



GEAR UP

Site Coordinator Handbook

GRANITE SCHOOL DISTRICT





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Granite GEAR UP Site Coordinator Handbook

Your Quick-Start Guide for Success



Purpose of the Handbook

Welcome to Granite GEAR UP!

This handbook is designed to help you confidently understand your role, support students, and manage GEAR UP expectations with clarity, consistency, and success.

As a Site Coordinator, you play a critical role in helping students prepare for college, career, and future success.

This guide provides:

- Practical Direction
- Essential Responsibilities
- Key Procedures

} All specific to Granite School District to support your daily work.

Important Note

This handbook is a **quick-reference guide and companion resource**. It does not replace the official Utah State University (USU) GEAR UP Site Coordinator Training Manual, grant requirements, district policies, or guidance from GEAR UP leadership.

When questions arise, always refer to the USU Training Manual and your supervisor for clarification.

Our goal is to give you the tools, knowledge, and support needed to make a meaningful and lasting impact on GEAR UP students and families.



Supporting Your School

A strong GEAR UP Site Coordinator is an active, trusted member of the school faculty and staff, as well as the community.

This means partnering closely with administration and staff to support school needs that involve GEAR UP students. Your role may include:

- ◀ Assisting with supervision or coverage when needed.
- ◀ Supporting lunchtime or student engagement activities.
- ◀ Helping with tardy or transition support.
- ◀ Chaperoning school or GEAR UP events.
- ◀ Assisting during high-need or busy school days.

How You Show Up Matters

Be visible, flexible, and proactive. Look for ways to meaningfully contribute to the school community while keeping GEAR UP goals at the center of your work.

In addition to serving as a GEAR UP specialist, you should be a trusted and valued member of the school faculty/staff. Build positive relationships with administrators, teachers, counselors, and staff by being reliable, collaborative, and supportive.

Your presence should be viewed as an asset to the school—someone who is willing to step in, contribute to school goals, and work alongside others to support student success.

Our Shared Goal

Together, we are building a strong college-going culture where students are supported, families are engaged, and every student is encouraged to realize their full potential.

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01

GEAR UP Overview



GEAR UP Overview

1.1 What is GEAR UP?

GEAR UP (**G**aining **E**arly **A**wareness and **R**eadiness for **U**ndergraduate **P**rograms) is a federally funded college and career readiness program designed to help students succeed in middle school, high school, and beyond.

The program provides academic support, college and career exploration, financial aid information, family engagement opportunities, and experiences that prepare students for postsecondary education and workforce success.

Through partnerships with schools, families, colleges, and community organizations, GEAR UP works to increase educational opportunities, raise student achievement, and build a strong college-going culture.

Site Coordinators play a critical role in ensuring students receive meaningful services, support, and encouragement as they work toward their future goals.



02

Admin Roles and Responsibilities



Admin Roles and Responsibilities

2.1 GEAR UP Promotion

School administrators are key partners in building awareness, support, and engagement for GEAR UP. They should actively:

- **Promote** Promote GEAR UP benefits to staff, students, and families.
- **Encourage** Encourage participation in GEAR UP opportunities.
- **Reinforce** Reinforce the importance of college and career readiness.

Administrators should support Site Coordinators in all outreach and promotional efforts by providing opportunities to share information through school communications, staff meetings, family events, newsletters, social media, and other engagement activities.

Important Note

Special emphasis should be placed on family engagement, as parents and caregivers play a critical role in student success.

Administrators can help foster family participation by encouraging attendance at GEAR UP workshops, college and career events, financial aid nights, and other activities designed to support students' educational goals.



A visible and engaged administrator helps strengthen the program's presence within the school, increases participation in GEAR UP services, and contributes to a culture where students and families are informed, involved, and empowered to plan for postsecondary success.

2.2 GEAR UP School Budget

Each GEAR UP school is allocated a designated budget to support program goals and student success. The school administrator has final authority over GEAR UP funds. The GEAR UP administrator and Site Coordinator work collaboratively to determine how best to allocate resources to maximize impact on students.

Budget decisions are guided first by the school's needs and the GEAR UP program's goals and objectives. Open communication and thoughtful planning between school leadership and GEAR UP staff are essential to maximizing the benefit of available funds.



2.3 Purchasing Procedures

GEAR UP funds are spent only after the school administrator and Site Coordinator have collaborated and agreed upon the proposed use of the funding. All expenditures must align with GEAR UP goals, objectives, and allowable spending guidelines.

Before any purchase is made, approval must be obtained through USU GEAR UP (if outside of the approved budget).

If required, a KISSFLOW request must also be submitted and approved. In addition, all Granite School District purchasing policies and procedures must be followed to ensure compliance with district, state, and federal requirements.



Important Note

No purchases or vendor commitments should be made until all required approvals have been received. (See *USU Site Coordinator Manual, Section 5: Expenditures & Reimbursement Procedures*)

2.4 GEAR UP Activities

School administrators play a critical role in the success of GEAR UP.

Administrators and Site Coordinators should work collaboratively to identify student needs, align activities with school goals, and develop opportunities that promote a strong college and career-going culture.

All GEAR UP activities must be reviewed and approved by the school administrator prior to implementation.

This collaborative approach helps maximize the impact of GEAR UP services while fostering a school environment that encourages students to explore, prepare for, and pursue future educational and career opportunities.

Through ongoing communication and shared planning, administrators and Site Coordinators ensure that activities:

**support
school
priorities,**

**fit within
the
school
calendar,**

**and provide
meaningful
benefits
to students.**

03

Core Responsibilities of Site Coordinators



Core Responsibilities of Site Coordinators

3.1 Program Implementation & Collaboration

The Site Coordinator is responsible for implementing all required GEAR UP services and activities at their assigned school. Coordinators work closely with the USU GEAR UP Grant Director, Granite District GEAR UP Grant Program Coordinator, school administrators, counselors, teachers, AVID staff, LIA staff, community partners, and other Site Coordinators to ensure grant goals and objectives are met.

Coordinators should actively participate in school initiatives and seek opportunities to align GEAR UP services with school improvement efforts.

These activities include, but are not limited to:

Fieldtrips to high schools
(Jr. High programs,
educational sites,
college campuses)

Classroom visits

Family events

Unscheduled "case of
emergency" school support
requests from admin

Lunchtime activities

School events aligning with
program goals and objectives,
such as Reality Towne.

After-school tutoring

Subbing/Fair Share Work
(*Employee Handbook, 9.8*)

*Subbing requests should come from a rotating
schedule. Site coordinators can substitute for
GEAR UP students or mixed-grade-level classes.

3.2 Student, Family, & School Engagement

Site Coordinators build positive and productive relationships with students, families, school staff, and district personnel. Coordinators serve as advocates for students and help connect families with resources that support academic success and post-secondary planning.

Important Note

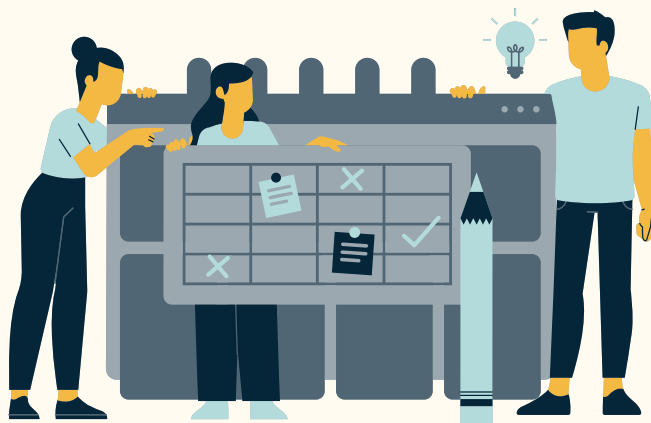
Coordinators actively recruit students, parents, and educators to participate in GEAR UP activities and ensure services are accessible to all eligible students.

3.3 College & Career Readiness Services

Site Coordinators plan, coordinate, and deliver a variety of college and career readiness activities that support students in preparing for postsecondary education and workforce opportunities. Services include, but are not limited to:

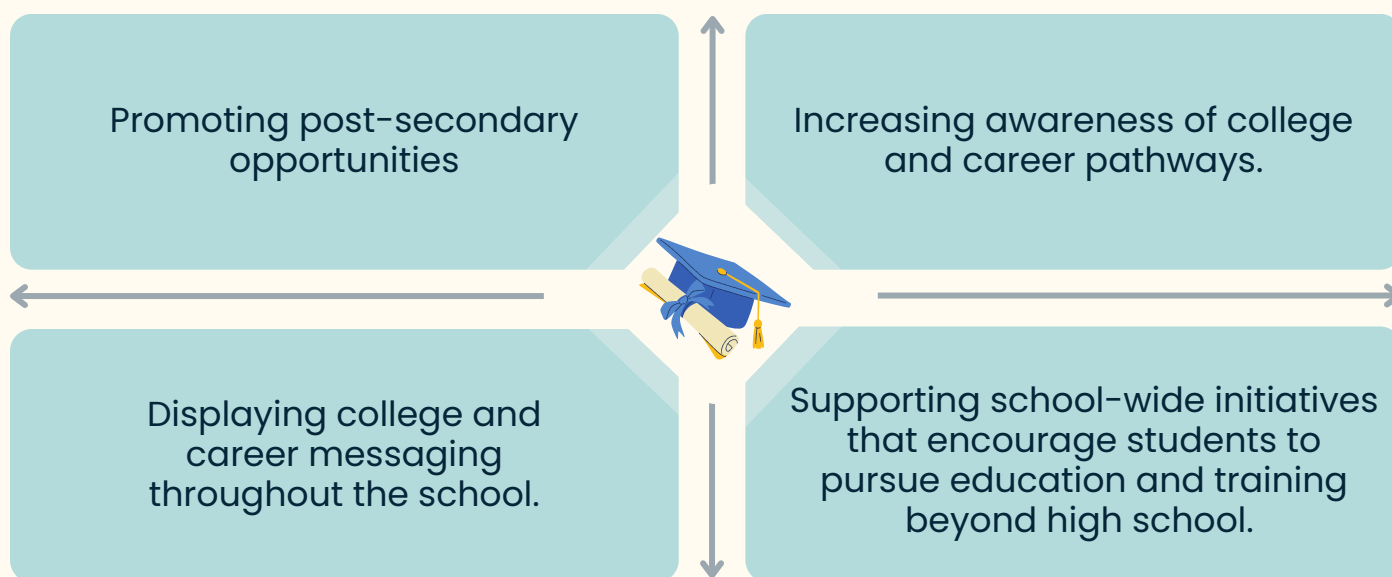
- ✦ College awareness & exploration activities.
- ✦ Career exploration activities, such as Reality Towne.
- ✦ College admission support.
- ✦ Academic support & tutoring opportunities.
- ✦ College campus visits, career-focused field trips, high school visits.
- ✦ Summer programs & enrichment activities.
- ✦ Parent & family workshops.
- ✦ Financial aid & FAFSA education.
- ✦ Academic planning & goal-setting.
- ✦ Participation in AVID and other college readiness initiatives.

All GEAR UP services should be intentional, data-driven, and aligned with federal GEAR UP objectives, school priorities, and student needs. Site Coordinators should collaborate with school administrators to plan, implement, and evaluate services to ensure they are meaningful, effective, and support student success.



3.4 Building a College-Going Culture

Site Coordinators and School Counselors serve as leaders in creating and sustaining a college-going culture within their schools. This includes:



Coordinators will be part of the counseling team and should be visible, engaged members of the school community, as well as a resource for students, staff, and families.

3.5 Planning, Organization, & Coordination

Site Coordinators are responsible for creating and implementing an annual GEAR UP work plan that aligns with grant goals, required services, and school needs.

Coordinators should maintain organized systems for managing activities, approvals, budgets, documentation, and communication.

They are expected to collaborate regularly with school administration and counseling teams to ensure that services are integrated into the school's overall college and career-readiness efforts and support is given to specific school needs.



Required collaboration includes participation in:

- Weekly admin coordination meetings
- Bi-monthly cohort team meetings
- School leadership meetings
- Counselor team meetings
- AVID, LIA, CCR, and other college and career readiness meetings
- Family engagement and outreach activities

3.6 Communication & Reporting with Stakeholders

Site Coordinators are expected to maintain consistent communication with school and district stakeholders regarding GEAR UP activities, services, and outcomes.

Coordinators provide regular updates to the Granite District GEAR UP Grant Coordinator and communicate successes, challenges, and opportunities for improvement.

Responsibilities Include

- Providing monthly program updates
- Sharing student participation and outcome data
- Promoting GEAR UP services and events
- Communicating with students, families, and staff
- Supporting grant monitoring and reporting efforts

3.7 Professionalism & Leadership

Site Coordinators represent their school site, Granite School District and GEAR UP and are expected to demonstrate professionalism, initiative, flexibility, and strong customer service.

Coordinators should actively seek opportunities to strengthen partnerships, improve program delivery, and contribute to the overall success of students and the GEAR UP program. They are expected to be visible, collaborative, solution-oriented, and committed to helping students achieve their post-secondary goals.





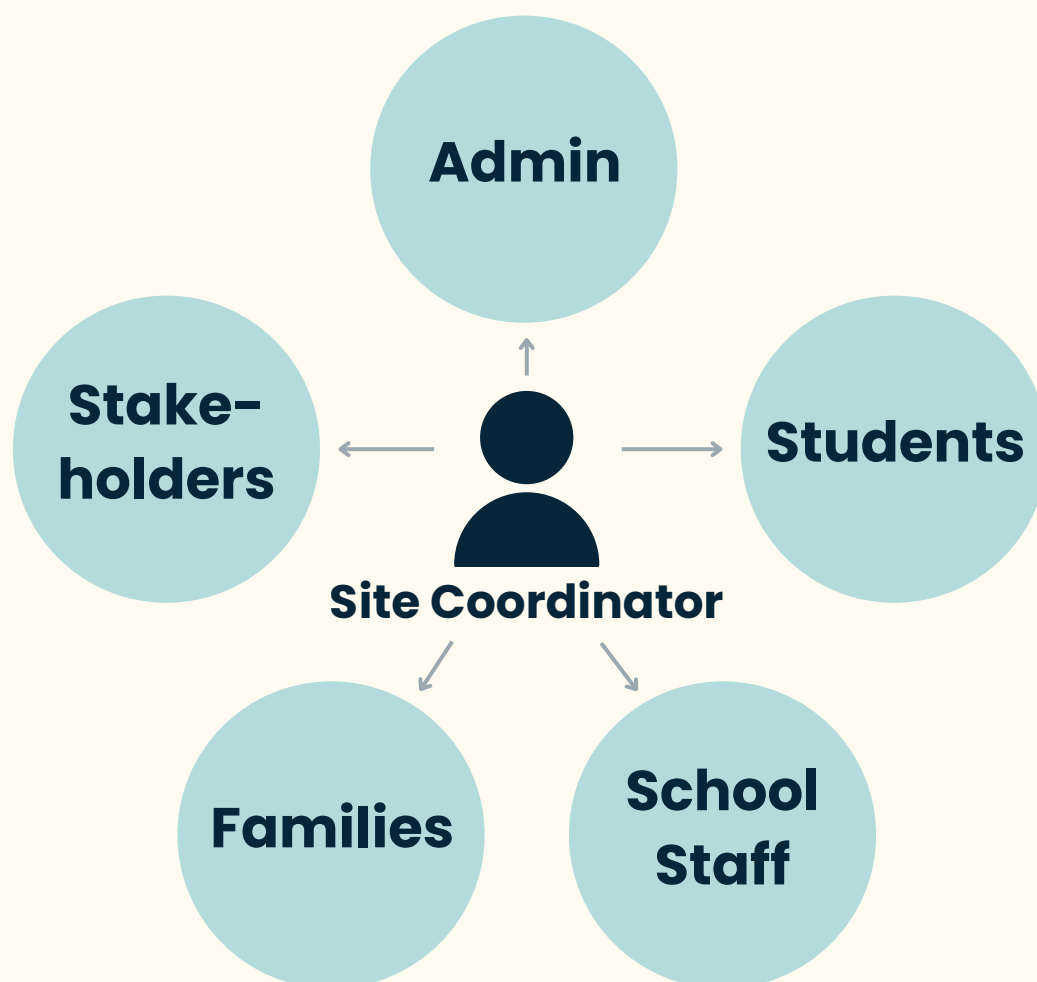
04

Relationship Building and Student Support

Relationship Building and Student Support

4.1 Effective Relationship Building

Strong, intentional relationships are the foundation of effective GEAR UP implementation. Site Coordinators actively build and maintain positive, professional relationships with administrators, school staff, stakeholders, families, and students. These relationships should reflect Granite School District standards of professionalism, respect, confidentiality, and collaboration.



a. Administration

Building a strong partnership with school administration is essential for program success.

EXPECTATIONS

- Maintain regular, proactive communication with principals and designated administrators.
- Align GEAR UP activities with school goals, priorities, and calendars.
- Provide timely updates on events, student participation, and program outcomes.
- Seek approval before implementing major activities or changes.
- Present data and program impact in a clear and solution-oriented manner.



BEST PRACTICE

Be visible, responsive, and reliable. Administrators should view GEAR UP as a trusted partner in school improvement.

b. Staff

Positive relationships with teachers, counselors, and school staff increase students' access to programs and the effectiveness of those programs.

EXPECTATIONS

- Communicate respectfully and consistently with all school personnel.
- Support classroom and schoolwide initiatives when appropriate.
- Share relevant GEAR UP opportunities that benefit students.
- Respect instructional time and classroom procedures.
- Collaborate rather than operate in isolation.



GRANITE SCHOOL DISTRICT REMINDER

All staff interactions must reflect professionalism and comply with district communication and workplace expectations.

c. Stakeholders

Stakeholders include district personnel, USU GEAR UP staff, community partners, higher education institutions, and service providers.

EXPECTATIONS

- Maintain clear and consistent communication with partners.
- Follow all grant requirements, reporting expectations, and timelines.
- Represent GEAR UP professionally in all external settings.
- Coordinate services to avoid duplication and maximize student impact.
- Document partnerships and collaborative efforts as required.



BEST PRACTICE

Strengthen partnerships by being organized, responsive, and solution-focused.

d. Families

Family engagement is a critical component of student success and college readiness.

EXPECTATIONS

- Communicate with families in a welcoming, respectful, and culturally responsive manner.
- Provide clear information about GEAR UP services, events, and opportunities.
- Offer communication in multiple formats and languages when possible.
- Encourage family participation in workshops, events, and college readiness activities.
- Respect family perspectives and always maintain professionalism.



GRANITE POLICY REMINDER

Student information must be protected in accordance with FERPA and district confidentiality policies and shared only with authorized individuals.

e. Students

Strong, supportive relationships with students help build trust, engagement, and post-secondary readiness.

EXPECTATIONS

- Build positive, encouraging, and professional relationships with all students.
- Always maintain appropriate boundaries as outlined in district policy.
- Provide accurate information about college and career pathways.
- Encourage student participation in GEAR UP activities and services.
- Refer students to counselors or appropriate school staff when needs fall outside the GEAR UP scope.



GRANITE SCHOOL DISTRICT REMINDER

Staff must follow all mandatory reporting, student safety, and confidentiality requirements.

Professional Standards for All Relationship Building

All interactions should reflect the following:

- Respect, integrity, and professionalism
- Compliance with Granite School District policies and procedures
- Commitment to student safety and confidentiality
- Collaboration and team-based problem solving
- Alignment with GEAR UP goals and federal grant expectations

Effective relationship building strengthens program implementation, increases student engagement, and ensures GEAR UP is a trusted and visible partner in every school community.



4.2 Partnering with School Administration

Understanding Administrative Priorities

As a Site Coordinator, it is important to understand the challenges principals face when implementing new programs and initiatives. Successful collaboration begins with recognizing their priorities and demonstrating how GEAR UP supports school goals.

Principal's priorities are often:

- | | |
|--|---|
|  Ensuring Quality Instructional Time | Maintaining student engagement in learning while limiting disruptions to classroom instruction. |
|  Managing Initiative Overload | Balancing multiple district, state, and school improvement initiatives simultaneously. |
|  Demonstrating Return on Investment (ROI) | Seeking clear evidence that programs positively impact students, families, and school outcomes. |

What This Means for Site Coordinators:

When proposing activities, meetings, workshops, or events:

- Clearly explain how the activity supports student achievement, college and career readiness, attendance, engagement, or other school goals.
- Be mindful of instructional time and work with administration to minimize classroom disruptions.
- Coordinate activities through the school's established planning and approval processes.
- Share participation data, outcomes, and success stories that demonstrate program impact.
- Focus conversations on how GEAR UP helps the school achieve its existing goals rather than creating additional work.

Key Insight

Principals rarely oppose programs themselves; they oppose programs with unclear values. Demonstrating the impact and relevance of GEAR UP builds trust, strengthens partnerships, and increases support for student opportunities.

Using the T.I.M.E. Buy-In Framework

When proposing, planning, or implementing GEAR UP activities, use the **T.I.M.E. Buy-In Framework** to ensure strong support from administrators, teachers, and stakeholders.

T – Tied to School Goals

- Align activities with school priorities such as attendance, behavior, academic achievement, graduation, college and career readiness, or student engagement.
- Clearly communicate how the activity supports the school's improvement goals.

I – Instructionally Relevant

- Connect activities to classroom learning, academic success, or college and career readiness outcomes.
- Clearly communicate how the activity supports the school's improvement goals.

M – Measurable Outcomes

- Identify specific data points that demonstrate impact, such as student participation, attendance, GPA, course enrollment, FAFSA completion, or survey results.
- Be prepared to share results and evidence of success with school leadership.

E – Easy to Implement

- Minimize the burden on administrators, teachers, and staff.
- Provide clear plans, timelines, communication materials, and logistical support to make participation simple and efficient.

The 60-Second Principal Pitch

When proposing a GEAR UP activity, be prepared to clearly communicate its value:

- "[Activity/Project] supports student success by improving engagement, attendance, behavior, and/or postsecondary readiness. It utilizes existing school structures, minimizes instructional disruptions, and includes data collection to measure and report outcomes."

What Principals Need to Say "Yes"

School administrators manage many competing priorities. Before approving a program, activity, or initiative, they typically want five things:

1. One Page Overview

Provide a summary that explains:

- What the activity is
- Why it matters
- Who will participate
- When will it occur
- How it supports school goals

2. Clear Time Ask

Be specific about the time required from:

- Students
- Teachers
- Counselors
- Administration

Avoid vague requests and clearly communicate any impact on instructional time.

3. Student Benefit

Explain how the activity will improve student outcomes, such as:

- Attendance
- Engagement
- Academic achievement
- College & career readiness
- Postsecondary enrollment

4. Data or Deliverables

Show how success will be measured. Examples include:

- Participation numbers
- Survey results
- Attendance data
- Completion rates
- Student outcomes or feedback



5. No Disruption

Demonstrate that the activity can be implemented with minimal impact on school operations, instruction, testing schedules, and existing initiatives.

Remember

Principals rarely reject opportunities that clearly benefit students. They are more likely to decline proposals that require significant time, create disruption, or lack measurable outcomes.

4.3 Professional Boundaries & Student Referrals

Role of a Site Coordinator

GEAR UP staff play an important role in building positive, supportive relationships with students while maintaining appropriate professional boundaries.

All interactions with students should align with the goals, services, and responsibilities of the GEAR UP program, as well as school policies, procedures, and expectations.

Scope of the site coordinators' role:

- 🔗 College and career readiness
- 🔗 Academic support and achievement
- 🔗 Post-secondary planning and preparation
- 🔗 Financial aid awareness and planning
- 🔗 Student engagement and success

Important Note

Staff should not provide counseling, therapy, legal advice, medical advice, or other services outside the scope of their training and job responsibilities.

When Student Concerns Fall Outside the Scope of GEAR UP

Students may occasionally share personal information or concerns that require additional support. When a situation extends beyond the role of a GEAR UP staff member, the student should be referred to the appropriate school professional, such as a school counselor, social worker, administrator, school psychologist, or other designated support staff.

Examples of concerns that require referral may include:

- ▶ Mental health concerns
- ▶ Substance abuse
- ▶ Abuse or neglect
- ▶ Safety concerns involving the student or others
- ▶ Threats of self-harm or suicide
- ▶ Homelessness or basic needs concerns
- ▶ Criminal activity or other situations requiring administrative intervention

Mandatory Reporting Responsibilities

All GEAR UP staff are mandatory reporters and must follow district, state, and school reporting requirements. If a student discloses information involving abuse, neglect, self-harm, suicidal ideation, threats to others, or any situation that may place a student or another individual at risk, staff must immediately follow mandatory reporting procedures.

Should this situation arise:

1. Remain calm and listen without making promises of confidentiality.
2. Inform the student that certain information must be shared with appropriate school personnel to ensure safety.
3. Contact the appropriate school administrator, counselor, or designated reporting authority as soon as possible.
4. Complete any required documentation according to district policies.
5. Follow all guidance provided in annual Mandatory Reporter and Vector training.

Remember

Student safety must always take priority. When in doubt, consult with school administration, a counselor, or your GEAR UP supervisor immediately.



05

Finance, Budget, & Accountability

Finance, Budget, & Accountability

5.1 GEAR UP Finance

a. Budget

The GEAR UP budget supports approved grant activities and services that help students prepare for college and career success. Site Coordinators should monitor spending carefully and ensure funds are used in alignment with grant goals, approved work plans, and annual budget allocations.

b. Allowable Expenses (*See Appendix I*)

Allowable expenses are costs that directly support GEAR UP objectives and approved student services. Examples may include educational materials, college visits, academic enrichment activities, student workshops, and program supplies. When in doubt, seek approval before making a purchase.

c. Unallowable Expenses (*See Appendix II*)

Unallowable expenses are costs that cannot be paid with GEAR UP funds. Examples may include gifts, cash incentives, entertainment, alcohol, personal expenses, staff appreciation items, and activities not directly connected to GEAR UP goals. Federal grant funds must always be used responsibly and in accordance with grant regulations.

d. Supplementing vs. Supplanting

GEAR UP funds must supplement, not supplant, existing services. This means GEAR UP can enhance or expand opportunities for students but cannot replace services, programs, staff, or expenses that schools or districts are already required to provide or fund.

SUPPLEMENTING	vs.	SUPPLANTING
<i>Adding to what already exists.</i>  GEAR UP funds add new resources, expand services, or increase opportunities for students. Examples  Purchasing a new software the school otherwise couldn't afford.  Using GEAR UP funds to add a college campus visit that wasn't previously offered. RESULT: More opportunities. Stronger outcomes. Greater impact.		<i>Replacing what should already be provided.</i>  GEAR UP funds are used to pay for expenses that the school or district is already required to provide. Examples  Paying for a software license the school normally funds.  The school buys \$500 of library books every year, and asks GEAR UP to buy them this year. RESULT: No increase in services. Fewer resources for student impact.

e. Approval Process

All purchases, activities, field trips, and expenditures must receive appropriate approvals before any commitments are made. Approval requirements may include school administration, district personnel, USU GEAR UP staff, and financial approval through designated systems. Never make purchases or commitments before receiving required approvals.

f. Invoicing

Invoices and reimbursement requests must be submitted accurately and on time. Supporting documentation, receipts, sign-in sheets, agendas, and other required records should be included to ensure timely processing and compliance with grant requirements.

g. Match (In-Kind and Cost of Course)

GEAR UP is a matching grant, requiring documentation of contributions that support the program.

IN-KIND MATCH

Non-cash contributions such as volunteer time, donated services, donated materials, or staff time supporting GEAR UP activities.

COST OF COURSE MATCH

The value of approved courses taken by GEAR UP students that support college and career readiness goals.

Accurate collection and submission of match documentation are essential to meeting grant requirements.

h. Deadlines

Meeting deadlines is critical for grant compliance.

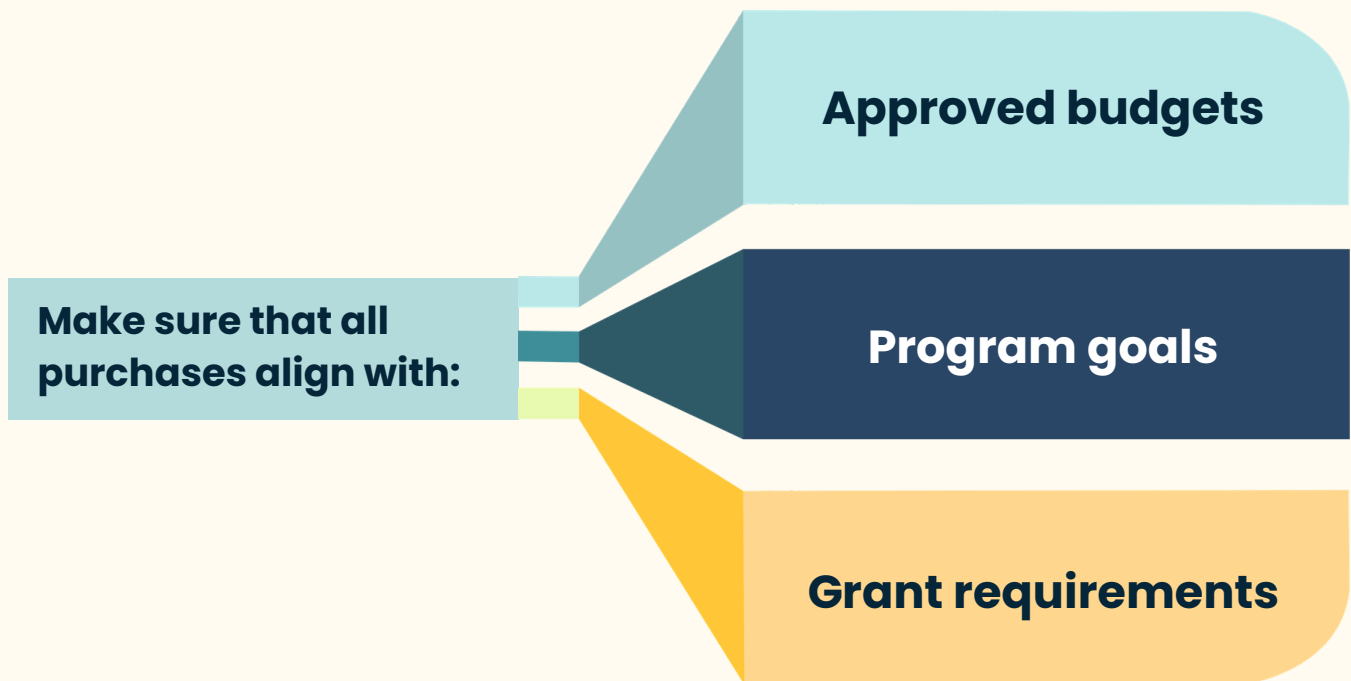
Site Coordinators are responsible for submitting invoices, match documentation, event paperwork, reports, and other required materials by established due dates. Late submissions can impact reimbursement, reporting, and overall grant compliance.



5.2 Budget Management & Fiscal Responsibility

Site Coordinators are responsible for monitoring and managing their school's GEAR UP budget in collaboration with district staff and school administrators.

Coordinators should ensure expenditures align with approved budgets, grant requirements, and program goals. All purchases and activities must supplement, not supplant or duplicate, services provided through other federally funded programs.



Responsibilities include:

- ✦ Budget planning and monitoring
- ✦ Following district and grant purchasing procedures
- ✦ Ensuring allowable use of grant funds
- ✦ Maintaining appropriate documentation
- ✦ Maximizing resources to increase student impact

(See USU Site Coordinator Manual, Section 5: Expenditures & Reimbursement Procedures)

5.3 Data Collection, Documentation, & Accountability

Site Coordinators are responsible for ensuring that all student services, activities, participation records, and grant-related documentation are accurately collected, maintained, and submitted according to established timelines. Coordinators must ensure that data collection and matching documentation are complete, accurate, and submitted on time to support federal reporting requirements.

Coordinators should use data to:

- ✦ Identify student needs
- ✦ Monitor participation and service delivery
- ✦ Evaluate program effectiveness
- ✦ Guide decision-making and planning
- ✦ Measure progress toward grant goals and objectives

(See USU Site Coordinator Manual, Section 3: Data Entry and Section 4: Data Collection & Reporting Procedures)



06

Professional Expectations & Daily Operations



Professional Expectations & Daily Operations

6.1 Required Meetings

1. Administration Meeting

Site Coordinators should meet regularly with school administrators (weekly is advised) to review GEAR UP goals, discuss upcoming activities, share student data, and ensure alignment with school priorities. These meetings help build strong partnerships and maintain administrative support for the program.

2. Faculty Meeting

Site Coordinators will attend all faculty meetings as members of the school staff and promote GEAR UP services, share program updates, communicate opportunities for students, and strengthen relationships with school staff.

3. College and Career Readiness (CCR) Meeting

Participation in CCR meetings helps ensure that GEAR UP activities align with the school's college and career-readiness goals. Site Coordinators contribute information, collaborate on initiatives, and identify opportunities to support students and families.

4. Cohort Team Meeting

Site Coordinators facilitate or participate in Cohort Team Meetings at least twice each month. These meetings focus on reviewing student needs, planning services and activities, monitoring progress, and coordinating support for GEAR UP students.

5. Counselor Team Meeting

Regular collaboration with school counselors is essential to student success. Site Coordinators attend counselor team meetings to discuss student needs, coordinate services, share resources, review academic and post-secondary planning efforts, and identify students who may benefit from additional support.

6. Individual Site Visits with Program Coordinator

The Program Coordinator will conduct monthly site visits with each school to review the GEAR UP workplan and budget, provide support, and ensure alignment with grant requirements.

These visits are an opportunity to:

- 🔹 Review progress on required activities and budget spending
- 🔹 Share updates, questions, and concerns
- 🔹 Provide and receive feedback
- 🔹 Identify needed support and next steps



Important Note

Site Coordinators should be prepared with current updates and documentation as needed. Visits are collaborative and focused on ensuring program compliance and success.

6.2 Work Schedule & Leave Expectations

GEAR UP employees are Granite School District employees and are expected to follow all district policies, procedures, and contractual agreements regarding attendance, leave usage, and work schedules. Because GEAR UP activities often occur outside the regular school day, staff should proactively communicate with supervisors about absences and schedule adjustments.

1. Contract Time

Site Coordinators will follow the Granite School District contract teacher schedule, reporting to work no later than 30 minutes before the school day start time and remaining at school until 20 minutes after the school day closes.

(See GSD Professional Agreement, Article 9.3.2)

2. Personal Days

Personal leave is available in accordance with Granite School District policy and should be used for personal business that cannot reasonably be conducted outside of work hours. Site coordinators on teacher contracts will receive 5 days of personal leave. Site coordinators on ESP contracts receive 3 personal leave days.

EXPECTATIONS

- Submit leave requests using the district leave request form at least 24 hours in advance whenever possible. All leave requests must be approved and signed by your school administrator before leave is taken.
- Notify your grant coordinator and school administrator of planned absences.
- Ensure responsibilities, meetings, and scheduled student activities are appropriately addressed prior to the absence.
- Personal leave may be subject to district restrictions during certain dates or circumstances.



BEST PRACTICE

Whenever possible, avoid scheduling personal leave during major GEAR UP events, field trips, parent nights, or other activities requiring your presence.

(See GSD Professional Agreement, Article 18.2.1 – 18.2.2)

(See Appendix for Leave Form.)

3. Sick Leave

Sick leave is intended for personal illness, medical appointments, or qualifying family medical needs as outlined by Granite School District policy.

EXPECTATIONS

- Notify your grant coordinator and school administrator as soon as possible when illness prevents you from reporting to work.
- Mark your timecard appropriately.
- Follow district procedures regarding extended absences and medical documentation when required.
- Maintain communication with your supervisor regarding work responsibilities that may need coverage.



IMPORTANT

Staff should not report to work when ill if doing so may negatively affect their or others' health.

(See Professional Agreement, Article 18.1.1 – 18.1.2)

SICK LEAVE PROCESS



1

Not feeling well?



2

Notify your grant coordinator & administrator.



3

Record leave on your timecard.



4

Communicate with your supervisor about work coverage.

4. Leave Without Pay

Leave without pay may be requested when available leave balances have been exhausted or when circumstances require an extended absence not covered by other leave categories. Employees must fill out the appropriate "Leave Without Pay" form and have it signed by their supervisor before leaving.

EXPECTATIONS

- Leave Without Pay forms must be signed by admin and submitted before leave is taken.
- Approval is not automatic and must follow Granite School District procedures.
- Unauthorized absences may result in payroll adjustments or disciplinary action.

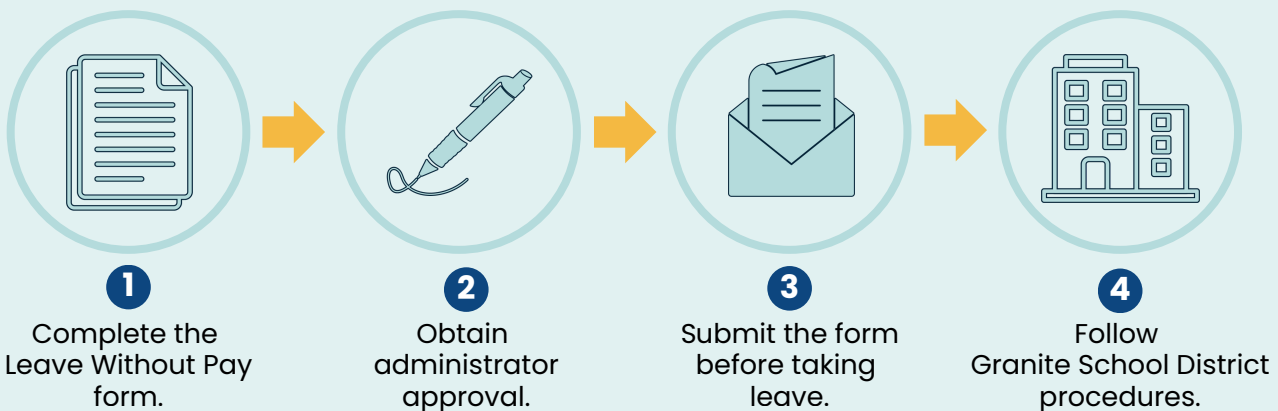


IMPORTANT

Leave without pay should be considered only after available leave options have been reviewed.

(See Professional Agreement, Article 18.5)

LEAVE WITHOUT PAY PROCESS



5. Trade Time

Because GEAR UP activities frequently occur before school, after school, in the evenings, on weekends, and during school breaks, Site Coordinators may utilize flexible scheduling when approved by their admin.

Purpose of Trade Time

Trade time allows staff to adjust their work schedules when they work additional hours outside their regular schedule for approved GEAR UP activities.

Examples of Activities Eligible for Trade Time:

- Evening parent and family engagement events
- College and career nights
- Weekend student activities
- Extended field trips
- Summer or after-hours GEAR UP programming

EXPECTATIONS

- Trade time must be pre-approved by the school admin before trade time is taken.
- Time used must accurately reflect additional hours previously worked.
- Staff should coordinate schedule adjustments with their school administrator to ensure school coverage and availability.
- Trade time should be used within the week following the additional hours worked, unless otherwise approved by the school admin.
- Accurate records of trade time should be maintained according to GEAR UP and district expectations.



IMPORTANT

Trade time is intended to provide schedule flexibility, not additional compensation. All trade time arrangements must support program needs and maintain adequate service to students and schools.

6.3 GEAR UP Workplan: Required Activities

The GEAR UP Workplan outlines activities that must be completed each year to meet federal grant requirements and support student success. Site Coordinators are responsible for planning, implementing, documenting, and reporting these activities in accordance with GEAR UP, Granite School District, and Utah State University requirements.

1. Field Trips

Field trips are an essential component of the GEAR UP program and provide students with exposure to colleges, universities, career pathways, and educational opportunities beyond the classroom.

EXPECTATIONS

- Each school must provide a minimum of three GEAR UP field trips per year whenever possible.
- Field trips must align with GEAR UP goals related to college awareness, career exploration, academic achievement, or postsecondary preparation.
- Activities must be accessible and inclusive for all GEAR UP students.
- Site Coordinators must follow all Granite School District and GEAR UP procedures regarding student travel, supervision, transportation, and safety.
- Use the Field Trip Checklist (*See Appendix*).

Required Documentation

Field trip documentation may include:

- Student attendance records
- Invoices and receipts
- Permission forms
- Volunteer documentation
- Agenda or itinerary with maps
- Service logs and reporting forms
- Photos (when permitted)

2. Parent Financial Aid Workshops

Parent and family financial aid workshops are a required GEAR UP activity designed to help families understand how to prepare and pay for postsecondary education.

Purpose:

These workshops provide information about:

- FAFSA completion
- Scholarships and grants
- College costs and financial planning
- Utah and federal financial aid programs
- Postsecondary funding opportunities



EXPECTATIONS

- Each school must offer financial aid programming for students and families annually.
- Workshops should be scheduled at times that maximize family participation. They may be delivered in multiple formats—including in-person events, virtual sessions, one-on-one support, or mailed resources—and can fulfill the financial aid workshop requirement when applicable.
- Translators and translated materials should be provided when possible to support family engagement.
- Collaborate with counselors, college access partners, higher education representatives, and financial aid experts whenever possible.

Best Practices:

- Offer hands-on FAFSA assistance whenever possible.
- Partner with school counselors and college financial aid offices.
- Provide food, childcare, and transportation when allowable and approved.
- Follow up with families who were unable to attend.
- Emphasize that financial aid makes college accessible and attainable for all students.



These activities are critical components of the GEAR UP grant and contribute directly to increasing college awareness, family engagement, and postsecondary success for GEAR UP students.

6.4 Volunteer Requirements & Supervision

Volunteers play an important role in supporting GEAR UP activities and enhancing student experiences. All volunteers must comply with Granite School District policies and procedures regarding volunteer service, student safety, confidentiality, and supervision.

Important Note

Site Coordinators are responsible for ensuring volunteers are properly approved, documented, and recognized for their contributions.

1. Field Trips & Event Volunteers

Field trip and event volunteers provide supervision and support during GEAR UP activities, college visits, family events, workshops, and special programs.

EXPECTATIONS

- Volunteers must be approved by school administrators. Volunteers could include school staff, GEAR UP staff, USU staff, parents, community members, school or grant partners, or students (where appropriate).
- Volunteers should receive clear information regarding event expectations, schedules, student supervision responsibilities, and emergency procedures.
- Volunteers should never be assigned sole responsibility for students unless specifically authorized by district policy.
- Site Coordinators must maintain appropriate student-to-adult supervision. Granite School District ratios are 10:1.



BEST PRACTICE

Conduct a brief volunteer orientation before each event to review expectations and answer questions.

2. In-School Volunteers

In-school volunteers may assist with mentoring, tutoring, classroom support, career presentations, family engagement activities, and other approved GEAR UP services.

EXPECTATIONS

- All volunteer activities must be approved by school administration.
- Volunteers must sign in and follow school visitor procedures.
- Volunteers should work under the direction of school staff or the Site Coordinator.
- Student information must remain confidential and may not be shared outside of the school setting.



IMPORTANT

Volunteers are support personnel and should not perform duties reserved for licensed educators or school employees.

3. Background Checks & Fingerprinting for Volunteers

Volunteers who work alone with students are required to complete background checks and fingerprinting in accordance with Granite School District policies.

Background Checks and Fingerprinting are not required if staff members are present during the activity or field trip.

EXPECTATIONS

- Site Coordinators should verify volunteer eligibility before assigning responsibilities.
- Volunteers may not participate in activities requiring clearance until all district requirements have been completed and approved.



IMPORTANT

Always consult the current Granite School District volunteer policies to determine required screening procedures.

4. Volunteer Match Forms (See *USU Site Coordinator Manual*)

Volunteer service may qualify as GEAR UP match (in-kind contribution) and should be documented whenever applicable.

EXPECTATIONS

- Volunteers should complete all required volunteer match documentation.
- Match forms should include dates, hours served, activities performed, and required signatures.
- Forms must be submitted according to GEAR UP reporting deadlines.
- Site Coordinators are responsible for reviewing forms for accuracy and completeness before submission.



WHY IT MATTERS

Volunteer match documentation helps meet federal grant-matching requirements and demonstrates community support for the GEAR UP program.

5. Thanking Volunteers

Recognizing volunteers helps build strong partnerships and encourages continued involvement.

Suggested Recognition Methods:

- 🔹 Personal thank-you emails or notes
- 🔹 Verbal recognition during events
- 🔹 Certificates of appreciation
- 🔹 Recognition at parent and family engagement events
- 🔹 School or GEAR UP newsletters (when appropriate)



Remember To:

Thank volunteers promptly after an event and communicate the impact their service had on students and families.

Professional Expectations

All volunteers will:

- 🔹 Follow school and district policies.
- 🔹 Maintain student confidentiality.
- 🔹 Demonstrate professionalism and appropriate conduct.
- 🔹 Support a safe, welcoming, and inclusive environment.
- 🔹 Work under the direction of school staff and GEAR UP personnel.

Volunteers are valuable partners in helping students prepare for postsecondary education, and their contributions should be carefully managed, appropriately documented, and regularly recognized.

APP

Appendix



GEAR UP Money Rules – Quick Guide

ALLOWED COSTS	NOT ALLOWED
👤 Tests & Other Fees ✓ College apps (up to 3 per student) ✓ ACT/SAT/AP test fees ✓ Tutoring, dual enrollment, credit recovery	🍕 Food ✗ Meals not tied to student events ✗ Staff-only lunches or snacks ✗ Graduation decorations or treats ✗ Meals during the school day at school ✗ Alcohol or coffee (never)
🚌 Trips & Events ✓ College/career field trips ✓ Guest speakers & workshops ✓ Food, snacks supplies for events	💰 Other ✗ Tech without pre-approval ✗ Donations, scholarships, or fundraising
👥 Staff Support ✓ Stipends for GEAR UP work, Sub coverage for events ✓ GEAR UP-related training	🎁 Gifts & Extras ✗ Gift cards ✗ Student and staff incentives or awards
📣 Communication ✓ Flyers, GSD mailing (NOT stamps), banners, etc.	🎬 Entertainment ✗ Sporting events, recreational activities, etc.

Quick Reference Table

Item	Max Allowed	Rule
Healthy Snacks	\$3/day/student	Must be on trip or tied to event.
Clothing Items (w/GEAR UP on it)	\$20 each	Only 3 times per cohort duration.
Student/Chaperone Meals (off-campus)	\$15/meal (but prefer \$10)	Approved off campus event only.
Event Food (at the school)	\$15/person (light, modest meal) \$5/person (refreshments)	Events include family/parent night events, annual/kickoff and closing events.
Supplies (binders, paper, lanyards, markers, school supplies)	\$20/year/student	Must tie to GEAR UP event/activity.

Other allowable items include: Pencils/Pens, Magnets, Stickers, GEAR UP Hats or Bags, Career/Educational Books, CDs, DVDs, Flash Drives, Water Bottles. SEE Site Coordinator Manual for allowances & details for all items.

GEAR UP Kissflow - Quick Guide



TIMELINE

Submit requests at least 2 weeks before the event or purchase. This allows time for review, edits, or clarifications.



What Requires a Kissflow?

 **Food & Beverage (ALL food & beverage needs a Kissflow)**

- Should be “healthy” (baked, fresh, light).
- Use past approvals as a guide – not a guarantee!



Unique Items (Not in Your Workplan/Budget)

- Any student swag, technology, or specialty items must be approved through Kissflow.



Previously Approved

Snacks/Refreshments

- Baked Chips
- Fruit (Fresh & Gummies)
- Popcorn (POPChips and Pirates Booty)
- Granola Bars
- Goldfish

Drinks

- Sunny D
- Gatorade
- Water
- Chocolate Milk

Supplies

(Associated with a Workshop):

- Tear-off Planners
- Rocketbooks
- Annotation Kits
- Fanny Packs

Baked Goods

(Special Occasions):

- Crumbl Cookies
- Donuts
- Nothing Bundt Cakes
- Muffins



Kissflow Tips

Reference Grant Requirements:

Clearly stating how an expense supports the grant increases the likelihood of approval. Link your purchases to these grant goals:

- **Boost academic performance/prep for college.**
- **Increase high school graduation & college-going rates.**
- **Raise expectations & awareness of college options, prep, & costs.**

Check the Manual:

Use the Site Coordinator Manual to confirm what's allowed.

Vague Guidelines = Flexibility:

Use creativity to meet goals without overstepping.

Use Chat GPT

You can use AI tools like Chat GPT to help you brainstorm and create descriptions for Kissflow requests.



No Kissflow Needed

Basic items under \$250 (pens, sticky notes, notebooks, small print jobs, etc.)



Why \$250? If USU doesn't approve the purchase, you will be responsible for the cost. Only take the risk if you're comfortable covering the cost.

Always Remember



Get approval before spending for any food/beverage and any purchase over \$250.



When in doubt, ask first.



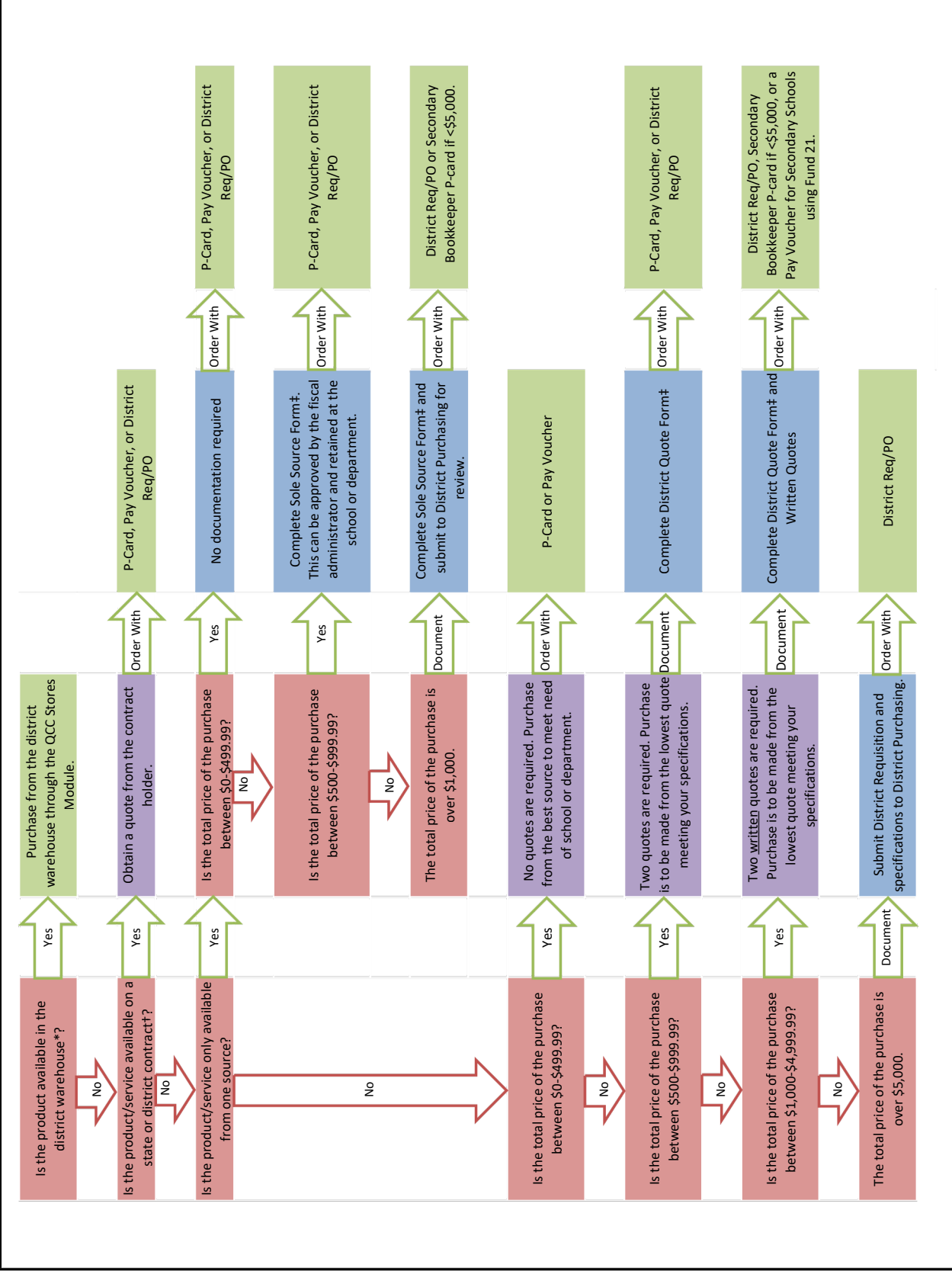
Stick to the workplan & budget — ask for approval if something changes.



Label receipts with who, what, when, why.



Purchasing Threshold Flow Chart District Fiscal Policy Section 7.E



* The Central Warehouse catalog is available on the Purchasing & Warehouse web page.

† District and state contracts can be found on the Purchasing & Warehouse web page.

‡ The document is available on the Purchasing & Warehouse web page.

Purchasing Telephone

Warehouse Telephone

385-646-4518

385-646-4286

R. 08.31.21



District Quote Form

Instructions: This worksheet may be used for record keeping purposes for verbal quotes between \$500.00-\$4,999.99. A minimum of two (2) quotes are required per Fiscal Policy Section 7.F.4 & 5. Be sure to include shipping costs, payment terms, and delivery time, which are to be considered before an award is made to the low responsive and responsible bidder. This document is to be retained with the purchasing instrument used to make the purchase for audit purpose. If the request is for a district PO, please forward a copy to the appropriate district buyer. **Red boarded fields must be completed.**

Vendor Name:

Vendor Phone #:

Contact Name:

Product Availability:

Date of Quote:

Prepared by:

District Position:

School/Department:

Quote #1-Required		Quote #2-Required			
QTY	Unit Price	Extended Price	QTY	Unit Price	Extended Price
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Shipping/Freight					
Total				Total	

Award Information:

Awarded Vendor:

Award Justification (if other than low bidder). Attach a separate document if more space is needed:

Purchased with (select only one):

School PO #:

Pay Voucher #:

District Requisition #:

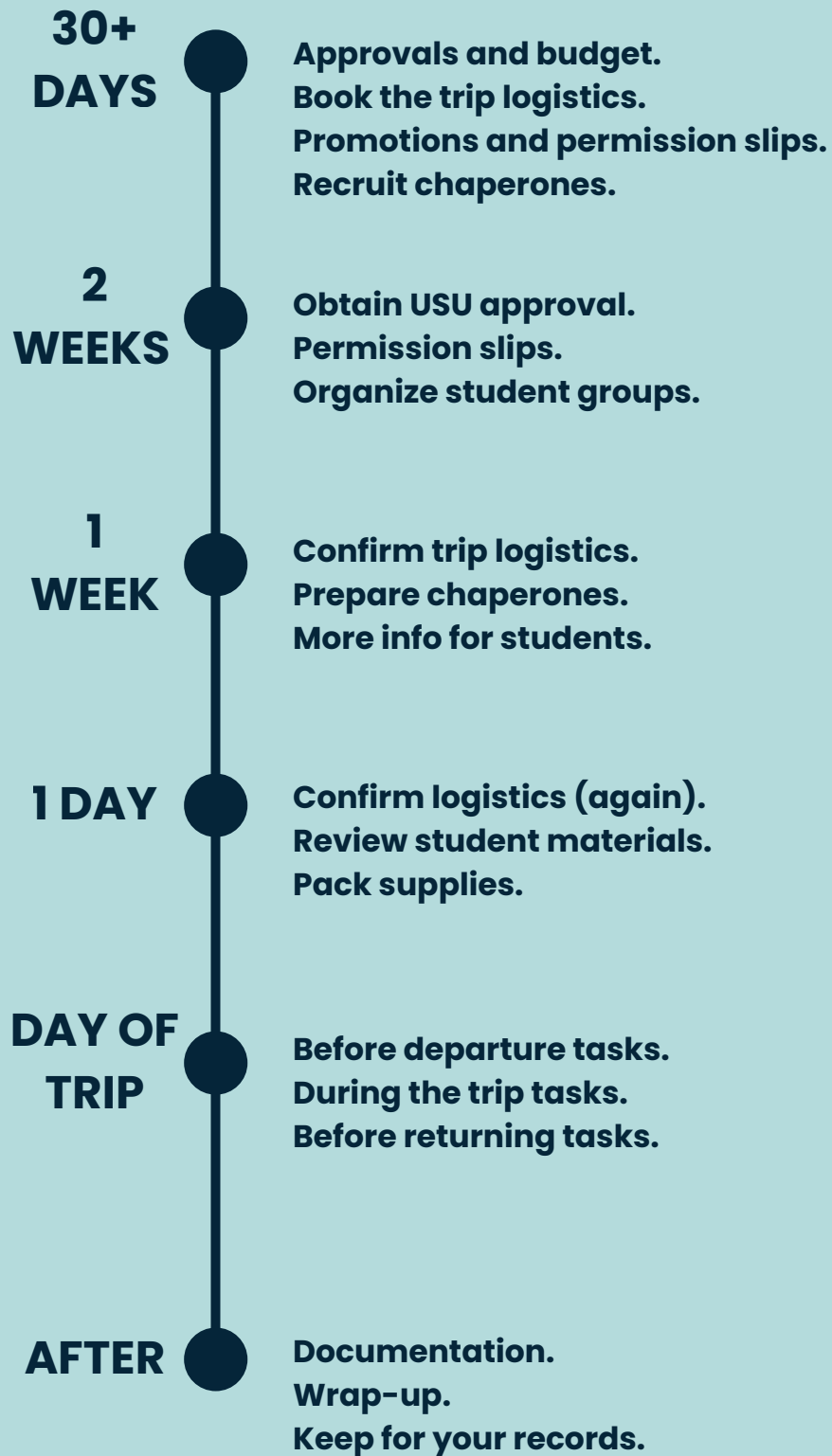
Purchasing Card:

Reset Form

Print Form

GEAR UP Field Trip Checklist

TIMELINE AT A GLANCE



GEAR UP Field Trip Checklist

30+ DAYS BEFORE THE TRIP

1. APPROVALS & BUDGET

- ☐ **Obtain administrator approval for the trip.**
- ☐ **Determine the total cost of the field trip. For example:**
 - Busing
 - Food
 - Entry fees
 - Substitute stipends (if teachers chaperone)

2. BOOK THE TRIP LOGISTICS

- ☐ **Buses** (also coordinate parking)
- ☐ **Venue/Location** (including tickets or admission if applicable)
- ☐ **Food**

3. PROMOTION & PERMISSION SLIPS

- ☐ **Promote the trip to students & families.**
 - Some ideas include: flyers, social media, class presentations, targeted invitations to specific students, etc.
- ☐ **Hand out permission slips.**
 - Make sure to include a permission slip due date and where to turn in their completed permission slips.

4. RECRUIT CHAPERONES

- ☐ **Recruit chaperones.**
 - Plan for a 1:10 chaperone-to-student ratio.
 - Potential chaperones could include: parent/community volunteers, teachers, GEAR UP staff, Granite staff, USU staff.
- ☐ **Obtain administrator approval for the final chaperone list.**



GEAR UP Field Trip Checklist

2 WEEKS BEFORE THE TRIP

1. OBTAIN USU APPROVAL

- ☐ **Submit a Kissflow** (if not already approved in the budget).

2. PERMISSION SLIPS

- ☐ **Remind students to turn in permission slips.**
- ☐ **Continue collecting completed permission slips.**

3. ORGANIZE STUDENT GROUPS

- ☐ **Determine the number of chaperone groups needed.**
 - Remember: recommended ratio is 1 chaperone for every 10 students.
- ☐ **Create group lists for each chaperone by assigning students to specific chaperones.**
- ☐ **Consider matching identifiers for students/groups.**
 - i.e: t-shirts, hoodies, lanyards, etc.



GEAR UP Field Trip Checklist

1 WEEK BEFORE THE TRIP

1. CONFIRM TRIP LOGISTICS

- ☐ **Confirm transportation.**
 - Including bus arrival time and driver contact information.
- ☐ **Confirm the venue, admission details, and itinerary.**
 - Including tickets or reservations (if applicable).
- ☐ **Confirm food orders.**
 - Including delivery or pickup arrangements.

2. PREPARE CHAPERONES

- ☐ **Hold a chaperone meeting, providing each chaperone with:**
 - Contact information for all chaperones, bus drivers, and other staff on the trip.
 - Trip itinerary.
 - Maps or directions (if applicable).
 - Student group assignments.
 - Expectations for supervision, attendance, behavior management, communication, and emergency procedures.

3. MORE INFO FOR STUDENTS

- ☐ **Review expectations and trip information with students.**
- ☐ **Confirm any special accommodations or student needs.**
- ☐ **Tell students what they should wear or bring.**



1 DAY BEFORE THE TRIP

1. CONFIRM LOGISTICS (AGAIN)

- ☐ Reconfirm buses.
- ☐ Reconfirm venue.
- ☐ Reconfirm food arrangements.

2. REVIEW STUDENT MATERIALS

- ☐ Verify every student has a signed permission slip.
- ☐ Upload permission slips to Box.
- ☐ Remind students about departure time and what to bring.

3. PACK SUPPLIES

- ☐ Prepare a folder for each chaperone containing:
 - Student roster.
 - Permission slips.
 - Emergency contacts.
 - Itinerary.
 - Maps (if applicable).
- ☐ Charge any devices you'll need.
- ☐ Pack supplies such as pens, a clipboard, name tags, first-aid items, snacks, water, and anything else needed for the day's activities.

GEAR UP Field Trip Checklist

DAY OF THE TRIP

1. BEFORE DEPARTURE

- ☐ Bring all trip documents and supplies.
- ☐ Verify attendance before students board the bus.
- ☐ Review expectations with students.
- ☐ Confirm each chaperone has their student group and materials. Ensure you have chaperone phone numbers.

2. DURING THE TRIP

- ☐ Take attendance whenever your group changes locations.
 - Chaperones can do this and check in with you.
- ☐ Maintain appropriate student supervision.
- ☐ Stay on schedule while remaining flexible if plans change.
- ☐ Take photos and videos (when appropriate).

3. BEFORE RETURNING

- ☐ Conduct a final attendance check before leaving the venue.
- ☐ Verify attendance again upon arrival at school.



GEAR UP Field Trip Checklist

AFTER THE TRIP

1. DOCUMENTATION

- ☐ Submit attendance and service documentation.
- ☐ Upload/send photos to the appropriate location.
- ☐ Submit receipts, invoices, and reimbursement paperwork.
- ☐ Complete any required reporting.

2. WRAP-UP

- ☐ Send thank-you notes to presenters, volunteers, or hosts.
- ☐ Share photos and highlights with the communications team (if applicable).
- ☐ Make note of ideas or improvements for future field trips.

3. KEEP FOR YOUR RECORDS

- ☐ Field trip documentation may include:
 - Student attendance records
 - Permission forms
 - Agenda or itinerary
 - Photos (when permitted)
 - Invoices and receipts
 - Volunteer documentation
 - Service logs and reporting forms



GEAR UP Event Planning Checklist

FAMILY EVENT

Use this checklist to help plan a successful family engagement event.
Start planning 6 weeks ahead of time.

1. PLAN THE EVENT

- ☐ Identify the event purpose and learning objectives.
- ☐ Reserve the facility and any needed technology.
- ☐ Select a date, time, and location.
- ☐ Confirm presenters or guest speakers.
- ☐ Obtain administrator approval.
- ☐ Determine your budget and complete any required purchase approvals.

2. PREPARE FOR THE EVENT

- ☐ Create a simple agenda.
- ☐ Order or gather supplies, handouts, refreshments, and incentives.
- ☐ Arrange interpreters or accessibility accommodations, if needed.
- ☐ Recruit staff or volunteers to assist with setup, registration, and cleanup.

3. PROMOTE THE EVENT

- ☐ Advertise with flyers, social media, school announcements, and other school communication channels.
- ☐ Encourage students to personally invite their families.
- ☐ Send a reminder a few days before the event.

4. EVENT DAY

- ☐ Arrive early to set up.
- ☐ Welcome families and keep the event on schedule.
- ☐ Prepare the registration/sign-in table.
- ☐ Collect attendance and any participant evaluations.
- ☐ Test all technology.

5. AFTER THE EVENT

- ☐ Enter attendance and required GEAR UP data.
- ☐ Thank presenters and volunteers.
- ☐ Submit receipts or required documentation.
- ☐ Reflect on what worked well and note ideas for future events.



Teacher Application For **Personal Leave**

Original Copy to Principal/Supervisor only.
DONOT send copy to Payroll or Human Resources.

Name of Employee: _____ SSN/Employee ID#: _____

School/Department: _____

Proposed Date(s) of Leave: _____

Teachers shall be allowed three (3) personal leave days at no cost to the teacher. Personal leave can be taken for any reason at the discretion of the teacher. A maximum of four (4) personal leave days may be taken in a contract year.

A teacher who uses no personal leave during a given contract year will receive an amount equal to the current daily Substitute II rate for one day.

A minimum of one (1) day notice (24 hours) must be given to the principal/supervisor before taking the personal leave, except in cases of emergency.

Personal leave should not be taken the day before or after a school holiday (weekdays when school is not in session for students) or during the first or last week of school. Exceptions must have the prior approval of the principal/supervisor.

Limitations will be placed by the principal/supervisor on the number of employees who can take personal leave on any given day at the school. Generally, only one (1) or two (2) personal leave days per school, per school day, can be approved. Such limits are necessary based on the availability of substitute teachers. Personal leave will not be granted in connection with any form of job action or work stoppage.

NOTE: ***This negotiated benefit is to be used at the discretion of the teacher; however, personal leave should not be used in order to work another job at public expense.***

By typing my name in this box, I am signing this form.

Employee's Signature

Date

Principal/Supervisor's Signature

Date

Submit by E-Mail

Print Form



CONTRACT ONLY Application for Short-Term Absence WITHOUT PAY

Fifteen (15) Working Days or Less

Employee's Name: _____

School or Department: _____

Employee's Position: _____

Employee ID: _____

Office Phone #: _____

Proposed date(s) of absence from work WITHOUT PAY:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Reason/s for needing to be off work:

PLEASE NOTE: Absences exceeding ten or more unpaid days are exempt from earning employment service credit toward future retirement and may affect your retirement benefits.

Employee's Signature: _____

Date: _____

APPROVALS:

* Principal or Supervisor: _____

Date: _____

Assistant Superintendent: _____

Date: _____

*The principal or supervisor can approve the first three days leave without pay each contract year.

