

**Manhattan-Ogden USD 383
Manhattan, Kansas**

**Our mission is to prepare all students for success as
lifelong learners, earners and citizens.**

Board of Education Meeting Agenda
October 4, 2023
Robinson Education Center
Kirmser Conference Room
2031 Poyntz Avenue

6:30 p.m. Regular Business Meeting

Est.
Time

- 6:30 1.0 Roll Call
- 2.0 Adoption of Agenda (A) (A=Action Item, D=Discussion Item, I=Information Item)
- 3.0 Pledge of Allegiance
- 4.0 Special Recognition
 - 4.1 Eagle Scout Project – Logan Brooks (page 3)
 - 4.2 National Merit Scholarship Finalist (page 4)
- 5.0 Recognition of Visitors and Citizen Comments
- 6.0 Consent Agenda (A²)
 - 6.1 September 20, 2023 Minutes (page 5)
 - 6.2 Consideration of Bills (page 11)
 - 6.3 Human Resources Report (page 18)
 - 6.4 Donations & Grants (page 21)
 - 6.5 Site Council Members & Meeting Dates
 - 6.6 Professional Development Council Handbook (page 22)
- 6:45 7.0 Reports
 - 7.1 Written
 - 7.1.1 Title and At Risk Programs Annual Report (I) (page 51)
 - 7.1.2 2022-2023 Overtime Annual Report (I) (page 68)
 - 7.2 Spoken
 - 7.2.1 Manhattan High School Student Council
 - 7.2.2 Enrollment Report
 - 7.2.3 Superintendent
 - 7.2.4 NEA-Manhattan-Ogden
 - 7.2.5 Board of Education
- 8.0 Old Business
- 9.0 New Business
 - 9.1 English Learner Portal Purchase (A²) (Emily Cherms) (page 79)
 - 9.2 Facility Use Fee Review/Revision (A¹) (Diane Denison/Matt Davis) (page 81)
 - 9.3 Storm Water Fee for MHS South Parking Lot Expansion (A²) (Trisha Brooke-Fruendt) (page 88)
 - 9.4 Manhattan High School Greenhouse Replacement Project – Change Order #3 (A²) (Matt Davis) (page 89)
 - 9.5 Manhattan High School Fire Alarm Upgrade Project (A²) (Matt Davis) (page 91)
 - 9.6 Eisenhower Middle School Exterior Door Replacement Project – Architectural Services (A²) (Matt Davis) (page 92)

- 9.7 LE Lockset and Door Installation – Amanda Arnold, Lee, Woodrow Wilson Elementary Schools (A²) (Matt Davis) (page 94)

- 10.0 Next Regular Meeting Items – October 18, 2023
 - 10.1 Transportation Annual Report
 - 10.2 Middle School Athletic & Activity Annual Report
 - 10.3 Head Start Federal Report
 - 10.4 Maintenance Costs – Athletic Fields – Annual Report
 - 10.5 Professional Development Annual Report

- 11.0 Future Meeting Items
 - 11.1 Career Academy

- 12.0 Meeting & Events
 - 12.1 Board of Education Regular Meeting –
Wednesday, October 18, 6:30 p.m., Robinson Education Center
 - 12.2 Board of Education Special Meeting – Fall Retreat
Wednesday, October 25, 5:30 p.m., Robinson Education Center
 - 12.3 Board of Education Regular Meeting –
Wednesday, November 1, 6:30 p.m., Robinson Education Center
 - 12.4 Board of Education Regular Meeting –
Wednesday, November 15, 6:30 p.m., Robinson Education Center

- 13.0 Adjourn

ITEM 4.1

Manhattan-Ogden Unified School District 383

Special Recognition Form

Name of individual/group to be recommended:

Logan Brooks

Date:

October 4, 2023

Description of this individual's/group's achievement or accomplishment:

Logan Brooks graduated from MHS in May and is in the 18-21 Transition program. He is working on his Eagle Scout, and he chose a project that collected donations and supplies for the MHS Life Skills program. This summer, Logan collected over 70 boxes of supplies, including snacks, Clorox wipes, tissue and laundry detergent, along with \$1,800 to be donated to the MHS Life Skills program.

Congratulations Logan and thank you for continuing to support the students and staff at Manhattan High School!

ITEM 4.2

Manhattan-Ogden Unified School District 383

Special Recognition Form

Name of individual/group to be recommended:

National Merit Semifinalists

Date:

October 4, 2023

Description of this individual's/group's achievement or accomplishment:

Manhattan High School students Tyler Durtschi, Noah Moots and Cole Parsons were recently named Semifinalists in the National Merit Scholarship Program.

From the approximately 16,000 Semifinalists, about 15,000 are expected to advance to the Finalist level, and in February, they will be notified of this designation. All National Merit Scholarship winners will be selected from this group of Finalists. Merit Scholar designees are selected on the basis of their skills, accomplishments, and potential for success in rigorous college studies, without regard to gender, race, ethnic origin, or religious preference.

Congratulations again to our MHS National Merit Semifinalists Tyler, Noah and Cole – we are proud of you!

ITEM 6.1

Board of Education Meeting
Manhattan-Ogden
Unified School District 383
Wednesday, September 20, 2023, 6:30 p.m.
Minutes – Regular Meeting
Robinson Education Center – Manhattan, Kansas

1.0 Roll Call

Members present: Brighton, Kristin
Edie, Darell
Herrman, Curt
Santos, Brandy
Weixelman, Christine
Morris-Hardeman, Jayme (Vice President – presiding)
Denison, Diane (Clerk)

Members absent: Hagemeister, Karla

Also present were Assistant Superintendent Nathan Downs, District administrators, staff, parents, patrons, and media.

2.0 Adoption of Agenda

Edie moved to approve the agenda with the correction of the minutes title (Item 6.1) to September 6. Herrman seconded.

Motion passed 6/0.

3.0 Pledge of Allegiance

4.0 Special Recognition None.

5.0 Recognition of Visitors and Citizen Comments None.

6.0 Consent Agenda Vice President Morris-Hardeman reviewed Consent Agenda items.

Edie moved to approve the consent agenda. Brighton seconded.

Motion passed 6/0.

6.1 Approved September 6, 2023 Minutes

6.2 Approved Payment of Bills in the amount of \$928,151.48

6.3 Approved Financial Reports – August 2023

- 6.3.1 Clerk's Report
- 6.3.2 Treasurer's Report
- 6.3.3 Activities Report

6.4 Approved Human Resources Report

CERTIFIED
Benjamin Deaver, Social Emotional Coach, Lee Elementary \$41,969/yr.
COACH
Ava Williamson, Assistant Debate/Forensic Coach, Manhattan High School, Rule 10 \$2,948/yr.

OFFICE PROFESSIONAL/TECHNOLOGY		
Derek Litke, District Support Technician, Manhattan High School		\$17.50/hr.
Piper Bach, Office Professional, Manhattan High School		\$13.50/hr.
PARAEDUCATORS/STUDENT SUPPORT		
Hayley Nattier, ESOL Aide, Eisenhower Middle School		\$11.50/hr.
Brittany Weatherman, ESOL Aide, Bluemont Elementary		\$11.50/hr.
Hunter Morton, Social Emotional Aide, Oliver Brown Elementary		\$11.50/hr.
Lydia Shaw, Intervention Aide, Northview Elementary		\$12.00/hr.
Shakira Rodriguez, Intervention Aide, Northview Elementary		\$12.00/hr.
Hannah Cassel, Student Supervision, Lee Elementary		\$12.00/hr.
Brooklynn Zoeller, Student Supervision, Marlatt Elementary		\$12.00/hr.
Darcy Ruhl, Student Supervision, Lee Elementary		\$12.00/hr.
Paige Walstrom, Lunch Supervision, Frank Bergman Elementary		\$12.00/hr.
Tucker Callahan, Lunch Supervision, Lee Elementary		\$12.00/hr.
Mia Schmitz, Program Leader, Ogden Elementary		\$11.00/hr.
Kenielys Luo Ruiz, Classroom Support Staff, Eugene Field Early Learning		\$11.50/hr.
Kaylen Morris, Paraeducator, Ogden Elementary		\$12.50/hr.
Cheyenne Carlson, Paraeducator, Eugene Field Early Learning		\$11.50/hr.
Caroline Dower, Paraeducator, Woodrow Wilson Elementary		\$11.50/hr.
Kristen Bedgood, Paraeducator, Marlatt Elementary		\$12.50/hr.
Darcy Ruhl, Paraeducator, Lee Elementary		\$12.90/hr.
Wyota Clark, Paraeducator, Manhattan High School		\$11.60/hr.
Shelly Day, Paraeducator, Anthony Middle School		\$12.50/hr.
Andrew Runnebaum, Paraeducator, Eisenhower Middle School		\$12.50/hr.
Brien Brenner, Paraeducator, Anthony Middle School		\$11.50/hr.
Ayesha Leeper, Paraeducator, Marlatt Elementary		\$11.50/hr.
Rachelle Johnson, Paraeducator, Oliver Brown Elementary		\$12.00/hr.
Kennedy Adams, Paraeducator, Woodrow Wilson Elementary		\$11.50/hr.
Adrienne Howey, Paraeducator, Lee Elementary		\$12.50/hr.
CUSTODIAL/MAINTENANCE/CHILD NUTRITION/TRANSPORTATION		
Greg Johnson, Food Service Driver		\$16.50/hr.
Cathy Sunderland, Bus Monitor		\$11.50/hr.
Ethan Staton, Bus Monitor		\$11.50/hr.
Broly Shoemaker, Bus Monitor		\$11.50/hr.
Hans Kenaston, Night Custodian, Manhattan High School		\$13.50/hr.
SUBSTITUTES		
Michael Dinwiddie, Paraeducator Substitute		\$11.15/hr.
Ronna Olivier, Paraeducator Substitute		\$11.15/hr.
Jordan White, Emergency Substitute		\$16.00/hr.
Ashlyn Teeter, Emergency Substitute		\$16.00/hr.

RETIREMENTS
Donna Parks

RESIGNATIONS		
Mikaela Girardot	Chase Knutsen-Hagemann	Jack Brown
Devon Mattingly	Brittany Mendoza	Shannon Montgomery
Wesley Benson	Katherine Breeden	Hannah Musil
Carli Tinklin	Hailey Unruh	Jenny Watson
Jordan Murphy	Elyse Morlock	Karen Flores
Kaitlynn Partridge	Shannon Mbwana	David Sullivan
Dennis Sullivan	Addison Ash	Cooper Bergen
Olivia Copeland	Grady Deakin	Emily Dilbeck
Nicole Feather	Bryan Gnirk	Andrew Lepper
Wanda Lewis	Troy Nave	Cameron Peck
Nathan Smith	Teagan Sturdy	Kelsey Schowengerdt
Karen Truitt	Thomas Aldridge	Katherine Washburn
Jaclyn West	Virginia Young	Margaret Horton
Theresa Crubel	Evan Dusselier	Carolyn Scott

TERMINATIONS
Dana Adams

- 6.5 Approved Early Learning Program
 - 6.5.1 Monthly Report
 - 6.5.2 Graduate Student Assistantship Program Agreement

Moved to give final approval to extend the Early Learning Graduate Student Assistantship Program Agreement with Kansas State University for 2023-24, at a cost of \$66,176.

6.6 Approved Naming of 901 Poyntz Avenue
 Moved to give final approval for the naming of 901 Poyntz to be The Manhattan-Ogden Lincoln Education Center.

6.7 Approved New Board Policy IFCC Overnight Accommodations
IFCC Overnight Accommodations

During school district sponsored travel that requires overnight stays by students, separate overnight accommodations will be provided for students of each biological sex.

Definitions

“Biological sex” means the biological indication of male and female in the context of reproductive potential or capacity, such as sex chromosomes, naturally occurring sex hormones, gonads, and nonambiguous internal and external genitalia present at birth, without regard to an individual’s psychological, chosen, or subjective experience of gender.

“School district sponsored travel” means any travel that is necessary for students to attend, participate, or compete in any event or activity that is sponsored or sanctioned by a school operated by the school district, including, but not limited to, any travel that is organized:

- By any club or other organization recognized by the school;
- Through any communication facilitated by the school, such as email; or
- Through fundraising activities conducted, in whole or in part, by school district employees or on school district property.

Notice to Parents

This policy will be provided to parents prior to a student’s participation in a school district sponsored activity or travel that requires overnight stays by students.

Approved: 9/23

6.8 Approved New Board Policy JGFGA Administration of Emergency Opioid Antagonists
JGFGA Administration of Emergency Opioid Antagonists

Kansas law creates standards governing the use and administration of emergency opioid antagonists approved by the U.S. Food and Drug Administration (“FDA”) to inhibit the effects of opioids and for the treatment of an opioid overdose. Any first responder or school nurse is authorized to possess, store, and administer emergency opioid antagonists as clinically indicated, provided that all personnel with access to emergency opioid antagonists are trained in proper protocol.

Similarly, Kansas law allows a patient or bystander (meaning a family member, friend, caregiver, or other person in a position to assist a person who the bystander believes to be experiencing an opioid overdose) to acquire and utilize emergency opioid antagonists.

Therefore, to prioritize student health and safety in its schools, programs, and activities, the board authorizes the district to obtain, store, and administer naloxone, Narcan, and/or other opioid antagonists for emergency use in its schools. The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists may be available during the regularly

scheduled school day. They may be available at other times at the discretion of the superintendent.

The board establishes the following rules governing the utilization and administration of emergency opioid antagonists, such as, but not necessarily limited to, naloxone and Narcan, by members of district staff.

Training

If obtaining the emergency opioid antagonist through a pharmacy, the providing pharmacy of the emergency opioid antagonist (hereafter “the product”) shall provide written education and training materials to the individual to whom the product is dispensed. First Aid for Opioid Overdose must be obtained by each school nurse and other staff members designated by the superintendent to respond to potential opioid overdose situations.

District staff members personally acquiring such products for use as a patient or bystander are encouraged to inform the school nurse or the superintendent’s designee, so that they may be trained in proper protocol and included in the school or district’s crisis response plan regarding potential opioid overdose.

Procurement of the Product

The school nurse or other staff member(s) designated by the superintendent will be responsible for the procurement of the product.

Storage

The following storage protocols shall be followed:

- The product will be clearly marked and stored in an accessible place at the discretion of the school nurse or the superintendent’s designee.
- The product will be stored in accordance with the manufacturer’s instructions to avoid extreme cold, heat, and direct sunlight.
- Inspection of the product shall be conducted at least quarterly.
- The individual responsible for the product’s safekeeping shall check, document, and track the expiration date found on the box and replace the product once it has expired.

Use of the Product

In case of a suspected opioid overdose, the school nurse, designee, or other individual shall follow the protocols outlined in the training or product instructions.

Follow-up

- After administration of the product, the school nurse, or other designated staff, will report appropriate information to emergency services, parents (guardians), central office personnel, and if determined necessary, the patient will be transported to a hospital.
- The school nurse or other designated staff will complete the designated incident report and file the report with the school nurse or district office, whichever is applicable.

Protection from Liability

Any patient, bystander, school nurse, a first responder, or technician operating under a first responder agency, who, in good faith and with reasonable care, receives and administers an emergency opioid antagonist pursuant to this policy to a person experiencing a suspected opioid overdose shall not, by an act or omission, be subject to civil liability or criminal prosecution, unless personal injury results from

the gross negligence or willful or wanton misconduct in the administration of the emergency opioid antagonist.

Approved: 9/23

- 6.9 Approved Family, Career, and Community Leaders of America Trip to National Fall Conference in Alabama
 Moved to give final approval for the family and consumer science students and faculty to attend the Family, Career and Community Leaders of America National Fall Conference in, Birmingham, AL from Nov. 8-12, 2023.

7.0 Reports

7.1 Spoken

7.1.1 Celebration of Freedom Week Report
 Summer Lunsway and Megan Klozenbucher, Technology Integration Educational Support team members, presented the Celebration of Freedom Week report.

7.1.2 Early Learning Program Annual Report
 The Early Learning Program annual report was presented by Elisabeth Nelson, Early Learning Program Director. Micah Karl, Director of Infant and Toddler Services, Brandy Kirk, Family Education Coordinator, Katie Hagenmaier, College Hill Early Learning Center Principal, and Abbie Wedel, Eugene Field Early Learning Center Principal, answered questions. Discussion.

7.1.3 Superintendent
 Commented on:

- Secondary parent/teacher conferences,
- No school Friday for the district,
- Count Day, September 20,
- Construction projects at Woodrow Wilson Elementary and the Lincoln Education Center,
- Procedures to establish open boundary policy, and
- City road construction.

Discussion.

Andrea Tiede, Interim Executive Director of Teaching and Learning, Trina Dibbini, Director of Secondary Education, and Michael Dorst, Manhattan High School Principal, updated the Board on Kansas State Department of Education graduation requirements. Discussion.

7.1.3.1 Student Transfer Report
 Downs presented information on student transfers for 2023-2024. Discussion.

7.1.4 NEA-Manhattan-Ogden
 Dustin Duntz, NEA-Manhattan-Ogden President, commented on teacher licensing.

7.1.5 Board of Education

- Weixelman commented on the Committee for Diversity and Inclusion meeting and Indigenous Peoples Day – October 9.
- Santos commented on Hispanic Heritage Month, Federal Impact Aid forms, and the District Technology Committee meeting.
- Herrman commented on the Bluemont Elementary PTO meeting, McTeacher Night at McDonalds for Woodrow Wilson Elementary, and

the presentation of a Manhattan High School diploma to a graduation unable to attend graduation last May.

- Brighton commented on visiting Oliver Brown Elementary and the Frank Bergman Elementary site council meeting.
- Edie commented on the Marlatt Elementary site council meeting.
- Morris-Hardeman commented on the upcoming Anthony Middle School fun run, the 100th Anniversary of Theodore Roosevelt Elementary October 12, National Merit Finalist announced, and F.I.T. Closet needs.

8.0 Old Business
None.

9.0 New Business

9.1 Amanda Arnold Elementary Library Furniture Purchase

Herrman moved to give final approval for the purchase, delivery, and installation of new soft seating and chairs for the library of Amanda Arnold Elementary from School Specialty in the amount of \$12,043.” Weixelman seconded.

Vice President Morris-Hardeman opened the floor to questions or comments.
Vice President Morris-Hardeman closed the floor to questions or comments.

Motion passed 6/0.

10.0 Next Regular Meeting Items – October 4, 2023

11.0 Future Meeting Items

12.0 Meeting & Events

13.0 Adjourn

Edie moved to adjourn at 7:37 p.m. Brighton seconded.

Motion passed 6/0.

Respectfully submitted,

Diane L. Denison, Clerk
USD 383 Board of Education

Jayme Morris-Hardeman, Vice President
USD 383 Board of Education

ITEM 6.2

**MANHATTAN-OGDEN USD 383
CHECK REGISTER TOTALS BY FUND
October 4, 2023**

FUND	12	GENERAL FUND	-529.36
FUND	12	GENERAL FUND	158,061.26
FUND	13	SUPPLEMENTAL GENERAL	71,638.71
FUND	16	CAREER AND POST SECONDARY EDUCATION	11,446.26
FUND	18	AT RISK FUND	15,116.28
FUND	19	PARENT EDUCATION PROGRAM	217.40
FUND	20	STATE PRE-KINDERGARTEN PROGRAM	5,658.87
FUND	30	SPECIAL EDUCATION	10,561.44
FUND	35	FOOD SERVICE	145,715.64
FUND	48	DRIVERS TRAINING	433.90
FUND	54	PROFESSIONAL DEVELOPMENT	506.39
FUND	55	CAPITAL OUTLAY	1,082,900.17
FUND	66	CONTINGENCY FUND	57,260.00
FUND	69	TEXTBOOK RENTAL	9,313.00
FUND	70	HEAD START	17,123.66
FUND	71	ESSER-SCHOOL EMERGENCY RELIEF	35.87
FUND	73	CONCURRENT ENROLLMENT	839.60
FUND	79	COMMUNITY LEARNING CENTER	5,779.00
FUND	80	TITLE I	15,986.69
FUND	86	DODEA MILITARY IMPACT	1,577.39
FUND	87	TITLE II A TEACHER QUALITY	1,149.55
FUND	90	ALCOHOL PREVENTION	452.71
FUND	94	CHILDCARE/PRE-SCHOOL	811.65
FUND	96	YES GRANT	1,312.36
FUND	97	BOND CONSTRUCTION	3,050.00
FUND	99	MINI GRANTS	4,631.61
REPORT TOTAL			1,621,050.05

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00195894	314.16	10/04/23	32530 4 IMPRINT	C
01	00195895	227.70	10/04/23	576611 95 PERCENT GROUP, INC.	C
01	00195896	59.88	10/04/23	618438 DENEYCE JENNIFER ACKERMAN	C
01	00195897	1,344.61	10/04/23	14900 AIR FILTER PLUS	C
01	00195898	2,125.85	10/04/23	626317 AMERICAN DIGITAL SECURITY, LLC	C
01	00195899	2,537.00	10/04/23	16695 APPLE COMPUTER, INC.	C
01	00195900	79.63	10/04/23	636401 ARAMARK UNIFORM & CAREER APPAREL GROUP	C
01	00195901	30.13	10/04/23	636800 BALMAN, ABIGAIL	C
01	00195902	19.72	10/04/23	32347 BECKER, REBECA	C
01	00195903	20,450.25	10/04/23	7145 BEN E KEITH CO	C
01	00195904	32.23	10/04/23	636835 BERNIER, AMANDA	C
01	00195905	7,518.30	10/04/23	599832 BEST PLUMBING SPECIALTIES, INC	C
01	00195906	38.19	10/04/23	575674 EMMA BLACKWELL	C
01	00195907	1,195.00	10/04/23	487 BLUEVILLE NURSERY, INC	C
01	00195908	1,690.40	10/04/23	633143 BLUUM USA, INC	C
01	00195909	121.00	10/04/23	7877 BOB'S PLUMBING & HEATING, INC.	C
01	00195910	281.25	10/04/23	16692 BORDER STATES INDUSTRIES	C
01	00195911	275.00	10/04/23	9439 BUREAU OF EDUCATION & RESEARCH INC.	C
01	00195912	979.04	10/04/23	595 BURNETT AUTOMOTIVE	C
01	00195913	3,713.09	10/04/23	13212 CAPITAL CITY OIL INC.	C
01	00195914	18,530.73	10/04/23	24051 CAPSTONE	C
01	00195915	1,792.00	10/04/23	578452 CAREERSAFE ONLINE	C
01	00195916	9,064.95	10/04/23	996572 CASH-WA DISTRIBUTING	C
01	00195917	3,737.50	10/04/23	23459 CENGAGE LEARNING INC	C
01	00195918	9,313.00	10/04/23	23459 CENGAGE LEARNING INC	C
01	00195919	211.66	10/04/23	9022 CENTURY BUSINESS SYSTEMS	C
01	00195920	409.32	10/04/23	9022 CENTURY BUSINESS SYSTEMS INC.	C
01	00195921	1,543.38	10/04/23	5496 CHAMPION TEAMWEAR AR	C
01	00195922	14.93	10/04/23	561258 CHARLES D. JONES & COMPANY, INC.	C
01	00195923	703.17	10/04/23	36543 CLAY-KING.COM	C
01	00195924	850.00	10/04/23	35858 COUNCIL FO PROFESSIONAL RECOGNITION	C
01	00195925	212.00	10/04/23	5594 CYTEK MEDIA SYSTEMS, INC.	C
01	00195926	30.13	10/04/23	571954 MARY KATHRYN DAHNKE	C
01	00195927	25.14	10/04/23	32895 REBEKAH ANNE DAVIS	C
01	00195928	921.16	10/04/23	1860 DEMCO, INC.	C
01	00195929	220.97	10/04/23	569275 KROGER-DILLON'S CUSTOMER CHARGES	C
01	00195930	390.00	10/04/23	639400 DRUIDE INFORMATIQUE INC	C
01	00195931	22,461.94	10/04/23	1343 F & A SALES, INC.	C
01	00195932	24,242.00	10/04/23	617091 FIRST DAKOTA INDEMNITY COMPANY	C
01	00195933	17,983.92	10/04/23	633747 FOLLETT CONTENT SOLUTIONS LLC	C
01	00195934	100.60	10/04/23	637890 GOBLE, ALISSA	C
01	00195935	1,199.97	10/04/23	588318 HAND2MIND, INC	C
01	00195936	7,034.65	10/04/23	25099 HILAND/STEFFENS DAIRY COMPANY	C
01	00195937	20.93	10/04/23	6601 HOME DEPOT CREDIT SERVICES	C
01	00195938	5,971.50	10/04/23	619868 HOME DEPOT USA	C
01	00195939	350.00	10/04/23	10604 HOWIES ENTERPRISES	C
01	00195940	72.77	10/04/23	568716 MELISSA M HUFF	C
01	00195941	469.00	10/04/23	562491 HYVEE- CATERING	C
01	00195942	152.95	10/04/23	996092 INTERSTATE BATTERIES OF NE KANSAS	C
01	00195943	410.00	10/04/23	560413 ITsavvy LLC	C
01	00195944	846.38	10/04/23	27999 KA-COMM., INC.	C
01	00195945	765.00	10/04/23	19823 KANSAS STATE SCHOOL FOR THE BLIND	C
01	00195946	160.00	10/04/23	921461 KAW VALLEY DIGITIZING AND EMBROIDERY	C
01	00195947	2,053.35	10/04/23	43997 KELLER FIRE & SAFETY, INC.	C
01	00195948	29.34	10/04/23	601039 ZAKAREY ALLEN KING	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00195949	30.79	10/04/23	637106 KLATASKE, RONDEE	C
01	00195950	1,321.00	10/04/23	17509 KSHA	C
01	00195951	75.86	10/04/23	43754 KANSAS STATE UNIVERSITY	C
01	00195952	1,350.00	10/04/23	2285 KSU SPEECH AND HEARING CENTER	C
01	00195953	12,591.80	10/04/23	593770 LIBERTY FRUIT CO.	C
01	00195954	13.44	10/04/23	32498 MALL, ROBIN	C
01	00195955	35.87	10/04/23	551937 LARA ELIZABETH MALLEAN	C
01	00195956	109.32	10/04/23	91218 MASTER LANDSCAPE	C
01	00195957	492.50	10/04/23	597 MIDWEST ACE HARDWARE	C
01	00195958	31.96	10/04/23	597 MIDWEST APPLIANCE	C
01	00195958	-31.96	10/04/23	597 MIDWEST APPLIANCE	CV
01	00195959	603.02	10/04/23	559920 MIDWEST TRANSIT EQUIPMENT, INC.	C
01	00195960	45.00	10/04/23	24993 MILFORD LAKE ECOMET	C
01	00195961	988.00	10/04/23	29927 MUSIC THEATRE INTERNATIONAL	C
01	00195962	497.40	10/04/23	7239 CATLETT AUTO	C
01	00195962	-497.40	10/04/23	7239 CATLETT AUTO	CV
01	00195963	600.30	10/04/23	24946 NETWORK COMPUTER SOLUTIONS	C
01	00195964	783.30	10/04/23	6533 NILB BROS. SPORTING GOODS, INC	C
01	00195965	800.00	10/04/23	627178 OVERDRIVE, INC	C
01	00195966	673.00	10/04/23	633666 P1 SERVICE LLC	C
01	00195967	96.05	10/04/23	24166 PARSONS COMMUNICATIONS	C
01	00195968	84.56	10/04/23	639435 PEIRCE, PENNY	C
01	00195969	2,913.08	10/04/23	598860 PERIPOLE INC.	C
01	00195970	67.25	10/04/23	32251 PRAIRIELAND PARTNERS, LLC	C
01	00195971	170.30	10/04/23	602345 WILLIAM RANDALL PUSHEE	C
01	00195972	583.02	10/04/23	4357 REEVES-WIEDEMAN CO., INC.	C
01	00195973	1,517.90	10/04/23	627046 INTERSTATE BILLING SERVICE INC	C
01	00195974	32.03	10/04/23	594881 MOLLY ANN RYAN	C
01	00195975	239.00	10/04/23	28080 SALISBURY SUPPLY CO INC	C
01	00195976	848.99	10/04/23	29638 SCHOLASTIC INC	C
01	00195977	368.00	10/04/23	25610 SCHOOL NURSE SUPPLY, INC.	C
01	00195978	630.00	10/04/23	595616 SCHWARTZ, DANIELLE	C
01	00195979	840.89	10/04/23	1641 SIR SPEEDY	C
01	00195980	593.68	10/04/23	1031 STANION WHOLESALE ELEC. CO.	C
01	00195981	286.20	10/04/23	583596 STARR MEDICAL SUPPLY, INC.	C
01	00195982	13,397.88	10/04/23	630152 TASTY BRANDS LLC	C
01	00195983	556.77	10/04/23	1427 THERMAL COMFORT AIR	C
01	00195984	459.00	10/04/23	562394 TRANE U.S. INC	C
01	00195985	382.21	10/04/23	859 USD #383 TRANSPORTATION	C
01	00195986	150.00	10/04/23	624519 USD 348 BALDWIN CITY	C
01	00195987	177.50	10/04/23	583570 BSN SPORTS LLC	C
01	00195988	88.18	10/04/23	5094 WATERS TRUE VALUE HARDWARE	C
01	00195989	175.00	10/04/23	639478 WILLIAMS, EMILY	C
01	00195990	259.16	10/04/23	637467 WINTER, NATALIE	C
01	00195991	1,671.78	10/04/23	30640 ZOO-PHONICS, INC.	C
01	00195992	2,000.00	10/04/23	16827 BG CONSULTANTS INC.	C
01	00195993	1,050.00	10/04/23	540757 CBS MANHATTAN	C
01	00195994	200.00	10/04/23	43747 ADAMS, ANGELA	C
01	00195995	3,999.91	10/04/23	626317 AMERICAN DIGITAL SECURITY, LLC	C
01	00195996	145.00	10/04/23	8887 AMERICAN PEST MANAGEMENT, INC.	C
01	00195997	8,210.00	10/04/23	16695 APPLE INC.	C
01	00195998	2,425.95	10/04/23	631760 ARIZONA GAMECO LLC	C
01	00195999	100.87	10/04/23	35888 BAKER DISTRIBUTING	C
01	00196000	2,865.61	10/04/23	7145 BEN E KEITH CO	C
01	00196001	96.15	10/04/23	553638 BLANTON, CHRIS	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00196002	2,808.60	10/04/23	633143 BLUUM USA, INC	C
01	00196003	388.37	10/04/23	567 BROOKS YAMAHA, INC.	C
01	00196004	159.97	10/04/23	994995 CAMPBELL, LESLIE RICKERT	C
01	00196005	30.48	10/04/23	922369 ADVANCE AUTO PARTS	C
01	00196006	8,825.35	10/04/23	996572 CASH-WA DISTRIBUTING	C
01	00196007	94.23	10/04/23	543101 CAT CANS PORTABLE SERVICES OF MANHATTAN	C
01	00196008	845.00	10/04/23	566713 CE WATER MANAGEMENT, INC	C
01	00196009	62.50	10/04/23	9022 CENTURY BUSINESS SYSTEMS	C
01	00196010	4,591.18	10/04/23	9022 CENTURY BUSINESS SYSTEMS INC.	C
01	00196011	85.32	10/04/23	9022 CENTURY BUSINESS SYSTEMS INC.	C
01	00196012	57,260.00	10/04/23	5093 CITY OF MANHATTAN	C
01	00196013	80.00	10/04/23	618365 CUPERY, DAVID	C
01	00196014	48.75	10/04/23	614270 CURRICULUM ASSOCIATES	C
01	00196015	4,047.00	10/04/23	5594 CYTEK MEDIA SYSTEMS, INC.	C
01	00196016	90.00	10/04/23	36209 DIDIO, PETE	C
01	00196017	2,382.72	10/04/23	921072 DISCOUNT SCHOOL SUPPLY	C
01	00196018	251.71	10/04/23	36824 DORST, MIKE	C
01	00196019	200.00	10/04/23	619051 DUTT, SANDRA	C
01	00196020	11,605.00	10/04/23	1343 F & A SALES, INC.	C
01	00196021	100.00	10/04/23	626155 FINCK, ERIC	C
01	00196022	2,568.74	10/04/23	8038 FLINN SCIENTIFIC, INC.	C
01	00196023	3,066.85	10/04/23	633747 FOLLETT CONTENT SOLUTIONS LLC	C
01	00196024	27.50	10/04/23	593605 GRUBER, KAI	C
01	00196025	100.00	10/04/23	19933 HAYDEN HIGH SCHOOL	C
01	00196026	100.00	10/04/23	19933 HAYDEN HIGH SCHOOL	C
01	00196027	8,084.44	10/04/23	25099 HILAND/STEFFENS DAIRY COMPANY	C
01	00196028	5.50	10/04/23	603732 ANITA DIANE HINKLE	C
01	00196029	1,501.45	10/04/23	1687 HOBART SERVICE; ITW FOOD EQUIPMENT GROUP	C
01	00196030	90.00	10/04/23	545465 HOLT, MIKE	C
01	00196031	30.25	10/04/23	7105 HOYT, GREG	C
01	00196032	200.00	10/04/23	27834 HUGHES, GAIL	C
01	00196033	200.00	10/04/23	568627 HUTSON, KYLE	C
01	00196034	80.00	10/04/23	627887 ISMAIL, ALI	C
01	00196035	223.48	10/04/23	560413 ITsavvy LLC	C
01	00196036	200.00	10/04/23	608637 JANTZ, MIKE	C
01	00196037	46.77	10/04/23	32247 JONES, MICHELE	C
01	00196038	215.00	10/04/23	569062 HOLLY ANNE KLEIN	C
01	00196039	3,863.65	10/04/23	573612 LEARNING TREE INSTITUTE AT GREENBUSH	C
01	00196040	12.31	10/04/23	627674 JODI LEIGH LEISY	C
01	00196041	6,600.00	10/04/23	627542 LEXIA LEARNING SYSTEMS	C
01	00196042	10,769.80	10/04/23	593770 LIBERTY FRUIT CO.	C
01	00196043	9,989.03	10/04/23	583170 LITERACY RESOURCES, LLC	C
01	00196044	24.99	10/04/23	578851 LIVINGSTON, CLANCEY	C
01	00196045	76.50	10/04/23	598763 MANNING MUSIC, INC.	C
01	00196046	36.68	10/04/23	992771 MECHELS, LISA	C
01	00196047	330.00	10/04/23	31831 MEDCO SUPPLY COMPANY	C
01	00196048	51.69	10/04/23	597 MIDWEST ACE HARDWARE	C
01	00196049	685.84	10/04/23	19753 MR GOODCENT	C
01	00196050	15,665.24	10/04/23	600229 NARDONE BROS BAKING CO INC.	C
01	00196051	33.00	10/04/23	583243 NELSON, JOSH	C
01	00196052	27.99	10/04/23	22629 O'REILLY AUTO PARTS	C
01	00196053	2,170.00	10/04/23	4291 PUR-O-ZONE	C
01	00196054	400.00	10/04/23	4291 PUR-O-ZONE	C
01	00196055	8,797.57	10/04/23	4291 PUR-O-ZONE	C
01	00196056	468.00	10/04/23	32698 RENAISSANCE LEARNING, INC	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00196057	175.00	10/04/23	13702 RILEY COUNTY HEALTH DEPARTMENT	C
01	00196058	444.86	10/04/23	633771 ROCKIN K'S	C
01	00196059	67.60	10/04/23	631540 RYAN, ANDREW	C
01	00196060	2,391.81	10/04/23	4529 SCHOLASTIC, INC	C
01	00196061	13,027.63	10/04/23	745 SCHOOL SPECIALTY, LLC	C
01	00196062	200.00	10/04/23	28773 SHANNON, KIM	C
01	00196063	90.00	10/04/23	6990 SIMONE, KIRK	C
01	00196064	3,368.00	10/04/23	8053 SOUTHEAST KANSAS EDUCATION SERVICE CENTE	C
01	00196065	462.22	10/04/23	1031 STANION WHOLESALE ELEC. CO.	C
01	00196066	35.38	10/04/23	544426 STAPLES ADVANTAGE	C
01	00196067	359.35	10/04/23	544426 STAPLES ADVANTAGE	C
01	00196068	255.48	10/04/23	637327 TAYLOR, ARIANA	C
01	00196069	90.00	10/04/23	921635 TENPENNY, BEN	C
01	00196070	3,766.09	10/04/23	1427 THERMAL COMFORT AIR	C
01	00196071	100.00	10/04/23	4940 TOPEKA HIGH SCHOOL	C
01	00196072	1,000.00	10/04/23	4208 US POSTAL SERVICE	C
01	00196073	9,916.99	10/04/23	859 USD #383 TRANSPORTATION	C
01	00196074	80.00	10/04/23	630446 USELDINGER, COLE	C
01	00196075	100.00	10/04/23	630446 USELDINGER, COLE	C
01	00196076	100.00	10/04/23	630446 USELDINGER, COLE	C
01	00196077	2,444.00	10/04/23	639605 VISANATION LAW GROUP PLLC	C
01	00196078	251.78	10/04/23	5081 WARD'S NATURAL SCI. EST. INC.	C
01	00196079	10.98	10/04/23	5094 WATERS TRUE VALUE HARDWARE	C
01	00196080	290.00	10/04/23	27643 WICHITA STATE UNIVERSITY OFFICE UNIVERSI	C
01	00196081	90.00	10/04/23	588946 YEUBANKS, BRADLEY	C
01	00196082	90.00	10/04/23	7335 ZACHARIASEN, KEITH	C
01	00196083	90.00	10/04/23	7335 ZACHARIASEN, KEITH	C
01	00196084	8,831.24	10/04/23	30640 ZOO-PHONICS, INC.	C
01	00196085	8,136.37	09/27/23	601217 AMAZON CAPITAL SERVICES, INC.	C
01	00196086	14,986.59	09/27/23	5093 CITY OF MANHATTAN	C
01	00196087	4,325.00	09/27/23	624527 WAMEGO TELECOMMUNICATIONS CO, INC	C
01	00196088	245,703.60	09/27/23	1823 DANKER ROOFING & SIDING INC	C
01	00196089	151,143.32	10/04/23	626317 AMERICAN DIGITAL SECURITY, LLC	C
01	00196090	604.15	10/04/23	628433 BAC MUSICAL INSTRUMENTS	C
01	00196091	3,085.41	10/04/23	633143 BLUUM USA, INC	C
01	00196092	126,450.00	10/04/23	1823 DANKER ROOFING & SIDING INC	C
01	00196093	139.00	10/04/23	6320 LAKESHORE LEARNING MATERIALS	C
01	00196094	388,600.00	10/04/23	564753 MID-AMERICA GOLF AND LANDSCAPE, INC.	C
01	00196095	113,571.00	10/04/23	4392 RILEY CONSTRUCTION COMPANY	C
01	00196096	708.77	10/04/23	4529 SCHOLASTIC, INC	C
01	00196097	217.99	10/04/23	1031 STANION WHOLESALE ELEC. CO.	C
01	00196098	574.20	10/04/23	1427 THERMAL COMFORT AIR	C
01	00196099	138.00	10/04/23	576611 95 PERCENT GROUP, INC.	C
01	00196100	162.04	10/04/23	634115 ACCURATE CHEMICAL ACQUISITION	C
01	00196101	149.00	10/04/23	636398 ALGAE RESEARCH & SUPPLY, INC.	C
01	00196102	100.70	10/04/23	8887 AMERICAN PEST MANAGEMENT, INC.	C
01	00196103	172.80	10/04/23	992828 BATTERIES PLUS	C
01	00196104	19.98	10/04/23	598704 BEYOND CONSEQUENCES CONFERENCES	C
01	00196105	417.00	10/04/23	16827 BG CONSULTANTS INC.	C
01	00196106	360.00	10/04/23	633143 BLUUM USA, INC	C
01	00196107	3,460.00	10/04/23	540757 CBS MANHATTAN	C
01	00196108	1,588.11	10/04/23	9022 CENTURY BUSINESS SYSTEMS INC.	C
01	00196109	35.46	10/04/23	597708 JENNIFER LYNN COLP	C
01	00196110	1,345.00	10/04/23	570885 COMPANION CORPORATION	C
01	00196111	90.00	10/04/23	639621 CUNNINGHAM, BRODY	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00196112	45.65	10/04/23	596175 DIBBINI, TRINA	C
01	00196113	202.02	10/04/23	569275 KROGER-DILLON'S CUSTOMER CHARGES	C
01	00196114	1,375.00	10/04/23	1218 ECONOMY ELECTRIC, INC.	C
01	00196115	33.90	10/04/23	630039 SHANE T ESLIT	C
01	00196116	340.86	10/04/23	20114 FASTENAL COMPANY	C
01	00196117	396.15	10/04/23	30786 PNC BANK C/O FIRST BOOK	C
01	00196118	1,815.46	10/04/23	633747 FOLLETT CONTENT SOLUTIONS LLC	C
01	00196119	52.40	10/04/23	631876 CARRIE INEZ FORCE	C
01	00196120	345.00	10/04/23	8865 ACCO BRANDS USA LLC	C
01	00196121	1,880.14	10/04/23	31126 GRAYBAR ELECTRIC COMPANY, INC	C
01	00196122	361.22	10/04/23	588318 HAND2MIND, INC	C
01	00196123	450.00	10/04/23	16615 HEARTLAND SEATING, INC.	C
01	00196124	45.00	10/04/23	584100 HOEFLER, ROB	C
01	00196125	141.04	10/04/23	32513 KARI QUITON HUMES	C
01	00196126	295.90	10/04/23	996092 INTERSTATE BATTERIES OF NE KANSAS	C
01	00196127	270.45	10/04/23	560413 ITsavvy LLC	C
01	00196128	54.00	10/04/23	6096 KANSAS SCHOOL FOR THE DEAF	C
01	00196129	950.00	10/04/23	9227 KASP	C
01	00196130	34.16	10/04/23	623482 JOANNA LYNN LAGERQUIST	C
01	00196131	57.49	10/04/23	6320 LAKESHORE LEARNING MATERIALS	C
01	00196132	6,828.73	10/04/23	9516 MATHESON TRI-GAS, INC.	C
01	00196133	1,397.95	10/04/23	550949 MCGRAW-HILL EDUCATION	C
01	00196134	29,575.40	10/04/23	570648 MID KANSAS COOPERATIVE ASSOCIATION	C
01	00196135	15.97	10/04/23	597 MIDWEST ACE HARDWARE	C
01	00196136	120.00	10/04/23	996718 MILL VALLEY HIGH SCHOOL	C
01	00196137	206.70	10/04/23	24956 N ZONE SPORTSWEAR	C
01	00196138	110.31	10/04/23	7239 CATLETT AUTO	C
01	00196139	302.40	10/04/23	1134 NASCO ARTS & CRAFTS	C
01	00196140	650.00	10/04/23	43070 NATIONAL FFA ORGANIZATION	C
01	00196141	45.67	10/04/23	32196 BETH MARIE NEITZEL	C
01	00196142	70.00	10/04/23	24946 NETWORK COMPUTER SOLUTIONS	C
01	00196143	140.00	10/04/23	571873 JENNA PADDON	C
01	00196144	58.88	10/04/23	637190 PARNELL, KENNEDY	C
01	00196145	658.00	10/04/23	24166 PARSONS COMMUNICATIONS	C
01	00196146	77.00	10/04/23	563358 PAYNE, STACI	C
01	00196147	859.10	10/04/23	921469 PRO-ED	C
01	00196148	16.77	10/04/23	609030 ALEXANDRIA DOMINIQUE PUDERBAUGH	C
01	00196149	85.68	10/04/23	583421 REAL OT SOLUTIONS, INC.	C
01	00196150	99.00	10/04/23	587010 REALLY GREAT READING, LLC	C
01	00196151	476.25	10/04/23	566926 REDI SYSTEMS, INC.	C
01	00196152	20.00	10/04/23	22059 RILEY COUNTY COUNCIL OF SOCIAL SERVICE A	C
01	00196153	180.00	10/04/23	609714 RIVERSIDE INSIGHTS	C
01	00196154	23.63	10/04/23	631477 CHRISTINA ROGERS	C
01	00196155	20.37	10/04/23	627046 INTERSTATES BILLING SERVICES INC	C
01	00196156	1,535.60	10/04/23	4529 SCHOLASTIC, INC	C
01	00196157	268.00	10/04/23	7431 SCHURLE'S WATERCARE	C
01	00196158	259.16	10/04/23	1071 SHERWIN WILLIAMS	C
01	00196159	42.00	10/04/23	1641 SIR SPEEDY	C
01	00196160	2,403.00	10/04/23	602620 SMARTY SYMBOLS LLC	C
01	00196161	287.80	10/04/23	564370 SOCIAL THINKING PUBLISHING	C
01	00196162	318.62	10/04/23	544426 STAPLES ADVANTAGE	C
01	00196163	3,450.00	10/04/23	639664 STORMWIND LLC	C
01	00196164	400.00	10/04/23	581593 STUDENT DRIVER PRODUCTS	C
01	00196165	24,140.00	10/04/23	595357 TECH ELECTRONICS OF KANSAS, LLC	C
01	00196166	850.00	10/04/23	31657 TERRACON	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00196167	43.07	10/04/23	561959 UNIFIRST CORPORATION	C
01	00196168	3,220.86	10/04/23	859 USD #383 TRANSPORTATION	C
01	00196169	3,629.00	10/04/23	32017 VALIDITY SCREENING SOLUTIONS	C
01	00196170	33.27	10/04/23	635294 VANDERFORD NAGAOKA, RUTH	C
01	00196171	39.30	10/04/23	32193 VOGT, KARI	C
01	00196172	92.33	10/04/23	36525 U.S. BANK VOYAGER FLEET SYSTEMS INC	C
01	00196173	38.65	10/04/23	609293 KELSEY RENEE WASINGER	C
01	00196174	44.50	10/04/23	5106 WEISNER'S SEW UNIQUE	C
01	00196175	139.00	10/04/23	6320 LAKESHORE LEARNING MATERIALS	C

Total Bank No 01 1,621,050.05

Total Manual Checks	.00
Total Computer Checks	1,621,579.41
Total ACH Checks	.00
Total Other Checks	.00
Total Electronic Checks	.00
Total Computer Voids	-529.36
Total Manual Voids	.00
Total ACH Voids	.00
Total Other Voids	.00
Total Electronic Voids	.00

Grand Total 1,621,050.05

Number of Checks 284

Batch Yr	Batch No	Amount
24	000420	222,428.40
24	000421	785,093.84
24	000450	236,870.35
24	000488	100,316.90
24	000500	3,050.00
24	000510	27,447.96
24	000511	245,703.60
24	000513	139.00

ITEM 6.3

HUMAN RESOURCES AGENDA BACKGROUND October 4, 2023

The administration recommends the following individuals for employment with USD 383:

CERTIFIED

Vania Folegatti, ESOL/At-Risk, Oliver Brown Elementary	\$32,271.82/yr.
Kristina Stonebraker, School Nurse Float	\$45,875/yr.
Bailey Saul, Teacher, Eugene Field Early Learning (transfer from sub to licensed)	\$41,389/yr.

OFFICE PROFESSIONAL/TECHNOLOGY

Jami Peterson, Attendance Secretary, Anthony Middle School	\$14.50/hr.
Susanne Renberg, Administrative Assistant, Manhattan Virtual Academy	\$14.50/hr.
Harlee Thompson, Administrative Assistant, Robinson Education Center	\$14.50/hr.

PARAEDUCATORS/STUDENT SUPPORT

Amy Gardner, At-Risk Aide, Northview Elementary	\$11.50/hr.
Briana Hinkle, Paraeducator, Anthony Middle School	\$12.50/hr.
Neil Manney, Paraeducator, Flint Hills Christian School	\$11.50/hr.
Ashlee Clemons, Paraeducator, Lee Elementary	\$11.50/hr.
Mackenna Franssens, Student Supervision, Marlatt Elementary	\$12.00/hr.
Katie Goings, Student Supervision, Bluemont Elementary	\$12.00/hr.
Madisyn Robertson, Panther Program Leader, Ogden Elementary	\$11.00/hr.
Alli Puetz, Paraeducator Bluemont Elementary	\$11.50/hr.
Dkuwasi Oscar, Paraeducator, Eisenhower Middle School	\$12.50/hr.
Lydia Castorena, Paraeducator Oliver Brown Elementary	\$11.50/hr.
James Phillips-Zee, Paraeducator, Manhattan Catholic School	\$11.50/hr.
Taylor Huddleston, Paraeducator, Lee Elementary	\$11.50/hr.
Jose Quezada, ESOL Aide, Manhattan High School	\$11.50/hr.
Riley Dusin, Paraeducator Bluemont Elementary	\$11.50/hr.
Catheryn Gilette-Suchan, Intervention Aide, Theodore Roosevelt Elementary	\$12.00/hr.
Alicia Schwellenbach, Paraeducator, Eisenhower Middle School	\$12.50/hr.
Seven Arizona-Black, Paraeducator Manhattan High School	\$12.50/hr.
Misha Jueschke, SEL Aide, Northview Elementary	\$11.60/hr.
Mckenzie Lempke, Paraeducator, Ogden Elementary	\$12.50/hr.
Jenna Walker, Paraeducator, Lee Elementary	\$11.50/hr.
Emma Brummer, Paraeducator, Amanda Arnold Elementary	\$11.50/hr.

CUSTODIAL/MAINTENANCE/CHILD NUTRITION/TRANSPORTATION

Jeffery Zentner, Bus Driver	\$17.50/hr.
Christopher Collins, Bus Driver	\$17.50/hr.

SUBSTITUTES

Deanna Damme, Paraeducator Substitute	\$11.15/hr.
Blair Huffman, Emergency Substitute	\$16.00/hr.
Stephanie Mocabee, Substitute	\$15.00/hr.
Jaedin Turner, Emergency Substitute	\$16.00/hr.

RESIGNATIONS

Cecelia Collins, Bus Monitor, Transportation, has submitted her resignation effective September 27, 2023. Ms. Collins has been with the district since February, 2023.

Tamara Crow, At-Risk Aide, Amanda Arnold Elementary, has submitted her resignation effective April 11, 2023. Ms. Crow has been with the district since August, 2022.

Michelle Fink, Bus Driver, Transportation, has submitted her resignation effective August 25, 2023. Ms. Fink has been with the district since August, 2022.

Latica Lax, Child Nutrition Worker, Amanda Arnold Elementary, has submitted her resignation September 22, 2023. Ms. Lax has been with the district since August, 2023.

Victoria Niedfeldt, Paraeducator, Special Services, has submitted her resignation effective June 6, 2023. Ms. Niedfeldt has been with the district since May, 2022.

Mirsa Ortega, Assistant Teacher, Eugene Field Early Learning, has submitted her resignation effective September 26, 2023. Ms. Ortega has been with the district since August, 2023.

Braylenn Anshutz, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Micheal Carson, Substitute, has submitted his resignation effective the end of the 2022-2023 school year.

Chelsea Cartgena-Maradiaga, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Emily Elliot, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

April Gerhardus, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Katherine Greenleaf, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Kinsey Harlan, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Jackie Huettner, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Erin McEntee, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Nicolette Morgan, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Kersti Nelson, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Cole Schroeder, Substitute, has submitted his resignation effective the end of the 2022-2023 school year.

Katherine Spencer, Substitute, has submitted her resignation effective at the end of the 2022-2023 school year.

Lauren Vaccarelli, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

Pamela Whitson, Substitute, has submitted her resignation effective the end of the 2022-2023 school year.

It is the recommendation of the administration to approve these resignations.

TERMINATIONS

Randi Dunning, Bus Monitor, Transportation, has been recommended for termination effective September 21, 2023. Ms. Dunning has been with the district since September, 2023.

It is the recommendation of the administration to approve these resignations.

ITEM 6.4

**Manhattan-Ogden USD383
Manhattan, KS**

Donations and Grants
Approval to Accept
10/4/23

- \$1,000 cash donation from TLB Manhattan Inc (Alliance Realty) to Anthony Middle School for All Stars Fun Run.

Total: \$1,000

Professional Development Plan

Manhattan-Ogden
USD383

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

5-year Professional Development Plan Approval

The USD 383 Professional Development Council approved the following plan, at its meeting held on (Insert date), according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____
Signature Date

The USD 383 Board of Education approved the following plan, at its meeting held on (Insert date), according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

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Section One:
Professional Development Council (PDC)

Introduction

Mission

Our mission is to prepare all students for success as lifelong learners, earners, and citizens.

Vision

Our vision is to be nationally recognized for the breadth and depth of success attained by all students.

Goal

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

DEFINITION

The District Professional Development Council is a representative group of local licensed personnel that advises the Office of the Superintendent in matters concerning the planning, development, implementation, and operation of the state and district professional development plan.

COMPOSITION

A. Membership

This is a group comprised of licensed teachers and leaders(administrators) as follows:

1. Licensed Teachers (Total: 18-27)
Elementary schools (larger may have 2 representatives)
Middle schools may have 2 representatives.
High School may have 4-6
Early Learning
Manhattan Virtual Academy
2. Licensed Leaders (Total: 5)
1 Early Learning
1 Elementary
1 Middle School
1 High School Representative

1 Manhattan Virtual Academy

The PDC is the advisory council for the governing body for the local unified school district and it provides the link between the local Board of Education (the governing body) and the rest of the district. Input from administrators, other district staff and possibly Board of Education members is vital to maintain the direction that professional development will go in USD 383. Although not voting members, many district staff, the past PDC chair and others will participate in PDC meetings as consultants and advisors.

B. Method of Rotation of Membership

1. Licensed Teaching Personnel will serve three-year terms. Terms will be staggered.
2. Administrators (leader licensed) will serve three-year terms. Terms will be staggered.

C. Method of Selection

1. Administration representatives will be filled by the respective administrator groups.
 - a. Each building level (Early Learning/Elementary/Secondary) administrative group will meet prior to the start of the new school year to discuss and select who will represent them on the PDC.
 - b. Once chosen, the group will provide the name of the new member to the PDC Chair.
 2. Teacher representatives will be filled by the respective building/program groups.
 - a. The PDC will send out an email to all the licensed teachers asking for volunteers or nominations during the spring semester of the current school year for teachers from each building/program.
 - i. For example, for the 2024-2025 school year, new members will be selected during the spring semester (prior to May) of the 2023-2024 school year.
 - b. The PDC will distribute a ballot for each building **who needs a new representative**, either on one ballot or one ballot for each building.
 - c. Each building/program teacher will vote only once for who he/she wants to be the PDC representative for her/his building/program.
 - d. Once chosen, the group will provide the name of the new member to the PDC Chair.
- ~~3.~~ Vacancies for any member positions will be filled using step 1 or 2 above based on the group represented using above-
4. Newly appointed members shall attend meetings of the District Professional Development Council as non-voting members from the date of selection until term of office begins.

D. Resignations and Replacements

1. Request for resignation of a member by the District Professional Development Council: The District PDC is empowered to request the resignation of a member.
2. Resignation of Membership: A member may resign his/her membership at any time. A letter of resignation will be written and submitted to the District Professional Development Council Chairperson. The resigning member's constituency will then be notified immediately by the District Professional Development Council. The vacancy will be filled by the constituency according to the selection procedure.

E. Officers of the District Professional Development Council

1. Officers: The officers of the USD 383 District Professional Development Council will consist of a

chairperson, a vice-chairperson, and a secretary.

2. **Selection of Officers:** A nominating committee from the PDC will submit a slate of candidates in March for those positions needing to be filled. Terms of office will begin the next academic year.

Terms of Office: The chairperson, vice-chairperson and secretary are elected for a two-year term and may be re-elected to a second two-year term.

Resignation: Any officer may resign from office at any time provided a letter of resignation is submitted to the District Professional Development Council.

Vacancies: Vacancies in Officers' positions will be filled by a majority vote of a quorum of the District Professional Development Council.

Duties:

Chairperson

- Preside at all regular meetings.
- Prepare and email agenda for all meetings at least one week in advance.
- Call and preside at all special meetings.
- Ensure teacher/leader ratio on the council and in voting.
- Serve as ex-officio member of any subcommittee.
- Interpret guidelines between meetings.
- Prepare an annual program evaluation report of the District Professional Development Council.
- Receive all resignations and election data from the District Professional Development Council.
- Assist with review and changes to be made in District PDC Handbook.
- Appoint ad hoc committees.
- Maintain records of meetings and materials submitted to the District Professional Development Council.

Vice-Chairperson

- Preside in absence of Chairperson.
- Prepare annual program evaluation report with Chairperson.

Secretary

- Keep minutes of all business meetings.
- Prepare and distribute minutes of all meetings.
- Handle all District Professional Development Council correspondence.
- Keep a file of professional development minutes, financial reports, correspondence and all other pertinent documents in the district One Drive 365.

Responsibilities

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

DISTRICT PROFESSIONAL DEVELOPMENT LEADERSHIP TEAM (PDC) FUNCTIONS

- Write, coordinate, and implement the district 5-year PDC plan.
- Monitor the Building PDC Committees.
- At least one PDC representative/school should serve on their Building Leadership Team (BLT).
- Support licensed personnel to implement Frontline Education (data management system).
- Develop and recommend to the local Board of Education through the Office of the Superintendent, a 5-year PDC plan and Executive Summary to be submitted to the State Board of Education. Prepare an annual update which includes a review of the state PDC plan, through the annual BOE Report prepared by the Department of Teaching and Learning.
- Participate in district professional development program evaluations and needs assessments that will be used to initiate and develop district-wide activities.
- Review all building and group staff development plans for quality practice.
- Review the current year's electronic IPDP process.
- Review individual action research plans to determine application and impact points. (Equivalency Committee)
- Participate in annual District PDC training.

DISTRICT RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

- Attend District PDC meetings.
- Serve on the Building Professional Development Council, if applicable.
- Assist with Needs Assessments and Climate Surveys at the building level.
- Report all District PDC information to staff and staff concerns to District PDC.
- Assist staff members in developing Individual Professional Development Plans and explain any changes or corrections that need to be made.
- Assist with planning building professional development that addresses educators' various job responsibilities, levels of experience, and professional interests as they relate to the district's mission and goals.
- Design protocol that establishes criteria for quality building professional development.
- Design a rubric to be used by the Building Professional Development Committee.
- Review building Results-Based Staff Development plans for quality practices.

BUILDING RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

- Develop a results-based professional development plan aligned with the KESA School-Improvement Plan and based upon building needs that result in student achievement.
- Coordinate building professional development activities.
- At least one PDC representative/school should serve on their Building Leadership Team (BLT).
- Complete attendance and send rosters, within 7 days of the event, to Teaching and Learning as confirmation of event completion.
- Assist with Needs Assessments and Climate Surveys at the building level.
- Assist in preparing the Annual School Improvement Plan.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

At the beginning of the academic year, the Professional Development Council Chair, Vice Chair, and/or Secretary will send the annual training video/link to the current council members who will complete/watch the video on their own then inform one of the officers that they have finished the training. The officer will complete the Microsoft Form the PDC uses for accountability and the PDC Chair is responsible for ensuring that all the current year members have completed the current year training.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

METHOD OF DECISION-MAKING

All decisions by vote will be by simple majority, providing that there is a quorum present. A quorum constitutes a two-thirds of the current District Professional Development Council members.

PROCEDURE FOR DEVELOPMENT OF AGENDA FOR DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL

Meetings will be held from September to April.

Agenda items for consideration may be proposed by members of the District Professional Development Council or licensed personnel of USD 383.

Items must be submitted in writing to the Chairperson of the Council at least two weeks prior to the scheduled Council meeting.

The agenda and notification of the meeting will be distributed to District PDC members, building principals, Executive Director of Teacher and Learning, and Superintendent, or upon request by an individual.

PROCEDURE FOR MAINTAINING RECORDS

Minutes of meetings and other official documents are filed in the District Department of Teaching and Learning office for five years and the Secretary will place them in the PDC Team folder in the Office Drive 365.

PROCEDURE USED TO INFORM LICENSED PERSONNEL AND THE BOARD OF EDUCATION OF THE DECISIONS AND ACTIVITIES OF THE COUNCIL

Minutes of all meetings will be distributed to all members of the District Professional Development Council and made available to the Executive Director of Teaching and Learning, Superintendent, Board of Education, and other interested personnel.

Professional Development points earned will be maintained by the Department of Teaching and Learning as recommended by the District Professional Development Council through June 30 for the previous fiscal year.

Each participant with an Individual Professional Development Plan will be reminded to review professional development activities on Frontline Education for the current school year. Staff will learn this system as part of orientation for the PDC and new staff at the beginning of the academic year. June 30 is the final date for submitting information on Frontline Education for the current school year. Each participant can access and print a transcript of his/her total earned points from Frontline Education.

Section Two: The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

BUILDING PROFESSIONAL DEVELOPMENT/SCHOOL IMPROVEMENT PLANS

Each building's professional staff, under the direction of the Building Leadership Team's District PDC

Committee (building administrator, one or more teachers, and District PDC representative), shall develop a results-based building School Improvement Plan aligned with the School Improvement goals and based upon building needs that result in student achievement.

IMPORTANT INFORMATION REGARDING BUILDING AND INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

Building PD Plan School Improvement forms will be sent to principals and building representative to the District PDC from the Department of Teaching and Learning prior to the beginning of the school year.

Any funding necessary for an individual, building, or special curriculum group must be approved by the Principal or the Executive Director of Teaching and Learning.

1. Assessment of in-service needs

USD 383 DISTRICT IMPROVEMENT PLAN GOALS RELEVANCE/RESPONSIVE CULTURE:

Indicators of Success

1. The percentage of students at or above benchmark on Individual Growth & Development Indicators (myIGDIs) and the Formative Assessment System for Teachers (FASTBridge) will increase from pre- kindergarten through third grade, overall and for each identified subgroup.
2. The percentage of students who score in Levels 3 and 4 on the English Language Arts State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
3. The percentage of students who score in Levels 3 and 4 on the Mathematics State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
4. The percentage of students identified 'at risk' in the Kansas Communities that Care Social-Emotional Learning Report will decrease for Character Development, Personal Development, Social Development and School Climate in grades 6, 8,10 and 12, overall and for each identified subgroup.
5. The graduation rate of students within the district will increase, overall and for each identified subgroup.
6. The two-year postsecondary success rate of students within the district will increase, overall and for each identified subgroup.

USD 383 District Professional Learning Goals-2022-2027

During the 2022-2027 school years, district educators will participate in ongoing, continuous district, building and individual professional learning where they will gain knowledge and skills to:

1. Utilize personalized learning and evidence-based instructional practices to facilitate

achievement of standards and to support the needs of the whole student.

2. Analyze individual student data to support growth across all identified subgroups of diverse learners and increase graduation rates.
3. Support parental and community involvement for students from families of all cultural backgrounds.
4. Promote and maintain safe learning environments for the well-being of students and staff

Individual:

Focus is based on professional growth with a purpose. Consideration is given to a review of student data, evaluation feedback, personal reflection, and licensure renewal requirements.

Results-Based Goals are written in an Individual Professional Development Plan. The plan lists goals that focus on content, professional education standards, and/or service to the profession addressing the three performance levels of knowledge, application, and impact. The IPDP is written using goals that are Specific, Measurable, Attainable, Results-Oriented, and Time-Bound (SMART goals). That plan is shared with the building administrator and evaluators to address these needs.

Building:

Focus is based on an examination of student achievement data from state and local assessments, a review of school improvement goals and action plans established for Kansas Education System Accreditation (KESA), and an awareness of district initiatives. The community of professional learners in each building develops shared knowledge, engages in reflective practice, and assesses the impact of their teaching on enhanced student learning and the closing of identified achievement gaps.

Results-Based Goals are aligned with identified academic targets and clearly state the desired professional skills necessary to facilitate student learning. Results are measured according to three performance levels - knowledge, application, and impact.

District:

Focus for professional development is determined by examining research-based best practices for teaching that lead to student achievement; analysis of state and local assessments; needs assessment results from district teachers; and current state and national initiatives while always being mindful of ongoing school and district improvements that lead to continued student achievement.

Results-Based Goals in this area are based on identified standards of performance for students at each academic level and teachers' needs in supporting optimal student learning and academic growth.

A survey is administered annually to identify the areas of need and interest for professional development.

2. Identification of goals and objectives to achieve the in-service needs

The needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills. Staff development goals and objectives should be focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired *results for improved student learning* that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon *strengths* as well as identified needs. To be effective, goals must be few in number. They should be unambiguous, realistic, measurable, and achievable within a specified period.

PROCEDURES TO DETERMINE ANNUAL DISTRICT STAFF DEVELOPMENT

The district 5-year Professional Development Plan will be revised based on an annual **PD** Needs Assessment. The Needs Assessment and revision will:

1. Identify student learning gaps.
2. Identify skills teachers need to close these student achievement gaps.
3. Provide appropriate professional development opportunities.
4. Reviewed and approved by PDC voting members by a simple majority.

3. Identification of activities and actions to achieve the goals and objectives

The system strategic framework will be a primary focus as the goals for the professional development. A Microsoft Form will be administered by Teaching and Learning to gather feedback from educators within the district and shared with PDC executive council and building representatives to prioritize and determine a hierarchy of needs.

4. Evaluative criteria to determine levels of success in meeting the in-service need/s

The needs assessment results will be housed within the PDC Microsoft TEAM and be accessible to all members of the PDC. This will increase transparency and ensure stakeholders have an active voice in the process.

5. Reporting results of evaluation of in-service needs

Results from the evaluation of the in-service needs assessment will be shared with the chair, vice-chair, and secretary and then be distributed at a PDC meeting for analysis and decision making by the voting members of the council.

Amending the Professional Development Plan

This document may be amended in the following manner:

If annual evaluations show the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it.

The District Professional Development Council may adopt amendments to the District Professional Development Plan by a simple majority of the Council Members as a whole, provided these amendments have been introduced in writing at the preceding meeting.

Amendments approved by the District Professional Development Council shall be submitted to the Board of Education for approval.

Once an amendment is approved, Executive Director of Teaching and Learning will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC and the Board of Education approved it, whichever is the latest.

Section Three:

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

AN EXPLANATION TO GUIDE YOU

IPDPs are personal professional plans that are written to focus a teacher's mind on what he or she would like to accomplish in the near future. They are intended to be representative of the teacher as a reflective practitioner. By reflecting on one's classroom, integrating what has worked and what has not, taking into consideration student needs and desired outcomes with best teaching practices and collegial sharing, a teacher can, and should, set forth personal goals towards self-improvement that will bring about increased student achievement. These personal goals augment the goals set forth by individual buildings as well as the district. Reflection and self-improvement are the hallmarks of professional learning. Therefore, **all licensed staff must**

have an IPDP on file in Frontline Education. That plan is written using SMART goals.

The IPDP is aligned with the four domains of professional practice from Charlotte Danielson's *Framework/or Teaching, 2nd Edition 2007* (see page 28) and must also be aligned with goals and objectives of the building and district. (See page 2 for further explanation.)

Individual Professional Development Plans are written *employing* the technique of goal writing that is specific, Measurable, Attainable, Results based, and time bound - thus, SMART goals.

As is stated above, each probationary teacher in their 1st, 2nd and/or 3rd year, as well as veteran teachers who are being evaluated **must** complete the electronic IPDP on Frontline Education.

An IPDP is intended to be a "guide" for the near future (the next five years). As is true in many avenues of life, dynamics can change the course set out and, therefore, IPDPs can be edited to reflect that change.

All buildings *require* staff members to review and revise their IPDPs yearly. Teachers **should review** their IPDP each year for personal professional reflection.

Frontline Education also holds a file called **My Personal Goals**. *All licensed staff* should certainly reread and update this section yearly (by adding or inactivating goals) especially teachers who are not currently being evaluated.

TO COMPLETE AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Consideration should be given to a review of student data, evaluation feedback, personal reflection and licensure renewal requirements.

- Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
- Identify actual staff skills and those skills needed to close student learning gaps in order to determine professional development needs.

The IPDP will contain the following steps:

Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. Assess your individual needs

Identify personal professional development needs - including acquiring points for licensure renewal.

3. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. Write the Individual Professional Development plan

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

PROFESSIONAL DEVELOPMENT POINTS MAY BE USED TOWARD LICENSURE RENEWAL IF

- An IPDP is completed on Frontline Education.
- All professional development activities are pre-approved on Frontline Education using the appropriate form.
- Points are awarded following **completion and validation** of professional development activities.

THE IPDP YEAR

- The IPDP year will run from July 1 to June 30.
- Summer activities after July 1 will be included in the following academic year Frontline Education portfolio.
- The IPDP with goals/objectives must be entered on Frontline Education each year an individual is formally evaluated.
- The IPDP **must** be filed by October 31.
- All professional development activities must be pre-approved by PDC rep and administrator.
- Retroactive credit will not be awarded for any activities occurring prior to the current year (for example activities completed in the 2022-2023 school year cannot be turned in for IDP credit during the 2021-2022 school year). Questions should be directed to the Dept. of Teaching and Learning.
- Any PD points not validated during the current IPDP year are lost and cannot be counted once the current year's activities points are approved by the Board of Education.

VALIDATION

- To receive credit, activities must be personally validated on Frontline Education.
- Professional requests will not automatically receive points just because the activity is pre-approved on Frontline Education. Further information may reveal that the activity does not meet the criteria, and thus cannot be approved.
- Individuals may print a copy of their earned points anytime from Frontline Education.
- Questions regarding validation should be directed to the building representative to the District PDC or the Department of Human Resources.

PROBATIONARY TEACHERS (1st, 2nd & 3rd YEAR TEACHERS) AND OTHER TEACHERS BEING EVALUATED

- Meet with immediate supervisor (or designee) to write a three-year IPDP.
- Complete the electronic IPDP on Frontline Education system identifying professional growth experiences (knowledge) you will need to meet your goals.
- Print and keep a personal copy for your records.

TEACHERS NOT BEING EVALUATED THIS YEAR

- Identify student learning gaps and then determine professional development needed

- to reduce the student learning gaps.
- Update your IPDP plan on Frontline Education.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

Community Relicensure

Community members who are currently not employed by a Kansas School District work with their local school district during the re-licensure process. If you are not employed in or are not a resident of the USD 383 school district, please contact your local school district for their procedures.

Register with USD 383 - Complete the Requirements for Relicensure -Apply to KSDE for a new License

While USD 383 can provide guidance and information regarding licensure, KSDE is the issuing authority. The requirements for renewal are set by KSDE and USD 383 does not have the final authority or decision-making power with regards to issuing licenses. If there are any questions as to the specific requirements for re-licensure, you should contact KSDE's Teacher Licensure department for further information.

If you live or work in USD 383, you must take the take the following steps to complete your individual professional development plan and earn PD points for licensing renewal:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. An account on frontlineeducation.com will be created for you. You will receive information regarding your log-in from USD 383. Typically your username and password both are the email that you provide the district. On Frontline Education you will be able apply for professional

development points, track your points and access information regarding district policies regarding professional development.

4. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
5. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.
6. Professional Development points are awarded for activities that enhance professional practice. One clock-hour of professional development is equal to one professional development point. Points are awarded based on actual time, not estimates. One hour of college credit is equal to twenty (20) professional development points. The USD 383 Professional Development Council sets the points system and makes decisions about the issuance of points.

Section Four:

Awarding Professional Development Points for Re-licensure


KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.


KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either “in-service education” or “service to the profession”.



IN-SERVICE EDUCATION” MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



SERVICE TO THE PROFESSION” MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

KANSAS STAFF DEVELOPMENT PLAN REGULATIONS

The Kansas Professional Development Program, revised effective July 1, 2003, includes three categories of activities and three levels of achievement that address "sequential instructional experiences designed to improve performance in an endorsement." These categories of activities include content (curriculum subject matter), Professional Education (instructional strategies) and Service to the Profession (school improvement work). The levels of activities and possible actions of the plans are listed below.

Level 1: Knowledge Level (what do I know that I didn't know before?)

- I. Attend a professional development activity where new knowledge and skills for an individual teacher's job responsibility or personal interest are learned.
 1. Upon completion of the session, log on to Frontline Education and complete the 'Knowledge Validation Form' attached to the activity attended.
 2. One IDP point will be awarded for each contact hour. For example, if the professional development session lasted three hours, you would receive three PD points.
 3. Activities can be in the areas of: content, professional education and/or service to the

profession.

Level 2: Application Level (what am I doing that I didn't do before?) Timeline (*One Semester*)

- I. Frontline Education steps to follow:
 - a. Go to your Portfolio or Recently Completed activities and select the activity for which you wish to receive application level points.
 - b. Click on the 'Manage' button next to the activity.
 - c. Complete the 'Application Level Request Form' and submit for approval.
1. Once approved, begin your practice within the classroom with feedback from a supervisor or colleague that takes place over the course of at least one semester.
2. Evidence of application is required and may include videotapes or observations of classroom practice made at specific intervals over the course of at least one semester and/or lesson plan documentation and/or observation feedback throughout at least one semester.
3. PD points awarded = 2 X knowledge level points.
4. Activities can be in the areas of content or professional education.
5. At the end of the semester, go to your Frontline Education activities pending final approval and click on the 'Manage' button by the activity for which you are seeking application level points. Click on 'Mark Complete' and attach the documentation collected. Submit for final approval.
6. You must complete the application-level project before applying for impact level.

Level 3: Impact Level (what results am I getting?) Timeline (*One Academic Year*)

- I. Frontline Education steps to follow:
 - a. After completing the application-level project, go to your Portfolio or Recently Completed activities and find the activity for which you received application-level points.
 - b. Click on the 'Manage' button next to that activity and fill out the 'Impact Level Request Form' and submit for approval.
1. Once approved, begin collecting evidence of improved student behavior/achievement over a period of at least two semesters (one academic year).
2. Documentation of positive changes in respective students' behaviors/achievement could be related to building improvement goals or academic goals within the classroom (i.e., improved attendance, reduced tardiness, reduced discipline referrals, increased time-on-task, increased reading scores, etc.).
3. PD points awarded= 3 X knowledge level points.
4. Activities can be in the areas of content or professional education.
5. At the end of the academic year, go to your Frontline Education activities pending final approval and click on the 'Manage' button by the activity for which you are seeking impact level points. Click on 'Mark Complete' and attach the documentation collected. Submit for final approval.

VALIDATION

- To receive credit, activities must be personally validated on Frontline Education.
- Professional requests will not automatically receive points just because the activity is pre-approved on Frontline Education. Further information may reveal that the activity

does not meet the criteria, and thus cannot be approved.

- Individuals may print a copy of their earned points anytime from Frontline Education.
- Questions regarding validation should be directed to the building representative to the District PDC or the Department of Human Resources.

PROBATIONARY TEACHERS (1st, 2nd & 3RD YEAR TEACHERS) AND OTHER TEACHERS BEING EVALUATED

- Meet with immediate supervisor (or designee) to write a three-year IPDP.
- Complete the electronic IPDP on Frontline Education system identifying professional growth experiences (knowledge) you will need to meet your goals.
- Print and keep a personal copy for your records.

TEACHERS NOT BEING EVALUATED THIS YEAR

- Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
- Update your IPDP plan on Frontline Education.

SUGGESTIONS FOR LICENSURE RENEWAL USING INDIVIDUAL DEVELOPMENT PLAN (IDP)

ATTENDANCE AT CONFERENCES, WORKSHOPS, STUDY GROUPS, ETC.

1 IDP point for each 1 hour of learning experience with no daily maximum (TRAVEL TIME AND MEALTIME ARE EXCLUDED).

In addition to credit for attending the conference, workshop, or study group, one IDP point may be earned for preparation and professional sharing with colleagues of those ideas learned.

PRESENTATIONS AT CONFERENCE, WORKSHOPS, PROFESSIONAL DEVELOPMENT DAYS

1 IDP point for each 1 hour presented.

In addition to credit for making the presentation, an equal number of PD points are granted for preparation. Example: 2-hour presentation= 2 PD points earned for presenting + 2 PD points earned for preparation. for a total of 4 points

SUPERVISION OF STUDENT INTERN/PRACTICUM STUDENTS (Update adopted by PDC April 2010.)

Supervision	PD points awarded based on actual hours worked in these activities based on the design of Kansas State University
Teaching as a Career - Aiding	6 PD points per semester
Block B Elementary: Literacy K-2; Science K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2017	3 PD points per subject (maximum of 6 PD points)
Block C Elementary: Literacy 3-6; Social Studies K-6; Math K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2016	3 PD points per subject (maximum of 9 PD points)
Block I: Core Teaching Skills for Middle Level	6 PD points per semester
Block II: Secondary Methods	1 PD point per week (up to 10 PD points per semester based on content area placement)
Student Teaching Internship and Master of Arts in Teaching Internship (MAT) Spring Semester - updated 2016	90 PD points per full semester (to be prorated if less than a full semester). Cooperating teachers must complete Process Questions on Frontline Education survey before being awarded points.
Other Pre-Service Field Experience (e.g. Early Childhood, English as a Second Language, Foreign Language in the Elementary School)	1 PD point per week

Note: Supervision for the above are limited to 200 PD points per year.

Awarding Professional Development Points for purposes related to employment or other local matters:

- Review individual action research plans to determine application and impact points. (Equivalency Committee)

ITEM 7.1.1

Date: October 4, 2023
To: Board of Education
From: Superintendent Eric Reid
Re: At-Risk and Title Programs Annual Report

Prepared by: Andy Hutchinson, Director of Business Services
 Jaime Gregory, Director of Grant Coordination

Background Information:

At-Risk and Title program information is reported to the Board of Education on an annual basis. The At-Risk report focuses on the number of At-risk students, funding authority generated by the school finance formula, and allocations of At-risk resources in the current fiscal year. The following description outlines the programmatic areas impacted by the distribution of At-Risk funding resources in Manhattan-Ogden USD 383:

Kansas At-Risk

The purpose of the Kansas At-Risk Program is to provide at-risk students with additional educational opportunities, interventions, and evidence-based instructional services to assist in meeting State Board of Education outcomes. The intent of the At-Risk Pupil Assistance Program is to provide “additional educational opportunities” which are evidence-based educational services offered to at-risk students above and beyond regular educational services.

- At-Risk Guidelines document included with this report

At-Risk Fund Utilization Examples:

- Reduction of class size throughout the district-contra values to General Fund
- Teaching & Learning: classroom intervention support, instructional materials and supplies for MTSS, STEM, Project Lead the Way and support of at-risk students
 - A narrative regarding evidence-based practices, authored by the district’s Directors of Elementary and Secondary Education is included with this report.
- ESOL teachers and aides to meet increasing student needs in the district
- Building discretionary at-risk allocations are utilized for instructional staffing (Reading & Math Intervention), at-risk aides, extended day learning (EDL) at all levels, EDL transportation, and instructional supplies and equipment to support at-risk student and instructional needs.

At-Risk Fund History: Funding for the At-Risk fund is formula-based and is dependent upon the audited number of students who qualify for free lunch. Actual allocations are not known until completion of the annual spring audit. The following chart illustrates the historical data for At-Risk funding authority in Manhattan-Ogden USD 383:

Fiscal Year	# of Students Approved for Free Meals	At-Risk Funding Authority
2023-2024		\$5,866,464*
2022-2023	2,203	\$5,412,982
2021-2022	1,960	\$4,585,056
2020-2021	1,996	\$4,614,233
2019-2020	2,031	\$4,552,223
2018-2019	2,075	\$4,402,822
2017-2018	2,037	\$4,128,183
2016-2017	1,865	\$3,244,154
2015-2016	1,924	\$3,330,439
2014–2015	1,818	\$3,149,395

*KSDE Budget Value – subject to spring audit & revision

The Title report focuses on the total amount of federal allocations and trend data observed over a five-year period. Title programs are identified as:

- **Title I – Schoolwide Programs**
A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students demonstrate proficient and advanced levels of achievement to meet the high state academic achievement standards.
- **Title I – Targeted Assistance**
Title I funds may only be used for services to eligible for students identified as having the greatest need for special assistance. Title I schools follow specific criteria in determining which children are eligible to receive Title I services. These services are supplemental to the core program; they focus primarily on reading and mathematics support.
- **Title IIA – Teacher Quality**
The purpose of this program is to increase student academic achievement by improving teacher, principal, and other school leaders’ quality through professional development and training.
- **Title III – Language Instruction for Limited English Proficient and Immigrant Students**
The purpose of Title III is to support services designed to assist and enhance English learners, including immigrant children and youth ages 3-21, in learning English and meeting the challenging State academic content and student academic achievement standard requirements.
- **Immigrant, Refugee and Unaccompanied Youth**
An immigrant student is age 3-21 who was not born in any state, and has not been attending one or more schools in any one or more states for more than three full academic years. Districts with a significant increase, as compared to the average of the two preceding fiscal years, in the percentage or number of immigrant children and youth are eligible to receive an Immigrant grant under Title III. Immigrant funds have been awarded for 2023-2024, which is the first time since 2018-2019.
- **Title IV, Part A**
Programs and activities that support well-rounded educational opportunities, improve school conditions for student learning to create a safe and healthy environment, and improve the effective use of technology.
- **Title VI, Part A – Indian Education Formula Grant**
Assistance to elementary and secondary schools for programs serving American Indian and Alaska Native students.

Current Considerations:

At-Risk Funding: Included with this report is a document that details the budget plan and building allocations for FY 2024. This document includes an opening summary of the At-Risk budget and then a breakdown by funding category. These figures are based on the published district budget.

Title Funds: The following chart illustrates the five-year trend data for federal Title program funding:

USD383 Federal Title Allocations: 5 Year Trend							
	Title I	Title II-A	Title III	Immigrant	Title IV-A	Title VI	Totals
2023-24	1,477,465	212,080	40,299	25,169	88,801	21,329	1,865,143
2022-23	1,490,244	236,843	31,581	0	57,203	17,655	1,833,526
2021-22	950,179	188,067	32,702	0	55,659	14,692	1,241,299
2020-21	962,411	182,566	39,127	0	46,902	15,167	1,246,173
2019-20	804,957	174,272	37,795	0	40,608	14,070	1,071,702

An analysis of the funding trend of federal Title programs includes the following points:

Title I	Funds will be used to serve all students at nine buildings in FY24, which includes Frank V. Bergman, Bluemont, Lee, Northview, Theodore Roosevelt, Woodrow Wilson, Manhattan Catholic School, and Eisenhower Middle School. For the FY24 year Eisenhower will function as a Targeted Assistance program using roll-over funds from FY23. This gives the other schools a
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	year to plan for a reduction in funds due to adding an additional school to the program. There was a slight reduction in funds from the previous year.
Title II-A	Unlike in previous years, this fund did decrease from the previous year. This fund currently supports our mentoring program as well additional district sponsored professional development.
Title III	Title III is a federally mandated program with strict guidelines for identification as English learners and the types of education services mandated to be provided. After significant cuts the previous two years, USD 383 did see an increase in funding for this program for FY24. For FY24, 417 students have been identified as needing services. Even though an increase in funding this year was received, it is still a significant deficit to what is needed to fully serve all students.
Immigrant	For the first time since 2018-2019, USD 383 received Immigrant funds. As noted earlier, this is based on the previous two years numbers, so this is potentially a one-year funding opportunity. There are currently 116 students identified as needing services with immigrant funds.
Title IV, Part A	This fund increased significantly for the 2023-24 school year. The areas covered by this funding have become a major focus for both the district and state. USD 383 currently uses the funds to help support the Life Skills program and robotics program at the secondary schools. A minimum of 20% of funds allocated must be used to support well-rounded educational opportunities, another 20% or more must support safe and healthy student programs, and a maximum of 15% of allocated funds may be used for technological infrastructure.
Title VI, Part A	In accordance with ESSA, the mission of the USD 383 Title VI program is to support the efforts of parents, teachers, and administration in meeting the unique cultural, language, and educational needs of American Indian and Alaska Native students. The district currently has 92 students that have been certified for this program as well as an additional 82 students who are in the process of being qualified. That is an increase from 80 students last year.

District Goal:

Our goal is for all students to succeed at higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objective/Strategy:

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
- 1B. Identify and implement evidence-based instructional practices.
- 1C. Institutionalize a multi-tiered system of reading, mathematics and social-emotional supports.

Financial Implications:

Manhattan-Ogden USD 383 has experienced an increasing number of students who qualify for At-Risk funding and services. The Kansas Legislature has modified the funding formula for At-Risk funding and has targeted additional funding to assist students who are not being successful and making progress towards their academic or individual plan of study goals. There is a focus by the legislature on evidence-based practices that have been demonstrated to improve student performance.

Budgeted expenditures for FY 2024 exceed the projected budget authority. This is primarily due to the Kansas Legislature modifying the school finance formula and mandating a proportional amount of funding be transferred to the At-Risk Fund from the Supplemental General (LOB) Fund. This additional funding amount is driven by the proportion of At-Risk weighted funding within the General Fund budget for the district. Example: If the At-Risk funding portion of the General Fund budget is 5% of the fund total, then 5% of the Supplemental General Fund revenue is mandated to be transferred into the At-Risk fund. This mandated additional funding amount is in addition to the full weighted funding amount that is required to be

transferred from the General Fund to the At-Risk fund. The additional transfer amount from the published fiscal year 2024 budget to the At-Risk fund is \$1,855,000.

At-Risk funds must be utilized for evidence-based practices to improve the performance of this subgroup of students within the school population. There is a guideline sheet published by the Kansas State Department of Education that outlines allowable uses of At-Risk funds and also identifies certain types of expenditures that are not allowable within this fund.

Recommendation:

This report is for information only.

Guidelines: Kansas At-Risk Pupil Assistance Program



1. What is the purpose of the Kansas At-Risk Pupil Assistance program?

The purpose of the Kansas At-Risk Program is to provide at-risk students with additional educational opportunities, interventions, and evidence-based instructional services to assist in meeting State Board of Education outcomes.

2. What does the term “additional educational opportunities” mean?

The intent of the At-Risk Pupil Assistance Program is to provide “additional educational opportunities” which are evidence-based educational services offered to at-risk students above and beyond regular educational services.

K.S.A. 72-5153(c) Expenditures from the at-risk education fund of a school district shall only be made for the following purposes:

- a. At-risk educational programs based on evidence-based best practices identified by the State Board of Education;
- b. personnel providing educational services in conjunction with such programs; or
- c. services contracted for by the school district to provide at-risk educational programs based on best practices.

More information: Evidence-Based Best Practices homepage <http://www.ksde.org/Default.aspx?tabid=748>

3. Does an at-risk student have to be a free-lunch student?

No, free lunch applications determine the funding while academic needs determine who is identified and served.

4. What is the definition of an at-risk student and what criteria identify an at-risk student?

At-risk students can be defined by one or more criteria. Predominantly, a student who is not working on grade level in either reading or mathematics is the major criteria used.

An at-risk student is one who meets one or more of the following criteria (a-k):

- a. Is not working on academic grade level.
- b. Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study
- c. Is not meeting the requirements necessary for graduation from high school. (e.g., potential dropout)
- d. Has insufficient mastery of skills or is not meeting state standards
- e. Has been retained
- f. Has a high rate of absenteeism
- g. Has repeated suspensions or expulsions from school



Kansas leads the world in the success of each student.



Definition of an at-risk student and criteria (continued):

- h. Is homeless and/or migrant
- i. Is identified as an English Language Learner
- j. Has social emotional needs that cause a student to be unsuccessful in school
- k. Is identified as a student with dyslexia or characteristics of dyslexia
- ***Students are often at-risk as a result of the following situations:***
 - Low attachment to or involvement with school
 - Continual or persistently inappropriate behavior
 - Repeated discipline infractions
 - A high rate of transition or mobility
 - Living in an environment of poverty
 - Living in an environment of limited educational achievement
 - Has a drug or alcohol problem
 - Is pregnant or is a parent or both
 - Participates in gang or gang-like activity
 - Is adjudicated as a juvenile offender
 - Is a "child in need of care" (CINC)

5. May students identified for special education services receive at-risk services?

Yes, students with disabilities may be served by the at-risk funds if the services are not the same area of service being provided by special education funds as identified on the student's IEP. For example, a student with a disability receiving special education instructional support in the area of reading could receive at-risk instructional support in the area of mathematics, but not in reading.

6. What are districts to use to identify at-risk students?

Districts are to use some form of diagnostic assessment and/or evidence-based educational criteria to identify students who are at-risk to determine their needs and to guide their interventions.

7. What assessments or data can be used to identify at-risk students?

Some examples of data and assessments that can be used to select and serve at-risk students include:

- a. Records of performance demonstrating a lack of growth
- b. State assessment results
- c. Local assessments
- d. Performance based assessments
- e. Norm referenced assessments
- f. Screening assessments
- g. Diagnostic assessments such as:
 - Qualitative Reading Inventory
 - Degrees of Reading Power
 - Gates MacGinite
- h. Supplemental services needed through the school day



8. What are some examples of how at-risk services can be delivered?

The primary means of providing additional services that are above and beyond what is offered to all students primarily includes additional time or additional staff hired specifically to work with identified at-risk students.

Some appropriate examples of how at-risk services can be delivered are:

- | | |
|------------------|---------------------------------|
| a. Extended year | e. Extra support within a class |
| b. Before school | f. Tutorial assistance |
| c. After school | g. Class within a class |
| d. Summer school | |

9. May alternative, virtual and charter schools be funded with at-risk funds?

Yes, alternative, virtual and charter schools can use at-risk funding to provide educational services to identified at-risk students.

10. May at-risk funds be used to fund an instructional coach for K-12?

Yes, at-risk funds may be used to hire instructional coaches who work with teachers of at-risk students in grades K-12.

11. How may at-risk funds be used to support direct instruction?

Funds used to support direct instructional services provided to at-risk students includes the hiring of teachers or paraprofessionals (who are appropriately supervised by licensed staff) to offer additional services to at-risk students.

12. May at-risk funds be used to support administrative salaries?

In general, at-risk funds cannot be used to support administrative salaries unless the administrator is providing direct instructional services and/or support services to identified at-risk students beyond their regular contract duties. However, if an administrator is fully employed to serve a school that has 100% of its students identified as at-risk based on the at-risk criteria in question #4, at-risk funds can be used to support the administrator's salary. An alternative school is an example in which this situation might apply.

13. May at-risk funds be used to support classroom teacher salaries?

Yes. At-Risk funds may be used for a proportion of a classroom teacher's salary. The proportion that may be paid must be equal to or lower than the proportion of time that evidence-based best practices are being used in the teacher's classroom in order to pay a proportion of their salary.

14. May at-risk funds be used to support social workers, counselors or translators' salaries?

At-risk funds can be used to support social workers, counselors or translators' salaries if they are providing direct instructional services and/or support services to identified students. The support services provided should directly impact the reason(s) for which the student was identified as at-risk.



15. **May at-risk funds be used to support resource officer's salaries?**
No. At-risk funds **cannot** be used to support resource officer's salaries.
16. **May at-risk funds be used to support clerical staff salaries?**
No. While clerical staff provide invaluable services and support, they do not provide direct instructional services with evidence-based practices.
17. **May funds be used to support professional development activities?**
At-risk funds may provide support for instructional classroom personnel designed to provide training for evidence-based best practices for at-risk educational programs.
18. **May at-risk funds be used to purchase equipment?**
At-risk funds can be used to purchase equipment that will be used to support at-risk student learning; however, those purchases should be limited to 25% of the total at-risk allocation.
19. **May at-risk funds be used for qualified preschool students?**
Yes.
20. **May at-risk funds be spent on transportation?**
Yes, funds may only pay for transportation for at-risk students attending after school programs, extended school or summer school.
21. **How must high-density at-risk funds be spent?**
School districts that qualify to receive the high-density at-risk weighting pursuant to this section shall spend any money attributable to the school district's high-density at-risk weighting on the at-risk best practices approved by the state board. [K.S.A. 72-5151](#)
22. **What student records must be kept for the at-risk program?**
Annual records must be kept at the district on the following:
a. List of students served
b. Selection criteria including name of assessment and/or evidence-based educational criteria
Link to Evidence-Based Best Practices homepage <http://www.ksde.org/Default.aspx?tabid=748>
23. **What information on at-risk must districts report at the end of each school year?**
According to the school finance law, districts must report annually the following information:
a. The number of at-risk pupils served or assistance provided
b. The type of service(s) provided
c. The research (e.g., student assessment data) upon which the district relied in determining the need for the service or assistance existed
d. The results (e.g., student impact data) of the service(s) or assistance provided
e. Any other information required by the State Board



AT-RISK PUPIL ASSISTANCE PROGRAM GUIDELINES

###

For more information, contact:

Dale Brungardt, Director
School Finance
(785) 296-3872
dbrungardt@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

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Rev. 4.7.23

Structured Literacy

Introduction: Aligned to rigorous and high-level Kansas standards, as well as local student-centered demographics and personalized learning needs assessments, the following curricula support for Tier 1 literacy: Connect4Learning (C4L) for early learning, Wonders for grades K-5 and MyPerspectives grades 6-12. USD 383 also supports multiple in-depth MTSS interventions. Curriculum resources and best instructional practices are evidence-based and supported with on-going professional development opportunities like Language Essentials for Teachers of Reading and Spelling (LETRS) Suite as comprehensive literacy leadership goals for elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading and structured literacy efforts.

For early learning, **C4L** is devoted to literacy and other content areas, particularly math and science, for early learning levels. C4L units build on a sequence of topics that are grounded in research-based learning trajectories and developmental pathways. Students from lower-resourced communities are even less likely to receive substantial and intentional math and science instruction.

For elementary teams, **Wonders** is grounded in rigor from its foundation in high standards, guided by a diverse author team, and supports grades K-5. Wonders is focused on: 1) close reading, 2) writing to sources, 3) collaborative conversations and 4) critical thinking. EdReports showed strong scores for foundational skills development; qualitative and quantitative measures of text complexity; questions and assignments grounded in the text; and on-demand and process writing. Texts are worthy of students' time and attention. Projects are rigorous and meet the text complexity criteria. Materials support students' advancing toward independent, joyful reading and provide opportunities for rich and rigorous evidence-based discussions. Writing about texts builds strong next-generation literacy skills. Designed to supplement existing literacy curriculum with additional

support for post-COVID exposure and practice, Heggerty Phonemic Awareness lessons integrated into core literacy blocks programs. Lessons were taught consistently to improve reading and writing.

For secondary sites, **MyPerspectives** meets the expectations of alignment to EdReports criteria with highlights for students grades 6-12. The program: 1) examines a relevant essential question and related concepts; 2) anchors text that are of publishable quality; 3) builds a variety of student interests; and 4) relates directly to students. Students can acquire academic terminology needed for collaboration, conversation and writing, enabling students to participate, regardless of their English acquisition. Students are able to personalize and choose what they want to digitally read before completing the performance based assessment. NewsELA is used to complement the ELA materials of myPerspectives with even more relevance, choice, and skills practice. It helps bring lessons to life with engaging content and standards-aligned lessons support built for ELA classrooms.

For **MTSS interventions** implemented strongly in USD 383 since 2015, teams utilize dyslexia-supported, intervention-specific curriculum for small groups of targeted students from FAST Bridge universal screeners and progress monitoring where they can review contemporary literacy, math and behavior social emotional learning tools.

For K-5 interventions, teams offer multiple specific district-wide curriculum resources from Wonderworks, 95% Group Materials & Read Naturally for literacy; iReady for math; and Mind Up and Zones of Regulation for behaviors. With a full array of tools from 'chip kits' to Phonics Lesson Library, 95% provides sequential intervention instruction, using the 'I Do, We Do, You Do' modeling cycle, in phonological awareness, phonics, vocabulary and comprehension concepts. Read Naturally interventions help developing readers improve pacing and become independent readers. Wonderworks builds literacy skills, vocabulary and comprehension.

For 6-8, students who lack skills participate in the **REWARDS, Orton-Gillingham Approach, Six Minute Solution, Kilpatrick's One Minute Activities**, and **Vocabulary Through Morphemes**. Students in 9-12 who lack skills participate in co-taught courses that focus on standards as well as gaps using a variety of resources to meet the needs of the student.

Math

For **Math Tier 1** Instruction, K-8 utilizes **Ready Math**. The Ready program allows teachers to meet students exactly where they are and provides data to increase your student's learning gains with diagnostic assessments and personalized instruction. The iReady adaptive assessment adjusts its questions to suit your student's needs. Each item the student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. iReady personalized instruction provides students with lessons based on their individual skill level and needs, so students can learn at a pace that is just right for them. These lessons are interactive to keep students engaged as they learn.

Focused on the success of our students, providing these students with research-based interventions and technology resources that align with the core district supported Ready curriculum, iReady offers all our students the best opportunity for academic achievement and growth. i-Ready provides the effective and efficient alignment of curriculum.

At the high school, students in Algebra 1, Geometry and Algebra 2 use **Big Ideas**. The pedagogical approach to these programs follow the best practices outlined in the instructional design and on-going professional learning opportunities.

For interventions, K-8 students deploy more **iReady** tools for a blend of direct instruction and digital tools highly and directly connected to the core instruction. iReady is a web-based system for mastering facts in addition, subtraction, multiplication and division and more problem solving. Full of games that students love, iReady takes students at every level and helps them quickly gain fluency and confidence. It is an online individualized instructional resource which identifies skill gaps, prescribes specific instruction and helps students acquire missing math skills. 9-12 students participate in a co-taught course with the support of two math teachers to build their core knowledge as well as focus on gaps.

Targeted USD 383 students benefit from **Extended Day Learning (EDL)** and **Extended Learning Time (ELT)** opportunities during which they receive tutoring/individualized instruction by a certified teacher. High school students can also participate in credit recovery during the school year and through a summer program using Edgenuity, a computer-assisted instruction coupled with individualized support.

BSEL

Finally, as USD 383 recognizes the vital importance of **social and emotional learning** (SEL), teachers and teams use the strongly researched [Second Step](#) program for pK-8 and the [College and Career Competencies](#) research-based program for grades 9-12, with a new adoption for the 2023-2024 school year of **Character Strong**. These tools show the positive effects of universal, classroom-based programs. Benefits grow even more when students experience SEL throughout their day, across home, school, and out-of-school time environments, and throughout developmental stages showing the coherence of multiple grades. When implemented holistically, with a coordinated, community-wide approach, these curriculum resources build stronger classrooms and support inclusive, equitable learning. Social emotional staff positions have been added throughout elementary buildings to support student SEL needs in all tiers.

2022-2023

**DISTRICT STUDENTS APPROVED FOR FREE- OR REDUCED-PRICE LUNCHES
BY SCHOOL**

BLDG #	ORGANIZATION NAME	BUILDING NAME	BUILDING LEVEL	TOTAL STUDENTS	# OF STUDENTS APPROVED FOR FREE-LUNCHES	% OF STUDENTS APPROVED FOR FREE-LUNCHES	# OF STUDENTS APPROVED FOR REDUCED-PRICE LUNCHES	% OF STUDENTS APPROVED FOR REDUCED-PRICE LUNCHES	# OF STUDENTS APPROVED FOR FREE-OR REDUCED-PRICE LUNCHES	% OF STUDENTS APPROVED FOR FREE-OR REDUCED-PRICE LUNCHES
5112	Manhattan-Ogden	Amanda Arnold Elem	Elementary	439	87	19.8	20	4.6	107	24.4
5113	Manhattan-Ogden	Frank V Bergman Elem (and College Hill)	Elementary/PreK	477	177	37.1	31	6.5	208	43.6
5114	Manhattan-Ogden	Bluemont Elementary School	Elementary	210	88	41.9	11	5.2	99	47.1
5124	Manhattan-Ogden	Lee Elem	Elementary	320	154	48.1	44	13.8	198	61.9
5126	Manhattan-Ogden	Marlatt Elem	Elementary	447	78	17.4	25	5.6	103	23
5128	Manhattan-Ogden	Northview Elem	Elementary	376	203	54	48	12.8	251	66.8
5130	Manhattan-Ogden	Theo Roosevelt Elem (and Eugene Field)	Elementary/PreK	389	153	39.3	21	5.4	174	44.7
5132	Manhattan-Ogden	Woodrow Wilson Elem	Elementary	219	96	43.8	18	8.2	114	52.1
5135	Manhattan-Ogden	Susan B Anthony Middle School	Middle School	747	185	24.8	43	5.8	228	30.5
5136	Manhattan-Ogden	Manhattan High School	High School	1955	564	28.8	122	6.2	686	35.1
5137	Manhattan-Ogden	Dwight D Eisenhower Middle School	Middle School	740	288	38.9	55	7.4	343	46.4
5138	Manhattan-Ogden	Ogden Elem	Elementary	134	79	59	13	9.7	92	68.7
5139	Manhattan-Ogden	Oliver Brown Elementary	Elementary	302	51	16.9	13	4.3	64	21.2
5143	Manhattan-Ogden	Manhattan Virtual Academy	Other	193	0	0	0	0	0	0

*** At least one column has fewer than 10 students. The Family Educational Rights and Privacy Act (FERPA) prevents the disclosure of personally identifiable student information. KSDE has determined that any quantities less than 10 may be personally identifiable.**

Salary/Benefit Contra Values--FY 2024			
			Prior Year FY 2023
General Fund Contra Values Detail		FY 2024 Budget	Actual Expenditures
018-81000-111-00-101-00	At Risk Salary Contra	\$ 1,750,000	\$ 1,750,000
018-81000-210-00-101-00	At Risk Health Contra	\$ 325,000	\$ 325,000
018-81000-215-00-101-00	At Risk Disability Contra	\$ 15,000	\$ 15,000
018-81000-221-00-101-00	At Risk FICA Contra	\$ 250,000	\$ 250,000
018-81000-250-00-101-00	At Risk Unemp Contra	\$ 15,000	\$ 15,000
	Total	\$ 2,355,000	\$ 2,355,000
Teaching & Learning At Risk Values		FY 2024 Budget	Actual Expenditures
018-81000-111-00-000-00	Sal-Teacher	\$ 350,000	\$ 347,594
018-81000-111-00-388-00	Sal-STEM/PLTW	\$ -	\$ -
018-81000-112-00-(386-388)-00	Sal-Subs (AMO/K-3 Rdng)	\$ 2,600	\$ 2,533
018-81000-113-00-386-00	Sal-Tch-PT-AMO	\$ -	\$ -
018-81000-113-00-388-00	Sal-Stipends K-3 Rdng	\$ -	\$ -
018-81000-122-00-386-00	Sal-Aide District AMO	\$ -	\$ -
018-81000-210-00-(386-88)-00	Benefits-Health	\$ 30,000	\$ 29,927
018-81000-215-00-(386-88)-00	Benefits-Disability	\$ 1,700	\$ 1,698
018-81000-221-00-(386-88)-00	Benefits-FICA	\$ 26,000	\$ 25,502
018-81000-250-00-(386-88)-00	Benefits-Unemp	\$ 500	\$ 347
81000 Salary/Benefits T/L Totals		\$ 410,800	\$ 407,601
018-81000-300-00-030-00	Contr Svc-Ascend Math	\$ 15,000	\$ -
018-81000-300-00-388-00	Contr Svc-PLTW	\$ 15,000	\$ 9,500
018-81000-300-00-392-00	Cont Svc-FAST	\$ 55,000	\$ 1,649
018-81000-320-36-600-00	Cont Svc-JAG-K	\$ 12,500	\$ -
018-81000-320-37-600-00	Cont Svc-JAG-K	\$ 12,500	\$ -
018-81000-320-40-700-00	Cont Svc-JAG-K	\$ 37,500	\$ 25,000
018-81000-510-00-000-00	Student Transp	\$ -	\$ -
018-81000-580-00-388-00	Travel-PLTW	\$ -	\$ -
018-81000-610-00-000-00	Supplies-Intructional	\$ 120,000	\$ 116,740
018-81000-610-00-388-00	Supplies-PLTW	\$ 5,000	\$ 3,124
018-81000-644-00-000-00	Textbooks-District	\$ 670,000	\$ 19,472
018-81000-730-00-000-00	Equipment-Instruction	\$ 45,000	\$ -
81000-(300-730) T/L Totals		\$ 987,500	\$ 175,485
T/L Total Values		\$ 1,398,300	\$ 583,086

ESOL At Risk Values		FY 2024 Budget	Actual Expenditures	ESOL 2019-20	ESOL 2020-21	ESOL 2021-22
018-81000-111-xx-398-00	Sal-Teach-ESL	\$ 505,000	\$ 501,873	\$ 359,750	\$ 369,782	\$ 255,869
018-81000-112-00-398-00	Sal-Subs-ESL	\$ 500	\$ 87	\$ 5,200	\$ 113	\$ 129
018-81000-113-00-398-00	Sal-Stipend-ESL	\$ -	\$ -	\$ -	\$ -	\$ -
018-81000-122-00-398-00	Sal-Aide-ESL	\$ 5,000	\$ -	\$ 10,800	\$ 3,352	\$ 2,414
018-81000-210-00-398-00	Benefits-Health	\$ 60,000	\$ 55,923	\$ 42,075	\$ 37,538	\$ 38,919
018-81000-215-00-398-00	Benefits-Disability	\$ 3,000	\$ 2,642	\$ 2,250	\$ 1,839	\$ 1,158
018-81000-221-00-398-00	Benefits-FICA	\$ 40,000	\$ 38,573	\$ 23,335	\$ 27,505	\$ 24,512
018-81000-250-00-398-00	Benefits-Unemp	\$ 1,000	\$ 541	\$ 450	\$ 373	\$ 329
018-81000-300-000-398-00	Contracted Svcs	\$ 20,000	\$ 12,025	\$ 12,000	\$ 16,400	\$ 13,283
018-81000-580-00-398-00	Staff Travel-ESL	\$ 2,500	\$ 1,779	\$ 300	\$ -	\$ -
018-81000-610-00-398-00	Supplies-ESL	\$ 10,000	\$ 8,273	\$ 1,000	\$ 620	\$ 2,968
018-81000-730-00-398-00	Equipment-ESL	\$ 5,000	\$ -	\$ 10,000	\$ -	\$ 5,344
018-82290-113-00-398-00	Interpretation	\$ 1,200	\$ 1,167	\$ 500	\$ 72	\$ 417
018-82290-113-00-398-01	Translation Services	\$ 500	\$ -	\$ 1,000	\$ -	\$ -
018-82290-122-00-398-00	Interpretation	\$ 18,000	\$ 10,288	\$ 1,000	\$ 9,170	\$ 9,603
018-82290-122-00-398-01	Translation Services	\$ 10,000	\$ 3,846	\$ 5,200	\$ 6,989	\$ 8,048
018-82291-122-00-398-00	Language Access Crd.	\$ 25,000	\$ 19,123	\$ -	\$ 3,474	\$ 19,031
ESL At Risk Totals		\$ 706,700	\$ 656,140	\$ 474,860	\$ 477,227	\$ 382,024
Other Misc Expenditures						
018-81000-111-00-xxx-00	Salary - MTSS Coord.	\$ 375,000				
018-81000-215-00-xxx-00	Benefits-Disab-MTSS	\$ 2,250	\$ -			
018-81000-221-00-xxx-00	Benefits-FICA-MTSS	\$ 28,688	\$ -			
018-81000-250-00-xxx-00	Benefits-Unempl-MTSS	\$ 750	\$ -			
018-81000-260-00-000-00	Benefits-Workers Comp	\$ 3,000	\$ -			
018-81000-290-00-000-00	Benefits-403(B)	\$ 7,200	\$ -			
018-85000-000-00-000-00	Unallocated	\$ 510,000	\$ -			
018-	Planned Budget Recodes	\$ 500,000				
Other Misc Expenditures Total		\$ 1,426,888	\$ -			
	District Level At Risk	\$ 5,886,888				
Building Allocations Values						
	All Expenditures	\$ 5,263,363				
	FY 2024 At Risk Totals	\$ 11,150,250				

Building/Student Allocation Value	FY 2023 At Risk = 2209	\$ 2,382.69						
	Bldg Free Hdcount	Allocation %	FY 2024 At Risk Value	FY 2023 AR	FY 2022 At Risk V	FY 2021 AR		<i>FY23 AR Actual</i>
College Hill ELC (34)	56	2.54%	\$ 155,000					\$ 232,282
Eugene Field ELC (70)	81	3.67%	\$ 205,000					\$ 283,901
Amanda Arnold (05)	87	3.94%	\$ 195,000	\$ 178,618	\$ 112,137	\$ 100,924		\$ 190,326
Bluemont (07)	88	3.98%	\$ 215,000	\$ 210,678	\$ 127,952	\$ 115,157		\$ 215,113
Oliver Brown (08)	51	2.31%	\$ 120,000	\$ 119,079	\$ 67,570	\$ -		\$ 87,418
Bergman (11)	121	5.48%	\$ 305,000	\$ 302,277	\$ 225,713	\$ 203,141		\$ 315,867
Lee (12)	154	6.97%	\$ 330,000	\$ 327,467	\$ 142,328	\$ 128,096		\$ 293,898
Marlatt (15)	78	3.53%	\$ 190,000	\$ 180,908	\$ 110,700	\$ 99,630		\$ 261,113
Northview (17)	203	9.19%	\$ 480,000	\$ 478,605	\$ 267,405	\$ 240,664		\$ 380,126
Ogden (20)	79	3.58%	\$ 185,000	\$ 180,908	\$ 110,700	\$ 99,630		\$ 145,036
Theodore Roosevelt (22)	80	3.62%	\$ 190,000	\$ 208,388	\$ 125,076	\$ 112,569		\$ 180,871
Woodrow Wilson (25)	96	4.35%	\$ 230,000	\$ 245,027	\$ 133,702	\$ 120,332		\$ 148,795
Eisenhower Middle School (36)	288	13.04%	\$ 690,000	\$ 741,952	\$ 449,988	\$ 404,989		\$ 403,410
Anthony Middle School (37)	185	8.37%	\$ 445,000	\$ 467,155	\$ 276,031	\$ 248,428		\$ 422,224
Manhattan High School (40-43)	562	25.44%	\$ 1,230,000	\$ 1,236,587	\$ 769,148	\$ 692,232		\$ 706,103
	2209	100.00%	\$ 5,165,000	\$ 4,877,650	\$ 2,918,450	\$ 2,565,792		\$ 4,266,483

ITEM 7.1.2

Date: October 4, 2023
To: Board of Education
From: Superintendent Eric Reid
Re: Annual Overtime Report – FY 2023

Prepared By: Andy Hutchinson, Director of Business Services

Background Information:

The district implemented an electronic timekeeping system in 2003, as a tool to improve payroll accuracy, efficiency and to assist supervisors in managing the hours for their staff. In October 2013, the district transitioned to an updated timekeeping system, TimeClock Plus.

Current Considerations:

This report includes hours paid at time and one half (if in excess of 40 hours per week) and any hours over 40 per week worked by employees. As noted in board policy (GCA), overtime is considered emergency in nature or unforeseen and is at the request of the supervisor. Annually, district administration reviews the position needs of the district and schedules assignments accordingly. Overtime occurs due to varying circumstances during the year. This includes emergency situations, seasonal needs, and staff covering positions when the district is not fully staffed.

District Goal:

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objective and Strategy:

- 2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.
- 2.C. Align non-instructional operations in support of students, staff and schools.

Board of Education Policy for Overtime:

GCA Compensation and Work Assignments

Financial Implications:

This report includes the following information:

- Overtime Hours by Job Assignment
- Overtime Costs as a % of Total Payroll Costs Chart
- Overtime Hours by Location
- Overtime by Month Charts: District-wide, Office Professionals (OFP), Custodial and Maintenance, Security, Transportation

Comparison of Overtime Hours by Job Assignment

Fiscal Year: July 1 to June 30

Job Assignment	2019-2020 (CLP April/May)	2020-2021	2021-2022	2022-2023
Office Professionals	2,047.5	2,140.4	3,109.5	3,226.2
Aides/Paraprofessionals	789.7	777.4	887.9	1,419.0
Custodial/Maintenance	1,086.3	1,296.7	3,223.8	2,486.7
Food Service	144.8	127.0	82.8	118.7
Warehouse	0.5	0.0	6.3	5.5
Security	875.9	1,190.7	1,015.0	1,246.0
Technology	179.4	659.0	289.5	285.1
Transportation	2,739.2	3,199.8	5,935.2	5,416.4

Other	493.3	465.0	598.7	634.9
Total	8,356.6	9,865.0	15,148.7	14,838.5

The chart above compares the overtime hours by job assignment for the last four fiscal years: 2020-2023. The “Other” category represents several job assignments including miscellaneous hourly employees, Early Learning staff, Parents as Teachers staff, afterschool child care, game workers and grant positions. Some of the costs related to Custodial and Security services are reimbursed through facility usage fees.

The district generally incurs the greatest level of overtime at the beginning of the school year. For FY 2023, 1,909.3 of the overtime hours were incurred in September, the largest monthly value for the year across all job assignment categories, representing 12.9% of the total.

- Office Professionals – 16.3%
- Custodial and Maintenance – 17.1%
- Security – 18.1%
- Transportation – 13.6%

Comparison of Overtime Costs as a Percentage of Total Payroll Costs

Fiscal Year Ending:	Total Payroll Costs	Overtime Cost*	% of Total Payroll
6/30/2013	\$10,200,207	\$180,677	1.77%
6/30/2014	\$10,635,306	\$187,133	1.76%
6/30/2015	\$10,639,997	\$197,015	1.86%
6/30/2016	\$10,432,532	\$178,656	1.71%
6/30/2017	\$10,999,711	\$147,675	1.34%
6/30/2018	\$11,515,851	\$152,387	1.32%
6/30/2019	\$12,251,047	\$183,859	1.50%
6/30/2020	\$13,285,834	\$155,202	1.17%
6/30/2021	\$13,001,932	\$188,697	1.45%
6/30/2022	\$14,146,947	\$287,822	2.03%
6/30/2023	\$15,645,418	\$300,887	1.92%
Average	\$12,068,617	\$196,365	1.62%

* Overtime costs include hours in excess of scheduled hours paid at straight time as well as hours worked in excess of 40 hours paid at time and one half.

For 2022-23, facility usage reimbursements received totaled \$2,912, which was an increase of \$2,817 from fiscal year 2022.

Future Considerations:

District administration will continue to work with building principals, directors and supervisory personnel to monitor overtime hours. The goal will be to continue to maintain and gradually reduce the present levels of overtime accumulated. While avoidance of all overtime is not practical in the school business, we continually strive to ensure that time is utilized effectively during the defined work day for all employees.

Historically the district has experienced spikes in several job categories at the beginning of each new school year. The largest areas of increase evident in FY 2023 were Office Professionals and Transportation. These two employee categories experienced increases in overtime hours due to personnel shortages throughout the entire fiscal year. The school bus driver shortage also resulted in Maintenance personnel driving route and activity trips on a regular basis, which led to increases in overtime hours and personnel costs.

Recommendation:

This report is for informational purposes.

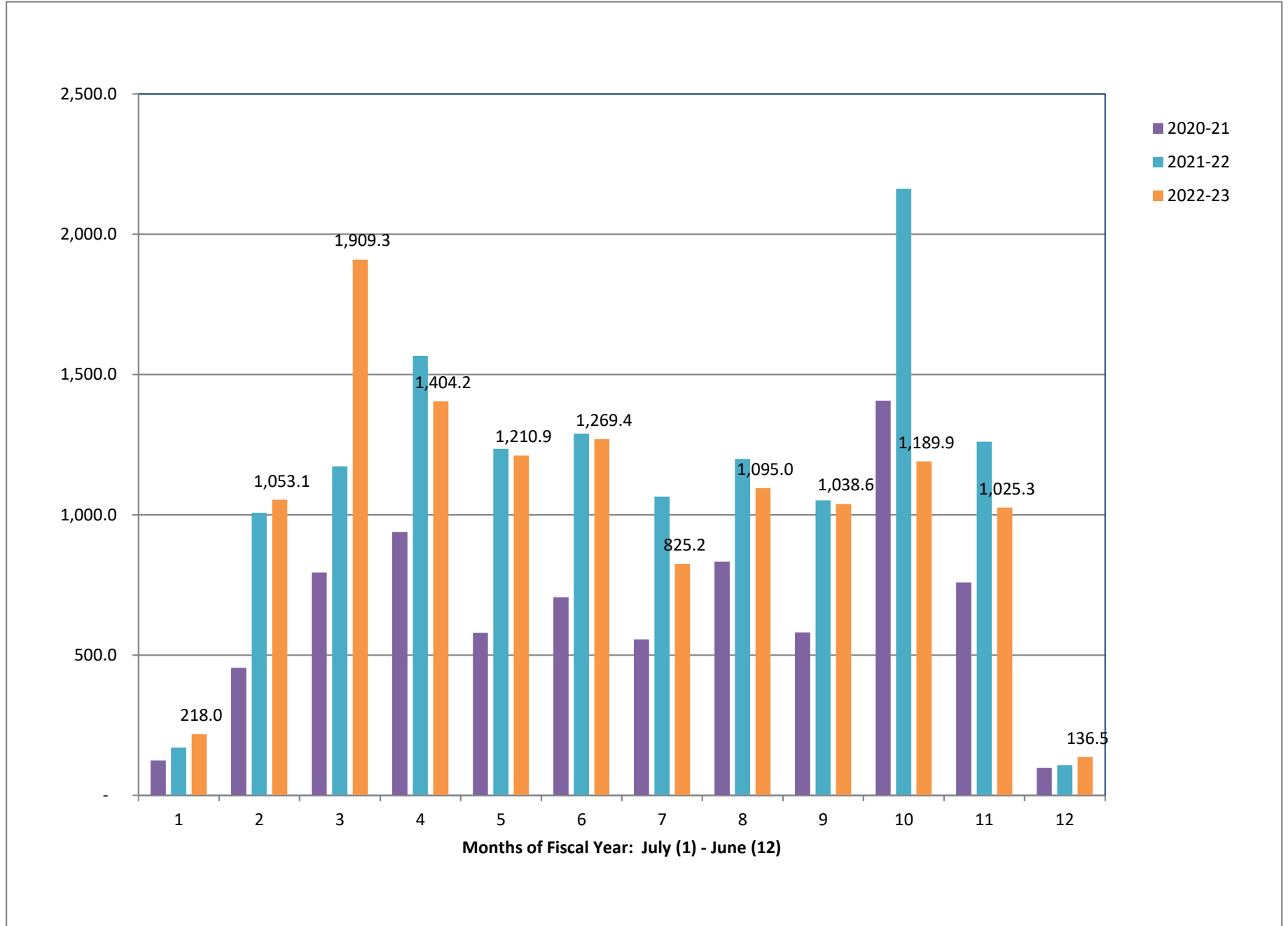
District Overtime Hours by Month FY 2020-2023

9/25/2023

	Totals				Office Professionals				Custodial/Maintenance				Security				Transportation			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
July	175.1	124.5	169.7	218.0	92.8	88.7	139.4	150.2	59.2	16.4	25.8	57.0	13.8	17.5	1.5	3.6	9.3	1.9	3	7.2
August	1,150.4	454.1	1,007.2	1,053.1	552.6	242.1	516.9	405.5	247.8	37.7	129.4	230.6	125.8	81.6	76.40	86.2	224.2	92.7	284.5	330.8
September	892.4	793.8	1,172.3	1,909.3	251.1	239.0	319.6	525.7	147.7	92.2	220.7	423.7	122.5	164.1	100.5	225.5	371.1	298.5	531.5	734.5
October	983.6	938.6	1,566.6	1,404.2	286.6	210.6	373.1	290.4	131.4	192.5	300.6	290.8	154.5	206.4	154.2	221.6	411.1	329.1	738.7	601.4
November	1,138.3	578.7	1,234.7	1,210.9	235.2	134.2	203.5	231.5	99.6	159.9	300.0	208.2	142.3	55.1	91.8	174.4	661.2	229.5	639.5	596.8
December	644.6	705.6	1,289.4	1,269.4	155.6	161.0	199.4	221.2	70.5	122.6	244.7	247.6	65.5	111.5	136.3	140.7	353	310.5	709.0	660.0
January	593.8	555.9	1,064.3	825.2	124.3	132.7	194.3	166.0	134.1	133.2	328.6	196.2	84.1	91.4	52.1	90.3	251.3	198.6	489.3	372.7
February	968.8	832.8	1,199.1	1,095.0	255.4	181	223.5	278.6	147.3	241.5	427.2	268.9	167.4	99.25	110.9	99.8	398.7	311.0	437.5	447.7
March	201.9	580.4	1,051.2	1,038.6	93.9	187.2	181.2	280.1	48.7	63.1	356.5	162.2		67.0	56.6	44.1	59.3	263.2	456.9	552.2
April	-	1,406.8	2,161.4	1,189.9		305.2	427.9	300.5		130.6	507.4	222.7		163.3	147.1	97.1		807.8	1079.0	569.6
May	-	758.8	1,260.5	1,025.3		213.1	260.1	290.3		76.21	360.9	133.0		133.5	87.6	62.9		336.0	551.9	539.2
June	-	97.5	107.3	136.5		45.7	70.7	86.1		30.8	22.0	46.0		0.0	0.0	0.1		21.0	14.6	4.3
Total	6,748.90	7,827.50	13,283.70	12,375.31	2,047.5	2,140.4	3,109.5	3,226.2	1,086.3	1,296.7	3,223.8	2,486.7	875.9	1,190.7	1,015.0	1,246.0	2,739.2	3,199.8	5,935.5	5,416.4
As of June 30	6,748.9	7,827.5	13,283.7	12,375.3	2,047.5	2,140.4	3,109.5	3,226.2	1,086.3	1,296.7	3,223.8	2,486.7	875.9	1,190.7	1,015.0	1,246.0	2,739.2	3,199.8	5,935.5	5,416.4

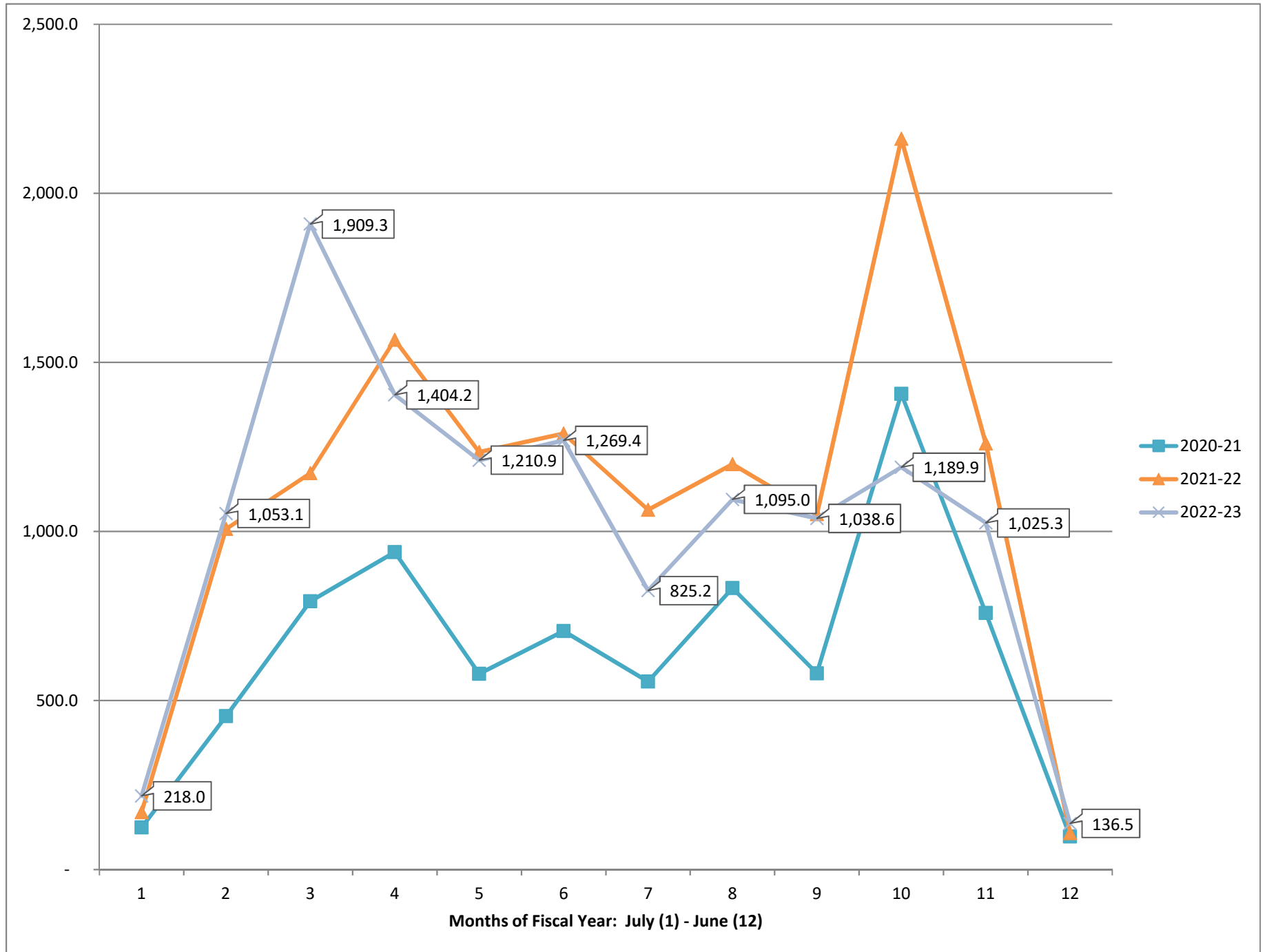
District Overtime Hours by Month FY 2021-2023

9/25/2023



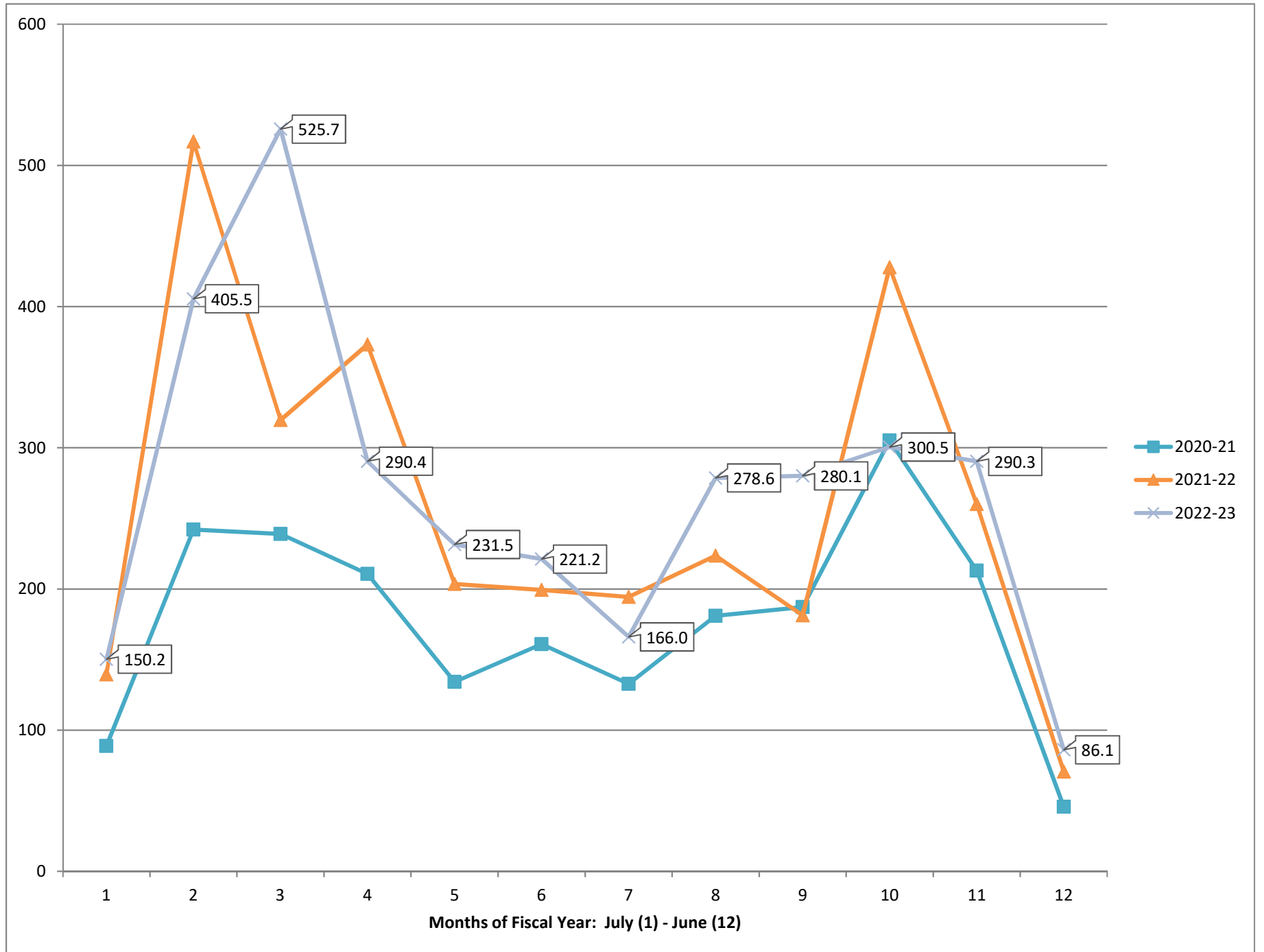
District Overtime Hours by Month FY 2021-23

9/25/2023



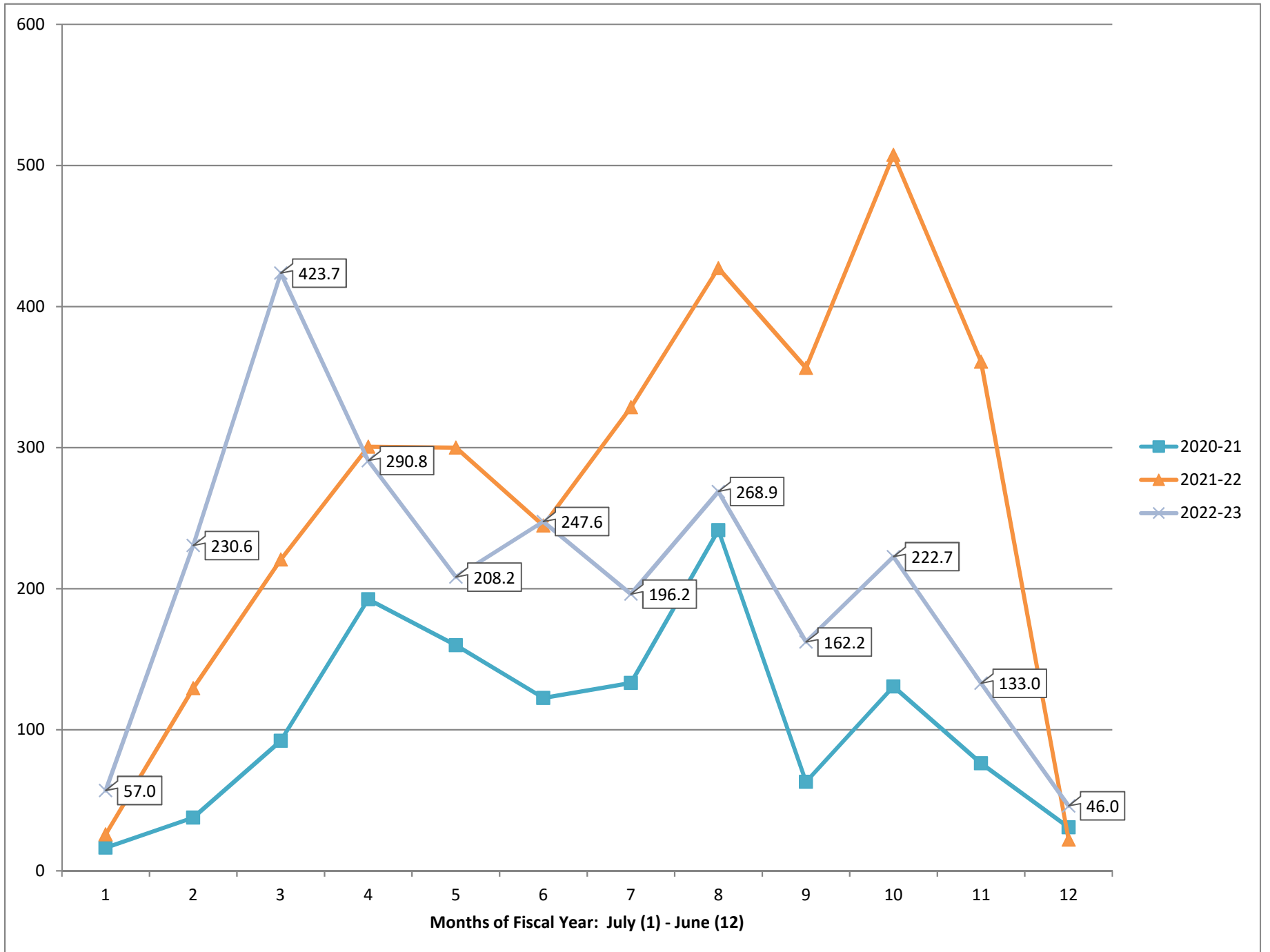
Office Professional Overtime by Month FY 2021-2023

9/25/2023



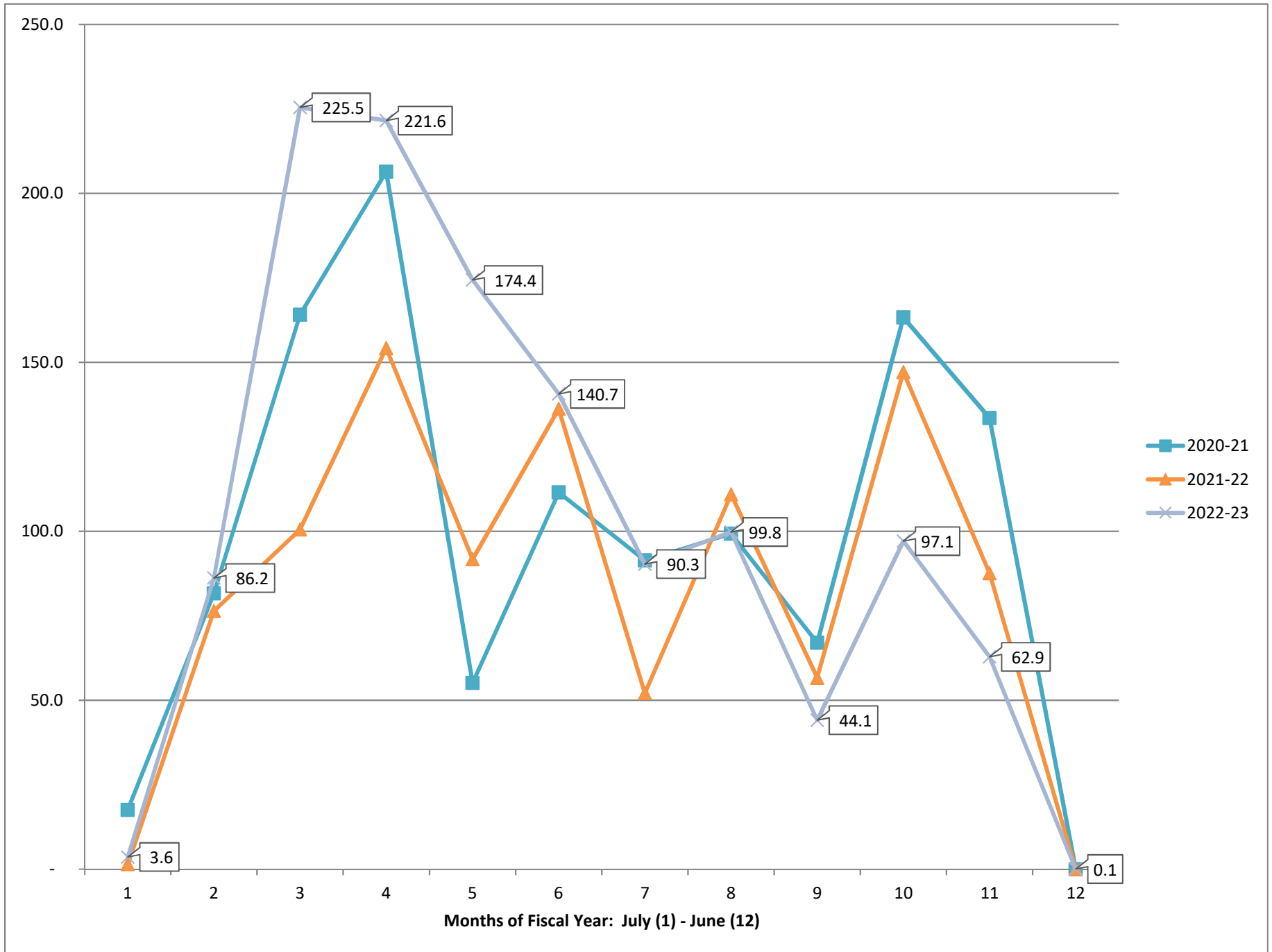
Custodial and Maintenance Overtime by Month FY 2021-23

9/25/2023



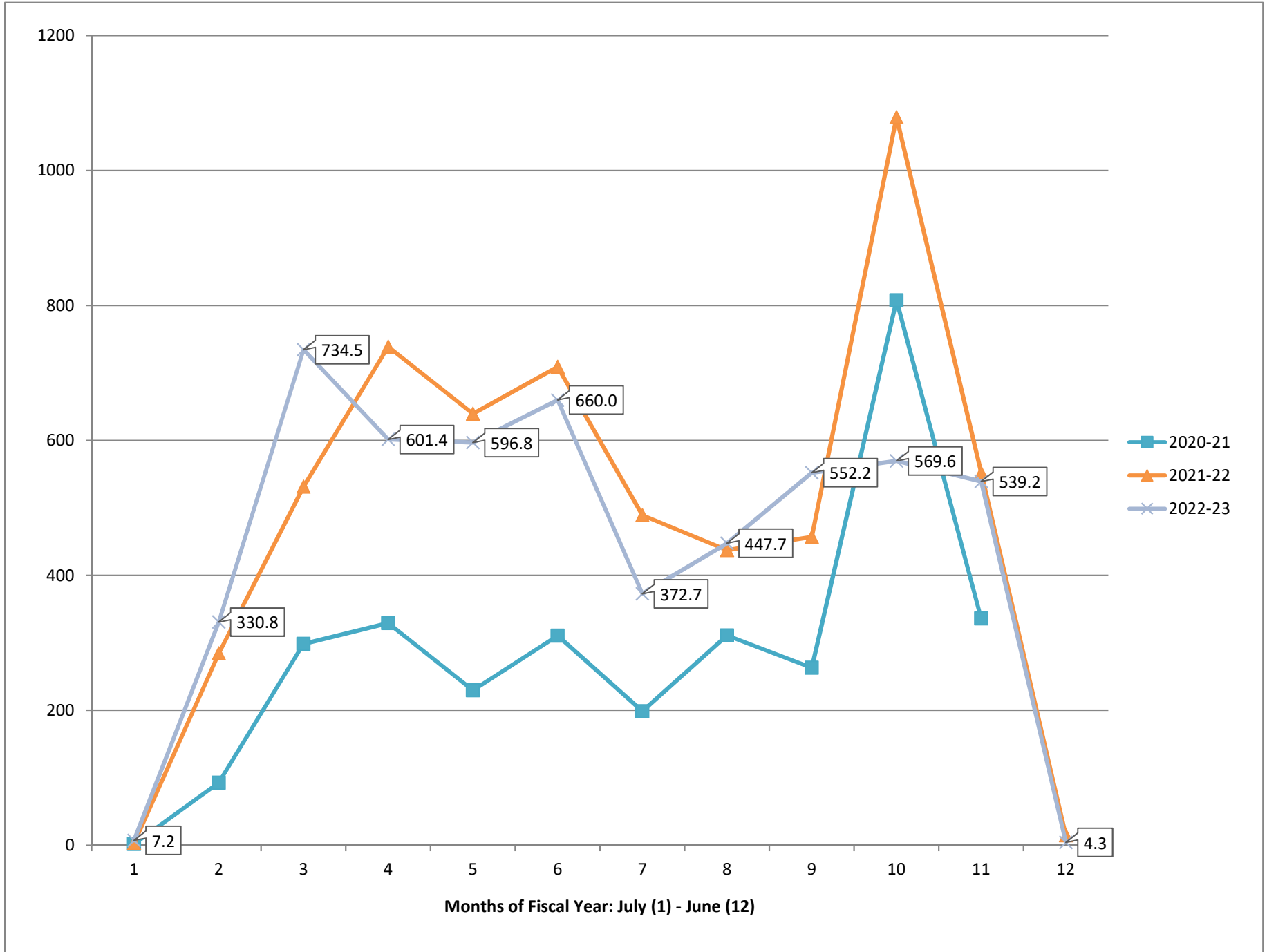
Security Overtime by Month FY 2021-2023

9/25/2023



Transportation Overtime by Month FY 2021-2023

9/25/2023

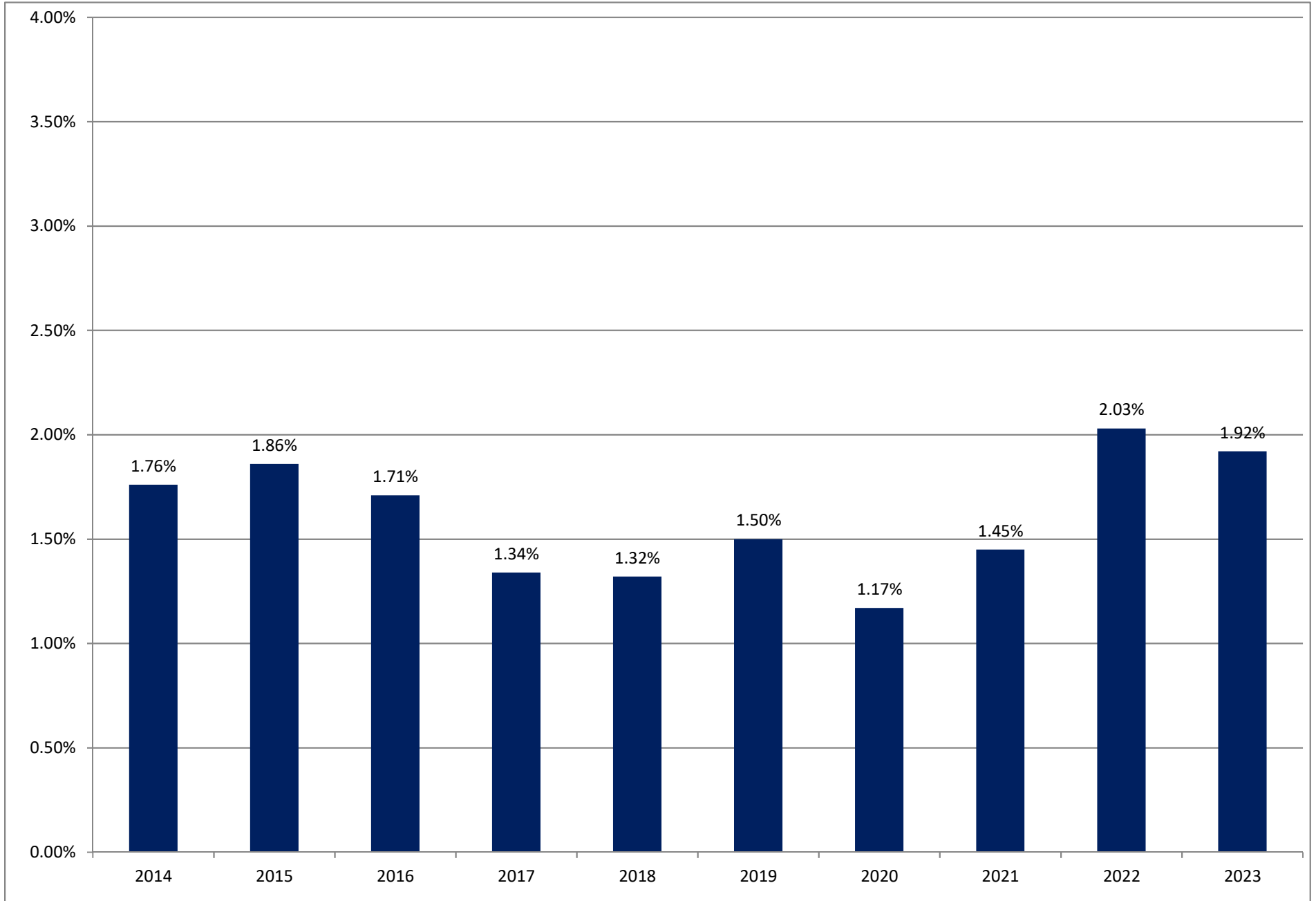


**Overtime Hours by Location
FY 2016 - 2023**

9/25/2023

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>Diff PY</u>
Amanda Arnold	212.8	113.1	147.9	119.4	75.0	72.2	59.0	45.4	-13.6
Bluemont	32.8	23.7	55.6	15.6	21.4	33.4	50.7	73.4	22.7
Oliver Brown	0.0	0.0	0.0	0.0	0.0	0.0	161.8	73.3	-88.5
Frank Bergman	108.5	36.5	38.0	7.3	13.2	71.0	71.9	107.3	35.4
Lee	32.2	33.5	45.6	41.1	17.5	8.8	25.3	36.4	11.1
Marlatt	87.8	74.4	68.7	57.9	28.8	92.5	112.1	81.1	-31.0
Northview	73.1	46.5	46.4	16.2	5.4	6.1	54.2	23.4	-30.8
Ogden	67.7	36.9	52.9	34.0	17.9	40.0	44.3	116.1	71.8
Theodore Roosevelt	68.7	0.0	0.0	0.0	13.6	15.0	16.9	91.5	74.6
Woodrow Wilson	20.0	15.6	14.7	54.4	11.6	7.9	6.6	39.3	32.7
Anthony Middle School	235.5	246.5	246.3	232.0	145.7	189.9	318.7	356.9	38.2
Eisenhower Middle School	275.3	208.2	510.2	507.2	466.8	407.4	712.5	778.0	65.5
Manhattan High School West Campus	1601.1	1845.8	2081.8	2010.8	1700.3	1713.1	1606.7	2213.4	606.7
Manhattan High School East Campus	846.4	1158.1	1090.0	1037.8	1083.0	1679.2	1377.4	1219.2	-158.2
Education Center	1129.2	943.1	736.8	631.3	376.3	304.4	482.2	423.1	-59.1
Maintenance	1383.5	1189.3	1257.3	2066.2	1103.6	1387.1	3253.4	2500.4	-753.0
Transportation	5101.9	2600.8	1932.7	2774.5	2756.9	3232.6	6016.0	5458.6	-557.4
Adult Learning Center	15.6	10.4	6.4	0.0	0.0	0.0	0.0	0.0	0.0
Central Kitchen/Child Nutrition	285.7	40.9	133.4	73.9	145.3	83.5	82.8	118.7	35.9
Warehouse						43.5	6.3	5.5	-0.8
College Hill ELC	151.0	153.4	174.2	180.5	145.4	301.7	359.1	435.4	76.3
Eugene Field ELC	156.3	165.1	246.4	392.6	245.8	241.4	329.7	480.5	150.8
Job Corps	17.3	8.2	5.6	1.8	4.4	0.0	1.0	0.5	-0.5
PAT	8.1	0.0	0.0	15.5	11.6	0.5	0.0	0.0	0.0
Total	11910.5	8950.0	8890.9	10270.0	8389.5	9931.2	15148.6	14677.4	-471.2

**Manhattan-Ogden USD 383
Overtime Costs as a Percent of Total Payroll Costs
2014-2023**



ITEM 9.1

Date: October 4, 2023
To: Board of Education
From: Superintendent Eric Reid
Re: FY 2024 ESSER III PreK-12 English Language Portal Pathways

Prepared by: Emily Cherms, District ESOL Coordinator
Andrea Tiede, Executive Director of Teaching and Learning
Andy Hutchinson, Director of Business Services

Background Information:

ESSER III (Elementary and Secondary School Emergency Relief) Funds have been awarded to the district. The purpose of these funds is to address learning recovery and maintain safe in-person instruction. During the global pandemic, COVID-19, 2020-2022 educator professional learning and higher level education was challenging to complete. Much of this was due to the constant pivots educators were asked to make and a critical focus on student learning and engagement versus teacher learning and achievement. Many campuses were closed or also went to remote instruction, thus limiting opportunity. Because of COVID-19 educators had fewer opportunities to continue their personal learning pathways and higher education. Continuous learning for educators took the backseat to pandemic triage. Because of this, we significantly reduced the implementation of and support of educator learning. This bid exceeds the \$10,000 purchasing limit set by the district, so we are seeking permission to spend these ESSER III dollars.

Current Considerations:

We are seeking permission for the use of ESSER III funds identified for professional education services and tuition for the 2023-24 year utilizing English Learner Portal. With a vast growing population of students from various countries of origin, linguistic knowledge and educational background, we are seeking to support educators by providing self-paced, online pathways that lead to graduate credit. This program is designed to support educators toward relevant and appropriate instructional delivery with Culturally and Linguistically diverse students and families in mind. Since August 2021 we have seen a significant increase in our migrant, immigrant and refugee population. In that time period, from the identified subgroups, we have seen large populations from the following areas:

- Latin America: 41% (Honduras, Mexico, Venezuela, Nicaragua, Chile, Brazil, Argentina) 67 students
- Central Asia & South Asia: 35% students (Afghanistan, India, Pakistan) 58 students

With the Manhattan area transforming into a Resettlement community, we anticipate those numbers continuing to increase. This is a plan to support USD 383 staff and be proactive as our demographics continue to flourish.

District Goal:

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objective and Strategy:

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment, and interventions.
 - Identify and implement evidence-based instructional practices
2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.
 - Identify and implement policies and practices to promote diversity, inclusion and equity.

Board of Education Policy:

ICAA Teaching Methods

Financial Implications:

The recommended purchase will provide 50 educators access to 15 hours of online asynchronous coursework through English Learner Portal. The pathways chosen are:

- The Interrupted Education Pathway
- The Cultural Proficiency Pathway
- The Secondary Learner Pathway
- The Dual Identified Pathway

In addition to the 15 hour asynchronous pathway and application of learning, each educator will receive one graduate credit through UMass Global. When all expectations are completed a one time payment of \$360 will be paid to each educator.

<u>Account Line & Description</u>	<u>Budget Amount</u>	<u>Recommend Expenditure</u>
4-071-82213-320-00-000-23 Professional Education Services Online Course Enrollment & Administrative Fees	\$13,825	\$13,825
4-071-82210-251-00-000-23 Graduate Tuition Graduate credit with UMass Global University	\$3,750	\$3,750
4-071-82210-151-00-000-23 Teacher Stipends	\$18,000	\$18,000
Totals:	\$35,575	\$35,575

Future Considerations:

None at this time.

Recommendation:

The administration respectfully recommends the Board of Education give final approval (A²) for the expenditure of ESSER III funds by Department of Teaching and Learning/ ESOL Program from English Learner Portal for Professional Education Services, Graduate Credit through UMass Global and teacher stipends in the amount of \$35,575.

Recommended Motion:

"I move to give final approval for the Department of Teaching and Learning/ESOL Program to utilize budgeted ESSER III funds for English Learner Portal and Professional Development through UMass Global and teacher stipends in the amount of \$35,575."

ITEM 9.2

Date: October 4, 2023
To: Board of Education
From: Superintendent Marvin Wade
Re: Facility Use Fees

Prepared by: Diane Denison, Executive Assistant to the Superintendent
Matt Davis, Director of Facilities and Maintenance

Background Information:

Fees for use of USD 383 facilities are reviewed annually and presented to the Board for approval. The district is not allowed to “make money” but may collect fees to compensate for costs to the district.

The district has historically had a large number of facility use requests, many for multiple uses spanning several months. During a typical year, school facilities, particularly gyms, are typically in use from the time school is dismissed until 9:00-10:00 p.m. each school night. Many are in use most weekends. MHS and middle school gyms are also in use through summer months, as allowed by capital outlay projects. School groups and partners are not charged for use at their building. Requests for non-school youth activities and for community-oriented events are permitted. Business and social activities are not permitted.

The main non-school users for large events or for multiple uses include:

- Manhattan Parks & Recreation
- Boy Scouts
- Girl Scouts
- Manhattan Basketball Association
- Puma FC – Manhattan (formerly Little Apple Soccer Club and Flint Hills Soccer Club)
- Manhattan Optimists Kids Wrestling Club
- Club volleyball

Current Considerations:

All requests are being considered for usage for the 2023-2024 school year depending on staffing availability. It is recommended that field painting, utilities, custodial and security fees be increased to reflect the current wage increases and district expense.

Attached is a History of Facility Use Fees – 1G/14 to the present.

District Goal:

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives/Strategies:

- 2C. Align non-instructional operations in support of students, staff and schools.
- 3B. Expand and strengthen community partnerships to enrich student learning.

Board of Education Policy:

KG Use of School Facilities by Community Groups

Benchmarking:

Districts throughout Kansas vary in their facility use charges and method of calculating charges, dependent on the size of the district and community, the facilities they have available, varying staff work schedules, number of requested uses, and their budgets. Past surveys gave no significant comparisons for procedures or fees.

Financial Implications:

Use of district facilities for non-school functions was not allowed during the 2021-2022 school year but was permitted for 2022-2023. Staffing during non-work hours continues to be an issue for outside use of the buildings.

Future Considerations:

Fees and rental charges will be reviewed annually, to keep pace with increased expenses, as stated by Board Policy.

Recommendation:

The administration respectfully recommends the Board of Education accept on first reading (A¹) the proposal for Facility Use Fees to increase custodial and security fees for Fiscal Year 24.

Recommended Motion:

"I move to accept on first reading the proposal for an increase in Facility Use Fees of \$2.00 for custodial and/or security time, \$1.50 for utilities, and \$10-\$30 for field painting for Fiscal Year 23."

Manhattan-Ogden USD 383
Manhattan, Kansas

HISTORY OF FACILITY USE FEES

Fee Categories (eff. 11/23)	12/14	12/15	12/16	12/17	12/18	11/19	10/20	10/21	10/22	Proposed 10/23
Custodial - <i>includes set-up/clean-up time</i>	* \$ 29.00	\$ 29.00	\$ 30.50	\$ 31.50	\$ 33.00	\$ 35.50	\$ 35.50	\$ 38.50	\$ 40.00	\$42.00
Supervision/Security	* \$ 29.00	\$ 29.00	\$ 30.50	\$ 31.50	\$ 33.00	\$ 35.50	\$ 35.50	\$ 38.50	\$ 40.00	\$42.00
Utilities - per gym/room										
Elementary & Middle	* \$ 11.00	\$ 12.00	\$ 12.50	\$ 12.50	\$ 12.75	\$ 13.25	\$ 13.25	\$ 13.50	\$ 13.50	\$15.00
High School - East & West	* \$ 13.00	\$ 14.00	\$ 14.50	\$ 14.50	\$ 14.75	\$ 15.25	\$ 15.25	\$ 15.50	\$ 15.50	\$16.50
Paper/Consumable Products - <i>per day - dependent on size of event</i>	\$ 10 - 250	\$ 10 - 250	\$ 10 - 250	\$ 10 - 250	\$ 10 - 250	\$ 10 - 250	\$ 10 - 250	\$ 10 - 250	\$ 10 - 250	\$10 - 250
Scoreboard/Clock-gym	* \$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$ 12.00	\$12.00
<i>Organization's operator of the scoreboard/clock must be approved by the Athletic Director or Principal in advance.</i>										
Basic Lighting - Stage	* \$ 13.00	\$ 13.00	\$ 13.00	\$ 13.00	\$ 13.00	\$ 13.00	\$ 13.00	\$ 13.00	\$ 13.00	\$13.00
Basic Sound Equipment - Auditorium	* \$ 11.00	\$ 11.00	\$ 11.00	\$ 11.00	\$ 11.00	\$ 11.00	\$ 11.00	\$ 11.00	\$ 11.00	\$11.00
MHS-W Concessions	* \$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$15.00
Bishop - Track & Locker Room	* \$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$25.00
Athletic Fields -										
9th Grade & Middle Soccer/Football Practice Fields	* \$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$5.00
Middle School Football Field	* \$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	\$7.00
Middle School / 9th Grade Field Paint:										
New paint - <i>one time charge</i>	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$ 700.00	\$730.00
Repaint - <i>one time charge</i>	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$260.00
Administrative Fee - One-Time Facility Use	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	\$10.00
- Multiple Use of Facility(ies)	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00	\$25.00

* Fees are per hour

rev. 10-4-23

MANHATTAN-OGDEN USD 383

FACILITY USE RULES and REGULATIONS

Listed below are rules and regulations that apply to the use or rental of USD 383 school facilities.

1. **Scheduling:** Facility requests must be made at least 10 days in advance of requested date(s). Less than 10 days' notice may result in denial of use due to lack of time to secure staffing. The completed "Facility Request Form", "Facility Use Agreement" and a certificate of liability insurance must be returned to the Building Administrator for approval of date availability, purpose of use, and administrator's signature. The Building Administrator will forward the request to the Superintendent's Office for final approval and estimation of fees. A copy of the approved use request and estimate of fees will be sent to the requestor/user via e-mail.
2. **A certificate of liability insurance shall be filed with the Building Administrator before use is permitted.** Facility use will be denied without proof of current liability insurance. (See your business, organization or personal insurance agent for documentation.)
3. **Fees:** Fees will be estimated in advance. Actual fees will be billed following the event or on a monthly basis for multiple-day or seasonal use.
4. **Payment:** Payment shall be due within 10 days of receipt of bill for facility use. Payment should be attached to a copy of the facility request and sent to the Superintendent's Office at the address listed below. Failure to pay a bill in a timely manner will result in cancellation of additional scheduled dates and/or denial of future use requests.
5. School facilities may be made available for use by youth or community groups between the hours of 5:00 pm and 10:00 pm Monday through Friday during the school year, except when facilities are in use for school activities. Approval of weekend or summer use is dependent upon availability of district staffing. District facilities are not available for rent on national or district holidays.
6. Requests for use of USD 383 facilities during the school year will not be considered prior to August 15, and shall not exceed one school year. Rental of school facilities is intended for short-term use and not to provide permanent housing for any organization.
7. The person requesting use of a school facility and the adult in charge must be 21 years of age or older. The adult in charge must be in attendance, is responsible for the actions of the group and assumes responsibility for cost to repair/replace building/equipment which has been damaged while being used by group/organization specified on permit. The adult in charge is required to provide adequate supervision of all participants and spectators. Otherwise, the district will provide supervisory or security personnel at the user's expense, or may cancel future use by the group.
8. The adult in charge is required to arrive prior to the gathering of the group and remain until all participants have left and the facility is inspected and secured by the school employee on duty.
9. Use of the building is strictly confined to the area(s) designated in the permit.
10. Use of school equipment, i.e. stage lighting, scoreboard, game clock, p.a. or sound system shall be permitted only with prior approval and when operated by trained and approved personnel.
11. Tobacco use, drug use, alcoholic beverages, gambling and/or other improper conduct within the building or on school property is prohibited.
12. Use of school facilities shall be without additional costs to the district. Fees and/or rental charges will cover costs of wages for school personnel required to work and utilities/products consumed. The rental fee begins when set-up for the event begins by district staff or, if no set-up is required, the user starts using the facility and ends when the facility is cleaned and secured.
13. Groups using the facility at no cost other than utilities are to leave the facility clean and orderly; otherwise a custodial fee will be assessed.
14. A building custodian or district staff member is required to be on duty/present during use. If the building principal deems it necessary to have additional school personnel on duty for setup/clean up and/or supervision, the additional costs will also be charged to the group renting the facility.
15. **Cancellation:** By district - **Permits are subject to cancellation if the facility is needed for school purposes.** By user - Cancellation of use must be called in to the building 24 hours prior to scheduled use, or staffing fees will be assessed.
16. Under certain circumstances, advance payment and/or a deposit may be required.
17. In the event of a school cancelation or school closure, use of building will not be available the day of closure.
18. **IF USD 383 USE OF SCHOOL FACILITIES RULES AND REGULATIONS ARE NOT ADHERED TO, FUTURE USE OF DISTRICT FACILITIES WILL BE DENIED.**
19. Questions and payment should be directed to:

ADMINISTRATIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT
2031 POYNTZ AVE, MANHATTAN, KS 66502

PHONE: 785-587-2000
E-MAIL: harleet@usd383.org

REQUEST TO USE/RENT USD 383 SCHOOL FACILITIES

Complete and return to Building Administrator or Superintendent's Office at least 10 days prior to use

ELEMENTARY SCHOOLS

A. Arnold _____ Bluemont _____ F. Bergman _____ Lee _____ Marlatt _____ Northview _____ Ogden _____
T. Roosevelt _____ W. Wilson _____ Oliver Brown _____
Please indicate: Gym _____ Cafeteria _____ Other _____

SECONDARY SCHOOLS

Middle School: Anthony _____ Eisenhower _____
Please indicate: Gymnasium _____ Cafeteria _____ Flex Room _____ Other _____

High School: Manhattan High School _____
Please indicate: North Gymnasium _____ South Gymnasium _____ West Gymnasium _____ Auditorium _____ Little Theater _____ Cafeteria _____
Other _____

Lincoln Education Center: Gymnasium _____

EQUIPMENT NEEDED (tables and chairs are limited to number in building)

Number of Tables: _____ Number of Chairs: _____ **Diagram of set-up must be included**
Stage Lighting, basic: _____ (add'l charge) P.A. System, basic: _____ (add'l charge) Scoreboard/Clock: _____ (add'l charge)

BISHOP FACILITY

Track & Locker Room _____ (Synthetic Turf Football Field is not available for use.)

PURPOSE OF USE/TYPE OF ACTIVITY: _____

<u>DAY OF WEEK</u>	<u>MONTH</u>	<u>DAY</u>	<u>YEAR</u>	<u>HOURS</u>
_____	_____	_____	_____	from: _____ to: _____
_____	_____	_____	_____	from: _____ to: _____
_____	_____	_____	_____	from: _____ to: _____
_____	_____	_____	_____	from: _____ to: _____
_____	_____	_____	_____	from: _____ to: _____

Adult in Charge: _____
(name) (street) (city/state/zip code) (phone)

Estimated Number of Adults: _____ **Children:** _____

Admission/Registration/Tuition Collected: No _____ Yes _____ **Amount:** \$ _____

Sponsoring Organization: _____ **Profit:** _____ **Non Profit:** _____

Bill to: _____
(name) (street) (city/state/zip code) (phone)

CERTIFICATE OF LIABILITY INSURANCE IS ATTACHED Yes _____ No _____ **Use of facility will be denied without current proof of liability insurance.** (See your business, organization or personal insurance agent for documentation.)

SIGNATURE OF PERSON REQUESTING USE: _____ **PHONE #:** _____

ADDRESS: _____ **DATE:** _____

E-MAIL ADDRESS: _____

=====

BUILDING ADMINISTRATOR SIGNATURE: _____ **Date:** _____

Approved: ___ **Denied:** ___ **Comments:** _____

DIRECTOR OF MAINTENANCE SIGNATURE: _____

Date: _____ (If additional custodial staff is needed)

Approved: ___ **Denied:** ___ **Comments:** _____

~~~~FOR SUPERINTENDENT'S OFFICE USE ONLY~~~~

|                           |                      |
|---------------------------|----------------------|
| <b>APPROVED:</b> _____    | <b>DATE:</b> _____   |
| <b>E-MAILED TO:</b> _____ | <b>BILLED:</b> _____ |
| _____                     | <b>PAID:</b> _____   |
| _____                     |                      |

**A COPY OF THIS APPLICATION MUST BE IN USER'S POSSESSION DURING DAY OF EVENT.**

| Effective for facility uses beginning 11/1/2023                                                                           | FEES *      |
|---------------------------------------------------------------------------------------------------------------------------|-------------|
| Custodial <i>(includes set-up/clean-up time)</i>                                                                          | \$ 42.00    |
| Supervision/Security                                                                                                      | \$ 42.00    |
| Utilities - <i>per gym/room</i> - Elementary and Middle School                                                            | \$ 15.00    |
| - Lincoln Education Center and MHS                                                                                        | \$ 16.50    |
| Paper/Consumable Products <i>-per day- dependent on size of event</i>                                                     | \$ 10 – 250 |
| Scoreboard/Clock-gym                                                                                                      | \$ 12.00    |
| <i>Organization's operator of the scoreboard/clock must be approved by the Athletic Director or Principal in advance.</i> |             |
| Basic Lighting - Stage (apron lights only)                                                                                | \$ 13.00    |
| Basic Sound Equipment - Auditorium (stand & mic)                                                                          | \$ 11.00    |
| MHS Concessions                                                                                                           | \$ 15.00    |
| Bishop - Track & Locker Room                                                                                              | \$ 25.00    |
| Athletic Fields -                                                                                                         |             |
| Middle Soccer/Football Practice Fields                                                                                    | \$ 5.00     |
| Middle School Football Field                                                                                              | \$ 7.00     |
| Middle School                                                                                                             |             |
| New paint - <i>one time charge</i>                                                                                        | \$ 730.00   |
| Repaint - <i>one time charge</i>                                                                                          | \$ 260.00   |
| Administrative Fee - One-Time Facility Use                                                                                | \$ 10.00    |
| - Multiple Use of Facility(ies)                                                                                           | \$ 25.00    |

\* Fees are "per hour" unless otherwise designated.  
Fees are subject to change.

# FACILITY USE AGREEMENT

In consideration of the use and/or rental of facilities of Unified School District 383, I/we hereby agree to be responsible to the Board of Education of Unified School District #383 of Riley County, Kansas for said buildings, equipment, contents, listed from the

| <u>DAY OF WEEK</u> | <u>MONTH</u> | <u>DAY</u> | <u>YEAR</u> |             | <u>HOURS</u> |
|--------------------|--------------|------------|-------------|-------------|--------------|
| _____              | _____        | _____      | _____       | from: _____ | to: _____    |
| _____              | _____        | _____      | _____       | from: _____ | to: _____    |
| _____              | _____        | _____      | _____       | from: _____ | to: _____    |
| _____              | _____        | _____      | _____       | from: _____ | to: _____    |
| _____              | _____        | _____      | _____       | from: _____ | to: _____    |

List additional dates if needed:

\_\_\_\_\_

and agree to leave said buildings, grounds, and contents in the same physical condition as when we received them, ordinary and reasonable wear and deterioration excepted.

I/We agree to abide by the terms, rules and regulations as specified in the "USD 383 Facility Use Rules/Regulations" and as spelled out in Board of Education Policy KG.

I/We agree to pay the Office of the Superintendent of Schools for any and all damages or loss to said buildings, equipment, and contents, other than ordinary and reasonable wear and deterioration thereof, arising out of our use.

I/We hereby individually and/or jointly agree to indemnify and hold harmless the Board of Education of Unified School District #383, Riley County, Kansas, the Superintendent of Schools, and their agents and employees, from and against any claims, damages, losses and expenses, including reasonable attorney fees in case it shall be necessary to file an action, arising out of the use and rental of the facilities of Unified School District #383, which are bodily injury, illness, death, property damage and including loss of use.

**My individual/our organization's certificate of liability insurance is attached.**

\_\_\_\_\_ (name - printed) \_\_\_\_\_ (street)  
\_\_\_\_\_ (phone number) \_\_\_\_\_ (city) \_\_\_\_\_ (state) \_\_\_\_\_ (zip code)

Signed by \_\_\_\_\_ for \_\_\_\_\_  
(Name of group or organization)

on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_.

|                                                   |              |
|---------------------------------------------------|--------------|
| <b>~~~FOR SUPERINTENDENT'S OFFICE USE ONLY~~~</b> |              |
| _____ USD 383 Official                            | _____ (date) |

ITEM 9.3

Date: October 4, 2023  
To: Board of Education  
From: Superintendent Eric Reid  
Re: Storm Water Fee for MHSW South Parking Lot Expansion

Prepared by: Trisha Brooke-Fruendt, Construction Owners Representative  
Nathan Downs, Assistant Superintendent  
Andy Hutchinson, Director of Business Services  
Jaime Gregory, Director of Grants and Bond Accountant

**Background Information:**

During the design process and the review from the City of Manhattan for the extension of the south parking lot, discussion has happened with the Storm Water Department about the run off of water. This parking lot is in the district that allows a fee to be paid in lieu of building underground water retention/detention. The District has chosen to proceed with this fee which is cheaper than the estimated cost of underground retention/detention.

**Current Considerations:**

Administration is asking for approval of the payment to the City of Manhattan in the amount of \$57,260 for storm water fee.

**District Goal:**

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

**District Strategy:**

2C. Align non-instructional operations in support of students, staff and schools.

**Board of Education Policy:**

DJED Bids and Quotations Requirements  
DJFA Purchasing Authority

**Financial Implications:**

The total cost of this fee is \$57,260.

**District Contingency – (097.84900.000.00.000.00)**

|                                      |            |
|--------------------------------------|------------|
| Total Budget Amount (Owners Savings) | \$ 100,000 |
| Expenditures                         | \$ 0       |
| Balance Available                    | \$ 100,000 |
| Fee to City                          | \$ 57,260  |
| Balance Remaining                    | \$ 36,500  |

The following is a breakdown of bids received:

| <u>VENDOR</u>     | <u>TOTAL COST</u> |
|-------------------|-------------------|
| City of Manhattan | \$57,260          |
|                   |                   |

**Recommendation:**

The administration respectfully recommends the Board give final approval (A<sup>2</sup>) to move forward with payment to the City of Manhattan in the amount of \$57,260 for storm water fee.

**Recommended Motion:**

"I move to give final approval to move forward with payment to the City of Manhattan in the amount of \$57,260 for storm water fee."

## ITEM 9.4

**Date:** October 4, 2023  
**To:** Board of Education  
**From:** Superintendent Eric Reid  
**Re:** Manhattan High Greenhouse Replacement Project – Change Order #3

**Prepared by:** Michael Dorst, Manhattan High School Principal  
Chris Holborn, Manhattan High School CTE Coordinator  
Matt Davis, Director of Maintenance and Facilities  
Emily Taylor, District Budget and Purchasing Accountant  
Jack Platt, Assistant Director of Maintenance and Facilities  
Jill Tatum, District Budget and Grants Accountant  
Andy Hutchinson, Director of Business Operations

### **Background Information:**

The recently removed Manhattan High School 25' x 50' greenhouse is believed to have been constructed in the 1970's and has outlived its lifespan of 12-20 years. The past few years this greenhouse has been primarily used by the Special Education Department's "Greenhouse" course and the Ag/Science Department's Botany/Horticulture course. The current greenhouse is a detached building which doesn't provide entry and exit to meet the needs of safe and secure campus and/or connection for wireless access/communication. All state approved CTE pathways are required to have a CTSO (Career Technical Student Organization). FFA is the CTSO for agriculture pathways students interested in the agriculture area. FFA is co-curricular and also uses the greenhouse as a teaching space and for providing school-based business for growing and selling plants. Prior to being removed, the greenhouse was being used 4-5 hours each day by approximately 40-50 students.

### **Current Considerations:**

District administration worked with BG Consultants to design and bid out the greenhouse/greenhouse classroom project. The lowest bidder was Riley Construction of Wamego, Kansas and the project was awarded to them on March 22, 2023. Demolition began in May 2023 and site preparation and city code final plan review began shortly after. During the city code final plan review, the City Risk Reduction Office noted that because of the close proximity of the greenhouse classroom to the main building the fire alarm system in the greenhouse classroom would need to be connected to the main building fire alarm system. This new code requirement will involve the installation of conduit, wire, and miscellaneous materials and devices to connect to the main building. The cost associated with this portion of change order #3 is \$6989.12.

In addition to the fire alarm system code requirement there are three other items included as part of change order #3. They are listed below along with the cost of each item:

Material and labor to revise grow light receptacle locations: \$331.98

Upsizing of conductors between electrical panel LP1 and LP2: \$348.62

Revising of underground conduits to overhead conduits: \$520.69

### **Future Considerations:**

With the enhanced opportunities and awareness in agriculture and natural resources education, CTE has encouraged expansion of the MHS Agriculture Department. Replacing the existing greenhouse with a new larger updated version would allow it to be safely and efficiently used in as we continue to see our program expand. As funding becomes available, we will return to the Board with an additional change order to accept bid alternates that will help with program expansion.

### **District Goal:**

Our goal is for all students to succeed at increasingly higher levels of academic growth, social emotional development, and postsecondary preparation.

**District Strategy:**

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
- 2C. Align non-instructional operations in support of students, staff and schools.

**Board of Education Policy:**

DJED Bids and Quotations Requirements  
DJFA Purchasing Authority

**Financial Implications:**

The total cost of the change order #3 is \$8,190.40. BG Consultants has agreed to reduce the amount remaining on their contract for professional services, which is \$1,052. The District will liquidate that amount from the purchase order for BG and will use that amount to issue a purchase order to Riley Construction.

The funding sources are as follows:

(4-055-84700-700-40-700-00) - Capital Outlay-Repair/Remodel Bldgs-MHS.

(4-016-81000-730-40-700-00) – CTE Equipment - MHS

**CTE Equipment MHS – (4-016-81000-730-40-700-00)**

|                               |                  |
|-------------------------------|------------------|
| Budget Amount                 | \$ 65,000        |
| Expenditures and Encumbrances | <u>\$ 21,314</u> |
| Available Balance             | \$ 43,686        |
| This Bid Amount               | <u>\$ 1,052</u>  |
| Amount Remaining              | \$ 42,634        |

**Capital Outlay Fund – Repair/Remodel Bldgs-MHS – (4-055-84700-700-40-700-00)**

|                               |                 |
|-------------------------------|-----------------|
| Budget Amount                 | \$ 1,800,000    |
| Expenditures and Encumbrances | <u>\$ 0</u>     |
| Available Balance             | \$ 1,800,000    |
| This Bid Amount               | <u>\$ 7,139</u> |
| Amount Remaining              | \$ 1,792,861    |

**Recommendation:**

The administration respectfully recommends the Board give final approval (A<sup>2</sup>) to accept change order #3 submitted by Riley Construction of Wamego, Kansas, for the Manhattan High School Greenhouse Replacement Project in the amount of \$8,191.

**Recommended Motion:**

"I move to give final approval to accept change order #3 submitted by Riley Construction of Wamego, Kansas, for the Manhattan High School Greenhouse Replacement Project in the amount of \$8,191."

## ITEM 9.5

**Date:** October 4, 2023  
**To:** Board of Education  
**From:** Superintendent Eric Reid  
**Re:** Manhattan High School Fire Alarm Upgrade Project

**Prepared by:** Matt Davis, Director of Maintenance and Facilities  
Emily Taylor, District Budget and Purchasing Accountant

### **Background Information:**

The fire alarm system at MHS was not included in the 2018 bond construction, however due to fire code changes it must be upgraded to a new voice annunciated system. All new additions of the building which were built as part of the 2018 bond were designed to the new codes and will not require upgrading. The upgrades are only necessary in what was the existing portions of the building prior to the new 2018 additions. This upgrade will also include emergency notification and bell system that will be integrated into the fire alarm system. District Administration budgeted \$1.8 million in the 2023-2024 capital outlay budget for the necessary upgrades.

### **Current Considerations:**

District Administration obtained a proposal from LST Consulting Engineers PA of Manhattan, Kansas, in the amount of \$65,000. This proposal will include engineering design and construction administration for the project.

### **Future Considerations:**

After design has been completed, we will return to the Board with a recommendation for construction services.

### **District Goal:**

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

### **District Strategy:**

2C. Align non-instructional operations in support of students, staff and schools.

### **Board of Education Policy:**

DJFA Purchasing Authority  
DJED Bids and Quotations Requirements

### **Financial Implications:**

The funding sources are as follows:

(4-055-84700-700-40-700-00) Capital Outlay Fund – BLDG REPAIRS-MHS

### **Capital Outlay Fund – BLDG REPAIRS-MHS (4-055-84700-700-40-700-00)**

|                               |               |
|-------------------------------|---------------|
| Budget Amount                 | \$ 1,800,000  |
| Expenditures and Encumbrances | <u>0</u>      |
| Amount Available              | \$ 1,800,000  |
| This Bid Amount               | <u>65,000</u> |
| Amount Remaining              | \$ 1,735,000  |

### **Recommendation:**

The administration respectfully recommends the Board of Education give final approval (A<sup>2</sup>) to the proposal submitted by LST Consulting Engineers of Manhattan, Kansas, for the Manhattan High School Fire Alarm Upgrade Project in the amount of \$65,000.

### **Recommended Motion:**

"I move to give final approval to the proposal submitted by LST Consulting Engineers of Manhattan, Kansas, for the Manhattan High School Fire Alarm Upgrade Project in the amount of \$65,000."

**ITEM 9.6**

**Date:** October 4, 2023  
**To:** Board of Education  
**From:** Superintendent Eric Reid  
**Re:** Eisenhower Middle School Gym Upgrades Project – Architectural Services

**Prepared by:** Matt Davis, Director of Maintenance and Facilities  
Emily Taylor, District Budget and Purchasing Accountant

**Background Information:**

With the reroofing and gym EFIS restoration project at Eisenhower nearing completion, the building will have a weather tight exterior and we will now be able to focus on interior aspects of the gym that need to have maintenance performed. Two of these interior items are repainting of the gym walls and ceiling and replacement of the existing maple gym flooring. These items were not included as part of the 2018 bond construction project. District administration included \$506,000 in the 2023-2024 capital outlay budget for design and construction of this project.

**Current Considerations:**

District Administration obtained a proposal from BG Consultants of Manhattan, KS, in the amount of \$22,681. This proposal will include architectural design, bidding services, and construction administration for the project.

**Future Considerations:**

After design is completed and bids have been received, we will return to the Board with a recommendation for construction services.

**District Goal:**

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

**District Strategy:**

2C. Align non-instructional operations in support of students, staff and schools

**Board of Education Policy:**

DJFA Purchasing Authority  
DJED Bids and Quotations Requirements

**Financial Implications:**

The funding sources are as follows:

(4-055-84700-720-36-600-00) Capital Outlay Fund – Doors/Floors/Windows-EMS

(4-055-84700-726-36-600-00) Capital Outlay Fund – Painting-EMS

**Capital Outlay Fund – Doors/Floors/Windows-EMS - (4-055-84700-720-36-600-00)**

|                               |               |
|-------------------------------|---------------|
| Budget Amount                 | \$ 350,000    |
| Expenditures and Encumbrances | <u>0</u>      |
| Amount Available              | \$ 350,000    |
| This Bid Amount               | <u>14,151</u> |
| Amount Remaining              | \$ 335,849    |

**Capital Outlay Fund – Painting-EMS - (4-055-84700-726-36-600-00)**

|                               |              |
|-------------------------------|--------------|
| Budget Amount                 | \$ 156,000   |
| Expenditures and Encumbrances | <u>0</u>     |
| Amount Available              | \$ 156,000   |
| This Bid Amount               | <u>8,530</u> |
| Amount Remaining              | \$ 147,470   |



**Recommendation:**

The administration respectfully recommends the Board of Education give final approval (A<sup>2</sup>) to the proposal submitted by BG Consultants of Manhattan, Kansas, for the Eisenhower Middle School Gym Updates Project in the amount of \$22,681.

**Recommended Motion:**

"I move to give final approval to the proposal submitted by BG Consultants of Manhattan, Kansas, for the Eisenhower Middle School Gym Updates Project in the amount of \$22,681."

## ITEM 9.7

**Date:** October 4, 2023  
**To:** Board of Education  
**From:** Superintendent Eric Reid  
**Re:** LE Lockset and Door Installation for Amanda Arnold, Lee, and Woodrow Wilson

**Prepared by:** Matt Davis, Director of Maintenance and Facilities  
Patricia Brooke-Fruendt, District Construction Owner's Representative  
Emily Taylor, District Budget and Purchasing Accountant

### **Background Information:**

During the most recent bond renovation, the District began using electronic access control as a way to increase security at all schools. In most cases electronic strikes and badge readers were used on exterior doors, while NDE locksets and electronic strikes were used for interior doors. Some interior doors and adult restroom doors are unique in that NDE and electronic strikes are unable to be used on them effectively. This is the case with one door at Woodrow Wilson Elementary, three doors at Lee Elementary, and three doors at Amanda Arnold Elementary. These doors require a special mortise lockset called an LE unit as well as a door with a mortise prep kit in order to provide security and privacy for the spaces.

### **Current Considerations:**

District Administration obtained a proposal from CBS Door and Hardware of Manhattan, KS, in the amount of \$19,845. This proposal will include new doors, LE locksets, and installation and programming for Amanda Arnold, Lee, and Woodrow Wilson. This purchase will be made utilizing the State of Kansas Procurement Contract #47002.

### **District Goal:**

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

### **District Strategy:**

2C. Align non-instructional operations in support of students, staff and schools

### **Board of Education Policy:**

DJFA Purchasing Authority  
DJED Bids and Quotations Requirements

### **Financial Implications:**

The funding sources are as follows:

(4-055-84700-737-00-000-00) Capital Outlay Fund – Bldg Security – All Schools

### **Capital Outlay Fund – Bldg Security – All Schools - (4-055-84700-737-00-000-00)**

|                               |               |
|-------------------------------|---------------|
| Budget Amount                 | \$ 250,000    |
| Expenditures and Encumbrances | <u>21,080</u> |
| Amount Available              | \$ 228,920    |
| This Bid Amount               | <u>19,845</u> |
| Amount Remaining              | \$ 209,075    |

### **Recommendation:**

The administration respectfully recommends the Board of Education give final approval (A<sup>2</sup>) to the proposal submitted by CBS Door and Hardware of Manhattan, Kansas, for the installation of LE locksets and doors at Amanda Arnold, Lee, and Woodrow Wilson Elementary Schools in the amount of \$19,845.

**Recommended Motion:**

"I move to give final approval to the proposal submitted by CBS Door and Hardware of Manhattan, Kansas, for the installation of LE locksets and doors at Amanda Arnold, Lee, and Woodrow Wilson Elementary Schools in the amount of \$19,845."



Manhattan-Ogden Unified School District 383

## **STRATEGIC FRAMEWORK**

June 28, 2023

### **Mission**

Our mission is to prepare all students for success as lifelong learners, earners and citizens.

### **Vision**

Our vision is to be nationally recognized for the breadth and depth of success attained by all students.

### **Goal**

Our goal is for all students to succeed at increasingly higher levels of academic growth, social-emotional development and postsecondary preparation.

### **Core Beliefs**

Our core beliefs shape how the organization views itself, others and the world.

**Acceptance:** We create a climate that values diverse thinking, mutual respect and working as a team for the betterment of the whole organization.

**Accountability:** We hold ourselves and one another accountable for increasing student and staff success.

**Courage:** We support courageous actions in an environment that embraces ethical and thoughtful risk-taking.

**Joy:** We enjoy our work and recognize that happiness contributes to organizational health and generates more opportunities for success.

**Trust:** We presume the good intentions of others in a culture of openness for honest input and creative ideas.

## **Guiding Principles**

Our guiding principles influence the behavior of educators, staff, parents, students and community members as we strive for student and organizational success.

**System Perspective:** We respect that all components of the organization are interdependent and must be managed as a unified whole in order to achieve ongoing success and performance excellence.

**Engaged Learning:** We share a collaborative responsibility for implementing intentionally designed holistic and engaging learning experiences.

**Encouraging Environment:** We promote a framework encouraging grit and the courage for students to become the best version of themselves.

**Relationship Building:** We facilitate connection and growth through safe, inclusive, compassionate and empathetic interactions with others.

**Foundational Skills:** We provide dynamic learning experiences to build a strong foundation of skills necessary to be competitive in local, regional and global economies.

**Societal Contributions:** We demonstrate a well-rounded ability to make respectful and ethical decisions.

## **Pillars**

We are committed to student success through dedication to four foundational pillars: teaching and learning, culture and environment, employee talent, and partner relations - with outcomes measured in both traditional and non-traditional ways.

## **Indicators of Success**

1. The percentage of students at or above benchmark on Individual Growth & Development Indicators (myIGDIs) and the Formative Assessment System for Teachers (FASTBridge) will increase from pre-kindergarten through third grade, overall and for each identified subgroup.

2. The percentage of students who score in Levels 3 and 4 on the English Language Arts State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
3. The percentage of students who score in Levels 3 and 4 on the Mathematics State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
4. The percentage of students identified 'at risk' in the Kansas Communities that Care Social-Emotional Learning Report will decrease for Character Development, Personal Development, Social Development and School Climate in grades 6, 8, 10 and 12, overall and for each identified subgroup.
5. The graduation rate of students within the district will increase, overall and for each identified subgroup.
6. The two-year postsecondary success rate of students within the district will increase, overall and for each identified subgroup.

### **Objectives and Strategies**

1. **Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.**
  - A. Align curriculum with content standards and assessment framework.
    1. Create a well-defined curriculum protocol that provides scope and sequence by subject area content standards.
    2. Revise horizontal and vertical alignment of instructional materials based upon analysis of student performance data.
    3. Create a district assessment and data analysis calendar to guide data discussions at building and district levels.
    4. Provide ongoing training to support alignment of standards, curriculum and assessment.
    5. Create and deliver a process for communicating about curriculum, content standards and the assessment framework.
    6. Develop an accountability system to ensure timely completion of curriculum, content standards and assessment alignment.
  - B. Identify and implement evidence-based instructional practices.
    1. Identify evidence-based instructional practices.
    2. Provide ongoing training to support implementation of evidence-based instructional practices.

3. Create and deliver a process to communicate about evidence-based instructional practices.
  4. Develop an accountability system to monitor impact of evidence-based instructional practices on student success indicators.
- C. Institutionalize a multi-tiered system of reading, mathematics and social-emotional supports.
1. Provide core instruction consistent with adopted protocols.
  2. Ensure intervention and support decisions are based upon benchmark and progress monitoring protocols.
  3. Provide training in multi-tiered system of supports to promote clarity and reduce variance across the district.
  4. Create and deliver a process for ongoing communication about multi-tiered system of supports.
  5. Develop an accountability system to monitor the impact of multi-tiered system of supports on indicators of student success.
- D. Implement a trauma-responsive structure to support mental health needs of the school community.
1. Maintain cross-system collaboration between mental health providers and school teams.
  2. Align mental health protocols across the school community.
  3. Identify and implement trauma-responsive practices to promote student resilience.
  4. Provide training in use of trauma-responsive practices and mental health protocols.
  5. Create and deliver a process for ongoing communication about trauma-responsive practices and mental health protocols.
  6. Enhance service delivery through social-emotional family engagement and empowerment.
  7. Develop an accountability system to monitor the impact of trauma-responsive practices and mental health protocols within the school community.
- E. Implement a framework for personalized learning.
1. Create common terminology, protocols and timelines for implementation of personalized learning throughout the district.
  2. Construct a platform of essential core components and change strategies for the personalized learning framework.
  3. Provide ongoing training about core components and change strategies within the personalized learning framework.

4. Create and deliver a process for personalized learning communications.
5. Develop an accountability system to monitor the impact of personalized learning on student success.

- F. Identify and implement technology to enhance teaching and learning.
1. Ensure student, parent and staff access to technology.
  2. Create online access to instructional materials.
  3. Deliver training and support for information and instructional technology.
  4. Create and deliver a process for ongoing communication about technology to enhance teaching and learning.
  5. Ensure reliability and cybersecurity of information and instructional systems.
  6. Develop an accountability system to monitor the impact of technology on teaching and learning.

## **2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.**

- A. Identify and implement policies and practices to promote diversity, inclusion and equity.
1. Update and enforce policies prohibiting discrimination, harassment and inequitable access.
  2. Ensure principles and practices of diversity, inclusion and equity are promoted and enforced throughout all buildings and departments of the district.
  3. Provide ongoing training to expand understanding of and commitment to diversity, inclusion and equity.
  4. Create and deliver a process for consistent communication about diversity, inclusion and equity.
  5. Engage and empower students, parents, employees and the community as ambassadors for diversity, inclusion and equity.
  6. Develop an accountability system to monitor the impact of promotion and enforcement efforts regarding diversity, inclusion and equity.
- B. Enact policies and practices to attract, develop, empower and retain high quality employees.
1. Implement a framework to increase high quality and diverse candidate pools.
  2. Onboard new staff through a district orientation and support program.
  3. Deliver training relevant to specific areas of responsibility, including when changes occur in knowledge or skill expectations of a position.



4. Create and deliver a process for ongoing communication about efforts to attract, develop, empower and retain high quality employees.
  5. Maintain a staff incentive program that includes recognition and added compensation for established factors.
  6. Develop an accountability system to monitor the impact of efforts to attract, develop, empower and retain high quality employees.
- C. Align non-instructional operations in support of students, staff and schools.
1. Maintain facilities and grounds that are clean and safe.
  2. Ensure safety and security of people and property within the district.
  3. Maintain a communications process for two-way exchange of information.
  4. Construct a human resource system to meet staffing needs within the district.
  5. Maintain business practices that ensure financial security of the district.
  6. Continue transportation services that are safe, comfortable and efficient.
  7. Provide childhood nutrition programming to meet dietary and wellness education needs within the district.
  8. Provide training to maintain consistency of non-instructional operations across the district.
  9. Develop an accountability system to monitor the impact of non-instructional efforts to support students, staff and schools.
- D. Identify and implement technology to promote operational productivity.
1. Ensure student, parent and staff access to technology.
  2. Maintain a management process for collection and storage of operational data.
  3. Deliver training and support for operational use of technology.
  4. Ensure reliability and cybersecurity of information and operational systems.
  5. Create and deliver a process to communicate about use of technology to promote operational productivity.
  6. Develop an accountability system to monitor impact of technology on operational productivity.

**3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.**

- A. Engage and empower families as partners to enrich student learning.
1. Implement a centralized welcome center to provide orientation and assistance to families new to the district.

2. Develop and implement a plan to increase family engagement opportunities and the number of involved families.
  3. Provide ongoing training to increase staff understanding of and commitment to family empowerment.
  4. Identify and implement technology to enhance two-way communication between parents and educators.
  5. Collect and analyze parent satisfaction data to monitor success of engagement and empowerment efforts.
- B. Expand and strengthen community partnerships to enrich student learning.
1. Identify and engage current and potential community partners.
  2. Create a framework to benefit students and meet identified needs of community partners.
  3. Provide training to increase staff understanding of and commitment to community partnerships.
  4. Identify and implement technology to enhance communication and collaboration with partners.
  5. Collect and analyze data to monitor the extent to which partners perceive community collaboration as mutually beneficial.
- C. Construct educational choice options to meet student and community needs and interests.
1. Provide training to increase understanding of the educational choice option process.
  2. Create and deliver a method to communicate about educational choice options.
  3. Develop a catalog of program choice options available within the district.
  4. Ensure program choice options comply with all policy and accountability requirements of the district and state.
  5. Create and enforce guidelines to ensure all families have equal access to all program choice options.
  6. Establish a process to evaluate the impact of each program choice option on student success.

## **Glossary**

Academic Engagement - Implementation of differentiated learning strategies and plans to address areas of concern.

Character Development Standard - Identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Diversity - The inclusion of different types of people, such as different races or cultures, in a group or organization.

Equity - Individuals or populations of individuals experience equal opportunity to succeed when provided additional supports needed to overcome barriers to success.

Graduation Rate - The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Personal Development Standard - Identify, understand and effectively manage thoughts, feelings and behaviors.

Personalized Learning - Places the whole child as an active participant at the center of instruction. Strong relationships between educators, students, family and community ensure equity and choice in time, place, path, pace and demonstration of learning.

Postsecondary Success Rate - A student must meet one of four outcomes within two years of high school graduation: 1) earn an industry-recognized certification while in high school; 2) earn a postsecondary certificate; 3) earn a postsecondary degree; or, 4) enroll in postsecondary in both the first and second year following high school graduation.

School Climate - The quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

Social Development Standard - Establish and maintain positive relationships and communicate with others in various settings and situations.

**2023 Regular Board Meetings**

All Regular Board Meetings are held at Robinson Education Center unless otherwise notified.

|              |             |           | <u>STUCO Report</u> |
|--------------|-------------|-----------|---------------------|
| January 4    | Wednesday - | 6:30 p.m. | MHS                 |
| January 18   | Wednesday - | 6:30 p.m. | EMS                 |
| February 1   | Wednesday - | 6:30 p.m. | MHS                 |
| February 15  | Wednesday - | 6:30 p.m. | AMS                 |
| March 1      | Wednesday - | 6:30 p.m. | MHS                 |
| March 22     | Wednesday - | 6:30 p.m. | EMS                 |
| April 5      | Wednesday - | 6:30 p.m. | MHS                 |
| April 19     | Wednesday - | 6:30 p.m. | AMS                 |
| May 3        | Wednesday - | 6:30 p.m. | MHS                 |
| May 17       | Wednesday - | 6:30 p.m. |                     |
| June 7       | Wednesday - | 6:30 p.m. |                     |
| June 28      | Wednesday - | 6:30 p.m. |                     |
| July 5       | Wednesday - | 6:30 p.m. |                     |
| July 19      | Wednesday - | 6:30 p.m. |                     |
| August 2     | Wednesday - | 6:30 p.m. |                     |
| August 16    | Wednesday - | 6:30 p.m. |                     |
| September 6  | Wednesday - | 6:30 p.m. | MHS                 |
| September 20 | Wednesday - | 6:30 p.m. |                     |
| October 4    | Wednesday - | 6:30 p.m. | MHS                 |
| October 18   | Wednesday - | 6:30 p.m. | AMS/EMS             |
| November 1   | Wednesday - | 6:30 p.m. | MHS                 |
| November 15  | Wednesday - | 6:30 p.m. | AMS                 |
| December 6   | Wednesday - | 6:30 p.m. | MHS                 |
| December 20  | Wednesday - | 6:30 p.m. | EMS                 |
| January 3    | Wednesday - | 6:30 p.m. | MHS                 |
| January 17   | Wednesday - | 6:30 p.m. | AMS                 |

**2023 Special Meetings for Board Retreat**

|             |             |           |         |
|-------------|-------------|-----------|---------|
| February 22 | Wednesday - | 5:30 p.m. | - @ TBD |
| October 25  | Wednesday - | 5:30 p.m. | - @ TBD |

**AGENDA PLANNING  
SCHEDULE  
2023-2024**

**7:30 a.m.**

(unless otherwise noted)

**Robinson Education Center**

| <b>AGENDA PLANNING DATE</b>   | <b>TIME</b> | <b>DAY</b>     | <b>MEETING DATE</b>         | <b>PARTICIPANTS</b> |                        |
|-------------------------------|-------------|----------------|-----------------------------|---------------------|------------------------|
| June 27, 2023                 | 7:30 a.m.   | Tuesday        | July 5, 2023                | Hagemeister         | <u>Morris-Hardeman</u> |
| July 11, 2023                 | 7:30 a.m.   | Tuesday        | July 19, 2023               | Hagemeister         | <u>Weixelman</u>       |
| July 25, 2023                 | 7:30 a.m.   | Tuesday        | August 2, 2023              | Hagemeister         | <u>Brighton</u>        |
| August 8, 2023                | 7:30 a.m.   | Tuesday        | August 16, 2023             | <u>Hagemeister</u>  | Santos                 |
| August 29, 2023               | 7:30 a.m.   | Tuesday        | September 6, 2023           | Hagemeister         | <u>Herrman</u>         |
| September 12, 2023            | 7:30 a.m.   | Tuesday        | September 20, 2023          | Hagemeister         | <u>Edie</u>            |
| September 26, 2023            | 7:30 a.m.   | Tuesday        | October 4, 2023             | Hagemeister         | <u>Santos</u>          |
| October 10, 2023              | 7:30 a.m.   | Tuesday        | October 18, 2023            | Hagemeister         | <u>Morris-Hardeman</u> |
| October 17, 2023 (if needed)  | 7:30 a.m.   | Tuesday        | October 25, 2023 - retreat  | Hagemeister         |                        |
| October 24, 2023              | 7:30 a.m.   | Tuesday        | November 1, 2023            | Hagemeister         | <u>Weixelman</u>       |
| November 7, 2023              | 7:30 a.m.   | Tuesday        | November 15, 2023           | Hagemeister         | <u>Brighton</u>        |
| November 28, 2023             | 7:30 a.m.   | Thursday       | December 6, 2023            | Hagemeister         | <u>Herrman</u>         |
| December 12, 2023             | 7:30 a.m.   | Tuesday        | December 20, 2023           | Hagemeister         | <u>Edie</u>            |
| December 19, 2023             | 7:30 a.m.   | <b>Tuesday</b> | January 3, 2024             | Hagemeister         | <u>Santos</u>          |
| January 9, 2024               | 7:30 a.m.   | Tuesday        | January 17, 2024            | <u>Hagemeister</u>  | Morris-Hardeman        |
| January 30, 2024              | 7:30 a.m.   | Tuesday        | February 7, 2024            |                     |                        |
| February 13, 2024             | 7:30 a.m.   | Tuesday        | February 21, 2024           |                     |                        |
| February 20, 2024 (if needed) | 7:30 a.m.   | Tuesday        | February 28, 2024 - retreat |                     |                        |
| February 27, 2024             | 7:30 a.m.   | Tuesday        | March 6, 2024               |                     |                        |
| March 5, 2024                 | 7:30 a.m.   | Tuesday        | March 20, 2024              |                     |                        |
| March 26, 2024                | 7:30 a.m.   | Tuesday        | April 3, 2024               |                     |                        |
| April 9, 2024                 | 7:30 a.m.   | Tuesday        | April 17, 2024              |                     |                        |
| April 23, 2024                | 7:30 a.m.   | Tuesday        | May 1, 2024                 |                     |                        |
| May 7, 2024                   | 7:30 a.m.   | Tuesday        | May 15, 2024                |                     |                        |
| May 28, 2024                  | 7:30 a.m.   | Tuesday        | June 5, 2024                |                     |                        |
| June 18, 2024                 | 7:30 a.m.   | Tuesday        | June 26, 2024               |                     |                        |
| June 25, 2024                 | 7:30 a.m.   | Tuesday        | July 3, 2024                |                     |                        |
| July 9, 2024                  | 7:30 a.m.   | Tuesday        | July 17, 2024               |                     |                        |

**Manhattan-Ogden USD 383  
Board of Education Meetings  
2023-2024 OPERATIONAL CALENDAR**

| MONTH            | 1ST MEETING                                                                                                                                                                                                                    | 2ND MEETING                                                                                                                                                                                                                                                                                           | OTHER                                                                               |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>AUGUST</b>    | Budget KH/ <b>KB</b> 8-2-23<br>Board Operational Calendar<br>Authorize Budget Legal Publications<br>Child Nutrition Annual Report                                                                                              | Preliminary Enrollment KH/ <b>BS</b> 8-16-23<br>Donations & Grants Received Annual Report                                                                                                                                                                                                             | Compile Evaluations/Set Goals<br>President/Vice President meets<br>w/Superintendent |
| <b>SEPTEMBER</b> | Future Agenda Items KH/ <b>CH</b> 9-6-23<br>Revenue Neutral Rate Hearing<br>Budget Hearing<br>Summer Programs Summary<br>Substance Abuse Prevention Annual Report                                                              | Student Transfer Report KH/ <b>DE</b> 9-20-23<br>Celebration of Freedom Week Report<br>Select KASB Delegate<br>PDC Handbook<br>Early Learning Program Annual Report                                                                                                                                   |                                                                                     |
| <b>OCTOBER</b>   | Facility Use Fee Review/Revision KH/ <b>BS</b> 10-4-23<br>Enrollment Report<br>KASB Legislative Issues<br>Site Council Members & Meeting Dates (Consent)<br>Overtime Annual Report<br>Title and At-Risk Programs Annual Report | Transportation Annual Report. KH/ <b>JM</b> 10-18-23<br>Middle School Athletic & Activity Annual Report<br>Head Start Federal Report (consent)<br><br>Maintenance Costs-Athletic Fields-Annual Report<br>Professional Development Annual Report                                                       | 10-25-23 Board Retreat 5:30 p.m.                                                    |
| <b>NOVEMBER</b>  | Financial Audit Report KH/ <b>CW</b> 11-1-23<br>Safety and Security Annual Report                                                                                                                                              | Course Proposals/Changes 24-25 KH/ <b>KB</b> 11-15-23<br>Contract with City - Special Alcohol Fund<br>KASB Convention Rpt (Board Comments)<br>Secondary Site Council Reports<br>State Assessment District Overview                                                                                    | KASB Convention Nov. 10-12                                                          |
| <b>DECEMBER</b>  | ESOL Annual Report KH/ <b>CH</b> 12-6-23<br>Manhattan Virtual Academy Annual Report                                                                                                                                            | F.I.T. Closet Annual Report KH/ <b>DE</b> 12-20-23<br>Facility/Capital Outlay Report<br>Fort Riley Partnerships Annual Report                                                                                                                                                                         | Legislative Work Session                                                            |
| <b>JANUARY</b>   | Martin Luther King, Jr. Proclamation KH/ <b>BS</b> 1-3-24<br>Board Member Interest in Officer Positions                                                                                                                        | Head Start Federal Report (consent) KH/ <b>JM</b> 1-17-24<br>MHS CTE Program Report<br>Board Officer Elections<br>2024 BOE Meeting Dates & Times<br>Establish Committee Assignments for BOE if needed<br>Pandemic Response Plan Review<br>Elementary Site Council Reports<br>*Mid-Year Graduates List |                                                                                     |
| <b>FEBRUARY</b>  | Mid-Year Enrollment Report 2-7-24<br>Superintendents' Contracts<br>Mentoring Program Annual Report                                                                                                                             | Summer Programs 2024 2-21-24<br>Diversity & Inclusion Annual Report<br>Review NEA Manhattan/BOE Agreement (Ex.Ssn)<br>District Technology Annual Report                                                                                                                                               | 2-28-24 Board Retreat 5:30 p.m.                                                     |

\* Written Report Only

**Manhattan-Ogden USD 383  
Board of Education Meetings  
2023-2024 OPERATIONAL CALENDAR**

| MONTH        | 1ST MEETING                                                                                                                                                                                                                                              | 2ND MEETING                                                                                                                                                                                                                                                                                                                                                                  | OTHER                                      |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>MARCH</b> | Calendar Adoption 2024-25 3-6-24<br>International Womens Day Proclamation (March 8)                                                                                                                                                                      | Capital Outlay Budget Planning 2024-25 3-20-24<br>Legislative Work Session<br>KSU Professional Development School Partnership<br>Worker Compensation Annual Report                                                                                                                                                                                                           |                                            |
| <b>APRIL</b> | Capital Outlay Summer Projects 4-3-24<br>Textbook Adoption 2024-25<br>Special Education/Gifted Ed Programs Annual Report<br>Bully Prevention Annual Report                                                                                               | Student Fees & Textbook Rental 2024-25 4-17-24<br>Head Start Quarterly Report (consent)<br>SPED Assurances (consent)<br>Maintenance & Custodial Annual Report<br>Library Media/Instr. Technology Annual Report<br>Administrator Contracts                                                                                                                                    | 4-24-24 Retiree Recognition                |
| <b>MAY</b>   | Budget Prioritization and Preparation 5-1-24<br>Teacher Contract Renewal/Nonrenewal<br>School Start/End Times 2024-25<br>Classified Handbooks (consent)                                                                                                  | School Meal Prices 2024-25 5-15-24<br>Communications Annual Report<br>Evaluation of 2023-24 New Courses                                                                                                                                                                                                                                                                      |                                            |
| <b>JUNE</b>  | Budget Development 2024-25 6-5-24<br>MHS Student Athletic & Activities Participation<br>Annual Report<br>Secondary Handbooks (consent)<br>Elementary Handbook (consent)<br>Health Services Annual Report<br>Professional Learning & Collaboration Report | Budget Development 2024-25 6-26-24<br>Superintendent's District Annual Report<br>Early Learning Parent Handbook (consent)<br>Early Learning Program Handbook (consent)<br>Curriculum for Native American/Diversity Report<br>Warehouse Annual Report<br>MAHS Annual Report<br>Manhattan-Ogden Public Schools Foundation<br>Annual Report<br>*Graduation Lists-MHS, MAHS, MVA | Start Superintendent Evaluation<br>Process |
| <b>JULY</b>  | Reorganization of the Board 7-3-24<br>Audit GAAP Waiver<br>Memberships (KASB)<br>Vehicle Mileage Reimbursement Rate<br>Destruction of District Financial Records<br>Pandemic Response Plan Review                                                        | Budget Development 2024-25 7-17-24<br>Authorization to Publish Budget<br>Head Start Federal Report (consent)<br>Board Committee/School Assignments 24-25<br>IDP Point Approval (consent)<br>Grant Application - Special Alcohol Fund                                                                                                                                         | Individual Board Evaluations               |

\* Written Report Only

Manhattan-Ogden USD 383  
Board of Education  
2023-2024 Committee Assignments

| COMMITTEE/BOARD                       | 2023-2024       | PURPOSE                                                                                                                                                                                     |
|---------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| District Site Council (2)             | Santos          | Provides input/feedback on the work of the District Leadership Team. Meets 5:00 - 6:30 p.m. Robinson Education Center - KCR; 9/18, 11/27, 2/12, 4/22                                        |
|                                       | Brighton        | Contact to be determined                                                                                                                                                                    |
| District Finance Committee (2)        | Santos          | Review financial audit and special finance topics (meets after Fall Audit)                                                                                                                  |
|                                       | Morris-Hardeman | Andy Hutchinson - andyh@usd383.org                                                                                                                                                          |
| District Wellness Committee (1)       | Hagemeister     | State regulations require a Board member on this committee (meets three times/year)<br>Stephanie Smith - stephaniesm@usd383.org; Abby Bowen - abbyb@usd383.org                              |
| Facilities and Growth (3)             | Hagemeister     | Work with administration on capital projects and construction projects (3:30 p.m. second Wed, as needed - Robinson Education Center - KCR)<br>Nathan Downs - nathand@usd383.org             |
|                                       | Weixelman       |                                                                                                                                                                                             |
|                                       | Brighton        |                                                                                                                                                                                             |
| Early Learning Policy Council (1)     | Edie            | Advisory committee required by federal regulations (5:30-7:00 PM; 9/21, 11/2, 1/4, 3/7, 5/2; College Hill/Eugene Field Early Learning Centers)<br>Elisabeth Nelson - elisabethn@usd383.org  |
| Intergovernmental (2)                 | Herrman         | Discuss issues among the City, County, KSU and USD 383 (12 p.m. fourth Monday of most months - Rockin' K's)<br>Diane Denison - dianede@usd383.org                                           |
|                                       | Edie            |                                                                                                                                                                                             |
|                                       | Anyone          |                                                                                                                                                                                             |
| KASB Advocacy Network (2)             | Morris-Hardeman | Represent the Board on KASB Advocacy Network (Access to special briefings and trainings)                                                                                                    |
|                                       |                 | Leah Fliter - lfliter@kasb.org                                                                                                                                                              |
| Negotiations (2 + alternate)          | Brighton        | Contract Negotiations between BOE and NEA (4 p.m. Thurs starting in April as scheduled - Robinson Education Center - KCR)<br>Nathan Downs - nathand@usd383.org                              |
|                                       | Herrman         |                                                                                                                                                                                             |
|                                       | TBD (alt)       |                                                                                                                                                                                             |
| Parks & Recreation Advisory Board (2) | Hagemeister     | Advise City Commission on Manhattan Parks & Recreation issues (First Monday at 4:30 p.m. - City Commission Room)<br>Aaron Stewart - aaron.stewart@cityofmhk.com                             |
|                                       | Weixelman       |                                                                                                                                                                                             |
| Professional Development Council (1)  | Morris-Hardeman | Oversees professional development and reviews IDP proposals; 8:00 a.m. 9/28, 11/9, 2/22, 4/11, 5/8. (Robinson Education Center - KCR)<br>Kristal Kleiner-Neff - kristalk@usd383.org         |
| District Technology Committee (2)     | Edie            | Evaluates and shares ideas of technology use (4:15 p.m. 9/12, 10/10, 11/14, 1/9, 3/19, 4/9 - Robinson Education Center - KCR)<br>Mike Ribble - miker@usd383.org                             |
|                                       | Santos          |                                                                                                                                                                                             |
| Diversity & Inclusion (3)             | Weixelman       | Diversity awareness, educational equity, and reduction of racial, ethnic and economic prejudice. (5:30 p.m. second Thursday - MHS West Library)<br>Susanne Glymour - sue.cdi.info@gmail.com |
|                                       | Herrman         |                                                                                                                                                                                             |
|                                       |                 |                                                                                                                                                                                             |
| Board Policy (3)                      | Santos          | Review KASB recommended policy and current policy (4:30 p.m. third Thursday - SCR)<br>Diane Denison - dianede@usd383.org                                                                    |
|                                       | Hagemeister     |                                                                                                                                                                                             |
|                                       | Weixelman       |                                                                                                                                                                                             |



Manhattan-Ogden USD 383  
Board of Education  
2023-2024 School Assignments

| <b>Brighton</b>            | <b>Edie</b>             | <b>Hagemeister</b>    | <b>Herrman</b>                             | <b>Morris-Hardeman</b>               | <b>Santos</b>                     | <b>Weixelman</b>       |
|----------------------------|-------------------------|-----------------------|--------------------------------------------|--------------------------------------|-----------------------------------|------------------------|
| Frank Bergman<br>Northview | College Hill<br>Marlatt | Manhattan High<br>Lee | Bluemont<br>Woodrow Wilson<br>Eugene Field | Anthony Middle<br>Theodore Roosevelt | Eisenhower Middle<br>Oliver Brown | Amanda Arnold<br>Ogden |

**School Board Member Ethics**  
(Board Policy BH)

As a member of my local Board, I will strive to improve public education, and to that end I will:

Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;

Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings;

Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

Encourage the free expression of opinion by all Board members;

Seek systematic communications between the Board and students, district staff, and all elements of the community;

Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent;

Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;

Support the employment of those persons best qualified to serve as district staff;

Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain;

Respect the confidentiality of information that is privileged under applicable law; and

Remember that the first and greatest concern must be the educational welfare of the students attending the public schools.

Adopted: 5/05; Revised: 12/22