

Book SMSD Policies

Section K: General Public Relations

Title Donations, Gifts, and Bequests to the School District

Deleted: Public Gifts/

Code KH

Status Active

Adopted April 25, 1969

Last Revised \_\_\_\_\_, 2025

Deleted: May 27, 2015

A. Donations, gifts, and bequests to the District include money and property directed to the District as a whole or to an individual school and are collectively referred to in this policy as "donations." Donations become the property of the District upon acceptance. For the purposes of this policy, donations do not include:

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1. Library materials, which are governed by Board Policy KHA and K.S.A. 12-1252.

2. Money or property valued at \$250 or less given to employees for personal or instructional purposes.

3. Awards earned by employees from any source.

4. Consumable materials (*i.e.*, planners, printed event programs to be handed out directly to students).

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B. Standards for Acceptance of Donations.

1. All donations must be appropriate for the intended instructional purpose and beneficial to students, staff, and/or District facilities.

2. All donations must be consistent with all provisions of Board policy and applicable law.

3. Any donation that detracts from the educational process may not be accepted.

4. All donations must be evaluated according to the following considerations:

a. The source of the donation.

b. The age and condition of the donation.

c. The cost of installation of the donation.

d. Cost of maintaining or upgrading the donation, especially if the donation or grant funds are exhausted.

e. All safety, liability, insurance, Title IX of the Education Amendments of 1973, and regulatory compliance issues raised by acceptance of the donation.

f. The suitability of the donation for intended purposes.

g. Whether the donation, if accepted, increases the workload of staff.

C. All donations of computer and/or other technology equipment and funds to be used for such purchases should not be accepted without approval of the Executive Director of Information and Communication Technologies. All donations involving improvements to school or District grounds and facilities, as well as funds to be used for such purchases, should not be accepted without approval of the Facilities Director.

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D. All donations that may increase the workload of staff should not be accepted without first consulting appropriate school officials.

E. All funds donated to purchase specific items must be spent solely for that purpose.

F. Before any donation is accepted, the principal or District administrator must consult with the appropriate deputy or associate superintendent, except as otherwise provided in this policy.

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G. Procedures to Accept Donations.

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A principal or District administrator may recommend that the Board approve acceptance of a donation through the procedure outlined below. The Board of Education will review all administrative recommendations and proposed donations, and the Board of Education will approve or deny acceptance of donations to the District.

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1. Individuals and organizations desiring to donate to an individual school may contact the principal of such school. Donations to the District as a whole must be submitted to the appropriate District administrator.

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2. For donations to an individual school, the principal or District administrator must evaluate the donation in accordance with the District's established acceptance standards (section B. above) and request the assistance of an appropriate deputy or associate superintendent for possible submission to the Board of Education for approval.

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a. At the end of each monthly reporting cycle, donations recommended for approval will be reported to the Board.

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b. If a donation is not accepted by the Board, the principal or District administrator will send a written communication to the potential donor declining the donation.

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3. A principal or District administrator may recommend that the Board approve acceptance of the following donations without consultation with an appropriate deputy or associate superintendent:

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a. Donations from PTA, booster clubs, teachers and student organizations that comply with acceptance standards (section B. above).

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b. Donations from any source valued at \$500 or less that comply with acceptance standards (section B. above).

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c. Donations made to student organizations and deposited in the activity fund.

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4. In general, the District does not accept donated funds for full-time or part-time staff positions. Donations to hire regular classroom teachers or special education teachers will not be accepted. Donations to hire staff positions that schools at the same level currently do not have will not be accepted. If an organization or individual would like to donate funds for a staff position, then they must complete a District-provided application.

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which is approved by the school principal, providing information about the proposed position. The proposal will be evaluated through a process established by the superintendent or designee, and the superintendent or designee will make a determination as to whether to recommend that the Board of Education approve acceptance of donated funds for the proposed position for a specific school year. If the Board approves the recommendation, then the District will be responsible for hiring and supervising the employee; the donor organization or individual will have no input or authority with regard to the employee. In the event that the employee is terminated or resigns, or the position is eliminated, prior to the end of the school year, then any remaining unused portion of the donated funds will be allocated to other District needs after consideration of any input provided by the donor.

H. Board of Education Approval of Gifts

1. All donations, approved by the Board of Education must comply with the District's established standards for acceptance (section B. above).
2. All monetary donations, approved by the Board of Education must be deposited in the gifts, grants, and donations fund of the District.
3. All other donations, approved by the Board of Education that are not designated for use at a specific school must be held by the District and evaluated for use at schools within the District.

I. Inventory

Once accepted, all gifts of personal property must be inventoried according to District procedures.

J. Discontinuing Use of Donations,

All gifts that cease to meet District standards must be discontinued from use and disposed of in an appropriate manner, pursuant to KSA 72-3216(d).

K. Value of Donations,

The District does not assume responsibility for placing a value on any donation made, pursuant to this policy for use as a deduction on the donor's tax return.

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- Commented [1]: The policy intended to cite KSA 72-8212, which has been transferred to KSA 72-3216
- Deleted: 2812
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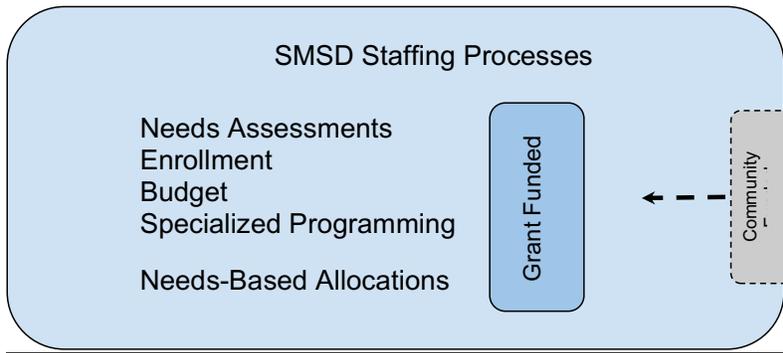


Board Policy KH Request to Donate Funds for Staff Position

District administration and the Board of Education are guided by the belief that, when creating staffing models, there must be a consideration of equity. The Shawnee Mission School District has finite resources at its disposal, and we are often unable to staff at optimal or ideal levels. In determining staff positions for each building, the District is also guided by our annual needs assessments.

High quality school systems always have the assistance of a supportive community. Examples that exist in the SMSD are the Shawnee Mission Education Foundation, PTAs, booster clubs, churches, and Caring for Kids. All of these resources are highly valued and relied upon to accomplish our mission of ensuring students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and distinguished by an inclusive culture, an engaged community, and robust opportunities that challenge learners to achieve their full potential.

We are committed to providing the best educational experiences for all students. Doing so involves allocation of resources from a District-wide perspective and in the most equitable manner possible. The process for determining whether to approve a community-funded position ensures consistency of staffing through an equity lens across the entire District system.



Principals, as you consider completing this application, please understand that your request and its potential approval must not violate our belief in equitable staffing across the District and no consideration will be made for positions that do not already exist in the SMSD.

Donated funds for staff positions are considered and accepted on an annual basis prior to the applicable school year. Requests submitted later than February 1 prior to the

applicable school year will not be considered. Acceptance of donated funds for a staff position for a school year does not guarantee acceptance of donated funds for that position in any future school year.

Any recommendation by the Superintendent for the Board to approve a community-funded position will be on the agenda for the final March Board meeting.



**Board Policy KH**  
**Request to Donate Funds for Staff Position Application**

School Year: \_\_\_\_\_

Donor Organization or Individual: \_\_\_\_\_

School: \_\_\_\_\_

Proposed Staff Position: \_\_\_\_\_ Proposed FTE: \_\_\_\_\_

Please submit a document along with this form that responds to each of the following questions. You may, but are not required to, submit relevant records, data, or artifacts.

1. Explain the proposed job duties for the position.
2. Explain how the proposed position aligns with school and District goals.
3. Explain how the proposed position would meet an academic or programming need (how it would benefit student learning, real-world learning/MVA attainment, and/or program expansion).
4. Explain how the proposed position impacts equity and access for all students in the SMSD.
5. Address the sustainability of the proposed position, and the funding stability for the position.
6. Explain how the proposed position directly improves student learning, intervention, or core instruction.
7. Address community and stakeholder input on the proposed position.

Principal Comments:

\_\_\_\_\_  
Principal Signature Date

\_\_\_\_\_  
Donor Signature Date

**Step 1:**

Does the requested position exist at other schools of the same level (Elem, MS, HS) and is in alignment with the job description of that position?

[Yes - continue to Step 2. No - do not recommend]

**Step 2:**

Is the staffing model for the requested position based on a set FTE number budgeted by the district and dispersed across all schools?

[Yes - continue to Step 3. No - do not recommend]

**Step 3:**

\*Application reviewed by district committee - Associate Superintendent of Human Resources, Chief of Student Services, Director of Assessment & Research, Director of Elementary Leadership and Learning (non-supporting), Director of Human Resources (level of application)

Factor	0-Limited Alignment	1-Some Alignment	2-Strong Alignment	3-Highly Aligned	Score 0-3
<b>Alignment with School/District Goals</b>	Position does not align with district goals.	Some connection to district goals but not a priority.	Strong alignment with one or more district priorities.	Directly supports key district initiatives and student achievement priorities.	
<b>Student Enrollment &amp; Demographics</b>	School has stable/lower enrollment with no clear need.	Some need, but no major enrollment trends or demographic considerations.	Enrollment trends suggest moderate need.	High enrollment growth or significant need based on student demographics.	
<b>Data comparison</b>	Above 90%	75-90%	50-74%	Below 50%	
<b>Staffing Ratios &amp; Extra Support</b>	School is already well-staffed relative to district allocations. No additional support from specials teachers based on the master schedule.	Position may be beneficial, but ratios are relative to district allocations. Limited scheduling flexibility for specials to provide extra support.	Clear need based on staffing data. Specials can provide moderate support based on schedule availability.	High need based on staffing data. Specials are well-integrated into the schedule to provide significant supplemental support.	
<b>Support comparison</b>	Above 90%	75-90%	50-74%	Below 50%	

**Score: \_\_\_\_ / 9**

0-3 - Request denied

4-7 - Request sent to committee for additional consideration

8+ - Request sent to committee with recommendation for approval

**Step 4:**

\*Application reviewed by district committee - Associate Superintendent of Human Resources (facilitator), Associate Superintendent of Leadership & Learning, Coordinator of Diversity, Equity, Inclusion, & Belonging, Director of Elementary Leadership & Learning (supporting), Director of Human Resources (type of position requested), Budget Analyst, 2 Equity Practitioners

Factor	0-Limited Alignment	1-Some Alignment	2-Strong Alignment	3-Highly Aligned	Score 1-3
<b>Academic or Programming Need</b>	No clear impact on instruction, intervention, or programming.	Limited benefit for student learning or instructional programming.	Direct benefit to student learning, intervention, or enrichment.	Essential for addressing learning gaps, academic intervention, real-world learning/MVA attainment, or program expansion.	
<b>Impact on Equity &amp; Access</b>	Benefits only a small group of students without equity considerations.	Some potential for broader student impact but lacks an equity focus	Designed to provide access to underserved students.	Significantly increases equity and access for all students, particularly those with higher needs.	
<b>Sustainability &amp; Funding Stability</b>	One-time funding with no sustainability plan from the funding source.	Short-term funding (1-2 years) with limited long-term security from the funding source.	Multi-year funding plan with some sustainability.	Fully sustainable funding model with long-term security.	
<b>Impact on Core Instruction &amp; Specials Support</b>	No direct impact on instruction or student services.	Some support for instruction or student services but not a primary focus.	Enhances instruction, intervention, or specials.	Directly improves student learning, intervention, or core instruction.	
<b>Community &amp; Stakeholders Input</b>	No demonstrated support from school leadership, staff, or PTA.	Some support but not widely backed by stakeholders.	Broad support from key groups (staff, PTA, etc.).	Strong, widespread support from all key stakeholders, including parents, teachers, and admin.	

**Score: \_\_\_\_ / 15**

**Total Score \_\_\_\_ + \_\_\_\_ = \_\_\_\_ / 24**

Total Score of 18 or above - Recommend Approval of Request

Total Score of below 18 - Do Not Recommend Approval of Request

\*\*For both review rounds, individual members score the proposal and the total score will be the average of all the individual scores.