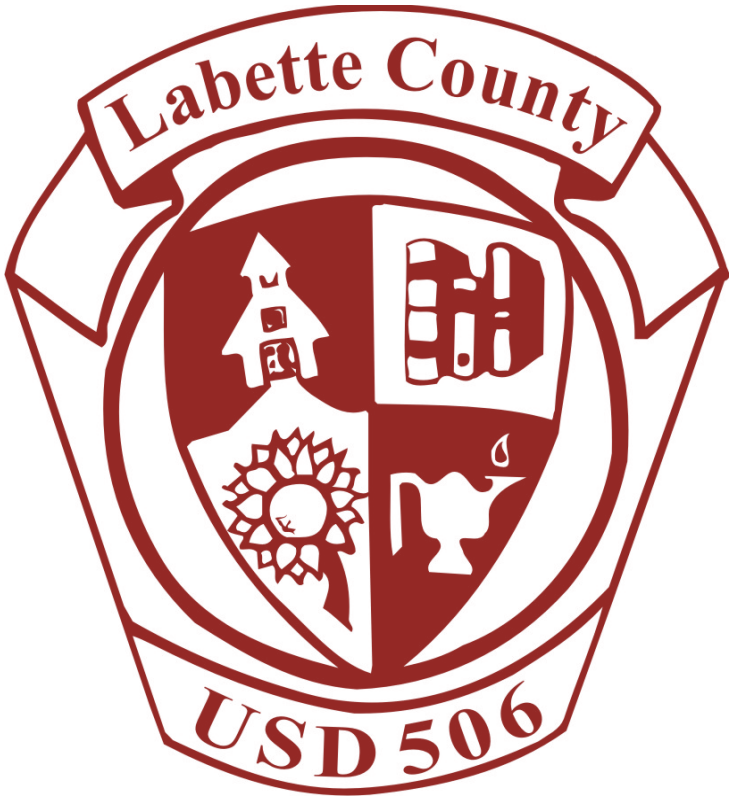
Labette County U.S.D. 506



February 10, 2025 Board Meeting

AGENDA

Monday, February 10, 2025, 6:00 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 @ 6:00 p.m.

1. **Call to order**

2. **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.

3. **Consent Agenda**
   - 3.1 Approval of January 2025 Board Meeting Minutes
   - 3.2 Approval of February 2025 bills, Investments, Activity Fund Report, and Petty Cash
   - 3.3 Approval of Substitute Employees
     - See enclosed list
   - 3.4 Approval of Personnel:
     - Diana Granado—Paraprofessional @ Meadow View Grade School
     - Ashley McCoy—Head Boys Tennis Coach @ Labette County High School
     - Chase Shaw—K-8 Band/Vocal Instructor @ USD 506
     - Laci Strickland—Scholars' Bowl Coach @ Bartlett Grade School
     - Sylas Stone—Science Instructor @ Labette County High School
     - Tonia Wilson—Head Track Coach @ Bartlett Grade School
   - 3.5 Approval of Retirement(s):
     - None at this time
   - 3.6 Approval of Resignations:
     - Leigh Ann Phillips—Science Instructor @ Labette County High School
     - Heather Vandergrift—Paraprofessional @ Meadow View Grade School

4. **Recognitions / Communications**
   - None at this time

5. **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 that violate the privacy rights of district employees will be asked to terminate their remarks.

6. Reports

6.1 Superintendent
6.2 Administrative
6.3 KASB/Legislative
6.4 SEK Interlocal #637

7. Discussion Items

7.1 Annual Review of KESA Goal—Chronic Absenteeism (I/D)

8. Action Items

8.1 Approval of Safe and Secure Schools Grant Request—Jake Knaup (A)
- Approval of Security Camera Bid

8.2 Approval of KASB Policy Updates, Revisions—Second Reading (A)
- See Enclosed Document

8.3 Approval of USD 506 District Calendar (A)

8.4 Capital Outlay Purchase (A)
- Request Approval for Purchase of 1 New Passenger Vehicle

9. Board Member Comments

10. Adjournment

10.1 Next Regular Meeting: March 10, 2025, at Curran Administrative Center, Altamont, Kansas 67330

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

Supplemental Agenda
Board of Education
Monday, February 10, 2025
Curran Administrative Center

Agenda – Regular Meeting @ 6:00 p.m.

1. Call to Order:

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

2. 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.

3. 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 before 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 3.1-3.6*

3.1 Approval of January 2025 Board Meeting Minutes (pgs. 8-11)

3.2 Approval of February 2025 bills, Investments, Activity Fund Report, and Petty Cash (pgs. 121-125)

3.3 Approval of Substitute Employees: (p. 14)

- Greg Garrett—Substitute Instructor @ USD 506
- Zavier Phillips—Substitute Instructor @ USD 506
- Drew Weidert—Substitute Instructor @ USD 506

3.4 Approval of Personnel: (p. 13)

- Diana Granado—Paraprofessional @ Meadow View Grade School
- Ashley McCoy—Head Boys Tennis Coach @ Labette County High School
- Chase Shaw—K-8 Band/Vocal Instructor @ USD 506
- Laci Strickland—Scholars' Bowl Coach @ Bartlett Grade School
- Sylas Stone—Science Instructor @ Labette County High School
- Tonia Wilson—Head Track Coach @ Bartlett Grade School

3.5 Approval of Retirements:

- None at this time

3.6 Approval of Resignations: (p. 12)

- Leigh Ann Phillips—Science Instructor @ Labette County High School
- Heather Vandergrift—Paraprofessional @ Meadow View Grade School

4. Recognitions / Communications:

- None at this time

5. 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 make comments of a personal nature about any district employee or student. Persons making comments that violate the privacy rights of district employees will be asked to terminate their remarks.

6. Reports:

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

7. Discussion Items-

7.1 Annual Review of KESA Goal—Chronic Absenteeism:

The administration has identified chronic absenteeism as a key goal to address during the 2024-2025 academic year. Each day a student is absent represents a loss of instructional time that must be compensated. Attendance is crucial, and the team has implemented strategies for students who miss more than ten percent of the school year. The administration will present the data collected during the first semester and will respond to questions from board members. (D/I)

8. Action Items-

8.1 Approval of Safe and Secure Schools Grant Request—Jake Knaup:

Jake Knaup will be at the board meeting to request approval to upgrade the security camera system at the high school campus. We've secured a grant to cover half the costs of purchase and installation. This upgrade will significantly enhance overall security at the campus. (A) Pages 61-62

8.2 Approval of KASB Policy Updates, Revisions—Second Reading:

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

The Board Policy Committee, along with the Administration, Assistant Superintendent, and Superintendent, has reviewed the policies provided by KASB Legal. They recommend that the Board consider these policies for approval at the upcoming February Board Meeting.

There will be an opportunity during this meeting for the entire Board to discuss the policies found on pages 63-117. Dr. Wyrick and Mr. Holtzman will request the board's approval for the policies as presented. (A)

8.3 Approval of USD 506 District Calendar:

Please find a copy of the 2025-2026 school calendar for your review in the packet. The administration will request the board to approve the calendar as presented.

The calendar committee convened and prepared a calendar that is similar to the one approved by the board for the 2024-2025 school year. You may find the proposed calendar on page 118. (A)

8.4 Approval of Passenger Vehicle:

The Board of Education has established a goal to annually purchase a minimum of two-passenger school buses and/or eight to ten-passenger vehicles. Our district remained steadfast during FY 24, and the transportation department respectfully requests that the board authorize the Superintendent of Schools to proceed with the purchase of the following item(s):
(A)

- Pages 119-120
- Purchase (1) Ford Expedition Active Max 4x2:
    - Total- $58,750

9. Board Member Comments-

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

10. Adjournment-

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

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

Curran Administrative Office January 13, 2025 7:00 p.m.

Members Present:
Justin Bebb
Kevin Cole
Rich Falkenstein
Jessie Foister
Dr. Kolette Smith

Absent Board Members:
Greg Bogner
Brian Harlow

Others Present:
John Wyrick, Supt.
Shane Holtzman, Asst. Supt
Cindy Dean, Board Clerk
Isabelle Leake, Communications Director
Tara Daniels, 506 Food Service Director

Un-Official

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

2. Kevin Cole made a motion for the next election of officers to be in July of 2025. Rich Falkenstien seconded the motion. Motion carried 5-0.

   Kevin Cole left the meeting at 7:04 p.m.

3. Justin Bebb made a motion to approve the printed agenda. Dr. Kolette Smith seconded the motion. Motion carried 4-0.

4. Consent Agenda
   Dr. Kolette Smith made a motion to approve the consent agenda. Justin Bebb seconded the motion. Motion carried 4-0.

   Kevin Cole joined the meeting at 7:06 p.m.

5. Recognition/Communications
   None at this time

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

7. Reports
   7.1 Superintendent Report
   - Dr. Wyrick stated LCHS alumna Rhianne Taylor will be the new teacher replacing Carolyn Waugh next school year. Dr. Wyrick stated Miss Taylor is excited about returning to Southeast Kansas and has made an offer on the USD 506 Building Trades Home in Bartlett.
   - Dr. Wyrick stated Jack Leake and Kevin Lahey will be our Professional Development Program in February and they present USD 506 Chronic Absence Information.
   - Dr. Wyrick stated the last Strategic Meeting of the year will be February 10. The review of the Strategic Meetings will be at the March Board Meeting.
   - Mr. Holtzman updated the board on the Auxiliary Gym.
     -gym floor is installed and will start painting lines this week
     -sheetrock will be completed this month
     -basketball goals will be delivered by end of this month
     -outside lighting is complete and looks great

   7.2 Administrative Report
   No Report

   7.3 KASB/Legislative
   Kevin Cole updated the board with the KASB/Legislative Report:
   -Kansas Legislators are back in session at the Capital today.
   -Vouchers, Tax Credits, Education Savings Accounts will be the focus this year.
   -State Board of Education has recommended increasing additional $87.5 million for the next 3 years, this will be a challenge with the expanded supermajority house and senate.
   -KSAB/EPIC will have a lunch and learn tomorrow to discuss teacher retention survey
   -KASB Board of Directors are meeting this Saturday in Topeka for January Meeting
   -February 1-4 is the Advocacy and Equity Event in Washington, D.C.
   -March 7 KASB Board of Directors and Executive Team will be visiting our 506 District. This will be a fun day to showcase our District.

   7.4 SEK Interlocal #637
   Kevin Cole updated the board with the SEK Interlocal #637 Report:
   -Interlocal continues to have same challenges as the District has with staffing.
   -State Categorical aid is still unknown.
   -Sending out Board Evaluation for review in February
   -Defining Coordinators and Administrators responsibilities
   -USD 506 needs to fill (5) SEK Interlocal Vacancies for the 2025-2026 School Year.

Un-Official

8. Discussion Items

8.1 Tara Daniels, USD 506 Food Service Director, gave a very interesting and overview of the Food Service Department. The Board thanked Mrs. Daniels for her dedicated work.

8.2 Self-Evaluation Form – The Board had great discussion over the Self-Evaluation Form

8.3 The first reading of the Policy Revisions/Updates were reviewed and the board will take action on the policies at the February Board Meeting.

9. Action Items

9.1 Kevin Cole made a motion to approve the renewal of Administrative Contracts for the 2025-2026 school year. Rich Falkenstien seconded the motion. Motion carried 5-0.

9.2 Dr. Kolette Smith made a motion to approve the established meeting dates as presented and the times will be as the following:
February-March at 6:00 p.m.
April-October at 7:00 p.m.
November-January at 6:00 p.m.
Justin Bebb seconded the motion. Motion carried 5-0.

Un-Official

10. Executive Session

Kevin Cole moved the Board go into executive session for 20 minutes, to discuss an individual employee's performance pursuant to non-elected personal under KOMA, to include Dr. Wyrick and Mr. Holtzman beginning at 8:45 p.m. and the open meeting will resume in the Board Meeting Room at 9:05 p.m. Justin Bebb seconded the motion. Motion carried 5-0.

Dr. Kolette Smith made the motion to approve the voluntary resignation of Ryan Elliott. Justin Bebb seconded the motion. Motion approved 5-0.

11. Board Member Comments

Kevin Cole stated the amount of USD 506 Maintenance time put into the New Auxiliary Gym has been tremendous.

Dr. Kolette Smith congratulated Shawna Terrell for the State Music Teacher Award. Dr. Smith stated the new Electronic Bench for the LCHS Electronics Class is great for the District.

Jessie Foister congratulated Brantly Allen and Lily Wiley for being selected as the National SAE Grant Winners.

Justin Bebb enjoyed the New Gym Tour today and to see all the maintenance team working together on this big project. Mr. Bebb stated there is a lot of pride put into the new gym from our 506 Maintenance Team. Mr. Bebb thanked Tara Daniels for the great presentation tonight.

Rich Falkenstien thanked the District for the Board Appreciation Gifts.

12. Adjournment

Justin Bebb made a motion to adjourn the meeting. Dr Kolette Smith seconded the Motion. Motion carried 5-0. The meeting adjourned at 9:20 p.m. The next regular Meeting will be February 10, 2025 at the Curran Administrative Office.

Un-Official

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 10, 2025

Retiree(s)

None at this time

Resignations

Leigh Ann Phillips—Science Instructor @ Labette County High School

Heather Vandergrift—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: February 10, 2025

Supplemental Work Agreement:

Ashley McCoy—Head Boys Tennis Coach @ Labette County High School
Laci Strickland—Scholars' Bowl Coach @ Bartlett Grade School
Tonia Wilson—Head Track Coach @ Bartlett Grade School

Certified Work Agreement:

Chase Shaw—K-8 Band/Vocal Instructor @ USD 506
Sylas Stone—Science Instructor @ Labette County High School

Classified Work Agreement:

Diana Granado—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: February 10, 2025

Substitute Employees:

1. Greg Garrett
2. Zavier Phillips
3. Drew Weidert

Altamont Eagle News

Phone Number: 620-784-5511 February 2025

Important Dates in February

3 - Spirit Week kicks off
4 - 5:00 - Site Council
6:00 - PTO
6- First day of the MLB Tournament in Chetopa
7 - Rib Fundraiser pickup 3:00 - 6:00 p.m. at AGS front office
8 - Day 2 of the MLB Tournament in Chetopa
10 - Kindness Week kicks off
Skate Unit begins
Quiz Bowl Begins
Board Meeting 7:00 p.m. @ BOE
14 - Valentine's Parties @ 2:30 pm
17 - No School - Presidents Day
18 - P/T Conferences 4:00 - 7:00 pm
20 - P/T Conferences 4:00 - 7:00 p.m.
24 - Read -a -thon Kicks Off
AGS Skate Night in Coffeyville
6:00 - 8:00 p.m.

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@greenbush.org or call at 620-724-6281



Kindness Week:

Feb. 10: Create Kindness Wherever You Are (Bookmark Creation Contest)
Students will receive a blank bookmark. They may design and create a Kindness bookmark. Completed bookmarks will be collected on Wednesday for judging.

Feb. 11: _On the Hunt for Kindness (Kindness Scavenger Hunt)
Students will search for a kindness note that has been hidden in their classroom. The note will contain a kindness challenge for them to complete.

Feb. 12: Eagle Appreciation (Staff Notes)
Students are encouraged to write and send a special note of appreciation to staff members.

Feb. 13: Kindness isn't Puzzling! (Puzzle Pages) Students will receive a puzzle page focusing on kindness.

Feb. 14: A Positively Great Day Teachers and students will celebrate Valentines Day in their own classrooms passing on even more kindness and fun.

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

Do you know someone who might be ready for preschool or kindergarten next school year? Please have them contact the school to sign up for Roundup on Friday, April 11. We are scheduling appointments now. *Students who are currently in our AGS PK and are headed to kindergarten do not need to come to roundup.*

During the skate unit, Feb. 10 - 21 please make sure your child wears socks to school on their PE days.
The Coffeyville Skating Rink will be open on Mon. Feb. 24 from 6:00 -8:00 pm for an AGS Skate Night. The fee to rent skates is $6.00.

ALTAMONT EAGLES HAVE HEART

School Wide Kindness Week Project
Week of Feb 10-14



Every Student is encouraged to bring in items to their classroom that can be donated to the local food pantry like, pasta, cereal, canned goods. We will also have a bucket to collect coins, so that the local food pantry can purchase meat for our families.

Spirit Week:

In conjunction with the Mineral Belt League Basketball Tournament, we will be having a Spirit Week for the kids. We hope your child will choose to participate. As always, please make sure that what your child wears to school is school appropriate.

Monday, Feb. 3 - Theme: Wear your Eagle gear

Tuesday, Feb. 4 - Theme: Twin Day - dress like a friend or classmate or staff member

Wednesday, Feb. 5 - Theme: Wacky Wednesday (Prek-5th) White Lies (6th - 8th) - Little White Lies

Thursday, Feb. 6 - Theme: Throwback Thursday (Prek-5th) Rhymes without Reason (6th-8th)

Friday, Feb. 7 - Pajama Day

Congratulations to our Positive Office Referrals for January: Colten Hanigan, Brooklyn Weidert, and Kobey Wilson

Student Shout Outs:

Congratulations to Shiloh Herald for placing 1st place and Emma Booth for placing 2nd in the Labette County Conservation Contest. They received a framed certificate, a ribbon and a gift certificate to use at Walmart.



Congratulations to our Fine Arts students who attend Pittsburg State JH Honor Choir and Honor Band.
*Ralee Cochran -6th
*Jayce Garretson -8th
*Shiloh Herold -6th
*Taliah Jackson -6th
*Stormy Jackson -6th
*Emery McKinzie -6th
*Dani Schafer -8th

Bartlett Grade School Board Report February 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.*

- Mrs. Wilson had a day full of Kansas Day-themed activities, including student projects and fun learning activities about Kansas.
- Mr. Harrison has been working with the Junior High students planting in the greenhouse.

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

- Mrs. Rucker took students to participate in the Elementary Honor Choir in Pittsburg. These girls worked hard before and during school to prepare and represent BGS well.
- The Student Improvement Team is scheduled to meet Thursday to discuss student progress, data, and expectations.

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. During this time they discussed writing and ELA standards. This information was important as we continued to scaffold writing instruction building-wide.
- Nicole continues to have counseling lessons with classes monthly to promote better social-emotional awareness

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

- The staff and PTO brought back the School Carnival. It was a huge hit with most families attending, playing, games, and interacting with each other. The surrounding communities stepped up and made numerous donations to this event.

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

- Teachers and the office sent home a monthly newsletter with 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.

EXCELLENCE TAKES DESIRE

Bartlett Braves

February 2025

EXCELLENCE TAKES DESIRE

Pre-School / Kindergarten Next Year

- If you or someone you know has a child that may be interested in BGS Pre-School or Kindergarten next year please have them give our office a call. We would like to start making a list so we can prepare for the roundup and screenings.

A Note from the Principal

As we move closer to spring you can begin to feel the energy rise within the building. With this energy also comes added distractions. Please remind your children that academics are a priority no matter the season. We pride ourselves on teaching the whole child but academics remain a priority. Please utilize PowerSchool to check on how your child is doing. This helps hold everyone accountable.

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

Please help us hold your child accountable. Review their work and remind them that you care about what they are doing academically. This might encourage them to produce better work but it can also help their organization skills if they know they need to bring papers home.

Blue & Gold Sausage Co.

Blue and Gold sales have begun. Please have everything turned in by this Friday, Feb. 7th. We hope to have orders ready for pick up one night of Parent Teacher Conferences.

506 BARTLETT GRADE SCHOOL

USD 506 Mission:
Educate every student every day!

USD 506 Vision:
Meet the needs of every child!


Reading is Fun!
Kansas Timeline
Live in the Sunshine


KANSAS
Happy
Kansas Day


BRAVES!
eat
sleep
hunt






BARTLETT
BRAVES
MOVIE NIGHT

Board Meeting Report for Edna
February 10, 2025

- **Educational Leadership**

1. Attended IEP Meetings
2. Discussed 2 new "Habits of the Mind" with students. Goal 2.2.1 Rigor-Increase student academic success
3. Attended a district wide school safety meeting. This is our coalition team that addresses student/family concerns throughout our buildings/communities. Goal 4.1.3 Family and School Partnership/ Goal 3.1.3 Results-Social/Emotional Growth and Goal
4. Sent home positive notes to my January Students of the Month. Goal 4.1.3 Family and School Partnership/ Goal 3.1.3 Results-Social/Emotional Growth and Goal
5. Worked on building testing schedules and PNP information for this year's state assessment test.
6. Completed Formal Evaluation process on certified staff. Goal 2.1.1 Rigor-Increase student academic success through recruitment development and retention of innovative teachers
7. Completed my January Walk-throughs on all certified staff. Goal 2.1.1 Rigor-Increase student academic success through recruitment development and retention of innovative teachers
8. Attended January's MLB AD meeting.
9. Attended District Admin Meeting on 1/14/2025 and 1/28/25.
10. Attended Capital Improvement Committee Meeting on 2/3/25

- **Building Management**

1. Held February Staff meetings – Goal 2.2.3 Rigor-Increase student academic success. Agenda attached!
2. Held our 2nd SIT Meetings (Student Improvement Teams) of the year. The team discussed ways to better meet the needs of our students. Goal 2.2.3 Rigor-Increase student academic success
3. Sent out February newsletters for parents and students. Goal 5.1.4 Communication
4. Completed and turned in KSHSAA Eligibility Forms to state.
5. Sent out newsletters for parents and students. Goal 4.1.3 Family and School Partnership/ Goal 3.1.3 Results-Social/Emotional Growth and Goal
6. Meet with students on behavior concerns. Gave disciplinary consequences.
7. Sent letters out to parents of students that are having absenteeism problems.
8. Started working on the basketball schedule for next year's home dates.
9. Finalized the February Calendar before sending out to parents. . Goal 5.1.4 Communication
10. Finalized the weekly schedule before sending it out to staff.
11. Attended Edna PTO Meeting

- **Activities**

1. I want to congratulate the AGS Boys and Girls team for winning the 506 League Titles this year.
2. We begin our Scholar Bowl practices the week of February 10th. Our first competition will be Monday 2/24/25 . This year our MBL Quiz Bowls will be done in a live setting with a shortened schedule due to not all schools having teams.
3. Attached is my February Newsletter. .
4. LC Band and Choir will do their Grade School Tour on Wednesday February 12th. Thank you! – we really enjoyed it!
5. Attached is my February Calendar

February C.A.T.S.

2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Little League BB @ Bartlett
2 MBL Basketball Tournament this Week!	3 BB @ St. Pats 4:00 pm CATS and Class Newsletters go home!	4 PTO Meeting, 6:00 pm	5	6 MBL Tournament @ Chetopa	7	8 MBL Tournament @ Chetopa, 10:00 am Little League BB @ Edna Lions "Father/Daughter Dance @ LC", 6:30 pm
9 (7-8) Quiz Bowl Starts this week! BEARS Basketball Tournament this Week!	10 Book Fair "Oh the places you'll go when you read" (Favorite Hat Day) "Dr. Suess" Kindness Week!	11 Book Fair	12 LC Band/Choir Tour Favorite Sock Day "Fox in Socks" Book Fair	13 4th Grade Dental Prsentation (PreK) Valentine Parties Book Fair	14 (K-8) Valentine Parties Red, White, & Blue Day "Dr. Suess" Book Fair	15
16	17 No School Presidents' Day	18 P/T Conferences 3:30 to 7:30 (Book Fair Open during conferences, 3:00-7:00) "Favorite Book Character Day"	19 Jr High Band Clinic Practice, 12:30	20 P/T Conferences 3:30 to 7:00	21	22
23	24 Quiz Bowl @ Thayer	25	26	27 Quiz Bowl @ Bartlett	28	

	B-Team, 4:00 pm			A-Team, 4:00 pm		

Edna Staff Meeting
February 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.

Friday, January 31st @ 7:40 am in STEAM Lab

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. District Vision and Mission – Teach every child every day and meet them where they are!
2. Monthly PLC Team Meeting Agenda (Please share thoughts)
    a. February PLC (week of February 10th) – Focus of Discussion: Math Coaching Day Discussion for February 20th. Create a schedule for the day so that all grades have a slot for their Teach, Observe, and Debriefing time.
3. February Newsletter goes home (Monday February 3rd)
    a. Need SOM before going home today!
4. Fundraising Discussion
    a. Donors Choose or GoFundMe
    b. Must have approval from Building Principal before applying
    c. Needs to be added to your classroom inventory!
5. New Trip request form - Be very specific EX (EGS 1st grade trip to Greenbush)
6. Tuesday February 4th
    a. PTO Meeting at 6:00 pm
7. LC Choir/Band Tour – Wednesday 2/12 - TBA
8. Book fair – 10th through the 14th.
    a. Theme – Dr. Suess “Oh the places you go when you read”
    b. Will be open on Tuesday 2/18 during P/T Conferences.
    c. Door Contest
    d. Dress Up Days
        i. Feb. 10th – Favorite Hat Day

ii. Feb. 12th – Favorite Sock Day
iii. Feb. 14th - Red, White, and Blue Day
iv. Feb. 18th – Favorite Book Character Day

9. Kindness Week - 10th through the 14th
    a. 10th - Create Kindness Wherever You Are (Bookmark Creation Contest)
    b. 11th - On the Hunt for Kindness (Kindness Scavenger Hunt)
    c. 12th - Wildcat Appreciation (Staff Notes)
    d. 13th - Kindness isn't Puzzling! (Puzzle Pages)
    e. 14th - A Positively Great Day (Share Positive Messages)

10. Valentine Parties
    a. Pre-k - Thursday 2/13
    b. K-8 - Friday 2/14

11. February 17th – NO School – Presidents Day!

12. **Evaluation Reminder:** Need to meet with everyone in February or March (Before Spring Break). Please be prepared to share how you are coming along on your goal. Have documents for me. Please come by anytime you are ready. Thanks

13. State Testing Security and Ethics Training.
    a) Will share the powerpoint with you
    b) Will be our March PLC
    c) All Staff who monitor test are required to do the training
    d) Must sign form for proof for the state. (will share document)

14. P/T Conferences on Tuesday and Thursday. 2/18/25 and 2/20/25 – Will share google doc from fall! Will be sent home Wednesday 2/5/25.
    a. In person or through a google meet or phone conference

15. Summer School Forms – Talk with parents at Conferences. Hand Out!
    a. Dates for summer school – June 2nd through June 27th
    b. Hand out forms - Hold on Algebra class being offered.
    c. Compass Academy Network - Will be offered for next year's 6-9 grades - during June (will have more information when we get it) - Enrichment/Leadership program for students caring B and A grades.

16. Excellence in Education Nominees – Turn in by March 13th 2025
    a. Hand out forms

17. No field trips can be scheduled for May 16th (SDC Trip)

Habits of the Mind for February: "In your mailbox!"

- Creating, Imagining, and Innovating
- Remaining Open to Continuous Learning

(Competent, Achieving, Talented, Students)

February 3, 2025

January Students of the Month

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

Pre-K – Kayden Pease and Preslyn Muller
K – Emerie Johnson
1st – Elaina Hite
2nd – Mason Gregory
3rd – Rachael Allen
4th – Grace Graves
5th – Adin Yocum
6th – Josie Hitt
7th – Carsten Denman
8th – Abby Phillips

Valentine's Day Notice

Pre-K will have their parties on Thursday 2/13 and K-8 on Friday 2/14. As in the past; we ask that you **DO NOT** have flowers, gift baskets, etc. delivered to the school. Because these items are very distracting and cause problems both in the classroom and on our buses, the school will not accept deliveries from home and/or florists.

Book Fair Coming Soon!

The week of February 10th through the 20th is when Edna's Book Fair is scheduled. Mrs. Buchanan is working to provide opportunities for our students and parents to visit the book fair. Monday 2/10 – Favorite Hat Day, Wednesday 2/12 - Favorite Sock Day, and Friday 2/14 - Red, White, and Blue Day. Tuesday 2/18 – "Favorite Book Character Day". This year's theme: "Dr Suess". Tuesday 2/18 – Parents may visit from 3:00 to 7:00 pm

Parent/Teacher Conferences

Conferences are set for Tuesday February 18th from 3:30 - 7:30 and Thursday February 20th from 3:30 to 7:00. If you need to see Ms. Finley she will be here on Tuesday and Mrs. Rucker will be available on Thursday. Schedules are being set and we are looking forward to seeing each of you here.

Jr High Basketball Season Tournament Time

Our MBL Tournament will be at Chetopa this year. We will play on Saturday 2/8.

Looking for Future Wildcats!

We are looking for students who will be attending kindergarten at Edna next year. If you know of a child who will be 5 years old on or before August 31st, please have the parent contact the school at 922-7210. We will need the child's name, birth date, parent name, address, and phone number. We are scheduled for Friday, April 11, 2025 from 12:00 pm to 3:00 pm.

Yearbook Sales

Yearbook Sales are going on and will begin Monday, February 3rd and run through Friday February 28th. Cost is $20.00. Yearbooks must be ordered and paid for in advance. Please make checks payable to **Edna Elementary Yearbook Fund**. Time is running out if you are planning to order a yearbook

2025 Kansas Assessments

The Kansas assessment is a program of the Kansas State Board of Education mandated by the Kansas Legislature. Students in our building will be participating this spring in Kansas Reading, Mathematics, and Science Assessments. All students in grades 3 through 8 will be assessed in Reading and Math and 5th and 8th grades will be assessed in science. The administration of the assessments will occur from March 18th through April 19th. **It is important that your child does not miss school during the testing periods. If possible, please do not schedule any dentist/doctor appointments during this time.** We hope you stress the importance to your children of giving their best effort on the test.



Meadow View Board Report

February 10th, 2025

Building Management

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

*I have completed all my On-Cycle Tenured evaluations, and all of my Non-Tenured evaluations are complete. Goal 1.1.3 Relevance meaningful learning experience

Educational Leadership

*I notified 7 district staff that their grants totaling $3,029.42 had been approved by the 506 Foundation and how to place their orders and bill the Foundation. Goal #4 - Enhance Parent and Community Involvement to help support student success

*Mr. Peak has assumed responsibility for leading our Student of Concern (SOC) meetings at Meadow View. He collects information about the students and disseminates relevant details to the staff. His efforts have significantly enhanced the quality and significance of these SOC meetings, making them both informative and meaningful.. Goal 3.1.3 Social Emotional

*I've begun planning for this year's summer school program. During parent-teacher conferences, teachers will have discussions with parents regarding students who are invited to participate in summer school. Goal #4 - Enhance Parent and Community Involvement to help support student success

Noteworthy Items

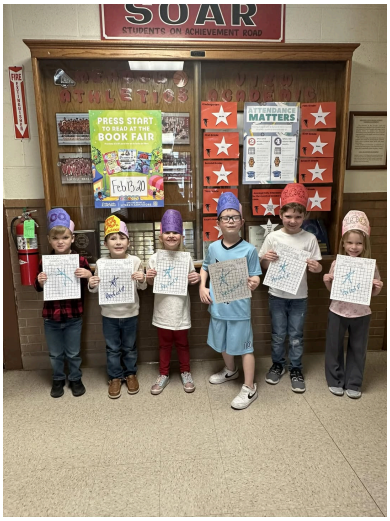
*We maintain our presence on Facebook, Instagram, and Twitter to keep our parents informed about the latest updates at Meadow View. Additionally, we utilize our bright-arrow messaging system for quick communication. Goal 5.1.4 Communication

*Our district will host a middle school enrichment program for our 6th - 9th graders this year. It will run in conjunction with our regular summer school program. We are partnering with Compass Academy Network to offer this program. Goal 1.1.3 Relevance meaningful learning experience

*Meadow View will host our book fair during the week of February 13th to 20th. This year, we are again partnering with "Literati" to explore how they can better align with our goals. Goal #4 - Enhance Parent and Community Involvement to help support student success

Pictures:

Mrs. Gilpin’s students wrote to 100 on the 100th day of school. Way to go!!!



Xtra Math



Second week of the corn hole unit in PE class.



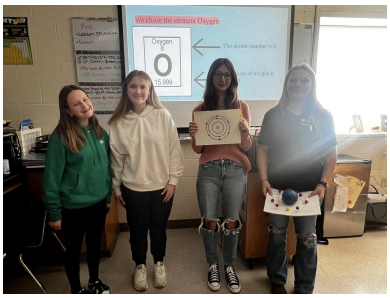


Military history was learning to fly in the fog and doing barrel rolls with the Corsair. It was a good day to learn how to fly during inclement weather.





Miss Koger's 8th graders brought the periodic table to life today! Students paired up, chose an element, and created awesome 3-D atomic models. The students learned about protons, neutrons, electrons, insured, cool element facts.





We celebrated Kansas Day in Kindergarten today!! This week we learned lots of facts about Kansas, where it is located in the United States, and what part of the state we live in. This afternoon we even made our own butter and ate bread and butter for a snack!




1st grade finished their fairy pillows in the sewing rotation at Echo today.




Attained perfect attendance for the first semester! (August-December)



January student of the month



Falcon News

February 2025

CHARACTER COUNTS
We are working on building character in our students. To help us teach these traits to our students we are implementing the "Character Counts" curriculum. This month's character trait is Citizenship. Do your share to make your school and community better. We want students to cooperate, protect the environment, get involved in community affairs, stay informed and vote, be a good neighbor, Obey laws and rules, respect authority and volunteer. We will work on this character trait over the next month and a half of school before moving on.

YEARBOOK SALES
The Meadow View Yearbook staff has announced that yearbook sales will be held during the month of February. Yearbooks will be $15.00 each. Our yearbook staff this year are: Mackenzee Reed, Quynn Reed, Gabe Shelley, and Taylen Story.
Order forms will be coming home soon.

BE COURTEOUS ON SOCIAL MEDIA
We are asking parents and school supporters to be courteous and thoughtful when posting student pictures on social media. We have many students enrolled in our school who have asked our district NOT to publish or post their pictures. Many times, at school functions and events parents take many pictures of their students and others. Please be considerate when publishing or posting pictures.

PRE-SCHOOL SIGN UP
We have Preschool sign ups scheduled for Friday, April 4th and Friday April 11th. Please call our office for an appointment 421-1857. After you have scheduled your appointment, bring your child's immunization records, social security card and birth certificates, as these are required for enrollment.

KINDERGARTEN ROUND-UP
Kindergarten round-up is scheduled for Thursday, March 27. Please look for notes coming home or call Cindy in our office to schedule a time.

WINTER DRESS
As Kansas typically has very cold temperatures in February, please be aware of what your child is wearing to school. We will go outside for recess unless the temperature is dangerously low. Students need to wear a coat and hat during the winter months.

TRANSPORTATION NOTES
Sharon Wolgamontt is our transportation secretary. There is not enough room on this bulletin to describe all that she does to help keep 506 transportation rolling along, but some duties include dispatching, record keeping, scheduling and getting schools, students and parents all connected. When you call 784-5412 (Bus Barn) Sharon is normally who you will be speaking with.

BOOK FAIR
The Meadow View book fair will be held on Feb.13th through the 20th. Students will be able to shop for books during their library class. The fair will be open in the evening during Parent/Teacher conferences on Tues. Feb. 18th 3:30-7:30 and Thursday Feb. 20nd 3:30-7:00. To access the book fair online log on at: https://efairs.literati.com

STATE ASSESSMENTS
The State Assessment window opens on March 18th and runs through April 19th. Please be looking for an upcoming schedule.

CALENDAR
4 T PTO Meeting 3:30
4 T Site Council Meeting 5:30
8 S MBL Tourney @ LCHS
10 M Board of Education Mtg
13 Th Book Fair begins
14 F Valentine Class Parties
15 Th Quiz Bowl- @ Edna
17 M No School - Presidents' Day
18 T Parent/Teacher Conf
20 Th Parent/Teacher Conf
20 Th Book Fair ends
24 M Quiz Bowl @ B team @ Thayer
27 Th Quiz Bowl @ A team @ Bartlett

PTO
PTO will meet again on Tuesday, February 4th at 3:40 in the library. Thank you for your support of our school. Krispy Kreme sales begin February 21st, 2025.

SITE COUNCIL
Our next Site Council meeting is scheduled for Tuesday, February 4th @ 5:30 in the library.

NO FLOWERS
Please do not deliver Valentine's Day flowers or gifts to school for your child again this year. We will not accept deliveries from parents or florists on that day. The area florists have been notified. Valentine parties will be around 2:15 on the 14th.

FOLLOW US!
Meadow View Elementary
@meadowviewfalcons
@mviewfalcons

Mound Valley Grade School
Administrative Report
February 2025

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.
- I have reviewed and approved the transportation request.

Educational Leadership

- We will celebrate Kindness Week with the following themed days for the week. Create Kindness Wherever You Are, On the Hunt for Kindness, Mustang Appreciation, Kindness isn't Puzzling, A Positively Great Day.
- Teachers will participate in math Professional Development this semester. Our K-8 math teachers will meet with Greenbush trainers for a half day of training and participate in classroom coaching.
- Our nurse will begin the Human Sexuality classes for our fifth through eighth grade students. We will send home letters to inform the parents and provide information about the class. We will provide students a opt out choice with parent permission.
- Our Quiz Bowl teachers, Dena Terrell and Jessica Heit, have been in the process of scheduling practices, developing the team, and informing parents and students of expectations. We are excited to begin practicing and participating in the meets.
- We started scheduling our Parent/Teacher conferences this month. We hope to have a great attendance as we did last semester.
- We are scheduling and planning our Book Fair. The Book Fair will be open during Parent Teacher conferences. This is a great and convenient time for parents to visit with teachers and attend the Book Fair. Our Book Fair themed days will be Tuesday-Biscuits with Dad, Wednesday-Muffins with Mom, Thursday-Pizza with Pals.

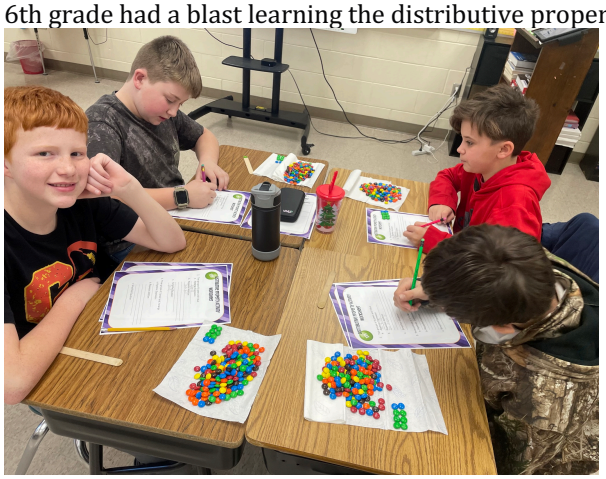
Noteworthy Items

- Spirit Week is this week and we will promote school spirit for our basketball tournament. Monday-Pattern Day, Tuesday-Black and White Day, Wednesday-Pajama Day, Thursday-Mustang Pride Day
- Our JH Basketball teams have had a successful season. They played well at the Mineral Belt League tournament. A big thank you to our awesome coaches Kristen Shaw and Andy O'Brien.
- We celebrated our school counselor, Mrs. O'Brien, this week during National School Counselor Week. We are so thankful for Mrs. O'Brien and all she does for our students, staff, and families.
- We celebrated 100 and 101 days of school this week.

Respectfully,

Melissa Green

6th grade had a blast learning the distributive property with M&Ms!



We've been reading about The Little Red Hen. Today we got to bake bread, just like she did! Do you like our hats?



Music class fun in 5th grade!



Mound Valley Grade School
News and Notes

February 2025

Important Dates:
Feb. 3 BBall @ Thayer @ 4:00
Feb. 3-7 Spirit Week
Feb. 4 BBall @ MVAL vs. Elk Valley @ 4:00
Feb. 6 MBL BB Tournament @ Chetopa
Feb. 8 MBL BB Tournament @ Chetopa
Feb. 10-14 Kindness Week
Feb. 14 2:30 Valentine's Day parties
Feb. 17 No School
Feb. 18-21 Book Fair
Feb. 18 & 20 Parent Teacher Conferences
Feb. 24 Quiz Bowl B team@ 4:00 @ Thayer
Feb. 27 Quiz Bowl A team @ 4:00 @ BGS
Feb. 28 5 Mile Camp for 3-5
Mar 3 Quiz Bowl B team @ 4:00 @ Altoona
Mar 4 Spring Pictures
Mar 5 Quiz Bowl A team @ 4:00 @ Oswego
Mar 7 Child Find
(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.)



- **Basketball**

Monday: Spirit Week! Pattern Play (animal print, stripes, polka dots, plaid, etc.)

Tuesday: Whiteout/Blackout (wear all white or all black)

Wednesday: Spirit Week! Pajama Day (school appropriate, no thin straps, short shorts, etc.) (school appropriate, no thin straps, short shorts, etc.)

Thursday: Spirit Week! Mustang Pride Day (wear black and gold)

Friday: Spirit Week! Super Bowl Day. Wear your favorite football shirt/colors
School rules/dress code must be followed!



- **Quiz Bowl**

Quiz Bowl will start Feb. 10th for 7th and 8th grade students. Mrs. Heit and Mrs. Terrell are excited and ready to start practice.

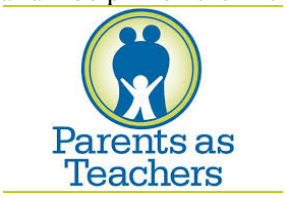


- **Book Fair**

Book Fair will be Feb. 18-21. Be on the look-out for information coming home about the Book Fair times. Checkout out our Facebook for information. Scholastic will donate 25% of the sales to our Library!

- **No Flowers**

Please do not deliver Valentines' Day flowers or gifts to school for your children again this year. We will not accept deliveries from parents or florists on that day. The area florists have been notified. Valentine Parties will be around 2:30 p.m. on the 14th.



- **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 "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 "Parents as Teachers" please contact Paula Kastler or call at 620-820-3892.



- **Transportation Corner**

The following items are just a few facts compiled by the Minnesota School Bus Operators Association but they applicable to Kansas Public School transportation and our bus drivers.
The school bus has become an American icon that represents the care and concern we have for our future generations. But did you know? According to National Highway Traffic Safety data, your child is 50 times safer in a school bus than riding with friends or driving themselves to school, and 20 times safer than riding with a parent driver. Moreover, safety experts estimate that cutting school bus service in the US would result in 800 additional student deaths per year. Your child's school bus driver is supported by an entire team dedicated to safety. From the mechanic who ensures that the bus is mechanically sound, to the dispatcher who makes sure that routes are designed to minimize traffic hazards, to the office staff that stay in compliance with state and federal regulations. School bus drivers are carefully screened and trained. Strict criminal background checks as well as driving record checks are done on an on-going basis. Physical exams and drug and alcohol testing are conducted on all drivers throughout their employment.
The effects of the school bus reach into the classroom as well; recently data in Tennessee has shown that cutting school bus service increased student absenteeism from 5% to 18%.

- **Bullying**

Jeff Veley is a mental health professional that's insanely entertaining. Despite extraordinary challenges, he learned how to make friends and manage enemies. Today, he's a speaker who travels the globe empowering kids and grownups. His fun presentations inspire students to be resilient – teaching them how to leverage their adversities for psychological growth. Jeff's simple strategies for bullying prevention have reached 1 million people and earned two international awards for effectiveness in conflict resolution. As a result, he's recognized as a Peace Ambassador by the United Nations. A social misfit turned social skills educator, Jeff is able to connect with kids from all walks of life and provide the skills necessary to overcome life's challenges. Here is a link to a video where Jeff talks about bullying.
https://www.jeffveley.com/free-video-training-delivery/?mc_cid=2164720ef0&mc_eid=687d8908d7

- **Colder Weather**

As cold weather approaches this season please be mindful of what your child wears to school. We will be going outside for recess unless the temperature is extreme. Students need to wear a coat, hat, and gloves during the winter months.

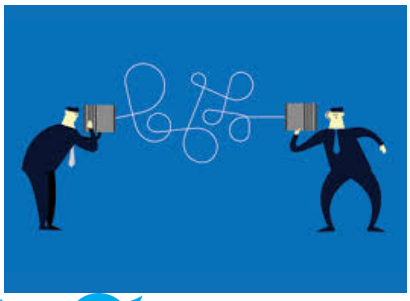
- **School Closings**

In the event of inclement weather or mechanical breakdown, school may be closed or starting time delayed. The automated phone system will be implemented. However, please check the following stations for school closings in the event of a system failure: KOAM-TV (channel 7) KODETV (12) KKOW 96.9 FM KGGF 690 AM KLKC 93.5 FM KOBC 90.7 FM

- **Health**

Cold and Flu season is just warming up, so remember this time of year the added importance of good hand washing. Please encourage your child to use warm water with soap and scrub for as long as it takes for them to sing "Happy Birthday" twice, making sure they get between fingers, wrists, and backs of hands too. While hand sanitizer, vitamins, and flu shots are great, hand washing is the single best way to prevent the spread of germs.

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



@MVGSMustangs

@moundvalleygs



Phone: 620-328-3121

http://www.usd506.org/vnews/display.v/SEC/Mound%20Valley%20Grade%20School

Notice of Non-Discrimination The school district of Labette County USD 506 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries or complaints regarding the nondiscrimination policies, including requests for accommodations or access to District buildings and programs. Complaints in regard to Discrimination against any student or employee on the basis of race, color, national origin, sex, disability, or religion in the admission or access to or treatment in the districts programs or activities is prohibited. The Superintendent of Schools, PO Box 189, Altamont, Kansas 67330-0188, 620-784-5326, has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and Americans with Disability Act of 1990. Superintendent of Schools, 401 S High School Street, PO Box 189, Altamont, KS 67330, 620-784-5326, 620-724-6280 (telecommunications device for the deaf), 620-328- 3121 (speech impaired), jwyrick@usd506.org.

LABETTE COUNTY HIGH SCHOOL

Updates from the Administrative Office
FEBRUARY 2025

EDUCATIONAL LEADERSHIP:

- Attending Weekly CIA and Building Leader forum online through Greenbush.
- Classroom walk-throughs and teacher evaluations continuing
- Bi-Weekly Administrative meetings with Asst. Superintendent and Superintendent.
- Conducted weekly meetings with Athletic Directors.
- Monthly Faculty Meeting on February 4th.
- Attended INspired Leadership group consulting with District Administration.
- PLC and Departmental meeting-scheduled monthly and feedback processed.
- Spring CTE Advisory Board meeting conducted on February 4th at LCHS.

BUILDING MANAGEMENT:

- New auxiliary gym is truly taking form and we are so excited to be able to be part of watching the undertaking of what has transformed!
- The structural wall in Wilbershide is complete thanks to Mr. Cares B&T program

NOTEWORTHY ITEMS:

- Winter Formal was a success! Thank you to Mrs. Booth and STUCO for a great event!
- Congrats to the girl's basketball team on placing 2nd at the Burlington Tournament!
- The Bartlett B&T home has been sold to a former LCHS Alumni who is moving home to teach Science at LCHS!
- MAKE sure to see all the highlights our departments provide in their monthly newsletter!

We are reminded time and time again that the expected behavior standards from LCHS students is truly in a league all on its own. We are so proud of the way our student body/fans represent LCHS anytime they are in public and even more importantly the way they treat others daily! With winter taking it's toll on our kids, our teachers and staff continue to work hard to ensure that students can be successful, they put in the extra effort needed to be a step above the rest. Grizzly Nation continues to be what others aspire to achieve!

JANUARY 2025 VOL 03 | ISS 5

GRIZZLY GAZETTE

THE OFFICIAL NEWSLETTER OF THE LCHS ENGLISH DEPARTMENT



MRS. BOOTH

COMPOSITION II:

Composition II is off to a great start. The theme for this semester is "Sleep". They have been reading and evaluating a variety of sources that fall within that theme. For each source, they must annotate their thought process as they engage with the text and then dive deeper into its purpose. The students also wrote article abstracts this month. They got to choose an article that falls within the theme, and then they had to write an abstract that encompassed the article's claim. We are also currently planning a field trip to the Axe Library at Pittsburg State University so that the students can learn research tips and tricks while using academic datatbases.



MRS. CHAPMAN

Research Writing:

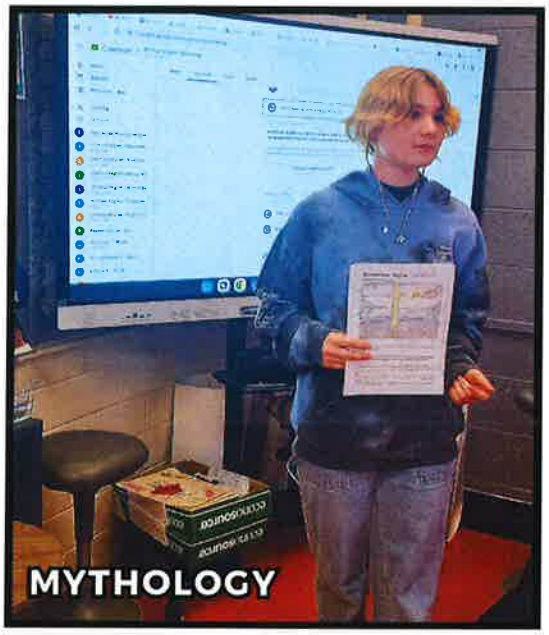
This month in Research Writing, students have been diving deep into the core elements of effective research with the proposed ban on TikTok as the topic. We have explored the art of crafting compelling research questions that drive discovery, and practiced summarizing complex information with clarity and precision. Students have worked to master paraphrasing and how to seamlessly embed quotes into their writing, along with discovering the power of using transitions to create polished, flowing prose. Finally, they have equipped themselves with the tools to critically evaluate sources, ensuring the credibility and reliability of their research. After a test on these fundamental skills, they will launch their first research project.

MRS. LEAKE

Stories of Survival Literature

The novel *Miracle in the Andes* is captivating the students in the survival literature class. The story profoundly impacts the students, even those not typically interested in reading. This true story, which recounts the challenging experience of a rugby team that crashed in the Andes and survived for seventy-two days, offers powerful life lessons about perseverance. We have integrated academic skills such as preparing a resume for the main character, citing outside sources to accompany the book, and designing related projects.





MRS. WILSON

Fiction Writing students have been working on sentence structure, performers (subjects), and actions (predicates). They also practiced some short, low-stakes, creative writing exercises.

True Crime Lit students began exploring essential questions and focus topics for the course, with an emphasis on factual reporting, ethical responsibility, and the importance of identifying credible sources . They also practiced some brief case-study research and investigative writing.

Intro to Writing students started their first writing project: *An Encyclopedia of an Ordinary Life*. The focus for this project was on the brainstorming process, draft writing, and revising. Students also reviewed the basic functions of punctuation.

Mythology students have been exploring creation stories from across cultures. After conducting brief research on a variety of origin stories, students illustrated and presented a brief summary of their respective story to the class.

ELA STUDENT SPOTLIGHTS



LILY COLVIN



MAKENNA BURKE



MICAH VAUGHN



GINGER WEATHERS

SPANISH NEWSLETTER JANUARY 2025

MRS. PLAZA



What We Learned

Spanish I

Spanish 1 students have learned one of the most difficult things in Spanish, how to conjugate regular verbs. In addition, we have learned two irregular verbs: Ser and Estar.

Spanish II

Students have learned reflexive verbs and are working on a project in which they have to record their daily routine. They have also learned vocabulary related to clothing and fashion by looking for pictures in magazines to create their vocabulary bank.





Grade School

My new student and I have returned to our visits to grade schools.
This time, we have taught the students what a typical birthday party is like in Spain and how to sing the happy birthday song.







Upcoming Events

- Carnival
- Saint Valentin

2 NORTH NEWSLETTER

JANUARY EDITION

STUDENT OF THE WEEK



GEOMETRY

We started the semester off with a project. Students were tasked with applying their knowledge of translations, reflections, rotations and dilations to create their own emblems using these geometric transformations. They worked hard and they turned out great. We are currently in the middle of our 5th unit over triangle congruence.

ALGEBRA 1

In Algebra 1, students have been working hard on properties of exponents and simplifying radicals. These two sections have many different components, so our first test of the semester will be focused on only these two sections. After we take this test, we will continue to move forward with chapter 6.

ALGEBRA 2

The Algebra 2 classes are wrapping up their first chapter of the new semester. This chapter over rational functions has challenged our students with new vocabulary and tedious problems. Students have been doing well with these problems, and we are looking forward to the rest of the semester!

TRIGONOMETRY

So far in Trigonometry we've covered Angles and Arcs and Trigonometric Functions of Angles.Students are currently learning the Reference Angle Theorem and working hard to prepare for their first test. They're a great group and I've really enjoyed working with them this semester.

CONSUMER MATH

Consumer Mathematics strives to equip students with essential mathematical skills for managing personal finances and making informed consumer decisions.With the close of the first semester, students completed their unit on checking and savings accounts. At present, students are about halfway through the unit on building personal financial credit having completed all assignments related to credit cards.

ELEMENTARY STATISTICS

Elementary Stats students have completed their first chapter over The Nature of Probability and Statistics. They learned about the types of statistics and data, along with different methods of collecting data and conducting observations and studies. We will soon be starting our second unit over Frequency Distribution and Graphs.

APPLIED MATH

Applied Mathematics is designed to demonstrate the practical applications of mathematical concepts. Within the next week, students will complete the unit on measurement, which includes conversion of both U.S. customary and metric units of measurement as well as learning to read precise measurement tools such as vernier micrometers and calipers.

INTRO TO ALGEBRA

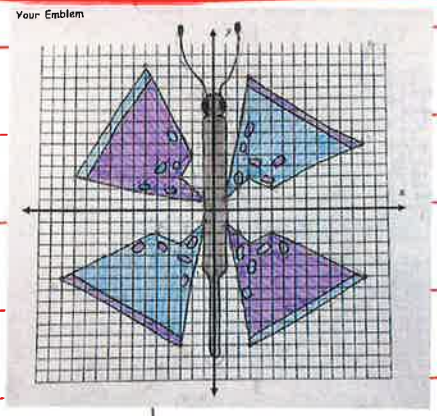
Pre-Algebra serves as a foundational mathematics course designed for high school students, focusing on essential algebraic concepts and skills. Pre-Algebra students have wrapped up their unit on fractions where they reviewed all operations related to proper, improper, mixed, and complex fractions. In addition to simplifying and evaluating the previously mentioned fractions, students also learned to solve equations containing fraction and complex fractions.

MATH CLUB

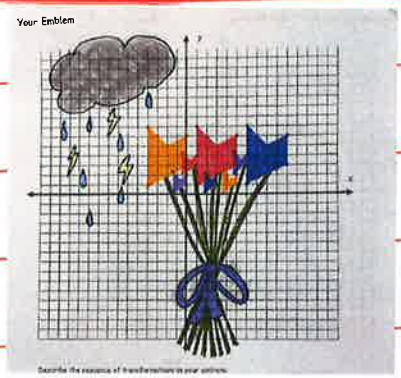
Math Club is heading back to MSSU on the 4th of February for our 4th meet. We are currently in 2nd place. We will have our 5th and final meet on March 4th.

GEOMETRY EMBLEM PROJECTS

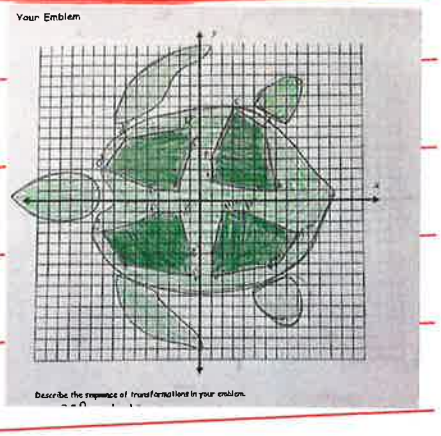
JAYDEE CALDWELL



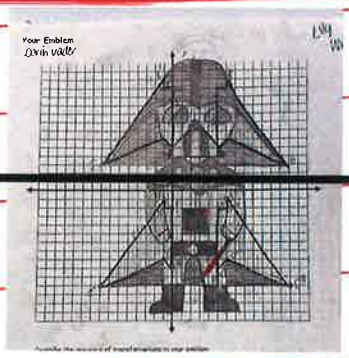
JACI FALKENSTIEN



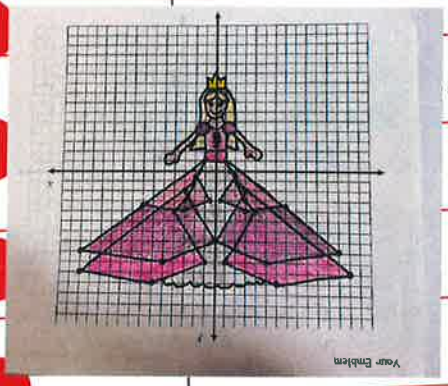
AMELIA CARNAHAN



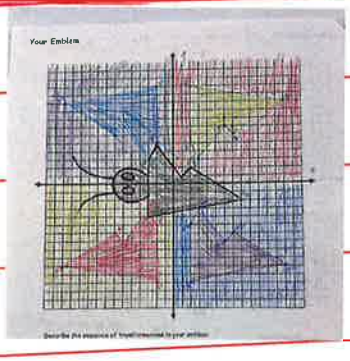
LILY WILEY



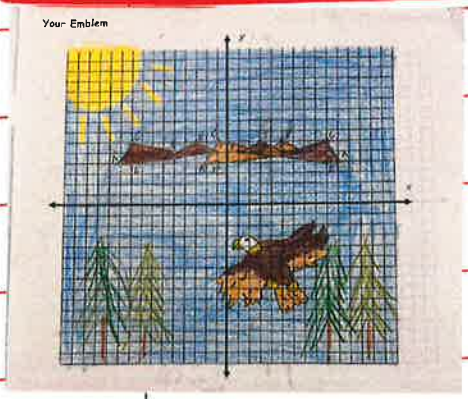
HADLEY GRAVES



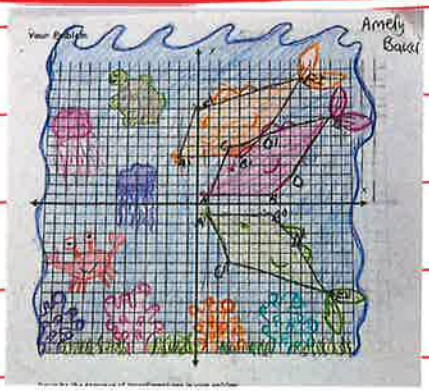
MADDY LEWIS



SIERRA HILL



AMERY BAKER



LC's Shocking Science

January 2025

What's new in our HS Science Department?

Switching Classes

Meteorology

Botany

Marine Biology

This semester marks the start of our change in semester courses. We love to see the interest in the classes build as we continue these offerings! Students enjoy the ability to be able to explore different disciplines and not have to be stuck in a class they may not be interested in for a whole year! Meteorology comes at the perfect time for studying weather patterns in the spring, and Botany is working on designing a community garden with funds we were able to secure through generous donations from our Alumni and a grand from Seed Money. This change has been one that's been great for the students ,and we look forward to continuing the growth in our department!

Mrs. Waugh's 2nd, 3rd, and 4th hour forensic classes finished up units on toxicology and ballistics after Christmas break. We learned about the collection of ballistics evidence and different class and individual characteristics of ballistics as it relates to investigations. Every gun has a "fingerprint"! We delved into a couple of different case studies with ballistics evidence as the primary source of investigation-the JFK Assassination and the Trayvon Martin/George Zimmerman case. Students took part in a Gunshot Residue (GSR) lab where GSR was incorporated into a mini-crime scene. Concepts covered were nitrate and lead testing and seeing how a false positive or false negative result could happen. This week we have been learning about explosives-different types of bombs, organizations that prevent criminal use of explosives, how evidence is collected, and what CSI can learn from it. We are currently working on explosive presentations. Students will present an event from history when a bomb was used. Requirements in the project include details about the crime scene, the bomb itself, and the investigation. Next up: Forensic Odontology.

College Chemistry:
College Chemistry begins January by performing a multi-day laboratory exercise on aqueous salts and precipitation. This project also has a complex and formal lab report on their findings. Students have also been finishing their work on the study of aqueous solutions ahead of their unit exam later this week

College Physics
Students in College Physics begin 2025 by investigating two short chapters on momentum and angular motion. These two topics are the ending point of the unit on Kinematics. Up next, students will be working on a large project associated with the study of density and fluid dynamics.

Meteorology January marks the beginning of a new semester and a new course for many students who finished Astronomy and now move on to Meteorology - the study of the atmosphere. This begins with the basic structure of the atmosphere and how the Earth is powered by the energy from the Sun.

Physical Science has had a great start to the second semester! This quarter is all about earth and space science!! We've learned about different types of galaxies, nebulae and star formation, and how the planets of our solar system formed. We'll be focusing more on our own planet Earth in the upcoming weeks.

Chemistry has just finished up a unit on covalent bonding. The unit included an activity on modeling molecules that the students seemed to enjoy. We're starting on chemical equations and balancing this weekq1 and will move into the different reaction types next week.

Anatomy and Physiology started this semester with the muscular system. We took a deep dive into the physiological details of a muscle contraction. We also learned the major muscle groups. We are currently just beginning the nervous system and have a cow-eye dissection planned for the end of the week.





After Christmas break, Mrs. Waugh's 1st, 6th, and 7th hour biology classes finished Unit 3 "Matter and Energy in Living Systems" and took a big unit test. We are now studying "Cells, Stability and Change". Major areas of study have been using models to illustrate the role of cellular division/mitosis. We used different sizes of potatoes to investigate factors affecting cell growth, specifically surface area to volume ratio. This week we are studying the cell cycle and making clay models of the stages of mitosis. Next week's topics will include cell differentiation, asexual reproduction, and gene expression

Botany has begun this semester and we are deep into studying plants. We have started our studies into leaves, photosynthesis and roots and will begin planning a garden soon. As we continue, we'll transplant plants, learn how to propagate already established plants and plan a community garden.

Honors Biology has been studying Mitosis. We have been working with how DNA controls our cells and and our bodies for growth and repair. We are moving into more DNA and protein synthesis soon.

Biology: has also been experiencing Mitosis. We just completed the mitosis test and they did very well! They have explored the subject through online activities as well as making a mitosis flipbook to experience all the phases of mitosis in action.

Marine is up and running and we've been studying the ocean floor and how our continents are made. It's been a great start to the second semester and they have completed their first test, with all students doing very well. We are moving into the colors of the ocean, waves and currents next.

JANUARY NEWSLETTER

2025 Social Studies Department

Constitution

We have contacted Senators Moran and Marshall, Representative Schmidt, and Governor Kelly. We also began researching our Constitution and how our federalist government operates.



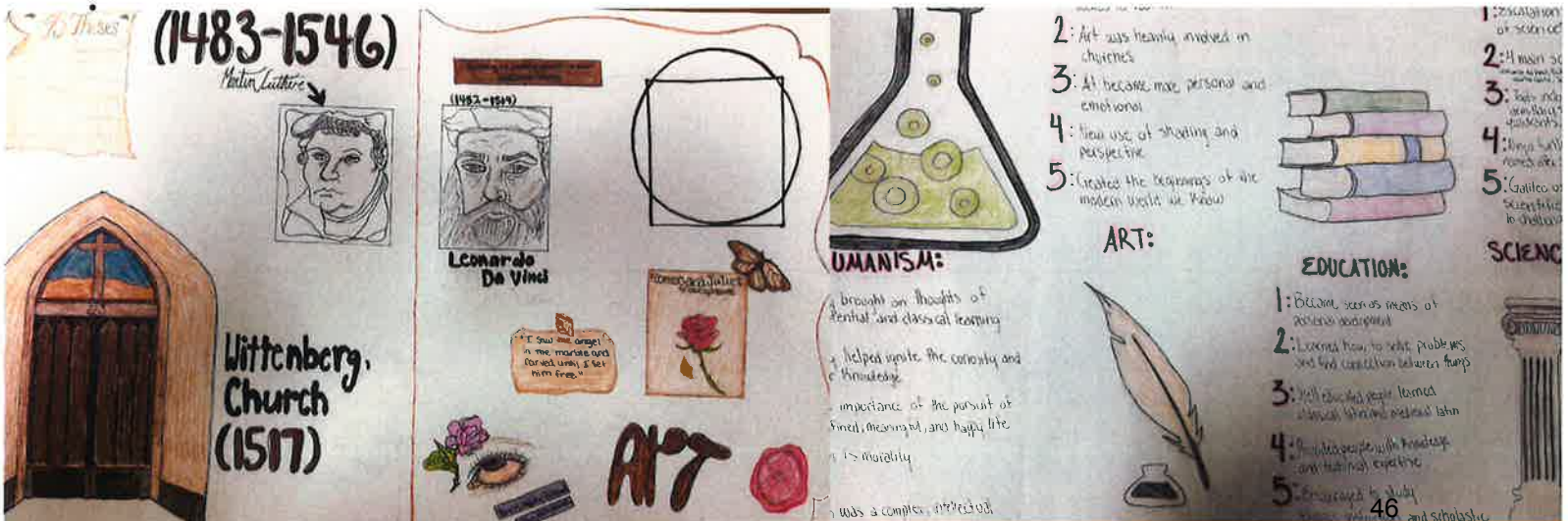
Geography

We have begun researching each of the Kansas Counties and are learning the basics of geography



World History

We have discussed the Renaissance and Reformation periods. Diving into artists, writers, and thinkers of the Renaissance. Then in the Reformation, we discussed Martin Luther, John Calvin, Henry VIII, and the Catholic Reformation. Students have just completed a project centered around if they feel these time periods helped or hurt the world.



SOCIAL STUDIES



Economics

Economics students learned about the different tax forms needed for the employment process and are learning how to complete the 1040 tax form.



Sociology

We started our semester by discussing sociology and how it was developed. Students researched some of our Sociologists and learned about social norms and values, subcultures, and countercultures.



US History

This month we have been learning about the Roaring 20s. They have learned about the consumerism boom that took place with the new inventions of the 1920. They have also learned about the Tulsa Race Massacre and the Osage "Reign of Terror" murders. Currently, we are learning about Prohibition and the rise of the mafia. In my Honors Class, we are learning about the US Constitution and the New Republic after the American Revolution.



Development Pyschology

Developmental Psychology students learned about the impact of growing up in different decades.





LCHS JANUARY 2025 PE NEWS

STRENGTH & CONDITIONING

Kids are doing a great job and with our state powerlifting championships around the corner we are getting ready for competition. Our boys have finished in the top 4 in 4A 6 of the last 8 years which they take a lot of pride in.- **Coach Price**



WHATS HAPPENING IN PE

Physical Education is off and running in 2025! We started the new year off with a favorite, Pickle Ball!! Students love the fast paced game and stayed active! Next up is Badminton! Health class just jump started our muscles of the human body unit with a pre-test and a create your own exercise project! Students are starting the new semester strong and we can't wait to see how they keep working!
Coach A & V

COACH VOLMER WEIGHTS

The beefcakes have started off the new year motivated and working hard. Despite busy athletics schedules we are grinding in the weight room and know the importance of a strong foundation! We are bringing back several athletes from surgeries and I am so proud of the hard work they put in doing PT and working in the weight room! -Coach Volmer



CTE NEWSLETTER

January 2025

FACS

Culinary

Culinary classes have been busy studying the ServSafe Manager curriculum in order to take their industry-standard certification exam this April. Topics so far include high-risk populations, biological contamination, preventing foodborne illness from pathogens preventing deliberate contamination of food and how to work with food allergens.

Intro to Family and Consumer Science

Classes have started their family studies unit and are focusing on creating healthy relationships and recognizing unhealthy relationships.

FCCLA

FCCLA held its District J-East STAR Event competition at Pittsburg State University on January 29, with Ms. Johnston acting as district advisor and sophomore Becca Simpson acting as district advisor and sophomore Becca Simpson attending as District Secretary. On February 10 Becca and junior Alexis Laux will be running for district office for the coming year, while Ms. Johnston steps down from her district advisor position after serving a three-year term.

Health Science

Health Science I

Students working on learning the pulses of the body including where and what those arteries supply to our bodies.

Health Science II

Students have started their research on a variety of CNA and hospital skills including the use of gait belts, SCD's, bed baths, oxygen do's and don'ts etc.

Health Science II

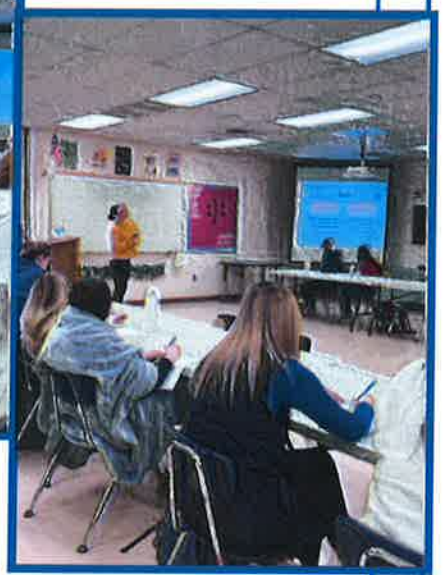
continues to shadow at Labette Health and has finished up shadowing at

Health Science

Cytocheck where students had a great experience! Students were a able to look at slides of cancer, run Covid/Flu tests and learn about what happens exactly after specimens are taken at the hospital. I have several students enrolled in Health Science IV who have started their LCC classes online including CMA, Medical Terminology, CNA & Plebotomy.

Below, our very own Mrs. Plaza came to talk with students about healthcare in Spain and it how differs from ours here. Mandie Spencer, Obstetrics RN came and discussed her health profession including the birthing process and critical situations.





Business

Entrepreneurship and Business Essentials Courses

Student have been learning about Entrepreneurship and the business plan. All students are gearing up for the Youth Entrepreneurship Competition in March. Students will either be working in teams of three or on their own. So far we have about 12 groups from the business classes alone.

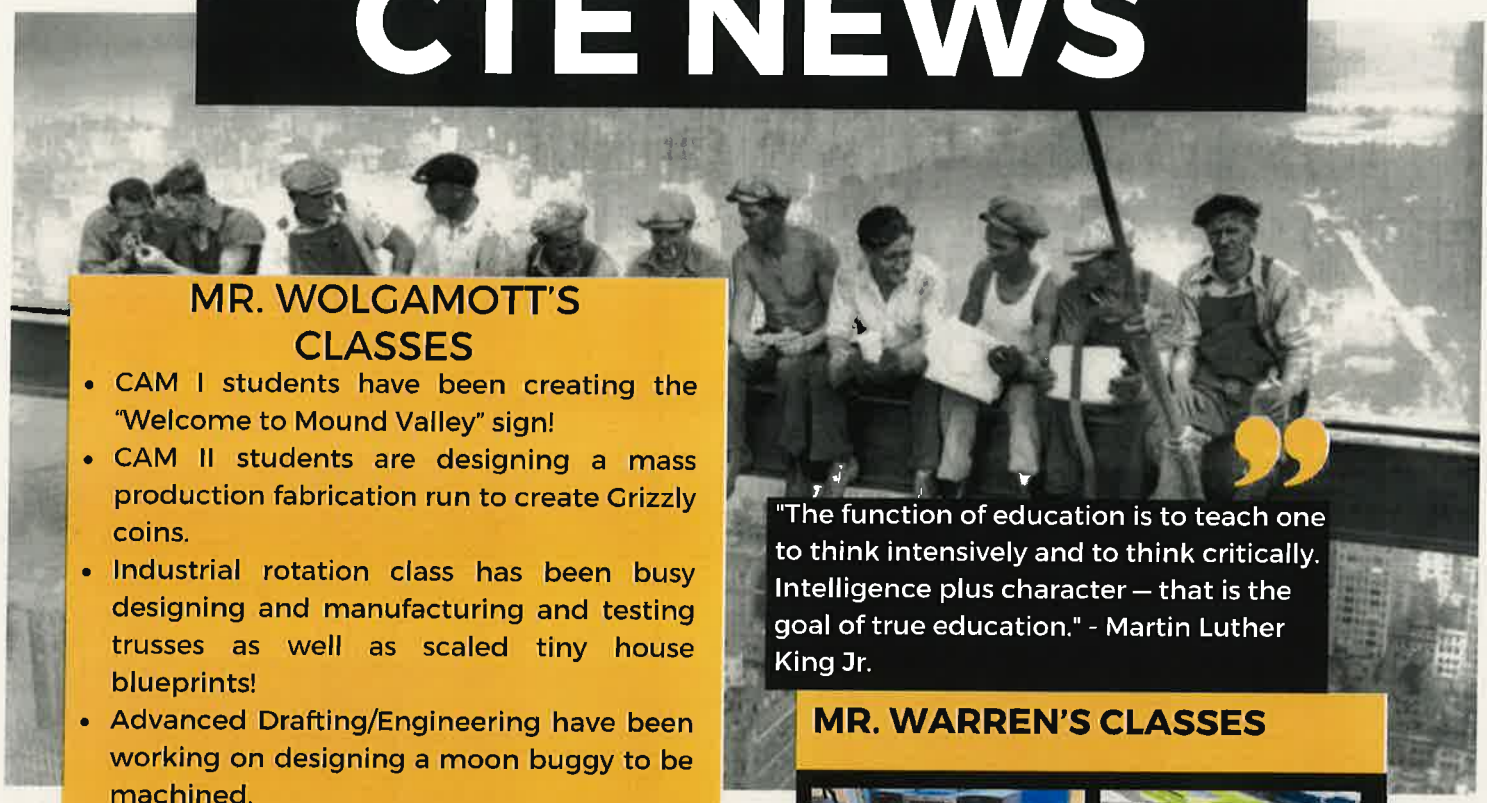
Business Management

Students have been learning about the different leadership/management styles and finding out what kind of managers they might be.

The Grizzly Grind

Students are working hard and doing a great job at the coffee shop. They just came up with a February menu and Employee Favorites menu. Students have also been working on latte art. Caleb McKee has been practicing at home and is now training others on how to master to art of foam.

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 creating the "Welcome to Mound Valley" sign!
- CAM II students are designing a mass production fabrication run to create Grizzly coins.
- Industrial rotation class has been busy designing and manufacturing and testing trusses 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 designing a food processer to manufacture.



MR. WARREN'S CLASSES



Foundations of Electronics- Students are learning how to use an oscilloscope and the signal generator to measure and compare AC voltages and Current.

Emerging Technology- Students are learning the different classes of amplifiers. They have built class A, class AB, and class B amplifiers.

Digital Electronics- Students are learning how to code an IC to be used with different displays.

Advanced Electronics- Students are working on different projects coming in.

WELCOME TO THE CTE NEWSLETTER

MR. CARES'S CLASSES

- Bartlett house is buttoning up.
- Starting to build all the windows, doors, wall ties, and corners for the new house build starting soon.





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

Truett Froebe- State President, Carly Kirkwood- State Secretary, and MJ Ashen- State Reporter went to Topeka January 15th for the Citizenship day! They visited with legislators and the school board of education.



Mr. Wiley

FFA

MEMBERS OF THE LABETTE COUNTY FFA CHAPTER HAVE BEEN VERY BUSY SINCE RETURNING TO SCHOOL FROM CHRISTMAS BREAK. SENIOR STUDENTS HAVE COMPLETED AND SUBMITTED THEIR NATIONAL FFA SCHOLARSHIP APPLICATIONS AND ARE IN THE PROCESS OF COMPLETING THEIR LOCAL SCHOLARSHIP APPLICATIONS. FURTHERMORE, THE CHAPTER OFFICER ELECTION PROCESS IS OFFICIALLY UNDERWAY AS SOPHOMORE AND JUNIOR STUDENTS ARE BUSY COMPILING THE MATERIALS NECESSARY TO RUN FOR CHAPTER OFFICE. ADDITIONALLY, ALL MEMBERS ARE ELIGIBLE TO FILL OUT THE STAR FORM IN ORDER TO BE RECOGNIZED AT OUR CHAPTER FFA BANQUET.

THE CURRENT FFA OFFICER TEAM IS PREPARING TO MAKE THIS YEAR'S BANQUET A SUCCESS. AT THIS POINT, THEY HAVE SENT OUT INVITATIONS AND RSVP CARDS AND HAVE BEGUN COMPLETING THE DUTIES THAT WERE ASSIGNED TO THEM REGARDING CHAPTER BANQUET PROGRAMMING. ADDITIONALLY, THE CHAPTER OFFICERS WILL BE SERVING THE NRCS ANNUAL MEETING THIS SATURDAY.

UPCOMING EVENTS ON THE HORIZON INCLUDE THE KSU AG ED SPEECH CONTEST, WHICH WILL BE HELD IN MANHATTAN, KS ON SATURDAY, FEBRUARY 1 AS WELL AS THE SOUTHEAST DISTRICT JOB INTERVIEW CONTEST, WHICH WILL BE HELD IN EUREKA, KS ON WEDNESDAY, FEBRUARY 5.

THE MEMBERS AND ADVISORS OF THE LABETTE COUNTY FFA CHAPTER WOULD LIKE TO THANK YOU FOR YOUR CONTINUOUS SUPPORT.

CLASSROOM

AGRICULTURAL EDUCATION—MR. WILEY

FRESHMAN CLASSES: FERTILIZER CALCULATIONS
SOPHOMORE CLASSES: JOB INTERVIEW
JUNIOR/SENIOR CLASSES: AG ECONOMICS

Mr. Zwahlen

Mr. Z's Classroom

Animal Science Classes - Livestock Anatomy Unit

Intro. to Ag (1st Year classes) - Livestock Terminology Lesson



Pictured to the right is Jaci Falkenstien. She recently exhibited goats at the National Western Stock Show in Denver. She did an amazing job, she was awarded National Champion Showman and exhibited the Grand Champion Doe at one the most competitive Stock Shows in the country.





Pictured above are chapter officers Cooper Newby, Kinsley Boss, Aubrey Boss, and Lily Wiley doing the traditional Chapter Officer Christmas gift exchange.



Pictured on both sides are FFA Members who recently competed in the District Food Science Contest in Caney last month and toured Coffeyville Feed & Farm Supply.

The team placed 3rd, with Pyper White placing 7th and Lizzy Brothers in 2nd.



FFA

Mrs. Winters

On January 15 we hosted the Southeast District Welding CDE. In attendance were 143 competitors representing 24 schools across Southesat Kansas. We hosted representitives from many area businesses and colleges that showed up to observe the quality students that represent the FFA. We also gave away $3750 in scholarships.











Mr. Becker





Mr. Becker hosted the district welding contest this month, so we spent a lot of time preparing and helping out with that. Overall, we had some top placers, and team wise we had A team place 3rd and B team place 2nd.

LCHS AG AND WELDING

JANUARY 2025 Board Report *Mr. Wiley-Mr. Zwahlen-Mr. Becker-Mrs. Winters*



Arts Cont.....



Left: Senior Kiersten Kebert with her French horn. Kiersten made fourth chair in the Kansas State 1-4A Band, and will perform on March 1st In Wichita at the Kansas Music Educators Association In-Service Workshop.
Photo by Senior Emily Leonard

Right: Freshman Annie Spencer. Annie was selected for the Kansas John Philip Sousa Honor Band, which performed January 25 in Lawrence.



Below: Band Director Megan Gabehart. Mrs. G has taken over the HS band program this semester. Mrs. G has been teaching band and music at Meadow View for the last 14 years.



Arts Cont.....

THESPIAN CONFERENCE





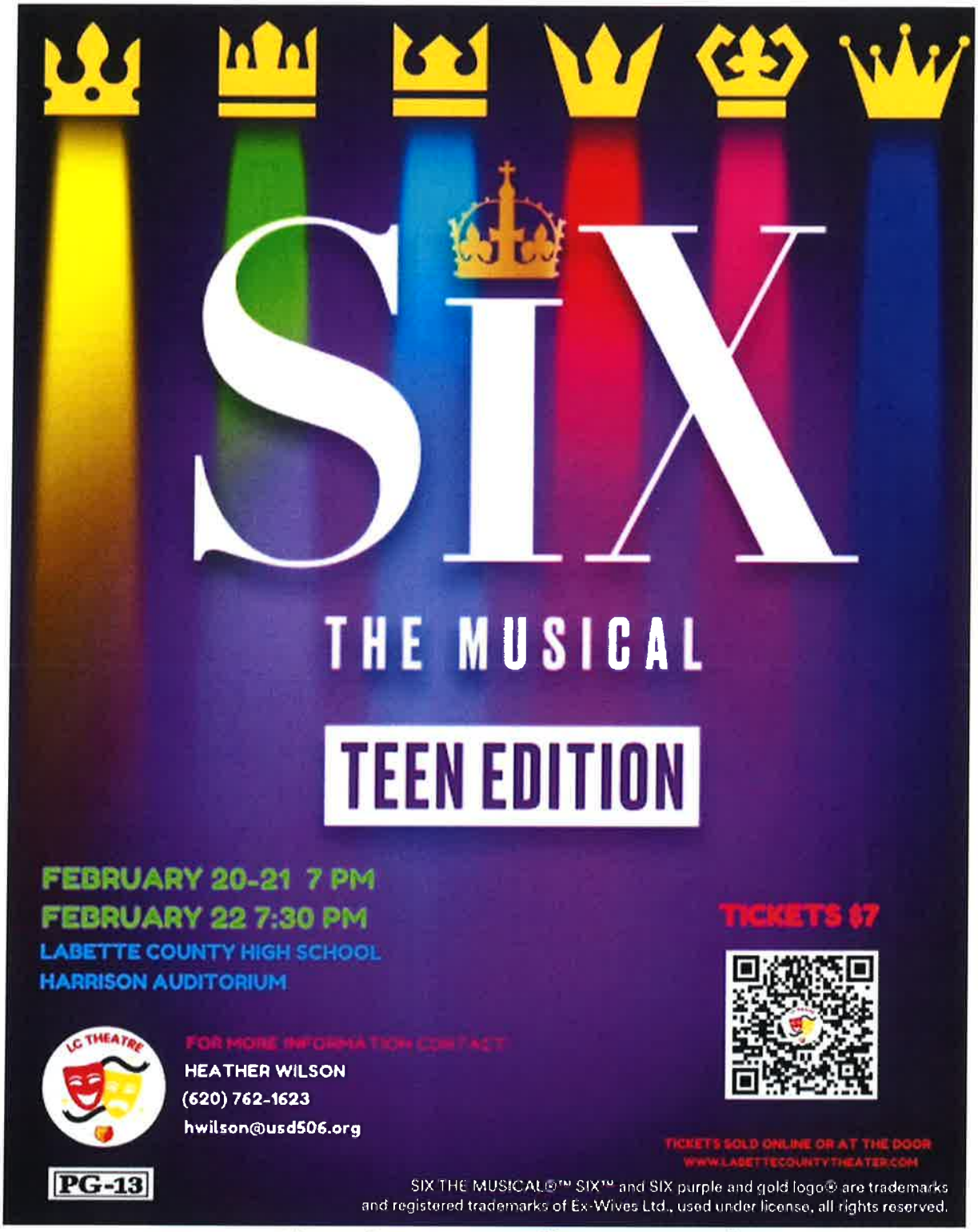




KTF 2025

Thirteen students attended the Kansas Thespian Festival in Wichita in early January and LCHS Theatre returned with Gold Troupe status (which is the best in the state! (upper right photo) Students work on their "people's choice" lobby display (upper left.) Grey Mink, Reagen Smith and Payton Sanders show off their superior medals for Thespys! This qualifies them for nationals in June. (lower right) Jacob Haraughty hangs and focuses a light in the Backstage Challenge (lower right). We earned a second place in Costume Quickchange in that challenge.

Arts Cont.....



Stay tuned for this production. Come see it— it should be a great and

Arts Cont.....

3D Beginnings

Students have been working on the paper mache Trophy mounts of their choosing. The picked the animal, and color palette but it must maintain any identifying feature that the animal had naturally.

2D Beginnings

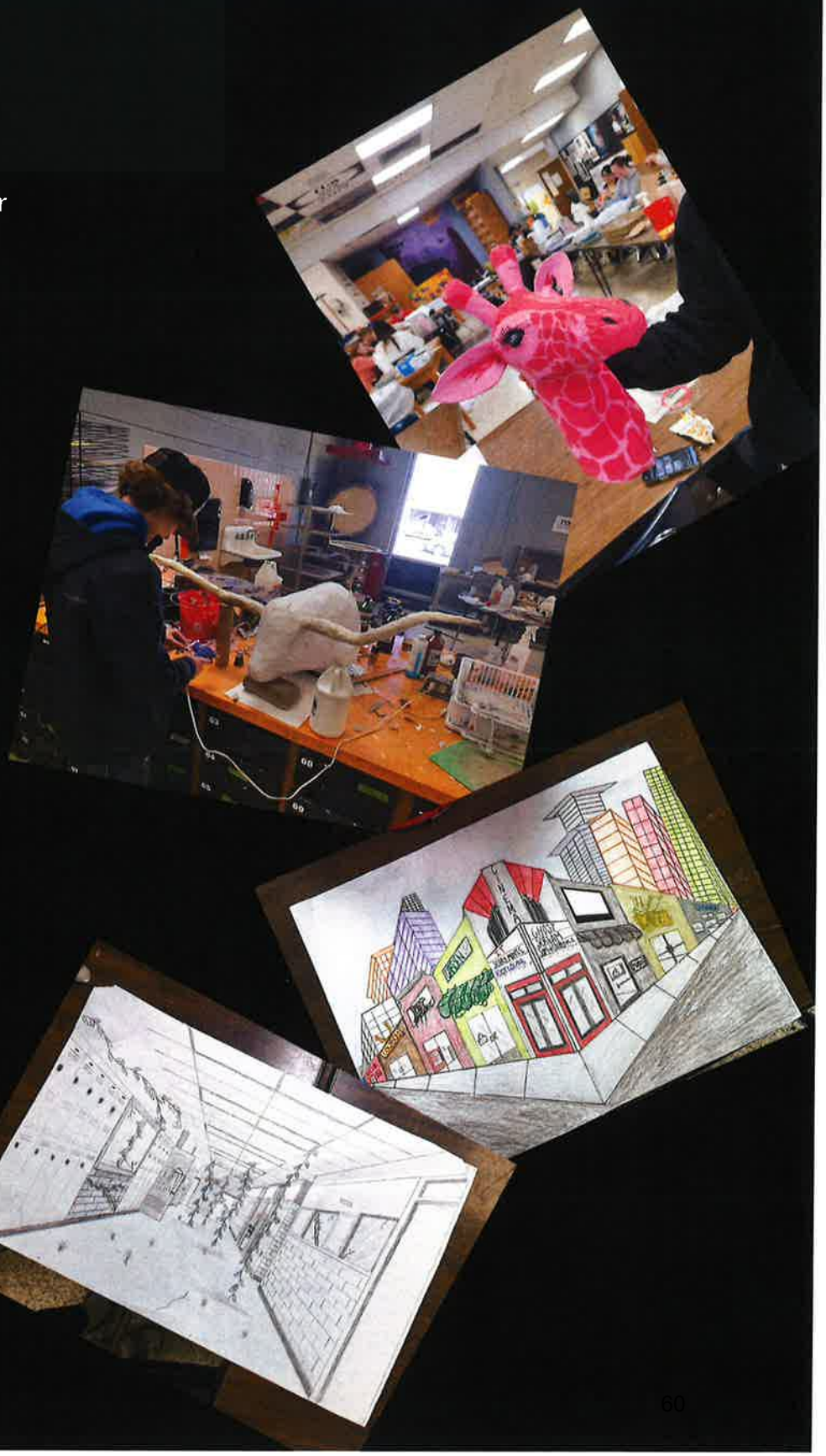
Students have been working on Perspective and Proportion by drawing the first floor hallways.

Advanced 2D

Students have been working on 2 point and 5 point perspective drawings of city scapes where the must incorporate some of their favorite things into the hard scape of the city.

Advanced 3D

Students have been working on ceramic masks that incorporate both human and animal features.



Security Camera System for LCHS

Overview

This project will replace several older standalone systems that are in place. It will also add camera coverage to numerous areas where there is no coverage. It will add a proper NVR storage solution for a system of our size. Currently a mix of NVR and security software systems are being used. This project will be a step in the direction of unifying our entire security camera system into one solution. This will ensure usability and reliability of our security camera system.

Scope of project

Standalone systems would be replaced in:

- Haury Hall
- Weight Room
- Machine Shop

Cameras would be added to areas where there are none including:

- New Gym
- Ag building
- Wilbershide
- Storm Shelter
- Parking Lots
- Other outside areas

List of Equipment:

- 50 total Cameras including 180 and 360 degree cameras

- 6 POE Network Switches
- 256 channel NVR with 5 22 TB storage drives
- Network cabling

Highlights of new system

Features:

- Accessible off campus - can provide access to who needs it
- Night vision, motion detection, 4k video
- Reliability
- Scalability
- 5 year warranty

Total Cost:

62,639.00

Safe and Secure Schools Grant:

31,250.00

Final Project Cost: 31,389.00

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: 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

Labette County Schools

2025-2026 District Calendar

LABETTE COUNTY SCHOOLS

2025

JULY

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

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

2026

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

- Enrollment
- 1/2 Day for Students
- 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
- LCHS Academic Work Sessions
- LCHS Freshmen Orientation Night

	Students	Teachers
Students in Class	167.5	167.5
P/T Conferences	2.0	2.0
Staff Development	2.75	5.5
Work Days	0	4.0
Totals	172.25	179

August

4-5	Elementary Enrollment
4-6	High School Enrollment
15/18	Staff Development
19	Work Day
20	Half Day of School for K-9/ (0.5) Work Day
21	Full Day of School PreK-12

September

1	Labor Day - NO SCHOOL

October

14/16	Elementary Parent/Teacher Conferences
22	LCHS Academic Work Session
17	End of 1st Quarter (41 Days) School(0.5)/Work Day(0.5)

November

3	Staff Development
5/12	LCHS Academic Work Sessions
24	No School (In Lieu of P/T Conferences)
25-30	Thanksgiving Break - NO SCHOOL

December

3	LCHS Academic Work Sessions
18	End of 2nd Quarter (38 Days) End of 1st Semester (79 Days)
19-31	Christmas Break - NO SCHOOL

January

1-2	Christmas Break - NO SCHOOL
5	Staff Dev(0.5)/Work Day(0.5)
19	MLK Jr. Day - NO SCHOOL

February

9	Staff Development
17/19	Elementary Parent/Teacher Conferences

March

9/10	LCHS Freshmen Orientation
13	End of 3rd Quarter (46.5 Days) - School (0.5)/Work Day (0.5)
16-20	Spring Break - NO SCHOOL

April

3	No School (In Lieu of P/T Conf.)
6	Staff Development

May

21	End of 4th Qtr (42 Days) End of 2nd Semester (88.5 Days) - Last Full Day of School PreK-11
22	Work Day

DRAFT

Preview Order 0001 - K1H 4x2 Active Max: Order Summary Time of Preview: 12/04/2024 10:23:21 Receipt: NA

Dealership Name: Mike Carpino Ford, Inc. **Sales Code :** F53504

Dealer Rep.	Robert Carpino	**Type**	Fleet	**Vehicle Line**	Expedition	**Order Code**	0001
Customer Name	Lchs	**Priority Code**	C1	**Model Year**	2025	**Price Level**	515

DESCRIPTION	MSRP	DESCRIPTION	MSRP
K1H0 EXPEDITION ACTIVE MAX 4X2	$64700	P265/70R18E A/T BSW TIRES	$0
TOTAL BASE VEHICLE	$64700	.3.31 RATIO REGULAR AXLE	$0
OXFORD WHITE	$0	PRICED DORA REQUESTED	$0
XL CLOTH CAPT CHAIR SEATS	$0	CONNECT PKG: 1YR INCL.	$0
DARK GRAY	$0	FRONT LICENSE PLATE BRACKET	$0
EQUIPMENT GROUP 200A	$0	SPECIAL FLEET ACCOUNT CREDIT	$0
.18" DARK ALLOY PNTD ALUM WHL	$0	FUEL CHARGE	$0
.3.5L ECOBOOST V6 ENGINE	$0	ADVERTISING ASSESSMENT	$0
.10SPD AUTO TRANS W/SLCTSHFT	$0	DESTINATION & DELIVERY	$1995

	MSRP
TOTAL BASE AND OPTIONS	$66695
DISCOUNTS	NA
TOTAL	$66695

ORDERING FIN: QA218 **END USER FIN:** QA218

Customer Name:
Customer Address:

Customer Email: $58750

Customer Phone:

Customer Signature Date

This order has not been submitted to the order bank.

This is not an invoice.

Order Workbench

TOM DAVIS CHEVROLET GMC
BU: US | BAC: 301915 | BFC: 1



Order Details - Order #DZRXQR

Customer | Dealer | Print Screen

BAC Information

Contact Name	USD 506
Contact Phone	

DAN
USD06

Stock No.

Model/Order Information

Model Year	2025
Division	CHEVROLET
Distribution Entity	RET Retail
Order Type	TRE - Retail Stock
Allocation Group	TAHSUB
Model	CC10906 - Suburban: 2WD
TPW	
VIN	
MSRP w/DFC	$63,245.00

Price — Doesn't include the Fleet Discount

Vehicle Specifications

PEG	1LS - LS Preferred Equipment Group
Color	GAZ - Summit White
Trim	H0U - 1WT/1LT/1SP/2LT/1FL/1LS-Cloth, Jet Black, Interior Trim
Engine	L84 - Engine: 5.3L, EcoTec3 V-8, DI, Dynamic Fuel Mgt, V V T
Transmission	MHS - 10-Speed Automatic
Emissions	FE9 - Federal Emissions

Ordered Options

1LS - LS Preferred Equipment Group
A2X - Power Seat Adjuster (Driver's Side)
ARN - Seat, 3rd row 60/40 Bench, manual
AT6 - Seat, 2nd row 60/40 Bench, manual
ATH - Keyless Open & Keyless Start
AZ3 - Seats: Front 40/20/40 Split-Bench, Full Feature
B30 - Floor Covering: Carpet, Color Keyed
B58 - Floor Mats, color-keyed, carpeted 1st and 2nd row
BTV - Remote Engine Starting Pkg
BVE - Assist Steps, Black
C6G - GVW Rating 7600 Lbs
CJ2 - Climate Control, Electronic - Multi-zone
CTB - Cross Traffic Alert Braking
CWA - Rear Camera, Mirror Washer
DLF - Mirrors, O/S: Power, Heated
FE9 - Federal Emissions
GAZ - Summit White
GU5 - Rear Axle: 3.23 Ratio
H0U - 1WT/1LT/1SP/2LT/1FL/1LS-Cloth, Jet Black, Interior Trim
KC4 - Cooler, Engine Oil
KI4 - 120 Volt Electrical Receptacle, In Cab
KNP - Transmission Cooling System
KSG - Adaptive Cruise Control
KW5 - Alternator, 220 AMP
L84 - Engine: 5.3L, EcoTec3 V-8, DI, Dynamic Fuel Mgt, V V T
MHS - 10-Speed Automatic
N37 - Steering Column, Manual Tilt & Telescoping
QDF - Tires: 265/65 R18L All Season Blackwall
RCV - Wheels: 18" Aluminum, Bright Silver
TB4 - Liftgate, Rear, manual
TGD - HEADLAMP LEVEL MIDLEVEL
TQ5 - Headlamps, Intellibeam
U2K - SiriusXM Satellite Radio (subscription)
UE1 - OnStar Communication System
UEU - Sensor, Forward Collision Alert
UFB - Rear Cross Traffic Alert Braking
UGN - Enhanced Automatic Emergency Braking
UK3 - Radio Controls -Steering Wheel
UKI - Side Active Safety
UKK - Sensor, Pedestrian Detection
UKM - LANE ACTIVE SAFETY KEEP ASSIST (OPTIMAL RETURN)
UKT - Pedestrian and Bicyclist Detection, Front

USD 506 – Labette County

February bills and financial reports
Total Bills:

Presented February 10, 2025 for Board Approval

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

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
1874	01/16/2025				ADVANCEINS	ADVANCE INSURANCE CO OF KANSAS	313.28
1875	01/16/2025				BAYBRIDGE1	BAY BRIDGE ADMIN	19,610.32
1876	01/16/2025				BLUECROSS1	BLUE CROSS BLUE SHIELD	1,298.33
1877	01/16/2025				GREENBUSH	GREENBUSH	1,570.00
1878	01/16/2025				VISIONSERV	VISION SERVICE PLAN	127.94
1879	01/17/2025				CURIOUSMIN	CURIOUS MINDS DISCOVERY ZONE	180.00
1880	01/17/2025				DOLLARGENE	DOLLAR GENERAL-REGIONS 410526	147.45
1881	01/17/2025				ECHELONARC	ECHELON ARCH + DESIGN	1,220.40
1882	01/17/2025				FOLLETTCON	FOLLETT CONTENT SOLUTIONS, LLC	276.10
1883	01/17/2025				GREENBUSH	GREENBUSH	134.00
1884	01/17/2025				KYLERENNIE	KYLE RENNIE	60.00
1885	01/17/2025				RAILSIDEWO	MATTHEW HERSCHBERGER	1,184.37
1886	01/17/2025				RETAILERSS	RETAILERS' SALES TAX	451.71
1888	01/28/2025				ALEXISSMIT	ALEXIS SMITH	450.00
1889	01/28/2025				AUDIOACOUS	AUDIO ACOUSTICS	3,853.26
1890	01/28/2025				BRACKERSGO	BRACKER'S GOOD EARTH CLAYS, INC	370.00
1891	01/28/2025				BSNSPORTSL	BSN SPORTS, LLC	1,690.91
1892	01/28/2025				CAROLINAB1	CAROLINA BIOLOGICAL SUPPLY CO.	527.18
1893	01/28/2025				CUMMINSSAL	CUMMINS SALES & SERVICE	840.00
1894	01/28/2025				DURBINDRYW	DURBIN DRYWALL	19,925.00
1895	01/28/2025				GREENFORLI	GREEN FOR LIFE ENVIRONMENTAL	298.82
1896	01/28/2025				HERMITAGE1	HERMITAGE ART	88.35
1897	01/28/2025				KANSASGASS	KANSAS GAS SERVICE	353.41
1898	01/28/2025				KANSASJOHN	Kansas John Philip Sousa Junior Honor Band	45.00
1899	01/28/2025				MCCARTYOFF	MCCARTY OFFICE MACHINES	1,150.76
1900	01/28/2025				PINNACLESI	PINNACLE SIGN GROUP	50,122.50
1901	01/28/2025				PITNEYBOWE	PITNEY BOWES GLOBAL FINANCIAL SERVICES L	82.99
1902	01/28/2025				SCHOLASTIC	SCHOLASTIC	212.75
1903	01/28/2025				STOVERAMBE	Amber Stover	150.00
1904	01/28/2025				TLCNURSERY	TLC NURSERY & OUTDOOR LIVING	1,400.00
1905	01/28/2025				USD447	USD 447	100.00
1906	01/28/2025				VERIZONWIR	VERIZON WIRELESS	1,435.42
1907	01/28/2025				WOODRIVERE	WOODRIVER ENERGY LLC	2,928.60
1908	01/28/2025				WRIGHTSIGN	WRIGHT SIGNS	460.00
1909	01/28/2025				WSUSCHOOL	WSU School of Music	300.00
1910	01/31/2025				USD506ACTI	USD 506 ACTIVITY	1,541.09
1911	02/05/2025				ACEHARDWA1	ACE HARDWARE	247.61
1912	02/05/2025				AGOSTOCARR	AGOSTO, CARRIE	395.26
1913	02/05/2025				ALTAMONTBU	ALTAMONT BUILDER'S SUPPLY LLC	41.97
1914	02/05/2025				ALTAMONTHO	Altamont Holiness Church	200.00
1915	02/05/2025				ATHCO	ATHCO	626.00
1916	02/05/2025				ATLASSTEEL	ATLAS STEEL	6,032.40
1917	02/05/2025				BLWATERWOR	B & L WATERWORKS SUPPLY, LLC	2,925.84
1918	02/05/2025				BARTLETTCO	BARTLETT CO-OP	2,270.83
1919	02/05/2025				BLICKARTMA	BLICK ART MATERIALS	1,243.10
1920	02/05/2025				BSNSPORTSL	BSN SPORTS, LLC	1,500.07
1921	02/05/2025				CAPITALONE	CAPITAL ONE TRADE CREDIT	247.95
1922	02/05/2025				COFFEYKEND	COFFEY KENDRA	54.00
1923	02/05/2025				COFFEYVIL4	COFFEYVILLE FEED & FARM	915.00
1924	02/05/2025				CONWAYMICH	CONWAY, MICHELLE	154.44
1925	02/05/2025				COOKSHEILA	SHEILA COOK	17.37
1926	02/05/2025				DEANNICOLE	Nicole Dean	138.07
1927	02/05/2025				ELECTROLIF	ELECTROLIFE BATTERY COMPANY	366.21
1928	02/05/2025				FLINTHILLS	FLINT HILLS MUSIC	59.60
1929	02/05/2025				HAZELLJEAN	JEAN HAZELL	18.79
1930	02/05/2025				HUGOSINDUS	HUGO'S INDUSTRIAL SUPPLY, INC	9,968.51
1931	02/05/2025				JWPEPPER	J W PEPPER	858.61
1932	02/05/2025				JOHNSONCO1	JOHNSON CONTROLS FIRE PROTECTION LP	7,874.83

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

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
1933	02/05/2025				JONESCHARL	JONES CHARLES D COMPANY., INC	1,180.03
1934	02/05/2025				KANSASDRUG	KANSAS DRUG TESTING INC.	273.00
1935	02/05/2025				KANSASGOLF	KANSAS GOLF & TURF	711.98
1936	02/05/2025				KANSASSCH1	KANSAS SCHOOL COUNSELOR ASSOCIATION	155.00
1937	02/05/2025				LABETTEHAR	LABETTE HARDWARE	1,759.48
1938	02/05/2025				LABETTEHAR	LABETTE HARDWARE	891.05
1939	02/05/2025				LACEYBLAKE	LACEY, BLAKE	252.57
1940	02/05/2025				LANKFORDEN	LANKFORD ENTERPRISES INC	7,000.00
1941	02/05/2025				LASERDESIG	LASER DESIGNS	7.00
1942	02/05/2025				LAWSONPROD	LAWSON PRODUCTS	2,266.17
1943	02/05/2025				MARMICFIRE	MARMIC FIRE & SAFETY CO., INC.	3,980.00
1944	02/05/2025				MCANANYVAN	MCANANY VAN CLEAVE & PHILLIPS P.A.	1,179.50
1945	02/05/2025				MCKIBBENCH	MCKIBBEN, CHANEY	361.90
1946	02/05/2025				MCMASTERCA	MCMASTER-CARR	783.19
1947	02/05/2025				MIDWESTBUS	MIDWEST BUS SALES INC	561.55
1948	02/05/2025				MIDWESTTR1	MIDWEST TRANSIT EQUIPMENT	2,745.63
1949	02/05/2025				MIKECARPI1	MIKE CARPINO FORD	107.20
1950	02/05/2025				NEVCOSPORT	NEVCO SPORTS, LLC	706.09
1951	02/05/2025				OREILLYAUT	O'REILLY AUTO PARTS	20.99
1952	02/05/2025				PBHOIDALE1	P.B. HOIDALE CO., INC.	527.33
1953	02/05/2025				PEAKDONNY	PEAK, DONNY	73.55
1954	02/05/2025				POMPSTIRES	POMP'S TIRE SERVICE, INC.	1,550.96
1955	02/05/2025				PORKYSLLC	PORKYS LLC	176.53
1956	02/05/2025				PRAIRIEFIR	PRAIRIEFIRE COFFEE ROASTERS	173.70
1957	02/05/2025				RAILSIDEWO	MATTHEW HERSCHBERGER	127.70
1958	02/05/2025				RETAILERSS	RETAILERS' SALES TAX	251.45
1959	02/05/2025		X	02/05/2025	RUARKTRACY	RUARK TRACY	103.07
1960	02/05/2025				SSACTIVEWE	S & S ACTIVEWEAR, LLC	216.89
1961	02/05/2025				SCHOOLHEAL	SCHOOL HEALTH	114.05
1962	02/05/2025				SHERWINWIL	SHERWIN WILLIAMS	546.17
1963	02/05/2025				SMALLWOODL	SMALLWOOD LOCK & SUPPLY	3,807.00
1964	02/05/2025				SMITHKIM	SMITH, KIM	79.74
1965	02/05/2025				TFEHRHARTC	T.F. EHRHART CO.	339.46
1966	02/05/2025				TANNERALYS	Alyssa Tanner	32.59
1967	02/05/2025				THOMPSONBR	THOMPSON BROS	2,283.69
1968	02/05/2025				TOMDAVISGM	TOM DAVIS GMC	191.99
1969	02/05/2025				UNIFIRSTCO	UNIFIRST CORPORATION	1,868.43
1970	02/05/2025				UPLINK	UPLINK	325.00
1971	02/05/2025				USD506ACTI	USD 506 ACTIVITY	18.00
1972	02/05/2025				VISA	VISA	229.59
1973	02/05/2025				VISA	VISA	166.51
1974	02/05/2025				WILSONHEAT	WILSON HEATHER	412.26
1975	02/05/2025				WRIGHTSIGN	WRIGHT SIGNS	45.00
1976	02/06/2025				AMAZONCAPI	AMAZON CAPITAL SERVICES	5,533.62
1977	02/06/2025				AMAZONCAPI	AMAZON CAPITAL SERVICES	384.86
1978	02/06/2025				VISA	VISA	2,443.50
1979	02/06/2025				VISA	VISA	436.81
1980	02/06/2025				VISA	VISA	1,074.61
1981	02/06/2025				VISA	VISA	65.50
1982	02/06/2025				VISA	VISA	433.42
1983	02/06/2025				VISA	VISA	378.40
1984	02/06/2025				VISA	VISA	1,559.87
1985	02/06/2025				VISA	VISA	425.17
1986	02/06/2025				5STARFOODE	5 STAR FOOD EQUIPMENT	23.53
1987	02/06/2025				ABHEATAIR	AARON BARRAGAR	586.92
1988	02/06/2025				ALTAMONTBU	ALTAMONT BUILDER'S SUPPLY LLC	20,255.04
1989	02/06/2025				ATMOSENERG	ATMOS ENERGY	1,088.20
1990	02/06/2025				CITYOFALTA	CITY OF ALTAMONT	35,339.14
1991	02/06/2025				CITYOFBART	CITY OF BARTLETT	352.00

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

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
1992	02/06/2025				CITYOFEDNA	CITY OF EDNA	640.00
1993	02/06/2025				CITYOFMOUN	CITY OF MOUND VALLEY	252.96
1994	02/06/2025				CITYOFPARS	CITY OF PARSONS	269.22
1995	02/06/2025				COMMUNITYH	COMMUNITY HEALTH CENTER OF SEK, INC.	32,364.58
1996	02/06/2025				EKONOPAC	EKON O PAC	1,853.00
1997	02/06/2025				EVCOWHOLES	EVCO WHOLESALE FOOD CORP.	50,003.58
1998	02/06/2025				EVERGY	EVERGY	9,685.71
1999	02/06/2025				HILANDDAIR	HILAND DAIRY	12,243.86
2000	02/06/2025				LABETTECO5	LABETTE COUNTY HEALTH DEPT.	2,554.00
2001	02/06/2025				LOCKESUPPL	LOCKE SUPPLY	474.03
2002	02/06/2025				MARRONESIN	MARRONE'S INC	25,064.61
2003	02/06/2025				NAPAAUTOPA	NAPA AUTO PARTS	4,018.62
2004	02/06/2025				PARSONSSUN	PARSONS SUN	245.00
2005	02/06/2025				RUCKERCIND	RUCKER CINDY	103.07
2006	02/06/2025				SEKINTERLO	SEK INTERLOCAL #637	350,573.00
2007	02/06/2025				SEKSANITAT	SEK SANITATION SERVICES, LLC	235.00
2008	02/06/2025				STATETREAS	STATE TREASURER	7,935.00
2009	02/06/2025				THOMPSONBR	THOMPSON BROS	252.41
2010	02/06/2025				WOODINSURA	WOOD INSURANCE CENTER, LLC	350.00

Checking Account ID:	101GENERAL	Void Total:	103.07	Total without Voids:	759,054.56
Check Type Total:	Check	Void Total:	103.07	Total without Voids:	759,054.56
Payee Type Total:	Vendor	Void Total:	103.07	Total without Voids:	759,054.56
	Grand Total:	Void Total:	103.07	Total without Voids:	759,054.56

Petty Cash Report

January 31, 2025

Beginning Balance	Debits	Credits	Balance
$448.14	$0	$551.86	$100.00

Checks

Check #	Amount	Purpose

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

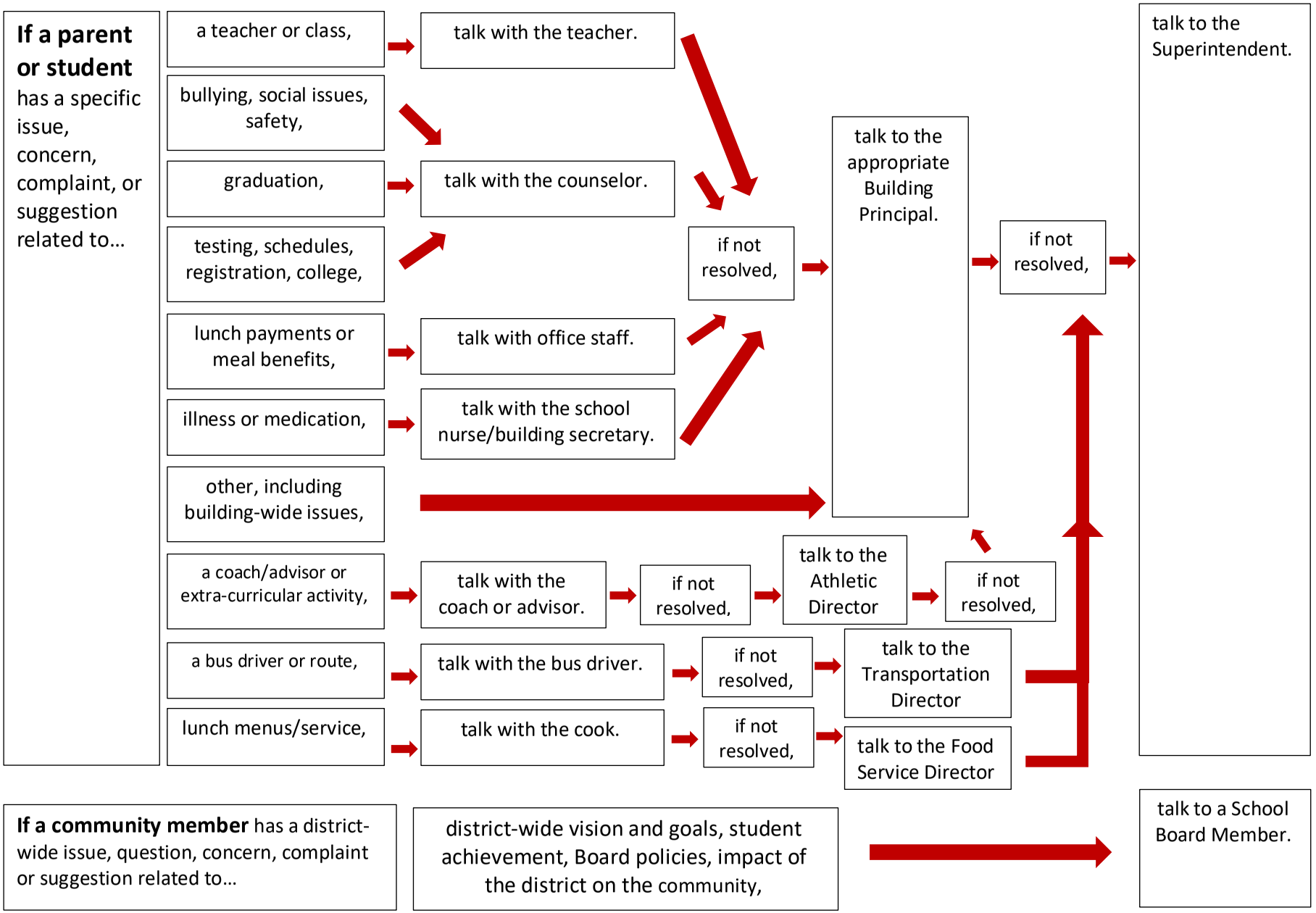
April

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

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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.