



Monday, June 12, 2023
USD #333 USD333 Board of Education Regular Meeting

AGENDA FOR UNIFIED SCHOOL DISTRICT NO. 333

CLOUD COUNTY, KANSAS

7:00 PM

USD #333 Board of Education Administrative Offices, 217 W. 7th St., Concordia, KS 66901

A. OPENING ITEMS

1. Call To Order
2. Pledge of Allegiance
3. Members Present

B. CONSENT ITEMS

1. Adopt Agenda for Meeting
2. Approval of Minutes
3. Accept Gifts and Donations
4. Approval of Encumbrances as listed in the Superintendent's Report
5. Approval of Financial/Treasurer's Report/CapitalOne
6. Administrator/Building Reports
7. Vote on Consent Items

C. PUBLIC COMMENTS

D. STUDENT/PATRON PARTICIPATION/RECOGNITION

E. INFORMATION/UPDATE/COMMUNICATION

1. End of Fiscal Year - Financials Soft Close June 29 at noon
2. End of Year Reports for CES, CMS, CJSHS
 - 22-23 End of Year Report CJSHS 3
 - 22-23 End of Year Report CMS. 25
 - 22-23 End of Year Report CES. 30
3. Math Curriculum - Krystal Breese
 - Grades 6-8 Math Review: <https://www.edreports.org/reports/overview/hmh-into-math-2020/grades-6-8>
 - Highschool: <https://www.edreports.org/reports/overview/hmh-into-aga-2020>
6-12 Math Request 71
4. Community Education Retreat at CJSHS Media Center
11 am - 2 pm on August 3

F. EXECUTIVE SESSION

G. BOARD ACTION ITEMS

1. Athletics - girl's wrestling
2. Handbook Updates 2023
 - PAT - attached
 - CES - No changes
 - CMS - August

CJSHS - August	
CAP - attached	
Handbook for LCNCK PAT program update 2023	73
CAP Handbook Revised 2023	115
3. LCNCK Extended School Year Contracts	
LCNCK ESY Teacher Contracts1	131
LCNCK ESY Teacher Contracts2	152
4. June 2023 BOE Policy Updates	
5. 2023-2024 Milk Bids	
23-24 Milk Bids	162
6. Unpaid Meal Policy	
23-24 Unpaid Meal Policy	165
7. Thought Exchange Survey Review	
H. CERTIFIED and CLASSIFIED PERSONNEL	
1. 1. New Hires/Transfers/Resignations/Terminations of <u>CERTIFIED STAFF</u> for 2023-2024 School Year (if needed)	
Certified May 2023 LIST	166
2. New Hires/Transfers/Resignations/Terminations of <u>CLASSIFIED STAFF</u> for 2023-2024 School Year (if needed)	
Classified May 2023 LIST	168
I. ADJOURN	

Concordia Junior-Senior High School



End of Year Report
2022-2023

School Year Highlights

First Project Search Graduates

Panther2Panther Peer Tutoring (in classrooms and in DLT room)

IPS: Student-Led Conferences, PAWS cluster activities

Start of MTSS for remediation of math & ELA and enrichment of interest projects

Portrait of a Successful CJSHS Graduate

CJSHS PLC and Site Council Focus

Quarterly Late-Starts—Planning for grade-level
and cluster-specific activities

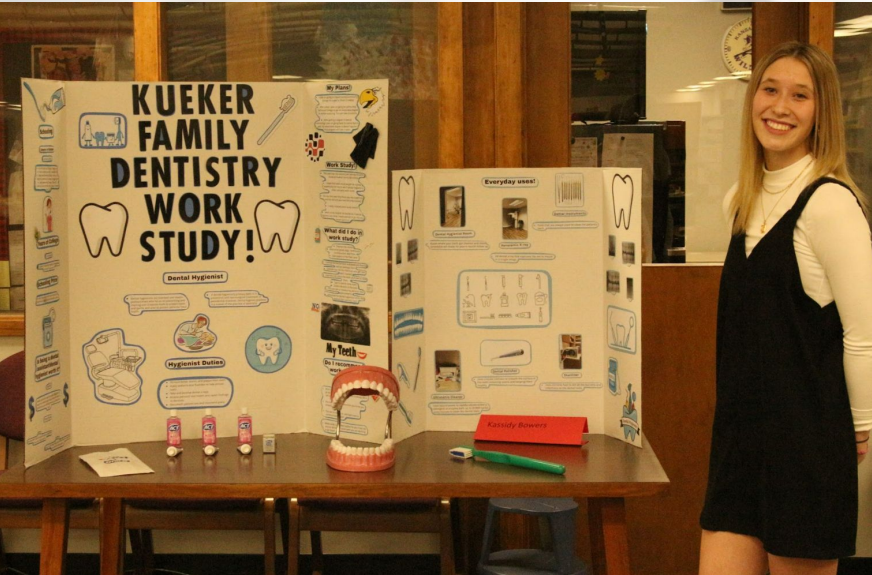
Math and ELA Focus Meetings

Explicit Instruction peer walkthroughs



Work-Based Learning

21 Students



Athletic and Activities



Over **250** students participated in KSHSAA sponsored athletics

Over **250** students participated in a school sponsored activity

Football - Regional Champions (8-3); Multiple All-State performers; Shrine Bowl Nominee

Girls Golf and Tennis - Individual State Qualifier in each. State Medalist in Tennis

Boys Basketball - 14-7 record including state ranking in KBCA poll; KBCA Nominee

Wrestling - Team Champions of Republic County, Minneapolis, and Wamego Tournaments. 7 State qualifiers. 2nd and 3rd place finishers.

Track - Minneapolis, Republic County, and Concordia Boys Meet Champions. Four state medalists

Boys Golf - Team qualified for state tournament. Republic County, Champman, Concordia Tournament Champions.

Softball - 11-8 record

Music - Hosted Large Group Music Festival (multiple superior rankings)

Art - Hosted NCKL Art Show (multiple awards)

Drama - *You're a Good Man, Charlie Brown* and *The Frog Prince*

Forensics - 4th Place at State

10 Concordia High School Seniors will continue their athletic and activities at the collegiate level

Focuses for the Year

Meaningful IPS process

Identify and target areas for academic support

Provide a foundation of instructional leadership

MATH and ELA Focus Meetings

Development “I Can” Statements of Portrait of a Successful CJSHS Graduate



New Courses

Accelerated Math 7

JH Reading for Pleasure

Early Childhood Development (CCCC zoom)

Intro to LPSS

Culinary Arts 2

Baking & Pastry 2

Accounting 1 (added back)

World Geography

JH Reading for Pleasure

JH Service in Action

Music Appreciation (CCCC concurrent credit)

JH General Music

Electronic Music



New Hires

Sydney Cantrell—Science

Kelly Knedler—Vocal Music



Site Council Members and Focus

Members:

Kale Katt
Krystal Nelson
Ambert Lambertz
Amy Lange
Amy Drury
Dustin Bender
Bailey Echer
Lee Lowell
Mayra Brooks
Kevin Muff
1 HS StuCo Rep
1 JH StuCo Rep

Focus Items:

- Site Council as IPS Implementation Team
- IPS In Depth for Family & Community: Merging what we're doing within school with communication towards families & the community
- Xello for Families: Family Portal
- CJSHS Portrait of a Successful Graduate
 - Parent/Guardian "I Can" Statements
- Communication pieces:
 - MTSS & Enrichment
 - Explicit Instruction
 - IPS & CTE
 - New Graduation Requirements

Explicit Instruction Walkthroughs

383 Total walkthroughs at CJSHS

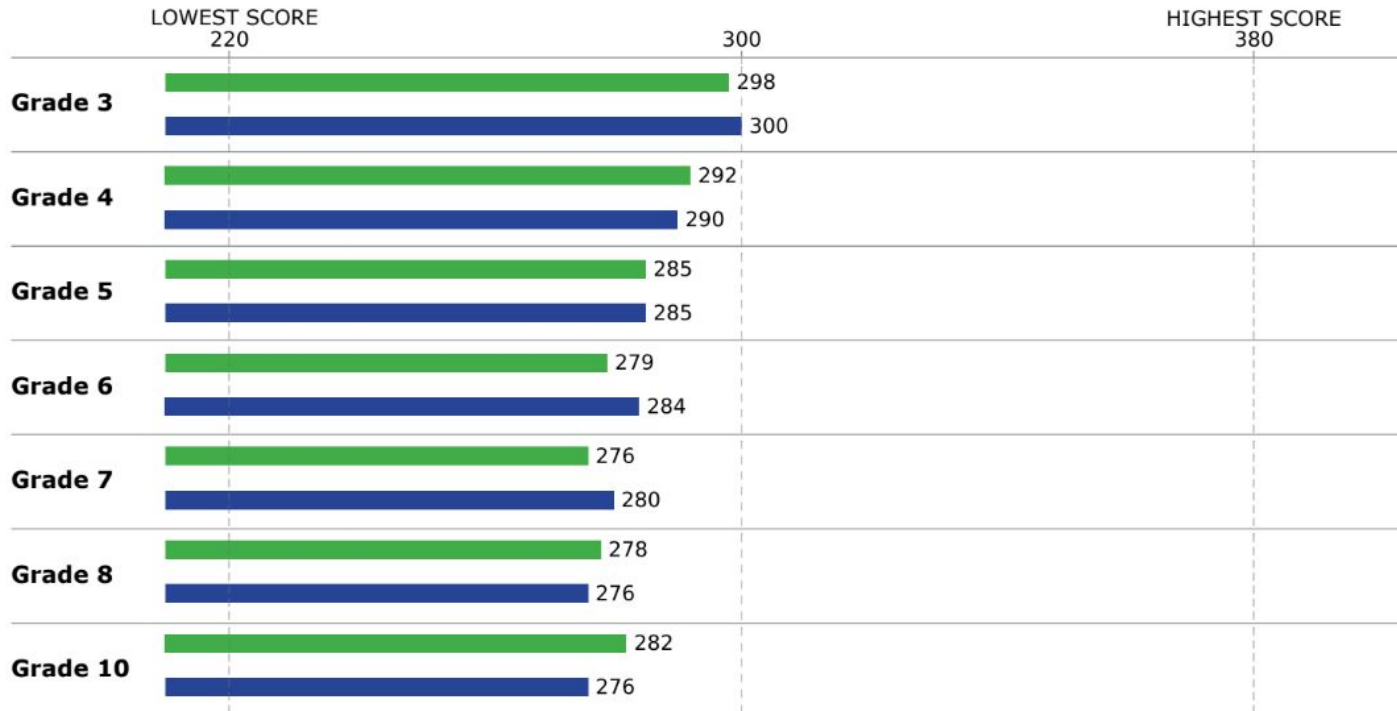
Observations from semester 1:

Peer-to-peer interaction was low

So, we specified type of engagement, added a check for mastery before releasing students to work independently

Median District and State Performance

■ DISTRICT ■ STATE

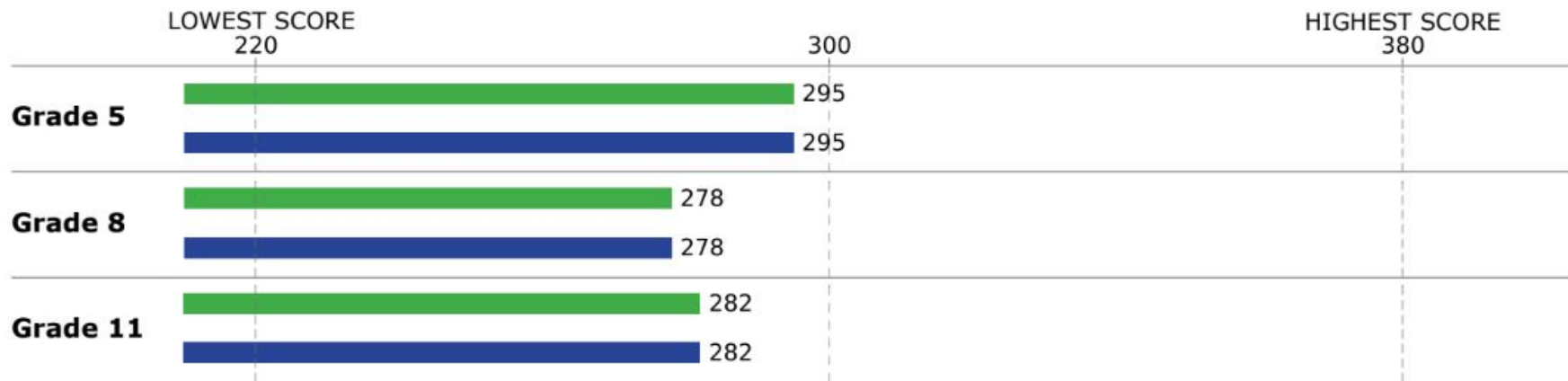


Standard error of measurement for this report:

Grade 3: District—4.0 | State—0.2
Grade 4: District—3.3 | State—0.2
Grade 5: District—3.4 | State—0.2
Grade 6: District—3.2 | State—0.2
Grade 7: District—2.8 | State—0.2
Grade 8: District—2.7 | State—0.2
Grade 10: District—4.5 | State—0.2

Median District and State Performance

DISTRICT STATE



Standard error of measurement for this report:

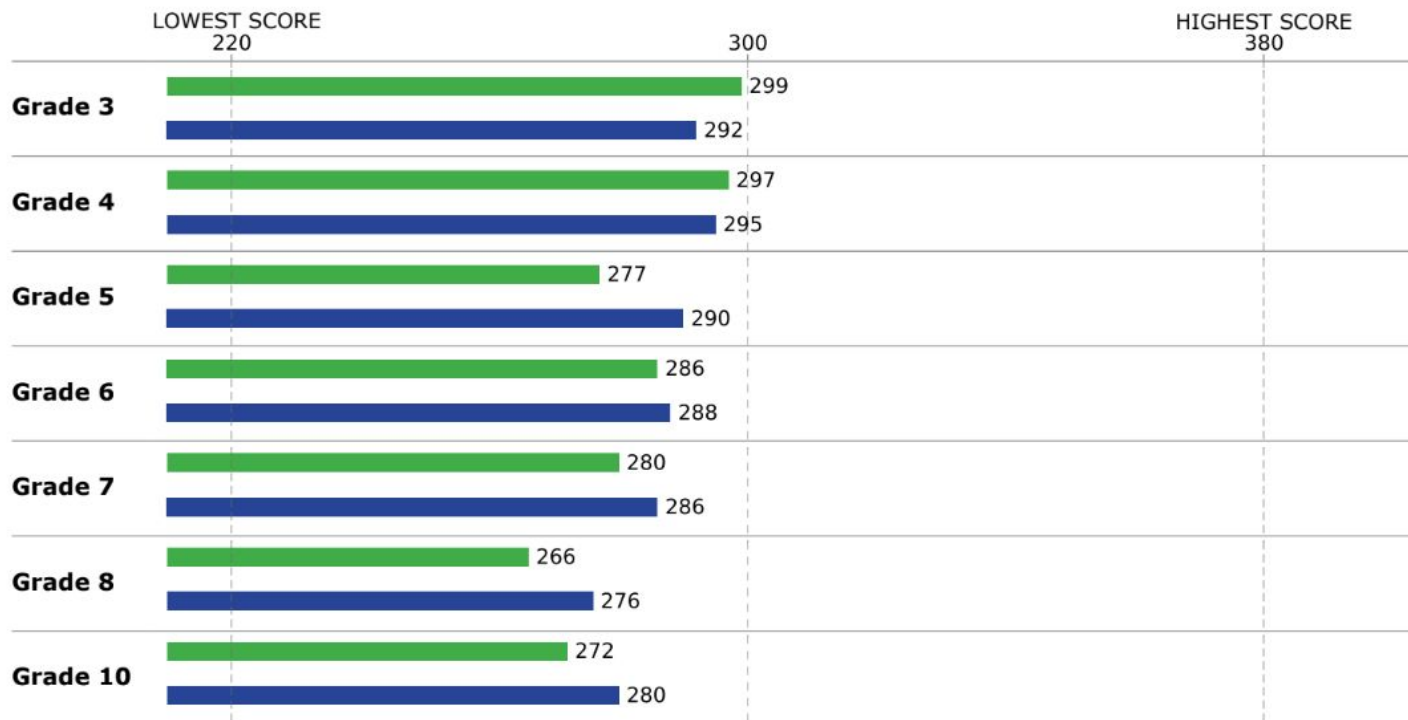
Grade 5: District—4.0 | State—0.2

Grade 8: District—3.1 | State—0.2

Grade 11: District—4.0 | State—0.2

Median District and State Performance

■ DISTRICT ■ STATE



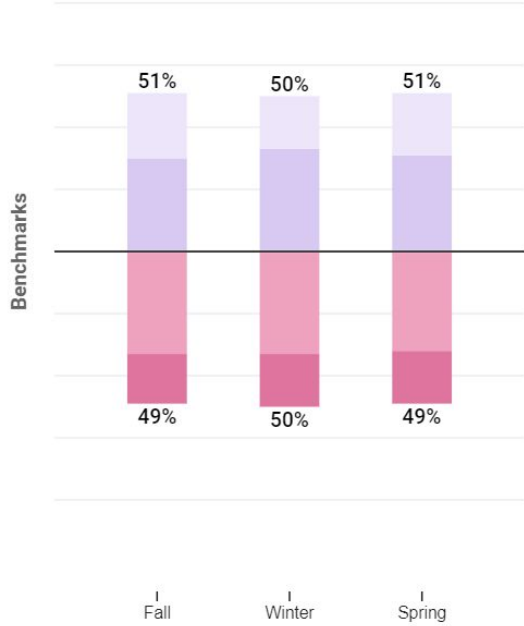
Standard error of measurement for this report:

Grade 3: District—3.9 | State—0.2
Grade 4: District—3.5 | State—0.2
Grade 5: District—3.4 | State—0.2
Grade 6: District—3.5 | State—0.2
Grade 7: District—3.3 | State—0.2
Grade 8: District—3.0 | State—0.2
Grade 10: District—4.4 | State—0.2

Percentage Of Students By Benchmark:

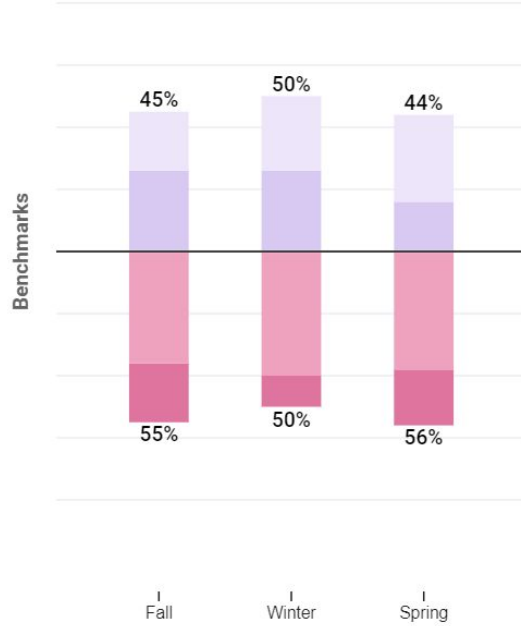
DISTRICT

0% vs Fall



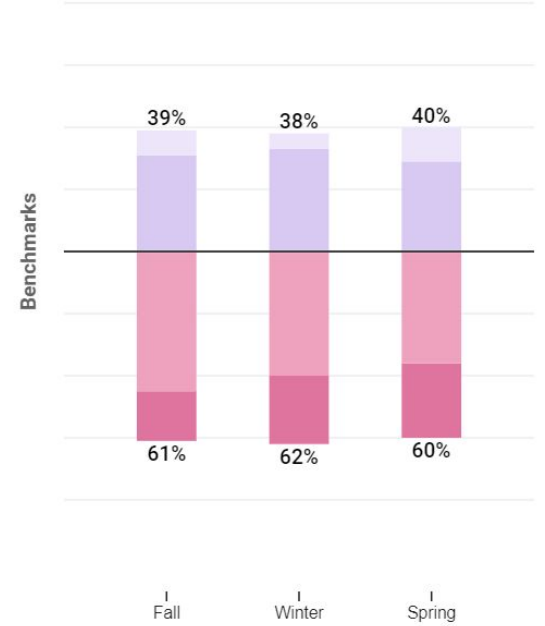
SEVEN

-1% vs Fall



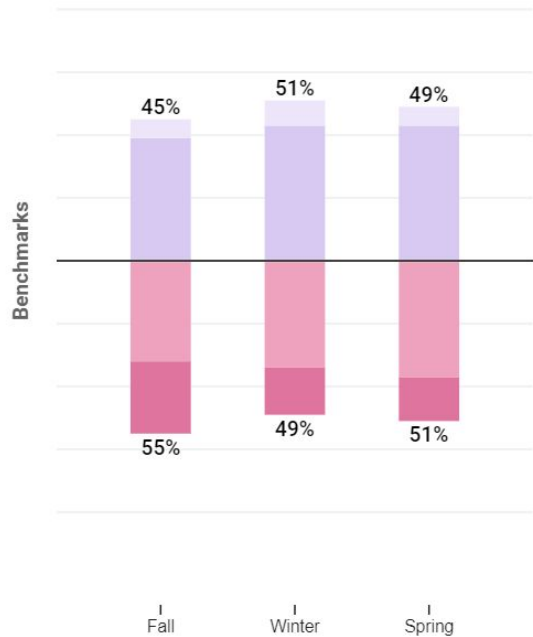
EIGHT

+1% vs Fall



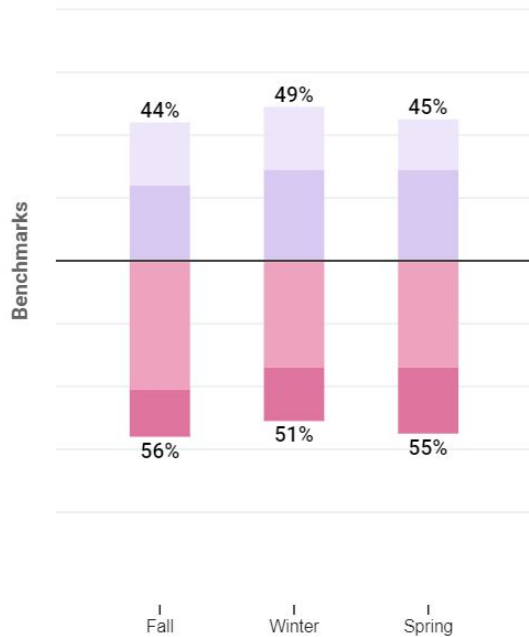
NINE

+4% vs Fall



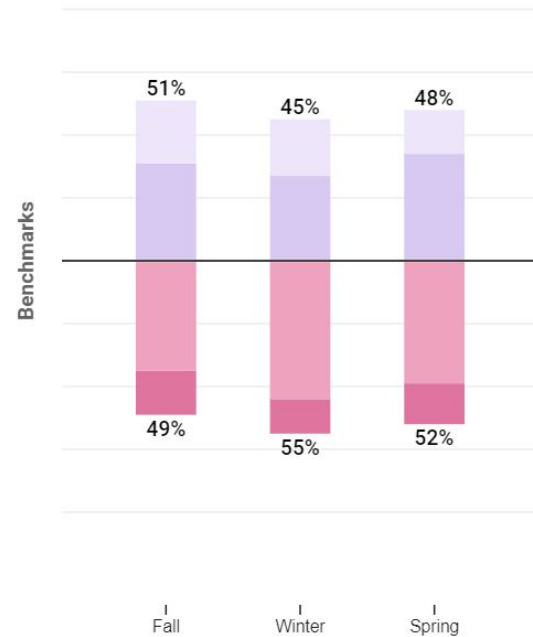
TEN

+1% vs Fall



ELEVEN

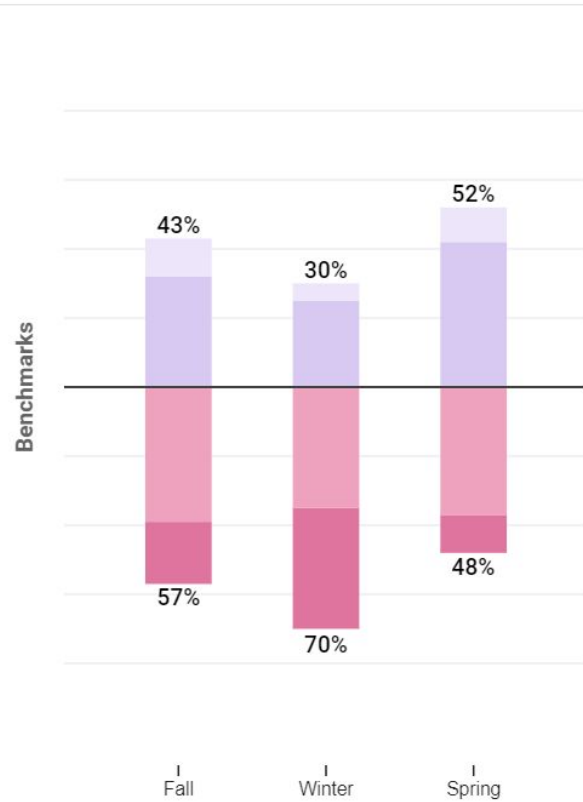
-3% vs Fall



HIGH RISK SOME RISK LOW RISK ADVANCED

TWELVE

+9% vs Fall



HIGH RISK

SOME RISK

LOW RISK

ADVANCED

Portrait of a Successful Concordia Junior-Senior High School Graduate

CONFIDENT & CAPABLE

- TO EFFECTIVELY COMMUNICATE
- TO DEMONSTRATE ACADEMIC COMPETENCE
- TO POSSESS LIFE SKILLS FOR INDEPENDENT OR FAMILY LIVING
- TO BE MARKETABLE FOR POSTSECONDARY OPPORTUNITIES

INQUISITIVE & INSPIRED

- TO COMMIT TO LIFELONG LEARNING
- TO PERPETUATE INTELLECTUAL CURIOSITY
- TO THINK CRITICALLY
- TO PERSEVERE THROUGH ADVERSITY

HEALTHY & HAPPY

- TO IDENTIFY AND ATTAIN A STATE OF PERSONAL AND PHYSICAL WELL-BEING
- TO EMBRACE A CULTURE OF COLLABORATION
- TO FOSTER AND MAINTAIN HEALTHY RELATIONSHIPS
- TO DEVELOP A STRONG SENSE OF PERSONAL VALUES

DREAMERS & DOERS

- TO ADVOCATE FOR SELF AND OTHERS
- TO ENGAGE CIVICALLY
- TO PURSUE GLOBAL COMPETENCE
- TO SEEK AND FIND PROBLEMS AND SOLUTIONS





Specific Class Standards and Portrait Connection

Humanities

Department: ELA

Course: 8

Academic subject areas that describe, study or inform the human experience, which includes, but is not limited to, literature, history, philosophy, visual arts and performing arts.

1) Communicating Effectively and Appropriately	By effectively utilizing literature, history, art and various humanities I can ...	Standards	Connection to Portrait
The successful student can effectively and appropriately communicate their beliefs, ideas, and emotions to different audiences in a number of ways.	Represent information using maps, models and diagrams, including use of scale, graphs and tables.	W6.9, 7.9, 8.9, RL6.2, 7.2, 8.2, RL6.5,7.5, 8.5, RL6.6, 7.6, 8.6, RL6.13, 7.13, 8.13, RI6.5, 7.5, 8.5, RI6.6, 7.6, 8.6, RI6.9,7.9, 8.9, RI6.13, 7.13, 8.13	1a, 1b, 2c
	Pose and accurately respond to sophisticated questions which require the application of concepts/big ideas about history, art, literature, music, and social studies to a more universal setting in relation to my own belief, ideas, and emotions.	W6.9, 7.9, 8.9, RL6.2, 7.2, 8.2, RL6.5,7.5, 8.5, RL6.6, 7.6, 8.6, RL6.13, 7.13, 8.13, RI6.5, 7.5, 8.5, RI6.6, 7.6, 8.6, RI6.9,7.9, 8.9, RI6.13, 7.13, 8.13	1a, 1b, 2c
	Create effective communication that conveys information, ideas, beliefs, and emotions in two or more formats.	W6.4, 7.4, 8.4, W6.10.a, 7.10.a, W7.10.c, W6.10.g, W6.11, W6.12, 7.12, 8.12, SL6.1.c, 7.1.c, 8.1.c, SL7.3, SL6.6, 7.6, 8.6, SL7.7.a	1a, 1b
	Select precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to tailor the narrative to a given audience.	SL6.6, 7.6, 8.6, SL6.8, 7.8, 8.8, SL7.7a, RL6.4, 7.4, 8.4, RL7.11, 8.11, RL7.11.b, 8.11.b, RL7.11.c, 8.11.c, RL7.11.d, 8.11.d, RI7.11.a, RI7.11.b, RI7.11.d, RI7.12.a, RI7.12.b, RI7.12.c	1a, 1b, 4d
	Create an oral presentation that demonstrates different ways facts might be interpreted to build meaning around the concepts of history, art, literature, music, and social studies and that conveys my own beliefs,	W6.1, 7.1, 8.1, SL6.1b, SL6.1.c, 7.1.c, 8.1.c, SL6.1.d, 7.1.d, 8.1.c, SL7.3, SL8.4, SL6.8, 7.8, 8.8, RI6.8, 8.8	1a, 1b, 2c



Department I Can Statements

for students and teachers

STEAM

Department:

Academic subject areas that facilitate inquiry, creation and analysis, which includes, but is not limited to, science, technology, engineering, the arts and mathematics. Arts integration enhances expression, dialogue and critical thinking.

1) Construct and Utilize Models	I can...	I Can (for Student and Teacher)
A student can construct, manipulate, and use models and/or artifacts by using the appropriate tools to understand, refine, solve, and evaluate problems and/or solutions.	Manipulate a model to make it useful for the solving of new and unique problems.	Employ valid and reliable research strategies within their individual pathway of study.
	Analyze multiple models to determine which is best suited for a specific purpose and/or to solve a problem.	Apply appropriate academic and technical skills to solve specific problems for the student's individual student's pathway of study.
	Refine an existing model to make it more accurate for my specific context.	Demonstrate creativity and innovation for modifying existing models within the area of study for the students.
	Create a model using provided data and existing model structures.	
	CS: Create a model of an existing system or problem using available computer science modeling tools.	Use technology to enhance productivity in the pathway of study for each individual student.



Parent/Guardian/Community Member
I Can Statements

Humanities

Parents/Guardians and Community

Academic subject areas that describe, study or inform the human experience, which includes, but is not limited to, literature, history, philosophy, visual arts and performing arts.



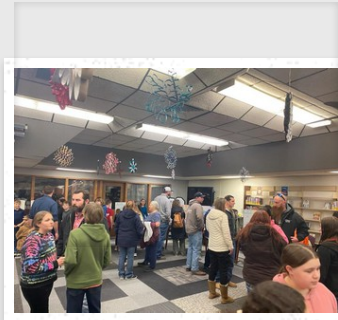
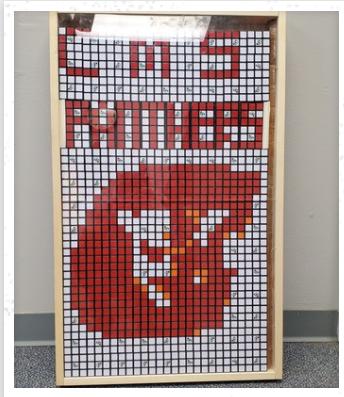
1) Communicating Effectively and Appropriately

The successful student can effectively and appropriately communicate their beliefs, ideas, and emotions to different audiences in a number of ways.

I Can (for parent/guardian/community member)

- I CAN carry on a conversation with another person in a polite and respectful manner (no accusations, no swear words, without raising my voice)
- I CAN adjust the words I use to my intended audience to ensure they understand what I am saying.
- I CAN adjust my method of delivery to my intended audience.
- I CAN listen with the intent of understanding, and I may ask follow up questions to clarify my understanding is correct.
- I CAN speak in front of a group of people without being so nervous that I freeze.
- I CAN use a microphone effectively (turn it on and off, understand placement and volume, understand enunciation)
- I CAN give an oral presentation with appropriate movement (no pacing, movement only at a significant shift-point in presentation to recapture lost attention, no hanging onto a podium for dear life)
- I CAN give an oral presentation with reference to the slides, not reading them verbatim.
- I CAN write a letter, memo, or paper with several segments using proper spelling, grammar, punctuation, and formatting.
- I CAN properly give credit where credit is due. (no plagiarism, cite works properly, cite original sources not Wikipedia, YouTube or Tik Tok)
- I CAN discern when a conversation needs to be held in person vs. phone call vs. email vs. text (formal v informal, intended audience, topic of conversation)
- I CAN stay quiet and let others speak.

JUNE/ EOY BOARD REPORT



Building Goals:

- 80% of students at Benchmark Testing in Reading and Math
- Continue Implementing KS State Standards with Fidelity
 - Focus Standards of Reading and Math School-Wide Expectations
 - Increase Time for Vertical and Horizontal Alignment
 - Effective Professional Development focusing on Instruction (KLN, TASN , Greenbush)

End of year Staff Changes:

Katie. Jackson is replacing Brandt Hutchinson- counselor

Bethany Richard is replacing Tina Lesslie- 5th grade

Megan Pearson is replacing Katie Jackson- 6th ELA

Enrollment info:

5th-95

6th-90

Total- 185

Discipline Report:

28 afterschool detentions

ISS-17 days served (7 students)

OSS-24.5 days served (4 students)

Site Council:

- Meet on the 4th Wednesday of each month.
- Members Include:
 - Todd Robinson, President; Derek Holmes, Vice-President; Katie Nease, Shella Thoman, Katie Jackson, Krystal Breese, Curtis Noon, Nancy Owen, Eric Gilliland, Linsay VanMeter, Leah Burgess, Kristen Starr, Lacey Champlin, Amber Lambertz and Staci LaBarge.
- Give updates on each building. Discuss different projects and any areas of concern
- Special Guests present on various topics
- Presenters this year included: Kelly Struebing, Leah Loring, Kelsey Abitz, Andrea Jones, Brandt Hutchinson, JoDee Rothfuss, and Kim Muff.

Home and School:

- Meet one time per month
- Home and School Board: Jeni Johnson and Stacey Lebarge Co-Presidents; Treasurer- Rachel Keuker; 6th-grade rep- Katie Jackson; 5th-grade rep Kaylee Bogart, Curtis Noon-admin rep
- Provide financial and volunteer support to the entire CMS family
- Give teacher stipends/Grants
- Assist with various events throughout the year.
- Hold different fundraisers for CMS such as cookie dough sales and the variety show.
- Provide funding for different projects

Curriculum

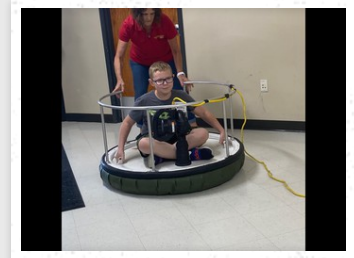
- Into Reading
- HMS Social Studies
- 5th Math Eureka2
- 6th Math HMH- matches the Jr. High
- Foss Science
- Amazon Coding
- We have implemented Technology Programs focusing on meeting the individualized needs of students.
 - Lexia Core5 -Technology-based program that accelerates reading skills development, predicts students' year-end performance and provides teachers with data-driven action plans to help differentiate instruction.
 - Dreambox - K-8 digital math program designed to complement your math curriculum whether in the classroom or at home. Our rigorous and interactive lessons adapt to

each student providing the ultimate personalized learning experience

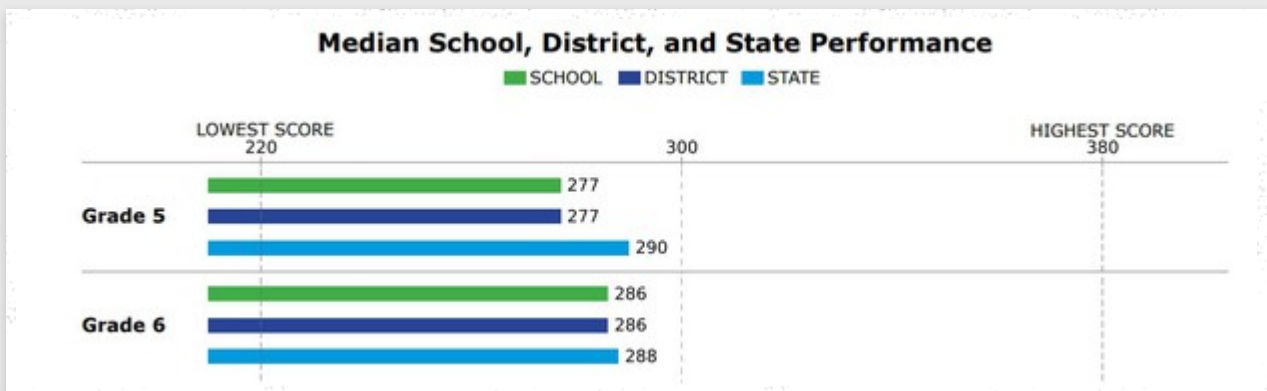
- IXL – Personalized Learning in Reading and Math

Attendance:

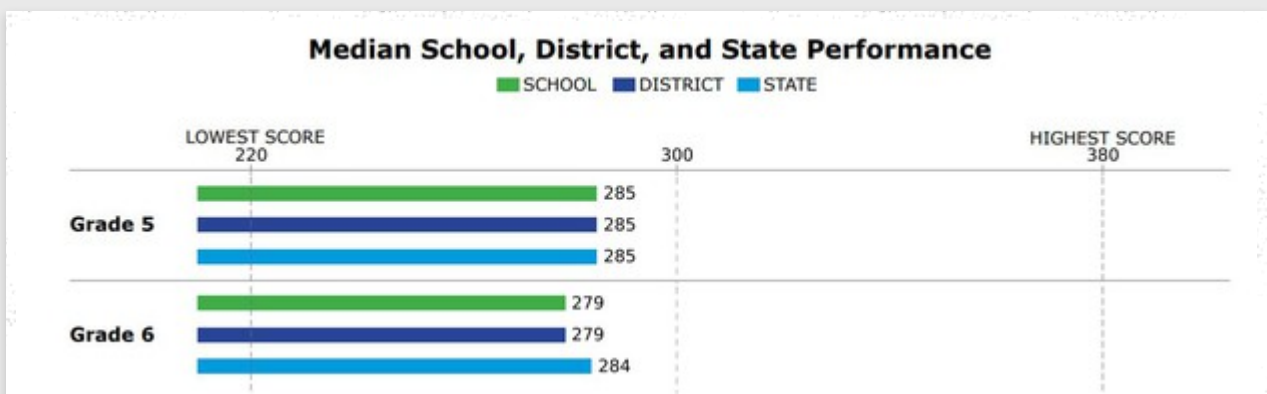
5 Students had perfect attendance



STATE ASSESSMENT SCORES



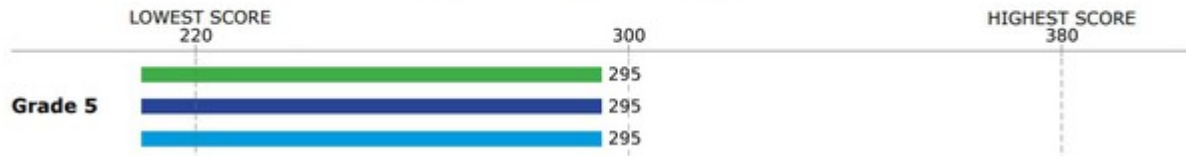
The above show ELA scores for each level compared to the state. If you take out data from our 5th grade teacher who is not returning we are at the same level as the state in 5th grade.



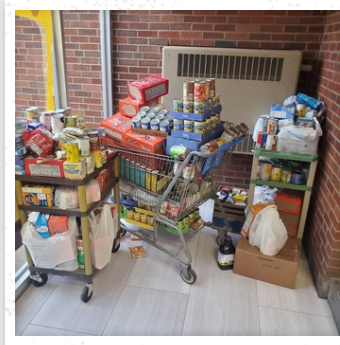
The above chart is math data for the state assessment.

Median School, District, and State Performance

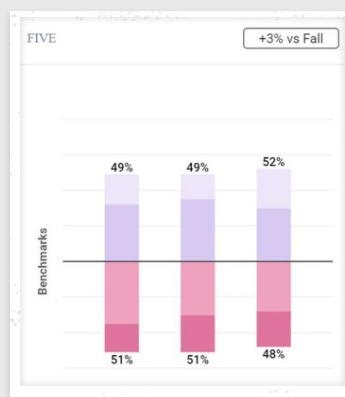
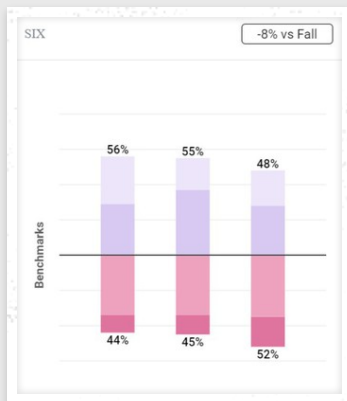
SCHOOL DISTRICT STATE



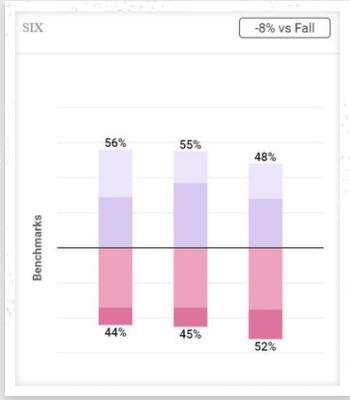
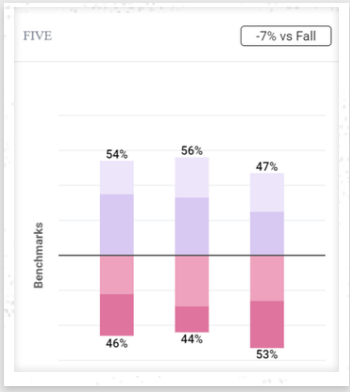
Science state assessment data. 6th grade does not take this assessment.



FASTBRIDGE MATH



FASTBRIDGE ENGLISH





Concordia Elementary School

CES PRIDE
2022-2023

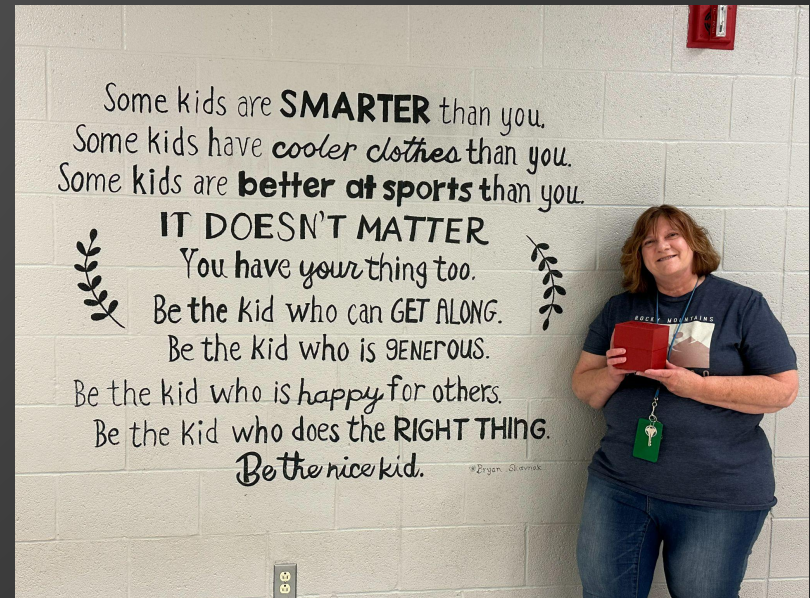


School Goals

- 80% of students at Benchmark Testing in Reading and Math
- Continue Implementing KS State Standards with Fidelity
 - Focus Standards of Reading and Math School-Wide Expectations
 - Increase Time for Vertical and Horizontal Alignment
 - Effective Professional Development focusing on Instruction (TASN and Greenbush)
- Continue to Increase Safety and Effectiveness of Pick-up/Drop-Off
- Building Positive Relationships among all stakeholders
 - Grandparents Day
- Increase Community Involvement
 - Early Childhood Safari

End of Year Staff Certified Changes

- Transfers- Rachel Franz to LCNCK Instructional Coach, Bethany Richard to CMS
- Resignations:
 - Chandra Lambert
- USD 333 Retirements:
 - Angie Gabel- McConkey



Enrollment Information

CES ENROLLMENT 2022-2023

<u>GRADE</u>	<u>NUMBER OF STUDENTS</u>
--------------	---------------------------

PRE-K	52
KINDERGARTEN	71
FIRST GRADE	91
SECOND GRADE	75
THIRD GRADE	76
FOURTH GRADE	91

TOTAL STUDENTS 456

Discipline Report

2022-2023

Discipline Report

Out-of-School Suspension 9 Students

In-School Suspension 7 Students

Detentions-25 students 92% of our K-4
students had no detentions

Student Services

2022-2023

Counselor's Report

- Leah taught K-3 Grades
 - K, 1, 2, 3- 30 minutes for each class and once per week
- Kelsey taught 4th Grade
 - 4th grade- 30 minutes for each class and once per week



Counselor's Report Cont.

- Leah met with many students at various times to counsel on different issues (ranging from friendship issues to abuse situations)
- Kelsey met with a large number of students at various times to counsel on different issues (ranging from friendship issues to abuse situations)
 - Met with students on a repeat basis- as needed
 - Met individually with students and in groups- as needed

Counselor's Report Cont.

- Conducted a monthly lunch group to work on making and keeping friendships (1st-4th graders).
- Organized and facilitated SIT meetings and 504 Plan meetings
 - Conducted 46 meetings in grades pre-K-4
 - Fourteen referrals for comprehensive testing were made
 - Two 504 plan meetings were held

Counselor's Report Cont.

- Conducted Red Ribbon Week activities for grades K-4
- Facilitated the 4th Grade Peer Mediator Program
- Organized Panther Pride groups and combined lunches for 10 Panther Pride Days
- Organized and distributed the weekly Food Bank Packs each week on Friday
- Organized Career Day for grades 2-4 and hosted 13 speakers from the community
- Organized an Anti-Bullying Superhero Day for students in grades K-4
- Worked with district counselors and at-risk teachers to complete and submit Kansas Can Star Recognition applications for Civic Engagement.

2022-2023 CES Library Annual Report

Krystal Richard- Librarian
Daphne Brockman - Library Para



Library Statistics

Library Staff was responsible for:

- 16,624 items in the CES Library
- Assisting 596 Active Patrons
- Circulating an average of 300 items in and out each day
- Management of Accelerated Reader with students reading over 33,359 books and then taking the book quizzes.
- We weeded 280 items from the collection, and added 502 books to the collection to keep it updated.



Funding Outside of U.S.D. 333

The Library Received **\$1,000** in funds from Rotary and Central Kansas Library System

The Library also earned approximately **\$7,500** in Scholastic Dollars. This amount was earned based off our 2022-23 Book Fair sales. There was a tremendous turnout for the Book Fair and we had our most successful Book Fair to date!



Library Updates

- Created a section for Chapter Books and Graphic Novels in the K-2nd Grade area of the Library, Fall 2022.
- New shelf for paperback picture books was added Spring 2023.
- Added new Decodables to the Professional section.

New STEM Supplies

- Library added Magnetic Shapes, Gravity Maze Logic Game, Puzzles to our STEM activities, 2022-2023



Library Special Events & Collaborations

- Fourth Grade students participated in a Battle of the Books competition, Spring 2023.
 - Winning team was The Book Benders!
- Fourth Grade students participated in the voting of William Allen White Book Award, Spring 2023.
- Collaborated with the Fourth Grade teachers and worked on research skills with students for their USA Region Region Research Project, Winter 2023.



Organizations/ Community Connections

2022-2023

Site Council (PK – 6)

- Meet the 4th Wednesday of each month.
- Members Include:
 - Todd Robinson, President; Derek Holmes, Vice-President; Katie Nease, Shella Thoman, Katie Jackson, Krystal Breese, Curtis Noon, Nancy Owen, Eric Gilliland, Lindsay VanMeter, Leah Burgess, Kristen Starr, Lacey Champlin, Amber Lambertz and Staci LaBarge.
- Give updates of each building. Discuss different projects and any areas of concern
- Special Guests present on various topics
- Presenters this year included: Kelly Struebing, Leah Loring, Kelsey Abitz, Andrea Jones, Brandt Hutchinson, JoDee Rothfuss, and Kim Muff.

PIE (Parents In Education)

- Meet one time per month
- PIE Board: Michelle Ringer and Angie Peterson Co- Presidents; Vice President; Kelsey Abitz , Treasurer- Amanda Hacker; Amy Jackson, Secretary; Derek Holmes/Krystal Breese, Administrative Representatives; and Amanda Choitz.
- Provide financial and volunteer support to the entire CES family
 - Give each teacher, secretary and custodial staff a classroom stipend each year
- Assist with various events throughout the year.
- Hold different fundraisers for CES such as Popcorn sales and Red Wheel.
- Provide funding for different projects



Key Partnerships...

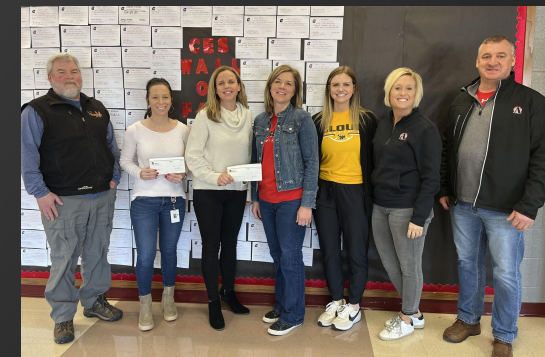
- Throughout the year, we work hand in hand with different organizations from Cloud County. These organizations provide educational opportunities as well as volunteer time to support our students and staff. Some of the key community relationships in place include:
 - CJSHS
 - JAG-K, Stuco, NHS, FFA and other groups assist with our Thanksgiving Meal, Spring BBQ, School Marathon, Read to CES kids and lead Ag in the Classroom activities
 - Cloud County Community College
 - Activities Include: School Marathon Support, Basketball team working with students, Placing CCCC Practicum Students.



Partnerships Cont.



- KSU Research and Extension
 - Delivers hands-on nutrition and science lessons to all students. Activities are aligned to grade-level standards.
- Frank Carlson Library:
 - Reads bi-monthly to Pre K; Host Kindergarten field trips; Deliver a “history lesson” on Frank Carlson to 4th grade students
- Fire Department:
 - Fire Department assists with cookout and provides students safety talk
 - Provides Pre-K and Kdg Field Trips
- Nursing Homes:
 - Students created Holiday and Spring greeting cards and posters to Nursing Home Residents
- Aurora Cooperative
 - Literacy, Math and Family Connections Grant
- AND SO MANY MORE!!



Rotary International

- Teach students about the Purple Pinky Project



Curriculum/Data

2022-2023

Curriculum/Programs 2022-2023

- Into Reading
- Into Social Studies
- Eureka Math Grades K-4 - updating in Eureka2
- Handwriting Curriculum PreK/K
- Phonemic Awareness - Heggerty
- Pathways to Reading
- Foss Science
- Implemented Technology Programs focusing on meeting the individualized needs of students.
 - Lexia Core5 -Technology-based program that accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.
 - Dreambox - K-8 digital math program designed to complement your math curriculum whether in the classroom or at home. Our rigorous and interactive lessons adapt to each student providing the ultimate personalized learning experience
 - IXL – Personalized Learning in Reading and Math

Curriculum/Programs 2022-2023

- Expanded Early Childhood
 - Added 3-Year Old Preschool
- Focus on Math/Reading Tier
 - Worked with TASN
 - Designated staff to provide Tier 3 Support (Individualized Support) in Reading and Math

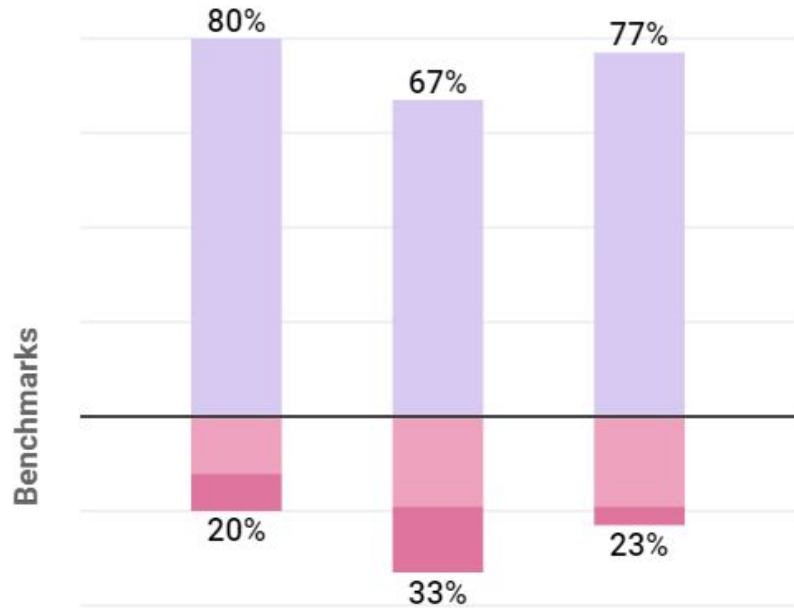
Data Update

- Data Program: Fastbridge
 - Provides Reading and Math Benchmark/Progress Monitoring Data
- Early Math 80% hitting benchmark - 1st Grade
 - Teachers are seeing math “doers”
- Decrease in Tier 3 - Red - Throughout the year
- State Assessment Data
 - 3rd and 4th Grade ELA above State Median
 - 4th Grade Math above State Median
 - 3rd Grade Math 2 Points Below State Median
- Recipient of KSDE STAR award in Kindergarten Readiness

Fastbridge Early Math - Grades K-1

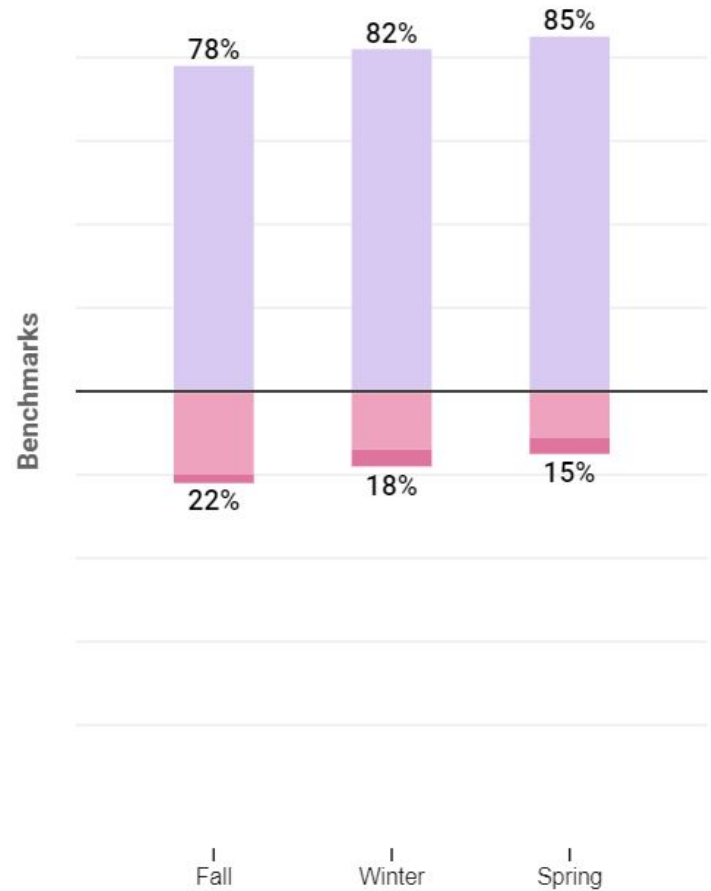
KINDERGARTEN

-3% vs Fall

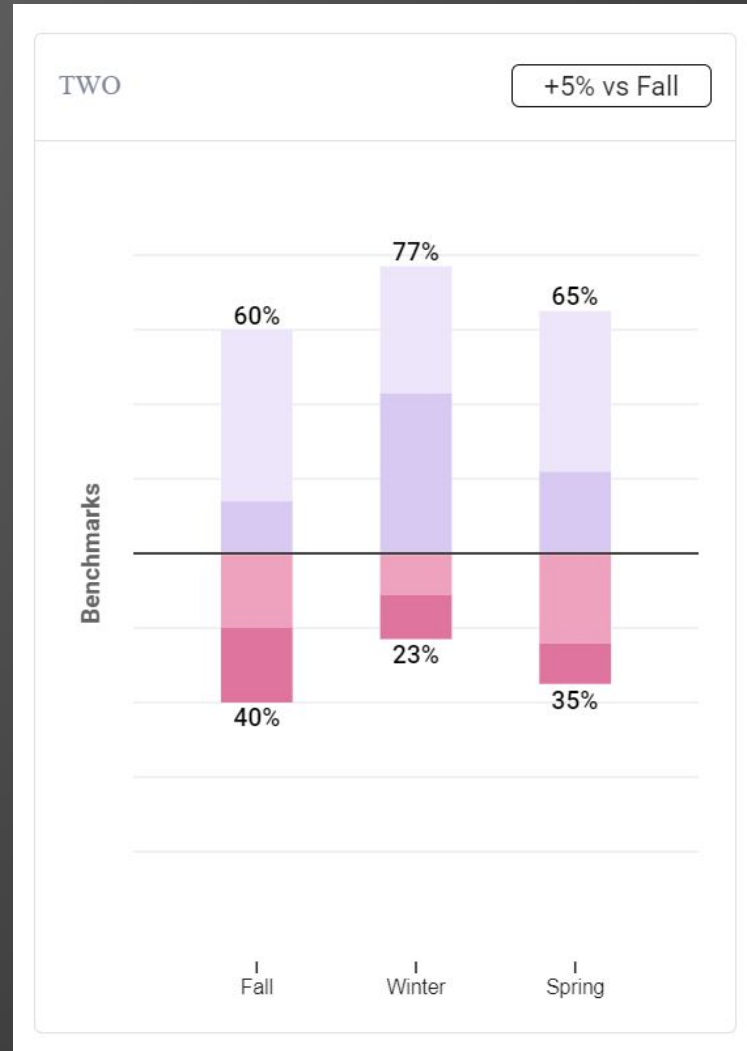


ONE

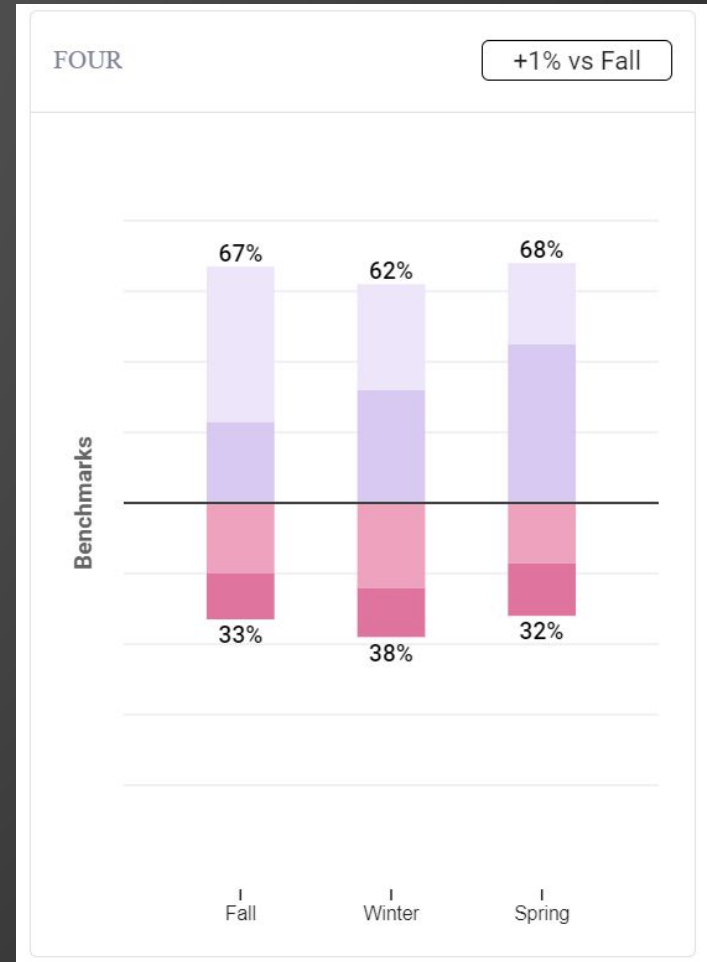
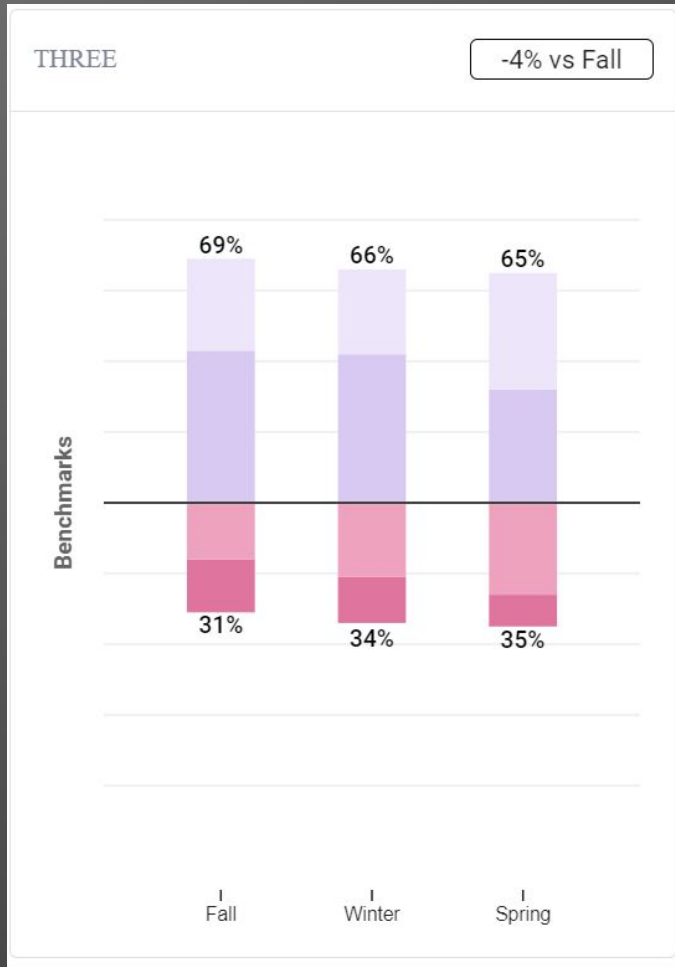
+7% vs Fall



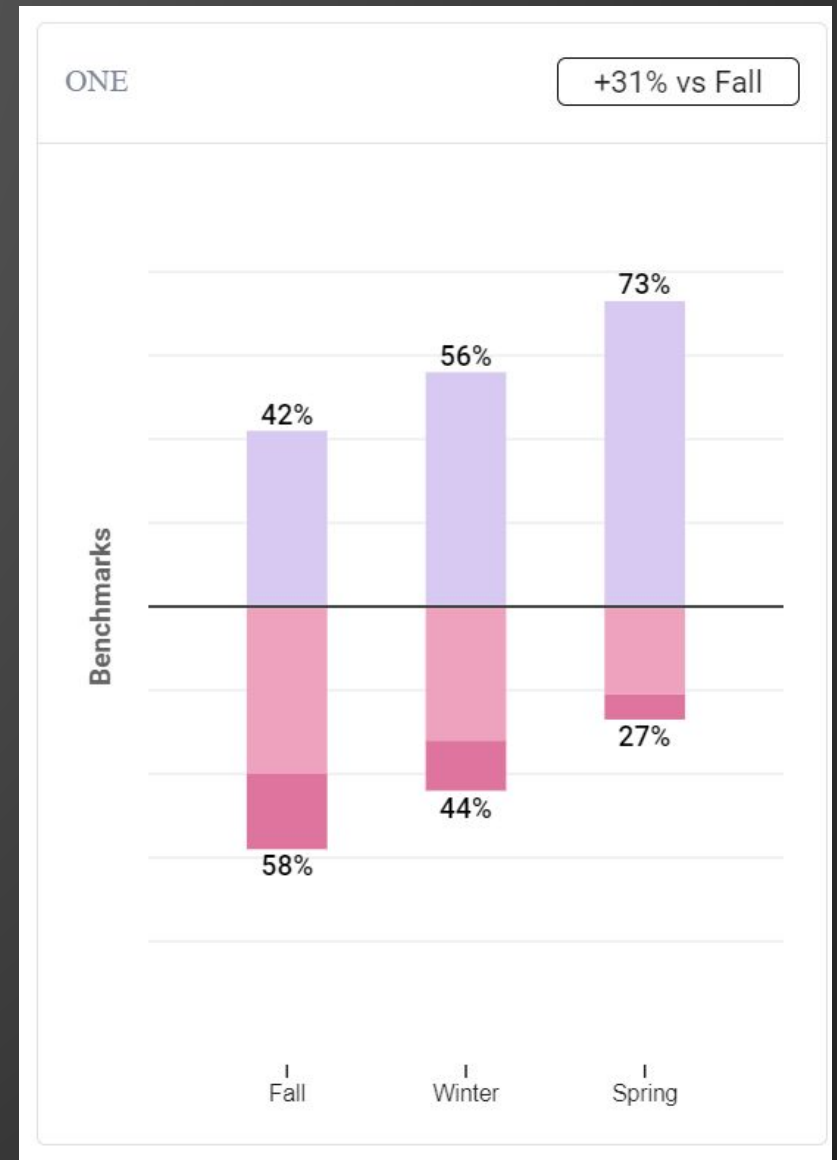
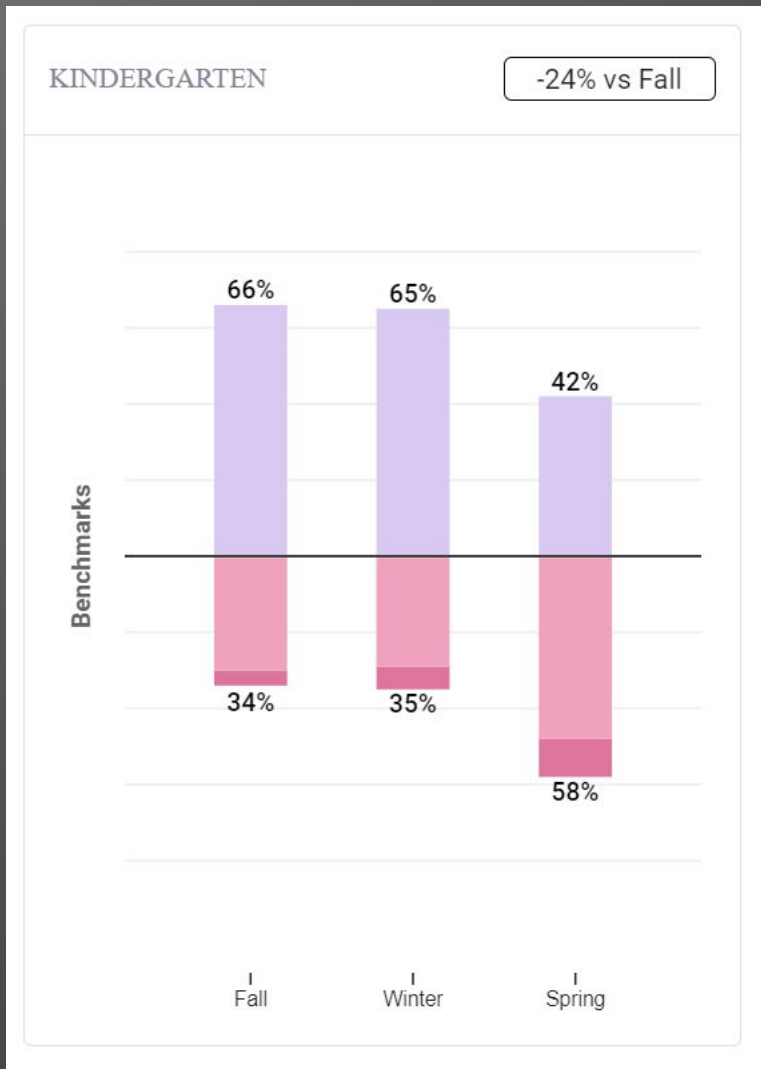
Fastbridge aMath - Grades 2-4



Fastbridge aMath - Grades 2-4



Fastbridge Early Reading- Grades K-1

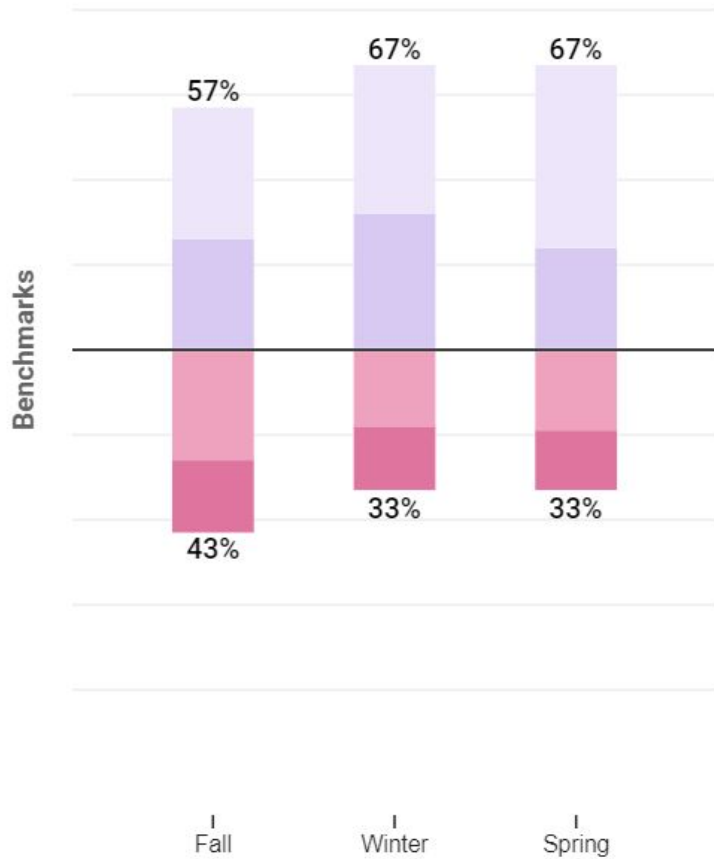


Report to KSDE for Dyslexia shows 64% meeting required End of Year Subtest
Sight Words assessment in Spring brought score down.

Fastbridge aReading - Grades 2-4

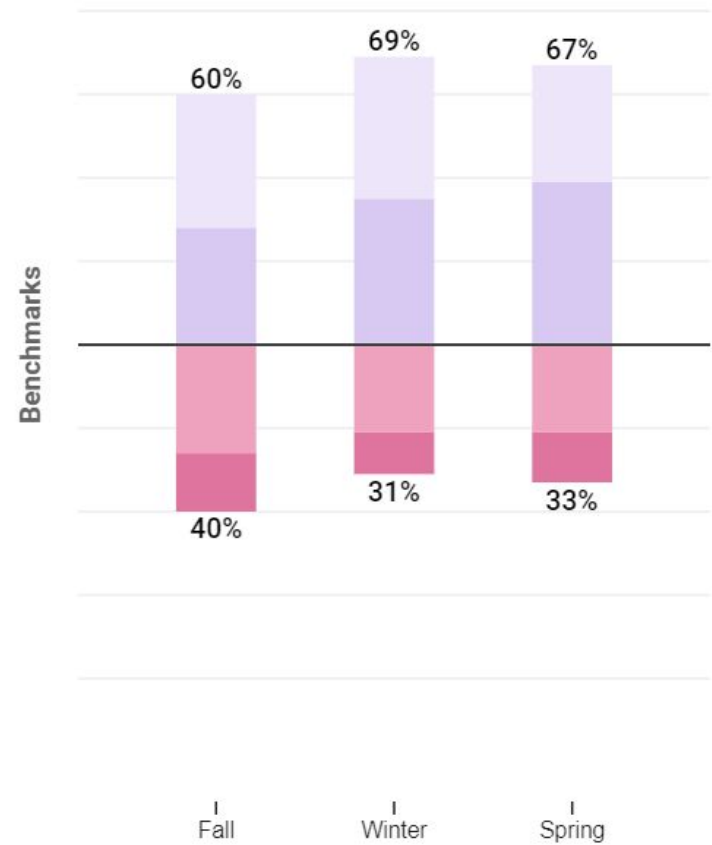
TWO

+10% vs Fall

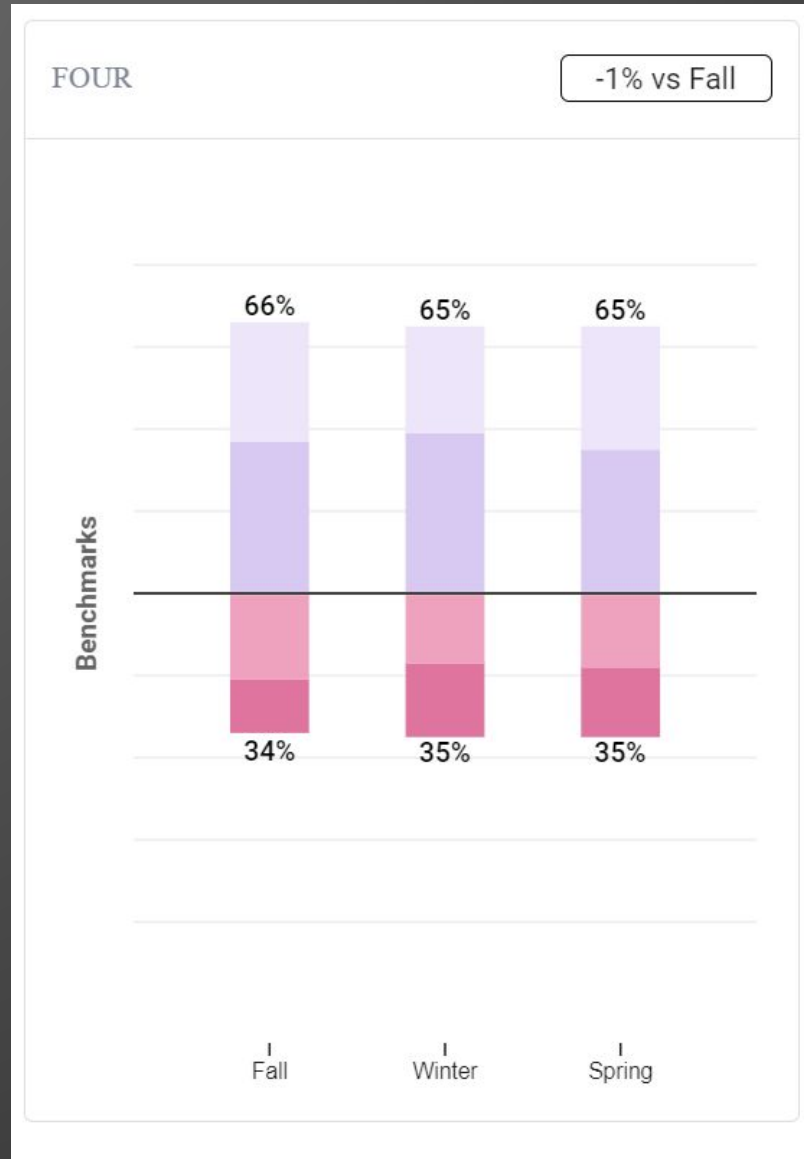


THREE

+7% vs Fall



Fastbridge aReading - Grades 2-4



Data Overview -CES ELA

SCHOOL REPORT: Concordia Elementary / #3780

SUBJECT: English Language Arts

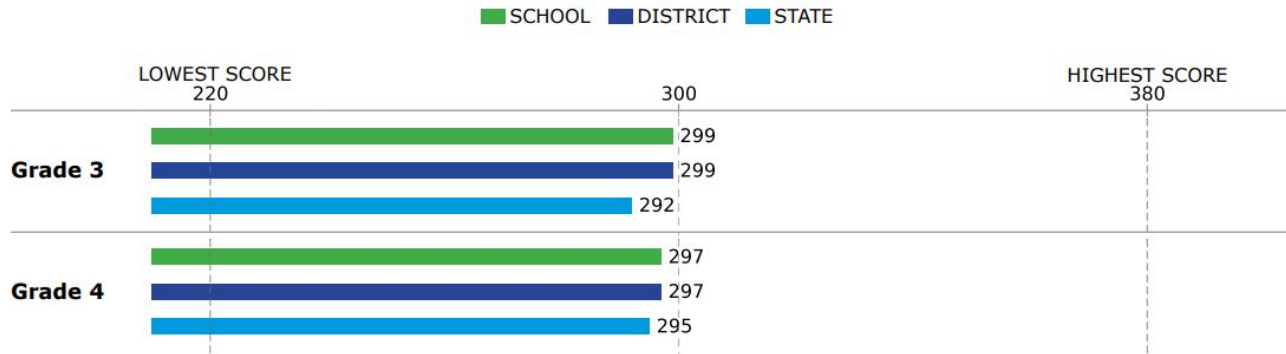
DISTRICT: Concordia / #D0333

2022–2023



The KAP assessments measure students' understanding of the Kansas Standards at each grade. The English language arts assessment asks students to read and answer questions about literary passages, informational texts, and writing samples. Students demonstrate their knowledge and skills related to reading and writing by selecting the right answer and sorting, matching, labeling, and ordering information.

Median School, District, and State Performance



Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.



Data Overview - Math

SCHOOL REPORT: Concordia Elementary / #3780

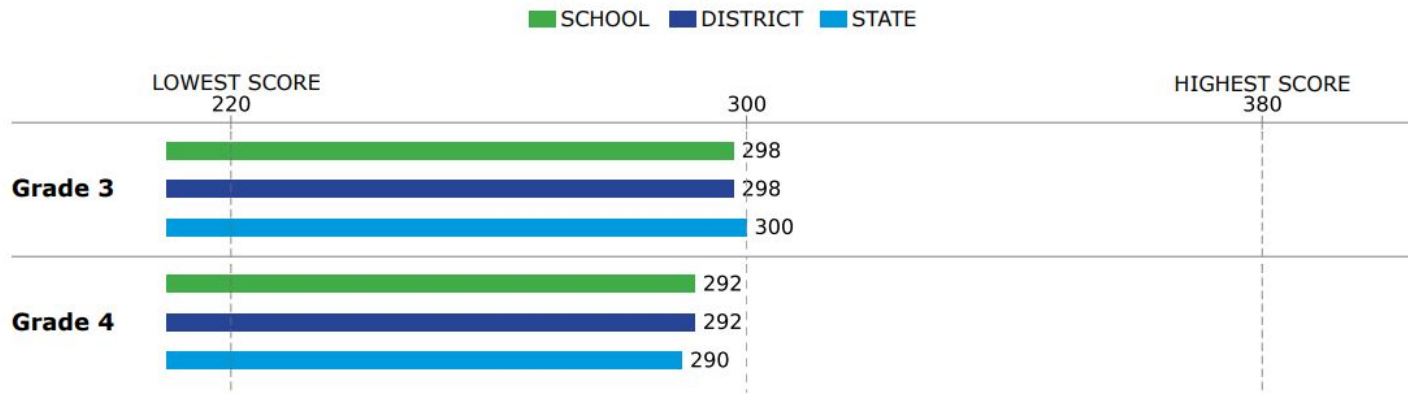
SUBJECT: Mathematics
DISTRICT: Concordia / #D0333

2022-2023



The KAP assessments measure students' understanding of the Kansas Standards at each grade. The math assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

Median School, District, and State Performance



SCHOOL REPORT

SCHOOL: CONCORDIA ELEMENTARY

Percentage of Students in Each Performance Level, by Grade

■ Level 1
 ■ Level 2
 ■ Level 3
 ■ Level 4
Percentages may not add to 100% because of rounding.



Special Events/Awards

2022-2023

Awards

- Students are recognized for personal
 - achievements in math, reading and character.
 - Special recognition was given to:
 - Red Ribbon Week Winners
 - Accelerated Reader Awards
 - My Favorite "Older" Person Essay
 - Principal's Wall of Fame
 - STAR Students
 - Math Awards
 - Lexia Awards
 - Student of the Month
 - Music and Art
- AND MANY MORE!



Grandparents Day



Early Childhood Safari



Spelling Bee

- 3rd Annual 4th Grade Spelling Bee Finals
- Top 4 from each homeroom participated.
- Held at the Broadway Plaza
- – 1st Place- Luke Peterson
- – 2nd Place - Maggie Trost
- – 3rd Place - Nicholas Buchwald



Spring BBQ



Track Meet and Fun Day



June 1, 2023

We are requesting to adopt HMH Into Math from Grades 6-12. 2 years ago, we previewed and evaluated various Math Curriculum's including, Eureka/Great Minds, Savvas Math, Into Math, and Illustrative Mathematics. All of these curricula received high ratings on EdReports and other evaluators. After our team looked at these materials, received overviews and reviewed our needs, we decided to Pilot HMH Into Math to test it out. Surprisingly, this company let us pilot it for the entire school year! Overwhelmingly, we are pleased with this curriculum, teacher support and the rigor. Plus, we have seen positive growth in student achievement on Fastbridge Data and most recently, the State Assessment score of Math for 10th Grade. We are also using the Math 180 Intervention piece that ties directly to this Math Series. Currently, I am still negotiating prices with the Company. We started at \$87,000. I have gotten them down to \$83,000 and am working on a little less. If you would like to preview this material follow this information:

1. In Chrome, open this link: [Ed Preview](#)
2. Enter your teacher credentials:
 - **Teacher Username:** Teacher84_91009503
 - **Teacher Password:** E!5erbium
3. Start exploring.

If you're interested in what's new on Ed, please check out this [flipbook](#).

After previewing Ed as a teacher, you can log-in as a student to view any assignments:

- **Student Username:** Student84_91009503
- **Student Password:** E!5erbium

Below are comments from our teachers as they wanted to share their thoughts with you.

Sarah Lacy:

I think the HMH curriculum is one that we will grow into over the next few years. It is rigorous in a good way. We saw growth in our scores, and I think we will continue to see growth over the next few years as students come up through the curriculum. The word problems are the best part to me. The word problems relate to our everyday life. In Algebra I we have had questions asking students to compare cell phone plans, gaming options, and gym memberships. The book weaves application problems into every lesson. This year I focused more on improving my student's math skills but as our students progress through the HMH curriculum more we will spend more time on application. The curriculum matches very closely to our Kansas State standards and does a great job of preparing our students for the Kansas Math Assessment. One of the weaknesses of the curriculum is not enough practice. For our struggling students it does not provide enough skill practice. I have had to use other sources for more practice

problems. The curriculum provides a very limited test bank of questions. It would be so nice to have a test generator with a larger test bank of questions to pull from.

If you would like me to clarify more on anything, please let me know.

Thanks,
Sarah Lacy

Robin Daniels:

This curriculum provides a detailed layout of how to structure an efficient math lesson including objectives, planning for instruction guides, examples, math progressions, exit tickets and so much more. It has provided our students with an ability to apply their math knowledge to real-world problems. This curriculum is rigorous and challenges students to think above the standard.

I've enjoyed using this curriculum. It is user-friendly and provides students with ready-to-use workbooks. It also has a curriculum map that ties all standards from each grade level together. This has helped teachers and students to know what they should be learning at each level.

Alexis Koops:

Into Math is a great resource for our students. It gets them more prepared for the state assessments, and upcoming math classes. It pushes them to think critically and to problem solve real life problems. It also gives the students different ideas about jobs outside of school and helps them to see how they would use the math they are learning for any type of job or project they may be interested in doing.

Michael Roe:

This curriculum ties directly to our state assessment with acceptable resources to use. We saw an increase in our Math Scores. And we like it.



**The Learning Cooperative of North Central Kansas/
Cloud, Republic & Washington County
Parents As Teachers program**

**Staff Handbook
Policies & Procedures**

Providing services to the following school districts:

- USD #108 Washington**
- USD #109 Republic County**
- USD #224 Clifton/Clyde**
- USD #333 Concordia**
- USD #426 Pike Valley**

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Parents as Teachers Overview

OUR VISION

All children will develop, learn and grow to realize their full potential.



OUR MISSION

Parents as Teachers promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers.

Parents as Teachers (PAT) is an international early childhood parent education and family support program, serving families from pregnancy through preschool/Kindergarten entry. The program is designed to enhance child development and school achievement through parent education accessible to all families. It is a universal access model. Recognizing that all families can benefit from support, PAT families come in all configurations, from all socio-economic levels, and from small town and rural communities. It is a national model, but a local program. Family participation is free and voluntary.

The Parents as Teachers National Center, Inc. develops curricula, trains and certifies parent educators to work with parents to provide them with parenting support and information on their developing child.

The LCNCK Parents as Teachers program is administered by a collaboration of five area school districts (USD #108 Washington, #109 Republic County, #224 Clifton/Clyde, #333 Concordia and #426 Pike Valley), with supervision by the sponsoring district, USD #333 Concordia. Parent Educators carry caseloads of families residing within the various districts.

Program Goals:

1. Increase parent knowledge of early childhood development and improve parenting practices.
2. Provide early detection of developmental delays and health issues.
3. Prevent child abuse and neglect.
4. Increase children's school readiness and school success.
5. Connect families with community resources.

Core Values:

1. Parents are their children's first and most influential teachers.
2. The early years of a child's life are critical for optimal development and provide the foundation for success in school and life.
3. Established and emerging research should be the foundation of parent education and family support curricula, training, materials and services.

4. All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic or economic considerations.
5. An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

The Parents as Teachers model is an evidence-based early childhood home visiting program that builds strong communities, thriving families and children who are healthy, safe and ready to learn. Certified parent educators who implement the Parents as Teachers model emphasize parent-child interaction, development-centered parenting and family well-being in their work with families.

There are four interrelated and integrated components of the model: personal visits, group connection, screening and resource network.

Components of the LCNCK PAT program:

1. **Personal Visits:** Personal visits (monthly or bi-weekly) are the major service delivery component. During these visits, parent educators share age-appropriate child development information with parents, help them learn to observe their own child, address their parenting concerns and engage the family in activities that provide meaningful parent-child interaction.
2. **Group Connections:** Group Connections provide opportunities to share information about parenting issues and child development. Parents learn from and support each other, observe their children with other children and practice parenting skills.
3. **Screening:** Periodic developmental, health, vision and hearing screening provides for early identification of developmental delays and health, vision, and hearing problems. Regular review of each child's developmental progress identifies strengths and abilities as well as areas of concern that require referral for follow-up services and increases parent's understanding of their child's development.
4. **Resource Network:** Parent educators help families identify and connect with needed resources and overcome barriers to accessing services. Programs take an active role in establishing an ongoing collaborative relationship with other organizations that serve families.

PAT Curriculum Utilized:

- “Parents as Teachers Foundational Curriculum”: Prenatal-Age 3
- “Parents as Teachers Foundational 2 Curriculum”: 3 Years through Kindergarten
- “Young Dads, Young Moms: A Curriculum for Peer Facilitated Group Meetings
- “Partnering with Teen Parents” (2017)

Hiring Procedures

All PAT staff are hired through USD #333 Concordia and will follow the USD #333 employee practices and will be accountable to all School Board Policies of the District. This Parents As Teachers program is funded by KSDE and the LCNCK school districts. Decisions regarding salaries, benefits, etc. will be based upon what is available in the PAT budget and at the discretion of the Coordinator/Supervisor and the Superintendent.

Equal Opportunity Employer: Unified School District #333, Concordia, KS is an equal opportunity employer and will not discriminate against any person because of race, sex, religion, color, creed, national origin, or disability. Any person having inquiries concerning U.S.D. #333's compliance with regulations implementing Title VII, Title IX, American with Disabilities Act or Section 504 is directed to contact the Superintendent, 217 West 7th Street, Concordia, KS 66901.

CHRI Policy: In order to be fully apprised of the background of a potential employee, the school district may request Criminal History Record Information (CHRI) from the Kansas Bureau of Investigation on all individuals applying for employment with U.S.D. #333, Concordia. Applications will be kept on file for 1 year.

Definition of PAT Roles/Responsibilities

Program Year

The *Parents as Teachers* (PAT) calendar year begins on July 1st and ends on June 30th. Prior to the beginning of a new program year, a budget will be developed by the PAT staff with approval from the USD #333 administration. Parent educators are hired for a specific number of hours per week and paid monthly throughout the calendar year. A two week notice from either the employer or the employee is required to terminate employment.

ADMINISTRATOR (Fiscal Agent)

In consultation with the administrator from the cooperating district:

- Supervises the hiring/dismissal of staff
- Approves the annual grant application and proposed budget

Approves: purchase requisitions, leave requests, time sheets, mileage sheets, expenses, transportation requests, state and national center reports, recertification forms and Professional Development Plans.

SUPERVISOR (Coordinator) (*See Appendix C for Job Description)

- Attends Model Implementation Training & Foundational Curriculum Training
- Attends the Supervisor's Institute through PATNC
- Supervises Parent Educators in the program (no more than 12 educators at a time)
- Writes annual grant application and proposed budget
- Provides orientation (including review of Staff Handbook & New Staff Orientation notebook) and continued mentoring/support for new parent educators
- Periodically reviews the computerized data management system for completeness and accuracy
- Periodically updates Superintendents of participating school districts
- Coordinates and leads staff meetings at a minimum of 2 hours per month
- Meets with each parent educator for a minimum of 2 hours per month for Reflective Supervision- to discuss family case load, individual family situations or other information
- For Coordinators who also carry a caseload: Participates in 2 hours monthly of Reflective Supervision with a peer/group (if carrying a full-time caseload, more than .5 FTE), or 1 hour monthly of Reflective Supervision (if carrying a part-time caseload, less than .5 FTE)
- Monthly reviews data regarding family centered assessment and screening completion

- Quarterly reviews family files completed by each parent educator
- Every 6 month observes a group connection facilitated by a parent educator
- Quarterly reviews data regarding family goal documentation, family resource connections, group connection attendance and visit completion rates
- Annually observes each parent educator on a home visit and completes the HOVRS evaluation
- Conducts annual performance evaluation of each parent educator
- Insures that all PAT reports are filed on time, including the Annual Performance Report and Grant Application
- Ensures documentation is complete for staff meetings, supervision, observations and professional development
- Ensures that the Parents as Teachers Essential Requirements are met by the program, to retain Parents as Teachers Affiliation Status
- Completes all Quality Standards for the program, as set forth by Parents as Teachers National Center

PARENT EDUCATOR (*See Appendix D for Job Description)

Family Service:

- Maintains family case load as determined by the annual PAT grant
- Implements the curriculum provided by the Parents as Teachers National Center
- Gathers family data and maintains clear, well organized and comprehensive records
- Schedules and conducts personal visits with each family as often as determined by family stressors (monthly or bi-monthly)
- Practices confidentiality with all program participants
- Provides information regarding child development and appropriate childrearing practices
- Provides information regarding neuroscience research and the implications for child development
- Individualizes presentations of information for each family
- Observes strengths of parent(s) and child(ren) and recognizes behavior and/or development of child(ren) deviating from the expected norms
- Identifies inappropriate parental expectations and/or childrearing strategies
- Helps parents to be observers, to take responsibility for decisions regarding their child(ren)'s development, and to be actively involved in activities with their child(ren)
- Reports any child abuse or neglect concerns to coordinator and child abuse agency

Screenings:

- Screens each enrolled child at least annually, following the screening protocol and funding source requirements
- Shares results of screening with families, both verbally and written summary

Resource and Referral:

- Researches materials and community resources needed to address parental needs, concerns and/or questions
- Collaborates with community agencies in providing services to improve the health and welfare of families
- Maintains and provides program resources and information

Group Connections:

- Plans and facilitates parent-child group connections

Office Duties:

- Completes and turns in time and mileage sheets to administrator
- Manages the daily operations of the program, including all correspondence, maintenance of handouts, activities and supplies, and necessary documentation/records
- Performs other tasks and assumes other responsibilities as the superintendent or individual school district may assign

Program Promotion:

- Promotes public understanding and support of the Parents as Teachers program
- Is responsible for marketing PAT in the district/service area, including presentations to the school board, civic groups, etc. as requested (Appendix A)

Professional Requirements:

NEW STAFF (*Refer to the Orientation Plan for New Parent Educators – Appendix F)

- All new parent educators must complete the PAT Foundational Curriculum Training and Model Implementation Training and Foundational 2 Training, provided by PAT National Center.
- Complete the following new parent educator orientation process within the first 6 weeks of employment:
 - Meet with the coordinator and/or supervisor to complete Program Orientation
 - Review PAT Program Orientation Notebook (including: PAT Mission and Goals, Staff Handbook and Responsibilities, Affiliate Plan/Essential Requirements, Staff Benefits, Curriculum, Professional Development, Forms, Documentation required, Visit Tracker Data System, Family Files, District Forms, Community Resources, and Screening Information)
 - Attend monthly PAT meetings
 - Observe one home visit, one screening and attend one group connection- with an experienced parent educator
- Within 6 months of training and again at 1 year, new parent educators are observed conducting at least one personal visit, one screening and one group connection and are provided with feedback.

ALL EDUCATORS

- All Parent Educators assume responsibility for professional growth to meet requirements for annual recertification according to PATNC guidelines. Parent educators will obtain competency-based professional development and renew certification with the national office annually.
 - Recertification: 20 clock hours of professional development required.
- Participates in the Quality Assessment process
- Compiles and submits program evaluation data
- All parent educators are required to attend at least 2 hours of monthly staff meetings. It is the responsibility of each parent educator to notify the coordinator ahead of time if he/she cannot attend a staff meeting, so that arrangements can be made to receive the information.

- Staff Meetings will cover needed information on Curriculum, PAT Requirements, Professional Development, and Home Visiting
- Participates in 2 hours monthly of Reflective Supervision (for full-time, more than .5 FTE staff) with the PAT Coordinator; or 1 hour monthly Reflective Supervision (for part-time, less than .5 FTE staff). Reflective Supervision will cover staff roles, ethics and boundaries, skill development, effective use of the Curriculum, how to care for one's own well-being, avoiding burnout, and family visits and needs.
- Sets and completes three individual goals annually
- Completes self-evaluation form annually
- Completes professional development/training and renews Certification with Parents as Teachers national office annually (see requirements above)

Code of Ethics

Parent educators and PAT coordinators are expected to behave in a professional manner at all times and follow the guidelines and rules of USD #333 Concordia school district personnel. Parent educators should remember that they represent the *Parents as Teachers* program locally and nationally, as well as the USD #333 Concordia school district. Behaviors not consistent with the expectations of the program could result in suspension or termination following USD #333 Board policy.

Professional attire is expected for all *Parents as Teachers* appointments or functions. Parent educators are expected to be able to sit on the floor and interact with children most of the time; therefore their clothing choices should reflect this need. Casual, comfortable clothing should be chosen for home visits. Parent educators may determine the level of formality needed for each individual family. What is appropriate for one family situation may not be for another (dress pants vs. nice jeans).

Parent educators should respect family wishes and customs. For example, if your host is not wearing shoes you might ask if they would prefer you to leave your shoes by the door. Parent educators should, in general, decline refreshments, but may use their own discretion if they feel it would be insulting to the family's customs or situation to refuse. This helps the families remember that these are not social visits, but rather a chance to facilitate parent/child interactions. Parent educators should not try to 'sell' any products or services to families. Likewise, parent educators should not purchase items from families at a visit (like Home Interiors, Tupperware, etc). Parent educators should *generally* refrain from attending baby showers, baptisms, and birthday parties of children that they serve, but may use their own discretion in a particular situation given the size of the community they serve. *Whenever possible*, parent educators should try not to serve children of good friends or relatives.

The LCNCK Parents as Teachers program believes that, as a staff, we hold certain ethical responsibilities to children, families, colleagues, community and society. Our Code of Ethical Conduct and Responsibilities has been adapted from the National Association for the Education of Young Children's code of ethics (NAEYC).

A. Section I: Ethical responsibilities to children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to support children's development, respect individual differences, help children learn to live and work cooperatively, and promote health, self-awareness, competence, self-worth, and resiliency.

1. Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging, or physically harmful to children. This principle has precedence over all others in this Code.
2. We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, ethnicity, religion, sex, national origin, language, ability, or the status, behavior, or beliefs of their parents. (This principle does not apply to programs that have a lawful mandate to provide services to a particular population of children.)
3. We shall involve all of those with relevant knowledge (including staff and parents) in decisions concerning a child.
4. For every child we shall implement adaptations in teaching strategies, learning environment, and curricula, consult with the family, and seek recommendations from appropriate specialists to maximize the potential of the child to benefit from the program. If, after these efforts have been made to work with a child and family, the child does not appear to be benefiting from a program, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall communicate with the family and appropriate specialists to determine the child's current needs; identify the setting and services most suited to meeting these needs; and assist the family in placing the child in an appropriate setting.
5. We shall be familiar with the symptoms of child abuse, including physical, sexual, verbal, and emotional abuse, and neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.
6. When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral has been made.
7. When another person tells us of a suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action to protect the child.
8. When a child protective agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.
9. When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can protect children from similar danger.

B. Section II: Ethical responsibilities to families

Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the parent educator have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

1. We shall not deny family members access to their child's program setting.
2. We shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do, which should be in accordance with our ethical responsibilities to children (see Section I).
3. We shall inform families of and when appropriate, involve them in policy decisions.
4. We shall involve families in significant decisions affecting their child.
5. We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of occurrences that might result in emotional stress.

6. To improve the quality of early childhood care and education, we shall cooperate with qualified child development researchers. Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.
7. We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.
8. We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).
9. We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies and individuals who may be able to intervene in the child's interest.
10. In cases where family members are in conflict, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.
11. We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.
12. If a parent educator needs to cancel a visit with a family due to a scheduling conflict, when possible, the parent educator will contact the family within 24 hours prior to the canceled visit.

C. Section III. Ethical responsibilities to colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Based upon our core values, our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children are inherent in our responsibilities to adults.

1. When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern, in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially.
2. We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.
3. When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.
4. We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.
5. We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.
6. In decisions concerning children and programs, we shall appropriately utilize the education, training, experience, and expertise of staff members.

7. We shall provide staff members with safe and supportive working conditions that permit them to carry out their responsibilities, timely and nonthreatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.
8. We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.
9. Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.
10. Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.
11. In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.
12. Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.
13. In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, ethnicity, religion, gender, national origin, culture, disability, age, or sexual preference. We shall be familiar with and observe laws and regulations that pertain to employment discrimination.

D. Section IV: Ethical responsibilities to community and society

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs, to cooperate with agencies and professions that share responsibility for children, and to develop needed programs that are not currently available. Because the larger society has a measure of responsibility for the welfare and protection of children, and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

1. We shall communicate openly and truthfully about the nature and extent of services that we provide.
2. We shall not accept or continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.
3. We shall be objective and accurate in reporting the knowledge upon which we base our program practices.
4. We shall cooperate with other professionals who work with children and their families.
5. We shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.
6. We shall report the unethical or incompetent behavior of a colleague to a supervisor when informal resolution is not effective.
7. We shall be familiar with laws and regulations that serve to protect the children in our programs.
8. We shall not participate in practices which are in violation of laws and regulations that protect the children in our programs.
9. When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program. If compliance is not accomplished within a reasonable time, we will report the violation to appropriate authorities who can be expected to remedy the situation.

10. When we have evidence that an agency or a professional charged with providing services to children, families, or teachers is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities.

11. When assisting and connecting families with community resources, we should empower families to make contacts with the resources themselves before relying on parent educators to make the contacts for them.

*Also see Appendix E: Ethical Agreement, for all PAT Staff.

Sick/Discretionary Leave

At the beginning of each year, a Parent Educator is allotted 12 days of leave, proportionate to hours worked per day (6 hours, 8 hours, etc.) Those 12 days include: 10 days of sick leave (to be used for personal or family illness) and 2 days of discretionary leave (which may be used at any time for any purpose). At the end of the year, any remaining balance of Sick Leave will carry over.

Parent educators set their own schedule and can take Sick Leave when it is necessary, rescheduling their home visits as soon as possible. If extended sick leave, family leave or personal leave is required, see the PAT Coordinator and the USD #333 Superintendent to determine arrangements.

Vacation Days

Full-time PAT staff shall be granted a paid vacation each year. After one month of continuous service, full time staff shall receive one day per month of vacation with pay which may not be used until after the 6 month waiting period. Accumulated vacation days shall not exceed a total of 15 days during any given month. No payment for accrued vacation time will be paid upon resignation. Staff leaving the program will be encouraged to use their days prior to leaving employment.

Holidays

The following are paid holidays: Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Easter: Good Friday afternoon, Memorial Day, July Fourth

Travel Expenses

Parent Educators are reimbursed to cover transportation expenses incurred with Home Visits, using their private vehicle. Mileage rate will be determined annually by the State. The mileage reimbursement is monthly. Mileage should be logged on the PAT Mileage Form and submitted to the Coordinator at the end of each month. Parent Educators desiring additional reimbursement for travel to meetings, etc. should check with the Program Coordinator prior to attendance of the meeting. Expenses incurred (meals/tolls/etc.) while attending an approved activity can be reimbursed with proper documentation. All receipts should be turned in promptly to the PAT Coordinator for reimbursement.

Parent Educator Evaluations

Parent educators will complete a self-evaluation form annually. The Coordinator will also complete the evaluation form regarding the Parent Educator's work and review with the Parent Educator. A copy of this evaluation will be kept in the Parent Educator's Personnel file.

In addition, each parent educator will set professional goals by August 1 each year and review them with the coordinator by January 1.

Parent educators will be observed once a year in the delivery of a Home Visit and a Group Connection, by the PAT Coordinator or Administrator, and the coordinating observation forms will be completed by the observer. A follow-up discussion should occur as soon after the visit as possible to review the observation forms.

Services Provided to Families

Intake & Enrollment

Any family residing within the USD #108 Washington, USD #109 Republic County, USD #224 Clifton/Clyde, USD #333 Concordia and USD #426 Pike Valley Unified districts with children prenatal to PreK entry is eligible for the LCNCK Parents as Teachers program. Referrals to the program may come directly from the family or any other source.

- Each family expressing interest in the PAT program will receive their first visit within 3 weeks of their first contact with the program. If full caseloads require, new families will be placed on a waiting list and contacted at first opportunity to join the program.
- Waiting list families are eligible to receive developmental & hearing screenings completed and are invited to attend Group Connections. PAT will connect the Waiting List family to any resources needed at the time of inquiry. The Waiting List will be reviewed at least monthly and families moved into active services as openings allow.

Client Rights & Confidentiality (*See Appendix G - Participation Form)

Confidentiality and trust is crucial to the *Parents as Teachers* program success. Families must feel that information they share and struggles that they may have are safe to share with their parent educator. All family information collected and/or observed by the parent educator is considered confidential and should not be shared with anyone outside of the program and within the program only if necessary (discuss child neglect concern or action with PAT coordinator or need help working with specific situation, etc.). If a *release of information (Consent)* form has been signed by the parent, verbal and written information regarding the child and/or family may be shared with specifically named organizations/agencies. Demographic information collected by the parent educator will be shared with the State Department of Education for grant purposes, but names and identifying information of the family will not be shared outside of the local program without specific written permission. That being stated, parents should understand that the parent educator is a mandated reporter and is required by law to report any suspicion of child abuse or neglect to the proper authorities.

- Parent Educators will obtain a signed Participate Agreement form from the parent at the first visit, and annually thereafter, which addresses the following in writing:
 - Services provided to the family
 - Family participation in the visit
 - Confidentiality
 - Records Access
 - Sickness policy
 - Scheduling/Cancellation policy
 - Inclement Weather
 - Mandated Reporting
 - Photo Release
 - Permission for screenings
- Family Files and the information contained within will be kept confidential, unless the educator is legally required to disclose information or has a signed consent/release of information from the parent to share information.
- Accommodation for disabilities will be made to every extent possible. Visits will take place in the family home, where the family's needs are generally met. Group Connections will be held in facilities that can accommodate disabilities.

Guidelines

- There is respect for the family unit.
- The parent educator continually strives to build good rapport with each family.
- Affirmation is given for the family's strengths; parent educator is accepting and non-judgmental of all family members.
- Developmental information is the focus of each visit. Parent educators share information that is based on sound educational research, not hearsay or personal experience.
- The parent educator is prepared to answer the "what happens next" developmental questions.
- The parent educator is able to tailor information to the family interests; additional information may be brought to the next visit or mailed to the family; the parent educator understands that there may be questions that she cannot answer at the time of the visit.
- Parent educators have a list of community resources and parent support programs to share with families. The Parent Educator will connect each family to at least one community resource each program year, based upon the family's needs and interests. The Parent Educator will follow up on each resource connections made, to see if the family received the service and if any other needs are outstanding.
- The family is a guide for the visit. The parent educator provides alternatives and information to aid the family in making informed decisions.
- The visits are conducted on time but with flexibility. Most visits should last about 60 minutes, for a family with one child. Families with 2 or more children should have visits lasting approximately 75-90 minutes. Visit time may vary because of number of children and family need.

- The last closing minutes of the visit are used to summarize, answer questions and plan for the next visit, including parent follow-up activities and goal setting.
- The Parent Educator will support families in identifying and setting a goal within their first 90 days of service. Planning and progress toward that goal will be documented in the family file. The family will have a current goal for each year they are in the PAT program.
- Occasionally it may be necessary for an observer to accompany a Parent Educator on a Home Visit (during annual evaluation by Coordinator; when training a new Parent Educator, etc.) If someone else is going to accompany you on the visit, the educator should call and ask the family's permission prior to the visit.

Number of Visits Required

Families will receive 12 visits annually, if one or fewer stressors are present. Families with two or more stressors will receive 24 visits annually. Special circumstances will be considered.

Although the program allows for some flexibility, parent educators are responsible for trying to accommodate parents and family routines as much as possible when scheduling visits, including options for evening or weekend visits, when the family's schedule requires.

Scheduling

The number of families assigned to each parent educator will be determined by:

- The number of hours worked per week.
- Travel time required to visits.
- The number of high-needs families served.
- The number of other responsibilities such as group connections, public presentations, etc.

Caseloads

- Full-time first-year parent educators complete no more than 48 visits per month during their first year, and full-time parent educators in their second year and beyond complete no more than 60 visits per month.
- The number of visits completed monthly is adjusted proportionately when a parent educator is part-time.
- Parent educators who carry additional program responsibilities complete fewer visits per month. (PAT Essential Requirements, 2014 PAT National Center)

24 hour notice of cancellation

- Parent educators will give families at least 24 hour notice of cancellation when at all possible.
- Parents will give educators at least 24 hour notice of cancellation when at all possible

Cancellations/Repeated No-Show Visits:

- If the parent educator has to cancel a visit, she/he should attempt to schedule that visit to take place within the next two weeks.
- If a parent cancels a visit, the parent educator is encouraged to reschedule the visit as soon as her/his schedule allows, making effort to reschedule within the same month.
- Parent educators are encouraged to be persistent about seeing their families. If a family has missed 3 consecutive visits, an interest letter (*Appendix B*) will be sent requesting the parent to call if interested in continuing in the program. It is the parent educator's responsibility to see that this letter is sent and *a copy placed in the family file*. Some families may need more support or encouragement to continue the program. Following up with these families will be left to the discretion of the parent educator *in consultation with the PAT Coordinator*. The parent educator will be responsible to contact the family to make arrangements for the return of any checked-out resources.

Transition Planning & Exit

- The LCNCK Parents as Teachers program is designed to serve children prenatally until PreK entry. Transition planning begins upon family enrollment.
- Transition planning will be coordinated by the Parent Educator with the parents and any other service providers working with the family (including: Early Childhood Intervention, Daycare or Preschool Staff, Medical Services, etc.) to ensure each child continues to receive any needed services upon exit from PAT.
- Referrals for any developmental concerns or needed services will be made during the family's services with PAT and will be followed-up on prior to transition or exit from the program. The child's yearly screenings and documentation will be current upon the child's exit from the program.

Educator Safety for Home Visits

- Parent Educators will have an up-to-date monthly schedule available at the PAT office (or via the on-line data system), along with a contact list of families.
- If the Parent Educator's home district cancels school, due to inclement weather, parent educators will not make visits to any families residing in the district.
- If tornado or other severe thunder storm warnings are issued while educator is on visit, educator should stay at the family's home until the warning has expired or go with the family to shelter. If educator is driving while warnings are issued, educator should go to nearest public building or shelter available. If no shelter is available, seek shelter in a ditch. Educator should let coordinator know where they seek shelter during a storm, to send help if needed.
- If parent educator goes into a home and feels the home or situation is not safe for any reason (dangerous animals, communicable diseases, drugs, weapons, mental health crisis, domestic problems, etc.), parent educator should professionally and appropriately leave the situation as quickly as possible and contact PAT Coordinator and/or law enforcement if needed. For follow-up visits, arrangements will be made to see the family in a

neutral place or with more than one parent educator. If no arrangement can be made, family will not be able to have visits until the situation is deemed safe for the educator.

- On-going training on Parent Educator Safety will be provided by the PAT Affiliate

Neighborhood Preview:

If unfamiliar with a particular area, preview the neighborhood prior to the visit. After locating the address:

1. If comfortable in the neighborhood the visit may be scheduled at a mutually agreeable time.
2. If uncomfortable with going to a particular area, schedule the visit to be held at an alternative site.
3. It may be appropriate to visit the neighborhood during daylight hours only.

Visit Preparation:

1. Dress professionally and use reasonable judgment according to the home environment.
2. Before leaving for the visit, put valuables in the trunk of your vehicle. Carry materials for the visit in a tote bag and always leave one hand free to carry your car key.
3. Consider carrying a cell phone concealed in your bag.

During the Visit:

1. Be alert to the people in the neighborhood, the building and the home. Do not enter a building whose entrance is blocked by people or objects. Do not enter a building or home where people are engaged in illegal activities.
2. Locate entrances, exits and phones.
3. Discontinue the visit if uncomfortable or fearful.
4. If uncomfortable when leaving, ask parent or caregiver to watch until you drive off.
5. Have car key in hand when walking to the car.

Respect Families and Their Communities:

1. Use good manners and maintain professionalism.
2. Keep PAT family information and personal business confidential.
3. Do not leave identifying client information in your car.
4. Contact families to confirm the visit ahead of time.

Protocol for Reporting Abuse/Neglect/Illegal Activity

Child Abuse

The Kansas Child Protection Act (KSA 38-716-724) **requires** that any U.S.D. #333 employee who suspects that a child's physical or mental health or welfare is being adversely affected by abuse or neglect immediately report this fact to the Department of Children and Families (DCF), by calling the **Kansas Protection Report Center at 1-800-922-5330**. If the child is in imminent danger or this is an emergency, contact the local law enforcement agency. Persons making a report are assured immunity for any liability, civil or criminal, provided the report is made in good faith.

Please contact the program coordinator after the report has been made. It is recommended that the superintendent be contacted as well. It is not the responsibility of the parent educator to prove that the child has been abused or neglected.

PAT staff will work with the PAT Coordinator on a plan for follow-up with the family. Once contact has been reestablished with the family, information on community services available to the family will be provided. PAT staff will document in the Personal Visit Record any resource connections offered to the family.

PAT Staff will have ongoing training/review by PAT program staff or other agencies (DCF, law enforcement, school district personnel, etc.) regarding identifying and reporting child abuse and neglect, including annual review of the protocol and mandated reporting guidelines.

Illegal Activity

If upon a home visit, illegal activity is suspected, it is strongly suggested that you make an excuse and leave the home as quickly as possible. (Suddenly feeling ill, forgot visit materials, etc.) Upon leaving, contact the local law enforcement to report the illegal activity as soon as possible and notify the program coordinator. No further visits should be made to the location until approved by local law enforcement and your program coordinator.

Protocol for Responding to Parent Mental Health Issues

PAT staff often serve families where mental illness is a factor. This will be considered in determining the family's needs for services. PAT Educators serve the role to connect families in need with services, NEVER to diagnose or treat a mental health condition.

When PAT staff become aware that a parent in the program has a mental health condition, they will inquire as to what, if any, services the individual/family is receiving and will document that information in the Family Well-Being section of the Personal Visit Record. If the parent is not receiving services or inquires about different services, PAT staff will provide them with contact information for local mental health treatment, including the LCNCK PAT Resource Network Connection booklet, which lists local providers.

If the parent appears to be experiencing a mental health crisis, remain calm and consider the following:

- Determine if there is imminent danger to you, the child(ren) or any adult in the home, including the person with the mental illness.
 - If there is imminent danger, leave the home and call 911 or other emergency services (including the Pawnee Mental Health Crisis Hotline at 1-800-609-2002). Follow their directions for next steps.
 - Call the PAT Coordinator to advise him or her of the situation.
 - Upon return to the office, debrief with the PAT Coordinator, who will document details of the situation for program use.
 - Contact the family as safety permits (in consultation with the PAT Coordinator) to ensure that everyone is safe. Assure the parents that you will continue to work with them (if possible) within program guidelines.
 - Follow up on the services the family is receiving and make resource connections for any further services needed. Document Resource Connections within the Personal Visit Record in the family file.
- If you believe someone is in danger of a mental health crisis during a telephone call:
 - Get as much information about his/her location as possible.
 - Tell the person you are calling 911 or other emergency services, unless you fear doing so may worsen the situation or cause the caller to hang up. Try to keep the caller on the line by using another telephone or asking someone else to make the call to 911 or other emergency services.
 - If possible, consult with PAT Coordinator during the call or immediately after the call.
 - Stay in contact with the family as safety permits
- If in doubt about any unusual situation, consult with the PAT Coordinator immediately. If a child is in danger, report to DCF or law enforcement immediately (according to Child Abuse/Neglect Reporting Protocol above), and then consult with PAT Coordinator.

*In a mental health crisis, NEVER transport families or individuals.

Protocol for Responding to Domestic Violence

Definition of Domestic Violence for home visiting: “Families in which the adults’ and/or children’s relationship is violent, abusive and/or characterized by power and control tactics, with one person being victimized by the other.”

- Determine if there is immediate danger to you or any child(ren) or adults in the home.
- Be familiar with the characteristics of domestic violence, including: Emotional abuse, intimidation, using coercion and threats, isolation, using children, economic abuse, using male privilege, minimizing, denying and blaming, physical and sexual abuse.
- Be familiar with Kansas law regarding reporting of child abuse if children were present in a home where there is domestic violence.
 - “Kansas definition of Emotional Abuse includes, “Terrorizing a child, by creating a climate of fear or engaging in violent or threatening behavior toward the child or toward others in the child’s presence that demonstrates a flagrant disregard for the child.”

- Domestic violence work should NOT be done in the home. If concerns are present, contact the person at risk at a safe time and place, preferably by private phone, to offer resources. An attempt to provide services (or referral information) in the home, poses potential danger for the PAT staff and the victim or children.

What to Do:

- If there is imminent danger, leave the home and call 911. Contact the PAT Coordinator and staff next steps to continue services with the family, as safety allows.
- If there is no imminent danger, but domestic violence is an issue:
 - Address it as an advocacy issue affecting the parent and children.
 - If the parent wants to discuss the domestic violence issues, advocate counseling for the victim and provide Resource Connections with contact information for local counselors.
 - Encourage the victim to contact local Domestic Violence resources and support at DVACK (Domestic Violence Association of Central Kansas).
 DVACK 24 Hour Hotline: 1-800-874-1499
 Salina office: 785-827-5862
 Concordia office: 785-243-4349
 - Consult with the PAT Coordinator
 - Continue to provide support, whether the victim stays, leaves or returns after leaving.
 - Any threats made should be well documented and reported, as well as reported to the PAT Coordinator immediately.

Protocol for Responding to Parental Substance Abuse Issues

Parental Substance Abuse can have a significant impact on the health and safety of children in a family and, at times, can affect the safety of home visitors. Substance abuse impacts families in many different ways. Following are the most likely situations a PAT educator might experience with home visiting if parent substance abuse is a factor.

1) Determine if there is imminent danger to you, the child(ren) and/or other adults in the home.

- If there is imminent danger, leave the home immediately and call 911.
 - Contact PAT Coordinator to advise of the situation and discuss next steps.
- If the person providing care for the child(ren) is incapacitated (unable to respond or function safely) due to substance use:
 - Call 911 or the Kansas Department of Children and Families (DCF) at 1-800-922-5330 to report.
 - Call the PAT Coordinator for assistance.
 - If there is no imminent danger, stay until emergency help arrives.

- At a later time, contact the family to assist them in dealing with the situation and provide Resource Connections for services needed, including counseling, support services and/or drug rehabilitation services.
 - If a parent appears to be intoxicated (under the influence of alcohol or drugs) during a home visit:
 - Determine if there is imminent danger (if yes- proceed as above)
 - If no perceived imminent danger is present, excuse yourself from the visit and reschedule for another date and time.
- 2) If parental substance abuse issues are known, and there is no imminent danger or intoxication of the parent:
- Advocate counseling for the abuser and family and provide Resource Connections with contact information for local counselors and service providers.
 - Continue providing services to the family in the home (as long as conditions are safe) and support any efforts toward sobriety
 - If no efforts are made toward sobriety, ensure the children's safety upon each visit.
- 3) If Drug Paraphernalia is present:
- If there is imminent danger, leave the home and proceed as stated above.
 - If there is no perceived danger, take note of concerns seen and staff with PAT Coordinator upon returning to the office. PAT Coordinator will document concerns.
 - Discuss at a later time what you have observed with the family and provide any Resource Connections available (counseling, drug treatment services, etc.).

Group Connections

A minimum of twelve group connections will be offered during each program year. A Parent Educator or the Coordinator must be present for the group to be counted as a group connection. Group Connections will cover at least one Area of Emphasis: Family Well-Being, Parent-Child Interaction or Development-Centered Parenting, and all three Areas of Emphasis will be addressed in groups throughout the program year.

Parent Educators will assume the following responsibilities for group meetings:

- Reserve the space for the group meeting.
- Contact speaker (when applicable).
- Set up and clean up the area used.
- Fill out necessary forms and paperwork.
- Gather necessary materials.
- Make any needed copies of handouts or materials.
- Arrange for door prizes (if needed).
- Provide evaluation forms for parents to complete.

The facilitating parent educator will:

- Arrive at the Group Connection site at least fifteen minutes before a scheduled playgroup.
- Ensure that all parents sign the designated attendance sheet.
- Remind parents (if necessary) that the objective of a playgroup is to interact in play with their child(ren). The parent educator is there to facilitate, not to teach children.
- Remind parents that they should supervise their child(ren) at all times and are responsible for the discipline and safety of their child(ren).
- Interact with parents and children, but refrain from personal conversations or “idle gossip” about families enrolled in the program.

Attendance will be recorded on sign-in sheet for parent educator to record in family files and on Visit Tracker. Group meeting records will be stored in designated notebook. If, because of unforeseen circumstances, the parent educator is unable to be at the playgroup, it is her responsibility to cancel and/or reschedule with families and inform the Coordinator of any schedule change.

Clean-up Policy

The following procedures are to be followed after each playgroup or use of the facility:

- Parent educator will encourage parents to place mouthed toys in the designated basket so they can be sanitized. Parents will also be encouraged to help pick up and put away other toys.
- After playgroup, the parent educator will make sure all play items are intact and return them to their proper place.
- Leave all areas used clean and orderly. Sanitize toys as needed.

Outside Speakers & Presenters

Select speakers wisely – make sure they are not only informed, but also prepared, fun and creative. Check with other programs about speakers they have used. Often the community has a wealth of possibilities. Consider area professionals: doctors, other medical professionals, mental health professionals, counselors, bankers or financial experts, etc.

For Successful Relationships with Guest Speakers:

- Contact speakers well in advance.
- Determine costs if any. Contact the PAT Coordinator before securing speaker if they require a fee. For those speakers who volunteer their time, check to see if funds are available for a ‘speaker’s gift’ such as a children’s book for their waiting room, etc.
- Provide definite guidelines to the speaker concerning the subject/topic you want covered, the amount of time allotted, the mood you’re hoping to create and parents’ interest in the topic. Be honest when asked how many people will be in attendance. (Assure them that attendance varies but you will do everything you can to help insure an appreciative audience.)
- Promote the program/speaker. Make sure families are aware of the event.
- Reconfirm details with the speaker a few days in advance of the presentation.
- Follow-up with a thank-you note after the meeting.

Childcare

It is extremely helpful for parents if child care is provided for those Group Meetings where a program/speaker is on the agenda. Whether ‘volunteer’ or paid child care personnel is on hand, it is important that parents feel comfortable with the people in charge of their children and that those people are experienced and aware of their duties during the event. When arranging for child care, make sure that providers know: when to arrive, what their responsibilities are, what to do in case of problems, how long they are to stay, what they can use or do to entertain the children, etc. Child care providers should not be unsupervised teenagers. If teens are helping with childcare they should have an adult over the age of 18 in charge.

Procedure for Childcare

Children should be signed in by the parent attending the meeting. The sign-in sheet should include parent’s name, child’s name, child’s age, special requests for child (pacifier, bottle, etc.), and any allergies should be noted. A note that the program is serving snacks should be made and parents should check if they DO NOT want their child to have snacks.

Parent Educators can make the job of the child care provider easier by providing special activities that are inviting for the children and engage their interest as they enter the play area. This may help make a smoother transition from parent to caregiver.

Screening

All screenings will be done in accordance with the following Screening Procedures and the Parents as Teachers National Center Guidelines.

Screening Procedures

1. Each enrolled child will receive a full screening at least once each year.
2. Screenings will be conducted by the child’s parent educator. Complete screenings will occur within 90 days of enrollment, and annually thereafter
3. Screenings will be conducted at a conveniently scheduled time for the family, as close to a child’s birthday as possible, after receiving their complete initial screening.
4. A complete screening will include the following components:
 - Completed Health Record
 - Hearing Screening (using the OAE machine)
 - Vision Screening (Functional Assessment or SPOT)
 - ASQ-3 Developmental Screening
 - ASQ-SE-2 (Social-Emotional) Screening
5. Upon completion of screening components, parents will be provided a written summary of performance. This form will be used to explain screening results to parents, as well as to develop any necessary follow-up plan of action for further assessment.

6. Screening results will be documented by the parent educator. The ASQ-3 and ASQ-SE Information Summary shall remain in the child's file, as well as documentation of the OAE and Vision Screenings.
7. If screening results indicate developmental concerns, Educators are **required** to refer the child's information to Early Intervention or another agency for further assessment. It is best practice for Educators to have a release of information form, signed by the parent, authorizing release of their child's information. However, if the parent is unwilling to sign a release, the Educator will explain that they are mandated to refer the child for further assessment, and the parent can then decide whether they want to participate in follow-up services from the provider referred to or not.
 - a. Confidentiality will be maintained between agencies working with the child, and any signed 2-way releases will be maintained in the child's file.
8. At any time a concern arises or by the age of 3, parents will be given information regarding community resources for free vision, hearing, and developmental screenings.

Referral Process (Refer to Appendix H: Screening Flowchart)

1. When an educator has concern about a child's development, they must first address it with the parent. If the parent has no concerns, the educator will encourage the parent to take their child to the monthly Child Find screening for further assessment.
2. If screening results indicate no concerns but there are risk factors evident or the parent or educator have concerns, the educator will recommend activities to work on in the area of concern (either in the home or community) or recommend another community agency who can provide services/help to the family. The educator will then rescreen the area of concern according to the screening tool's guidelines.
3. When a child's score/result on a screening measure (such as the ASQ-3, ASQ-SE or OAE) indicates that follow up to a community agency for further assessment is warranted, PAT staff must refer the child to another agency (be it a doctor's office, Early Childhood Special Education, or other resources) for further assessment.
4. It is recommended (but not required) that Educators have a signed 2-way release form before referring the child to another agency, when suspecting developmental delays or health concerns.
5. The PAT Educator will contact Early Intervention or other agencies when a signed release is present.
6. Follow-up with family and agency/service after referral is made to ensure that the receiving agency has contacted the family.

(Referral is defined as: The outcome when a child's score on a screening measure (such as the ASQ), or when parent concerns indicate, that follow up to a community agency for further assessment is warranted. –per ASQ-3 User's Guide, 3rd Edition)

Family-Centered Assessment

A family-centered assessment will be completed with each family within 90 days of their enrollment. This assessment will be utilized to help the family set goals.

Immunizations

Parent Educator is required to ask the parents if the child is up to date on their immunizations. If a copy of the record is available, it will be kept in the child's file. Parent Educator will document in the file if the immunization record is accessed or if the family opts out of immunizations, as well as noting on the Health Record the last time the child received immunizations and if they are up to date.

Data Collection and Documentation of Services

Data Collection:

Each Parent Educator is responsible for completing data collection and entry requirements for all funding sources (including Kansas State Department of Education, PAT National Center, Grants, School District, etc.) of the LCNCK Parents as Teachers program. This includes getting signed Consent/Release of Information forms from parents as needed. The PAT Coordinator will complete the Annual Performance Report and submit it to PAT National Center prior to the yearly deadline.

Software Systems:

Parent educators are required to maintain accurate child and family files using the on-line data system contracted by PAT National Center. Personal Visit Records (PVR) should be completed within 2 working days of the visit. Any changes to the family data (new address, email, addition of child, job, etc.) should be recorded in the software system as well as in the permanent file.

Documentation:

Each Parent Educator will maintain a family file for each family/child enrolled in the program. All family information and documentation will be kept confidential. Family files will be kept in a locked space in the Parent Educator's office. A Quarterly File Review will be completed by the PAT Coordinator on one file from each Parent Educator, using the File Review Tool from PAT National Center.

Each family file should contain the following records and information:

Primary Records:

- Enrollment Record (fulfills: Family Intake Record*, Family Information Record*, Child Information Record* and Parent/Guardian Information Record*)
- Participation Agreement/Consent for Services*
- Child Health Record* (for each child enrolled), update in different color ink each year
- Milestones* (in VisitTracker)
- Transition Planning Form*
- Goals Record*
- Copies of completed File Reviews* by PAT Coordinator
- Exit Record* (print from VisitTracker) upon exit from the program

Other Forms

- Visit Tracker Planning Guide* (for each visit)
- Visit Tracker Personal Visit Record* (PVR) (for each visit)
- Copies of all completed ASQ:3, ASQ:SE-2 screening summaries
 - Both ASQ:3 & SE-2 Screening Summaries given to families w/activity sheet*
- Family Service Record
- HOME Inventory (Outcomes Measure)
- Measure of Family Well-Being (Family-Centered Assessment)
- Family Synthesis Record* (in VisitTracker)
- Resource Connection Record* (in VisitTracker)

* - Data required by PATNC for Data in Motion

Group Connection attendance records will be kept by the affiliate, but not required in each family file

Family Records Access

All family records are confidential. Families enrolled in the PAT program can access their family file at any time. The family file will be maintained in a cabinet in the educator's locked office and generally transported to each visit with the family. No information from the family file will be shared with anyone outside of PAT or the family without a written consent/release of information signed by the parent, unless legally required to disclose information (such as cases of abuse/neglect). Information from the family file can be used within the PAT Affiliate for case consultation or requirements of the program.

Family records will be kept intact for 5 years from the date of the child's exit from PAT and will be destroyed after that time. Exit forms for each child are kept by the individual PAT program indefinitely.

Family Feedback/Grievances

The PAT Coordinator will ensure that all families receive a yearly opportunity to provide feedback to the program. The Parent Satisfaction Survey from PAT National Center will be offered to all families, allowing an opportunity for feedback regarding the program and services families are receiving through PAT. A goal of 25% family participation or more is set by PAT National Center. The surveys will be offered and completed prior to the yearly deadline. Families may contact the PAT Coordinator at any time throughout the year with feedback, concerns or questions.

Community Resource Guide

A Community Resource Guide (also known as the Resource Network Directory) is located in the Parents as Teachers office and is maintained by the Parents as Teachers Coordinator, to be updated annually. It is available for use by all parent educators. It contains information about area resources available to parents. Copies may be given to all Parents as Teachers families and will generally be shared with new families on their first or second PAT visit. Parent educators should give any updated information or changes to the PAT Coordinator to add to the annual update.

Parents as Teachers Advisory Council

Function: The function of an advisory council is to assist with planning and implementation of the program, to build support for the program in the school and community and to provide a means of networking with other early childhood, education, prevention and health services professionals.

Our LCNCK PAT program elects to utilize the local ICC as their participating PAT Advisory Council.

The ICC Members Include individuals from: Parents as Teachers (Coordinators and Educators), the Special Education Director, Parents from the District (including those who have been or are currently in early childhood programs), Health Departments (Directors and Staff), Mental Health Professionals, Business people from the communities, the Heart Choices Director, County Extension staff, Early Childhood (Part B & C) staff, Department of Children & Families (DCF) staff, and others from the service area.

The PAT Coordinator will provide a program report to the ICC/Advisory Council at each meeting that includes, at minimum:

- a. Number of families enrolled, number of families on the waiting list, and number of available openings
- b. Staffing changes and/or vacancies
- c. Progress towards priority goals
- d. Results of community collaboration events/materials and upcoming opportunities to collaborate
- e. Upcoming opportunities for professional learning

Parents as Teachers Parent Educator Resignation & Exit Policy

Resignation Letter:

Parent Educators need to address a letter of resignation to the LCNCK Director. A copy of this letter also needs to be sent to the PAT Coordinator. The letter needs to mention the last day you will be working; if you are finishing out the program year, the date should be June 30th.

Scheduling an Exit Conference:

Parent Educators should contact the PAT coordinator to schedule the exit conference. This needs to be scheduled after all work-related activities under the fulfillment of the contract have taken place. The following items need to be satisfactory completed prior to or during that conference:

- *Notification of Families Served* -- As a courtesy to the families you have served, the Parent Educator is asked to notify all families of her/his departure (phone calls or notes could be used) and that their new parent educator will be contacting to schedule their next visit.
- *Children's Files* -- All children's files need to be checked to verify that the home visit dates on the Individual Service Record and Personal Visit Records match. Check to make sure group meetings have been marked and that forms are up-to-date and complete.
- *District List of Families Served by the Parent Educator* -- The Parent Educator needs to make any necessary updates to the district list of families she/he serves. Please make sure all addresses are correct, names are spelled correctly, and phone numbers are current.
- *Waiting List* -- Please review the Wait List and make any needed corrections with which you might be familiar.
- *File Cabinet* -- All files on children in the program should be properly labeled and in systematic order. PAT materials should be filed in a usable fashion.
- *Home Visit Material* -- Recently used home visit materials should be appropriately cleaned and properly stored. A memo concerning any possible needed repairs should be left with the PAT Coordinator.
- *Personal Materials* -- Personal information such as business cards, certification and IDP information, expense vouchers, personal resources and items should be removed from the desk and office.
- *Keys* -- All keys (to building door and file cabinets) and building access cards should also be turned in to the PAT Coordinator.
- *Hours and Mileage Forms* -- The Parent Educator needs to make sure all payment forms are updated and complete.
- *Contact Information* -- Please notify the district office and the PAT Coordinator of your mailing address and phone number in case they might need to contact you in the future.



Appendix A

PAT Marketing, Recruiting, and Program Promotion Strategies

Community Awareness: While it is true we serve families of young children, there are many others who need to be aware that Parents as Teachers plays a vital role in our community. As the community becomes familiar with the name Parents as Teachers, it also lends credibility to parents of young children enrolled in our program and encourages future parents to consider program enrollment. During times of budget cuts, a positive image - developed over a broad expanse of time - is definitely an asset for our program.

The PAT programs in our Consortium use a variety of the following strategies for recruitment and promotion:

- I. Program Flyers
 - Posted in community businesses
 - Available at schools
 - Distributed by Healthy Start Home Visitor and County Hospitals

- II. Presentations
 - School District Board of Education Meetings
 - Community Clubs and Organization Meetings
 - Childbirth Education Classes
 - Human Growth and Development Class

- III. Media
 - Articles and photos of group meeting activities on Social Media
 - Advertising of group meetings and enrollment opportunity on Social Media
 - School District Websites

- IV. Participation in Community Events
 - County Health Fairs, Libraries, Extension Programs, Healthy Families Coalition, WIC Day at County Health Dept., Week of the Young Child, County Fair, Various Community Events, County Resource Councils

- V. Supporting Programs
 - School Districts
 - County Resource Councils
 - Annual Stakeholder (superintendents) updates



Appendix B: Parent Letter of Interest

LCNCK Parents As Teachers
219 W. 7th Street, Concordia, KS 66901
parentsasteachers@usd333.com

Date

Name of Family
Address 1
City, St. Zip

Dear _____ :

This letter is to inquire whether you are still interested in participating in the Parents as Teachers program. The last three scheduled appointments for a visit have been cancelled or unattended. According to our Parents as Teachers guidelines, I am contacting you to find out if you would like to continue receiving services.

If you would like to schedule another visit and resume services on a regular basis, please call me at _____ . If I don't hear from you within two weeks, I will assume you are no longer interested in the program. If you decide to exit the program at this time, you always have the option to re-enroll at a later date.

Our program is designed to assist you in becoming your child's first and most important teacher. I'd love to continue to share developmental information and support you in the most demanding and rewarding experience you will ever have – the role of Parent.

Thank you for allowing me to be a part of your child's growth and development. I hope to be able to continue serving your family.

Sincerely,

Parent Educator, LCNCK Parents as Teachers

Appendix C: Parents As Teachers Coordinator/Supervisor Job Description



Vision: All children will learn, grow, and develop to realize their full potential.

Mission: Parents as Teachers promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers.

Supervisor Qualifications:

The Parents as Teachers supervisor provides leadership, oversight and vision for the work of the affiliate. The supervisor's responsibilities include directing, coordinating, supporting, and evaluating the on-the-job performance of parent educators in accordance with the affiliate's policies and procedures.

For the supervisor, a college degree or beyond in early childhood education, elementary education, behavioral or social sciences or a related field is recommended. A combination of education, work experience and effective interpersonal and communication skills is critical for the supervisor as well. In addition, the supervisor should have at least 5 years' experience working with families and young children, as well as knowledge of reflective supervision and program management. He or she must also successfully complete the Model Implementation Training. It is strongly encouraged that the supervisor attends the Foundational Training as well.

Professional Responsibilities as Coordinator

1. Write grant(s) in order to receive funding for the program.
2. Track data in order to complete required state and national reports.
3. Keep families and stakeholders abreast of important information.
4. Provide an environment that is strengths-based and supportive.
5. Model the interpersonal skills necessary for the development of trusting relationships with staff.
6. Manage the daily operations of the Parents As Teachers program, ensuring compliance with PAT standards and funding source guidelines.
7. Provide Reflective Supervision on a regular basis to each Parent Educator.
8. Conduct annual performance evaluations of each Parent Educator.
9. Review Parent Educator's files for accuracy, completeness, and overall quality on a quarterly basis.
10. Hold regularly scheduled staff meetings and provide guidance to staff.
11. Attend regional/state trainings to maintain and improve PAT program.
12. Compile data to be included in the State database program.
13. Compile data in order to complete the Annual Report for National Parents As Teachers.
14. Report to stakeholders changes taking place in Parents As Teachers program.
15. Publish fliers, pamphlets, etc. for the community to display in order to recruit new families.
16. Present information about Parents As Teachers to community stakeholders.
17. Participate in community organizations in order to promote early childhood programs.
18. Correspond with new parents about what PAT has to offer.
19. Coordinate screenings in the community.

Appendix D: PAT Educator Job Description



Parents as Teachers Parent Educator Job Description

This is a multi-faceted and demanding position.

- Bachelor or four-year degree in early childhood or a related field is preferred. However, it is also acceptable for parent educators to have a two-year degree in early childhood or a related field. Supervised experience working with young children and/or parents is also recommended.
- Be highly organized and accountable.
- Be an independent, self-motivated worker.
- Be able to learn and understand and incorporate the three roles of a parent educator: partnering, facilitating, and reflecting into daily practice with families.
- Be able to establish rapport with families and empower them by building on their strengths.
- Be competent with computer skills; including web browsing, e-mail, Internet, and word-processing.

Duties and Responsibilities of a Parent Educator

- Become knowledgeable about the Parents as Teachers model including the Essential Requirements necessary for model fidelity.
- Conduct personal visits (50-60 minutes) using the Parents as Teachers curriculum on a weekly, bi-weekly or monthly basis with each family (dependent on family stressors).
- Plan the visit, gather materials, travel, conduct the visit, and clearly document the visit.
- Provide parent group connections focusing on a minimum of one of the following areas of emphasis: parent-child interaction, development-centered parenting, or family well-being.
- Complete developmental, health, vision and hearing screenings on each child every year
- Develop and maintain a community resource network in order to be able to link families with them as needed.
- Maintain and submit in a timely way all required family and program documentation.
- Organize and inventory supplies/materials, etc.
- Meet at a minimum of twice monthly with supervisor for reflective supervision sessions.
- Meet 2 hours monthly with all PAT staff for staff meetings.
- Help parents and children transition to other services as needed, to preschool, or to kindergarten.
- Complete annually required 20 competency -based professional development hours in order to remain a certified Parents as Teachers parent educator

Appendix E: PAT Ethical Agreement



As a model-certified parent educator or subscriber to the Parents as Teachers Foundational curricula, I:

- > Understand the importance of providing services to families in an ethical and professional manner.
- > Recognize that professional development and an attitude of lifelong learning are critical to ensure the highest quality of services to families.
- > Understand the importance of confidentiality and maintaining timely, well-organized, and comprehensive service records.
- > Respect the guidelines put forth by the Parents as Teachers National Center for the use of their curricula and other materials.

I agree to:

Ethics and professional behavior

- > Provide services to families in an ethical and professional manner.
- > Maintain appropriate boundaries with families and discuss any boundary concerns with my supervisor.
- > Access regular reflective supervision and/or professional consultation.
- > Follow guidelines as established by law and my organization for reporting child abuse and neglect.

Professional development

- > Reflect on my own practice, identify knowledge and skills that need further strengthening, and seek support to do so. (Note: The Parents as Teachers *Core Competencies Self-Assessment* is an excellent tool to accomplish this.)

- > Stay current on the latest research and evidence-based practices in early childhood/family support, seek training or support around these practices, and apply them to my work with families.
- > Set professional development goals, design a professional development plan, and evaluate progress annually.
- > Engage in self-care to address my physical and mental health and seek support from a reflective supervisor or other professional consultation in carrying out the above activities.

Confidentiality, documentation, and use of curricula

- > Maintain written, verbal, and electronic confidentiality of families served, including, but not limited to, any personally identifiable information and services provided to families.
- > Record services provided and family information in a timely fashion, documenting observations and services delivered to maintain a clear, well-organized, comprehensive record of services to families and children.
- > Use my ebiz portal username/login and password for my own use only. I will not provide others with access to PAT curricula or materials in any way, including, but not limited to, sharing my login and password with others.
- > Comply with the terms of the PAT copyrighted materials. This means that I will not provide PAT curricula materials, PAT records, and any other PAT copyrighted materials to anyone outside my PAT organization and our enrolled families. Failure to comply with the terms of the PAT copyrighted materials can result in loss of access. (Please note that only the Parents as Teachers National Center can provide PAT copyrighted materials to data system vendors.)

- > Acknowledge the use of any copyrighted PAT materials in all presentations, publications, and promotional materials I use.

Limitation of liability

In no event shall Parents as Teachers National Center be liable for any (A) personal injury or property damage, or (B) incidental, indirect, special, or consequential damages whatsoever, including, without limitation, damages for loss of profits, loss of data, business interruption, costs of procurement of substitute products or services, or any other damages or losses arising out of or in any way connected with this agreement or the Parents as Teachers materials, whether for breach of contract, in tort, or otherwise, even if Parents as Teachers is advised of the possibility of such damages and whether or not such damages are a reasonably foreseeable consequence of a breach of this agreement or a tort that falls within the scope of this agreement. Some jurisdictions do not allow the limitation of liability for personal injury, or of incidental or consequential damages, so this limitation may not apply to you.

In no event shall Parents as Teachers' total liability to you for any damages arising out of or in any way connected with this *Ethical Agreement*, whether for breach of contract, in tort, or otherwise, exceed the Individual Access Fee you paid to us for the immediate year in which such damages first occurred or first began to occur.

Name: _____ Date: _____



Appendix F: Orientation Plan for New Parent Educators

LCNCK Parents as Teachers

Parent Educator: _____ Start Date: _____

Official Hire Date: _____

Training	Completed
First Week	
New Employee Orientation with District Office	
Receive technology (computer, phone, etc.) and set up office space	
Orientation of PAT program and philosophy--PAT Coordinator	
PAT Program Handbook, Policies & Procedures--PAT Coordinator	
PAT Essential Requirements--PAT Coordinator	
PAT Quality Standards--PAT Coordinator	
Review "PAT Orientation Notebook for New Staff"--PAT Coordinator	
Review District forms required- PAT Coordinator	
0-6 Weeks	
National PAT Foundational & Model Implementation Training--PATNC	
ASQ:3 Screening training--PAT Coordinator/KPATA	
ASQ:SE Screening training--PAT Coordinator/KPATA	
OAE & Vision Screening Training--PAT Coordinator/KPATA	
PAT Funding Sources & Requirements Overview--PAT Coordinator	
HOME Inventory--PAT Coordinator	
Visit Tracker/Penelope--PAT Coordinator/Online training	
Foundations for School Success Overview--PAT Coordinator	
Strengthening Families/Protective Factors Overview--PAT Coordinator	
Professional Development Requirements--PAT Coordinator	
Observe two Group Connections with different experienced educators	1
	2
Observe two Personal Visits with different experienced educators	1
	2
Observe two Screenings with different experienced educators	1
	2

Read Parent Educator Resources in Child Development section - Foundational Curr.	
Read Parent Educator Resources in Development-Centered Parenting section of F.C.	
Review Resource Network Directory and visit resources as necessary	
Review Lending Library Resources and Process--PAT Coordinator	
Attend ICC Meeting	
PAT Coordinator observes one Personal Visit by new Parent Educator	
PAT Coordinator observes one Screening by new Parent Educator	
PAT Coordinator observes one Group Connection by new Parent Educator	
6-12 Months	
Complete 2 File Reviews with PAT Coordinator	1
	2
PAT Coordinator Observes One Personal Visit by new Parent Educator	
PAT Coordinator Observes One Screening by new Parent Educator	
PAT Coordinator Observes One Group Connection by new Parent Educator	
PAT Coordinator completes HOVRS and provides feedback	
20 Professional Development hours completed for Educator Renewal with PATNC	

I hereby acknowledge that I have completed all requirements during my orientation period.

Signature of Staff: _____ Date: _____

Signature of PAT Coordinator: _____ Date: _____

Oct-18

Appendix G: Participation Agreement



LCNCK/Cloud, Republic & Washington Parents As Teachers

Serving: USD's 108, 109, 224, 333 & 426

Participation Agreement & Consent for Services

I. What is Parents As Teachers?

LCNCK Parents as Teachers is an early childhood home visiting program designed to help you learn more about parenting, support your child's development, and help with the challenges of family life. Our program is designed to provide services until PreK entry. Your participation is voluntary and there is no cost. Our program utilizes the Parents as Teachers curriculum to provide services to families.

Our services for your family include:

- **Personal visits** – by a certified parent educator to support you in your parenting role and provide child development information.
- **Group connections** – opportunities to get to know other families.
- **Child screening** – developmental screening and health review that can identify potential developmental delays.
- **Resource network** – connection to resources in the community based on the interests and needs of your family.

II. What can you expect?

First, we will get to know you better by learning about your family. We call this family-centered assessment. We will also set and work on goals throughout our time together.

- You will receive at least 1-2 visits each month. Visits typically take place in the home. When necessary, the program may complete virtual visits.
- You will be able to participate in monthly group connections with other families.
- Within the first 90 days and then annually, your child(ren) will receive developmental screening and a review of health, hearing, and vision.
- We will help you connect to resources in the community.

III. What will we ask of you?

- Be present for and participate actively in all scheduled visits. If you need to cancel or reschedule, please contact your parent educator at least 24 hours (or as soon as possible) in advance. If you miss more than three visits in a row without cancelling and rescheduling, we may have to stop services.

- Attend group connections.
- Share your observations of your child each visit and during screenings.
- Provide feedback to the program by completing annual program surveys.
- Read to your child.

IV. Record keeping:

During your participation in PAT, routine information will be collected and stored in our online database as well as in a paper family file at the PAT office. This includes family background information, health related information, screening results, referrals, recommendations you and your child receive, and information about the services we provide to your family.

Parents or legal guardians have access to their family file. If you would like to see your family file, please make this request in writing to the program supervisor, Donna Trost. You will need to allow at least 72 hours for access and sign a statement that you were provided with your records.

V. Confidentiality:

By providing your consent, your individual information may be shared with the Kansas State Department of Education, to meet requirements of this program and for continued program funding. The data includes information on the PAT services provided to your family, information you provided to the parent educator about your family, and information on forms you fill out as a participant in our program. For reporting purposes, your data will be summarized, de-identified (this means your name and any information that personally identifies you will not be connected to the data), and reported to the Parents As Teachers National Center (PATNC).

To help make sure families are getting quality services, our implementation support consultant and quality improvement staff at PATNC review family files. These file reviews are done to understand how our program is doing as a whole – they do not focus on individual families' situations. The consultant and PATNC quality improvement staff keep information from the file reviews confidential and do not use names and other identifying information in any reports.

We will not release confidential information outside of the program without your written permission with the following exceptions:

- Our program may share information without your consent in order to protect you or others from serious harm (for example, if a family member plans to harm him or herself, if a family member plans to harm another person, or if there are concerns about abuse or neglect of a child or elderly person).
- Our program may release information if we receive a court order requesting us to do so.

VI. The limits of our services:

Parent educators are not psychologists or medical professionals. We do not diagnose developmental, psychological, or medical conditions. However, we can help you connect to qualified professionals and resources that can assist in these situations.

VII. Other important information:

Sickness policy: If your child is ill, has had a fever, vomiting or diarrhea within the last 24 hours or has colored nasal discharge please call to reschedule the visit.

Rescheduling Visits/Cancellations: If you need to reschedule a visit, please let me know as soon as possible. I understand if you or your child are sick or if you have an emergency, just call us as soon as you can! Note: Due to increased families wishing to receive home visits, families who *repeatedly* miss or cancel visits may be asked to give their spot to a family on the waiting list.

Inclement weather: If there is a weather *warning*, your parent educator will call to reschedule the visit. If USD #333 Concordia Schools are cancelled, all home visits will be cancelled for that day and your Parent Educator will call to reschedule. If your sponsoring school district cancels school, your home visit will need to be rescheduled.

Mandated Reporting: As an employee of LCNCK/USD #333 school district, Parent Educators are mandated reporters and must report suspected abuse or neglect.

Statement of Agreement: Families and Parent Educators often develop close relationships however; Parent Educators are prohibited from attending personal family gatherings and occasions. Families and staff may not exchange money or gifts. Parent Educators cannot give legal or medical advice nor can they provide child care for a family enrolled in the PAT program. PAT staff cannot purchase anything from a family enrolled in our PAT program such as Girl Scout cookies, cookware, etc.

Our family understands that PAT is a voluntary program and agrees to make all efforts to keep our scheduled appointments and maintain communication with the program. We understand that our family may be exited from the program if we:

- Miss 2 consecutive appointments without notifying the Parent Educator
- Cancel 3 consecutive appointments
- Go longer than 8 weeks without a completed home visit

Our family understands the importance of regular home visits and agrees to this attendance policy. We also agree to comply with the statement of agreement.

Questions? You can ask your parent educator or contact the program supervisor.

I have read and understand the information above. I agree to participate in the LCNCK/Cloud, Republic & Washington Parents As Teachers services. By signing this consent form, I agree to allow the information described in section IV to be collected and kept by the program. I understand that at any time, I can let my parent educator or the supervisor know verbally or in writing that I no longer want to participate. Per my signature I give permission for my child(ren) to receive screenings for health and development.

Please review and sign annually:

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

I want to opt out of screenings for my child(ren) (please initial, if so)
At times, pictures of enrolled participants may be shared for program promotion or in the media: (please initial one)

I do wish to share my child's name and/or picture with the media.
 I do not wish to share my child's name and/or picture with the media.

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

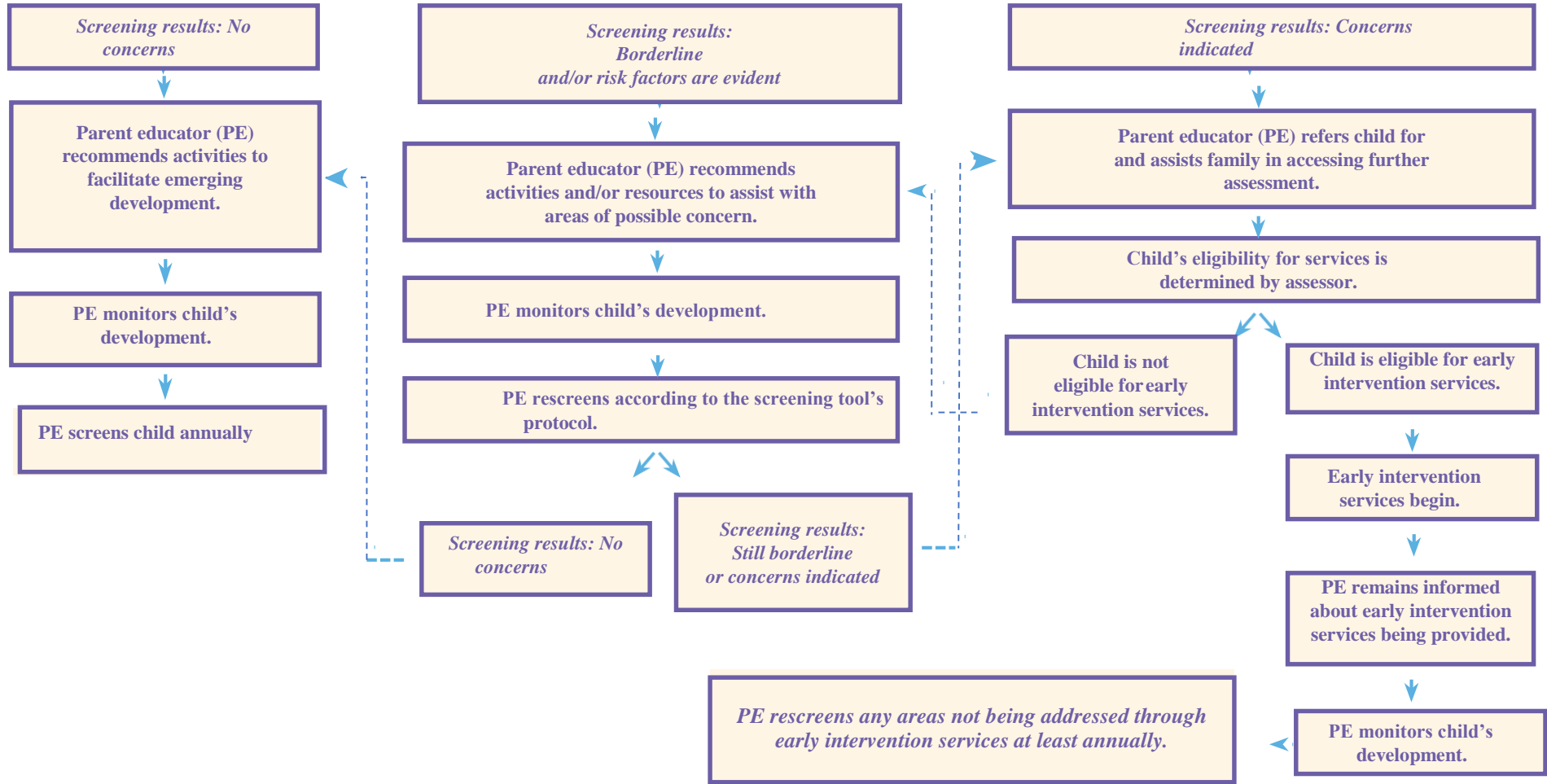
_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

_____	_____	_____	_____
Printed name of enrolled participant	Date	Printed name of parent educator	Date

_____	_____	_____	_____
Signature of enrolled participant	Date	Signature of parent educator	Date

Jan 2023

Appendix H. PAT Screening Flowchart



The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, religion, sex, age, disability or national origin.

Inquiries regarding compliance may be directed to

Superintendent, 217 W 7th St, Concordia, KS 66901-2803, (785) 243-3518 or to:

Equal Employment Opportunity Commission	OR	Kansas Human Rights Commission
400 State Ave., 9th Floor		900 SW Jackson, Suite 568-S
Kansas City, KS 66101		Topeka, KS 66612-1258
(913) 551-5655		(785) 296-3206

OR

United States Department of Education
Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, Missouri 64114-3302
(816) 268-0550

CONCORDIA
AFTER-SCHOOL
AND
SUMMER PROGRAM
(CAP)

1001 E 7th

Concordia, Ks 66901

785-275-3263

Parent Handbook

And

Information Guide

Revised

06/02/2023

CONCORDIA AFTER-SCHOOL AND SUMMER PROGRAM

The mission of the Concordia After-School and Summer Program is to provide high quality, affordable child care to families with an emphasis placed on educational and developmental enhancement. Families with children whose parents are employed outside of the home during the operating hours of CAP will have priority.

Dear Parents,

This handbook is designed to outline our policies and procedures for the Concordia After-School and Summer Program as well as answer questions about the program. On behalf of the program, we would like to express our commitment to maintain a high quality program for your child and you. We are honored to have the privilege of working with your children. We welcome your questions and comments.

PHILOSOPHY AND PROGRAM OVERVIEW

CAP is a high quality, affordable, and licensed program that has standards above and beyond the minimum guidelines required by the Kansas Department of Health and Environment. USD #333 maintains that a quality program is directly related to the staff, and strives to hire and train a staff which meets these expectations.

USD #333 believes CAP can positively impact a child's school performance, relationship with peers, teachers, family, and the community, which is invaluable to teaching lifelong skills. Children need a place to feel good about themselves. Enhancing a sense of belonging and self-esteem is an integral part of the program. CAP provides a positive environment and guidance to foster initiative and independence so that the children can learn to make healthy choices. The Director and teachers believe the children need time to relax at the end of the day. We have designed a program in which the children can expect comfortable surroundings that allow educational activities, homework opportunities, freedom within structured limits for socialization, physical education activities, positive discipline techniques, and opportunities to assume responsibility and strengthen positive peer and adult relationships.

Parents can expect a friendly atmosphere, a qualified and dedicated staff who will keep them informed and give them a feeling that children, parents and teachers are all an important part of the "team."

OPERATING POLICIES AND PROCEDURES PROGRAM DATES

DAYS OPEN

The Concordia After School Program operates year round. During the school year, CAP opens on the first day of school. Summer CAP dates will be determined by the director and posted for families.

During the school year, CAP will be open on all regular school days, late start, and early dismissal days, as long as on late start and early dismissal days there are at least 20 students signed up a week in advance to come on those days. CAP will be closed on days that school is closed due to snow or other weather complications. Parents will be contacted by 10:00am to pick up their students by noon, if we do not have 20 students, on that particular extended day. Due to several no shows and call ins on extended days/breaks, we will now be charging families if they are on the sign up list. This policy will apply to those that have not called in or emailed the day/night prior.

PROGRAM HOURS

CAP is open from 3:15 p.m. to 5:30 p.m. on regular school days. CAP is open from 7:30 a.m. to 5:30 p.m. on full extended care days. On Late Start days, CAP will be open from 7:30 a.m. to 9:30 a.m. At 9:30, students will be bused from CAP to their school of attendance. When school is dismissed early, CAP is open at that time, and remains open until 5:30 p.m. There will be **NO** CAP on early dismissal days due to inclement weather. CAP will be open from 7:30 a.m. to 5:30 p.m. during the summer.

CAP STAFF

The Director of CAP meets the requirements designated by the State of Kansas licensing guidelines and is responsible for the overall operation of the program. The assistant teachers of CAP are responsible for following the lesson plans and carrying out various duties as assigned by the Director. The teacher/child ratio is at or under state requirements. The teacher aides at CAP are checked by contacting their references, go through a K.B.I background check, as well as fingerprinting.

ELIGIBILITY/ADMISSION POLICIES

CAP is licensed by the State of Kansas to serve 120 children from Kindergarten to 12 years of age. Priority is given to students in K-4. Students in 5th and 6th grade will need to fill out an application for approval to the program. Priority will be given to those 5th and 6th graders with a younger sibling in CAP. CAP is designed to benefit children of all backgrounds. Enrollments are taken on a first come first serve basis. Those students attending full time have preference over part-time and/or drop-in students. When the students needing full time services have been placed, then we will look at our list of students needing part-time services, and place them on a first come first serve basis. Fall enrollment forms will be available at back to school enrollment or at CAP. Summer enrollment packets will be available in May at CAP and CES/CMS. At the time of enrollment, you will be charged an enrollment fee for the school year and for the summer. You will receive a receipt with the date and payment after the completion of your enrollment packet. Whether enrolling in CAP for the school year or summer, you will be asked to add your child's name to a 'sign up sheet', via google forms. This sign up sheet does not secure your spot for the school year or summer. This sheet is used to get an idea for our student to staff ratio. However, completed paperwork will secure your spot for the school year or summer. Each admission shall be nondiscriminatory in regard to race, color, religion, national origin, ancestry, physical handicap, or gender. A

copy of the admission policy and other policies and activities will be provided to the parents via a Parent Handbook. Each child in the program must have a health assessment, emergency medical release, and any other necessary forms filed with the Director to attend the program. Students will not be allowed to attend the program until all required paperwork is completed. Questions or concerns about immunizations and other health issues may be referred to the Cloud County Health Department.

Out of District students meeting age requirements will be allowed to enroll in CAP if open slots are available. Once paperwork is received, and the students are approved to enroll in CAP, the director will contact families. All out-of district students attending CAP must pay daily or for the week in advance. Out of District students will follow all the same expectations and policies of USD 333 students.

WAITING LIST

The waiting list for CAP has been prioritized and children are admitted accordingly:

- 1) A sibling is currently enrolled in the program.
- 2) First come first serve based on enrollment dates.

During the summer, CAP priority is given to students enrolled in the school year program, then students needing full time positions. These are in addition to the criteria previously stated.

SmartCare App

The SmartCare App is used to sign your student in and out of the CAP After school and Summer Program. The app can be downloaded on an IOS or Android phone. After doing so, you can create an account, in which you will be able to see the attendance of your student (when they are checked in/out of the program), your billing information/status, and will be able to make payments.

TUITION INFORMATION/PAYMENT POLICIES

For each school year and summer session there is a \$10 non-refundable enrollment fee. This enrollment fee is to be paid at enrollment. This will ensure a spot for your child/children. If your child does not get a spot, then the enrollment fee will be refunded to the parent. **A full day of care is \$20.00 per day; a half day of care is \$10.00 per day; and a regular after school day is \$8.00 per day per child enrolled in grades K-6. On Late Start days, there will be a fee of \$8.00 per day per child enrolled in grades K-6.** Parents are only charged for the day(s) that the child is attending the program. However, parents will be charged if one day notice is not given for extended days,

breaks, late start, or early dismissal days. There will be an extra \$25 fee for summer activities.

Late Start, Extended Days, Breaks and Early Dismissal Days:

As previously stated, 20 students will need to be signed up for a break, late start, extended days, and early dismissal days, before the program can operate for those days. Once a child is signed up for the designated days, he or she will be counted in the student count. These numbers will be used to determine the amount of snacks needed for the day, and on late start days, the amount of breakfast that will be needed. This count will also ensure that we have planned accordingly for the correct student to staff ratio and activities throughout the day.

Due to several no shows and call ins on extended days/breaks, we will now be charging families if they are on the sign up list. This policy will apply to those that have called in or emailed the day/night prior. As previously stated, if we do not have our 20 students present by 10 a.m., parents will be contacted to pick up their student(s) by noon.

PAYMENT POLICIES:

Tuition may be paid in a check or money order, made payable to CAP, or on-line by credit card and/or debit card by the 5th of each month. Parents may also pay by credit card at the Board Office as well. Parents may choose to pay weekly. The following unpaid CAP Tuition policy has been adopted by the USD 333 Board of Education.

- CAP Director will send home monthly statements to all families
- NEGATIVE Balance of \$90-\$100: CAP Director will inform families that no further charges to the account will be allowed after NEGATIVE \$100
- NEGATIVE \$100 and Over: Discontinue CAP services OR students must pay daily or for the week in advance.
- If the outstanding CAP bill has not been paid by enrollment the next fall, district staff will file Kansas Set-Off for the outstanding amount.
- **On-Line Payment option: An on-line payment option is available to families for ease of paying outstanding debt. Families can pay by credit card or debit card by going to the board office OR using the SmartCare app.**

Tuition is contracted by the month for regular after-school care, extended care, and summer care. During the regular school year you will be billed per day for days your child is in attendance. **PLEASE CALL THE DIRECTOR AT 785-275-3263 IF YOUR**

CHILD WILL NOT BE ATTENDING CAP. Parents may also email CAP at cap@usd333.com or andrea.jones@usd333.com. Parents can also call the school your child attends by 3:00 pm to get a message to CAP.

Summer CAP will allow 5 leave days if in a row for vacations. The leave days will apply to full time students only. The definition of a full time student is, any child enrolled for 5 days a week for the entire summer. The leave days for vacation time will be written by the parent/guardian in the appropriate space on the summer contract.

All outstanding debt must be paid before admittance into the next CAP session. For example, all outstanding fees from School Year CAP must be paid before the student can begin Summer CAP or the next school year CAP. Also, any Summer CAP fees must be paid in full before students can attend school year CAP.

FINANCIAL ASSISTANCE

CAP is licensed by the State of Kansas and contracts with SRS for families that qualify.

The Children's Trust may be applied for if your child has a special need requirement set forth by the Children's Trust Fund Board. Contact the Citizens National Bank for more information.

WITHDRAWAL FROM CAP

A **two week notice** is requested when a child withdraws from the program. Tuition will not be refunded if no notice or less than a two week notice is received by CAP. Any tuition paid beyond the two week notification will be refunded.

DROP-IN ATTENDANCE

Drop in attendance is NOT permitted unless the child is officially enrolled, and it is approved by the administration or CAP Director due to emergency or unusual circumstances. If it is determined to be an unusual circumstance, \$5.00 will be charged. All children in the program must be officially enrolled, by having the required paperwork completed.

ATTENDANCE

CAP will monitor how many days your child has not been in attendance with the program. If your child has not attended CAP for 12 days or less, in a 30 day period, your child will lose their spot and will be placed at the bottom of the waiting list.

PLEASE NOTIFY THE CAP STAFF IF YOUR CHILD WILL NOT BE IN ATTENDANCE AT 785-275-3263. PARENTS MAY ALSO EMAIL CAP AT CAP@USD333.COM OR ANDREA.JONES@USD333.COM.

CAP FULL DAY INFORMATION

PLEASE DO NOT DROP YOUR CHILD OFF BEFORE 7:30 A.M.!!! The doors will not be unlocked until 7:30 A.M. It is your responsibility to drop your child off at the appropriate time. It is dangerous to leave a child unsupervised before the program opens. The custodians will not supervise the children. CAP will close the doors at 5:30 P.M. during the school year and 5:30 P.M. during the summer.

EARLY AND LATE PICKUPS

Please notify the program if you need to pick your child up early. This will help us in allowing cleanup time and having your child ready for you. Please call if you have a circumstance beyond your control and you will not be able to pick your child up by closing time.

POLICY FOR CHILDREN WHO DO NOT GET PICKED UP BY CLOSING TIME

A late departure fee of \$10.00 will be assessed if your child is not picked up by closing time. Students will not be allowed to return to CAP, after receiving a late departure fee note, until the late departure fee has been paid. The door at CAP will be locked at 5:35 p.m. Parents and authorized escorts arriving after this time will be let in by a staff member. Emergency situations may qualify as an excused late pick up and a fine would not be assessed. This will be at the discretion of the Director. If an emergency arises, please notify the CAP staff before 5:00 p.m. at 785-275-3636 OR 785-275-3593. In the event that your child is not picked up by 5:45 p.m. all alternative telephone numbers, for an authorized escort, will be called. A failure to produce someone to pick up your child, the police will be called, and the case could be turned over to the SRS. If late pick-up becomes a habit, the child may be dropped from the program.

PROGRAM SCHEDULE

Regular after school day schedule:

3:30 Arrival/Attendance

3:45 Snack

4:00 Homework

4:30 Planned Educational Group Activity

5:00 Free Choice/Outside or Gym play – Weather Permitting

5:30 Clean up and Depart

Late Start Day:

7:30 Arrival/free choice

8:30 Breakfast

9:00 Large motor/Outside or Gym play – Weather Permitting

9:30 Load buses to head to school

Extended Day:

7:30 Arrival/free choice

8:30 Breakfast

9:00 Large motor/Outside or Gym play – Weather Permitting

10:00 Educational Large Group Activity

11:30 Lunch

12:00 Recess/Free Time – Weather Permitting

1:00 Rest Time/Movie/Crafts/Games

3:00 Snack

3:15 Centers or educational group activities(art, science, math, sensory, writing, dramatic play, and computers)

5:00 Free choice/ Gym or Outside – Weather Permitting

5:30 Clean up/Dismissal

During the Summer Program, CAP children may go to the pool, library, parks, and visit other communities. Pool recreation cost will be assessed to the parent. Summer CAP students will need a bottle of sunscreen, a towel, and a full change of clothing to be kept

at CAP. Please place items in a bag with your child's name on it. Field trip costs may be assessed to the parents. The Summer CAP schedule will mock that of an extended day but maybe subject to change as field trips and such will be added.

AUTHORIZED ESCORTS

To ensure the children's safety, a child may leave the center only with a parent or with a designated escort. CAP must be notified if anyone who is not a designated escort is to pick up the child. That person will be asked for identification. Authorization forms are available upon enrollment and throughout the year. Please keep this form updated.

FORMS NEEDED FOR ENROLLMENT

-Registration Form

-CAP Enrollment Contract

FALL * SPRING * SUMMER

-CAP Extended Care Contract

FALL * SPRING * SUMMER

-Emergency Medical Release

-Health and Immunization Form

-Authorized Escort List

-Homework Form

-Meal Substitution Form

-Field Trip/Transportation Form

-Medication Form if applicable

Paperwork will need to be filled out at the beginning of the school year, as well as when the summer session begins.

FIELD TRIPS

Advance notice of at least 5 days will always be given when a field trip is planned. Parents/guardians will be required to sign a release form for each trip. This will be available at least 5 days in advance of the trip.

NUTRITION

During the regular school session a snack is served daily. During late start days, breakfast will be served to students. Breakfast will be charged to the student's USD 333 meal ticket. During extended and break days, students will need to eat breakfast prior to coming and bring a sack lunch for the day. No meals will be served. Sack lunches should follow the USD 333 guidelines. Soda is not allowed according to USD 333 guidelines. An afternoon snack will be provided by USD 333. During Summer CAP, students will be served breakfast and lunch as part of the USDA summer food program. Please let the Director know of any food allergies. A dislike for a specific food is not an allergy. All children will be encouraged to try different food items. However, if a student does not like what is on the menu for the day during the summer, they are encouraged to bring a snack lunch, which will follow the USD 333 guidelines.

CAP participates in the Child and Adult Care Food program. It is available to all individuals regardless of race, color, national origin, age, sex or handicap. If you believe that you have been discriminated against in any USDA related activity, you should write immediately to the Secretary of Agriculture, Washington D.C. 20250.

GENERAL HEALTH POLICY

When a child is absent due to a communicable disease, the staff shall inform other parents of the nature of the illness. Communicable diseases are reported to the Cloud County Health Department. Staff is trained to observe symptoms of illness, neglect, and child abuse by observing each child's physical condition daily. If a child becomes ill, the staff will take the following steps:

1) Take the child's temperature. Any child's temperature at 99.5 or over, will be asked to go home as a safety measure. The parent or emergency contact will be notified by staff.

2) If the child's temperature is above normal and there are any of the following symptoms, the child will be sent home:

*Vomiting or chronic diarrhea

*Red or inflamed eyes

*Skin eruptions/rash

*Contagious diseases

A parent or guardian will be notified and arrangements will need to be made to pick the child up. Also, if your child exhibits any of the above symptoms, please keep him/her at home. Students will need to be fever free for 24 hours, without the use of fever reducing medications before returning to the After School Program.

Nonprescription medicine shall not be administered to any child except on written order by the parent/guardian. All prescription medicines that need to be administered will need to be in the original pharmacy container, labeled with the child's name, name of medication, dosage, dosage interval, name of physician, the date the prescription was filled, and a signed note from the doctor. A record shall be kept in the child's file as to who gave the medication and the time and date it was given. The Director or a person designated by the Director will administer the medication.

CHILD ABUSE

Any evidence of neglect or unusual injuries including bruises, contusions, lacerations, or burns noticed by any staff member shall be noted on the child's record and immediately reported to the CAP Director. The Director shall report incidents to Kansas SRS or to local law enforcement, if SRS is not open. **CAP IS A MANDATED REPORTER OF CHILD ABUSE AND NEGLECT.**

CLOTHING and OTHER PERSONAL ITEMS

Parents please encourage your children to dress appropriately for a variety of activities and for current weather conditions. An extra change of clothing is required for all children who attend summer CAP. Students may also leave a change of clothes in their locker during the school year. If a child requires special toiletries, please make sure to send such to keep in the child's locker as well.

Students are encouraged to leave all personal items at home such as toys, electronics, etc. CAP will not be responsible for lost, stolen, or broken items that have been brought from home.

Cell Phones and SMART WATCHES

Cell Phone Policy:

- Students may only bring cell phones if they have a signed permission form from his/her parent(s).
- If a student is permitted to bring a cell phone, the phone must be silenced or turned off and left in the student's locker during the day.

- Any use of a cell phone during the school day is prohibited unless permission has been given by a staff member.
- If a student has a question for a parent/guardian they need to use the school telephone to contact their parent.
- Any student who fails to follow this rule may be subject to the following consequences:

1st offense: Phone will be turned into principal for the remainder of the school day. A parent or guardian may be

asked to come in to pick up the phone.

2nd offense: Phone is turned into principal for the remainder of the school day. A parent or guardian must come

in to pick it up. Phone must then be checked in to the CMS office each morning upon arrival. The student may

pick it up at the end of the day.

3rd offense: Loss of privilege to carry a phone at school.

The cell phone permission form is available from the CMS office.

The cell phone policy includes all personal electronic devices including but not limited, personal computers, tablets, and smart watches.

DISCIPLINE

CAP's philosophy of discipline is based on respect for the child's self-esteem, setting reasonable limits and consequences, and encouraging increased self-discipline. Only constructive methods of discipline shall be used to promote good behavior. The staff will work with the child and cooperate with parents to resolve any problem that may arise.

When inappropriate behavior occurs, we will:

- 1) Redirect the behavior

- 2) Discuss the behavior/problem with the child to determine the cause, and then to help the child find ways to resolve it.
- 3) Assign special tasks and responsibilities to help foster their self-esteem.

At times it may be necessary to:

- 1) Separate the child from the group (with supervision to allow the child to think about the situation. The child will rejoin the group when he/she is ready to cooperate.)
- 2) A time out from a play period, free choice activity, or group activity may be used.

If a child's behavior consistently disrupts the flow of the program, physically or emotionally harms another, or otherwise conflicts with the program rules and guidelines the parent or guardian will be notified. If the behavior continues, a conference will be scheduled with the parents/guardian to discuss options. In the event that the problem persists, after all reasonable attempts have been made, the child may have a short-term suspension from the program, or be dismissed from the program with one day's notice. Students dismissed for behavior reasons WILL NOT be allowed to return. Punishment, i.e. corporal punishment, verbal abuse, threats, derogatory remarks, binding or restricting movement, enclosing the child in a confined space, withholding or forcing foods and placing substances which sting or burn on the child's mouth, tongue or other parts of the body are prohibited. This policy will be included in all staff training.

EMERGENCY PROCEDURES

The CAP Director and Assistant Director are trained in basic First Aid and/or CPR. In the event of a serious injury or acute illness, the Emergency Medical Technicians and a parent/guardian will be notified by telephone. If the parent cannot be reached, the authorized emergency person will be notified. When the injury or illness warrants immediate attention, the child will be transported to:

Cloud County Health Center

1100 Highland Drive

Concordia Kansas 66901

785-243-1234

A staff member will accompany the child to the doctor or hospital and remain until the parent/guardian arrives and is informed of the situation. However, the staff member may only leave with your child, provided that adequate teacher/child ratio is still present at the site. Complete written reports of all accidents, minor or severe, will be submitted to the Director and a copy placed in the child's individual file.

DRUG FREE ENVIRONMENT

CAP is a drug free environment and workplace. Violation of this policy by employees will result in immediate suspension from duties and termination of employment, consistent with the Rehabilitation Act of 1973, as amended. Smoking, alcohol, or non-prescribed controlled substances as defined by K.S.A. 65-4101 shall not be consumed on the premises by any CAP employee or attendee at any time.

Concordia After School and Summer Program Handbook

I have read and understand the Concordia After School Program parent handbook. I agree to comply with all guidelines stated including payment.

Parent Signature _____
Date _____

Director Signature _____
Date _____



UNIFIED SCHOOL DISTRICT 333

**EXTENDED SCHOOL YEAR 2023-2024
TEACHER'S CONTRACT**

Received
MAY 19 2023

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Bailey Blackwood, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Bailey Blackwood

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 44 hours paid at the rate of \$20.00 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By: BaileyBlackwood
Service Provider

Date: 5-18-2023

By Rebekah Kelget Date 5/22/23
Special Education Director



Received
MAY 22 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Amber Colby, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 3.67 hours (2.67 hours of direct service & 1 hour of plan) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 224 Teacher: Amber Colby

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 3.67 hours paid at the rate of \$16.07 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

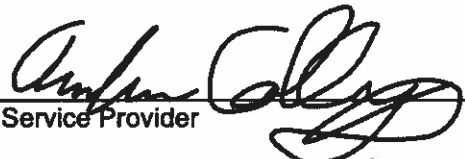
The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By 
Service Provider

Date 5-20-23

By 
Special Education Director

Date 5/22/23



Received
MAY 17 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Kelsey Crain, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Kelsey Crain

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 44 hours paid at the rate of \$20.00 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By *Kristin FFA Mann*
Service Provider

Date *5/17/2023*

By *Rebekah Kelget*
Special Education Director

Date *5/22/23*



Received
MAY 19 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Amy Florea, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Amy Florea

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 44 hours paid at the rate of \$20.00 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

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By Amy Flexed
Service Provider

Date 5/18/2023

By Rebekah Kelget
Special Education Director

Date 5/22/23



Received
MAY 18 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Nikki Goertzen, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 59 hours (22 hours of direct service, 26 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Nikki Goertzen

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 39.82 hours paid at the rate of \$41.14 an hour and 19.18 hours paid out per her teacher's regular school year contract which includes 2.5 extended days.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Hilkyi D. Goertzen
Service Provider

Date 5/17/2023

By Rebekah Helget
Special Education Director

Date 5/23/23



Received
MAY 18 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Nikki Goertzen, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 3 hours (2 hours of direct service & 1 hour of plan) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 426 Teacher: Nikki Goertzen

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 3 hours paid at the rate of \$55.00 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Hilkyi Goertzen
Service Provider

Date 5/17/2023

By Rebekah Helget
Special Education Director

Date 5/22/23



Received
MAY 18 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2022-2023 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Gwen Stiles, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Gwen Stiles

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 44 hours paid at the rate of \$20.00 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

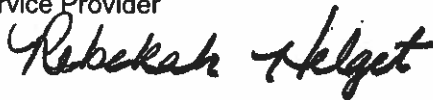
The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By 
Service Provider

Date 5-17-2023

By 
Special Education Director

Date 5/22/23



Received
MAY 16 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Jordynn Welch, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 10.5 hours (9 hours of direct service & 1.5 hours of plan) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024

School: USD 426

Teacher: Jordynn Welch

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 10.5 hours paid at the rate of \$34.32 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Jadyn Weldh
Service Provider

Date 5/15/23

By Rebekah Kelget
Special Education Director

Date 5/22/23



UNIFIED SCHOOL DISTRICT 333
EXTENDED SCHOOL YEAR 2023-2024
TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Gail Whitley, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 59 hours (22 hours of direct service, 16.5 hours of attendant care, and 20.5 hours of plan) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Gail Whitley

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 59 hours paid at the rate of \$30.56 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Rebekah Kelget
Service Provider

Date 5/22/23

By Mark Whitley
Special Education Director

Date 5-15-23



Received
MAY 17 2023

UNIFIED SCHOOL DISTRICT 333
EXTENDED SCHOOL YEAR 2023-2024
TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Gail Whitley, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 18 hours (16 hours of direct service & 2 hours of plan) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024

School: USD 333

Teacher: Gail Whitley

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 18 hours paid at the rate of \$30.56 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.


By _____
Service Provider

Date 5/22/23


By _____
Special Education Director

Date 5-15-23

Received
MAY 19 2023



UNIFIED SCHOOL DISTRICT 333

**EXTENDED SCHOOL YEAR 2023-2024
TEACHER'S CONTRACT**

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Michaela Wetter, hereinafter called the "teacher", that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon by the board and teacher and listed herein.

Extended School

Year: 2023-2024 School: USD 333 Teacher: Michaela Wetter

For these services the board agrees to pay the teacher not to exceed a total contracted service: 44 hours paid at the rate of \$20.00 an hour.

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:
The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:
The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:
The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Michaela Wetter Date 5/18/23
Service Provider

[Signature] Date 5/22/23
Teacher



UNIFIED SCHOOL DISTRICT 333

**EXTENDED SCHOOL YEAR 2023-2024
TEACHER'S CONTRACT**

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Brandy McCubbin, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 38.5 hours (33 hours of direct service & 5.5 hours of plan) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024

School: USD 108 & 224

Teacher: Brandy McCubbin

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 38.5 hours paid at the rate of \$29.65 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Brandy M. Bell
Service Provider

Date 5/16/2023

By Rebekah Helget
Special Education Director

Date 5/22/23



Received 05172023

UNIFIED SCHOOL DISTRICT 333
EXTENDED SCHOOL YEAR 2023-2024
TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Brandy McCubbin, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Brandy McCubbin

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 44 hours paid at the rate of \$29.65 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Brandy McCall
Service Provider

Date 5/16/2023

By Rebekah Kelget
Special Education Director

Date 5/22/23



Received
MAY 16 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Stacey Scott, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Stacey Scott

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 44 hours paid at the rate of \$20.00 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Marcy Scott
Service Provider

Date 5/15/23

By Rebekah Skelton
Special Education Director

Date 5/22/23



Received
MAY 16 2023

UNIFIED SCHOOL DISTRICT 333

EXTENDED SCHOOL YEAR 2023-2024 TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Lori Stahlman, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 4 hours (3 hours of direct service & 1 hour of plan) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024

School: USD 426

Teacher: Lori Stahlman

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 4 hours paid at the rate of \$45.43 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By 
Service Provider

Date 5-15-23

By 
Special Education Director

Date 5/22/23



Received
MAY 18 2023

UNIFIED SCHOOL DISTRICT 333
EXTENDED SCHOOL YEAR 2023-2024
TEACHER'S CONTRACT

It is hereby agreed, by and between the Board of Education of Unified School District No. 333, in Cloud County, State of Kansas, hereinafter called the "Board" and Debra Strnad, hereinafter called the "teacher": that the teacher is hereby employed by the school district for a term of not more than 44 hours (22 hours of direct service, 11 hours of plan and 11 hours of professional development) for the Extended School Year program, and to perform the following services in conformity with Kansas Law and the policies of the board:

- To teach & plan all days when school is regularly scheduled;
- To submit daily roster logs, timesheets & mileage;
- Update progress notes & submit to caseload manager after the final day of service;
- To cooperate with the administrators and other teachers in planning and coordinating the teaching program;
- To perform such school services as may be mutually agreed upon the board and teacher and listed herein:

Extended School

Year: 2023-2024 School: USD 333 Teacher: Debra Strnad

For these services the board agrees to pay the teacher not to exceed a *total contracted service: 44 hours paid at the rate of \$20.00 an hour.*

Timecards must be received daily, per the last submission of time being submitted, the employee will be paid on the next corresponding pay date.

The board reserves the right to assign said teacher to such buildings and work as the best interests of the schools of the district require.

This contract will be void if the teacher fails to have on file with the board continuously during employment a valid Kansas Teachers' Certificate for the level at which he/she is employed and for the subjects which he/she is employed to teach.

AMENDMENT:

The provisions of this Agreement may be amended at any time by the Agreement in writing of each party (hereto executed in the same manner as this agreement.)

GOVERNING LAW:

The Agreement shall be governed by and shall be construed and interpreted in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF:

The parties hereto executed by and through their duly authorized agents the above and foregoing Agreement of the day and year first above written.

By Debra P. Arnold
Service Provider

Date 5/17/23

By Rebekah Kelget
Special Education Director

Date 5/22/23

2023-24 Milk Bids

Formal milk bid request letters for the 2023-24 school year were mailed on May 24, 2023 to the following vendors:

1. F & A Food Sales, Inc.
2. Highland Dairy
3. SYSCO

Milk bids were due on June 7, 2023 no later than 12:00pm. Bid opening was scheduled for 1:00pm on June 7, 2023.

Only two vendors, F& A Foods Sales & Hiland Dairy submitted bids.

I have reviewed the bids.

Both F & A Foods Sales and Hiland Dairy's bids match all of the requested bid specifications as far as items requested.

F & A Food Sales won the bid with lower prices on all items requested. Also, their bid was slightly lower than their bid from the previous year.

UNIFIED SCHOOL DISTRICT NO. 333
217 West 7th Street
Concordia, Kansas 66901
(785) 243-3518
Request for Proposal for Milk Pricing

*Opened
1:00 pm
6-7-23
RGA*

PRICE QUOTE SHEET

Please list your pricing for delivery of milk products to the schools in Unified School District No. 333 (Concordia) for the 2023-24 school year.

Please return this quote by June 7, 2023, to Ronda Gumm, District Business Manager at the above address.

Quote is as follows:

Item	Unit	Unit Price
1% White Milk	1/2 pint	<u>.308</u>
Skim Chocolate Milk	1/2 pint	<u>.309</u>
2% White Milk	1 gallon	<u>4.63</u>

Optional Quote and circle which type of container:

Item	Unit	Unit Price
1% White Milk	1/2 pint plastic/pouches	_____
Skim Chocolate Milk	1/2 pint plastic/pouches	_____

Company Name F & A FOOD SALES, INC.

Address CONCORDIA KS 66901

Telephone Number 785-243-2301

Name of Contact Person FRANK HEADRICK

Signature Frank Headrick

Date 6-7-2023

Unified School District #333, Concordia, KS is an equal opportunity employer and will not discriminate against any person because of race, sex, religion, color, creed, national origin, or disability. Any person having inquiries concerning U.S.D. #333's compliance with regulations implementing Title VII, Title IX, American with Disabilities Act or Section 504 is directed to contact the Superintendent of Schools, 217 West 7th Street, Concordia, KS 66901, Telephone (785) 243-3518.

UNIFIED SCHOOL DISTRICT NO. 333
217 West 7th Street
Concordia, Kansas 66901
(785) 243-3518
Request for Proposal for Milk Pricing

Opened
6-17-23
1:00 PM
RA

PRICE QUOTE SHEET

Please list your pricing for delivery of milk products to the schools in Unified School District No. 333 (Concordia) for the 2023-24 school year.

Please return this quote by June 7, 2023, to Ronda Gumm, District Business Manager at the above address.

Quote is as follows:

Item	Unit	Unit Price
1% White Milk	1/2 pint	<u>.3989</u>
Skim Chocolate Milk	1/2 pint	<u>.3989</u>
2% White Milk	1 gallon	<u>5.85</u>

Optional Quote and circle which type of container:

Item	Unit	Unit Price
1% White Milk	1/2 pint plastic/pouches	<u>N/A</u>
Skim Chocolate Milk	1/2 pint plastic/pouches	<u>N/A</u>

Company Name Hiland Dairy Foods
Address 2207 Curran St
Telephone Number 402-657-3468
Name of Contact Person Scott Barnard
Signature [Signature]
Date 6/5/2023

Unified School District #333, Concordia, KS is an equal opportunity employer and will not discriminate against any person because of race, sex, religion, color, creed, national origin, or disability. Any person having inquiries concerning U.S.D. #333's compliance with regulations implementing Title VII, Title IX, American with Disabilities Act or Section 504 is directed to contact the Superintendent of Schools, 217 West 7th Street, Concordia, KS 66901, Telephone (785) 243-3518.

USD 333 UNPAID MEAL POLICY

The following UNPAID MEAL POLICY has been adopted by the USD 333 Board of Education.

- Food service director will send email notices on Mondays and Thursdays when the family balance reaches \$10 or less. Daily email notices will be sent if the family balance drops to negative \$15.
- NEGATIVE Balance of \$90-\$100: Inform families that no further charges to the account will be allowed after NEGATIVE \$100. Phone calls will also be made to the family for debt collection.
- NEGATIVE \$100 and over: Discontinue charging lunches. Students must bring lunch/or pay cash for individual lunches.
- If the family does not provide a lunch or cash for the student, the classroom teacher and building principal will work with lunchroom staff to have student brought to the principal's office during meal time and offered pretzels and fruit provided by the food service department.
- If a family turns in an application for free and reduced meals and qualifies for FREE meals, students will be allowed to return to eating in the cafeteria. However, outstanding balances will still be required to be paid in full or Kansas Set-Off claims will move forward.
- If the outstanding meal bill has not been paid by enrollment the next fall, district staff will file Kansas Set- Off for the outstanding amount.
- On-Line payment option: An on-line payment option is available to families for ease of paying outstanding debt.
- Families with graduating seniors who have completed all graduation requirements and have no other students enrolled in the district, or outstanding bills with the district, if they have a positive lunch balance will have their positive balance refunded by USD333 through the board approval process by district staff upon receipt of a W-9. Any positive balances less than \$5 will not be refunded due to staff time and cost of mailing to do so. Parents may also be able to pay their positive balances forward to a family of their choice or anonymously to a family in need.
- Any family withdrawing students from the district that has a positive lunch balance at the time of withdrawal, has until June 1st of the school year from which they withdraw, to request their lunch balance in writing from the School Nutrition Director, with provision of an address for sending the monies to and completion of a W-9. If no written request is received for monies of families with withdrawing students that have a positive lunch balance, all funds become a permanent part of the School Nutrition Department budget.

Approved by the BOE at the June 12, 2023 BOE Meeting

Staff Changes for 2023-2024

(Hi-lited are needing approval. All others have been approved at previous meeting)

KPERS Retirees:

Retirement Date:

Membership Date:

Angela Gabel-McConkey

June 1st, 2023

08/17/1992

Resignations:

Rebekah Helget – Director of Special Education

Chandra Lambert – 2nd Grade Teacher at CES

Morgan McCabe – Concordia Jr. Sr. High School Vocal Music Instructor

Rowe Hinkle – Concordia Jr. Sr. High School Social Studies Teacher

Michelle Haskins – LCNCK Interrelated Teacher at Republic Co. East Elementary

Brandt Hutchinson – Concordia Middle School Counselor

Kale Katt – Principal at Concordia Jr. Sr. High School

David Goodwin – Interrelated Teacher at Concordia Jr. Sr. High School

Christina Lesslie – 5th Grade Teacher at Concordia Middle School

Penny Massing – Interrelated Teacher at Belleville East Elementary School

Cyndi Atwell – Concordia Jr. Sr. High School Counselor/Driver's Education Instructor

Jaelynn Whitley – Interrelated Teacher at Concordia Elementary School

Terminations:

New Hires:

Adrianna Romo – Interrelated Teacher at Concordia Elementary School (Repl. R. Franz)

Gabriel Sharp – Interrelated Teacher at Washington Co. High School (Repl. S. Scott)

Michalea Wetter – Early Childhood Special Education Teacher Itinerant (Repl. A. Colby)

Bailey Blackwood - Early Childhood Special Education Teacher Itinerant (Repl. A.Gabel-McConkey)

Cindy Quinn – Director of Special Education (Repl. R. Helget)

Kelly Knedler – Vocal Music Instructor at Concordia Jr. Sr. High School (Repl. M. McCabe)

Megan Pearson – 6th Grade Teacher at Concordia Middle School (Repl. K. Jackson)

Taunya Kreie – Interrelated Teacher at Belleville East Elementary (Repl. P. Massing)

Amber Colby - Interrelated Teacher at Belleville East Elementary (Repl. S. Haskins)

Kim Kindscher – Special Education Preschool Teacher at Concordia Elementary School (Repl. J. Kindel)

Transfers:

Carla Crutcher – Fall Semester Instructional Coach/Psychology Support/Spring Semester Psychology Practicum

Stacey Scott – X-fer from Interrelated Teacher at Washington Co. to Interrelated Teacher at Clifton Clyde Middle School

Rachel Franz – X-fer from Interrelated Teacher at Concordia Elementary to Instruction Coach (Repl. C. Crutcher)

Mariah Blazek – X-fer from 1st Grade Teacher to 2nd Grade Teacher at Concordia Elementary

Katie Jackson – X-fer from 6th Grade Teacher to Counselor at Concordia Middle School (Repl. B. Hutchinson)

Erin Herman – X-fer from Preschool to Kindergarten Teacher at Concordia Elementary Teacher (Adding 5th Section)

Bethany Richard – X-fer from 4th Grade Teacher to 5th Grade Teacher at Concordia Middle School (Repl. C. Lesslie)

Chad Eshbaugh – X-fer from Assistant Principal/Director of Athletics to Principal at Concordia Jr. Sr. High School (Repl. K. Katt)

Skyler Hittle – X-fer from Social Studies Teacher to Assistant Principal/Director of Athletics (Repl. C. Eshbaugh)

Jackie Kindel – X-fer from Special Education Preschool Teacher to Regular Ed Pre-K & 3 Year old Preschool at Concordia Elementary School (Repl. E. Herman)

Amy Applebee – X-fer from Full-Time Substitute to Social Studies Teacher at Concordia Jr. Sr. High School (Repl. R. Hinkle)

Kevin Muff – X-fer from Dean of Student Improvement to Social Studies Teacher at Concordia Jr. Sr. High School (Repl. S. Hittle)

NAME**POSITION**

Updated 6/12/2023

LCNCK New Hires

Michelle Speake	Substitute Teacher/Para
Kathryn Henderson	SPED Para Educator at CJSHS (New Position) (Pending New Hire Paperwork)
Cathy Brannan	SPED Para Educator at CES (Repl. T. Kreie) (Pending New Hire Paperwork)
Samantha Viereck	SPED Para Educator at CES (Repl. M. Montague) (Pending New Hire Paperwork)
Molly Carr	SPED Para Educator at Clifton Clyde (Repl. P. Brownell) (Pending New Hire Paperwork)
Kaytlynn Williams	SPED Para Educator at Pike Valley (Repl. C. Stenson) (Pending New Hire Paperwork)

LCNCK Resignations

Vicki Walker	LCNCK Finance/Medicaid Clerk
Paula Brownell	LCNCK Para Substitute
Debra Rundus	SPED Para Educator at Belleville East Elementary

LCNCK Terminations

Shannon Wagner	SPED Para Educator at CES
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LCNCK Deceased**LCNCK Transfers****USD #333 New Hires**

Michelle Speake	Substitute Teacher/Para
Jordan Echer	Jr. High Head Track Coach (Repl. R. Hinkle)
Jordan Echer	Part-Time Summer Transportation Help (New)
Qwinter Thrash	Part-Time Summer Transportation Help (New) (Pending New Hire Paperwork)
Amy Wildeman	CMS Secretary (Repl. B. Miller) (Pending New Hire Paperwork)
Mary Thrush	Custodian at CHS (Repl. B. Cave) (Pending New Hire Paperwork)
Brandon Snavelly	Part Time Custodian at CMS (New) (Pending New Hire Paperwork)
Brock Hartshorn	Assistant Baseball Coach (Repl. D. Bender)

USD #333 Transfers

Audrianna Stephenson	X-fer from CES Para to CMS Para Educator (Repl. K. Drinkwater)
Marissa Montague	X-fer from SPED Para to Reg Ed Para at CES (Repl. A. Stephenson)
Dustin Bender	X-fer from Assistant to Head Baseball Coach (Repl. B. Hutchinson)

USD #333 Resignations

Marissa Parker	CAP Teacher
Tim Bombardier	Food Service Van Driver
Bailey Miller	Secretary at CMS
Kayla Garst	Asst. High School Volleyball Coach
Rodney Sothers	Transportation Route Driver
Skyler Hittle	Head Jr. High Wrestling Coach

USD #333 Terminations**USD #333 Deceased**