



# Regular Board of Education Meeting Garden City Public Schools USD 457

Monday, December 4, 2023 - 6:00 PM

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

## Board of Education Members:

**Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp**

## AGENDA

A. The Board of Education will convene prior to the start of the regular business meeting to share dinner. Dinner will begin at 5:00 p.m. No action will be taken during dinner. The regularly scheduled meeting will begin at 6:00 p.m.

B. PLEDGE

C. APPROVAL OF AGENDA

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

*(a speaker or group will be allotted five minutes to speak after signing a request to address the Board of Education)*

D.1. Building Presentation - Garden City Virtual Academy

Kathleen Moorman, Principal

E. CORRESPONDENCE

F. CONSENT AGENDA

F.1. Minutes

F.1.a. Minutes of the November 6, 2023 Regular Board of Education Meeting

F.2. Accounts Payable totaling \$7,378,472.23 noting that all major accounts contain adequate balances to meet current obligations.

F.3. Personnel

F.3.a. Certified

F.3.b. Classified

F.4. Bids

F.4.a. Grounds Tractor - Plant Facilities - to accept the bid of Kanamak Equipment in the amount of \$34,675.54

Colleen Drees, Chief Financial Officer

F.4.b. Kenneth Henderson Middle School Flooring - Plant Facilities - to accept the bid of Star Commercial Flooring in the amount of \$131,270.47

Colleen Drees, Chief Financial Officer

F.5. Other

F.5.a. Consider and approve a State Contract - Grounds - Hustler Mowers - Hustler Turf in the amount of \$30,832.00

Colleen Drees, Chief Financial Officer

F.5.b. Consider and approve Board of Education Policy JBCC, Enrollment of Nonresident Students

F.5.c. Consider and approve technology items to dispose of

#### G. BOARD REPORTS

G.1. Curriculum Report - KELPA Data

Monica Diaz, Title Programs and Services Coordinator

G.2. Report on Significant Disproportionality

Gina Galpin, Director of Special Education

#### H. NEW BUSINESS

H.1. Consider and approve the agreement between Echelon Front and USD 457 in the amount of \$27,400.00 for Garden City Schools Full Day Workshop

Drew Thon, Chief Human Resource Officer

H.2. Consider and approve GMCN Design Fees for Roofing Projects

Colleen Drees, Chief Financial Officer

H.3. Consider and approve Nutanix DR Installation and Migration

Josh Guymon, Assistant Superintendent

H.4. Consider and approve the following Curriculum Council Items:

Dr. Maria Gomez-Rocque, Deputy Superintendent

H.4.a. Application for New Course Offering: ECHD 105 Early Childhood Education

H.4.b. Application for New Course Offering: Information Support and Services Workplace Experience

H.4.c. Application for New Course Offering: Cyber Security I

H.4.d. Application for New Course Offering: Foundations of Information Technology

H.4.e. Application for New Course Offering: Computing Systems

H.5. Social Worker Plan presentation.

Drew Thon, Chief Human Resource Officer

#### I. BOARD OPEN DISCUSSION

#### J. NEXT BOARD MEETING

*The next meeting of the Board of Education will take place on December 5, 2023, at 5:00 p.m. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.*

#### K. ACCOUNTS PAYABLE REVIEW - Mark Rude and Jennifer Standley

#### L. ADJOURNMENT

## Memorandum

**To:** Board of Education

**Thru:** Dr. Mike Dominguez, Superintendent

**Date:** 12/4/2023

**RE:** USD 457 Virtual Academy Building Presentation

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**Issue:**

The USD 457 Virtual Academy has been scheduled to make a building presentation to the Board of Education. This presentation will be presented by Kathleen Moorman, James Kent, and Diane Elliott.

**Background:**

This presentation will highlight the following through the PowerPoint presentation.

- About Us!
- Enrollment
- Graduation Rate
  - Honor Students
  - At Risk Population
- WIG
  - IPS (Individual Plans of Study)
- Changes to High School Graduation Requirements
  - Edgenuity CTE Courses
- Graduation Highlights
- Needs

**Alternatives:**

No other alternatives applicable

**Recommendations:**

No recommendations are applicable

**Fiscal Note:**

- The addition of staff could have a fiscal impact.

**Attachments:**

- PowerPoint

# USD 457 Virtual Academy



**1312 N 7<sup>th</sup> Street  
Garden City, KS 67846**

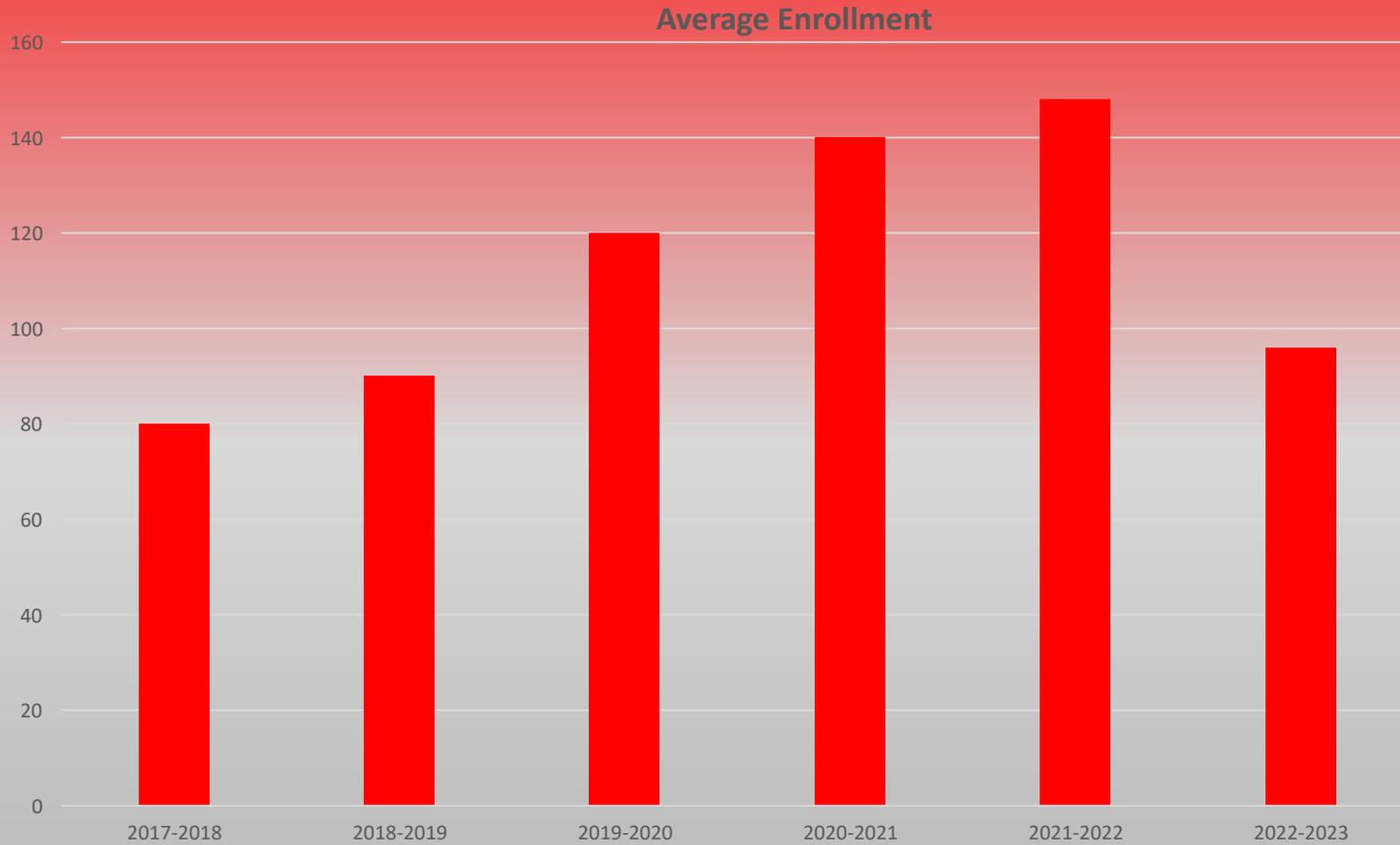
# A Little Bit About us....



# About US!

- The goal of the USD 457 Virtual Academy is to provide a supported, fully rigorous virtual scholastic program of study leading to a state recognized and accredited High School Diploma. Staff is onsite during school hours and we are also reachable through email and phone during these times.
- One key difference between the Virtual Academy and many other online programs is that student progress will be continually monitored. Failure to make acceptable progress will result in the student being transferred back to their originating school after the two-week trial period or at the beginning of a new semester. Students who have enrolled directly into the Virtual Academy from outside the district, who fail to make acceptable progress, will be transferred to GCA or GCHS at the beginning of a new quarter/semester.
- The majority of our students transfer within the district. The Virtual Academy is often the last chance for a student to graduate. Students often transfer to the Virtual Academy due to the 21-credit requirement. Our graduation rate and dropout rate correlate with students who have transferred from GCHS and GCA. A small percentage of students who drop out are from out of district.
- The Virtual Academy also enrolls a large number of juniors who are working towards early graduation. These students typically have higher GPA's and are often college bound.

# 2023 Virtual Enrollment



**Enrollment  
changes weekly  
and sometimes  
daily.**

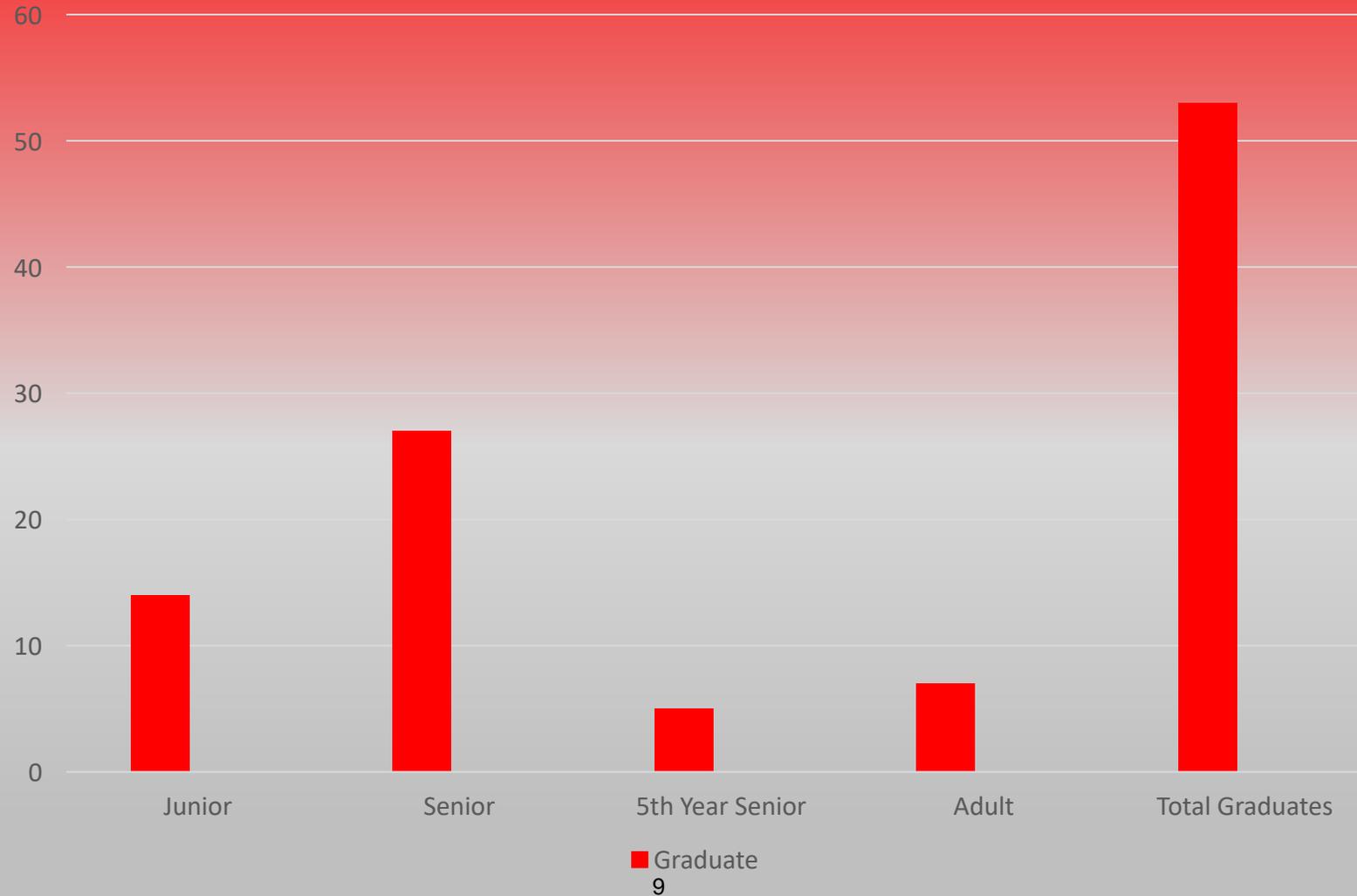
# Graduation Rate 2017-2023



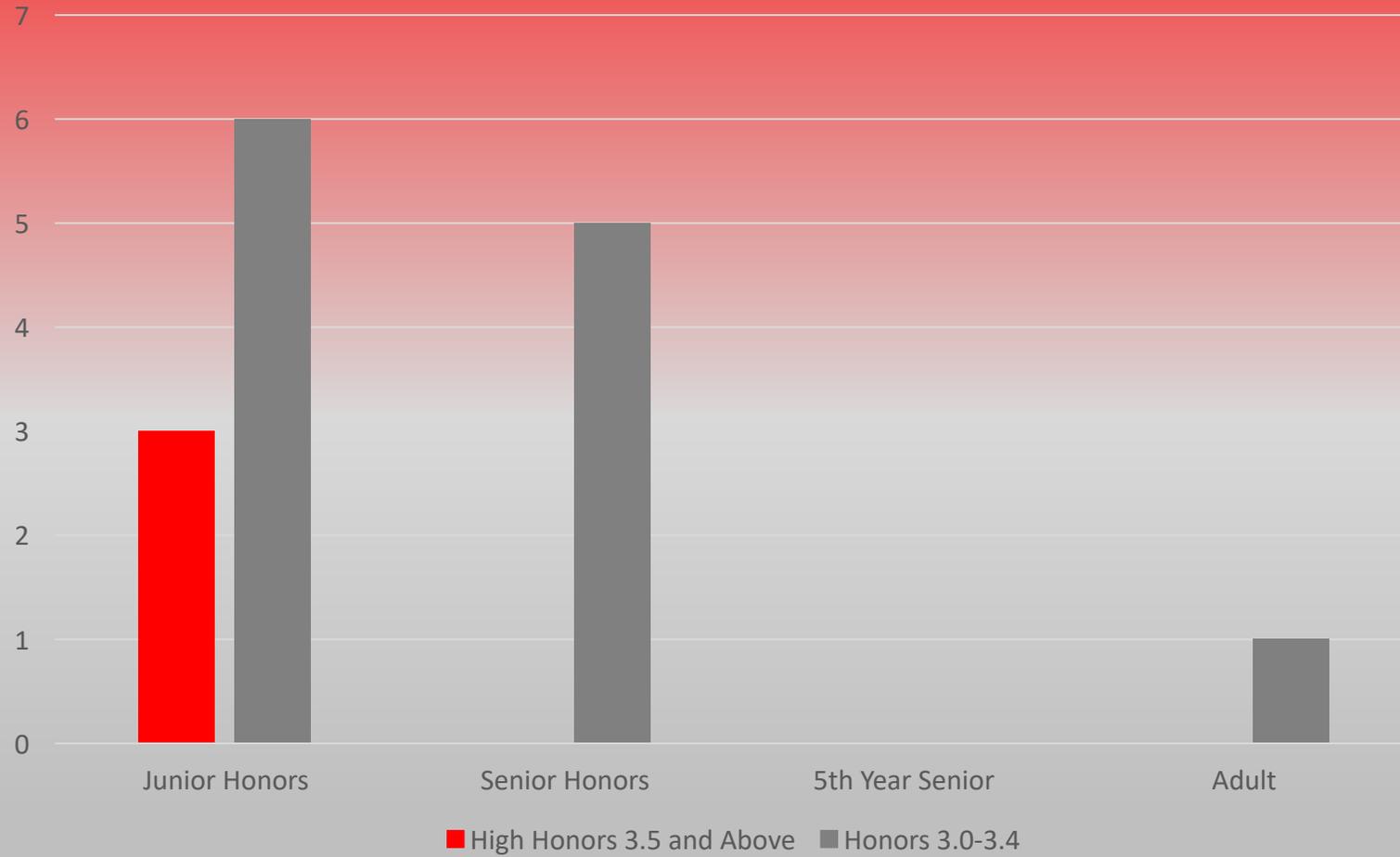
## Last Chance

- A large percentage of virtual students transfer to the Virtual Academy as a last chance to graduate.
- There is a two-week trial period when a student transfers within district. If the student is successful during the first two weeks, they are allowed to stay virtual.
- If a student is unsuccessful after the two-week trial period and they decide to sign out of school, that drop is reflected in the Virtual Academy's graduation rate.

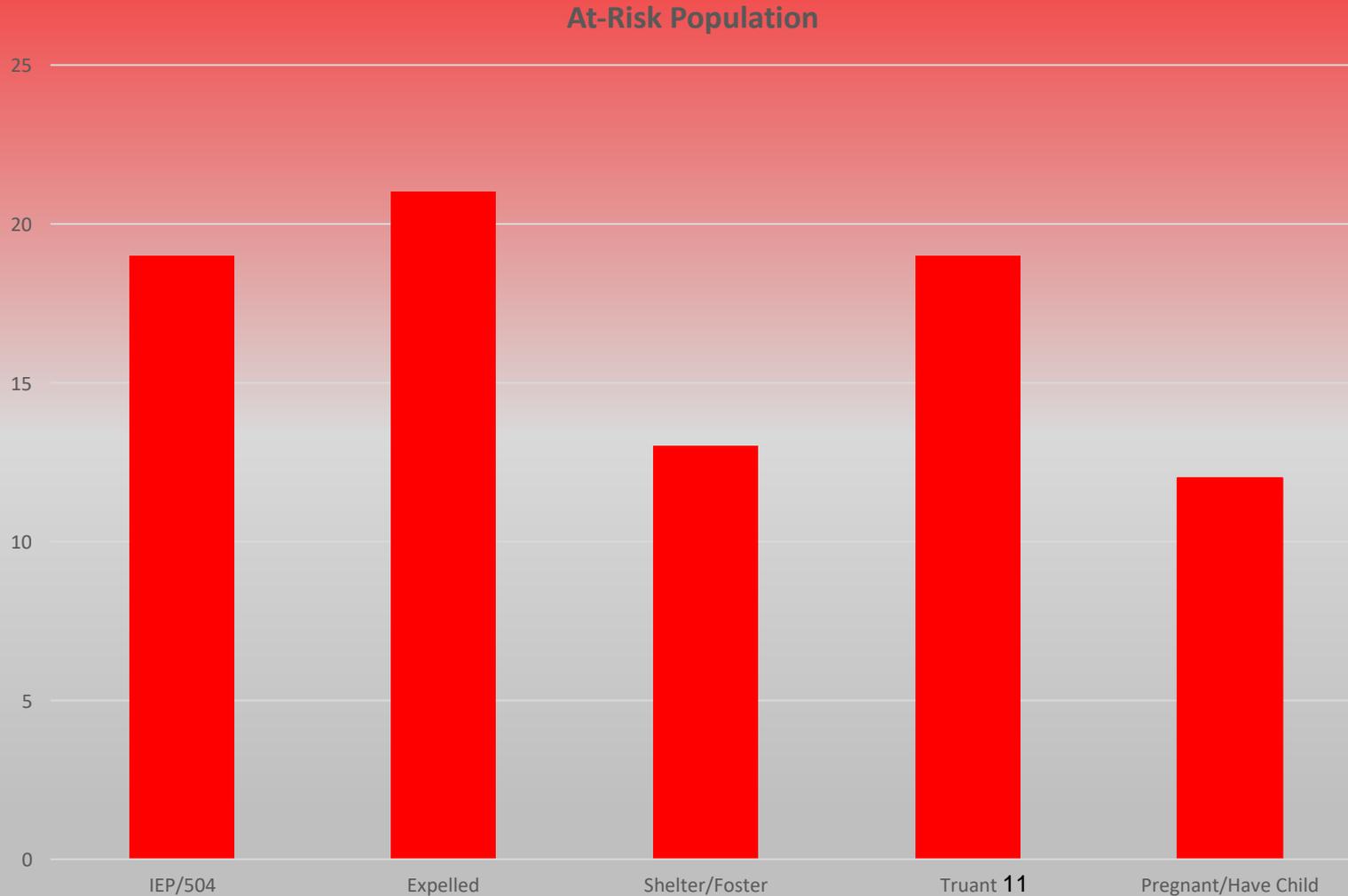
# 2023 Graduates



# 2023 Honor Students

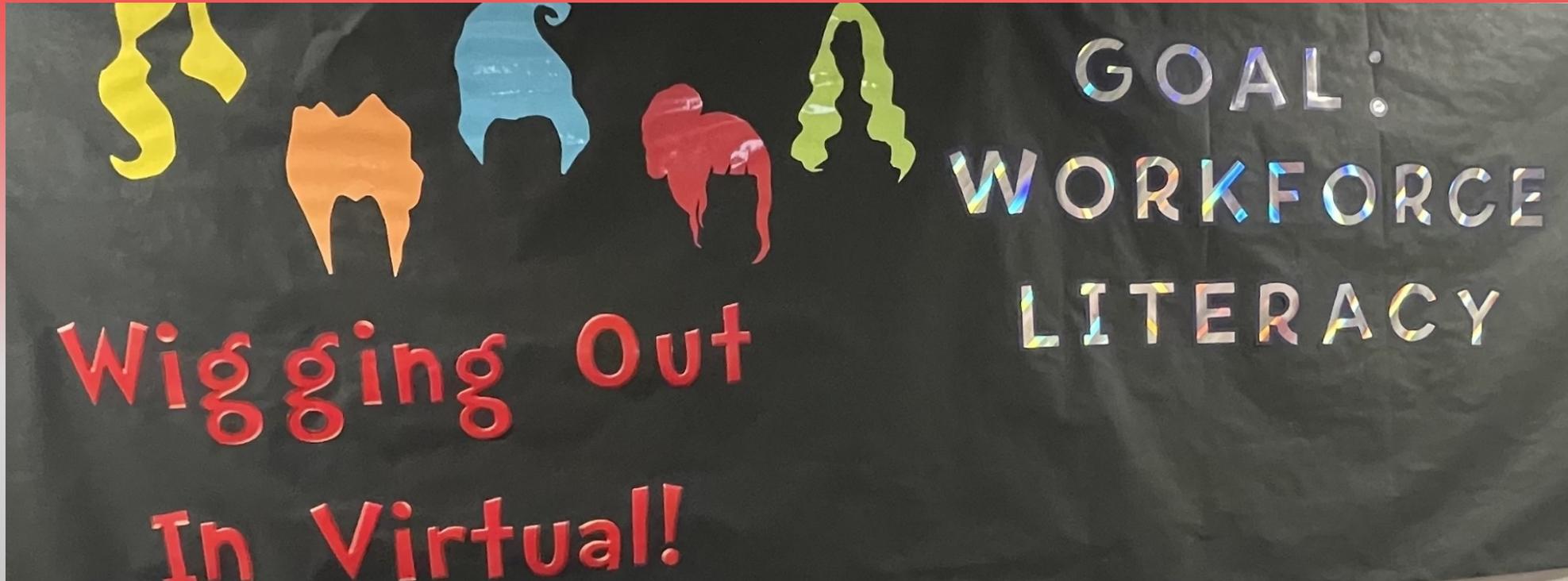


# At-Risk Population



The at-risk population fluctuates throughout the year.

# WIG



- One hundred percent of virtual 7th-12th graders will have an Individual Plan of Study (IPS) that focuses on workforce literacy.

# Individual Plans of Study

- One hundred percent of virtual 7th-12th graders will have an Individual Plan of Study (IPS) that focuses on workforce literacy. Teachers and principal will meet with seniors quarterly to review progress and discuss plan.
- Students will join Google Classroom.
- Students will complete the Matchmaker activity in Xello and then look at and learn about the career matches on their list.
- Students will complete a Personality Style activity and Mission Complete activity.
- Students will complete the Learning Style and Skills Lab activity.
- Students will complete grade level lessons.
- Students will create a new plan and goal based on their Matchmaker results.
- Students will make a slide show and present their slide show with their family/teacher at their IPS meeting.

<https://classroom.google.com/c/NjI5MDU5OTM4NDQ5?cjc=kdrswyk>

**\*\*\* Note – Diane Elliott is the Career and College ready advisor for the Virtual Academy. She has worked hard to develop the activities for IPS and she continuously talks with and meets with all virtual students in regard to post-secondary goals.**

**\*\*\* Note – James Kent also meets with students in the lower grades to help keep them on track. He is continually developing those lasting relationships with students.**



# Changes to High School Graduation Requirements

# Edgenuity CTE Courses

- The district has purchased a new CTE package from Edgenuity. This package will expand our course offerings and make it possible for our virtual students to have more choices for STEM, CTE, and general elective courses.
- The virtual staff has submitted the new courses to the curriculum council and we are awaiting approval of those courses.
- Once those courses have been approved by the curriculum council and the school board, the virtual staff, GCA staff, and GCHS staff will start working diligently to add course codes and course numbers to the approved courses.
- It is our hope to start using the new courses by January 2024.

# Postsecondary Assets

- Students will complete two or more postsecondary assets from either of two categories, aligned with their Individual Plan of Study.



# Postsecondary Assets

## Career & Real-World Examples

- Youth Apprenticeships
- 40 or more community service hours
- Client-centered projects
- Workplace learning experience directly relative to student IPS
- Industry-recognized certifications
- Seal of Biliteracy
- CTE Scholar
- Eagle Scout or Gold Scout
- 4-H Kansas Key Award
- Two or more high school athletics/activities
- JROTC
- 90% attendance in high school

# Postsecondary Assets

## Academic Examples

- ACT composite (Score of 21 or higher)
- WorkKeys level (Silver or higher)
- 9+ college hours
- State Assessment scores of 3 or 4 for math, ELA, science (demonstrating college readiness)
- ASVAB per requirements of military branch selected
- Senior project/senior exit interviews
- SAT score (1060 or higher)
- Completing Board of Regents curriculum
- International Baccalaureate Exam (4+)
- Advanced Placement Exam (3+)

# Course Classifications: Minimum 21 Credits

<b>Present System:</b>	
<ul style="list-style-type: none"><li>▪ <b>4 Units of English Language Arts</b></li></ul>	<p><b><u>Communications (4)</u></b></p> <ul style="list-style-type: none"><li>▪ 3.5 – ELA (reading, writing, literature, technical)</li><li>▪ .5 – Communications (speech, debate, forensics, journalism, public speaking)</li></ul>
<ul style="list-style-type: none"><li>▪ <b>3 Units of History and Government</b></li><li>▪ <b>1 Unit of Fine Arts</b></li></ul>	<p><b><u>Society &amp; Humanities (4) NO CHANGE</u></b></p> <ul style="list-style-type: none"><li>▪ 3.0 Social Studies (World, US, Government)</li><li>▪ 1.0 Fine Arts (music, dance, art, theater, etc.)</li></ul>

# Course Classifications: Minimum 21 Credits

<b>Present System:</b>	
<ul style="list-style-type: none"><li>▪ 3 Units of Science</li><li>▪ 3 Units of Math</li></ul>	<p><b><u>STEM (7)</u></b></p> <ul style="list-style-type: none"><li>▪ 3 – Math (algebraic and geometric concepts)</li><li>▪ 3 – Science (physical, biological, earth/spce)</li><li>▪ 1 – STEM Elective (computer science, advanced math, advanced science, robotics, advanced CTE, advanced technology, agriculture, etc.)</li></ul>
<ul style="list-style-type: none"><li>▪ 1 Unit of PE</li><li>▪ 6 Units of Electives</li></ul>	<p><b><u>Employability &amp; Life Skills (6)</u></b></p> <ul style="list-style-type: none"><li>▪ .5 – Physical Education</li><li>▪ .5 – Health</li><li>▪ .5 – Financial Literacy</li><li>▪ 4.5 – IPS Choices (emphasis on CTE/Pathway courses)</li></ul>

# Graduation 2022-2023



*Dale Dennis Award Winners*



*Academic Achievement Award Winners*



*Dr. Dominguez*



*USD 457 Administration/BOE*



*Military Honors*



# Graduation 2022-2023



*Dale Dennis Award Winners*



*Academic Achievement Award Winners*

# Needs

- **Full-time Principal**
  - Currently  $\frac{1}{4}$  principal and  $\frac{3}{4}$  teacher
    - Other duties include but are not limited to (registrar/graduation plans, 504 coordinator, graduation coordinator, audit coordinator, state assessment coordinator, truancy, discipline, expelled students, technology, budget, handbook, secretary, enrollment, etc.)
- **Full-time Secretary**
  - Currently  $\frac{1}{2}$  secretary and  $\frac{1}{2}$  para -
- **Registrar**
  - Principal is the registrar-
- **Special Education Teacher**
  - Currently consult with students only-
  - Mr. Kent does most of the in-person meetings with our special education students-
- **Teacher of Record for all Content Areas**
  - The Virtual Academy currently has two full-time teachers and Mrs. Moorman who is  $\frac{3}{4}$  teacher.
  - To provide intervention and adequate help to students, most virtual schools have teachers in all content areas.
- **Counselor**
  - Mrs. Elliott takes care of all college and career readiness needs.
  - Mr. Kent takes care of the needs for the lower grades and often has students onsite to give one-on-one assistance and lots of social emotional support as well.



**Dream Big, Work Hard, Stay Kind!**

**#RiseUP**



**\*DRAFT\* MINUTES \*DRAFT\***

**Regular Board of Education Meeting  
Garden City Public Schools USD 457**

**Monday, November 6, 2023 - 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, November 6, 2023, at 6:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; Jennifer Standley; John Wiese; and Randy Ralston. Mark Rude was absent. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Josh Guymon, Assistant Superintendent and Colleen Drees, Chief Financial Officer.

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

**A. PLEDGE** - Kenneth Henderson Middle School STUCO lead the Pledge of Allegiance.

**B. APPROVAL OF AGENDA**

That the Board of Education approve the meeting agenda as presented: This motion, made by Jackie Gigot and seconded by Randy Ralston, Carried.

Fahrmeier: Yea

Gigot: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 5, Nay: 0

**C. PUBLIC HEARING REGARDING UNIFIED SCHOOL DISTRICT NO. 457's PROPOSED POLICY, ENROLLMENT OF NONRESIDENT STUDENTS** Josh Guymon, Assistant Superintendent

The Board of Education is asked to consider and approve a resolution regarding nonresident students. Resolution No. 2024-003, a resolution of Unified School District No. 457 adopting a policy regarding enrollment of nonresident students.

John Wiese declared the hearing for the resolution regarding nonresident students is open for discussion.

Josh Guymon, Assistant Superintendent, provided an overview of the resolution and Board of Education Policy JBCC, Enrollment of Nonresident Students. This is a new policy by the state that requires school districts to enroll students that live outside of the school boundaries. KASB drafted this policy to address enrollment guidelines with new legislation that takes place January 2024.

No public comments were made.

Board members' questions were answered.

I move that the hearing for the resolution to adopt the proposed policy, Enrollment of Nonresident Students be closed. This motion, made by Jackie Gigot and seconded by Jennifer Standley, Carried.

Fahrmeier: Yea

Gigot: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 5, Nay: 0

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

D.1.Building Presentation - Kenneth Henderson Middle School – Jarrod Stoppel, Principal at Kenneth Henderson Middle School, introduced members of STUCO and their sponsor Brian Dinkel. The students and Mr. Dinkel presented a video they produced highlighting activities planned and attended by Kenneth Henderson students such as the Back-to-School Dance, Boo at the Zoo, Veteran's Day Assembly, Fall Pep Assembly, and spirit week.

**E.CORRESPONDENCE – None.**

**F.CONSENT AGENDA**

That the Board of Education approve all consent agenda items as amended. This motion, made by Jackie Gigot and seconded by Randy Ralston, Carried.

Fahrmeier: Yea

Gigot: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 5, Nay: 0

**F.1.Minutes**

F.1.a.Minutes of the October 16, 2023 Regular Board of Education Meeting – approved as presented.

F.1.b.**Accounts Payable** totaling \$1,402,326.00 noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

**F.2.Personnel – all certified and classified personnel actions approved as presented.**

**Certified:**

**APPOINTMENTS:**

Dema Cruz, Garden City, Kansas, is recommended for a first-grade position at Gertrude Walker Elementary School effective January 4, 2024. She has 21 years' experience.

Emma Reif, Holcomb, Kansas, is recommended for a sixth-grade position at Abe Hubert Elementary School effective January 4, 2024. She is a first-year teacher.

**SUPPLEMENTAL CONTRACT:**

Algrim, Carla HG Supplemental Overload

**SUPPLEMENTAL ADDENDUM CONTRACTS:**

Algrim, Derek	HG	Supplemental Overload
Graham, Dawn		GM SAT Team Member
Johnson, Violet		HG Activity – Winter Season
Potts, Amber	HG	Supplemental Overload
Terrazas, Sandra	BJ	Sponsor Robotics

**OTHER:**

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

Castro, Daniel	HS	Music Band Asst Director
Resendiz, Dionicio	HS	Music Band Asst Director
Walck, Dena	SI	Sponsor Robotics

**F.2.a.Classified:**

**RETIREMENTS:** Tracey Percival

**ASSIGNMENTS:** Dedra Brust, Olga Cimental Chargueno, Patricia Diaz-Vergara, Jose Gonzalez-Mendoza, Karson Harrington, Rosa A Hernandez, Francisco Lopez, Diana Olivares, Tamara Teichmer

**RESIGNATIONS:** Gloria Banuelos, Kendra Denning, Ana E. Garcia, Micah Hayden, Andrew Herring, John Stephens

**TRANSFERS:**

- Bertha Arroyo from Nutrition at Gertrude Walker Elementary to Small Fleet Driver at Transportation
- Oby Do Lar from Bus Driver at Transportation to Mechanic at Transportation
- Joseph from Special Education Paraprofessional at Garden City High School to Special Education Paraprofessional at Garden City Achieve
- Vanessa Smith from .5 Special Education Paraprofessional at Garden City High School to Intervention Paraprofessional at Edith Scheuerman Elementary School
- Tamara Teichmer from Special Education Paraprofessional at Edith Scheuerman Elementary School to Intervention Paraprofessional at Edith Scheuerman Elementary School

**TERMINATIONS:** Manuel Avila Ortiz, Nora Fuentes, Michelle Garcia

**OTHER:**

- Gina Galpin, Director of Special Education is requesting to move an open special education paraprofessional position from Florence Wilson Elementary School to Garden City Achieve.
- Drew Thon, Chief HR Director, is requesting approval for the job description for the Human Resources/Recruiting Specialist position.

**F.3.Other**

F.3.a.Consider and approve the revised Board of Education Policy JBC Enrollment – approved as presented.

F.3.b.Consider and approve Student Teacher Agreement - Long Term Substitute Placement – approved as presented.

F.3.c.Consider and approve the revised Board of Education Policy IHF Graduation Requirements – approved as presented.

F.3.d.Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and Veronica Veloz – approved as presented.

F.3.e.Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and Lily-Ann Leeper – approved as presented.

F.3.f.Consider and approve the Temporary Transportation Driver Agreement between the Board of Education, USD 457 and Francisco Lopez – approved as presented.

F.3.g.Consider and approve out of state travel for Garden City High School JROTC – approved as presented.

F.3.h.Consider and approve technology items to dispose of – approved as presented.

F.3.i.Consider and approve technology items sold – approved as presented.

## G.CURRICULUM REPORTS

**Fall Learning Report - KAP Data** Heather Stegman, Director of Instruction – Heather Stegman presented the longitudinal, comparison and academic achievement progress of grades 3-11 in ELA, Math, and Science from the Spring 2023 District KAP data.

Board members' questions were answered.

## H.NEW BUSINESS

**H.1.The Board of Education is asked to consider and approve a resolution regarding nonresident students. Resolution No. 2024-003, a resolution of Unified School District No. 457 adopting a policy regarding enrollment of nonresident students.** Josh Guymon, Assistant Superintendent.

Board members' questions were answered. Board of Education Policy JBCC, Enrollment of Nonresident Students will be taken up on the consent agenda at the December 4, 2023 meeting.

I move that the Board of Education approve Resolution No. 2024-003, a resolution of Unified School District No. 457 adopting a policy regarding enrollment of nonresident students. This motion, made by Jackie Gigot and seconded by Randy Ralston, Carried.

Fahrmeier: Yea

Gigot: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 5, Nay: 0

### H.2.Curriculum Council Items:

**Consider and approve new course at the Therapeutic Education Program - Personal & Social Development** – Josh Guymon, Assistant Superintendent. The Board of Education is asked to consider and approve a credit change at the TEP that will allow the TEP Personal & Social Development class to count as a .50 ELA Elective/Oral Communication credit each semester.

Board members' questions were answered.

That the Board of Education approve the new course at the TEP, Personal & Social Development, as presented. This motion, made by Jennifer Standley and seconded by Jackie Gigot, Carried.

Fahrmeier: Yea

Gigot: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 5, Nay: 0

### **I. BOARD OPEN DISCUSSION**

Randy Ralston thanked the Kenneth Henderson Middle School students that came and stated that he always enjoys these presentations and seeing all the hard work they are doing. He also encouraged everyone to get out and vote in the upcoming election.

Andy Fahrmeier stated that he appreciated the deep dive into the curriculum data during the Fall Learning Report tonight.

Jennifer Standley stated that there was good attendance for middle school and high school parent teacher conferences and she is curious how the rest of the district's turnout was for the Monday Tuesday conferences vs. the usual end of the week conferences.

Jackie Gigot stated that she enjoyed have the students come and having them lead the pledge and hearing their view in their presentation.

Dr. Dominguez thanked Curriculum and Instruction for the Fall Learning Report and the Kenneth Henderson students for their presentation.

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

#### **J.1. Consultation with an attorney for the body or agency which would be deemed privileged in attorney-client relationship.**

Mr. President, I move we go into executive session for 15 minutes, to discuss a personnel matter with an attorney pursuant to the exception for matters which would be deemed privileged in the attorney-client relationship under KOMA beginning at 7:10 P.M. and the open meeting will resume in the Board Meeting Room at 7:25 P.M. I would like to invite Dr. Dominguez, Josh Guymon, and Jennifer Cunningham to join us in executive session. This motion, made by Jackie Gigot and seconded by Andy Fahrmeier, Carried.

Fahrmeier: Yea

Gigot: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 5, Nay: 0

That the Board of Education extend the executive session for 15 minutes beginning at 7:25 P.M. and the open meeting will resume at 7:40 P.M. This motion, made by John Wiese and seconded by Randy Ralston, Carried.

Fahrmeier: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 4, Nay: 0

#### **J.2. Consultation with an attorney for the body or agency which would be deemed privileged in attorney-client relationship.**

Mr. President, I move we go into executive session for 10 minutes, to discuss a personnel matter with an attorney pursuant to the exception for matters which would be deemed privileged in the attorney-client relationship under KOMA beginning at 7:42 P.M. and the open meeting will resume in the Board Meeting Room at 7:52 P.M. I would like to invite Dr. Dominguez, Colleen Drees and Jennifer

Cunningham to join us in executive session. This motion, made by Jackie Gigot and seconded by Randy Ralston, Carried.

Fahrmeier: Yea  
 Gigot: Yea  
 Ralston: Yea  
 Standley: Yea  
 Wiese: Yea

Yea: 5, Nay: 0

That the Board of Education extend the executive session for 10 minutes beginning at 7:54 P.M. and the open meeting will resume at 8:04 P.M. This motion, made by John Wiese and seconded by Jackie Gigot, Carried.

Fahrmeier: Yea  
 Gigot: Yea  
 Ralston: Yea  
 Wiese: Yea

Yea: 4, Nay: 0

That the Board of Education extend the executive session for 10 minutes beginning at 8:05 P.M. and the open meeting will resume at 8:15 P.M. This motion, made by John Wiese and seconded by Jackie Gigot, Carried.

Fahrmeier: Yea  
 Ralston: Yea  
 Standley: Yea  
 Wiese: Yea

Yea: 4, Nay: 0

### **J.3. Personnel matters for non-elected personnel.**

Mr. President, I move we go into executive session for 30 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 8:20 P.M. and the open meeting will resume in the Board Meeting Room at 8:50 P.M. I would like to invite Dr. Dominguez to join us in executive session. This motion, made by Jackie Gigot and seconded by Andy Fahrmeier, Carried.

Fahrmeier: Yea  
 Gigot: Yea  
 Ralston: Yea  
 Standley: Yea  
 Wiese: Yea

Yea: 5, Nay: 0

That the Board of Education extend the executive session for 30 minutes beginning at 8:50 P.M. and the open meeting will resume at 9:20 P.M. This motion, made by Jackie Gigot and seconded by Jennifer Standley, Carried.

Fahrmeier: Yea  
 Gigot: Yea  
 Standley: Yea

Wiese: Yea

Yea: 4, Nay: 0

**K.NEXT BOARD MEETING** – The next meeting of the Board of Education will take place on December 4, 2023 at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

**L.ACCOUNTS PAYABLE REVIEW** - Jennifer Standley and Randy Ralston

**M.ADJOURNMENT**

That the Board of Education meeting be adjourned at 9:22 P.M. This motion, made by Jackie Gigot and seconded by Jennifer Standley, Carried.

Fahrmeier: Yea

Gigot: Yea

Ralston: Yea

Standley: Yea

Wiese: Yea

Yea: 5, Nay: 0

Respectfully submitted,

Approved:

\_\_\_\_\_  
Jennifer Ramos, Clerk

\_\_\_\_\_  
John Wiese, President

BOARD OF EDUCATION

**Certified Personnel Actions**

December 4, 2023

**RETIREMENT:**

Traci Shellenberger, special education coordinator at the Educational Support Center, is submitting her letter of intent to retire through KPERS effective May 31, 2024.

**RESIGNATIONS:**

Jina Arellano, adaptive/interrelated teacher for the Therapeutic Education Program, is submitting her letter of resignation effective May 24, 2024.

Reigan McGraw, English language arts teacher at Horace Good Middle School, is submitting her letter of resignation effective December 20, 2023. It is recommended that she be assessed a \$4,000 liquidated damages fee. A suitable replacement has been hired for her position.

**APPOINTMENT:**

Mary Rose Lumacang, San Vicente, Philippines, is recommended for an English language arts position at Horace Good Middle School effective January 4, 2024. She has ten years’ experience.

**TRANSFERS:**

Adrienne Lobmeyer – from adaptive/interrelated position for the Therapeutic Education Program to adaptive/interrelated position at Charles Stones Intermediate Center effective November 27, 2023.

Darci Nelson – from music assistant position at Garden City High School to adaptive/interrelated position at Victor Ornelas Elementary School effective January 4, 2024.

**CONTRACT RECOMMENDATION:**

Requesting that the recommendation on April 17, 2023 for Brett Novack be changed from non-renewal to renewal effective November 6, 2023. He has completed requirements for Kansas teaching license.

**SUPPLEMENTAL CONTRACT:**

Greenlee, Matthew      JD      Supplemental SPED

**SUPPLEMENTAL ADDENDUM CONTRACTS:**

Anaya Alarcon, Jose	HS	Sponsor HALO
Beard, James	HS	Sponsor Robotics Asst
Copeland, Eli	HS	Wresting A/C
Meyer, Micha	SI	SAT Team Member
Olinger, Alexander	HS	Sponsor Nat’l Honor Soc Spanish
Soukup, Ryli	ST	SAT Team Member

**OTHER:**

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

Erskin, Alex	HS	Swim Boys A/C
Calderon, Anthony	HS	Wrestling A/C
Miller, Bryant	HS	Basketball Boys 9th A/C
Swedberg, Jaymie	HS	Basketball Girls A/C
Zapata, Eric	HS	Baseball A/C

**POSITION REQUESTS:**

Michael D. Thon, Chief HR Officer, is requesting the following position changes due to student needs:

- Open 8.0 social worker positions with home buildings to be determined.
- Close .50 interventionist-Title I / .50 English as second language vacant position at Alta Brown Elementary School.
- Close 1.0 interventionist-Title I vacant position at Abe Hubert Elementary School.
- Close .75 interventionist-Title I / .25 English as second language vacant position at Edith Scheuerman Elementary School.
- Close 1.0 interventionist-Title I vacant position at Gertrude Walker Elementary School.
- Close 1.0 English as second language vacant position at Victor Ornelas Elementary School.
- Close 1.0 interventionist-Title I vacant position at Bernadine Sitts Intermediate Center.
- Close 1.0 interventionist (general funded) vacant position at Charles Stones Intermediate Center.
- Close 1.0 interventionist (general funded) vacant position at Garden City High School.
- Open .50 behavior consultant position at Garden City Achieve to combine with the currently vacant .50 behavior consultant position at Garden City Achieve to create full-time position.

**BOARD OF EDUCATION**  
**Classified Personnel Actions**

December 4, 2023

<b>RESIGNATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Dedra Brust	Intervention Paraprofessional	Edith Scheuerman Elementary School	11/13/23
Sonia Duron	After School Supervisor	Florence Wilson Elementary School/Victor Ornelas Elementary School	11/30/23

<b>ASSIGNMENTS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Esmeralda Alvarado	Special Education Paraprofessional	Garfield Early Childhood Center	11/27/23
Martha Arteaga	Special Education Paraprofessional	Edith Scheuerman Elementary School	12/4/23
Lourdes Gallegos	Special Education Paraprofessional	Victor Ornelas Elementary School	11/27/23
Julia Irsik	Special Education Paraprofessional	Garden City Achieve Day School	11/13/23
Arleth Lopez-Chavez	Paraprofessional	Charles Stones Intermediate Center	11/27/23
Blanca Martinez Castillo	Special Education Paraprofessional	Alta Brown Elementary School	11/13/23
Shakira Ruiz	Night Custodian	Horace Good Middle School	11/20/23
Clifford Williams	Night Custodian	Horace Good Middle School	11/15/23

<b>TRANSFERS</b>	<b>FROM</b>	<b>TO</b>	<b>DATE</b>
Talon Harper	Administrative Assistant Garden City High School	Campus Monitor Garden City High School	11/27/23
Rita Hermosillo	Night Custodian Horace Good Middle School	Night Custodian Victor Ornelas Elementary School	11/27/23
Rosa Rodriguez	Custodian Victor Ornelas Elementary School	Custodian Abe Hubert Elementary School	11/8/23

**OTHER**

Gina Galpin, Director of Special Education is requesting:

- Move a special education paraprofessional position (Para 1) from Florence Wilson Elementary School to Georgia Matthews Elementary School.
- Move a special education paraprofessional position (Para 2) from Florence Wilson Elementary School to the Day School at Garden City Achieve.
- Move a 1:1 special education paraprofessional position (Para 2) from Horace Good Middle School to Charles Stones Intermediate Center.

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Colleen Drees, Chief Financial Officer  
**DATE:** December 4<sup>th</sup>, 2023  
**RE:** Grounds Tractor

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### **ISSUE:**

The Board of Education is asked to approve the purchase of a new tractor for our grounds department.

### **BACKGROUND:**

Full bid packet is attached for your review. This tractor will be used for snow removal, hauling a spray rig, general maintenance for gravel roads, and re-grading of school properties.

### **ALTERNATIVES:**

No other alternatives applicable

### **RECOMMENDATION:**

1. Approve the lowest bid to purchase the Kioti Tractor from Kanamak Equipment
2. Deny the purchase of the tractor
3. Re-bid the tractor to alternative vendors

### **FISCAL NOTE:**

The total expense for this purchase is \$34,675.54. This purchase has been budgeted in the current fiscal year from the following account: 016 E 2630 19 0000 056 01 730. Adequate balances are remaining for this purchase.

### **ATTACHMENTS:**

Board Packet - Tractor

**Bid Tabulations  
Tractor  
Plant Facilities**

Bid Opening: November 27, 2023

Bid 2024-10

<u>Vendor</u>	<u>Base Bid</u>
<b>Kanamak Equipment</b>	<u><b>\$34,675.54</b></u>
Central Power Systems	<u>\$50,078.97</u>
American Implement	<u>\$48,800.00</u>

**RECOMMENDATION:** To accept the bid of Kanamak Equipment in the amount of \$34,675.54

***Payment to be made from budgeted funds in account:***

**Bidders List  
Tractor  
Plant Facilities**

**Kanamak Equipment**

2218 W. Mary St.  
Garden City, KS 67846  
620.275.6055  
[tractors@kanamak.com](mailto:tractors@kanamak.com)

**Central Power Systems & Service**

**Matt Clouse**

409 E. Fulton  
Garden City, Kansas  
620.532.4325  
[matt.clouse@cpower.com](mailto:matt.clouse@cpower.com)

**American Implement**

Brad Mitchell  
Garden City, Kansas  
620-275-4114  
[bradm@americanimplement.com](mailto:bradm@americanimplement.com)

**BID OPENING: November 27, 2023**

**Bids and Quotations  
Tractor  
Plant Facilities**

Bid Opening: November 27, 2023  
Board Meeting: December 4, 2023

Bid 2024-10

Item, Material and/or Service that is being bid:

1. 45 HP Tractor

2. Brief description of the item, material, or service listed above:

45 HP tractor with Loader bucket

3. Period of time item, material or service bid will cover:

10+ years

4. Reason that the item, material or service is needed:

Replace an old smaller lawn tractor

5. Department and person responsible for the expenditure of the budget:

Plant Facilities - Shane Faurot

6. Line item and amount budgeted for this item:

Grounds Equipment  
Budgeted Amount -

016.E.2630.19.0000.056.01.730  
\$40,000

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Colleen Drees, Chief Financial Officer  
**DATE:** December 4<sup>th</sup>, 2023  
**RE:** Kenneth Henderson Middle School Flooring

---

### **ISSUE:**

The Board of Education is asked to approve the replacement of existing carpet in Kenneth Henderson Middle School.

### **BACKGROUND:**

Bid packet is attached for your review. Kenneth Henderson has been identified as one of this year's flooring priorities. This bid has been completed to replace aging carpet in several classrooms and offices. The total square feet that will be replaced via this bid is approximately 25,000 square feet.

### **ALTERNATIVES:**

No other alternatives applicable.

### **RECOMMENDATION:**

1. Approve the lowest bid for the purchase and installation of carpet tiles to Star Commercial Flooring.
2. Deny the purchase and installation.
3. Re-bid the flooring to alternative vendors.

### **FISCAL NOTE:**

The total cost of this purchase and installation is \$131,270.47. This purchase has been budgeted for this fiscal year from the following account: 016 E 4700 21 0550 056 06 610 with adequate balances remaining for this purchase

### **ATTACHMENTS:**

Board Packet – KH Flooring

**Bid Tabulations  
Carpet Tile Flooring  
Kenneth Henderson Middle School**

Bid Opening: November 17th, 2023

Bid 2024-09

<b>Vendor</b>	<b>Base Bid J&amp;J Carpet Tile Floor</b>	<b>Bid Bond</b>	<b>Duration</b>
J&M Paint & Decorating Center	\$159,000.00	Yes	30 days
Country Carpet-Wichita LLC	\$143,700.00	Yes	16 days
<b>Star Commercial Flooring</b>	<b>\$131,270.47</b>	<b>Yes</b>	<b>22 days</b>
Vitztum Commercial Flooring, Inc	\$157,500.00	Yes	Negotiable
F & A Flooring, LLC	\$259,784.36	Yes	15 days

**RECOMMENDATION:** To accept the bid of Star Commercial Flooring in the amount of \$131,270.47

***Payment to be made from budgeted funds in account:***

016 E 4700 21 0550 056 06 610      DW Flooring

**Bidders List  
Carpet Tile Flooring  
Kenneth Henderson Middle School**

**J&M Paint and Decorating Center**

**Daryl**

1615 Buffalo Jones Ave.  
Garden City, KS 67846  
620.276.3811  
[jandmpaint@gmail.com](mailto:jandmpaint@gmail.com)

**Country Carpet-Wichita, LLC**

**Mallory Minor**

505 S. Broadway Ave. Ste 122  
Wichita, KS 67202  
316.351.2420  
[mallory@countrycarpetceramic.com](mailto:mallory@countrycarpetceramic.com)

**Star Commercial Flooring**

**Josh Hazelton**

325 S. West Street  
Wichita, KS 67213  
316.946.1586 P  
316.554.4212 C  
[josh.hazelton@starlumber.com](mailto:josh.hazelton@starlumber.com)

**Vitztum Commercial Flooring, Inc**

**Brian Vitztum**

PO Box 642  
Hays, KS 67601  
785.623.7453  
[brian@vitztum.com](mailto:brian@vitztum.com)

**F & A Flooring, LLC**

**Amber**

19 N. Main  
Hutchinson, KS 67501  
620.500.6808  
[fafloorings@gmail.com](mailto:fafloorings@gmail.com)

**BID OPENING: November 17, 2023**

**Bids and Quotations  
Carpet Tile Flooring  
Kenneth Henderson Middle School**

Bid Opening: November 17th, 2023  
Board Meeting: December 4th, 2023

Bid 2024-09

Item, Material and/or Service that is being bid:

1. Office and Classrooms

2. Brief description of the item, material, or service listed above:

Removal of existing flooring and replace with new

3. Period of time item, material or service bid will cover:

10+ years

4. Reason that the item, material or service is needed:

Floors have reached the end of their serviceable life

5. Department and person responsible for the expenditure of the budget:

Plant Facilities - Shane Faurot

6. Line item and amount budgeted for this item:

DW Flooring	016 E 4700 21 0550 056 06 610
Budgeted Amount -	\$177,146

**MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Colleen Drees, Chief Financial Officer  
**DATE:** December 4<sup>th</sup>, 2023  
**RE:** Grounds – Hustler Mowers

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**ISSUE:**

The Board of Education is asked to approve the replacement of existing Hustler Mowers for our Grounds Department.

**BACKGROUND:**

This purchase is being completed via state contract. This purchase is a scheduled replacement of existing equipment that is nearing end of life.

**ALTERNATIVES:**

No other alternatives applicable.

**RECOMMENDATION:**

1. Approve the state contract to purchase 2 Hustler Mowers from Hustler Turf.
2. Deny the purchase and installation.
3. Re-bid the flooring to alternative vendors.

**FISCAL NOTE:**

The total cost of this state contract is \$30,832.00. This purchase has been budgeted for this fiscal year from the following account: 016 E 2630 19 0000 056 01 730 with adequate balances remaining for this purchase

**ATTACHMENTS:**

Hustler Mower State Contract

Hustler Turf  
 200 S. Ridge Road  
 Hesston, KS 67602  
 (620) 327-4911  
 HustlerTurf.com



Quote valid for 30 days

**SOURCEWELL CONTRACT #031121-HTE**

**DATE:** 11/09/2023  
**QUOTE:** 1109DO23  
**SOURCEWELL #** 32275

**AGENCY:**  
 GARDEN CITY UNIFIED SCHOOL DISTRICT 457  
 BRIAN KNIGHT  
 1205 FLEMING ST., GARDEN CITY, KS 67846  
 620-805-7000  
[<email>](#)

**DEALER:** 104322  
 Kanamak Equipment  
 KEVIN LIX  
 2218 W Mary St, Garden City , KS, 67846  
 620 275 6055  
 sales@kanamak.com

QTY.	PART #	DESCRIPTION	CURRENT MSRP	CONTRACT PRICE	TOTAL
2	943043	Hyper Drive Kawasaki FX1000 EFI (38.5hp) 72" Rear Discharge	\$21,118.00	\$15,416.00	\$30,832.00
				<b>Total</b>	<b>\$30,832.00</b>

**Terms & Instructions**

*Please include a copy of your Tax Certification with PO*  
*Price is valid only when PO and checks are made out to Hustler Turf Equipment, Inc.*

**Mail Checks to:** Hustler Turf  
 P.O. Box 641989  
 Cincinnati, OH 45264

**Email:** [outdoorgovtsales@sbdinc.com](mailto:outdoorgovtsales@sbdinc.com)

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Josh Guymon, Assistant Superintendent  
**DATE:** 12-4-23  
**RE:** BOE Policy JBCC

---

### **ISSUE:**

The Board of Education is asked to consider and approve updated BOE Policy JBCC Enrollment of Nonresident Students.

### **BACKGROUND:**

This is a new policy to address the state that requires school districts to enroll students that live outside of the school boundaries. KASB drafted a policy to address enrollment guidelines with new legislation that takes place January 2024.

### **ALTERNATIVES:**

1. Approve the policy as proposed
2. Do not approve the policy

### **RECOMMENDATION:**

Approve policy JBCC.

### **FISCAL NOTE:**

Not applicable

### **ATTACHMENTS:**

JBCC Enrollment of Nonresident Students

## Enrollment of Nonresident Students

JBCC

(See JBC, JBCA, JBCB, and JQKA)

Kansas law requires the board to allow nonresident students to enroll in and attend the schools of the district if the board's capacity determination finds there are open seats for such students. In order to determine the district's capacity to accept nonresident students at each grade level in each district school, the board has adopted this policy.

Details concerning the open enrollment and continued enrollment processes for nonresident students may be found in this policy, while general processes on enrollment documentation, assignment to buildings and classes, etc., may be found in board policy JBC.

### Definitions

For the purposes of this policy, the following definitions apply.

"Homeless child" means a child who lacks a fixed, regular and adequate nighttime residence and whose primary nighttime residence is:

- A. A supervised publicly or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters and transitional housing for the mentally ill;
- B. an institution that provides a temporary residence for individuals intended to be institutionalized; or
- C. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for humans.

"Nonresident student" means a student who is enrolled and in attendance at or seeking to enroll and attend a school located in a district where such student is not a resident.

"Parent" means and includes natural parents, adoptive parents, stepparents, and foster parents.

"Person acting as parent" means:

- A. A guardian or conservator; or
- B. a person, other than a parent, who:
  - i. Is liable by law to maintain, care for or support the child;
  - ii. has actual care and control of the child and is contributing the major portion of the cost of support of the child;
  - iii. has actual care and control of the child with the written consent of a person who has legal custody of the child; or
  - iv. has been granted custody of the child by a court of competent jurisdiction.

"Receiving school district" means a school district of nonresidence of a student who attends school in such school district.

"Sibling" means a brother or sister of the whole or half blood, adoptive brother or sister, a stepbrother or stepsister or a foster brother or foster sister.

#### Determining Capacity for Nonresident Enrollment

The superintendent or designee has the responsibility for studying capacity in each school of the school district and at each grade level within each school and for making recommendations to the board regarding the district's capacity to accept nonresident students. To make recommendations to the board to assist with determining capacity, the superintendent or the superintendent's designee(s) shall do the following.

The superintendent or designee shall develop recommendations on capacity and classroom student-to-teacher ratios in each grade level in each school serving kindergarten students and students in grades one through eight. Such recommendations may be based on, but not be limited to, the following factors:

- Present classroom student-teacher ratios in each grade level in each school;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

The superintendent or designee shall develop recommendations on capacity and student-to-teacher ratios for each school building or program serving students in grades nine through twelve. Such recommendations may be based on, but not be limited to, the following factors:

- Present building or program student-teacher ratios;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends;
- anticipated demand for particular courses or programming; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

## **Enrollment of Nonresident Students**

**JBCC-3**

On or before May 1 of each year, the superintendent shall present the recommendations concerning capacity and student-to-teacher ratios to the board for adoption or modification, and the board shall determine, for each grade level in each school building of the school district for the next succeeding school year, the following:

- Capacity based on the study conducted by the superintendent or the superintendent's designee;
- the number of students expected to attend school in the school district; and
- the number of open seats available to nonresidents at each grade, building, or program level.

On or before June 1 of each year, the district shall publish the number of open seats available to nonresident students in each grade level for each school building of the district for the next succeeding school year on the school district's website.

From June 1 through June 30, district administration shall accept applications from nonresident students.

If the number of applications for a grade level in a school building is less than the number of available seats for that grade level in the school building, the nonresident students shall be accepted for enrollment and attendance at the school district, except as provided below for nonresident students regarding continued enrollment.

If the number of applications for a grade level in a school building is greater than the number of available seats for the grade level in the school building, district administration shall randomly select nonresident students using a confidential lottery process. This process shall be completed on or before July 15 of each year.

The district shall provide to the parent or person acting as a parent of a nonresident student who was not accepted for or denied enrollment at such school district the reason for the nonacceptance or denial and an explanation of the nonresident student selection process.

### Priority in Filling Open Seats

Subject to having capacity to enroll nonresident students, the district shall give priority in enrollment to the following nonresident students, who shall receive open seats without necessity of being selected through the open-seat lottery:

- Any sibling of a nonresident student who was accepted to enroll in and attend school in the district, with priority given when the nonresident student is first accepted and, if necessary, at any other time the district considers transfer applications; and

- any nonresident student who is a military student as defined in K.S.A. 72-5139, with priority given when the student is first accepted and, if necessary, at any other time the district considers transfer applications.

Regardless of capacity determinations, the following categories of students shall be allowed to enroll as if resident students:

- any child who is in the custody of the Department for Children and Families and who is living in the home of a nonresident student who transfers to the district;
- any nonresident student who has a parent or person acting as parent employed by the district, while the parent or person acting as a parent remains employed by the district; or
- any child who is experiencing homelessness shall be permitted to enroll in and attend the school district of origin or the school district of residence.

If one of these exceptions no longer applies to the student, the student's enrollment status would be subject to review under the terms for continued enrollment under this policy.

#### Prohibitions Regarding Open Enrollment Provisions of this Policy

The district shall not:

- Charge tuition or fees to any nonresident student who transfers to the district pursuant to this policy, except fees that are otherwise charged to every student enrolled in and attending school in the district; or
- accept or deny a nonresident student transfer based on ethnicity; national origin; gender; income level; disabling condition; proficiency in the English language; or measure of achievement, aptitude, or athletic ability.

Except for a child in the custody of the Department for Children and Families or a child who is experiencing homelessness, a nonresident student shall not transfer more than once per school year to one or more receiving school districts pursuant to the provisions of this policy or authorizing Kansas law.

#### Transportation of Nonresident Students

The district, by virtue of being a receiving school district of a nonresident student, shall not be required to provide transportation to nonresident students unless otherwise required to do so by state and/or federal law, as a related service through a student's individualized education program, or as an accommodation pursuant to the student's Section 504 plan. If space is available on district transportation vehicles, the district may assign nonresident students an in-district bus stop to and from which

transportation may be provided by the district for nonresident students. The district shall ensure that transportation for nonresident homeless students is provided comparably to that of housed students.

#### KSHSAA Eligibility

Nothing in this policy or state law shall exempt a nonresident student who transfers into the district from the requirements of the Kansas State High School Activities Association (“KSHSAA”) regarding eligibility to participate in KSHSAA activities.

#### Information Share with the Kansas State Department of Education

The superintendent shall submit, or have submitted, to the Kansas State Department of Education this policy, the number of nonresident student transfers approved and denied in each grade level, and whether the denials were based on capacity or in accordance with the policy’s terms, as required.

#### Nonresident Student Continued Enrollment

A nonresident student who has been accepted for enrollment and attendance at a district school shall be permitted to continue enrollment and attendance in the district until such student graduates from high school, reaches the age of 21 (if the student is a student with an exceptionality, not solely eligible for gifted services under an individualized education program), or receives a G.E.D., unless such student is no longer deemed by district administration to be in good standing.

Except as otherwise specified herein, nonresident students who have previously been accepted for enrollment by the school district will be allowed to continue enrolling in the district as specified above. The district will not require parents to resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student unless the district provides notification to the parent, person acting as a parent, or student that enrollment is not going to be continued for the upcoming school year for reasons specified as follows.

Regardless of capacity to accept nonresident students at a nonresident student’s grade level or in the student’s designated school or program, an individual student may be denied continued enrollment for not being in good standing. Nonresident students admitted to the district shall be evaluated each spring by district administration to determine standing for continued enrollment.

Students may be denied continued enrollment for the next school year based on the results of these evaluations. However, if the student has a disability, the student’s ability to meet these expectations shall be considered prior to denying continued enrollment in the district. Similarly, administration shall consider the adverse impact of homelessness on a student's attendance and any resulting suspensions or expulsions before making a determination on the continued enrollment of a student who is homeless. As part of this reflection, administration shall consider the obstacles a homeless student faces to arrive at

## Enrollment of Nonresident Students

JBCC-6

school on time or each day due to housing instability, lack of transportation, or lack of other basic resources that can hinder consistent attendance.

A student meeting one or more of the following criteria shall automatically be deemed not in good standing and may be denied continued enrollment based solely thereon.

- The nonresident student failed to maintain a 90% attendance rate in the last school year, excluding excused absences under board policy JBD and/or any relevant student handbook language;
- the nonresident student or the student's parent or person acting as a parent provided false or fraudulent information in the application process;
- the nonresident student is not a resident of Kansas;
- the student is currently under a period of suspension or expulsion from any Kansas school district, and such suspension or expulsion will not expire until after the next school year has begun.
- the student has had three or more out-of-school suspensions in the current school year, excluding suspensions a manifestation determination determined to be a manifestation of the student's disability or a failure on the part of school staff to implement an individualized education program, Section 504 plan, or behavior intervention plan; or
- the student has been given a long-term suspension or expulsion by the district in the current school year.

Parents shall be informed of any administrative decision not to continue enrollment of a nonresident student no later than \_\_\_\_\_.

Approved:

KASB Recommendation – 6/23; 10/23

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Roxie Schafer, Director of Technology  
**DATE:** December 4<sup>th</sup>, 2023  
**RE:** Technology Items Disposed

---

### **ISSUE:**

The Technology Department has disposed of items that no longer work or are of no value to the district

### **BACKGROUND:**

The Technology Department has disposed of the following items that no longer work or are of no value to the district:

33 Printers

14 Smart Boards

81 Hard Drives

### **ALTERNATIVES:**

No other alternatives are applicable

### **RECOMMENDATION:**

No recommendations are applicable

### **FISCAL NOTE:**

The district was charged \$920.00 to dispose of these items.

### **ATTACHMENTS:**

None

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Monica Diaz, Supplemental Programs Coordinator  
**DATE:** December 5<sup>th</sup>, 2023  
**RE:** Curriculum Report – KELPA Data

---

### **ISSUE:**

The Supplemental Program Department will provide a presentation at the board meeting with a focus on ESL data.

### **BACKGROUND:**

This presentation will provide data about one of the intervention programs (Read 180) used at the secondary level for ESL as well as KELPA data and ESL district information.

### **ALTERNATIVES:**

N/A

### **RECOMMENDATION:**

No action is necessary

### **FISCAL NOTE:**

N/A

### **ATTACHMENTS:**

KELPA and R180 data

# Read 180 & Kansas English Language Proficiency Assessment (KELPA) data

Monica Diaz-Supplemental Programs Coordinator

Nick Pasek- *Data Analyst Specialist*

Johnanna Borden- *ESL/Read 180 Teacher GCHS*

# ESL Population

Upon enrollment, every student or parent/guardian must be given a Home Language Survey. This survey will be used to determine which students should be assessed for English proficiency (KELPA screener). Screening - Reading, Writing, Listening and Speaking proficiency determines qualification for our ESL program.

Total Languages: 37

Top 5 Languages: Spanish, Karen, Creole, Somali, and Vietnamese

	18/19	19/20	20/21	21/22	22/23
% of ESL	38%	38%	36%	37%	37%
# of ESL	2874	3055	2795 <sup>56</sup>	2893	2838

# Newcomer Population

Newcomer programs are designed for recent immigrants who have little or no English proficiency, and limited or no formal education from their native countries. These programs have been developed to meet newcomers' needs before they enter into general education classrooms. The goals of newcomer programs are mainly to help kids develop linguistic survival skills and start adapting to the new culture.

**Abe Hubert: 2nd-4th**

**KH: 5th-8th**

**GCHS: 9th-12th**

**CSIC: Proposal**

	21/22	22/23	23/24
# of NC	18	41	93

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# Read 180 data

# What is Read 180?

Read 180 is one of the our reading interventions for ESL students at the secondary level.

Read 180 integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Students receive systematic, explicit instruction and practice of foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers.

# FastBridge

## AUTOreading

an assessment of a student's automaticity with select reading skills

### AutoReading Skills:

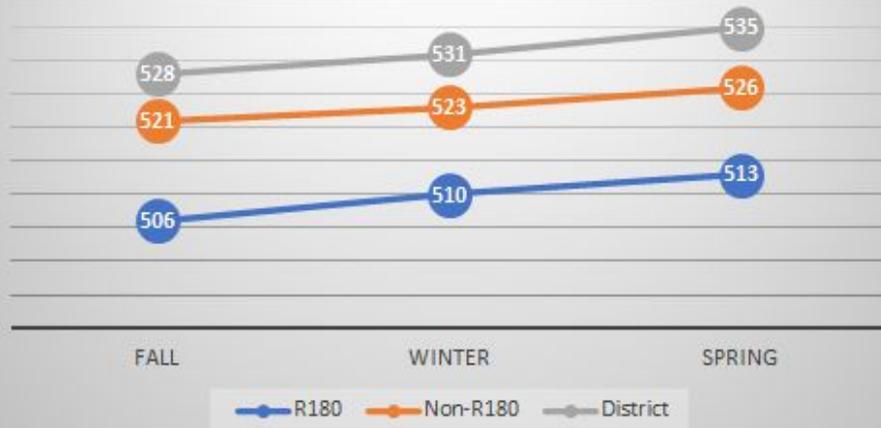
1. Decoding
2. Encoding
3. Identification
4. Letter Sounds
5. Matching Synonyms
6. Morphology
7. Vocabulary

## aReading

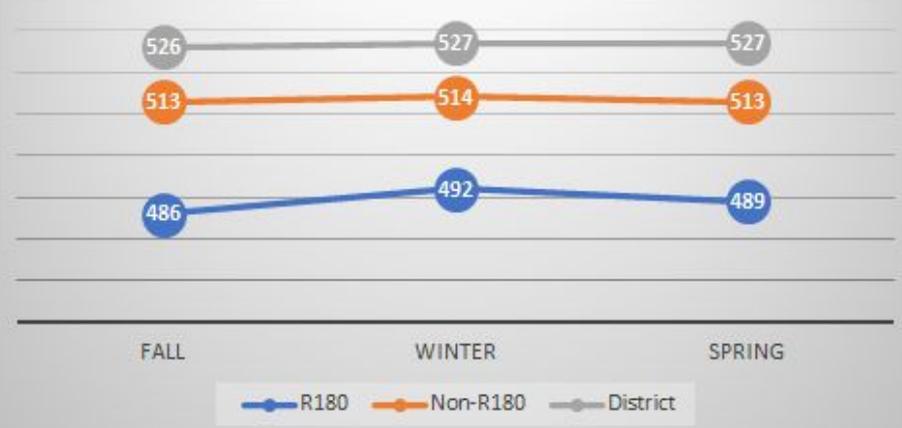
a simple and efficient procedure for screening K-12 students' broad reading abilities

# 2020-2021

## AutoReading 2020/2021

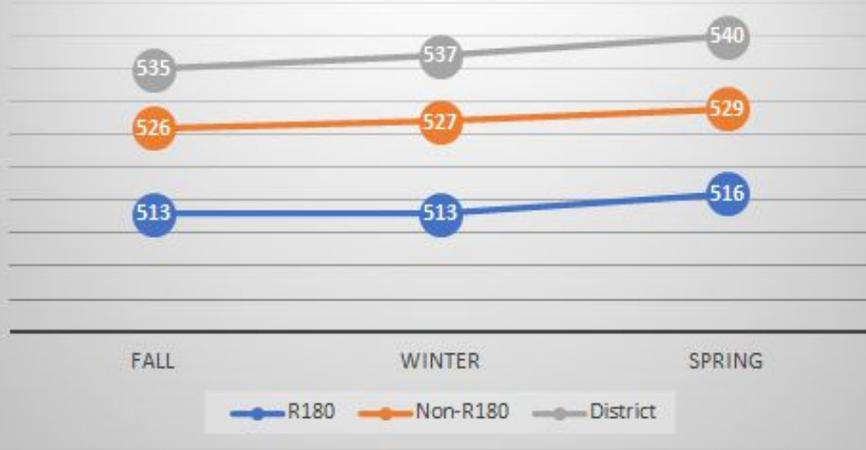


## aReading 2020/2021

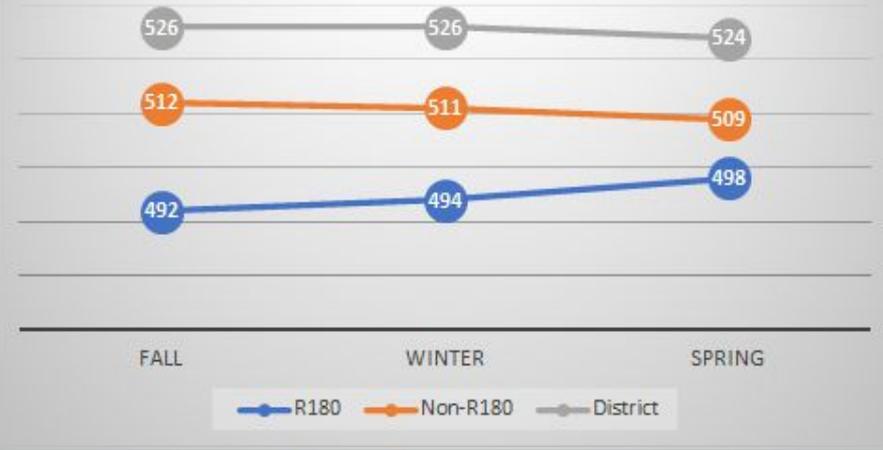


# 2021-2022

## AutoReading 2021/2022

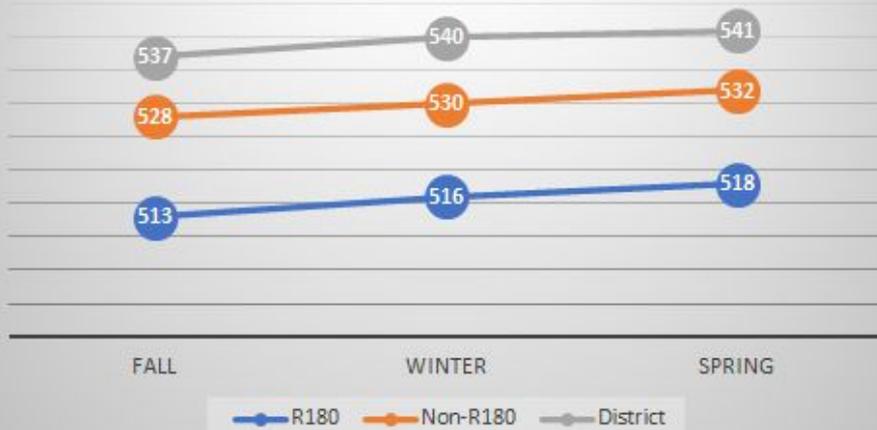


## aReading 2021/2022

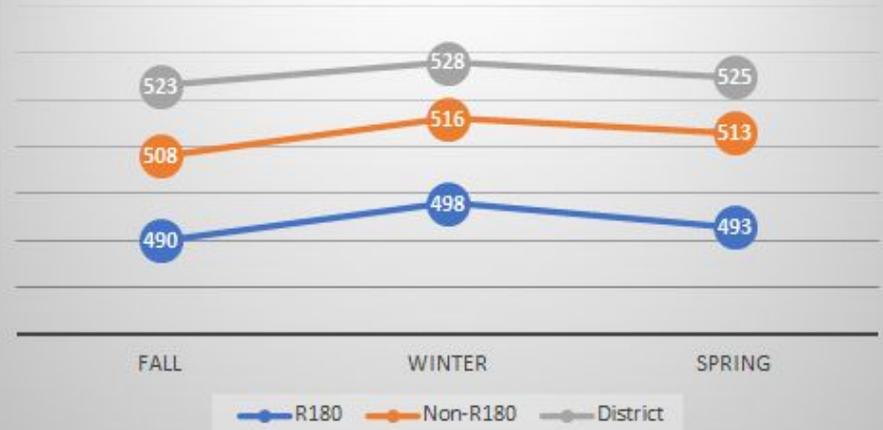


# 2022-2023

## AutoReading 2022/2023



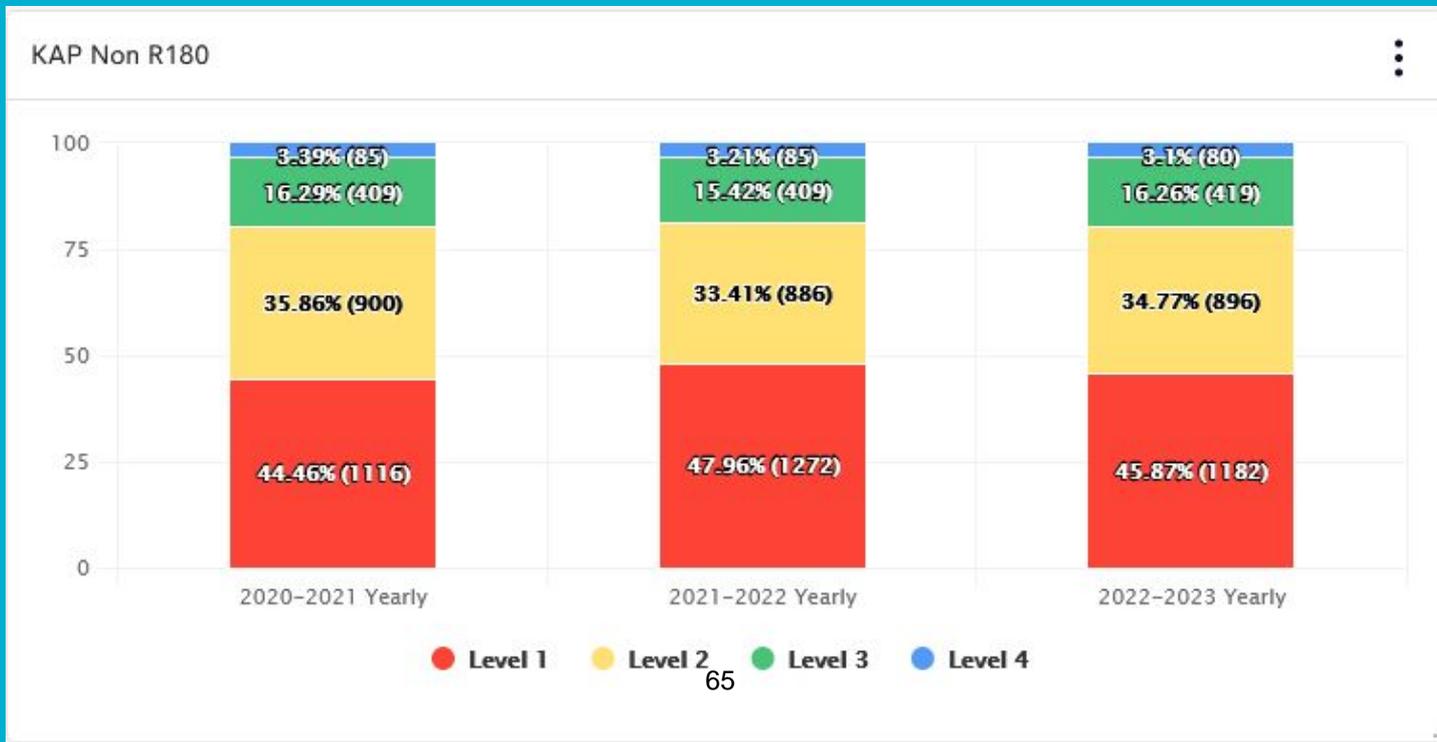
## aReading 2022/2023



# Kansas Assessment Program (KAP) Last 3 Years



# Kansas Assessment Program (KAP) Last 3 Years



# KELPA data

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**The Kansas English Language Proficiency Assessment (KELPA) assessment is part of the federal elementary and secondary education legislation for English learners (ELs). KELPA measure English language proficiency in four domains: listening, reading, writing, and speaking.**

# KELPA



# ESL endorsed staff

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2020-2021-**289**

2021-2022-**263**

2022-2023-**230**

2023-2024- **234**---anticipated growth due to change from KSDE in endorsement requirements

# Continued Next Steps

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- ESL professional development
  - SWPRSC- Partnership providing ESL PD
  - KSDE- Partnership including bookstudies
  - Internal Professional Development opportunities
  - ESL Endorsement support
- Strategy support
- Intervention support

---

**Thank you for your time!**

**Question and Answer**

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez  
**FROM:** Gina Galpin, Director of Special Education  
**DATE:** December 4<sup>th</sup>, 2023  
**RE:** Presentation on Significant Disproportionality

---

### **ISSUE:**

Gina Galpin, Director of Special Education will provide a presentation on significant disproportionality in special education and the impact for USD 457.

### **BACKGROUND:**

The Kansas State Department of Education has determined that USD 457 has significant disproportionality in its identification of white students compared to Hispanic students in the special education eligibility category of Other Health Impaired. The data suggests that white students in Garden City, KS are 3 times more likely to be identified Other Health Impaired as compared to Hispanic students. We have been working with KSDE and TASN to conduct a root cause analysis and file reviews in order to eliminate disproportionality in special education.

### **ALTERNATIVES:**

N/A

### **RECOMMENDATION:**

N/A

### **FISCAL NOTE:**

N/A

### **ATTACHMENTS:**

List your attachments

# Significant Disproportionality

USD 457  
Board of Education  
December 4, 2023

# What is Significant Disproportionality?

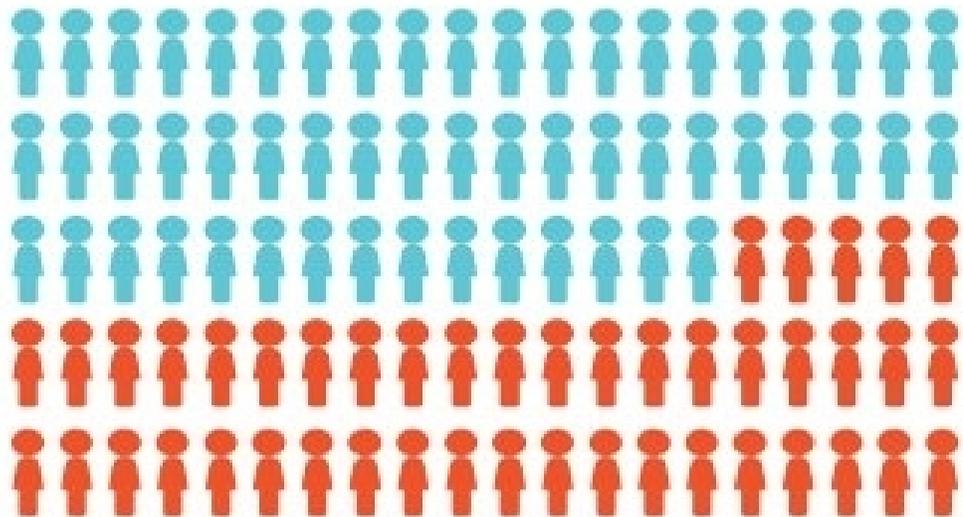
IDEA section 618(d) requires States to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies (LEAs) of the State with respect to:

- ❖(A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
- ❖(B) the placement in particular educational settings of such children; and
- ❖(C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

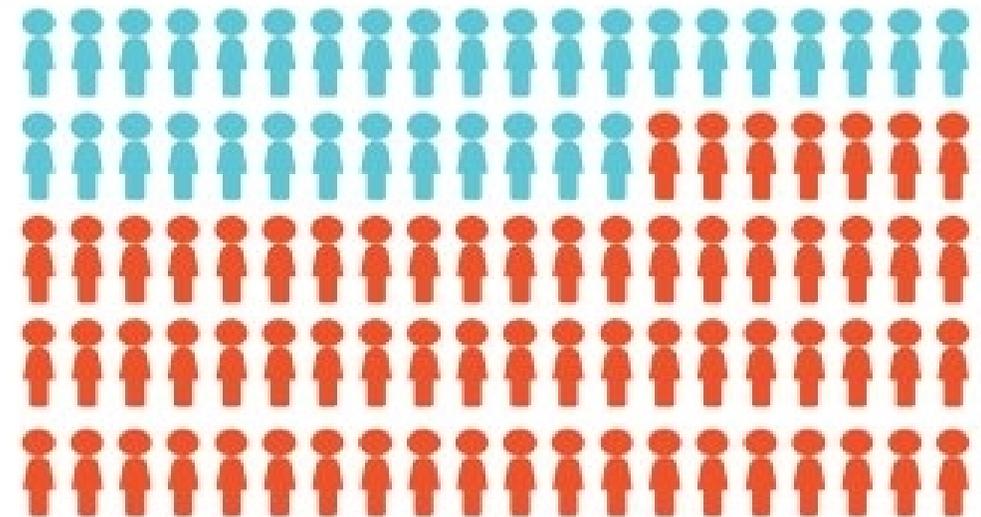
# Research

❖ *Significant Disproportionality in Special Education: Current Trends and Actions for Impact.* National Center for Learning Disabilities, 2020.

**Figure 2.** Students with disabilities who spend more than 80 percent of their day in general education classrooms.<sup>26</sup>



**55 percent of White**

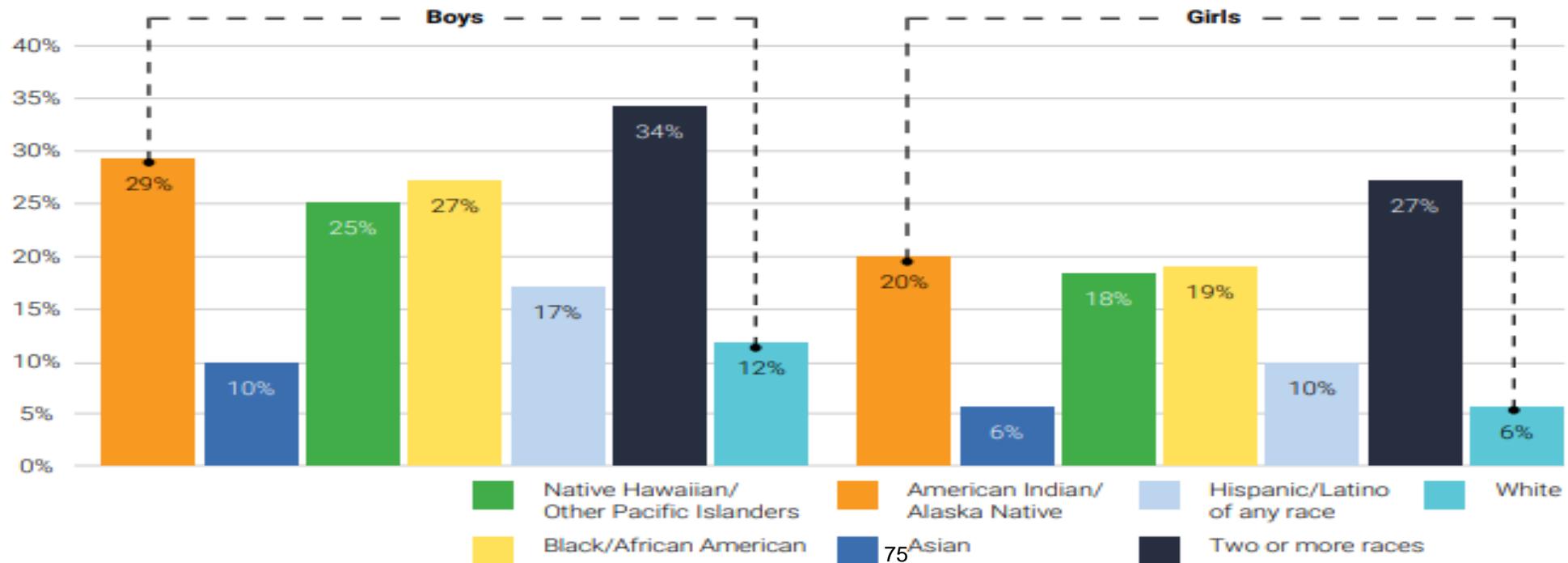


**33 percent of Black**

# Research

❖ *Significant Disproportionality in Special Education: Current Trends and Actions for Impact.* National Center for Learning Disabilities, 2020.

**Figure 3.** Students with disabilities (IDEA students) receiving out-of-school suspensions by race/ethnicity and gender.<sup>38</sup>



What does a risk ratio mean in practical terms and can you provide a sample calculation of a risk ratio?

A risk ratio essentially tells us how the risk of one group compares to the risk of another group. For example, an LEA risk ratio of 3.5 for black or African-American children to be identified for Other Health Impairment (OHI) means that, within that LEA, black or African-American children were three and half times as likely as all other children to be identified for OHI.

Here is a simplified example calculation:



## Formula

1. Target Group Risk = # in Target Race/Ethnic Group within subcategory divided by # in Target Race/Ethnicity Group enrolled.
2. Other Group Risk = # in all other Race/Ethnic Groups combined within Subcategory divided by # in all other Race/Ethnic Groups combined enrolled.
3. Risk Ratio = Target Group Risk divided by Other Group Risk.

## Example for Black Students with Disabilities (SWD)

1. 70 Black OHI divided by 200 Black students enrolled is 0.35.
2. 50 all other races/ethnicities OHI combined (American Indian + Asian + Hispanic + Native Hawaiian + Two or more races + White) divided by 500 total all other races/ethnicities combined (American Indian + Asian + Hispanic + Native Hawaiian + Two or more races + White) is 0.1
3.  $0.35/0.1 = 3.50$  (exceeds the threshold)

# Significant Disproportionality

- ❖ KSDE has identified significant disproportionality in the Garden City Public Schools (USD 457).
- ❖ USD 457 has exceeded the 3.0 risk ratio threshold for significant disproportionality for students eligible for Other Health Impairment (OHI).
- ❖ White students were 4-5 times more likely to meet eligibility requirements for OHI as compared to Hispanic students in 2020-21.
- ❖ USD 457 is required to reallocate 15% of the IDEA Part B funding (special education funding) for Comprehensive Coordinated Early Intervening Services (CCEIS).

# Significant Disproportionality

- ❖ 71.7% of students in the Garden City Public Schools are Hispanic and 18.4% of students are white. Our OHI data should align to our student population.
- ❖ Out of 1,297 students in special education in USD 457, 42 students are identified as Other Health Impaired (3.2%).

Race/Ethnicity	# of Students	Percentage
Hispanic	26	61.9%
White	14	33.3%
Other	2	4.7%

- ❖ When we were first identified with significant disproportionality, we had 71 students with an OHI label. After file reviews, we have decreased our OHI numbers to 42.

# Special Education Exceptionalities

## USD 457

<u>Exceptionality</u>	<u># of students</u>
<b>Autism</b>	<b>80</b>
<b>Developmental Delay</b>	<b>376</b>
<b>Emotional Disability</b>	<b>7</b>
<b>Hearing Impaired</b>	<b>8</b>
<b>Intellectual Disability</b>	<b>71</b>
<b>Learning Disability</b>	<b>481</b>
<b>Multiple Disabilities</b>	<b>29</b>
<b>Other Health Impaired</b>	<b>42</b>
<b>Speech/Language</b>	<b>78</b>
<b>Traumatic Brain Injury</b>	<b>2</b>
<b>Visually Impaired</b>	<b>11</b>

# Identified Need

KSDE Risk Ratio Data for OHI over 3-year span

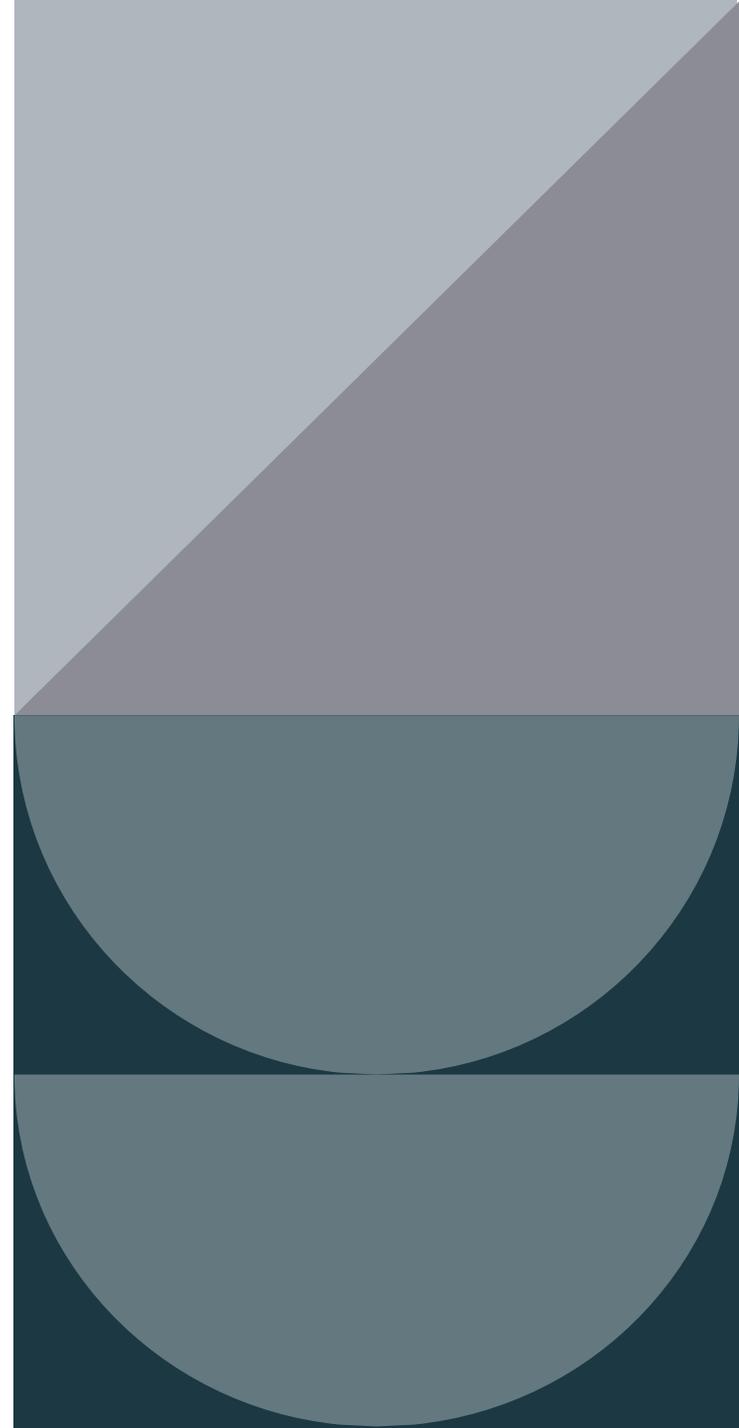
2020-2021	4.74
2021-2022	3.94
2022-2023	3.10

# Goals

- ❖ Eliminate significant disproportionality in the Garden Public Schools.
- ❖ Ensure the Garden City Public Schools are serving ALL students with appropriate supports.
- ❖ Equip general education teachers and staff with the tools to meet the needs of students with ADHD and other health impairments.
- ❖ Provide schools with strategies for providing behavior supports to students in the general education setting.
- ❖ Improve our processes across the district for SAT, General Education Interventions, 504 Plans, and eligibility for special education.

# Supported by Community

- ❖ Dr. Shull: pediatrician
- ❖ Compass Behavioral Health
- ❖ Genesis Family Health
- ❖ KSDE/TASN
- ❖ Special Education Leadership Team
- ❖ District Leadership Team



# Results

- v 51% of students identified as OHI had a medical diagnosis of ADHD.
- ❖ Doctors confirmed and our OHI data showed that white families were more likely to produce a medical diagnosis of a health impairment (ADHD).
- ❖ Students with behavioral needs were referred to special education prior to general education supports being fully implemented with data collection.
- ❖ Our eligibility process needs to be refined.
- ❖ Some of the students labeled OHI did not demonstrate a need for specially designed instruction and benefited from 504 Plans.
- ❖ Our data demonstrated the need for general education supports including a behavior specialist, behavior plan and data collection training and support.

# Next Steps

- ❖ Continue to meet with KSDE, TASN, and KLN for school and district improvement
- ❖ Special Education Google Drive
- ❖ Monthly meeting with school psychologists
- ❖ Improved processes for parent requests for evaluation, SAT, 504, eligibility for special education
- ❖ Scheduled file reviews of OHI
- ❖ Professional development for general education and special education teachers
- ❖ School psychologist video bank
- ❖ Behavior specialist dedicated to general<sup>84</sup> education



# Questions?

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez  
**FROM:** Drew Thon, HR Officer  
**DATE:** 12/5/2023  
**RE:** Echelon Front Full Day Workshop

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### **ISSUE:**

Increasing leadership capacity within our administrative team.

### **BACKGROUND:**

This training is scheduled for January 3, 2024, from 8 AM to 3 PM in the Garden City High School Commons our District Administrators will participate in the Extreme Ownership leadership training, featuring insights from Jocko Willink's Echelon Front. This training is designed to address the challenge of taking ownership, leading in difficult times, and empowering ourselves to tackle issues effectively.

Echelon Front Trainers will bring their expertise in Jocko Willink's Extreme Ownership Foundations to equip you with both the mindset and practical skills for effective leadership.

### **ALTERNATIVES:**

No other alternatives applicable

### **RECOMMENDATION:**

1. Approve the agreement with Echelon Front for the training
2. Deny the agreement with Echelon Front for the training
3. Offer an alternative recommendation

### **FISCAL NOTE:**

The total cost is \$27,400.00 and has been budgeted from the Professional Development fund from the following account – 026 E 2213 03 0000 008 01 582

### **ATTACHMENTS:**

Echelon Agreement



**LEADERSHIP KEYNOTE AGREEMENT**

<b>Legal Company/Organization Name</b>					
<b>Street Address</b>					
<b>City</b>		<b>State</b>		<b>Zip</b>	

This Leadership Keynote Agreement (the “**Agreement**”), dated as of \_\_\_\_\_ (the “**Effective Date**”), is entered into between Echelon Front, LLC, a Delaware limited liability company (the “**Company**”), and UNIFIED SCHOOL DISTRICT NO. 457 (the “**Client**”) (collectively, the “**Parties**” or individually, a “**Party**”).

**BACKGROUND**

- A. The Company is in the business of providing customized leadership seminars, workshops, and training through various forms of live and recorded programs including, without limitation, keynote presentations (the “**Services**”).
- B. The Client desires to engage the Company to perform the Services as set forth on **Schedule 1** of this Agreement;
- C. Additional Services agreed to by the Parties will be identified in subsequent attachments, exhibits, or addenda, which will be made a part of this Agreement when signed and dated by each Party.

Accordingly, the Parties agree as follows:

- 1. **Definitions.** For purposes of this Agreement, the following terms are defined as follows:
  - 1.1 “**Affiliate**” means any Person that directly or indirectly—through one or more intermediaries—controls, is controlled by, or is under common control with another Person.
  - 1.2 “**Developments**” mean new information, idea, or other material—for example, catch phrases or slogans—conceived or developed by either Party in the performance of the Services, and related to the Services and the Company’s business, that are not based on, were not developed using, and do not incorporate any of the Client’s Confidential Information.
  - 1.3 “**Intellectual Property**” includes, without limitation, all materials—I n any format—and information owned, developed, or created by the Company, including the Licensed Content, provided in conjunction with the Services offered hereunder. The Company’s Intellectual Property does not include any materials or information based on, developed using, or incorporating any of the Client’s Confidential Information as defined in Section 8.1 below.



1.4 “**Law**” means any statute, law, ordinance, regulation, rule, code, order, constitution, treaty, common law, judgment, award, decree, other requirement, or rule of law of any federal, state, local, or foreign government, or political subdivision thereof, or any arbitrator, court, or tribunal of competent jurisdiction.

1.5 “**Licensed Content**” means any of the Company’s Intellectual Property produced in connection with the Services and any Developments.

1.6 “**Person**” means an individual, corporation, partnership, joint venture, limited liability company, governmental authority, unincorporated organization, trust, association, or other entity or organization.

2. **Term.** The initial term of this Agreement will commence on the Effective Date and will continue until the Company substantially completes the Services as set forth on **Schedule 1** (the “**Term**”), unless terminated earlier pursuant to this Agreement.

3. **Payment.** The Client shall pay the Company a fee as set forth on **Schedule 1**, which shall be payable according to the terms set forth therein (the “**Fee**”).

4. **License Grant.**

4.1 **Grant.** Subject to the terms and conditions of this Agreement, the Company hereby grants to the Client during the Term, a non-exclusive, non-assignable, and non-transferable (except as provided in Section 10 below) limited license and right to the Licensed Content for: (a) the internal training of the Client’s employees or independent contractors for a period of thirty (30) days following the Effective Date; and (b) promoting any scheduled Event, as set forth on any schedule or exhibit to this Agreement, for a period of thirty (30) days before and after the Event.

4.2 **Reservation of Rights.** The Company reserves all rights not expressly granted to the Client under this Agreement. No use of the Licensed Content by the Company will be deemed to interfere with the limited permissions given to the Client under this Agreement.

5. **Use of Licensed Content and Intellectual Property.** Notwithstanding any provision to the contrary contained herein:

5.1 **Limited Use.** The Company’s Intellectual Property is the sole property of the Company and may not be used by the Client for purposes other than those described in Section 4.1 above without the Company’s express written consent. Client shall not further reproduce or transmit the Company’s Intellectual Property for any commercial or pecuniary purposes—including, but not limited to, manufacturing, promoting, advertising, distributing, merchandising, marketing, or selling the Client’s business, products, or services—without the Company’s express written consent. The Licensed Content may not be distributed to, shared with, or used by any Person outside the Company’s control, except as may be necessary to transmit or make accessible the Licensed Content to permitted users. Notwithstanding the foregoing, the Client hereby grants



the Company permission to use the Client's name and logo for limited advertising and promotional purposes.

5.2 **Changes and Alterations.** Except as otherwise stated herein, the Client may not alter, translate, change, tamper with, edit, modify, rotate, or create any derivative works of the Licensed Content or the Company's other Intellectual Property without the Company's express written approval. The Client agrees to include the following credit line adjacent to any use of licensed material: ©Echelon Front, LLC.

5.3 **No Rights to Intellectual Property.** Nothing in this Agreement may be construed as a transfer or sale of the Company's Intellectual Property to the Client.

5.4 **Recordings.** The Client may not create or obtain recorded materials of the Company's Services without the Company's prior written approval.

5.5 **Quality Control.** The Client shall, at all times, conduct its business and use of the Licensed Content in a manner consistent with the Company's standards, quality, style, and image. In exercising its rights under this Agreement, the Client shall comply with, and shall make its best efforts to ensure that each Person using the Licensed Content complies with all applicable Laws.

5.6 **Client Rights.** Notwithstanding anything in this Agreement to the contrary, any information or materials based on, developed using, or incorporating any Client Confidential Information is the exclusive property of the Client and may not be used by the Company or further reproduced or transmitted in any form or by any means without the Client's express written consent except to the extent necessary for the Company to provide the Services to the Client under this Agreement.

6. **Enforcement.** The Client shall immediately notify the Company in writing with reasonable detail of any: (a) actual, suspected, or threatened infringement of the Licensed Content, claim that the Licensed Content is invalid, or opposition to the Licensed Content; (b) actual, suspected, or threatened claim that the use of the Licensed Content infringes the rights of any third party; or (c) any other actual, suspected, or threatened claim to which the Licensed Content may be subject. The Client shall provide the Company with any assistance that the Company may reasonably require in the conduct of any claims or proceedings to enforce this Agreement.

7. **Confidentiality.**

7.1 **Confidential Information.** Each Party acknowledges that, in connection with this Agreement, it may gain access to information that is treated as confidential by the other Party including, but not limited to, information about the other Party's business operations, services, and other sensitive and proprietary information (collectively, "**Confidential Information**").

7.2 **Exclusions.** Confidential Information does not include information that, at the time of disclosure (a) is or becomes generally available to and known by the public other than as a result



of, directly or indirectly, any breach of this Section 8; (b) is or becomes available to the other Party on a non-confidential basis from another Person, provided that such Person is not, and was not, prohibited from disclosing the Confidential Information; (c) was known by or rightfully in the possession of the other Party prior to being disclosed; or (d) is required to be disclosed by Law, including pursuant to the terms of a court order; provided that the other Party has given prior written notice of, and an opportunity to contest, the disclosure so that the Party with rights to the Confidential Information may, if necessary, seek a protective order or other remedy.

**7.3 Protection and Non-Disclosure.** The Client shall (a) protect and safeguard the confidentiality of the Company's Confidential Information with at least the same degree of care as the Client would use to protect its own confidential information but, in no event, with less than a commercially reasonable degree of care; (b) not use the Company's Confidential Information, or permit it to be accessed or used, for any purpose other than to exercise its rights or perform its obligations under this Agreement; and (c) not disclose the Company's Confidential Information to any Person other than the Client's officers, employees, consultants, accountants, and legal advisors who are bound by written confidentiality obligations and have a need to know, or otherwise are permitted to have access to, the Company's Confidential Information under this Agreement.

## **8. Representations and Warranties.**

**8.1 Mutual Representations and Warranties.** Each Party represents and warrants to the other Party that: (a) it is duly organized, validly existing, and in good standing as an entity as represented herein under the Laws of its jurisdiction of incorporation or organization; (b) it has the full right, power, and authority to enter into this Agreement and to perform its obligations hereunder; (c) the execution of this Agreement by its representative has been duly authorized; and (d) when executed and delivered by such Party, this Agreement will constitute the legal, valid, and binding obligation of such Party, enforceable against such Party in accordance with its terms.

**8.2 Disclaimer.** Nothing in this Agreement constitutes a representation or warranty by the Company that the exercise of rights granted under this Agreement does not or will not infringe the rights of any Person. EXCEPT AS EXPRESSLY PROVIDED IN THIS SECTION 8, THE COMPANY EXPRESSLY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE, WITH RESPECT TO THE LICENSED CONTENT, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, NON-INFRINGEMENT, AND WARRANTIES THAT MAY ARISE OUT OF COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE, OR TRADE PRACTICE.

**8.3 Exclusions of Consequential and Other Indirect Damages.** TO THE FULLEST EXTENT PERMITTED BY LAW, THE COMPANY WILL NOT BE LIABLE TO THE CLIENT FOR ANY CONSEQUENTIAL, SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, OR ENHANCED DAMAGES, LOSSES, OR EXPENSES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGE WAS



FORESEEABLE AND REGARDLESS OF WHETHER THE CLIENT WAS ADVISED OF THE POSSIBILITY OF DAMAGES. IN NO EVENT WILL THE LIABILITY OF THE COMPANY ARISING OUT OF THIS AGREEMENT EXCEED AN AMOUNT EQUAL TO THE AMOUNT PAID TO THE COMPANY UNDER THIS AGREEMENT.

9. **Indemnification.**

9.1 The Client shall indemnify, defend, and hold harmless the Company and its officers, directors, employees, successors, assigns, and other affiliates from and against all damages, liabilities, and expenses (including reasonable attorneys' fees) arising out of, as a result of, or in connection with any third-party claims, suits, actions, or proceedings relating to any actual or alleged: (a) use by the Client of any Licensed Content or other Intellectual Property outside the scope of this Agreement; (b) breach by the Client of this Agreement; or (c) negligent or wrongful acts by the Client.

9.2 The Company shall indemnify, defend, and hold harmless the Client and its officers, directors, employees, successors, assigns, and other affiliates from and against all damages, liabilities, and expenses (including reasonable attorneys' fees) arising out of, as a result of, or in connection with any third-party claims, suits, actions, or proceedings relating to any actual or alleged: (a) use of any licensed material within the scope of this Agreement; (b) breach by the Company of this Agreement; (c) failure to obtain any required permission, license, or releases; or (d) the Company's negligent or wrongful acts.

10. **Assignment.** The Client shall not assign or otherwise transfer any of its rights, or delegate or otherwise transfer any of its obligations, under this Agreement, whether voluntarily, involuntarily, by operation of law, or otherwise, without the Company's express written consent. No delegation or other transfer will relieve the Client of any of its obligations or performance under this Agreement. Any purported assignment, delegation, or transfer in violation of this Section 11 is void.

11. **Termination.**

11.1 **For Cause.** Either Party may terminate this Agreement] if (a) the other Party materially breaches the terms and conditions of this Agreement—including, but not limited to, the Client's failure to timely pay the Fee in accordance with Section 2 of this Agreement—and (b) such material breach cannot be cured by the non-terminating Party within seven (7) business days of receipt of notice from the terminating Party.

11.2 **Without Cause.** The Client may terminate this Agreement upon fifteen (15) days' written notice to the Company, but in no event less than sixty (30) days prior to any scheduled Services.

11.3 **Effect of Termination.** On the termination of this Agreement (a) all right and licenses granted pursuant to this Agreement immediately cease; (b) the Client shall cease all use of



the Licensed Content; and (c) at the Client's expense, the Client shall promptly return to the Company or destroy all records and copies of material in its possession related to the Licensed Content, the Company's Intellectual Property, and any other Confidential Information that may be in the Client's possession, except as otherwise directed by the Company.

**11.4 Cancellation by the Client.** Unless the Agreement is terminated by the Client pursuant to Sections 11.1 or 11.2 above, the Client shall pay the entire Fee as set forth on any schedule or exhibit to this Agreement for such cancelled programs. If a scheduled Service is cancelled pursuant to Section 11.2, the Client's deposit will be non-refundable and the Client shall be responsible for any reasonable costs the Company incurs as a result of the cancellation including, but not limited to, any compensation for Services already performed or actions already taken by the Company in preparation for the Services.

**11.5 Cancellation by the Company.** If, for any reason other than those described in Sections 11.1 and 11.2 above, the Company needs to cancel the Event, the Company will send a notification email to the Client as soon as reasonably practicable. The Company will make all reasonable efforts to reschedule the Event for a time and date that is mutually agreeable to the Parties. If no mutually agreeable time is reasonably practicable, the Company shall refund any deposit or Fees unless the Client receives reasonable notice that the Company has made special accommodations to suit the Client's needs, in which case the Client's deposit will be non-refundable.

**11.6 Prerecorded Materials.** If the Client orders any pre-recorded materials from the Company, any payment made by the Client for becomes non-refundable upon delivery of such materials. Until delivery, the Client may cancel and receive a refund of any payments made for such materials.

**11.7 Surviving Rights.** The rights and obligations of the Parties set forth in Section 1 (Definitions), Section 5.1 (Acknowledgement of Ownership), Section 5.2 (Client Restrictions), Section 7 (Confidentiality), Section 8 (Representations and Warranties), Section 9 (Indemnification), Section 10 (Assignment); Section 11 (Termination); and Section 13 (Miscellaneous), and any right, obligation, or required performance of the Parties in this Agreement that, by its express terms or nature and context, is intended to survive termination of this Agreement, will survive any such termination.

## **12. Force Majeure.**

**12.1** Notwithstanding anything contained herein to the contrary, the Parties recognize that under certain extraordinary circumstances, performance by the other side may be rendered impossible. Accordingly, the Parties agree that neither Party shall be liable for any failure to perform its obligations where such failure is as a result of an act of nature—including, but not limited to, fire, flood, earthquake, storm, hurricane or other natural disaster, terrorist activities, government sanction, blockage, embargo, labor dispute, strike, lockout or interruption or failure of electricity or other necessary utility service.



12.2 Any Party asserting force majeure as an excuse shall have the burden of proving that (a) reasonable steps were taken under the circumstances to minimize delay or damages caused by foreseeable events; (b) that all non-excused obligations were substantially fulfilled; and (c) that the other Party was timely notified of the likelihood or actual occurrence that would justify such an assertion, such that other prudent precautions might be contemplated or undertaken.

13. **Miscellaneous.**

13.1 **Notices.** Any notices, requests, consents, claims, demands, waivers, and other communications (other than routine communications having no legal effect) sent to the Company pursuant to this Agreement must be in writing and will be deemed to have been given: (a) when delivered by hand (with written confirmation of receipt); (b) when received by the addressee if sent by a nationally recognized overnight courier (receipt requested); (c) on the date sent by email (with confirmation of transmission or receipt) if sent during normal business hours of the recipient, and on the next business day if sent after normal business hours of the recipient; or (d) on the third day after the date mailed, by certified or registered mail, return receipt requested, postage prepaid.

Such communications must be sent to the Company at the following address:

**ECHELON FRONT, LLC**

Attention: Legal Department,  
421 Sportsplex Drive, Suite C  
Dripping Springs, TX 78620

**With a copy by email to:**

Steven T. Coopersmith  
Managing Attorney  
The Coopersmith Law Firm  
[stc@stevecoopersmithlaw.com](mailto:stc@stevecoopersmithlaw.com)

**CLIENT**

Attention: Unified School District No. 457  
Mike Dominguez, Superintendent  
1205 Fleming Street  
Garden City, Kansas 67846  
[Mdominguez1@gckschools.com](mailto:Mdominguez1@gckschools.com)

13.2 **Headings.** The headings in this Agreement are for reference only and do not affect the interpretation of this Agreement.



13.3 **Entire Agreement.** This Agreement, together with any Schedules or Exhibits, constitutes the entire agreement and understanding between the Parties with respect to the subject matter contained herein and supersedes all prior and contemporaneous understanding and agreements, both written and oral, with respect to such subject matter.

13.4 **Amendment.** This Agreement may not be amended or modified otherwise than by a written agreement executed by the Parties or their respective successors and legal representatives.

13.5 **Binding Agreement.** This Agreement is binding upon and inures to the benefit of the Parties and their respective heirs, beneficiaries, personal representatives, successors, and permitted assigns.

13.6 **Severability.** If any provision of this Agreement is invalid, illegal, or unenforceable in any jurisdiction, the validity, legality, and enforceability of the remaining provisions will not be affected, impaired, or invalidated.

13.7 **Electronic Signature.** For purposes of this Agreement, an electronic signature shall be deemed the same as an original signature.

13.8 **Withholding.** The Company may withhold from any amounts payable under this Agreement, any Federal, state, local, or foreign taxes as shall be required to be withheld pursuant to any applicable law or regulation.

13.9 **Governing Law.** This Agreement and the rights of the Parties hereunder are governed by and construed in accordance with the Laws of the State of Kansas without giving effect to any choice or conflict of law provision or rule.

13.10 **WAIVER OF JURY TRIAL.** THE CLIENT IRREVOCABLY AND UNCONDITIONALLY WAIVES ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN RESPECT OF ANY DISPUTE, CLAIM, CONTROVERSY, ACTION, OR PROCEEDING ARISING OUT OF OR RELATING TO THIS AGREEMENT.

13.11 **Mediation.** If the a dispute arises that cannot be resolved under the terms of this Agreement, then the parties shall proceed to mediation unless the parties at the time of the dispute agree to a different timeframe. A "Notice of Mediation" shall be served, signifying that the there is a dispute that cannot be resolved to commence the mediation process. The parties shall agree on a mediator; however, if they cannot agree within 14 days then [then a local mediation service provider] shall appoint a mediator. The mediation session shall be held within 45 days of the retention of the mediator, and last for at least one full mediation day, before any party has the option to withdraw from the process. The parties may agree to continue the mediation process beyond one day, until there is a settlement agreement, or one party [or the mediator] states that there is no reason to continue because of an impasse that cannot be overcome and sends a "notice of termination of mediation." All reasonable efforts will be made to complete the mediation within 30 days of the first mediation session. The service of the Notice of Mediation shall stay the running of any applicable statute of limitations regarding the Dispute until 30 days after the parties agree that



the mediation is concluded or the mediator issues a Notice of Impasse. Each side shall bear an equal share of the mediation costs unless the parties agree otherwise. All communications, both written and oral, during the mediation process are confidential and shall be treated as settlement negotiations for purposes of applicable rules of evidence; however, documents generated in the ordinary course of business prior to the Dispute, that would otherwise be discoverable, do not become confidential simply because they are used in the Negotiation and/or Mediation process. The process shall be confidential based on terms acceptable to the mediator and/or mediation service provider

13.11.1 **Provisional Remedies.** Notwithstanding Section 13.9, the Parties may seek provisional remedies in aid of mediation from a court of appropriate jurisdiction.

13.12 **Attorneys' Fees.** If either Party institutes or commences any mediation, claim, or proceeding arising from or relating to this Agreement, the prevailing Party will be entitled to recover from the non-prevailing Party the costs and attorneys' fees reasonably incurred by the prevailing Party. If the mediator determines a Party to be the prevailing Party under circumstances where that Party won on some, but not all, of their claims or counterclaims, the mediator may award the prevailing Party an appropriate percentage of the costs and attorneys' fees reasonably incurred by the prevailing Party in connection with the arbitration.

13.13 **Entire Agreement.** This Agreement, including any exhibits and schedules attached hereto, contains the entire agreement understanding of the Parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous agreements and understandings, express or implied, oral or written, with respect to such matters.

13.14 **Counterparts.** This Agreement may be executed in separate counterparts, each of which is deemed to be an original and all of which taken together constitute one and the same agreement.

**IN WITNESS WHEREOF**, the Parties have entered into this Agreement as of the Effective Date.

**ECHELON FRONT, LLC**

**CLIENT**

---

Jamie Cochran, Director of Operations

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Print Name and Title



**SCHEDULE 1**  
**Services**

<b>Client</b>	<b>Garden City Schools</b>		
<b>POC</b>	<b>Drew Thon</b>	<b>Date Prepared</b>	<b>Nov 16, 2023</b>

**OVERVIEW**

<b>Leadership Keynote Event</b>
<p><b>Details</b></p> <p><b>Title:</b> Garden City Schools Full Day Workshop</p> <p><b>Services/Engagement Description:</b> full day workshop with school administrators, teachers and athletic staff</p> <p><b>Date and Time:</b> January 3, 2024</p> <p><b>Location:</b> Garden City, KS (Garden City High School)</p> <p><b>Duration:</b> 8am – 3pm CST</p> <p><b>Instructor:</b> Codey Gandy OR Danny Ziem</p> <p><b>Recordings:</b> Recording audio and video is permitted subject to the terms and conditions of the Agreement. Upon request from the Company, the Client shall share all photos and recordings of the Services with the Company.</p>

**FEE**

<p><b>Services</b></p> <p>The Fee for Services to be provided is \$27,400.00 USD</p> <p>Services: \$26,500.00</p> <p>Training Manuals for participants (60): \$900.00</p>
<p><b>Payment</b></p> <p>Within three (3) business days of the Event Date, the Company will an invoice to the Client for the remaining balance. The Client shall pay the full amount of the invoice within thirty (30) days of receipt thereof.</p>

**EF POINTS OF CONTACT**

**Dave Berke**  
Chief Development Officer  
Email: [Dave@echelonfront.com](mailto:Dave@echelonfront.com)

**Jamie Cochran**  
Director of Operations  
Email: [Jamie@echelonfront.com](mailto:Jamie@echelonfront.com)

**Connie Janak**  
Staff Accountant  
Email: [Connie@echelonfront.com](mailto:Connie@echelonfront.com)

**Meg Miller**  
LDAP Program Manager  
Email: [Meg@echelonfront.com](mailto:Meg@echelonfront.com)



## **MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Colleen Drees, Chief Financial Officer  
**DATE:** December 4<sup>th</sup>, 2023  
**RE:** GMCN Design Fees for Roofing Projects

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### **ISSUE:**

The Board of Education is asked to approve the design fees for roofing and wall panel replacements at the following schools: Alta Brown, Florence Wilson, Horace Good and Edith Scheuerman.

### **BACKGROUND:**

GMCN has been engaged as our roofing architect and consultant. These projects have been identified as part of our long range planning for this fiscal year and have been prioritized based on current conditions.

### **ALTERNATIVES:**

No other alternatives applicable.

### **RECOMMENDATION:**

1. Approve the design fees and agreements for GMCN.
2. Deny the agreements.
3. Recommend an alternative solution.

### **FISCAL NOTE:**

This purchase has been budgeted for this fiscal year from the following account: 016 E 4700 21 0000 056 01 610 with adequate balances remaining for this purchase

### **ATTACHMENTS:**

GMCN Agreements

November 8, 2023

## **A/E Services Proposal**

Shane Faurot  
USD 457 Garden City Schools  
1205 Fleming Street  
Garden City, KS 67846

Dear Shane,

RE: Alta Brown Re-Roof Area B, E & G

On behalf of GMCN, let me thank you for this opportunity to offer you a proposal for the project referenced above. This shall serve as a letter of agreement for architectural services as described below.

### **Project Scope**

Partial re-roof of Alta Brown Elementary School, 1110 East Pine, Garden City, Kansas. I understand the scope of work is as follows:

#### **Re-Roof:**

- Approximately 13,260 s.f. +/-
- Tear off existing Built-Up Gravel Roofing – down to existing roof deck.
- Install new Polyisocyanurate roof insulation
- Install new 1/2" Cover-Board – Dens-Deck Prime or Securock
- Install new TPO Roofing
- Sheet Metal – Pre-Finished 24 gauge – KYNAR 500 – coping cap and counterflashing where required
- Install new Soffits & Fascia along area B & G.

The construction budget has yet to be determined, however based on the information above and on past project experience and current market conditions I would anticipate an approximate construction budget for this project is between \$420,000 and \$445,500. The project will be design/bid/build.

### **Architect Services**

GMCN will be contracted directly with USD 457 and therefore all communiqué shall be through USD 457. Any Contractors selected to perform this work and GMCN will be under separate contracts throughout the project and independent as to each other.

We propose to provide the following services:

- Basic Architectural Design Services for Re-Roofing
- Construction Administration

GMCN will provide the following construction documents;

- Roof Plan
- Roof Details
- Specifications

### **Services not provided**

Services not provided include, but are not limited to: analysis of Kansas Department of Health and Environment (KDHE) Stormwater Discharges associated with construction activity requirements, water retention calculations and/or plans, Civil Engineering, hazard materials survey, testing, and/or abatement, land/property survey, geotechnical services, furniture selection, equipment selection, and any other services not stated in "Architect

Services". Compensation for additional services beyond the terms and conditions of this agreement shall be computed at Architect's then current hourly rate schedule.

**Fee**

The fee for the Architect Services stated above will be a fixed fee of **\$15,650.00** plus reimbursable expenses.

**Reimbursable Expenses**

Expense for mileage, meals, lodging, travel time, plots, reproductions, photography, postage, long distance telephone charges including faxes, shall be billed as a reimbursable expense. A multiple of 1.15 times the expenses incurred by the Architect shall be applied. We will endeavor to keep these expenses to a minimum.

**Payment**

Regular monthly payment shall be made based on the percentage of work completed by the Architect within 30 days of receipt of Architect's invoice. Amount unpaid 60 days after the invoice date shall bear a late payment fee of 1.5% per month (18% annually).

**Hourly / Additional Services**

Compensation for work done on an hourly basis and additional services beyond this proposal shall be computed at Architect's then current hourly rate schedule. GMCN's current hourly rate schedule is as follows:

Principal 1	\$140 / hr
Principal 2	\$120
Associate 1	\$105
Associate 2	\$95
Staff 1	\$85
Staff 2	\$75
Staff 3	\$65

**Limitation of Liability & Indemnification**

In recognition of the relative risks and benefits of the project to both the Owner and the Architect, the risks have been allocated such that the Owner agrees, to the fullest extent permitted by law, to limit the liability of the Architect to the Owner, Contractor, and all subcontractors on the project for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, so that the total aggregate liability of the Architect and to all those named shall not exceed the Architect's total fee for services rendered on the project for which the claim(s) originate. Such claims and causes include, but are not limited to negligence, professional errors or omissions, strict liability, breach of contract or warranty.

The Owner agrees, to the fullest extent permitted by law, to indemnify and hold the Architect harmless from any damage, liability or cost (including reasonable attorneys' fees and costs of defense) to the extent caused by the Contractor's negligent acts, errors or omissions and those of his or her subcontractors or consultants or anyone for who the Contractor is legally liable, and arising from the project that is the subject of this Agreement.

GMCN shall not have control or charge of and shall not be responsible for construction means, methods, techniques, sequences of procedures or for safety precautions or programs in connection with the work, for the acts or omissions of the Owner, Contractor, its subcontractors or any other person performing any of the work, or for the failure of any of them to carry out the work in accordance with the construction documents.

**Dispute Resolution**

Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to arbitration or the institution of legal or equitable proceedings by either party. If such matter relates to or is the subject of a lien arising out of GMCN's services, GMCN may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or by arbitration. The Contractor and GMCN shall endeavor to resolve claims, disputes and other matters in question between them by mediation which, unless the parties mutually agree otherwise, shall be in

accordance with the Construction Industry Mediation Rules of the American Arbitration Association currently in effect. Request for mediation shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. The request may be made concurrently with the filing of a demand for arbitration but, in such event, mediation shall proceed in advance of arbitration or legal or equitable proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in Wichita, Kansas, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

**Qualifications**

This proposal is offered with the following qualifications:

1. This proposal is offered to USD 457 exclusively.
2. Architectural fees are based on current project scope as outlined above. GMCN reserves the right to revise our fees if this scope or budget is modified.
3. This proposal is good for 30 days from the date of issuance.

If this proposal is acceptable, please sign below. If terms and/or conditions of this proposal are not acceptable, please call me and we can discuss items that may need to be negotiated. GMCN will request a Purchase Order from USD 457 to bill towards.

We look forward to working with you. If you have any questions or require further information, please call. Thank you again!

Owner: **USD 457 Garden City Schools**

Architect: **GMCN Architects**

\_\_\_\_\_  
*Signature*

  
\_\_\_\_\_  
*Signature*

Print Name: \_\_\_\_\_

Print Name: R. Clark Simpson

Print Title: \_\_\_\_\_

Print Title: Senior Principal Architect

Date: \_\_\_\_\_

Date: 2023-11-08

November 8, 2023

## **A/E Services Proposal**

Shane Faurot  
USD 457 Garden City Schools  
1205 Fleming Street  
Garden City, KS 67846

Dear Shane,

RE: Horace Good Re-Roof Area O & part of H

On behalf of GMCN, let me thank you for this opportunity to offer you a proposal for the project referenced above. This shall serve as a letter of agreement for architectural services as described below.

### **Project Scope**

Partial re-roof of Horace Good Middle School, 1412 N. Main Street, Garden City, Kansas. I understand the scope of work is as follows:

#### **Re-Roof:**

- Approximately 24,860 s.f. +/-
- Tear off existing Built-Up Gravel Roofing – down to existing roof deck.
- Install new Polyisocyanurate roof insulation
- Install new 1/2" Cover-Board – Dens-Deck Prime or Securock
- Install new TPO Roofing
- Sheet Metal – Pre-Finished 24 gauge – KYNAR 500 – coping cap and counterflashing where required

The construction budget has yet to be determined, however based on the information above and on past project experience and current market conditions I would anticipate an approximate construction budget for this project is between \$753,200 and \$876,900. The project will be design/bid/build.

### **Architect Services**

GMCN will be contracted directly with USD 457 and therefore all communiqué shall be through USD 457. Any Contractors selected to perform this work and GMCN will be under separate contracts throughout the project and independent as to each other.

We propose to provide the following services:

- Basic Architectural Design Services for Re-Roofing
- Construction Administration

GMCN will provide the following construction documents;

- Roof Plan
- Roof Details
- Specifications

### **Services not provided**

Services not provided include, but are not limited to: analysis of Kansas Department of Health and Environment (KDHE) Stormwater Discharges associated with construction activity requirements, water retention calculations and/or plans, Civil Engineering, hazard materials survey, testing, and/or abatement, land/property survey, geotechnical services, furniture selection, equipment selection, and any other services not stated in "Architect

Services". Compensation for additional services beyond the terms and conditions of this agreement shall be computed at Architect's then current hourly rate schedule.

**Fee**

The fee for the Architect Services stated above will be a fixed fee of **\$26,500.00** plus reimbursable expenses.

**Reimbursable Expenses**

Expense for mileage, meals, lodging, travel time, plots, reproductions, photography, postage, long distance telephone charges including faxes, shall be billed as a reimbursable expense. A multiple of 1.15 times the expenses incurred by the Architect shall be applied. We will endeavor to keep these expenses to a minimum.

**Payment**

Regular monthly payment shall be made based on the percentage of work completed by the Architect within 30 days of receipt of Architect's invoice. Amount unpaid 60 days after the invoice date shall bear a late payment fee of 1.5% per month (18% annually).

**Hourly / Additional Services**

Compensation for work done on an hourly basis and additional services beyond this proposal shall be computed at Architect's then current hourly rate schedule. GMCN's current hourly rate schedule is as follows:

Principal 1	\$140 / hr
Principal 2	\$120
Associate 1	\$105
Associate 2	\$95
Staff 1	\$85
Staff 2	\$75
Staff 3	\$65

**Limitation of Liability & Indemnification**

In recognition of the relative risks and benefits of the project to both the Owner and the Architect, the risks have been allocated such that the Owner agrees, to the fullest extent permitted by law, to limit the liability of the Architect to the Owner, Contractor, and all subcontractors on the project for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, so that the total aggregate liability of the Architect and to all those named shall not exceed the Architect's total fee for services rendered on the project for which the claim(s) originate. Such claims and causes include, but are not limited to negligence, professional errors or omissions, strict liability, breach of contract or warranty.

The Owner agrees, to the fullest extent permitted by law, to indemnify and hold the Architect harmless from any damage, liability or cost (including reasonable attorneys' fees and costs of defense) to the extent caused by the Contractor's negligent acts, errors or omissions and those of his or her subcontractors or consultants or anyone for who the Contractor is legally liable, and arising from the project that is the subject of this Agreement.

GMCN shall not have control or charge of and shall not be responsible for construction means, methods, techniques, sequences of procedures or for safety precautions or programs in connection with the work, for the acts or omissions of the Owner, Contractor, its subcontractors or any other person performing any of the work, or for the failure of any of them to carry out the work in accordance with the construction documents.

**Dispute Resolution**

Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to arbitration or the institution of legal or equitable proceedings by either party. If such matter relates to or is the subject of a lien arising out of GMCN's services, GMCN may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or by arbitration. The Contractor and GMCN shall endeavor to resolve claims, disputes and other matters in question between them by mediation which, unless the parties mutually agree otherwise, shall be in

accordance with the Construction Industry Mediation Rules of the American Arbitration Association currently in effect. Request for mediation shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. The request may be made concurrently with the filing of a demand for arbitration but, in such event, mediation shall proceed in advance of arbitration or legal or equitable proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in Wichita, Kansas, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

**Qualifications**

This proposal is offered with the following qualifications:

1. This proposal is offered to USD 457 exclusively.
2. Architectural fees are based on current project scope as outlined above. GMCN reserves the right to revise our fees if this scope or budget is modified.
3. This proposal is good for 30 days from the date of issuance.

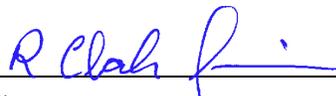
If this proposal is acceptable, please sign below. If terms and/or conditions of this proposal are not acceptable, please call me and we can discuss items that may need to be negotiated. GMCN will request a Purchase Order from USD 457 to bill towards.

We look forward to working with you. If you have any questions or require further information, please call. Thank you again!

Owner: **USD 457 Garden City Schools**

Architect: **GMCN Architects**

\_\_\_\_\_  
*Signature*

  
\_\_\_\_\_  
*Signature*

Print Name: \_\_\_\_\_

Print Name: R. Clark Simpson

Print Title: \_\_\_\_\_

Print Title: Senior Principal Architect

Date: \_\_\_\_\_

Date: 2023-11-08

November 8, 2023

## **A/E Services Proposal**

Shane Faurot  
USD 457 Garden City Schools  
1205 Fleming Street  
Garden City, KS 67846

Dear Shane,

RE: Florence Wilson Metal Panel Replacement

On behalf of GMCN, let me thank you for this opportunity to offer you a proposal for the project referenced above. This shall serve as a letter of agreement for architectural services as described below.

### **Project Scope**

Metal Panel replacement Florence Wilson Elementary School, 1709 Labrador Blvd, Garden City, Kansas. I understand the scope of work is as follows:

#### **Metal Panel:**

- Approximately 11,350 s.f. +/-
- Install new fascia panel
- Sheet Metal Trim – Pre-Finished 24 gauge – KYNAR 500- where required

The construction budget has yet to be determined, however based on the information above and on past project experience and current market conditions I would anticipate an approximate construction budget for the Metal Wall Panel replacement project is between \$296,000 and \$330,000. The project will be design/bid/build.

### **Architect Services**

GMCN will be contracted directly with USD 457 and therefore all communiqué shall be through USD 457. Any Contractors selected to perform this work and GMCN will be under separate contracts throughout the project and independent as to each other.

We propose to provide the following services:

- Infrared (IR) Scan of areas to be Re-Roofed
- Basic Architectural Design Services for Re-Roofing
- Construction Administration

GMCN will provide the following construction documents;

- Roof Plan
- Roof Details
- Specifications

### **Fee**

The fee for the Architect Services stated above will be a fixed fee of **\$14,900.00**.

### **Reimbursable Expenses**

Expense for mileage, meals, lodging, travel time, plots, reproductions, photography, postage, long distance telephone charges including faxes, shall be billed as a reimbursable expense. A multiple of 1.15 times the expenses incurred by the Architect shall be applied. We will endeavor to keep these expenses to a minimum.

**Payment**

Regular monthly payment shall be made based on the percentage of work completed by the Architect within 30 days of receipt of Architect's invoice. Amount unpaid 60 days after the invoice date shall bear a late payment fee of 1.5% per month (18% annually).

**Hourly / Additional Services**

Compensation for work done on an hourly basis and additional services beyond this proposal shall be computed at Architect's then current hourly rate schedule. GMCN's current hourly rate schedule is as follows:

Principal 1	\$140 / hr
Principal 2	\$120
Associate 1	\$105
Associate 2	\$95
Staff 1	\$85
Staff 2	\$75
Staff 3	\$65

**Limitation of Liability & Indemnification**

In recognition of the relative risks and benefits of the project to both the Owner and the Architect, the risks have been allocated such that the Owner agrees, to the fullest extent permitted by law, to limit the liability of the Architect to the Owner, Contractor, and all subcontractors on the project for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, so that the total aggregate liability of the Architect and to all those named shall not exceed the Architect's total fee for services rendered on the project for which the claim(s) originate. Such claims and causes include, but are not limited to negligence, professional errors or omissions, strict liability, breach of contract or warranty.

The Owner agrees, to the fullest extent permitted by law, to indemnify and hold the Architect harmless from any damage, liability or cost (including reasonable attorneys' fees and costs of defense) to the extent caused by the Contractor's negligent acts, errors or omissions and those of his or her subcontractors or consultants or anyone for who the Contractor is legally liable, and arising from the project that is the subject of this Agreement.

GMCN shall not have control or charge of and shall not be responsible for construction means, methods, techniques, sequences of procedures or for safety precautions or programs in connection with the work, for the acts or omissions of the Owner, Contractor, its subcontractors or any other person performing any of the work, or for the failure of any of them to carry out the work in accordance with the construction documents.

**Dispute Resolution**

Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to arbitration or the institution of legal or equitable proceedings by either party. If such matter relates to or is the subject of a lien arising out of GMCN's services, GMCN may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or by arbitration. The Contractor and GMCN shall endeavor to resolve claims, disputes and other matters in question between them by mediation which, unless the parties mutually agree otherwise, shall be in accordance with the Construction Industry Mediation Rules of the American Arbitration Association currently in effect. Request for mediation shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. The request may be made concurrently with the filing of a demand for arbitration but, in such event, mediation shall proceed in advance of arbitration or legal or equitable proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in Wichita, Kansas, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

**Qualifications**

This proposal is offered with the following qualifications:

1. This proposal is offered to USD 457 exclusively.
2. Architectural fees are based on current project scope as outlined above. GMCN reserves the right to revise our fees if this scope or budget is modified.
3. This proposal is good for 30 days from the date of issuance.

If this proposal is acceptable, please sign below. If terms and/or conditions of this proposal are not acceptable, please call me and we can discuss items that may need to be negotiated. GMCN will request a Purchase Order from USD 457 to bill towards.

We look forward to working with you. If you have any questions or require further information, please call. Thank you again!

Owner: **USD 457 Garden City Schools**

Architect: **GMCN Architects**

\_\_\_\_\_  
*Signature*

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

  
\_\_\_\_\_  
*Signature*

Print Name: R. Clark Simpson

Print Title: Senior Principal Architect

Date: 2023-11-08

November 8, 2023

## **A/E Services Proposal**

Shane Faurot  
USD 457 Garden City Schools  
1205 Fleming Street  
Garden City, KS 67846

Dear Shane,

RE: Edith Sheuerman Re-Roof

On behalf of GMCN, let me thank you for this opportunity to offer you a proposal for the project referenced above. This shall serve as a letter of agreement for architectural services as described below.

### **Project Scope**

Re-roof of Edith Sheuerman Elementary School, 901 W. Wilcox Street, Garden City, Kansas. I understand the scope of work is as follows:

#### **Re-Roof:**

- Approximately 34,400 s.f. +/-
- Install new 1/2" Cover-Board over coated area of existing Mod-Bit membrane – Dens-Deck Prime or Securock
- If Infrared scan reveals wet insulation or cores show more than one existing roof – tear off existing down to existing roof deck and install new Polyisocyanurate roof insulation
- Install new TPO Roofing with low rise foam adhesive
- Sheet Metal – Pre-Finished 24 gauge – KYNAR 500 – coping cap and counterflashing where required

#### **Metal Panel:**

- Approximately 11,350 s.f. +/-
- Install new fascia panel
- Sheet Metal Trim – Pre-Finished 24 gauge – KYNAR 500- where required

The construction budget has yet to be determined, however based on the information above and on past project experience and current market conditions I would anticipate an approximate construction budget for the Metal Panel replacement and the Re-Roof project recovering the existing roof between \$812,000 and \$914,000. If the roof needs to be completely replaced, the budget will be between \$1,327,000 and \$1,533,150. The project will be design/bid/build.

### **Architect Services**

GMCN will be contracted directly with USD 457 and therefore all communiqué shall be through USD 457. Any Contractors selected to perform this work and GMCN will be under separate contracts throughout the project and independent as to each other.

We propose to provide the following services:

- Infrared (IR) Scan of areas to be Re-Roofed
- Roof Cores to verify existing roofing
- Basic Architectural Design Services for Re-Roofing
- Construction Administration

GMCN will provide the following construction documents;

- Roof Plan
- Roof Details
- Specifications

**Fee**

The fee for the Architect Services stated above will be a fixed fee of **\$59,720.00**. Note that the Re-Roof fee includes the cost of the infrared scan of the roof.

**Reimbursable Expenses**

Expense for mileage, meals, lodging, travel time, plots, reproductions, photography, postage, long distance telephone charges including faxes, shall be billed as a reimbursable expense. A multiple of 1.15 times the expenses incurred by the Architect shall be applied. We will endeavor to keep these expenses to a minimum.

**Payment**

Regular monthly payment shall be made based on the percentage of work completed by the Architect within 30 days of receipt of Architect's invoice. Amount unpaid 60 days after the invoice date shall bear a late payment fee of 1.5% per month (18% annually).

**Hourly / Additional Services**

Compensation for work done on an hourly basis and additional services beyond this proposal shall be computed at Architect's then current hourly rate schedule. GMCN's current hourly rate schedule is as follows:

Principal 1	\$140 / hr
Principal 2	\$120
Associate 1	\$105
Associate 2	\$95
Staff 1	\$85
Staff 2	\$75
Staff 3	\$65

**Limitation of Liability & Indemnification**

In recognition of the relative risks and benefits of the project to both the Owner and the Architect, the risks have been allocated such that the Owner agrees, to the fullest extent permitted by law, to limit the liability of the Architect to the Owner, Contractor, and all subcontractors on the project for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, so that the total aggregate liability of the Architect and to all those named shall not exceed the Architect's total fee for services rendered on the project for which the claim(s) originate. Such claims and causes include, but are not limited to negligence, professional errors or omissions, strict liability, breach of contract or warranty.

The Owner agrees, to the fullest extent permitted by law, to indemnify and hold the Architect harmless from any damage, liability or cost (including reasonable attorneys' fees and costs of defense) to the extent caused by the Contractor's negligent acts, errors or omissions and those of his or her subcontractors or consultants or anyone for who the Contractor is legally liable, and arising from the project that is the subject of this Agreement.

GMCN shall not have control or charge of and shall not be responsible for construction means, methods, techniques, sequences of procedures or for safety precautions or programs in connection with the work, for the acts or omissions of the Owner, Contractor, its subcontractors or any other person performing any of the work, or for the failure of any of them to carry out the work in accordance with the construction documents.

**Dispute Resolution**

Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to arbitration or the institution of legal or equitable proceedings by either party. If such matter relates to or is the subject of a lien arising out of GMCN's services, GMCN may proceed in

accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or by arbitration. The Contractor and GMCN shall endeavor to resolve claims, disputes and other matters in question between them by mediation which, unless the parties mutually agree otherwise, shall be in accordance with the Construction Industry Mediation Rules of the American Arbitration Association currently in effect. Request for mediation shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. The request may be made concurrently with the filing of a demand for arbitration but, in such event, mediation shall proceed in advance of arbitration or legal or equitable proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in Wichita, Kansas, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

**Qualifications**

This proposal is offered with the following qualifications:

1. This proposal is offered to USD 457 exclusively.
2. Architectural fees are based on current project scope as outlined above. GMCN reserves the right to revise our fees if this scope or budget is modified.
3. This proposal is good for 30 days from the date of issuance.

If this proposal is acceptable, please sign below. If terms and/or conditions of this proposal are not acceptable, please call me and we can discuss items that may need to be negotiated. GMCN will request a Purchase Order from USD 457 to bill towards.

We look forward to working with you. If you have any questions or require further information, please call. Thank you again!

Owner: **USD 457 Garden City Schools**

Architect: **GMCN Architects**

\_\_\_\_\_  
*Signature*

  
\_\_\_\_\_  
*Signature*

Print Name: \_\_\_\_\_

Print Name: R. Clark Simpson

Print Title: \_\_\_\_\_

Print Title: Senior Principal Architect

Date: \_\_\_\_\_

Date: 2023-11-08

## **MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Roxie Schafer, Director of Technology  
**DATE:** December 4<sup>th</sup>, 2023  
**RE:** Nutanix DR Installation and Migration

---

### **ISSUE:**

The Board of Education is asked to consider and approve an agreement with ProActive Solutions to install and migrate Nutanix equipment for disaster recovery.

### **BACKGROUND:**

In a continued effort to implement disaster recovery services, by approving this agreement, the Technology department will be reutilizing older equipment for failover. New equipment has been purchased and the older equipment will be moved to the main Technology closet at Garden City High School. Proactive will assist technology staff with moving the equipment, setting up the new equipment, and programming failover capabilities should we have a disaster at the ESC. This will allow some services to continue should we encounter a problem in the main hub of the district, as data from the ESC will be replicated to the High School.

### **ALTERNATIVES:**

1. Approve the agreement
2. Deny the agreement
3. Recommend an alternative solution

### **RECOMMENDATION:**

The Technology Department recommends that the Board of Education consider and approve the agreement with ProActive to assist with Installation and Migration of Nutanix equipment for disaster recovery quote # 300306

### **FISCAL NOTE:**

\$13,000 to be paid from the following account: 016 E 2840 17 1000 017 00 736

Adequate funds are available

**ATTACHMENTS:**

Nutanix DR

Nutanix DR SOW



# Nutanix DR Installation and Migration

## STATEMENT OF WORK

Prepared for:

**USD 457**

October 3, 2023

**ProActive Solutions, Inc.**

5625 Foxridge Drive

Mission, KS 66202

Tel: 913/948-8000

Fax: 913/831-7744

[www.proactivesolutions.com](http://www.proactivesolutions.com)

This Statement of Work is between ProActive Solutions, Inc. (CONSULTING COMPANY) and USD 457 (CLIENT).

### Additional Terms & Conditions:

- 1) Services will be invoiced at the Fixed Price Fee regardless of the hours actually worked by CONSULTING COMPANY.
- 2) CLIENT personnel with Change Order Authority may change the Scope of Services to be provided by reasonable written notice to CONSULTING COMPANY including acknowledgment of any change to the Fixed Price. If Change Order Authority is not specified below, only the CLIENT signer shall have such authority.
- 3) This Statement of Work is subject to the USD 457's Standard Terms and Conditions Attachment agreed to by both parties.

### Services:

- 1) Fixed Price Fee: \$13,000
- 2) Pre-requisites by CLIENT (if applicable):
  - a) A CLIENT representative familiar with the computing environment available to define concerns and answer questions during any scheduled on-site visits.
  - b) CLIENT provides suitable workspace with telephone access for CONSULTING COMPANY personnel while working on CLIENT's premises.
  - c) CLIENT provides administrative access to required platforms and components to perform the defined scope of services.
  - d) CLIENT provides licensed application media.
  - e) CLIENT ensures that CONSULTING COMPANY Personnel have access to the Internet to download the appropriate patches should this be required.

### Key Assumptions:

- 1) All tasks will be performed over a consecutive timeframe unless otherwise agreed to by CONSULTING COMPANY and the CLIENT.
- 2) All software to be installed is provided by the CLIENT and the installation device is available.
- 3) The CLIENT will be responsible for all networking issues, system hardware failures, missing parts, missing media documentation and compatibility issues. CONSULTING COMPANY is responsible for the delivery of the hardware, software and documentation ordered through CONSULTING COMPANY by CLIENT for this project.
- 4) All configuration and setup design will be discussed and agreed upon during the pre-planning sessions.
- 5) Ongoing support will be addressed in a separate Statement of Work, at CLIENT's option, and subject to the execution of such Statement of Work by the duly authorized representatives of CLIENT and CONSULTING COMPANY.
- 6) Services will be performed remotely, unless preapproved in writing by CLIENT

## Detailed Scope of Services:

### Project Summary

This project will cover the installation and configuration of Nutanix at the DR site. Proactive will also assist in the migration of existing workloads to the new servers.

- 1) Discovery & Kickoff:
  - a) Review current server environment.
  - b) Define project timeline critical milestones and customer project acceptance criteria.
  - c) Review Pre-Install checklist document and requirements.
  - d) Verify all licenses have been obtained and downloaded.
  - e) Verify shipment of Nutanix hardware.
  
- 2) Decommission:
  - a) Decommission cluster after migration to new production cluster.
  - b) Physically move node from datacenter to high school datacenter.
  
- 3) Hardware/Software Configuration:
  - a) Rack Nutanix nodes in cabinet.
  - b) Cable Nutanix nodes in cabinet.
  - c) Foundation Nutanix nodes with AHV and create cluster.
  - d) Configure Nutanix IPs, disk containers, and base configurations.
  - e) Upgrade to recommended Firmware and AOS versions.
  - f) Test and verify IP access to Nutanix cluster.
  - g) Configure LCM for automatic updates.
  
- 4) Replication:
  - a) Setup CHDR replication
  - b) Test replicated servers from Prod to DR
  
- 5) Final Steps:
  - a) Provide documentation of environment and skills transfer if required.
  - b) Review project and perform project handoff with designated staff.

**Accepted + Agreed:**

We look forward to a successful engagement and a long-term relationship.

**USD 457**

By: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**ProActive Solutions, Inc.**

By: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



**Quote Information:**

**Quote #: 300306**

Version: 1

Quote Date: 10/03/2023

Expiration Date: 11/02/2023

**Prepared by:**

**ProActive Solutions, Inc.**

Phil Thomas  
9139488000  
pthomas@proactivesolutions.com

**Prepared for:**

**GARDEN CITY UNIFIED SCHOOL DIST  
#457**

1205 Fleming Street  
Garden City, KS 67846  
Dale Wainwright

dwainwright@gckschools.com  
Net 30

**Ship To:**

**GARDEN CITY UNIFIED SCHOOL DIST  
#457**

1205 Fleming Street  
Garden City, KS 67846  
Dale Wainwright

dwainwright@gckschools.com

**Solution**

Product Details	Qty	Extended List	Price	Ext. Price
TECHSVCS <b>Nutanix DR Installation and Migration- SEE APX B</b>	1	\$0.00	\$13,000.00	\$13,000.00
<b>SEE APX B</b>				
			Subtotal:	\$13,000.00

 **Order Terms & Conditions**

This [Purchase Order] (the "Order") is made pursuant to and subject to ProActive Solutions' Standard Terms and Conditions located at <https://www.proactivesolutions.com/terms-and-conditions>. All terms, provisions and agreements set forth in the Terms and Conditions (except to the extent expressly modified herein) are hereby incorporated by reference with the same force and effect as though fully set forth herein. The Terms and Conditions include terms related to warranties, limitations of liability, dispute resolution, and other provisions that you acknowledge that you have had the opportunity to review and consult with your legal counsel in this regard. Notwithstanding the foregoing, to the extent that the terms set forth herein are inconsistent with or in conflict the Terms and Conditions, the terms set forth herein shall prevail with respect to the Services, Equipment, or Software contemplated to be provided hereunder to the extent of resolving such inconsistency or conflict without affecting or

### Quote Summary

Description	Amount
Solution	\$13,000.00
Total:	\$13,000.00

Taxes, shipping, handling and other fees may apply. This offer to sell the listed product(s) is subject to product availability and prices are subject to change without notice.

Accepted by:  
ProActive Solutions, Inc.

Accepted by PURCHASER:  
GARDEN CITY UNIFIED SCHOOL DIST  
#457

Signature: \_\_\_\_\_  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_



## INFORMATION TECHNOLOGY CAREER CLUSTER DESIGN

# Information Support and Services Pathway

CIP CODE 11.0301

### APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
  - Introductory-level course.
  - Technical-level course.
  - Application-level course.
4. Supporting documentation includes:
  - Articulation Agreement(s).
  - Certification.
  - Program Improvement Plan.
  - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

### INTRODUCTORY LEVEL

Title	Code	Credit
Computing Systems	10002/60002	1
Computer Applications	10004/60004	1

### TECHNICAL LEVEL

Title	Code	Credit
* Foundations of Information Technology	10001	1

### APPLICATION LEVEL

Title	Code	Credit
CyberSecurity I	10020	1
# CyberSecurity II	10900	1
# Information Support and Services I	10052	1
# Information Support and Services II	10097	1
Work-based Learning in Information Support and Services	10198	1

\* Required course for pathway approval.

# Has prerequisite course(s): Courses comprising a sequence are numbered consecutively. See Competency Profile for details.

Course	Computing Systems	Course #	10002/6 0002	Credit	1.0
Pathways & CIP Codes:	Information Support & Services (11.0301); Network Systems (11.090); Programming & Software Development (11.0201); Web & Digital Communications (11.1004)				
Course Description:	Computing Systems courses offer a broad exploration of the use of computers in a variety of fields. These courses have a considerable range of content, but typically include the introduction of robotics and control systems, computer-assisted design, computer-aided manufacturing systems, and other computer technologies as they relate to industry applications.				

**Directions:** The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

- Rating Scale:**
- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
  - 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
  - 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
  - 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
  - 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature: \_\_\_\_\_

**Benchmark 1.0: Overview of Systems**

		Competencies				
1.1	Identify computer classifications and hardware. i. Identify types of computer storage devices. ii. Identify major hardware components and their functions. iii. Identify the different types of computing devices.	4	3	2	1	0
1.2	Identify new IT technologies and assess their potential importance and impact on the future.	4	3	2	1	0
1.3	Identify new & emerging drivers and inhibitors of information technology change.	4	3	2	1	0
1.4	Operate computer-driven equipment and machines.	4	3	2	1	0
1.5	Apply knowledge of operating systems principles to ensure optimal functioning of system.	4	3	2	1	0
1.6	Understand data communications trends and issues.	4	3	2	1	0
1.7	Demonstrate knowledge of data transmission codes and protocols.	4	3	2	1	0
1.8	Understand elements and types of information processing. (i.e., input, process, output). (e.g., batch, interactive, event-driven, object-oriented).	4	3	2	1	0

**Benchmark 2.0: Computer Operations**

		Competencies				
2.1	Identify and understand the fundamentals of operating systems and their components.	4	3	2	1	0
2.2	Configure systems to provide optimal system interfaces	4	3	2	1	0

Course	Foundations of Information Technology	Course #	10001	Credit	1.0	
Pathways & CIP	Information Support & Services (11.0301); Network Systems (11.0901)					
Course Description:	<p>Technical Level: a course intended to provide students with exposure to various information technology occupations and the information technology pathways available: Network Systems, Information Support and Services, and Programming and Software Development. Students will demonstrate core competencies in safety, electronics and basic digital theory, overview of the internet and operating systems, basic IT terminology and concepts, organization of data and materials, and basic programming. At the conclusion of the course, students should be prepared to make an informed decision about which Information Technology program(s) of study they would like to pursue in conjunction with their IPS.</p>					
<p><b>Directions:</b> The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</p>						
<p><b>Rating Scale:</b></p> <p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>			<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>			
<b>Benchmark 1.0: Knowledge of Equipment &amp; lab safety standards.</b>						
Competencies						
1.1	Accurately read, interpret, and demonstrate adherence to safety rules, including Internet safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between rules and explain why certain rules apply.	4	3	2	1	0
1.2	Identify and explain the intended use of safety equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment.	4	3	2	1	0
<b>Benchmark 2.0: Working knowledge of basic computer components and the digital theory behind their operation.</b>						
Competencies						
2.1	Demonstrate understanding of electrical circuits and devices, and relate to the physical laws (such as Ohm's Law and power laws) that govern behaviors of electrical circuits and devices. Accurately apply these physical laws to solve problems. For example, calculate the resistance of a DC circuit with a given DC voltage and current.	4	3	2	1	0

Course	Cybersecurity I		Course #	10020	Credit	1.0
Pathways & CIP	Programming & Software Development (11.0201); Network Systems (11.0901); Information Support & Services (114.0301)					
Course Description:	<p><b>Application Level:</b> a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in-house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. This should be a dual enrollment course with the student completing post-secondary credit hours in the Computer Support Specialist certification track (KBOR). Students should be completing preparatory competencies toward successful completion of the CompTIA Security+ exam and attainment of certification.</p>					
<p><b>Directions:</b> The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</p>						
<p><b>Rating Scale:</b></p> <p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>			<p>Student: _____</p> <p>Graduation Date: _____</p> <p><b>I certify that the student has received training in the areas indicated.</b></p> <p>Instructor Signature: _____</p>			
<b>Benchmark 1.0: Foundations</b>						
	Competencies					
1.1	Analyze ethical security practices, including but not limited to the issues of data security, confidentiality, integrity, availability, authentication, nonrepudiation, physical security, HIPPA Laws, Payment Card Industry (PCI) Compliance, and the importance of ISO27000 standards.	4	3	2	1	0
1.2	Analyze security threats, vulnerabilities, and exploits. Research common ways that threats, vulnerabilities, and exploits impact an organization.	4	3	2	1	0
1.3	Perform a simulated risk assessment by using the common industry framework from ISO. Analyze and describe the risk mitigation techniques of acceptance, mitigation, avoidance, and transfer.	4	3	2	1	0
1.4	Explain the core concepts of access control as they relate to authentication and authorization and describe the core principles of access controls.	4	3	2	1	0
1.5	Research and describe the most common various methods and technology used to secure networks. Investigate and distinguish among the following common methods to secure a network. This can include but is not limited to: a. VPNs for remote access, b. Firewalls, c. Perimeter network designs, and d. Preventative technologies.	4	3	2	1	0
<b>Benchmark</b>						

Course	Work-Based Learning in Information Support & Services	Course #	10098	Credit	1.0	
Pathways & CIP	Information Support & Services (11.0301)					
Course Description:	Application Level: a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Competencies during the experience, verified by the WBL coordinator or district representative, should continue to align with attainment of appropriate CompTIA certification(s).					
<b>Directions:</b> The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.						
<b>Rating Scale:</b> <b>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</b> <b>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.</b> Requires limited supervision. <b>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.</b> Requires close supervision. <b>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</b> <b>0. No Instruction / Training: Student has not received instruction or training in this area.</b>			Student: _____  Graduation Date: _____  I certify that the student has received training in the areas indicated.  Instructor Signature: _____			
<b>Benchmark 1.0: Knowledge of relevant employability skills.</b>						
	Competencies					
1.1	Understand and demonstrate all appropriate work-based personal and professional expectations, including but not limited to: Demonstrate information literacy, Use technology effectively and appropriately, Communicate clearly and	4	3	2	1	0
1.2	Understand and demonstrate adherence to appropriate professional safety standards.	4	3	2	1	0
1.3	Plan and navigate education and career paths aligned with personal goals.	4	3	2	1	0
1.4	Develop and implement a personalized learning plan (e.g. within the IPS) and reflect on experiences with an electronic, exportable portfolio.	4	3	2	1	0
<b>Benchmark 2.0: Advanced study of Information Support &amp; Services, in cooperation with their work-based learning site, toward CompTIA Server+ certification.</b>						
	Competencies					
2.1	Install, configure, and manage server hardware and server operating systems	4	3	2	1	0
2.2	Implement proper server hardening and security controls	4	3	2	1	0
2.3	Successfully troubleshoot common server problems	4	3	2	1	0
2.4	Demonstrate an understanding of key disaster recovery, high availability, and backup concepts	4	3	2	1	0

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby-Lewis, Plymell Principal/Curriculum Council Chair  
**DATE:** 12/4/2023  
**RE:** Early Childhood Education

---

**ISSUE:** The Board of Education is asked to consider and approve a change in the course name and number from EDUC-114 GCCC Working with Children to ECHD-105 GCCC Early Childhood Education at GCHS.

### **BACKGROUND:**

GCHS is currently utilizing the dual-credit course, EDUC-114 GCCC Working with Children. The current local code for this course is 9564 which is called Early Childhood Applications. The KCCMS code is 19098G0.501212GGF (Semester 1) and 19098G0.502212GGF (Semester 2). The change in course name will still be mapped to the same KCCMS codes.

The course in and of itself will not change, however, the request is to change the course name to ECHD-105 GCCC Early Childhood Education. This change will allow GCCC to offer the ECHD-105 Early Childhood Education course tuition free to GCHS students through the Excel in CTE program.

### **ALTERNATIVES:**

1. Approve the course as presented for a change in the course name and number.
2. Do not approve the course and it will continue as the previous name and number.

### **RECOMMENDATION:**

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

### **FISCAL NOTE:**

Not applicable

### **ATTACHMENTS:**

None



# APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: ECHD 105 Early Childhood Education

□ Please complete the following for Skyward purposes:

- Short description of course (15 characters)

GCCCEarChildEd

short description prints on transcripts

- Long description of course (30 characters) Examines foundational concepts of early childhood education through learning the history, methods, and theories of educating young children.  
Course Code:

2. Description of course (attach additional sheets if

Early Childhood Education examines the foundational concepts for early childhood education. Students will learn the history of early childhood education, including the theory and methods for educating young children as they developed over time. Students will also learn about the NAEYC standards, theories and practices for child development and learning, and the significance of the role of the early childhood educators.

3. Name of course to be deleted: \_\_\_\_\_

4. Course objective: 1. Connect developmentally appropriate practice, curriculum methods and materials, including technology, to early learning standards 2. Discuss and explain the historical, legal, social, and theoretical foundations of ECE and current trends in the profession 3. Identify and apply the NAEYC's code of ethical conduct and other professional standards to resolve basic ethical dilemmas in ECE 4. Describe cultural, linguistic, and individual characteristics that affect the child's ability to

5. Required Course: \_\_\_\_\_

Elective Course: ✓

6. How many credits will be offered? .5

7. Full Semester: ✓

Two Semesters: \_\_\_\_\_

8. Start-up Cost: N/A

9. Prerequisites: None

10. How will this course be staffed? BCC staff

11. Requested by: Layla Martinez

Date: 9/14/2023

Print Name

Layla Martinez  
Signature

*Replace  
Form*

### APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: ECHD 105 Early Childhood Education

Please complete the following for Skyward purposes:

- Short description of course (15 characters)

GCCCEarChildEd

short description prints on transcripts

education through learning the history, methods, and theories of educating young children.  
Long description of course (30 characters) Examines foundational concepts of early childhood education through learning the history, methods, and theories of educating young children.  
Course Code:

2. Description of course (attach additional sheets if

Early Childhood Education examines the foundational concepts for early childhood education. Students will learn the history of early childhood education, including the theory and methods for educating young children as they developed over time. Students will also learn about the NAEYC standards, theories and practices for child development and learning, and the significance of the role of the early childhood educators.

3. Name of course to be deleted: \_\_\_\_\_

4. Course objective: 1. Connect developmentally appropriate practice, curriculum methods and materials, including technology, to early learning standards 2. Discuss and explain the historical, legal, social, and theoretical foundations of ECE and current trends in the profession 3. Identify and apply the NAEYC's code of ethical conduct and other professional standards to resolve basic ethical dilemmas in ECE 4. Describe cultural, linguistic, and individual characteristics that affect the child's ability to

5. Required Course: \_\_\_\_\_

Elective Course:  \_\_\_\_\_

6. How many credits will be offered? .5

7. Full Semester:  \_\_\_\_\_

Two Semesters: \_\_\_\_\_

8. Start-up Cost: N/A

9. Prerequisites: None

10. How will this course be staffed? BCC staff

11. Requested by: Layla Martinez

Date: 9/14/2023

Print Name

Layla Martinez  
Signature

#4 continued (course objective)

develop and learn in an ECE setting ⑤ Summarize the roles, responsibilities, and rights of teachers, families, and other related professionals, and basic collaboration and teaming strategies ⑥ Identify the types and role of observation, documentation, and assessment in ECE.

**Part II**

7. Reviewed by Principal -

Action taken:       Recommended       Not Recommended

      Date: 9-15-23  
Signature

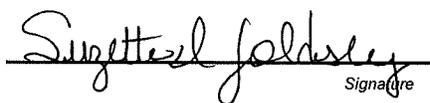
8. Submitted to the Curriculum Council -

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

9. Submitted to the Instruction Office Administrator -

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

10. Submitted to the Board of Education -

Action taken:       Recommended       Not Recommended

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

## Labrier, Angela

---

**From:** Hands, Jennifer (Jenny)  
**Sent:** Wednesday, September 20, 2023 10:16 AM  
**To:** Labrier, Angela  
**Subject:** Early Childhood Dual Credit Information

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hi Angie,

The dual-credit course we are currently teaching is "EDUC-114 GCCC Working With Children" – the current local code is 9564 which we call "Early Childhood Applications." The KCCMS code is 19098G0.501212GGF (Semester 1) and 19098G0.502212GGF (Semester 2).

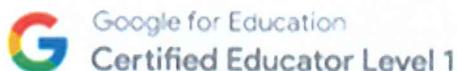
The course I gave you paperwork for is "ECHD-105 GCCC Early Childhood Education" we would map it to the same KCCMS codes as above.

This change is because GCCC is able to offer the ECHD-105 class tuition free to our students through a program called Excel in CTE, and we obviously like free college credits 😊

Thanks so much!

## Jenny Hands

CTE Coordinator | AVID District Director  
Garden City Public Schools  
620-805-5412



# APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Information Support and Services  
Workplace Experience

Please complete the following for Skyward purposes:

- Short description of course (15 characters)

InfoSupport WPE  
short description prints on transcripts

- Long description of course (30 characters)

Information Support WPE

Course Code: KCCMS: 10098

2. Description of course (attach additional sheets if

See attached.

3. Name of course to be deleted: N/A

4. Course objective: See attached.

5. Required Course: \_\_\_\_\_

Elective Course:

6. How many credits will be offered? 1.0

7. Full Semester: \_\_\_\_\_

Two Semesters:

8. Start-up Cost: N/A

9. Prerequisites: 1.0 credits in the Information Support  
and Services Pathway.

10. How will this course be staffed? Current Staff

11. Requested by: Jenny Hands  
Print Name

Date: 9/20/23

Jenny Hands  
Signature

Course	Work-Based Learning in Information Support & Services	Course #	10098	Credit	1.0
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Pathways & CIP: Information Support & Services (11.0301)

**Course Description:** **Application Level:** a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Competencies during the experience, verified by the WBL coordinator or district representative, should continue to align with attainment of appropriate CompTIA certification(s).

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.  
 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
 Requires limited supervision.  
 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
 Requires close supervision.  
 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.  
 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_  
 Graduation Date: \_\_\_\_\_  
 I certify that the student has received training in the areas indicated.  
 Instructor Signature: \_\_\_\_\_

**Benchmark 1.0: Knowledge of relevant employability skills.**

		Competencies				
1.1	Understand and demonstrate all appropriate work-based personal and professional expectations, including but not limited to: Demonstrate information literacy, Use technology effectively and appropriately, Communicate clearly and	4	3	2	1	0
1.2	Understand and demonstrate adherence to appropriate professional safety standards.	4	3	2	1	0
1.3	Plan and navigate education and career paths aligned with personal goals.	4	3	2	1	0
1.4	Develop and implement a personalized learning plan (e.g. within the IPS) and reflect on experiences with an electronic, exportable portfolio.	4	3	2	1	0

**Benchmark 2.0: Advanced study of Information Support & Services, in cooperation with their work-based learning site, toward CompTIA Server+ certification .**

		Competencies				
2.1	Install, configure, and manage server hardware and server operating systems	4	3	2	1	0
2.2	Implement proper server hardening and security controls	4	3	2	1	0
2.3	Successfully troubleshoot common server problems	4	3	2	1	0
2.4	Demonstrate an understanding of key disaster recovery, high availability, and backup concepts	4	3	2	1	0

Course	Work-Based Learning in Information Support & Services	Course #	10098	Credit	1.0	
Pathways & CIP	Information Support & Services (11.0301)					
Course Description:	<p>Application Level: a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Competencies during the experience, verified by the WBL coordinator or district representative, should continue to align with attainment of appropriate CompTIA certification(s).</p>					
<p><b>Directions:</b> <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i></p>						
Rating Scale:	<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>					
<p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.</p> <p>Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.</p> <p>Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>						
<b>Benchmark 1.0: Knowledge of relevant employability skills.</b>						
	Competencies					
1.1	Understand and demonstrate all appropriate work-based personal and professional expectations, including but not limited to: Demonstrate information literacy. Use technology effectively and appropriately. Communicate clearly and	4	3	2	1	0
1.2	Understand and demonstrate adherence to appropriate professional safety standards.	4	3	2	1	0
1.3	Plan and navigate education and career paths aligned with personal goals.	4	3	2	1	0
1.4	Develop and implement a personalized learning plan (e.g. within the IPS) and reflect on experiences with an electronic, exportable portfolio.	4	3	2	1	0
<b>Benchmark 2.0: Advanced study of Information Support &amp; Services, in cooperation with their work-based learning site, toward CompTIA Server+ certification.</b>						
	Competencies					
2.1	Install, configure, and manage server hardware and server operating systems	4	3	2	1	0
2.2	Implement proper server hardening and security controls	4	3	2	1	0
2.3	Successfully troubleshoot common server problems	4	3	2	1	0
2.4	Demonstrate an understanding of key disaster recovery, high availability, and backup concepts	4	3	2	1	0

**Benchmark 3.0: Advanced study of Information Support & Services, in cooperation with their work-based learning site, toward CompTIA A+ certification.**

Competencies						
3.1	Configure, install and upgrade operating systems, including: Windows, Apple OS X, Linux, iOS, Android and Windows Mobile.	4	3	2	1	0
3.2	Install and image virtual machines.	4	3	2	1	0
3.3	Set up and troubleshoot peripheral devices.	4	3	2	1	0
3.4	Assemble and disassemble computing hardware.	4	3	2	1	0
3.5	Set up and support basic home and small office networks.	4	3	2	1	0
3.6	Implement cybersecurity controls appropriate to helpdesk and technical support roles.	4	3	2	1	0
3.7	Troubleshoot and support end-user access to applications and data.	4	3	2	1	0

**Benchmark 4.0: Advanced study of cybersecurity in Information Support & Services, in cooperation with their work-based learning site, toward CompTIA Security+ certification.**

Competencies						
4.1	Assess the security posture of an enterprise environment and recommend and implement appropriate security solutions.	4	3	2	1	0
4.2	Monitor and secure hybrid environments, including cloud, mobile, and IoT.	4	3	2	1	0
4.3	Operate with an awareness of applicable laws and policies, including principles of governance, risk, and compliance.	4	3	2	1	0
4.4	Identify, analyze, and respond to security events and incidents	4	3	2	1	0

**MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby-Lewis, Plymell Principal/Curriculum Council Chair  
**DATE:** 12/4/2023  
**RE:** Information Support and Services Pathway

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**ISSUE:** The Board of Education is asked to consider and approve a new CTE Pathway called Information Support and Services Pathway at GCHS that includes the following courses: Cyber Security, Computing Systems, Foundations of Information Technology and Information Support and Services Workplace Experience.

**BACKGROUND:**

This is a new CTE Pathway that includes Computing Systems, KCCMS 10002; Foundations of Information Technology, KCCMS 10001; Cyber Security, KCCMS 10020 and Information Support and Services Workplace Experience, KCCMS, 10098.

Each of the above courses is a 1.0 credit elective course that takes place over 2 semesters each. These classes will be taught by current staff.

**ALTERNATIVES:**

1. Approve the courses as presented for a new CTE Pathway.
2. Do not approve the pathway and it will not be an option.

**RECOMMENDATION:**

It is recommended that the Board of Education approve the Information Support and Services CTE pathway as presented.

**FISCAL NOTE:**

CTE/Perkins

**ATTACHMENTS:**

Course descriptions for each of the 4 courses

## APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Information Support and Services  
Workplace Experience

Please complete the following for Skyward purposes:

- Short description of course (15 characters)

InfoSupport WPE  
short description prints on transcripts

- Long description of course (30 characters)

Information Support WPE

Course Code: KCCMS: 10098

2. Description of course (attach additional sheets if

See attached.

3. Name of course to be deleted: N/A

4. Course objective: See attached.

5. Required Course: \_\_\_\_\_

Elective Course:

6. How many credits will be offered? 1.0

7. Full Semester: \_\_\_\_\_

Two Semesters:

8. Start-up Cost: N/A

9. Prerequisites: 1.0 credits in the Information Support  
and Services Pathway.

10. How will this course be staffed? Current Staff

11. Requested by: Jenny Hands  
Print Name

Date: 9/20/23

Jenny Hands  
Signature

Course	<b>Work-Based Learning in Information Support &amp; Services</b>		Course #	10098	Credit	1.0
Pathways & CIP	Information Support & Services (11.0301)					
Course Description:	<p><b>Application Level:</b> a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Competencies during the experience, verified by the WBL coordinator or district representative, should continue to align with attainment of appropriate CompTIA certification(s).</p>					
<b>Directions:</b>	<i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>					
<b>Rating Scale:</b>	Student: _____					
	Graduation Date: _____					
	I certify that the student has received training in the areas indicated.					
	Instructor Signature: _____					
<b>Benchmark 1.0: Knowledge of relevant employability skills.</b>						
	Competencies					
1.1	Understand and demonstrate all appropriate work-based personal and professional expectations, including but not limited to: Demonstrate information literacy, Use technology effectively and appropriately, Communicate clearly and	4	3	2	1	0
1.2	Understand and demonstrate adherence to appropriate professional safety standards.	4	3	2	1	0
1.3	Plan and navigate education and career paths aligned with personal goals.	4	3	2	1	0
1.4	Develop and implement a personalized learning plan (e.g. within the IPS) and reflect on experiences with an electronic, exportable portfolio.	4	3	2	1	0
<b>Benchmark 2.0: Advanced study of Information Support &amp; Services, in cooperation with their work-based learning site, toward CompTIA Server+ certification.</b>						
	Competencies					
2.1	Install, configure, and manage server hardware and server operating systems	4	3	2	1	0
2.2	Implement proper server hardening and security controls	4	3	2	1	0
2.3	Successfully troubleshoot common server problems	4	3	2	1	0
2.4	Demonstrate an understanding of key disaster recovery, high availability, and backup concepts	4	3	2	1	0

**Benchmark 3.0: Advanced study of Information Support & Services, in cooperation with their work-based learning site, toward CompTIA A+ certification.**

Competencies						
3.1	Configure, install and upgrade operating systems, including: Windows, Apple OS X, Linux, iOS, Android and Windows Mobile.	4	3	2	1	0
3.2	Install and image virtual machines.	4	3	2	1	0
3.3	Set up and troubleshoot peripheral devices.	4	3	2	1	0
3.4	Assemble and disassemble computing hardware.	4	3	2	1	0
3.5	Set up and support basic home and small office networks.	4	3	2	1	0
3.6	Implement cybersecurity controls appropriate to helpdesk and technical support roles.	4	3	2	1	0
3.7	Troubleshoot and support end-user access to applications and data.	4	3	2	1	0

**Benchmark 4.0: Advanced study of cybersecurity in Information Support & Services, in cooperation with their work-based learning site, toward CompTIA Security+ certification.**

Competencies						
4.1	Assess the security posture of an enterprise environment and recommend and implement appropriate security solutions.	4	3	2	1	0
4.2	Monitor and secure hybrid environments, including cloud, mobile, and IoT.	4	3	2	1	0
4.3	Operate with an awareness of applicable laws and policies, including principles of governance, risk, and compliance.	4	3	2	1	0
4.4	Identify, analyze, and respond to security events and incidents	4	3	2	1	0

## APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Cyber Security I

Please complete the following for Skyward purposes:

- Short description of course (15 characters)

Cyber Security I  
short description prints on transcripts

- Long description of course (30 characters)

Cyber Security I

Course Code: KCCMS: 10020

2. Description of course (attach additional sheets if

See Attached.

3. Name of course to be deleted: N/A

4. Course objective: See Attached.

5. Required Course: \_\_\_\_\_

Elective Course:

6. How many credits will be offered? 1.0

7. Full Semester: \_\_\_\_\_

Two Semesters:

8. Start-up Cost: CTE/Perkins

9. Prerequisites: Foundations of Information Technology.

10. How will this course be staffed? Current Staff

11. Requested by: Jenny Hands

Date: 9/20/23

Print Name  
  
Signature

**Part II**

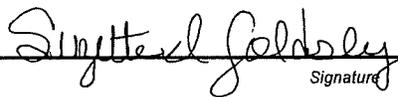
**12. Reviewed by Principal -**

Action taken:       Recommended       Not Recommended

      Date: 9-29-23  
Signature

**13. Submitted to the Curriculum Council -**

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

**14. Submitted to the Instruction Office Administrator -**

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

**15. Submitted to the Board of Education -**

Action taken:       Recommended       Not Recommended

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

Course	<b>Cybersecurity I</b>		Course #	10020	Credit	1.0
Pathways & CIP	Programming & Software Development (11.0201); Network Systems (11.0901); Information Support & Services (114.0301)					
Course Description:	<p><b>Application Level:</b> a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in-house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. This should be a dual enrollment course with the student completing post-secondary credit hours in the Computer Support Specialist certification track (KBOR). Students should be completing preparatory competencies toward successful completion of the CompTIA Security+ exam and attainment of certification.</p>					
<p><b>Directions:</b> The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</p>						
<p>Rating Scale:</p>						
<p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p>						
<p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.</p>						
<p>Requires limited supervision.</p>						
<p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.</p>						
<p>Requires close supervision.</p>						
<p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p>						
<p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>						
<p>41</p>						
<p><b>Benchmark 1.0: Foundations</b></p>						
<p>Competencies</p>						
1.1	Analyze ethical security practices; including but not limited to the issues of data security, confidentiality, integrity, availability, authentication, nonrepudiation, physical security, HIPPA Laws, Payment Card Industry (PCI) Compliance, and the importance of ISO27000 standards.	4	3	2	1	0
1.2	Analyze security threats, vulnerabilities, and exploits. Research common ways that threats, vulnerabilities, and exploits impact an organization.	4	3	2	1	0
1.3	Perform a simulated risk assessment by using the common industry framework from ISO. Analyze and describe the risk mitigation techniques of acceptance, mitigation, avoidance, and transfer.	4	3	2	1	0
1.4	Explain the core concepts of access control as they relate to authentication and authorization and describe the core principles of access controls.	4	3	2	1	0
1.5	Research and describe the most common various methods and technology used to secure networks. Investigate and distinguish among the following common methods to secure a network. This can include but is not limited to: a. VPNs for remote access, b. Firewalls, c. Perimeter network designs, and d. Preventative technologies.	4	3	2	1	0
<p><b>Benchmark</b></p>						

Course	<b>Cybersecurity I</b>		Course #	10020	Credit	1.0
Pathways & CIP	Programming & Software Development (1.0201); Network Systems (1.0901); Information Support & Services (114.0301)					
Course Description:	<p><b>Application Level:</b> a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in-house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. This should be a dual enrollment course with the student completing post-secondary credit hours in the Computer Support Specialist certification track (KBOR). Students should be completing preparatory competencies toward successful completion of the CompTIA Security+ exam and attainment of certification.</p>					
<p><b>Directions:</b> <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i></p>						
Rating Scale:	<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>					
<p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.</p> <p>Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.</p> <p>Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>						
NS						
<b>Benchmark 1.0: Foundations</b>						
Competencies						
1.1	Analyze ethical security practices, including but not limited to the issues of data security, confidentiality, integrity, availability, authentication, nonrepudiation, physical security, HIPAA Laws, Payment Card Industry (PCI) Compliance, and the importance of ISO27000 standards.	4	3	2	1	0
1.2	Analyze security threats, vulnerabilities, and exploits. Research common ways that threats, vulnerabilities, and exploits impact an organization.	4	3	2	1	0
1.3	Perform a simulated risk assessment by using the common industry framework from ISO. Analyze and describe the risk mitigation techniques of acceptance, mitigation, avoidance, and transfer.	4	3	2	1	0
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<b>Benchmark</b>						

Competencies							
		Research and describe the most common security threats to computer systems, such as social engineering, malware, phishing, viruses, etc. Investigate and distinguish among the following common prevention methods to secure a computer system. For a given scenario, identify the most applicable best practice to secure a workstation as well as describe methods for data destruction and disposal. Implement these practices and write a justification for each scenario solution. Provide supporting evidence for each solution, drawing on technical texts and industry standards. Prevention methods include but are not limited to: a. Physical security (e.g., lock doors, tailgating; biometrics, badges, key fobs, retinal, etc.), b. Digital security (e.g., antivirus, firewalls, antispyware, user authentication, etc.), c. User education, and d. Principles of least privilege.	4	3	2	1	0
2.1			4	3	2	1	0
2.2		Differentiate between threats and vulnerabilities and what constitutes a network attack and identify how to differentiate between the different types of application attacks.	4	3	2	1	0
2.3		Identify and describe the differences among various methods to create baseline security measures. Utilizing existing tools on a system, such as the Microsoft Baseline Security Analyzer, outline the steps taken to create a security measure.	4	3	2	1	0
2.4		Demonstrate the methods used to protect against unauthorized use of files. Configure file and folder permissions using both Windows and Linux environments.	4	3	2	1	0
2.5		Analyze common methods and use of cryptography to protect data. Compare and contrast general methods used, and explain how their designs and functionalities support the security of data.	4	3	2	1	0
<b>14</b>							
<b>Benchmark</b>							
Competencies							
3.1		Assess the security posture of an enterprise environment and recommend and implement appropriate security solutions.	4	3	2	1	0
3.2		Monitor and secure hybrid environments, including cloud, mobile, and IoT.	4	3	2	1	0
3.3		Operate with an awareness of applicable laws and policies, including principles of governance, risk, and compliance.	4	3	2	1	0
3.4		Identify, analyze, and respond to security events and incidents.	4	3	2	1	0

**MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby-Lewis, Plymell Principal/Curriculum Council Chair  
**DATE:** 12/4/2023  
**RE:** Information Support and Services Pathway

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**ISSUE:** The Board of Education is asked to consider and approve a new CTE Pathway called Information Support and Services Pathway at GCHS that includes the following courses: Cyber Security, Computing Systems, Foundations of Information Technology and Information Support and Services Workplace Experience.

**BACKGROUND:**

This is a new CTE Pathway that includes Computing Systems, KCCMS 10002; Foundations of Information Technology, KCCMS 10001; Cyber Security, KCCMS 10020 and Information Support and Services Workplace Experience, KCCMS, 10098.

Each of the above courses is a 1.0 credit elective course that takes place over 2 semesters each. These classes will be taught by current staff.

**ALTERNATIVES:**

1. Approve the courses as presented for a new CTE Pathway.
2. Do not approve the pathway and it will not be an option.

**RECOMMENDATION:**

It is recommended that the Board of Education approve the Information Support and Services CTE pathway as presented.

**FISCAL NOTE:**

CTE/Perkins

**ATTACHMENTS:**

Course descriptions for each of the 4 courses

## APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Foundations of Information Technology

Please complete the following for Skyward purposes:

- Short description of course (15 characters)

Found Info Tech

short description prints on transcripts

- Long description of course (30 characters)

Foundations of I.T.

Course Code: KCCMS: 10001

2. Description of course (attach additional sheets if

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3. Name of course to be deleted: N/A

4. Course objective:

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5. Required Course:

Elective Course:

6. How many credits will be offered? 1.0

7. Full Semester:

Two Semesters:

8. Start-up Cost: CTE/Perkins

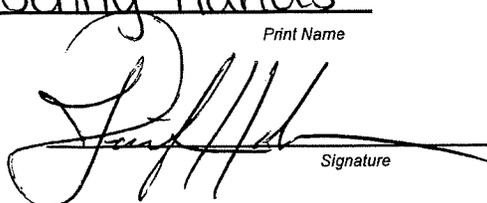
9. Prerequisites: Recommended Prerequisite: Computer Applications

10. How will this course be staffed? Current Staff

11. Requested by: Jenny Hands

Date: 9/20/23

Print Name



Signature

**Part II**

12. Reviewed by Principal -

Action taken:       Recommended       Not Recommended

      Date: 9-29-23  
Signature

13. Submitted to the Curriculum Council -

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

14. Submitted to the Instruction Office Administrator -

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

15. Submitted to the Board of Education -

Action taken:       Recommended       Not Recommended

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

Course	Foundations of Information Technology		Course #	10001	Credit	1.0
Pathways & CIP	Information Support & Services (11.0301); Network Systems (11.0901)					
Course Description:	<p>Technical Level: a course intended to provide students with exposure to various information technology occupations and the information technology pathways available: Network Systems, Information Support and Services, and Programming and Software Development. Students will demonstrate core competencies in safety, electronics and basic digital theory, overview of the internet and operating systems, basic IT terminology and concepts, organization of data and materials, and basic programming. At the conclusion of the course, students should be prepared to make an informed decision about which Information Technology program(s) of study they would like to pursue in conjunction with their IPS.</p>					
<p><b>Directions:</b> The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</p>						
<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>						
<p><b>Rating Scale:</b></p> <p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.</p> <p>Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.</p> <p>Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>						
<p><b>Benchmark 1.0: Knowledge of Equipment &amp; lab safety standards.</b></p>						
<p>Competencies</p>						
1.1	Accurately read, interpret, and demonstrate adherence to safety rules, including Internet safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between rules and explain why certain rules apply.	4	3	2	1	0
1.2	Identify and explain the intended use of safety equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment.	4	3	2	1	0
<p><b>Benchmark 2.0: Working knowledge of basic computer components and the digital theory behind their operation.</b></p>						
<p>Competencies</p>						
2.1	Demonstrate understanding of electrical circuits and devices, and relate to the physical laws (such as Ohm's Law and power laws) that govern behaviors of electrical circuits and devices. Accurately apply these physical laws to solve problems. For example, calculate the resistance of a DC circuit with a given DC voltage and current.	4	3	2	1	0

<b>Benchmark 6.0: Understand the importance of proper organization of materials in Information Technology.</b>						
Competencies						
6.1	Understand and demonstrate the effective use of file and folder management techniques to maintain directory structure for a web site. Describe the most efficient methods for digital file management, including the use of site root and subfolders for assets (e.g. images, templates, CSS).	4	3	2	1	0
<b>Benchmark 7.0: Working knowledge of programming languages, their development, and various implementations</b>						
Competencies						
7.1	Explore and identify various languages, such as Python, HTML, PHP, C++, Visual Basic, Java, JavaScript, and C#. Explain how programmers use these languages to solve a variety of IT problems, furnishing examples of how they are applied.	4	3	2	1	0
7.2	Using various resources, research, identify, and explain the steps involved in the software development life cycle, including but not limited to: planning, designing, coding, testing, deployment, and maintenance. Explain why it is an iterative process and always involves refinement.	4	3	2	1	0
7.3	Demonstrate an understanding of how batch files function within a programming environment. Identify common commands to create code for batch files (e.g. title, echo, echo off, pause, CLS, ipconfig, and ping).	4	3	2	1	0

Course	<b>Foundations of Information Technology</b>			Course #	10001	Credit	1.0
Pathways & CIP	Information Support & Services (11.0301); Network Systems (11.0901)						
Course Description:	<p>Technical Level: a course intended to provide students with exposure to various information technology occupations and the information technology pathways available: Network Systems, Information Support and Services, and Programming and Software Development. Students will demonstrate core competencies in safety, electronics and basic digital theory, overview of the internet and operating systems, basic IT terminology and concepts; organization of data and materials, and basic programming. At the conclusion of the course, students should be prepared to make an informed decision about which Information Technology program(s) of study they would like to pursue in conjunction with their IPS.</p>						
<p><b>Directions:</b> The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</p>							
Rating Scale:	<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>						
<p><b>Benchmark 1.0: Knowledge of Equipment &amp; lab safety standards.</b></p>							
	Competencies						
1.1	Accurately read, interpret, and demonstrate adherence to safety rules, including Internet safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between rules and explain why certain rules apply.	4	3	2	1	0	
1.2	Identify and explain the intended use of safety equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment.	4	3	2	1	0	
<p><b>Benchmark 2.0: Working knowledge of basic computer components and the digital theory behind their operation.</b></p>							
	Competencies						
2.1	Demonstrate understanding of electrical circuits and devices, and relate to the physical laws (such as Ohm's Law and power laws) that govern behaviors of electrical circuits and devices. Accurately apply these physical laws to solve problems. For example, calculate the resistance of a DC circuit with a given DC voltage and current.	4	3	2	1	0	

2.2	Assemble the required connections of electronic test equipment to properly test the operation of basic electronic circuit behavior and performance, using equipment such as a digital multimeter. For example, demonstrate the proper use of a digital multimeter by measuring resistance of a circuit in a typical computer system; compare this finding by calculating the resistance given the voltage and current.	4	3	2	1	0
2.3	Distinguish between the binary and hexadecimal counting systems. Using appropriate units, provide examples of each system and identify specific instances when IT professionals rely on them.	4	3	2	1	0
2.4	Explain the functions of gates in logic circuits (e.g., AND, OR, NOT).	4	3	2	1	0
<b>Benchmark 3.0: Career Awareness in Information Technology</b>						
	Competencies					
3.1	Research various occupations in information technology industries, such as programmers, web designers, webmasters, networking administrators, computer systems administrators, telecommunications line installers, and informational security analysts.	4	3	2	1	0
3.2	Explore various professional societies related to information technology and identify the services and benefits provided by each member.	4	3	2	1	0
<b>Benchmark 4.0: Understanding of the history behind the internet and operating systems.</b>						
	Competencies					
4.1	Drawing on multiple sources, research the history of the Internet. Discuss both the benefits and disadvantages of the Internet to society, as well as potential implications for the future.	4	3	2	1	0
4.2	Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), research the history and development of operating systems (e.g., Microsoft Windows, Linux, UNIX).	4	3	2	1	0
<b>Benchmark 5.0: Working knowledge of Information Technology terminology and related concepts.</b>						
	Competencies					
5.1	Demonstrate an understanding of basic web terminology and concepts. Practice explaining these terminologies and concepts by creating methods to help students learn and remember the information.	4	3	2	1	0
5.2	Demonstrate a basic understanding of computer hardware components. Identify these components using pictures or actual models and briefly explain the function of each. Components should include, but are not limited to: a. Hardware used for input and output, b. Hardware inside the computer case, c. Motherboard, d. Processor and the chipset, e. Storage devices (e.g., primary, secondary), f. Expansion cards, and g. Electrical system.	4	3	2	1	0
5.3	Demonstrate a basic understanding of computer networking. For example, explain the types of networks and what a client-server environment is.	4	3	2	1	0

<b>Benchmark 6.0: Understand the importance of proper organization of materials in Information Technology.</b>						
Competencies						
6.1	Understand and demonstrate the effective use of file and folder management techniques to maintain directory structure for a web site. Describe the most efficient methods for digital file management, including the use of site root and subfolders for assets (e.g. images, templates, CSS).	4	3	2	1	0
<b>Benchmark 7.0: Working knowledge of programming languages, their development, and various implementations</b>						
Competencies						
7.1	Explore and identify various languages, such as Python, HTML, PHP, C++, Visual Basic, Java, JavaScript, and C #. Explain how programmers use these languages to solve a variety of IT problems, furnishing examples of how they are applied.	4	3	2	1	0
7.2	Using various resources, research, identify, and explain the steps involved in the software development life cycle, including but not limited to: planning, designing, coding, testing, deployment, and maintenance. Explain why it is an iterative process and always involves refinement.	4	3	2	1	0
7.3	Demonstrate an understanding of how batch files function within a programming environment. Identify common commands to create code for batch files (e.g. title, echo, echo off, pause, CLS, ipconfig, and ping).	4	3	2	1	0



## APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Computing Systems

Please complete the following for Skyward purposes:

- Short description of course (15 characters)

Computing Sys  
short description prints on transcripts

- Long description of course (30 characters)

Computing Systems

Course Code: KCCMS: 10002

2. Description of course (attach additional sheets if

See attached.

3. Name of course to be deleted: N/A

4. Course objective: See attached.

5. Required Course: \_\_\_\_\_

Elective Course:

6. How many credits will be offered? 1.0

7. Full Semester: \_\_\_\_\_

Two Semesters:

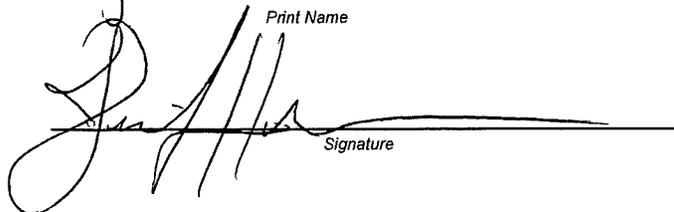
8. Start-up Cost: N/A

9. Prerequisites: N/A

10. How will this course be staffed? Current Staff

11. Requested by: Jenny Hands

Date: 9/20/23

  
Signature

**Part II**

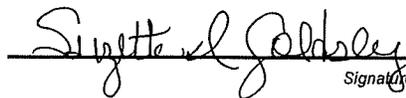
12. Reviewed by Principal -

Action taken:       Recommended       Not Recommended

      Date: 9-29-23  
Signature

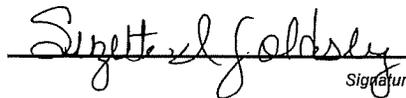
13. Submitted to the Curriculum Council -

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

14. Submitted to the Instruction Office Administrator -

Action taken:       Recommended       Not Recommended

      Date: 11-14-23  
Signature

15. Submitted to the Board of Education -

Action taken:       Recommended       Not Recommended

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

Course	Computing Systems		Course #	10002/6 0002	Credit	1.0
Pathways & CIP Codes:	Information Support & Services (11.0301); Network Systems (11.090); Programming & Software Development (11.0201); Web & Digital Communications (11.1004)					
Course Description:	Computing Systems courses offer a broad exploration of the use of computers in a variety of fields. These courses have a considerable range of content, but typically include the introduction of robotics and control systems, computer-assisted design, computer-aided manufacturing systems, and other computer technologies as they relate to industry applications.					
<b>Directions:</b> <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale:	Student: _____					
4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.	Graduation Date: _____					
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision.	I certify that the student has received training in the areas indicated.					
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision.	Instructor Signature: _____					
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.						
0. No Instruction / Training: Student has not received instruction or training in this area.						
<b>Benchmark 1.0: Overview of Systems</b>						
	Competencies					
1.1	Identify computer classifications and hardware. i. Identify types of computer storage devices. ii. Identify major hardware components and their functions. iii. Identify the different types of computing devices.	4	3	2	1	0
1.2	Identify new IT technologies and assess their potential importance and impact on the future.	4	3	2	1	0
1.3	Identify new & emerging drivers and inhibitors of information technology change.	4	3	2	1	0
1.4	Operate computer-driven equipment and machines.	4	3	2	1	0
1.5	Apply knowledge of operating systems principles to ensure optimal functioning of system.	4	3	2	1	0
1.6	Understand data communications trends and issues.	4	3	2	1	0
1.7	Demonstrate knowledge of data transmission codes and protocols.	4	3	2	1	0
1.8	Understand elements and types of information processing. (i.e., input, process, output). (e.g., batch, interactive, event-driven, object-oriented).	4	3	2	1	0
<b>Benchmark 2.0: Computer Operations</b>						
	Competencies					
2.1	Identify and understand the fundamentals of operating systems and their components.	4	3	2	1	0
2.2	Configure systems to provide optimal system interfaces	4	3	2	1	0

4.5	Demonstrate knowledge of widely used software applications (e.g., word processing, database management, spreadsheet development, publishing software)	4	3	2	1	0
4.6	Demonstrate an understanding of various programming paradigms (OO, functional, logic) in software development	4	3	2	1	0
4.7	Demonstrate knowledge of how data is organized in software development: source version data, project progress data, etc. to increase individual efficiency and respect team member data.	4	3	2	1	0
4.8	Explain the features and functions of how web browsing software affects the look of a web page, consider the characteristics and uses of plug-ins and examine role of browsers in reading files on the World Wide Web (text-only, hypertext).	4	3	2	1	0
4.9	Explain the role of number systems in information systems and internal data representation.	4	3	2	1	0
4.10	Identify the role the binary system in information systems.	4	3	2	1	0

### Benchmark 5.0: Serving the needs of the end user

Competencies						
5.1	Communicate to understand the problem the user wants to solve independent of the technology (empathy). Consider develop context awareness -- consider the context of the user and the problem before proposing a solution.	4	3	2	1	0
5.2	Perform software customization as requested to meet the needs of the end user.	4	3	2	1	0
5.3	Perform installation accurately and completely, using available resources as needed.	4	3	2	1	0
5.4	Resolve problems with installation if they occur.	4	3	2	1	0
5.5	Test and maintain products /services.	4	3	2	1	0
5.6	Initiate predictive maintenance procedures.	4	3	2	1	0
5.7	Consider customer satisfaction in determining product characteristics (e.g., usefulness, price, operation, life, reliability, safety, and cost of operation)	4	3	2	1	0
5.8	Use available reference tools (e.g., procedural manuals, documentation, standards, and work flowcharts) as appropriate to access needed information.	4	3	2	1	0
5.9	Use installation/operation manuals to access needed information using appropriate reference materials	4	3	2	1	0
5.10	Use reliability factors (e.g., cost, human, productivity) to plan for and create products/ services; with consideration of maintainability, good design, design simplification, and design redundancy.	4	3	2	1	0
5.11	Demonstrate knowledge of critical thinking skills, decision-making skills and develop a plan using data-oriented techniques.	4	3	2	1	0

Course	Computing Systems		Course #	10002/6 0002	Credit	1.0
Pathways & CIP Codes:	Information Support & Services (11.0301); Network Systems (11.090); Programming & Software Development (11.0201); Web & Digital Communications (11.1004)					
Course Description:	Computing Systems courses offer a broad exploration of the use of computers in a variety of fields. These courses have a considerable range of content, but typically include the introduction of robotics and control systems, computer-assisted design, computer-aided manufacturing systems, and other computer technologies as they relate to industry applications.					
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4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.						
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.						
Requires limited supervision.						
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.						
Requires close supervision.						
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.						
0. No Instruction / Training: Student has not received instruction or training in this area.						
<b>Benchmark 1.0: Overview of Systems</b>						
Competencies						
1.1	Identify computer classifications and hardware. i. Identify types of computer storage devices. ii. Identify major hardware components and their functions. iii. Identify the different types of computing devices.	4	3	2	1	0
1.2	Identify new IT technologies and assess their potential importance and impact on the future.	4	3	2	1	0
1.3	Identify new & emerging drivers and inhibitors of information technology change.	4	3	2	1	0
1.4	Operate computer-driven equipment and machines.	4	3	2	1	0
1.5	Apply knowledge of operating systems principles to ensure optimal functioning of system.	4	3	2	1	0
1.6	Understand data communications trends and issues.	4	3	2	1	0
1.7	Demonstrate knowledge of data transmission codes and protocols.	4	3	2	1	0
1.8	Understand elements and types of information processing. (i.e., input, process, output). (e.g., batch, interactive, event-driven, object-oriented).	4	3	2	1	0
<b>Benchmark 2.0: Computer Operations</b>						
Competencies						
2.1	Identify and understand the fundamentals of operating systems and their components.	4	3	2	1	0
2.2	Configure systems to provide optimal system interfaces	4	3	2	1	0

2.3	Clearly document step-by-step installation procedures for future use and configuration.	4	3	2	1	0
2.4	Apply concepts of privileged instructions and protected mode programming.	4	3	2	1	0
2.5	Configure peripheral device drivers (e.g., disk, display, printer, modem, keyboard, and mouse).	4	3	2	1	0
2.6	Allocate disk space, non-sharable resources, and I/O devices.	4	3	2	1	0
2.7	Interface peripheral devices/controllers in the computer system (e.g., software and hardware interrupts, exceptions, Direct Memory Addressing [DMA], bus structures).	4	3	2	1	0
2.8	Identify standards and issues related to I/O programming and design of I/O interfaces.	4	3	2	1	0
2.9	Define hardware-software interface issues for a computer system.	4	3	2	1	0
2.10	Review automated scheduling software and identify scheduling priority in programming.	4	3	2	1	0
2.11	Document procedures and actions through development of audit trails.	4	3	2	1	0

### Benchmark 3.0: Hardware

Competencies						
3.1	Ensure that hardware and software system components are compatible and licensed prior to performing installation.	4	3	2	1	0
3.2	Evaluate systems engineering considerations.	4	3	2	1	0
3.3	Demonstrate knowledge of how bandwidths affect data transmission and on-screen image.	4	3	2	1	0
3.4	Evaluate information systems problem-solving techniques and approaches.	4	3	2	1	0
3.5	Determine the accuracy and completeness of the information gathered.	4	3	2	1	0
3.6	Explain data communications procedures, equipment and media.	4	3	2	1	0
3.7	Explain measurement techniques for increased productivity due to information systems implementation.	4	3	2	1	0
3.8	Explain the differences between local and wide area networks.	4	3	2	1	0
3.9	Explain the benefits of hosting a web site on a local server vs. at an ISP (Internet Service Provider).	4	3	2	1	0
3.10	Troubleshoot computer-driven equipment and machines and access support as needed (e.g. test system using diagnostic tools/software, repair/replace malfunctioning hardware and reinstall software as needed, recover data and/or files and restore system to normal operating standards.)	4	3	2	1	0

### Benchmark 4.0: Software

Competencies						
4.1	Determine software design process, from specification to implementation and appraise software process and product life cycle models.	4	3	2	1	0
4.2	Explain new and emerging classes of software.	4	3	2	1	0
4.3	Explain the key functions and applications of software.	4	3	2	1	0
4.4	Demonstrate knowledge of the function and operation of compilers and interpreters.	4	3	2	1	0

4.5	Demonstrate knowledge of widely used software applications (e.g., word processing, database management, spreadsheet development, publishing software)	4	3	2	1	0
4.6	Demonstrate an understanding of various programming paradigms (OO, functional, logic) in software development	4	3	2	1	0
4.7	Demonstrate knowledge of how data is organized in software development: source version data, project progress data, etc. to increase individual efficiency and respect team member data.	4	3	2	1	0
4.8	Explain the features and functions of how web browsing software affects the look of a web page, consider the characteristics and uses of plug-ins and examine role of browsers in reading files on the World Wide Web (text-only, hypertext).	4	3	2	1	0
4.9	Explain the role of number systems in information systems and internal data representation.	4	3	2	1	0
4.10	Identify the role the binary system in information systems.	4	3	2	1	0

### Benchmark 5.0: Serving the needs of the end user

Competencies						
5.1	Communicate to understand the problem the user wants to solve independent of the technology (empathy). Consider develop context awareness -- consider the context of the user and the problem before proposing a solution.	4	3	2	1	0
5.2	Perform software customization as requested to meet the needs of the end user.	4	3	2	1	0
5.3	Perform installation accurately and completely, using available resources as needed.	4	3	2	1	0
5.4	Resolve problems with installation if they occur.	4	3	2	1	0
5.5	Test and maintain products /services.	4	3	2	1	0
5.6	Initiate predictive maintenance procedures.	4	3	2	1	0
5.7	Consider customer satisfaction in determining product characteristics (e.g., usefulness, price, operation, life, reliability, safety, and cost of operation)	4	3	2	1	0
5.8	Use available reference tools (e.g., procedural manuals, documentation, standards, and work flowcharts) as appropriate to access needed information.	4	3	2	1	0
5.9	Use installation/operation manuals to access needed information using appropriate reference materials	4	3	2	1	0
5.10	Use reliability factors (e.g., cost, human, productivity) to plan for and create products/ services; with consideration of maintainability, good design, design simplification, and design redundancy.	4	3	2	1	0
5.11	Demonstrate knowledge of critical thinking skills, decision-making skills and develop a plan using data-oriented techniques.	4	3	2	1	0

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez  
**FROM:** Drew Thon, HR Officer  
**DATE:** 11-29-2023  
**RE:** Social Workers

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### **ISSUE:**

Within Garden City Public Schools there is a need to proactively address the social and emotional challenges faced by students by integrating licensed social workers into every K-12 school in the district to support their holistic development.

### **BACKGROUND:**

Garden City Public Schools, committed to the pursuit of excellence in education, has long been dedicated to the holistic development of its students. Our district prides itself on providing a nurturing and inclusive environment where every child can thrive academically, emotionally, and socially. We understand that the well-being of our students is the cornerstone of their success, and we recognize the ever-growing challenges they face in today's complex world.

In recent years, the landscape of education has evolved significantly. Students encounter a multitude of social and emotional hurdles that can impede their academic progress and overall growth. It has become increasingly clear that we, as a school district, must proactively address these challenges and provide comprehensive support to our students.

To this end, Garden City Public Schools proposes a visionary and transformative initiative: the integration of licensed and qualified social workers into every K-12 school within the district. This bold step reflects our unwavering commitment to nurturing the minds and hearts of our students, ensuring they receive not only a first-class education but also the emotional and social support necessary to become well-rounded individuals.

### **RECOMMENDATION:**

No Action Needed

### **FISCAL NOTE:**

This will be cost neutral for the district. We will be using unfilled Title I interventionist positions to fill these social worker positions.

### **ATTACHMENTS: NONE**