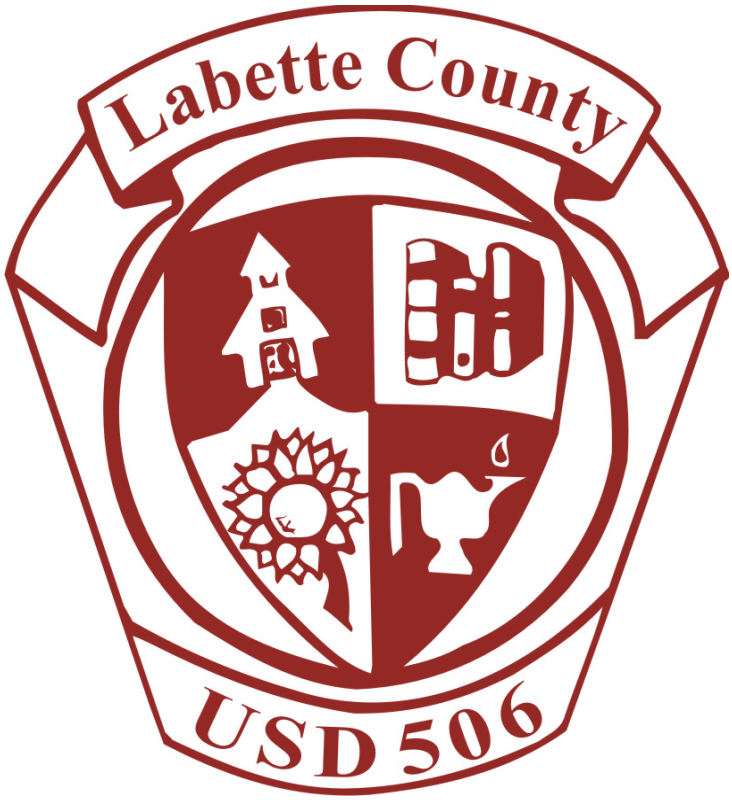
Labette County U.S.D. 506



January 13, 2025 Board Meeting

AGENDA

Monday, January 13, 2025, 7:00 PM

Curran Administrative Center, Altamont, KS 67330

Our mission: *Educating every student every day!* ***Our vision:*** *Meeting the needs of every child!*

At USD 506 – Parents are our partners!

Agenda – Regular Meeting @ 7:00 p.m.

1. **Call to Order**

2. **Election of Officers or Selection of Later Date for Election**

3. **Approval of Printed Agenda**
   At this time Board members may (1) accept the agenda as shown below, (2) add items, or (3) request that one or more "Consent Agenda Items" be placed under "Action, information, discussion, or executive session for separate consideration.

4. **Consent Agenda**
   4.1 Approval of December 2024 Board Meeting Minutes
   4.2 Approval of January 2025 bills, Investments, Activity Fund Report, and Petty Cash
   4.3 Approval of Substitute Employees
   4.4 Approval of Personnel:
   - Madison Cole—Assistant Girl's JH Basketball Coach @ Meadow View
   - Autumn Dickens—Assistant Boy's JH Basketball Coach @ Meadow View
   - Ashley Hill—Scholars' Bowl Coach @ Altamont Grade School
   - Chelsea Rourk—Paraprofessional @ Meadow View Grade School
   - Rhianne Taylor—Science Instructor @ Labette County High School

   4.5 Approval of Retirement(s):
   - None at this time

   4.6 Approval of Resignations:
   - Lisa Bussinger—Paraprofessional @ Meadow View Grade School

5. **Recognitions / Communications**

   - None at this time

6. **Recognition of Visitors and Public Comments**
   The board president will recognize visitors at this time who have requested to address the board by submitting their request in advance. Public comments will be kept to a maximum of 2 minutes unless stated by the board president. This is not an appropriate time or place for patrons to comment personally about any district employee or student. Persons making comments violating district employees' privacy rights will be asked to terminate their remarks.

7. Reports

7.1 Superintendent
7.2 Administrative
7.3 KASB/Legislative
7.4 SEK Interlocal #637

8. Discussion Items

8.1 Annual Review of Food Service—Tara Daniels (I/D)
8.2 Board of Education Self-Evaluation (D)
8.3 Approval of KASB Policy Updates, Revisions—First Reading (I/D)

- See Enclosed Document

9. Action Items

9.1 Renewal of Administrative Contracts (A)
9.2 Set Time, Date, and Place of Meetings (A)

- February 10, 2025
- March 10, 2025
- April 14, 2025
- May 12, 2025
- June 9, 2025
- July 14, 2025
- August 11, 2025
- September 8, 2025
- October 13, 2025
- November 10, 2025
- December 8, 2025
- January 12, 2026

10. Executive Session

10.1 Non-Elected Personnel Under KOMA

11. Board Member Comments

12. Adjournment

12.1 Next Regular Meeting: February 10, 2025, at Curran Administrative Center, Altamont, Kansas 67330

A= Action Item *D= Discussion Item* *I= Information Item*

Supplemental Agenda
Board of Education
Monday, January 13, 2025
Curran Administrative Center

Agenda – Regular Meeting @ 7:00 p.m.

1. Call to Order:

The board president will call the meeting to order for business.

2. Election of Officers or Selection of Later Date for Election

3. Approval of Printed Agenda

At this time Board members may (1) accept the agenda as shown below, (2) add items, or (3) request that one or more "Consent Agenda Items" be placed under "Action, information, discussion, or executive session for separate consideration.

4. Adoption of the Consent Agenda:

The consent agenda is a method whereby the board, with one motion, may approve (by consent) items on the agenda, which are routine, informational, or the receipt of reports, which may not need discussion. This procedure assumes each board member has read and studied the agenda prior to the meeting. Furthermore, at this time the Board may request that one or more consent agenda items be placed under action, information, or discussion for separate consideration. *The motion should read- I move the board approve by consent, items in the agenda, which are identified as 4.1-4.6*

4.1 Approval of December 2024 Board Meeting Minutes (pgs. 9-11)

4.2 Approval of January 2025 bills, Investments, Activity Fund Report, and Petty Cash (pgs. 116-120)

4.3 Approval of Substitute Employees: (p. 14)

- Please refer to the list provided

4.4 Approval of Personnel: (p.13)

- Madison Cole—Assistant Girl's JH Basketball Coach @ Meadow View
- Autumn Dickens—Assistant Boy's JH Basketball Coach @ Meadow View
- Ashley Hill—Scholars' Bowl Coach @ Altamont Grade School
- Chelsea Rourk—Paraprofessional @ Meadow View Grade School
- Rhianne Taylor—Science Instructor @ Labette County High School

4.5 Approval of Restirement(s): (p.12)

4.6 Approval of Resignations: (p.12)

- Lisa Bussinger—Paraprofessional @ Meadow View Grade School

5. Recognitions / Communications:

- None at this time

6. Recognition of Visitors and Public Comments:

The board president will recognize visitors at this time who have requested to address the board by submitting their request in advance. Public comments will be kept to a maximum of 2 minutes unless stated by the board president. This is not an appropriate time or place for patrons to comment personally about any district employee or student. Persons making comments violating district employees' privacy rights will be asked to terminate their remarks.

7. Reports:

7.1 Superintendent- Dr. Wyrick will share his report with the board at the meeting.
7.2 Building Administrators- See enclosed reports on pages 15-60.
7.3 KASB- Mr. Kevin Cole will share his report with the board at the meeting.
7.4 SEK Interlocal #637- Mr. Kevin Cole will share his report with the board at the scheduled meeting.

8. Discussion Items-

8.1 Annual Review of Food Service—Tara Daniels:

Tara Daniels will be attending our upcoming board meeting to provide an overview of the operations of our food service program. Tara will cover several key aspects, including:

- How the district is reimbursed for food costs by state and federal programs.
- Data on student meals being served, including the number of students participating in the free and reduced meal program.
- Insights into lunch menus and meal preparation processes.

This presentation will provide a comprehensive look at how our food service program supports our students and operates efficiently. Following her presentation, the board will have an opportunity to ask questions and engage in discussion. (I/D)

8.2 Board of Education Self-Evaluation:

Jessie Foister, our Board President, has expressed an interest in discussing a potential board self-evaluation. She would like to gather input from each of you on how we may or may not move forward with this process.

To facilitate this discussion, time will be set aside during the upcoming board meeting for board members to share their thoughts, ideas, and preferences regarding a self-evaluation framework. This is an excellent opportunity to reflect on our collective efforts and identify areas for growth as a governance team.

We look forward to your insights and suggestions during the discussion.

8.3 Approval of KASB Policy Updates, Revisions—First Reading:

Recommended policy adoptions, revisions, and updates for the board to consider were provided to each member via email. A copy is available on the KASB website and included in the packet.

The board policy committee, administration, assistant superintendent, and superintendent have reviewed the policies put forth by KASB legal, and these are their recommendations for the board to consider for second reading at the February board meeting. Time will be afforded during the board meeting for the whole board discussion. (I/D)
(Pages 61-115)

9. Action Items-

9.1 Renewal of Administrative Contracts:

Dr. Wyrick and Mr. Holtzman will ask the board to make a motion to renew administrative contracts as presented: (A)

- Building Level Administration: Continuation of 1-year contract through the 2025-2026 school year.
    - Tiffany Flatt: PreK-8 Principal @ Altamont Grade School
    - Spence Allison: K-8 Principal @ Bartlett Grade School
    - Tim Traxson: PreK-8 Principal @ Edna Grade School
    - Chris Kastler: PreK-8 Principal @ Meadow View Grade School
    - Donny Peak: PreK-8 Assistant Principal (0.5) @ Meadow View Grade School
    - Melissa Green: PreK-8 Principal @ Mound Valley Grade School
    - Stacy Smith: 9-12 Principal @ Labette County High School
    - Trey Thompson: 9-12 Assistant Principal @ Labette County High School

9.2 Set Time, Date, and Place of Meetings:

During their January meeting, Unified School Districts must establish their meetings' time, date, and location as required by state statute. (A)

- February 10, 2025 (District Office)
- March 10, 2025 (District Office)
- April 14, 2025 (District Office)
- May 12, 2025 (District Office)
- June 9, 2025 (District Office)
- July 14, 2025 (District Office)
- August 11, 2025 (District Office)
- September 8, 2025 (District Office)
- October 13, 2025 (District Office)

- November 10, 2025 (District Office)
- December 8, 2025 (District Office)
- January 12, 2026 (District Office)

Meetings will be held at the District Office located in Altamont, Kansas 67330.

10. Executive Session-

10.1 For non-elected personnel under KOMA:

Madam President, I move we go into executive session to discuss an individual employee's performance under the exception under KOMA, and the open meeting will resume in the board room at _____p.m.

11. Board Member Comments-

Individual board members are encouraged to share stories of success and opportunities for growth at this time.

12. Adjournment-

Motion to adjourn the meeting. Next Regular Meeting: *February 10, 2025,* at Curran Administrative Center, Altamont, Kansas 67330.

BOARD OF EDUCATION
LABETTE COUNTY UNIFIED SCHOOL DISTRICT 506
Altamont, KS 67330

Curran Administrative Office December 9, 2024 7:00 p.m.

Members Present:
Justin Bebb
Greg Bogner
Rich Falkenstien
Jessie Foister
Brian Harlow
Dr. Kolette Smith

Absent Board Members:
Kevin Cole

Others Present:
John Wyrick, Supt.
Shane Holtzman, Asst. Supt.
Cindy Dean, Board Clerk
Isabelle Leake, Communications Director
Stacy Smith, LCHS Principal

Unofficial

1. Jessie Foister called the meeting to order. Dr. Wyrick opened with prayer.

2. Rich Falkenstien made a motion to approve the printed agenda. Justin Bebb seconded the motion. Motion carried 6-0.

3. Consent Agenda
   Justin Bebb made a motion to approve the consent agenda. Brian Harlow seconded the motion. Motion carried 6-0.

4. Recognitions/Communications
   None at this time

5. Recognition of Visitor and Public Comments
   None at this time

6. Reports

6.1 Superintendent Report

- Dr. Wyrick stated Professional Development at each board meeting will begin in January. Dr. Wyrick stated the Food Service Department will be our January Professional Development Session and will give a 10-15 minute program on their department details.
- Dr. Wyrick stated Kansas School Districts will receive a 20-page report this week containing cell phone guidance from the Kansas State Board of Education. This will help School Districts set their own cell phone policies. Stacy Smith reported the current cell phone policy is working well and have no issues. The Board had a great discussion regarding the Cell Phone Policy and decided to leave as is and no changes.
- Mr. Holtzman updated the board on the Auxiliary Gym:
  -Fire Marshal is scheduled to visit in the next 2 weeks
  -Wood floor has arrived and will be installed over Christmas Break
  -Bleachers have arrived
  -Score Clocks have been installed
  -Pinnacle Sign Company will be onsite in December to install outside artwork

6.2 Administrative Report

Stacy Smith stated the District Advisory Meeting met at The Grizzly Grind this afternoon for a meeting. Mrs. Smith stated the CTE Classes put together a unique cover for the manhole on the north side of Harrison Gym and it looks great.

6.3 KASB/Legislative

No Report

6.4 SEK Interlocal #637

No Report

7. Discussion Items

None at this time

8. Action Items

8.1 Brian Harlow made a motion to approve the Cardiac Emergency Response Plan as presented. Greg Bogner seconded the motion. Motion carried 6-0.

8.2 Rich Falkenstien made a motion to approve the continuation contract for the Assistant Superintendent Shane Holtzman to July 1, 2026 and the continuation contract for the Superintendent Dr. John Wyrick to July 1, 2028. Justin Bebb

Unofficial

seconded the motion. Motion carried 6-0.

Rich Falkenstien moved the Board go into executive session for 15 minutes, to discuss an individual employee's performance pursuant to non-elected personal under KOMA, beginning at 7:40 p.m. and the open meeting will resume in the Board Meeting Room at 7:55 p.m. Justin Bebb seconded the motion. Motion carried 7-0.

No action was taken as a result of executive session.

9. Board Member Comments

Dr. Kolette Smith wished all staff and patrons a great Christmas Holiday. Dr. Smith stated for everyone to pass on the Gift of Kindness this holiday season.

Greg Bogner stated the Grizzly Grind looks great and the maintenance team did a fantastic job remodeling the old building. Mr. Bogner wished everyone a Merry Christmas.

Jessie Foister wished everyone a Merry Christmas and Happy Holiday Season.

Justin Bebb stated the 506 Maintenance Crew has done a fantastic job with all the projects lately. Maintenance Crew has our District looking great.

Brian Harlow wished the staff, students and our community a Merry Christmas

Rich Falkenstien wished the staff, student and our community a Merry Christmas.

Unofficial

10. Adjournment

Brian Harlow made a motion to adjourn the meeting. Justin Bebb seconded the motion. Motion carried 6-0. The meeting adjourned at 8:07 p.m. The next regular board meeting will be January 13, 2025 at Curran Administrative Office.

LABETTE COUNTY
Unified School District 506

P. O. Box 189 • 401 S. High School Street • Altamont, KS 67330
(620) 784-5326 • Fax: (620) 784-5879

www.usd506.org

"Where Excellence and Education Meet"

TO: Board of Education
FROM: John Wyrick, Superintendent
RE: Classified/Certified/Supplemental Employment Report
Date: January 13, 2025

Retiree(s)

None at this time

Resignations

Lisa Bussinger—Paraprofessional @ Meadow View Grade School

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"Where Excellence and Education Meet"

TO: Board of Education
FROM: John Wyrick, Superintendent
RE: Supplemental Coaching/Activity, Certified and Classified Work Agreement
Date: January 13, 2025

Supplemental Work Agreement:

Madison Cole—Assistant Girl's JH Basketball Coach @ Meadow View
Autumn Dickens—Assistant Boy's JH Basketball Coach @ Meadow View
Ashley Hill—Scholars' Bowl Coach @ Altamont Grade School

Certified Work Agreement:

Rhianne Taylor—Science Instructor @ Labette County High School

Classified Work Agreement:

Chelsea Rourk—Paraprofessional @ Meadow View Grade School

Transfers:

None at this time

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"Where Excellence and Education Meet"

TO: Board of Education
FROM: Shane Holtzman, Assistant Superintendent
RE: Substitute Employee Report
Date: January 13, 2025

Substitute Employees:

1. See list provided

Altamont Grade School
January Board Report 2025



A Note from Mrs. Flatt - Happy New Year! The kids were excited to be back and see their friends and their teachers. It is hard to believe we are halfway through the school year. The teacher came back on Monday and met with their grade level teams. Then we met as a staff to go over the KESA play, the teacher licensure expectations with LTRS and what that will look like, data analysis and the 2nd semester calendar.

Benchmark Testing: Students will start their Winter Benchmark testing the week of Jan. 13.

Congratulations to Mrs. Shawna Terrell who received the Kansas High School Music Association Teacher of the Year. Shawna was awarded this last month while attending the conference. We are proud of Shawna and all the work she does for the kids in the district.

Daily December Attendance Percentages by Class:
PreK - (both classes combined) - 93.9%
K - 95.6%
1 - 93%
2 - 95.3%
3 - 96.8%
4 - 97.1%
5 - 97.7%
6 - 97.5%
7 - 95.7%
8 - 97.1%
Grand Total - 95.9%

What will the teachers be working on this week and next week as we begin our start of the 2nd semester:

Kindergarten: TSW begins solving problems using subtraction.
1st: TSW will add using 3 numbers.
TSW will review consonants and short vowel sounds.
2nd TSW subtracts 2 - 2-digit numbers with regrouping.
TSW understands an inference. TSW knows words that are compound words.

3rd TSW determines the central message or theme of a story. TSW determines the correct placement

Of a quotation mark. TSW spell homophones

TSW counts the number of units sq covering a shape. TSW tells the area of a shape in sq. units.

4th TSW be able to describe in-depth, a character in a story, drawing on specific details in a text. TSW can use text details to visualize characters and how they change.

TSW can understand and do multiplication of 4-digit numbers by 1-digit numbers.

5th TSW multiply decimals

TSW accurately quotes from a fiction text to support inferences they have made.

6th ELA - TSW demonstrates understanding of figurative language

Science - TSW has an introduction of the hydrosphere, biosphere, atmosphere, geosphere

TSW continues with reproduction comparisons

TSW focuses on balancing equations.

7th ELA - Write using common organizational structures

8th ELA - I can produce clear and coherent writing appropriate to the task.

Altamont Eagle News

Phone Number: 620-784-5511 January 2025

Important Dates in January

1 - Happy New Year
6 - Teachers return .5 PD/.5 Workday
7 - School Resumes: Welcome back!
9 - JH Bball Bartlett @ AGS 4:00
13 JH Bball Edna @AGS 4:00
School Board Meeting @ AGS 7:00 p.m.
16 - JH Bball AGS @ St. Pat's- 4:00 pm
20 - No School
23 - JH Bball - AGS @ Chetopa - 5:00
27 - JH Bball -Mound Valley @ AGS 4:00 8th Grade Parent Night
28 - JH Bball - AGS Boys @ Coffeyville 4:00PM Boys only.
30 - JH Bball AGS @ Thayer 4:00PM

Parents as Teachers

Parents as Teachers Labette County USD 506
Being a parent is hard work. USD 506 offers a FREE Child development/parenting program to families who are expecting or raising a young child under the age of three. Parents who enroll in the voluntary program "Parents as Teachers" can expect personal visits every 3-4 weeks from a certified Parent Educator and opportunities to meet other parents of young children at group connections.
For more information or to enroll in "Parents as Teachers" please contact Paula Kastler or call at 620-820-3892



January 2025 - Transportation Corner

Happy New Year! As we begin the new year just a reminder or two.

1.)**Phone/Address Changes:** If you have changed phone numbers, address or primary/emergency contact persons for your student during the Christmas Break please notify the bus barn and your student's school so we can make appropriate changes. Please remember to call or text in advance if your student will not be riding on any particular morning as this saves the driver time and the district saves on fuel and the bus traveling unnecessary miles.

2.)**Lost and Found**: Items that get left on the bus usually make their way to the building's lost and found. However, occasionally lost items get dropped off at the bus barn. Normally these are clothing items and after they sit at the bus barn a month or two we donate them to the thrift store or throw them away.

Be sure and like us on Facebook: Altamont Grade School and follow us on Twitter: @AltamontEagles

Why School Breakfast?

Breakfast really is the most important meal of the day for kids, as it provides the necessary energy to get set for a day of learning and achievement. Some of the benefits of eating school breakfast include:

- **Improved Behavior- Hungry children are more likely to have discipline problems. But kids who eat regularly are less likely to be suspended from school.**
- **Reduced Tardiness- Kids who participate in the School Breakfast Program are late or absent from school less often.**



Is Your Home Suicide- Proof?

After the holidays, January can be a time of year when people often become depressed and stressed. Even if you think your loved ones are not at risk for suicide, these are some simple steps you can take to help suicide-proof your home and help save a life.

- Reduce access to lethal means.
  - Individuals are five times more likely to die by suicide when there is a firearm in the home. When individuals are kept from using a specific method they do not simply "find another way".
- Limit access to medications.
  - Teens who attempt suicide use medications more than any other method.
- Promote healthy use of social media.
  - Don't allow social media to replace real life--encourage time with family and friends
- Listen and ask.
  - Asking, “Are you thinking about suicide?” communicates that you are open to speaking about suicide in a non-judgmental and supportive way.

Resources

If you are concerned that someone you care about is at risk of suicide contact:
SUICIDE PREVENTION LIFELINE 1-800-273-TALK (8255)
CRISIS TEXT LINE Text HELLO to 741741
SUICIDE PREVENTION HOTLINE 316-660-7500
THE TREVOR PROJECT 1-866-488-7386 or Text START to 678678, or Instant Online Messaging via a computer at TrevorChat
A FRIEND ASKS APP developed by the Jason Foundation can be downloaded for Android or iPhone

TRIO

TRIO - Michelle Dayton, the educational advisor for TRIO notified AGS to let us know there are still spots available for students in grades 6-8 who are interested in the program. You can contact Michelle at Labette Community College: michelled@labette.edu

What is Talent Search?

Talent Search is a federally funded TRIO program that reaches out to secondary students grades 6 through 12 and adults who have the potential to succeed in higher education. Talent Search provides services to encourage eligible participants to graduate from high school and enroll in college. For more information, check out the link: http://www.labette.edu/studentaffairs/talentsearch/about.html

Bartlett Grade School Board Report January 2025

Goal #1 (Relevance): *USD 506 will continue to have high expectations for teaching and student achievement in academics, College and Career Readiness, 21st Century Skills, and extracurricular activities. Staff and administration will provide opportunities that allow students to be engaged, empowered, and connected to their learning.*

- Our annual Christmas Extravaganza included several stations with hands-on activities for the students to learn through play. This allowed our students to work with different aged kids and learn social skills in new ways.

Goal #2 (Rigor): USD 506 will provide and promote instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

- Staff participated in Student Improvement Team Meetings. We discussed student progress and changes that need to be made to better help certain students.
- District Title 1 Teachers met to discuss goals, progress, and benchmark testing across the district.

Goal #3 (Relationships): USD 506 will continue to work towards increasing faculty, student, and parental involvement in promoting social, emotional, trauma-informed best practices, and academic growth.

- Staff participated in PLC meetings in grade-level bands to discuss data and the progress of students.
- Nicole continues to have counseling lessons with classes every month to promote better social-emotional awareness.

Goal #4 (Responsive Culture): USD 506 will continue efforts to strengthen family, school, and community partnerships.

- The school Christmas program was well received. We had a large turnout and a lot of positive feedback from the community.

Goal #5 (Results): USD 506 fosters and promotes proactive and positive communication.

- Teachers and the office sent home a monthly newsletter that has important reminders and ideas for student improvement at home.
- We also continue to utilize Facebook and the local newspapers to inform patrons of what is going on. This is a great place to see pictures and videos of what our activities entail.



Bartlett Braves

January 2025



A Note from the Principal

As we enter the second half of the year, I am excited about what 2025 will bring at BGS. We have the best kids around, and we strive to engage them in new and challenging ways. I also look forward to engaging with more families this year. If you have a skill or knowledge that you would like to share with kids, please let us know. We would love to have you come in and speak to/teach our kids something.

Social Media

Please use this platform to help you stay informed. However, this is not the place to contact us. Please get in touch with us by calling or emailing the school.

School Phone - 620-226-3414
Lafaye - lnoble@usd506.org
Spence - spallison@usd506.org

Facebook - Bartlett Elementary School

Support Your Child's Learning

Bartlett Grade School is blessed to have the supportive families that we do. Thank you for continuing to help us educate your children. We could not do what we do daily without your support. As a staff, we will continue to try to improve communication so that we are all on the same page. If you ever have any questions, please reach out to your child's teacher. We are all here to support your child and help lead them to success.

Activities

Basketball is still in full swing and once February arrives quiz bowl will be starting for 7th and 8th grades. We need volunteers to help work the concession stand at games. Please reach out if you are willing. Thank you for your support so that we continue to have a significant number of kids involved in these activities.

Pre-School / Kindergarten Next Year

- If you or someone you know has a child who may be interested in BGS Pre-School or Kindergarten next school year, please have them give our office a call. We would like to start making a list so we can prepare for roundups and screenings.
- BGS Office: 620-226-3414

506 BARTLETT GRADE SCHOOL

USD 506 Mission:
Educate every student every day!

USD 506 Vision:
Meet the needs of every child!

BARTLETT GRADE SCHOOL

January 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 **Happy New Year!** **Christmas Break**	2 **Christmas Break**	3 **Christmas Break**	4
5	6 **No School** Teacher PD / Work Day **School Carnival Volunteer Meeting 3:20**	7 **School Resumes** (Full Day)	8	9 4:00 BB @ AGS	10	11
12	13 4:00 BB @ MValley	14	15	16 4:00 BB @ BGS vs. Thayer	17	18 District Honor Band / Choir
19	20 **No School**	21	22	23 4:00 BB @ BGS vs. Oswego	24	25
26	27 4:00 BB @ MView	28	29	30 4:00 BB @ BGS vs. St.Paul	31	**EXCELLENCE TAKES DESIRE**

Board Meeting Report for Edna
January 13, 2025

- **Educational Leadership**
    1. Discussed 2 new "Habits of the Mind" with students in both schools. Goal 2.2.1 Rigor-Increase student academic success
    2. Attended IEP Meetings
    3. Sent home positive notes to my December Students of the Month. Goal 4.1.3 Family and School Partnership/ Goal 3.1.3 Results-Social/Emotional Growth and Goal
    4. Begin working on building testing schedules for this year's state assessment test.
    5. Attended our district wide school safety meeting. This is a coalition team to address student/family concerns throughout our communities. Goal 3.1.3 Results-Social/Emotional Growth and Goal
- **Building Management**
    1. Begin showing the Health and Sexuality Films to our (5-8) grade Students. Goal 3.1.3 Results-Social/Emotional Growth and Goal
    6. Held January Staff meetings – Agenda attached– Goal 2.2.1 Rigor-Increase student academic success
    2. Uploaded students in Power-school for State Assessment
    3. Sent out January newsletters for parents and students. Goal 5.1.4 Communication
    4. Meet with students on behavior concerns. Gave disciplinary consequences.
    5. Sent letters out to parents of students that are having absenteeism problems.
    6. Worked with my building custodians on their list of jobs over winter break.
    7. Sent home positive notes to my December Students of the Month. Goal 4.1.3 Family and School Partnership/ Goal 3.1.3 Results-Social/Emotional Growth and Goal
    8. Finalized the January Calendar before sending it out to parents.
    9. Delivered January's "Food for Kids" boxes.
- **Activities**

    Edna did their annual food drive again this year. It began Monday Dec. 4th and finished Wednesday Dec. 20th. Food that was collected was delivered to six families within our community.
    Had our Secret Santa Workshop on December 19th – Kids were able to purchase $1 to $2 dollar gifts for family members. Our 8th graders were Santa's Elves – they helped wrap gifts for the younger kids. Our PTO gave each child a $10.00 voucher to buy items.
    Held Christmas Parties on Wednesday Dec. 20th
    Attached is my January Newsletter

    Students Honored - Congratulations to the following students who have been chosen for the Southeast Kansas Honors Choir and Band. Our Middle School Honors Band students are Madi Gudde – Clarinet and Gracie Transue – Flute. The Middle School Choir students are: Landri Webber and Abby Phillips - Alto. Sadie Kimrey and Lauren Ames - Soprano. Congratulations!! The Honor clinic and concert is on January 18th in Pittsburg.

    2024 Christmas Ornament Contest Winners

    The Community National Bank of Edna held its annual Christmas Tree Ornament Contest for grades K-6 this past December. For every ornament displayed the bank contributes $2.00 toward the school's library fund. This year's winners are: Kind. – Koah Broadwell, 1st grade – Edison Kastler, 2nd grade – AHoward Lear, 3rd grade – Ava Stevenson, 4th grade – Gwen

Owens, 5th grade – Harper Bates, and 6th grade – Brogan Zwahlen. This year's winners received a gift card for their efforts. The bank contributed $258.00 to our Library fund.
Thank You Community National!

1st Semester Honor Roll

5th Grade: A/B - Jaxson Fentress, Rylie Jaimez, Hunter Kimrey, Adin Lear, Tatum Maxson, Xavier Steelman, Adin Yocum
All A - Addison Bates, Harper Bates, Avalyn Broadwell, Londyn Calls Him, Tristen Folk, Henley Roberts, Nolan Spenser
6th Grade: A/B – Kaloura Bates, Lakelee Ellsworth, Josie Hitt, Kylee Horn, Margaret Keele, and Bentley Menzer. All A – Harper Allison, Cayden Lumley, Jaylie Moore, Gatlan Muller, Bayley Sandoval, Colin Voelzke, and Brogan Zwahlen.
7th Grade: A/B – KatiBelle Bryan, Landrie Calls Him, Bailey Carr, Carsten Denman, Acelyn Goodwin, Silas Heflin, Addison Hite, Emma Hitt, Paislie Kastler, Danica Knisley, Madeline Phillips, Allie Rexwinkle, Gracie Transue, Lilyana Volmer, and Emma Weil. All A – Madison Gudde, and Rilen McCoy.
8th Grade: A/B – Alexander Benning, Jax Ludwig, Aislynn McGee, and Athena Reeder. All A – Kylie Bevans, Axton Goodwin, Adilyn Horton, Sadie Kimrey, Abigail Phillips, and Macy Slayter.

Edna Staff Meeting
January 2025

Staff Meetings are designed for staff members to have the opportunity to learn, review, and make decisions on a variety of learning topics. i.e.- Building Management, Noteworthy Items, SIT, Student Activities/Incentive programs, PTO activities, Instructional, Curriculum and Data.

Monday, January 6th @ 9:00 am to 11:30 am

Staff Members:

Pre-k – Michelle Gregory	K - Shelly Warren
1 - Becky Wiley	2 – Ashley McCoy
3 – Sarah Allison	4 – Stephanie Moore
5 – Alyson Heflin	6 - Therese Foster
7 - Deena Carrico	8 - Angela Voelzke
Sp. Ed. - Emma Steelman	Music - Cindy Rucker
PE – Richard Pierce	Band – Lora Finley

Meeting Agenda:

1. Welcome Back!!

2. District Vision and Mission – Teach every child every day and meet them where they are!

a Monthly PLC Team Meeting Agenda - Focus of Discussion: Notes from district team meetings on 1/6/24. Include **Writing Samples** (High, Medium, and Low) and make notes on any trends, concerns, or positive things you see. Discussion notes from 2nd district common assessments.

b Since you meet with your district teams today, this will count for our January PLC Team meetings. Please add your notes in our google doc.

3. Theresa Foster - AI Discussion and Handouts!
a. Powerpoint

4. Science of Reading PD for next year.
a. All Staff (4 days next year) KESA Process
i.8/15, 11/3, 2/9, 4/6 (LETRS training)
ii.Web-site
https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Science-Of-Reading-Licensure-Requirements
b. Deadline to have the training completed - July 1 2028
c. License Requirements

5. New Transportation Form
a. Google on web page
b. School Quick Link
c. Party Bus - DOT Physical needed!
d. https://forms.gle/VCMeTKCYGnxqSuQ29
6. Building Staff Reminders:
a. The Second Semester starts. Remember PE/Music days switch.
b. December Students of the month. **Please get to me today – thank you**
c. January CATS and Class Newsletters go home tomorrow!
d. Grades - Thursday
i.Hand out teachers and Verify grades!
e. Friday – Send Home!
i.First Semester Grades
f. Thursday – Home Basketball game, 4:00 pm
i.Order of games (A girls, B girls, A boys, B boys)
g. Wed. Jan. 10th - SIT Meetings – AM (Will have a rotating sub)
h. Honors Band/Vocal, Saturday Jan. 18th

7. SOC Meeting
a.
8. Math PD Dates for Spring: We should have subs already for these dates.
a. Kind/1st - 1/14
b. 2nd/3rd - 1/23
c. 4th/5th - 1/28
d. (6-8) - 1/29
e. Math Coaching Day - 2/20

Habits of the Mind for January: “Already in your mailbox”

- Thinking and Communicating with Clarity and Precision
- Gathering Data through all senses

January C.A.T.S. 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 No School Winter Break	2 No School Winter Break	3 No School Winter Break	4 Little League BB @ Edna
5	6 No School ½ Day PD ½ Day Work	7 First Day Back! Preschool Starts! 2nd Semester Starts!	8 SIT Meetings Today!	9 BB vs. MVW @ Edna, 4:00 pm Cheer Practice, 7:00 am	10 January C.A.T.S. Go Home! 1st Semester Grades go home!	11 Little League BB Edna @ Mound Valley
12	13 BB @ Altamont 4:00 pm BOE Meeting, 7:00 Cheer Practice, 7:00 am	14	15	16 BB vs. Oswego @ Edna, 4:00 pm Cheer Practice - 7:00 am	17	18 Elm/Middle School Honors Band/Choir Little League BB @ Edna
19	20 **No School**	21	22	23 BB @ St. Paul 5:00 pm Cheer Practice - 7:00 am	24	25 Little League BB @ Erie
26	27	28	29	30	31	

Spirit Week	BB vs. Elk Valley @ Edna, 4:00 pm Blue/White Day Cheer Practice - 7:00 am	Decade Day	Pajama Day	BB @ Altoona 5:00 pm (Boys Only) Favorite Team Day Cheer Practice - 7:00 am	Red/Gold Day	Little League BB @ Bartlett

(Competent, Achieving, Talented, Students) January 7, 2025

December Students of the Month

We would like to congratulate the following students for being selected December students of the Month here at Edna. This is an honor and we are proud of you.

Pre-K – Thomas Shelton and Kylen Paris

Kind. – Maverick Owens

1st – Zander Volmer 2nd – Ryder Gudde

3rd – Jaylynn Bates 4th – Dawson McCullough

5th – Nolan Spencer 6th – Caden Lumley

7th – Emma Hitt 8th – Axton Goodwin

2024 Christmas Ornament Contest Winners

The Community National Bank of Edna held its annual Christmas Tree Ornament Contest for grades K-6 this past December. For every ornament displayed the bank contributes $2.00 toward the school's library fund. This year's winners are: Kind. – Koah Broadwell, 1st grade – Edison Kastler, 2nd grade – AHoward Lear, 3rd grade – Ava Stevenson, 4th grade – Gwen Owens, 5th grade – Harper Bates, and 6th grade – Brogan Zwahlen. This year's winners received a gift card for their efforts. The bank contributed $258.00 to our Library fund.

Thank You Community National!

Students Honored

Congratulations to the following students who have been chosen for the Southeast Kansas Honors Choir and Band. Our Middle School Honors Band students are Madi Gudde – Clarinet and Gracie Transue – Flute. The Middle School Choir students are: Landri Webber and Abby Phillips - Alto. Sadie Kimrey and Lauren Ames - Soprano. Congratulations!!

The Honor clinic and concert is on January 18th in Pittsburg.

Yearbook Sales

Yearbook Sales will start on Monday February 3rd and run through Friday, February 28th. Cost – TBD Yearbooks must be ordered and paid for in advance. Please make checks payable to **Edna Elementary Yearbook Fund**.

2nd Semester Schedule Change Reminder!

- (K-5) PE and Music days switch

Parent Reminders – Important!

- **Grade Cards** go home this Friday!
- **No School – 1/20/2025**
- **Cold weather dress code expectation** – Cold weather is here and to help with the health, safety and/or welfare of all students please remind your children that there is a "No Short Policy" - as long as the temperature is at or below freezing when school starts each day.
- **Doctors Appointments** - In order for the school to excuse a student's doctor/dentist appointment the parent must provide the school with a note from the doctor/dentist office stating time you were in their office. Thank You
- **Attendance Protocol –** Any absence due to sickness or doctor's appointment must be called on the day of the absence. All other absences must be approved through the principal's office prior to the day of absences. When these procedures are not followed the absences will be recorded as unexcused.

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Meadow View Board Report

January 13th 2025

Building Management

*I did all of the usual building management procedures for last month; drills, transportation request, weekly staff calendar, etc. Goal 1.1.3 Relevance meaningful learning experience

*I made several trips to the building over the break to check on staff and the building. Our custodial staff does a great job in keeping our building in tip top shape. A big shout out to Paula Rameriz, Amanda Heckman and Todd McCoskey .

Educational Leadership

*We will begin our ECHO (after school) program for our students on January 14th. We have about 120 students that stay for after school tutoring and STEAM curriculum. Goal 1.1.3 Relevance meaningful learning experience

*Meadow View is so fortunate to a great staff in place to meet our students needs. We held our Building Leadership team meetings in December. We looked at the data from our diagnostic testing, looked over our goals and charted progress. We also discussed the goals set forth and our work in meeting those goals. Goal 1.1.3 Relevance meaningful learning experience

*We held our Student Improvement Team meetings last month also. As a team we met with each grade level teacher and discussed the progress and any concerns of their students. I am always overwhelmed by the concern and compassion our staff has for our students. Goal 1.1.3 Relevance meaningful learning experience

Noteworthy Items

*We are continuing to post on Facebook, Instagram, and Twitter so our parents can stay up to date on what is happening at Meadow View. Goal 5.1.4 Communication

*Misty Collins is now our preschool teacher at the Grow at Eden preschool. Our preschool numbers are up from 23 students from last year.

*Our students collected over 2400 food items for the Stella Wells food drive. Way to go Falcons!!! Goal 1.1.3 Relevance meaningful learning experience

Pics: Second Semester cooking class with Mrs. Wacker.




Mrs. Fabrycky's class had a GRINCHY day! 💚





Mrs. Baldwin's Ugly Sweater contest.



Meadow View Elementary
Published by **Cindy Stringer**
· December 13, 2024 at 8:17 PM ·



Stella Wells
December 13, 2024 at 3:41 PM ·

Thank you Meadow View for hosting your annual food drive! We are blown away and know this will help a lot of Parsons families! Meadow View Elementary

Miss Cole's 6th grade has been working on a fun gift project for the holiday season. They turned out great! Way to go!



Meadow View vs. Mound Valley, everyone did a good job!









Everyone did a great job at the Winter Concert tonight!





December student of the month.



Mound Valley Grade School
Administrative Report
January 2025

We are excited to see our students after a wonderful Christmas break and ready for a great 2nd semester! Grade cards for the 9 weeks and semester will be going home this week.

Building Management

- Our building announcements are sent out weekly using Bright Arrow. Also, our newsletter is sent home monthly and Facebook announcements are posted regularly.
- Our building looked awesome after Christmas break. Our custodians have done a great job cleaning the building. The floors and classrooms sparkled!

Educational Leadership

- Our Winter Benchmark Assessment will start this month. Mrs. Conway has done a great job of working with our teachers on when and how to administer the assessment.
- Our after-school program, Encore, will start up this week and go through April. We had a great night at our Open House in December. Parents were able to visit each station to see the awesome activities that our students completed and enjoyed a meal together.
- Our District Professional development day was January 6th. The Prek-8th grade teachers met through a Google meet in their grade level/content groups during the first hour and the high school teachers met at the high school. The Prek-8 teachers utilized this time to review k-8th common assessment and specific writing pieces. Next, each building met with their staff to discuss the KESA process, licensure requirements, technology updates using AI, and students of concern. In the afternoon, teachers worked on completing their end of 9 weeks/semester grades.
- I will complete day 3 of the LETRS training at Greenbush this month.
- Our Honors District Choir and Band will be this month. We have several students who will be participating in the event.
- Our Leadership team will have a Zoom meeting with Essdack Leadership Coach and Consultant, Tamara Lindholm, to discuss our next Inspired Leadership growth task.
- We had a wonderful Christmas program in December. Our band students played several songs and did a fantastic job. Every class performed with singing and actions to several Christmas themed songs. Ms. Finley, our K-8 music teacher, and Mrs. Dollins, our Pre-School teacher, did a great job preparing our students for the performance.
- Basketball teams have been doing a great job. We are thankful for our coaches Kristen Shaw and Andy O'Brien.

Noteworthy Items

- Will recognize Student of Month and Perfect Monthly Attendance.
- We will have spirit week at the end of the month during our League Basketball tournament.

Respectfully,

Melissa Green

A great big thank you to James McCarty, Parson's Rotary Club and Grandview for presenting Mound Valley third graders with an awesome new dictionary and a wooden ruler. We will be putting both of these tools to good use.



4th grade students celebrated meeting their December AR reward with yummy drinks and extra STEM time!



K-State Extension provided 4th and 5th grade Encore students with "Gray for a Day". This lesson utilizes an empathic model to educate students on the age-related sensory and functional challenges that older adults might face.



The most wonderful day of the school year! Merry Christmas from the MVPs!



Mound Valley Grade School
News and Notes

January 2025

Important Dates:

7	School Resumes;
9	4:00 BB vs Elk Valley @ MVal
10	Child Find
13	4:00 BB vs. BGS @ MVal
16	5:00 BB vs. Chetopa at Chetopa
18	Jr. High District Honor Band/Choir
20	Martin Luther King Day, No School
23	5:00 BB Altoona at Altoona
27	4:00 BB vs. Altamont at Altamont
30	4:00 BB vs. Oswego at MVal

(This calendar is subject to change. Please check the Mound Valley calendar on the district website for changes and updates at usd506.org Click on the Calendar button, then choose the Mound Valley calendar. You may have to choose the current month to update the calendar.)

Spirit Week

February 3-7

Monday- Whiteout/Blackout (Wear all white or all black)

Tuesday- Pattern Play-(animal print, stripes, polka dots, plaid, etc)

Wednesday- Wacky Wednesday (mismatched clothes, crazy socks, or hats)

Thursday- Mustang Pride Day (wear black and gold)

Friday- Pajama Day (school appropriate, no thin straps, short shorts, etc.)

- **Semester Schedule and Changes**
  First semester ends December 20th. Second semester begins when we return in January. Music and PE days will switch places from what it was in the first semester at the same time.



- Basketball players and Cheerleaders have been doing an excellent job of showing positive sportsmanship on and off the court! The basketball tournament will be Feb.6-8 at Chetopa. Keep up the great work Mustangs! **The gym is closed from Dec. 22-Jan.-7.**

- **Mustangs Helping our community**
  This year our students helped our local Mound Valley Methodist Church with their food bank. Students did an awesome job donating food and our Student Council delivered the food to the church.



Attendance Matters
Every student. Every day.

- **Attendance Reminders**

If your child is ill, please call or send a note to school, otherwise the absence will be unexcused. **After ten absences, ALL absences will be recorded as unexcused unless accompanied by a doctor's note.** Truancy is defined as any three consecutive unexcused absences, any five unexcused absences in a semester, or seven unexcused

absences in a school year, whichever comes first. Tardiness occurs when a student enters the building after 8:00 a.m. or misses up to an hour at any time during the school day.

- **Maintaining Routine!**

Establishing and maintaining a routine is crucial for children and teens, even though it may not always be enjoyable. Routines offer structure and help foster a positive mindset, especially after the holiday break. Collaborate with your child to create a visual schedule, allowing them some control over their routine. Identify tasks they can handle independently and determine where they need parental support. Upon return to school, schedule time for enjoyable and social activities in their after-school routine and on weekends to provide a break from the school week.



- **Pre-School Screenings**

If you know of a child who is three or four years of age please inform them of our Pre-School screenings. Please call the office to arrange for a screening time.



- **Health**

The single best way to prevent seasonal flu is to get vaccinated each year, but good health habits can also help stop the spread of germs and prevent the flu. Follow these everyday tips:

- Avoid close contact with people who are sick. Keep your distance from others when you are sick, too. That means no work, school or running errands if you aren't feeling well.
- Cover your mouth and nose with a tissue when coughing or sneezing. The flu is spread by cough, sneezing, or unclean hands.
- Clean your hands. And do it often. If soap and water are not available, use an alcohol-based hand rub.
- Don't touch your eyes, nose and mouth. Germs spread this way.

Clean and disinfect surfaces and objects that may be contaminated with germs.

The Centers for Disease Control and Prevention calls hand washing "a do-it-yourself vaccine." But are you doing it the right way? Just remember these five easy steps:

1. Wet your hands using warm or cold running water
2. Lather with soap (don't forget backs of your hands, between your fingers and under your nails)
3. Scrub for at least 20 seconds (Humming the "Happy Birthday" song from beginning to end twice is all the timer you need)
4. Rinse your hands well under clean, running water
5. Dry your hands using a clean towel or air dry them



- **Transportation Corner/News**

Happy New Year! As we begin the new year just a reminder or two.

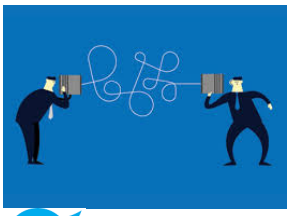
Phone/Address Changes:

If you have changed phone numbers, address or primary/emergency contact persons for your student during the Christmas Break please notify the bus barn and your student's school so we can make appropriate changes. Please remember to call or text in advance if your student will not be riding on any particular morning as this saves the driver time and the district saves on fuel and the bus traveling unnecessary miles.

Lost and Found:

Items that get left on the bus usually make their way to the building's lost and found. However, occasionally lost items get dropped off at the bus barn. Normally these are clothing items and after they sit at the bus barn a month or two we donate them to the thrift store or throw them away.

- **How find out what is going on at the Valley!**



@MVGSMustangs

@moundvalleygs



Phone: 620-423-2230
http://www.usd506.org/vnews/display.v/SEC/Mound%20Valley%20Grade%20School

LABETTE COUNTY HIGH SCHOOL

Updates from the Administrative Office
JANUARY 2025

EDUCATIONAL LEADERSHIP:

- Attending Weekly CIA and Building Leader forum online through Greenbush.
- Teacher Evaluations and Classroom observations ongoing.
- Bi-Weekly Administrative meetings with Asst. Superintendent and Superintendent.
- Conducted weekly meetings with Athletic Directors.
- PLC and Departmental meeting-scheduled monthly and feedback reviewed by LC admin.
- Christmas Staff appreciation week was held the final week of the semester, the teachers truly appreciate the effort made by administrators to celebrate the season.
- Our District KESA team completed our plan and received final approval from KSDE.

BUILDING MANAGEMENT:

- Continual Heat repairs and equipment upgrades in several buildings.
- New neon signs on Harrison gymnasium have been noticed by many!
- Custom build for manhole coverage in front of Harrison gymnasium installed and aesthetically looks very professionally done- A special thanks goes to Mrs. Winter's welding students and Mr. Omarkhail
- Auxiliary Gym construction continues and our crews are doing an amazing job!

NOTEWORTHY ITEMS:

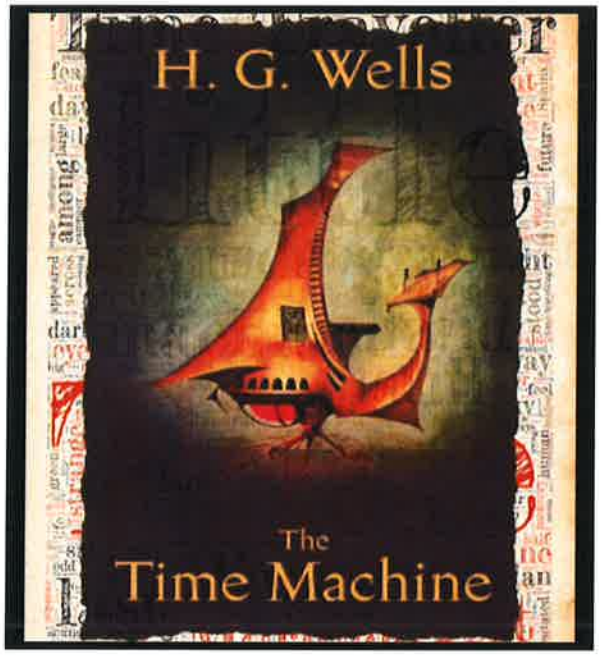
- Presented gift cards from Community National Bank & Grizzly Care Fund to students in need. These moments in doing this are very special and our students are so grateful!
- Congrats to Cason Wyrick on earning 100 wins for his wrestling career!
- Girl's basketball has begun the season with a 7-0 record!
- LCHS Marching band won the best marching band in Parsons Parade.
- The LCHS Choir put on a wonderful performance at the concert before break.
- Shout out to Jack Leake III for doing a great job as our Community Connections Coordinator.

As we begin this new semester, our staff is prepared to finish this school year strong. We believe that we are moving forward and embracing changes and creating a place where excellence is not only expected but exhibited in even the smallest of ways. Our faculty and students know that being a "GRIZZLY" is Special! So proud to be part of the USD 506 family!

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GRIZZLY GAZETTE

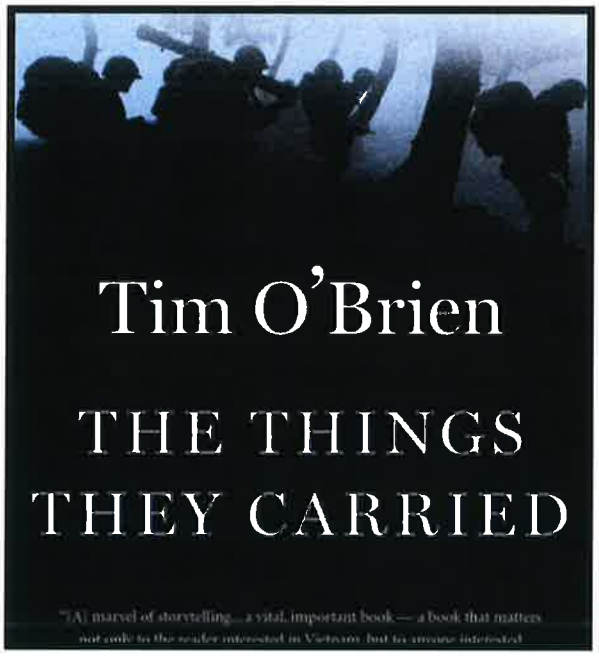
THE OFFICIAL NEWSLETTER OF THE LCHS ENGLISH DEPARTMENT



MRS. BOOTH

COMPOSITION I:

The Composition students finished the course by writing a longer paper that compared and contrasted H.G. Wells' classic *The Time Machine* to George Pal's film version. Students had to focus on one element for the entirety of the paper - theme, characterization, symbols, plot structure, suspense, etc. Not only did they have to compare and contrast the two stories in their paper, but they also had to prove a larger argument. This was the longest piece the students had written all semester and they handled it very well. I am very proud of the work these students have put in throughout the semester.



MRS. CHAPMAN

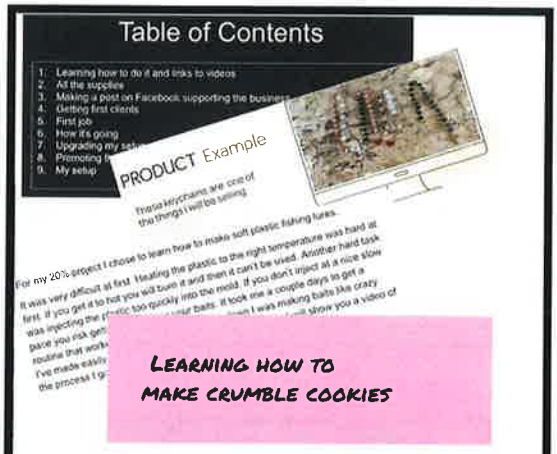
WAR LITERATURE:

Students in War Literature spent the semester examining the complexities of war within various pieces of literature. Through the examination of classic and contemporary poetry, short stories, novels, articles, podcasts, TED Talks, and a movie, students strived to gain insight into the effects of war on the soldiers who fight, the loved ones at home, the perceived enemy, and the societies we all live in. Some of the literature we explored included poetry inspired by WWI and the wars in Afghanistan and Iraq, an excerpt from the novel *All Quiet on the Western Front* which offers a German soldiers perspective of WWI, the movie *Unbroken* following Louis Zamperini's experience in WWII, an excerpt from the epic poem *Beowulf*, and my favorite war novel of all time *The Things They Carried* by Tim O'Brien.

MRS. LEAKE

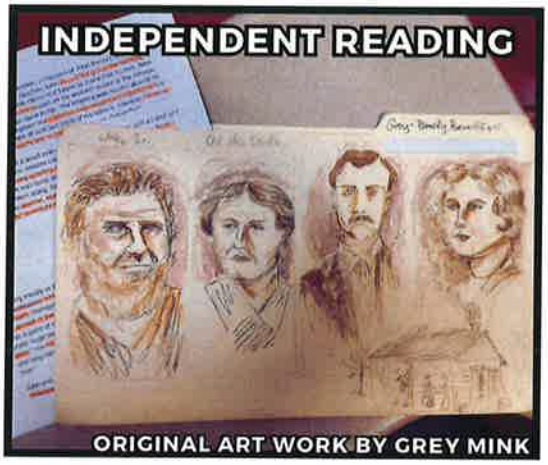
Technical Writing Project

In today's business world, innovative thinkers with problem-solving skills are essential. Companies like 3M and Google have seen great success by allowing employees time for personal projects, resulting in inventions like Post-it Notes and Gmail. This past semester, students spent approximately 20% of their course time on unique projects, with some creating businesses such as car detailing services, Facebook or Etsy craft shops, and fishing lures. Using technology and professional writing, students utilized websites and other digital platforms for their projects, though public viewing was optional. If you are interested in these services or products, please get in touch with Mrs. Leake to connect with the students.



EXAMPLES OF STUDENT PROJECTS

MRS. WILSON



Dystopian Lit students completed their book clubs, participating in ongoing group discussions and making notes on character development, plot development, conflict, theme, and symbolism.

True Crime Lit students completed their research projects, exploring a variety of unsolved cases. They gathered evidence from reputable sources, annotated documents, created a properly formatted Works Cited, and presented their cases to the class.

Poetry students spent time reworking poems they had previously written and polishing their performance techniques during class "Poetry Cafes" and a final stage performance.

Fiction Writing students wrote, illustrated, revised, and then published a second short story online via the *Book Creator* app.

Independent Reading students conducted research over a variety of unsolved cases. They gathered evidence from reputable sources, annotated documents, created a properly formatted Works Cited, and presented their cases to the class.

ELA STUDENT SPOTLIGHTS



KAYLEE WALKER



TEIGE THIESING



KEEGAN STRITZKE



TUCKER RUSH

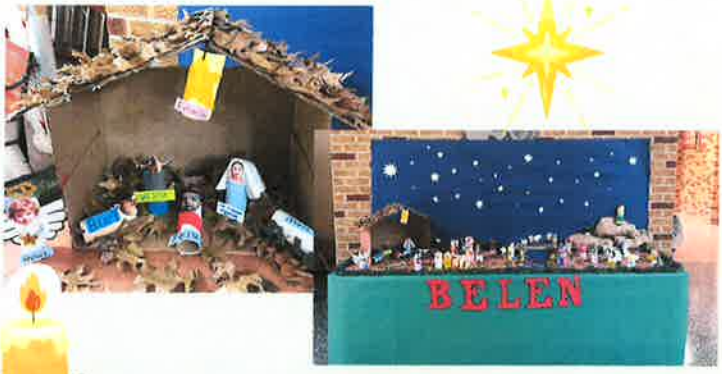
SPANISH

December 2024

Mrs. Plaza

Nativity Scene

All the Spanish students made a Nativity Scene using recycled paper rolls. This way, they learned the importance of this in Spain, since there are even contests.



What We Learned

Spanish I

Students learned the order of words within a sentence and vocabulary related to school schedule.

Spanish II

Students learned comparisons and the superlative.
In addition, they also learned to differentiate the verbs "Saber" and "Conocer".

Spanish Conversation and Culture

My students and I taught the grade school children a Spanish tradition full of excitement: the Three Wise Men. They wrote their letters to send to them and waited for them to bring gifts.



Las Campanadas

In Spain there is a tradition of eating twelve grapes in the last twelve seconds of the year. So on the last day of school, pretending that it was the last day of the year, we had Las Campanadas (Chimes) at school.











2 NORTH NEWSLETTER

DECEMBER EDITION

STUDENT OF THE WEEK



GEOMETRY

Geometry students worked very hard this semester. They finished their 3rd unit over Parallel and Perpendicular Lines and completed the City Map Project. Each group was asked to create a city map incorporating geometric concepts from the last 3 units. They also completed the 4th unit over Geometric Transformations. They're a hardworking and extremely creative group. I've really enjoyed this semester and I hope they have too.

ALGEBRA 1

Algebra 1 wrapped up the semester with a short chapter over three different techniques on solving systems of equations which were graphing, elimination, and substitution. They powered through many examples and practice problems, then finished off with one final test before finals week. Students have done well this semester, and we are looking forward to what the next semester will bring!

ALGEBRA 2

In Algebra 2, we did a brief two sections over operations with polynomials. Students did very well with this, and it produced some of our best test grades yet! We then spent a couple days doing a Christmas math activity where we used coordinates to create a Christmas tree. Our students have worked hard this semester!

COLLEGE ALGEBRA

College Algebra students have completed four units and taken their final exams. I appreciate how hard they've worked while juggling all of their other obligations. I'm looking forward to having this group next semester in Trigonometry and Elementary Statistics.

APPLIED MATH

Applied Mathematics is designed to demonstrate the practical applications of mathematical concepts. Students have now completed the unit on Ratio, Proportion, and Percent and are about half way finished with the unit on Measurement. As part of the unit on measurement students will spend a good amount of time with unit conversion.

CONSUMER MATH

Consumer Mathematics strives to equip students with essential mathematical skills for managing personal finances and making informed consumer decisions. As the first semester comes to a close, students have completed recent units on checking accounts, savings accounts, and interest. As part of the unit on savings and interest, students gained a better understanding of the benefits of compounded interest. Next up; building financial credit.

INTRO TO ALGEBRA

Pre-Algebra serves as a foundational mathematics course designed for high school students, focusing on essential algebraic concepts and skills. Students will wrap up a review of fractions just prior to the Christmas Break and will quickly begin solving multi-step equations when we return from the break in January.

CALCULUS

Calculus students are working hard and still learning about Derivatives. They will be finishing the semester doing a research project for their mid-term final. They are writing a paper and doing a presentation over a mathematician whose contributions were valuable in the development and study of Calculus.

MATH CLUB

We have three down and two more to go at MSSU Math League. We are currently in second place.

LC's Shocking Science

December 2024

What's new in our HS Science Department?

As the Science Department wraps up another wonderful semester of being a Grizzly teacher, we have many things to be grateful for and many lessons learned. Looking back, as it always is when something comes to an end, is bittersweet. It's time where we say goodbye to some of our students but get to be excited about the new ones we are allowed to impact during the new semester. Some of us are switching classes completely and some of us get to keep the majority of the students we have had first semester, with only a few changes to students. But none the less, the biggest lesson we hope to teach at this time of year is kindness, inclusion and love for those many students that need us. Whether we know it or not, we learn as much from these students, probably more, than they learn from us. It's a wonderful cycle to be a part of and we enjoy, although we sometimes complain, every minute of being with "our kids". We wish you a Happy Holiday Season filled with wonder and magic! Here's looking forward to 2025!

-LC Science Department

Check us out!!













SOCIAL STUDIES DEPARTMENT

DECEMBER NEWSLETTER

2024



DECEMBER SPOTLIGHT

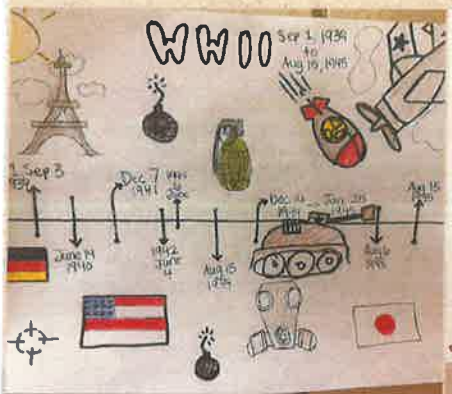
US History

US History: We explored The Treaty of Versailles and President Woodrow Wilson's 14 Points. The students analyzed how implementing some of Wilson's points might have prevented World War II.

Honors US History: students expressed their perspectives creatively by writing either a break-up letter or poem to Great Britain to declare their Independence or a loyalty declaration to the Crown. They then designed recruitment posters to rally support for their chosen side.

World History

We studied World War I and World War II. The students did a group project in which they became the cabinet members of President Truman and created plans to end WWII, just as they did in 1945. We also did choice boards over both World Wars.









College Orientation

College orientation, sponsored a FASFA night for parents and seniors to come in and receive help completing their college financial aid.

Constitution

We are ending the semester studying domestic and foreign policy.

Sociology

We ended this semester by studying Modernization and Social Change. Now, students are working on their final project, where they incorporate everything we learned this semester into a person's life.

Psychology

Psychology students learned about the categories of mental health disorders and potential steps to use to support someone who might be experiencing a stressful time. Students will be wrapping up their semester with a review of famous psychologists.

Geography

We are ending the semester studying the countries of Europe and Asia as we review for our final over the Kansas counties and all 50 states

Career Orientation

Career Orientation has been wrapping up the semester with the budgeting unit. Students have been creating budgets based on what they expect to make after taxes. Students have also created salary-based budgets and put money into categories to show how much they spend in a pay period.

LCHS DECEMBER 2024 PE NEWS

STRENGTH & CONDITIONING

We had some great gains 1st semester. Bench - 11 lbs per athlete. Squat.- 16 lbs per athlete. Clean - 11 lbs per athlete. Really excited about where our kids went to in their max's. - **Coach Price**



WHATS HAPPENING IN PE

Our PE classes ended the semester on a positive by finishing strong and doing a great job with competing in the end of semester final pacer test. We cannot wait to start our racket units of pickleball, floor tennis, and badminton. Students really compete and find love in lifetime activities with these units! Our hope is that they find an activity to keep them active for the rest of their lives!

Coach A & V

COACH VOLMER WEIGHTS

The beefcakes had a great ending to the first semester! We had many broken records, improved maxes, and improved speed and agility testing numbers. The start of the new year means continuing to work hard and pushing ourselves for our upcoming seasons or maintaining our numbers while we are in season! We also get some new faces in 1st and 2nd hour with new schedules for the second semester!-Coach Volmer



CTE

Business and Graphic Design



Business Essential classes completed their final project of the semester, a small Food Truck Business Plan. Students were paired up and came up with a food truck or a mobile business. Businesses ranged from American, Mexican and French food trucks to Mobil Wester wear clothing and Mobile Basketball trucks.

Graphic Design students completed portfolios for Illustrator and completed 3-D snow globe or ornament designs.

Yearbook students finished up pages from the 1st deadline and prepared for ad sales that will occur in February.

Grizzly Grind had a great December, selling gift cards, Christmas music from some band students, and Hot Cocoa after the Christmas parade. The students are loving the coffee shop and some have even started working on their latte art.

Health Science

Health Science Intro classes finished their lesson on infection while the second year students learned about different cultural and/or spiritual beliefs relating to healthcare internationally. All classes heard from Dr. Hunn, General Surgeon at Labette Health along with his nurse Brynn Saye. Health Science III & IV were invited to tour and participate in multiple mock sims at LCC nursing simulation hospital. After learning body organ and joint locations on the Anatomage, HS III & IV students had the opportunity to visit the cadaver lab at Pitt State where they were able to study real cadavers with multiple comorbidities including pacemakers, triple bypass stents, joint replacements, lung damage from smoking, etc.



Family and Consumer Sciences



Intro to FCS students finished their section on culinary arts by decorating sugar cookies.

Fashion students have continued working on their garment projects, practicing advanced piecing techniques.

Culinary Essentials students celebrated the coming of winter with churros, Mexican hot chocolate, and homemade marshmallows.

Advanced culinary students were given the opportunity to choose advanced recipes in groups and demonstrate new techniques to their peers.

CTE NEWS



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education." - Martin Luther King Jr.

MR. WOLGAMOTT'S CLASSES

- CAM I students have been designing and machining USD 506 dice as well as gliders.
- CAM II students are designing a mass production fabrication run to create Grizzly coins. as well as baby jades license plates.
- Industrial rotation class has been busy designing and manufacturing keychains as well as scaled tiny house blueprints!
- Advanced Drafting/Engineering have been working on designing a moon buggy to be machined.
- CAD I students are learning multiple features to the mechanical software's to produce advanced parts for industry.



MR. WARREN'S CLASSES



Electronics Technology-
Foundations of Electronics- Students are becoming proficient in calculating, constructing, measuring, and troubleshooting Series, Parallel, and Series-Parallel Circuits.
Emerging Technologies- Students have been building and troubleshooting Common Emitter, Common Collector, and Common Base Amplifiers.
Digital Electronics- Students are starting to work with Led displays and OLED displays.
Advanced- Students are cleaning and organizing space for the new Industrial Electronics bench we received from a grant.
SkillsUSA students went to a state officer training session December 6th. The students also did a food drive for the local food pantries.

WELCOME TO THE CTE NEWSLETTER

MR. CARES'S CLASSES

-Metal roof is on the trap shoot.

-Trim is complete at the Bartlett house and closet shelving is being finished.

-Onyx shower has been installed.





MR. OMARKHAIL'S CLASSES

The cabinetry classes have been working on random projects brought into the shop. They are working on personal projects now. They include corn hole games, small bedside bookshelf and cutting boards.

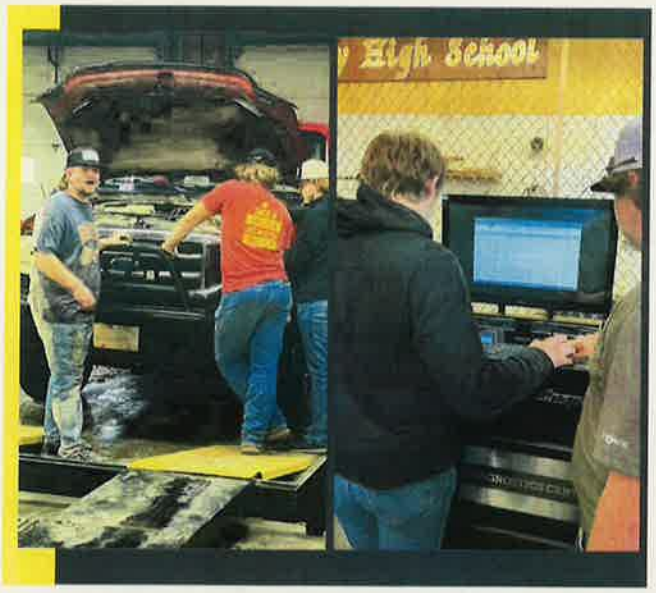
The man proc/graphic production classes have completed several projects to date. They are wrapping up the health career shirt project. They have completed several embroidered hat projects and are continuing several more to be completed by Christmas break. A few students have designed a simple custom embroidery print and have sold about 20 sweatshirts. There are several projects going on in the classes. They range from embroidery, screen print, heat vinyl, laser and powder coating.



WELCOME TO THE CTE NEWSLETTER

MR. RUTTGEN'S CLASSES

- Brakes students are learning about brake theory and how it applies to different vehicles.
- Rotation student have been learning basic car maintenance with fluids and tire repair.
- Advanced Automotive students have been learning series, parallel, and series parallel circuit, soon to move into starting and charging system and working on community members vehicles.





SKILLS USA NEWS

Field trips Skills USA attended!!!





Mr. Wiley

FFA

THE LABETTE COUNTY FFA CHAPTER RECENTLY TRAVELED TO CANEY, KANSAS TO COMPETE IN THE SOUTHEAST DISTRICT PUBLIC SPEAKING LEADERSHIP DEVELOPMENT EVENT. WHEN THE RESULTS WERE READ, THE TEAM FROM LABETTE COUNTY PROVED VICTORIOUS. RESULTS ARE AS FOLLOWS:

FRESHMAN DIVISION:
MCKYNLEE BAKER--5TH

SOPHOMORE DIVISION
ADDY HEFLIN--1ST
PERRY ANGLETON--5TH

JUNIOR DIVISION--
LILY WILEY--2ND
TAYLOR GUDDE--4TH

SENIOR DIVISION--
JACI FALKENSTIEN--5TH

EXTEMPORANEOUS DIVISION--
TAYLOR GUDDE--3RD
ANNA CANTRELL--6TH
LUCY PEARSON--10TH

OVERALL TEAM--
1ST PLACE!!

CONGRATULATIONS TO THE LABETTE COUNTY FFA CHAPTER FOR CONTINUING THE TRADITION OF SUCCESS!!!!!!

CLASSROOM

AGRICULTURAL EDUCATION—MR. WILEY

FRESHMAN CLASSES: PUBLIC SPEAKING
SOPHOMORE CLASSES: PUBLIC SPEAKING
JUNIOR/SENIOR CLASSES: SAE GRANTS



2024 SED PUBLIC SPEAKING TEAM

Mr. Zwahlen

Mr. Z's Classroom
Animal Science Classes - Livestock/Animal Presentations
Intro. to Ag (1st Year classes) - Livestock Terminology Lesson



Intermediate Parlaw Team
Abie Zwahlen, Braylea Nutter, Perry Angleton, Charles Black, Cashlee Smith, Jay Alloway



Senior Parlaw Team
Sierra Hill, Anna Cantrell, Pyper White, Addy Heflin, Taylor Gudde



Greenhand Parlaw Team
Marlee Madl, Kinsley Lassen, Harlow McKibben, Owen O'Brien, Hope Deweese, McKynlee Baker, Jozee Rossman

The Labette County FFA Parliamentary Procedure Teams recently competed in the Southeast District Parliamentary Procedure Contest at Girard High School—weeks of hard work and preparation paid off as the intermediate and senior-level teams became District Champions. In the Greenhand (1st year members) contest the team placed 5th. The senior team will compete and represent the Southeast District at the 97th Kansas FFA Convention in June.

The FFA Parliamentary Procedure competition consists of members conducting a meeting where they debate a topic dealing with FFA or agriculture. In addition, participants are required to process motions during the presentation, are asked questions concerning parliamentary procedure, and are tested on their knowledge of parliamentary procedure.

LCHS AG AND WELDING

December 2024 Board Report Mr. Wiley-Mr. Zwahlen-Mr. Becker-Mrs. Winters

NATIONAL SAE GRANTS

Two Labette County FFA members were recently selected as National SAE Grant Winners by the National FFA Organization. Brantly Allen will receive $1,000 from Growing America's Farmers and Lily Wiley will receive $1,000 from Bayer Crop Science.

SAE grants are designed to help FFA members create or expand Supervised Agricultural Experience (SAE) programs, a requirement that all FFA members must complete. An SAE requires FFA members to create and operate an agriculture-related business, work at an agriculture-related business or conduct an agricultural research experience. Upon completion, FFA members must submit a comprehensive report regarding their career development experience.

This year 26 different sponsors funded SAE Grants. Brantly's application and Lily's application were selected from among 1,238 applications nationwide.

The National FFA Organization is a school-based national youth leadership development organization of more than 1,027,200 student members as part of 9,235 local FFA chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands.

FFA

Mr. Becker

This Month in Ag Mechanics Students have continued to work on their projects. We have statrted to prepare for the Southeast District Welding Contest that we will host on January 15th. We are staying busy.





Mrs. Winters











This month has been spent on finishing up a lot of our projects and we also completed a more complex assignment with the advanced students. We have been working the last week to get our shop cleaned up and in order for the upcoming welding contest.

LC Fine Arts Review

December 2024

LCHS Choirs



LCHS Choirs had fourteen students (Left)who were selected for the Kansas Music Educators Association Southeast District Choir. They performed in concert December 7 at the Bicknell Center in Pittsburg after working with Dr. Jamie Bunce, Associate Director of Choral Activities at the Kansas State University School of Music, Theatre, and Dance. While at the event, Mrs. Shawna Terrell received the award for KMEA's SE District Outstanding High School Music Teacher Of The Year. (Below)





All LCHS Choirs performed their annual ChristmasConcert December 15 in Harrison Auditorium. We would like to thank Mr. Randy Blackwell for accompanying on piano.

Arts Cont.....







Congratulations to Freshman Lily Gilreath, Junior Lakyn Willis, and Senior Payton Sanders (Left to Right) for being selected for the KMEA All-State Choir!







(Left to Right) Sophomore Gavin Myers, Sophomore Jaden Geiger, and Junior Lizzie Ludwig were chosen as alternates for the all-state choirs. Gavin and Lizzie were already called up, so they will be participating in the All-State choir events as well! Congratulations to all of these amazing, talented young people.

Arts Cont.....



LCHS Advanced Theatre students celebrated the holiday on December 30 with a workday for the State Thespian Festival

Students drew names and brought presents and snacks for each other and began work on Lobby Display, Troupe Notebook, and Individual event projects for the state festival. We hope to represent our school well during the first week of January. Results to follow in February's newsletter!

Arts Cont.....

December Projects





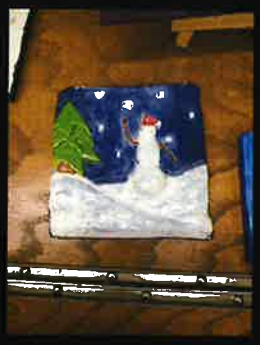


End of semester projects for Theatre 1 included monologues, for technical theatre. They included 3-D design projects for the upcoming musical, "Six" and for the advanced theatre students, our final preparations for the state thespians festival in January. Sp

Arts Cont.....

Intro to Drawing And Design

Students created christmas/Winter themed ceramic tile using relief method or craving into the clay.



Advanced 2D Students

Advanced students have been working on mastering different types of painting mediums.



Advanced 3D Students

Students have been working on learn basic jewelry making skills



Photography

Photography students have been learning about taking photographs in different lighting environments.





Arts Cont.....



Senior Kiersten Kebert with her French horn. Kiersten made first chair in the Southeast Kansas District Honor Band for the concert December 7th. She can audition for the All-State Band in January.

Photo by Senior Emily Leonard



The LCHS Band, Cheer and Dance Team combined to march the Grand Parade at Neewollah in October. The LCHS Band won the parade portion of the competition for the small school division.



Left: Lukas assisted by Kinsley Lassen, Pyper Aventi Jon Dusher and Maverick Sharp

Sophomore Lukas Elliott performs Jig 2 upside-down at the pep assembly before the playoff game vs. Bishop Miege

Photo by Freshman Annie Spencer

Freshman Annie Spencer with her alto sax. Annie made 4th chair in the Southeast Kansas District Honor Band for the concert December 7th. She can audition for the All-State Band and Jazz Band in January.



Annie Spencer also made lead alto sax in the District Jazz Band. The first freshman to ever do so. The District Jazz concert was November 20th.

Photo by Senior Emily Leonard

LABETTE COUNTY
Unified School District 506

P. O. Box 189 • 401 S. High School Street • Altamont, KS 67330
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www.usd506.org

"Where Excellence and Education Meet"

TO: Board of Education
FROM: Shane Holtzman
DATE: January 13, 2025
SUBJECT: Policy Change Recommendations

Approval of BOE Policies: On 1/13/2025 BOE members were presented with the first readings of KASB recommended new and revised BOE policies. Our second reading will take place during our February Board Meeting; at this time, board members will be asked to approve the policies.

Revision	**BDA**	**Developing, Adopting, Amending Board Policy**
Revision	**CC**	**Organizational Chart**
Revision	**CD**	**Administrative Line and Staff Relations**
Revision	**CG**	**Administrative Personnel**
Delete	**CGI**	**Administrator Evaluation**
Revision	**CNA**	**Preservation of Documents**
Revision	**DE**	**Fraud Prevention and Investigation**
Revision	**DFAC**	**Federal Fiscal Compliance**
Revised Forms	**DFAC**	**Grant Subrecipient Monitoring Procedures**
		Procurement Federal Program
		Allowability of Costs
		Cash Management
		Types of Costs Obligations and Property
New	**DFH**	**Fundraising Activities**
Revision	**GAE**	**Complaints**
Revision	**ICA**	**Pilot Projects**
Revision	**IDACA**	**Special Education Services**
Revision	**JGFGAA**	**Stock Supply of Emergency Medication**
Revision	**JGFGBA**	**Student Self-Administration of Medications**
Revision	**KN**	**Complaints**

DECEMBER 2024 UPDATED KASB POLICIES AND FORMS

The KASB December 2024 policy updates are now available. The following policy recommendations have been made by the KASB Legal/Policy Services staff. The table below explains the changes in recommended policies. Please review and compare these updates with what you have adopted to ensure you have the most up to date KASB recommended policies.

If you have any questions concerning these policy updates, please direct them to Leslie Garner, KASB's Policy Specialist/Legal Coordinator, at lgarner@kasb.org or at 1-800-432-2471.

REMINDER: KASB made a policy update in August 2024 regarding policy GAOE on Workers Compensation. As this update was in addition to our regular two updates per year cycle, we wanted to make sure no one missed it.

	RATIONALE FOR RECOMMENDED REVISION, ADDITION, OR DELETION	RECOMMENDED ACTION
BDA Developing Adopting Amending and Repealing Board Policy (revised)	Technical grammatical change for clarity and ease of use.	Review and adopt
CC Organizational Chart (revised)	The previous version of this policy anticipated that the district's organizational chart would be embedded within Policy CC, which was cumbersome to boards and districts. These changes would enable the board to adopt an organizational chart as well as specify where the organizational chart may be located.	Review and adopt
CD Administrative Line and Staff Relations (DELETE)	See description under "CG Administrative Personnel"	Review and delete
CG Administrative Personnel (revised)	Through periodic review of model policies, it was determined that the language in Policies CD and CGI could be added to Policy CG for a more comprehensive and cohesive policy.	Review and adopt
CGI Administrator Evaluation (DELETE)	See description under "CG Administrative Personnel"	Review and delete
CNA Preservation of Documents Pending Legal Action (revised)	Title revision and technical grammatical change for clarity and ease of use.	Review and adopt
DE Fraud Prevention and Investigation (revised)	Language was added to reference Policy KN and Policy DFAC to specify the relevant policies that outline the complaint procedures to be used in certain circumstances.	Review and adopt

DFAC Federal Fiscal Compliance (revised)	Significant revisions to the federal Uniform Grant Guidance regulations were issued in April 2024 and became effective in October 2024. Due to these changes, Policy DFAC and its accompanying forms were amended to align with the current law.	Review and adopt
DFAC Grant Subrecipient Monitoring Procedures (Revised Form) DFAC Procurement Federal Program (Revised Form) DFAC Allowability of Costs (Revised Form) DFAC Cash Management (Revised Form) DFAC Types of Costs Obligations and Property Management (Revised Form)	Some specific changes include the following: ● The requirement that reasonable cybersecurity measures be implemented as part of the district's internal controls; ● Mandatory compliance language that outlines employees' obligation to report violations of the law. ● An outline of the whistleblower protections and the requirement of employers to notify employees of such protections. ● Addition of veteran-owned businesses to be considered during procurement/ contracting using federal funds, including a description of what it means to appropriately consider the specifically identified businesses; ● Repeals the provision, subject to limited exceptions, prohibiting the use of state, local, or tribal geographic preferences in the evaluation of bids or proposals; ● Repeals the procurement provision that previously required school districts to "negotiate profit as a separate element of the price" for certain contracts that were being paid for with federal funds; ● Increased the fair market value threshold from $5,000 to $10,000, which allows district to retain or dispose of equipment with fair market value up to $10,000 with no responsibility to the federal agency; and ● Other necessary changes.	Review and adopt
DFH Fundraising Activities (NEW)	Several members have requested a policy regarding fundraising. This policy was drafted to provide general guidelines to fundraisers that occur at school, on school property, and at school-sponsored events.	Review and adopt
GAE Complaints (revised)	Technical grammatical change for clarity and ease of use.	Review and adopt
ICA Pilot Projects (revised)	This policy was revised to outline the requirements under the Protection of Pupil Rights Amendment (PPRA) and the Student Data Privacy Act (SDPA) as related to surveys administered to students.	Review and adopt

IDACA Special Education Services (revised)	This policy was amended to clarify the district's responsibilities to provide FAPE to eligible students in accordance with state and federal law.	Review and adopt
JGFGAA Stock Supply of Emergency Medication (NEW)	This policy was drafted to reflect a change in state law that allows for districts to keep a stock supply of epinephrine and albuterol in accordance with the guidelines outlined in the policy.	Review and adopt
JGFGBA Student Self-Administration of Medications (revised)	This policy was revised to clearly delineate between the self-administration of epinephrine and inhalers by students, which is outlined in state statute, and the self-administration of over-the-counter medication by students as authorized by their parents.	Review and adopt
KN Complaints (revised)	General revisions were made to this policy as well as making specific changes to formal complaint timelines and complaints against the superintendent.	Review and adopt
TOTALS =	Existing Policy Revisions – 11 New Policies – 2 Deleted Policies - 2 Existing Form Revisions – 5 Existing Table of Contents – C, D, I, J, K	

Developing, Adopting, Amending, and Repealing Board Policy **BDA**

(See CM, GAA, and JA)

The board shall adopt all policies, regulations, and handbooks, all of which are deemed to be board policy. Board policies, regulations, and handbooks may be amended or repealed at any board meeting by a majority vote of the board.

Drafting Policy

The superintendent shall recommend policy changes. The superintendent may involve appropriate staff members, patrons, community members, or students when revising or drafting new policy.

Attorney Involvement

Board policies or recommended changes thereto may be submitted to legal counsel to determine their legality before they are submitted to the board.

Policy Dissemination

Changes in board policy shall be disseminated as appropriate. The superintendent shall ensure appropriate dissemination of current policy and removal of obsolete policies from the board's policy system. At least one current policy manual shall be accessible in the central business office. Current board-approved policies may be posted on the district website, or other website designated by the board. Board members, district staff, patrons and others will be encouraged to use the website to access current board policy.

Historical Policy Files

The clerk shall keep an historical set of board policies which will reflect all revisions or other actions pertaining to every policy.

Public Input on Policy

Individuals or groups may submit proposed changes in board policy.

Action Allowed When No Policy Exists

In an emergency, when action must be taken but present policy does not dictate appropriate action, the superintendent shall have authority to act. Any decision shall be subject to board review at the next meeting. The superintendent should recommend any policy needs the incident may have created.

Approved:
KASB Recommendation 1/01; 4/07; 6/10; 6/22

Organizational Chart **CC**

Approved:
KASB Recommendation – 3/15

Administrative Line and Staff Relations **CD**

(See GACA and GACB)

All administrators are ultimately responsible to the board. Within the limits of policy and terms of the job description, the superintendent's administrative subordinates have full authority to administer district programs.

Approved:
KASB Recommendation – 01/02; 4/07

Administrative Personnel **CG**

(See CEF and GAN)

The board shall employ administrative personnel as needed.

Compensation Guides and Contracts

Administrative personnel shall be compensated for their services with a contracted salary determined by the board. Administrative contracts shall be reviewed annually. The board shall determine the terms and length of each contract. The board's attorney may develop and review administrator contracts.

Qualifications and Duties

The superintendent shall develop appropriate job descriptions for each administrative position. When adopted by the board, job descriptions shall be filed in the central office and may be published in the appropriate handbook.

Recruitment

The board delegates to the superintendent the authority to identify and recommend the appointment of individuals to fill vacant administrative positions. The superintendent shall screen all applicants and may use other staff members to assist. The superintendent shall make recommendations to the board. The district may pay preapproved expenses incurred by candidates interviewed for an administrative position.

Assignment

The board shall solicit the superintendent's recommendations in appointment, assignment, transfer, demotion, termination or non-renewal of any administrative personnel.

Orientation

The superintendent shall conduct an appropriate administrative orientation program.

Supervision

The superintendent shall be responsible for supervising all administrative personnel.

Administrative Intern Program

The board may establish, by contract with an approved administrator training institution, an administrative intern program.

Travel Expense and Reimbursement

Travel expense for administrative staff shall be provided in accordance with CEF and GAN.Approved:

KASB Recommendation – 01/02; 7/03; 4/07

Administrator Evaluation **CGI**

(See CEI and GAK)

Administrative personnel shall be evaluated in writing by the superintendent in accordance with legal requirements for the first four years of employment and at least annually thereafter. Administrative personnel files and evaluations shall be available only to the board, the appropriate administrator, the superintendent, and others authorized by law.

The board's procedures concerning evaluation of district administrators shall be on file with the clerk in the central office and may be published in the appropriate handbook.

Approved:
KASB Recommendation – 01/02; 4/07; 6/14

Document Production, Including Electronic Information **CNA**

(See BCBK, BE, CN, ECA, IDAE, II, JGGA, JR et seq. and KBA)

Destroying Documents

After the district receives knowledge of legal action against the district or its employees, no documents or electronic information pertaining to the subject of the action, maintained in any form, may be destroyed as long as the legal action is pending.

Approved:
KASB Recommendation – 02/07; 4/07; 6/07; 6/19

* For detailed information, see Federal Rules of Civil Procedure. 34 Production of Documents, Electronically Stored Information.

Fraud Prevention and Investigation **DE**

All employees, board members, consultants, vendors, contractors, and other parties maintaining a business relationship with the district shall act with due diligence in duties involving the district's fiscal resources. The superintendent shall develop internal controls that aid in the prevention and detection of fraud, financial impropriety, or irregularity.

Reporting Fraud

An employee who suspects fraud, impropriety, or irregularity shall promptly report those suspicions to the immediate supervisor and/or the superintendent. If the superintendent is the subject of the complaint, reports shall be made to the board president or the board's legal counsel. The superintendent shall generally have primary responsibility for any investigations, in coordination with legal counsel and other internal or external departments and agencies as appropriate. If the superintendent is the subject of the report of fraud, impropriety, or irregularity, the board shall retain control over the investigation or may designate its legal counsel or another investigator to act on behalf of the board in investigating the matter and reporting any findings back to the board.

Whistleblowers

The district encourages complaints, reports, or inquiries about illegal practices or violations of district policies, including illegal or improper conduct by the district, its leadership, or by others on its behalf. Reports may include, but not be limited to, financial improprieties, accounting, or audit matters, ethical violations, or other similar illegal or improper practices or policies. The district prohibits retaliation by or on behalf of the district against staff members who make good faith complaints, reports, or inquiries under this policy or for participations in a review or investigation under this policy. This protection extends to those whose allegations are made in good faith but prove to be mistaken. The district reserves the right to discipline persons who make bad faith, knowingly false, or vexatious complaints, reports, or inquiries or who otherwise abuse this policy.

Complaints, reports, or inquiries may be made under this policy on a confidential or anonymous basis. They should describe in detail the specific facts demonstrating the bases for the complaints, reports, or inquiries. They should be directed to the superintendent unless otherwise provided above. If the superintendent is implicated in the complaint, report, or inquiry, it should be directed to the board or its legal counsel. The district will conduct a prompt, review or investigation. The district may be unable to fully evaluate a vague or general complaint, report, or inquiry that is made anonymously.

Approved:
KASB Recommendation - 6/18

(See CN, DFAA, and DFAB)

The board shall ensure federal funds received by the district are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance. This policy outlines the district's responsibilities when federal funding is considered. The board designates the _____ as the federal programs coordinator and district contact for all federal programs and funding.

The _____ shall establish and maintain a sound fiscal management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants and to track costs and expenditures of funds associated with grant awards. The superintendent, to assist in the proper administration of federal funds and implementation of this policy, may recommend additional procedures and regulations be adopted to supplement this policy.

The district's fiscal management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all fiscal management system requirements are met. Fiscal management standards and procedures shall assure that the following responsibilities are fulfilled:

- Identification – The district must identify, in its accounts, all federal awards received and expended and the federal programs under which they were received.
- Financial Reporting – Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of the Education Department General Administrative Regulations (EDGAR).
- Accounting Records – The district must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.
- Internal Controls – Effective control and accountability must be maintained for all federal funds, real and personal property purchased therewith, and other assets acquired with federal funding. The district must adequately safeguard all such property and must assure that it is used solely for authorized purposes.
- Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.
- Cash Management – The district shall maintain written procedures to implement the cash management requirements found in EDGAR.
- Allowability of Costs – The district shall ensure that allowability of all costs charged to each federal award is accurately determined and documented.

Time and Effort Reporting by Employees

All district employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.

Recordkeeping

The district shall develop and maintain a records management plan and related board policy, administrative regulations, and/or procedures for the retention, retrieval, and disposition of print and electronic records, including emails.

The district shall ensure the proper maintenance of federal fiscal records documenting:

- Amount of federal funds,
- How funds are used,
- Total cost of each project,
- Share of total cost of each project provided from other sources,
- Other records to facilitate an effective audit,
- Other records to show compliance with federal program requirements, and
- Significant project experiences and results.

All records must be retrievable and available for programmatic or financial audit.

The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the district's personnel for interview and discussion related to such documents.

Records shall be retained for a minimum of three (3) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in federal law or in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action has been taken.

The district shall ensure that all personally identifiable data protected by statute or regulation is handled in accordance with the requirements of applicable law, regulations, board policy, administrative regulations, and procedures.

Subrecipient Monitoring

If the district awards subgrants, the district shall establish procedures to:

- Assess the risk of noncompliance.
- Monitor grant subrecipients to ensure compliance with federal, state, and local laws and board policy, regulations, and procedures.

- Ensure the district's records are adjusted to cure recordkeeping issues discovered through the subrecipient's audits, on-site reviews, or other monitoring.

Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations, or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.

Approved:
KASB Recommendation – 6/17; 6/22

DFAC - ALLOWABILITY OF COSTS – FEDERAL PROGRAMS

(Sample Procedure)

Allowability of Costs – Federal Programs

Expenditures of federal funds must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the state.

Delegation of Responsibility

When determining how the school district will spend its grant funds, the ☐ *Superintendent*

☐ *Business Manager* ☐ *Federal Programs Coordinator* will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service.

Allowability Determinations

All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E, which are listed below. The ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* must consider these factors when making an allowability determination. A section entitled, *Helpful Questions for Determining Whether Costs are Allowable,* is located at the end of this document.

Part 200 sets forth general cost guidelines that must be considered, as well as rules for specific types of items, both of which must be considered when determining whether a cost is an allowable expenditure of federal funds. The expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, nonregulatory guidance, and grant award notifications.

Restrictions in state and local rules or policy also must be considered. For example, travel and other job-related expenses incurred by employees are not allowable unless they also are in compliance with board policy GAN, administrative regulations, and related procedures.

Whichever allowability requirements are stricter will govern whether a cost is allowable.

General allowability determination factors include the following:

1. **Be Necessary and Reasonable for the performance of the federal award.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, **reasonable** means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the district or the proper and efficient performance of the federal award.

- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state, and other laws and regulations; and terms and conditions of the federal award.

- Market prices for comparable goods or services for the geographic area.

- Whether the individual incurring the cost acted with prudence in the circumstances considering responsibilities to the district, its employees, its students, the public at large, and the federal government.

- Whether the district significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. (2 CFR Sec. 200.404)

Whether a cost is **necessary** will be determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the district can demonstrate that the cost addresses an existing need and can prove it. For example, the school entity may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the federal award program.

- Whether the cost is identified in the approved budget or application.

- Whether there is an educational benefit associated with the cost.

- Whether the cost aligns with identified needs based on results and findings from a needs assessment.

- Whether the cost addresses program goals and objectives and is based on program data.

2. **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. (2 CFR Sec. 200.405)
   For example, if fifty percent (50%) of a teacher's salary is paid with grant funds, then that teacher must spend at least fifty percent (50%) of his/her time on the grant program.

3. **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the school entity.**

4. **Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and**

conditions of the federal award.

5. **Consistent treatment.** A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

6. **Adequately documented.** All expenditures must be properly documented.

7. **Be calculated in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in Part 200.**

8. **Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.** Some federal program statutes require the nonfederal entity to contribute a certain amount of nonfederal resources to be eligible for the federal program.

9. **Be the net of all applicable credits.** The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. (2 CFR Sec. 200.406)

Selected Items of Cost

Subpart E of Part 200 sets forth principles to be applied in establishing the allowability of fifty-five (55) specific cost items (commonly referred to as Selected Items of Cost), at 2 CFR Sec. 200.420-200.475. These specific cost items are listed in the chart below along with the citation to the section of Subpart E addressing the allowability of that item. These principles are in addition to the other general allowability standards and apply whether or not a particular item of cost is properly treated as direct cost or indirect (F&A) cost. Meeting the specific criteria for a listed item does not by itself mean the cost is allowable, as it may be unallowable under other standards or for other reasons, such as restrictions contained in the terms and conditions of a particular grant or restrictions established by the state or in Board policy. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

School district employees responsible for spending federal grant funds and for determining allowability must be familiar with and refer to the Part 200 selected items of cost section. These rules must be followed when charging these specific expenditures to a federal grant. When applicable, employees must check costs against the selected items of cost requirements to ensure the cost is allowable and also check state, district, and program-specific rules.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

Item of Cost	Citation of Allowability Rule
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422

Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445
Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448

Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469
Taxes (including Value Added Tax)	2 CFR § 200.470
Termination costs	2 CFR § 200.471
Training and education costs	2 CFR § 200.472
Transportation costs	2 CFR § 200.473
Travel costs	2 CFR § 200.474

Trustees	2 CFR § 200.475

Helpful Questions for Determining Whether Costs are Allowable -

In addition to applying the cost principles and standards described above, district staff involved in expending federal funds should ask the following questions when assessing the allowability of a particular cost:

1. Is the proposed cost allowable under the relevant program?

2. Is the proposed cost consistent with an approved program plan and budget?

3. Is the proposed cost consistent with program specific fiscal rules? For example, the school entity may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources, or only as a match for funds from nonfederal sources.

4. Is the proposed cost consistent with EDGAR?

5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

6. Is the proposed cost consistent with the underlying needs of the program? For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for Limited English Proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.

7. Will the cost be targeted at addressing specific areas of weakness that are the focus of the program, as indicated by available data?

Any questions related to specific costs should be forwarded to the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* who shall consult with the board's legal counsel for clarification as appropriate.

Approved:

KASB Recommended – 6/17

DFAC - CASH MANAGEMENT – FEDERAL PROGRAMS

(Sample Procedure)

Cash Management – Federal Programs

Generally, the school district receives payment of federal funds from the Kansas State Department of Education (KSDE) on a reimbursement basis. In some circumstances, the district may receive an advance of federal grant funds. This procedure addresses responsibilities of the district and district staff under those alternative payment methods. In either case, the district shall maintain accounting methods and internal controls and procedures that assure those responsibilities are met when dealing with federal funding.

Payment Methods

Reimbursements -
The school district will initially charge federal grant expenditures to nonfederal funds.
The ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* will request reimbursement for actual expenditures incurred under the federal grants ☐ *monthly* ☐ *quarterly*.

Such requests shall be submitted with appropriate documentation and signed by the requestor.

Requests for reimbursements will be approved by the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator*.

Reimbursement will be submitted on the appropriate form to the KSDE portal. All reimbursements are based on actual disbursements, not on obligations. KSDE will process reimbursement requests within the timeframes required for disbursement.

Consistent with state and federal requirements, the school district will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for KSDE to review upon request.

Reimbursements of actual expenditures do not involve interest calculations.

Advances -

When the district receives advance payments of federal grant funds, it must minimize the time elapsing between the transfer of funds to the district and the expenditure of those funds on allowable costs of the applicable federal program. (2 CFR Sec. 200.305(b)) The district shall attempt to expend all advances of federal funds within seventy-two (72) hours of receipt.

When applicable, the district shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b)(5))

The district shall hold federal advance payments in insured, interest-bearing accounts.

The school district is permitted to retain for administrative expense up to $500 per year of interest earned on federal grant cash balances. Regardless of the federal awarding agency, interest earnings exceeding $500 per year shall be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. (2 CFR Sec. 200.305(b)(9))

Pursuant to federal guidelines, interest earnings shall be calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the district. Consistent with state guidelines, interest accruing on total federal grant cash balances shall be calculated on cash balances per grant and applying the actual or average interest rate earned.

Remittance of interest shall be responsibility of the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator*.

Approved:

KASB Recommended – 6/17

DFAC - GRANT SUBRECIPIENT MONITORING PROCEDURES – FEDERAL PROGRAMS

(Sample Procedure)

Grant Subrecipient Monitoring Procedures – Federal Programs

In the event the district disperses federal funds received through a federal award to other entities and assigns responsibilities to the outside entity to conduct a portion of the work, the district shall be responsible for determining, on a case-by-case basis, whether the agreement with such entity places the outside entity in the role of a subrecipient receiving a subaward of federal funding, or the role of a contractor.

If the district grants subawards of federal funding to other entities as subrecipients, the district shall be responsible for:

1. Evaluating the entity for risk of noncompliance to determine appropriate monitoring practices.

2. Monitoring the subrecipient entity's implementation to ensure compliance with federal, state, and local laws, conditions of the federal funding award, and board policy and procedures.

3. Notifying the subrecipient entity of identified deficiencies found during the monitoring process and ensuring that identified deficiencies are corrected.

4. Documenting and retaining records on subrecipient identification, notification, evaluation, monitoring, and corrective actions taken.

Definitions

For purposes of policies and procedures related to federal programs, the following definitions shall apply:

Contract – a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term as used here does not include a legal instrument, even if the entity considers it a contract, when the substance of the transaction meets the definition of a federal program award or subaward. (2 CFR 200.22)

Contractor – an entity that receives a contract, as defined in law and regulations, by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. (2 CFR 200.23)

Pass-through entity – a non-federal entity that provides a subaward to a subrecipient to carry out part of a federal program. The district serves as the pass-through entity in cases where it awards federal funding to a subrecipient as defined in this procedure. (2 CFR 200.74)

Subaward – an award provided by a pass-through entity to a subrecipient in order to carry out part of a federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract. (2 CFR 200.92)

Subrecipient – a non-federal entity that receives a subaward to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency.) (2 CFR 200.93)

Subrecipient Versus Contractor

The district must determine, on a case-by-case basis, whether an entity receiving funds from the district as part of a federal funding program serves in a role of subrecipient or contractor. (2 CFR 200.330)

The ☐ *Superintendent* ☐ *Federal Programs Coordinator* ☐ *Business Manager* ☐ *other* _____ shall be responsible for analyzing the criteria listed in the chart below and evaluating the relationship with the entity based on the substance of the legal agreement, rather than the form of the agreement. The _____ may consult with the board's legal counsel or other qualified counsel in making such determination.

Subrecipient	Contractor
Creates a Federal assistance relationship	Purpose is to obtain goods and services for the non-Federal entity's own use and creates a procurement relationship
Determines who is eligible to receive what Federal assistance	Provides the goods and services within normal business operations
Has its performance measured in relation to whether objectives of a Federal program were met	Provides similar goods or services to many different purchasers
Has responsibility for programmatic decision making	Normally operates in a competitive environment
Is responsible for adherence to applicable Federal program requirements specified in the Federal award; and	Provides goods or services that are ancillary to the operation of the Federal program; and
In accordance with its agreement, uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity (PTE)	Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons

*chart provided by © American Institute of CPAs (AICPA)

The district shall notify subrecipients that they have been identified as a subrecipient and that the funding qualifies as a subaward. The district shall provide the subrecipient with the following information as specified at 2 CFR Sec. 200.331(a) regarding the federal funding award, and any subsequent changes:

1. Federal Award Identification information, including:

   i. Subrecipient name (which must match the name associated with its unique entity identifier);

   ii. Subrecipient's unique entity identifier;

   iii. Federal Award Identification Number (FAIN);

iv. Federal Award Date (see §200.39 federal award date) of award to the recipient by the federal agency;

v. Subaward Period of Performance Start and End Date;

o Amount of Federal Funds Obligated by this action by the pass-through entity to the subrecipient;

vi. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity including the current obligation;

vii. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

viii. Federal award project description, as required to be responsive to the Federal Funding Accountability and Transparency Act (FFATA);

o

ix. Name of federal awarding agency, pass-through entity, and contact information for awarding official of the pass-through entity;

x. CFDA Number and Name; the pass-through entity must identify the dollar amount made available under each federal award and the CFDA number at time of disbursement;

xi. Identification of whether the award is R&D; and

xii. Indirect cost rate for the federal award (including if the de minimis rate is charged per §200.414 Indirect (F&A) costs).

2. All requirements imposed by the pass-through entity on the subrecipient so that the federal award is used in accordance with federal statutes, regulations and the terms and conditions of the federal award;

Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its own responsibility to the federal awarding agency including identification of any required financial and performance reports;An approved federally recognized indirect cost rate negotiated between the subrecipient and the federal government or, if no such rate exists, either a rate negotiated between the pass-through entity and the subrecipient (in compliance with this part), or a de minimis indirect cost rate as defined in §200.414 Indirect (F&A) costs, paragraph (f);.

i.

3. A requirement that the subrecipient permit the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for the pass-through entity to

meet the requirements of this part; and

4. Appropriate terms and conditions concerning closeout of the subaward.

Evaluation of Risk

The district shall evaluate each subrecipient's risk of noncompliance with law, regulations and the terms and conditions of the subaward to determine appropriate monitoring practices. (2 CFR 200.331)

The ☐ *Superintendent* ☐ *Federal Programs Coordinator* ☐ *Business Manager* ☐ *other* _____ or designee shall be responsible for evaluating risk based on the following factors:

1. The subrecipient's prior experience with the same or similar subawards;

2. The results of previous audits, including whether the subrecipient receives a single audit and the extent to which the same or similar subaward has been audited;

3. Whether the subrecipient has new personnel, or new or substantially changed systems and processes;

4. The extent and results of any federal award agency's monitoring of the subrecipient.

The _____ or designee shall request adequate documentation from the subrecipient to conduct the evaluation of risk; such documentation may include but may not be limited to ☐ *audit reports* ☐ *financial reports* ☐ *policies and procedures* ☐ *detailed descriptions or users' guides of current systems and processes.*
The district shall evaluate subrecipients for risk of noncompliance ☐ *annually* ☐ *as specified in the legal agreement or contract.*

Based on the results of the risk evaluation, the district may consider imposing specific conditions on implementation of the subaward, in accordance with applicable law and regulations. (2 CFR 200.207, 200.331)

Monitoring

The district shall monitor the implementation and activities of each subrecipient as necessary to ensure that the subaward is used for authorized purposes, in accordance with law, regulations and the terms and conditions of the subaward. The district shall notify subrecipients of monitoring requirements, and may provide technical assistance to subrecipients in complying with monitoring requirements.

As part of the monitoring process, the district shall complete the following steps: (2 CFR 200.331)

1. Review financial and performance reports required by the district.

2. Follow-up and ensure that the subrecipient takes timely and appropriate action on all deficiencies pertaining to the subaward detected during monitoring through audits, on-site reviews and other means.

3. Issue a management decision for audit findings pertaining to the subaward provided to the subrecipient, in accordance with applicable law and regulations. (2 CFR 200.521)

Monitoring –

The ☐ *Superintendent* ☐ *Federal Programs Coordinator* ☐ *Business Manager* ☐ *other* _____ or designee shall be responsible for monitoring of subrecipients. Monitoring activities may include, but shall not be limited to:

1. Review of progress reports, financial reports and data quality.

2. On-site visits.

3. Review of federal or state debarment lists.

4. Review of other agreed-upon procedures specified in the legal agreement or contract. (2 CFR 200.425)

The district shall verify that subrecipients are audited as required by applicable law and regulations. (2 CFR 200.331, 2 CFR 200.500-200.521)

Follow-Up Actions –

The _____ or designee shall provide subrecipients with written documentation detailing their monitoring results and listing any identified deficiencies. The district shall consider whether the results of monitoring indicate the need to revise existing district policy and procedures. (2 CFR 200.331)

The district shall require subrecipients to take immediate action on issues involving ineligible or illegal use of federal funding and notify the district of corrective action taken.

The district shall require subrecipients to develop a corrective action plan to address other identified deficiencies or noncompliance issues; such plan shall be submitted to the district ☐ *within 60 days* ☐ *as soon as possible* ☐ *as specified in the agreed-upon procedures*, and the district shall evaluate and monitor the activities taken by the subrecipient under the corrective action plan. The district may provide technical assistance and/or training to subrecipients in complying with corrective action requirements.

The _____ or designee shall maintain all documentation on monitoring of subrecipients and corrective action taken during the monitoring process.

The district shall report issues of noncompliance to the appropriate federal agency where required by law, regulations, or requirements of the federal funding program.

Remedies for Noncompliance –

When monitoring activities identify issues of noncompliance that are not addressed through corrective action, the district may take the following actions: (2 CFR 200.331, 200.338)

1. Impose specific conditions on the subrecipient, in accordance with applicable law and regulations. (2 CFR 200.207)

2. Temporarily withhold cash payments, in accordance with applicable law and regulations.

3. Disallow or deny use of funds for all or part of the cost of the activity or action not in compliance.

4. Wholly or partially suspend or terminate the agreement for the federal award.

5. Recommend that the federal agency initiate suspension and debarment proceedings.

6. Withhold further awards or agreements for the project or program.

7. Take other remedies legally available, in consultation with the school solicitor or other qualified counsel.

Record Retention

The ☐ *Superintendent* ☐ *Federal Programs Coordinator* ☐ *Business Manager* ☐ *other* _____ shall ensure that all documentation regarding subrecipient identification, notification, evaluation, monitoring activities, and corrective action is maintained in accordance with board policy and regulations.

Records shall be retained in accordance with applicable law, regulations, specific requirements of the federal program, and the district's policies and regulations. (2 CFR 200.333-200.337)

Approved:

KASB Recommended – 6/17

DFAC - PROCUREMENT – FEDERAL PROGRAMS

(Sample Procedure)

Procurement – Federal Programs

This document is intended to integrate standard district purchasing procedures with additional requirements applicable to procurements that are subject to the federal Uniform Grant Guidance regulations concerning the use of federal funds and/or U.S. Department of Agriculture (USDA) regulations governing school food service programs. The district maintains the following purchasing procedures, in accordance with federal and state laws, regulations, and board policy to aid in making purchases with federal funds. (2 CFR 200.318-200.325; 7 CFR 210.16, 210.19, 210.21, 215.14a, 220.16; K.S.A. 72-1151; board policies DFAB, DFAC, DJE, DJEB, DJED, DJEE, DJEF, DJEG, DJEJ, DJFA, and DJFAB)

2021 Procurement Thresholds		
Kansas Bid Threshold	$20,000	For construction, reconstruction or remodeling or for the purchase of materials, goods or wares
Federal Micro-Purchase Threshold	$10,000	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1)
Federal Simplified Acquisition Threshold	$250,000	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1)

*Please review this Procurement attachment annually and update amounts accordingly

Responsibility for Purchasing

The board has outlined standard district purchasing responsibility, methods of purchasing, price quotations and bid, requirements in the following board policies and their accompanying administrative regulations and/or procedures:

DFAB: Standard of Conduct for Federally Funded Contracts
DFAC: Federal Fiscal Compliance
DJE: Purchasing
DJEB: Quality Control
DJED: Bids and Quotations Requirements
DJEE: Local Purchasing
DJEF: Requisitions
DJEG: Purchase Orders and Contracts
DJEJ: Payment Procedures
DJFA: Purchasing Authority
DJFAB: Administrative Leeway

Purchase Methods

When a request for expenses for construction, reconstruction, or remodeling or for the purchase of materials, goods, or wares has been submitted and approved as outlined below, the procurement method to be used will be determined based on the type of purchase and the total cost of the purchase as further

outlined below. This procedure outlines how the cost thresholds for determining when the quote or formal bidding procedures that are required by state law as reflected in Policy DJED must be modified when making purchases for federally funded purposes to which the Uniform Grant Guidance or USDA regulations apply to comply with both state and federal requirements. At each point where requirements for food service-related procurement under USDA regulations differ, a note will refer to the Food Service Program Notes at the end of this procedure. Final determination of which purchasing procedures are to be applied is delegated to the ☐ *Purchasing Agent* ☐ *Superintendent* ☐ *Business Manager* under the authority of the Board.

Standard Procurement Documents and Purchase Request Process

The district shall use ☐ *purchase orders* ☐ *requisitions* for purchase requests in accordance with the applicable purchase method.

The district shall use ☐ *paper* ☐ *electronic* purchasing records, which are pre-numbered and are accessible to designated purchasing staff in ☐ *the district office* ☐ *the business office* ☐ *Purchasing Agent's office* ☐ *Other* _____.

Purchase requests by an employee must be submitted to the building administrator or immediate supervisor. Purchase of all budgeted items or items approved by an administrator or supervisor must be initiated by use of a purchase order or requisition submitted to the purchasing agent.
Purchase orders and requisitions shall contain information including, but not necessarily limited to:

1. Description of the services to be performed or goods to be purchased;

2. Location of where services will be performed, or goods will be delivered;

3. Appropriate dates of service or delivery;

☐ Other (describe) _____.

Documentation on purchase orders and requisitions shall be maintained in accordance with the district's Public Records policy (CN) and Federal Fiscal Compliance policy (DFAC).

Contracts shall be reviewed by the ☐ *Board Clerk* ☐ *Business Manager* ☐ *Superintendent* ☐ *Board's Attorney* prior to submission to the board for approval.

Contracts to which the Uniform Grant Guidance apply shall contain the clauses specified in Appendix II to 2 CFR Part 200 (Contract Provisions for Non-Federal Entity Contracts Under Federal Awards), when applicable.

[See Food Service Program Notes below for specific clauses required by USDA regulations to be included in cost reimbursable procurement contracts.]

Micro-Purchases Not Requiring Quotes or Bidding

For purposes of this procedure**, micro-purchase** means a purchase of supplies or services for use in federally funded programs using simplified acquisition procedures, the aggregate amount of which does not exceed a base amount of $10,000. The micro-purchase dollar threshold is adjusted periodically by the

federal government, and the threshold most recently established and published in the Federal Register shall apply if other than $10,000. (48 CFR Subpart 2.1)

Note: The micro-purchase maximum for federal purposes is lower than the amount below which the Policy DJED allows purchase for nonfederal purposes to be made without using formal competitive bidding.

The micro-purchase method is used to expedite the completion of its lowest dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, the district distributes micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified, and such suppliers offer effectively equivalent rates, prices, and other terms. The ☐ *Superintendent* ☐ *Business Manager* ☐ *Purchasing Agent* ☐ *Board Clerk* ☐ *Board Treasurer* will be responsible to determine the equitable distribution of micro-purchases.

Micro-purchases may be awarded without soliciting competitive quotations if the district considers the price to be reasonable. The district will maintain evidence of this reasonableness in the records of all micro-purchases. **Reasonable** means that sound business practices were followed, and the purchase is comparable to market prices for the geographic area. Such determinations of reasonableness may include comparison of the price to previous purchases of the same item or comparison of the price of items similar to the item being purchased.

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

Small Purchase Procedures

For purposes of this procedure, **small purchase procedures** are those relatively simple and informal procurement methods for securing materials, goods, or wares or for completing construction, reconstruction, or remodeling that cost more than the amount qualifying as a micro-purchase and do not cost $20,000 or more, or in the case of services other than construction, reconstruction or remodeling, where the total cost does not exceed the $250,000 federal Simplified Acquisition Threshold at which formal competitive bidding or competitive proposals are required. Small purchase procedures cannot be used for construction, reconstruction or remodeling costing $20,000 or more or for the purchase of materials, goods or wares costing $20,000 or more because the board policy and Kansas law requires formal competitive bidding at that level of cost.

The base amount at which bidding is required under state law for construction, reconstruction or remodeling or for the purchase of materials, goods or wares is $20,000. (K.S.A. 72-1151)

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than $250,000. (48 CFR Subpart 2.1)

Because state law does not require **competitive** bidding for the purchase of services other than for construction, reconstruction or remodeling with a cost in excess of $20.000, small purchase procedures, including a request for proposal (RFP) procedure, may be used for procurement of such other services

except when the estimated total cost will be at or over the federal threshold at which formal competitive bidding or competitive proposals are required ($250,000).

[See Food Service Program Notes below for exemption from bidding for purchases of perishable food items costing less than $250,000.]

Formal Competitive Bidding

Publicly Solicited Sealed Competitive Bids:

For construction, reconstruction, or remodeling or for the purchase of materials, goods or wares, sealed competitive bids are publicly solicited and awarded to the lowest responsible bidder as provided in Policy DJED when the total cost is estimated to be $20,000 or more.

Note: The amount at which formal competitive bidding or competitive proposals are required by federal regulations is much higher than the base amount at which the policy and state law requires competitive bidding. Therefore, the lower base amount specified by Policy DJED will be used for purchases of equipment or supplies, or for obtaining services for construction, reconstruction or remodeling costing $20,000 or more.

State law does not require bidding for the purchase of services other than for construction, reconstruction or remodeling regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grant Guidance applies, formal competitive bidding or competitive proposals will be used when the estimated total cost will be at or over the federal threshold of $250,000.

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than $250,000. (48 CFR Subpart 2.1)

For procurement of services costing at or over the $250,000 federal threshold other than for construction, reconstruction or remodeling, the use of competitive sealed bidding is considered feasible and appropriate when:

8. A complete, adequate, and realistic specification or purchase description is available;

9. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and

10. The procurement lends itself to a firm fixed-price contract, and the selection of the successful bidder can be made principally on the basis of price.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Competitive Proposals

State law does not require public school entities to solicit competitive bids for services other than for construction, reconstruction or remodeling, for which competitive bidding is required if the cost will be a base amount of $20,000 or more.

Federal regulations allow the use of competitive proposals as an alternative to formal competitive bidding when conditions are not appropriate for the use of sealed bids.

In the case of services other than for construction, reconstruction or remodeling costing less than that threshold, the district may use small purchase procedures or micro-purchase procedures as applicable based on total cost. A request for proposal (RFP) process can also meet or exceed the small purchase competition requirements under state law and Policy DJED for the acquisition of services other than for construction, reconstruction or remodeling, and can be used if the total cost will be less than $250,000.

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. Competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The district shall comply with other applicable state and federal law and regulations, board policy and administrative regulations or procedures regarding purchasing; the district may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.

2. Proposals must be solicited from an adequate number of qualified sources.

3. There must be a written method for conducting technical evaluations of the proposals received and for selecting recipients.

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

5. Competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified is selected, subject to negotiation of fair and reasonable compensation, are allowed. The method where price is not used as a selection factor can only be used in procurement of A/E professional services and cannot be used to purchase other services through A/E firms.

Competitive proposals shall be evaluated by the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* based on factors including but not limited to:

1. Cost.

☐ *Experience of contractor.*
☒ *Availability.*

☐ *Personnel qualifications.*

☐ *Financial stability.*

☐ *Minority business, women's business enterprise, or labor surplus area firm status.*

☐ *Project management expertise.*

☐ *Understanding of district needs.*

☐ *Other _____.*

Evaluations shall be completed in a timely manner, documented, and shall be reviewed by the ☐ *Board* ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* ☐ *school solicitor*.

Contract/Price Analysis

The district performs a cost or price analysis in connection with every procurement action in excess of $250,000, including contract modifications. (2 CFR Sec. 200.323(a)).

A **cost analysis** generally means evaluating the separate cost elements that make up the total price, while a **price analysis** means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* must come to an independent estimate prior to receiving bids or proposals. (2 CFR Sec. 200.323(a)). As part of the analysis, the _____ will enact established business practices which may include evaluation of similar prior procurements and a review process.

Negotiated Profit

In any procurement in which there has been no price competition, or in which a cost-analysis is performed, profit must be negotiated separately as an element of price. Accordingly, solicitations of bids, proposals or quotes shall require that bids, proposals or quotes be limited to costs other than profit, and exclude profit.

To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 CFR Sec. 200.323(b)).

When profit must be negotiated as a separate element of the total price, it shall be negotiated by the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator.*

Noncompetitive Proposals (Sole Sourcing)

Procurement by noncompetitive proposals means procurement through solicitation of a proposal from only one (1) source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.

2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An **emergency** exists whenever the time required for the board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes.

3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the district.

4. After solicitation of a number of sources, the district determines the competition is inadequate.

In addition to standard procurement policy and procedures, the district will document the grounds for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, which may include written confirmation from the contractor as the sole source of the item. Documentation must be submitted to and maintained by the district office.

All noncompetitive proposals will ultimately be approved by the board. The district may utilize legal advice regarding noncompetitive proposals.

Profit must be negotiated separately for noncompetitive proposals, and a cost or price analysis will also be performed for noncompetitive proposals when the price exceeds $250,000.

Purchase Cards

The district approves the use of procurement cards for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.

Procurement cards may be used for purchases under federal programs.

Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 CFR Sec. 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business.

2. Requiring unnecessary experience and excessive bonding.

3. Noncompetitive pricing practices between firms or between affiliated companies.

4. Noncompetitive contracts to consultants that are on retainer contracts.

5. Organizational conflicts of interest.

6. Specifying only a "brand name" product instead of allowing "an equal" product to be offered and describing the performance or other relevant requirements of the procurement.

7. Any arbitrary action in the procurement process.

Minority Businesses, Women's Business Enterprises, Labor Surplus Area Firms

The district must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include: (2 CFR Sec. 200.321)

1. Placing qualified small and minority business and women's business enterprises on solicitation lists.

2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.

3. Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women's business enterprises.

4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.

5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

6. Requiring the prime contractor, if subcontracts are let, to take the affirmative steps listed above.

Geographical Preferences Prohibited

The district must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals for purchases made with federal funds, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

[See Food Service Program Notes below for permissibility of geographic preferences and "Buy American" practices in purchasing certain food products]

Prequalified Lists

The district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the district must not preclude potential bidders from qualifying during the solicitation period.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Solicitation Language

The district must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

Avoiding Acquisition of Unnecessary or Duplicative Items

The district must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration must be given to consolidating or breaking out procurements to obtain a more economical purchase; and, where appropriate, an analysis must be made of leases versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds. Such considerations are accessible in the procedure to Policy DFAC: Allowability of Costs – Federal Programs.

Use of Intergovernmental Agreements and Cooperative Purchasing

To foster greater economy and efficiency, the district enters into state and local intergovernmental agreements where appropriate for cooperative purchasing or use of common or shared goods and services, as permitted by the Intergovernmental Cooperation Act**.**

When procuring supplies or services for federally funded purposes to which the Uniform Grant Guidance applies, the district shall verify that the organization conducting the procurement pursuant to such agreements complies with the applicable procurement methods, requirements, and standards of the Uniform Grant Guidance as outlined in this procedure.

Use of Federal Excess and Surplus Property

The district considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Debarment and Suspension

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as

contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

The district may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the district verifies that the contractor with whom the district intends to do business is not excluded or disqualified. (2 CFR Part 200, Appendix II, and 2 CFR Sec. 180.220 and 180.300).

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The ☐ *Business Manager* ☐ *Federal Programs Coordinator* will be responsible for verification. Such verification may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

Maintenance of Procurement Records

The district must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Maintenance of records of procurement will be governed by board Policies CN and DFAC.

Time and Materials Contracts

The district may use a time and materials type contract only: (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. **Time and materials type contract** means a contract whose cost to the district is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the district must assert a high degree of oversight to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Settlements of Issues Arising Out of Procurements

The district alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the district of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

Protest Procedures to Resolve Dispute

The district maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, board policy and administrative regulations and procedures, and the advice of the board's legal counsel.

Food Service Program Notes:

Exemption from Bidding for Perishable Food Items -

Kansas law exempts purchases of food and foodstuffs necessary for the implementation or operation of any child nutrition program from bidding requirements. Bidding for such items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required ($250,000). Small purchase procedures may be used for purchases below $250,000, or micro-purchase procedures for purchases below $10,000. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings.

Geographic Preferences -

The district is permitted to apply a geographic preference when procuring unprocessed, locally grown or locally raised agricultural products. When a geographic preference is applied, the district has discretion to determine the local area to which the geographic preference option will be applied.

Unprocessed locally grown or locally raised agricultural products means only those agricultural products that retain their inherent character. The effects of the following food handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk. (7 CFR Sec. 210.21, 215.14a, 220.16)

Buy American -

The district shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes. The term **domestic commodity or product** means: (7 CFR Sec. 210.21, 220.16)

1. An agricultural commodity that is produced in the United States; and

2. A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

Mandatory Contract Clauses -

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion

of the costs billed to the school food authority;

2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or

   (b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;

3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;

4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;

5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and

6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

Contracts with Food Service Management Companies -

Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Kansas State Department of Education, Division of Child Nutrition and Wellness, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 215.14a, 220.16)

Pre-Plated Meals -

Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Kansas State Department of Education, Division of Child Nutrition and Wellness, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 220.16)

Approved:

KASB Recommendation – 6/17; 6/18; 6/21

DFAC - TYPE OF COSTS, OBLIGATIONS AND PROPERTY MANAGEMENT – FEDERAL PROGRAM

(Sample Procedure)

Type of Costs, Obligations and Property Management – Federal Programs

The district establishes and maintains board policies, administrative regulations, and administrative procedures on administration of federal funds in federal programs as required by the Uniform Grant Guidance and other federal, state, and local laws, regulations, and requirements. The district's fiscal management system includes internal controls and grant management standards in the following areas when federal funds are involved.

Direct and Indirect Costs

Direct costs – costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

Indirect costs – costs incurred for a common or joint purpose benefiting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.

Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. (2 CFR Sec. 200.405, 200.413)

Identification with the federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect costs.

Direct and indirect costs shall be determined in accordance with law, regulations, the terms and conditions of the federal award, and the district's negotiated indirect cost rate.

The district shall develop an indirect cost rate proposal and cost allocation plan in accordance with law, regulations, and the terms and conditions of the federal award.

Timely Obligation of Funds

Obligations – orders placed for property and services, contracts, and subawards made and similar transactions during a given period that require payment by the district during the same or a future period.

The following table illustrates when funds must be obligated under federal regulations:

Obligation is for:	**Obligation is made:**
Acquisition of property	On the date on which the district makes a binding written commitment to acquire the property
Personal services by a district employee	When the services are performed

Personal services by a contractor who is not a district employee	On the date on which the district makes a binding written commitment to obtain the services
Public utility services	When the district receives the services
Travel	When the travel occurs
Rental of property	When the district uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR Part 200, Subpart E - Cost Principles	On the first day of the project period

34 CFR §75.707; 34 CFR §76.707

All obligations must occur between the beginning and ending dates of the federal award project, which is known as the period of performance. The period of performance is dictated by law and regulations and will be indicated in the federal award. Specific requirements for carryover funds may be specified in the federal award and must be adhered to by the district. (2 CFR Sec. 200.77, 200.309)

The district will handle obligations and carry over of state-administered and direct grants in accordance with state and federal law and regulations and the terms and conditions of the federal award. Carryover will be calculated and documented by the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator*.

The district may exercise an extension of the period of performance under a direct grant in accordance with law, regulations, and the terms and conditions of the federal award when written notice is provided to the federal awarding agency at least ten (10) calendar days prior to the end of the period of performance. (2 CFR Sec. 200.308(d)(2))

The ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* will decide when an extension of the period of performance is necessary and will recommend that the board approve this process.

The ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator*
will develop the required written notice, including the reasons for the extension and revised period of performance; the notice will be issued no later than ten (10) calendar days prior to the end of the currently documented period of performance in the federal award.

The district must seek approval from the federal awarding agency for an extension of the period of performance when the extension is not contrary to federal law or regulations, and the following conditions apply:

1. The terms and conditions of the federal award prohibit the extension;

2. The extension requires additional federal funds; or

3. The extension involves any change in the approved objectives or scope of the project. (2 CFR Sec. §200.308)

The ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* will determine when an extension must be requested for approval by the federal awarding agency, draft the written request and notify the ☐ *Board* ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* of the requested extension.

Management of Property Acquired With Federal Funds

Contract and Purchasing Administration -

The district maintains internal controls, administrative regulations, and procedures to ensure that contractors deliver goods and services in accordance with the terms, conditions, and specifications of the designated contract, purchase order, or requisition.

Property Classifications -

Property shall be classified as **real or personal property** as defined and specified in accordance with law and regulations.

Inventory Control/Management -

All personal property, other than intangible property, which is purchased with federal funds, regardless of cost, will be inventoried as a safeguard.

Inventory will be received by the department or program requesting the item; designated staff will inspect the property, compare it to the applicable purchase order or requisition, and ensure it is appropriately logged and tagged in the district's property management system.

Items acquired will be physically labeled by source of funding and acquisition date.

Inventory records of equipment and computing devices must be current and available for review and audit, and include the following information:

1. Description of the item, including any manufacturer's model number.

2. Manufacturer's serial number or other identification number.

3. Identification of funding source.

4. Acquisition date and unit cost.

5. Source of items, such as company name.

6. Percentage of federal funds used in the purchase.

7. Present location, use, condition of item, and date information was reported.

8. Pertinent information on the ultimate transfer, replacement or disposition of the item and sale price of the property.

Inventory will be updated as items are sold, lost, stolen, or cannot be repaired and new items are purchased.

Physical Inventory -

Physical inventory of property will be completed by designated district staff in accordance with applicable federal law and regulation and board policy DIC.

The physical inventory of items will be conducted annually, and the results will be reconciled with the inventory records and reported to the federal awarding agency.

Maintenance -

The district establishes adequate maintenance procedures to ensure that property is maintained in good condition in accordance with law, regulation, and board policy.

Safeguards -

The district ensures that adequate safeguards are in place to prevent loss, damage, or theft of property:

1. Any loss, damage or theft will be reported to the *{ } Superintendent { } Business Manager { } Federal Programs Coordinator*, investigated and fully documented, and may be reported to local law enforcement.

2. If stolen items are not recovered, the district will submit copies of the investigative report and insurance claim to the federal awarding agency.

3. The district may be responsible for replacing or repairing lost, damaged, destroyed, or stolen items.

4. Replaced equipment is property of the originally funded program and should be inventoried accordingly.

5. District property may only be loaned in accordance with board policy KGA and administrative regulations and procedures.

Disposition of Property Acquired with Federal Funds –

When the district determines that real property, including land, land improvements, structures, and accessories thereto, acquired under a federal award is no longer needed for the originally authorized purpose, the district must obtain disposition instructions from the federal awarding agency or pass-through entity administering the program, in accordance with applicable law and regulations. (2 CFR Sec. 200.311)

When the district determines that equipment or supplies acquired under a federal award are no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* will contact the federal awarding agency or pass-through entity administering the program to obtain disposition instructions, based on the fair market value of the equipment or supplies.

Generally, items with a fair market value of $5,000 or less that are no longer effective may be retained, sold, purged, or transferred to the district. For items with a fair market value greater than $5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

If the district will be replacing the equipment or supplies, the district may use the existing equipment or supplies as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

The ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* will be responsible for contacting the federal awarding agency and determining the process for disposition of equipment or supplies.

The district may use the following methods in disposing of unnecessary equipment or supplies acquired with federal funds:

- ☐ *Public auction and/or online sale – generally conducted by a licensed auctioneer.*
- ☐ *Salvage – scrap sold to local dealers.*
- ☐ *Negotiated sale – normally used when disposing of items of substantial value.*
- ☐ *Sealed bid – normally used for items of substantial value or unique qualities.*
- ☐ *Pre-priced sale – large quantities of obsolete or surplus equipment or supplies may be sold by this method.*
- ☐ *Donation to charitable organizations, for equipment or supplies with little to no value.*
- ☐ *Disposition to trash for equipment or supplies with no value.*

The ☐ *Superintendent* ☐ *Business Manager* ☐ *Federal Programs Coordinator* will be responsible for maintaining records of obsolete and surplus property disposed of and will report to the federal awarding agency when required.

Approved:

KASB Recommended – 6/17

Complaints **GAE**

Any employee may file a complaint with their supervisor concerning a school rule, regulation, policy or decision that affects the employee. The complaint shall be in writing, filed within ten (10) days following the event complained of, and shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within ten (10) days. If the employee disagrees with the decision, the employee may appeal to the superintendent. The superintendent's decision shall be final. Employees covered by the negotiated agreement shall follow procedures outlined in that document.

Approved:
KASB Recommendation - 2/98; 4/07; 6/19

Pilot Projects **ICA**

(See IDAE)

The board supports the use of pilot projects before any new instructional technique is implemented on a district-wide basis.

Pilot project means any research or experimentation program or project designed to explore or develop new, unproven teaching methods or techniques. All instructional materials, including teachers' manuals, audio/visual materials or any other supplementary instructional material to be used in connection with a pilot project shall be available for inspection by parents or guardians of students engaged in the program or project.

Pilot Project Evaluation

Before any pilot project proposal is submitted to the board for approval, an evaluation format shall be developed and included with the pilot project.

Student Surveys

Except as provided in board policy IDAE with regard to surveys about a student's or the student's parents' or guardians' personal beliefs or practices on issues such as sex, family life, morality, or religion, any instrument designed to survey students, either by district staff or by an outside agency or individual, shall be made available for inspection by parents or guardians before the survey is administered.

Approved:
KASB Recommendation – 7/03; 6/04; 4/07; 6/14

In accordance with the provisions of Federal and state law, it is the policy of this district to provide a free appropriate public education for every exceptional child (as defined by K.S.A. 72-3404) who is a resident of this district or attends a private or parochial school located in this district. Special education services are provided for such children, including individual educational programs offered in the least restrictive environment.

Child Find, Identification, and Eligibility

The district shall coordinate and maintain a system which schedules and structures available services for pupils who are referred to determine eligibility for special education services in accordance with procedural processes established in Federal and state law.

Actions and Due Process for Students

Parental involvement and cooperation is important to the success of these educational programs. In order to encourage the involvement and cooperation of parents in special education services and to safeguard the rights of exceptional children to a free appropriate public education, the board utilizes and refers parents to the "Procedural Safeguards in Parent Rights in Special Education" published by the Kansas State Department of Education.

In the provision of special education and related services, the district will implement all Federal and Kansas statutes, rules, and regulations.

Approved:
KASB Recommended – 6/14; 6/18

Student Self-Administration of Medications

JGFGBA

(See JDDA, JDDAA, JGFGB)

The self-administration of medication is allowed for eligible students in grades K–12. As used in this policy, medication includes, but is not limited to, a medicine for the treatment of anaphylaxis or asthma listed in current federal regulation as an inhaled bronchodilator or auto-injectable epinephrine. Self-administration is the student's discretionary use of an approved medication for which the student has a prescription or written direction from a health care provider or written parental authorization on file in the school office for over-the counter medications. Self-administration of medication at a dosage or rate exceeding product label instructions may result in denial of privilege to self-administer medications and/or disciplinary action as appropriate.

As used in this policy, "health care provider" means a physician licensed to practice medicine and surgery; an advanced registered nurse practitioner, or a licensed physician assistant who has authority to prescribe drugs under the supervision of a responsible physician.

Student Eligibility

An eligible student shall meet all the following requirements:

- Have a written statement from the student's health care provider stating the name and purpose of any prescription medication/s or written authorization from the student's parent for use of over-the-counter medication/s;
- Know the prescribed or recommended dosage;
- Know the time the medication is to be regularly administered;
- Be able to articulate any additional special circumstances under which the medication is to be administered;
- Know the length of time for which the medication is prescribed; and
- The student shall also demonstrate to the health care provider or the provider's designee, as applicable, and the school nurse or the nurse's designee the skill level necessary to use the medication and any device that is necessary to administer the medication. In the absence of a school nurse, the school shall designate a person who is trained to witness the demonstration.

Authorization Required

With regard to prescription medications which are not administered on a regular schedule, the student's health care provider shall prepare a written treatment plan for managing the student's condition, such as asthma attacks or anaphylaxis episodes, and for medication use by the student during school hours. The student's parent or guardian shall annually complete and submit to the school any written

documentation required by the school, including the treatment plan prepared by the student's health care provider. Permission forms shall be updated {during enrollment/or_____}.

Employee Immunity

All teachers responsible for the student's supervision shall be notified that permission to carry medications and self-administer has been granted. The school district shall provide written notification to the parent or guardian of a student that the school district and its officers, employees, and agents are not liable for damage, injury, or death resulting directly or indirectly from the self-administration of medication.

Waiver of Liability

The student's parent or guardian shall sign a statement acknowledging that the school district and its officers, employees, or agents incur no liability for damage, injury, or death resulting directly or indirectly from the self-administration of medication and agreeing to release, indemnify, and hold the district and its officers, employees, and agents, harmless from and against any claims relating to the self-administration of medication allowed by this policy.

Additional Requirements for Students Prone to Specified Emergencies

- The school district shall require that any back-up medication provided by the student's parent or guardian be kept at the student's school in a location to which the student has immediate access if there is an asthma or anaphylaxis emergency;
- The school district shall require that all necessary and pertinent information be kept on file at the student's school in a location easily accessible if there is an asthma or anaphylaxis emergency;
- Eligible students shall be allowed to possess and use approved medications at any place where the student is subject to the jurisdiction or supervision or the school district, its officers, employee, or agents; or
- The board may adopt policy or handbook language which imposes additional requirements relating to the self-administration of medication allowed for in this policy and may establish a procedure for, and the conditions under which, the authorization for student self-administration of medication may be revoked.

Approved:
KASB Recommendation – 6/04; 6/05; 4/07; 12/16; 12/23

(See BCBI, GAAC, GAACA, GAAB, GAAF, IF, IKD, JCE, JGEC, JGECA, and KNA)

General Complaints

The board encourages all complaints regarding the district to be resolved at the lowest possible administrative level. If the investigation and determination procedures of a complaint are not regulated in another board policy or the negotiated agreement, as applicable, it will be designated a general complaint subject to processing under this policy. Whenever a general complaint is made directly to the board as a whole or to a board member as an individual, it will be referred to the administration for study and possible resolution.

Informal Procedures

The building principal shall attempt to resolve general complaints in an informal manner at the building level. Any school employee who receives a general complaint shall inform the individual of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. The building principal shall discuss the complaint with the individual to determine if it can be resolved. If the matter is resolved to the satisfaction of the individual, the building principal shall document the nature of the complaint and the proposed resolution of the complaint and forward this record to the district compliance coordinator. Within 20 days after the complaint is resolved in this manner, the principal shall contact the complainant to determine if the resolution of the matter remains acceptable.

If the matter is not resolved to the satisfaction of the individual in the meeting with the principal, or if the individual does not believe the resolution remains acceptable, the individual may initiate a formal complaint.

Formal Complaint Procedures

- A formal complaint shall be filed in writing and contain the name and address of the person filing the complaint. The complaint shall briefly describe the alleged violation. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved through the informal procedures of this policy, the building principal may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.

- If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board may appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the compliance coordinator, or another individual appointed by the board or the superintendent. The investigation shall be

informal but thorough. The complainant and the respondent will be afforded an opportunity to submit written or oral evidence relevant to the complaint and to provide names of potential witnesses who may have useful information.

- A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and a copy will be forwarded to the complainant and the respondent within 30 days after the filing of the complaint. If the investigator anticipates a determination will not be issued within 30 days after the filing of the complaint, the investigator shall provide written notification to the parties including an anticipated deadline for completion. In no event shall the issuance of the written determination be delayed longer than 10 days from the conclusion of the investigation.
    - If the investigation results in a recommendation that a student or staff member be subject to discipline, the specifics will not be included in the written determination provided to the parties to protect the privacy rights of the student or staff member.
    - If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.
    - If the investigation results in a recommendation that an employee be suspended without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and state law will be followed.
- Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.

Appeal Procedures

The complainant or respondent may appeal the determination of the complaint. Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board or superintendent, or by the board itself. The request to appeal the determination shall be made within 20 days after the date of the written determination of the complaint at the lower level. The appeal officer shall review the evidence gathered by the investigator at the lower level and the investigator's report and shall afford the complainant and the respondent an opportunity to submit further evidence, orally or in writing, within 10

days after the appeal is filed. Whenever an appeal officer is appointed to review an appeal, the appeal officer will prepare a written report to the board within 30 days after the appeal is submitted for decision. The board shall render its decision not later than the next regularly-scheduled meeting of the board following the receipt of the report and provide the parties with a notice of the result of the appeal. Any matter determined by the board in accordance with this process shall be valid to the same extent as if the matter were fully heard by the board without an appeal officer.

- Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

    - If it is determined at any level that a violation of board policy or school rules occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or hearing.

Complaints About Discrimination on the Basis of Sex

Complaints regarding alleged discrimination on the basis of sex, as prohibited by Title IX of the Education Amendments of 1972 and other federal and state laws regulating such discrimination and discriminatory harassment, shall be handled in accordance with the procedures outlined in board policies GAAC, for staff, and JGEC, for students, and shall be directed to the Title IX Coordinator at (Position or name, address, email address, and phone number of Title IX Coordinator).

Complaints About Discrimination or Discriminatory Harassment Not on the Basis of Sex

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, genetic information, or religion in the admission to, access to, treatment, or employment in the district's programs and activities is prohibited. (Position, address, email address, and phone number of the district compliance coordinator) has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI and Title VII of the Civil Rights Act of 1964 (with the exception of discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the Personal Responsibility Work Opportunity Reconciliation Act of 1996, and the Food Stamp Act of 1977, as amended.

For more information regarding what qualifies as discrimination or harassment on the basis of race or disability, see board policies GAACA applying to staff members and JGECA applying to students.

For information regarding the investigation or resolution process for complaints of discrimination or discriminatory harassment not involving sex-based conduct or district child nutrition programs, see board policies GAAB for staff members and JCE for students.

Complaints Concerning Child Nutrition Programs

Complaints alleging discrimination in child nutrition programs offered by the district shall be handled in accordance with the procedures outlined in board policy KNA.

Complaints About Policy

The superintendent shall report any unresolved complaint about policies to the board at the next regularly scheduled board meeting.

Complaints About Curriculum

The superintendent shall report a failure to resolve any complaint about curriculum to the board at the next regularly scheduled board meeting. See board policy IF for complaints dealing with textbooks and instructional materials.

Complaints About Instructional Materials

The building principal shall report any unresolved complaint about instructional materials to the superintendent promptly after receiving the complaint. See board policy IF.

Complaints About Facilities and Services

The superintendent shall report any unresolved complaint about facilities and services to the board at the next regularly scheduled board meeting.

Complaints About Personnel

The superintendent or the building principal involved shall report any unresolved complaint about personnel to the board at the next regularly scheduled board meeting.

Complaints About Emergency Safety Intervention Use

Complaints concerning the use of emergency safety interventions by district staff shall be addressed in accordance with the local dispute resolution process outlined in board policy GAAF.

Complaints About School Rules

Any student may file a complaint with the principal concerning a school rule or regulation that applies to the student. The complaint shall be in writing, filed within 20 days following the application of the rule or regulation, and must specify the basis for the complaint. The principal shall investigate the complaint and inform the student of the resolution within 10 days after the complaint is filed.

Approved:

KASB Recommendation – 9/97; 8/98; 3/00; 4/07; 6/13; 6/15; 6/20; 7/20; 12/22; 6/23

USD 506 – Labette County

January bills and financial reports
Total Bills:

Presented January 13, 2025 for Board Approval

Checking Account ID: 101GENERAL **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1670	12/11/2024				BAYBRIDGEA	BAY BRIDGE ADMINISTRATORS LLC	19,299.22
1671	12/11/2024				CAPITALONE	CAPITAL ONE TRADE CREDIT	1,494.02
1672	12/11/2024				CONWAYMICH	CONWAY, MICHELLE	9.05
1673	12/11/2024				DOLLARGENE	DOLLAR GENERAL-REGIONS 410526	133.30
1674	12/11/2024				KASTLERCHR	KASTLER CHRIS	27.39
1675	12/11/2024				RETAILERSS	RETAILERS' SALES TAX	75.17
1676	12/11/2024				REXWINKLE1	REXWINKLE LUMBER	273.25
1677	12/11/2024				USD506ACTI	USD 506 ACTIVITY	18.00
1678	12/11/2024				WOLGAMOTTS	WOLGAMOTT, SHARON	720.38
1681	12/17/2024				ADVANCEINS	ADVANCE INSURANCE CO OF KANSAS	313.28
1682	12/17/2024				APPLECOMPU	APPLE COMPUTER INC.	2,947.00
1683	12/17/2024				BLUECROSS1	BLUE CROSS BLUE SHIELD	3,018.00
1684	12/17/2024				DELTADENTA	DELTA DENTAL OF KANSAS	496.57
1685	12/17/2024				FRONTIERFO	FRONTIER FOREST PRODUCTS	3,600.68
1686	12/17/2024				GREENBUSH	GREENBUSH	785.00
1687	12/17/2024				IMAGINELEA	IMAGINE LEARNING LLC	500.00
1688	12/17/2024				KUBAND	KU BAND	100.00
1689	12/17/2024				REGIONALVE	REGIONAL VETERINARY SERVICE	285.50
1690	12/17/2024				SEKGENETIC	SEK GENETICS	121.00
1691	12/17/2024				VISIONSERV	VISION SERVICE PLAN	127.94
1692	12/17/2024				WRIGHTSIGN	WRIGHT SIGNS	280.00
1694	12/20/2024				BLEACHERGE	BLEACHER GEAR	239.40
1695	12/20/2024				BSNSPORTSL	BSN SPORTS, LLC	2,998.79
1696	12/20/2024				COMMUNITYH	COMMUNITY HEALTH CENTER OF SEK, INC.	250.00
1697	12/20/2024				CRAWKANTEL	CRAW KAN TELEPHONE COOP	6,367.57
1698	12/20/2024				CURIOUSMIN	CURIOUS MINDS DISCOVERY ZONE	345.00
1699	12/20/2024				GREENBUSH	GREENBUSH	700.00
1700	12/20/2024				KANSASGASS	KANSAS GAS SERVICE	117.88
1701	12/20/2024				KSTURNPIKE	Kansas Turnpike Authority	8.00
1702	12/20/2024				MCGUIREWAN	MCGUIRE WANDA	28.00
1703	12/20/2024				SEKINTERLO	SEK INTERLOCAL #637	320,554.00
1704	12/20/2024				SOUTHEASTK	SOUTHEAST KMEA	45.00
1705	12/20/2024				VERIZONWIR	VERIZON WIRELESS	1,316.58
1706	12/20/2024				WILSONJERI	WILSON, JERICA	200.00
1707	12/20/2024				WOLGAMOTTS	WOLGAMOTT, SHARON	90.76
1708	12/20/2024				WOODRIVERE	WOODRIVER ENERGY LLC	1,157.77
1709	12/30/2024				BLUECROSSB	BLUE CROSS BLUE SHIELD HEALTH	32,172.01
1710	12/30/2024				USD506ACTI	USD 506 ACTIVITY	3,906.94
1711	12/31/2024				MIDWESTMET	MIDWEST METAL	195.00
1712	12/31/2024				RAILSIDEWO	RAILSIDE WOODWORKING	4,223.50
1713	12/31/2024				VISA	VISA	12,739.83
1714	01/06/2025				CROSSLANDC	CROSSLAND CONSTRUCTION COMPANY	187,906.05
1715	01/06/2025				HINMANTREE	HINMAN TREE TRIMMING LLC	2,750.00
1726	01/08/2025				ALTAMONTBU	ALTAMONT BUILDER'S SUPPLY LLC	6,689.00
1727	01/08/2025				BECKERROCK	BECKER, ROCKY	151.81
1728	01/08/2025				BSNSPORTSL	BSN SPORTS, LLC	4,666.80
1729	01/08/2025				CAPITALONE	CAPITAL ONE TRADE CREDIT	1,132.26
1730	01/08/2025				COFFEYVIL4	COFFEYVILLE FEED & FARM	4,666.00
1731	01/08/2025				CONWAYMICH	CONWAY, MICHELLE	111.54
1732	01/08/2025				CORNERSTOR	CORNER STORE	595.00
1733	01/08/2025				KANSASGOLF	KANSAS GOLF & TURF	1,554.68
1734	01/08/2025				KANSASMUS1	KANSAS MUSIC EDUCATORS	30.00
1735	01/08/2025				MILLSHAILE	HAILEY MILLS	637.89
1736	01/08/2025				NEODESHIGH	Neodesha High School Band	78.00
1737	01/08/2025				OMARKHAILP	OMARKHAIL PETER	65.00
1738	01/08/2025				PITNEYBOWE	PITNEY BOWES GLOBAL FINANCIAL SERVICES L	167.13
1739	01/08/2025				ROYERJOE	ROYER, JOE	10.01
1740	01/08/2025				SSACTIVEWE	S & S ACTIVEWEAR, LLC	644.59

Checking Account ID: 101GENERAL **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1741	01/08/2025				SUNGRAPHIC	SUN GRAPHICS	278.57
1742	01/08/2025				THOMPSONBR	THOMPSON BROS	1,027.96
1743	01/08/2025				AJREFRIGER	A & J REFRIGERATION	4,380.00
1744	01/08/2025				ABHEATAIR	AB HEAT & AIR	210.00
1745	01/08/2025				ACEHARDWA1	ACE HARDWARE	366.62
1746	01/08/2025				AMERICANEL	AMERICAN ELECTRIC COMPANY	668.40
1747	01/08/2025				ATLASSTEEL	ATLAS STEEL	1,804.80
1748	01/08/2025				BLWATERWOR	B & L WATERWORKS SUPPLY, LLC	671.61
1749	01/08/2025				BARTLETTCO	BARTLETT CO-OP	860.30
1750	01/08/2025				COFFEYVIL4	COFFEYVILLE FEED & FARM	451.50
1751	01/08/2025				DOYLEGLASS	DOYLE GLASS CO.	440.44
1752	01/08/2025				HUGOSINDUS	HUGO'S INDUSTRIAL SUPPLY, INC	10,841.28
1753	01/08/2025				HUGOSINDUS	HUGO'S INDUSTRIAL SUPPLY, INC	425.96
1754	01/08/2025				JERRYHALLS	JERRY HALL'S COMMUNICATIONS	2,320.00
1755	01/08/2025				KANSASDRUG	KANSAS DRUG TESTING INC.	546.00
1756	01/08/2025				KANSASSTAT	KANSAS STATE FIRE MARSHAL	180.00
1757	01/08/2025				LABETTEHAR	LABETTE HARDWARE	4,709.84
1758	01/08/2025				LABETTEHAR	LABETTE HARDWARE	1,036.60
1759	01/08/2025				LAWSONPROD	LAWSON PRODUCTS	1,178.91
1760	01/08/2025				MARMICFIRE	MARMIC FIRE & SAFETY CO., INC.	2,975.28
1761	01/08/2025				MCCARTYOFF	MCCARTY OFFICE MACHINES	29.22
1762	01/08/2025				MCMASTERCA	MCMASTER-CARR	1,504.33
1763	01/08/2025				MIDAMERIC1	MID-AMERICAN RESEARCH CHEMICAL	1,010.93
1764	01/08/2025				MIDWESTMET	MIDWEST METAL	1,842.66
1765	01/08/2025				MIDWESTTR1	MIDWEST TRANSIT EQUIPMENT	1,846.96
1766	01/08/2025				OREILLYAUT	O'REILLY AUTO PARTS	71.93
1767	01/08/2025				PITNEYBOWE	PITNEY BOWES GLOBAL FINANCIAL SERVICES L	160.05
1768	01/08/2025				POMPSTIRES	POMP'S TIRE SERVICE, INC.	2,378.81
1769	01/08/2025				PORKYSLLC	PORKYS LLC	173.20
1770	01/08/2025				PRAIRIEFIR	PRAIRIEFIRE COFFEE ROASTERS	29.40
1771	01/08/2025				QUALITYTOY	QUALITY TOYOTA	285.23
1772	01/08/2025				RUSHTRUCKC	RUSH TRUCK CENTER, JOPLIN	5,406.34
1773	01/08/2025				SEWARDDRYW	Seward Drywall	9,636.00
1774	01/08/2025				SHERWINWIL	SHERWIN WILLIAMS	6.79
1775	01/08/2025				SMALLWOODL	SMALLWOOD LOCK & SUPPLY	444.25
1776	01/08/2025				TKELEVATOR	TK ELEVATOR CORPORATION	743.38
1777	01/08/2025				TOMDAVISGM	TOM DAVIS GMC	1,128.70
1778	01/08/2025				UPLINK	UPLINK	435.00
1779	01/08/2025				WILDCATMAT	WILDCAT MATERIALS INC.	3,730.60
1780	01/09/2025				AMAZONCAPI	AMAZON CAPITAL SERVICES	4,869.91
1781	01/09/2025				ATMOSENERG	ATMOS ENERGY	763.06
1782	01/09/2025				BLACKSTEVE	BLACK, STEVE	9.07
1783	01/09/2025				CHENEYRUNN	CHENEY RUNNING	100.00
1784	01/09/2025				CITYOFALTA	CITY OF ALTAMONT	32,606.98
1785	01/09/2025				CITYOFBART	CITY OF BARTLETT	363.31
1786	01/09/2025				CITYOFEDNA	CITY OF EDNA	809.00
1787	01/09/2025				CITYOFMOUN	CITY OF MOUND VALLEY	348.54
1788	01/09/2025				CITYOFPARS	CITY OF PARSONS	466.33
1789	01/09/2025				CRAWKANTEL	CRAW KAN TELEPHONE COOP	6,377.39
1790	01/09/2025				DAELECTRIC	D&A Electrical Systems	26,300.00
1791	01/09/2025				DEANNICOLE	Nicole Dean	24.08
1792	01/09/2025				ELLIOTTRYA	ELLIOTT, RYAN	760.93
1793	01/09/2025				EVCOWHOLES	EVCO WHOLESALE FOOD CORP.	39,782.97
1794	01/09/2025				EVERGY	EVERGY	10,772.05
1795	01/09/2025				GREENENVIR	GREEN ENVIRONMENTAL SVCS	876.75
1796	01/09/2025				GREENBUSH	GREENBUSH	585.60
1797	01/09/2025				HANIGANKEL	HANIGAN KELSEY	996.00
1798	01/09/2025				HILANDDAIR	HILAND DAIRY	11,412.52

Checking Account ID: 101GENERAL **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1799	01/09/2025				JWPEPPER	J W PEPPER	99.64
1800	01/09/2025				JOSTENSINC	JOSTENS, INC.	2,515.45
1801	01/09/2025				LABETTEAVE	LABETTE AVENUE	48.00
1802	01/09/2025				LABETTECO5	LABETTE COUNTY HEALTH DEPT.	3,388.00
1803	01/09/2025				LACEYBLAKE	LACEY, BLAKE	196.44
1804	01/09/2025				LOCKESUPPL	LOCKE SUPPLY	3,195.25
1805	01/09/2025				MAHANDENIS	MAHAN DENISE	10.00
1806	01/09/2025				MARRONESIN	MARRONE'S INC	16,822.78
1807	01/09/2025				MCCARTYOFF	MCCARTY OFFICE MACHINES	385.00
1808	01/09/2025				MOTOROLASO	Motorola Solutions, Inc.	11,622.87
1809	01/09/2025				NAPAAUTOPA	NAPA AUTO PARTS	755.13
1810	01/09/2025				NAPAAUTOPA	NAPA AUTO PARTS	1,123.35
1811	01/09/2025				NAPAAUTOPA	NAPA AUTO PARTS	165.56
1812	01/09/2025				NAPAAUTOPA	NAPA AUTO PARTS	84.77
1813	01/09/2025				NAPAAUTOPA	NAPA AUTO PARTS	140.20
1814	01/09/2025				PARSONSSUN	PARSONS SUN	90.00
1815	01/09/2025				RUCKERCIND	RUCKER CINDY	77.30
1816	01/09/2025				SEKSANITAT	SEK SANITATION SERVICES, LLC	235.00
1817	01/09/2025				SMITHJACKI	Jackie Smith	44.80
1818	01/09/2025				THROGERSPA	T.H. ROGERS PARSONS STORE #19	1,020.88
1819	01/09/2025				UNIFIRSTCO	UNIFIRST CORPORATION	1,576.25
1820	01/09/2025				USD506PETT	USD 506 PETTY CASH	191.86
1821	01/09/2025				VISA	VISA	104.68
1822	01/09/2025				WILEYDUSTI	WILEY DUSTIN	607.50
1823	01/09/2025				WOODSLUMBE	WOODS LUMBER OF INDEPENDENCE	730.00
1824	01/09/2025				ZWAHLENKYL	ZWAHLEN KYLE	30.28
93871	01/07/2025				VISA	VISA	675.00
93872	01/07/2025				VISA	VISA	2,761.57
93873	01/07/2025				VISA	VISA	390.47
93874	01/07/2025				VISA	VISA	940.77
93875	01/07/2025				VISA	VISA	664.68
93876	01/07/2025				VISA	VISA	336.92
93877	01/07/2025				VISA	VISA	587.30
93878	01/07/2025				VISA	VISA	643.76
93879	01/07/2025				VISA	VISA	251.40
93880	01/07/2025				VISA	VISA	1,086.67

Check Type Total:	Check	Void Total:	0.00	Total without Voids:	892,198.41
Checking Account Total:	101GENERAL	Void Total:	0.00	Total without Voids:	892,198.41
	Grand Total:	Void Total:	0.00	Total without Voids:	892,198.41

Petty Cash Report

December 31, 2024

Beginning Balance	Debits	Credits	Balance
$971.25	$551.86	$28.75	$448.14

Checks

Check #	Amount	Purpose
3243	$191.86	Bartlett House Expense
3244	$90.00	Basketball Official
3245	$70.00	Basketball Official
3246	$70.00	Basketball Official
3247	$130.00	Basketball Official

Appendix D: Sample Motions for Executive Session

Mr. President, I move we go into executive session to [fill in subject(s)] pursuant to [fill in justification], and the open meeting will resume in the board room at [fill in time].

SUBJECTS TO BE DISCUSSED (Provide a brief description of what subject will be discussed while still protecting important privacy interest)	JUSTIFICATION
Example: discuss an individual employee's performance	non-elected personnel exception under KOMA
Example 1: discuss confidential student information **Example 2:** hold a student discipline appeal hearing	the exception relating to actions adversely or favorably affecting a student under KOMA
Example: discuss coding mechanisms Powerschool uses to secure student data with Powerschool representatives	the exception for data relating to financial affairs or trade secrets of corporations, partnerships, trusts, and individual proprietorships under KOMA
Example: discuss potential litigation with our legal counsel	the exception for matters which would be deemed privileged in the attorney-client relationship under KOMA
Example: discuss the latest proposal for increasing the base pay rate from the teachers	the exception for employer-employee negotiations under KOMA
Example: discuss potential properties for a new middle school site	the exception for preliminary discussion of the acquisition of real property under KOMA
Example 1: discuss the high school crisis plan **Example 2:** discuss the exact placement of security cameras and alarms throughout the buildings	the exception under KOMA for school security matters to ensure the security of the school, its buildings and/or its systems is not jeopardized

Labette County Schools

2024-2025 District Calendar

LABETTE COUNTY SCHOOLS

2024

July

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2025

January

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- Enrollment
- Beginning/End of School Year
- No School In-Lieu of P/T Conferences
- End of Quarter
- No School - Holiday
- Teacher Work Day
- Staff Development
- Elementary Parent/Teach Conferences
- High School Parent/Teach Conferences
- 1/2 Day for Students

	Students	Teachers
Students in Class	169	169
P/T Conferences	2.0	2.0
Staff Development	2.0	4.0
Work Days	0	4.0
Totals	173	179

August

7-8	Elementary Enrollment
7-9	High School Enrollment
15-19	Staff Development
20	Work Day
21	Half Day of School for K-9 & Half Day Work Day
22	Full Day of School K-12

September

2	Labor Day

October

8/10	Elementary Parent/Teacher Conferences
15/17	High School P/T Conferences
18	End of 1st Quarter (41 Days) Half Day for K-12 Half Work Day

November

25	No School (In Lieu of P/T Conferences)
25-30	Thanksgiving Break - NO SCHOOL

December

20	End of 2nd Quarter (39.5 Days) End of 1st Semester Half Day K-12
23-31	Christmas Break - NO SCHOOL

January

1-3	Christmas Break - NO SCHOOL
6	Staff Dev(0.5)/Work Day(0.5)
20	MLK Jr. Day - NO SCHOOL

February

17	President's Day - NO SCHOOL
18/20	Elementary Parent/Teacher Conferences
25/27	High School P/T Conferences

March

13	End of 3rd Quarter (47 Days)
14	Work Day (0.5) - NO SCHOOL
17-21	Spring Break - NO SCHOOL

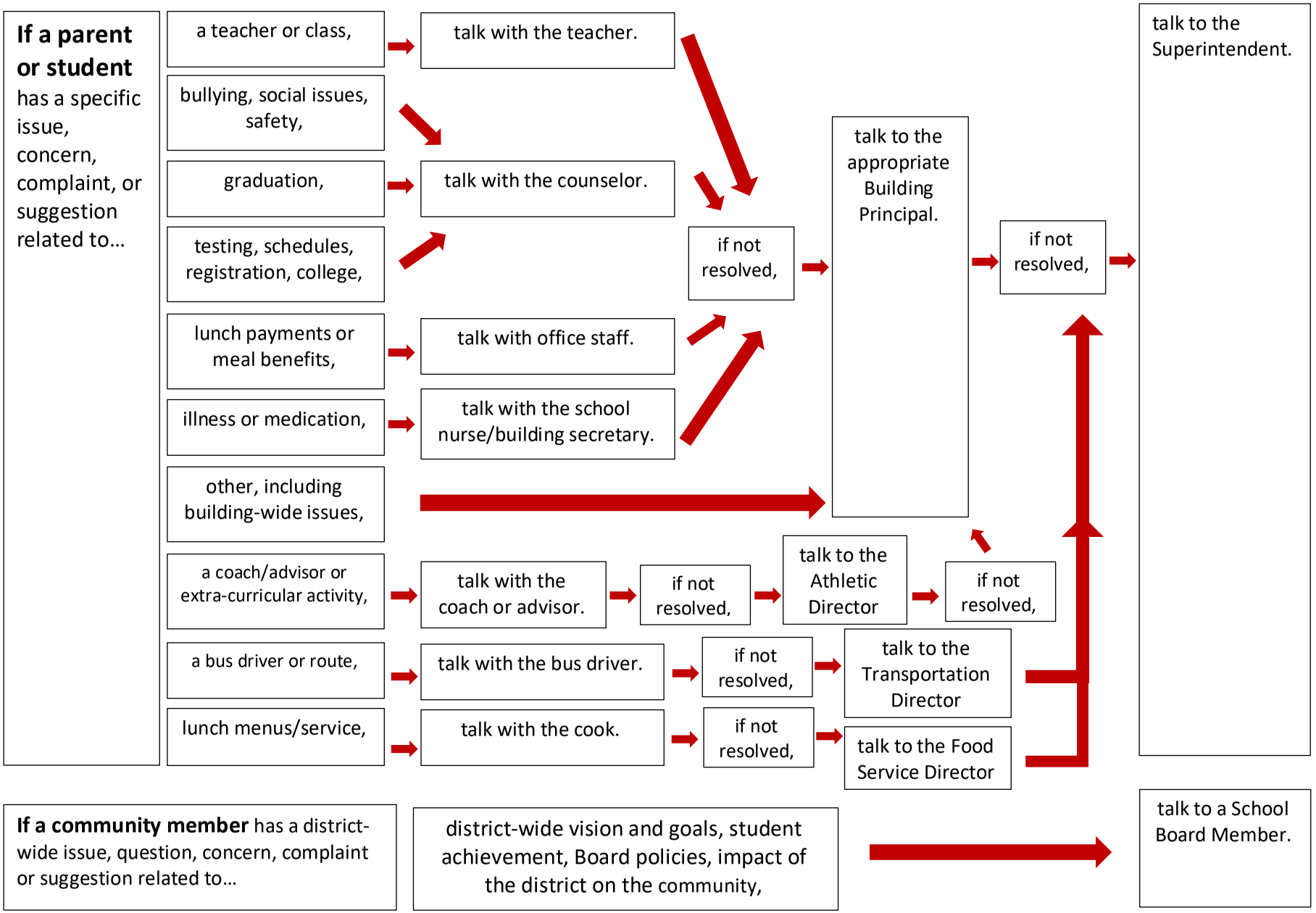
April

18	No School (In Lieu of P/T Conferences)

May

22	1/2 Day of School(0.5)/Staff Development(0.5)
23	End of 4th Qtr(41.5)/2nd Semester Work Day (1.0)

Communication Flow Chart for Handling Parent, Student or Community Member Issues



Believe

What does the Board consider to be the core "**beliefs**" of the district?

- High quality employees
- Public support
- Great tradition; eye for future
- K-8 structure good for kids
- Get $ College Career Ready
- Whole Child-educate (Social Emotional)
- Safe Schools-open communication
- Children future
- Team students well
- All students can learn and be better when they leave us
- Meet needs at their level
- Students feel valued, safe, secure
- Value all staff, students
- Think outside the box
- Treat others with respect
- Being uncomfortable is not a bad thing
- Students learn from their mistakes
- Servant Leaders
- Retaining quality teachers

Know

What does the Board "**know**" are the existing needs of the district?

- Test score does not define a child
- Data drives decisions
- False transparency
- Social media
- Change what defines success
- Increase out of district students
- Be unified
- Trauma Informed!
- Change is hard
- Open communication/increase buy-in for capital needs
- Different needs
- Set amount of resources
- Technology is driving decisions
- Shortage of teachers
- Building trust
- Time

Want

What does the Board "**want**" to include as goals for the district?

- College and Career Ready
- Facilities Updated/Transportation
- Community Engagement
- Safe and Secure Building
- Intrinsic motivation
- Social Needs (Full support)
- Graduation Day – Had Best Education Possible
- Resources to Teach
- All children learn in their way
- Parents Engaged/Value them
- Positive Involvement
- More support staff/trained
- We are human
- Expand early childhood education
- Additional Admin. Facilities (Bartlett, Meadow View)
- Value driven-Be who we are!
- Promote 506
- Best CTE in State
- Learning Relevant
- Be the best!!
- Counselors, Social Workers
- Positive Involvement
- State to pay what they should

Do

What will the Board "**do**" to accomplish these goals?

- Use data to make decisions
- We tell the story
- Fiscal resources; admin support staff
- Bond issue (PR, marketing, alum)
- Parental Involvement
- Simplify, simplify
- Model support
- Enhance curriculum
- Rigorous curriculum
- Kid-drive; student-centered
- Promote 506 - Social Media
- CTE-Promote, support, expand
- Base decisions on what's best for students
- Facilities - proactive
- Educate parents S/E needs
- Process for high quality teachers
- Retain
- Develop plan for safe and secure environment

Goal #1 (Relevance): USD 506 will continue to have high expectations for teaching and student achievement in academics, College and Career Readiness, 21st Century Skills, and extracurricular activities. Staff and administration will provide opportunities that allow students to be engaged, empowered, and connected to their learning.

- **-Curriculum Alignment**
- **-Instruction**
- **-College/Career/Technical Education**
- **-Technology**

Goal #2 (Rigor): USD 506 will provide and promote instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

- **-Increase teacher development through student evaluations in grades 9-12**
- **-Recruit highly qualified teachers**
- **-Provide a research-based mentoring program for teachers**
- **-Increase the percentage of graduates who seek further education/training**
- **-Review data to make informed decisions**

Goal #3 (Relationships): USD 506 will continue to work towards increasing faculty, student, and parental involvement in promoting social/emotional, trauma informed best practices, and academic growth.

- **-Meeting the social and emotional needs of students and staff**
- **-Conduct district safety meetings**
- **-Student involvement in organizations and/or activities**
- **-Training and implementation on trauma informed best practices**
- **-Comprehensive implementation of Responsibility Centered Discipline (RCD) (PreK-12)**

Goal #4 (Responsive Culture): USD 506 will continue efforts to strengthen family, school, and community partnerships.

- **-Implement and strengthen family, school, and community partnerships**
- **-Develop a system to recognize individuals/organizations for support**

Goal #5 (Results): USD 506 fosters and promotes proactive and positive communication.

- **-Effectively communicate with all stakeholders**

Goal #1 (Relevance): USD 506 will continue to have high expectations for teaching and student achievement in academics, College and Career Readiness, 21st Century Skills, and extracurricular activities. Staff and administration will provide opportunities that allow students to be engaged, empowered, and connected to their learning.

Objective #1: Establish relevant and meaningful learning experiences for all USD 506 students

Area of Focus: Curriculum Alignment

A. Update, edit, and align curriculum documents
B. Identify Essential Outcomes at each grade level and/or subject area
C. Determine:
   1. What we want students to know, understand, and be able to do?
   2. How will we know if a student has learned it?
   3. What do we do if a student did not learn it?
   4. What do we do if a student already knows it?

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
PK-12 Reading completed Spring 2020; Secondary Math completed Spring 2020; Elementary Math Spring 2021; All other subjects Spring 2022	Administrative Team, Curriculum Leaders Team, Grade Level Teams, Teachers	Ongoing	Aligned curriculum documents for each subject and each grade/instructional level; locally developed assessments; *Fastbridge*; Standard Based Grade Cards (Prek, K, 1)

Area of Focus: Instruction

Develop lessons that have real world applications associated with the expected outcomes

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Teachers	Ongoing	Walk Through Observations, Constructivist Approach to Learning (focusing on exploration); Job Shadowing, Internships

Area of Focus: College/Career/Technical Education

Develop an Individual Plan of Study (IPS) process and advisory group

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Complete implementation: K-12 by Spring 2021	Administrative Team, Teachers, Counselors	Ongoing, Late Start Days, Professional Development Days	Develop a Plan of Study for each USD 506 student; Develop a written implementation plan

Objective #2: Establish a relevant and meaningful technology experience for all USD 506 students

Area of Focus: Technology

Review and revise the District Technology Plan as it relates to:

A. Infrastructure (Current/Future Needs)
B. Technology (Current/Future Needs)
C. Other (Current and Future Needs)
D. Classroom Implementation

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	District Technology Team, Superintendent, District Technology Director, Technology Department	Ongoing	Agenda and Minutes; Technology Plan; Report to Board on a Yearly Basis; Walk Through Observations

Goal #2 (Rigor): USD 506 will provide and promote instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

Objective #1: Improve the quality of education in USD 506 through the recruitment, development, and retention of innovative educators

Area of Focus: Increase teacher development by administering a *student evaluation* of the teacher/class for Grades 9-12

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Pilot in Spring 2020	Administrative Team	Ongoing	95% completion rate

Area of Focus: Recruit highly qualified teachers

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team and Board	Ongoing	Attend college recruitment days; KEEP materials updated; recruit early; KansaStar

Area of Focus: Continue focus on providing a research-based Mentoring Program for USD 506 teachers (KansaStar)

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Director of Mentoring Program	Ongoing	District approved USD 506 Mentoring Handbook; required attendance at meetings; completion of program tasks

Objective #2: Increase the student success rate

Area of Focus: Increase the percentage of graduates from LCHS who enroll at a community college, technical school, four-year university, or who have obtained an industry recognized certificate within one year of their high school graduation date

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Board, Teachers, Stakeholders	Ongoing	National Clearinghouse Data; KSDE Data Warehouse

Area of Focus: Review data to make informed decisions

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Board, Teachers, Stakeholders	Ongoing	Common Formative Assessment (CFAs); ACT Aspire; WorkKeys; ACT; State Assessments; Qualitative Data

Goal #3 (Relationships): USD 506 will continue to work towards increasing faculty, student, and parental involvement in promoting social, emotional, trauma-informed best practices, and academic growth.

Objective #1: Intentional focus on Social Emotional Growth

Area of Focus: Social/Emotional Growth

Meeting the social and emotional needs of students and staff

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Teachers, Counselors	Ongoing Review yearly progress	Trauma Informed Plan; Student of Concern Meetings; Safety Meetings; Character Education; *Habits of the Mind;* Kansas Communities that Care Survey

Area of Focus: Social/Emotional Growth

Continue conducting district safety meetings

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Monthly	Community organizations, Administrative Team, Counselors	Ongoing	Attendance logs; Meeting Agendas; Calendars

Area of Focus: Increase Graduation Rates and Social/Emotional Stance

Emphasize the importance of all students being involved in LCHS organizations and/or activities while they are enrolled and within the communities of USD 506

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Annual	Teachers, Counselors, Staff, Advocates, Administrative Team, Coaches, Community Members	Ongoing Review yearly progress	Surveys of participation in activities or organizations; documentation of activities

Objective #2: Intentional focus on Trauma Informed Best Practices

Area of Focus: Training and Implementation

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Teachers, Counselors, Staff, Advocates, Administrative Team, Coaches, Community Members	Ongoing Review yearly progress	Trauma Informed Plan; Student of Concern Meetings; Safety Meetings; Character Education; *Habits of the Mind;* Kansas Communities that Care Survey

Objective #3: Continue efforts toward building systems that help students learn to take responsibility for their behaviors			
Area of Focus: **Comprehensive Implementation of Responsibility Centered Discipline (RCD) (PreK-12)** **A. Quarterly training sessions (with Larry Thompson, as possible)** **B. Monthly review and practice sessions with staff** **C. Move from "why" to "how" for implementation**			
Timeline (Approximate)	**Assigned to**	**Monitoring Dates**	**Artifacts**
Ongoing	Teachers, Counselors, Staff, Advocates, Administrative Team, Coaches, Community Members	Ongoing Review Yearly progress	Trauma Informed Plan; Student of Concern Meetings; Safety Meetings; Character Education; *Habits of the Mind;* Kansas Communities that Care Survey

Goal #4 (Responsive Culture): USD 506 will continue efforts to strengthen family, school, and community partnerships.

Objective #1: Implement a shared, transparent, and seamless system of partnerships engaging family, school, and community

Area of Focus: Partnerships

Strengthen family, school, and community partnerships

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Teachers, Counselors, Staff	Ongoing	Career externships; job shadowing; prepare a list of events and activities; local businesses present career information to various classes; district will facilitate collection of visitors to each building through Google forms; survey stakeholders for interests and feedback (such as Labette Health, TANK Connection, Greenbush, City of Mound Valley, and local communities); partnerships with Community Health Center of Southeast Kansas (CHCSEK) to provide services for our children attending the five K-8 attendance centers

Area of Focus: Partnerships

Develop a system to recognize individuals and organizations for their support of the school district

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Teachers, Counselors, Staff	Ongoing	Develop a process for recognizing individuals and organizations for their support of the school system

Goal #5 (Results): USD 506 fosters and promotes proactive and positive communication.

Objective #1: Provide the most effective communication to our families, schools, and communities

Area of Focus: Communication

Intentionally communicate with all stakeholders

Timeline (Approximate)	Assigned to	Monitoring Dates	Artifacts
Ongoing	Administrative Team, Teachers, Counselors, Staff	Ongoing	District calendar (paper and electronic); building/district websites including links for parent engagement resources and materials; share school events and activities; accomplishments in the *Parsons Sun*, *Labette Avenue*, and social media; monthly building newsletters; utilize *PowerSchool* student and parent apps as the official school app; the system will seek input to determine the most appropriate communication methods to use including text, email, phone, podcast, paper, video; *Remind 101*; *Bright Arrow*; annual training for staff about how to use *Bright Arrow*; notification lists will be updated yearly; provide opportunities to subscribe to school events/activities through information cards at local churches, school events, sports events; updated lists of all social media accounts associated with USD 506



Kansans CAN

#KansansCan | KSDE | www.ksde.org

Our Mission - Educating every student every day!

Our Mission-

- Helping, leading, guiding, providing, teaching, mentoring, caring for, crying with, providing for...
- This is why we exist! This is why we are educators! This is 506!
- #We R Labette County!

Our Values-

- Faith in _____, Respect for one another, Honesty and Integrity, Kindness and Compassion
- Responsibility, Contentment and Thankfulness, Patience and Perseverance
- Peace and Humility, Loyalty and Commitment

Our Vision- Meeting the needs of each child!

Our Vision & Values

- Physical and emotional well being, respect for self/others, reliability, teamwork/collaboration
- Punctuality, Critical thinking/Problem-solving,

Our Vision & Values

- Leadership skills, Creativity/Innovation, Oral and Written Communications
- Digital Technology, Global Awareness, and Life-long Desire for Learning

These values should be our desired end for our kids.