



GARDEN CITY PUBLIC SCHOOLS

Regular Board of Education Meeting Garden City Public Schools USD 457

Monday, May 20, 2024 - 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

A. PLEDGE

B. SILENT REFLECTION

C. APPROVAL OF AGENDA with the following amendments:

C.1. Additional certified and classified personnel actions for consideration, Item# E.3

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. Recognition of Ronald McDonald House (Wichita) Pop Tab Challenge winning school - Georgia Matthews Elementary School.

Janet Reed and Amy Burch

D.2. Building Presentation - Jennie Wilson Elementary School

Melinda Stewart, Principal

E. CONSENT AGENDA

E.1. Minutes

E.1.a. Minutes of the May 6, 2024, Regular Board of Education Meeting

E.2. Accounts Payable totaling \$8,309,266.07, noting that all major accounts contain adequate balances to meet current obligations.

E.3. Personnel

E.3.a. Certified

E.3.b. Classified

E.4. Other

E.4.a. The Board of Education is asked to consider and approve the continuation of Renaissance Learning, an existing curriculum - Renaissance in the amount of \$128,240.00

F. BOARD REPORTS

F.1. Engage After School Program

Jamie Schweer, Engage After School Program Coordinator

G. NEW BUSINESS

G.1. The Board of Education is asked to consider and approve the Southwest Plains Interlocal Agreement.

Heather Stegman, Director of Instruction

G.2. The Board of Education is asked to consider and approve the following Curriculum Council items:

Dr. Maria Gomez-Rocque, Deputy Superintendent

G.2.a. Virtual Success Strategies

G.2.b. Middle School Computing Systems

G.2.c. Middle School Computer Graphics

G.2.d. Intro to Leader in Me at Garden City Achieve

G.3. The Board of Education is asked to consider and approve the TNTP Gradual Release Quote - in the amount of \$77,995.00

Dr. Maria Gomez-Rocque, Deputy Superintendent

G.4. The Board of Education is asked to consider and approve a Memorandum of Understanding between Garden City Public Schools USD 457 and SparkWheel, Inc. for the 2024-2025 and 2025-2026 school years in the amount of \$30,000.00

Dr. Maria Gomez-Rocque, Deputy Superintendent

G.5. The Board of Education is asked to consider and approve a quote from Xello for the period of Jul 1, 2024 to June 30, 2025, in the amount of \$12,635.75.

Dr. Maria Gomez-Rocque, Deputy Superintendent

G.6. The Board of Education is asked to consider and approve an agreement between Garden City Public Schools USD 457 and Heather T. Forbes in the amount of \$15,000.00

Josh Guymon, Assistant Superintendent

G.7. Flooring Update and Discussion.

Josh Guymon, Assistant Superintendent

H. BOARD OPEN DISCUSSION

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

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

- I.1. Matters relating to employer-employee negotiations, whether or not in consultation with the representative or representatives of the body or agency.
- I.2. Consultation with an attorney for the body or agency which would be deemed privileged in an attorney-client relationship.
- I.3. Personnel matters for non-elected personnel.

J. NEXT BOARD MEETING

The next meeting of the Board of Education will take place on June 3, 2024, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

K. ACCOUNTS PAYABLE REVIEW - Andy Fahrmeier and Nathan Haeck

L. ADJOURNMENT

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Melinda Sterling-Stewart, Jennie Wilson Elementary Principal
DATE: 5/20/24
RE: Jennie Wilson Elementary-Building Presentation

ISSUE:

Jennie Wilson is scheduled to make a building presentation to the Board of Education on May 20, 2024. This presentation will feature a couple of members from the Jennie Wilson Student Council, a couple of student representatives, and Jennie Wilson staff.

BACKGROUND:

Members from the Jennie Wilson Student Council, a couple of student representatives, and Jennie Wilson staff have been preparing a presentation to showcase building achievements. We will share exciting news about our Capturing Kids Heart process.

ALTERNATIVES:

No other alternatives applicable

RECOMMENDATION:

No recommendations are applicable

FISCAL NOTE:

There is no fiscal impact for the BOE to consider

ATTACHMENTS:

None at this time. We are working on a short video.



DRAFT* MINUTES *DRAFT

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

Monday, May 6, 2024 - 6:00 PM

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

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, May 6, 2024, 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; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Dr. Maria Gomez-Rocque, Deputy Superintendent; Josh Guymon, Assistant Superintendent; and Drew Thon, Chief Human Resources Officer.

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

A.PLEDGE – The Jennie Barker Elementary School Student Lighthouse Team led the Pledge of Allegiance.

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

C.MEETINGS OF NOTE

C.1.

- May 16, 2024 - Leadership Day at Alta Brown Elementary School, 6:30 p.m. - four or more Board members may be in attendance.
- May 17, 2024 - Garden City High School Hall of Fame Dinner and Induction Ceremony - GCHS Commons, 6:30 P.M. - four or more Board members may be in attendance.
- May 18, 2024 - Garden City Achieve and Virtual Academy Graduation - 10:30 a.m. at HGMS - four or more Board members may be in attendance.
- May 19, 2024 - Garden City High School Graduation, 1:00 p.m. - four or more Board members may be in attendance.
- May 23, 2024 - USD 457 Staff Appreciation Dinner, 5:30 pm. - GCHS Commons - four or more Board Members may be in attendance.

D.APPROVAL OF AGENDA with the following amendments:

D.1.Additional certified and classified personnel actions for consideration, Item F3.

That the Board of Education approve the meeting agenda with the following amendments: This motion, made by Jackie Gigot and seconded by Nathan Haeck, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea

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

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

Public Comment regarding vaping in schools and the discipline action for vaping was made by the Resist group, they were given five minutes to present their information.

E.1.Building Presentation - Jennie Barker Elementary School, Matt Horney, Principal, introduced the Student Lighthouse Team and they presented the following information:

- Activities at the school throughout the year
- Community Partners
- Grade level summaries

E.2.Recognition of teachers that have completed the LETRS Program. Dr. Maria Gomez-Rocque introduced and recognized Garden City High School student Amy Diep who designed the LETRS T-Shirt, worn by the teachers in attendance. Heather Stegman, Director of Instruction spoke briefly about the program and introduced the teachers in the district that have completed the Language Essentials for Teachers of Reading and Spelling (LETRS) Program. The teachers put in one hundred hours of training over two years.

F.CONSENT AGENDA

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

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

F.1.Minutes

- F.1.a.Minutes of the April 15, 2024, Regular Board of Education Meeting – approved as presented.
- F.1.b.Minutes of the April 22, 2024, Special Board of Education Meeting – approved as presented.
- F.1.c.Minutes of the April 30, 2024, Special Board of Education Meeting – approved as presented.

F.2.**Accounts Payable** totaling \$6,801,979.65, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

F.3.**Personnel** – All certified and classified personnel actions were approved as presented.

F.3.a.Certified:

Resignations: Kelly Gerber, Rosita Estrada, Barbara Hauschild, Jeroldine Jones, Brett Novack, Manuel Rios, Brandi West

Appointments: Brooke Bayer, Matthew Bayer, Vanessa Contreras, Alyssa Greenlee, Aleecya Meinert, Elizabeth Meyer, Wisley Rait, Sindy Reyes, Rica Rosas

Transfers:

- Becky Alexander – from kindergarten position at Georgia Matthews Elementary School to instructional coach position at Georgia Matthews Elementary School / Alta Brown Elementary School / Garden City Achieve.
- Jose Anaya-Alarcon – from ESL social studies position at Garden City High School to ESL English language arts position at Garden City High School.
- Lynnlea Anderson – from library media specialist position at Charles Stones Intermediate Center to Read 180 position at Charles Stones Intermediate Center.
- Perla Carrasco – from vocal music/instrumental position at Abe Hubert Elementary School to instrumental band position at Horace Good Middle School.
- Kelly Harman – from social studies/science position at Bernadine Sitts Intermediate Center to social studies position at Kenneth Henderson Middle School.
- Samantha Hernandez – from art position at Alta Brown Elementary School to school psychologist position at Victor Ornelas Elementary School.
- Carady Holguin – from visually impaired position at Garden City High School to adaptive/interrelated position at Garden City High School.
- Bethany Howard – from adaptive/interrelated position at Garden City High School to vocational special education position at Garden City High School.
- Shelby Ketterling – from second grade position at Gertrude Walker Elementary School to adaptive/interrelated position at the Therapeutic Education Program.
- Heather Kneeland – from ESL English language arts position at Garden City High School to English language position at Garden City Achieve.
- Brittney Kuhlman – from science position at Garden City High School to administrator TOSA position at Bernadine Sitts Intermediate Center and Charles Stones Intermediate Center.
- Laura Martinez – from first grade position at Buffalo Jones Elementary School to first grade position at Florence Wilson Elementary School.
- Kelly Myatt – from kindergarten position at Victor Ornelas Elementary School to science position at Garden City Achieve.
- Kathryn Ochampaugh – from vocal music position at Charles Stones Intermediate Center to kindergarten position at Georgia Matthews Elementary School.
- Rebecca Plude – from second grade position at Abe Hubert Elementary School to third grade position at Georgia Matthews Elementary School.
- Andrew Potts – from science position at Kenneth Henderson Middle School to science position at Garden City High School.
- Justin Reich – from physical education position to administrator TOSA position at Florence Wilson Elementary School and Victor Ornelas Elementary School.

CONTRACT RECOMMENDATIONS:

Recommending that Josefina Saenz' contract status be changed from non-renewal to renewal effective for the 2024-25 academic year due to licensure resolution. She will be placed in a first-grade position at Victor Ornelas Elementary School.

Adoption of final resolution to non-renew contract:

- Angela Donovan
- Allan Garcia
- Maritza Guerrero
- Adrienne Lobmeyer
- Reymundo Moya Gudino
- Rosalba Ramos

POSITION REQUESTS:

Jill Reagle, principal at Florence Wilson Elementary School, is requesting the following position changes due to projected enrollment:

- Close 1.0 transitional kindergarten position
- Open 1.0 first grade position

Bryan Kott, principal at Georgia Matthews Elementary School, is requesting the following position changes due to projected enrollment:

- Close 1.0 second grade position
- Open 1.0 third grade position

Julie Koerperich, principal at Alta Brown Elementary School, is requesting to open 1.0 fourth grade position due to projected enrollment.

Drew Thon, chief human resources director, is requesting the following position changes:

- Open 1.0 library media position at Alta Brown Elementary School
- Open 1.0 library media position at Buffalo Jones Elementary School
- Open 1.0 library media position at Georgia Matthews Elementary School
- Open 1.0 library media position at Gertrude Walker Elementary School
- Close 1.0 library media position at Charles Stones Intermediate Center

Drew Thon, chief human resources officer, is requesting the following positions effective for the 2024-25 academic year:

- Close 1.0 fifth grade position at Bernadine Sitts Intermediate Center.
- Open 1.0 activity facilitator position at Garden City High School.

Gina Galpin, special education director at the Educational Support Center, is requesting the following position changes:

- Close 1.0 adaptive/interrelated position at Garden City High School
- Open 1.0 adaptive/interrelated position at Kenneth Henderson Middle School

Lucas Sullivan, principal at Garden City Achieve, is requesting to open .50 art position effective for the 2024-25 academic year.

F.3.b.Classified

Retirements: Lorenza Guerrero, Maria D. Ortega

Terminations: Serinity R. Cagle, Angela Labrier, Catherine Ann Woody

Resignations: Monique R. Gallegos, Maria Del Refugio Gonzalez, Karson Harrington, Heather Nonhoff, Liliana Rios Cerda, Silvia Ortiz

Assignments: Icy Butler, Sarah Crotinger, Alejandra Gutierrez, Anthony Ramirez, Yecenia Tena-Meza, Brittany Vasquez

Transfers:

- Bertha Arroyo from Nutrition I and Small Fleet Driver at Gertrude Walker Elementary School to Bus Driver at Transportation
- Diana Gaucin from Sub Bus Driver at Transportation to Bus Driver at Transportation
- Norma E. Manjarrez Munguia from Nutrition I: Horace Good Middle School to Nutrition I at Gertrude Walker Elementary School
- Aidan Sparks from Sub Bus Driver at Transportation to Bus Driver at Transportation
- Mayra Varela from Sub Bus Driver at Transportation to Bus Driver at Transportation
- Silvia Villatoro from Small Fleet Driver to Transportation to Bus Driver at Transportation

Other:

Michael Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Yecenia Tena-Meza

Tracy Leiker, Principal at Victor Ornelas Elementary School, is requesting to adjust a Rise Room para position, from a 5-hour position to a full-time position to service the needs of the students.

Shane Faurot, Director of Plant Facilities, is requesting to close one custodial position. With that closure he is requesting to add a Custodial Office Assistant II position, effective July 1st, 2024.

Shane Faurot, Director of Plant Facilities, is requesting to create a new Plumbing Specialist position and close the Maintenance Technician II position, currently held by Rene Esquiviel. This transition would become effective as of July 1st, 2024. Shane would also like this job position to be paid at a job grade 30.

Shane Faurot, Director of Plant Facilities, is requesting a job grade code change for the License Carpenter position. This position is currently at a job grade 33 and he is requesting to change it to a job grade 30, effective July 1st, 2024, which would make up the difference.

Plumbing Specialist job description.

Custodial Office Assistant II job description.

POSITION REQUEST:

Drew Thon, Chief Officer of Human Resources is requesting the following classified position changes for the 24-25 academic year:

- Open 1.0 library para position at Charles O. Stones Intermediate Center
- Close 1.0 library para position at Alta Brown Elementary School
- Close 1.0 library para position at Buffalo Jones Elementary School
- Close 1.0 library para position at Edith Scheuerman Elementary School
- Close 1.0 library para position at Georgia Matthews Elementary School

G.BOARD REPORTS

G.1.Presentation from the Parents as Teachers Program - Madison Thompson, Parents as Teachers, presented the following information:

- What is Parents as Teachers?
- Four components of Parents as Teachers
- Growth: Families served 2022-present
- 261 children served with formal services
- Personal Visits: 1507
- 52 Group Connections
- Resource Connections
- 27 years of Success

Board members' questions were answered.

G.2.Education Pathway Partnership - Drew Thon, Chief Human Resource Officer, presented information on a new Education Pathway Partnership between Garden City Community College and Garden City High School that will allow students to obtain an Associates Degree in Elementary Education by the time they graduate high school through dual credit courses. A pilot program is being developed to begin next year.

Board members' questions were answered.

H.UNFINISHED BUSINESS

H.1.The Board of Education is asked to consider and approve a design by ICE Engineers for the Abe Hubert HVAC system replacement - \$127,500.00 Sean Miller from ICE and Shane Faurot, Director of Plant Facilities answered questions from the Board. The following action was taken.

That the Board of Education approve the design by ICE Engineers for the Abe Hubert HVAC system replacement as presented, in the amount of \$127,500.00. This motion, made by Andy Fahrmeier and seconded by Randy Ralston, Carried.

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

I.NEW BUSINESS

I.1.The Board of Education is asked to consider and approve the following Curriculum Council items:
I.1.a.Addition of a new course, Community Leadership, as a 1.0 credit elective course - Dr. Maria Gomez-Rocque, Deputy Superintendent introduced Brian Nelson and he presented information about the proposed Community Leadership class.

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

I make a motion to approve the Community Leadership course as presented. This motion, made by Nathan Haeck and seconded by Randy Ralston, Carried.

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

I.2.The Board of Education is asked to consider and approve the continuation of Renaissance Learning, an existing curriculum - Renaissance in the amount of \$128,240.00 (First Read) - Dr. Maria Gomez-Rocque, Deputy Superintendent presented information to the board about Renaissance Learning. This is a resource used at all levels throughout the district and includes the following resources: Fastbridge, DnA, Software License, EduClimber and Inspect Plus.

Board members' questions were answered.

The item will be on the consent agenda at the next regular board of education meeting.

I.3.The Board of Education is asked to consider and approve the purchase of an Anatomage Convertible Table to be used in Health Science and Biomedical courses at Garden City High School - Anatomage in the amount of \$84,045.00 - Dr. Maria Gomez-Rocque, Deputy Superintendent introduced Jenny Hands, CTE Coordinator and Jane Schneider, Lead Pathway in Health Sciences teacher at Garden City High School and information about the Anatomage Convertible Table was presented.

Board members' questions were answered.

Mr. President, I make a motion to approve the purchase of the Anatomage Convertible Table to be used in health science for the amount of \$84,045.00. This motion, made by Randy Ralston and seconded by Jackie Gigot, Carried.

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

I.4.The Board of Education is asked to consider and approve a proposal to update the elevator at JD Adams Hall - State Contract in the amount of \$130,677.07 - Josh Guymon, Assistant Superintendent

Board members' questions were answered.

I make a motion to approve the proposal to update the elevator at JD Adams Hall as presented. This motion, made by Jackie Gigot and seconded by Nathan Haeck, Carried.

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

I.5.The Board of Education is asked to consider and approve a bid to sand and refinish the gym floors at Horace Good Middle School - Creative Floors in the amount of \$68,132.00 - Josh Guymon, Assistant Superintendent

Board members' questions were answered.

I make a motion to approve the bid from Creative Floors in the amount of \$68,132.00 for the gym floor at Horace Good. This motion, made by Nathan Haeck and seconded by Jackie Gigot, Carried.

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

I.6.The Board of Education is asked to consider and approve the contract with Bobcat Equipment for the purchase of a MT 100 Mini Track Loader - Bobcat in the amount of \$34,600.00 Josh Guymon, Assistant Superintendent

Board members' questions were answered.

I make a motion to approve the purchase of the equipment for \$34,600.00. This motion, made by Andy Fahrmeier and seconded by Randy Ralston, Carried.

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

I.7.The Board of Education is asked to consider and approve the purchase of a replacement Cable Analyzer - CDW-G in the amount of \$14,000.00 - Josh Guymon, Assistant Superintendent

Board members' questions were answered.

I make a motion to approve the purchase of the Cable Analyzer as presented. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

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

Wiese: Yea

Yea: 7, Nay: 0

I.8. Carpet update and discussion - Dr. Mike Dominguez, Superintendent – Dr. Dominguez stated that on January 15, 2024, the BOE approved \$49,450 for carpet. The original intent was for the carpet to be installed at Plymell Elementary School in accordance with the Long-Range Facilities Plan. With how the recent boundary study discussion progressed the carpet installation was paused.

Board members were presented the following options:

1. Place the carpet in Plymell as originally planned and bid out the removal of asbestos (this would most likely delay the process until next summer).
2. Place the carpet in Plymell without removing the asbestos (this could be done this summer assuming contractors are available).
3. Place the carpet in KHMS, while also considering the purchase of additional carpet to complete their building needs.

Board members discussed the options and questions were answered. The following action took place.

I make a motion to move forward with option 3, replace the carpet at KHMS. This motion, made by Andy Fahrmeier and seconded by Nathan Haeck, Carried.

Bergkamp: (abstained) Nay

Fahrmeier: Yea

Gigot: Nay

Haeck: Yea

Hinde: Yea

Ralston: Nay

Wiese: Yea

Yea: 4, Nay: 3

I.9.RSP Update - Dr. Mike Dominguez, Superintendent/RSP - Ginna Wallace, Planner, RSP Consultants, presented an update about the final meeting of the boundary study committee that was held on May 2, 2024. The following was presented:

- Process and meeting recap
- Public input and survey results discussion
- Committee input and recommendation

Robin Bergkamp left the meeting room at 8:17 P.M. and returned at 8:19 P.M.

Board members' questions were answered.

It was discussed and decided that the Board would like to see the 6-8 boundaries drawn from RSP with current feeder schools and also with what it would look like with a ten-room addition and remodel at KHMS to make both middle schools the same size. A committee of three board members will meet with district administration to work through scenarios, costs, etc. Board members were asked to send Dr. Dominguez requests for information they would like to see and he will vet those out among the committee. The committee will then report back to the full Board at a later time.

J. BOARD OPEN DISCUSSION

- **John Wiese** stated that it was great to have Jennie Barker at the meeting and great to honor our teachers that have completed the LETRS training and recognize them. He stated there was a lot of business on the agenda tonight and that he appreciates all the hard work of the staff and everybody that is working with contractors and answering all the questions from the Board. He thanked the Board for reading their packets and stated that there were a lot of great questions tonight. He also thanked RSP for their work with the boundary study committee.
- **Jackie Gigot** stated she appreciated all the information given to the Board ahead of time she stated that it helps to make the decisions efficiently. She also stated that she spent the day at Charles Stones teaching students about water and that she had a good day with that.
- **Robin Bergkamp** stated that every meeting opens her eyes to how complicated a school district is. She stated she appreciated the patience from administration as they learn all the rules and regulations of being on the board.
- **Andy Fahrmeier** stated that he wanted to thank the students from Jennie Barker along with Ms. Palmer and Mr. Horney and that he appreciates all the time put into preparing the presentation. He also thanked the teachers who completed the LETRS training and stated that he appreciates the effort and energy put into helping improve student literacy. He thanked the boundary study participants for the time and energy they spent with the committee. He also thanked Drew Thon for finding creative ways to help grow our opportunities for people to get into education and in helping students find better ways to seek postsecondary education.
- **Randy Ralston** stated that he wanted to thank everyone for their efforts and hard work. He stated that he loves the passion of the people that come here every meeting and that it's good to see that, he stated that there really are people who care and want to make Garden City better.
- **Mark Hinde** stated he heard all enthusiastic kids reciting the Pledge of Allegiance and that was great. He stated the Parents as Teachers presentation was great and that those folks are enthusiastic about what they are doing and that it's appreciated. He stated that Jennie Barker gave a great presentation and he appreciated that, and also appreciates the teachers that completed LETRS training. He agreed with Randy on seeing the enthusiasm in people in the school district and thanked administration for bringing information to the board, he also thanked RSP.
- **Nathan Haeck** stated that he echoed a lot of the comments from the other Board members. He thanked all educational staff and teachers, he stated that this is teacher appreciation week and he knows it's a hard and thankless job. He stated that he wanted to thank all the groups that came before the board tonight. He thanked teachers and community members who took part in the boundary study process, he stated that it is an important process to go through and hear from different aspects of our community and that seeing the engagement with our school system was encouraging to him.
- **Dr. Dominguez** stated that he was privileged to do mini walkthroughs at four campuses with Dr. Rocque today. He stated that the LETRS training will pay dividends and also that the Jennie Barker presentation showed that they are doing great things there. He thanked the members of the boundary study committee for their time and commitment. He thanked Drew Thon for his work on the new education pathway that was presented. He also thanked the Resist group for their public comment.

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

K.1. Matters relating to employer-employee negotiations, whether or not in consultation with the representative or representatives of the body or agency.

Mr. President, I move we go into executive session for 20 minutes, to discuss negotiations for the 2024-25 school year pursuant to the exception for employer-employee negotiations under KOMA, beginning at 8:50 P.M. and the open meeting will resume in the Board Meeting Room at 9:10 P.M. I would like to invite Dr. Dominguez, Josh Guymon and Drew Thon to join us in executive session. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

K.2.The Board of Education considers the recommendation from the appeal hearing on a student's expulsion.

Mr. President, I move we go into executive session for 10 minutes, for consideration of student due process appeal decision pursuant to the exception relating to actions adversely or favorable affecting a student under KOMA, beginning at 9:15 P.M. and the open meeting will resume in the Board Meeting Room at 9:25 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 Nathan Haeck, Carried.

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

K.3.Personnel matters for non-elected personnel.

Mr. President, I move we go into executive session for 20 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 9:28 P.M. and the open meeting will resume in the Board Meeting Room at 9:48 P.M. I would like to invite Jennifer Cunningham to join us in executive session. This motion, made by Jackie Gigot and seconded by Randy Ralston, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea

Hinde: Yea
Ralston: Yea
Wiese: Yea
Yea: 7, Nay: 0

K.4. Personnel matters for non-elected personnel.

Mr. President, I move we go into executive session for 10 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 9:50 P.M. and the open meeting will resume in the Board Meeting Room at 10:00 P.M. I would like to invite Dr. Dominguez to join us in Executive Session. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

L.NEXT BOARD MEETING

The next meeting of the Board of Education will take place on May 20, 2024, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

M.ACCOUNTS PAYABLE REVIEW - Mark Hinde and Robin Bergkamp

N.ADJOURNMENT

I move that the Board of Education meeting be adjourned at 10:00 P.M. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

Respectfully submitted,

Approved:

BOARD OF EDUCATION
Certified Personnel Actions
May 20, 2024

RETIREMENT:

Kristine Carr, special education teacher for the Therapeutic Education Program, is submitting her letter of intent to retire through KPERS effective May 24, 2024.

RESIGNATIONS:

Vita De La Rosa, ninth grade teacher at Garden City Achieve, is submitting her letter of resignation effective May 24, 2024.

Brandon Neeb, fourth grade teacher at Victor Ornelas Elementary School, is submitting his letter of resignation effective May 24, 2024.

Sarah Neeb, kindergarten teacher at Victor Ornelas Elementary School, is submitting her letter of resignation effective May 24, 2024.

Ana Urrutia, preschool teacher at Garfield Early Childhood Center, is submitting her letter of resignation effective May 24, 2024.

APPOINTMENTS:

Tylee Biera, Garden City, Kansas, is recommended for an English language arts position at Garden City High School effective for the 2024-25 academic year. She is a first year teacher.

Lavina Cudog, Cabadbaran City, Philippines, is recommended for a third grade position at Gertrude Walker Elementary School effective for the 2024-25 academic year. She has nineteen years' experience.

Marina Guardiola, Garden City, Kansas, is recommended for a first grade position at Buffalo Jones Elementary School effective for the 2024-25 academic year. She is a first year teacher.

Luisa Hopkins, Garden City, Kansas, is recommended for a fourth grade position at Jennie Barker Elementary School effective for the 2024-25 academic year. She is a first year teacher.

Rebecca Kilgore, Humboldt, Kansas, is recommended for a functional special education position at Charles Stones Intermediate Center effective for the 2024-25 academic year. She is a former USD 457 teacher with twenty years' experience.

Abbie Zimmerman, Garden City, Kansas, is recommended for a third grade position at Alta Brown Elementary School effective for the 2024-25 academic year. She is a former USD 457 teacher with two years' experience.

TRANSFERS:

Nathaniel Bailey – from business/computer position at Garden City High School to physical education position at Garden City High School.

Kelly Kinyon – from adaptive/interrelated position at Abe Hubert Elementary School and Edith Scheuerman Elementary School to adaptive/interrelated position at Edith Scheuerman Elementary School.

Beatriz Martinez – from physical education position at Bernadine Sitts Intermediate Center to mathematics position at Garden City High School.

Ashley Partin – from second grade position at Victor Ornelas Elementary School to third grade position at Victor Ornelas Elementary School.

Rebecca Plude – from third grade position at Georgia Matthews Elementary School to second grade position at Georgia Matthews Elementary School.

Brian Nelson – from English language arts position at Garden City High School to business/computer position at Garden City High School.

Celeste Rundell-Biernacki – from third grade position at Victor Ornelas Elementary School to fourth grade position at Victor Ornelas Elementary School.

POSITION REQUESTS:

Gina Galpin, special education director, is requesting the following position changes for the 2024-25 school year:

- Open adaptive/interrelated position at Abe Hubert Elementary School and Georgia Matthews Elementary School.
- Close 1.0 adaptive/interrelated position at the Therapeutic Education Program.
- Move .50 adaptive/interrelated position at Abe Hubert Elementary School to Edith Scheuerman Elementary School.

Drew Thon, chief human resources officer, is requesting the following position changes for the 2024-25 school year:

- Open 1.0 mathematics position at Garden City High School.
- Open 1.0 family and consumer science position at Horace Good Middle School.
- Close 2.0 interventionist positions that are currently vacant.

TUITION REIMBURSEMENT AGREEMENTS:

Christopher Ligan – National Board Certification

Courtney Main – Master’s Degree

OTHER:

Drew Thon, chief human resources officer, is requesting to update/add the following job descriptions for the 2024-25 school year:

- District Instructional Coach
- Middle School Associate Principal
- Activities Facilitator (New)



District Instructional Coach

Job Title:	District Instructional Coach	Job Grade:	Certified
Department:	Certified	FLSA Status:	Exempt
Reports To:	District Curriculum Director		

Job Purpose and Objectives

The job of District Instructional Coach was established for the purpose/s of coordinating district instructional activities and curriculum implementation relating to literacy programs; providing recommendations of expenditures for activities, equipment, and supplies that enhance the assigned program; and serving as a resource to instructional leaders.

Responsibilities

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; assisting in management of the department; and determining the use of funds. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is some opportunity to significantly impact the Organization's services.

Job Competencies

Essential Functions include the following.

- Assists assigned personnel in transitioning and/or harboring additional information to aid in a variety of leadership styles including modeling for the purpose of providing feedback with additional knowledge to empower their leadership skills.
- Identifies recommended expenditures to meet instructional needs (e.g. equipment, instructional materials, field trips, etc.) for the purpose of providing input to district administration in the area of instructional materials.
- Organizes and participates in calibration of classroom observations for the purpose of providing information, strategies and/or ideas to encourage a variety of teaching styles, to ensure the development of subject specific teaching.
- Monitors inventory of instructional materials, equipment and supplies for the purpose of identifying required items to support curriculum in accordance with established guidelines.
- Participates and leads trainings, meetings, seminars, etc. for the purpose of conveying and/or gathering information required to perform job functions.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a variety of manual and electronic documents, files and records (e.g. professional development materials, purchase orders, teacher contact logs, etc.) for the purpose of providing information and/or complying with established requirements.
- Collaborates with the Curriculum Director on expenditures, activities, equipment and /or supplies for the purpose of addressing needs that will enhance the instructional program.
- Responds to inquiries of other school personnel for the purpose of providing information, assistance and/or direction related to the grade level or special area activities.
- Supports district leadership in a variety of administrative activities (e.g. curriculum modifications as required by federal, State and/or district guidelines, screening, interviewing, and/or orienting staff, development of master schedules, etc.) for the purpose of ensuring a positive learning environment and the efficient use of resources.
- Serve as a liaison between departments to ensure federal, state, and local regulations.
- Conducts meetings and/or training's for the purpose of coordinating instructional activities including disseminating and receiving information, planning and implementing curriculum, addressing operations while providing support to instructional staff.
- Confers with district leadership regarding a variety of topics (e.g. instructional techniques, organization of practices, strategies, data, etc.) for the purpose of providing guidance, mentoring, and feedback.
- Identifies instructional leaders needs for the purpose of providing recommendations of expenditures for activities, equipment, supplies, etc. that will enhance the assigned program.
- Manages instructional data (e.g. assessment scores) for the purpose of identifying district trends to drive instruction.
- Researches a variety of topics (e.g. activities for teaching, styles, methods, etc.) for the purpose of providing information specific to instructional programs.
- Serves as a liaison between District Administration and Building Leadership for the purpose of allowing for efficient communications between all parties.
- Serves as a resource to coaches (e.g. co-teaching, modeling instructional strategies, new teacher orientation, instructional process, classroom management, curriculum, mentoring, etc.) for the purpose of providing support and guidance based on their knowledge and experience.

Position Requirements

Experience: Job related experience within specialized field with increasing levels of responsibility is required. District instructional coach experience preferred.

Education: Bachelor's degree in job related area

Clearances: Criminal Justice Fingerprint/Background Clearance; Kansas Certification of Health

Certifications: Valid Teaching License



KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: current and developing financial and education codes; federal and state regulations; pertinent policies and procedures; and accounting/bookkeeping principles.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: developing and administering budgets; operating standard office equipment including utilizing pertinent software applications; planning and managing multiple projects; preparing and maintaining accurate records; and training, developing and supervising staff.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: developing and administering budgets; operating standard office equipment including utilizing pertinent software applications; planning and managing multiple projects; preparing and maintaining accurate records; and training, developing and supervising staff.

Work Environment and Physical Demands

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 55% sitting, 20% walking, and 25% standing. This job is performed in a generally clean and healthy environment.

Acknowledgement:

This job description was reviewed with me and I understand that nothing in this job description restricts the organization's right to assign, reassign or eliminate duties and responsibilities to this job at any time. This job description reflects the organization's assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This job description is not intended as a contract of employment, nor to be construed as a guarantee of employment for any specific period of time or any specific type of work. I agree and acknowledge that my employment is "at will" and can be terminated, with or without cause or notice, at any time by the organization or myself.

Employee Name (Print)	Signature	Date
Department Head (Print)	Signature	Date
Human Resources (Print)	Signature	Date

Revision History			
Revision #	Revision Author	Date	Description of Revision(s)
.00			
.01			
.02			
.03			
.04			
.05			



Middle School Associate Principal

Job Title:	Middle School Associate Principal	Job Grade:	40M
Department:	Administration	FLSA Status:	Exempt
Reports To:	Deputy Superintendent		

Job Purpose and Objectives

The job of Middle School Associate Principal was established for the purpose/s of supporting the Middle School Principal, performing school site activities as may be delegated by Principal; and representing the school within district and community.

Responsibilities

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a small work unit; and monitoring budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Job Competencies

Essential Functions include the following.

- Assists in developing, communicating, implementing, and evaluating quality learning programs and processing for the purpose of meeting established guidelines and enhancing excellence, equality and equity for staff and students.
- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized. Facilitates a variety of in-service trainings, meetings, and workshops for the purpose of meeting curriculum guidelines and/or ensuring achievement of state mandates .
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Manages a variety of school administrative functions (e.g. student disciplinary policy, school schedule, etc.) for the purpose of enforcing established policies and maintaining operational safety and efficiency.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform job functions.
- Prepares a wide variety of materials (e.g. attendance reports, correspondence, audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Supervises assigned school personnel for the purpose of monitoring performance, providing for professional growth, and achieving overall objectives of the school.
- Supports principal for the purpose of providing assistance with administrative functions
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Position Requirements

Experience: Job related experience with increasing levels of responsibility is required.

Education: Master's degree in job related area or within one semester of completion.

Clearances: Criminal Justice Fingerprint/Background Clearance; Kansas Certification of Health

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: Pertinent mandated federal, state, local and district policies, codes, rules and regulations; current and legacy instructional approaches and methodologies; accounting/bookkeeping principles; and principles of conflict resolution

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; working with detailed information/data; setting priorities; establishing and maintaining effective relationships; working with frequent interruptions; and frequently working extended or nonstandard hours.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is



Activities Facilitator

Job Title:	Activities Facilitator	Job Grade:	Certified
Department:	Athletics	FLSA Status:	Exempt
Reports To:	Athletics Director		

Job Purpose and Objectives:

The job of High School Activities Facilitator was established for the purpose/s of managing assigned high school site operations; coordinating site activities; representing the school within the community; and addressing situations and resolving, problems and/or conflicts that could negatively impact the school.

Responsibilities:

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing multiple departments; and determining the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Job Competencies: Essential Functions include the following.

- Coordinates services among school-level personnel, including lodging, meals, towels, gymnasium services, field assistance, medical and emergency services, game officials, scorer, and timer assignments.
- Coordinates training for coaches and student-athletes.
- Assists coaches and administrators with coordinating game schedules.
- Coordinates and assists in maintaining inventory for all sports and supports the needs and implementation of all school athletic events.
- Coordinates the certification of school-level student-athletes for Garden City High School and KSHSAA – Eligibility and Compliance.
- Coordinates transportation scheduling for all athletic activities/events.
- Monitors attendance and academic progress of all athletes to verify student-athlete eligibility.
- Organizes and manages ticket sales, scorekeepers, gym managers, and other personnel needed during sporting events and assures facility preparation for athletic events.
- Monitors, evaluates, and supports school athletic events and compiles a list of all athletic physicals for student eligibility.
- Responsible for enforcing safety procedures are followed.
- Assists in the recruiting, hiring, and annual evaluation of all coaches.
- Monitors usage and suitability of equipment, accountability, and proper function of equipment.
- Supervises and monitors students and supports student retention strategies.
- Helps to maintain a current athletic handbook listing detailed policies, procedures, and practices for both students and employees.
- Attends state, regional, and national meetings whenever possible.
- Communicates all pertinent information in a timely fashion to the school Principal and other administrators.
- Coordinates timely security and deposits of all revenue from ticket sales.
- Coordinates weekly study halls and tutorial sessions for student-athletes.
- Assumes head coaching responsibilities in the event of unfilled coaching vacancies mid-season.
- Required to have prompt, regular attendance in-person and be available to work on-site, in-person during regular business hours, and as needed.
- Performs other duties as assigned by an appropriate administrator or their representative.

Position Requirements:

Experience: Job related experience with increasing levels of responsibility is required.

Education: Degree in job related area.

Certificates and Licenses: Teaching Credential

Clearances: Criminal Justice Fingerprint/Background Clearance; Kansas Certification of Health

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: Pertinent mandated federal, state, local and district policies, codes, rules and regulations; current and legacy instructional approaches and methodologies; accounting/bookkeeping principles; and principles of conflict resolution

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; working with detailed information/data; setting



priorities; establishing and maintaining effective relationships; working with frequent interruptions; and frequently working extended or nonstandard hours.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: providing direction and guidance; adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; working with detailed information/data; setting priorities; establishing and maintaining effective relationships; working with frequent interruptions; and frequently working extended or nonstandard hours.

Work Environment and Physical Demands:

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

Additional Work Conditions & Physical Abilities:

Must be available to work evenings and weekends. Duties may require traveling to meetings and activities. Office, gymnasium and field/ outdoor settings. Duties may require working extended hours.

Acknowledgement:

This job description was reviewed with me and I understand that nothing in this job description restricts the organization's right to assign, reassign or eliminate duties and responsibilities to this job at any time. This job description reflects the organization's assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This job description is not intended as a contract of employment, nor to be construed as a guarantee of employment for any specific period of time or any specific type of work. I agree and acknowledge that my employment is "at will" and can be terminated, with or without cause or notice, at any time by the organization or myself.

Employee Name (Print)	Signature	Date
Department Head (Print)	Signature	Date
Human Resources (Print)	Signature	Date

Revision History			
Revision #	Revision Author	Date	Description of Revision(s)
.00			
.01			
.02			
.03			
.04			
.05			

BOARD OF EDUCATION

Addendum to Certified Personnel Actions

May 20, 2024

APPOINTMENTS:

Annette Doll, Ingalls, Kansas, is recommended for a business/computer position at Garden City High School effective for the 2024-25 academic year. She is a former USD 457 teacher with fourteen years' experience.

Sofia Montoya Ortiz, Garden City, Kansas, is recommended for a mathematics position at Garden City High School effective for the 2024-25 academic year. She is a first year teacher.

Julia Thornburg, Scott City, Kansas, is recommended for a library media position at Gertrude Walker Elementary School effective for the 2024-25 academic year. She is a former USD 457 teacher with ten years' experience.

POSITION REQUESTS:

Drew Thon, chief human resources officer, is requesting the following positions effective for the 2024-25 academic year:

- Open 1.0 orchestra position to be combine with current FTE for grades 5-12.
- Open 1.0 special education position at Garden City High School.
- Close 2.0 interventionist positions that are currently vacant.

TUITION REIMBURSEMENT AGREEMENTS:

Cynthia Marsh – Master's Degree

Jennifer Simmons – Master's Degree

BOARD OF EDUCATION
Classified Personnel Actions

May 20, 2024

RESIGNATIONS	POSITION	BUILDING	DATE
Esmeralda Alvarado	Special Education Paraprofessional I	Garfield Early Childhood Center	5/23/24
Pamela Paasch	Special Education Paraprofessional I	Jennie Barker Elementary School	5/23/24
Floriberta Martinez- Rojo	Night Custodian: Custodian I	Garden City High School	5/17/24

TRANSFERS	FROM	TO	DATE
Matthew E. Dunlap	Bus Driver-Transportation	Substitute Bus Driver- Transportation	4/22/24

BOARD OF EDUCATION
Classified Personnel Actions Addendum

May 20, 2024

RESIGNATIONS	POSITION	BUILDING	DATE
Valarie Renae Terrazas	Special Education Paraprofessional I	Kenneth Henderson Middle School	5/23/24

TERMINATIONS	POSITION	BUILDING	DATE
Dalton James Claussen	Electrical Journeyman	Plant Facilities	5/9/24

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Heather Stegman, Curriculum
DATE: Director May 6, 2024
RE: Renaissance Learning Quote

ISSUE:

The Board of Education is asked to consider and approve the continuation of Renaissance Learning, an existing curriculum resource.

BACKGROUND:

This is a resource used at all levels throughout the district. It includes the following resources:

Fastbridge: Fastbridge is our reading and math screener in grades PreK - 12. The cost per student for access is \$8.00 per student. However, KSDE covers half of the cost of Fastbridge. The quote indicates \$4.00 per student.

DnA, Software License: Illuminate has been our data warehouse for many years. Renaissance purchased Illuminate and rebranded it as DnA. It still has the same capabilities to store our district data. Data stored in DnA includes KAP, Fastbridge, Common Assessments, and Student Assistance Team documentation. DnA is also a location where we can create and administer local assessments.

EduClimber: EduClimber is our district data analysis program. It takes the data out of DnA and enables users to create summaries at the district, building, classroom, or student level.

Inspect Plus: Inspect Plus contains banks of assessment questions for reading, math, and science.

All components were on the last year's quote.

ALTERNATIVES:

1. Approve the renewal quote.
2. Do not approve the renewal quote.

RECOMMENDATION:

The Curriculum and Instruction department recommends that the Board of Education consider and approve the Renaissance Learning quote renewal.

FISCAL NOTE:

The quote is in the amount of \$128,240.00 and has been budgeted out of Textbooks and Student Materials, 036 E 1000 21 0000 008 00 644. The quote is a one year contract through June 30, 2025.

ATTACHMENTS:

Renaissance Learning quote

2911 Peach Street, Wisconsin Rapids, WI 54494-1905
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Garden City Unified School District 457 - 202348

Reference ID: 528021

1205 Fleming St
Garden City, KS 67846-4751
Contact: Heather Stegman - (620) 805-7050
Email: hstegman@gckschools.com

Quote Summary

School Count: 1

Renaissance Products & Services Total	\$128,240.00
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$128,240.00

This quote includes: DnA and eduCLIMBER.

By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Garden City Unified School District 457 - 202348
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 4/26/2024	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To: **If changes are necessary, or additional information is required, please contact your account executive Zeke Rash at (785)403-0540, Thank You.**

2911 Peach Street, Wisconsin Rapids, WI 54494-1905
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

*Educational Research. (Applicable to only FastBridge for Kansas clients). Subject to the terms and conditions attached in this Quote, Purchase Order, or otherwise, including Renaissance's Privacy Policy and/or a data sharing agreement that has been entered into with Client, Client hereby grants Renaissance the right to share de-identified data that has entirely omitted any and all personally identifiable information with the University of Minnesota for educational research purposes. Furthermore, Client hereby grants Renaissance the right to share assessment data along with personally identifiable information with the Kansas State Department of Education, if requested. By signing this Quote, Client consents to the terms of this provision.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

2911 Peach Street, Wisconsin Rapids, WI 54494-1905
 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
www.renaissance.com

Quote Details					
Garden City Unified School District 457 - 202348					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Inspect Plus	07/01/2024 - 06/30/2025	7,000	\$2.41	\$0.00	\$16,870.00
DnA, Software License	07/01/2024 - 06/30/2025	7,000	\$5.36	\$0.00	\$37,520.00
eduCLIMBER, Software License	07/01/2024 - 06/30/2025	7,000	\$6.55	\$0.00	\$45,850.00
FastBridge Subscription (KS)	07/01/2024 - 06/30/2025	7,000	\$4.00	\$0.00	\$28,000.00
Professional Services					
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00
Training - FASTflix Subscription (KS)	07/01/2024 - 06/30/2025	1	\$0.00	\$0.00	\$0.00
Garden City Unified School District 457 Total				\$0.00	\$128,240.00

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MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jamie Schweer, After School Program Facilitator
DATE: 5-20-2024
RE: After school Program Facilitator

ISSUE:

Jamie Schweer has been scheduled to present on the progress of the Engage After School Program. During the presentation, she will share data on student progress at the buildings that she serves.

BACKGROUND:

The after school program has supported a group of students throughout the school year to progress through the curriculum. Jamie Schweer will be presenting on the data of their progress and other pertinent information about the program.

ALTERNATIVES:

No other alternatives applicable

RECOMMENDATION:

No recommendations are applicable

FISCAL NOTE:

There is no fiscal impact for the BOE to consider

ATTACHMENTS:

Presentation slides

After School

21st Century Grant Schools

21st Century Grant Sites

Gertrude Walker Elementary (Dolphin Pod Grant) currently in 3rd year

Jennie Wilson Elementary(Fire Paws Grant) currently in 2nd year

Alta Brown Elementary(Fire Paws Grant) currently in 2nd year

Victor Ornelas Elementary(Stars and Eagles Grant) currently in 4th year

Florence Wilson Elementary(Stars and Eagles Grant) currently in 4th year

Florence Wilson and Victor Ornelas site facilitator Jamie Schweer

Gertrude Waker, Jennie Wilson, and Alta Brown site facilitator Jamie Schweer

Grant details

- *Grants are given for 5 years. The last two years of the grant the funding amount given is cut considerably. The expectation is how can we sustain this grant on our own.
- *Grant sites have evaluations done by outside observer 4 times a year.
- *GW had 4 observations, JW had 2 observations, Ab had 2 observations, VO had 2 observations, and FW had 2 observations.
- *GW, AB, JW, VO & FW also has an observation by the Kansas Enrichment Network.
- *GW had a compliance check this year with KSDE.
- * We have to track hours of students to meet the grant requirement

Grant Partnerships

21st Century Grants requires sites to have community partnerships. Listed below are the community partners we currently have:

*Finney County Farm Bureau

*Lee Richardson Zoo

*Western Plains Extension District

*Garden City Arts Center

*Finney County Public Library

The above partnerships visited sites monthly or provided materials to sites monthly.

Tyson has a partnership with Gertrude Walker and Alta Brown Elementary

We are extremely grateful for these partnerships. ³⁶

Student Attendance

VO - 55

FW - 40

GW - 59

JW - 36

AB - 49

Grant requires 1.5 hours of program time plus the snack recess time.

Staffing

Staffing started off short but we were able to recruit more staff so all buildings were at full staff. I was also able to build a better sub list this year so that helped tremendously. Summer School is fully staffed with a waiting list should I need more staff.

Our Focus

Our focus at the after school program is to help close the gap between these struggle students and their peers. In order to do that, we have a very structured program that can provide those needed areas. Tier 3 & 2 students are our first students to offer help to. Tier 1 students are also involved in the program as they too can still learn. Areas of focus are:

Phonics

Fluency

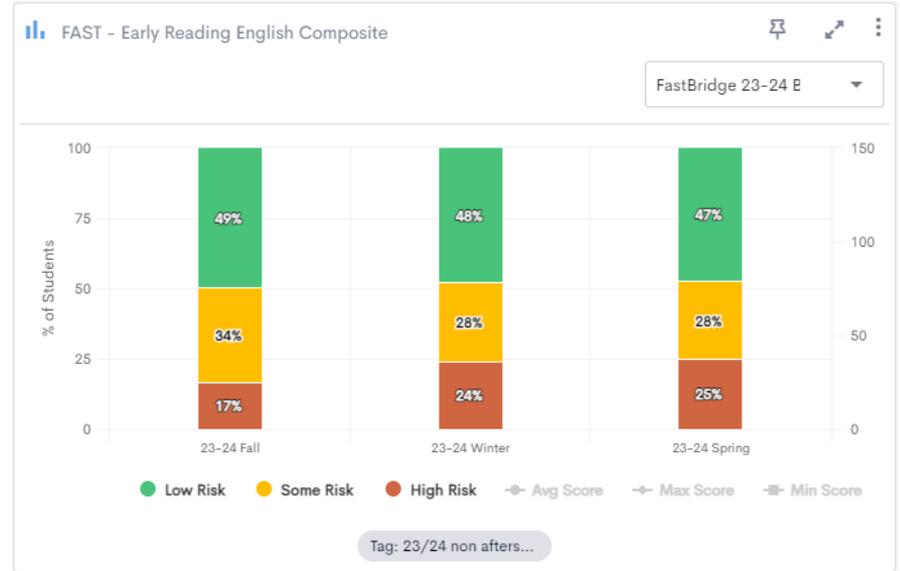
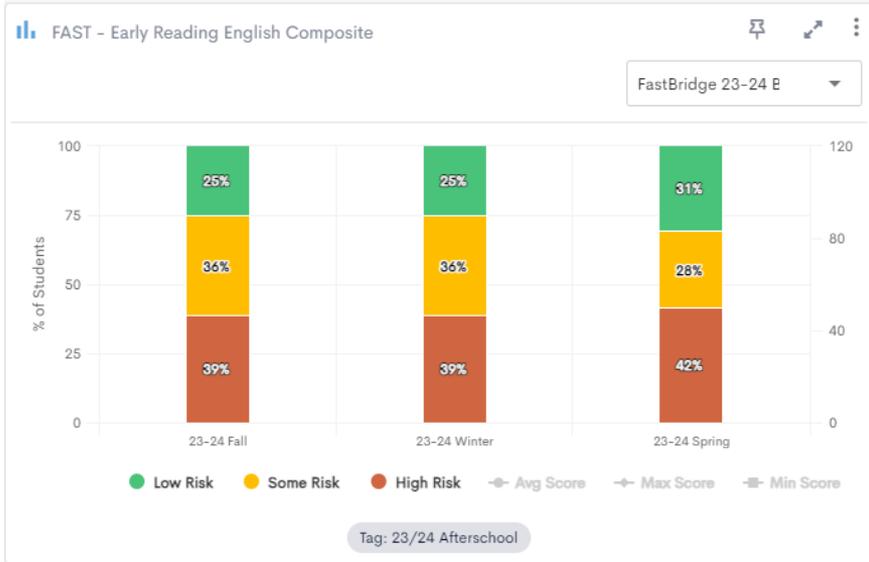
Vocabulary and Comprehension

Math

STEM

Students are identified by Fastbridge Benchmark Screeners, Phonics screeners are also used for placement.

Early Reading (K-1st)



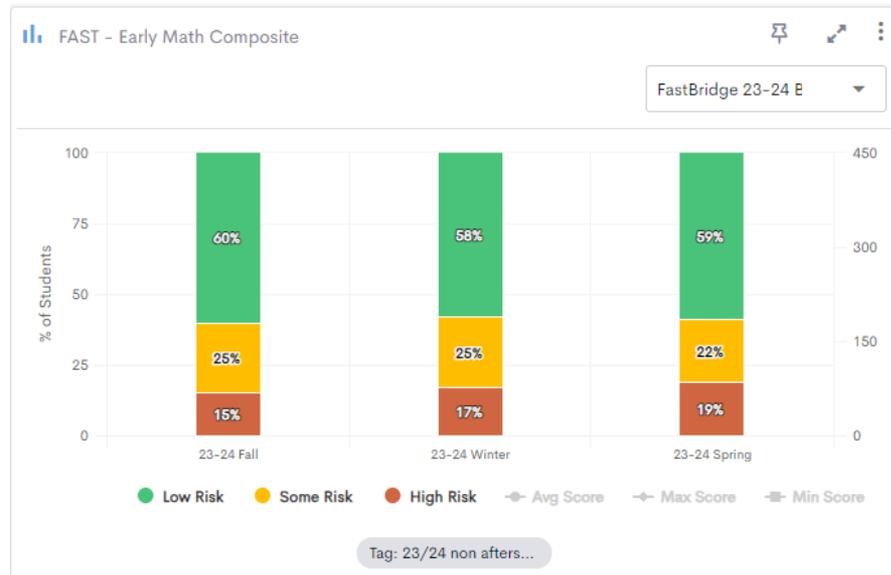
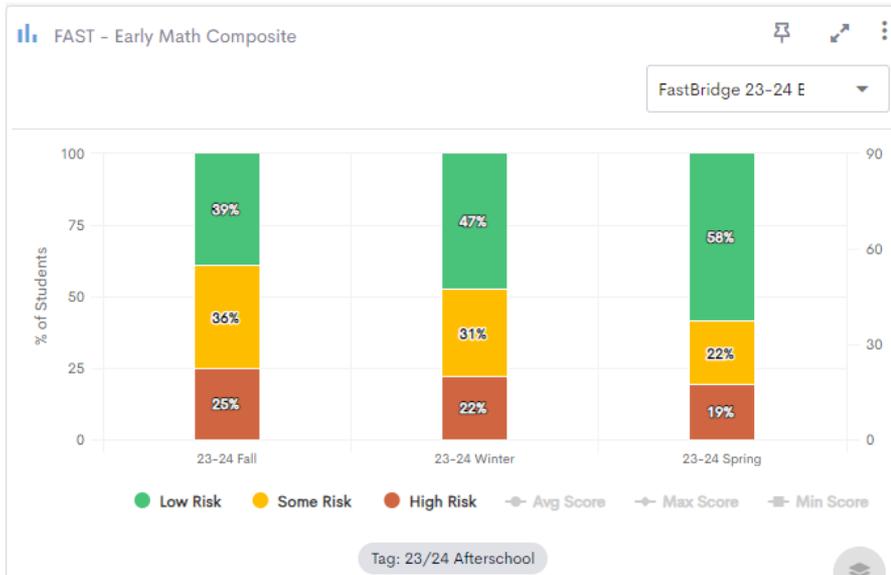
Fall-Spring	High Risk	Some Risk	Low Risk
After School	↑3%	↓8%	↑6%
Not After School	↑8%	↓6%	↓2%

aReading (2nd-4th)



Fall-Spring	High Risk	Some Risk	Low Risk	Advanced
After School	↓10%	↑14% _{#1}	↓4%	↓1%
Not After School	↑2%	↑5%	↓1%	↓5%

Early Math (K-1st)



Fall-Spring	High Risk	Some Risk	Low Risk
After School	↓6%	42 ↓14%	↑19%
Not After School	↑4%	↓3%	↓1%

aMath (2nd-4th)



Fall-Spring	High Risk	Some Risk	Low Risk	Advanced
After School	↑2%	↓4% 43	↑2%	0%
Not After School	↑2%	↑6%	↓2%	↓6%

Community Service Projects



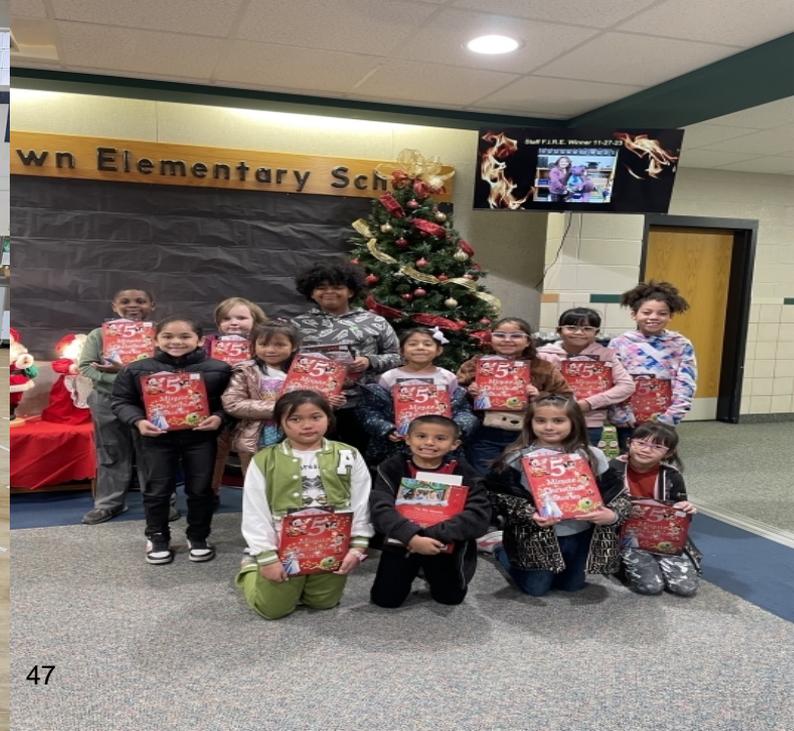
Community Service Projects



Community Service



Learning in the works



Learning in the works



Learning in the works



Family Nights



Family Nights



Family Nights



Learning in the works



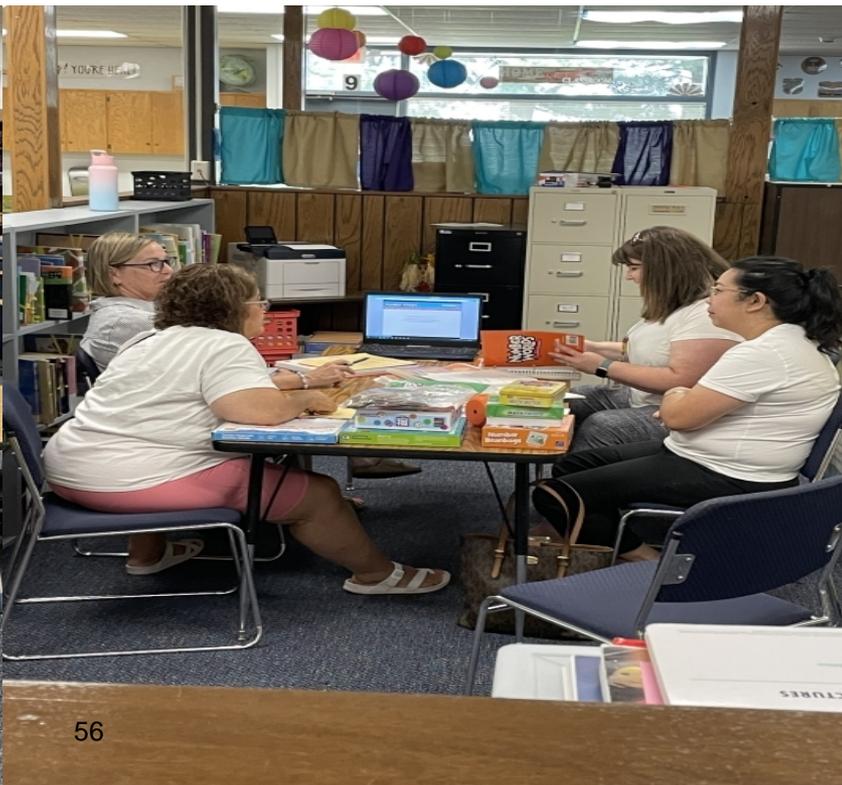
Staff involvement



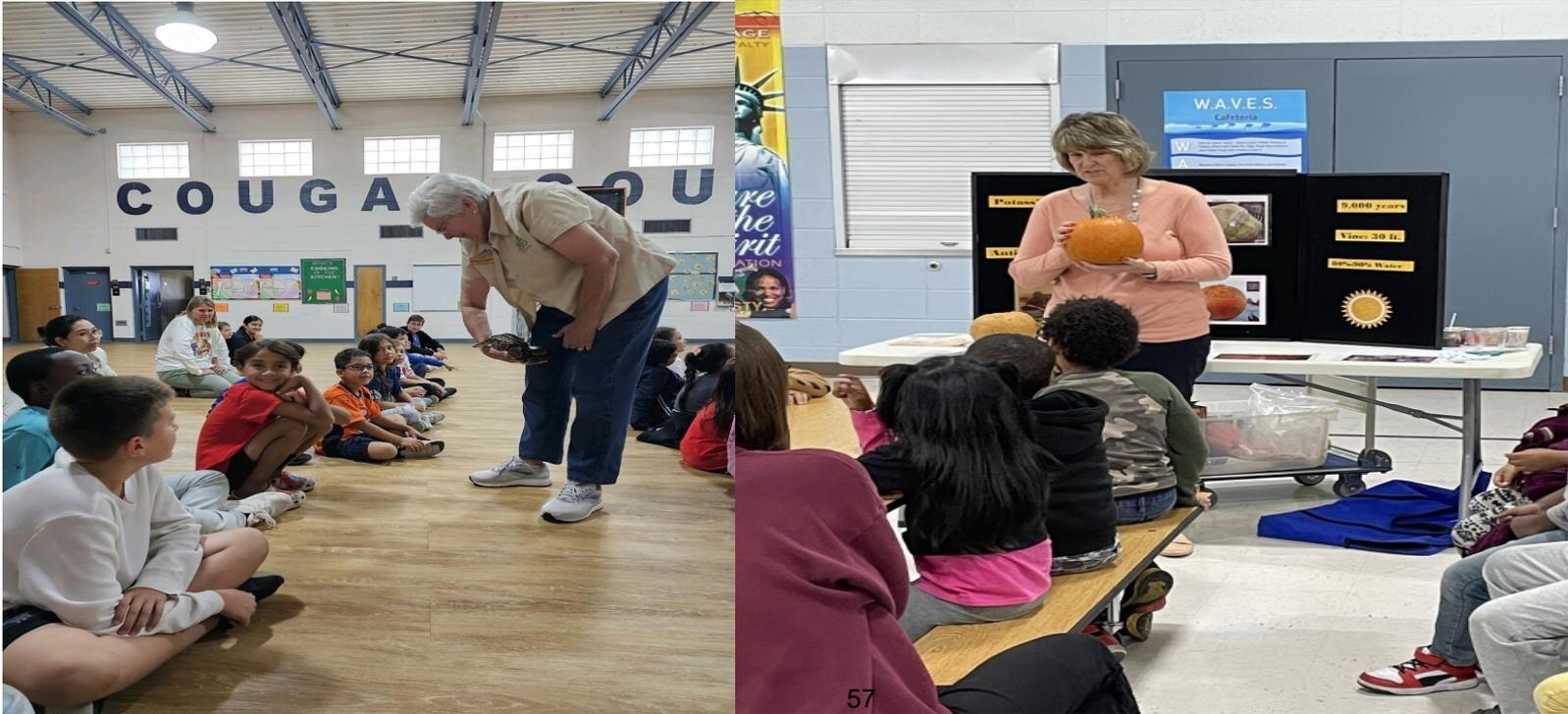
Staff involvement



Staff Collaboration



Community Partners



Community Partners



MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Heather Stegman, Curriculum Director
DATE: May 15, 2024
RE: Southwest Plains Interlocal Agreement

ISSUE:

The Board of Education is asked to consider and approve the continuation of the Southwest Plains Interlocal Agreement as a professional development resource.

BACKGROUND:

SWPRSC is a resource used at all levels throughout the district. Some of the benefits it provides to USD 457:

Services: During the 2023-2024 school year, SWPRSC provided Praxis Prep sessions for both Elementary Praxis as well as the ESOL Praxis to help teachers prepare for licensure exams. We contracted for professional development support for the following groups:

- Early childhood center
- Paraprofessionals
- New teachers
- Core classroom teachers
- Elementary Counselors
- New Instructional Coaches

Resources: Some of the resources we contracted include instructional coaching for Garden City Achieve, eWalkthrough tools and training, support and training in standards based grading, as well as support and feedback for principals in completing their KSSTAR reports.

Collaboration: SWPRSC hosts collaborative opportunities for leaders to learn and discuss information that is essential to a successful school system. Collaborative groups our staff have participated in include:

- Superintendents Council
- ESOL Coordinator
- Technology Directors
- CTE Coordinator

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

The Curriculum and Instruction department recommends that the Board of Education consider and approve Garden City Public Schools USD 457 being a Member at Southwest Plains Regional Service Center for a five-year term commencing on July 1, 2024, and continuing through June 30, 2029. This membership will provide our district with the opportunity to benefit from the services, resources, and collaborative opportunities offered by Southwest Plains Regional Service Center.

FISCAL NOTE:

Not applicable to the Southwest Plains Interlocal Agreement. We do pay a \$4750 annual membership fee. The services we receive are paid for as we use them.

ATTACHMENTS:

Southwest Plains Interlocal Agreement

**SOUTHWEST PLAINS REGIONAL SERVICE CENTER
INTERLOCAL AGREEMENT**

For July 1, 2024 to June 30, 2029

This Interlocal Agreement is made pursuant to the provisions of K.S.A. 12-290I, et seq. This agreement is made with the sincere desire that all interlocal entities and all cooperating unified school districts work together for the mutual benefit of the children we serve.

1. NAME

The following entities (Member Districts), to-wit:

Interlocal #611 High Plains Educational Cooperative

Interlocal #613 Southwest Kansas Area Cooperative

have previously executed and entered into an Interlocal Agreement for the establishment of the Southwest Plains Regional Service Center, with a termination date of June 30, 2024 (Prior Interlocal Agreement) and desire to continue the Southwest Plains Regional Service Center (Service Center) as a separate legal entity under this renegotiated agreement.

The Member Districts, by and through their representative boards, have each adopted a resolution authorizing the Member Districts to enter into this renegotiated agreement.

2. PURPOSE

A. The purpose of this Service Center shall be to cooperatively provide functions which the Member Districts and Associate Members of the Service Center hereof desire, and to meet any educational requirement imposed by the Kansas legislature.

B. The Service Center will provide leadership and provide cooperative effort in the establishment and maintenance of quality service for members, associate members and other clients.

3. BOARD OF DIRECTORS AND OFFICERS

A. The Service Center shall be administered by a Board of Directors (SWPRSC Board) composed of eight (8) Board members as follows:

- (i) Four (4) members appointed by High Plains Educational Cooperative #611. One (1) appointee shall be the Director or Assistant Director of HPEC #611, with the other three (3) appointees to be members of the Board of Education of an Associate Member of the Service Center which is also a constituent member of the High Plains Educational Cooperative.
- (ii) Four (4) members appointed by Southwest Kansas Area Cooperative #613. One (1) appointee shall be the Director or Assistant Director of SKACD #613, with the other three (3) appointees to be members of the Board of Education of an Associate Member of the Service Center which is also a constituent member of the Southwest Kansas Area Cooperative.

A. When a vacancy occurs on the SWPRSC board of directors, HPEC or SKACD directors will work together with the CEO of SWPRSC to name a suitable replacement that will meet the requirements of this agreement. Upon approval by the HPEC or SKACD board of directors, the new board member will be welcomed to the SWPRSC board of directors at the first available monthly meeting.

B. Each of the Member Districts shall retain the authority to designate at any time a replacement for said Member District's appointee for the SWPRSC Board. Any

replacement so designated shall not have the power or authority to act on behalf of the appointing Member District until such time as the Service Center is provided with a copy of the proceedings wherein said change was made, so attested to by the Clerk of the Board of Directors of the Member District.

C. A simple majority of the eight (8) members of the SWPRSC Board shall constitute a quorum and said quorum must be present prior to the conduct of any business of said Board. A simple majority of the entire membership of the SWPRSC Board, except as otherwise herein provided, shall be required to pass or adopt any motion, resolution or lawfully act upon any other matter which comes before the Board. Any member who abstains from voting shall be counted as having voted against the motion or resolution. If a member announces a conflict of interest with regard to any issue, the member may leave the meeting until the voting on the issue is concluded and the member shall not be counted as having voted but shall be counted as being present for purposes of establishing a quorum.

D. Regular meetings of the SWPRSC Board shall be held monthly or as otherwise determined by the Board. The Board shall, at its first meeting in July of each year, establish prescribed meeting dates for future meetings. Should the lack of a quorum prevent the holding of a meeting on a prescribed date, the meeting may be held as soon thereafter as practicable.

E. Special meetings of the SWPRSC Board may be called at the discretion of the President of the Board and notification to the Directors. A special meeting shall be called by the President of the Board upon written application of at least three (3) Board members. Notice of the special meeting shall be given at least forty-eight (48) hours in advance by mail, telephone or any other means whereby actual notice may be given.

F. In the event any member of the Board of Directors is unable to personally attend a SWPRSC Board meeting, but is available by tele-conference or video-conference, said

Board member may participate in the meeting by means of tele-conference or video-conference and participation by said Board member by such means shall constitute the presence of such Board member at the meeting as if the Board member was personally present at the meeting.

G. At the first meeting of the SWPRSC Board in July of each year, the Board shall elect a President and Vice-President, each of whom shall be members of the Board. In the absence or inability of the President to act, the Vice-President shall perform the duties of the President. In the absence or inability of both the President and the Vice-President to act, the remaining members of the Board shall select a member to act in the capacity of President.

H. The SWPRSC Board shall appoint a Clerk and a Treasurer who shall not be members of the SWPRSC Board. The Board may also appoint and hire one or more Executive Directors and such other persons as the Board deems necessary and shall grant to them such powers, duties and authority as the Board deems appropriate and necessary.

The Clerk of the Service Center shall keep an accurate journal of the proceedings of the SWPRSC Board and shall have the care and custody of the records, books and documents of the Board. The Clerk shall also prepare and submit to or for the Board all reports and perform such other duties as are prescribed or required by the Board and by law. The Treasurer of the Service Center shall deposit all monies of the Service Center in accordance with the provisions of Chapter 9, Article 14 of the Kansas Statutes Annotated. The Treasurer shall also prepare a written report monthly of the finances of the Service Center and shall prepare such other reports and perform such other duties as are required or prescribed by the Board or by law. Said Treasurer shall, before entering upon the discharge of duties, furnish a corporate surety bond in an amount fixed by the Board, with said bond subject to the approval by the Board and paid for by the Service Center; PROVIDED HOWEVER, the Board may waive the requirement of a surety bond if either the Treasurer or the Service Center has an appropriate policy of insurance.

I. The Clerk, Treasurer, Executive Directors, if any, and any other persons appointed or hired by the Board shall receive compensation as prescribed by the Board or by law.

J. The SWPRSC Board, as soon as practicable after this agreement has been approved by the Kansas State Board of Education, shall adopt policies, rules and regulations to implement this agreement and for the operation of said Service Center, including, but not necessarily limited to, procedures for financing the operation of the Service Center, acquisition of property, employment of personnel, personnel policies and procedures, budget preparations and administration, disposition of property of the Service Center upon dissolution or merger with another Service Center, and such other policies, rules and regulations normally adopted by the Board of Education of a unified school district.

K. The SWPRSC Board may establish special committees from among its membership to perform any special tasks as necessary for the Board, except any committee so created shall not have the power to act for or on behalf of the Board. Any special committee will cease to function upon completion of its duties or within one year.

L. The President may appoint a President's Advisory Council annually. The membership of the President's Advisory Council will be recommended by the President and approved by the Board. The advisory council may be composed of Board members, interlocal directors and superintendents.

M. In order to better promote communication and cooperation between the respective Member Districts and Associate Member and the Service Center, a Superintendents' Advisory Council shall be established, composed of one (1) superintendent/administrator or their designee from diverse member districts who will represent all Member Districts and Associate Member Districts located in the SW Kansas area. The Superintendents' Advisory Council shall have no power to act for or on behalf of the SWPRSC Board or the Service Center. The Executive Directors and such other personnel as may be requested by the Superintendents'

Advisory Council shall meet periodically with the Superintendents' Advisory Council to review and discuss items of concern relative to the Service Center, its Member Districts and Associate Members.

4. FINANCING

It is hereby agreed that payment for services to be delivered by the Service Center shall be calculated and determined as follows;

A. The fiscal year for the Service Center shall be from July 1 to June 30.

B. A Service Center budget for each fiscal year shall be approved and adopted by the SWPRSC Board on or before the 3rd board meeting of each year.

C. Each Associate Member shall pay an annual assessment fee, based upon the size of the district and approved by the SWPRSC board of directors, for each year or portion of a year during which the Associate Member is an Associate Member of the Service Center.

Payment by the Associate Member shall be on or before September 1 of the fiscal year for which the Associate Member is an Associate Member of the Service Center.

D. The SWPRSC Board shall have the authority to establish from time to time new services and/or programs to be offered by the Service Center and shall further have the authority from time to time to dissolve or terminate any then existing services and/or programs offered by the Service Center. The cost of such services or programs plus an administrative fee for each service or program as established by the SWPRSC Board shall be pro-rated among the Member Districts or Associate Members purchasing such services or programs. Member Districts and Associate Members purchasing such services or programs shall be billed and payment shall be made in accordance with the billing and payment procedures adopted and approved by the SWPRSC Board.

E. The provisions of this paragraph relating to financing may be altered and/or changed at any time upon unanimous agreement of the Member Districts of the Service Center

upon the passage of a duly adopted resolution by each of the Member Districts. Such resolution shall state the manner in which the terms of this paragraph relating to financing are being changed and the time period, if appropriate, during which said alternate method of financing shall be in effect. Each Member District and Associate Member shall not be required to commit funds beyond each current budget year in accordance with the cash basis law.

5. PROPERTY TRANSFER

A. DURING TERM OF AGREEMENT

The Member Districts hereby acknowledge the transfer to the Service Center under this Interlocal Agreement of all property previously held by the Service Center under the Prior Interlocal Agreement and specifically acknowledge that said property is transferred to the Service Center under this renegotiated agreement pursuant to paragraph SC of the Prior Interlocal Agreement.

All property, both real and personal, acquired by the Service Center shall be taken in the name of the Service Center and shall be the property of the Service Center, and not the property of any Member District or Associate Member. If any such property is sold while this agreement is in effect, the proceeds of such sale shall be paid into the treasury of the Service Center and may be expended in any lawful manner as directed by the SWPRSC Board.

B. TRANSFER ON DISSOLUTION

Upon dissolution, the SWPRSC Board shall have the authority to distribute the property of the Service Center to the Member Districts and Associate Members or sell the property and distribute the cash proceeds as herein provided. Where possible, the SWPRSC Board shall endeavor to distribute programs, services and fixed assets utilized in connection therewith and the money attributed to each program to those entities utilizing said program and/or service.

If a distribution of property cannot be agreed upon by at least two-thirds of the members of the SWPRSC Board, then the SWPRSC Board shall sell such property at either private or public sale for cash. Proceeds from the sale of the property used in the general administration of the Service Center or utilized by all programs shall be paid into the general treasury account of the Service Center. For all other property, used by one or more but less than all of the particular programs offered by the Service Center, proceeds from the sale of such property shall be paid into the separate program accounts for the respective programs for which said property is utilized; PROVIDED HOWEVER, in the event any such property is utilized by more than one program, the proceeds shall be divided equally between the various respective program accounts.

All monies and cash in each respective program account at the time of dissolution shall be distributed to those who are Members or Associate Members at the time of dissolution and who utilized the program and/or service during the term of this agreement and the said distribution shall be made on a pro-rata basis based upon the number of years each Member or Associate Member has utilized and/or participated in the program or service.

All monies in the general fund account of the Service Center at the time of dissolution shall be distributed to each Associate Member equally if: (1) the Associate Member is a member on the date of dissolution; and (2) the Associate Member has been a member for all five (5) years from July 1, 2019 through June 30, 2024.

C. TRANSFER ON RENEGOTIATION

If two (2) Member Districts express the desire to renegotiate an agreement to continue the Service Center beyond June 30, 2029, the Service Center shall not be dissolved but shall be continued under a renegotiated agreement with the Member Districts agreeing to the renegotiated agreement. In such event, all of the real and tangible personal property of the

Service Center shall be deemed transferred to and shall become the sole property of the Service Center as continued under the terms of the renegotiated agreement.

6. FACILITIES

Each party signatory and all subsequent Associate Members hereto agree that it shall be responsible for providing adequate facilities as may be required by the Service Center in which to provide any service to the participating Member District or Associate Member.

7. ENTRY AND WITHDRAWAL

A. In the event either Member District desires to not participate in the renegotiation of this Interlocal Agreement after the natural termination of this agreement, said Member District shall give notice on or before January 1, 2029 of said Member District's intent not to participate in said renegotiation; PROVIDED FURTHER, in the event said Member Districts are unable to renegotiate an Interlocal Agreement to continue for an additional five (5) years after the term hereof, the Service Center shall be deemed to be dissolved and the SWPRSC Board shall proceed to dispose of the property of the Service Center pursuant to Section 5 above.

In the event any Associate Member desires not to be an Associate Member of the Service Center under a renegotiated agreement upon the natural termination date of this agreement, then in that event the Associate Member must give written notice on or before January 1, 2029 of the Associate Member's intent to withdraw from the Service Center effective June 30, 2029; PROVIDED FURTHER, in the event the Associate Member does not give such written notice of intent not to participate, the Associate Member shall thereupon be an Associate Member of the Service Center under the renegotiated Interlocal Agreement.

B. In the event any Associate Member desires to withdraw from the Service Center prior to the natural termination date of June 30, 2029, said party shall submit a petition requesting withdrawal from the Service Center to the SWPRSC Board at the central business

office at least six (6) months prior to the beginning of the next fiscal year in order to be considered by the SWPRSC Board for withdrawal from the Service Center,

- (i) The withdrawal from the Service Center by any Associate Member District shall require the approval of two-thirds of the members of the SWPRSC Board
- (ii) Any Associate Member which has petitioned the Board for withdrawal pursuant to paragraph B above shall be entitled to withdraw effective June 30 of the fiscal year in which the petition for withdrawal is filed.

C. In the event any Associate Member ceases to exist as a separate entity prior to the natural termination date of June 30, 2029, by reason of consolidation, legislation, or other reason, then in that event, such Associate Member shall automatically cease to be an Associate Member of the Service Center without further action effective on the date upon which the Associate Member's existence is terminated.

D. Any college, community college, vocational-technical school, unified school district, educational cooperative established by an Interlocal Agreement, or any other governmental entity or subdivision (Eligible Entity) shall be eligible for membership as an Associate Member of the Service Center. Any such Eligible Entity which desires to be an Associate Member of the Service Center must submit to the SWPRSC Board an application for associate membership in accordance with the policies and procedures as adopted by the SWPRSC Board from time to time. No Eligible Entity shall become an Associate Member except upon approval by a majority of the members of the SWPRSC Board, In the event of approval of said Eligible Entity as an Associate Member in the Service Center, the effective date of such associate membership shall be set by the SWPRSC Board; PROVIDED FURTHER, such associate membership shall be subject to the following conditions:

- (i) Any new Associate Member shall pay an annual fee, approved by the SWPRWC board of directors, for each fiscal year or any part thereof in which the Associate Member is an Associate Member of the Service Center.
- (ii) No Associate Member shall be entitled to appoint any members to the SWPRSC Board and shall have only those powers as specifically granted to Associate Members hereunder.

E. The Service Center shall be authorized to provide programs and services to any business or governmental entity which is neither a Member nor an Associate Member upon such terms and conditions and for such fees as established and approved by the SWPRSC Board.

F. In the event any Member District or Associate Member shall default or fail to perform its respective contractual obligations hereunder, then in that event, the SWPRSC Board may, by simple majority, suspend or expel such Member District or Associate Member, or may initiate proceedings for recovery of all amounts owing to the Service Center from the defaulting Member District or Associate Member, together with damages suffered by Service Center by reason of such default; PROVIDED FURTHER, in the event such proceedings are initiated, Service Center shall be entitled to recover its costs and expenses, including reasonable attorney fees.

8. EFFECTIVE DATE

A. The term of this agreement shall be for five (5) years. It shall become effective July 1, 2024, subject to appropriate resolutions of the Member Districts approving participation and upon approval by the Kansas Department of Education, and shall terminate on June 30, 2029, subject to renegotiation as herein before set forth.

B. This Interlocal Agreement may be amended only by the unanimous consent of all SWPRSC Board members and approval by appropriate resolution of the Board of each

Member District. Any amendment to the provisions of this Agreement shall be made by written addendum hereto and shall be binding upon the Member Districts and Associate Members from and after the date of said addendum.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by the President of the Governing Board of each of the respective parties.

President, Interlocal #611

President, Interlocal #613

Attest: Clerk

Attest: Clerk

Date

Date

RESOLUTION

WHEREAS, the Board of Directors of Southwest Kansas Area Cooperative, Interlocal #613, desires to cooperatively provide quality Educational Services to meet the needs of the students in our local district; and

WHEREAS, the renegotiation of the Southwest Plains Regional Service Center Interlocal Agreement, effective July 1, 2019, is an efficient and effective means of providing such services.

NOW, THEREFORE, we join and support the separate legal entity as a Member District and approve and ratify the renegotiated Interlocal Agreement with an effective date of **July 1, 2019**.

Motion passed at the duly scheduled meeting on Feb 01/19 at which a quorum was present.

ATTEST: _____
Clerk

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Suzette Goldsby, Plymell Principal/Curriculum Council Chair
DATE: May 15, 2024
RE: Virtual Success Strategies, Computing Systems, Computer Graphics, Intro to Leader in Me

ISSUE: The Board of Education is asked to consider and approve the addition of a new courses, including Virtual Success Strategies (Virtual Academy) and Intro to Leader in Me (GC Achieve). The Computing Systems and Computer Graphics were already approved and are now being expanded to the middle school level.

BACKGROUND:

Curriculum Council met and approved adding the following courses:

- Virtual Success Strategies – The goal of this 0.25 credit elective is to give students an overview in the virtual education setting, plan for how they will engage in virtual schooling, and provide practice using tools need for a virtual student.
- Intro to Leader in Me – Students will learn and understand the 7 Habits of Highly Effective Teens. The 0.5 credit course includes students learning how to problem solve while applying the 7 Habits to their daily lives by doing project based learning. The 7 Habits include: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand/Then to Understand, Synergize, and Sharpen the Saw. Included in the 7 Habits, the building staff will teach students how to find their voice through career readiness, how to inspire others through leadership readiness and taking charge through college readiness.
- Middle School Computing Systems –This course is about understanding the fundamental principles of computing for 0.5 credit at the middle school level. This would be a class that introduces the students to coding and also intro to Robotics. It is CTE course that already in use at the High School (Jenny Hands) and it would run alongside this course. There would be no expense for technology and or a teacher. The students will need to purchase a jump drive.
- Middle School Computer Graphics – This course introduces the basic concepts of computer graphics for 0.5 credit at the middle school. This course would help student understand how to design a promotional video, graphic design, create and design a logo for a business they would like to open and t-shirt designs. This is also a CTE course at the High School and helps students get a jump start.

If approved this course will be offered in the fall semester of 2024. The Curriculum Council committee met on May 14, 2024 and voted unanimously to offer this courses as a part of the elective courses.

ALTERNATIVES:

1. Approve the courses as presented with the respective credits outline above.
2. Do not approve the courses and these will not be offered.

RECOMMENDATION:

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

FISCAL NOTE:

No additional funding will be necessary for these courses.

ATTACHMENTS:

Applications to Curriculum Council for approval

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Virtual Success Strategies

▶Please complete the following for Skyward purposes:

- Short description of course (15 characters) VSuccessStrat
short description prints on transcripts

- Long description of course (30 characters) Virtual Succes Strategies

** **Kansas Course Code:** 22102

2. Description of course (attach additional sheets if

~~The goal of this .25 credit course is to give students an overview of the virtual education setting, plan for how they will engage in virtual schooling, and provide practice using tools they will need as a virtual student. The virtual education setting is one where students can reflect on their own needs, and their path in high school can be individualized. This requires some thinking and planning on their part, and this course is the start of that multi-year process.~~

3. Name of course to be deleted: None

4. Course objective: _____

~~Settle in and effectively use virtual tools, Understand note-taking techniques; Learn how checks and exams work; Identify and avoid plagiarism; Practice citing sources; Master communication tools like Remind, School Email, and Edgenuity; Utilize Google tools for documentation, meetings, and presentations; Set up a personal success plan for virtual school. Syllabus attached.~~

5. Required Course: _____ Elective Course: Employability/Life skills

6. How many credits will be offered? .25

7. Full Semester: yes Two Semesters: _____

8. Start-up Cost: 0

9. Prerequisites: None

10. How will this course be staffed? Current virtual instructors; through Edgenuity

11. Requested by: Diane Elliott

Date: 3/22/24

Print Name

Diane M. Elliott
Signature

Part II

12. Reviewed by Principal -

Action taken: Recommended Not Recommended

Kathleen Moorman
Signature

Date: 3.22.24

13. Submitted to the Curriculum Council -

Action taken: Recommended Not Recommended

Signature

Date: _

14. Submitted to the Instruction Office Administrator -

Action taken: Recommended Not Recommended

Signature

Date: _

15. Submitted to the Board of Education -

Action taken: Recommended Not Recommended

Signature

Date: _

Please return to:

Instruction Office Administrator
Educational Support Center 1205
Fleming Street
Garden City, KS 67846

Garden City, KS 67846

Course Syllabus: Virtual Success Strategies

Course Description:

The goal of this .25 credit course is to give students an overview of the virtual education setting, plan for how they will engage in virtual schooling, and provide practice using tools they will need as a virtual student. The virtual education setting allows students to reflect on their own needs, enabling individualized paths in high school. This course is the beginning of a multi-year process involving thinking and planning on the students' part.

Course Objectives:

- Settle in and effectively use virtual tools
- Understand note-taking techniques
- Learn how checks and exams work
- Identify and avoid plagiarism
- Practice citing sources
- Master communication tools like Remind, School Email, and Edgenuity
- Utilize Google tools for documentation, meetings, and presentations
- Set up their personal success plan for virtual school

Required Materials:

- Access to Edgenuity platform
- Writing materials
- Electronic device for communication and online tools

Grading Policy:

Grading will be based on completion of assignments, communication, and adherence to course policies.

Course Class Policies and Expectations:

- Attendance and participation are crucial
- Respectful communication is expected at all times
- Assignments must be submitted on time
- Academic honesty is non-negotiable

Course Part I: Settling in and Using Virtual Tools

- **Edgenuity FYI:** Finding assignments, logging hours, taking notes, and more.
- **Note-Taking Tutorial:** Strategies for effective note-taking.
- **Understanding Checks and Exams:** Guidelines for assessments.
- **Plagiarism/AI Awareness:** Consequences of academic dishonesty.

- **Citing Sources:** Proper citation practices.
- **Communication:** Utilizing various platforms for messages and assignments.
- **Google Tools:** Practical use of Google Docs, Meet, and Slides.

Course Part II: Individuality of Virtual Learning

- **Schedule for Success:** Mapping out a schedule for virtual school requirements.
- **IPS/Mentoring and Course Options:** Exploring career paths and course selections.
- **Credit Check Sheet:** Planning a course map and credit completion strategy.
- **Dual Credit/CTE Opportunities:** Identifying college courses of interest.
- **Work-Based Learning:** Self-assessment and job exploration.
- **Postsecondary Assets:** Planning for future academic pursuits.
- **FastBridge/Tutorial Options:** Self-reflection of academic strengths and areas for improvement.

Course Title: Middle School Computing Systems

Grade Level: 6-8

Course Duration: One Semester

Course Description

This course introduces students to the foundational concepts and operations of computing systems in a variety of fields. This course has a considerable range of content to include but not limited to introduction to robotics, the components that make up computer systems, how these components interact, and how computers communicate with other devices. The curriculum aligns with the Kansas State Standards for Technology and aims to develop students' understanding of computing systems, their problem-solving skills, and their ability to apply computational thinking in various contexts.

Kansas State Standards Alignment:

This course is designed to meet the following Kansas State Standards for Technology Education:

- Standard 1: Understand and use technology systems.
- Standard 2: Select and use applications effectively and productively.
- Standard 3: Troubleshoot systems and applications.
- Standard 4: Transfer current knowledge to learning of new technologies.

Course Objectives:

By the end of this course, students will be able to:

1. Identify and describe the major components of computer systems and their functions.
2. Understand the basics of network communication, including the internet.

3. Apply problem-solving strategies to troubleshoot basic computing issues.
4. Demonstrate an understanding of how computing systems are used in various industries and fields.
5. Practice safe, legal, and ethical behavior in digital environments.

Course Materials:

- Software: Various educational software and online platforms (details provided in class)
- Other: Notebook for notes, USB drive for saving work

Course Outline:

Unit 1: Introduction to Computing Systems (Weeks 1-2)

- Overview of computing systems
- Hardware vs. software
- Basic operations of a computer

Unit 2: Hardware Components (Weeks 3-4)

- Input and output devices
- Storage devices
- Processors and memory

Unit 3: Software and Operating Systems (Weeks 5-6)

- Types of software: System vs. application software
- Introduction to operating systems
- Software updates and installations

Unit 4: Networks and the Internet (Weeks 7-8)

- Basics of networking
- How the internet works
- Safe internet practices

Unit 5: Data and Information (Weeks 9-10)

- Understanding binary code
- Data storage and organization
- Introduction to databases

Unit 6: Digital Citizenship (Weeks 11-12)

- Ethical use of technology
- Privacy and security online
- Impact of digital technology on society

Unit 7: Problem Solving and Troubleshooting (Weeks 13-14)

- Problem-solving methodologies
- Basic troubleshooting for common issues
- Preventative maintenance of computing systems

Review and Final Project (Weeks 15-16)

- Review of key concepts
- Final project presentations: Students will diagnose and propose solutions for a hypothetical computing issue.

Course Title: Middle School Computer Graphics

Grade Level: 6-8

Course Duration: One Semester

Course Description:

This course introduces students to the capability of computers to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV video, and advertisement design. Typical course topics include creating and designing promotional flyers for school events, fundraisers, and athletics, designing a logo, t-shirt design, image retouching, fundamentals of computer graphics. Students will learn to create digital art and design projects using various software tools. The curriculum is designed to enhance creativity, problem-solving skills, and understanding of digital media principles, aligning with Kansas educational standards for technology.

Course Objectives:

By the end of this course, students will be able to:

1. Understand the basic principles of digital art and design.
2. Use graphic design software to create digital artworks.
3. Apply color theory and composition in digital media projects.
4. Demonstrate an understanding of image manipulation techniques.
5. Understand the ethical considerations in digital media.
6. Collaborate on projects and effectively communicate design ideas.
7. Critique and provide constructive feedback on peer projects.

Kansas Standards Alignment:

- Critical Thinking & Problem Solving: Students will engage in projects requiring the application of digital tools to solve problems creatively and effectively.
- Technology Operations and Concepts: Students will demonstrate a sound understanding of technology concepts, systems, and operations.
- Digital Citizenship: Students will practice responsible use of technology, understanding the ethical and legal issues surrounding digital media.

Units of Study:

Unit 1: Introduction to Computer Graphics

- Overview of computer graphics
- Basic computer operations and file management
- Introduction to graphic design software (e.g., Adobe Photoshop, Illustrator, and free alternatives like GIMP and Inkscape)

Unit 2: Foundations of Design

- Elements of art and principles of design
- Color theory and typography
- Creating basic shapes and compositions

Unit 3: Image Manipulation and Creation

- Introduction to bitmap and vector graphics
- Basic photo editing techniques
- Creating illustrations and logos

Unit 4: Advanced Projects

- Web graphics and design basics
- Introduction to animation and 3D modeling basics
- Project work: students will choose a project that aligns with their interests, applying the skills learned throughout the course

Unit 5: Presentation and Critique

- Preparing digital portfolios
- Presenting projects to the class
- Peer review and critique sessions

Materials Required:

- Access to a computer with internet connection
- Graphic design software (school-provided or free alternatives)
- Notebook and writing materials for note-taking and sketching ideas
- There is a \$5 charge for a jump drive for class materials

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

PART I

1. Name of course to be offered: Intro to Leader in Me

➤ Please complete the following for Skyward purposes:

- Short description of course (15 characters) Leader in Me
short description prints on transcripts

- Long description of course (30 characters) Leader in Me

Course Code: 22101

2. Description of course (attach additional sheets if needed): Students will learn and understand the 7

Habits of Highly Effective Teens. During the course, students will learn how to problem solve and how to apply

the 7 Habits to their daily lives by doing project based learning. The 7 Habits include: Be Proactive; Begin with

the End in Mind; Put First Things First; Think Win Win; Seek First to Understand; Then to Be Understood;

Synergize and Sharpen the Saw. Other topics that will be learned include finding your voice through career

readiness, how to inspire others through leadership readiness and taking charge through college readiness.

3. Name of course to be deleted: _____

4. Course objective: Students will learn how to problem solve and how to apply the 7 Habits to their
daily lives.

5. Required Course: _____ Elective Course: General Elective

6. How many credits will be offered? 1/2

7. Full Semester: X Two Semesters: _____

8. Start-up Cost: 0

9. Prerequisites: NA

10. How will this course be staffed? GCA Teacher

11. Requested by: Lucas Sullivan/Kristina Younkman Date: 5/6/2024

Print Name

Lucas Sullivan / Kristina Younkman
Signature

Page 1 of 2

Part II

12. Reviewed by Principal -

Action taken: Recommended Not Recommended

Signature Date: _____

13. Submitted to the Curriculum Council -

Action taken: Recommended Not Recommended

Signature Date: _____

14. Submitted to the Instruction Office Administrator -

Action taken: Recommended Not Recommended

Signature Date: _____

15. Submitted to the Board of Education -

Action taken: Recommended Not Recommended

Signature Date: _____

Please return to:

Instruction Office Administrator
Educational Support Center
1205 Fleming Street
Garden City, KS 67846

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Maria Gomez-Rocque, Deputy Superintendent of Curriculum and Instruction
DATE: May 15, 2024
RE: TNTP Gradual Release Proposal Quote

ISSUE:

The Board of Education is asked to consider and approve the TNTP Gradual Release Proposal Quote.

BACKGROUND:

The New Teacher Project, TNTP, consultants have been in the district for the past three years. The focus has been on literacy. The TNTP consulting services have been funded mostly with ESSER funds. With the funds depleted, we cannot sustain their services.

The Curriculum Department is excited to continue the foundation created by TNTP. We have spoken to TNTP staff about gradually releasing their services as we build the leadership capacity on the work they have completed up to now. With all the turnover and changes in the last three years, a plan was not created for this to happen. We have created a plan that would take us through November 2024. The proposal includes a cost of \$77,995 for the consulting services.

ALTERNATIVES:

1. Approve the proposed quote.
2. Do not approve the renewal quote.

RECOMMENDATION:

The Curriculum and Instruction department recommends that the Board of Education consider and approve the TNTP Quote.

FISCAL NOTE:

The quote is in the amount of \$77995.00 and has been budgeted out of Professional Development, 118 E 1000 01 0000 008 05 320. The quote is for consulting services from July 1, 2024 to November 30, 2024.

ATTACHMENTS:

Proposal and quote

Proposal to Garden City Public Schools for 2024-2025 School Year

Garden City's strategic plan includes raising the percentage of students scoring 3's and 4's in math from 17.85% to 25% and in reading from 22.42% to 30% on KAP scores by 2027. To continue progress toward this goal, the Garden City Curriculum & Instruction Department will take the lead on coaching Principals and Instructional Coaches to give effective instructional feedback. This feedback will be aligned with a vision for quality instruction for Garden City, and the practice of identifying and communicating action steps will align with the Get Better Faster framework.

Garden City Goals - by June 2025:

- 100% of Principals and Instructional Coaches will give effective feedback for content and culture in a what/how format across content areas
- All Curriculum and Instruction Department can give effective feedback to Principals and ICs on their coaching
- All teachers can advance on their phased learning through intentional observation structures, strong coaching relationships, and clear tracking systems
- All Garden City educators are invested in the vision for quality instruction, clear on the components that contribute to it, and feel supported in their development

In the 2024-2025 school year, TNTP and Garden City USD 457 have the opportunity to collaborate on an intentional release of ownership to the GC Curriculum & Instruction Department to continue to advance and sustain excellence in instruction. The scope of work will focus on capacity-building and systems support, and is designed on an accelerated timeline for TNTP to exit in November having supported the following short-term goals:

By November 2024, TNTP will support with:

- Aligning a vision of Quality Instruction to the existing work and using elements of Get Better Faster with updates based on key instructional shifts in math and ELA.
- Garden City Curriculum & Instruction members can identify correct feedback to teachers and maintain systems of coaching with Principals and Instructional Coaches in both literacy and math.
- Training a lead Instructional Coach or Curriculum & Instruction member to deliver effective learning in service of the vision of Quality Instruction.

This work will be achieved through:

- Co-development of vision documents and learning scope
- Supporting the preparation of learning scope to be facilitated by Garden City
- 3 On Site visits focused on classroom walkthroughs, calibration on tools, and system maintenance by TNTP
- Virtual monthly touchpoints with Curriculum & Instruction to review data collected and determine trends across buildings, departments or core subjects, and/or grade levels
- Monthly touchpoint with Deputy Superintendent and TNTP Partner

To facilitate the handoff to Curriculum & Instruction, the specific deliverables and role of each organization are specified in the table below.

Month	Headline	Garden City	TNTP
June	Prepare a Vision & Coherence Map for rollout at Principal Institute	<ul style="list-style-type: none"> Decide on tool for quality instruction observation Co-draft coherence components 	<ul style="list-style-type: none"> Co-draft coherence components Prep to co-facilitate handoff
	Prepare a scope and sequence for fall PD opportunities based on GBF across content	<ul style="list-style-type: none"> Work with IC lead to create a draft of outcomes and agendas for GBF PD from July-August. Create a work plan to prep all PD and deliverables. 	
	Work with Curriculum & Instruction to adapt scope and sequence to align to Theory of Action Math	<ul style="list-style-type: none"> Work with Michelle to draft the Get Better Faster scope and sequence for math aligned to Math Theory of Action. 	
July	Preparation of a lead IC or Curriculum & Instruction member to co-lead Get Better Faster Rollout at Principal Institute	<ul style="list-style-type: none"> Hire lead IC to work of GBF scope and sequence Co-draft Institute PD and include how this builds on existing work 	<ul style="list-style-type: none"> Advise on material and rollout Provide previous content updated with tool specific info and shift in instructional practices
	Work with Curriculum & Instruction to adapt scope and sequence to align to Theory of Action Literacy	<ul style="list-style-type: none"> Work with Heather to draft the Get Better Faster scope and sequence for ELA aligned to Theory of Action 	
August	Work with IC or Curriculum & Instruction to create PD for September	<ul style="list-style-type: none"> Co-plan agenda and outcome of PD IC draft PPT IC practice PD with member of Curriculum & Instruction /TNTP 	<ul style="list-style-type: none"> Co-plan agenda and outcome of PD Provide feedback on PPT Facilitate practice
	September 12th: Attend whole group PD	<ul style="list-style-type: none"> Facilitate PD 	<ul style="list-style-type: none"> Observe and provide feedback on PD During work time circulate and help leaders draft

September	Conduct collaborative walkthroughs with Curriculum & Instruction	<ul style="list-style-type: none"> Co-write agenda for school walkthroughs (Kristin/Deputy Superintendent) 	<ul style="list-style-type: none"> action steps Debrief effectiveness of PD
	Attend Curriculum & Instruction Data debrief	<ul style="list-style-type: none"> Co-plan weekly Curriculum & Instruction agenda Facilitate meeting 	<ul style="list-style-type: none"> Co-plan weekly Curriculum & Instruction agenda Observe and provide feedback post meeting to Deputy Superintendent
	Work with IC or Curriculum & Instruction to create PD for October	<ul style="list-style-type: none"> Co-plan agenda and outcome of PD IC draft PPT IC practice PD with member of Curriculum & Instruction /TNP 	<ul style="list-style-type: none"> Co-plan agenda and outcome of PD Work with Curriculum & Instruction to provide feedback on PD Facilitate practice
	October: Attend whole group PD	<ul style="list-style-type: none"> Facilitate PD 	<ul style="list-style-type: none"> Observe and co-create feedback on PD w/ Curriculum & Instruction During work time circulate and help leaders draft action steps Debrief effectiveness of PD
	Observe Curriculum & Instruction walkthrough and provide feedback	<ul style="list-style-type: none"> Co-review data to identify action steps Create agenda Facilitate meeting 	<ul style="list-style-type: none"> Co-review data to identify action steps Observe and provide feedback post meeting to Deputy Superintendent
October	Post visit observe weekly Curriculum & Instruction meeting and provide feedback on data debrief	<ul style="list-style-type: none"> Deputy Superintendent lead walkthroughs and help Ps write what/how action steps Deputy Superintendent coach Curriculum & Instruction to facilitate 	<ul style="list-style-type: none"> Kristin provide feedback to Deputy Superintendent

		meetings	
	Work with IC or Curriculum & Instruction to create PD for November	<ul style="list-style-type: none"> ● Create agenda and outcome of PD ● Curriculum & Instruction provide feedback on outcomes ● IC draft PPT ● Curriculum & Instruction provide feedback on PD ● IC practice PD with member of Curriculum & Instruction 	<ul style="list-style-type: none"> ● Provide feedback on session feedback
November	Co-plan scope and sequence for learning for remainder of 24-25 school year	<ul style="list-style-type: none"> ● Propose learning sequence and objectives based on data 	<ul style="list-style-type: none"> ● Provide feedback
2	Observe Curriculum & Instruction walkthrough and provide feedback	<ul style="list-style-type: none"> ● Co-review data to identify action steps ● Create agenda ● Facilitate meeting 	<ul style="list-style-type: none"> ● Co-review data to identify action steps ● Observe and provide feedback post meeting to Deputy Superintendent

Cost. Pending iterative conversations with Garden City, the work described above would require one TNTP Director at approximately 25% allocation, project supervision, and travel to Garden City 4x times throughout the year for on-site facilitation. A second facilitator may join for Administrator Retreat. The cost below assumes work occurs between July 1, 2024 (with one visit in June for unit planning support if needed) and November 30, 2024.

Project Budget: Literacy Instruction & Proof-Point SchCurriculum & Instruction

Project Staff & Expenses (July 1, 2024 - November 30, 2024)	\$77,995
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MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Steve Nordby, Principal Garden City High School
DATE: 5/10/24
RE: Garden City High School / SparkWheel MOU

ISSUE:

GCHS is in support of continuation of our partnership with SparkWheel (formerly Communities in Schools) for the 2024/25 school year.

BACKGROUND:

GCHS has partnered with SparkWheel for over a decade. SparkWheel provides direct services to hundreds of students and families in need of support in the areas of; academics, life skills development, positive behavior supports, and attendance. SparkWheel also facilitates our annual Future Now Finance event that brings in community members to engage with students as they explore careers and personal finance.

The total cost to run the program at GCHS next school year is \$105,000. A combination of DCF funds and some other Garden City area private funding provides \$90,000 of the cost with the district's \$15,000 yearly cost share making up the remainder. Since this is a two-year MOU the cost to the district will be \$30,000.

ALTERNATIVES:

1. Approve the continued MOU with SparkWheel for the 2024-25 and 2025-26 school years.
2. Do not approve the MOU with SparkWheel.

RECOMMENDATION:

GCHS administration is recommending the approval of the MOU for SparkWheel as presented.

FISCAL NOTE:

There is a \$30,000 fiscal impact for the BOE to consider which is budgeted out of Instructional Program Fees, 006 E 1000 09 0000 007 00 323.

ATTACHMENTS:

SparkWheel MOU



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU), dated July 1, 2024 (the “effective date”) is made and entered into between **Garden City Public Schools** (the District) and **SparkWheel, Inc.**, (SparkWheel) a non-profit organization headquartered in Lawrence, Kansas.

The purpose of this document is to specify the roles and agreements made upon by each party in their collaborative partnership to provide integrated student support services at the District during the 2024-2025 and 2025-2026 school year.

RECITALS

WHEREAS, student success is decided by more than what happens in the classroom. Beyond school walls, many students must also overcome hunger, homelessness, systemic issues and obstacles, and other experiences of trauma. SparkWheel addresses the academic and non-academic supports needed for at-risk, low-income, and/or disadvantaged youth and families;

WHEREAS, SparkWheel, through integrated student supports, partners with state agencies, school districts, charter organizations, and community-based organizations to coordinate the services and resources students need to ensure that they can thrive in and beyond the classroom;

WHEREAS, the District desires to utilize SparkWheel to offer identified at-risk students and their families access to services needed to solve social, educational, health, emotional, and life skills problems impeding student success. SparkWheel works alongside the existing school District organization teams to identify, deliver and manage the partnerships that each individual school requires for the supports to have the most impact for that school’s students;

WHEREAS, the parties desire to enter into this Agreement in order to set forth their respective duties and obligations under the various methodologies by which SparkWheel agrees to provide services and/or products to the District.

NOW, THEREFORE, in consideration of the promises and mutual covenants contained herein, the District and SparkWheel do hereby agree as follows:

I. SparkWheel Responsibilities

SPARKWHEEL AGREES TO:

1. Provide a staff person (“SparkWheel Student Support Coordinator”) on site as point of contact and to serve as liaison to the school administrators and staff, organizations, and volunteers.
 - a. Ensure all individuals working one-to-one with students on behalf of SparkWheel have undergone appropriate criminal background checks in accordance with SparkWheel and District Board of Education policies.
2. Provide timely and consistent communication regarding problems or issues in the effective delivery of the program or service. SparkWheel leadership will seek to meet at least twice a year with the District leadership and will correspond with school Principals each grading period.

3. Provide and broker SparkWheel supports for students, families, and teachers in conjunction with community partners and volunteers.
 - a. Universal Supports: Widely available services designed to foster a positive school climate and address school-level risk factors.
 - b. Targeted Supports: Services typically provided in a group setting to students with a common need.
 - c. Intensive Supports: Individualized services typically provided in a one-to-one setting to students with highly specific needs.
4. Conduct school and student review assessments to create school engagement plans and individualized student review plans based on academic, attendance and behavior needs.
5. Convene a SparkWheel Advisory Team in collaboration with school leadership to aid in the process of examining needs and developing a school engagement plan, which shall be monitored and reviewed at mid-year, and adjusted if needed. School leadership and SparkWheel leadership will review and sign each plan. This team shall meet regularly.
6. Develop a comprehensive school engagement plan in collaboration with the SparkWheel Advisory Team to fully implement integrated student supports based on identified needs and available resources.
7. Provide a report of progress to goals, with updates of supports provided, to school leadership and the SparkWheel Advisory Team each grading period.
8. Provide access to and assistance with appropriate data and information for the District's program evaluation.
9. Recognize the District in marketing and communication efforts.

II. The District's Responsibilities

THE DISTRICT AGREES TO:

1. Provide a staff person as point of contact and to serve as liaison to SparkWheel. This designee will establish and maintain regular communication between SparkWheel and the District as necessary to carry out the collaborative effort set forth by this MOU and include consistent and timely information regarding progress and challenges when delivering services. The District leadership should plan to meet at least twice a year with SparkWheel leadership, and school Principals will correspond with SparkWheel leadership at least each grading period.
2. Maintain open communication with the SparkWheel Student Support Coordinator and SparkWheel leadership as needed to provide timely and consistent information regarding progress and challenges when delivering supports.
3. Provide access (i.e., door access via keys or key fobs, a school badge with picture, etc.) to the campus as well as a workspace location that includes telephone and Internet. The Student Support Coordinator should be located near relevant school staff (i.e., school counselors, social workers, etc.) and in an easily accessible location for students for the appropriate delivery of programs and services.
4. Provide access to and assistance in gathering appropriate data and information (following all FERPA and HIPPA regulations, as applicable) for program evaluation at agreed-upon intervals. This data will be available in aggregate and for individual students with parent/guardian consent. This includes appropriate access to the school database.

5. Provide the SparkWheel Student Support Coordinator with a copy of the District’s policy handbook by the end of the first fiscal quarter.
6. Assist and advise SparkWheel in identifying a system to refer at-risk populations within the school through the sharing of existing school and student review assessments, current student data, and school improvement plans.
7. Work with SparkWheel to build a SparkWheel Advisory Team to serve as advisors to the Student Support Coordinator and to support the delivery of integrated student supports; supporting SparkWheel staff efforts that fall solely within the mission and model of SparkWheel and the goals established and approved in the School Engagement Plan.
8. Support the ethical mandate that student confidentiality is a SparkWheel policy.
9. Recognize SparkWheel in marketing and communication efforts.

III. Data Collection and Sharing

The parties expressly acknowledge that all student information not designated by the District as “directory information” is considered private and subject to protection. The parties further acknowledge that the District has implemented policies and guidelines which describe when and how protected student information may be obtained, shared or otherwise disseminated and that SparkWheel and its agents are subject to such policies and guidelines and will comply with same. Any student information that SparkWheel or its agents receives is confidential and may only be used for providing services under this MOU. SparkWheel agrees to maintain the confidentiality of information to which it may have access under this MOU and further agrees not to disclose any such information gained during the course of providing services under this MOU to any person or entity other than the student, parent, guardian or the District without the express MOU of the District and it shall be the district who shall obtain any necessary authorizations and make any appropriate disclosures. To facilitate the success of the project, and to monitor and evaluate student progress, the District may provide SparkWheel limited FERPA and/or HIPAA protected personally identifiable information from the students’ education records.

IV. Relationship of Parties

SparkWheel shall have the status of an independent contractor for purposes of this MOU. Any staff person or other individual provided by SparkWheel under this MOU shall be considered to be an employee of SparkWheel and shall be subject to its control and supervision. SparkWheel shall be exclusively responsible for all compensation, taxes, withholding payments, penalties, fees, fringe benefits, liability premiums, and contributions to insurance, pension, profit sharing, or other deferred compensation plans, including but not limited to its workers' compensation and social security obligations, licensing fees, dues, and assessments, and the filing of all necessary documents, forms, or returns pertinent to the foregoing. SparkWheel shall not bring, and shall hold harmless and provide the District with a defense against, claims that the District is responsible for the payment or filing of any of the foregoing payments, withholdings, contributions, taxes, documents, and returns, including but not limited to Social Security taxes and employer income tax withholding obligations. No rights under District personnel rules accrue to the SparkWheel staff person/individuals. This agreement is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership, or formal business association or organization of any kind between the District and SparkWheel.

V. Insurance

SparkWheel agrees to maintain general liability, professional liability and employer's liability insurance for all SparkWheel employees who perform services in connection with SparkWheel's obligations hereunder. SparkWheel will provide documentation of such liability insurance to the District upon request.

VI. Indemnification

SparkWheel agrees to indemnify and hold harmless the District and its officers, directors, agents, employees and representatives from any and all claims, liabilities, damages, judgments and expenses, including reasonable attorneys' fees to the extent attributable to SparkWheel's act of negligence, fraud, misconduct, sexual abuse or any other act of malfeasance and/or any errors or omissions of SparkWheel in the provision of SparkWheel's obligations under this MOU.

VII. Payment

The total program fee for SparkWheel to provide the services outlined in this MOU to the District is \$15,000 per school academic year for a total amount of \$30,000.

The District agrees to provide the payment to SparkWheel for the cost of the SparkWheel program at the following schools in the following amounts:

- Garden City High School, in the amount of \$15,000 for school year 2024-2025.
- Garden City High School, in the amount of \$15,000 for school year 2025-2026.

The District will provide payment to SparkWheel within 30 days of the District's receipt of invoices. The invoiced amount, billed at the beginning of each fiscal year quarter, will be 25% of the yearly agreed upon amount.

VIII. Duration

The term of this partnership shall be two years from the date of execution. The parties will notify the other of its intent to continue this partnership in writing, by May 1 of the current agreement year. Either party has the right to terminate this agreement with thirty (30) days notice in writing to the other party. If these timelines are unable to be met due to unforeseen circumstances, the parties will make an effort of good faith to communicate their intent.

IX. Amendment

This MOU may be amended at any time by an agreement in writing executed by the authorized representatives of the District and SparkWheel.

X. Notice

Any notice required to be given by this MOU shall be given in writing to the authorized official or designee responsible for executing this document.

Please fill in the district contact information for MOUs and invoices.

The District MOU Contact:

- Name: Dr. Maria Gómez-Rocque
- Title: Deputy Superintendent
- Email Address: mgomezrocque@gckschools.com
- Phone Number: 620-805-7056

The District Financial Contact for Invoicing:

- Name: JESSICA NOTHERN
- Title: CFO
- Email Address: jnothern@gckschools.com
- Phone Number: 620-805-7007

SparkWheel:

- Malissa Martin, President and CEO, 1919 Delaware Street, Lawrence, KS 66046
- District Organization Programmatic Contact: Kelly Stanford, Kelly.Stanford@sparkwheel.org
- Invoices & Payment Contact: Bobbie Jo Ray, Finance@sparkwheel.org

XI. Entire Agreement

This MOU, together with any attachment and any exhibits or schedules thereto, constitutes the current MOU between the parties as to the subject matter hereof, and replaces all prior written and oral statements and understandings.

WITNESS WHEREOF, the Parties have caused this MOU to be executed by the following duly authorized officials:

The District

Signature: _____

Printed Name: _____

Title: _____

Date: _____

SparkWheel, Inc.

Signature: _____

Printed Name: Malissa Martin

Title: President and CEO

Date: _____



Parent/Caregiver Consent Forms In School Registration Authorization

SparkWheel, Inc. is authorized to include their Parent/Caregiver Consent for SparkWheel services in the enrollment and/or registration process for the schools participating in the program.

This would allow the SparkWheel Student Support Coordinator to quickly add a student to the SparkWheel caseload when the need arises for student support.

The consent form will include a statement listing the schools that have the program available and explaining that signing the form does not mean the student(s) is enrolled in the program.

If a student is referred to the SparkWheel and enrolled, parents/caregivers will be officially notified.

The District requests that an English version and a Spanish version be provided.

School District Representative Signature _____ **Date** _____

Title/Position _____

Print Name _____

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jenny Hands, CTE Coordinator
DATE: 5/13/2024
RE: Xello Renewal Quote

ISSUE:

The Board of Education is asked to consider and approve the Xello Quote for the 2024-2025 school year.

BACKGROUND:

Xello is the platform used for all 7th-12th grade students' Individual Plans of Study in Garden City Public Schools. The platform includes career guidance and exploration activities, lessons for future planning, and a large database of post-secondary education opportunities. Xello has been used in the district since 2017, Xello was formerly known as Career Cruising which was used in USD #457 as well.

ALTERNATIVES:

1. Approve the Xello quote
2. Not approve the Xello quote

RECOMMENDATION:

The Curriculum and Instruction Department recommends that the Board of Education consider and approve the Xello quote.

FISCAL NOTE:

Xello will cost \$12,635.75 for the year which is budgeted out of General Textbook Fund account code 006 E 1000 07 0000 008 00 644.

ATTACHMENTS:

Xello Quote

Xello Quote

Proposal for **Greenbush Southeast Kansas Education Service Center**

Prepared By:

Camila Villarreal

Customer Success Manager

(800) 965-8541 Ext.109

camilav@xello.world



ORDER / QUOTE

REF-064159

QUOTE FOR:

ATTN: **Accounts Payable**

Greenbush Southeast Kansas Education
Service Center
947 W 47 Hwy, PO Box 189
Girard, KS 66743-0189

REQUESTED BY:

Jenny Hands

Garden City Unified School District 457
1205 Fleming Street
Garden City, KS 67846

SUBSCRIPTION PERIOD:

Start Date: **Jul 1, 2024**

End Date: **Jun 30, 2025**

Duration: **12 months**

PRODUCT	QTY	ANNUAL RATE	PRICE	SUBTOTAL
Xello for High School ▾ Kansas Pricing	2,210	\$3.85 Per Student Reg \$5.45	\$3.85 29% (\$1.60) discount	\$8,508.50
Xello for Middle School ▾ Kansas Pricing	993	\$3.25 Per Student Reg \$4.75	\$3.25 32% (\$1.50) discount	\$3,227.25
Custom Web Training ▾ Training must occur within the contract period	2	\$450.00 Per Session	\$450.00	\$900.00

NOTES:

GRAND TOTAL:

\$12,635.⁷⁵
USD

Xello Terms of Use Agreement
W8 Form
Billing + Renewals FAQ's



camilav@xello.world



Phone: (800) 965-8541 Ext.109



Fax: 416.463.0938

1867 Yonge Street • Suite 700 • Toronto, ON M4S 1Y5 • Canada

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez
FROM: Gina Galpin, Director of Special Education
DATE: 5/20/2024
RE: Heather T Forbes Professional Development

ISSUE:

The Board of Education is asked to consider and approve the contract for Heather T. Forbes to provide on-site professional development on August 9, 2024 at the Back-to-School District In-Service.

BACKGROUND:

Heather T. Forbes is the author of *Classroom 180* and *Help for Billy*. She trains on trauma-informed practices through 5 domains including relationships/family culture, regulation, safety, language of trauma, and discipline/empowerment. She will present five breakout sessions at GCHS in the auditorium on August 9, 2024.

USD 457 has sent staff to conferences where she has presented; however, she has not previously provided in-person training in our district. This will give all staff access to her expertise.

ALTERNATIVES:

1. Approve the contract for Heather T Forbes
2. Deny the approval of the contract for Heather T Forbes

RECOMMENDATION:

It is recommended that the BOE approve the contract for Heather T Forbes to provide on-site professional development for USD 457 staff on August 9, 2024.

FISCAL NOTE:

The cost is \$15,000 which includes all travel expenses. This will be paid from our CCEIS budget for Significant Disproportionality.

ATTACHMENTS:

Contract



Beyond Consequences Institute, LLC

1630A 30th St. #488 • Boulder, CO 80301 • 303-993-8379
www.beyondconsequences.com

CLIENT CONTRACT

SPEAKER: Heather T. Forbes, LCSW

FEES: \$15,000 USD

EXPENSES: Travel expenses are inclusive of the speaker fee.

CLIENT: USD 457, Garden City Schools

EVENT NAME: Back-to-School In-Service

APPEARANCE DATE: August 9, 2024

VENUE: Garden City High School
2720 Buffalo Way
Garden City, KS 67846

TITLE/TOPIC: Classroom180 and each domain. There are several titles to be determined.

The above stated title(s) cannot be altered in any way unless prior approval by the speaker is provided.

TIMETABLE: Heather Forbes is committed to presenting on the following schedule:

10:00am - 10:45am: Session #1
11:00am - 11:45am: Session #2
12:00pm - 12:45pm: Lunch
1:00pm - 1:45pm: Session #3
2:00pm - 2:45pm: Session #4
3:00pm - 3:45pm: Session #5



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CONTRACT REQUIREMENTS

PAYMENT TERMS: \$15,000.00 USD will be due on the first day of training, August 9, 2024.

Make checks payable to: Beyond Consequences Institute, LLC
A W9 is available upon request.

TECHNICAL REQUIREMENTS: 1 x Wireless Lavalier/Countryman microphone
1 x Wireless Handheld Microphone
1 x LCD Projector or Built-In Projection System
1 x Large Projection Screen
1 x Speaker or Audio Connection from Speaker's Computer to Sound System (This can be through HDMI.)
1 x Table/Podium in the front of the speaking space for the Speaker provided computer a Mac with HDMI connector.

These technical requirements are absolute and if not setup and ready in working order BEFORE the Speaker arrive, a fee up to \$5,000 may be added to the Speaker's final fee.

Confirmation of technical requirements directly from the individual leading the audio/video setup must be confirmed with the Speaker's assistant a minimum of 30 days in advance of the training day.

RECORDING: The Speaker may not be recorded by audio or video at anytime without the explicit approval of the Speaker or the Speaker's Representative. If audio and/or video recording is approved, the recording shall not be reproduced beyond the original copy and/or sold. The Speaker allows attendees to post snippets of video to social media.



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BOOKS & AUTOGRAPHS: While not required the Speaker is able to participate in a book signing as long as the time and travel arrangements allow for participation. The Speaker’s books are available for purchase in two ways:

- 1) The Speaker can bring her books to the event, but will require a table and an assistant for the full duration of her time at the event to process orders. No pre-purchase of books necessary. All books available can be found [here](#).
- 2) The Client can pre-purchase books at a 35% discount and pay for the shipping of those books. All books available can be found [here](#).

By signing this document, both the Speaker and the Client agree to the terms and conditions referenced above and below.

Accepted by the Beyond Consequences Institute, LLC:

Accepted by: Garden City Schools, USD 457

 Heather T. Forbes, LCSW Date
 President
 REPRESENTATIVE CONTACT: L.J. Bullen
 Email: lj@beyondconsequences.com
 PH: 407-401-0999

 Signature Date

 Print Name

 Title

CLIENT INVOICING ADDRESS: _____



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ADDITIONAL CONTRACT TERMS

PARTIES AND RELATIONSHIPS

The Client is a corporation engaged in the business of consulting and the provision of technical assistance and training to families and professionals through the use of skilled independent contractors. The Speaker is a person who by education, training, and experience is skilled in the provision of the service required.

ABOVE AND BEYOND PAPERWORK REQUIREMENTS:

The Speaker will provide a basic training description, training objectives, speaker biography, speaker photo, and speaker CV/Resume upon request. There may be an additional fee of \$325 per hour charged to complete any paperwork ABOVE and BEYOND these described items. Such ABOVE and BEYOND items may include extensive Continuing Education Units or Credits requirements, additional business licenses, insurance requirements, or the like.

CHARACTER AND EXTENT OF SERVICES

It is the mutual intent of the parties that the Speaker shall act strictly in a professional consulting capacity as an independent contractor for all purposes and in all situations and shall not be considered an employee of the Client. The Speaker reserves full control of her activities as to the manner and selection of methods with respect to rendering her professional consulting services to the Client. The Speaker agrees to perform her activities in accordance with the highest and best state of the art of the profession.

COPYRIGHTS

The Speaker agrees that she will not knowingly include any copyrighted material in any written or copyrightable material furnished or delivered under this agreement without the consent of the copyright owner, unless the Client secures specific written approval for the inclusion of such copyrighted material. The Client does not own any of the Speaker's copyrighted materials delivered under this agreement at any time.

The Speaker agrees to report in writing to the Client promptly and in reasonable detail any notice or claim of copyright infringement received by the Speaker with respect to any material delivered under this agreement.



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CONFIDENTIALITY

It is understood that in the performance of her duties, the Speaker may obtain information about both the Client and the Client's associates, and that such information may include family histories, names of children, and other private and privileged client information.

The Speaker agrees to restrict her use of such above-mentioned information to the performance of duties described in this agreement. The Speaker further agrees to return to the Client and to the Client's associates upon the completion of her duties any and all documents (originals and copies) taken from either organization to facilitate the project described herein.

CANCELLATION AND RESCHEDULING

Either the Client or the Speaker may terminate this agreement by giving the other party 30 days written notice of intention of such action. If the Client terminates the agreement any time prior to the event date, the Client will reimburse in full any non-refundable expenses already incurred by the Speaker.

In the event this Agreement needs to be rescheduled, the Client must give written notice to the Speaker. The Client agrees to pay any fees associated with the change of travel arrangements purchased before or at the time of rescheduling.

FORCE MAJEURE

The performance of this Agreement is subject to termination upon the occurrence of any circumstance beyond the control of either party – such as acts of God, war, government regulations, disaster, strikes, civil disorder, any transmittable virus, or curtailment of transportation facilities – to the extent that such circumstance makes it illegal or impossible to provide the Speaker's services. The ability to terminate this Agreement pursuant to this paragraph is conditioned upon delivery of written notice to the other party setting forth the basis for such termination as soon as reasonably practical after learning of such basis. Any travel arrangements purchased before or at the time of cancellation will be reimbursed from the Client to the Speaker.

INTEGRATION

This agreement, executed in duplicate, constitutes the entire contract between the parties and may be cancelled, modified, or amended only by a written supplemental document executed by each of the parties hereto.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Josh Guymon Assistant Superintendent
DATE: 5-20-2024
RE: Flooring Projects

ISSUE:

The Board of Education is asked to consider relocating the flooring project originally scheduled for Gertrude Walker. Josh Guymon will provide an update of the project to the board.

BACKGROUND:

The Board of Education previously approved a flooring project at Gertrude Walker as part of the long-range facility plan. After discussion of repurposing Gertrude Walker in the future administration is asking for direction on moving forward with the project or moving it to Florence Wilson at no additional cost.

ALTERNATIVES:

1. Continue with flooring project at Gertrude Walker as scheduled
2. Move the flooring project to Florence Wilson at no additional cost

RECOMMENDATION:

This is at the board's

FISCAL NOTE:

The initial project has been approved and funds allocated, so there would not be any additional fiscal impact.

ATTACHMENTS:

List your attachments