Regular Board of Education Meeting

Monday, November 4, 2024 6:00 PM
Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

A. **PLEDGE - The Pledge of Allegiance will be led by the Edith Scheuerman Elementary School Sign Choir.**

B. **SILENT REFLECTION**

C. **MEETINGS OF NOTE**

- **Board Faculty Meeting - November 6, 2024 - Garfield Early Childhood Center - 7:30 a.m. Four or more board members may be in attendance.**
- **Board Faculty Meeting - November 13, 2024 - Jennie Wilson Elementary School - 3:30 p.m. Four or more board members may be in attendance.**
- **Board Faculty Meeting - November 20, 2024 - Plymell Elementary School - 7:00 a.m. Four or more board members may be in attendance.**

D. **APPROVAL OF AGENDA with the following amendments:**

1. Remove H.1. The Board of Education is asked to consider and approve the quote for Edith Scheuerman playground equipment - Next Generation Recreation in the amount of $93,215.10.
2. Additional classified personnel actions for consideration, Item F.3.
3. Add Item H.1., RSP Discussion

E. **DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS**

1. Building Presentation - Edith Scheuerman Elementary School
2. Garden City Community College Board of Trustees
3. Resist Group

F. **CONSENT AGENDA**

1. Minutes

a. Minutes of the October 21, 2024, Board of Education Meeting

2. Accounts Payable totaling $890,271.44, noting that all major accounts contain adequate balances to meet current obligations.
3. Personnel

a. Certified
b. Classified

4. Other

a. Curriculum Council Items

i. The Board of Education is asked to consider and approve the addition of a new course, Peer Leadership 2, as a .5 credit elective course.
ii. The Board of Education is asked to consider and approve the addition of a new course, GCHS Honors Government, as a .5 credit elective course.

5. The Board of Education is asked to consider and approve the disposal of curriculum materials no longer in use in the district.

G. **BOARD REPORTS**

1. Budget Report

H. **UNFINISHED BUSINESS**

1. RSP Discussion

I. **NEW BUSINESS**

1. Bids - Plant Facilities - Vans
2. YMCA Dome Discussion

J. **BOARD OPEN DISCUSSION**

- **Nathan Haeck**

- **Jackie Gigot**
- **Robin Bergkamp**
- **Mark Hinde**
- **Andy Fahrmeier**
- **John Wiese**
- **Randy Ralston**
- **Dr. Dominguez**

K. **NEXT BOARD MEETING**

L. **EXECUTIVE SESSION - After the completion of all other business, the Board of Education will adjourn to executive session for the following reason:**

1. Personnel matters for non-elected personnel.

M. **ACCOUNTS PAYABLE REVIEW - Nathan Haeck and Andy Fahrmeier**

N. **ADJOURNMENT**

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Brandy Ochs, Edith Scheuerman Elementary
DATE: October 16, 2024
RE: Edith Scheuerman Board Presentation

ISSUE:

Edith Scheuerman has been scheduled to make a board presentation to the BOE on November 4, 2024.

BACKGROUND:

Our LIM Student Lighthouse Team will be speaking about the 7 habits they are learning and how they use those habits to be successful at school. Thank you to the BOE for giving us the opportunity to present at a board meeting.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

No recommendations at this time.

FISCAL NOTE:

At this time there is no fiscal impact for the BOE to consider.

ATTACHMENTS:

No attachments, but students will be creating posters to show the board for our presentation.

GARDEN CITY
COMMUNITY COLLEGE

Student Success

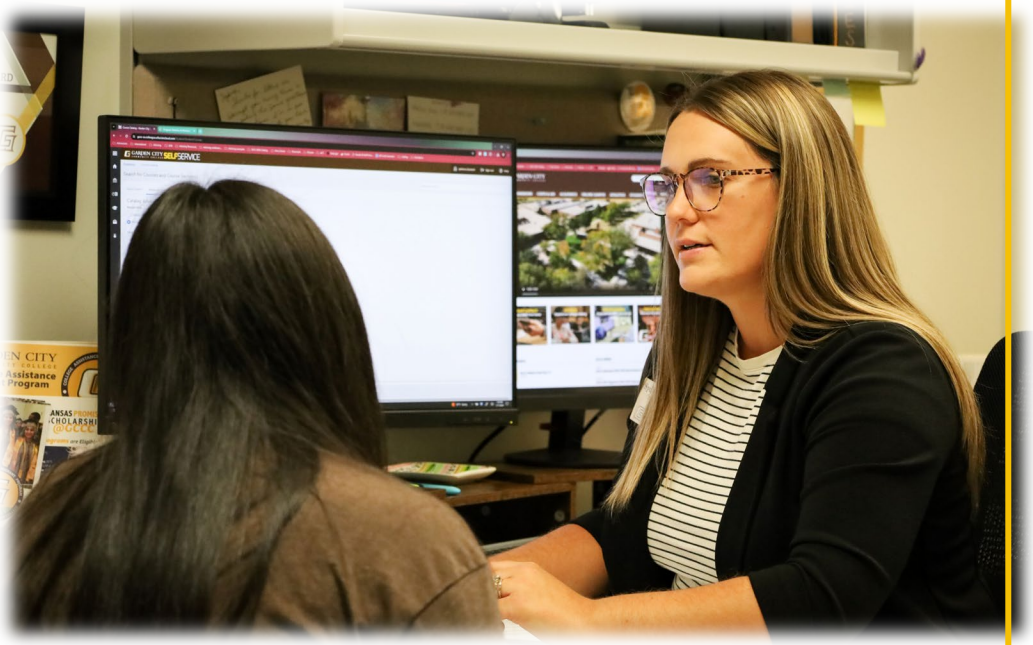
- Our foremost priority is the **success of every student** who enrolls in our community college.
- We are dedicated to **providing the resources, support, and guidance** necessary to help each student achieve their academic and personal goals.

Garden City High School Graduates Who Attended GCCC								
Grads 2022	Attended GCCC Fall 2022	**Fall 2022%**	Grads 2023	Attended GCCC Fall 2023	**Fall 2023%**	Grads 2024	Attended GCCC Fall 2024	**Fall 2024%**
394	207	**52.54%**	443	169	**38.15%**	417	195	**46.76%**

Planning and Counseling

- We recognize that **thorough planning and counseling** are essential for student success.

- We have implemented **comprehensive college planning services**, which include:
  - Academic advising tailored to individual student needs.
  - Career counseling to align educational pathways with career goals.
  - Transfer guidance to ensure a smooth transition to four-year universities.



Graduation

- Our goal is for students to graduate not only with a diploma, but with a GPA that reflects their learning and **readiness for future** academic challenges.

- We closely monitor academic progress and provide interventions to support students in maintaining a **high standard of academic achievement**.

Eliminating Barriers

- Understanding the challenges students may face in accessing higher education, we are **committed to removing barriers** to community college attendance.

- Our efforts include:
  - Providing **financial aid and scholarship opportunities**.
  - Offering **flexible scheduling and online course** options.
  - Providing career options of technical education to enter local workforce opportunities
    - Including John Deere, Tyson, empirical, automotive, carpentry, cosmetology, nursing and other more
  - Ensuring our campuses are **welcoming, inclusive, and supportive environments** for all students.

Accessibility and Approachability

- We strive to be **accessible and approachable to all** students and their families.
- Our **dedicated staff and faculty** help create an environment where students feel comfortable seeking help, asking questions, and accessing the resources they need to succeed.

Transfer Success

- We are proud to report that, on average, **56 out of 60 credits earned by our graduates are transferable** to four-year universities.

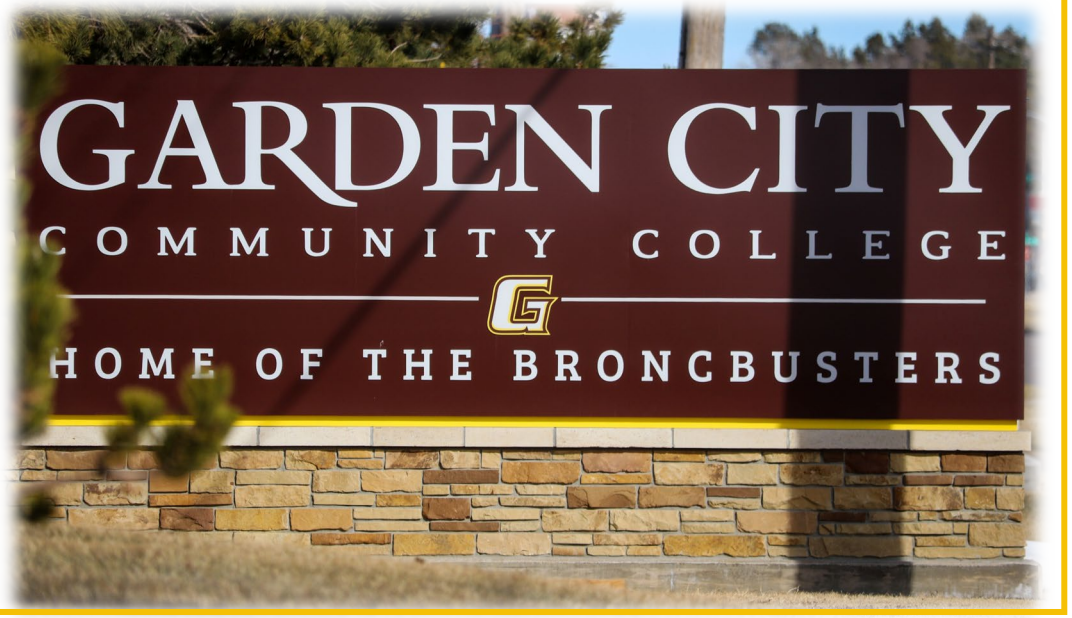
- This success reflects our dedication to offering courses that are both rigorous and aligned with university requirements, thereby facilitating a **seamless transfer process for our students**.

From HERE, you can go ANYWHERE

- ✓ GCCC students transferring to four-year universities **outperform peers** from other community colleges academically.
- ✓ GCCC students frequently **achieve higher GPAs** at their four-year institutions than those who began there.
- ✓ GCCC **leads the state** in the average number of credits successfully transferred to four-year universities.

Transparency

- **Transparency** is a core value of our institution.
- We are committed to **clear communication** with students, families, and the community.
- We **regularly publish updates** on academic programs, financial matters, and institutional goals to ensure that all stakeholders are informed and engaged.



Commitments

- We are committed to being **good listeners** to our fellow school boards and the communities we serve.
- By actively listening and engaging with your concerns and feedback, we work to provide answers and solutions that address the evolving educational needs of our students.
- Our goal is to **collaborate effectively** to support the educational aspirations of the entire community.
- We deeply appreciate your leadership, visionary work, and unwavering passion for your community and students.
- Serving as a board member has its challenges and rewards, and we are grateful for your continued dedication and loyalty.

Questions or Comments?

GARDEN CITY
COMMUNITY COLLEGE

THANK YOU!

GARDEN CITY
PUBLIC SCHOOLS

DRAFT MINUTES *DRAFT*

Regular Board of Education Meeting Monday, October 21, 2024 - 6:00 PM

Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, October 21, 2024, at 6:00 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Josh Guymon, Deputy Superintendent; and Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 6:00 P.M. The meeting opened with the Pledge of Allegiance.

A. **PLEDGE** – Everyone stood for the Pledge of Allegiance.

B. **SILENT REFLECTION** – Thirty seconds of silent reflection was observed.

C. **APPROVAL OF AGENDA with the following amendments.**
C.1.Additional classified personnel actions for consideration, Item E.3.

That the Board of Education approve the meeting agenda as presented: This motion, made by Andy Fahrmeier and seconded by John Wiese, Carried.

Bergkamp:	Yea
Fahrmeier:	Yea
Gigot:	Yea
Haeck:	Yea
Hinde:	Yea
Ralston:	Yea
Wiese:	Yea

Yea: 7, Nay: 0

D. **DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS**

D.1. **Garden City High School Buffalo Athletic Hall of Fame** Drew Thon, Chief Human Resources Officer, provided an overview of the Garden City High School Buffalo Athletic Hall of Fame process and history. Board members' questions were answered.

E. **CONSENT AGENDA**
That the Board of Education approve all consent agenda items as amended. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp:	Yea

Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Wiese: Yea
Yea: 7, Nay: 0

E.1. **Minutes**

E.1.a. Minutes of October 7, 2024, Regular Board of Education Meeting – approved as presented.

E.2. Accounts Payable totaling $7,179,875.10, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

E.3. **Personnel** – all certified and classified personnel items were approved as presented.

E.3.a. **Certified:**

Appointments: Lindsey Torres

Supplemental Contracts:

Anaya Alarcon, Jose	HS	Sponsor HALO
Hernandez, Elida	AC	Bilingual, Level 2
Perez, Mitchelle	HS	Sponsor Robotics
Perez-Cabrera, Jesyka	AB	Bilingual, Level 2

Other:

Notice of personnel action for the following rule 10 coach assignments:

Guzman, Manuel	KH	Basketball Girls A/C
Nunez, Jesus	HS	Wrestling A/C
Polson, Marc	KH	Wrestling A/C
Serrano, Anjelina	HS	Wrestling A/C

E.3.b. **Classified**

Resignations: Karen G. Bruebaker, Charlene D. Dye, Angelica Cruz Hernandez, Karina Leon Gonzalez, BrieAnna K. Lee, Areli Montelongo-Cruz

Assignments: Mark J. Ashabranner, Doris Y. Canales, Kiana R. Hembree, Sergio Santana, Haley M. Smith, Braden M. Terpstra

Transfers:

- Jesse A. Garcia from Sub Bus Driver: Transportation to Bus Driver: Transportation
- Maria Melgarejo-Tinoco from Special Education Paraprofessional I: Garfield Early Childhood Center to Special Education Paraprofessional II: Edith Scheuerman Elementary School.
- Jacob A. Ochampaugh from Sub Custodian: Plant Facilities to Custodian II: Gertrude Walker Elementary School
- Nicholas Pasek from Data Information Specialist: Educational Support Center to Technology IV: Educational Support Center.
- Brittany P. Vasquez from Special Education Paraprofessional: Victor Ornelas Elementary School to Special Education Paraprofessional: Florence Wilson Elementary School

Other:

Casey Wise, Director of Technology, is requesting to reclassify the Office Assistant II position that is currently filled by Jacqueline Montes-Hernandez, to Technology III effective November 1st, 2024.

E.4. **Bids**

E.4.a. The Board of Education is asked to consider and approve the bid for 4 route buses - American Bus Sales - $461,200.00 – approved as presented.

E.4.b. The Board of Education is asked to consider and approve the purchase of 3 Chevy Tahoes - Eddy's Chevrolet - $175,732.00 – approved as presented.

F. **BOARD REPORTS**

F.1. **Fall Learning Report - KAP Data** Heather Stegman, Director of Instruction and Michelle Baier, Curriculum and Instruction Coordinator presented the following:

- KAP Performance Level Descriptors
- 3rd grade Math KAP Comparison
- 4th grade Math KAP Comparison
- 5th grade Math KAP Comparison
- 6th grade ELA KAP Comparison
- 7th grade ELA KAP Comparison
- 8th grade ELA KAP Comparison
- 8th grade Science KAP Comparison
- 10th grade Math KAP Comparison
- Academic Success Math 2024 to 2025
- Continuous School Improvement (Goals)
- 3rd grade ELA KAP Comparison
- 4th grade ELA KAP Comparison
- 5th grade ELA KAP Comparison
- 5th grade Science KAP Comparison
- 6th grade Math KAP Comparison
- 7th grade Math KAP Comparison
- 8th grade Math KAP Comparison
- 10th grade ELA KAP Comparison
- Academic Success ELA 2024 to 2025
- Academic Success 2024 to 2025

Board members' questions were answered.

F.2. **LRF Plan Update & Board Discussion** Brandon Anderson, Director of Plant Facilities, gave the Board a review and update of the Long-Range Facilities Plan.

Board members' questions were answered.

G. **UNFINISHED BUSINESS**

G.1. **The Board of Education is asked to consider and approve the quote for a preventative maintenance agreement - TATRO - in the amount of $89,125 for a 1-year term.** Brandon Anderson, Director of Plant Facilities, reviewed the proposal put before the Board at the previous meeting.

Board members' questions were answered. The following action took place.

I move to approve the quote for a preventative maintenance agreement - TATRO - in the amount of $89,125 for a 1-year term. This motion, made by John Wiese and seconded by Nathan Haeck, Carried.

Bergkamp:	Yea
Fahrmeier:	Yea
Gigot:	Yea
Haeck:	Yea
Hinde:	Yea
Ralston:	Yea
Wiese:	Yea

Yea: 7, Nay: 0

H. **NEW BUSINESS**

H.1. **Curriculum Council Items** Josh Guymon, Deputy Superintendent gave and overview of the following proposed new courses. Board members' questions were answered. The items will be on the consent agenda at the next meeting.

H.1.a. The Board of Education is asked to consider and approve the addition of a new course, Peer Leadership 2, as a .5 credit elective course. (First Read)

Mark Hinde left the meeting room at 7:25 p.m. and returned at 7:27 p.m.

H.1.b. The Board of Education is asked to consider and approve the addition of a new course, GCHS Honors Government, as a .5 credit elective course. (First Read)

H.2. **Architect/Engineering Proposals (First Read)** Brandon Anderson, Director of Plant Facilities, presented the A/E Proposals for roofing projects at the following buildings: Bernadine Sitts intermediate Center, Plymell Elementary School and Garfield Early Childhood Center.

Board members' questions were answered.

That the Board of Education approve the Bernadine Sitts Intermediate Center roofing proposal as presented. This motion, made by Nathan Haeck and seconded by Robin Bergkamp, Carried.

Bergkamp:	Yea
Fahrmeier:	Yea
Gigot:	Yea
Haeck:	Yea
Hinde:	Yea
Ralston:	Yea
Wiese:	Yea

Yea: 7, Nay: 0

The item will be discussed further under unfinished business at the next meeting.

H.3. **Quote for Edith Scheuerman Playground Equipment (First Read)** Brandon Anderson, Director of Plant Facilities, presented a proposal for playground equipment and installation from Next Generation Recreation for $93,215.10.

Board members' questions were answered. The item will be discussed further under unfinished business at the next meeting.

I. **BOARD OPEN DISCUSSION**

- **John Wiese** stated that he appreciates all the information the board received tonight. He stated that regarding the KAP data, there is work to do there, and stated that hopefully improvement is seen in the years to come with the some of the things that have been implemented. He also stated that he appreciated the information from Brandon Anderson on the long-range facilities plan.
- **Jackie Gigot** that it's not always what we want to hear on the testing numbers and things but it is a reality.
- **Andy Fahrmeier** stated that he appreciates the straightforward and transparency on the KAP information. He also thanked Brandon Anderson for the information he presented and stated that he challenges the Board to a continuation of the grade reconfiguration talk and how they want to handle capital improvements on some of the buildings over the next year or two.

- **Randy Ralston** stated he appreciates the honesty in the KAP data report and agreed with the previous comments.
- **Robin Bergkamp** stated she enjoyed the KAP data presentation. She also thanked Brandon Anderson and his team and stated she appreciated hearing options and looking into different ways of doing things.
- **Mark Hinde** thanked Brandon Anderson for all the information presented and stated that it's going to be interesting how we move forward with all of this and hoping to find things that will help the district save money. He also stated he appreciates the information Heather Stegman and Michelle Baier brought to the board with the KAP data and is hoping the FastBridge scores bring some different numbers in February.
- **Nathan Haeck** stated that he appreciates everybody and also appreciates the comments from Andy Fahrmeier about evaluating what they do effectively and where they are going moving forward. He apologized for missing a couple meetings and stated that he's seen a lot of positive things in how we build community partnerships within the school system. He also stated that it's School Bus Safety Week and stated that he appreciates our transportation department and all that they are doing to get our kids safely to school and safely back home. He also acknowledged that last week was School Lunch Week and stated that he appreciates all the hardworking Nutrition Department staff and everything they are doing to make sure everybody gets fed safely. He stated that he appreciates all the hardworking staff and how they come together.
- **Dr. Dominguez** acknowledged School Lunch Week and School Bus Safety Week and stated that the classified staff provide a much-needed service to support our students. He thanked Drew Thon for the Hall of Fame Update. He stated that regarding the KAP date if we keep using programs in place, we will see a turn. He stated that the district is having a lot of great successes. He thanked Brandon Anderson for the long-range facility report, he stated that we are definitely addressing our needs looking at our needs and trying to do a value for the taxpayers and definitely want the board in on those decisions and being transparent with every decision. He stated himself along with leadership are making a lot of classroom visits and there are a lot of great things happening.

J. **NEXT BOARD MEETING -** The next meeting of the Board of Education will take place on Monday, November 4, 2024, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

K. **EXECUTIVE SESSION - After the completion of all other business, the Board of Education will adjourn to executive session for the following reason:**

K.1. **Personnel matters for non-elected personnel.**

Mr. President, I move we go into executive session for 20 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 7:55 P.M. and the open meeting will resume in the Board Meeting Room at 8:15 P.M. I would like to invite Drew Thon to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp:	Yea
Fahrmeier:	Yea
Gigot:	Yea
Haeck:	Yea
Hinde:	Yea
Ralston:	Yea
Wiese:	Yea

Yea: 7, Nay: 0

The open meeting resumed in the board meeting room at 8:15 P.M.

L. **ACCOUNTS PAYABLE REVIEW** – Mark Hinde and John Wiese

M. **ADJOURNMENT** - There being no further business to come before the board, the following action was taken.

That the Board of Education meeting be adjourned at 8:15 P.M. This motion, made by Robin Bergkamp and seconded by Mark Hinde, Carried.

Bergkamp:	Yea
Fahrmeier:	Yea
Gigot:	Yea
Haeck:	Yea
Hinde:	Yea
Ralston:	Yea
Wiese:	Yea

Yea: 7, Nay: 0

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President

BOARD OF EDUCATION

Certified Personnel Actions

November 4, 2024

TUITION REIMBURSEMENT AGREEMENT:

Ramona McCallum – Special Education

BOARD OF EDUCATION

Classified Personnel Actions

November 4th, 2024

TERMINATIONS	POSITION	BUILDING	DATE
Maribel Gomez Chavez	Custodian I	Abe Hubert Elementary School	10/25/24
Ian B. Olomon	Small Fleet Driver	Transportation	10/17/24
Ramona E. Ordonez	Custodian I	Abe Hubert Elementary School	10/25/24
Leticia I. Guzman-Vallejos	Special Education Paraprofessional II	Garden City Achieve	10/9/24

ASSIGNMENTS	POSITION	BUILDING	DATE
Cristal Acosta	Special Education Paraprofessional I	Buffalo Jones Elementary School	10/28/24
Luis A. Rivera Castro	HVAC Specialist	Plant Facilities	10/22/24
Angelica Cisneros	Paraprofessional I	Alta Brown Elementary School	10/28/24
Bonnie Comer	Special Education Paraprofessional II	Victor Ornelas Elementary School	10/31/24
Genesis Gonzalez	Nutrition Assistant I	Horace Good Middle School	10/28/24
William Robinson	HVAC Specialist	Plant Facilities	10/22/24
Christopher Turner	Sub Custodian	Plant Facilities	10/28/24

TRANSFERS	FROM	TO	DATE
Ana Cantu Ortiz	Sub Bus Driver: Transportation	Bus Driver: Transportation	9/3/24
Valerie S. Cramer	Special Education Paraprofessional II: Garden City High School	Special Education Paraprofessional II: Garden City Achieve	10/21/24

BOARD OF EDUCATION

Classified Personnel Actions Addendum

November 4th, 2024

ASSIGNMENTS	POSITION	BUILDING	DATE
Melissa Arroyo	Small Fleet Driver	Transportation	11/4/24
Beth McDonald	Special Education Paraprofessional I	Georgia Matthews Elementary School	11/4/24
Michelle Vela	Special Education Paraprofessional II	Garfield Early Childhood Center	11/11/24

TRANSFERS	FROM	TO	DATE
Alejandra N. Gutierrez	Special Education Paraprofessional I: Georgia Matthews Elementary School	Paraprofessional I: Georgia Matthews Elementary School	11/4/24

OTHER:

Michael Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Melissa Arroyo.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Suzette Goldsby, Plymell Principal/Curriculum Council Chair
DATE: October 8, 2024
RE: Peer Leadership 2

ISSUE: The Board of Education is asked to consider and approve the addition of a new course, Peer Leadership 2, as a .5 credit elective course.

BACKGROUND: GCHS seeks to add a new elective course called Peer Leadership 2 that will provide students with the opportunity to earn .5 elective credit. Selected peers will work with Life Skills students in the general education classroom setting. Students will be employed by USD 457 as paraprofessionals. They will support the student by providing accommodations and modifications in the general education classroom and help implement behavior plans when needed.

Peers will be held to a professional standard. Confidentiality is required. Availability will depend on scheduling needs of the student and peer.

This course requires the following prerequisites: Instructor permission, the successful completion of at least 1 semester of Peer Leadership and strong attendance. Parent and student signatures will also be required that demonstrate agreement with class expectations .

The Kansas Course Code (KCCMS) for this class is 22995.

ALTERNATIVES:

1. Approve the course as presented as an elective course to be offered as a .5 credit course.
2. Do not approve the course as an elective and the course will not be offered.

RECOMMENDATION:

It is recommended that the Board of Education approve the course as presented.

FISCAL NOTE:

No additional funding will be necessary for these courses.

ATTACHMENTS:

Application to Curriculum Council for approval

Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

STEP ONE: Requesting professional (teacher/counselor) completes the written request.	
STEP TWO: Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	**Recommended / Not Recommended** Bethany Howard 9/24/24 *Department Chair / Date* 8/9/2024 *Date of Department Mtg.*
STEP THREE: Request is sent to the Head Principal for consideration.	**Recommended / Not Recommended** *Head Principal Signature / Date*
STEP FOUR: Counselors complete Skyward Course Information on the written request form.	**Skyward Course Information Completed** Bethany Howard *Department Chair*
STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	**Recommended / Not Recommended**** Lizette Goldsby 10/8/24 *Curriculum Council Chair Signature / Date*
STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	**Recommended / Not Recommended** 10-16-24 *Asst./Deputy Superintendent Signature / Date*
STEP SEVEN: Request is presented to BOE for approval	**Approved / Not Approved**
STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	*Date Zendesk Submitted* *Date Forms Delivered*
STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	**Date Changes Complete** ☐ **Forms Returned to Office of Curriculum & Instruction**

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

**Course Not Approved (Notes from Curriculum Council):

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR

Professional Submitting Request: Paul Lappin Department of Submission: SPED Date Completed by Professional: 9/20/24	Building Submitting Request: GCHS Date Submitted to Department Chair: 9/20/24
Course Name: Peer Leadership 2	SKYWARD INFORMATION: Short description of course (15 characters) *prints on transcripts* Peer Leader 2 Long description of course (30 characters) Peer Leadership2
Kansas Course Code (KCCMS): 22995 Miscellaneous - Aide	
Please attach the following: ☑ Standards/Course Objectives ☑ Syllabus ☑ Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? ☐ YES* ☑ NO **If yes, please attach information regarding curriculum to be purchased that includes cost.* ***If approved by building principal, Council will assume that cost of new curriculum is not a concern.* Does this course have the potential or need for a supplemental salary? ☐ YES* ☑ NO **If yes, please attach an explanation of the supplemental including cost and hours.*
List any pre-requisite courses:	**Indicate the following:** ☐ Required Course ☑ Elective Course ☐ Either (depends on grad reqs)

BELOW TO BE COMPLETED BY COUNSELOR

Course Length:

☐ 1 quarter ☑ 1 semester ☐ 2 semesters

Credit to be Earned: 5

Is this a dual credit course? YES / NO

Is this a GCCC course? YES / NO

Number of USD 457 Credits: 5 (3 GCCC credit hours = 0.5 credit at USD 457)

GPA Set: ☑ normal ☐ indexed

Skyward Filter:

☐ LA ☐ OC ☐ FA ☐ MA ☐ SS ☐ PE

☐ SCI ☐ CO ☑ GE ☐ FL ☐ STEM

NOTES:

**TECHNOLOGY ON BACK*

BELOW TO BE COMPLETED BY TECHNOLOGY

☐ KCCMS Mapping Confirmed

☐ Skyward Updates including any Course Code Assigned —> _____

☐ Grad Requirements & Filtering Confirmed

☐ GCHS Registrar/Counseling Department Notified of Completion

☐ Forms Returned to Office of Curriculum & Instruction

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Peer Leadership 2

Due Date: _____

Peer Leader Name: _____

Course Pre-Requisites:

- **Instructor permission**
- **Minimum: successfully completed at least 1 semester of Peer Leadership**
- **Strong attendance**

Description:

Selected Peers will work with Life Skills students in the general education setting. Students are employed by USD 457 as Paraprofessionals. They will support the student by providing accommodations, modifications and helping implement behavior plans. Peers will be held to a professional standard. Confidentiality is required. Availability will depend on scheduling needs of student and Peer.

Expectations:

- Keep student on track
- Be positive
- Implement accommodations, modifications and behavior plans
- Communicate with Life Skills teacher and classroom teacher about all things necessary to make student be successful
- Daily attendance
- If you will be gone, you MUST notify Life Skills teacher in advance
- Maintain confidentiality
- Appropriate attire
- Keep personal space with students (no hugs)
- If students do anything that makes you uncomfortable, communicate with teachers!

Grading:

- Participation : Students will turn in their time sheet via Skyward weekly
- Classroom teacher evaluation
- Life Skills teacher evaluation

By signing below parent and student agree to above written agreement.

Parent Signature:

_____

Student Signature:

_____

Contact Info
Mr. Lappin
PLappin@gckschools.com
620-640-0981

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Suzette Goldsby, Plymell Principal/Curriculum Council Chair
DATE: October 8, 2024
RE: GCHS Honors Government

ISSUE: The Board of Education is asked to consider and approve the addition of a new course, GCHS Honors Government, as a .5 credit elective course.

BACKGROUND:

GCHS seeks to add a new Social Studies course called GCHS Honors Government that will provide students with the opportunity to earn .5 credit. This course will build upon students' previous learning of history, government, economics, and geography to assist them in becoming truly informed, thoughtful, and engaged citizens in a democracy. The course will integrate thinking skills, historical processes, and content so that students are able to apply the learning to their own lives.

This course will be offered to students who need more rigorous coursework than Government, but who are not yet ready to take this course for college credit for various reasons. Typically Senior students would be those who are enrolled in the course, but exceptions may be made for students who are in lower grades. This could include, but is not limited to, students who are in the gifted program or students who are on track to graduate early.

The Kansas Course Code (KCCMS) for this class is 04151.

ALTERNATIVES:

1. Approve the course as presented as an elective course to be offered as a .5 credit course.
2. Do not approve the course as an elective and the course will not be offered.

RECOMMENDATION:

It is recommended that the Board of Education approve the courses as presented.

FISCAL NOTE:

No additional funding will be necessary for these courses.

ATTACHMENTS:

Application to Curriculum Council for approval

Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

STEP ONE: Requesting professional (teacher/counselor) completes the written request.	
STEP TWO: Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	**Recommended / Not Recommended** Jodi Vangas 9/30/24 *Department Chair / Date* 9/30/2024 *Date of Department Mtg.*
STEP THREE: Request is sent to the Head Principal for consideration.	**Recommended / Not Recommended** 9-30-24 *Head Principal Signature / Date*
STEP FOUR: Counselors complete Skyward Course Information on the written request form.	**Skyward Course Information Completed** Jennifer Meng *Department Chair*
STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	**Recommended / Not Recommended**** Sibylle Cobbley 10/8/24 *Curriculum Council Chair Signature / Date*
STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	**Recommended / Not Recommended** 10-16-24 *Asst./Deputy Superintendent Signature / Date*
STEP SEVEN: Request is presented to BOE for approval	**Approved / Not Approved**
STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	*Date Zendesk Submitted* *Date Forms Delivered*
STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	**Date Changes Complete** ☐ **Forms Returned to Office of Curriculum & Instruction**

****Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR

Professional Submitting Request: Logan Bevis Department of Submission: Social Studies Date Completed by Professional: 9/30/24	Building Submitting Request: GCHS Date Submitted to Department Chair: 9/30/24
Course Name: Honors U.S. Government	SKYWARD INFORMATION: Short description of course (15 characters) *prints on transcripts* Honors U.S. Govt Long description of course (30 characters) Honors U.S. Government
Kansas Course Code (KCCMS):04151	
Please attach the following: ☐ Standards/Course Objectives ☐ Syllabus ☐ Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? ☐ YES* ☒ NO **If yes, please attach information regarding curriculum to be purchased that includes cost.* ***If approved by building principal, Council will assume that cost of new curriculum is not a concern.* Does this course have the potential or need for a supplemental salary? ☐ YES* ☒ NO **If yes, please attach an explanation of the supplemental including cost and hours.*
List any pre-requisite courses: **NA**	**Indicate the following:** ☒ Required Course ☐ Elective Course ☐ Either (depends on grad reqs)

BELOW TO BE COMPLETED BY COUNSELOR

Course Length: ☐ 1 quarter ☒ 1 semester ☐ 2 semesters **Credit to be Earned:** 0.5 **Is this a dual credit course?** YES (NO) **Is this a GCCC course?** YES (NO) **Number of USD 457 Credits:** _____ (3 GCCC credit hours = 0.5 credit at USD 457)	**NOTES:**

GPA Set: ☐normal ☒indexed **Skyward Filter:** ☐LA ☐OC ☐FA ☐MA ☒SS ☐PE Government ☐SCI ☐CO ☐GE ☐FL ☐STEM	***TECHNOLOGY ON BACK**

BELOW TO BE COMPLETED BY TECHNOLOGY

☐KCCMS Mapping Confirmed

☐Skyward Updates including any Course Code Assigned —> _____

☐Grad Requirements & Filtering Confirmed

☐GCHS Registrar/Counseling Department Notified of Completion

☐Forms Returned to Office of Curriculum & Instruction

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

K-12 HGSS Standards and Benchmarks:

1. Choices have consequences.

1.1 - The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
1.2 - The student will analyze the context and draw conclusions about choices and consequences.
1.3 - The student will investigate and connect examples of choices and consequences with contemporary issues.
1.4 - The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

2. Individuals have rights and responsibilities.

2.1 - The student will recognize and evaluate the rights and responsibilities of people living in societies.
2.2 - The student will analyze the context and draw conclusions about rights and responsibilities.
2.3 - The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
2.4 - The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

3. Societies are shaped by identities, beliefs and practices of individuals and groups.

3.1 - The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
3.2 - The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.
3.3 - The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
3.4 - The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.

4. Societies experience continuity and change over time.

4.1 - The student will recognize and evaluate continuity and change over time.
4.2 - The student will analyze the context and draw conclusions about continuity and change.
4.3 - The student will investigate and connect continuity and change to a contemporary issue.
4.4 - The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

5. Relationships among people, places, ideas and environments are dynamic.

5.1 - The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
5.2 - The student will analyze the context and draw conclusions about dynamic relationships.
5.3 - The student will investigate and connect dynamic relationships to contemporary issues.
5.4 - The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

HGSS Course Competencies

Civics/Government

The student:

- demonstrates an understanding of power at all levels of government and between organizations and individuals.
- demonstrates an understanding of competing values and the tensions that exist between governments, organizations, and people.
- asks and answers sophisticated civics/government questions using evidence and argument.
- discusses the role the government plays in the lives of citizens.
- discusses the role the US plays in the world.
- demonstrates knowledge of contemporary issues and develops a claim using evidence and argument.
- works collaboratively and cooperatively to negotiate, compromise, build coalitions, and create consensus in the school and/or community.
- applies civic virtues and democratic principles when working with others.
- communicates clearly and appropriately with policy makers on issues.
- registers to vote

Cultural

The student:

- engages civically to champion issues in thoughtful and creative ways.
- builds connections with other people by showing respect and understanding, regardless of similarities or differences.
- recognizes traits of the dominant culture, the student's home culture and other cultures, and understands how to express their identity in different settings.
- identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.
- demonstrates empathy when people (or self) are excluded or mistreated because of who they are.

Economic The student:

- uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.
- discusses the role governments and other organizations and interests play in economic systems.
- demonstrates an understanding of economic rights and responsibilities.

Geography

The student:

- organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.
- analyzes the dynamic relationship between humans and the environment.
- evaluates economic and political decision-making as it affects geography.

History

The student:

- demonstrates their understanding of history by categorizing the causes and impact of significant events.
- recognizes perspective and points of view.

• collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.

Social and Emotional Character Development

The student:

• demonstrates an awareness of their level of efficacy and effort in various challenging tasks.
• predicts how increased assertiveness would affect outcomes of various situations.
• endeavors to understand others feelings, behaviors, and situational context.

Honors U.S. Government Syllabus- Modified from KSDE HGSS Syllabus

Course Description

The high school government course builds upon and adds to students' previous learning of history, government, economics, and geography to assist them in becoming truly informed, thoughtful, and engaged citizens in a democracy. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Connecting with Past Learning

Students should come to the United States Government course with a foundational knowledge of the story of how the United States came into being and developed a government based on the principles laid out in the Declaration of Independence. The basic structure of the government, including the three branches, separation of powers, and checks and balances should already be part of their background knowledge. In world history, they will have learned about the Enlightenment's influence on both the structure and principles of the American government. The narrative of the United States and world history will have introduced the student to the concepts of democracy and totalitarianism, the interaction of government and the economy, and the struggle for human and civil rights that has occurred throughout history. Students should possess a general understanding of Kansas and its geography, symbols, industry, and culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the United States and the world. They should have experience with the Effective HGSS Classroom Practices of the Kansas standards and should be aware of the discipline's ways of thinking or habits of mind.

Connecting with Future Learning

While a small percentage of students will pursue the post-secondary study of political science at the university level, most will not continue to study American government after high school. But they will participate in society as informed, thoughtful, engaged citizens and voters. Students should leave high school equipped with the ability to better understand the complex domestic and international issues which will directly and indirectly impact their lives and assist them in making decisions as individuals and citizens. Students should be able to link learning in this class to future learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

Culturally Relevant Pedagogy

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Instructional designs that acknowledge, respond to, and celebrate fundamental cultures offer a full and equitable access to education for

students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

The Role of the Citizen: Civic Values, Politics, and Government

Students will examine democracy in the United States and how citizens participate in the governing of the nation

Ideas: citizenship, civic values, Enlightenment, democracy, direct democracy, indirect democracy, citizen, republic, constitutional republic, right and responsibilities, freedom, rule of law, civil liberties, civil rights, registering and voting

Sample Compelling Questions

- What is a "good citizen"?
- Is government necessary?
- Who has the power?
- Who does democracy represent?
- Who are "We the people"?

Principles and Foundations of the U.S. Constitution

The students will examine the beliefs, values, and ideas of the Constitution and how, being influenced by a wide range of cultural and historical experiences, it has evolved.

Ideas: enlightenment, freedom, liberty, justice, patriotism, limited government, popular sovereignty, separation of powers, checks and balances, rule of law, natural rights, compromise Sample

Compelling Questions

- Why compromise?
- How free are we?
- Can everyone be free together?
- How much government is too much government?
- Why this government?

The Structure and Function of the Federal Government

The student will analyze and evaluate the creation, structure, processes, and governance of the United States federal government.

Ideas: federalism, separation of powers, checks and balances, popular sovereignty, limited government, republicanism, expressed and implied powers, concurrent and reserved powers, judicial review, bicameral legislature,

Sample Compelling Questions

- Why did the founders choose a Federal system?
- How have Supreme Court cases affected society?
- How is the Constitution a living document?
- How has the role of government changed in the past 200 years?
- Which of the three branches wields the most power?

Human and Civil Rights in American Democracy

Students will examine how local, state, and federal governance impacts the evolution of civil rights and liberties in the United States.

Ideas: Bill of Rights, procedural due process, substantive due process, habeas corpus, bills of attainder, ex post facto laws, cruel and unusual punishment, civil disobedience, majority rule and minority rights, equality and equity, worker's compensation

Sample Compelling Questions

- Is civil disobedience justified?
- Where do your rights end and your neighbor's rights begin?
- How could it be possible for everyone to be in a minority group?
- What is the role of the Supreme Court in determining human and civil rights?
- When might limits on our rights be justified?

Domestic and Foreign Policy

Students will evaluate the government's changing role in domestic and foreign policies through economic, political, and social decisions. Domestic Policy

Ideas: national debt, fiscal policy, Gross Domestic Product (GDP), Gross National Product (GNP), employment, entitlements, safety net/social services, social and corporate welfare, judicial restraint, judicial activism, national security, immigration, emerging technologies Foreign Policy Ideas alliances, population & economic shifts, role of US in world, isolationism, diplomatic recognition, treaties (role and process), hard power vs. soft power, national security, hacking and the role of technology

Sample Compelling Questions

- What role should the United States play in the global community?
- How should the United States' ideas on human rights influence foreign policy?
- How do "American values" influence foreign and domestic policy?
- How do historical and current circumstances affect foreign and domestic policy?
- Is it possible to be both safe and free?

State and Local Government

Students will analyze how local and state governments are structured and how these interact with each other, citizens, and the federal government

Ideas: federalism, popular sovereignty, state's rights, supremacy clause of the Constitution, dual court system, local government structures, eminent domain

Sample Compelling Questions

- Why are local governments important?
- What level of government is best able to protect the rights of minority groups?
- How does a community's diversity affect state and local governments?
- How does the state and local government impact the quality of life in my community?
- Does the local, state, or federal government govern best?

Politics, Interest Groups, and Media

Students will analyze and evaluate how our political process works, the growing role of interest groups, and mass media's impact on our political ideologies.

Ideas: Political parties, interest groups, primary and general elections, conservatism, liberalism, libertarianism, moderate ideologies, Political Action Committees, role of journalism, gerrymandering, grassroots movements, party platforms, internet and traditional media, voter registration, media bias and sensationalism

Sample Compelling Questions

- How should we decide what to believe?
- How do personal values and beliefs influence who we vote for?
- How has the role of the lobbyist and media in politics changed over time?
- What are the responsibilities of the media and interest groups in a democracy?
- What motivates a politician?

Textbook: **TeachTCI Government Alive! Power, Politics, and You**

1. The Nature of Power, Politics, and Government
2. Comparing Forms of Government
3. The Roots of American Democracy
4. The United States Constitution
5. The Bill of Rights and Civil Liberties
6. Federalism: National, State, and Local Powers
7. Citizen Participation in a Democracy
8. Parties, Interest Groups, and Public Policy
9. Public Opinion and the Media
10. Political Campaigns and Elections
11. Lawmakers and Legislatures
12. Congressional Lawmaking

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Heather Stegman, Director of Curriculum and Instruction
DATE: 11/4/2024
RE: Disposal of outdated materials

ISSUE:

The Board of Education is asked to consider and approve the disposal of curriculum resources no longer in use in the district.

BACKGROUND:

HGMS and GCHS are asking permission to dispose of curriculum resources that are not currently in use.

ALTERNATIVES:

Approve the disposal of the curriculum resources no longer in use.

Do not approve the disposal of the curriculum resources no longer in use.

RECOMMENDATION:

The Curriculum and Instruction department recommends that the Board of Education consider and approve the disposal of curriculum resources that are no longer in use at HGMS and GCHS.

FISCAL NOTE:

N/A

ATTACHMENTS:

2024-2025 HGMS and GCHS Materials Disposal

2024-2025 Materials Disposal

GCHS:

Title & Publisher	ISBN #	Copyright Date	Total # of Books
Biology/Prentice Hall	0-13-166255-4	2006	115
Physical Sc/Science Spectrum	0-03-066471-3	2006	359
Consumer Math/AGC Publishing	0-7854-2943-3	2003	65
Calculus/Pearson	0-13-201408-4	2007	41
College Algebra/Pearson	978-0-321-64476-3	2011	23
Precalculus	0-13-227650-x	2007	96
Geometry/Houghton-Mifflin	978-0-544-38581-8	2015	119
Algebra II/Houghton Mifflin & Harcourt	978-0-544-38591-7	2015	150
Pre-Algebra/Holt	0-03-093468-0	2008	51
Chemistry/Pearson	13:978-0-130252576-3	2012	42
Psychology Principles in Practice/HOLT	0-03-077789-5	2008	63
Mexican American Literature/Harcourt MIGRANT	0-15-347499-8	1990	
Abriendo Paso Lectura/Prentice Hall	0-13-317529-4	2012	44
Abriendo Paso Gramatica/Prentice Hall	0-13-317536-7	2012	26
Mundo Real Level 1 Cambrdge	9781107472563	2015	75
Mundo Real Level 2/Cambridge	9781107473461	2015	75
Mundo Real Level 3/Cambridge	9781107473744	2015	25
Mundo Real Level 4/Cambridge	9781316502396	2015	25
Street Law /Glencoe	0-07-860019-7	2008	129
Introduction To Criminal Justice/Thompson Wadsworth	0-495-09541-9	2008	82
Criminalistics/Follett Educational Services/Pearson	0 13 113706 9	2004	31
D'accord 1 French Book/Vista Higher Learning	978-1-61857-863-1	2015	40
D'accord 2 French Book/Vista Higher Learning	978-1-62680-278-0	2015	50
Vietnamese Dictionary/Migrant Funds			

2024-2025 Materials Disposal

Presente Perpetuo/Mixed Media/Cambridge University Press	9788498480368	2007	70
Volver/Cambridge University Press	9788498481402	2009	33
Regreso A Las Raices/Cambridge University Press	9788495986948	2007	74
Ways of the World/Bedford	9780312583507	2013	5
American Pageant/Cengage Learning	978-1-305-07590-0	2015	63
The Americans/Holt McDougal	13-978054755751-9	2012	30
World History & Geography/McGray Hill	9780076648689	2014	25
Physics/HOLT	0-03-073548-3	2006	171
Phychology in everyday life/Worth Publishers	978 1 4292 6394 8	2012	49
Gov Alive! Power, Polotics & You/TCI Publisher	978-1934534-23-6	2014	60
Government Alive! Power, Politics & You/TCI	978-1-934534-14-4	2014	90
History Alive!! World Connections/TCI	978-1-58371-948-0	2013	60
History Alive! Pursuing American Ideals	978-1-934534-88-5	2013	60
Physical Science		2006	147
World of Chemistry		2002	157
World of Chemistry Annotated Teacher's Edition		2002	2
Biology		2007	149
Chemistry		2012	13
Physics Teacher's Edition		2014	1
Biology The Dynamics of Life		2004	35
Biology		2006	5
Science Interactions		1996	16

2024-2025 Materials Disposal

Water (Center for Occupational Research and Development)		1999	7
Success College Writing 5th Edition	978-0-312-67609-4	2012	117
Geometry – Concepts & Skills	978-0-618-50157-1	2005	100

HGMS:

Title & Publisher	**ISBN #**	**Copyright Date**	**Total # of Books**
The Kansas Journey	978-1-58685-286-3		110
Geography Alive! Regions and People	978-1-58371-452-2		80
History Alive: The United States Through Industrialism	978-1-58371-271-9		51

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: October 30, 2024
RE: FY25 1st Quarter Budget Report

ISSUE:

There will be a presentation on the USD 457 Budget.

BACKGROUND:

District Policy states there shall be quarterly budget reports presented to the Board of Education. Being the first one, this will be a broad overview of the financials and an explanation of the Cash Summary Report that the Board is given monthly. A comparison of FY24 will also be presented.

ALTERNATIVES:

None

RECOMMENDATIONS:

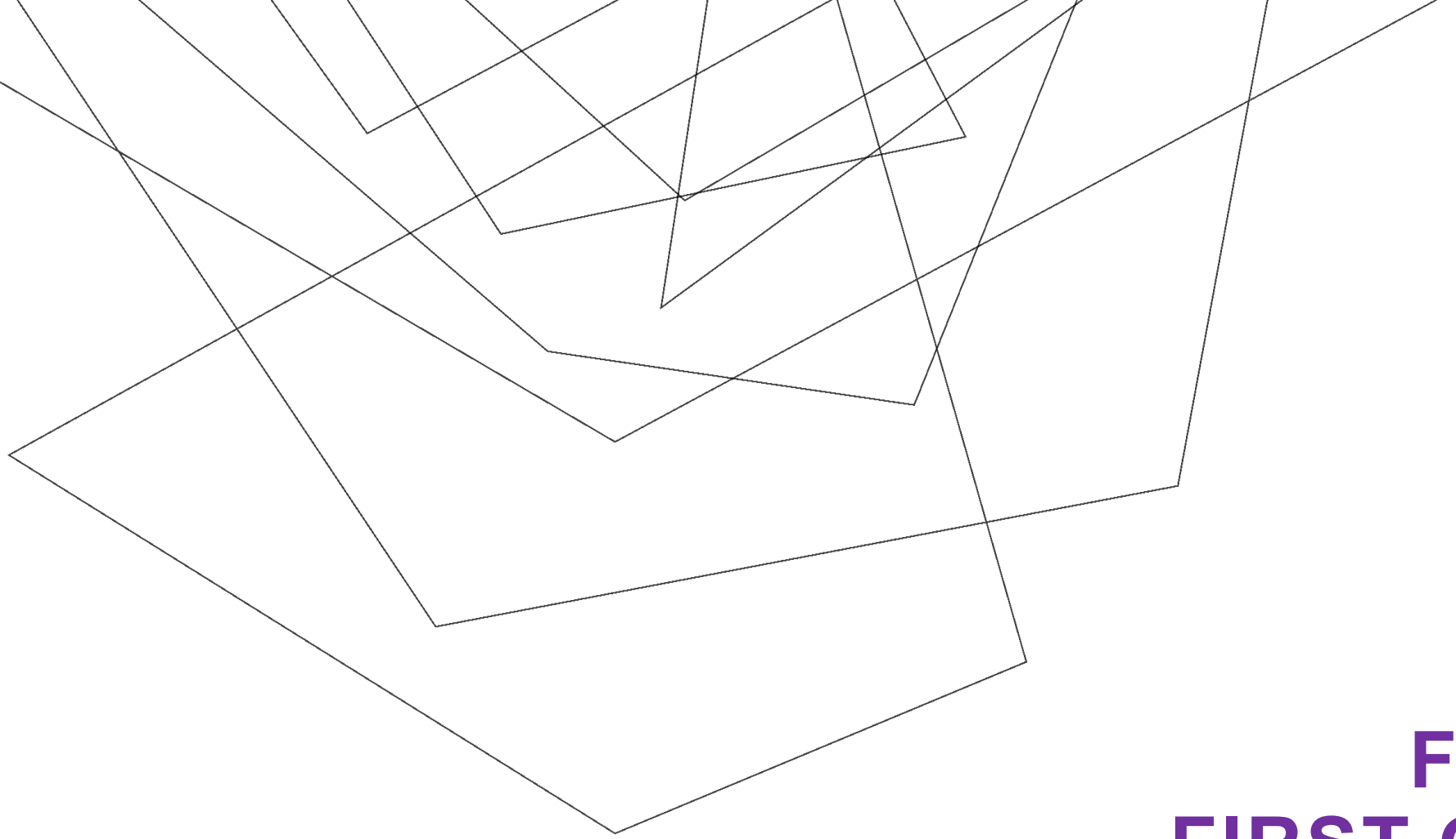
None

FISCAL NOTE:

None

ATTACHMENTS:

None



FY25 FIRST QUARTER UPDATE

CASH SUMMARY REVIEW

Funds

Revenue Sources

Use of Funds

% of Salaries & Benefits

GENERAL FUND FY24 - $60,494,385

FUNDED BY STATE AID & TAXES LEVIED

42.6% GOES TO SALARIES & BENEFITS
-$25.79M

48.3% IS TRANSFERS
-$29.19M

REMAINING FUNDS
-COST CENTERS $1.41M
-TR/PF SUPPLIES
-LEGAL
-AUDIT
-INSURANCE
-RECRUITMENT

GENERAL FUND FY25 BUDGET- $66,901,537

LOB FY24-
$19,286,190

61.24% IS FUNDED BY STATE AND TAXES LEVIED

16.2% GOES TO SALARIES AND BENEFITS
-$3.13M

80.80% IS TRANFERS
-$15.59M

REMAINING FUNDS
-TECH EQ
-CONTRACTS
-SUPPLIES
-BUS
-COPY PAPER

LOB FY25 BUDGET-
$21,485,000

4 YR OLD AT-RISK FY24 - $208,941

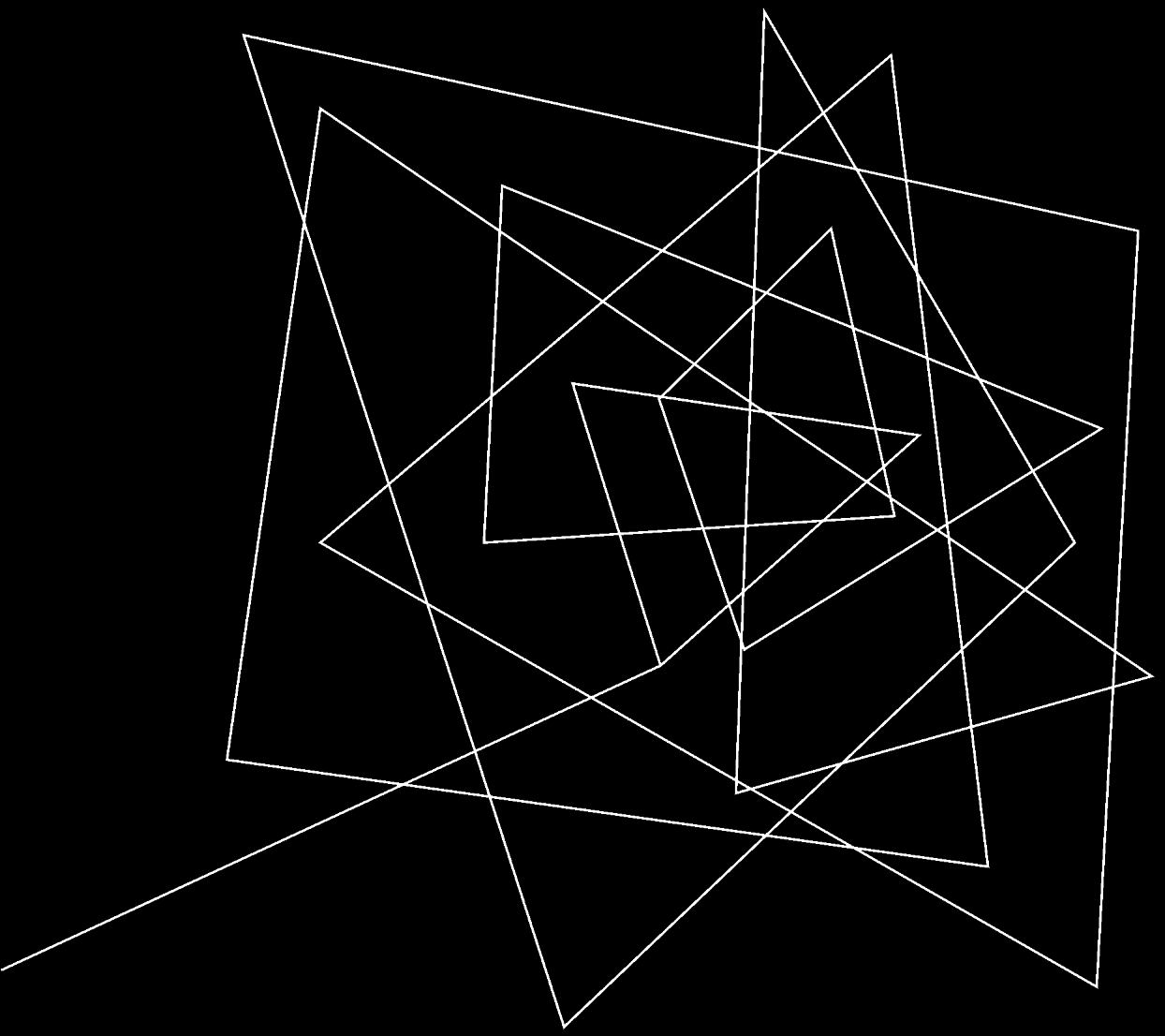
FUNDED BY TRANSFER FROM LOB

100% GOES TO SALARIES AND BENEFITS

17.5% OF 20 PRE-K TEACHERS CONTRACTS

4 YEAR OLD AT-RISK FY25 BUDGET- $258,401.24

CURRENT BALANCE - $472,248.66



AT-RISK FY24-
$18,418,642

REQUIRED TRANSFER COMES FROM LOB AND GF

97.8% GOES TOWARDS SALARIES AND BENEFITS
-$18.02M

REMAINING FUNDS
-SUPPLIES AND BOOKS

AT-RISK FY25 BUDGET-
$19,805,176

CURRENT BALANCE -
$2,590,315.36

BILINGUAL FY24-
$1,955,058

TRANSFER FROM LOB

98.9% GOES TOWARDS SALARIES AND BENEFITS
-$1.93M

67 SUPPLEMENTALS, % OF 35 TEACHERS FOR TRANFERS

REMAINING FUNDS
-SUPPLIES AND INSERVICE

BILINGUAL FY25 BUDGET-
$2,705,147

CURRENT BALANCE - $859,691.44

VIRTUAL FY24-
$248,773

TRANSFER COMES FROM GENERAL, GENERATE ~ $5,600/STUDENT

96.7% GOES TOWARDS SALARIES AND BENEFITS
-$240,513

REMAINING FUNDS
-SUPPLIES

VIRTUAL FY25 BUDGET-
$262,062

CURRENT BALANCE - $606,053.72

CAPITAL OUTLAY FY24-
$5,512,719

FUNDED BY 60% STATE AID, TAXES LEVIED AND TRANSFER FROM GENERAL

100% OF FUND GOES TOWARDS:
-EQUIPMENT
-ROOFS
-REPAIRS
-COPIERS
-VEHICLES
-PLAYGROUNDS
-TECHNOLOGY
-LAND
-SECURITY CAMERAS

CAPITAL OUTLAY FY25 AUTHORITY-
$13,405,000

CURRENT BALANCE - $15,298,024.22

DRIVER'S ED FY24

$26,212

FUNDS COME FROM FEES COLLECTED AND STATE AID ($12K)

FUNDS GO TOWARDS:

-SALARIES

-INSURANCE

-FUEL

-SUPPLIES

DRIVER'S ED FY25 BUDGET-

$??

CURRENT BALANCE - $102,696.58

FOOD SERVICE FY24-
$5,316,567

FUNDS COME FROM COLLECTED FEES, STATE AND FEDERAL AID

NO MORE THAN 3 MONTHS WORTH OF EXPENSES CAN CARRYOVER

51% GOES TOWARDS SALARIES AND BENEFITS
-$2.71M

FOOD SERVICE FY25 BUDGET-
$6,144,552

CURRENT BALANCE - $817,688.01

PROFESSIONAL DEVELOPMENT FY24- $467,447

FUNDING COMES FROM STATE AID

PROFESSIONAL DEVELOPMENT FY25 BUDGET- $685,478

CURRENT BALANCE - $939,620.87

PARENTS AS TEACHERS FY24- $388,944

FUNDED BY GRANT AND 50% MATCH FROM GENERAL

FUNDS GO TOWARDS SALARIES AND BENEFITS FOR 7 EMPLOYEES

PARENTS AS TEACHERS FY 25 BUDGET- $410,960

CURRENT BALANCE - $25,443.26

SPEICAL EDUCATION FY24-

$11,102,061

FUNDING COMES FROM MEDICAID, TRANFERS FROM GENERAL AND LOB

93.4% GOES TOWARDS SALARIES AND BENEFITS

-$10.26M

REMAINING FUNDS

-INSERVICE

-SUPPLIES

-PT SERVICES

-PLAYGROUNDS

-TR

SPECIAL EDUCATION FY25 BUDGET- $15,120,171

CURRENT BALANCE - $894,835.79

CAREER & TECHNICAL EDUCATION FY24- $1,225,443

TRANSFER FROM LOB

91.2% GOES TOWARDS SALARIES AND BENEFITS -$1.12M

REMAINING FUNDS
-EQUIPMENT
-INSERVICE
-SUPPLIES

CAREER & TECHNICAL EDUCATION FY25 BUDGET- $1,228,745

CURRENT BALANCE - $457,925.17

HEALTH RESERVE FY24- $12,902,867

FUNDS COME FROM FRINGE, PREMIUMS, RX REBATES AND TRANSFERS

HEALTH RESERVE FY25 BUDGET- $15M

CURRENT BALANCE - $2,071,933.66

TEXTBOOKS FY24-
$175,225

FUND COMES FROM FEES, TRANSFERS FROM LOB AND GENERAL

EXPENDITURES VARY AND ARE MINIMAL UNITL A NEW TEXTBOOK ADOPTION IS UP, SET TO PURCHASE ELA ~ $1M IN FY26.

TEXTBOOK FY25 BUDGET-
$250,000

CURRENT BALANCE - $2,624,040.84

BOND & INTEREST FY24- $7,119,056

62% OF FUNDS COME FROM STATE AID AND REST FROM TAXES LEVIED

PAYOFF WILL BE IN SEPTEMBER OF 2034

BOND & INTEREST FY25 BUDGET- $7,307,656

CURRENT BALANCE - $3,000,344.66

INTEREST ON INVESTMENTS FY24- $764,958

FUNDED BY SWEEP ACOUNT, CDS AND T-BILLS

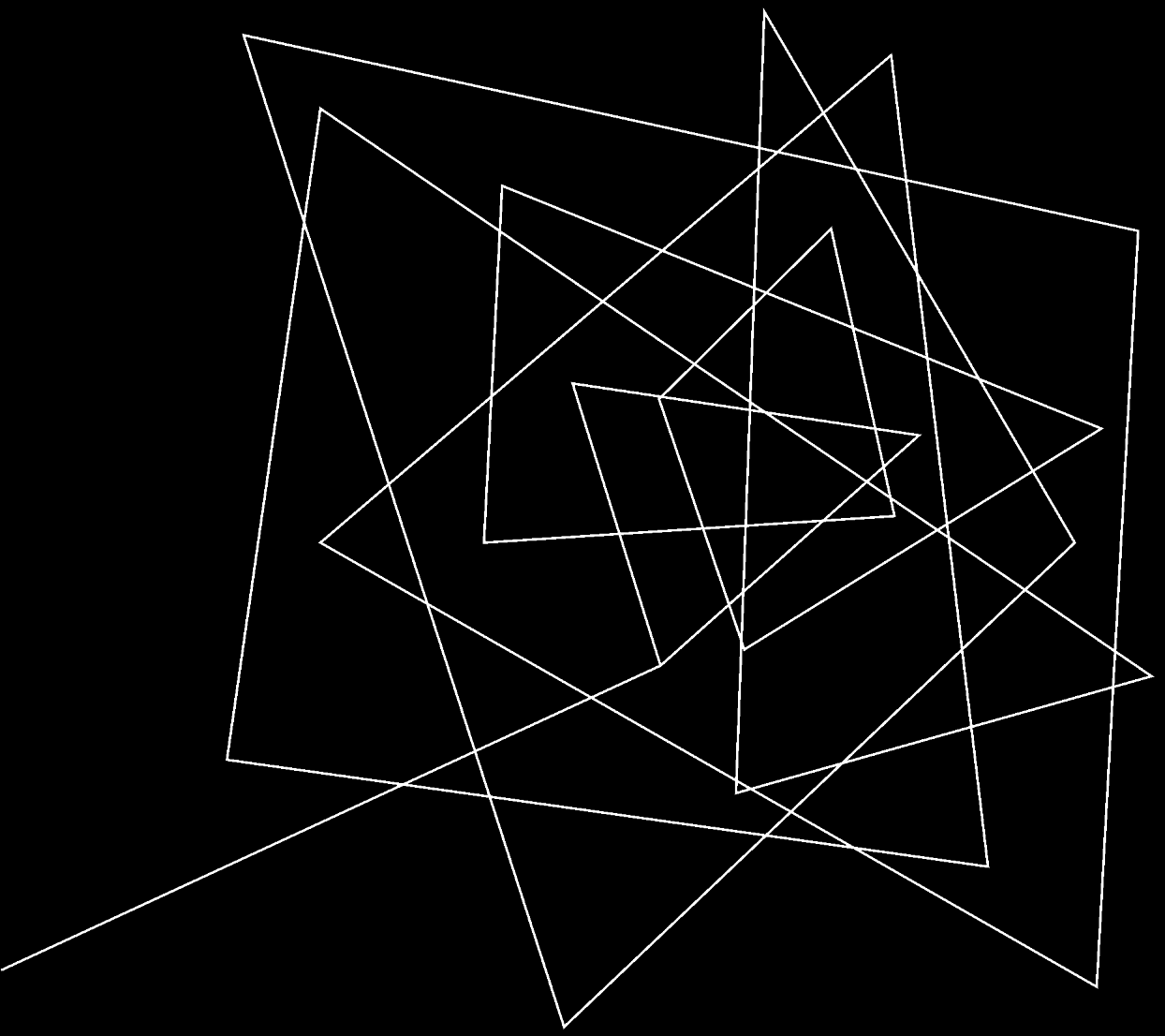
CURRENTLY THE AVG RATE IS 4.2%

AT YEAR END WE SPLIT BETWEEN CAPITAL AND HEALTH RESERVE

LADDER MATURITIES:
-$25M IN CDS
-$5M IN T-BILLS
-ALL BUT $6M SWEEPS NIGHTLY AND THAT IS CURRENTLY AROUND $9M

INTEREST ON INVESTMENTS FY25 GOAL- $1M

CURRENT BALANCE - $194,540.31



GIFTS & GRANTS FY24-
$257,681

FUNDED BY MENTAL HEALTH GRANT, SAFE & SECURE GRANT, BOB AND MISC OTHERS

GIFTS & GRANTS FY25 AUTHORITY-
$1,024,970

CARK PERKINS FY24-
$77,727

FUNDED BY FEDERAL FUNDS

USED FOR CAREER & TECH ED IN-SERVICE AND SUPPLIES

CARL PERKINS FY25 BUDGET-
$74,323

TITLE IIA FY24-
$242,385

FEDERAL FUNDS

USED FOR MENTORS, CLASS SIZE REDUCTION AND TEACHER QUALITY

PAY FOR 3 TEACHERS AND IN-SERVICE

TITLE IIA FY25 BUDGET-
$251,319

KPERS FY24-
$7,650,430

FLOW-THROUGH

6% OF WAGES FOR EMPLOYEES IN COVERED POSITIONS
-630 HOURS/YR

KPERS FY25 BUDGET-
$8,147,708

CONTINGENCY RESERVE FY24-
$0

TRANSFERS FROM LOB AND GENERAL FUNDS

EMERGENCY FUND-ALL TRANSACTIONS MUST BE BOARD APPROVED

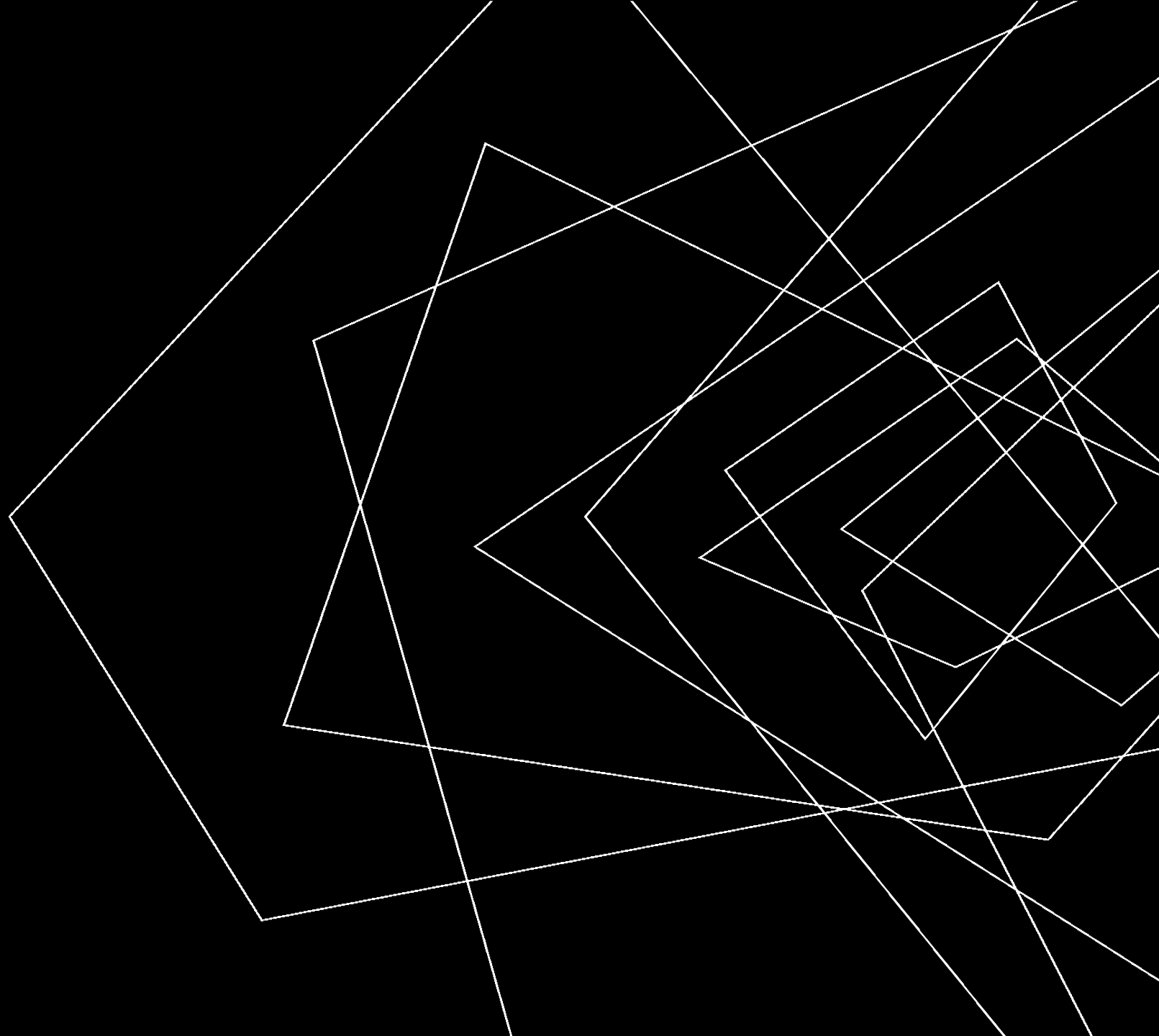
CONTINGENCY RESERVE FY25 BALANCE-
$4,495,000

TITLE VIB TARGETED IMPROVEMENT FY24- $54,589

FEDERAL FUNDS

USED FOR IEP REVIEWERS, AUTISM TEAM AND 2 SPED PROGRAMS

TITLE VIB TARGETED IMPROVEMENT FY25 BUDGET- $54,589



TITLE I & TITLE IVA REAPED FY24-
$1,821,009

FEDERAL FUNDS

96.9% GOES TOWARDS SALARIES AND BENEFITS
-$1.76M FOR INSTRUCTIONAL COACHES, PARAS AND 5 COUNSELORS

FUNDS USED FOR PARENT INVOLVEMENT SUPPLIES AND HOMELESS SUPPLIES

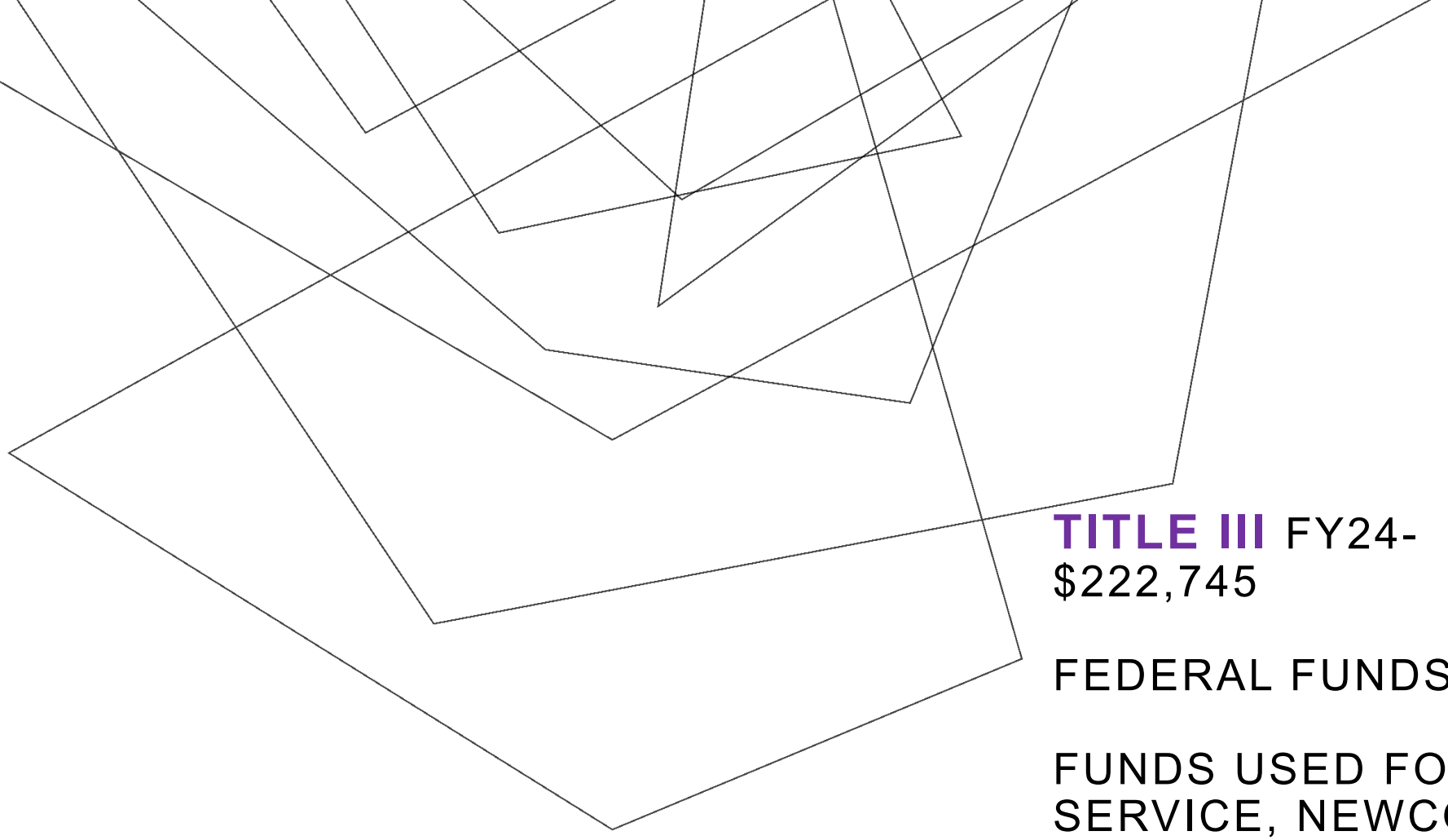
TITLE I & TITLE IVA REAPED FY25 BUDGET-
$1,782,767

TITLE I C-MIGRANT FY24-
$483,450

FEDERAL FUNDS

USED FOR SALARIES, IN-SERVICE AND SUPPLIES

TITLE I C-MIGRANT FY25 BUDGET-
$497,000



TITLE III FY24-
$222,745

FEDERAL FUNDS

FUNDS USED FOR SALARIES, IN-SERVICE, NEWCOMER TEACHER, .5 COUNSELOR AND PARAS

TITLE III FY25 BUDGET-
$223,004

TITILE VIB FED PASS THRU FY24- $1,375,869

FEDERAL FUNDS

USED FOR 18 SPED TEACHERS, SUPPLIES, IN-SERVICE AND EQUIPMENT

TITLE VIB FED PASS THRU FY25 BUDGET- $2,888,857

TITLE VIB ECH & PRIVATE SCHOOLS 3-5 FY24- $103,373

FEDERAL FUNDS

USED FOR 1 SPED ECH TEACHER

TITLE VIB ECH & PRIVATE SCHOOLS 3-5 FY25 BUDGET- $61,012

SIGNIFICANT DISPROPORTION FY24- $238,280

FEDERAL FUNDS

FLAGGED BY THE STATE AND A PLAN IS IN PLACE

FUNDS GO TO SALARIES AND BENEFITS GO TOWARDS:
-6 BEHAVIOR SPECIALISTS/SOCIAL WORKERS
-FORBES/DR.SCOTT

SIGNIFICANT DISPROPORTION FY25 BUDGET- $446,759.62

TITLE VIB PRIVATE SCHOOLS 3-21 FY24-
$381,751

FEDERAL FUNDS

25% GOES TOWARDS SALARIES AND BENEFITS FOR 2 SPED TEACHERS AND 3 PARAS AT THE PRIVATE SCHOOLS

TITLE VIB PRIVATE SCHOOLS 3-21 FY25 BUDGET-
$117,681

KSOR REFUGEE GRANT FY24-
$34,250

FEDERAL FUNDS

FUNDS WERE TO SERVICE THE AFGHAN COMMUNITY GRANT WAS NOT RENEWED DUE TO LACK OF NEED

KSOR REFUGEE GRANT FY25 BUDGET-
$5,452.68

ESSER FY24-
$3,372,570

FEDERAL FUNDS

ESSER FY25 BUDGET-
$2,607,545.06

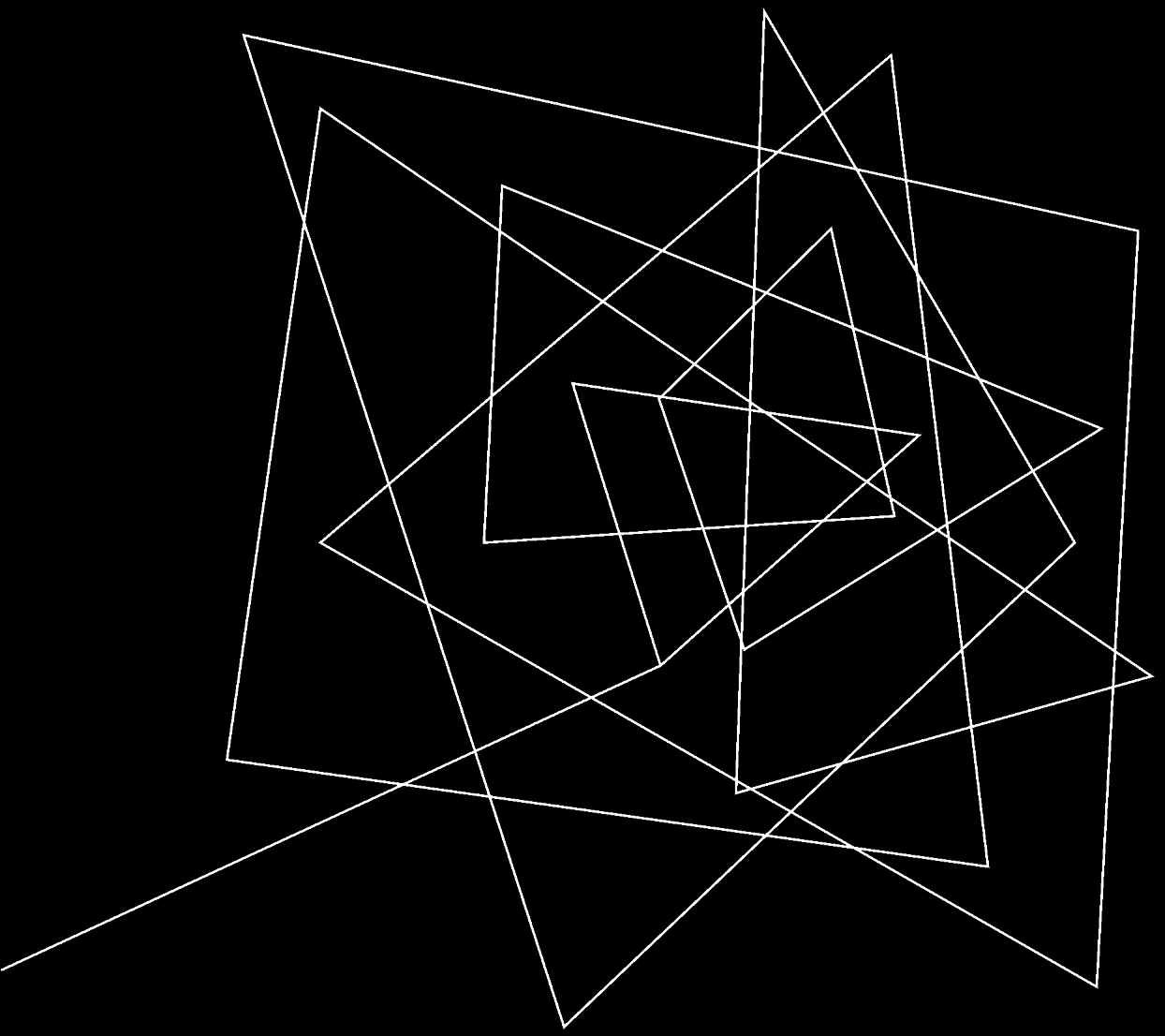
MCKINNEY VENTO FY24-
$97,167

FEDERAL FUNDS

HOMELESS

FUNDS GO TOWARDS SALARIES, MEDICAL SERVICES, SUPPLIES AND EQUIPMENT

MCKINNEY VENTO FY25 BUDGET-
$46,455.52
DROP IS DUE TO ARP FUNDS ELIMINATED



KDHE FY24-
$113,904

FEDERAL GRANT

STARTED WITH COVID, PHASING OUT

1 HEALTH PARA

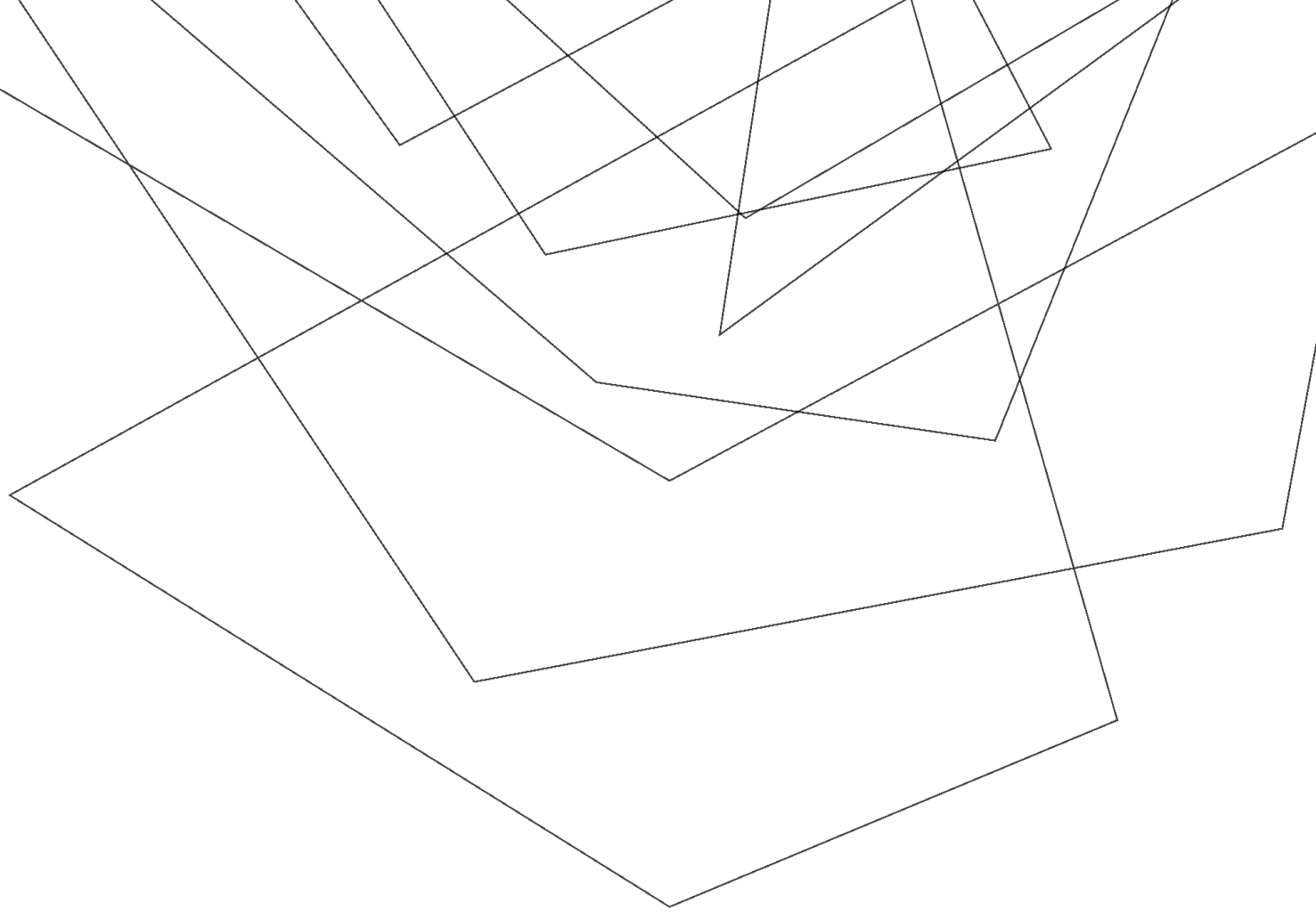
KDHE FY25 BUDGET-
$38,385

21ST CENTURY GRANTS (3) FY24- $279,888

FEDERAL FUNDS

5 YEAR GRANTS FOR ASP/SUMMER SCHOOL

21ST CENTURY GRANTS (3) FY25 BUDGET- $249,889



KPP FY24-
$886,500

½ STATE AND ½ FEDERAL FUNDS

40% OF CONTRACTS AND BENEFITS FOR 20 PRE-K TEACHERS, 100% FOR 1 COUNSELOR AND SUPPLIES AND EQUIPMENT

KPP FY25 BUDGET-
$886,500

PROFESSIONAL SERVICES AGREEMENT NO. RSP 00411

THIS PROFESSIONAL SERVICES AGREEMENT NO. RSP 00411 ("Agreement") is made and entered into this 11 day of September, 2023, by and between RSP & Associates, LLC ("Consultant"), and Unified School District No. 457, Finney County, State of Kansas ("Client").

WHEREAS, Client is interested in contracting with Consultant to provide professional services as it relates to a boundary analysis, enrollment analysis and facilitation/presentations; and

WHEREAS, Consultant has an expertise in the areas of boundary analysis, enrollment analysis and facilitation/presentations.

NOW, THEREFORE, in consideration of the terms and conditions set forth below, the parties agree as follows:

1. **DESCRIPTION OF PROFESSIONAL SERVICES.** Professional services provided by Consultant to Client shall include, but are not limited to, Consultant's designing, preparing, writing and/or analyzing the following:

1.1 Boundary Analysis

1.2 Enrollment Analysis

1.3 Facilitation/Presentations

2. **PROJECT MANAGEMENT.**

2.1 Work Plan. All Services will be undertaken, completed and presented to Client within the time frames and deadlines stated in Section 6, Deliverables of this Agreement unless both Client and Consultant agree in writing upon another schedule.

2.2 Work Plan Management. At the request of Client, Consultant shall provide a description of the status of a particular service to be provided by Consultant hereunder.

2.3 Communications. All communications regarding any of the projects should be made to Consultant, Robert S. Schwarz, owner, and made to Client through Dr. Mike Dominguez, Superintendent and the USD 457 Board of Education.

3. **CHANGE CONTROL.**

3.1 Procedure. Changes to this Agreement may be made only in writing and agreed to by both parties.

3.2 Client Changes. Only the following individuals may authorize changes for Client: Dr. Mike Dominguez, Superintendent and USD 457 Board of Education.

3.3 Consultant Changes. Only the following individual may accept on behalf of Consultant any changes requested by Client: Robert S. Schwarz, Owner.

4. **TECHNICAL SPECIFICATIONS.** Each report will be provided from Consultant to Client in both a hard copy and digital PDF format.

5. **QUALITY STANDARDS.** The products delivered to Client will be of the highest quality and considered final after being reviewed and approved by Client; or in the case of suggested changes by Client, that those changes are made by Consultant and final approval given by Client.

6. **DELIVERABLES.**

6.1 Consultant Deliverables Defined. The following services shall be created and provided by Consultant to Client:

a. The Boundary Analysis provides redistricting options that are based on the Student Forecast Model enrollment projections generated in the Enrollment Analysis. The report will document the public process, benchmark each option with respect to the boundary criteria the USD 457 Board of Education approves, and ultimately assist Client in understanding the possible solutions for the enrollment change to include better utilization of existing facilities, the timing when new facilities or additions should be built, when new sites should be purchased, and when a bond referendum should be held.

b. The Enrollment Analysis assists Client in understanding how the projected enrollment impacts capacity and educational use at each of its facilities. The analysis projects the enrollment at each facility for the next five (5) years with current boundaries. It includes tables, graphs, charts, and maps. Meetings with City and County planners, and developers are utilized to discuss land use, development policies, building permit trends, and future development plans to accurately factor for those variables in the Enrollment Projection Model.

c. The Facilitation Process has Consultant leading the facilitation process. The process will allow detailed exploration of options to better utilize facilities through boundary process, grade configuration, or feeder systems. The consultant will create a process that will integrate the following elements: Board of Education, Administration, Committee, Community, and Consultants. The process will include maps, charts, and discussions to provide a comprehensive recommendation to the Board of Education.

6.2 Client Content Defined. The following are data or services to be provided by Client:

a. Data download of Official Student Count download in a DBF format after the count on September 20, 2023 to include the following data fields:

- Student ID Number
- Address
- City
- State
- Zip Code

- Grade
- School Attending
- Ethnicity
- Gender
- Special Education Code
- Date of Birth
- Date Assigned to the District

b. The following Finney County data with the extensions of DBF, PRI, SBN, SBX, SHP, and SHX are requested:

- Address Point
- Street File
- County Boundaries
- County Arc Boundary
- County Plats
- County Subdivisions
- Property Lines
- Property Polygons
- Property Point
- School Districts
- School Districts Attendance Area (ES, MS, HS)
- Public School Point Data
- Private School Point Data
- Zip Codes
- Buildings
- Centerline

c. The City of Garden City Kansas and/or Finney County data with the extensions of DBF, PRJ, SBN, SBX, SHP, and SHX are requested:

- Infrastructure (Water, Sewer, Electricity, and Gas)
- Zoning Attributes
- Long Range Planning Attributes

d. Other GIS or data files as needed to complete the reports, studies, or analysis.

e. Digital files produced by Client that will assist in completing the scope of services or any special projects.

6.3 Deliverables Date. The services and Consultant's deliverables, as shown in Exhibit A attached hereto, to be provided under subparagraph 6.1 shall be provided and delivered to Client in final form:

a. Boundary Analysis – April 2024

b. Enrollment Analysis – January 2024

c. Facilitation/Presentations – April 2024

7. **PRICING TERMS.**

7.1 Payment. The Agreement will be performed for one (1) school year and shall be paid in the following manner:

a. The total contract for 2023/24 School Year is Eighty Thousand Three Hundred Dollars ($80,300.00), to be paid as follows:

- Upon completion of the Boundary Analysis, Consultant shall be paid Fourteen Thousand Dollars ($14,000.00).
- Upon completion of the Enrollment Analysis, Consultant shall be paid Twenty-two Thousand Five Hundred Dollars ($22,500.00).
- Upon completion of each public meeting, Consultant shall be paid Five Thousand Two Hundred Fifty Dollars ($5,250.00). There are eight (8) meetings scheduled (two (2) BOE, four (4) Committee, and two (2) Public Forum) for a total of Forty-two Thousand Dollars ($42,000.00).
- Upon completion of a Zoom BOE meeting, Consultant shall be paid One Thousand Eight Hundred Dollars ($1,800.00).

b. Reimbursable Expenses. Consultant's compensation set forth in subparagraph 7.1a above shall include all expenses incurred by Consultant in Consultant's performance under this contract, with the exception of the following expenses, which will be reimbursed by Client in the manner hereinafter set forth:

- Consultant will utilize Client's ability to print work product.
- Client shall reimburse Consultant for any data collection expenses in an aggregate amount not to exceed $500.00.
- Consultant has included travel, food, and lodging costs associated with each of the meetings with Client. (See Appendix of Boundary Process). If meetings are rescheduled due to the needs of Client, Client will be responsible to Consultant for any additional travel expenses to make the change in schedule.

7.2 Contingency. The payment plan stated in subparagraph 7.1 is contingent upon Client utilizing Consultant's services for the specified amount of time and providing Consultant with the data described in subparagraph 6.2 hereof.

a. If Client is unable to provide the requested data as stated in subparagraph 7.2, Consultant will charge the client the actual cost billed to Consultant by the entity providing the data associated with obtaining the information in subparagraph 6.2.

7.3 Additional Services. Any additional services shall be authorized in writing by the Client prior to initiation and compensated in the following rates per hour, billable in quarter hour increments, unless otherwise negotiated by both parties:

- Principal - $150.00
- GIS Analyst - $100.00
- Project Manager - $95.00
- Zoom meeting - $1,800.00
- RSP in person meeting - $5,250 (travel included)

8. **CONSULTANT CONTENT.** Consultant content shall consist of at least the following:

8.1 Enrollment Projection Model

8.2 Population Projection Model

8.3 Analysis Work Products

9. **CLIENT CONTENT.** Client content may consist of the following elements:

9.1 Digital student data for each student with at minimum the fields of address, grade, gender, and ethnicity (when ethnicity information is available).

9.2 Digital shape-file of parcels in the District.

9.3 Digital street centerlines file for all streets in the District that has the appropriate fields for accurate geocoding.

9.4 Digital shape-file of all school sites in the District.

9.5 Digital shape-file of the current school boundaries for each attendance area.

9.6 City and County Future Planning Maps of the area within the District.

10. **CONFIDENTIALITY.** Consultant shall abide by all federal, state and local laws, regulations and policies of USD 457 related to confidentiality of students and student records.

11. **TERMINATION.** The Agreement may be terminated by either party immediately if the other party breaches any material obligation provided hereunder and the breaching party fails to cure such breach (if such breach is curable) within thirty (30) days of receipt of the written notice from the non-breaching party specifying the nature of the default. Client shall be responsible for payment of any services rendered by Consultant up to date of termination.

12. **SUFFICIENCY OF FUNDS.** In the event sufficient funds shall not be appropriated by the State of Kansas to Client the payments required under the terms and conditions of this Agreement, Client may terminate this Agreement pursuant to the notice requirements set forth herein. Client shall be responsible for payment of any services rendered by Consultant up to date where insufficiency of funds is determined.

13. **NOTICES.** All notices required or which may be given hereunder shall be considered as properly given if delivered in writing, personally, by email, or sent by certified mail, postage prepaid, and addressed as follows:

CLIENT: Dr. Mike Dominguez, Superintendent
Unified School District No. 457
1205 Fleming Street
Garden City, Kansas 67846

CONSULTANT: _____
_____
_____

Notices served by mail shall be deemed to be given on the date on which such notice is deposited in the United State mail.

14. **GENERAL PROVISIONS.**

14.1 This Agreement incorporates all of the obligations, agreements, and understandings of the parties hereto, and there are no oral agreements or understandings between the parties hereto concerning the subject covered by this Agreement.

14.2 If any provision, or any portion thereof, contained in this Agreement is held unconstitutional, invalid or unenforceable, the remainder of this Agreement, or portion thereof, shall be deemed severable, shall not be affected and shall remain in full force and effect.

14.3 This Agreement may be amended, changed, or modified only upon the written consent of all of the parties.

14.4 This Agreement shall be construed in accordance with the laws of the State of Kansas.

14.5 The paragraph headings appearing in this Agreement have been inserted for the purposes of convenience and ready reference, and do not purport to nor shall they be deemed to define, limit, or extend the scope or intent of the paragraph to which they pertain.

[Remainder of page left blank intentionally. Signature pages follow.]

The parties have executed this Agreement by their duly authorized representatives as of September 11, 2023.

CONSULTANT

RSP & ASSOCIATES, LLC

By: Robert B. Schwarz

Title: Owner

Date: 09/11/23

CLIENT

Unified School District No. 457, Finney County, State of Kansas

By: Dr. Mike Dominguez
Dr. Mike Dominguez, Superintendent

Date: 9/11/23

ATTEST:

By: Jennifer Ramos
Jennifer Ramos, Board Clerk

Date: 9/11/23

APPROVED AS TO FORM:

By:
Jennifer V. Cunningham, Board Attorney

EXHIBIT A

Garden City Public Schools 2023/24 Comprehensive Boundary Process

Boundary plan implementation 2024/25 school year

Note: Meeting dates are subject to availability of when contract is signed.

BOE MEETING #1
RSP via Zoom
Board of Education receives homework of Boundary Criteria

Tuesday, December 5

BOE MEETING #2
RSP in-person
Board of Education receives RSP Enrollment Analysis and prioritizes Boundary Criteria

Monday, January 8

Enrollment Analysis
RSP provides 5-Year Enrollment Forecast and student data analysis

Consultant Assists with Facilitation
Enrollment and development trends, scenario development, committee facilitation

District Staff Assists with Facilitation
Addresses educational curriculum, building utilization, and educational programming concerns

BOUNDARY COMMITTEE MEETING #1
RSP in-person
Boundary team receive charge, process, and EA overview

Thursday, February 1

BOUNDARY COMMITTEE MEETING #2
RSP in-person
Refine scenarios, discuss options, achieve consensus

Thursday, February 22

BOUNDARY COMMITTEE MEETING #3
RSP in-person
Refine scenarios, discuss options, achieve consensus

Thursday, March 7

PUBLIC INPUT
RSP in-person
Opportunity for patron feedback

March 20 to March 21

BOUNDARY COMMITTEE MEETING #4
RSP in-person
Refine scenarios, discuss options, achieve consensus

Thursday, April 4

BOE MEETING #3
Board of Education adopts boundary plan for 2024/25 implementation

Monday, April 15

KEY:

- **Board of Education Action**
- **Public Input Opportunity**
- **Administration Work**
- **Consultant Assistance**
- **Staff Assistance**

Updated September 5, 2023

RSP

PROFESSIONAL SERVICES AGREEMENT NO. RSP 00474

This Professional Services Agreement No. RSP 00474, made and entered into this _____ day of _____, 2024 ("Agreement"), by and between RSP & Associates, LLC. ("Consultant"), and Unified School District No. 457, Finney County, State of Kansas ("Client").

WHEREAS, Client is interested in contracting with Consultant to provide professional services as it relates to a boundary analysis, enrollment analysis and facilitation/presentations; and

WHEREAS, Consultant has an expertise in the areas of boundary analysis, enrollment analysis and facilitation/presentations;

NOW, THEREFORE, in consideration of the terms and conditions set forth below, the parties agree as follows:

1. **Description of Professional Services**. Professional services provided by Consultant to Client shall include, but are not limited to, Consultant's designing, preparing, writing and/or analyzing the following:

   1.1 Boundary Analysis

   1.2 Facilitation/Presentations

2. **Project Management.**

   2.1 Work Plan. All Services will be undertaken, completed and presented to Client within the time frames and deadlines stated in Section 7 titled Deliverables of this Agreement unless both the Client and Consultant agree in writing upon another schedule.

   2.2 Work Plan Management. At the request of the Client, the Consultant shall provide a description of the status of a particular Service to be provided by Consultant hereunder.

   2.3 Communications. All communications regarding any of the projects should be made to the Consultant owner, Robert S. Schwarz, and made to Client through Dr. Mike Dominguez and the USD 457 Board of Education.

3. **Change Control.**

   3.1 Procedure. Changes to this Agreement may be made only in in writing and agreed by both parties.

3.2 Client Changes. Only the following individuals may authorize changes for the Client:

Dr. Mike Dominguez, Superintendent and USD 457 Board of Education

3.3 Consultant Changes. Only the following individuals may accept on behalf of consultant any changes requested by the Client:

Robert Schwarz, Owner

4. **Technical Specifications**. Each report will be provided from Consultant to Client in both a hard copy and digital pdf format.

5. **Quality Standards.** The products delivered to the Client will be of the highest quality and considered final after being reviewed and approved by the Client; or in the case of suggested changes by the Client, that those changes are made by the Consultant and final approval given by the Client.

6. **Deliverables.**

6.1 Consultant Deliverables Defined. The following Services shall be created and provided by the Consultant to Client.

a. The Boundary Analysis provides redistricting options for Elementary and Intermediate schools using the current buildings and grade configurations with administrative guidance on the number of sections by grade at each school. RSP will develop scenarios that are based on the 2023/24 Student Forecast Model enrollment projections generated in the 2023/24 Enrollment Analysis. The analysis will include scenarios to go into effect in the 2025/26 School Year.

b. Facilitation/Presentations are provided when requested and within the parameters stated in the Work Product section.

6.2 Client Content Defined. The following are data or services to be provided by the Client.

a. Data download of Official Student Count download in a dbf format after Sept 20 Count to include the following data fields:
   - Student ID Number
   - Address
   - City
   - State
   - Zip Code
   - Grade
   - School Attending

- Ethnicity
- Gender
- Special Education Code
- Date of Birth
- Date Assigned to the District

b. Other GIS or data files as needed to complete the reports, studies, or analysis.

c. Digital files produced by the Client that will assist in completing the scope of services or any special projects.

6.3 Deliverables Date. The Services and Consultant's Deliverables to be provided under paragraphs 6.1 shall be provided and delivered to District in final form:

a. Boundary Analysis: February 2025

b. Facilitation/Presentations – February 17, 2025, and March 3, 2025. Meeting attendance is priced according to virtual or in-person.

7. **Pricing Terms.**

7.1 Payment. The Agreement will be performed for one school year and is paid in the following manner:

a. 2024/25 School Year:

– Upon completion of the Boundary Analysis Client will pay Consultant Thirteen Thousand Dollars and no/100 ($13,000.00).

- Initial three scenarios - $7,500
- Two revised scenarios - $2,500
- Administrative meetings – $3,000 (includes 3 virtual meetings)

– OPTION: Upon completion of Board of Education in-person presentation Client will pay consultant Five Thousand Two Hundred Fifty and no/100 (5,250.00).

– OPTION: Upon completion of community feedback survey Client will pay consultant Three Thousand Five Hundred and no/100 (3,500.00).

b. Reimbursable Expenses. The Consultant's compensation set forth in paragraph 7.1a above shall include all expenses incurred by Consultant in Consultant's performance under this contract, with the exception of the

following expenses, which will be reimbursed by Client in the manner hereinafter set forth:

- Consultant will utilize the Client's ability to print work product.

- Client shall reimburse Consultant for any data collection expenses in an aggregate amount not to exceed $500.00.

- Consultant has included travel, food, and lodging costs associated with each of the meetings with the Client. If meetings are rescheduled due to the needs of the Client, the Client will be responsible to the Consultant for any additional travel expenses to make the change in schedule.

7.2 Contingency. The payment plan stated in 7.1 is contingent upon the Client utilizing Consultant services for the specified amount of time and providing Consultant with the data described in paragraph 6.2 hereof:

a. If the Client is unable to provide the requested data as stated in 7.2, the Consultant will charge the client the actual cost billed to the Consultant by the entity providing the data associated with obtaining the information in 6.2.

7.3 Additional Services: Any additional services shall be authorized in writing by Client prior to initiation and compensated in the following rates per hour, billable in quarter hour increments, unless otherwise negotiated by both parties:

- Principal - $150.00
- GIS Analyst - $100.00
- Project Manager - $95.00
- Zoom meeting - $1,800.00
- RSP in person meeting - $5,250 (travel included)

8. **Consultant Content.** Consultant Content shall consist of at least the following:

8.1 Enrollment Projection Model
8.2 Population Projection Model
8.3 Analysis Work Products

9. **Client Content.** Client Content may consist of the following elements:

9.1 Digital student data for each student with at minimum the fields of address, grade, gender, and ethnicity (when ethnicity information is available).

9.2 Digital shape-file of parcels in the District.

9.3 Digital street centerlines file for all streets in the District that has the appropriate fields for accurate geocoding.

9.4 Digital shape-file of all school sites in the District.

9.5 Digital shape-file of the current school boundaries for each attendance area.

9.6 City and County Future Planning Maps of the area within the District.

10. **Confidentiality.** Consultant shall abide by all federal, state and local laws, regulations and policies of USD 457 related to confidentiality of students and student records.

11. **Termination.** The Agreement may be terminated by either party immediately if the other party breaches any material obligation provided hereunder and the breaching party fails to cure such breach (if such breach is curable) within thirty (30) days of receipt of the written notice from the non-breaching party specifying the nature of the default. Client shall be responsible for payment of any services rendered by Consultant up to date of termination.

12. **Sufficiency of Funds.** In the event sufficient funds shall not be appropriated by the State of Kansas to Client the payments required under the terms and conditions of this Agreement, Client may terminate this Agreement pursuant to the notice requirements set forth herein. Client shall be responsible for payment of any services rendered by Consultant up to date where insufficiency of funds is determined.

13. **Notices.** All notices required or which may be given hereunder shall be considered as properly given if delivered in writing, personally, by email, or sent by certified mail, postage prepaid, and addressed as follows:

CLIENT: Unified School District No. 457
1205 Fleming Street
Garden City, Kansas 67846

and

Mike Dominguez
Superintendent
1205 Fleming Street
Garden City, Kansas 67846

CONSULTANT: RSP & Associates
7111 W 151st Street, Suite 12
Overland Park KS 66223

Notices served by mail shall be deemed to be given on the date on which such notice is deposited in the United State mail.

14. **General Provisions.**

14.1 This Agreement incorporates all of the obligations, agreements, and understandings of the parties hereto, and there are no oral agreements or understandings between the parties hereto concerning the subject covered by this Agreement.

14.2 If any provision, or any portion thereof, contained in this Agreement is held unconstitutional, invalid or unenforceable, the remainder of this Agreement, or portion thereof, shall be deemed severable, shall not be affected and shall remain in full force and effect.

14.3 This Agreement may be amended, changed, or modified only upon the written consent of all of the parties.

14.4 This Agreement shall be construed in accordance with the laws of the state of Kansas.

14.5 The paragraph headings appearing in this Agreement have been inserted for the purposes of convenience and ready reference, and do not purport to nor shall they be deemed to define, limit, or extend the scope or intent of the paragraph to which they pertain.

[Remainder of page left blank intentionally. Signature pages follow.]

The parties have executed this Agreement by their duly authorized representatives as of _____ , 2024.

CONSULTANT

RSP & ASSOCIATES, LLC

By:

Title: _____

Date: _____

CLIENT

Unified School District No. 457, Finney County, State of Kansas

By: _____

Title: _____

Date: _____

ATTEST:

By: _____
Clerk, Board of Education

Date:_____

APPROVED AS TO FORM:

By: _____
Board