine if the request is appropriate based on the student's needs.

4. The information is reviewed to determine if other auxiliary staff needs to be involved in the process (Vision, Speech, Occupational or Physical Therapy. If the requested item is non-consumable, the AT Specialist will record when it is checked out and checked back in.

Chapter 10

Behavior Specialist Procedures



GARDEN CITY
PUBLIC SCHOOLS

The mission of the USD #457 Behavior Consultant is to provide services effecting positive behavioral change by providing supports to students and staff while assisting with student planning.

Accessing Behavior Specialist Services Protocol

A behavior specialist referral is made for a student after building resources (school psychologist, counselor, coordinator, special education teacher, speech-language pathologist, building administration, parents, and SAT team) **have been utilized and interventions are attempted, documented and data is kept and reviewed**. This data must be sent over to the behavior specialists when requesting behavior intervention services.

***The assigned school psychologist must be aware of this referral process before moving forward with the following steps*.**

Referrals:

1. The Behavior Services Request form must be completed and submitted to the Specialist through outlook forms by a staff member.
2. The Behavior Specialist contacts the teacher with any additional questions about behaviors (what it looks like, examples, etc.), and reviews data collection and documentation. *If documentation is provided to the behavior specialist assigned, this will continue the process.*
3. Record review will be completed by the specialist prior to observations
4. Behavior Specialists will observe randomly over the course of 2 weeks to gather data.
5. Behavior Specialists will meet with the teacher to collaborate on interventions and future data collection.
6. Behavior Specialists will provide a summary of the data collected, possible functions, and considerations.
7. Teachers will continue to collect data utilizing suggested interventions and send an update to the behavior specialist every 2 weeks.
8. Behavior Specialists will follow up with teachers to review the effectiveness of interventions.
9. Teachers are encouraged to contact Behavior Specialists as often as needed for support.

Direct Services:

1. To receive social work services with the behavior specialists students must be eligible for special education and have gone through the referral process above.
2. The behavior specialist will collaborate with the IEP team to determine the best course of action for each student (direct service minutes, behavior/social-emotional goals, BIP support, consult vs. direct service)

Additional Services Available:

1. Will assist the team with developing Behavior Intervention Plan (BIP) for students to address behavior issues in the school setting.
2. Provide classroom management strategies/support for all teachers in group training at the request of the Administration. (Examples include the development of school-wide behavior supports, the development of classroom management plans, supporting the behavioral needs of individual students, instruction on data collection for behavior, etc)
3. CPI training and certification.

4. Resources and materials to support the behavioral needs of specific students in the classroom.
5. Resources for developing a Multi-Tiered System of Support (MTSS) behavior support.
6. Resources provided to teachers on specific topics related to behavior management and teaching.

Forms:

Referral Form

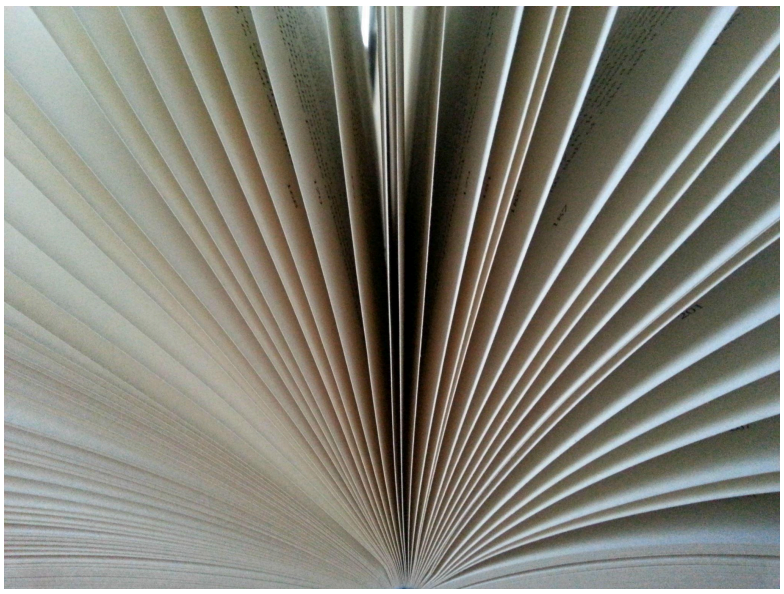
Functional Behavior Assessments

Functional Behavior Assessments (FBA) Requests:
*If a student has been referred to the office for discipline reasons for the 6th time and/or has received 6 days of out of school suspension **[for the same behavior]**, a meeting needs to be held to begin the Functional Behavior Assessment (FBA) process **IF** the behavior in question was determined to be a manifestation of disability.*

- IEP Team meeting MUST be held to make the following decisions:
  - Determine Type of FBA to complete (One-Time Serious Offense or Comprehensive)
  - Permission obtained from Parent/Guardian: Parent permission must be obtained prior to completing an FBA
  - Decide role of team members in FBA process: Every member will have a role within this process.
  - Schedule interviews with staff, parent/guardian, and student
  - Schedule observations
  - Determine data collection system for baseline
- IEP Team will meet at the conclusion of the FBA to discuss findings and develop a Behavior Intervention Plan.

Chapter 11

Transition Services



GARDEN CITY
PUBLIC SCHOOLS

Transition Services

Transition services for students with an IEP, except for gifted, must be included in every IEP when the student reaches age 14 during the IEP year. Transition services help prevent students from dropping out of school by providing appropriate services and planning for their college or career goals after graduation.

To meet compliance, USD #457 is following the Transition Outcomes Project Model. Data is entered yearly on exiting seniors, and one year later, follow-up data is collected. Therefore, post high school goals must be measurable to allow for this collection.

It is the case manager's responsibility to know the requirements of Indicator 13. The transition pages need to be completed in the IEP. An age-appropriate transition assessment is required to be given yearly, recorded in the IEP, and scanned and filed in WebKIDSS.

Forms needed depend upon the student's needs:

1. ***Consent to Invite Outside Representative*** – Use this form to obtain consent to invite any outside Representative to the IEP meeting. (Outside case manager, SDSI)

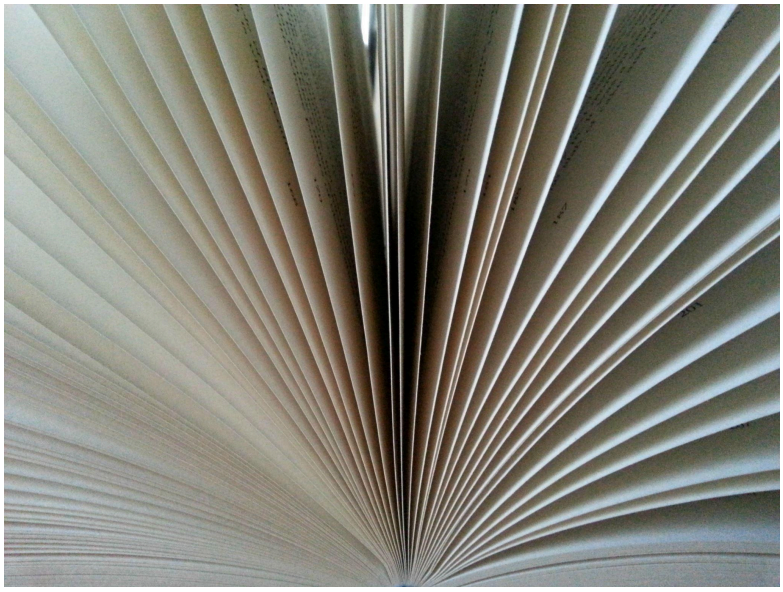
2. ***Pre-ETS Referral Form*** If the parents and IEP team feel the student would benefit from Pre-ETS, fill out the form. The student must be turning 14 during the IEP year or older. Email form to Pre-ETS specialist.

3. ***Vocational Rehabilitation Application Form*** Students, at age 16, who need Vocational Rehabilitation services must complete the application and send it in. Vocational Rehabilitation must be invited to all following IEP meetings.

4. ***Summary of Performance***– Use this form for anyone graduating from high school that will be exiting the system. Fill it out; give one copy to the student and file a copy in WebKIDSS. An exit survey must also be completed and entered into the State Data System. (Only the Special Education Department Head or the Lead Teacher has access to the State Data System.)

Chapter 12

Parent Consent and Amendment Procedures



GARDEN CITY
PUBLIC SCHOOLS

Parent Consent and Amendment Procedures

The Amendment process allows for modifications to previously approved IEPs, ensuring they remain relevant and effective in addressing the needs of students. These cases will be approved on a case-by-case basis by either the Special Education Director, Special Education Coordinators, or School Psychologist.

Procedure for Amendments:

Identifying the Need for Amendment

1. Observation and Evaluation: Teachers, parents, or other stakeholders notice that the current IEP may no longer adequately address the student's needs due to changes in the student's performance, circumstances, or educational requirements.
2. Request for Amendment: Any member of the IEP team, including parents or educators, can request an amendment. This might arise from periodic reviews or specific incidents indicating a need for change.

Developing the Amendment

3. Collaborative Discussion: The IEP team, which includes General Education Teacher, Special Education Teacher, Related Service Providers, School Psychologists, Special Education Coordinators, and the LEA Representative discusses the proposed changes.
4. Proposing Changes: These cases will be approved on a case-by-case basis by either the Special Education Director, Special Education Coordinators, or School Psychologist.

Documenting the Amendment

5. Drafting the Amendment: The proposed changes are documented in an IEP amendment form. This ensures clarity on what modifications are being made and why.
6. Parental Consent: Parental consent is required. The school must provide parents with a Prior Written Notice (PWN) detailing the proposed changes and obtain their written consent before implementing the amendments.

Implementing the Amendment

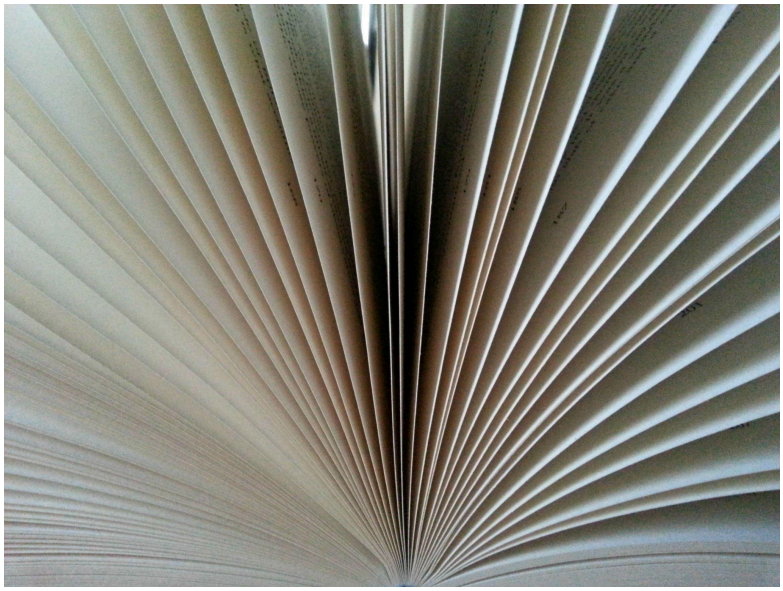
7. Updating Records: Once consent is obtained, the amended IEP is updated in the student's educational records. The changes are communicated to all relevant staff involved in the student's education to ensure they are aware of and can implement the modifications.

8. Implementation: The amended IEP is put into action, ensuring that the student receives the updated supports, services, and accommodations specified.

Keep in Mind:
Any other changes such as adding or dismissing a service (i.e. speech/language), changing the materials (i.e. supplementary aids), changing an exceptionality, changing information in any of the Present Levels of Educational Performance and adding or deleting a goal will require a complete rewriting of the IEP as well as consent from parent.

Chapter 13

K-Time Early Childhood and 5-Year Olds



GARDEN CITY
PUBLIC SCHOOLS

Explanation of Service Code for K Time (Children ages 3, 4, 5)

Include the total amount of time the child spends in regular early childhood, excluding time when special education services are delivered. These programs may include, but are not limited to: Head Start centers, kindergarten, community based or private preschools, group childcare facilities, Garfield preschool classes offered to eligible pre-kindergarten children by the public school system do not count as K Time. The time recorded in this setting does not have to be publicly funded to qualify as regular early childhood program time.

For 5-year-old kindergarteners, K time would consist of the time spent in school NOT receiving special education support.

Regular Early Childhood Programs

What are Early Childhood Programs?

- A program that contains at least 50% non-disabled children.

These programs may include, but are not limited to:

- Head Start centers
- Kindergarten
- Community based or private preschools
- Group childcare facilities

Chapter 14

Discipline and Manifestation Determination Reviews



GARDEN CITY
PUBLIC SCHOOLS

PROCEDURES FOR DISCIPLINARY VIOLATIONS FOR CODE OF STUDENT CONDUCT INCLUDING WEAPONS, DRUGS, SERIOUS BODILY INJURY

LENGTH OF REMOVAL	SERVICES REQUIRED	IEP MEETING REQUIRED	SERVICES DETERMINED BY WHOM	IF CHALLENGED, STAY PUT
1. Short term removals, not exceeding 10 consecutive school days, and not cumulating to more than 10 school days. 300.530(b)	None 300.530(d)(3)	No	N/A	N/A
2. All short term removals which include or are subsequent to the 11th cumulative day (but do not constitute a change of placement)	Beginning on the 11th cumulative day, services necessary to enable the child to: 1) Participate in the general education curriculum (although in another setting); and 2) Progress toward meeting the goals in the IEP 300.530(d)(4)	No. No manifestation determination is required. 300.530(e) – Also see row 3 if long term suspension/expulsion is anticipated.	School officials, (General. Ed. Administrator, Director. of Sp. Ed. and the child's Sp. Ed teacher).300.530(d)(4). 91-40-33(b) 91-40-36(a)	N/A
3. 1) A removal for more than 10 consecutive days, or 2) another removal that cumulates to more than 10 school days, and shows a pattern of removal constituting a change of placement. 300.536(a)(1)(2); 300.530(c)	Same as above except that services begin immediately. 300.530(d)(5)	Yes, to: 1) Make a manifestation determination (Notice of action and Parent Rights immediately, and meeting within 10 school days. 300.530(e), 300.530(h); and 2) If the behavior is a manifestation of the disability, (a) develop a FBA and BIP, or review existing BIP, and make any changes needed to address behavior and (b) return student to IEP placement unless parent and school agree otherwise. 300.530(f)	IEP Team determines services and place where the services will be provided. 300.530(d)(5) 300.531 Parental consent is not required for this change in placement. 91-40-27(a)(3)	Disciplinary Placement. 300.533
4. 45 school day alternative educational setting (IAES) (weapons, drugs, serious bodily injury)	Same as above, but services begin immediately. 300.350(d)(1)	Yes to: 1) Make manifestation determination; 2) Determine IAES setting and services, regardless of manifestation determination; 3) Determine if FBA and BIP are appropriate; 4) Provide notice of action and parents' rights to parents. 300.530(d)(1) and (d)(5), 300.531	Same as above	Disciplinary placement 300.533
5. 45 school day alternative educational setting (IAES) ordered by H.O. (dangerous behavior) 300.532(a) and (b)	Same as above.	Yes to: 1) Propose IAES services (91-40-36(d)(l)), and 2) Determine if FBA and BIP are appropriate.	Services determined by the hearing officer. 91-40-36(d)(2)	Disciplinary placement 300.533

Manifestation Determination Review Process

Research shows that schools with low levels of behavior problems are distinguished from those with high levels by the presence of a positive school climate where nurturing, being inclusive, and a feeling of community are evident. Children who feel valued by at least one adult at school will be less likely to act out in the school environment.

Prevention and Plan of Action

TIMELINE for Special Education students or students on a 504 Plan who have been suspended or are at risk of being suspended:

1. Administration/Principal must notify the case manager of an identified student who has received an Office Discipline Referral (ODR).
2. Building Principal/Admin **MUST** give parents/Legal Education Decision Maker (LEDM) a hard copy of Parent Rights when a student is picked up from school for out of school suspensions.
3. If a student has received 3 discipline referrals with or without suspension, a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), additional accommodations and/or behavior goals should be considered in the IEP or 504 plan.
    a. Admin must notify the case manager, school psychologist, and special education coordinator of referrals.
    b. If the student has an existing BIP, the team should consider reviewing and modifying the BIP.
    c. Partial days count as full days
4. If a student continues to receive office discipline referrals (with or without suspension) after steps 1-2, the building administrators must stay in contact with the case manager, school psychologist, and special education coordinator.
    a. The team should continue to meet to review and revise the BIP if behaviors persist.
    b. The school psychologist and/or behavior specialist may conduct a fidelity check to determine if the BIP is being implemented with fidelity.
5. If a student has received **6 days** of Out of School Suspension, a team meeting MUST be held and the team must develop a plan to conduct an FBA, update the existing BIP, develop a safety plan and/or revise the IEP with additional accommodations and/or behavior goals.
6. A Manifestation Determination Review must be conducted if the student is being taken to a long term hearing (prior to the long-term hearing date). For students who have received short term removals that have accumulated to more than 10 school days in a school year, the Manifestation Determination Review must be scheduled immediately (prior to the student's return to school

and prior to the 11th day of removal). Starting on the 11th day of removal, special education services must be provided for all subsequent out of school suspensions.

7. Requirements for imposing disciplinary removals of children with disabilities (**not gifted or private school students**) are found in numerous Federal and State laws and regulations. This includes students with 504 Plans and IEPs.

Manifestation Determination Review

Prior to Manifestation Determination Review Meeting:

- Principals/Administrators must document the behavior as an Office Discipline Referral in Skyward- including all relevant information (use exact/precise language) to the behavior in the Referral (this includes student statements and/or witness statements). Documentation of the incident in Skyward should be concise and factual.
- State law requires that the LEA/Admin provides written notice to the Parents/Legal Education Decision Maker (LEDM) within 24 hours of removal.
- **All supporting evidence** (e.g.: video footage, text messages, photos, etc.) should be provided to the Principal/Admin, Special Education Coordinator/District 504 Coordinator, and School Psychologist prior to the Manifestation Meeting.
- If the School Psychologist and/or Special Education Coordinator/District 504 Coordinator anticipate challenges, **a pre-meeting may be held** with the team prior to the Manifestation Determination Review.
- The Case Manager is responsible for setting up the Manifestation Determination Review Meeting prior to the student's return to school or prior to the long-term hearing date.
- All team members including parents are invited with **mandatory attendance** from a school administrator, school psychologist, special education teacher/Building 504 Coordinator, general education teacher, and Special Education Coordinator/District 504 Coordinator.
- Parents/LEDM must be given 24-hour notice of a Manifestation Determination Review Meeting.
    a. Parents/LEDM should be notified of the Manifestation Meeting through various methods (phone call, email, written notice). Document the delivery method on the Notice of Meeting (NOM) and Parent/Staff Documentation forms in WebkIDSS.
- Disciplinary removal in excess of 10-days requires that Special Education Services be provided beginning on the 11th day and every day thereafter.
    a. Principal/Admin and case managers need to email School Psychologists and Special Education Coordinators making them aware of this situation.
    b. All out of school suspensions beginning on the 11th day and everyday thereafter, **MUST** be coded in Skyward as OSS With Services (OSW)
    c. Students who receive In School Suspension (ISS), **MUST** receive special education services specified on the IEP, continue to progress in

the general curriculum, and continue to participate with students without disabilities to the extent they would have in their current placement. If all of these conditions are not being met, then the referral must be documented as OSS.

Manifestation Determination Review Meeting

- Ground rules:
  - This is a legal meeting and all members **MUST** adhere to the meeting agenda so that the Manifestation Determination Review Team is able to make the necessary determination.
  - The School Psychologist will lead the Manifestation Determination Review Meeting.
  - Relevant information presented by team members **MUST** be factual.
  - Only one person should speak at a time due to the meeting being recorded.
- Team member roles:
  - Principal/Admin: Reviews **ONLY** the behavior that led to the removal and reads the office referral exactly as it has been written in Skyward.
  - School Psychologist: Leads the meeting, reviews the IEP/504 Plan, and guides the team through the Manifestation Determination Review.
  - General Education and Special Education Teachers: Share observations of the student in the classroom.
  - Special Education Coordinator or Designated Individual: Takes detailed notes throughout the Manifestation Determination Review Meeting.
- When determining the question of whether or not the conduct is a manifestation of the student's disability, the LEA Representative makes the final determination.
  - If parents disagree, they have the right to appeal the determination.
- The school must provide parents with prior written notice of meeting before convening meetings regarding the manifestation determination and the services to be provided during disciplinary removals (K.A.R. 91-40-25). However, the school is required to give only 24 hours prior (written) notice of a meeting to the child's parents (K.A.R. 91-40-38(d)).
- Under K.A.R. 91-40-17€, the district may conduct a manifestation review if, despite repeated attempts, the district has been unable to contact the parents or unable to convince them they should participate in the meeting. The district must keep record of the attempts it has made to contact the parents to provide notice of the meeting and secure their participation, including at least two different attempts in two different ways, which must include **at least one notice of meeting in writing**. The remainder of the record of attempts may include telephone, letter, email, visits to home, etc.

Post Manifestation Determination Review

- If the behavior **IS** determined to be a manifestation of the student's disability, the student will return to school after serving the designated disciplinary removal.
    - If a long-term hearing was scheduled, this will no longer occur.

The IEP team has the following three options if the behavior IS a manifestation of the disability:

☐ The student will be returned to the placement specified in his/her IEP, unless:

(a) the school and parent(s)/LEDM(s) agree to a change of placement through the IEP process; or

(b) the student is assigned to an alternative educational setting for possession of a weapon or illegal drugs or for infliction of serious bodily injury on another person; and

☐ The team will conduct a functional behavioral assessment (unless a functional behavioral assessment has already been conducted), and will implement a behavior intervention plan for the student; or

☐ The team will review the existing behavior intervention plan and modify it, as necessary, to address the behavior that resulted in the disciplinary removal.

- If the behavior **IS NOT** determined to be a manifestation of the student's disability, the disciplinary removal may occur and the district must continue to make FAPE available to the student.
    - If a long-term hearing was scheduled, the hearing will be held as scheduled.

The IEP team has the following two options if the behavior IS NOT a manifestation of the disability:

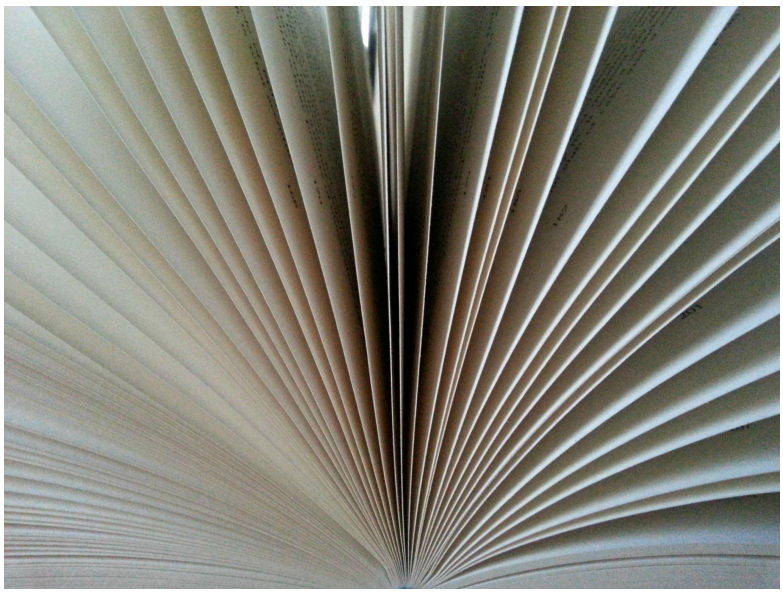
☐ Disciplinary removal may occur, but the school district must continue to make a free appropriate public education (FAPE) available to the student in a manner which enables the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and

☐ If appropriate, the school will conduct a functional behavioral assessment and develop a behavior intervention plan designed to address the behavior violation so that it does not recur.

- A Manifestation Determination Review **MUST** be held for every additional OSS within the same school year.
- Whether the behavior was determined to be a manifestation of the student's disability or not, the team must consider conducting a Functional Behavior Assessment, developing a Behavior Intervention Plan, reviewing an existing Behavior Intervention Plan, and/or modifying the IEP/504.

Chapter 15

Revocation of Special Education Services



GARDEN CITY
PUBLIC SCHOOLS

Revocation of Special Education Services Procedures

Parent consent is voluntary and may be revoked by the parents at any time. If a parent revokes consent in writing for all existing services, the LEA may meet with the parent to attempt to resolve the difficulty, but if the parent cannot be convinced to continue the services, the LEA must honor the parent's revocation, provide prior written notice a reasonable time before ceasing provision of the services and may not attempt to override the parent's revocation through mediation or due process. Further, the agency is not required to hold an IEP team meeting or develop an IEP and will not be considered to be in violation of FAPE for the failure to provide further provision of special education and related services. (K.A.R. 91-40-27).

When parents revoke their consent for a specific special education action, the revocation is not retroactive but becomes effective on the date that it was revoked (K.A.R. 91-40-1(l)(3); 34 C.F.R. 300.9). Therefore, the revoking of consent does not negate any action that has occurred after the previous consent was given and before the consent was revoked. If the parent refuses or revokes consent for one service or activity the school cannot deny the parent or child any other activity or service on the child's IEP (K.A.R. 91-40-27(h)). In addition, revocation of consent must be in writing.

If a parent who revoked consent for all special education, related services, and supplementary aids and services under subsection (i) subsequently requests that the person's child be re-enrolled in special education, the agency shall conduct an initial evaluation of the child to determine whether the child qualifies for special education before re-enrolling the child in special education. If the team evaluating the child determines that no additional data are needed to make any of the determinations specified in K.A.R. 91-40-8(c)(2), the agency shall give written notice to the child's parent in accordance with K.A.R. 91-40-8(e)(2). If the child is determined to be eligible, the agency shall develop an initial IEP.

1. When a parent indicates that they want to refuse Special Education services, the Case Manager will contact the School Psychologist. The School Psychologist will review the relevant data and contact the parent/guardian if necessary and inform the Special Education Coordinator. Together, they will determine the course of action and if an IEP meeting needs to be called.

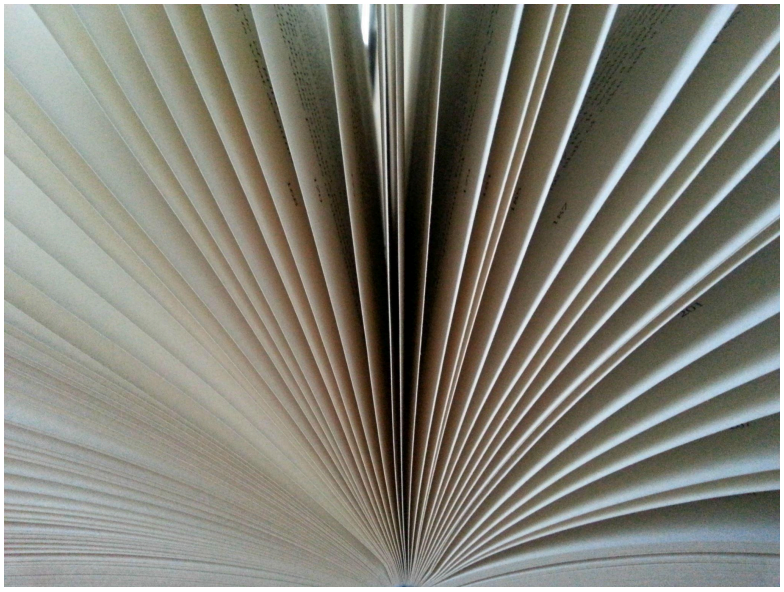
    a. If an IEP is being called:

        i. The IEP team will review the previous IEP and discuss the parent(s) concerns as well as their reason for the refusal of services.
        ii. If the parent decides to refuse ALL Special Education or a particular service, they are informed that this decision is final and sign the appropriate paperwork provided by the Special Education Department. ***Remember to give the parent a copy of their parental rights and an explanation of these rights**.

b. If parents do not want to convene the IEP team:
    i. Parents will be provided with the appropriate revocation of service forms.

Chapter 16

Dismissal Procedures



GARDEN CITY
PUBLIC SCHOOLS

Dismissal Procedures

1. If someone knowledgeable about a student's progress suspects that a student no longer meets the eligibility criteria of a child with an exceptionality or needs special education services, a re-evaluation must be conducted to determine whether the student continues to qualify for services. The school psychologist should be contacted in order to determine next steps at least 6-weeks before the meeting.

2. The school psychologist will gather information from members of the IEP team, will review the previous IEP/current information, and discuss reasons for possible dismissal. If the IEP team agrees that the student should be considered for possible dismissal, parent consent needs to be obtained on the Prior Written Notice for Reevaluation and Request for Consent.

3. The Comprehensive Evaluation team will complete the reevaluation and hold an eligibility meeting. An Evaluation/Eligibility Report will be completed to determine if the student still qualifies as a child with an exceptionality and if there is a need for services. Parents must be provided a copy of the completed eligibility report at the re-evaluation meeting. Therefore, all information must be into the IEP at least 3 days prior to the eligibility meeting.

4. If the Comprehensive Evaluation team determines that the student should be dismissed, everyone attending the meeting will sign the eligibility report indicating the child no longer meets eligibility criteria for special education services. The parent(s) will also sign the completed Prior Written Notice form.

5. After the IEP meeting, if the student is dismissed, the School Psychologist ensures all paperwork (Notice of Meeting, Prior Written Notice Request for Evaluation, Prior Written Notice, and Eligibility Report) from the meeting have been uploaded into WebKIDSS.

6. The School Psychologist will inform the MIS Clerk by email of the dismissal and the corresponding Special Education Coordinator/TOSA of the student being dismissed either verbally or by email.

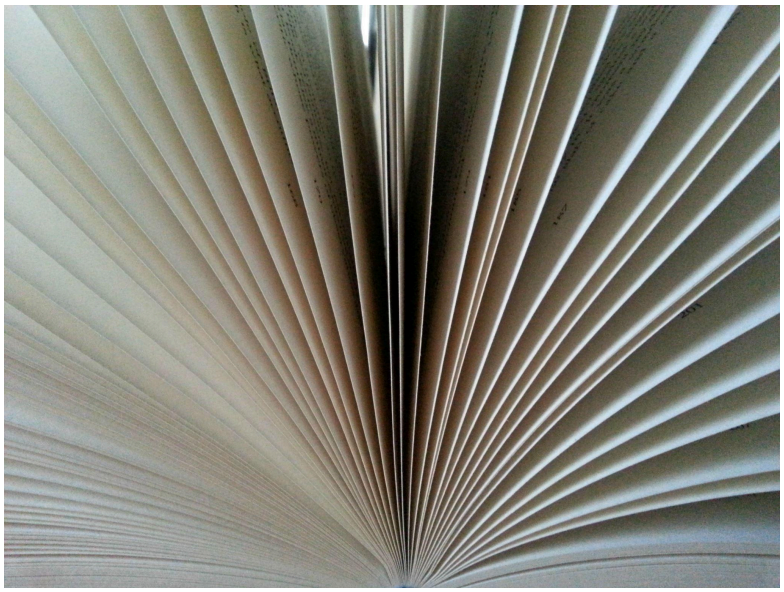
7. If dismissed, services will discontinue at the time of parent(s) signature.

   If the parent(s) still want services to continue, they will sign the signature page of the IEP, the signature page of the eligibility report, and sign the section marked **DO NOT GIVE CONSENT** on the Prior Written Notice form. ***Remember to give the parent a copy of their parental rights and an explanation of these rights**. At this point, the student will remain in their current placement. Notwithstanding refusal of a parent to give consent for the dismissal of special education services, the parent(s) or district may initiate mediation or due process if it is determined that the student is no longer in need of special education services.

8. For students who drop out, move, or pass away, please notify the MIS Clerk immediately upon learning of any of these situations.

Chapter 17

High School Graduation Exit Procedures



GARDEN CITY
PUBLIC SCHOOLS

High School Graduation Exit Procedures

1. Set up a time with the graduating senior (and parent if the student is not 18 or the parent is still the legal guardian).

2. Create a new IEP record, in order to create all the paperwork for the Summary of Performance. However, the IEP will not need to be completed.

3. Send out the Notice of Meeting 10 days in advance or have student or parent sign the waiver of the 10-day notice. Mark the "Other" box and type in "Exit IEP meeting due to graduation of High School". Required participants: student, legal guardian (if student is not 18 years old), general education teacher, special education teacher, and LEA. Possible participants in the meeting: counselor, outside agency representatives, college representative, Vocational Rehabilitation etc.

4. Fill out the Prior Written Notice, checking boxes C, D, and E (indicating a substantial change in placement and service) and on page 2 of the form and answering the following statements:

   a. Description of action proposed or refused: type in "Special Education services are ceasing due to graduation from High School."
   b. Explanation of why the action is proposed or refused: Example: "The student has met the requirements of graduation from GCHS effective _____. Parent(s) and student understand that upon graduation from high school the student is no longer eligible for special education and related services provided by USD 457." (put the date that is the last day that the student will attend school).
   c. Options considered and why the options were rejected: "Continuing in high school was rejected due to the student meeting all requirements of graduating or aging out of services."
   d. Description of data used as a basis for the proposed action or refused action: "Review of grades, transcripts, progress reports, student wishes, and parent"
   e. Other relevant factors: none known

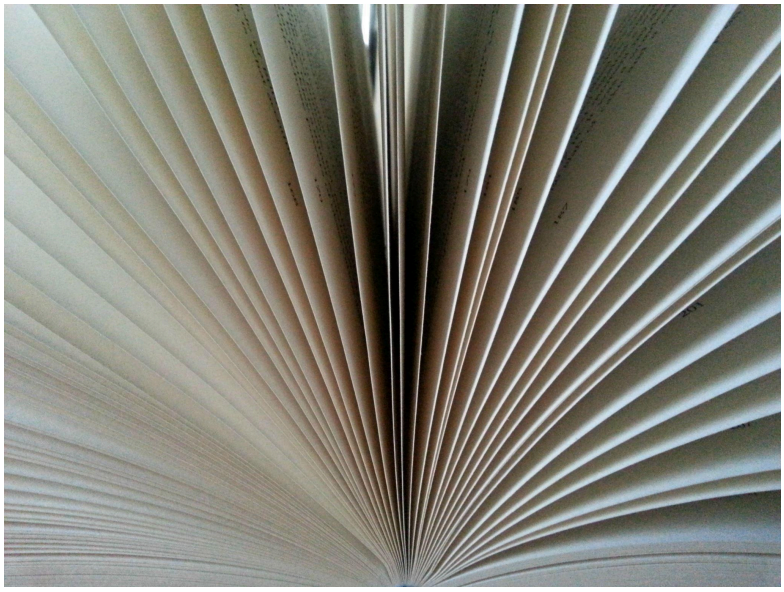
5. Complete a Student Summary of Performance form, currently WK740.

6. Ensure an "Exit Survey" has been completed with the student in their last year of education. This must be completed and uploaded in WebKIDSS. Teachers must email the Special Education Coordinator and GCHS Special education Department Head/GC Achieve Lead Special education teacher to ensure that the required paperwork has been turned into the state department.

1. Conduct the meeting, and have the Prior Written Notice signed. Ensure all paperwork is uploaded into WebKIDSS (Notice Of Meeting, Prior Written Notice, IEP participant page, Progress Report from previous IEP, Exit Survey, and Summary Of Performance report).
2. Complete State Department on-line survey of Transition Outcomes.

Chapter 18

Alternate Placement Procedures



GARDEN CITY
PUBLIC SCHOOLS

General Guidelines for Alternate Placement Procedures

Therapeutic Education Program

Any student referred to and accepted to the Therapeutic Education Program (TEP) will maintain membership and case management in the sending/home school. After the application process has been completed and the student is accepted to the TEP, the team will meet to rewrite the IEP for the TEP. The team will include the LEA, case manager, school psychologist, TEP staff and other service providers as necessary.

Please see the TEP handbook for future information about the TEP procedure.

TEP and Home School/Case Managers' Responsibilities

The purpose of a child attending the TEP is to increase the child's skills in school appropriate behavior. The goal is for the child to ultimately return to the home school. As such this will be a team effort in which both the home school and TEP staff will be working cooperatively in order for said child to be successful.

TEP	Home School
Assist in writing the IEP goals	Set up transfer IEP staffing and invite TEP staff
Monitor and update IEP goals, and send progress reports to parents	Maintain teacher file at home building with student's case manager.
Set up follow-up meetings with home school teachers (any annual, 3-year, manifestation, etc. occurring while student is attending TEP)	Consult with TEP teacher regularly
Keep records of parent contact	If the student transitions from one building to another while in attendance at the TEP, the teacher file will need to be uploaded into WebKIDSS.

Procedure for Transition Back to Home School

1. When the TEP treatment team sees the student is ready to begin the process back to the home school, they will call a meeting between the school staff and the TEP staff.
2. If the student has met the requirements to return to the home school, an official IEP or a Transition Meeting will be arranged with the parent, TEP team and home school team.
3. The transition plan will be set.
4. The transition plan will be implemented with weekly follow-up by TEP staff to ensure a successful transition.

Chapter 19

Translation Request Procedures



GARDEN CITY
PUBLIC SCHOOLS

Translator Request for Special Education Procedures

All meetings:

- Buildings should first try to use a translator within their building.

- Call the supplemental office and ask if a translator is available.
    - District Translators available:
        - Martha Delacruz- Spanish
        - Albert Kyaw- Burmese/Karen
        - Deeqa Xasan- Somali

- If a translator is not available, use Propio. The department would be “Special Education” if the purpose of the call is IEP and/or special education related.

*A school district employee or the Propio system must be used for translating services.



Language	code
Albanian	47
Amharic	39
Arabic	23
Armenian	59
Bangla	58
Bengali	48
Bosnian	37
Bulgarian	67
Burmese	21
Cambodian	51
Canadian French	55
Cantonese	31
Chin	32
Chin-Hakha	95
Croatian	92
Czech	91
Dari	80
Dutch	84
Farsi	33
Filipino	73

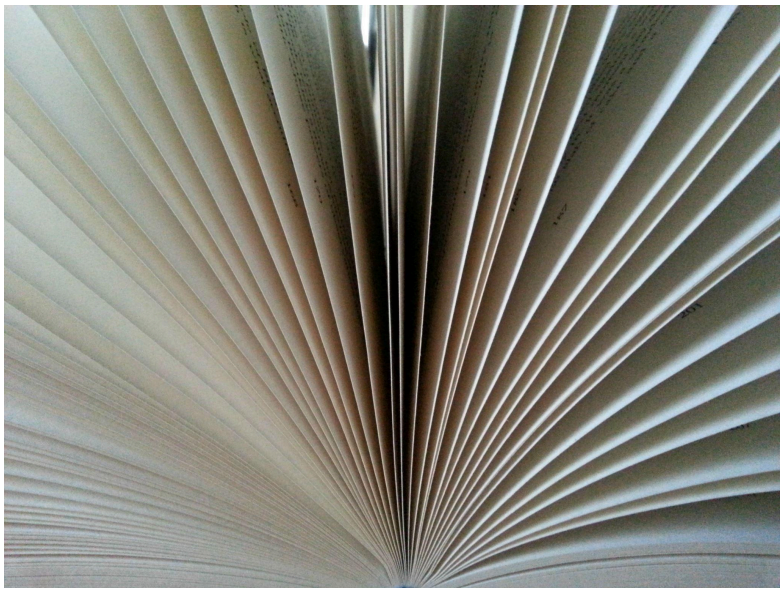
Language	code
French	26
Fulani	36
Georgian	82
German	61
Greek	68
Gujarati	40
Haitian Creole	28
Hakha-Chin	95
Hakka-Chinese	87
Hebrew	90
Hindi	43
Hmong	44
Ibo	65
Indonesian	70
Italian	56
Japanese	63
Karen	34
Karenni	60
Kinyarwanda	94
Kirundi	53

Language	code
Korean	30
Kurdish	76
Laotian	50
Lithuanian	69
Macedonian	93
Mai Mai	78
Malayalam	75
Mandarin	24
Mandingo	89
Marshallese	81
Mongolian	72
Nepali	25
Oromo	96
Pashto	77
Persian	74
Polish	42
Portuguese	35
Punjabi	49
Romanian	52
Russian	27

Language	code
Samoan	79
Serbian	62
Serbo-Croatian	64
Somali	29
Spanish	1
Swahili	38
Tagalog	46
Tamil	85
Teddim	86
Thai	57
Tibetan	83
Tigrinya	45
Tongan	97
Turkish	54
Twi	66
Ukrainian	71
Urdu	41
Vietnamese	22
Yoruba	88
All other languages	99

Chapter 20

Autism Interdisciplinary Team Procedures



GARDEN CITY
PUBLIC SCHOOLS

Garden City Public Schools Autism Interdisciplinary Team (AIT)

Listed below are the processes for obtaining assistance through the Autism Interdisciplinary Team. We ask that all requests start with contacting the Special Education Office.

If the request is for an **initial special education evaluation or a request for a student not in the special education process**, the attending school will send a copy of the SAT paperwork to the Special Education office along with the AIT Request for Screening form. The AIT Request for Screening form can be obtained from the Special Education office. The school psychologist needs to sign off on the request form or it will be returned unprocessed. Once the AIT team gets the request, they will determine if a screening is in order based upon the information presented on the request form. If the team decides that screening is required, they will send out a permission form for the attending school to get the parents to sign. This part of the process will be determined when someone from the attending school team has spoken with parents about an autism screening. Some parents are open to hearing about Autism Spectrum Disorders (ASDs), while others may need some gentle guidance. Only the attending school team can determine how open the parents are to the autism screening. Once the packet including the items listed below are returned to the autism coordinator, member(s) of the team will be assigned to complete observations and the screening process. Part of this process is an interview with the parents of the student in question. This may require some assistance from the attending school team. Once the screening is complete, the autism team member(s) who completed the screening will meet with parents to share their results. The team member(s) will consult with the teacher and the school psychologist to inform them of the results and to assist in putting supports into place for the student. If the student is on an IEP, the IEP team may choose to assign an AIT case manager on the IEP under the Anticipated Services Chart as a consult once every 9 weeks.

If this is an **additional assessment for a student already placed in special education**, the attending school team will complete the AIT Request for Screening form. The attending school will attach a copy of the IEP and will have the school psychologist sign off on the paperwork or it will be returned unprocessed. The attending school will discuss their concerns with the parents and will wait to hear from the autism team to get permission signed. Once the AIT team gets the request, they will determine if a screening is in order based upon the information presented on the request form. If the team decides that screening is required, they will send out a permission form for the attending school to get the parents to sign.

For those students whose teachers need help with **intervention strategies only**, contact should be made with the Special Education Office. Team members will be assigned to complete observations, determine if additional assessment is needed, suggest possible intervention strategies, and/or assist with initial implementation of strategies.

Case Management:

An AIT case manager will be assigned to each student screened positive for characteristics of autism spectrum disorder and those students who come in with a diagnosis. The case manager will be in contact with the teacher and principal once every 9 weeks to see if the student requires any supports from the autism team. For those students whose teachers need help with intervention strategies only, contact should be made with the case manager (if known) or the AIT coordinator in the Special Education office.

Screening Tools Utilized by the AIT Team:

- Childhood Autism Rating Scale (CARS)—Early Childhood, 2nd Edition, and High Functioning
- Asperger Syndrome Diagnostic Scale (ASDS)
- The Dyssemia Rating Scale (DRS)
- Autism Spectrum Rating Scales (ASRS)
- Other protocols deemed acceptable by Kansas Technical Assistance System Network (TASN)

We ask for your patience since each of the team members has regular assigned duties, some in multiple buildings.

IEP Procedures for Autism:

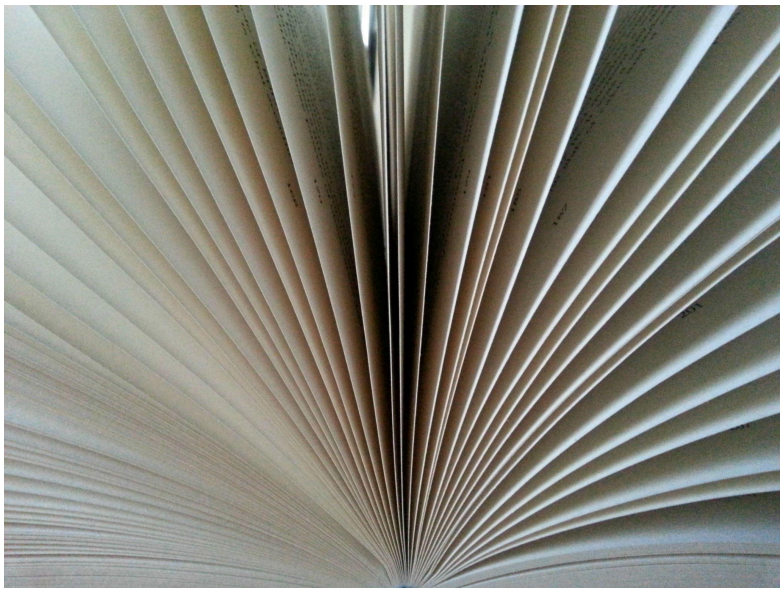
- Every student with a diagnosis of Autism or positive screening results from the Autism team should have it documented in the health section of the IEP. Mark “yes” to the question, “Does the student have needs in this area that require special education services?”
- The team will consider adding Autism training in the “Supports for School Personnel” section.
- The team will consider adding an Autism case manager to the Anticipated Services Chart as consult, once every nine weeks. Consult is an indirect service, X, and the Autism case manager will communicate with staff to provide support and resources.
- If an Autism case manager is added to the Anticipated Services Chart on the IEP, the case manager should contact the Autism team immediately to inform them of this service.
- The Autism case manager should include all primary staff who work with the student, the Autism Team Coordinator, and the building principal when providing quarterly consult services.

Autism Team Members:

Autism Interdisciplinary Team members are selected via an interview process with the AIT Coordinator and Special Education Director. AIT members will receive a supplemental contract at an S-2 level.

Chapter 21

Dynamic Learning Maps (DLM) Procedures



GARDEN CITY
PUBLIC SCHOOLS

****For students who may qualify for the Kansas Alternate Assessment (DLM), the IEP team must complete the Rubric for Determining Student Eligibility using the *Students with a Most Significant Cognitive Disability* document that is located on WebKIDSS under State Assessments.**

Tips when completing the rubric

* A very small number of students will participate in the Alternate Assessment (1%).

* To the extent possible, include this year and next year's teachers in the IEP meeting where assessment decisions are being discussed.

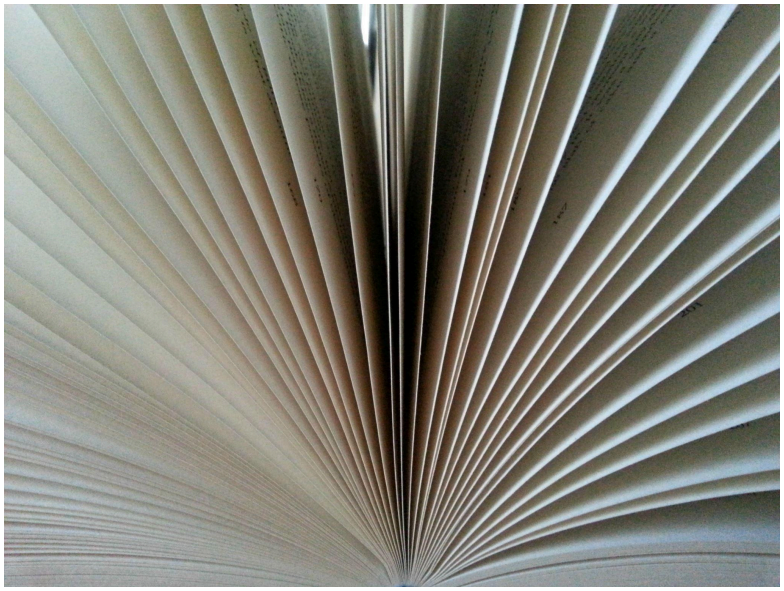
* All of the assessment options should be reviewed before completing the worksheet.

* General and special education teachers must be familiar with the Kansas Curricular Standards (general and extended standards).

* The student's present level of performance at the time of the IEP should be used as a 'baseline.' From this level, the IEP team should project where you would like the student to be by the assessment window.

Chapter 22

Juvenile Detention Center and Finney County Jail



GARDEN CITY
PUBLIC SCHOOLS

Procedures for Juvenile Detention Center (JDC) Students with IEPs

Every Day:

- ✔ Psych Para receives JDC Log from GCHS secretary and JDC.
- ✔ Psych Para calls home districts of all students listed on the log. If they have an IEP, she requests the IEP records at that time.
- ✔ Psych Para writes YES on the log sheet next to the names of students with IEPs. She then puts the IEP on WebKIDSS and gives access to the appropriate individuals.
- ✔ Psych Para attaches the JDC log with identified Special education students to an email 1x/week (usually Mondays) and sends it to the JDC principal, JDC school psychologist, JDC Special education teacher, JDC coordinator, JDC general education teacher, related service providers, and the MIS clerk for the district. If someone new comes in (with an IEP) or someone leaves (with an IEP), Psych Para will send out an additional email with the updated log.
- ✔ PWN will be sent to parents as soon as records are obtained outlining the changes in services due to the placement change at the JDC.
- ✔ If the JDC teacher suspects a disability after working with the student, the Initial Evaluation Procedures will be followed (See Chapter 3)

Services Begin:

- ✔ The JDC Special education teacher will start seeing the student within the first 3 school days after the student is finished with the mandatory quarantine of 3 days.
    - o The JDC Special education teacher sends the JDC general education teacher an IEP at a Glance.
    - o The JDC Special education teacher will call the Director of JDC or Business Manager at 620-272-3800 to find out a time to see the student that will work for them and her. We have to work around their schedule.
    - o On the first meeting with the student, take the Transition Assessment from WebKIDSS to have the student fill out. It works as a good ice breaker and if you have to do an IEP, it is already completed.

Set Up IEP Meeting:

- ✔ On or before **Day 15** of the student being at the JDC, the JDC Special education teacher will **contact parents (or Educational Advocate)** about the transfer-in meeting. Try to have the **IEP meeting on or before Day 28** from when the student arrived at the JDC.
    - o Look at the online calendars of JDC principal, JDC school psychologist, and JDC coordinator and any related service providers needed for the meeting. Find a day(s) and time(s) that will work for a transfer-in IEP meeting. Offer parents/educational advocate those days.

- Parents/educational advocates may attend in person, via Zoom, or by phone conference.
- Send out calendar invites. Be sure to include the JDC general education teacher as well.
- Send out Notice of Meeting in the mail to both parents/educational advocates with a copy of the Parental Rights in their native language. (Or you can EMAIL them the parent rights if they have an email address on file.)
- Call Josh Urteaga and request one of their conference rooms at the JDC for the meeting.
- Bring the following paperwork to the meeting:
  - Notice of Meeting
  - Prior Written Notice – the front 2 pages should be marked DRAFT but not the page they sign.
  - Attendance Page
  - Parent Rights
  - Printed copy of the DRAFT IEP.
- The JDC school psychologist will run the meeting. The team will look at the minutes and services needed to be able to work toward and address the IEP goals within the constraints of the JDC.
- After the meeting, finish typing the IEP. Send all the paperwork to the IEP Reviewer at the ESC for review within 3 days.

Yearly:

- Document all services provided and the attempts to service with the student.
- District will provide verbal de-escalation training to all school staff working at the JDC.

JDC students are required to take the state assessment.

Procedures for Students with IEPs held in the Finney County Jail

Every Day:

- ✔ Special Education Director receives a phone call from Major Greg Hands, Jail Administrator.
- ✔ Special Education Director informs the Psych Para who calls home district of the student incarcerated. She requests the IEP records at that time.
- ✔ Psych Para distributes the name of student with an IEP to necessary team members. She then puts the IEP on WebKIDSS and gives access to the appropriate individuals.
- ✔ Psych Para sends the name of the student to the principal responsible for the Finney County Jail, school psychologist responsible for the Finney County Jail, Special Education teacher responsible for the Finney County Jail, Special Education coordinator responsible for the Finney County Jail, general education teacher responsible for the Finney County Jail, and the MIS clerk for the district.
- ✔ PWN will be sent to parents (and/or hand delivered to the student if they are their own guardian) as soon as records are obtained outlining the changes in services due to the placement change at the Finney County Jail.

Services Begin:

- ✔ The Finney County Jail Special education teacher will start seeing the student within the first 5 school days.
    - o The Finney County Jail Special education teacher sends the general education teacher responsible for the Finney County Jail an IEP at a Glance.
    - o The Finney County Jail Special education teacher will call Major Greg Hands (620-272-3700) to find out a time to see the student that will work for them and the teacher. We have to work around their schedule.
    - o On the first meeting with the student, take the Transition Assessment from WebKIDSS to have the student fill it out. It works as a good ice breaker and if you have to do an IEP, it is already completed.

Set Up IEP Meeting:

- ✔ On or before **Day 15** of the student being at the Finney County Jail, Special education teacher responsible for the Finney County Jail will **contact parents (or student if they are 18 or Educational Advocate)** about the transfer-in meeting. Try to have the **IEP meeting on or before Day 28** from when the student arrived at the Finney County Jail.
    - o Look at the online calendars for the principal responsible for the Finney County Jail, school psychologist responsible for the Finney County Jail, Special Education coordinator responsible for the Finney County Jail, and

general education teacher responsible for the Finney County Jail as well as any related service providers needed for the meeting. Find a day(s) and time(s) that will work for a transfer-in IEP meeting. Offer parents/educational advocate/student those days.
    - Parents/educational advocates/student may attend in person, via Zoom, or by phone conference.
    - Send out calendar invites to all needed members of the IEP team.
    - Send out Notice of Meeting in the mail to both parents/educational advocates with a copy of the Parental Rights in their native language. (Or you can EMAIL them the parent rights if they have an email address on file.)
    - Hand-deliver a copy of the Notice of Meeting and a copy of their rights to the student at the Finney County Jail and get a signature on the Notice of Meeting at that time.
    - Call Greg Hands (620-272-3700) and request one of their conference rooms at the Finney County Jail for the meeting.

✔ Bring the following paperwork to the meeting:
        - Notice of Meeting
        - Prior Written Notice – the front 2 pages should be marked DRAFT but not the page they sign.
        - Attendance Page
        - Parent Rights
        - Printed copy of the DRAFT IEP.
    - The school psychologist responsible for the Finney County Jail will run the meeting. The team will look at the minutes and services needed to be able to work toward and address the IEP goals within the constraints of the Finney County Jail.
    - After the meeting, finish typing the IEP. Send all the paperwork to the IEP Reviewer at the ESC for review within 3 days.

Yearly:

- Document all services provided and the attempts to service with the student.
- District will provide verbal de-escalation training to all school staff working at the Finney County Jail.
- Students at the Finney County Jail are NOT required to take State Assessments.
- Remember, when working with the student – do not touch them and do not use paper clips or staples.
- When a student leaves the Finney County Jail, it will be the home district's responsibility to request records and rewrite the IEP for the special education home district services.

Student Assistance Team Handbook Changes
2025-2026

Cover pages and Footers: Updated Dates

Page 5: Added statement clarifying the need for an ILP for English Language Learners.

Page 11: Updated link to the District Reading Protocol within the Curriculum Council Handbook. Also added links to district behavior policy charts.

Page 12: Updated Link to Curriculum Council Handbook (this will need to be done once new curriculum council handbook is board approved)

Page 13: Updated links to KAP Accommodation Resources as well as approved District Reading Protocol.

Page 17: Added “Ensure all students with discontinued ILPs have the flag removed in Educlimber and Skyward” to End of Year tasks. Some buildings have not been removing the flag identifying students as having a SAT plan therefore new teachers/buildings are looking for plans that no longer exist.

Page 19: Updated Steve Nordby as the district contact person for SAT.

Page 25: Added a section titled “Exiting ILP Student Plan” with directions for how to remove tags in EduClimber that identify students who receive SAT support services.

Page 26-29: Added a section titled “Search for Student’s Startform/Tag” with directions for how to perform the search and identify students in the building who have a SAT plan.

Page 30-31: Added a section titled “Print Smartform in Student’s Home Language” with directions for how to print forms in order to keep parents informed.

Page 51-54: There has been confusion for administrators regarding what needs to be done in order for students to qualify for the various special programs across the district. A team from the sped dept worked on creating guidance for administrators that lists the steps they need to complete leading up to a referral for each of the special programs. This was added to the SAT handbook.

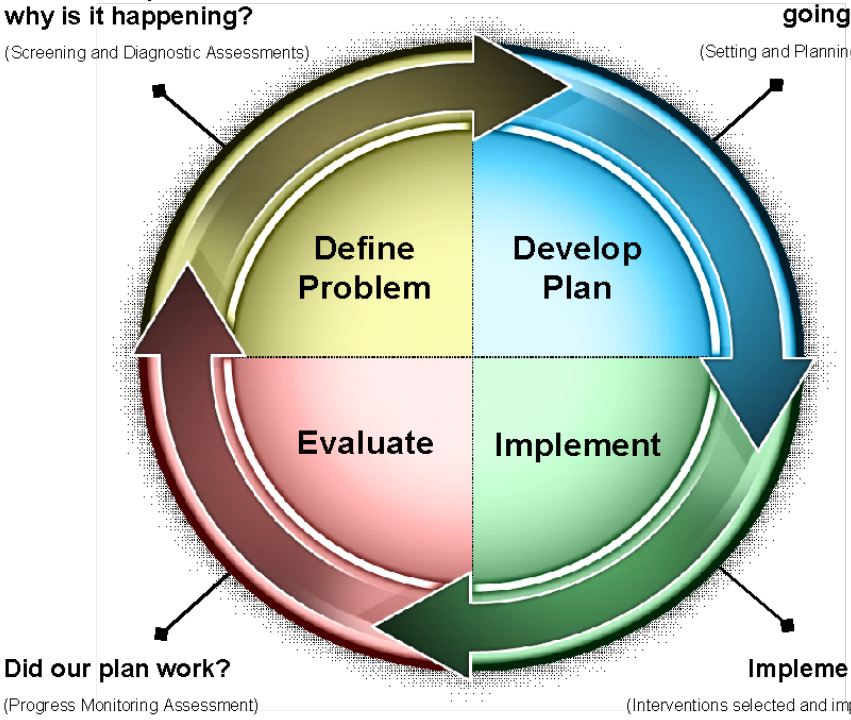
Page 70: Added a line to the Year End Check Out Sheet to remind staff to remove flags from students in EduClimber if the student will no longer be receiving SAT services. “A SAT member is to ensure that flagging students in Skyward, and tagging students in EduClimber was removed for all students no longer receiving SAT services.”

Student Assistance Team (SAT) Handbook

2025 - 26

GARDEN CITY PUBLIC SCHOOLS

The SAT Problem-Solving Process



Student Assistance Team (SAT) Handbook

School Year 2025-2026
Revision Date: 05/29/2025
Board of Education Approval Date:

All previous editions are obsolete.

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What is SAT?

SAT, which stands for Student Assistance Team, is a ***GENERAL EDUCATION*** process that is designed to address the needs of ALL students in the following areas: *Academic, Social-Emotional,* and *Behavioral.*

SAT should ***not*** be viewed only as a special education referral process; emphasis should be on early intervention for all students who are struggling in one or more of the areas listed above. SAT should also *not* be viewed as only a place to write up an ILP; SAT can be a place to go to, for brainstorming ideas for students who are struggling.

An ILP does not need to be written for all students receiving interventions. For example a student could receive interventions listed on the district intervention protocol list. If the student is making progress an ILP does not need to be written. Continue to progress monitor the student to ensure growth. When interventions and accommodations are no longer successful and a more intense intervention is needed the SAT team can help provide more strategies and next steps. This can lead to the writing of an ILP and potentially a special education referral.

What is the Purpose SAT?

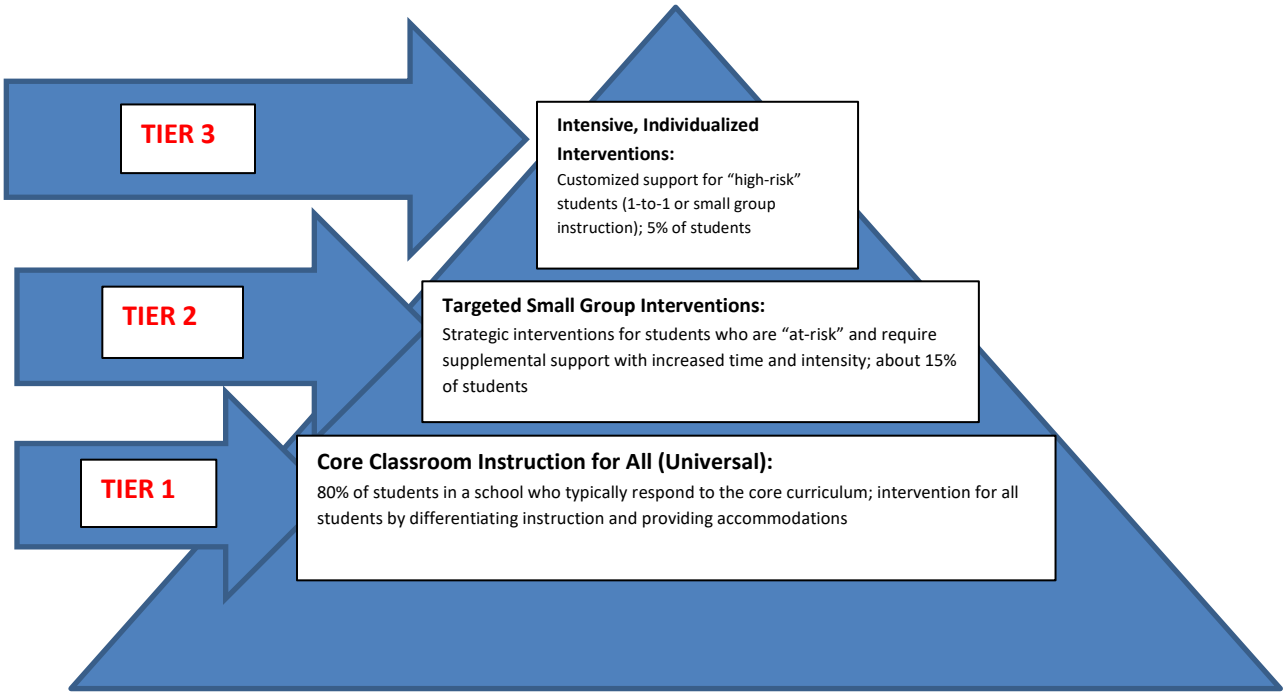
The purpose of SAT is to support the progress of students struggling with the general education curriculum, despite the use of differentiated instruction and universal interventions. The members of SAT may help develop **Tier 2** interventions for "at-risk" students who are not responding to the Tier 1 (universal) interventions that all students receive. These students typically need supplemental, strategic, and/or individualized supports. **Tier 3** interventions are for "high-risk" students who are not responding to the Tier 2 interventions. These students require more individualized supports, intensive interventions, and oftentimes one-to-one instruction.

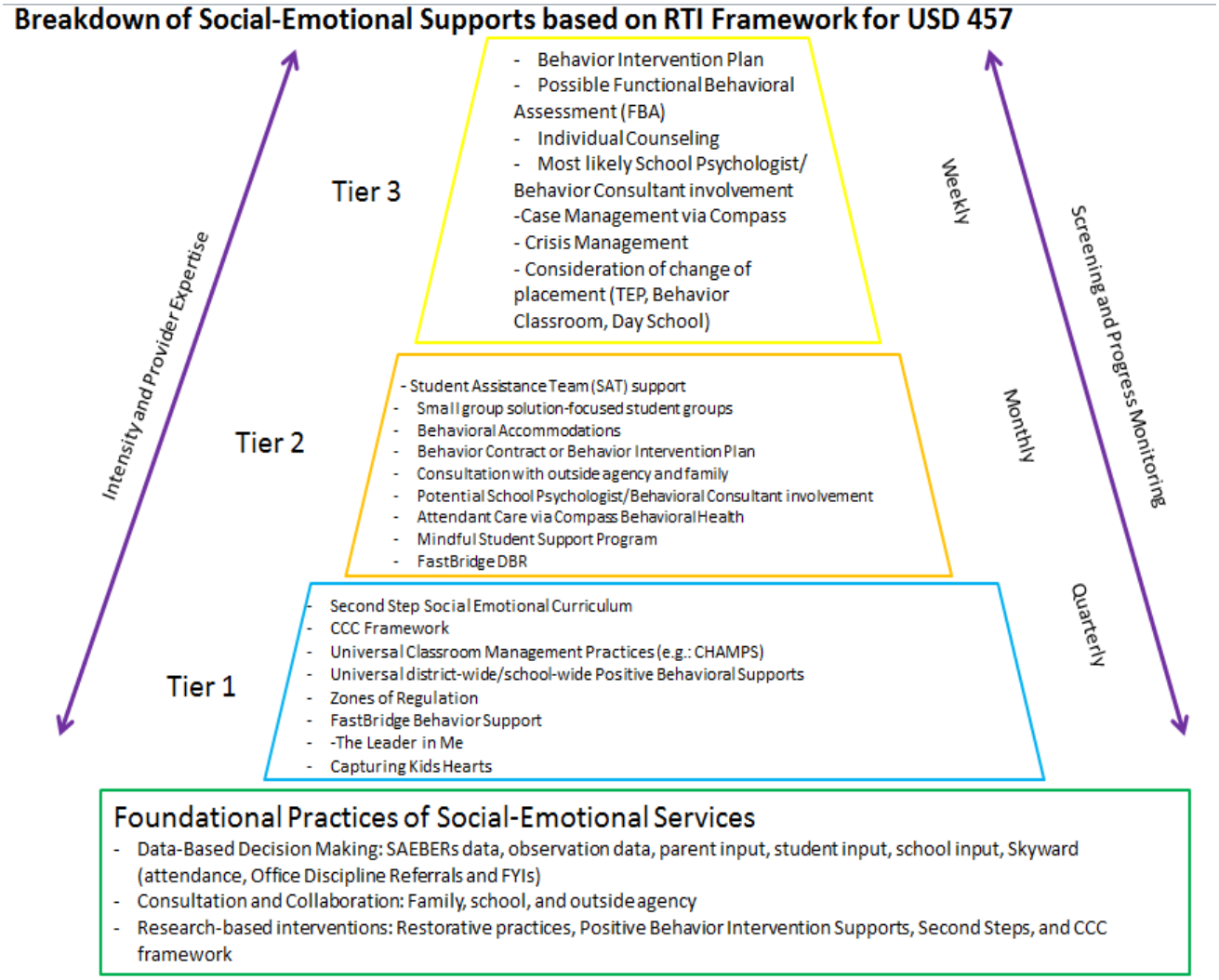
Please note: Tier 3 is ***not*** meant to serve as an automatic referral for a special education evaluation. Rather, it is an intensive, individualized intervention in the general education environment that must be developed, implemented, and revised (as needed) in conjunction with data collection and progress monitoring.

SAT vs ESOL

If a student is identified as ESOL they will have an ILP that addresses academic achievement and most academic needs should be met through that ILP. Students who only have an ESOL ILP should NOT be flagged as SAT. If it is determined that an ESOL student needs additional SAT services for academic goals in anticipation of a possible special education referral, both Learning Plans should be aligned. However, if the student needs behavioral support they will need both a ESOL ILP to address academic goals and a SAT ILP to address behavior needs.

SAT Tiers:


TIER 3
Intensive, Individualized Interventions:
Customized support for "high-risk" students (1-to-1 or small group instruction); 5% of students
TIER 2
Targeted Small Group Interventions:
Strategic interventions for students who are "at-risk" and require supplemental support with increased time and intensity; about 15% of students
TIER 1
Core Classroom Instruction for All (Universal):
80% of students in a school who typically respond to the core curriculum; intervention for all students by differentiating instruction and providing accommodations



*Please refer to the document titled *SAT Intervention Process Flowchart* for more information on when to refer a child for a Special Education evaluation; there is a process that needs to be followed.

The Continuum of Intervention Services

1. **STEP ONE (Tier 1):**
    a. On one end of the continuum, the classroom teacher consults with colleagues, members of SAT, and parents in order to independently implement different strategies and accommodations based on the student's needs.
        i. If data supports that the student is not demonstrating progress, then a SAT referral should come next.
2. **STEP TWO (Tier 2):**
    a. SAT will meet as often as necessary and work with the student's teacher(s) and parent(s) to develop an Individual Learning Plan (ILP) that will outline appropriate accommodations and interventions, along with measurable goals and outcomes.
        i. If the student is not making the desired progress, then referrals to other specialists (e.g., Behavior Specialist, School Psychologist) may be necessary.
            1. Please reach out and invite a specialist to a SAT meeting if the student is not making adequate progress and additional support is needed.
3. **STEP THREE (Tier 3):**
    a. SAT continues to meet as often as necessary and reviews the Tier 2 and Tier 3 intervention data. If the student is not making sufficient progress and/or is regressing, then more individualized interventions and supports may be needed with continued data collection and progress monitoring, write an ILP.
        i. This process should take place *FIRST* before referring a student for a special education evaluation.
    b. If the student is still not making sufficient progress and/or is regressing, despite intensive Tier 3 interventions and supports, then a referral for an initial special education evaluation can be made to the School Psychologist who will then review the SAT file and data accordingly.
        i. If the referral for an initial special education evaluation is approved by the School Psychologist, then a final approval for an initial referral will be made by the Director of Special Education.
        ii. **Note:** There are exceptions to every rule (e.g., a parent request for an evaluation, administrative decisions to "fast track" the student based on their level of need, etc.). Please refer to the special education Process Handbook for more information.
    c. **IMPORTANT:** If a parent writes a letter requesting a special education evaluation and the student is not yet in SAT, then he/she should be immediately referred to SAT by the building principal and parents should be notified.
        i. **SAT** should **NOT** be bypassed!
        ii. Parent requests for a special education evaluation should be in writing and sent to the School Psychologist who is assigned to your building, as written requests

will no longer be directly sent to the Director of Special Education for initial review/approval.

NOTE: If a student goes through a special education evaluation and is ***not*** found eligible to receive special education and related services, then continued monitoring **should occur** through SAT with revised accommodations, interventions, and supports, along with measurable goals and outcomes.

Extra note: If a child is dismissed from special education, they may be referred back to SAT to continue receiving appropriate accommodations and/or interventions; data collection and progress monitoring should continue as well.
**It is the responsibility of the special education case manager who attended the IEP dismissal meeting to refer the student back to SAT.*
*An ILP should be completely rewritten each year if a student needs continued support.

Definitions

Accommodations are tools and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for all students. Accommodations do not reduce learning expectations; they provide access.

Accommodations are generally grouped into the following categories:

- **Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual. Examples: repeat directions, read aloud, use of larger bubbles on answer sheets, etc.

- **Response Accommodations**—Allow students to complete activities, assignments, and tests in different ways or to solve or organize problems using some type of assistive technology. Examples: mark answers in a book, use reference aids, point, use of computer, etc.

- **Timing/Scheduling Accommodations**—Increase the length of time to complete a test or assignment and/or change the way the time is organized. Examples: extended time, frequent breaks, etc.

- **Setting Accommodations**—Change the location in which a test or assignment is given or the conditions of the assessment setting. Examples: study carrel, special lighting, separate room, etc.

Interventions

- **Scientifically based research** (interventions/strategies) is defined in the NCLB legislation as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge, relevant to education activities and programs.” (NCLB, 2002)

  To say that an instructional program or practice is grounded in scientifically based research means there is reliable evidence that the program or practice works. For example, to obtain reliable evidence about a reading strategy or instructional practice, an experimental study may be done that involves using an experimental/control group design to see if the method is effective in teaching children to read.

Accommodations, Strategies and Intervention Websites

District Reading Protocol

www.interventioncentral.com includes interventions related to:

- General Academic Strategies
- Reading Fluency and Comprehension
- Math
- Writing
- Studying and Organization
- Classroom Management
- Behavior Interventions
- Making Rewards Work

Need Ideas?

Each school has a variety of resources that can be used for classroom intervention purposes. Listed below are some recommended books that offer strategies.

Reading
Improving Reading: *A Handbook of Strategies* by Jerry Johns and Susan Lenski.
(Each school should have several copies of this book. Check with your communications Instructional Leader.)

Learning and Behavior
Pre-Referral Intervention Manual (PRIM) by Stephen B. McCarney, Kathy Cummins Wunderlich and Angela Bauer. (Excellent resource to use with all students to individualize instruction.)

Behavior
Behavior Intervention Manual by Sam House. (Each SAT has a copy of this).

Behavior Support Guide Link

USD 457 Behavior Policy Charts Pre-K - 2

USD 457 Behavior Policy Charts Grades 3 - 6

USD 457 Behavior Policy Charts Grades 7 - 12

ACCOMMODATIONS VERSUS INTERVENTIONS

ACCOMODATIONS: An accommodation eliminates obstacles that would interfere with a student's ability to perform or produce at the same standard of performance that is expected of general education students.

Think of this: Accommodations are *changes* to the classroom structure, both organizationally and instructionally, that allows a student *to participate*.

Examples of accommodations include, but are not limited to:

- Reading a test aloud to the student (w/ no additional help)
- Allowing extra time to take the same test or complete the same assignments as other general education peers
- Breaking down work into small segments but still expecting all segments to be completed
- Preferential seating
- Short breaks between lessons

Note: In many cases, students simply need accommodations, not interventions, in order to make progress and overcome their academic, social-emotional, and/or behavioral obstacles in the general education environment.

INTERVENTIONS: An intervention is a specific skill-building strategy that is implemented and monitored in order for a student to achieve adequate progress in a specific area and improve a targeted skill. This often involves changing instruction or providing *additional* instruction to a student in the area of academic, social-emotional, and/or behavioral difficulty.

Think of this: Interventions are additions to the curriculum that are designed to help a student make progress towards benchmarks; they teach the student a new *skill* or *strategy* to use when applying a particular skill.

Examples of approved intervention programs in our district can be found in the Curriculum Council Handbook linked below.

Curriculum Council Handbook

2025-26 KAP Accommodation Resources

Link to KAP Accommodation Resources

· *Individual Testing Accommodation Plan*

· *Enter Individual Student Testing Accommodation Plans in Illuminate at least two weeks prior to testing window opening.*

· *Kansas How to Select Administer and Evaluate Accommodations for Instruction and Assessment of All Students*

· *PNP Planning Tool for Kansas Assessment Program*

· *Print Disabilities and the Consideration for Accommodations*

· *Tools and Accommodations for the Kansas Assessment Program*

MTSS Tiered District Protocol for all grades

Click This Link

PHILOSOPHY

Educators, community members and parents can generate higher levels of student achievement and can increase success by connecting students with the resources they need to succeed.

MISSION

To create a problem solving approach that brings together different programs, disciplines, and resources to maximize students' achievement and resiliency so that they can become productive and responsible citizens in a changing society.

CRITERIA FOR STUDENT ASSISTANCE TEAMS

Supplemental pay for Student Assistance Teams is determined through certified negotiations. Number of team members for elementary schools will be based on building population. See chart below for number of team members for secondary and intermediate centers. Teachers and counselors are eligible for supplemental pay when they participate in the Student Assistance Team, administrators and school psychologists are not.

Team numbers will be as follows:

100-200 students	2 team members
201-400 students	4 team members
401-600 students	6 team members
Intermediate Centers	6 team members
Middle Schools	6 team members
High School	10 team members

Elementary and Secondary Schools

- Every building will have at least one Student Assistance Team.
- At the discretion of the building principal, team members will be released from all other building duties during the time they serve on a SAT.
- Teams will meet weekly unless there are no referrals.
- The principal may assign other staff.

- Teams will decide among themselves who to assign* to the following:
    - Contact Person
    - Facilitator
    - Coordinator
    - Information gatherer - *(always assigned to referring teacher)*
    - Data/Evaluation Coordinator
    - Marketing Coordinator
    - Resource Coordinator
    - Case Manager

* Team members may have more than one role.

STUDENT ASSISTANCE TEAM JOB DESCRIPTION

- ILPs rewritten every year.
- SAT monitors accommodation sheets.
- Professional attendance at SAT meetings is required and will be monitored by the SAT contact person and the building principal.
- SAT is responsible for sending parent letters for each of the following:
    - Initial teacher referral to SAT
    - ILP placement
    - ILP Exit
- The SAT will write ILPs and monitor interventions or assist others at the building site with ILPs and interventions. These will be written in collaboration with teachers, principals, students and parents.
- The SAT will coordinate the Special Education referral process.
- Documentation and record keeping of information in student SAT files in EduClimber is the responsibility of the SAT.
- The SAT will make copies of ILPs and 504s as needed for staff and parents.
- The SAT is responsible for tracking ILPs and informing the principal of students who might benefit from placement in a special program (e.g., School within a School, CORE, Applied Academics, etc.).

SAT SITE DECISIONS

- Identify SAT members.
- Establish meeting schedules.
- Determine SAT target group in order to assure a manageable caseload.
- Determine a workable plan in the building for managing active cases among the SAT Members.
- Develop a timeline for responsive case management.
- Determine the procedure for flagging students in Skyward, and tagging students in EduClimber.

NOTE: The SAT must be notified of all discontinued ILPs.

SAT ORGANIZATIONAL PLAN

Getting the School Year Started

1. Send a list of team members and their roles (p. 13) to Curriculum Coordinator, Office of Learning by September 15th. Please indicate who the contact person will be.
2. Establish Norms (pg. 12).
3. Review SAT Handbook.
4. Plan and implement training for teachers.
5. Distribute active ILPs and accommodation sheets to current teachers/teams within the first two weeks of school.
6. By the end of September, distribute feedback form to teachers/teams for each active ILP, to be returned one week later.

Playing an Active Role

1. Monitor active ILPs.
2. Problem-solve new referrals to SAT.
3. Serve as a resource for specific interventions as needed (including but not limited to: accessing community resources, staff development and developing academic/behavioral strategies).
4. Assist in writing of new ILPs.
5. Make appropriate parent notification.
6. Maintain SAT Tracking form or computer data base.

Ending the Year

1. Update files in EduClimer
2. Ensure that students with active ILPs are recorded on Skyward.
3. Complete end of year check out sheet.
4. **Ensure students are flagged in Skyward, and tagged in EduClimber.**
5. **Ensure all students with discontinued ILPs have the flag removed in EduClimber and Skyward.**

Examples of SAT TEAM NORMS

Norms Established:

- ☐ Ground rules for behavior
- ☐ A framework for accountability
- ☐ A structure for processing
- ☐ A pro-active environment
- ☐ A sense of safety
- ☐ A focus on the solution

Sample Team Norms:

- ☐ Keep student focused
- ☐ Stay on task
- ☐ Come prepared
- ☐ Start on time, end on time
- ☐ Take disagreement to the team
- ☐ Be respectful
- ☐ Confidentiality – what is said here, stays here
- ☐ Remember resiliency factors
  - Caring/supporting relationships
  - High expectations
  - Opportunities for leadership and involvement

SAT Team Roles Year _____

Team Contact Person

The Team Facilitator

- Maintains/facilitates the agenda of the meetings and notes
- Distributes memos for upcoming meetings as needed
- Coordinates teaming process—norm development & maintenance
- Facilitates policy review
- Coordinates staff development efforts

The Team Coordinator

- Organizes referrals, provides referral sheets
- Maintains appointment notebook
- Maintains needed forms in the files

The Data/Evaluation Coordinator

- Assigns case manager to new cases by rotation
- Keeps SAT team database record of referrals
- Provides team with current referral log monthly
- Provides administration with year-end summaries/evaluation report
- Communicate and verify ILP's with school secretary; ILPs in Skyward

The Resource Coordinator

(Could be school psychologist)

- Initiates community partnerships
- Maintains inventory of resources
- Will assist with classroom observations
- Identifies resource gaps

The Case Manager *(Assigned by rotation)*

- Ensure referring teacher completes ILP data collection packet
- Maintains brainstorming notes concerning case
- Tags student in EduClimber
- Provides grades/database/relevant cumulative record information as needed
- Student interview as needed
- Gathers pertinent medical information
- Does classroom observations as needed
- Inform teacher of responsibility to contact parents
- Encourage teacher to facilitate student interview
- Conducts teacher interview and appointment time with SAT
- Completes and monitors case ILP
- Completes follow up form and returns to referring person
- Responsible for updating and maintenance of case file

Note: *This is an example you may use for setting team roles. Please establish these at your first team meeting and send to Steve Nordby..*

Promotion and Retention

JFB Promotion and Retention JFB

Promotion and Retention JFB Students may be promoted when they have demonstrated mastery of the board-approved learning objectives. The final decision to promote or retain a student shall rest with the principal after receiving information from parents/guardians, teachers and other appropriate school personnel.

Adopted: 4/6/92
Revised: 12/2/96; 3/16/98; 6/7/04; 5/16/05; 5/7/07; 6/16/14

Reviewed: 7/22/24

ILP Data Collection Packet*

*Assessment data (available in Educlimber), interventions, strategies, accommodations

Below is a list of forms used in the ILP data collection packet. To access these forms follow the steps on the following pages.

1. **Tier 1** (Core Instruction) **Documentation Form: Student Interventions / Strategies**
2. **General Accommodations / Strategies**
3. **Tier 2 / Tier 3 Interventions**

Steps To Access SAT Forms in EduClimber:

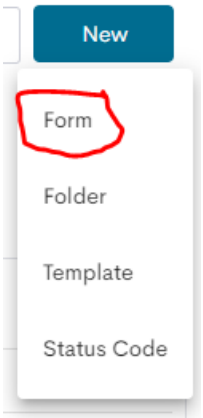
1. **First login to Illuminate. In the upper right corner you will find the link to educlimber which resembles this icon:**



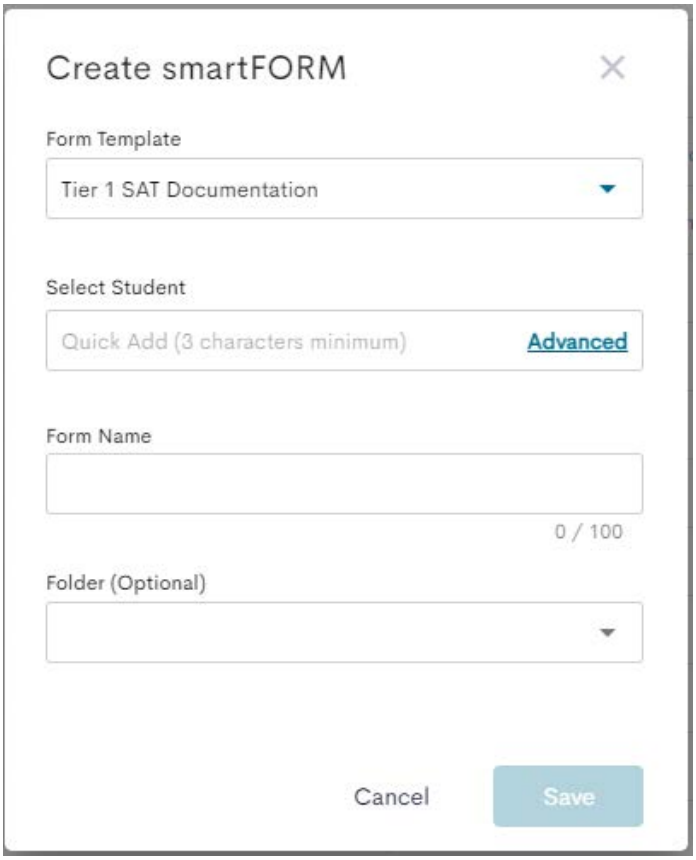
2. **Once you are in EduClimber on the left hand side you will find an icon labeled 'Smart Forms' which will look like this:**



3. **Select the Smart Forms icon and now on the new page select 'New' and then 'Form' in order to fill out your new smart form.**



4. **You will then need to choose the template you need to fill out, name the form, as well as select the student(s) you are adding to the form.**



Note: When naming the document make sure you include the student's name as well as the year the form was created in order to avoid any confusion when teachers are searching for historical information on a student.

ILP Student Plan

* An ILP should be rewritten each year and inputted into Educlimber if a student needs continued support.

Below is a list of forms used in the ILP data collection packet. To access these forms follow the steps on the following pages.

1. **Student Individual Learning Plan (ILP)**
2. **Student Individual Learning Plan (Follow-up)**

Steps To Access SAT Forms in EduClimber:

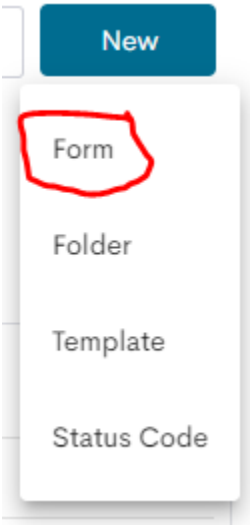
1. **First login to Illuminate. In the upper right corner you will find the link to educlimber which resembles this icon:**



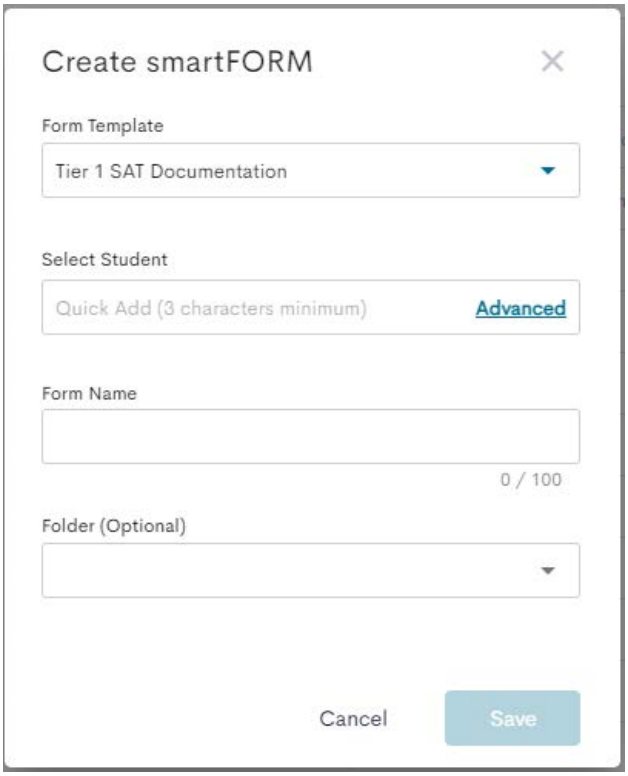
2. **Once you are in EduClimber on the left hand side you will find an icon labeled 'Smart Forms' which will look like this:**



3. **Select the Smart Forms icon and now on the new page select 'New' and then 'Form' in order to fill out your new smart form.**



4. **You will then need to choose the template you need to fill out, name the form, as well as select the student(s) you are adding to the form.**

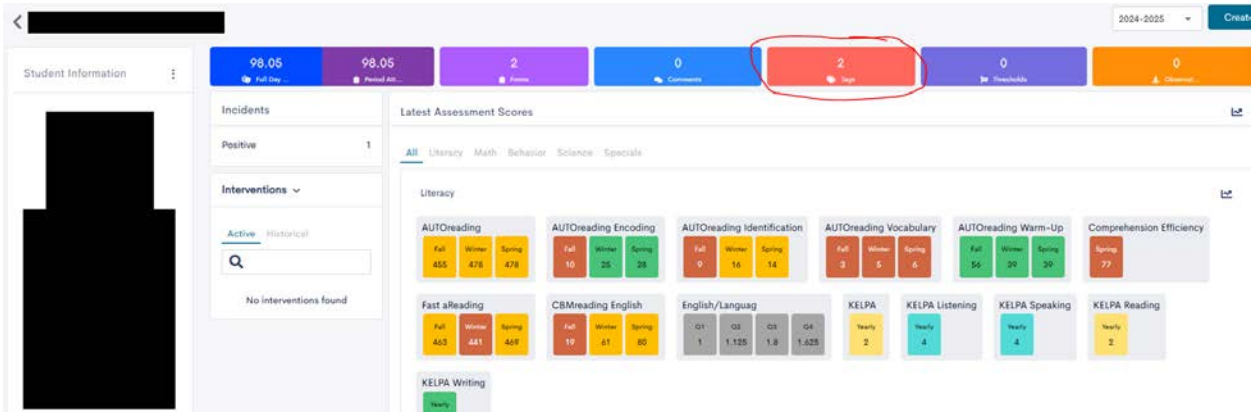


Note: When naming the document make sure you include the student's name as well as the year the form was created in order to avoid any confusion when teachers are searching for historical information on a student.

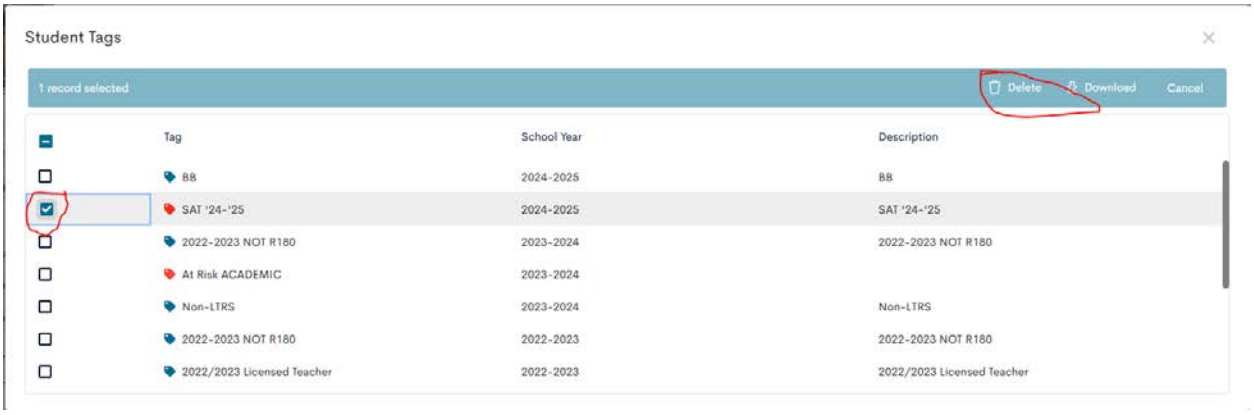
Exiting ILP Student Plan

* Once a student has met their SAT goals or the team documents the student no longer needs support from SAT the following steps must be completed to remove tags identifying them as having a SAT Plan.

1. **In EduClimber, go to the student's profile and select 'Tags'**



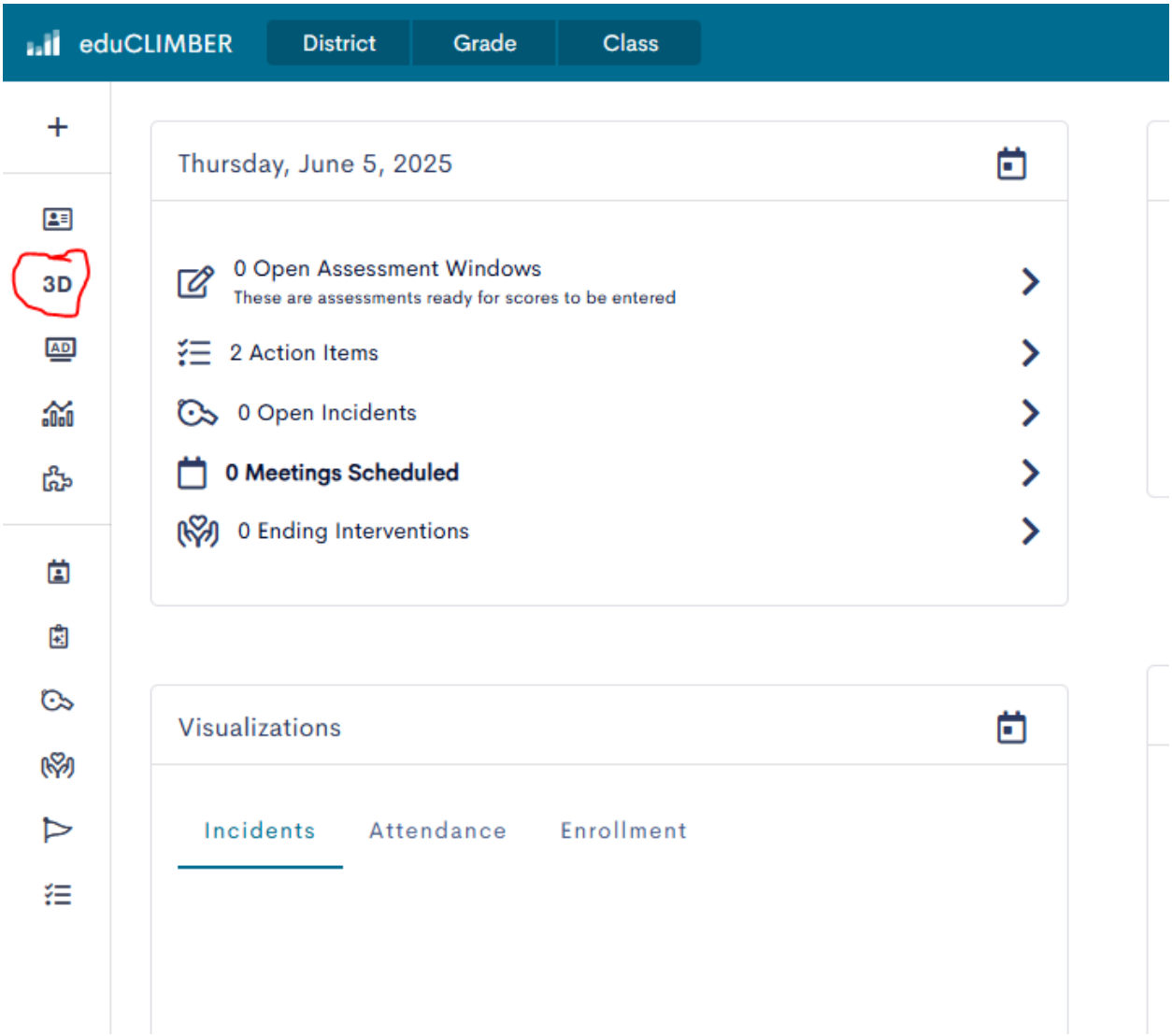
2. **Select the tag you wish to delete and then select delete on top**



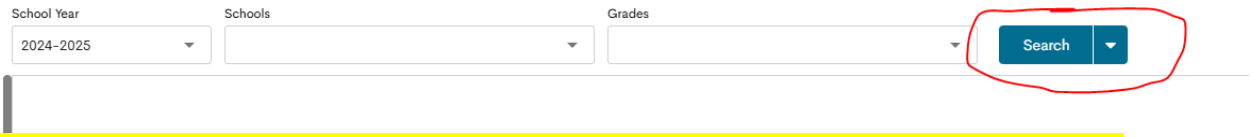
Search for Student's Smartform/Tag

***** You can identify students who have existing ILPs and BIPs by searching for Smartforms or Tags. **This is only successful if ALL staff use district forms. No building should be creating and using their own forms.**

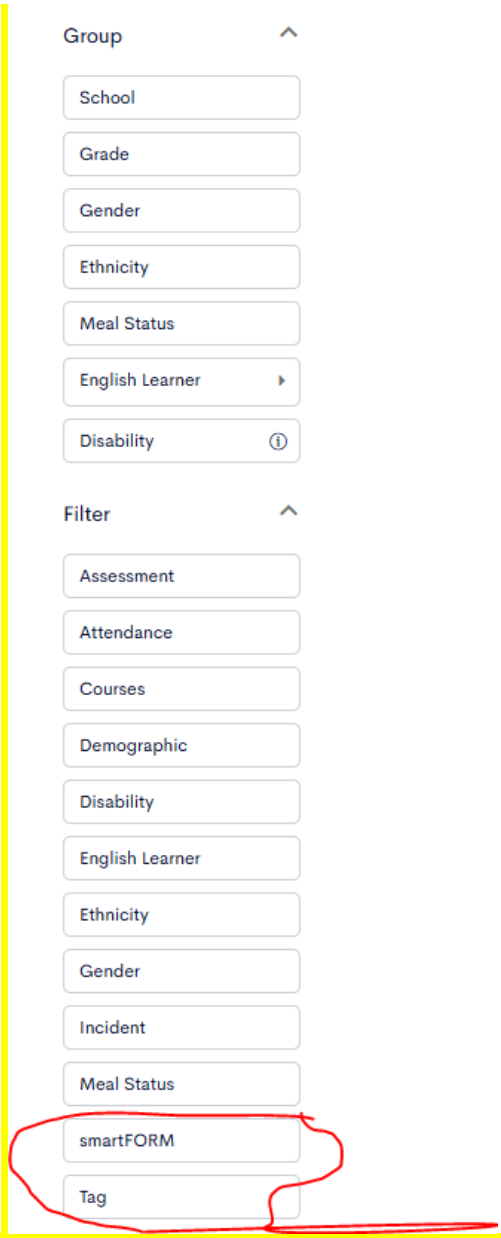
1. **On the left hand side of EduClimber select the 3d icon**



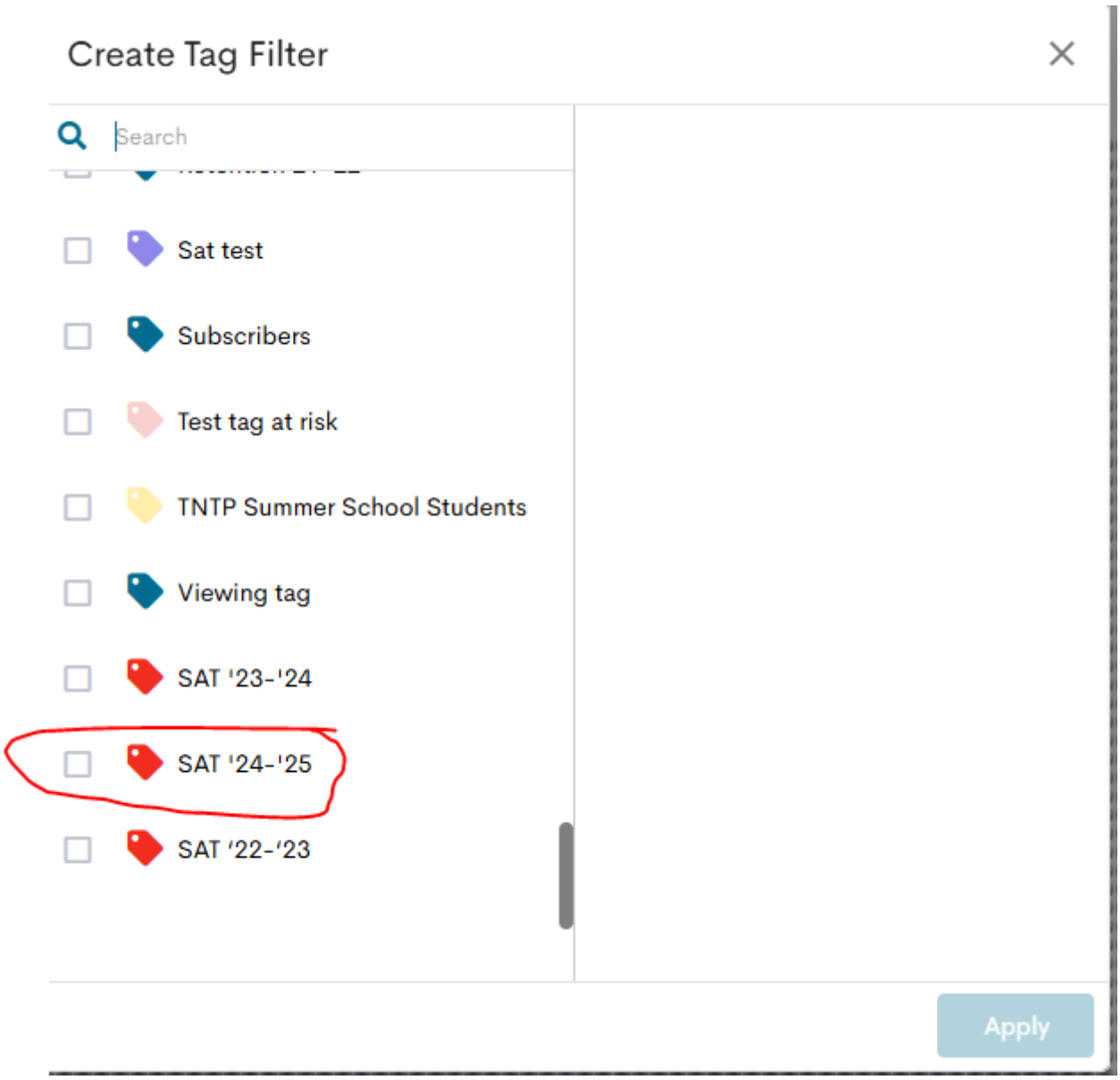
2. **Select 'search' to bring up the students that you are able to see**

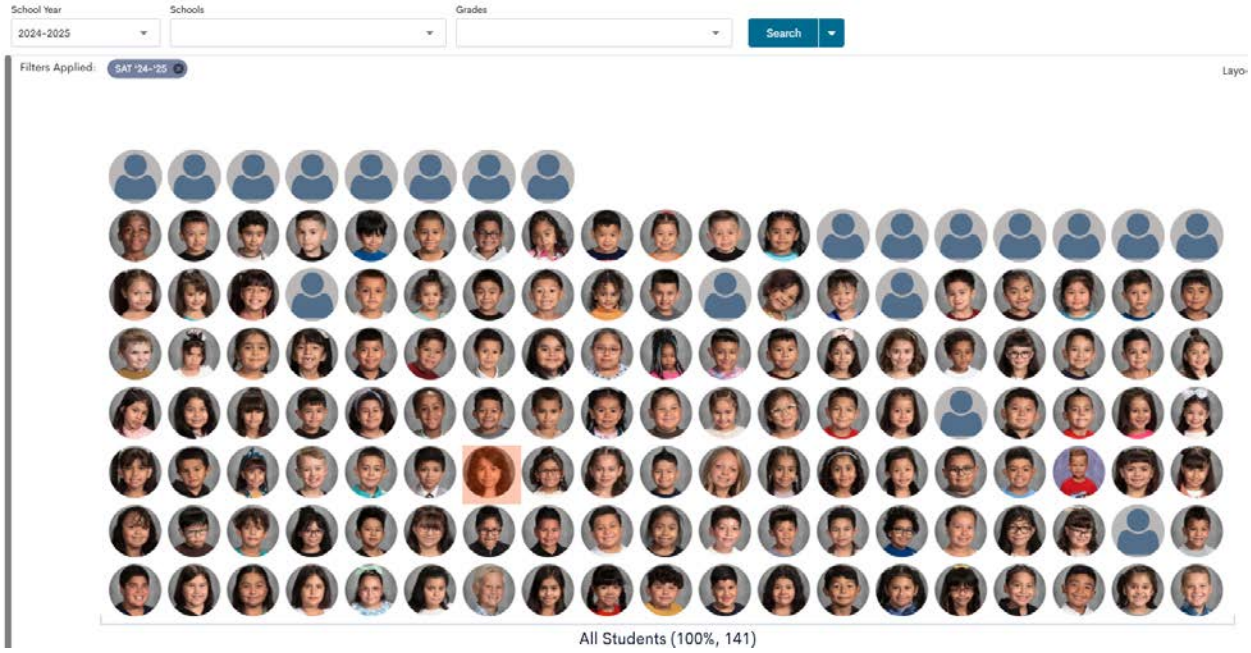


3. On the bottom of the left hand side of the filters you will notice different ways to filter out your data. This is where you will see either smartFORM or Tag in order to find your students who have a specific smartFORM or a tag applied to them

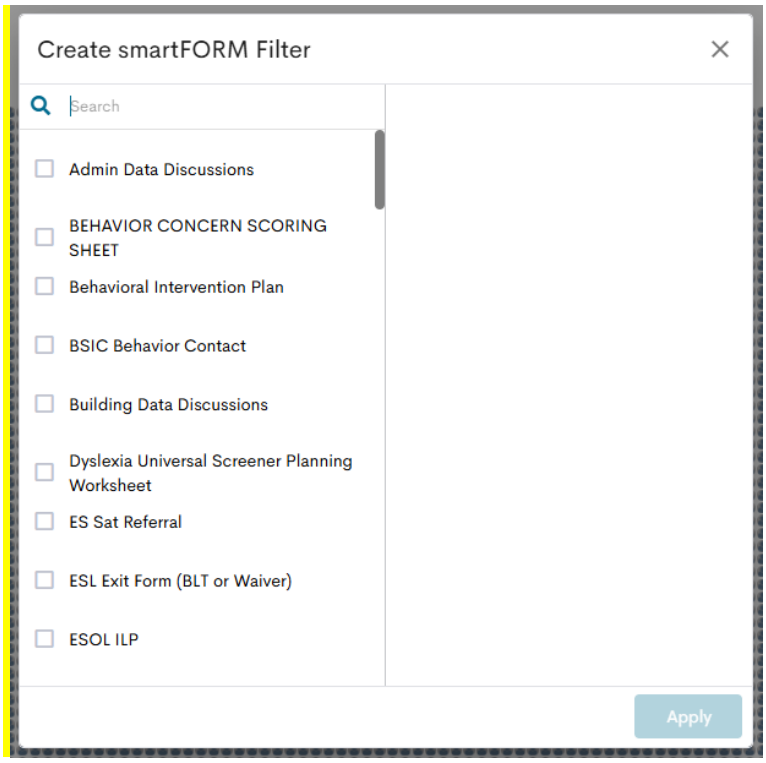


4. When selecting tag you will get this window, select the tag that you are looking for and select apply. This will give you a list of students who specifically have that tag


Create Tag Filter
Search
Sat test
Subscribers
Test tag at risk
TNTP Summer School Students
Viewing tag
SAT '23-'24
SAT '24-'25
SAT '22-'23
Apply



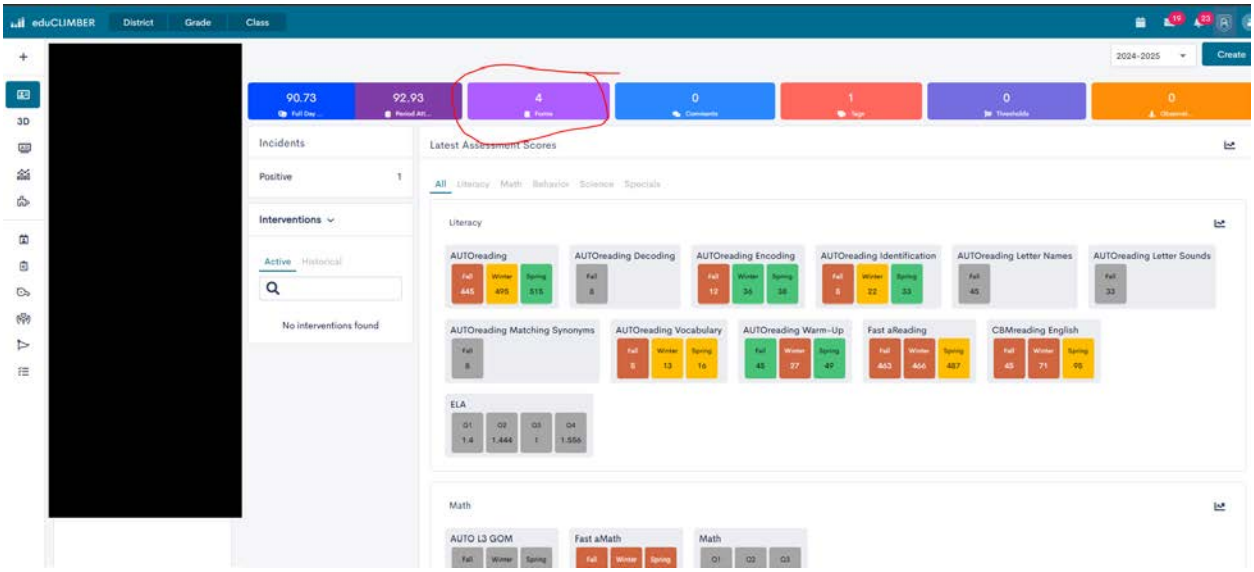
5. If you are trying to look up a smartFORM you will get this window, much like the tag window you will select the smartform you are looking for (also the year if you are trying to find prior years smart forms), and select apply.



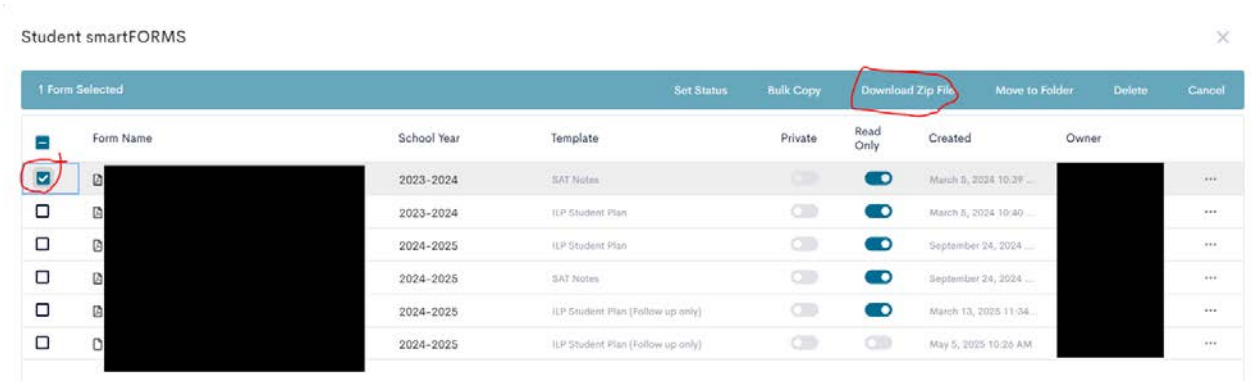
Print Smartform in Student's Home Language

* Smartforms can be downloaded in the student's home language to enable ongoing communication with parents.

1. **First go over to the student's profile and select the forms tab above**

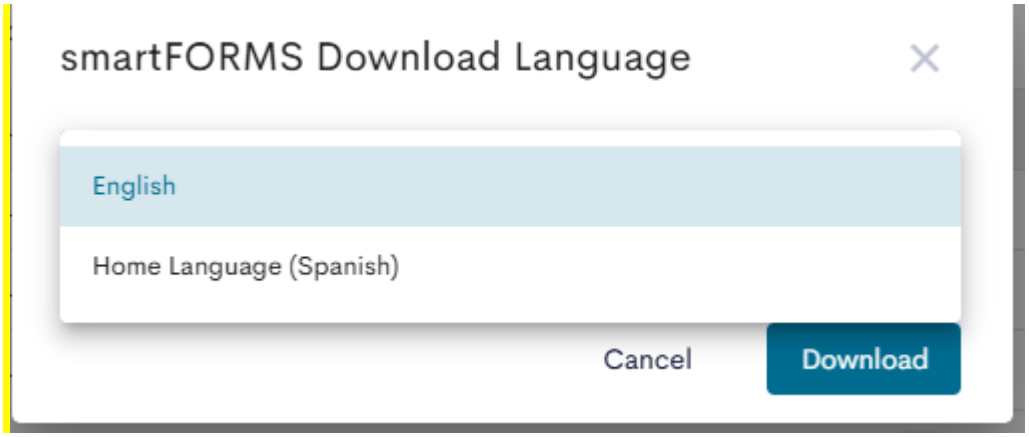


2. **Once you are on their forms, select the form you wish to translate on down and select it. Once selected hit Download Zip file.**



3. **Once you hit download zip file you will be given an option to choose a language. Make sure you select their home language if you want to translate the document and**

select download.



Additional Checklists & Screening Information

*These forms are resources if you need them. They do not need to be completed for all SAT plans.

Below is a list of forms used in the ILP data collection packet. To access these forms follow the steps on the following pages.

1. **Social/Emotional Behavior Concern Checklist**
2. **Student Observation**
3. **Enrichment General Education Intervention Strategies**
4. **Fine Motor Skills Checklist**
5. **Speech/Language Checklist**
6. **Behavioral Intervention Plan**
7. **Screening Information for Possible Dyslexia**

Steps To Access SAT Forms in EduClimber:

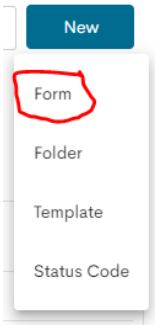
1. **First login to Illuminate. In the upper right corner you will find the link to educlimber which resembles this icon:**



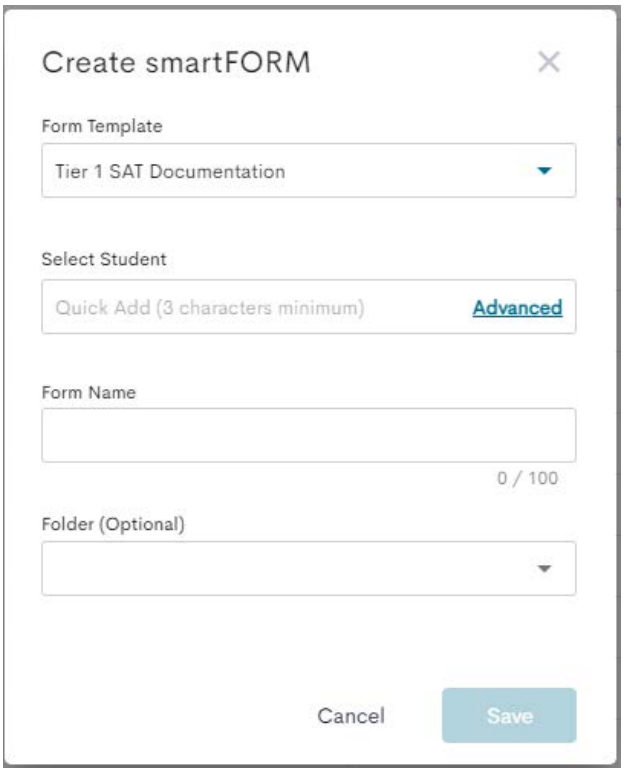
2. **Once you are in EduClimber on the left hand side you will find an icon labeled 'Smart Forms' which will look like this:**



3. **Select the Smart Forms icon and now on the new page select 'New' and then 'Form' in order to fill out your new smart form.**



4. **You will then need to choose the template you need to fill out, name the form, as well as select the student(s) you are adding to the form.**



Note: When naming the document make sure you include the student's name as well as the year the form was created in order to avoid any confusion when teachers are searching for historical information on a student.

Required SAT Documentation for possible retention consideration for

Kindergarten - 1st Grade

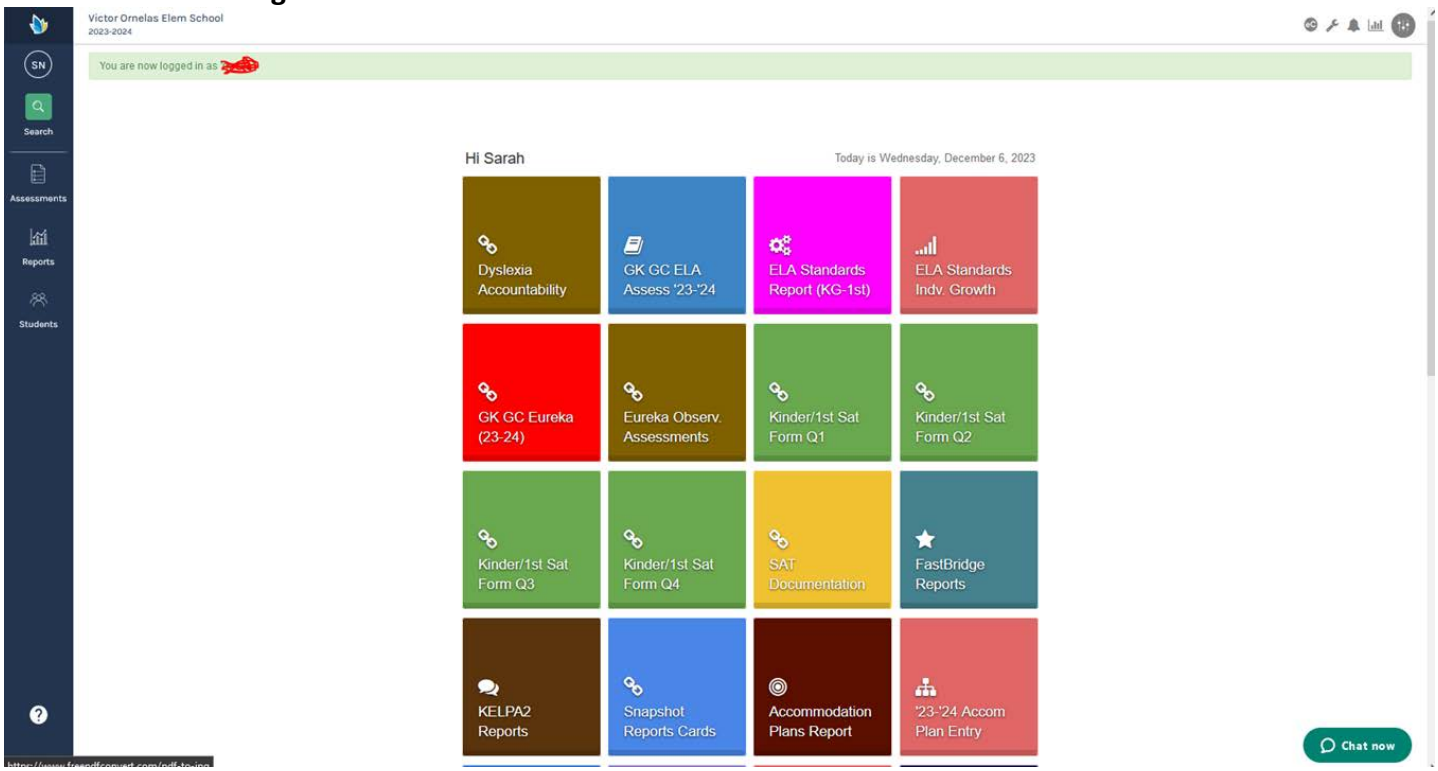
SAT Documentation forms completed online
Retention Documentation Form needs to be printed from handbook

Below is a list of forms used for SAT documentation when retention is being considered. To access these forms follow the steps on the following pages.

4. **Kindergarten or 1st Grade SAT Documentation Form**
    a. **Assessment with peer comparison, intervention, and progress monitoring must be completed regularly to track student progress or lack thereof.**
5. **Retention Documentation Forms**
    a. **If the SAT team determines that a student may need retention, parents should be included in those conversations early. The Retention Documentation Form should be completed to document communication between the school and home regarding the student's progress.**

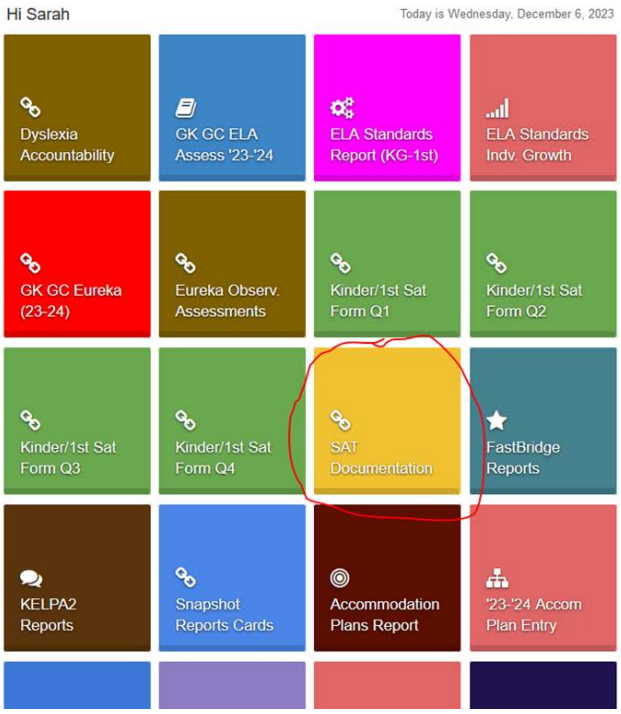
How to download report for SAT Documentation Form

1. First login to Illuminate

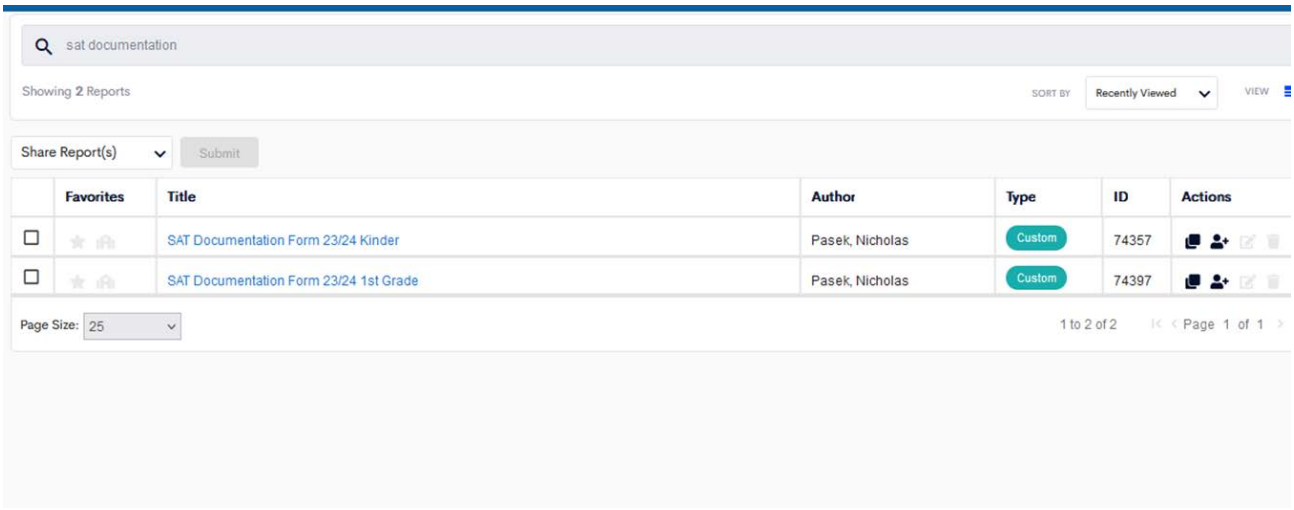


2. Select the SAT documentation tile on the homepage

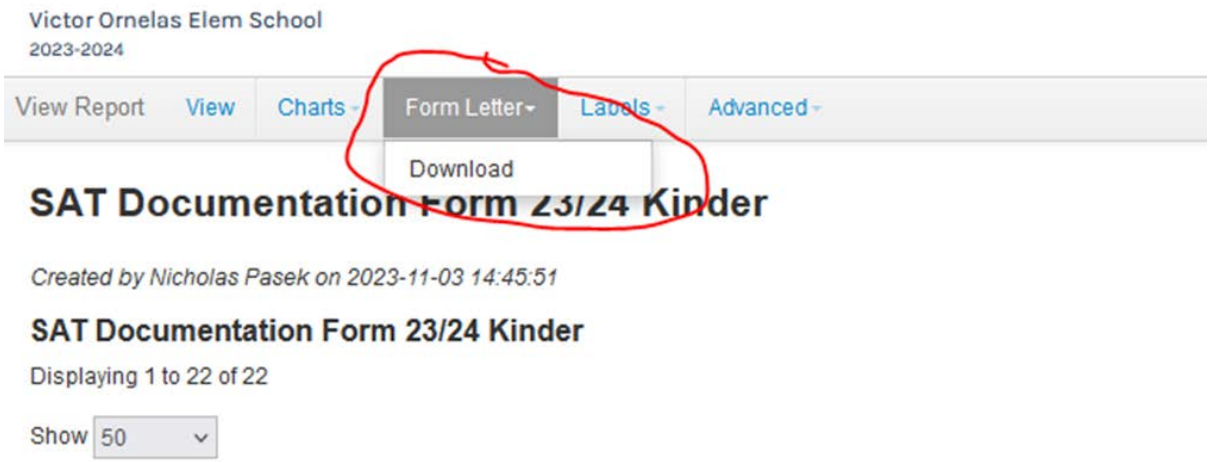
Victor Ornelas Elem School
2023-2024



3. Find your grade and select the report



4. Select Form Letter and then Download



5. Select Scheduled Jobs and then download



Student: _____ **DOB: _____**

School: _____ **Teacher: _____**

Language Arts	**Q1**	**Class Ave.**	**Q2**	**Class Ave.**	**Q3**	**Class Ave.**	**EOY**	**Class Ave.**	**Attach Progress Monitoring Documentation**
Letter Recognition: Uppercase Q1 / Q2 / Q3 / End Meets Expectations: 5-26 / 10-26 / 15-26 / 1 Below Expectations: 0-4 / 0-9 / 0-14									
Letter Recognition: Lowercase Q1 / Q2 / Q3 / End Meets Expectations: 5-26 / 10-26 / 15-26 / 1 Below Expectations: 0-4 / 0-9 / 0-14									
Letter Sounds Q1 / Q2 / Q3 Meets Expectations: 5-26 / 10-26 / 15-26 / 1 Below Expectations: 0-4 / 0-9 / 0-14 / 0									
High Frequency Words Q1 (Unit 1-11) / Q2 (Unit 1-27) / Q3 (Unit 1-44) / End (Un Exceeds Expectations: 6 / 16-18 / 26-29 / 3 Meets Expectations: 5 / 12-15 / 21-25 / 3 Below Expectations: 0-4 / 0-11 / 0-20 / 0									
Language Arts	**Q1**	**Class Ave.**	**Q2**	**Class Ave.**	**Q3**	**Class Ave.**	**EOY**	**Class Ave.**	**Comments**
Manipulates Sounds Q3 / End of Year Exceeds Expectations: 9-20 / 18-20 Meets Expectations: 7-8 / 14-17 Below Expectations: 0-6 / 0-13									

Writes Sentence from UFLI Dictation (attach student samples) Points: Exceeds Expectations 11-12; Meets Expectations 8-10; Below Expectations 0-7									
Vowel Sounds Q3: Exceeds Expectations 9-10; Meets Expectations 4-8; Below Expectations 0-3 Q4: Exceeds Expectations 9-10; Meets Expectations 7-8; Below Expectations 0-6									
MATH **Use Eureka² Unit Assessments**									
Math	**Q1**	**Class Ave.**	**Q2**	**Class Ave.**	**Q3**	**Class Ave.**	**EOY**	**Class Ave.**	**Comments**
Counting 1-100 orally Q1: Exceeds Expectations 101+; Meets Expectations 18-100; Below Expectations 0-17 Q2: Exceeds Expectations 101+; Meets Expectations 36-100; Below Expectations 0-35 Q3: Exceeds Expectations 101+; Meets Expectations 54-100; Below Expectations 0-53									
Math	**Q1**	**Class Ave.**	**Q2**	**Class Ave.**	**Q3**	**Class Ave.**	**EOY**	**Class Ave.**	**Comments**
Count by 10s to 100 orally Q3: Exceeds Expectations 110+; Meets Expectations 40-100; Below Expectations 10-30									
Number Recognition 1-20 Q1: Exceeds Expectations 21+; Meets Expectations 4-20; Below Expectations 0-3 Q2: Exceeds Expectations 21+; Meets Expectations 8-20; Below Expectations 0-7 Q3: Exceeds Expectations 21+; Meets Expectations 12-20; Below Expectations 0-11									
Writes Number 1-20 Q1: Exceeds Expectations 21+; Meets Expectations 4-20; Below Expectations 0-3 Q2: Exceeds Expectations 21+; Meets Expectations 8-20; Below Expectations 0-7 Q3: Exceeds Expectations 21+; Meets Expectations 12-20; Below Expectations 0-11 Q4: Exceeds Expectations 21+; Meets Expectations 14-20; Below Expectations 0-13									

Count to Tell How Many (1:1 Correspondence) Q2: Exceeds Expectations 18+; Meets Expectations 7-17; Below Expectations 0-6 Q3: Exceeds Expectations 18+; Meets Expectations 10-17; Below Expectations 0-9 End of Year: Exceeds Expectations 18+; Meets Expectations 14-17; Below Expectations 0-13									
Compare Objects up to 10 in a Group Q3: Exceeds Expectations 5; Meets Expectations 2-4; Below Expectations 0-1 Q4: Exceeds Expectations 5; Meets Expectations 4; Below Expectations 0-3									
Math	**Q1**	**Class Ave.**	**Q2**	**Class Ave.**	**Q3**	**Class Ave.**	**EOY**	**Class Ave.**	**Comments**
Decompose a Number in Two Ways Q3: Exceeds Expectations 6+; Meets Expectations 2-5; Below Expectations 0-1 End of Year: Exceeds Expectations 6+; Meets Expectations 4-5; Below Expectations 0-3									
Problem Solving Q3: Exceeds Expectations 6; Meets Expectations 2-5; Below Expectations 0-1 End of Year: Exceeds Expectations 6; Meets Expectations 4-5; Below Expectations 0-3									
Addition within 10 Q4: Exceeds Expectations 9-10; Meets Expectations 7-8; Below Expectations 0-6									

_____ _____

Parent Signature **Date**

_____ _____

Teacher Signature **Date**

_____ _____

Principal Signature **Date**

_____ _____

Office of Learning Signature **Date**

Student: _____ DOB: _____

School: _____ Teacher: _____

Language Arts	**Q1**	**Class Ave.**	**Q2**	**Class Ave.**	**Q3**	**Class Ave.**	**EOY**	**Class Ave.**	**Attach Progress Monitoring Documentation**
Applies Phonics Skills in Decoding Words **Grading:** • Exceeds Expectations: 17 – 18 corre • Meets Expectations: 13 – 16 correct • Below Expectations: 12 or fewer cor									
Reads Grade Level Text **Grading:** 1st Marking Period Rubric • Exceeds: 8 or above • Meets: 3 – 6 • Below: 2 or below 2nd or 3rd Marking Period Rubric • Exceeds: 12 or above • Meets: 8 – 10 • Below: 6 or below 4th Marking Period Rub • Exceeds: 20 or a • Meets: 16 – 18 • Below: 14 or bel									
1st Grade High Frequency Words 1st Marking Period Rubric (Unit 1-45 Total of 31 words) • Exceeds: 28-31 correct • Meets: 22-27 correct • Below: 21 or fewer correct 2nd Marking Period Rubric (Unit 1-58 Total of 48 words) • Exceeds: 44-48 correct • Meets: 34-43 correct • Below: 33 or fewer correct 3rd Marking Period Rubric (Unit 1-80 Total of 68 words) • Exceeds: 61-68 c • Meets: 48-60 co • Below: 47 or few 4th Marking Period Rubric (Unit 1-96 Total of 93 words) • Exceeds: 84-93 c • Meets: 65-83 co • Below: 64 or few									
Writes a Sentence from UFLI Dictation • Below Expectations: Score 7 or bel • Meets Expectations: Score 8-10 • Exceeds Expectations: Score 11-12									
MATH									
Math	**Q1**	**Class Ave.**	**Q2**	**Class Ave.**	**Q3**	**Class Ave.**	**EOY**	**Class Ave.**	**Comments**
Writes Numbers to 120									

• Exceeds Expectations: 108 or hig • Meets Expectations: 107-84 • Below Expectations: 83 or lower									
Randomly Recognizes Numbers to 120 • Exceeds Expectations: 27 or hig • Meets Expectations: 26-21 • Below Expectations: 20 or belo									
Addition and Subtraction Facts Within 20 • Exceeds Expectations: 18 and above correct a • Meets Expectations: 14-17 correct answers • Below Expectations: 13 or less correct answe									
Problem Solving Exceeds Expectations: A total of **6** points on the r Meets Expectations: A total of **4-5** points on the r Below Expectations: **3** or fewer points on the rub									
Identifies Place Value of 2-Digit Numbers • Exceeds Expectations: 11-12 poin • Meets Expectations: 9-10 points • Below Expectations: 8 or fewer po									

_____ _____

Parent Signature **Date**

_____ _____

Teacher Signature **Date**

_____ _____

Principal Signature **Date**

_____ _____

Office of Learning Signature **Date**

RETENTION DOCUMENTATION FORM

Student Grade I.D. Number Address: Telephone:

Age: Date: Previous Retentions:

School:

First Parent Contact Date:
Summary:

Second Parent Contact Date:
Summary:

Third Parent Contact Date:
Summary:

Fourth Parent Contact Date:
Summary:

Exit Criteria Rating

Date:

SIDE I
KS/dr
6/92; 7/2005

(Retention Documentation Form, continued)

Reason for Retention:

Parent Recommendation:

I agree with the recommendation to retain.

I disagree with the recommendation to retain.

(Parent Signature) (Date)

****

FINAL DECISION

_____will be retained in grade_____ for

the_____school year.

_____ Principal/Director of Learning Services

A copy of this form should be sent to the Office of Learning Services at the end of the year.

INITIAL EVALUATION FOR POSSIBLE SPECIAL EDUCATION SERVICES & ELIGIBILITY CRITERION

Additional information and eligibility indicators can be referenced at
https://www.ksde.org/Default.aspx?tabid=598

SPECIAL EDUCATION INFORMATION ONLY

The Student Assistance Team (SAT) has determined that a referral for a comprehensive evaluation is appropriate and/or necessary to determine eligibility for special education services. The law requires a two-step process for eligibility for special education services. First, the student must meet the eligibility criteria for one of the disabilities/exceptionalities defined by law. Secondly, it must be determined that the student needs specially-designed instruction (SDI) in order to benefit from his/her education.

Definitions of Exceptionalities

Autism: means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three but not necessarily so, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term shall not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.

Developmental Delay: "Developmental delay" means such a deviation from average development in one or more of the following developmental areas that special education and related services are required:

(A) Physical;

(B) Cognitive;

(C) Adaptive Behavior;

(D) Communication; or

(E) Social or Emotional Development

The deviation from average development shall be documented and measured by appropriate diagnostic instruments and procedures.

Emotional Disability (KS): means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(1) An inability to learn that cannot be explained by intellectual, sensory or health factors;

(2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(3) Inappropriate types of behavior or feelings under normal circumstances;

(4) A general pervasive mood of unhappiness or depression; or

(5) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia, but shall not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability.

Gifted: means performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability, when compared to others of similar age, experience and environment.

Intellectual Disability: means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Specific Learning Disability: means a disorder in one of more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term shall not include learning problems that are primarily the result of any of the following: (1) Visual, hearing, or motor disabilities; (2) intellectual disability; (3) emotional disability; or 4) environmental, cultural, or economic disadvantage. b) A group evaluating a child for a specific learning disability may determine that the child has such a disability only if the following conditions are met: (A) the child does not achieve adequately for the child's

age or meet state-approved grade-level standards, if any, in one or more of the following areas, when the child is provided with learning experiences and instruction appropriate for the child's' age and grade level: (i) oral expression; (ii) listening comprehension; (iii) written expression; (iv) basic reading skills; (v) reading fluency skills; (vi) reading comprehension; (vii) mathematics calculation; and (viii) mathematics problem solving; and (B) (i) the child does not make sufficient progress to meet age or state-approved grade level standards in one or more of the areas identified in paragraph (b) (1) (A) when using a process based on the child's response to scientific, research-based intervention' or (ii) the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, grade level standards, or intellectual development that is determined by the group conducting the evaluation to be relevant to the identification of a specific learning disability, using appropriate assessments.

Multiple Disabilities: means coexisting impairments, the combination of which causes such severe educational needs that those needs cannot be accommodated in special education programs solely for one of the impairments. The term shall not include deaf-blindness.

Orthopedic Impairment: means a severe orthopedic impairment that adversely affects a child's educational performance and includes impairments caused by any of the following: (1) congenital anomaly, such as clubfoot or absence of a limb; 2) disease, such as poliomyelitis or bone tuberculosis; and 3) other causes, such as cerebral palsy, amputation, and fractures or burns that cause contractures.

Other Health Impairment: means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment and that meets the following criteria: (1) is due to chronic or acute health problems, including asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and 2) adversely affects a child's educational performance.

Sensory Impairments:

(1) **Hearing Impairment:** an impairment in hearing, whether permanent or fluctuating that adversely affects a child's educational performance but that does not constitute deafness as defined in this regulation.

(2) **Deafness:** a hearing impairment that is so severe that it impairs a child's ability to process linguistic information through hearing, with or without amplification, and adversely affects the child's educational performance.

(3) **Visual Impairment:** impairment in vision that, even with corrections, adversely affects a child's educational performance. The team includes both partial sight and blindness.

(4) **Blindness:** a visual impairment that requires dependence on tactile and auditory media for learning.

(5) **Deaf-blindness:** the combination of hearing and visual impairments that causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for the hearing impaired or the visually impaired.

Speech or Language Impairment: means a communication disorder including stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic Brain Injury: means an acquired injury to the brain, caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term shall apply to open or closed head injuries resulting in impairments in one or more areas, including the following: (1) cognition; (2) language; (3) memory; (4) attention; (5) reasoning; (6) abstract thinking; (7) judgment; (8) problem-solving; (9) sensory, perceptual and motor abilities; (10) psychosocial behavior; (11) physical functions; (12) information processing; and (13) speech. The term shall not include brain injuries that are congenital or degenerative or that are induced by birth trauma.

Parent(s) Verbal Request for a Comprehensive Evaluation

School Staff Member's Title/Name: _____ School_____

Student's Name:_____ D.O.B._____ Grade:_____

Parent(s) Name:_____ Date: _____

Parent(s) Concerns: (please document concerns parents have such as reading, math, behavior, etc.)

Procedure When Parents Request a Comprehensive Evaluation

1) If a parent(s) requests a comprehensive evaluation in writing, the letter is to be sent immediately to the school psychologist assigned to the student's school. This includes any letter given to classroom teachers, building principals, special education administrators or any school staff member. If a parent(s) verbally requests a comprehensive evaluation, whoever the parent(s) told about their request must complete the Parent(s) Verbal Request for a Comprehensive Evaluation form and send it to the school psychologist assigned to the student's school.
2) Upon receiving the written request from the parent(s) or the documentation form of parent(s)'s verbal request, the school psychologist will document on the letter/documentation form the day they received it. The school psychologist must respond within a reasonable period of time, which has been interpreted by the Kansas State Department of Education (KSDE) as being no more than 15 school days, unless there are unusual circumstances. The school psychologist will also inform the building principal about the written request.
3) The school psychologist will contact the parent(s) to discuss concerns and explain options such as a referral to the Student Assistance Team. If the parent(s) still wants to pursue an evaluation, the letter/documentation form is then given to the MIS secretary and treated as an initial referral for a comprehensive evaluation. If the parent(s) agrees to pursue other options such as a referral to the Student Assistance Team, the school psychologist will meet with the parent(s). This meeting may include the school principal and classroom teacher if deemed necessary. At this meeting, the parent(s) will sign the Prior Written Notice for Evaluation and Request For Consent form designated for refusing a parent(s) request. The school psychologist will give the parents a copy of their Parental Rights.
4) The school psychologist will document all contacts with the parent(s) and school personnel on the Documentation of Parent/Staff Contact form throughout this process.
5) The letter, Documentation of Parent/Staff Contact form, and Prior Written Notice for Evaluation and Request For Consent form is then given to the MIS secretary who will create a file where all documents will be kept for future reference if needed. This file will be housed in the Special Education Office at the Educational Support Center.
6) If the request is honored, the Student Assistance Team will complete the Initial Referral for an Evaluation packet and send it to the school psychologist.

If SAT process advances to an initial evaluation for possible special education services the following forms must be completed:

1. **Parent(s) Verbal Request for a Comprehensive Evaluation**
2. **Initial Evaluation Referral Packet**

Steps To Access Forms in EduClimber:

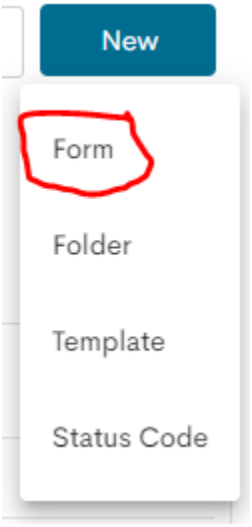
1. **First login to Illuminate. In the upper right corner you will find the link to educlimber which resembles this icon:**



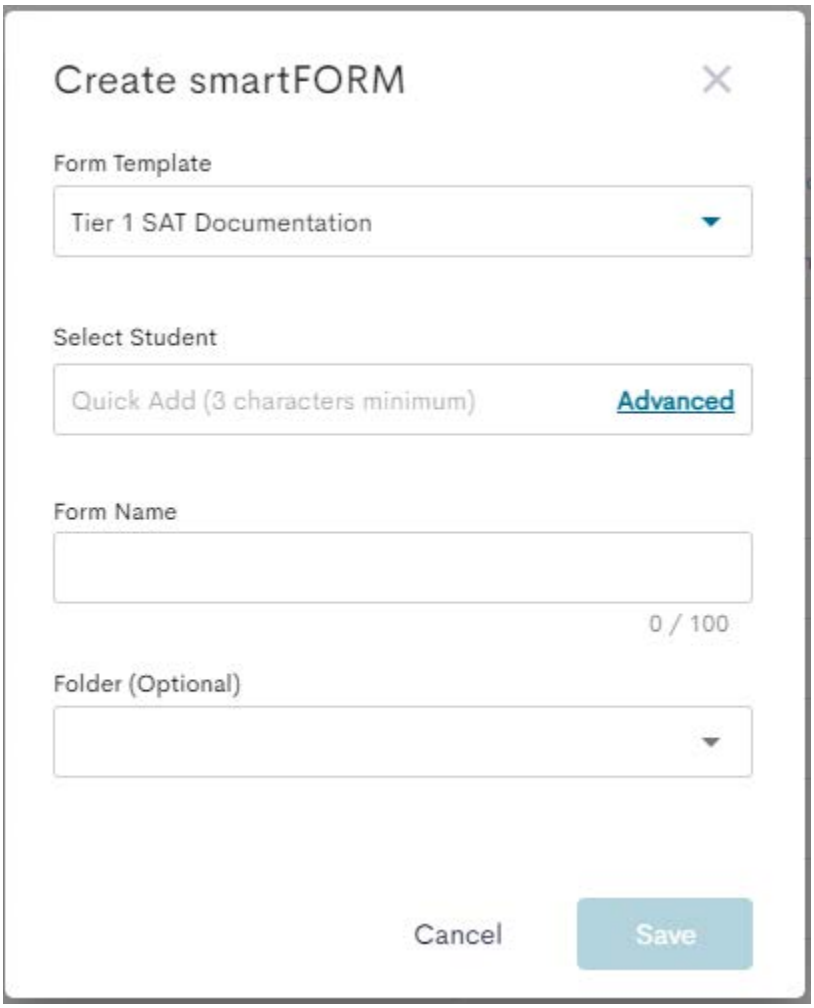
2. **Once you are in EduClimber on the left hand side you will find an icon labeled 'Smart Forms' which will look like this:**



3. **Select the Smart Forms icon and now on the new page select 'New' and then 'Form' in order to fill out your new smart form.**



4. **You will then need to choose the template you need to fill out, name the form, as well as select the student(s) you are adding to the form.**



Note: When naming the document make sure you include the student's name as well as the year the form was created in order to avoid any confusion when teachers are searching for historical information on a student.

USD 457 Special Programs

Pre-Referral Requirements:

- **Refer to SAT and develop an Individual Learning Plan (ILP) with parent involvement unless the child has an Individualized Education Plan (IEP).**
- **Provide targeted academic and/or behavior interventions for 6-8 weeks with data collection.**
- **Collect Progress Monitoring data for 6-8 weeks.**
- **School psychologist conducts observations.**
- **Schedule collaborative team meetings with relevant staff (principal, counselor, social worker, behavior specialist, school psychologist, instructional coach, teacher) to review concerns, plan interventions, review data, update current behavior/safety plans, etc. Teams should meet a minimum of one time each month.**
- **Develop a Behavior Intervention Plan (BIP) based on the function of the behavior with the target behavior addressing the most significant behavior of concern. BIP development should include relevant staff including principal, school psychologist, behavior specialist, teacher.**
- **Consider increasing services on the IEP (increased time with CWC support, increased time in a resource setting up to 180 minutes).**
- **Add appropriate IEP goals to address academic and behavior concerns.**
- **Consider providing parent resources to outside community agencies (Compass, Genesis, RCDC).**
- **Collaboration with a behavior specialist and consider the need for indirect or direct services (added into the IEP for special education students).**
- **Fidelity checks for BIP, ILP, IEP, Safety Plan, Intervention implementation with data.**
- **Complete the specialized program rubric with the school psychologist to obtain overall score for appropriate placement (CWC, resource, LEAP, RISE).**
- **The collaborative team determines referral to a specialized program.**

STRIVE: Striving To Reach Independence through Visually-Supported Environments (Special Day School at GC Achieve)

- **All prerequisites listed above must be completed prior to consideration for acceptance.**
- **Grade level K-12/transition**
- **Special Education program**
- **Maximum capacity: 10**
- **Students are required to have one-on-one para support.**
- **Extreme behaviors that significantly endanger the safety and well-being of the student, peers, staff, or school environment through physical aggression causing serious bodily injury, criminal threats, and/or deliberate self harm/suicidal attempts.**
- **Most restrictive special education program**
- **Students have adaptive needs in the conceptual, practical, and social domains. Daily living skills are integrated throughout the school day.**
- **Highly individualized program, setting, and instruction based on students' needs**
- **All other options should be considered prior to placement in STRIVE.**

Therapeutic Education Program (TEP at GC Achieve)

- **All prerequisites listed above must be completed prior to consideration for acceptance.**
- **Grade level K-12/transition with maximum of 10 students in each classroom.**
- **Comprised of 3 classrooms: Littles (K-4), Middles (5-8) Bigs (9-12)**
- **General education and special education program**
- **Mental health-based concerns supported with diagnosis including but not limited to anxiety disorders, depression, post-traumatic stress disorder, obsessive-compulsive disorder, personality disorders, and psychotic disorders.**
- **Must receive child-based services with Compass (attendant care, therapy, case management).**
- **TEP services provided from Compass: one hour of group therapy per day, crisis support, attendant care, case management**
- **Complete the referral packet including school and parent portion.**
- **Acceptance from the TEP committee (Compass, Director of Special Education, TEP principal, TEP school psychologist).**
- **Significant and persistent behaviors that impede the learning and threaten the safety of self or others.**
- **Score on the specialized program rubric should fall in the resource and/or CWC range.**
- **Maximum Compass attendant care services provided in home building prior to consideration for the TEP.**
- **See TEP Handbook for additional information.**

Behavior Classroom (Georgia Matthews)

- **All prerequisites listed above must be completed prior to consideration for acceptance.**
- **Grade levels K-4**
- **special education program**
- **Maximum capacity based on general education classroom availability**
- **Behaviors that can be managed in a resource and general education setting including but not limited to Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder, Chronic Disruptive Behavior, and Conduct Disorder.**
- **Academic learning approaching or on grade level.**
- **Score on the specialized program rubric should fall in the resource and/or CWC range.**
- **Observations by program principal and/or teacher, school psychologist, and special education coordinator.**

- **Must have an IEP with a behavior goal and SEL resource services.**
- **Include program principal, teacher, special education coordinator, and school psychologist to IEP meetings when proposing change of placement.**
- **Minimal or no progress toward behavior goals on IEP and BIP in current setting.**
- **Active family involvement required for consideration of placement in behavior classroom (daily communication, review daily behavior logs, etc.).**
- **A committee made up of school psychologists, teachers, principal, special education coordinator, and special education director will review student information/data to determine if criterion have been met for potential placement.**

Rainbow Bridge Classroom (Abe Hubert)

- **All prerequisites listed above must be completed prior to consideration for acceptance.**
- **Grades K-4**
- **Special education program**
- **Academic learning approaching or on grade level.**
- **Maximum capacity based on general education classroom availability.**
- **Structured Teach Framework: an evidence-based approach designed to support students with diverse learning needs including those with Autism and other developmental or behavioral challenges. The framework emphasizes the importance of clear and consistent routines, visual supports, work systems, task boxes to enhance learning and promote independence.**
- **Highly structured environment with predictable routines and individualized visual schedules.**
- **Behaviors exhibited include strong preference for routines and predictability, sensory processing differences, challenges with independent work and non-preferred tasks, difficulty with transitions that lead to extreme dysregulation or meltdowns that may include verbal and/or physical aggression. Excessive stimming that impedes the learning in a general education setting of self and/or others.**
- **A committee made up of school psychologists, teachers, principal, special education coordinator, and special education director will review student information/data to determine if criterion have been met for potential placement.**

LEAP (Life Education Activity Program)/Life Skills Program (Alta Brown, Bernadine Sitts Intermediate Center, Horace Good Middle School, Kenneth Henderson Middle School, GCHS)

- **All prerequisites listed above must be completed prior to consideration for acceptance. Students may not have behavior supports including BIPs and direct services with behavior specialists if behavior is not a concern.**
- **Grade level K-12/transition**
- **Special education program**
- **Recommended Rubric score in the range of 21-24 unless the IEP team determines this placement is most appropriate.**
- **Rubric scores in the significant to most significant range in all/most areas.**
- **The school day is split between academic work and life skills activities.**
- **Students generally participate in academic and specials/electives inclusion opportunities.**
- **Placement is an IEP team decision with a school psychologist and special education coordinator included.**
- **Structured Teach Framework: an evidence-based approach designed to support students with diverse learning needs including those with Autism and other developmental or behavioral**

challenges. The framework emphasizes the importance of clear and consistent routines, visual supports, work systems, task boxes to enhance learning and promote independence.

RISE (Reaching Independence through Structured Environments) (Edith Scheuerman, Victor Ornelas, Charles Stones Intermediate Center, GCHS)

- **All prerequisites listed above must be completed prior to consideration for acceptance. Students may not have behavior supports including BIPs and direct services with behavior specialists if behavior is not a concern.**
- **Grade level K-12/transition**
- **Special education program**
- **Recommended rubric score in the range of 25-28 unless the IEP determines this placement is most appropriate.**
- **Rubric scores in the most significant range in all/most areas.**
- **Students generally participate in specials/electives for inclusion.**
- **Focus on functional reading, math, communication skills and daily living skills.**
- **Placement is an IEP team decision with a school psychologist and special education coordinator included.**
- **Structured Teach Framework: an evidence-based approach designed to support students with diverse learning needs including those with Autism and other developmental or behavioral challenges. The framework emphasizes the importance of clear and consistent routines, visual supports, work systems, task boxes to enhance learning and promote independence.**

504 Policy & Procedures

504 Guidelines

Overview:

Section 504 is a civil rights statute aimed at discrimination. Like other statutes such as Title VI (race) and Title IX (gender), Section 504 focuses on discrimination. It prohibits discrimination based on disability.

If a school receives any federal financial assistance, all programs or activities of the school are covered by Section 504 obligations.

No state or federal funding is provided to assist in complying with Section 504. All costs are the obligation of the local school. (Source: Kansas State Department of Education Section 504 ADA: Guidelines for Educators, 1997)

Section 504 states that no qualified person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. (Source: Kansas: A Parent Guide to Section 504 of the Rehabilitation Act of 1973, 1997)

History of Section 504:

With passage of the Rehabilitation Act of 1973, Congress required that school districts make their *programs and activities accessible and usable to all individuals with disabilities*. Section 504 of the Rehabilitation Act of 1973 was implemented by Congress in 1977. For many years, school districts perceived their main obligation as ensuring physical access to public buildings (i.e., ramps were installed, curbs were cut, elevators were added to multi-level buildings, restroom stalls were enlarged, etc.). Schools were at the same time committed to compliance with special education laws now referred to as the Individuals with Disabilities Education Act (IDEA).

Within the last several years, the Office for Civil Rights (OCR) has become active in assisting school districts in further defining access. *The definition of access means more than physical access; a student may require special accommodations such as modified assignments and/or curricular adaptations in order to benefit from his or her education*. (Source: Kansas: A Parent Guide to Section 504 of the Rehabilitation Act of 1973, 1997)

Who is the 504 Coordinator in Garden City Public Schools?

Gina Galpin, Director of Special Education, 620-805-7141

The Office for Civil Rights
10220 N. Executive Hills Blvd.
Kansas City Missouri 64153-1367
816-880-4250
Fax 816-891-0544

What are Some Differences between Special Education and 504?

	Section 504	Special Education
Type	A Civil Rights Act	An Education Act
Funding	Local Funding	State-Federal-Local Funding
Administration	Section 504 Coordinator	Special Education Director
Service Tool	Accommodations or Services	Individualized Education Program
Disabilities	All disabilities if eligible	13 federal exceptionalities
Parents	Should be involved in all team meetings	Should be involved in all team meetings
Procedural Safeguard	Notice to parents is required	Parent consent and notice required for initial evaluation and placement
Evaluation	An evaluation is necessary before it can be determined if a child is eligible for Section 504 services	An evaluation is necessary before it can be determined if a child is eligible for special education

(Source: Kansas: A Parent Guide to Section 504 of the Rehabilitation Act of 1973, 1997)

DEFINITIONS

Define "Appropriate Education"?

A free public appropriate education is one provided by the public elementary or secondary school, which includes general or special education and related aids and services that:

1. are designed to meet the individual educational needs of a person with a disability as adequately as the needs of nondisabled person are met, and
2. are based upon adherence to evaluation, placement and procedural safeguard requirements. (Source: Kansas: A Parent Guide to Section 504 of the Rehabilitation Act of 1973, 1997)

How Does Section 504 Define "Disability"?

Section 504 of the Rehabilitation Act of 1973 protects persons from discrimination upon their disability status. A person is disabled within the definition of Section 504 if he or she:

- has a mental or physical impairment which sub-substantially limits one or more of a person's major life activities;
- has a record of a physical or mental impairment that substantially limits one or more major life activities;
- or is regarded as having a physical or mental impairment that substantially limits one or more major life activities. (Source: Kansas: A Parent Guide to Section 504 of the Rehabilitation Act of 1973, 1997)

How Is "Major Life Activities" Defined?

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity, the individual does not qualify under Section 504. (Source: Kansas: A Parent Guide to Section 504 of the Rehabilitation Act of 1973, 1997)

How is Substantially Limited Defined?

To determine if a student's disability is substantially limited, the team must consider the severity (intensity) and duration of the disability. The determination of whether or not a disability substantially limits a major life activity is subjective, since 504 does not provide any operational criteria of substantial limitation. (Reid & Katsiyannis 1995). School personnel collectively must use their professional judgment to make this determination by systematically considering the elements associated with substantial limitations. (Patton, 1998) USD 457 will use the Evaluation Data Form in Appendix A to help the team determine if the disability is substantially limited.

How is Timely Manner Defined?

USD 457 defines a timely manner as within 10 calendar days of the 504 staffing procedure. A medical diagnosis may be required to start services.

How is Modification Defined?

A modification is a change in the test administration procedure that in some way changes what is being measured. A student on a modification will not receive a curriculum that is grade level appropriate. (Source: USD 457 SAT Manuel)

How is Accommodation Defined?

An accommodation is a change in instructional and/or assessment procedures so that the assessment results reflect the student's ability with regard to what is being assessed. It does not change what is being measured. Accommodations are effective instructional and assessment practice and used so more students will be included in state and district wide testing. (Source: USD 457 SAT Manuel)

How is Least Restrictive Environment Defined?

The handicapped student should be educated with non-handicapped students to the maximum extent appropriate to the needs of the handicapped student. The handicapped person shall be placed in the regular education environment unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. (34CFR 104.34

(a) Section 504 Law) USD 457 believes that a continuum from least restrictive to most restrictive environment should be followed when considering services.

How is Discriminatory Practices Defined?

A School Discriminates:

1. Denies an individual with disabilities the opportunity to participate in or benefit from an aid or service that is afforded students without a disability.
2. Fails to give the individual with disabilities an equal opportunity to participate in, or benefit from the aid or service that is afforded others.
3. Fails to provide aids or services to the individual with disabilities that are as equally effective as those provided to individuals without disabilities. Note: "Equally effective" means equivalent as opposed to identical. Moreover, to be equally effective, an aid or service need not produce equal results; it must merely afford an equal opportunity to achieve equal results. (Comment to 34CFR 104.4 (b) (2)
4. Provides different or separate aids or services for students with disabilities unless such action is necessary for them to be as effective as the aids, benefits or services provided to other students.
5. Denies a person with disabilities the opportunity to participate as a member of a planning or advisory board strictly because of his/her disability.
6. Otherwise limits the enjoyment of any right, privilege, advantage or opportunity enjoyed by others.
7. In determining the site or location of a facility, makes selections that effectively exclude individuals with disabilities, denies them the benefits of, or otherwise subjects them to discrimination.

Examples of Discrimination:

1. A student with a disability is denied recognition as an honor roll student because one class is in the resource room.
2. A student is expelled from school for misbehavior that is related to his/her disability, without the school district providing a free and appropriate education.
3. The school provides a school day that is shorter in duration than that provided to students without disabilities.
4. The school refuses to allow a student with a disability the opportunity to audition for athletic teams, cheerleading, or other extra-curricular activities.
5. The school denies course credit to a student whose absenteeism is the result of a disability.
6. The school refuses to dispense medication to a student who needs it to benefit from education
7. The high school counselor fails to provide information about the special provisions of the college board examinations to students with disabilities.
8. The school refuses to provide a modified adaptive physical education program for a student who cannot participate in general physical education.
9. The school does not provide an interpreter for a deaf parent to attend a school meeting regarding his/her child.
10. An employee with cancer is assigned work hours that prevent access to chemotherapy treatments.

WHAT ARE A PARENT'S AND STUDENTS RIGHTS FOR 504 IDENTIFICATION, EVALUATION AND PLACEMENT?

The have the right to:

1. Have their child take part in, and receive benefits from, public education programs without discrimination because of his/her disability;
2. Have the school district advise them of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of their child'
4. Have their child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make accommodations to allow their child an equal opportunity to participate in school and school-related activities;
5. Have their child educated in facilities and receive service comparable to those provided to students without disabilities;
6. Have evaluation, educational and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
7. Have their child receive special education and related services if he/she is found to be eligible under Section 504 of the Rehabilitation Act.
8. Have transportation provided to and from an alternative placement setting at no greater cost to them than would be incurred if the student were placed in a program operated by the district.
9. Have their child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding their child's identification evaluation, educational program, and placement;
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny them access to the records;
12. Receive a response from the school district to reasonable requests for explanations and interpretations of their child's records;
13. Request amendment of their child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of their child. If the school district refuses this request for amendment, it shall notify them within a reasonable time, and advise them of the right to a hearing.
14. File a 504 grievance if they have a disagreement with the school;
15. Request mediation or an impartial due process hearing related to decisions or actions regarding their child's identification, evaluation, educational program or placement. The parent and the student may take part in the hearing and have an attorney represent them.

Roles of School Personnel

The USD 457 Board of Education:

- will provide a policy on non-discrimination (Appendix B)
- will provide a grievance procedure (Appendix C)
- will provide a hearing procedure (Appendix D)

The Superintendent of Garden City Public Schools:

- will designate a 504 coordinator
- provide an annual notice to parents and student
- provide continuing notice to students/employees

The 504 Coordinator of Garden City Public Schools:

- will coordinate Section 504 Procedures
- will manage Section 504 Grievance Procedures
- provide on-going staff development on 504 policies and procedures, program accommodations and modifications

Building Principals in Garden City Public Schools:

- will be the 504 coordinator for their building or will designate person in building
- make sure facilities are ADA compliant (in conjunction with Director of Plant Facilities)

School Personnel of Garden City Public Schools:

- provide non-discriminatory practices in classrooms
- provide appropriate referral, identification, and evaluation for Section 504's
- encourage parent involvement
- provide program accommodations and modifications as needed

The Law

Eligibility

Section 504 is often referred to as the first civil rights act for individuals with disabilities. Section 504 applies to students, parents, employees, and other individuals with disabilities. The regulations implementing Section 504 have several major areas of emphasis: Subpart B - Employment Practice, Subpart C - program accessibility and Subparts D and E - requirements for preschool, elementary, secondary, and postsecondary education. USD 457 focuses on Subparts B, C, and D. (Source: Kansas State Department of Education Section 504 ADA: Guidelines for Educators, 1997)

Subpart B: Employment Practices

No qualified person shall, on the basis of his/her disability, be subjected to discrimination in employment by any program or activity that receives federal funds or is a public entity.

The school must make reasonable accommodations for qualified applicants or employees with known physical and mental impairments unless the accommodation would impose an undue hardship on the operation of the school's program.

Examples of reasonable accommodations would include: making facilities accessible to and usable by persons with disabilities, job restructuring, part time or modified work schedules, and acquisition or modification of equipment or devices.

The regulations mention the following factors to consider in determining of "Undue Hardship".

The overall size of the school's program with respect to the number of employees, number and type of facilities, and size of budget;

The type of the school's operation, including the composition and structure of its workforce; and

The nature and cost of the accommodation needed.

Subpart C: Program Accessibility

No individual with a disability shall be denied the benefits of, be excluded from participation in, or be otherwise subjected to discrimination under any program or activity because facilities are inaccessible or unusable. Building and program accessibility is applicable to any individual with disabilities accessing any activities or programs in that school building.

The regulation contains two standards to be used in determining whether programs and activities are accessible to individuals with disabilities. One standard deals with "existing" facilities; the other deals with "new" construction. The term "existing facility" means the facility was in existence or in the process of construction before June 3, 1977, the effective date of the regulation. The term "new construction" means groundbreaking that took place on or after the effective date of the regulation. Existing facility under ADA was January 26, 1992.

Leased facilities (mobile units) that are leased or constructed with federal funds are required to meet the standards of new construction. Other leased units are required to meet the standards of existing facilities.

The standard for a facility existing before June 3, 1977 for 504 or January 26, 1992 for ADA, requires that federally assisted programs or activities operated in that facility must, when viewed in their entirety, be readily accessible. This standard does not require that every facility or part be accessible, so long as the program or activity as a whole is accessible. Thus, recipients need not make structural changes to facilities that existed before June 3, 1977 for 504 or before January 26, 1992 ADA, where other alternative methods are effective in making programs and activities accessible, so long as priority consideration is given to offering the services in the most integrated setting appropriate.

One example of an alternative method in a school would be the relocation of classes, activities or services to an accessible site. Facility alteration or new construction is required to achieve program accessibility only if sufficient relocation of classes, activities or services cannot be housed in an existing facility. In meeting the objective of program accessibility, the school must take precautions not to isolate or concentrate students with disabilities in settings away from students without disabilities.

The regulation requires that all new construction began after June 3, 1977 for 504, or January 26, 1992 for ADA, as well as alterations to existing facilities, must be designed and constructed so as to make facilities accessible and usable by individuals with disabilities.

(Source: Kansas State Department of Education section 504 ADA: Guidelines for Educators, 1997)

Subpart D: Requirements for preschool, elementary, middle level, junior high, secondary education and adult education programs.

Preschool, elementary, middle level, junior high, secondary and adult education programs must take into account the needs of qualified persons with disabilities in determining the aid, benefits, or services to be provided under these programs or activities.

The school must provide a free appropriate public education to students with disabilities in its jurisdiction who are eligible under Section 504/ADA. Instruction must be individually designed to meet the needs of those students as adequately as the needs of students without disabilities. This standard of what is "appropriate" does not differ from the IDEA "appropriate" standard which requires the school to design a program reasonably calculated to confer educational benefit. An appropriate education under Section 504 requires that services be effective and equal.

Although Section 504/ADA does not require schools to develop an Individual Education Program with annual goals and objectives, it is required that the school document services and/or accommodations provided for each student eligible under Section 504/ADA*. (See 504 Accommodations and Modifications Documentation Book.)* If the Building Level Support Team (SAT) suspects a need for accommodation, a referral should be made, evaluations conducted, and eligibility determined by a team knowledgeable about the student.

The quality of educational services provided to individuals with disabilities must be equivalent to the services provided to individuals without disabilities. Teachers, administrators, staff, and parents should receive ongoing training in the instruction of individuals with disabilities and be knowledgeable about the disability, appropriate materials and equipment. The Section 504/ADA Coordinator will be responsible to develop and implement staff and parent training.

(Source: Kansas State Department of Education Section 504 ADA: Guidelines for Educators, 1997)

IDENTIFICATION, PLACEMENT and REVIEW Process for 504

Step One: Identification

The school personnel or parent identifies a student or the student can self-identify who needs consultation service and support (Appendix E).

Step Two: Referral

The school personnel or parent refers the student to the Student Assistance Team for consultation and support.

Step Three: Pre-Assessment

1. Pre-assessment activities occur and the Student Assistance Team determines if consideration for special education is appropriate, consideration of 504 is appropriate, or no further referral is needed.
2. A copy of the pre-assessment packet will remain with the Student Assistance Team for follow-up at the end of year.

Step Four: Evaluation

1. The Student Assistance Team will draw information from a variety of sources in the area of concern, assigning persons to collect needed evaluation data. This requires parental consent (Appendix G).
2. The Student Assistance Team or the 504 Coordinator may request a physician's statement on the disability.

Step Five: Staffing

1. The Student Assistance Team chairperson, principal or the designated building 504 coordinator will organize the staffing, using the section 504 Notice of Conference Form (Appendix F). The staffing is made up of the Student Assistance Team Chairperson, teachers that work with the child, other staff members work directly with the child, the parents, the child (optional) and principal or principal designee. Other people may attend the staffing and give opinions but may not vote as to whether a 504 is appropriate or not.

2. The 504 Staffing Committee meets and information is presented in the following order:
   a. An overview is presented by the chairperson or principal, which includes a definition of 504.
   b. Statement from classroom teacher(s) are made
   c. Statement from others that have directly worked with child are made
   d. Statement from SAT pre-assessment and other evaluations
   e. Statement from parent (optional)
   f. Statement from student (optional)
   g. Statement from other people present at staffing (optional)

3. Team determines (decision should be made by consensus) if a 504 is appropriate.
   - If a student is found eligible for a 504, an accommodation plan is developed, using the Evaluation Summary and Accommodation/Services Form (Appendix H). Parental Rights are explained and parental permission obtained but is not required (Appendixes I & J). A team member is assigned the case manager.
   - If a student is not found eligible for a 504 the findings from the staffing should be recorded on the Evaluation Summary form (Appendix H) and signed by all in attendance. Team members are eligible at that time to write differing opinions from the staffing recommendation. The SAT team chairperson will decide if an individualized learning plan is appropriate.

Accommodations and Services for 504

1. Accommodations and services will begin within a reasonable time frame. (See definition of reasonable.)
2. All staff working with a child will document accommodations and services in the 504 Accommodations/Modifications Booklet.
3. All staff members providing services to a student will have a copy of the student's 504 plan and accommodations.

File Records

1. One compliance file is housed in the principal's or designee's office.
2. One compliance file is housed in the coordinator's office.
3. The 504 field on the student information system should be marked by the principal or their designee.
4. Once a student has left a school the file will be personally transported to the next school by parents. Students that leave the district will have their files sent to district 504 Coordinator.
5. Place flag (Appendix L) in the student's cumulative folder while the 504 folder is actually being managed by the 504 coordinators.

Re-evaluation

1. A re-evaluation (Appendix K) of needs to occur periodically as needed and at least once during the school year. The case manager, SAT chairperson, and principal are responsible to make sure this happens.

Please see the 504 handbook for additional information. All forms are located online

504 forms may be found with your building principal

Equal Opportunity Policy

GAAA Equal Opportunity Employment and Nondiscrimination GAAA

The board shall hire its employees on the basis of ability and the district's needs.

The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring compensation, terms, conditions, or privileges of employment because of individual's race, color, religion, sex, age, disability or national origin.

Inquiries regarding compliance may be directed to Deputy Superintendent, 1205 Fleming Street, Garden City, Kansas 67846, telephone (620) 805-7020; or to:

Equal Employment Opportunity Commission
400 State Ave., 9th Floor
Kansas City, KS 66101
(913) 551-5655

or

Kansas Human Rights Commission
900 SW Jackson, Suite 568-S
Topeka, KS 66612-1258
(785) 296-3206

or

United States Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106

Adopted: 6/15/92
Revised: 7/19/93; 6/15/98; 9/7/04; 8/21/06; 12/7/09; 7/28/14; 3/7/16

504 Student

Date

Grade

Student

School

Print on **red** paper and place in student's cumulative folder while the 504 folder is actually being managed by the 504 coordinators.

Forms

YEAR END CHECK OUT SHEET

_____ A SAT member is to ensure that flagging students in Skyward, and tagging students in EduClimber was completed for all SAT students.

_____ Every file should contain:

1. _____ Current copy of active ILP (ILP should be no older than the current school year)

2. _____ All pertinent documentation on the student.

   ☐ Problem Identification
   ☐ Observation
   ☐ Scores, etc.

_____ A SAT member is to ensure that flagging students in Skyward, and tagging students in EduClimber was removed for all students no longer receiving SAT services.

Receiving Contact Person:_____
(sending school fills this in)

_____
(receiving contact person signature)

Notice to Secretary

SAT Status Change

School _____

Student _____

Grade _____ ID# _____

Teacher _____

Please make a change in Skyward to the following:

_____ No – SAT

_____ Yes – SAT

Change made by _____
(Signature)

Please return completed form to SAT, for file records.

Thank you,
The Student Assistant Team

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Heather Stegman, Curriculum Director
DATE: June 16, 2025
RE: Renaissance Learning Quote for Fastbridge

ISSUE:

The Board of Education is asked to consider and approve the continuation of Renaissance Learning, an existing curriculum resource.

BACKGROUND:

This is a resource used at all levels throughout the district. It includes the following resources:

Fastbridge: Fastbridge is our reading and math screener in grades PreK - 12. The district has been paying $4.00 per student for access with KSDE paying an additional $4.00 per student. Renaissance is planning to raise the total cost from $8.00 to $10.98 per student starting July 1. In addition, it is uncertain that KSDE will continue to pay half of the per student rate. Renaissance has offered to lock in the $4.00 per student rate if we enter into a multi-year contract before June 30, 2025.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

The Curriculum and Instruction department recommends that the Board of Education consider and approve the Renaissance Learning quote.

FISCAL NOTE:

The quote is in the amount of $140,000.00 and has been budgeted out of Textbooks and Student Materials, 036 E 1000 21 0000 008 00 644. The quote is a 5-year contract through June 30, 2030. It is a 5-year contract in order to lock in the cheaper per student rate.

ATTACHMENTS:

Renaissance Learning quote

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-203935 v1

Garden City Unified School District 457 - 202348

Primary Contact
Heather Stegman
Email - hstegman@gckschools.com
1205 Fleming St
Garden City, KS 67846-4751

Billing Contact

Quote Summary

School Count: 1

Renaissance Products & Services Total	$140,000.00
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $140,000.00**

This quote includes: FastBridge and Services.

By signing below, Customer:

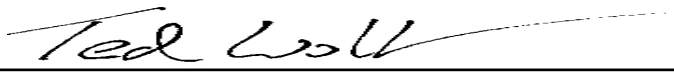
- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Requested Invoice Date: 01-Jul-2025

Renaissance will issue an invoice for this Quote on the Requested Invoice Date indicated above. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance prior to the Requested Invoice Date. Customer agreed to pay the invoice within 30 days after the Requested Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Garden City Unified School District 457
	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 17-Jun-2025	Date:

Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive Debra Simpson at (870) 489-1798. Thank you.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-203935 v1

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Quote
Q-203935 v1

Quote Details

Garden City Unified School District 457

Products & Services	Quantity	Unit Price	Total
FastBridge			
Quote Year 1 01-Jul-2025 – 30-Jun-2026			
FastBridge Subscription (KS)	7000	$4.00	$28,000.00
		Quote Year 1 Subtotal	**$28,000.00**
Quote Year 2 01-Jul-2026 – 30-Jun-2027			
FastBridge Subscription (KS)	7000	$4.00	$28,000.00
		Quote Year 2 Subtotal	**$28,000.00**
Quote Year 3 01-Jul-2027 – 30-Jun-2028			
FastBridge Subscription (KS)	7000	$4.00	$28,000.00
		Quote Year 3 Subtotal	**$28,000.00**
Quote Year 4 01-Jul-2028 – 30-Jun-2029			
FastBridge Subscription (KS)	7000	$4.00	$28,000.00
		Quote Year 4 Subtotal	**$28,000.00**
Quote Year 5 01-Jul-2029 – 30-Jun-2030			
FastBridge Subscription (KS)	7000	$4.00	$28,000.00
		Quote Year 5 Subtotal	**$28,000.00**
REN Educator Academy			
Quote Year 1 01-Jul-2025 – 30-Jun-2026			
Training - FASTflix Subscription (KS)	1	$0.00	$0.00
		Quote Year 1 Subtotal	**$0.00**
Quote Year 2 01-Jul-2026 – 30-Jun-2027			
Training - FASTflix Subscription (KS)	1	$0.00	$0.00
		Quote Year 2 Subtotal	**$0.00**
Quote Year 3 01-Jul-2027 – 30-Jun-2028			
Training - FASTflix Subscription (KS)	1	$0.00	$0.00
		Quote Year 3 Subtotal	**$0.00**
Quote Year 4 01-Jul-2028 – 30-Jun-2029			
Training - FASTflix Subscription (KS)	1	$0.00	$0.00
		Quote Year 4 Subtotal	**$0.00**
Quote Year 5 01-Jul-2029 – 30-Jun-2030			
Training - FASTflix Subscription (KS)	1	$0.00	$0.00
		Quote Year 5 Subtotal	**$0.00**
		Garden City Unified School District 457 Total	**$140,000.00**

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Quote
Q-203935 v1

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