GARDEN CITY
PUBLIC SCHOOLS

Regular Board of Education Meeting

Garden City USD 457

Monday, May 11, 2026 - 6:00 PM

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

Board of Education Members:
Jacob Jenkins; Katherine Cole; Mark Hinde; Nathan Haeck; Randy Ralston; Rebecca Swender; Robin Bergkamp

Promise

Garden City Public Schools – Where Everyone Leads

Mission

Garden City Public Schools will deliver an unparalleled educational experience for our students, staff, and community.

Vision

Garden City Public Schools will deliver an unparalleled educational experience for our students, staff, and community that inspires excellence through rigorous coursework, individualized learning experience both inside and outside the classroom. We are committed to cultivating leadership in every student and staff member, empowering them to take initiative, inspire others, and drive positive change. At Garden City Public Schools, everyone leads.

A. **PLEDGE - Jennie Barker Elementary School Students**

B. **SILENT REFLECTION**

Thirty seconds of silent reflection will be observed.

C. **MEETINGS OF NOTE**

- **GCHS Hall of Fame Induction Ceremony, Friday, May 15, 2026, beginning at 5:30 p.m., at Garden City High School. Four or more board members may be in attendance.**
- **Garden City Achieve Graduation, Saturday, May 16, 2026, 10:30 a.m., at Horace Good Middle School. Four or more board members may be in attendance.**
- **Baccalaureate Ceremony, Saturday, May 16, 2026, 2:00 p.m., in the Garden City High School Auditorium. Four or more board members may be in attendance.**
- **GCHS Graduation, Sunday, May 17, 2026, 1:00 p.m., at Garden City High School. Four or more board members may be in attendance.**
- **Staff Appreciation Dinner, Thursday, May 21, 2026, 5:30 pm., at Garden City High School. 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 F.3.

D.2. Add Item F.4.c., Consent Agenda, Other, The Board of Education is asked to consider and approve out of state travel for members of the Garden City High School JROTC to attend Cadet Leadership Camp in Rapid City, South Dakota, May 26, 2026, through May 30, 2026.

D.3. Revise Item G.6., The Board of Education is asked to consider and approve changing the date of the May 28, 2026, Board of Education Meeting to May 26, 2026, at 6.00 p.m. (First read, action requested.)

D.4. Remove Item E.2., Recognition of KNEA Student Expression Campaign Winner

D.5. Add Item, F.4.d., Consent Agenda, Other, The Board of Education is asked to consider and approve an Equipment Purchase and Installment Agreement by and between the Board of Education, Unified School District No. 457, Garden City, Finney County, State of Kansas, and Next Generation Recreation, a Missouri limited liability corporation.

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

Public Forum Guidelines

The Board requests that all members of the public respect the rules outlined below so that everyone that wants an opportunity to provide input will be given the chance.

- *Speakers are asked to fill out a public comment form and present it to the Clerk of the Board.*
- *The board president may ask groups with the same interest to appoint a spokesperson to deliver the group's message.*
- *Speakers are asked to start by stating their name and address of where they reside.*
- *Speakers are limited to 5 minutes to make their presentations. Time taken for board members to read materials presented at the board meeting will be considered part of the time allotted for the individual's or group's presentation.*
- *Except to ask clarifying questions, board members shall not interact with speakers at the open forum.*

E.1. Recognition of the National Speech and Debate Association State Finalists and National Qualifiers

E.2. Building Presentation — Jennie Barker Elementary School

F. **CONSENT AGENDA**

F.1. Minutes

F.1.a. Minutes of the April 30, 2026, Regular Board of Education Meeting

F.2. Accounts Payable totaling $411,039.75, noting that all major accounts contain adequate balances to meet current obligations.

Reviewers: Robin Bergkamp and Nathan Haeck

F.3. Personnel

F.3.a. Certified

F.3.b. Classified

F.4. Other

F.4.a. The Board of Education is asked to consider and approve the IDEA Assurances for Part B federal funding.

F.4.b. The Board of Education is asked to consider and approve a Service Contract between the Board of Education, Unified School District No. 457, Finney County, State of Kansas and Remediation Contractors, Inc.

F.4.c. The Board of Education is asked to consider and approve out of state travel for members of the Garden City High School JROTC to attend Cadet Leadership Camp in Rapid City, South Dakota, May 26, 2026, through May 30, 2026.

F.4.d. The Board of Education is asked to consider and approve an Equipment Purchase and Installment Agreement by and between the Board of Education, Unified School District No. 457, Garden City, Finney County, State of Kansas, and Next Generation Recreation, a Missouri limited liability corporation.

G. **NEW BUSINESS**

G.1. The Board of Education is asked to consider and approve the following Curriculum Council items (First Read):

G.1.a. New Requests — Intermediate Centers

- *Delete STEM Course as it is a duplicate of Science Curriculum*
    - Course Deletion Form
- *Proposed New Intermediate Center Elective - Leader Lab*
    - Course Request
    - Syllabus

G.1.b. New Requests — High School

- *New CTE GCCC Elective:* GCCC Advanced Programming

G.1.c.

- *New GCCC Elective to Earn Cert A (capstone course; this is for Cert A but it is not on Excel in CTE):* GCCC Mobile Robots and Vision Systems

G.2. The Board of Education is asked to consider and approve the updated Discipline Policy. (First Read)

The Board of Education is asked to consider and approve an addition to the board-approved discipline policy. The addition explains the process for removing students from the classroom for repeatedly disrupting the learning environment.

G.3. The Board of Education is asked to consider and approve the disposal of curriculum resources no longer in use in the district. (First Read, action requested.)

G.4. The Board of Education is asked to consider and approve the renewal of the district's KASB membership, including Season Pass and the Legal Assistance Fund contract for the year 2026–27, in the amount of $18,770.63. (First Read)

G.5. The Board of Education is asked to consider and approve the updated policy JBCDA In District Transfers. (First Read, action requested)

G.6. The Board of Education is asked to consider and approve changing the date of the May 28, 2026, Board of Education Meeting to May 26, 2026, at 6.00 p.m. (First read, action requested.)

G.7. Boundary Study Recommendation (First Read)

H. **BOARD OPEN DISCUSSION**

- **Mark Hinde**
- **Jacob Jenkins**
- **Randy Ralston**
- **Rebecca Swender**
- **Nathan Haeck**
- **Robin Bergkamp**
- **Katie Cole**

- **Josh Guymon**

I. **NEXT BOARD MEETING**

The next regular meeting of the Board of Education will take place on Tuesday, May 26, 2026, at 6:00 PM in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

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

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

K. **ADJOURNMENT**

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Steve Nordby, Assistant Superintendent
DATE: 5/5/2026
RE: **Jennie Barker Building Presentation**

ISSUE & BACKGROUND:

Jennie Barker Elementary Building presentation. Jennie Barker students / staff will provide an update on the programs and happenings at Jennie Barker.

ALTERNATIVES:

No alternatives applicable

RECOMMENDATION & FISCAL NOTE:

No action is required. This is an informational item

ATTACHMENTS:

None

Presentation

JENNIE BARKER ELEMENTARY BOBCATS



BOE PRESENTATION 2025-2026

JENNIE BARKER ELEMENTARY BOBCATS



VISION

Jennie Barker Elementary aims to be Kansas's exemplar school by fostering belonging, maintaining coherence and consistency, and challenging every student to reach their full potential, reflected in both their growth and academic achievement.

JENNIE BARKER ELEMENTARY BOBCATS



WIG #1

80% of students in Kindergarten - 2nd grade will meet the Phonics and Fluency benchmark on Fastbridge early reading or show typical or aggressive growth on their individual growth goal at the end of the year through implementation of high quality, structured literacy instruction.

JENNIE BARKER ELEMENTARY BOBCATS



WIG #2

The number of students in 3rd - 6th grade achieving Level 3 & 4 in ELA, Math, and Science will increase by 10% on the KAP assessment by ensuring teachers are implementing rigorous, grade-level content (standards) and holding students to high expectations.

JENNIE BARKER ELEMENTARY BOBCATS



R ESPECT EVERYONE

O FFER HELP

A CT SAFELY

R ISE TO CHALLENGES

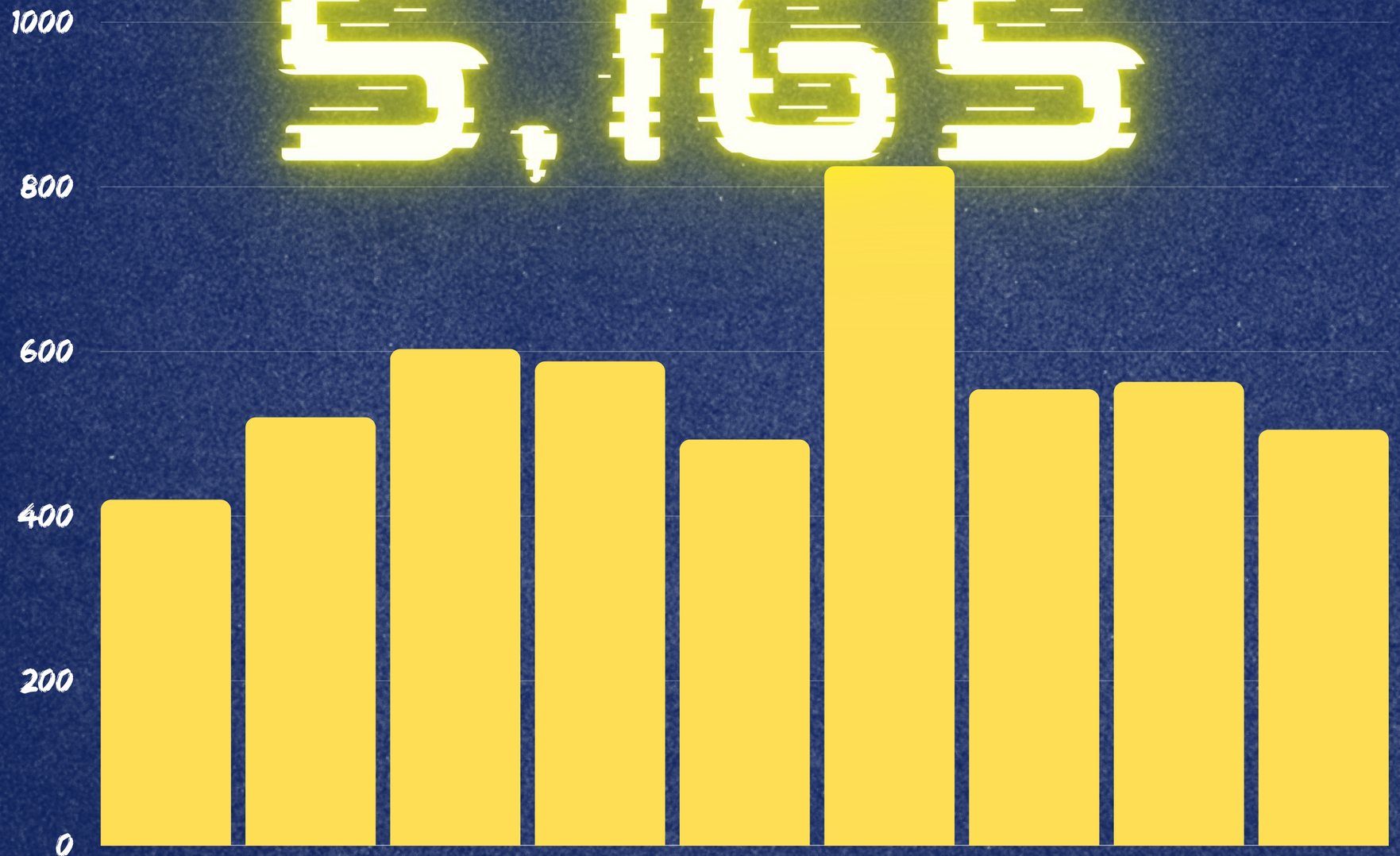

WALK
JOG
HOP
JUMP
LEAP
SLIDE
SKIP
GALLOP
TIP TOE
SCHEDULE
AFFIRMATION!
SHOUT-OUTS

SHOUT-OUT YEARLY TOTAL



JENNIE BARKER

5,165




PRIZES


ROARING
LEADERS


2026 VEX Robotics World Championship - Math Division
0:55




0:19
REC FOUNDATION

ROBOTICS


VEX IQ




VEX IQ
PETITION
X & MATCH
PRESENTED BY
REC FOUNDATION
TEAMWORK CHALLENGE CHAMPION
KANSAS
STATE CHAMPIONSHIP
2026 Kansas VEX IQ
Teamwork
Jennie Barker
2025-2026







ACTIVITIES





THE END!

GARDEN CITY PUBLIC SCHOOLS

DRAFT* MINUTES *DRAFT

Regular Board of Education Meeting Thursday, April 30, 2026 - 5:00 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 Thursday, April 30, 2026, at 5:00 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Mark Hinde; Randy Ralston; Rebecca Swender; Robin Bergkamp; Nathan Haeck and Jacob Jenkins joined the meeting via Webex video conference calling. Katherine Cole was absent. Joining board members at the conference table was Superintendent, Josh Guymon. Also in attendance were Drew Thon, Deputy Superintendent; Steve Nordby, Assistant Superintendent; and Jessica Nothern, Chief Financial Officer.

President Randy Ralston called the meeting to order at 5:00 PM.

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

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

C. **MEETINGS OF NOTE** – None

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

Action(s):
I move to approve the meeting agenda as amended with the following additional amendments, move Items E.4.c and E.4.d from the Consent Agenda to Unfinished Business. This motion, made by Mark Hinde and seconded by Robin Bergkamp, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

E. **CONSENT AGENDA**

Action(s):
I move to approve all consent agenda items as amended. This motion, made by Mark Hinde and seconded by Robin Bergkamp, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

E.1. **Minutes**

E.1.a. Minutes of the April 13, 2026, Regular Board of Education Meeting – approved as presented.

E.2. Accounts Payable totaling $7,727,961.93, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

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

E.3.a. **Certified**

Resignations: William Bernhardt-Purdy, Bethany Howard, Katelynn Koehn, Ana Martinez, Lisa Schwartz, Booklen Skipton, Stephanie Wick, Brent Wheaton

Appointments: Miguel Lopez-Lemus, Jesykah Foster, Mindie Cooper, Albert O'Connor, Michelle Thompson, Omar Trujillo

Transfers:

- Chiara Banda-Padilla – from kindergarten position at Alta Brown Elementary School to first grade position at Alta Brown Elementary School.
- Tylee Biera – from English language arts position at Garden City High School to fifth grade position at Charles Stones Intermediate Center.
- Buffy Brimm – from adaptive/interrelated position at Charles Stones Intermediate Center to English language arts position at Charles Stones Intermediate Center.
- Rellyn Jade Casanova – from social studies position at Charles Stones Intermediate Center to fifth grade position at Charles Stones Intermediate Center.
- Matt De La Cruz – from adaptive/interrelated position at Alta Brown Elementary School to school psychologist position at the Educational Support Center.
- Annette Doll – from business/computer position at Garden City High School to English Languages arts position at Garden City High School.
- Gene Juno – from English language arts position at Charles Stones Intermediate Center to social studies/science position at Charles Stones Intermediate Center.
- Christopher Ligan – from adaptive/interrelated position at Alta Brown Elementary School to school psychologist position at the Educational Support Center.
- Ramona McCallum – from gifted position at Garden City High School to English language arts position at Garden City High School.
- Manual Rios – from adaptive/interrelated position at Victor Ornelas Elementary School / Jennie Barker Elementary School to interventionist position at Edith Scheuerman Elementary School.
- Kristie Sigle– from adaptive/interrelated position at Edith Scheuerman Elementary School to fourth grade position at Edith Scheuerman Elementary School.
- Stormy Venable – from a fifth grade position at Charles Stones Intermediate Center to an English language arts position at Charles Stones Intermediate Center.

Contract Recommendations:

Requesting that the recommendation on April 13, 2026 for Brenda Terrazas-Leyva be changed from non-renewal to renewal. She has completed requirements for Kansas teaching license.

Adoption of final resolution to non-renew contract:

- Teresa Arvizu
- Dale Dvorak
- Savannah Foster
- Luisa Hopkins
- Carrie Pak
- Arely Rico
- Perla Carrasco
- Sydney Faulconer
- Olivia Garcia
- Mary Lynn Morton
- Sompathana Phitsanoukanh

Position Changes:

- Closed 1.0 adaptive/interrelated position at Garden City High School
- Opened 1.0 school psychologist position at the Educational Support Center

E.3.b. **Classified**

Correction:

Jamie Schweer from resignation to retirement.

Resignations:

Mirtha Arzate Lara, Susan Ball, Samuel Calzada-Galan, Harold Charite, Jesse Garcia, Elizabeth Hamilton, Jose Hernandez Rodriguez, Tiana Orona, Evelyn Orosco, Haley Smith, Kimberly Vanley

Assignments: Maria Aguilera Perez, Pedro Contreras Hernandez, Maria Murillo Garcia, Maribel Renteria, Juan Villatoro Sorto, Lindsey Wilkerson

Transfer: Vicente Gonzales Rivera: Maintenance I at Plant Facilities

E.4. **Other**

E.4.a. Approved the updated meal price charges and Meal Charge Policy for 2026-27.

E.4.b. Approved the addition of the following new courses and additional credit to existing courses.

E.4.b.i. <u>High School - Adding Graduation Requirement to Existing Course:</u>

- *Adding outside of department:*

Oral Communications to Agriculture Leadership and Communications

E.4.b.ii. <u>New High School Course Offerings:</u>

- *New General Elective* (needed as a result of end of FAID CTE pathway):

Clothing and Sewing

- *New CTE Elective:*

Teaching Observation

- *New CTE GCCC Elective:*

GCCC Criminal Procedures

- *New GCCC Elective to Earn Cert A* (part of 4 class block; other 3 have been approved):

GCCC Introduction to Robotics and Embedded Systems

E.4.c. Approved the bid from Diamond Roofing, in the amount of $211,000.00 for the base and alternate roofing project at Florence Wilson Elementary School.

E.4.d. Approved the bid from TATRO Plumbing, in the amount of $118,397.00 for water heater replacement at Garden City High School.

E.4.e. Approved the bid of TATRO Plumbing, in the amount of $898,127.00 for the base bid and alternate, option #2, for Garfield Early Childhood Center HVAC.

E.4.f. Approved a Memorandum of Understanding between Garden City Public Schools USD 457 and SparkWheel, Inc. for the 2026-2027 and 2027-2028 school years in the amount of $30,000.00.

E.4.g. Approved out of state travel for the Jennie Barker Elementary School Robotics team to attend the VEX IQ World Championship in St. Louis, Missouri, April 28–30, 2026.

F. **UNFINISHED BUSINESS**

F.1. **Bond Refinancing** Jessica Nothern, Chief Financial Officer, stated that she is looking for approval for the Resolution regarding the sale, issuance, and delivery of the bonds that the district is refinancing. The following action was taken.

Action(s):

Mr. President, I move to adopt a RESOLUTION AUTHORIZING AND PROVIDING FOR THE SALE, ISSUANCE AND DELIVERY OF GENERAL OBLIGATION REFUNDING BONDS, SERIES 2026, OF THE UNIFIED SCHOOL DISTRICT NO. 457, FINNEY COUNTY, KANSAS (GARDEN CITY), FOR THE PURPOSE OF PROVIDING FUNDS TO REFUND A PORTION OF THE ISSUER'S OUTSTANDING GENERAL OBLIGATION BONDS; PROVIDING FOR THE LEVY AND COLLECTION OF AN ANNUAL TAX FOR THE PURPOSE OF PAYING THE PRINCIPAL OF AND INTEREST ON SAID BONDS AS THEY BECOME DUE; MAKING CERTAIN COVENANTS AND AGREEMENTS TO PROVIDE FOR THE PAYMENT AND SECURITY THEREOF AND AUTHORIZING CERTAIN OTHER DOCUMENTS AND ACTIONS CONNECTED THEREWITH. This motion, made by Mark Hinde and seconded by Nathan Haeck, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

F.2. **The Board of Education is asked to consider and approve the bid from Star Commercial Flooring for Jennie Barker Elementary School in the amount of $64,982.24.**

Brandon Anderson, Director of Plant Facilities, stated that as discussed at the previous board meeting, in the process of planning for the replacement of carpet at Jennie Barker and Plymell elementary schools, they planned to get an assessment done for an asbestos abatement, removal and demo. He stated that he had just received the final quote and is asking for approval of that quote tonight to move forward with the carpet projects. Three quotes were presented. The quote he is recommending for approval is from RCI Inc., in the amount of $77,780.00, for both elementary schools. He stated that a formal contract would be brought forward at the next board meeting.

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

Action(s):

Mr. President, I move to approve the recommended quote. This motion, made by Rebecca Swender and seconded by Mark Hinde, Carried.

Bergkamp:	Yea
Cole:	Absent

Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Mr. Anderson asked the board to approve the bid from Star Commercial Flooring for Jennie Barker Elementary School in the amount of $64,982.24. The following action took place.

Action(s):
Mr. President, I move to accept the bid from Star Commercial Flooring for Jennie Barker Elementary School in the amount of $64,982.24. This motion, made by Robin Bergkamp and seconded by Mark Hinde, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

F.3. **The Board of Education is asked to consider and approve the bid from Star Commercial Flooring for Plymell Elementary School in the amount of $65,113.23.**

Mr. Anderson asked the board to approve the bid from Star Commercial Flooring for Plymell Elementary School in the amount of $65,113.23. The following action took place.

Action(s):
Mr. President, I move to approve the bid from Star Commercial Flooring for Plymell Elementary School in the amount of $65,113.23 This motion, made by Mark Hinde and seconded by Robin Bergkamp, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

G. **NEW BUSINESS**

G.1. **Student Funds Bank RFPs** (First read, action requested) Jessica Nothern, Chief Financial Officer, stated that she sent out a Quick Bid Request to 12 local banks, and conducted in-person visits with four of them after they reached out. She compared fees, interest on idle funds, purchasing card programs, and the overall scope of services offered. Based on this evaluation, she stated that she is recommending Dream First Bank as the new Student Funds banking partner.

Board members' questions were answered, the following action took place.

Action(s):
Mr. President, I move to approve Dream First as the Student Funds Bank Account beginning in Fiscal Year 2027. This motion, made by Mark Hinde and seconded by Rebecca Swender, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

G.2. **Appoint Authorized Representative for School Food Service Programs** (First Read, action requested) Jessica Nothern, Chief Financial Officer, stated that Tracy Johnson's last day as Nutrition Service Director will be May 29, 2026. State Statute 72-17, 140 requires the board to appoint an authorized representative for School Food Service Programs. Jill Reagle has been named as Tracy Johnson's replacement as Food Service Director.

Board members' questions were answered, the following action took place.

Action(s):
Mr. President, I recommend appointing Jill Reagle as the district's authorized representative for School Food Service Programs. This motion, made by Rebecca Swender and seconded by Mark Hinde, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

H. **NEXT BOARD MEETING -** The next regular meeting of the Board of Education will take place on Monday, May 11, 2026, at 6:00 PM in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

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

Action(s):
That the Board of Education meeting be adjourned at 5:20 PM. This motion, made by Mark Hinde and seconded by Robin Bergkamp, Carried.

Bergkamp:	Yea
Cole:	Absent
Haeck:	Yea
Hinde:	Yea
Jenkins:	Yea
Ralston:	Yea
Swender:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Respectfully submitted,

Jennifer Ramos, Clerk

Approved:

Randy Ralston, President

BOARD OF EDUCATION

Certified Personnel Actions

May 11, 2026

RESIGNATIONS:

Andrew Thiesen, assistant band director at Garden City High School, is submitting his letter of resignation effective May 22, 2026.

Omar Trujillo, is requesting release from his 2026-27 letter of intent for music instrumental band position at Bernadine Sitts Intermediate Center/ Charles Stones Intermediate Center. It is recommended that he be released from his contract without a suitable replacement.

Kristina Younkman, school counselor at Garden City Achieve, is submitting her letter of resignation effective May 29, 2026.

RESIGNATION CORRECTION:

Bethany Howard, adaptive/interrelated teacher at Garden City High School, is submitting her letter of resignation effective May 28, 2026.

APPOINTMENTS:

Krysten Clay, Dighton, Kansas, is recommended for an adaptive/interrelated position at Garden City High School effective for the 2026-2027 academic year. She has 15 years' experience.

Patricia Guerrero, Garden City, Kansas, is recommended for a fourth grade position at Alta Brown Elementary School effective for the 2026-2027 academic year. She will be a MST participant through Newman University.

Sydney Lebel, Buffalo, Texas, is recommended for a science position at Kenneth Henderson Middle School effective for the 2026-27 academic year. She has 1 year of experience.

TRANSFERS:

Jan Kennedy – from vocal music position at Victor Ornelas Elementary School to vocal music position at Kenneth Henderson Middle School/Horace Good Middle School.

Jeffery Myerhoff – from vocal music position at Kenneth Henderson Middle School/Horace Good Middle School to vocal music position at Victor Ornelas Elementary School.

Judith Ortiz – from English language arts position at Horace Good Middle School to English language arts position at Garden City High School.

Abbie Zimmerman– from third grade position at Alta Brown Elementary School to library media position at Gertrude Walker Elementary School/Georgia Matthews Elementary School.

BOARD OF EDUCATION

Addendum to Certified Personnel Actions

May 11, 2026

RESIGNATIONS:

Kay Linville, art teacher at Plymell Elementary School, is submitting her letter of resignation effective May 22, 2026.

Pearl Rassette, social studies teacher at Horace Good Middle School, is submitting her letter of resignation effective May 22, 2026.

Jenna Rycek, is requesting release from her 2026-2027 letter of intent for school psychologist position at the Educational Support Center. It is recommended that she be released from her contract without a suitable replacement.

Appointment:

Maxwell Baidoo, Gastonia, North Carolina, is recommended for a mathematics position at Garden City High School effective for the 2027-2026 academic year. He has fifteen years' experience.

TRANSFERS:

Alexa Aldaco – from English language arts/social studies position at Bernadine Sitts Intermediate Center to English language arts position at Kenneth Henderson Middle School.

Josephine Aquino – from science position at Victor Ornelas Elementary School to .50 science /.50 interventionist position at Victor Ornelas Elementary School.

Raghi Kalarikkal – from science position at Alta Brown Elementary School to .50 science /.50 interventionist position at Alta Brown Elementary School.

Maria Nikki Martin – from science position at Florence Wilson Elementary School to .50 science /.50 interventionist position at Florence Wilson Elementary School.

CONTRACT RECOMMENDATION:

The following certified staff are recommended for renewal of contract for the 2026-2027 school year:

Jeffery Myerhoff

POSITION CHANGES:

Drew Thon, deputy superintendent, is requesting the following position changes effective for the 2026-2027 school year:

- close .50 science position at Alta Brown Elementary School
- close .50 science position at Florence Wilson Elementary School
- close .50 science position at Victor Ornelas Elementary School
- close .50 interventionist position at Jennie Wilson Elementary School
- open 1.0 interventionist position at the Educational Support Center
- open 1.0 dyslexia interventionist position at the Educational Support Center

Gina Galpin, director of special education, is requesting the following position changes effective for the 2026-2027 school year:

- close 1.0 LEAP special education position at Alta Brown Elementary School
- open 1.0 LEAP special education position at Florence Wilson Elementary School

BOARD OF EDUCATION

Addendum to Certified Personnel Actions (2)

May 11, 2026

APPOINTMENT:

Haley Warner, Cimarron, Kansas is recommended for a position to be determined at Garden City High School effective for the 2026-2027 academic year. She has one year experience.

TRANSFER:

Keri Peterson – from instructional coach position at Georgia Matthews Elementary School to principal position at Jennie Barker Elementary School.

BOARD OF EDUCATION

Revised Classified Personnel Actions

May 11, 2026

RESIGNATIONS	POSITION	BUILDING	DATE
Yenifer Valencia	Paraprofessional I	Garfield Early Childhood Center	1/23/2026
Rebecca Watson	Paraprofessional III	Charles Stones Intermediate School	5/5/2026
Jonathan LeBeau	Technology Manager	Educational Support Center	5/13/2026
Claudia Rivera	Office Assistant II	Garden City Achieve	5/29/2026
Tianna Hiner	Paraprofessional II	Garfield Early Childhood Center	6/18/2026

TRANSFERS	FROM	TO	DATE
Correction: Vincente Gonzales Rivera	Grounds I Plant Felicities	Maintenance I Plant Facilities	4/27/2026
Rachell Delacruz	Paraprofessional III Charles O Stones Intermediate School	Paraprofessional III Garden City High School	5/4/2026
Maria Aguilera Perez	Custodian I Plant Facilities	Custodian I Garden City High School	5/4/2026

NOTES:

Jessica Nothern, Chief Financial Officer request the following position changes for FY27:
CLOSE: TEN (10) TECHNOLOGY I - 1.0 FTE POSITIONS
OPEN: FIVE (5) TECHNOLOGY II -1.0 FTE POSITIONS

CLOSE: ONE (1) NUTRITION I - 1.0 FTE POSITION
CLOSE: ONE (1) NUTRITION II - 1.0 FTE POSITION
OPEN: ONE (1) NUTRITION III – 1.0 FTE POSITION

Brandon Anderson, Director of Plant Facilities request the following position changes:
CLOSE ONE (1) MAINTENANCE I – 1.0 FTE POSITION
CLOSE ONE (1) HVAC SPECIALIST - 1.0 FTE POSITION
OPEN ONE (1) HVAC JOURNEYMAN 1.0 FTE POSITION

Michael Burns, Director of Transportation request the following position changes:
CLOSE ONE (1) BUS DRIVER – 1.00 FTE POSITION
CLOSE ONE (1) SUBSTITUTE BUS DRIVER -1.00 FTE POSITION
OPEN ONE (1) MACHANIC – 1.00 FTE POSITION

BOARD OF EDUCATION

Classified Personnel Actions Addendum

May 11, 2026

RETIREMENTS	POSITION	BUILDING	DATE
Donna Wedel	Administrative Specialist I	Transportation Center	7/23/2026

RESIGNATIONS	POSITION	BUILDING	DATE
Leonor Juarez De Avila	Nutrition I	Kenneth Henderson Middle School	5/4/2026
Maribel Sotelo	Bus Driver	Transportation Center	5/21/2026

NOTES:
Gina Galpin, Director of Special Education Request the following for SY 2026-2027:
Close Three (3) Paraprofessional II positions at Alta Brown Elementary School
Open Three (3) Paraprofessional II positions at Florence Wilson Elementary School

MEMORANDUM

TO: Board of Education
THRU: **Josh Guymon**
FROM: **Gina Galpin, Director of Special Education**
DATE: **04/14/2026**
RE: **IDEA Assurances for Part B Federal Funds**

ISSUE:

The Board of Education is asked to consider and approve the IDEA Assurances for Part B federal funding.

BACKGROUND:

Every year, the local BOE is required to approve the Individuals with Disabilities Education Act (IDEA) Assurances document to maintain the district's eligibility for federal special education funding. These assurances serve as a formal commitment that the district will comply with federal mandates regarding the use of federal funding for the education of students with disabilities.

The Individuals with Disabilities Act (IDEA) entitles our district to federal funding for the excess cost of special education services for students who qualify for Part B services, PreK-age 21. The assurances document provides guidelines for the appropriate use of IDEA federal funds for special education. If the IDEA Assurances are not approved by the BOE, USD 457 will not be eligible for Part B federal funding.

RECOMMENDATION:

It is recommended that the BOE approve the IDEA assurances to receive Part B federal funds for special education.

FISCAL NOTE:

Approving the IDEA assurances will allow USD 457 to receive Part B federal funds for special education.

ATTACHMENTS:

IDEA Assurances document

LEA ASSURANCES

Local Education Agency (LEA) Application for
The Individuals with Disabilities Education Act (IDEA) Part B Funds

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The Individuals with Disabilities Education Act (IDEA) as Amended by the Individuals with Disabilities Education Act Amendments of 2004 (PL 108-446) and its implementing regulations;

The Kansas Special Education for Exceptional Children Act and the Kansas State Board of Education's administrative regulations on special education;

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements that are not inconsistent with IDEA, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

Subject	Statute	Regulation
Discrimination on the basis of race, color, or national origin	Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)	34 CFR part 100
Discrimination on the basis of sex	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)	34 CFR part 106
Discrimination on the basis of handicap	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)	34 CFR part 104
Discrimination on the basis of age	The Age Discrimination Act (42 U.S.C. 6101 et seq.)	34 CFR part 110

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar.24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)
Note: Some program statutes authorize the Secretary—under certain circumstances—to provide benefits directly to private school students. These "bypass" provisions—where they apply—are implemented in the individual program regulations.

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

Note: This section is based on a provision in the General Education Provisions Act (GEPA). Section 427 of the Department of Education Organization Act (DEOA), 20 U.S.C. 3487, provides that except to the extent inconsistent with the DEOA, the GEPA "shall apply to functions transferred by this Act to the extent applicable on the day preceding the effective date of this Act." Although standardized nomenclature is used in this section to reflect the creation of the Department of Education, there is no intent to extend the coverage of the GEPA beyond that authorized under section 427 or other applicable law.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474) [72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513) (Authority: 20 U.S.C. 1232f) [45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, notably including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in §§300.201 through 300.213.

(Authority: 20 U.S.C. 1413(a))

34 CFR §300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§300.101 through 300.163, and §§300.165 through 300.174.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(1))

34 CFR §300.202 Use of amounts.

(a) *General*. Amounts provided to the LEA under Part B of the Act—

(1) Must be expended in accordance with the applicable provisions of this part;

(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and

(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) *Excess cost requirement*—(1) *General*. (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(a) (ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(b) (2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(c) (ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in §300.16. That amount may not include capital outlay or debt service.

(d) (3) If two or more LEAs jointly establish eligibility in accordance with §300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in §300.16 in those agencies for elementary or secondary school students, as the case may be.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(2)(A))

34 CFR §300.203 Maintenance of effort.

(a) *Eligibility standard*.

(1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§300.204 and 300.205 that the LEA:

(i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and

(ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) Compliance standard.

(1) Except as provided in §§300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§300.204 and 300.205:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) *Subsequent years*.

(1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of §300.203 in effect at that time, the level of expenditures required of the

LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014))
[80 FR 23666, Apr. 28, 2015]

Note: An LEA may apply the exceptions in §300.204 and the adjustment in §300.205 to meet both the eligibility and compliance standards. When determining the amount of funds that an LEA must budget to meet the eligibility standard, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment that the LEA: (i) took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and (ii) reasonably expects to take in the fiscal year for which the LEA is budgeting. (From OSEP Memo 15-10, Issuance of Guidance on the Final Local Educational Agency (LEA) Maintenance of Effort (MOE) Regulations under Part B of the Individuals with Disabilities Education Act (IDEA), July 27, 2015.)

34 CFR §300.204 Exception to maintenance of effort.

Notwithstanding the restriction in §300.203(b), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child—

(1) Has left the jurisdiction of the agency;
(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(2)(B))

[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years.

(a) *Amounts in excess*. Notwithstanding §300.202(a)(2) and (b) and §300.203(b), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(b) by not more than 50 percent of the amount of that excess.

(b) *Use of amounts to carry out activities under ESEA*. If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) *State prohibition.* Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) *Special rule*. The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(2)(C))

[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.206 Schoolwide programs under title I of the ESEA.

(a) *General*. Notwithstanding the provisions of §§300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed—

(1) (i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by

(ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

(iii) (2) The number of children with disabilities participating in the schoolwide program.

(b) *Funding conditions*. The funds described in paragraph (a) of this section are subject to the following conditions:
(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202(a)(2) and (a)(3).
(2) The funds may be used without regard to the requirements of §300.202(a)(1).

(c) *Meeting other Part B requirements.* Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools—
(1) Receive services in accordance with a properly developed IEP; and
(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(2)(D))

34 CFR §300.207 Personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(3)) [71 FR 46753, Aug. 14, 2006, as amended at 82 FR 29761, June 30, 2017]

34 CFR §300.208 Permissive use of funds.

(a) *Uses*. Notwithstanding §§300.202, 300.203(b), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:
(1) *Services and aids that also benefit nondisabled children*. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.
(2) *Early intervening services*. To develop and implement coordinated, early intervening educational services in accordance with §300.226.
(3) *High cost special education and related services.* To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) *Administrative case management*. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(4)) [71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.209 Treatment of charter schools and their students.

(a) *Rights of children with disabilities.* Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) *Charter schools that are public schools of the LEA*.

(1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must—

(i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

(ii) Provide funds under Part B of the Act to those charter schools—

(A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under §300.705 and includes other public schools—

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section.

(c) *Public charter schools that are LEAs.* If the public charter school is an LEA, consistent with §300.28, that receives funding under §300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.

(d) Public charter schools that are not an LEA or a school that is part of an LEA.

(1) If the public charter school is not an LEA receiving funding under §300.705, or a school that is part of an LEA receiving funding under §300.705, the SEA is responsible for ensuring that the requirements of this part are met.

(2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with §300.149.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(5))

34 CFR §300.210 Purchase of instructional materials.

(a) *General*. Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.

(b) Rights of LEA.

(1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(6)
Note: Kansas has defined 'timely manner' as; the responsible public agency has taken all reasonable steps to ensure that needed instructional materials, including instructional materials that cannot be produced from NIMAS files, are provided in accessible formats to blind or other children with print disabilities at the same time as nondisabled children receive instructional materials. The definition for timely manner applies to all children with disabilities that need instructional materials provided in an accessible format regardless of the eligibility requirements of NIMAS.

34 CFR §300.211 Information for SEA.

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(7))

34 CFR §300.212 Public information.

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(8))

34 CFR §300.213 Records regarding migratory children with disabilities.

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(9))

Section III. National Instructional Materials Accessibility Center (NIMAC) Opt-in/Opt-Out Assurance

A Local Education Area (LEA) has a choice to coordinate with the National Instructional Materials Access Center (NIMAC) or to implement the standard without coordinating with the National Instructional Materials Access Center (NIMAC). 34 CFR §300.210

Please select the appropriate box to indicate the LEAs choice to opt-in or out of the NIMAC to implement the NIMAS Standard:

OPT-IN The LEA coordinates with the National Instructional Materials Access Center and, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, enters into a written contract with the publisher of the print instructional materials to:

(a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Center (NIMAC), electronic files containing the contents of the print instructional materials using the NIMAS standard

Or

(b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

OPT-OUT The LEA has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

CERTIFICATION

HEREBY CERTIFY that the applicant has read and understands the General and IDEA grant assurances and will comply with such assurances.

Name of Local Board Official:

Board Approved Date:

SERVICE CONTRACT

THIS SERVICE CONTRACT ("Contract") is made and entered into on the _____ day of May 2026, by and between the BOARD OF EDUCATION, UNIFIED SCHOOL DISTRICT NO. 457, FINNEY COUNTY, STATE OF KANSAS ("USD 457") and REMEDIATION CONTRACTORS, INC. ("Contractor").

R E C I T A L S

WHEREAS, USD 457 owns real property located at Jennie Barker Elementary School 5585 N. Jennie Barker Road, Garden City, Kansas (“JBES”) and Plymell Elementary School 20 W. Plymell Road, Garden City, Kansas (“PES”); and

WHEREAS, USD 457 previously approved carpet replacement at JBES and PES; and

WHEREAS, JBES and PES have areas that contain asbestos and USD 457 desires to contract with Contractor to remove the asbestos in order to complete a previously approved carpet project; and

WHEREAS, Contractor desires to provide the services necessary to remove the asbestos from JBES and PES.

NOW THEREFORE, in consideration of the foregoing recitals and in consideration of the mutual promises, covenants, and payment hereinafter set out, the parties agree as follows:

1. **SCOPE OF WORK**. The Contractor agrees to perform asbestos removal services at JBES and PES. The services include:

a. JBES:
   I. Removal and disposal of approximately 9,455 square feet of carpet, asbestos-containing floor tile and floor tile adhesive located throughout the building;
   II. Compliance with all relevant federal, state, and local regulations.

b. PES:
   I. Removal and disposal of approximately 10,720 square feet of carpet, asbestos-containing floor tile and floor adhesive located throughout the building; and
   II. Compliance with all relevant federal, state, and local regulations.

2. **TERM.** The Contract shall commence on _____ and shall continue until the completion of the services, estimated to be _____**,** unless terminated earlier in accordance with this Contract.

3. **COMPENSATION.** The Client agrees to pay the Contractor a total fee of Seventy-Seven Thousand Seven Hundred Eighty Dollars ($77,780.00) for the services rendered for both locations.

- JBES: Thirty-six Thousand Eight Hundred Fifty Dollars ($36,850.00).
- PES: Forty Thousand Nine Hundred Thirty Dollars ($40,930.00)

4. **OBLIGATIONS OF THE CONTRACTOR.**

a. Obtain all required permits, licenses approvals, and authorizations necessary to perform the services under this Contract in compliance with all applicable federal, state and local laws and regulations.

b. Ensure all work performed pursuant to this Contract is completed by qualified personnel.

c. Throughout this Contract, Contractor must maintain all insurance coverage as required by law.

5. **OBLIGATIONS OF THE CLIENT.**

a. Provide the Contractor with reasonable access to the premises as necessary to perform services.

b. Make available, at no cost to the Contractor, the use of existing water and electrical utilities required for the completion of the work.

c. Remove or secure all moveable items within the work area prior to Contractor's arrival.

d. Ensure that all required preparations and conditions are in place to allow the Contractor to perform the work.

6. **TERMINATION.** This Contract shall continue from the Effective Date and shall not be terminated by either party, except in the case of termination due to:

a. Default pursuant to Paragraph 7, Default herein; and

b. Mutual termination by written instrument signed by both Parties. Upon any termination of this Contract pursuant to this paragraph, neither party shall have any further responsibility under this Contract. Notwithstanding any of the foregoing provisions of this paragraph, the termination of this Contract shall not in any way terminate any provisions that, by their sense and context, are intended to survive the expiration or termination of this Contract and any such provisions shall survive any such termination, including, but not limited to, any provision referenced by subsection (n) of Paragraph 9, General Covenants, herein, unless any such provision is expressly stated in the written instrument signed by both Parties terminating this Agreement.

7. **DEFAULT.** Failure by a party to perform or otherwise act in accordance with any term or provision of this Contract for a period of thirty (30) days after written notice thereof from the non-defaulting party shall constitute a default under this Contract. Any such notice shall specify the nature of the alleged default and the manner in which said default may be satisfactorily cured, if possible. In the event such default is not cured within the thirty (30) days, the non-defaulting party shall have all rights and remedies that may be available under law or equity including, without limitation, the right to institute an action for damages, to terminate this Agreement pursuant to Paragraph 6, Termination, herein, or both. The grounds for default referenced in this Paragraph shall include,

but not be limited to, failure of USD 457 to pay the Compensation in full, pursuant to Paragraph 3, Compensation, herein, or failure of Remediation Contractors, INC. to complete services outlined in Paragraph 5, Obligations of the Contractor.

7. **INDEMNIFICATION.** The Contractor agrees to indemnify and hold harmless USD 457 from any claims, damages, or liabilities arising from the Contractor's performance of the services.

8. **ENTIRE AGREEMENT.** This Contract constitutes the entire agreement between the parties and supersedes all prior agreements or understandings.

9. **GENERAL COVENANTS.**

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

If to Garden City USD 457: Josh Guymon
1205 Fleming Street
Garden City, KS 67846

If to Remediation Contractors, Inc.: Tyler Conway
1514 S. Mosley
Wichita, KS 67211
(816) 321-2222

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

b. This document incorporates all the obligations, agreements, and understandings of the parties hereto, and there are no oral agreements or understandings between the parties hereto concerning the purpose covered by this Contract.

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

d. This Contract shall be binding upon and inure to the benefit of the parties hereto, their personal representatives and permitted assigns, subject to approval of the governing body of all parties.

e. This Contract shall be construed in accordance with the laws of the State of Kansas.

f. Pursuant to K.S.A. 71-201c and K.S.A. 72-8201c, the mandatory contract provisions prescribed by the State of Kansas, Department of Administration form DA-146a, as amended, are incorporated herein and made a part of this Contract

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the date first above written.

UNIFIED SCHOOL DISTRICT NO 457
BOARD OF EDUCATION

By_____

ATTEST:

_____

REMEDIATION CONTRACTORS, INC.

By_____

ATTEST:

_____

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EQUIPMENT PURCHASE AND INSTALLMENT AGREEMENT

THIS EQUIPMENT PURCHASE AND INSTALLMENT AGREEMENT ("Agreement") is made and entered into in _____ day of May, 2026, by and between the BOARD OF EDUCATION, UNIFIED SCHOOL DISTRICT NO. 457, GARDEN CITY, FINNEY COUNTY, STATE OF KANSAS ("Buyer"), and NEXT GENERATION RECREATION ("Seller"), a ~~Kansas~~ Missouri limited liability corporation, together collectively referred to as the "Parties".

RECITALS

WHEREAS, USD 457 ("Buyer") desires to purchase playground equipment and related installation services subject to the terms and conditions of this Agreement; and

WHEREAS, Next Generation Recreation ("Seller") is in the business of selling and installing playground equipment and Seller shall provide both equipment and installation services to Buyer.

NOW, THEREFORE, in consideration of the foregoing recitals and in consideration of the mutual promises, covenants, and payment hereinafter set out, the Parties agree as follows:

1. **Effective Date.** The effective date of this Agreement shall be the date it is signed by the last of the Parties ("Effective Date").

2. **EQUIPMENT.** Next Generation Recreation ("Seller") agrees to sell to USD 457 ("Buyer") the playground equipment described in Exhibit A attached hereto.

3. **INSTALLATION SERVICES.** Seller shall furnish all labor, supervision, materials, tools, and equipment necessary to properly install the playground equipment as described in Exhibit A.

4. **PURCHASE PRICE.** Buyer shall pay a sum of One Hundred Sixty-four Thousand Five Hundred Eighteen and 53/100 Dollars ($164,518.53) to Seller. A fifty percent deposit of Eighty-two Thousand Two Hundred Fifty-nine and 27/100 Dollars ($82,259.27) is required prior to order placement. The remaining material balance will be invoiced with NET 30 terms from the date of shipment. Labor costs will be invoiced with NET 30 terms upon completion of work. will be invoiced with NET 30 terms upon completion of work.

5. **TRANSFER OF EQUIPMENT.** Upon Buyer's payment pursuant to Paragraph 4, Purchase Price, herein, Seller shall transfer possession of the playground equipment to the Installation Location specified in the term sheet within **thirty (30) days**. Such transfer shall convey to Buyer all ownership, rights, title, and interest in the playground equipment, subject to the terms and conditions of this Agreement.

6. **TERMINATION.** This Agreement shall continue from the Effective Date and shall not be terminated by either party, except in the case of termination due to:

a. default pursuant to Paragraph 7, Default, herein;

c. mutual termination by written instrument signed by both Parties. Upon any termination of this Agreement pursuant to this paragraph, neither party shall have any further responsibility under this Agreement. Notwithstanding any of the foregoing provisions of this paragraph, the termination of this Agreement shall not in any way terminate any provisions that, by their sense and context, are intended to survive the expiration or termination of this Agreement and any such provisions shall survive any such termination, including, but not limited to, any provision referenced by subsection (n) of Paragraph 27, General Covenants, herein, unless any such provision is expressly stated in the written

instrument signed by both Parties terminating this Agreement.

7. **DEFAULT.** Failure by a Party to perform or otherwise act in accordance with any term or provision of this Agreement for a period of sixty (60) days after written notice thereof from the non-defaulting party shall constitute a default under this Agreement. Any such notice shall specify the nature of the alleged default and the manner in which said default may be satisfactorily cured, if possible. In the event such default is not cured within the sixty (60) days, the non-defaulting party shall have all rights and remedies that may be available under law or equity including, without limitation, the right to institute an action for damages, to terminate this Agreement pursuant to Paragraph 3, Termination, herein, or both. The grounds for default referenced in this Paragraph shall include, but not be limited to, failure of Garden City USD 457 to pay the Purchase Price in full, pursuant to Paragraph 2, Purchase Price, herein, or failure of Next Generation Recreation to transfer possession and complete installation of the Equipment upon such payment, pursuant to Paragraph 5, Transfer of Equipment, and Paragraph 3, Installation Services, herein.

8. **COMPREHENSIVE WARRANTIES (EQUIPMENT, INSTALLATION, AND COMPLIANCE).** Seller warrants that:

a. All equipment is new, free from defects in materials and workmanship, and conforms in all respects to Exhibit A;

b. All installation services will be performed in a good, workmanlike, and professional manner in accordance with industry standards; and

c. The equipment and installation will comply with all applicable federal, state, and local laws, regulations, and safety standards in effect at the time of delivery and installation.

Warranty Period: Not less than year (1) from Substantial Completion for installation workmanship, and the manufacturer's longest available warranty for each equipment component, but in no event less than five (5) years for structural components and one (1) year for moving parts and finishes.

Remedies: At Buyer's option, Seller shall promptly repair or replace nonconforming or defective equipment or re-perform defective services at no cost, including removal, reinstallation, freight, mobilization, and demobilization. If Seller fails to cure within 30 days after written notice, Buyer may correct the defect or procure replacements and back-charge Seller, or obtain a price reduction or refund. These warranties are in addition to, and do not limit, any other rights or remedies available at law or in equity.

No Disclaimer: Seller shall not disclaim, limit, or negate the warranties in this Agreement through any invoice, quote, shrink-wrap, click-wrap, or manufacturer documentation.

9. **PASS-THROUGH AND ASSIGNMENT OF MANUFACTURER WARRANTIES.** Seller shall deliver to Buyer all manufacturer warranties and documentation at or before Substantial Completion and shall assign them to Buyer. Seller shall assist Buyer in processing warranty claims during the warranty period.

10. **LATENT DEFECTS AND TOLLING.** Warranty periods shall be tolled during any period in which the equipment is unusable due to a warranty defect. Latent defects discovered after the warranty period that arose from Seller's breach of warranty or failure to comply with law remain Seller's responsibility.

11. **DELIVERY, TITLE, AND RISK OF LOSS.** Title free and clear; risk of loss on Seller until acceptance:

a. Title shall transfer to Buyer free and clear of all liens, claims, and encumbrances only upon delivery to the Installation Location and written acceptance by Buyer after inspection. Risk of loss and responsibility for protection, storage, and security remain with Seller until Buyer's written acceptance.

b. Seller shall not file and shall cause its vendors and subcontractors not to file, any lien against the equipment or the Installation Location. Seller shall promptly bond off or discharge any lien at its expense.

12. **SCHEDULE, SUBSTANTIAL COMPLETION, AND ACCEPTANCE.** Firm schedule and liquidated damages for delay:

a. Seller shall deliver and achieve Substantial Completion by dates mutually agreed in a written term sheet. Time is of the essence. If Seller fails to achieve Substantial Completion by the agreed date, Seller shall pay liquidated damages of $50.00 per calendar day until Substantial Completion, not as a penalty but as a reasonable estimate of Buyer's damages Seller shall deliver and achieve Substantial Completion no later than 120 days after the Effective Date.

b. Force majeure narrowly defined to exclude labor shortages of Seller or its suppliers, price increases, or foreseeable supply chain issues.

13. **INSPECTION AND ACCEPTANCE; PUNCHLIST.** Buyer shall have a reasonable period after delivery and installation to inspect. Acceptance occurs only upon Buyer's written notice of acceptance. Buyer may issue a punch list; Seller shall complete punch list items within 30 days at no cost.

14. **PAYMENT PROTECTIONS.** Milestone-based payments and retainage:

a. Replace or supplement the current deposit structure with milestones tied to delivery and acceptance, and retainage of ten percent (10%) on all payments until final completion and delivery of lien waivers.

b. As conditions precedent to any payment, Seller shall provide:

1. Conditional/unconditional lien waivers from itself and all tiers;

2. Evidence of insurance in required amounts naming Buyer as additional insured; and

3. Sworn statements of all amounts due to subcontractors and suppliers.

15. **SETOFF AND WITHHOLDING.** Buyer may withhold and set off from any amount due any sums reasonably necessary to protect Buyer from defective or nonconforming work, third-party claims, or Seller's failure to make payments to its subcontractors or suppliers.

16. **CHANGES AND PRICING PROTECTIONS.** Change order control and no price escalation:

a. No change in scope, price, or schedule is effective unless authorized in a prior written change order signed by Buyer.

b. Pricing is firm, fixed, and inclusive of all taxes (except those from which Buyer is exempt), freight, fuel surcharges, and escalation. No surcharges or price increases are permitted.

17. **COMPLIANCE, SAFETY, AND STANDARDS.** Standards and approvals:

a. Equipment and installation shall meet or exceed all applicable playground safety standards and codes in effect at the time of installation.

b. Seller shall obtain and pay for all permits, inspections, and approvals required for installation and operation.

Background checks and site rules:

a. All Seller personnel on site shall comply with Buyer's safety, security, and conduct requirements, including background checks if required by law or Buyer policy. Buyer may remove any Seller personnel for cause.

18. **INSURANCE AND INDEMNITY.**

Insurance requirements: Before starting work and through final completion, Seller shall maintain, at its expense:

a. Commercial General Liability with limits not less than $1,000,000 per occurrence and $2,000,000 aggregate, naming Buyer as additional insured on primary and noncontributory basis with waiver of subrogation;

Indemnification: To the fullest extent permitted by law, Seller shall defend, indemnify, and hold harmless Buyer, its board, officers, employees, and agents from and against all claims, damages, losses, liabilities, fines, penalties, costs, and expenses (including reasonable attorneys' fees) arising out of or relating to:

a. Bodily injury, death, or property damage caused by the acts or omissions of Seller or its subcontractors;

b. Defects in the equipment or installation;

c. Failure to comply with law; or

d. Liens or claims by Seller's subcontractors or suppliers. This obligation shall not be limited by insurance coverage or the amount of any payment.

20. **DEFAULT AND REMEDIES CLARIFICATIONS.**

Cure periods and immediate remedies:

a. In addition to existing default rights, Buyer may, upon written notice and without waiting for the full cure period, take reasonable steps to protect the work and public safety, including suspending work, securing the site, or correcting critical defects at Seller's expense.

Termination for convenience and for cause:

a. Buyer may terminate for convenience, in whole or in part, upon ten (10) days' written notice. Upon such termination, Buyer shall pay for conforming goods delivered and accepted and for satisfactorily performed services to the termination date, less prior payments, but shall not be liable for lost profits on unperformed work or consequential damages.

b. Buyer may terminate for cause for uncured default after notice and may pursue all remedies, including cover and recovery of excess reprocurement costs.

23. **ENVIRONMENTAL AND SITE CONDITIONS.**

Site restoration and cleanup:

a. Seller shall keep the site clean and safe and, upon completion, remove all debris and restore the site to its prior condition or better, at no additional cost.

24. **DISPUTE RESOLUTION AND VENUE.**

Venue and non-jury trial waiver not required:

a. Any legal action shall be brought in the state courts located in Finney County, Kansas, and governed by Kansas law. Nothing herein waives Buyer's governmental immunities or defenses.

25. **SURVIVAL; ORDER OF PRECEDENCE.**

Survival of key obligations:

a. Warranties, indemnities, confidentiality, IP, insurance (as to occurrences during the policy period), and dispute resolution provisions survive expiration or termination. This clarifies and supplements provisions intended to survive. The parties acknowledge survival notwithstanding general termination language.

Order of precedence:

a. In the event of conflict, the following controls in descending order: (1) mandatory Kansas contract provisions incorporated herein; (2) this Agreement; (3) Buyer-approved change orders; (4) Exhibit A; and (5) Seller's proposals or other Seller documents.

26. **ADMINISTRATIVE TERMS.**

No assignment without consent:

a. Seller may not assign this Agreement or subcontract substantial portions of the work without Buyer's prior written consent. Seller remains fully responsible for all subcontractors.

Independent contractor; no agency:

a. Seller is an independent contractor and shall not bind Buyer.

Non-exclusion and cumulative remedies:

a. All rights and remedies are cumulative and in addition to those available at law or equity. No failure to enforce constitutes a waiver.

Correction of drafting references and clarifications:

a. Correct cross-references so "Purchase Price" is Paragraph 4 and "Transfer of Equipment" is Paragraph 5. Clarify that the Agreement does not automatically terminate upon payment and transfer; instead, it remains in effect until final completion, acceptance, and expiration of warranties.

b. Add Seller's full notice address and contact information to ensure proper notice.

27. **GENERAL COVENANTS.**

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

If to Garden City USD 457:	Brandon Anderson 4665 E US Hwy 50 Garden City, KS 67846
If to Next Generation Recreation:	Rodney Born 172 NE 72nd Street Gladstone, MO 64118 (816) 321-2222

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

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

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

d. This Agreement shall be binding upon and inure to the benefit of the parties hereto, their personal representatives and permitted assigns, subject to approval of the governing body of all parties.

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

f. Pursuant to K.S.A. 71-201c and K.S.A. 72-8201c, the mandatory contract provisions prescribed by the State of Kansas, Department of Administration form

DA-146a, as amended, are incorporated herein and made a part of this Agreement.

g. The parties shall obtain the approval of the Attorney General of the State of Kansas, if necessary, and file this Agreement pursuant to K.S.A. 12-2905.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement on the day and year first above written.

UNIFIED SCHOOL DISTRICT NO 457
BOARD OF EDUCATION

By_____

ATTEST:

_____

NEXT GENERATION RECREATION

By_____

Lana Wildman

ATTEST:

Memorandum

to: The USD457 Board of Education

thru: Josh Guymon, Superintendent

from: Dr. Virginia Duncan, Director of Secondary Curriculum & Instruction

subject: Course Requests from Curriculum Council

date: 4-24-26

ISSUE:

USD457 and Garden City High School continue to examine courses that are offered by the college to ensure we are aligned with course names and offerings for dual credit, as well as continue to align our CTE classes to the State level changes in CTE pathway course names and offerings. Based on state recommendations, USD457 is also working to expand introductory CTE courses and opportunities into Middle Schools.

***CTE Pathway One-Pagers

The Board of Education is asked to consider and approve the following course recommendations from Curriculum Council:

1. New Requests - Intermediate Centers
    - *Delete STEM Course as it is a duplicate of Science Curriculum*
        - Course Deletion Form
    - *Proposed New Intermediate Center Elective - Leader Lab*
        - Course Request
        - Syllabus
2. New Requests - High School
    - *New CTE GCCC Elective:* GCCC Advanced Programming
    - *New GCCC Elective to Earn Cert A (capstone course; this is for Cert A but it is not on Excel in CTE):* GCCC Mobile Robots and Vision Systems

ALTERNATIVES:

1. Approve the courses as presented
2. Do not approve the courses

RECOMMENDATION:

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

FISCAL NOTE:

No additional funding is needed to fund these courses

ATTACHMENTS:

Applications to Curriculum Council for approval linked above. CTE Pathway One-Pagers linked above for reference.

MEMORANDUM

TO: Board of Education
THRU: **Josh Guymon**
FROM: **Gina Galpin, Director of Special Education**
DATE: **05/05/2026**
RE: **Discipline Policy Addition**

ISSUE:

The Board of Education is asked to consider and approve an addition to our BOE Discipline Policy. The addition explains the process for removing students from the classroom for repeatedly disrupting the learning environment.

BACKGROUND:

The Garden City Education Association asked district leadership to consider an addition to our BOE Discipline Policy in the spring of 2025 during Negotiations. In April 2026, the Safe Learning Advisory Council (SLAC) was given the task of reviewing the addition. SLAC reviewed the addition and made revisions to recommend to the district leadership team. The document is included as an attachment for BOE consideration and approval.

RECOMMENDATION:

It is recommended that the BOE approve the addition to the BOE Discipline Policy.

FISCAL NOTE:

N/A

ATTACHMENTS:

Garden City Public Schools
Discipline Policy
Pre-K to 2nd grade

Level 2
Productive classroom environment: Behaviors that occur in the classroom and interfere with the learning of others.

- Academic Dishonesty
- Possession of Obscene Material
- Gambling
- Unproductive Behavior
- Disruptive Behavior
- Dangerous Behavior
- Use of Abusive, Offensive, Profane Language
- Possession and/or use of a distinguishable toy weapon
- Selling products/materials for personal gain

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Parent/Guardian/Caregiver contact
- Change student arrangement in classroom
- Time limits for assignments
- Provide positive replacement behaviors
- Model desired behavior(s)
- Conference with student
- Provide special materials/limit materials
- Plan for student-choice assignments/tasks
- Utilize paraprofessionals
- Provide quiet place for student to retreat

Further Interventions

- Conference with student(s), including developmentally appropriate behavior strategies
- Parent/Guardian/Caregiver Contact
- De-escalation/Safe Space
- Social Stories
- Create a Behavior Intervention Plan/Contract

Family/Community Supports

- Conference with counselor
- Parent/Guardian Conference
- In-class meeting
- Problem Solving Anchor Chart
- Individual Support Plan
- Referral to Mindful Students

Subsequent Incidents

School Intervention(s)

- Parent/Guardian/Caregiver contact
- Conference with students, including developmentally appropriate behavior strategies
- Refer to SAT for observation
- Revision of Behavior Intervention Plan/Contract

Garden City Public Schools
Discipline Policy
Pre-K to 2nd grade

Level 3

Orderly environment: Behaviors that occur that are not intended to cause physical or mental harm to another individual, but do negatively affect an orderly environment.

- Violation of Technology Acceptable Use Policy
- Forgery
- Stealing
- Extortion
- Vandalism
- Receiving Stolen Property
- Failure to Meet Conditions of Suspension, Expulsion, Or Other Disciplinary Interventions
- Insubordination
- Gang activity/Affiliation
- Possession/Distribution and/or Purchase of Non-Controlled Substances
- Unauthorized Entry - Restricted and/or Unsupervised
- Possession and/or Use of a Lighter or Matches
- Use of Abusive, Offensive, Profane Language Towards a Staff Member
- Use of language that is discriminatory in nature (slurs).

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Rearrange Classroom Seating Assignment
- Parent/Guardian/Caregiver Conference
- De-escalation Room/Safe Space
- Triage with Learner(s)/Mediation with Learner
- DCF Contact
- In-School Suspension
- Provide Social Stories
- Provide Education on Impact of Behavior Choices
- Referral to School Counselor
- Police Conference with Parent Approval
- Consider Restitution Practices

Further Interventions

- Referral to Student Assistance Team
- Structured Environments
- Conference with Teacher Support Team
- Create a Behavior Intervention Plan/Contract

Family Community Supports

- Discuss / Develop a School / Family Safety Plan
- Referral to Multidisciplinary Team
- Referral to Parent Support Program
- Referral to Community Counseling
- Provide School Resource Folder

Subsequent Incidents

School Intervention(s)

- De-escalation Room/Safe Space
- Behavior Contracts
- Referral to Counselor
- Referral to SAT
- Revision of Behavior Intervention Plan/Contract
- Develop a Safety Plan
- Police Conference with Parent Notification
- Contact DCF
- In-School Suspension
- Short-Term Out of School Suspension
- Expulsion Hearing After Conference With District Leadership

Garden City Public Schools
Discipline Policy
Pre-K to 2nd grade

Level 4
Safe environment: Behaviors that are intended to cause another individual physical or mental harm and/or are illegal.

- Possession of Identifiable Drug Paraphernalia
- Possession and/or Use of Drugs
- Possession and/or Consumption of Alcohol
- Assault of School Personnel
- Assault of Another Learner
- Possession and/or Use of a Facsimile Weapon/Ammunition
- False/Fire Alarms
- Sexual Harassment
- Sexual Misconduct
- Bullying – Physical, Verbal or Cyber
- Threatening Another Learner
- Threatening of School Personnel
- Fighting
- Possession and/or Use of Toxic Substances, including but not limited to all tobacco/vaping products

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Rearrange Classroom Seating Assignment
- Parent/Guardian/Caregiver Conference
- De-escalation Room/Safe Space
- DCF Contact (if warranted)
- In-School Suspension
- Provide Social Stories
- Provide Education on Impact of Behavior Choices
- Referral to School Counselor
- Police Conference with Parent Approval
- Consider Restitution Practices

Further Interventions

- Referral to Student Assistance Team
- Structured Environments
- Conference with Teacher Support Team
- Create a Behavior Intervention Plan/Contract

Family/Community Supports

- Discuss / Develop a School / Family Safety Plan
- Referral to Multidisciplinary Team
- Referral to Parent Support Program
- Referral to Community Counseling
- Provide Community Resource Folder

Subsequent Incidents

School Intervention(s)

- De-escalation Room/Safe Space
- Referral to Counselor
- Referral to SAT
- Revision of Behavior Intervention Plan/Contract
- Update Safety Plan
- Police Conference with Parent Notification
- Contact DCF
- In-School Suspension
- Short-Term Out of School Suspension
- Expulsion Hearing

z

Garden City Public Schools
Discipline Policy

Pre-K to 2nd grade

Level 5

Safe environment (severe): Behaviors with legal implications and/or have a significant negative impact on individuals or school.

- Possession of Drugs with Intent to sell or distribute
- Possession and/or use of a weapon other than a firearm
- Possession and/or use of a firearm
- Causing serious physical injury
- Possession of Explosives/Ammunition with the intent to use or sell
- Arson

This is not an all-inclusive list of behaviors.

First/Subsequent incidents

School Intervention(s)

- Parent/Guardian/Caregiver conference
- De-escalation room/safe space
- Referral to Counselor
- Referral to SAT
- Create a Behavior Intervention Plan/Contract
- Development of a safety plan
- Threat assessment
- In-School Suspension
- Short-Term Out of School Suspension
- Expulsion Hearing
- Contact appropriate agencies (law enforcement/DCF)

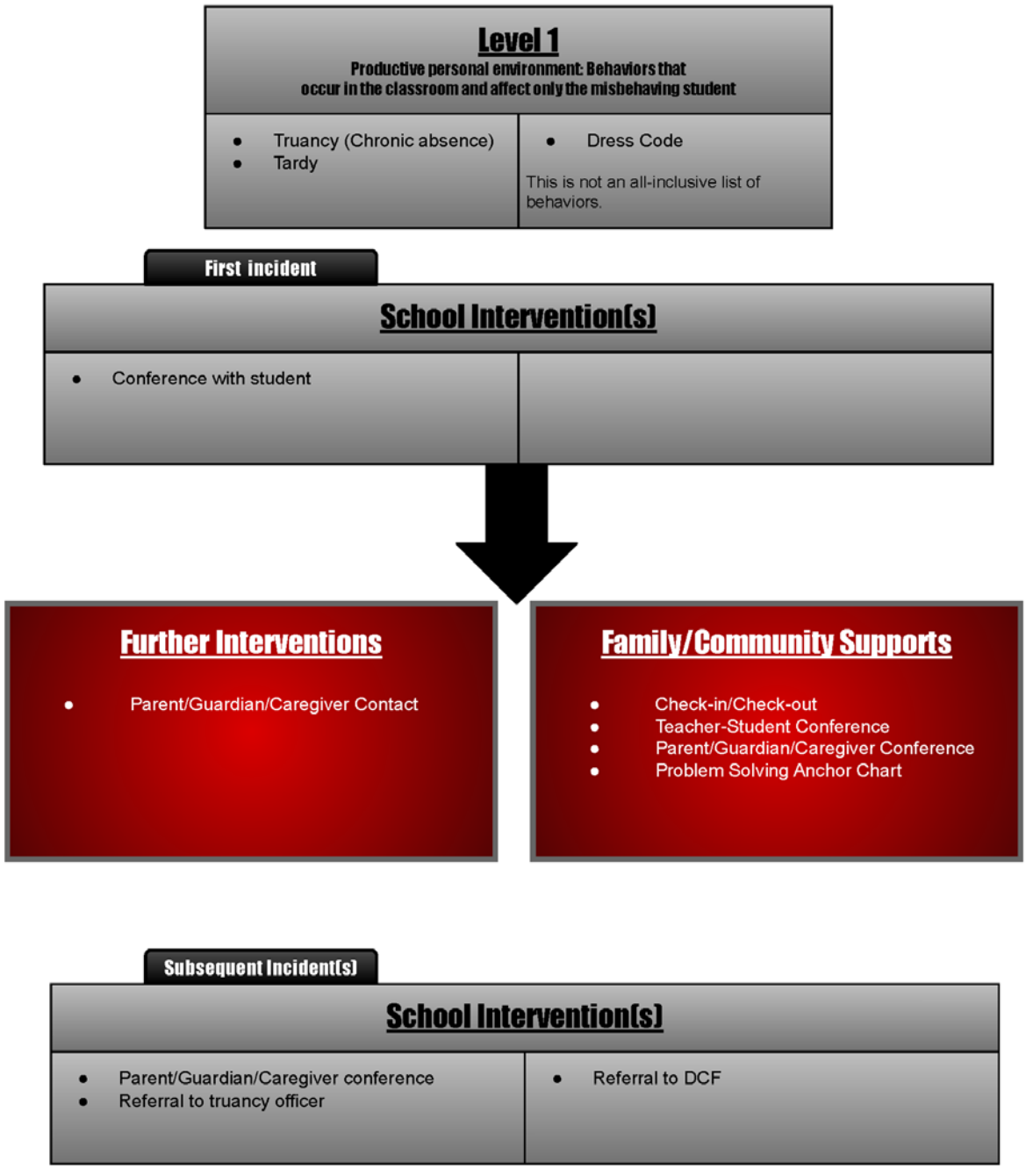
Further Interventions

- Referral to Multidisciplinary Team
- Check-in/Check-out

Family/Community Supports

- Referral to Drug Alcohol Program (DAP)
- Referral to Parent Support Program
- Referral to Community Counseling
- Provide Community Resource Folder

Garden City Public Schools
Discipline Policy
Pre-K to 2nd grade



It is the primary responsibility of the certified employee to cultivate and maintain a safe, predictable, and productive learning environment for all students. This is achieved through the proactive implementation of Tier 1 universal supports, including the clear teaching of behavioral expectations and the establishment of positive classroom routines.

When student behavior significantly disrupts instruction or poses a threat to the safety and well-being of others (Level 4 and 5 behaviors), Certified Employees will take appropriate steps to protect the learning environment.

1. Immediate Stabilization of the Learning Environment
When reasonable efforts by the Certified Employee to de-escalate the behavior are not successful, the student may be temporarily removed from the classroom. School staff will ensure the student is safely escorted to the office.

2. Timely Documentation
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3. Incident Debrief

Following the incident, the Certified Employee and the principal (or designee) will coordinate an incident debrief to review necessary interventions, positive behavior supports and/or classroom strategies to support safe and productive participation in the classroom environment.

4. Ongoing Support for Recurrent Disruptions

When significant disruptions to the learning environment occur repeatedly despite the certified employee's documented use of behavior interventions, the employee and principal may recommend the student for the next level of tiered support. This recommendation initiates a data-driven analysis by the team to determine the next steps in an individualized support plan.

Garden City Public Schools
Discipline Policy
3rd-6th grade

Level 2
Productive classroom environment: Behaviors that occur in the classroom and interfere with the learning of others.

- Academic Dishonesty
- Possession of Obscene Material
- Gambling
- Unproductive Behavior
- Disruptive Behavior
- Dangerous Behavior
- Use of Offensive, Profane Language
- Possession and/or use of a distinguishable toy weapon
- Selling products/materials for personal gain

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Parent/Guardian/Caregiver contact
- Change student arrangement in classroom
- Time limits for assignments
- Provide positive replacement behaviors
- Model desired behavior(s)
- Conference with student
- Provide special materials/limit materials
- Plan for student-choice assignments/tasks
- Utilize paraprofessionals
- Provide quiet place for student to retreat
- Conflict Resolution

Further Interventions

- Conference with student(s), including developmentally appropriate behavior strategies
- Parent/Guardian/Caregiver Contact
- De-escalation/Safe Space
- Social Stories
- Create a Behavior Intervention Plan/Contract

Family/Community Supports

- Conference with school counselor
- Parent/Guardian/Caregiver Conference
- Problem Solving Anchor Chart
- Individual Support Plan
- Referral to Community Counseling

Subsequent Incidents

School Intervention(s)

- Parent/Guardian/Caregiver contact
- Conference with students, including developmentally appropriate behavior strategies
- Refer to District Behavior Specialist
- Refer to SAT for observation
- Revision of Behavior Intervention Plan/Contract
- In-School Suspension

Garden City Public Schools
Discipline Policy
3rd-6th grade

Level 3
Orderly environment: Behaviors that occur that are not intended to cause physical or mental harm to another individual, but do negatively affect an orderly environment.

- Violation of Technology Acceptable Use Policy
- Forgery
- Receiving Stolen Property
- Failure to Meet Conditions of Suspension, Expulsion, Or Other Disciplinary Interventions
- Possession/Distribution and/or Purchase of Non-Controlled Substances
- Unauthorized Entry - Restricted and/or Unsupervised
- Gang activity/Affiliation
- Possession and/or Use of a Lighter or Matches
- Insubordination
- Indirect use of Abusive or Offensive Language
- Indirect use of language that is discriminatory in nature (slurs).

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Rearrange Classroom Seating Assignment
- Parent / Guardian / Caregiver Conference
- De-escalation Room/Safe Space
- Triage with Learner(s)/Mediation with Learner
- DCF Contact
- In-School Suspension
- Short Term Out of School Suspension
- Conflict Resolution
- Provide Education on Impact of Behavior Choices
- Referral to School Counselor
- Police Conference with Parent Approval
- Consider Restitution Practices
- Referral to Anti-Vaping/Tobacco Class

Further Interventions

- Referral to Student Assistance Team
- Structured Environments
- Conference with Teacher Support Team
- Create a Behavior Intervention Plan/Contract

Family Community Supports

- Discuss / Develop a School / Family Safety Plan
- Referral to Multidisciplinary Team
- Referral to Parent Support Program
- Provide Community Resource Folder
- Referral to Community Counseling

Subsequent Incidents

School Intervention(s)

- De-escalation Room/Safe Space
- Triage with Learner(s) / Mediation with Learner
- Behavior Contracts
- Referral to Counselor
- Referral to Student Assistant Team
- Revision of Behavior Intervention Plan/Contract
- Develop a Safety Plan
- Police Conference with Parent Notification
- Contact Department of Children and Families
- In-School Suspension
- Short-Term Out of School Suspension
- Expulsion Hearing

Garden City Public Schools
Discipline Policy

3rd-6th grade

Level 4

Safe environment: Behaviors that are intended to cause another individual physical or mental harm and/or are illegal.

- Possession of Identifiable Drug Paraphernalia
- Possession and/or Use of Drugs
- Possession and/or Consumption of Alcohol
- Stealing
- Extortion
- Vandalism
- Assault of School Personnel
- Assault of Another Learner
- Possession and/or Use of a Facsimile Weapon/Ammunition
- Commision of a Felony and/or Misdemeanor
- False/Fire Alarms
- Sexual Harassment
- Sexual Misconduct
- Bullying – Physical, Verbal or Cyber
- Threatening Another Learner
- Threatening of School Personnel
- Fighting
- Possession and/or Use of Toxic Substances, including but not limited to all tobacco/vaping products

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Rearrange Classroom Seating Assignment
- Parent/Guardian/Caregiver Conference
- De-escalation Room/Safe Space
- DCF Contact (if warranted)
- In-School Suspension
- Short Term Out of School Suspension
- Provide Social Stories
- Provide Education on Impact of Behavior Choices
- Referral to School Counselor
- Police Conference with Parent Approval
- Consider Restitution Practices
- Referral to Substance Use Intervention Program

Further Interventions

- Referral to Student Assistance Team
- Structured Environments
- Conference with Teacher Support Team
- Create a Behavior Intervention Plan/Contract
- Referral to Finny County Department of Corrections Youth Program

Family/Community Supports

- Discuss / Develop a School / Family Safety Plan
- Referral to Multidisciplinary Team
- Referral to Parent Support Program
- Referral to Community Counseling
- Provide Community Resource Folder

Subsequent Incidents

School Intervention(s)

- De-escalation Room/Safe Space
- Referral to Counselor
- Referral to SAT
- Revision of Behavior Intervention Plan/Contract
- Update Safety Plan
- Police Conference with Parent Notification
- Contact DCF
- In-School Suspension
- Short-Term Out of School Suspension
- Expulsion Hearing

Garden City Public Schools
Discipline Policy
3rd-6th grade

Level 5
Safe environment (severe): Behaviors with legal implications and/or have a significant negative impact on individuals or school.

- Possession of Drugs with Intent to sell or distribute
- Possession and/or use of a weapon other than a firearm
- Possession and/or use of a firearm
- Causing serious physical injury
- Possession of Explosives/Ammunition with the intent to use or sell
- Arson

This is not an all-inclusive list of behaviors.

First/Subsequent incidents

School Intervention(s)

- Parent/Guardian/Caregiver conference
- De-escalation room/safe space
- Referral to Counselor
- Referral to SAT
- Create a Behavior Intervention Plan/Contract
- Development of a safety plan
- Threat assessment
- Short-Term Out of School Suspension
- Expulsion Hearing
- Contact appropriate agencies (law enforcement/DCF)

Further Interventions

- Referral to Multidisciplinary Team
- Check-in/Check-out
- Referral to Finny County Department of Corrections Youth Program

Family/Community Supports

- Referral to Drug Alcohol Program (DAP)
- Referral to Parent Support Program
- Referral to Community Counseling
- Provide Community Resource Folder

Garden City Public Schools
Discipline Policy
3rd-6th grade

Level 1
Productive personal environment: Behaviors that occur in the classroom and affect only the misbehaving student

- Truancy (Chronic absence)
- Tardy
- Unprepared
- Dress Code

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Conference with student
- Office intervention, as necessary to correct dress code violation

Further Interventions

- Parent/Guardian/Caregiver Contact

Family/Community Supports

- Check-in/Check-out
- Teacher-Learner Conference
- Parent/Guardian/Caregiver Conference
- Problem Solving Anchor Chart

Subsequent Incident(s)

School Intervention(s)

- Parent/Guardian/Caregiver conference
- Conference with counselor
- Isolation until parent brings appropriate clothes
- Referral to truancy officer
- Referral to DCF

It is the primary responsibility of the certified employee to cultivate and maintain a safe, predictable, and productive learning environment for all students. This is achieved through the proactive implementation of Tier 1 universal supports, including the clear teaching of behavioral expectations and the establishment of positive classroom routines.

When student behavior significantly disrupts instruction or poses a threat to the safety and well-being of others (Level 4 and 5 behaviors), Certified Employees will take appropriate steps to protect the learning environment.

1. Immediate Stabilization of the Learning Environment
When reasonable efforts by the Certified Employee to de-escalate the behavior are not successful, the student may be temporarily removed from the classroom. School staff will ensure the student is safely escorted to the office.

2. Timely Documentation
Certified Employees will notify the office of the behavior and document the incident in writing as soon as possible, no later than the end of the day.

3. Incident Debrief

Following the incident, the Certified Employee and the principal (or designee) will coordinate an incident debrief to review necessary interventions, positive behavior supports and/or classroom strategies to support safe and productive participation in the classroom environment.

4. Ongoing Support for Recurrent Disruptions

When significant disruptions to the learning environment occur repeatedly despite the certified employee's documented use of behavior interventions, the employee and principal may recommend the student for the next level of tiered support. This recommendation initiates a data-driven analysis by the team to determine the next steps in an individualized support plan.

Garden City Public Schools
Discipline Policy
7th-12th Grades

Level 1
Productive personal environment: Behaviors that occur in the classroom and affect only the misbehaving student

- Truancy (Chronic absence)
- Tardy
- Unprepared
- Dress Code

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Conference with student
- Office intervention, as necessary to correct dress code violation
- Parent/guardian contact
- Classroom consequences as determined by teacher

Further Interventions

- Parent/Guardian/Caregiver Contact
- Check-in/Check-out

Family/Community Supports

- Teacher-Learner Conference
- Parent/Guardian/Caregiver Conference

Subsequent Incident(s)

School Intervention(s)

- Parent/Guardian/Caregiver conference
- Detention
- Office intervention, as necessary
- In-School Suspension
- Referral to DCF
- Referral to support staff (counselor, truancy officer, etc)

Garden City Public Schools
Discipline Policy
7th-12th Grades

Level 2
Productive classroom environment: Behaviors that occur in the classroom and interfere with the learning of others.

- Academic Dishonesty
- Possession of Obscene Material
- Gambling
- Misuse of personal or school technological device
- Unproductive Behavior
- Disruptive Behavior
- Dangerous Behavior
- Use of Offensive, Profane Language
- Possession and/or use of a distinguishable toy weapon
- Selling products/materials for personal gain

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Parent/Guardian/Caregiver contact
- Change student arrangement in classroom
- Time limits for assignments
- Provide positive replacement behaviors
- Model desired behavior(s)
- Conference with student
- Provide special materials/limit materials
- Plan for student-choice assignments/tasks
- Utilize paraprofessionals
- Provide quiet place for student to retreat
- In-School Suspension
- Detention

Further Interventions

- Conference with student(s)
- Parent/Guardian/Caregiver Contact
- De-escalation/Safe Space
- Create a Behavior Intervention Plan/Contract
- Conference with school counselor
- Conflict resolution plan

Family/Community Supports

- Parent/Guardian/Caregiver Conference
- Individual Support Plan
- Provide Community Resource Folder
- Referral to Community Counseling
- Referral to Parent Support Program

Subsequent Incidents

School Intervention(s)

- Parent/Guardian/Caregiver contact
- Conference with student(s)
- Referral to SAT
- Create/Revise Behavior Intervention Plan or Contract
- Refer to Behavior Specialist
- Detention
- In-School Suspension
- Out-of-School Suspension

Garden City Public Schools
Discipline Policy
7th - 12th Grades

Level 3

Orderly environment: Behaviors that occur that are not intended to cause physical or mental harm to another individual, but do negatively affect an orderly environment.

- Violation of Technology Acceptable Use Policy
- Forgery
- Receiving Stolen Property
- Failure to Meet Conditions of Suspension, Expulsion, Or Other Disciplinary Interventions
- Insubordination
- Gang activity/affiliation
- Possession/Distribution and/or Purchase of Non-Controlled Substances
- Unauthorized Entry - Restricted and/or Unsupervised
- Possession and/or Use of a Lighter or Matches
- Indirect use of Abusive or Offensive Language
- Indirect use of language that is discriminatory in nature (slurs).

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Rearrange Classroom Seating Assignment
- Parent / Guardian / Caregiver Conference
- De-escalation Room/Safe Space
- DCF Contact
- Conference with Student
- Conflict Resolution Plan
- Referral to School Counselor
- In-School Suspension
- Short-Term Out of School Suspension
- Provide Education on Impact of Behavior Choices
- Police Conference with Parent Approval
- Consider Restitution Practices
- Referral to Anti-Vaping/Tobacco Class

Further Interventions

- Referral to Student Assistance Team
- Structured Environments
- Conference with Teacher Support Team
- Create a Behavior Intervention Plan/Contract

Family Community Supports

- Discuss / Develop a School / Family Safety Plan
- Referral to Multidisciplinary Team
- Referral to Community Counseling
- Referral to Parent Support Program
- Provide Community Resource Folder

Subsequent Incidents

School Intervention(s)

- De-escalation Room/Safe Space
- Behavior Contracts
- Referral to Counselor
- Referral to Student Assistant Team
- Revision of Behavior Intervention Plan/Contract
- Develop a Safety Plan
- Police Conference with Parent Notification
- Contact Department of Children and Families
- In-School Suspension
- Short-Term Out of School Suspension
- Expulsion Hearing

Garden City Public Schools
Discipline Policy
7th - 12th Grades

Level 4

Safe environment: Behaviors that are intended to cause another individual physical or mental harm and/or are illegal.

- Possession of Identifiable Drug Paraphernalia
- Possession and/or Use of Drugs
- Possession and/or Consumption of Alcohol
- Assault of School Personnel
- Assault of Another Learner
- Possession and/or Use of a Facsimile Weapon/Ammunition
- Fighting
- False/Fire Alarms
- Sexual Harassment
- Commision of a Felony and/or Misdemeanor
- Stealing
- Extortion
- Vandalism
- Sexual Misconduct
- Bullying – Physical, Verbal or Cyber
- Direct use of Abusive, Offensive, Profane or Discriminatory Language
- Threatening Another Learner
- Threatening of School Personnel
- Possession and/or Use of Toxic Substances, including but not limited to all tobacco/vaping products

This is not an all-inclusive list of behaviors.

First incident

School Intervention(s)

- Rearrange Classroom Seating Assignment
- Parent / Guardian /Caregiver Conference
- De-escalation Room/Safe Space
- Conference with Student
- DCF Contact (if warranted)
- In-School Suspension
- Short Term Out of School Suspension
- Provide Education on Impact of Behavior Choices
- Referral to School Counselor
- Police Conference
- Consider Restitution Practices
- Referral to Substance Use Intervention Program

Further Interventions

- Referral to Student Assistance Team
- Structured Environments
- Conference with Teacher Support Team
- Create a Behavior Intervention Plan/Contract
- Referral to Finny County Department of Corrections Youth Program

Family/Community Supports

- Discuss/Develop a School/Family Safety Plan
- Referral to Drug Alcohol Program (DAP)
- Referral to Multidisciplinary Team
- Referral to Community Counseling
- Referral to Parent Support Program
- Provide Community Resource Folder

Subsequent Incidents

School Intervention(s)

- De-escalation Room/Safe Space
- Referral to Counselor
- Referral to SAT
- Revision of Behavior Intervention Plan/Contract
- Update Safety Plan
- Police Conference with Parent Notification
- Contact DCF
- In-School Suspension
- Short-Term Out of School Suspension
- Expulsion Hearing

Garden City Public Schools
Discipline Policy

7th-12th Grade

Level 5

Safe environment (severe): Behaviors with legal implications and/or have a significant negative impact on individuals or school.

- Possession of Drugs with Intent to sell or distribute
- Possession and/or use of a weapon other than a firearm
- Possession and/or use of a firearm
- Causing serious physical injury
- Possession of Explosives/Ammunition with the intent to use or sell
- Arson

This is not an all-inclusive list of behaviors.

First/Subsequent incidents

School Intervention(s)

- Parent/Guardian/Caregiver conference
- De-escalation room/safe space
- Referral to Counselor
- Referral to SAT
- Create a Behavior Intervention Plan/Contract
- Development of a safety plan
- Threat assessment
- Short-Term Out of School Suspension
- Expulsion Hearing
- Contact appropriate agencies (law enforcement/DCF)

Further Interventions

- Referral to Multidisciplinary Team
- Check-in/Check-out
- Referral to Finney County Department of Corrections Youth Program

Family/Community Supports

- Referral to Drug Alcohol Program (DAP)
- Referral to Community Counseling
- Provide Community Resource Folder

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MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Steve Nordby, Assistant Superintendent
DATE: 05/11/2026
RE: Disposal of outdated materials

ISSUE:

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

BACKGROUND:

USD 457 approved adoption of new ELA curriculum to be implemented in the 2026-2027 school year. Previous ELA curriculum including Benchmark Advance, Savvas MyPerspectives, and College Board Springboard materials should be disposed of.

ALTERNATIVES:

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

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

RECOMMENDATION:

The Curriculum and Instruction department recommends that the Board of Education consider and approve the disposal of ELA curriculum resources that are no longer in use at USD 457.

FISCAL NOTE:

N/A

ATTACHMENTS:

N/A

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Drew Thon, Deputy Superintendent
DATE: 05/11/2026
RE: KASB Renewal

ISSUE:

USD 457's membership with KASB is up for renewal.

BACKGROUND:

Membership with Kansas Association of School Boards (KASB) is renewed annually.

ALTERNATIVES:

1. Fund the KASB renewal for 2026-2027
2. Do not fund the KASB renewal

RECOMMENDATION:

We recommend funding the renewal.

FISCAL NOTE:

$15,670.63 for membership renewal plus season pass and $3,100 for Legal Assistance Fund (LAF), a total of $18,770.63

ATTACHMENTS:

KASB Invoices, 2026-27 Membership Guide and LAF Contract

KASB

2026-2027

MEMBERSHIP INFORMATION GUIDE

KANSAS ASSOCIATION OF SCHOOL BOARDS

YOUR PARTNER IN PUBLIC EDUCATION SINCE 1917



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A note from our Executive Director:

Supporting local school boards is at the core of everything we do at KASB. For more than a century, public education in Kansas has evolved—from one-room schoolhouses to today's far more complex and diverse systems. Through all of those changes, one constant remains: the essential role of locally elected school boards in shaping the future of their communities.

Our vision—to Lead, Serve, and Advocate—guides the way we support boards as they carry out this critical work.

We lead by providing the leadership development, governance training, and research-based guidance that help boards make informed decisions for their students. Strong leadership doesn't happen by chance, and our goal is to equip every board member with the tools, knowledge, and confidence to govern effectively.

We serve by meeting boards where they are. Every district faces unique challenges and opportunities, and our team is committed to understanding those local needs. Whether a board is navigating policy questions, superintendent relationships, community engagement, or long-term planning, we provide tailored support designed to strengthen the quality of education in each community.

We advocate for Kansas public schools at the state and federal levels, ensuring that local boards have a voice in the decisions that shape funding, policy, and opportunity. We believe that strong public schools are the foundation of strong communities, and we work every day to elevate that message.

Our team brings diverse strengths and experiences, but we share a common purpose: to stand beside school boards as partners, problem-solvers, and champions of Kansas students. In every training we lead, every question we answer, and every district we visit, our vision is at work.

And the reason this vision matters is simple: when we successfully lead, serve, and advocate for school boards, every student in Kansas has a better chance to succeed.



Dr. Brian Jordan

OUR MISSION

To provide board members and school district leaders with the support, expertise and resources they need to help every Kansas student succeed in school and life.

From the President

It is a true honor to serve as President of the Kansas Association of School Boards. I am grateful for the trust you have placed in me and proud to represent dedicated school board members across our state. KASB is strong because of you — locally elected leaders who volunteer your time and energy to ensure students and communities thrive.

Public education has profoundly shaped my life. My mother spent 33 years as a public school teacher, and my father was a first-generation college graduate who returned to school after many years in the workforce. When he earned his degree, it transformed our family's future. From an early age, I understood that strong public schools create opportunity, stability and hope.

In 2019, I began serving on my local school board in Perry-Lecompton. Like many of you, I stepped forward out of a desire to give back to my community. Soon after taking office, boards across Kansas faced unprecedented challenges that required thoughtful leadership and a steady focus on students. Those experiences reinforced my belief that school board service is both demanding and deeply meaningful.

As President, my goal is to build on KASB's strong foundation. Our association has a proud history of effective advocacy, trusted legal and policy services and high-quality professional development. My responsibility is to ensure we remain responsive to member needs while continuing to strengthen those core services.
Member engagement is a priority for me this year. School board service can feel isolating, but no board member should feel alone in this work. KASB provides opportunities to connect, learn and collaborate with peers across the state. I encourage every member to take advantage of training and networking opportunities that enhance governance skills and strengthen districts.

Advocacy is also central to our mission. Decisions made at the Statehouse have lasting impacts on our schools. KASB must continue to be a clear and credible voice for public education, reflecting the real experiences of our districts and keeping students at the center of every conversation.

Thank you for your dedication and service. It is a privilege to serve alongside you as we continue working together to support Kansas public schools.



Dr. Emily Riner - KASB Board President

OUR VISION

Create a culture of collaboration and service.

Be a voice for public education.

Develop board leaders for student success.

Learn more at kasb.org/aboutus

KASB believes in transparent governance and funding. Our Board of Directors is made up of seated school board members from districts across Kansas. This includes a president, past president, president-elect and 15 vice presidents representing the state's ten geographic regions and the five largest school districts. Additionally, there is one ex-officio seat on the board. Meeting five times a year, the KASB board of directors sets the vision for our association's daily work, ensuring we are consistently meeting the needs of our members.

KASB BOARD OF DIRECTORS



JUDI PRICE
Region 1 Vice President
Leavenworth USD 453

CHRISTY WEILER
Region 2 Vice President
Seaman USD 345

HEATHER GUERNSEY
Region 3 Vice President
Chanute USD 314

JARED MEITLER
Region 4 Vice President
Rock Creek USD 323

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Smoky Valley USD 400

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DAN PATTERSON
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Region 14 Vice President
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EMILY RINER
President
Perry-Lecompton USD 343

KEVIN COLE
Past President
Labette County USD 506

CURT HERRMAN
President-Elect
Manhattan-Ogden USD 383

IAN LONG
Ex-Officio
Newton USD 373

Not sure of your region? Click here to find out.

ADVOCACY



Thanks to our long history of supporting school boards and advocating for their needs across the state, KASB is a trusted voice for public education in Kansas. Our legislative priorities are developed and voted on by members at our annual convention. The KASB Advocacy staff works all year to advance key issues on behalf of our state's public schools at all levels of government. These efforts ensure effective engagement with policymakers, informed decision-making and collaborative advocacy for the benefit of Kansas students and schools.

Our Advocacy Team is here to help your voice be heard. We are ready to connect you to your local legislators, help you draft testimony and support you in the fight for public education in Kansas.

Our Work

- Monitoring the Legislative Session & State Board
- Testimony at Hearings
- Drafting Legislation & Amendments
- Educating Elected Officials
- Reporting on News from Topeka and D.C.
- Consistent Contact with Legislators
- Cooperation & Collaboration with Education Groups
- Providing Resources & Creating a Network for Local Advocates

46 *testimonies given for public education in 2025*

WANT TO BE MORE INVOLVED?

Board members are encouraged to join the KASB Advocacy Network (KAN) to connect with other dedicated board of education members and work together to engage with elected officials and advocate for student success in Kansas. As a member you will gain access to special legislative briefings and exclusive information. Visit kasb.org/kan for more information.

Leah Fliter
lfliter@kasb.org

COMMUNICATION SERVICES

Our award-winning Communication Services Team is here to help you build trust with the people who matter most to your success. From timely assistance in a crisis to coaching, trainings and templates, we're here to support your board and staff leadership team and help you amplify the power of your message.

Let's partner to grow your capacity for effective one-way and two-way communication to strengthen trust in your community.



Kristin Magette, APR
kmagette@kasb.org

Services

- Academy for Communication and Engagement in Schools (ACES)
- Bond Campaign Planning
- Building/Repairing Stakeholder Trust
- Communications Planning
- Crisis Messaging Support
- Customer Service Training
- Customized Communication Coaching
- Focus Groups and Surveys
- Superintendent Column Writing
- Media Relations
- Newsletter Strategy

New Service is Your Easy Button for Strategic Plan Implementation

Turn your strategic plan into real impact with a strong communication strategy. A district communication plan helps you build understanding, gain buy-in, and keep your community informed every step of the way. Partner with KASB to get a customized, ready-to-use communication plan that brings your district's goals to life.

MEMBER ENGAGEMENT

The KASB Member Engagement Team connects KASB members with timely information, resources and opportunities. The team manages internal and external communications through email marketing, video, social media, print materials, graphic design and website management. Member Engagement also supports event planning, management and marketing, and oversees KASB+, the association's learning management system. Working closely with all KASB departments, the team helps share events, resources, and updates in clear, engaging ways — making it easier for members to stay informed and connected through the channels they use every day.

Ceri Goulter
cgoulter@kasb.org

LEADERSHIP

06



With years of experience as board members, superintendents, principals and leadership coaches, our Leadership Team is here to provide you with services that focus on boosting the efficiency and effectiveness of district leaders and their teams. Whether you're looking for assistance hiring your next superintendent or need support in the strategic planning process, our team has the skills and expertise to help you navigate the challenges and opportunities that come with district leadership.

SERVICES AND SOLUTIONS

Learning Cohorts

- Leadership for Tomorrow (LFT)
- Business and Operations Leadership Development (BOLD & BOLD 2.0)
- Human Resources (Thrive)
- Western Kansas Leadership Academy (WKLA)

Audits & Studies

- Business and Operation Audit
- Board Self Evaluation
- Superintendent Evaluation
- Human Resources Study
- Technology Audit

Superintendent Search

Training & Support

- Board Leadership Coaching
- Whole Board Training
- Safety/Threat Assessment Training
- Evaluation Training
- Strategic Planning
- Clerk Training
- District Culture Development
- New Board Member Training

"Throughout our work together, KASB demonstrated a deep understanding of the unique needs of Kansas school districts, strong engagement with our board and stakeholders, and a commitment to effective board governance. They are a trusted and highly capable partner."

-Gabe Grant, Board President Salina Public Schools

Dr. Britton Hart
bhart@kasb.org

LEGAL

Experience

With nearly 120 years of collective school law experience, the KASB Legal Team possesses the knowledge in educational law and policy to support school district boards and staff as they navigate even the most complex legal situations.

Join LAF

Join our Legal Assistance Fund (LAF) to access comprehensive legal services and support. From negotiation training to conducting Title IX investigations, we're here to guide you every step of the way. Learn more at kasb.org/laf.



Lori Kopp
lkopp@kasb.org



WE CAN SUPPORT YOU WITH:

Legal advice and representation in school law matters, including but not limited to:

- Employment Law
- Student Discipline
- Negotiations
- Constitution Law
- Special Education
- Harassment and Discrimination
- Bullying
- Emergency Safety Intervention
- On-site Trainings
- Policy Updates and Services
- Attorney on Call
- Forms
- Toolkits
- Job Descriptions

KANSAS BOARD SOLUTIONS

WHO WE ARE

KBS is a community-focused insurance and consulting broker serving public entities. We support schools, governments, and community hospitals, reinvesting profits into public education through our partnership with the Kansas Association of School Boards. We build lasting relationships and guide clients every step of the way.



INSURANCE & BENEFITS *Solutions*

THE KBS WAY

Client-first service is at the core of KBS. Founded on the belief that our clients come first, we focus on our process, shared values, and long-term partnerships to deliver cost-effective, sustainable insurance solutions.

88%
OF SCHOOL DISTRICTS USE KBS

SERVICES

- **Employee Benefit Consulting**
- **Property and Casualty Insurance**
- **Workers Compensation Insurance**
- **Energy Management Consulting**
- **Student Accident Insurance**
- **Purchasing Consortiums**

KBS
A KASB Company

KBS | INFO@THEKBSWAY.COM

SOLUTIONS



KASB WORKERS COMPENSATION FUND, INC.

- Wholly-owned subsidiary of KASB
- Workers comp pool for Kansas schools managed by Kansas schools
- Administered by KASB & only available to KASB members
- Operations managed from Topeka, Kansas
- Never canceled or non-renewed a pool member
- Never declined to quote a KASB member
- Onsite training, support and guidance provided by a workplace safety consultant
- Web-based learning management system provides required workplace safety training

WORKERS COMP | LIZ MAISBERGER-CLARK | LMAISBERGER@KASB.ORG

KASB+

Lead • Serve • Advocate • Online

kasbplus.org/learn

- We understand that our members are busier than ever before. In an online world where finding what you need can be challenging, we present KASB+ as your ultimate destination for conveniently accessing professional learning and resources, anywhere and at any time.
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Courses include:

- Basic Contract Law
- Basics of Crisis Communications
- Board Clerks 101
- Boardsmanship 101
- KOMA/KORA Basics
- Professional Negotiations
- And more!

Learn Anytime Anywhere

75 courses & board member resources

KASB PARTNERSHIPS

ARCHITECTS

- HTK Architects
- Incite Design Studio
- SPT Architecture

CONSTRUCTION

- McCowanGordan
- Simpson Construction Services
- Wiens & Company

FACILITIES MANAGEMENT

- Building Controls and Services, Inc.
- Navitas
- P1 Services

FOOD SERVICES

- OPAA! Food Management Inc.

FINANCIAL SERVICES

- Piper Sandler
- Raymond James
- Stifel

ROOFING CONTRACTORS

- Coryell Roofing

TECHNOLOGY MANAGEMENT

- Frontline Education
- K12itc

SOFTWARE PROVIDERS

- BoardBook
- BuyBoard
- ParentSquare
- ThoughtExchange

INSURANCE PROVIDERS

- KBS - *wholly-owned KASB subsidiary*

KASB works with many corporate partners committed to supporting public education and helping districts achieve their goals. Our partners are thoroughly vetted and must meet specific criteria, including having at least two years of business in Kansas, letters of recommendation from other school districts in the state and an interview with the Member Engagement and Executive Leadership team. This vetting process ensures that KASB recommends partners who can effectively support our members.

FLY KASB
Ready for take off
FLIGHT 1917

2026 CONVENTION

November 6-8 | Wichita, KS

School board members are at the controls of Kansas public education. Fly KASB: Flight 1917 brings together the people, ideas and resources you need to lead boldly and help students reach new heights.

On board, you'll experience:

- Inspiring keynote speakers from across the education landscape
- Interactive breakout sessions focused on leadership and real-world challenges
- Meaningful networking with board members, superintendents and state leaders
- A district showcase featuring innovative programs led by Kansas students
- A dynamic trade show with the latest tools and resources

Join hundreds of school board members from across the state and head back to your district cleared for take off with new perspectives, actionable strategies and fresh motivation.

REGISTRATION OPENS JULY 10

90

Questions? Contact Ceri Goulter at cgoulter@kasb.org.

Legal Assistance Fund Contract Form

This Adoption Agreement and Legal Assistance Fund Contract is entered into this _____ day of _____, 2026 by and between the Kansas Association of School Boards Legal Assistance Fund Trust (hereinafter referred to as the "Fund") and _____(District Name) _____ (USD No.),_____County, Kansas (hereinafter referred to as the "Participating Board").

WITNESSETH:
That in consideration of the mutual promises herein contained, the Participating Board agrees to participate in the Fund pursuant to the terms and conditions of the Agreement and Declaration of Trust establishing the Kansas Association of School Boards Legal Assistance Fund, which is available upon request. The Participating Board further agrees to make payment to the Fund of Three Thousand One Hundred dollars ($3,100.00), as the legal assistance fund fee for the period of July 1, 2026, THROUGH June 30, 2027, and the Fund agrees to provide the Participating Board with the following initial consultant services:

1. Access to legal counsel through telephone or email communication;
2. Legal research matters relevant and responsive to the needs of Participating Boards;
3. Analysis and interpretation of important court decisions and laws affecting schools;
4. Written memoranda or legal opinions on specific legal questions asked by a Participating Board;
5. Access to legal resources such as handbooks, toolkits, and forms; and
6. Bi-annual policy updates.

The Fund and the Participating Board further agree that in consideration of the continuing consultant services as set forth herein, the Fund agrees to provide to the Participating Board, by legal counsel designated by the Trustees, as set forth in this agreement, legal representation, on-site legal services, Amicus Curiae briefs and other assistance upon request of the Participating Board, subject to the terms and conditions of the Declaration of Trust establishing the Kansas Association of School Boards Legal Assistance Fund.

USD or Entity No. _____ , _____County, KS.
Board President/Director Signature_____Date_____
Board Clerk Signature _____Date_____

_____
Kansas Association of School Boards
Legal Assistance Fund

Mail this completed and signed form with any included payments to:
Kansas Association of School Boards
6342 SW 21st St., Topeka, Kansas 66615
ATTN: Sheryl Fincham

KASB

Lead · Serve · Advocate

→ *Phone:* 800-432-2471

→ *Social Media:* @KASBPublicEd

→ *Website:* www.kasb.org

→ *Address:* 6342 SW 21st St. Topeka, KS 66615

The KASB and KBS offices are open from 8 a.m. to 5 p.m., Monday through Friday. Many members of our staff are regularly on the road visiting districts and communities across the state.

Kansas Association of School Boards
6342 SW 21st Street
Topeka, KS 66615

Invoice

Date	Invoice #
3/3/2026	29284

Bill To

Garden City USD 457
1205 Fleming St
Garden City, KS 67846-4751

Quantity	Description	Rate	Amount
	KASB Legal Assistance Fund Contract 2026-2027	3,100.00	3,100.00

KASB Legal Assistance Fund July 1, 2026 through June 30, 2027

Total $3,100.00

Payments/Credits $0.00

Balance Due $3,100.00

Kansas Association of School Boards
6342 SW 21st Street
Topeka, KS 66615

Invoice

Date	Invoice #
3/3/2026	29606

Bill To

Garden City USD 457
1205 Fleming St
Garden City, KS 67846-4751

Quantity	Description	Rate	Amount
	Option 1		
1	Membership Renewal - 2026-27	13,920.63	13,920.63
	Option 2		
1	Season Pass including KASB+ All Access 2026-27 (Optional)	1,750.00	1,750.00
	Membership Renewal - 2026-27 with Season Pass		15,670.63

Membership Dues July 1, 2026 through June 30, 2027

Total $15,670.63

Payments/Credits $0.00

Balance Due $15,670.63

LEGAL ASSISTANCE FUND CONTRACT FORM

This Adoption Agreement and Legal Assistance Fund Contract is entered into this 11 day of May, 2026 by and between the Kansas Association of School Boards Legal Assistance Fund Trust (hereinafter referred to as the "Fund") and Garden City Public Schools (District Name) 457 (USD No.), Finney County, Kansas (hereinafter referred to as the "Participating Board").

WITNESSETH:
That in consideration of the mutual promises herein contained, the Participating Board agrees to participate in the Fund pursuant to the terms and conditions of the Agreement and Declaration of Trust establishing the Kansas Association of School Boards Legal Assistance Fund, which is available upon request. The Participating Board further agrees to make payment to the Fund of Thirty One Thousand dollars ($3,100.00), as the legal assistance fund fee for the period of July 1, 2026, THROUGH June 30, 2027, and the Fund agrees to provide the Participating Board with the following initial consultant services:

1. Access to legal counsel through telephone or email communication;
2. Legal research matters relevant and responsive to the needs of Participating Boards;
3. Analysis and interpretation of important court decisions and laws affecting schools;
4. Written memoranda or legal opinions on specific legal questions asked by a Participating Board;
5. Access to legal resources such as handbooks, toolkits, and forms; and
6. Bi-annual policy updates.

The Fund and the Participating Board further agree that in consideration of the continuing consultant services as set forth herein, the Fund agrees to provide to the Participating Board, by legal counsel designated by the Trustees, as set forth in this agreement, legal representation, on-site legal services, *amicus curiae* briefs and other assistance upon request of the Participating Board, subject to the terms and conditions of the Declaration of Trust establishing the Kansas Association of School Boards Legal Assistance Fund.

USD or Entity No. 457 , Finney County, KS.

Board President/Director Signature _____ Date 5/11/2026

Board Clerk Signature _____ Date 5/11/2026

Kansas Association of School Boards
Legal Assistance Fund

Mail this completed and signed form with any included payments to:
Kansas Association of School Boards
6342 SW 21st St., Topeka, Kansas 66615
ATTN: Sheryl Fincham

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: April 27, 2026
RE: JBCDA Policy Amendment

ISSUE:

The Board of Education is asked to approve the amended JBCDA policy.

BACKGROUND:

In an effort to try to find ways to collect unpaid fees we would like to add another bullet point for a student to be deemed in good standing. The proposed change adds language specifying that, to be considered in good standing and eligible for an in-district transfer, all required school fees must be paid in full.

ALTERNATIVES:

None

RECOMMENDATION:

1. Approve the amended policy
2. N/A

FISCAL NOTE:

It really isn't known the financial impact this will have, but we believe many will choose to pay their fees to be eligible for an in-district transfer.

ATTACHMENTS:

None

Student In-District Transfers **JBCDA**

If a parent/guardian wishes for his/her child to attend a school other than the school in the boundary which the family resides, a transfer request must be submitted to the Superintendent's Office. Parents/guardians are encouraged to complete transfer requests by May 20th. The application process opens on April 1st. Applications received after May 20th will be considered after all out-of-district transfer requests have been acted on due to the publication of open spots for out-of-district transfer students happening on June 1. Under no circumstances will a transfer request be considered after September 20th of each school year.

These guidelines are intended to help promote an enrollment balance between classrooms across the district while allowing parents some choice in where their children attend school.

All transfer requests are considered on an individual student basis and, if approved, will be granted for one school year period. Transportation to the school to which a student is transferred is the responsibility of the parents.

Procedure for in-district transfer requests:

1. Students living within the school boundaries will initially be enrolled in their boundary school. If they are interested in attending a school other than their boundary school, parents are required to submit a transfer request to the Superintendent's Office. In-district kindergarten students wishing to transfer must complete the transfer request during online enrollment/registration. The Transfer Request Form can be found here.
2. The Superintendent or his designee will call the transferring school to check the students' record of good standing (inquire about any long-term suspensions or expulsions).
3. If the number of applications for a grade level in a school building is less than the number of available seats for that grade level in the school building, the transfer request will be approved as long as the student is in good standing.
4. If the number of applications for a grade level in a school building is greater than the number of available seats for that grade level in the school building, district administration shall randomly select students for approval in the order in which they are received. This process will be completed annually between May 20 and May 25. Notification to families will be made before May 31st. Approved students must be students in good standing.
    - Regardless of capacity determinations, the following categories of students shall be allowed to enroll as resident students if they are deemed to be in good standing by district administration:
        1. any child who is in the custody of the Department of Children and Families and who is living in the home of a nonresident student who transfers to the district or
        2. any nonresident student who has a parent or person acting as a parent is employed by the district, while the parent or person acting as a parent remains employed by the district.

- Priority in filling open seats if the number of requests are greater than the number of available seats:
    1. Any sibling of a student who was previously accepted as a transfer student
    2. Students of military personnel

5. The final decision will be made by the Superintendent. Requests made prior to May 20th will receive notification of a decision by May 30th from the Superintendent's Office.

DEFINITIONS:

- **Capacity -** The number of student seats used to guide transfer request decisions. Capacity is determined by the following factors:
    - Number of teachers at each grade level
    - Current student-teacher ratio
    - Projected enrollment shifts
    - Maintaining room for move-in students throughout the year
- **Good Standing -** Students meeting one or more of the following criteria shall automatically be deemed not in good standing:
    - Student failed to maintain a 90% attendance rate in the last school year, excluding excused absences under Board policy JBD and/or any relevant student handbook language;
    - Student or student's parent or person acting as a parent provided false or fraudulent information in the application process;
    - Student is currently under a period of suspension or expulsion from any Kansas school district, and such suspension or expulsion will not expire until after the next school year has begun;
    - Student has had three or more out-of-school suspensions in the previous school year, excluding suspensions a manifestation determination determined to be a manifestation of the student's disability or a failure on the part of school staff to implement an individualized education program, Section 504 plan, or behavior intervention plan; or
    - Student has been given a long-term suspension or expulsion in the current school year.
    - Student must not have any outstanding school fees.
    - EXCEPTION: If the student has a disability, the student's ability to meet the expectations shall be considered prior to denying the transfer or continued enrollment.

Adopted: 3/3/25

Revised: 7/24/25

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Drew Thon, Deputy Superintendent
DATE: 05/11/2026
RE: Change of meeting schedule

ISSUE:

The Board of Education is asked to consider and approve the proposed date change for a schedule board meeting from May 28, 2026 to May 26, 2026

BACKGROUND:

The scheduled board meeting on May 28, 2026 conflicts with the United School Administrator's Conference help in Wichita May 27-29. Josh, Drew and Steve would like to attend.

ALTERNATIVES:

1. Approve the New scheduled date
2. Do not approve the new scheduled date

RECOMMENDATION:

Approve the new scheduled date

FISCAL NOTE:

none

ATTACHMENTS:

none

Drew Thon, Deputy Superintendent
1205 N Fleming St.
Garden City, KS 67846
mthon@gckschools.com
(620) 805-7020

MEMORANDUM
TO: Board of Education
THRU: Randy Ralston, BOE President
FROM: Drew Thon, Deputy Superintendent
DATE: Wednesday, March 4, 2026
RE: Boundary Study Services

ISSUE:
Administration is requesting Board of Education approval to select RSP & Associates as the district's consulting firm to conduct the Kindergarten through 8th grade boundary study associated with the district's grade reconfiguration and long-range facilities planning process.

BACKGROUND:
On April 13, 2026, the Board of Education approved the administration's request to issue a Request for Proposals (RFP) for a comprehensive district boundary study as part of the district's transition to a K–5, 6–8, and 9–12 grade configuration beginning in Fall 2028.

The district received two proposals from qualified firms with experience in enrollment forecasting, demographic analysis, facility utilization, and school boundary planning. After reviewing the submitted proposals, it is recommended that the Board of Education select RSP & Associates to serve as the district's boundary consulting partner.

RSP & Associates brings more than 20 years of experience working with school districts across Kansas and the Midwest on enrollment analysis, boundary studies, facility planning, and public facilitation processes. Their proposal demonstrated a strong understanding of the district's upcoming reconfiguration work and outlined a detailed process that includes enrollment forecasting, demographic analysis, GIS mapping, stakeholder engagement, community feedback opportunities, and development of multiple boundary scenarios.

Additionally, RSP has extensive experience working with Garden City Public Schools and other Kansas school districts including Lawrence, Valley Center, McPherson, Wichita, Shawnee Mission, Derby, Gardner-Edgerton, and many others. Their proposal emphasizes a collaborative and transparent planning process designed to support long-term decision making and community engagement throughout the boundary review process.

Administration believes RSP's experience, planning methodology, communication process, and understanding of Kansas school systems make them the best fit for Garden City Public Schools as the district begins this important work.

Tonight's action only approves the recommendation of RSP & Associates as the selected consulting firm. Administration will return at a future Board meeting with a final negotiated contract for services and formal approval consideration.

ALTERNATIVES:
Option 1 – Approve RSP & Associates as the district's selected boundary consulting firm
Option 2 – Select a different consulting firm
Option 3 – Reject all proposals and reissue the RFP

1205 Fleming Street ▪ Garden City, KS 67846 ▪ 620.805.7020 (P) ▪ 620.805.7189 (F)
An EEO/AA Employer

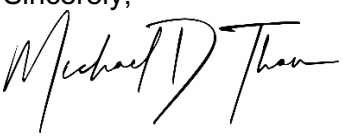
Drew Thon, Deputy Superintendent
1205 N Fleming St.
Garden City, KS 67846
mthon@gckschools.com
(620) 805-7020

RECOMMENDATION:
Administration recommends the Board of Education approve RSP & Associates as the district's selected consulting firm for the boundary study process and authorize administration to move forward with contract negotiations for future Board approval.

FISCAL NOTE:
Final pricing and contract terms will be presented to the Board of Education for approval at a future meeting. No contract is being approved at this time.

ATTACHMENTS:
- RSP & MGT
- Boundary Study RFP

Sincerely,



Drew Thon
Deputy Superintendent
USD 457 Human Resources

1205 Fleming Street ▪ Garden City, KS 67846 ▪ 620.805.7020 (P) ▪ 620.805.7189 (F)
An EEO/AA Employer

MGT



Proposal

MAY 1, 2026

RFP

Boundary Study

Garden City Public Schools, Kansas

Submitted by:

LORN WOODS
VICE PRESIDENT
4320 W. KENNEDY BLVD.
SUITE 200
TAMPA, FLORIDA 33609
469.857.6500
LWOODS@MGT.US

Cover Letter

May 1, 2026

Drew Thon, Deputy Superintendent
Garden City Public Schools
1205 N Fleming St.
Garden City, KS 67846

Dear Mr. Thon:

As the nation's leading provider of demographic forecasting, boundary planning, and facility analytics solutions for K–12 school districts, MGT Impact Solutions, LLC (MGT) is uniquely qualified to partner with Garden City Public Schools (USD 457) on this Boundary Study. Our team understands that this project is not simply about adjusting attendance lines. It is about helping the district make thoughtful, data-driven decisions that support equitable student distribution, efficient use of facilities, stable feeder patterns, and long-term enrollment planning. MGT will bring the technical rigor, community engagement experience, and board-ready decision support needed to help USD 457 move forward with confidence.

HOW CAN WE SUPPORT YOU?

We will provide clear, data-driven, and practical recommendations that help USD 457 balance current needs with long-term planning goals. Our approach is designed to give the district realistic options, a transparent decision-making process, and a defensible roadmap for implementation. We reviewed your requirements and prepared this proposal to deliver a boundary study that aligns with all RFP expectations while supporting the district's commitment to serving K–8 students and families effectively:

- evaluate current K–8 attendance boundaries, enrollment patterns, facility capacities, utilization rates, and transportation considerations to identify current imbalances and planning pressures
- develop reliable 5 to 10 year enrollment projections using appropriate forecasting methodologies and local growth indicators such as housing trends, birth data, and early childhood pipeline information
- create multiple well-developed boundary scenarios that consider proximity to neighborhood schools, transportation efficiency, socioeconomic balance, program accessibility, and stable feeder patterns into middle schools
- engage families and stakeholders through a clear, accessible, and inclusive process supported by maps, visuals, summaries, and communication strategies tailored to the district's diverse community

What sets MGT apart is our ability to combine advanced analytics with practical district planning. We know geography is central to enrollment forecasting and boundary decision-making. Housing growth, neighborhood location, school attendance areas, transportation patterns, and student distribution are all interconnected. Our forecasting and scenario development are supported by industry-leading Geographic Information System tools, including Esri ArcGIS Pro and MGT's proprietary SchoolSite Pro platform, allowing us to analyze current

A. Firm Qualifications

Impacting communities for good.

MGT brings ***50 years*** of experience driving positive social change and performance in education, government, nonprofits, and critical infrastructure/private industries through ***assisting clients to strengthen their foundation, change systematically, and enable resiliencies for long-lasting change.*** Since inception, MGT has significantly grown in size and capacity – working with state and local governments and education partners. Today, we bring a team of over **1,200 professionals** who offer in-depth market knowledge and understanding so we can hit the ground running.

MGT is a privately held, employee-owned and financially stable limited liability company with a deep roster of staff and a commitment to serving the public. Our clients care about addressing the world's most-pressing problems, and so do we. Their "why" is our why.

What sets us apart is our ability to customize and offer individualized support but also the resources of a larger infrastructure to enable flexibility in impacting to-scale. Throughout our history, MGT has successfully delivered more than **30,000 projects** through a thoughtful balance of balancing the "immediate" needs while changing systems to plan for future resilience and success.

MGT | FIRST LOOK

Name: MGT Impact Solutions, LLC (MGT)

Locations: Headquarters in Tampa, FL; branch offices nationwide.

Cooperative Contracts:
ASC 20-7359, 24-7484
OMNIA LS4612
Sourcewell 060624MGT
TIPS 220601, 220802, 230105
TXShare 2024-019

Structure: Privately held, employee-owned, client-driven Limited Liability Company.

Lines of Business: Strategy and Implementation, Performance and Operations, IT Infrastructure, and Cyber Security and Resilience for public sector and commercial companies.

Markets we serve:

- Higher Education
- Prek–12
- Government
- Nonprofits
- Commercial Industries

50 years

1,200 consultants

30,000 projects

Specialized technology and advisory solutions for society's most mission-critical challenges.

M G T

Magister Expertise — Gratia Service — Talentum Talent

Our Commitment

MGT embraces the most complex challenges on the leadership agenda, with deep commitment, agility, and local expertise to make a measurable and profound impact. Simply stated, **we are impacting communities for good.**

DEFINED BY **IMPACT**

Creating meaningful, lasting impact for school communities is at the heart of who we are and what we do. Garden City Public Schools should be proud of the difference you make in the lives of students and families across your community, and we are proud to support that work. Our team helps districts strengthen planning and decision-making through the thoughtful integration of data, engagement, and practical solutions.

People



We believe in the power of connecting people and ideas to solve mission-critical, complex challenges to foster trusted partnerships with clients, for life.

Purpose



We are led by a singular purpose—to offer partnerships and design solutions that provide enduring opportunities for individual prosperity and community well-being.

Performance



We partner with our clients to advance learning outcomes, manage technology networks, reduce operational costs, improve workflows, and engineer resilient IT infrastructure.

Education
State & Local Government
Enterprise & Critical Industries

Technology Solutions

We provide engineering expertise to modernize and manage IT infrastructure and ensure technology implementation is properly designed, integrated, optimized, and maintained. MGT delivers end-to-end solutions tailored to your unique needs, spanning managed services, cybersecurity, physical security, network infrastructure, cloud and data, SaaS offerings, and communications.

As your trusted advisors, we partner with you to develop strategic technology architectures and/or assist you in quickly procuring and installing equipment for immediate needs or to resolve an IT issue.

Advisory Solutions

We empower organizations to make data-informed decisions by unlocking and organizing critical information—financial and operational—to support strategic, evidence-based planning.

With that insight, we partner with clients to develop tailored strategies and actionable road maps that drive meaningful outcomes.

Our expertise spans data, talent, processes, and technology—optimizing each to achieve measurable impact with efficiency. From PMO support to workforce placement and development, we work alongside our clients to implement solutions and deliver results that matter.

Beyond the Project:
Comprehensive People Solutions

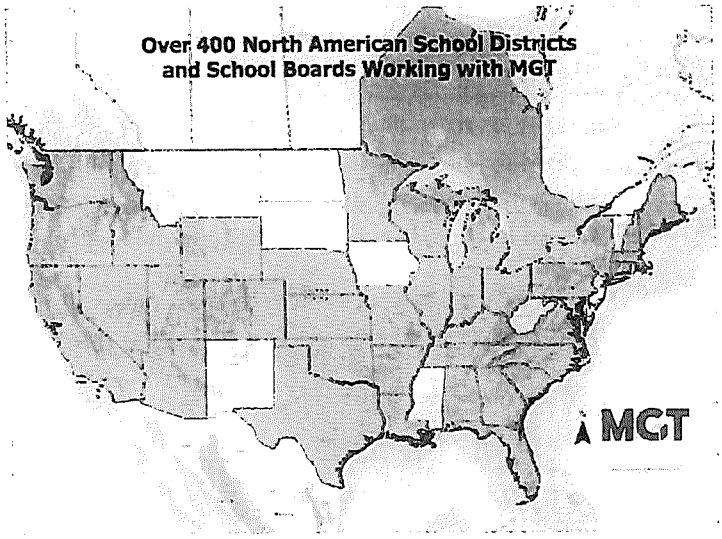
We support clients in addressing their most mission-critical human capital needs, with specialized expertise in executive recruitment, staffing solutions, and human resources consulting. With over 1,250 clients, 3,100 completed projects, and a 93% client satisfaction rate, MGT delivers tailored solutions to help organizations attract top talent, meet urgent short- or long-term staffing demands, support critical IT project staffing needs, and strengthen their workforce strategies.

To schedule a complimentary consultation, contact: **Senior Vice President Joellen Cademartori,** MGT's head of Human Capital, at jcademartori@mgt.us.

Experience & Qualifications

Incomparable Consulting Expertise.

The education experts of MGT have been dedicated to providing planning services exclusively to school districts across the nation for 50 years: we firmly understand school district needs in planning and growth management. From the very formation of our company, education operations have been at the forefront of our solutions and practices. **Our solutions have impacted more than 50 million children in every state across the country, along with important work with 38 state departments of education.** MGT's demographers offer a full-service GIS empowered by comprehensive mapping and enrollment software solutions.



We have assisted more school districts nationwide over the past 30 years than any other demographer. Our software and services are in over 250 districts in both the United States and Canada.

Knowledge of Kansas School Systems

MGT understands the importance of aligning boundary planning with the operational realities of Kansas school districts. Our experience supporting Kansas districts, including Goddard USD 265, Maize USD 266, and Wichita Public Schools USD 259, has provided our team with valuable insight into the enrollment, growth, housing, and facility planning factors that shape district decision-making across the state. While each community has its own needs, MGT brings the technical expertise and planning experience needed to evaluate attendance boundaries, feeder patterns, transportation impacts, and long-range enrollment trends in a manner that reflects district policy, community priorities, and applicable Kansas requirements. The result is a set of recommendations that are data-driven, practical, and implementable for USD 457.

Why MGT's Studies Go Beyond Industry Standards

MGT's studies are more advanced than typical industry approaches because we employ a data-centric process that provides an unparalleled level of detail and accuracy. With **decades of experience in K–12 forecasting and planning**, our forecast models are built upon neighborhood-level research, leveraging our proprietary **SchoolSite Software, powered by Esri ArcGIS Pro.** This cutting-edge technology allows us to dive deep into local demographics and trends, providing a highly granular view that traditional methods often miss.

This sophisticated approach empowers school districts by putting the power of data directly into their hands. Administrators gain access to precise, localized insights, enabling truly data-

driven decisions that are tailored to the unique needs of their communities. This goes beyond the general projections offered by other industry standards, giving districts a significant advantage in planning and resource allocation.

Our Methodology Sets Us Apart

For 50 years, we have been clearly demonstrating to public school districts that long-range planning is done best when based on where students LIVE rather than based on a student's school of enrollment. We help establish a clear understanding of where students reside versus where they attend school, visually displayed on GIS maps, which begins to uncover patterns and insights likely never-before-seen in a district's student data and mapping.

TESTIMONIAL VIDEOS:

SUCCESS IN FORECASTING
https://vimeo.com/showcase/5429760

ATTENDANCE BOUNDARY CHANGES
https://vimeo.com/showcase/5327996

We are well versed with educational clients, having helped hundreds of school districts across North America and bringing together diverse groups with variable needs to make planning a data-backed roadmap rather than a wish list. We not only understand the educational implications of demographic, forecasting, and developer fee analysis, but also the political, social, and emotional impacts these studies can expose for both the school district and larger community. Our team will support USD 457 by bringing together the data in a comprehensive manner to guide decisions regarding utilization and capacity needs, equity needs, and the impacts of boundary adjustments.

Through analysis and attentive alignment, we can work with Garden City Public Schools to establish solid baseline data analysis that will guide USD 457 for years in the future.

GODDARD PUBLIC SCHOOLS UNIFIED SCHOOL DISTRICT 265, KS STUDENT FORECASTS, BOUNDARY ANALYSIS

USD 265 Goddard Public Schools
Pride. Growth. Excellence.

Goddard USD 265 has engaged MGT for the third time since 2018 to address the challenges and opportunities presented by changing student enrollment patterns and the impact of new housing developments within the district. This ongoing collaboration is instrumental in ensuring that the district can effectively plan for and manage growth, maintaining a high standard of education and optimal use of facilities. The primary focus of this partnership is to provide accurate and actionable student enrollment projections. These projections are crucial for understanding the current and future demands of the district's resources. With a comprehensive analysis of demographic trends and housing development data, MGT helps Goddard USD 265 anticipate changes in student populations, allowing the district to proactively address potential overcrowding issues and plan for new or expanded facilities. A key tool in this process is SchoolSite Desktop, a powerful software application used by MGT to analyze and visualize the impact of demographic changes. SchoolSite Desktop integrates geographic information systems (GIS) technology to map out current and projected student populations, highlighting areas of growth and decline within the district. This spatial analysis is critical for identifying where new housing developments are likely to increase student enrollment and where existing schools may face capacity challenges.

MAIZE UNIFIED SCHOOL DISTRICT 266, KS STUDENT FORECASTS, BUILDOUT STUDY, BOUNDARY ANALYSIS

Maize USD 266 has implemented GIS and SchoolSite Desktop to strategically plan grade configuration changes and the addition of intermediate campuses. Located northwest of Wichita in Sedgwick County, Kansas, the district has been facing significant shifts in student population due to new housing developments and the migration from Wichita into the USD266 area. To address the resulting disparities in student counts across individual schools, MGT provided a comprehensive student forecast and a detailed analysis, identifying specific neighborhoods where these shifts are occurring. By utilizing GIS and SchoolSite Desktop, Maize USD 266 aims to effectively manage the evolving demographics, ensuring a balanced distribution of students across their campuses and optimizing resource allocation and planning efforts.

WICHITA PUBLIC SCHOOLS UNIFIED SCHOOL DISTRICT 259, KS STUDENT FORECAST, BOUNDARY ANALYSIS, CAPICITY UTILIZATION

MGT provided comprehensive enrollment consulting services to Wichita Public Schools USD259 during the 2023-2024 school year, delivering crucial data to inform significant district-level decisions. The firm's work centered on a detailed review of the existing student population, culminating in accurate, data-driven student enrollment forecasts that projected future needs across the district's various schools. A key component of this engagement was an in-depth analysis of the open enrollment process, which helped to clarify its impact on student distribution and overall facility utilization. Furthermore, MGT's experts were tasked with identifying and scrutinizing outlying enrollment challenges unique to an urban school district navigating a complex demographic reality: while Sedgwick County as a whole continues to experience overall population growth, the school district itself has been simultaneously grappling with persistent enrollment declines. This paradoxical trend required sophisticated modeling and interpretation to uncover the underlying causes and geographic variations affecting enrollment figures. The extensive and granular work product generated by MGT was intentionally designed to integrate seamlessly with USD259's internal datacentrix review process. By enriching the district's existing analytical framework with high-fidelity projections and targeted analyses, the partnership effectively empowered the school board and administrative leadership to make more informed, strategically sound decisions regarding the long-term viability and configuration of their schools and other essential facilities. This foundational data set was critical to navigating the sensitive and complex facility review process, ensuring that any proposed changes were supported by the clearest possible understanding of current and future student needs. The successful collaboration provided USD259 with the objective insights necessary to proactively address demographic shifts and resource allocation, laying the groundwork for sustainable operational efficiency and equitable distribution of educational resources across the district. The depth of the analysis provided a holistic view of the forces shaping enrollment, moving beyond simple numbers to explain why students were or were not enrolling in specific schools. This strategic data support is invaluable for a large urban district facing significant capital planning decisions in a changing demographic landscape.

SPRINGFIELD R-12 SCHOOL DISTRICT, MO STUDENT FORECASTS, BOUNDARY ANALYSIS, FACILITY MASTER PLANNING

Springfield Public Schools

Springfield R–12 School District (SPS) engaged MGT to optimize school utilization and enhance student outcomes for the 2023–2024 school year. MGT conducted a comprehensive analysis of resident student population trends, examining historical and current enrollment data, demographic shifts, and housing development patterns to identify areas of growth and decline. This analysis pinpointed schools experiencing overcrowding or underutilization.

To address these challenges, MGT assessed the utilization of existing school buildings, considering factors such as building capacity, enrollment trends, and future projections. Based on these findings, MGT developed multiple rezoning scenarios that balanced student capacity, proximity to schools, and community impact. The ultimate goal of these rezoning efforts was to create smaller, more manageable learning environments, reduce overcrowding, alleviate transportation challenges, and promote equitable resource distribution. By prioritizing data-driven decision-making and student-centered planning, MGT's work with SPS positions the district to provide a high-quality education for all students.

RED OAK INDEPENDENT SCHOOL DISTRICT, TX STUDENT FORECASTS, BOUNDARY ANALYSIS, REZONING, AND BUILD-OUT STUDY

RED OAK ISD

This was part of a three-year contract for three back-to-back demographic studies, which included a build-out study along with attendance boundary assistance, and three years of spring geocoding. Red Oak Independent School District's (ISD) enrollment increased by nearly 300 students from school year (SY) 2020 to SY 2021. Red Oak ISD was expected to see a districtwide enrollment increase of about 280 students in SY 2022 with the highest growth occurring at the elementary level. There were 23 residential development projects actively under construction or currently planned within Red Oak ISD boundaries totaling 3,115 single-family dwelling units which will be the driving force for population growth over the next 10 years.

HARLANDALE INDEPENDENT SCHOOL DISTRICT, TX STUDENT FORECASTS, BOUNDARY ANALYSIS, SCHOOL CONSOLIDATION

MGT provided Demographic Services to Harlandale ISD. This included estimating and projecting the population to produce a student forecast for the next six years. The forecast data was formatted by each school and grade (three high schools, four middle schools, 13 elementary schools, and three special program schools). Future school attendance zones were examined, and options were recommended.

project comes with extensive GIS data preparation by MGT so that CCSD users of GIS can undertake many of their own planning tasks in the future.

ACADEMY DISTRICT 20, CO DEMOGRAPHICS & STUDENT POPULATION FORECAST

ACADEMY DISTRICT 20 The Peak of Excellence

Academy District 20 contracted with MGT to update and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work included mapping the District, address-matching the current student file, creating and researching pertinent demographic data, identifying future residential development plans, and generating a five-year student population forecast. MGT

assisted the District in creating solutions for housing the future student population. This study was prepared to assist the District's efforts in evaluating future site requirements and attendance area changes.

FAYETTE COUNTY PUBLIC SCHOOLS, KY STUDENT FORECASTS, BOUNDARY ANALYSIS, AND REZONING

FAYETTE COUNTY PUBLIC SCHOOLS

Fayette County Public Schools (FCPS) contracted with MGT to update and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work included: mapping the District, address-matching the current student file, creating and researching pertinent demographic data, identifying future residential development plans, and generating a ten-year student population forecast. MGT then assisted the District in creating solutions for housing the future student population. Additionally, this study was prepared to assist the District's efforts in evaluating future site requirements and boundary changes. MGT has assisted with numerous boundary changes at FCPS.

PASADENA UNIFIED SCHOOL DISTRICT, CA STUDENT FORECASTS, BOUNDARY ANALYSIS, AND REZONING

The Pasadena School District contracted with MGT to update and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work included: mapping the District, geocoding a student file that is usually representative of October's official head count, developing and researching pertinent demographic data, identifying future residential development plans, if any, and developing a seven-year student population forecast. MGT then assisted the District in developing solutions for housing the future student population. This study was prepared to assist the District's efforts in evaluating future site requirements and attendance area changes.

DERRY COOPERATIVE SCHOOL DISTRICT, NH STUDENT FORECASTS, BOUNDARY ANALYSIS, REZONING AND SCHOOL CONSOLIDATION

DERRY COOPERATIVE SCHOOL DISTRICT

The Derry Cooperative School District (DCSD) contracted with MGT to develop and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work included: updating District mapping files, analyzing the District's past four years of geocoded student data files (each representative of late October's head count), developing and researching pertinent demographic data in and around the District, identifying current and future residential development plans, and preparing a ten-year student population projection. The purpose of this report was to identify and inform the District of the demographic trends occurring within the community, how these trends may affect future student populations, and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts, to assist the District in evaluating future site requirements and the need for potential attendance area boundary changes.

B. Project Approach

A detailed work plan and schedule specifically designed for conducting a quality study with clear reporting dates for each major activity.

Project Understanding

A successful boundary study requires more than redrawing attendance lines. It depends on accurate data, reliable enrollment forecasting, thoughtful GIS and mapping analysis, and a clear understanding of how boundary changes may affect students, families, programs, transportation, and neighborhood school patterns.

For Garden City Public Schools, this project is about evaluating current K–8 attendance boundaries and developing practical recommendations that support equitable student distribution, efficient use of facilities, and long-term planning aligned with projected enrollment trends. It also requires careful consideration of feeder patterns, student proximity to schools, transportation efficiency for younger students, and access to programs and services across the district. MGT understands that USD 457 is planning toward a structure of nine two-track elementary schools and four one-track schools, with middle schools remaining consistent in size, and we will consider that context in evaluating boundary scenarios. Through our experienced team, proven methodology, and data-driven approach, MGT will help USD 457 evaluate current conditions, develop multiple boundary scenarios, engage stakeholders, and provide clear, board-ready recommendations that support students and position the district for long-term success.

Methodology

Our team creates forecasts that are based on where students live rather than their current school of enrollment. We refer to these forecasts as "resident forecasts". Resident forecasts are by far the most useful for long-range facilities planning, even though we recognize the usefulness of forecasts by school enrollment for teacher staffing, budgeting, etc.

WHY FORECASTS ARE CALCULATED BY RESIDENCE

Preparing forecasts based on enrollment can be useful for short-term budgeting, staffing, and other programmatic decisions. However, when it comes to long-term and facility planning, forecasts based on student residency provide a more accurate and stable planning foundation.

Attendance can fluctuate due to variables in the curriculum, program changes, school administration, boundary changes, and enrollment policies. These issues can skew the apparent need for new or additional facilities in an area.

FOUNDATIONS FOR YOUR REPORT

STUDENT DATA

Student data is the backbone of your forecasts and all demographic analysis. "Demography" is the study of populations: your demographic study is a study of your district's student population. As such, accurate student data is critical to an accurate and thorough report.

The first step in preparing your USD 457's student data is to geocode the data. Geocoding is the process of mapping every student's data to their physical residence in the district. Geocoding is done using the local government's street, parcels, or address data to match the student data to their home address. This process is completed for the current year's student data and three years of historical student data.

In addition to the student's address, information about the student, such as grade, school of enrollment, Special Education status, home language, and other pertinent data are included for analysis. This student analysis will provide USD 457 with information on number and location of out-of-district students, enrollment vs. residency reports, student concentration (heat) maps, location of students in programs, and other demographic information.

STUDY AREAS

Following the student geocode, the district is divided into small planning areas called "study areas". Study areas are created by breaking each school's attendance areas down into small neighborhood-sized parts averaging between 75–100 students each. These study areas are created with care so that they precisely follow real geographic features in the world (streets, rivers, highways, etc.), as well as other human-made boundaries (city lines, township lines, zip codes, etc.).

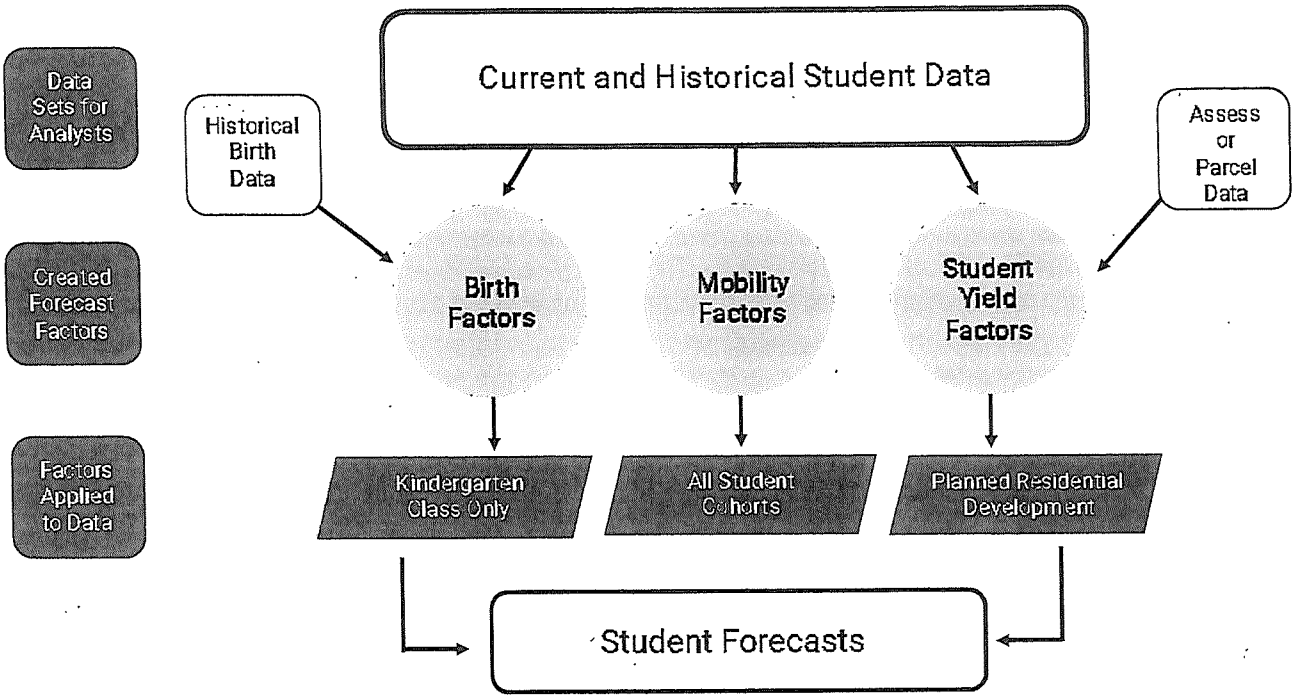
SCHOOLS

Finally, school data is required for forecast creation. This data is provided to us by USD 457, and includes the school's name, address, grade levels, and capacity.

MODIFIED COHORT FORECASTS

The forecasting methodology we use is unique because it modifies a standard cohort projection with three factors: historical birth data, cohort survival factors, and student generation rates (also known as student yield factors).

Exhibit 1. Demographics & Enrollment Forecast Model Methodology Illustrated



FORECAST FACTORS

BIRTH DATA

Birth data is collected from the appropriate government agency to provide a picture of how many children live within the district. This data is provided for each zip code in the district for the past 10 years. The birth counts provide a history of how many students have enrolled in kindergarten compared to the number of births five years prior. A birth rate is calculated using this data and is applied to the current kindergarten cohort to forecast future class sizes.

MOBILITY FACTORS

Mobility factors measure how enrollment rates change over time and by geography through the district. Four years of student data are geocoded so we can track how students enroll and unenroll over the district's recent history. Student data five years and older are not included so that outdated enrollment trends are not included in the analysis.

Mobility is measured at the study area level and then aggregated at the elementary attendance area level. It is important to note that even though the elementary boundaries are used for the data summarization, all grades are included in these calculations.

Mobility measures many different causes for the transfer in and out of students. Some causes include, but are not limited to, transfers to and from other public and private schools, migration of students in and out of the district, and student dropouts. Mobility is applied as a percentage to each grade for every year of the projections.

RESIDENTIAL DEVELOPMENT

If mobility tracks the students already in USD 457, residential development research reveals where new students may be coming into USD 457's system. We obtain new development information from several sources including discussions with USD 457's staff, local government planners, and major home developers within the district boundaries.

A database is created that includes development name, location, housing type, project status (active building, planned, complete, etc.), total number of units, and projected move-in dates (phasing). The planned residential development information and phasing estimates are a snapshot of the district at the time of the study. All the information may change and should be updated annually.

STUDENT YIELD FACTORS

The student yield factors, also referred to as student generation rates, when applied to residential development units, determine how many additional students will be generated from new construction within the district. Student yield factors for the school district are calculated by geographically linking assessor parcel data with student data. New homes built over the forecast window will have the appropriate student yield factor applied to it to determine the number of new students the planned residential development will yield.

School Locator Tool

Our most popular web-based GIS tool is SchoolSite Locator. SchoolSite Locator is currently in use by over 200 school districts nationwide and sees around 40,000 visitors per week, peaking at over 50,000 visitors in a single day during the late summer and early fall when schools are involved in registering and enrollment activities.

SchoolSite Locator is a tool we created for K–12 districts so they could visually communicate their attendance boundaries with the communities they serve. District staff, parents, and prospective home buyers can enter an address to search for a location or click on the map to discover the schools that are zoned for that location. The results show the school's name, address, phone, website, grade range, and more. The application and map are highly customizable to suit the ever-changing needs of growing districts around the country. As boundary changes occur, our team typically turns around data updates within 24–48 hours after being notified.

To view a sample SchoolSite Locator, please type this link into a web browser or click the link: https://www.schoolsitelocator.com/apps/sample/https://www.schoolsitelocator.com/apps/sample/.

In addition to SchoolSite Locator, our team has developed a wide range of tools to create interactive web-based maps and dashboards providing analytical capabilities for our clients. We use these tools to deliver information products such as:

- Maps of attendance boundaries and school locations
- Maps showing walk zones around school points
- Geocoded student data (current and historical)
- School density map showing students enrolled in a school regardless of where they live
- Heatmaps of students showing areas of high concentration
- Maps and interactive dashboards that work together to summarize current and future housing developments by attendance boundary to see the impact of new construction on individual schools
- Parcel and land use maps of your county
- Historical net change maps showing areas of growth and decline over time

- Ability to map student demographics such as ethnicity or free/reduced lunch programs
- Any data in the student file can be mapped for analytics to extract conclusions and answer questions

School Capacity Tracking

School capacity studies are incredibly important to growing districts. Being able to track ongoing housing development in an easy-to-use web-based dashboard allows all stakeholders to see in real time the impacts those new families will have on their neighborhood schools. Different types of housing will yield different numbers of students entering the school system. Our maps and dashboards help to track and visualize that information.

For more robust and extensive boundary planning, our flagship SchoolSite Pro software is built as an add-on extension to the industry-standard ArcGIS Pro from Esri. SchoolSite Pro allows K–12 districts to leverage the full power of GIS and desktop computing to perform extensive analysis around building new boundary scenarios. At each grade level, users can reassign individual neighborhoods to balance enrollment, open new schools, close existing schools, and even reassign all boundaries at once based on geospatial properties such as closest school or build entirely new boundaries around each school's capacity to generate true 'what-if' scenarios.

Exhibit 2. SchoolSite Pro Screenshot

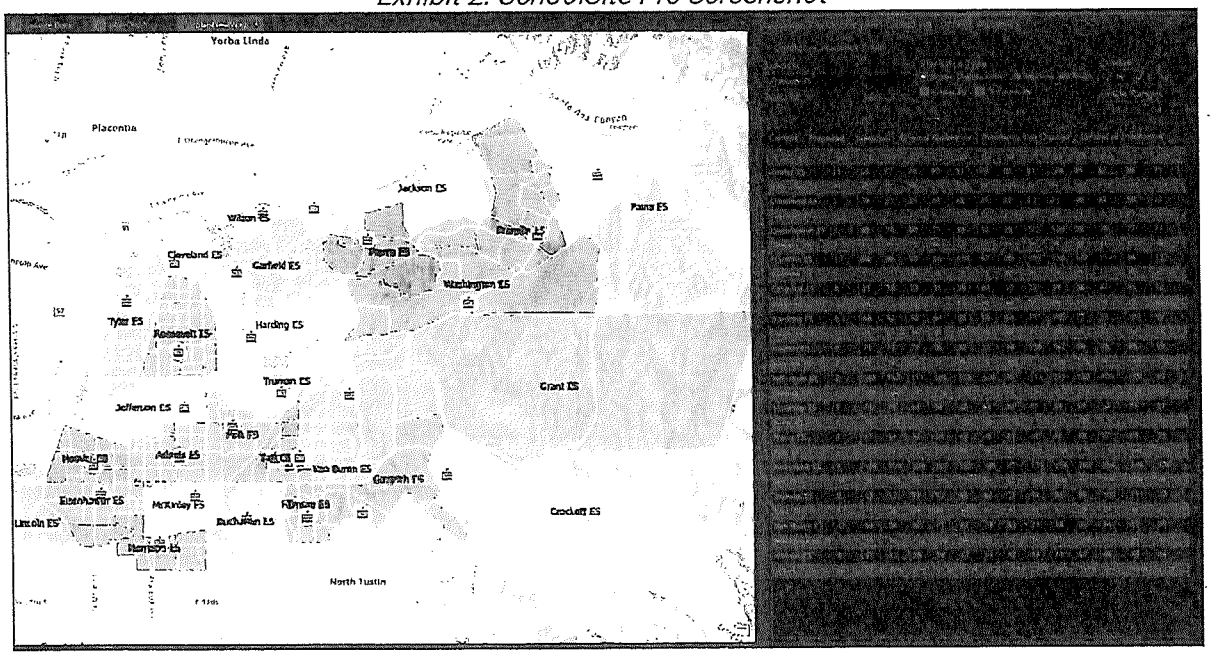


Exhibit 3. Sample Elementary Utilization

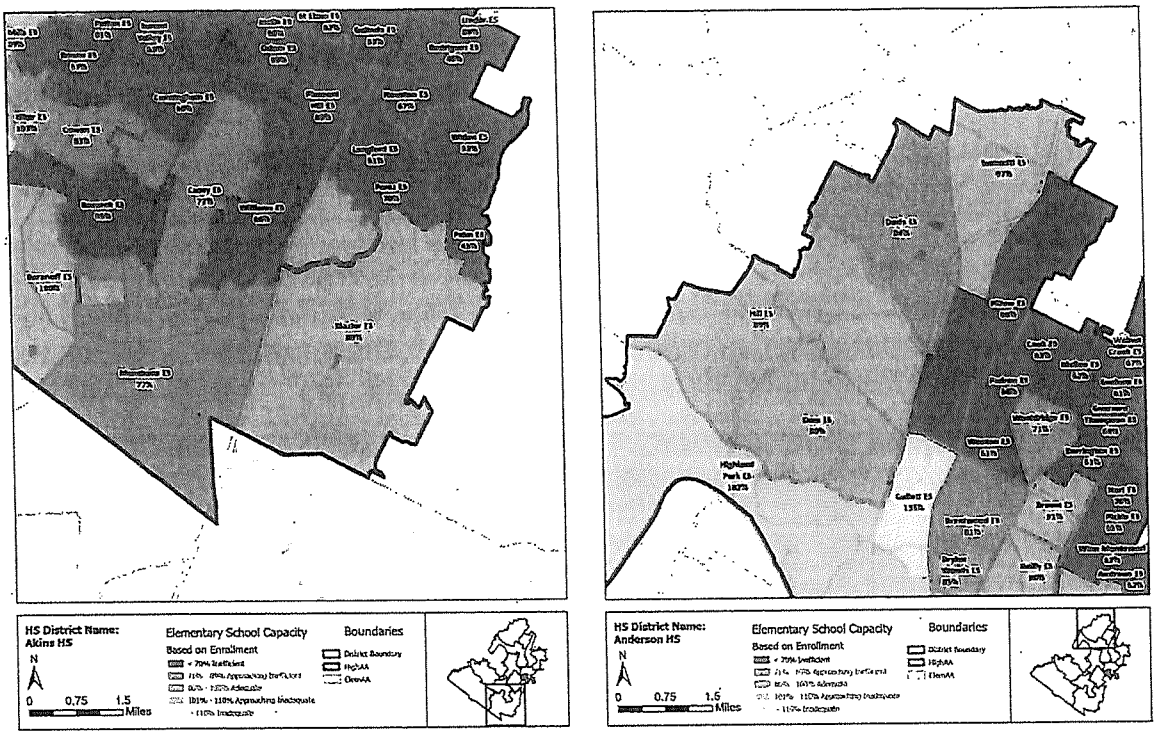
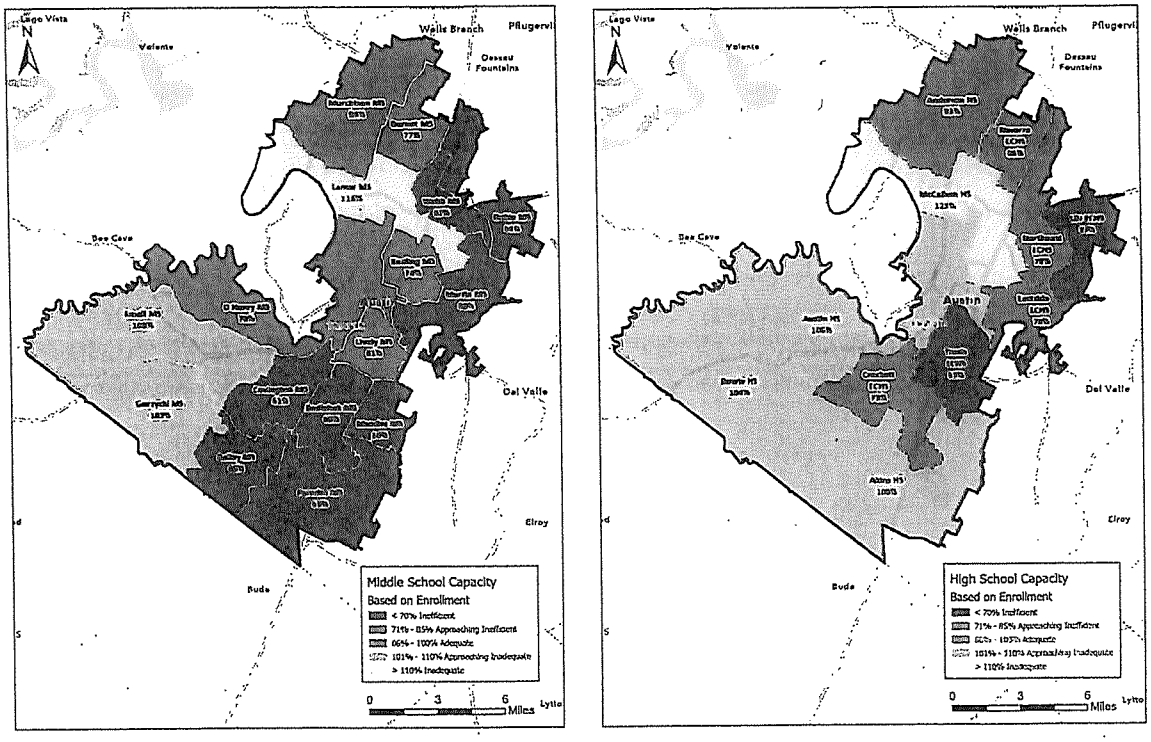


Exhibit 4. Sample Middle & High School Utilization



Student Enrollment Analysis

Student enrollment analysis starts with understanding residential counts for each school and then factoring in historical transfer patterns. SchoolSite Pro, while not web-based, is the premier tool for school planners looking to analyze enrollment patterns. The methodology has been used by our staff and by school planners nationwide for decades to undertake complex long-range planning tasks, with excellent results. Enrollment analysis that involves tracking development and understanding how that development contributes to growth is usually best done by trained staff. While a web-based tool could be created to fill this need, it would require some amount of training for users to understand how changes to development information could impact enrollment and it would not be as robust as our current desktop tool's built-in ArcGIS Pro.

The ArcGIS Platform is highly extensible. This means that any GIS data created, whether it be student enrollment, residential development, boundary scenarios, or any other data model, can be used in a wide variety of desktop, mobile, and web applications. It can be presented in several different ways, queried, filtered, and symbolized to suit any need.

All GIS data starts on the desktop as it is created, updated, and maintained in ArcGIS Pro. Once created, all GIS data and analysis of that data can be shared to ArcGIS Online where it can be accessed by web browsers and mobile applications for consumption by non-GIS users such as USD 457's staff, members of the community, and the school board for full transparency and accountability. Interactive surveys can be created around web-based maps to collect feedback and input from all interested parties.

Final Report and Recommendations

The final developed report will contain all the data elements and information previously collected throughout this process to develop exhaustive school-based planning options. The plan will identify recommendations for activities such as school capacity revisions, curricular programming placement, and boundary analysis. All recommendations will be through a lens that supports the mission, goals, and educational programs of Garden City Public Schools.

Work Plan

TASK 1.0: PROJECT INITIATION

Activities

1.1 Schedule and conduct initial project kickoff meeting (virtual) with USD 457's Project Manager and appropriate stakeholders.
1.2 Review key project objectives, expectations, communication protocols, and reporting requirements.
1.3 Discuss timing of project data collection and the roles and responsibilities of the Project Manager and the MGT team.
1.4 Work with USD 457 to designate a single client-side point of contact and establish understanding of contextual constraints and opportunities.
1.5 Discuss and set cadence and method for update meetings with USD 457's staff.

TASK 2.0: DATA COLLECTION AND ANALYSIS

Activities

2.1 Gather community information, including but not limited to:
- K–8 enrollment, demographic, and geographic data.
- City and county population and demographic studies.
- Local recorded birth statistics, district student yields, and cohorts.
- Land-use data, parcel data, housing development information, and early childhood pipeline data.

2.2 Compile and analyze data in tables, charts, and graphs to identify trends, imbalances, and planning considerations across the district.

2.3 Obtain and review current and historical geocoded district student data, if available.

2.4 Create or update computer GIS basemaps from available local and district sources.

2.5 Create GIS data for existing school attendance zones, planning areas, feeder patterns, and school locations.

2.6 Geocode current and historic student data provided by USD 457.

2.7 Analyze elementary facility capacities, classroom utilization, and program placements, including Title I, special education, and multilingual services.

2.8 Review transportation routes, ride times, and operational efficiencies for K–8 students.

2.9 Identify current imbalances, inefficiencies, and capacity pressures that may affect future boundary scenario development and long-range planning.

TASK 3.0: ENROLLMENT PROJECTIONS

Activities

3.1 Review data from city, county, and municipalities to confirm planned growth and development.

3.2 Collect, research, and analyze relevant demographic statistics for use in preparing student forecast variables (i.e., historical birth data, migration trends, etc.).

3.3 Extensive research of new residential housing:
- Track housing, numbers, type, phasing schedule, and yields.

3.4 Analyze planning area data for students entering and leaving the district.

3.5 Prepare demographic and income profiles for USD 457.

3.6 Preparation of 5-, 7-, or 10-year resident enrollment forecasts by grade level for each planning area, attendance zone and USD 457-wide.

3.7 Review enrollment projection forecasts with USD 457's staff.

Deliverables

- Onsite visit for district/development research.
- Enrollment forecast, to be included in the Forecasting Report with methodology, data utilized, and discussion of findings.
- Geocoded student data.

TASK 4.0: BOUNDARY SCENARIO DEVELOPMENT

Activities

4.1 Review current K–8 attendance boundaries, feeder patterns, enrollment trends, and any district policies or practices that affect student assignment and transfers.

4.2 Work with USD 457's Project Manager and key stakeholders to confirm boundary analysis criteria based on educational goals, enrollment projections, facility capacity and

utilization, feeder pattern stability, transportation considerations, program access, and community priorities.

4.3 Utilize SchoolSite Pro and GIS-based analysis tools to evaluate current attendance patterns and develop boundary scenarios based on projected enrollment, school capacity, student proximity, and operational considerations.

4.4 Develop three well-defined boundary scenarios for district review that promote equitable student distribution and efficient use of facilities.

4.5 Evaluate each scenario for its impact on student demographics, transportation efficiency and ride times, feeder patterns into middle schools, program accessibility, and overall facility utilization.

4.6 Consider, where possible, stable feeder patterns into middle schools and identify any downstream impacts on secondary schools.

4.7 Refine boundary scenarios based on input from USD 457 staff, the representative committee, and stakeholder engagement activities.

4.8 Develop recommended boundary adjustments and supporting rationale for district consideration.

Deliverable

- Three boundary scenarios with comparative impact analysis.
- Provide the representative committee recommended option to the board.
- Boundary adjustment recommendations.

TASK 5.0: COMMUNITY ENGAGEMENT

Activities

5.1 Develop and implement a stakeholder engagement plan tailored to families of K–8 students and the district's diversified population.

5.2 Coordinate with USD 457's Project Manager and designated stakeholders to confirm the engagement approach, schedule, meeting format, and communication expectations.

5.3 Facilitate a community engagement process anticipated to include a small number of in-person focus groups, supported by virtual participation options, with a larger in-person community meeting held if warranted based on feedback.

5.4 Support engagement activities such as focus groups, committee meetings, public meetings, and surveys to gather feedback on existing conditions, priorities, and potential boundary scenarios.

5.5 Provide clear, accessible communication materials, including maps, visuals, summaries, and presentation content, to help stakeholders understand the study process, evaluation criteria, and scenario impacts.

5.6 Work with USD 457 to support outreach that reflects the district's primary language needs, including English and Spanish, with recognition of Haitian Creole representation in the community.

5.7 Gather, organize, and summarize stakeholder feedback for consideration in the development and refinement of boundary scenarios and recommendations.

5.8 Support review of scenarios by a representative committee and incorporate district and community input into the final recommendation process.

Deliverable

- Stakeholder engagement plan.
- Up to five total in-person touch points.
- Meeting materials, including maps, visuals, and summaries.
- Survey and/or feedback tools, if applicable.

- Assist with translation and interpretation with communities.
- Summary of stakeholder input and key themes for inclusion in the final

TASK 6.0: REPORTING AND RECOMMENDATIONS

Activities

6.1 Enrollment forecasting, summaries submitted virtually for review.

6.2 Comprehensive report including:
- Relevant district background, past enrollment trends, and demographic profile.
- Data sources and use with appropriate tables and charts.
- Detailed forecast methodology discussion.
- Enrollment projection results.
- Open enrollment reports illustrating impact of resident vs. attending enrollment.
- Appropriate maps illustrating existing planning areas and attendance zones, with thematic maps showing areas of growth, student density, and socio-economic characteristics.
- Detailed information for each zone and team insight of area.

6.3 Share GIS Data with USD 457's staff and other local agencies (at board direction).

6.4 Provide online web maps.

6.5 Based on data collected and feedback from staff and the community, prepare a redistricting report of all data, methodology, trends, recommendations, and scenarios and implementation plan. Submit for review and feedback.

6.6 Following review of the draft report by Board officials and public meeting input, make revisions and edits as appropriate and deemed necessary.

6.7 Present interim findings to USD 457 leadership.

6.8 Incorporate approved recommendations and final scenarios into Final Report.

6.9 Following finalization of Final Report, prepare final presentation of salient points and summary for the Board.

Deliverables

- Provide a comprehensive final report that covers all findings and recommendations, including the impacts of each scenario on transportation, demographics, and capacity; report, submitted virtually for review.
- Final report.
- All GIS data provided in Esri format.
- Online web maps.
- Redistricting draft report, submitted virtually for review.
- Final report, with recommendations and implementation plan, as one hard copy and one PDF included.
- On-site Final report presentation: Present final findings and recommendations to the Board of Education for action.

All research and data compiled during the study (all the GIS data) can be provided to USD 457 in GIS format for use with optional GIS tools, including new housing, enrollment migration, student points, and density/heatmap.

Garden City Public Schools Collaboration

A successful boundary study requires regular, consistent, and transparent coordination with USD 457 from the outset of the project. MGT will establish early communication with district leadership and key staff to confirm project objectives, review available data, identify decision points, and align on roles, responsibilities, and schedule expectations. This coordination will begin during Project Initiation, which will introduce the project teams, confirm communication protocols, assess data availability and accessibility, and finalize the work plan and timeline.

Because boundary studies are both technical and community-facing, we believe steady collaboration is essential to maintaining momentum, validating assumptions, and ensuring that district leadership remains informed throughout the process. Our approach is designed to provide USD 457 with a dependable, well-managed planning process that supports timely decisions, clear communication, and no surprises as the study progresses.

As the project advances, we anticipate the following district staff involvement:

- Regular progress meetings of approximately 30 minutes to review status, discuss findings, identify issues early, and adjust the work plan as needed. Meetings may be held by phone, virtual platform, or in person, with cadence confirmed during Project Initiation.
- Coordination support for internal stakeholder input, committee discussions, workshops, and scenario review sessions. This may include meetings with district leadership, business services, principals, and other instructional or operational staff, conducted either virtually or in person as appropriate.
- Review and feedback on draft materials, including key findings, boundary scenarios, reports, maps, and presentation content, to help ensure recommendations remain aligned with district priorities and community considerations.

Quality Control

With extensive experience in enrollment forecasting, GIS analysis, and school boundary planning, we understand that rigorous procedures and ongoing quality control are essential to producing accurate, defensible, and actionable recommendations. From data collection and mapping through scenario development and reporting, MGT applies disciplined review processes to help ensure consistency in analysis, interpretation, and documentation throughout the study.

We also believe that district participation is an essential part of quality control. For a boundary study of this nature, regular collaboration with USD 457 will help confirm project assumptions, validate data inputs, review emerging findings, and maintain alignment with district priorities, schedule expectations, and project objectives. By reviewing data, scenarios, and draft deliverables with district staff at key milestones, we help ensure that the final products are clear, accurate, and responsive to contract requirements.

We will make every effort to provide USD 457 with a high-quality study that supports informed decision-making. This will be accomplished by adhering to the following guidelines:

- Clearly identify and document project objectives, decision criteria, and deliverables with USD 457 at the outset of the engagement.
- Develop and maintain a work plan and schedule to guide data collection, analysis, scenario development, stakeholder engagement, and reporting.

- Provide opportunities for district review of draft materials, including key findings, boundary scenarios, reports, maps, and presentations.
- Maintain regular communication with USD 457 staff to identify questions early, address issues promptly, and confirm alignment throughout the study.
- Solicit and incorporate feedback at established milestones to strengthen the quality, clarity, and practicality of final recommendations.

It is our commitment that all deliverables will meet Garden City Public Schools' expectations and support a transparent, well-managed boundary study process.

C. Project Team

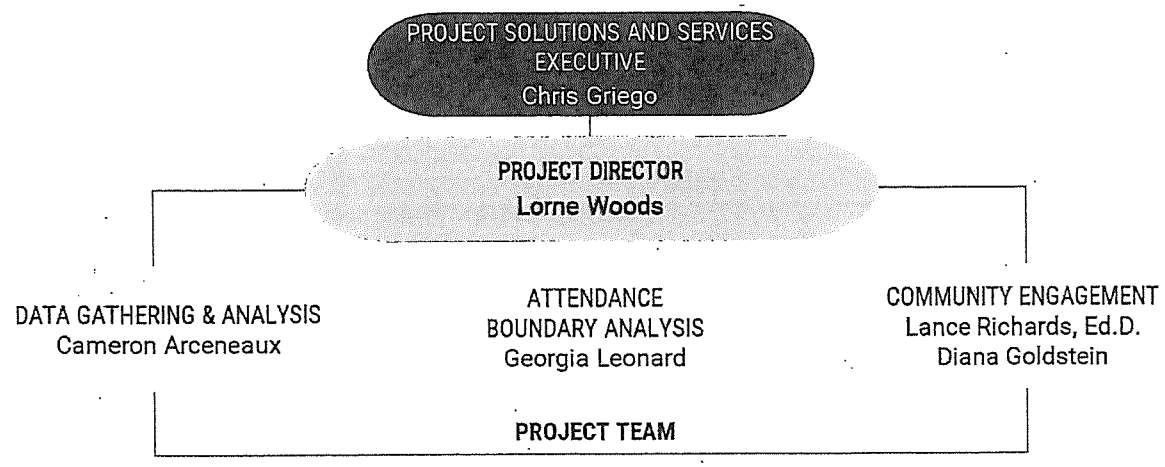
The success of a consulting engagement depends on the qualifications of the project team and the way in which the project is structured and managed.

We are proposing a team whose combined skills and experience align directly with the scope of services sought by Garden City Public Schools for this K–8 boundary study. Our team brings extensive experience in boundary analysis, enrollment forecasting, capacity and utilization review, GIS-based planning, and community-informed school district decision-making. Just as important, they understand that boundary studies carry educational, operational, and community impacts, and that successful recommendations must be both data-driven and practical for the district and its families.

We are school people helping school people. We see our job as partners helping our clients achieve their vision, mission, and goals. The reward of our work is the lasting positive impact we make in communities.

Our team for USD 457's project includes Chris Griego, Vice President, who will serve as Solutions and Services Executive and hold final authority for work associated with the project. Mr. Lorne Woods will serve as Project Director and day-to-day point of contact for USD 457, with primary responsibility for project coordination, communication, and overall delivery throughout the engagement. Team members are supported through MGT's national education planning platform, drawing on staff expertise in forecasting, GIS, boundary analysis, and district planning to ensure USD 457 receives responsive service and the technical depth needed for a successful study.

Organizational Chart

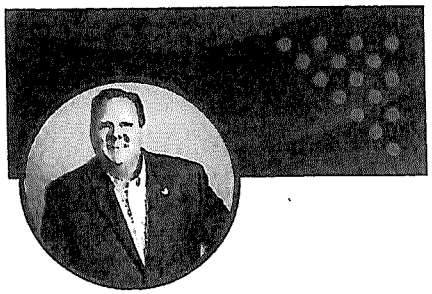


Roles and Responsibilities

ROLE ASSIGNED	RESPONSIBILITIES
GARDEN CITY PUBLIC SCHOOLS' PROJECT MANAGER MGT suggests that USD 457 appoint a single Project Manager to serve as the point of contact between the MGT team and USD 457.	MGT assumes USD 457's Project Manager will hold the following responsibilities: ▪ Overall project guidance and directions. ▪ Primary responsibility and final authority over all activities. ▪ Approval of the contract, work plan, and final report. ▪ Receive and distribute all project correspondence, progress reports, and final reports to other key stakeholders.
MGT SOLUTIONS AND SERVICES EXECUTIVE Chris Griego	The MGT Solutions and Services Executive holds the following responsibilities: ▪ Manages MGT contractual requirements. ▪ Provides solutions to address needs. ▪ Supports additional solutions and amendments. ▪ Manages resources appropriately. ▪ Resolves any conflicts during the project or point of escalation for any challenges. ▪ Ensures MGT fulfills all contractual requirements. ▪ Is the final authority over project deliverables.
PROJECT DIRECTOR Lorne Woods	The Project Director holds the following responsibilities: ▪ Main point of contact for USD 457. ▪ Day-to-day management of the project tasks and deliverables. ▪ Oversight over service and deliverable quality. ▪ Management of all project deadlines. ▪ Maintains frequent contact with USD 457's Project Manager throughout the lifecycle of the project.
CONSULTANT TEAM Georgia Leonard Cameron Arceneaux Lance Richards, Ed.D. Diana Goldstein	The consultant team holds the following responsibilities: ▪ Work closely with USD 457 under the direction of the Project Director to carry out the various tasks and deliverables. ▪ Utilize individual subject matter expertise to customize and execute each work task and fulfill USD 457's stated expectations. ▪ Review, document, evaluate, and generate recommendations in accordance with each component of the work plan.

Resumes

Resumes of each team member are provided on the following pages. **The personnel described in our proposal are the professionals who will provide the services for this project.** If, *for any reason*, a team member needs to be replaced, the project director will submit the alternate employee's resume for approval to USD 457's Project Manager. We have a deep roster of experienced consultants and will have no problem filling a position should the need arise.



Lorne Woods
Vice President

MGT

Since joining MGT in 2007, Lorne Woods has assisted over 150 school districts in his time with the company and works directly with school district personnel providing student enrollment forecasting services, creating open enrollment reports, custom-mapping projects, phasing of residential development projects along with the online mapping and cloud-based applications of project information. In 2013, Lorne helped establish MGT's second office in Dallas. He manages a staff who support school districts throughout Texas and areas east of the Rocky Mountains.

Lorne is actively involved with the technical side of MGT's work, which involves GIS software used not only by MGT staff members, but also by school district personnel who choose to license MGT's exclusive GIS software programs. Lorne's goal is to help the new GIS user become comfortable working with the software, eventually leading personnel to become self-sufficient in daily GIS tasks. He is responsible for directing the technical support for MGT's many software clients, which includes hundreds of school district GIS software users spread across 35 states.

Areas of Expertise

- Geography
- K–12 Demographics

Education

- B.A., Geography, California State University, San Bernardino, CA

Certificates

- Certificate, GIS, California State University
- Certificate, Urban Planning, California State University

Member/Trainer

- A4LE, Association for Learning Environments
- SCAUG, South Central Arc Users Group
- AAG, American Association of Geographers & AAG, GeoMentor
- SchoolSite™ Planning Software
- ArcGIS® software products from ESRI

Selected Project Highlights

Agua Fria Union High School District
Avondale, AZ

Charleston County School District
Charleston, SC

Clay County Schools
Fort Myers, FL

Coachella Valley Unified School District
Thermal, CA

Cobb County School District
Marietta, GA

Corpus Christi Independent School District
Corpus Christi, TX

Coweta County School District
Newnan, GA

Crandall Independent School District
Crandall, TX

Eastern Carver County Schools
Chaska, MN

Edgewood Independent School District
San Antonio, TX

Goddard Public Schools USD265
Goddard, KS

Maize USD266
Maize, KS

Paulding County Schools
Dallas, GA

Portland Public Schools
Portland, ME

Plum Borough School District
Pittsburgh, PA

Red Oak Independent School District
Red Oak, TX

South Washington County School District
Cottage Grove, MN

Wichita Public Schools USD259
Wichita, KS

Work Experience

MGT Impact Solutions, LLC, Vice President, 2007–Present



Georgia Leonard, M.B.A., GISP

GIS Director

Georgia Leonard is a GIS Director and Project Manager at MGT with deep expertise in spatial analytics, geospatial solution design, and technical leadership. A certified GIS Professional (GISP), Georgia leads cross-functional teams and enterprise-level projects that span student enrollment forecasting, boundary planning, parcel fabric and COGO workflows, residential development analysis, and cloud-based GIS applications. Since joining MGT in 2019, she has successfully delivered GIS solutions for public sector clients, internal product innovation, and enterprise GIS initiatives.

With a bachelor's degree in geography and urban planning and an M.B.A. with a concentration in location analytics, Georgia combines academic rigor with practical, real-world application. She is highly proficient in the ArcGIS® platform (Desktop, Online, Enterprise), and plays a central role in GIS product development, client enablement, and staff training. Georgia's leadership and technical acumen ensure the delivery of efficient, scalable, and actionable GIS solutions that support data-driven decisions across organizations.

Areas of Expertise

- Spatial Analytics & Geospatial Visualization
- Web-Based GIS & Cloud Application Development
- GIS Product Development & Solution Design
- GIS Training, Support, & User Enablement
- Enrollment Forecasting & Boundary Planning
- Transfer, Phasing, & Development Impact Analysis
- Custom Mapping & Scenario Modeling
- Parcel Fabric Editing & COGO Workflows
- SchoolSite™ & ArcGIS® Platform Proficiency

Education

- M.B.A., Location Analytics, University of Redlands
- B.S., Geography & Minor Urban Planning, Arizona State University

Certifications

- Geographic Information Systems Professional (GISP)
- ArcGIS Pro Foundation
- GIS Fundamentals
- FERPA for Local Education Agencies, Data Sharing, and Colleges and Universities

Trainer/Product Manager

- SchoolSite™ Planning Software
- ArcGIS® software products from Esri
- Atlas Interactive Portal

Selected Project Highlights

Austin Independent School District
Austin, TX

Canyon School District
East Sandy, UT

Charleston County School District
Charleston County, SC

Clay County School District
Green Cove Springs, FL

Corpus Christi Independent School District
Corpus Christi, TX

Dothan City Schools
Dothan, AL

Flagstaff Unified School District
Flagstaff, AZ

Gateway School District
Monroeville, PA

Mars Area School District
Mars, PA

Melissa Independent School District
Melissa, TX

Metro Nashville Public Schools
Nashville, TN

Mineral County School District
Hawthorne, NV

Richardson Independent School District
Richardson, TX

Shaler Area School District
Pittsburgh, PA

Work Experience

MGT Impact Solutions, LLC, GIS Director, 2023–Present; Project Manager, 2022–2023; Geographic Information Systems Analyst, 2019–2022

TEKsystems, Validation Engineer, 2018–2019

Hilliard Energy, Ltd., GIS Technician, 2006–2018



Cameron Arceneaux

GIS Analyst

Cameron Arceneaux, a skilled GIS Analyst, brings extensive expertise in Geographic Information Systems (GIS) analysis and demographic forecasting to MGT. With a bachelor's degree in Geospatial Information Science/Geography, Cameron collaborates with over 15 school districts nationwide, providing essential services such as student enrollment forecasting, open enrollment reporting, and custom mapping projects. His proficiency extends to residential development phasing, online mapping solutions, and redistricting plan development, where he has successfully partnered with entities across Texas to produce tailored maps and strategic plans aligned with their demographic needs. With a track record of delivering high-quality GIS solutions and a commitment to excellence, Cameron plays a pivotal role in supporting school districts in optimizing resource allocation and planning for future growth and development.

Areas of Expertise

- Geographic Information Systems (GIS) Analysis
- Open Enrollment Reporting
- Custom Mapping Projects
- Online Mapping Services
- Redistricting Plan Development
- Spatial Relationship Analysis
- Demographic Data Interpretation
- Dashboard Development and Implementation

Education

- B.S., Geospatial Information Science/Geography, Minor in Public Policy, University of Texas at Dallas

Trainer/Product Manager

- ArcGIS® software products from ESRI

Selected Project Highlights

Austin Independent School District
Austin, TX

Clay County School District
Green Cove Springs, FL

Crandall Independent School District
Crandall, TX

Goddard Public Schools
Goddard, KS

Hanover County Public Schools
Ashland, VA

Harlingen Independent School District
Harlingen, TX

Maize USD266
Maize, KS

Melissa Independent School District
Melissa, TX

Ogden School District
Ogden, UT

Paulding County School District
Dallas, GA

Penn-Trafford School District
Harrison City, PA

Red Oak Independent School District
Red Oak, TX

Richland School District Two
Columbia, SC

Richardson Independent School District
Richardson, TX

Rockwood School District
Eureka, MO

Spartanburg County Schools
Spartanburg, SC

Wichita Public Schools USD259
Wichita, KS

Work Experience

MGT Impact Solutions, LLC, GIS Analyst, 2022–Present

Bickerstaff Heath Delgado Acosta, LLP, Geographic Information Systems Analyst, 2021–2022



Lance Richards, Ed.D.

Director

MGT

As a Director at MGT, Dr. Lance Richards works with school communities to help them make impactful decisions that will serve all stakeholders. He joined MGT after three decades of experience as a teacher, building leader, and superintendent of a public school district. Dr. Richards encourages collaboration and communication in building successful partnerships. Solid fiscal management and impactful facilities planning and development were his areas of professional focus as a school administrator and in his current work. He has broad experience with and in-depth knowledge of school community leadership along with an extensive record in project management. He has had great success in helping school projects and initiatives grow from a wish to fully developed plans that have a direct positive impact on student achievement and community well-being.

Areas of Expertise

- Operations and Project Management
- Budget Development

Education

- Doctorate in Educational Leadership, Oakland City University
- Educational Specialist Degree for Superintendent, Indiana State University
- Ed.M., Indiana University-Southeast
- B.A., Communications, Indiana University-Southeast
- B.S., English, Indiana University-Southeast

Certifications

- Administration and Supervision Certification, Indiana University-Southeast

Professional Affiliations

- Indiana Association of Public School Superintendents
- Association of School Curriculum and Development
- Harrison County Health Board – Vice Chairman
- Indiana Computer Educators
- Indiana Principal's Leadership Academy
- National Council for the Teachers of English

Selected Project Highlights

Alpine School District, UT
District Reconfiguration Study

Atlanta Public Schools, GA
Facilities Master Plan

Citrus County Schools, FL
Facilities Master Plan

City of Lynchburg, VA
Educational Strategic Plan

Collierville Schools, TN
Demographics Study

County of Roanoke, VA
Demographics Analysis

Cumberland County Schools, NC
Facilities Master Plan

East Cleveland City School District, OH
Facilities Master Plan

Jefferson Parish Public Schools, LA
Facilities Master Plan Update

Lynwood Unified School District, CA
Facilities Master Plan

Wyoming Dept. of Admin
Cost Effective Studies for various districts

Work Experience

MGT Impact Solutions, LLC, Director, 2025-Present; Manager, 2022–2025

North Harrison Community Schools, Superintendent, 2016–2022; Assistant Superintendent, 2011–2016; Principal, 1999–2011

Lanesville Community Schools, Teacher, 1990–1999



Diana Goldstein, M.Ed.

Senior Consultant

With over 25 years of consulting experience, Diana possesses a robust skill set in communication, counseling, and data organization and analysis. As a senior consultant at MGT, she has demonstrated proficiency in developing and implementing stakeholder input models through various methodologies, including web-based survey administration, focus groups, and individual interviews. Diana specializes in online survey design, development, and administration, having led the creation of surveys for numerous MGT engagements spanning program needs assessments, strategic planning, feasibility studies, market demand analysis, and evaluation of support services. Her expertise lies in effectively assessing needs, preferences, and market factors to inform strategic decision-making and drive project success.

Areas of Expertise

- Web-based Survey Administration
- Job Description Development
- Focus Group/Individual Interviews
- Market Research
- Program Management
- Literature Review
- Data Documentation

Education

- M.Ed., University of Georgia, 1994
- B.A., Psychology, Wake Forest University, 1990

Memberships and Affiliations

- Phi Beta Kappa

Selected Project Highlights

Community College of Alleghany County
Pittsburgh, PA
Organizational Review

Georgia Gwinnet College
Lawrenceville, GA
Strategic Plan

Kennesaw State University
Kennesaw, GA
Strategic Planning

Tarrant County College District
Fort Worth, TX
Strategic Plan

Winston-Salem State University
Winston-Salem, NC
Organizational Review

York Technical College
Rock Hill, SC
Market Study and Labor Analysis

Work Experience

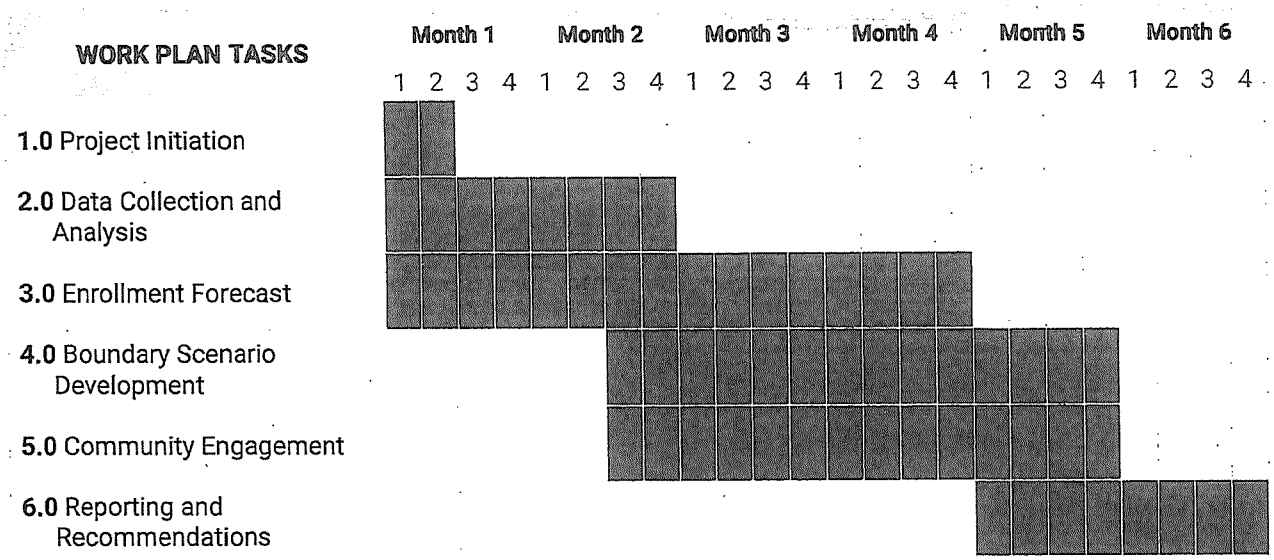
MGT Impact Solutions, LLC, Senior Consultant, 2025–Present; Senior Analyst, 2006–2025

University of Georgia, Department of University Housing, Consultant, 2001–2004

Peirce College, Office of Faculty Development, Adjunct Faculty Member, 2000–2001; Coordinator of Faculty Recruitment and Development, 1999–2000

D. Timeline

Based on our understanding of the scope of work, we anticipate completing the boundary study within approximately six months of contract execution. During Project Initiation, final task dates will be confirmed in coordination with USD 457 based on district staff availability, the school calendar, holidays, stakeholder engagement timing, and other project variables. Our proposed schedule will be structured to support data collection, enrollment forecasting, boundary scenario development, community engagement, and the timely delivery of recommendations to district leadership and the Board of Education.



E. Cost Proposal

Defined by Impact. Driven by People.
Dedicated to the Community.

MGT proposes to complete all the work outlined in the preceding sections for $115,600. The following table outlines the fees by task as described in our work plan. This is an all-inclusive fee, including both professional fees and travel expenses, and is billed monthly by percent of tasks completed.

	MILESTONES AND TASKS	PROFESSIONAL HOURS	TOTAL ($)
1.0	Project Initiation	20	$4,140
2.0	Data Collection and Analysis	73	$19,318
3.0	Enrollment Forecast	80	$15,649
4.0	Boundary Scenario Development	70	$14,531
5.0	Community Engagement	140	$49,138
6.0	Reporting and Recommendations	35	$12,824
	GRAND TOTAL*		**$115,600**

*Grand Total Fee includes:

- Seven on-site visits
  - Two for data research and meeting/presentations for the Board, Staff, Community, or Stakeholders focusing on project related development
  - Five for community engagement
- Five virtual meetings/presentations for the Board, Staff, Community, or Stakeholders

SERVICES BEYOND OUTLINED SCOPE OF WORK	RATE
Additional Meetings for Board, Staff, Community, or Stakeholder Presentation	
• On-site meeting (includes preparation, travel, and meeting)	$5,000 each
• Virtual meeting (includes preparation, and meeting)	$750 each

Project Assumptions

DATA

USD 457's staff is responsible for furnishing the data necessary to fulfill the contracted scope of work, with the understanding that the information provided is accurate. MGT will offer guidance on the required data attributes and configuration.

Additional data may be supplied by state and local agencies, and noteworthy delays in obtaining the requested information from these entities could impact the project timeline.

If the data received is inaccurate or incomplete, or if there are delays in its receipt, MGT will consult with USD 457 to determine whether a revision to the project schedule is necessary.

If MGT is required to update, correct, or create USD 457-supplied data, an additional fee will be proposed and agreed upon before the work begins and may cause delay in the deliverables.

SCOPE OF WORK/DELIVERABLE

MGT will provide the deliverables outlined in this proposal. Any additional deliverables, such as analyses, maps, and reports, may incur an additional fee.

MEETINGS (STAFF/BOARD)

MGT will provide up to the number of meetings specified in this proposal. Any additional meetings may incur an additional fee and could potentially cause delays in the delivery of final deliverables.

ADDITIONAL FEES

The fee in this proposal includes only the services, deliverables, and quantities specifically described. Any additional deliverables, such as analyses, maps, and reports, may incur an additional fee. Any additional meetings may incur an additional fee and could potentially cause delays in the delivery of final deliverables. Updating, correcting, or creating USD 457-supplied data may incur additional fees.

PROJECT TIMELINES

A project timeline will be collaboratively established and approved by both USD 457's staff and MGT. All timelines presuppose the timely delivery of data without defects or errors, as well as prompt feedback and input from USD 457's staff concerning draft deliverables. Inaccurate data or delays in feedback may require a reevaluation of the agreed upon timeline.

COMMUNITY ENGAGEMENT

As reflected in the scope of work, MGT will support stakeholder engagement activities identified in this proposal, including planning, facilitation support, and preparation of engagement materials. USD 457 will support coordination of district participants, review of communication materials, and district-led communications activities such as press releases, website updates, and social media postings unless otherwise agreed. USD 457 may also assist with translation, interpretation, and other outreach support as needed to support engagement with the district's community.

F. References

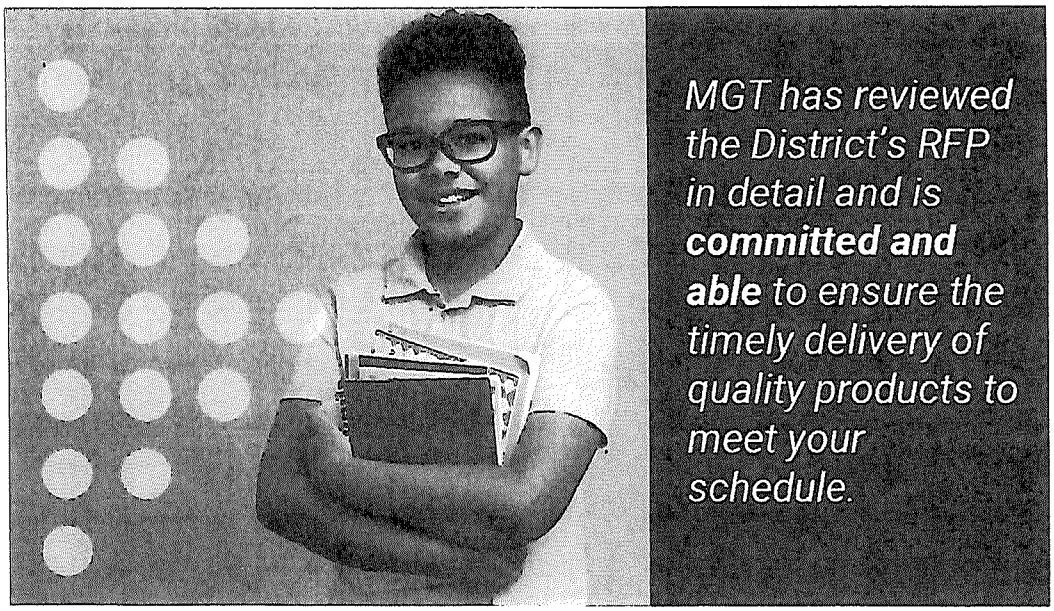
A leader in demographer services.

MGT has earned a reputation as a leader in demographer services and has extensive experience across PK–12 education. We appreciate the need to focus on partnering with each client to appropriately merge industry best practices with unique district requirements. Many of our clients have contracted with us for multiple projects or updates. We feel repeat business is the greatest testament to our commitment to customer service and client satisfaction. We encourage you to contact any of our references to learn of our professionalism, ability to meet timelines, and the expertise of our staff.

GODDARD PUBLIC SCHOOLS UNIFIED SCHOOL DISTRICT 265,
Doug Maxwell, Chief Financial Officer
201 S. Main St., P.O. Box 249 | Goddard, KS 67052
(316) 794-4000 | dmaxwell@goddardusd.com

MAIZE UNIFIED SCHOOL DISTRICT 266
Darin Augustine, Executive Director Operations
905 W. Academy Ave. | Maize, KS 67101
(316) 350-2001 | daugustine@usd266.com

WICHITA PUBLIC SCHOOLS UNIFIED SCHOOL DISTRICT 259
Fabián Armendáriz, Director of Operations
903 S. Edgemoor | Wichita, KS 67218
P: (316) 973-2048 | E: FArmendariz@usd259.net



Appendix A. SPC 2026

SPC SCHOOL PLANNING CONFERENCE

TAMPA, FL

JUNE 23rd-26th, 2026

EMBRACE DATA-DRIVEN DECISIONS FOR A THRIVING SCHOOL SYSTEM

The 2026 School Planning Conference (SPC26) is the premier event for K-12 planners and administrators to master the technical skills and strategic insights needed to build resilient, future-ready school systems. For over 20 years, the SPC has served as the trusted resource for school district leaders to sharpen their strategies and navigate the changing trends in public education.

WHAT YOU'LL GAIN:

Intensive ArcGIS Pro Training: Gain technical proficiency in ArcGIS Pro through a dedicated hands-on track. Learn to map demographics and then apply those skills directly to real-world school planning scenarios.

Strategic Master Planning: Learn best practices for long-term facility master planning and effective community/committee collaboration.

Networking & Collaboration: Connect with peers across the country to break down silos and share proven strategies that enhance district efficiency and save taxpayer dollars.

Walk away ready to lead with confidence by accurately forecasting enrollment and planning boundaries before challenges arise, clearly communicating facility needs to earn Board and community trust, and strengthening school safety through proactive, data-informed strategies that protect every student and staff member.

Don't miss the most impactful professional development event for K-12 administrators. This is the perfect opportunity for school officials to experience the full value of the SPC without extensive travel.

DESIGNED FOR YOUR LEADERSHIP TEAM

Tailored for Superintendents, Chief Operations Officers, CFOs, Planning Directors, Financial Staff, and Curriculum Leadership, this year's conference offers a multi-track program at The Westshore Grand in Tampa, providing hands-on skills and high-level networking.

Choose the path that fits your role:

TRACK A:
GIS & SchoolSite Hands-on
- Data Hygiene
- Geocoding
- Project Setup

TRACK B:
K12 Forecasting & Strategic Growth
- Enrollment Trends
- School Boundary Planning

TRACK C:
Capacity, Safety & Infrastructure
- Facility Condition Assessments
- School Safety Plans
- ArcGIS Indoors

REGISTER NOW:

Join Superintendents, CFOs, & Planning Leaders in Tampa, Florida June 23rd - 26th, 2026!

SCHOOLPLANNINGCONFERENCE.COM

Sponsored by: MGT



Proposal

April 17, 2026

Request for Proposal - Boundary Study

Garden City Public Schools USD 457, Kansas

Submitted by:

Robert Schwarz
Owner
9200 Indian Creek Parkway
Suite 205
Overland Park, KS 66210
913.681.7651
info@rsp-associates.com

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Company Profile

Reimagine School Planning.

RSP & Associates is a full service planning firm providing education institutions with a diverse selection of services and products. The RSP team builds custom, data-driven, strategic initiatives to help support the academic success of the students. The RSP team works closely with the district, educators, government organizations, and developers to ensure a collective vision becomes a reality. No two school districts are the same; the RSP team has the ability to tailor and modify its services to meet the needs of each school district we serve.

RSP is a trusted, innovative, and mission-driven company with a deep bench of experienced staff and a strong commitment to serving school districts and their communities—and this is how we are reimagining school planning.

RSP | FAST FACTS

Name:
RSP & Associates, LLC (RSP)

Location:
9200 Indian Creek Parkway, Suite 205
Overland Park KS 66210
913-681-7651

Structure:
Privately held, Sole proprietor

Areas of Expertise:
Public School District Planning and Consulting, Long-range strategy and solutions, GIS Integrations, Public Facilitation

Our experience sets us apart. RSP has been serving our school district clients for over 20 years and our portfolio reflected the shared partnership with clients lasting over a decade. Our standard is clear communication, innovative and instructive analysis and expert facilitation.

Our Vision

RSP is ready to take on our clients most challenging decisions, providing up to date analysis, innovative communication tools, and custom planning strategies to assist our clients in their larger goals - educating students. **We are REIMAGINING SCHOOL PLANNING.**



130 SCHOOL DISTRICT CLIENTS

126 UNIQUE BOUNDARY ANALYSIS

2,137 UNIQUE ENROLLMENT ANALYSIS

What we do best

Always remember each client is unique.

Our custom data analysis will help districts plan for the future and get the answers you need.



RSP Service Menu

RSP has developed innovative and informative products to assist our school district clients in long range planning initiatives.

Enrollment Analysis

RSP utilizes a customized Student Forecast Model (SFM) to project future student enrollment in a 5 or 10 year time frame. The projections can be viewed at a district-wide level, by geographical area, or by an individual facility. Variables that are integrated into the model include **historical enrollment data, birth data, development activity, demographic trends, facility capacity, and other data sets unique to the district.**

Boundary Analysis

Using RSP Enrollment Analysis as a baseline, RSP works with district administration to develop new boundaries to positively impact facilities and student enrollment for a projected time period.

Capacity Analysis

RSP Capacity Analysis focuses on how each facility is being utilized with respect to the educational programming required currently, as well as what is desired to be deployed in the future. The RSP Capacity Analysis includes both functional and educational capacity, and RSP works to help the district understand how space in each facility can be best utilized for educational programming.

Public Facilitation

RSP has developed a highly collaborative facilitation process that is used to assist school districts with boundary realignment, facility planning and re-purposing, as well as long range planning. The process involves relevant stakeholders including BOE members, district and building administration and community leaders. RSP has created a process that allows for the BOE to focus the efforts of the planning process to ensure that the final goals are met, yet also provide opportunities for community input at critical points in the process.

Experience & Qualifications

Planners see the big picture

RSP is, at its core, a planning firm—an approach that guides every project we take on. Our planners bring together the critical elements of effective decision-making: reliable and actionable data, leading experts in their fields, and skilled communicators who turn strategy into action. The result is thoughtful, well-informed planning that drives meaningful outcomes for communities.



RSP focuses on all aspects of school planning

RSP recognizes that the complexities of school operations are intricate, detailed and require a custom approach. RSP works closely with School Boards, Administration and the community to determine the best planning approach for each client. This approach allows the client to focus not only on enrollment projections but he application of that analysis for facility planning, redistricting and utilization studies, bond cycles and future facility planning.

Student Forecast Model

RSP understands that school attendance dynamics extend well beyond boundary delineations. Accurate analysis requires understanding both the geographic distribution of students and their actual school assignments. By integrating reside location data with verified attendance patterns, we generate highly precise, granular datasets that strengthen the reliability of our enrollment projections. This methodology ensures projections reflect the district's true student population distribution and enrollment behavior.

RSP & Associates is focuses on all aspects of school planning, recognizing that the complexities of school operations are intricate, detailed and require a custom approach. RSP works closely with School Boards, Administration and the community to determine the best planning approach for each client. This approach allows the client to focus not only on enrollment projections but the application of that analysis for facility planning, redistricting and utilization studies, bond cycles and future facility planning.

RSP RELEVANT EXPERIENCE

RUTHERFORD COUNTY SCHOOLS, TENNESSEE ENROLLMENT & BOUNDARY ANALYSIS

Rutherford County Schools

Rutherford County Schools is one of The fastest growing school districts in Tennessee, serving nearly 50,000 students in Murfreesboro and surrounding areas. RSP provided RCS with enrollment projections and a Comprehensive Capacity Analysis in 2022/23 which will set the stage for district wide attendance area adjustments.

Based on these enrollment and capacity analysis, RSP developed multiple rezoning scenarios for middle schools and high schools that balanced student enrollment across the district. By prioritizing data-driven decision-making and student-centered planning, RSP's work with RCS positions the district to deliver a high-quality educational experience for all students.

WAUKEE COMMUNITY SCHOOL DISTRICT, IOWA ENROLLMENT & BOUNDARY ANALYSIS

Waukee Community School District is located on the Western edge of the Des Moines metro area and is one of the fastest growing school districts in the state of Iowa. RSP has worked closely with WCSD for the past 18 years and partners directly with the administration and BOE as they have planned for growth from 5,051 students to more than 14,000 in 2024/25.

RSP provided the Boundary Analysis for the opening of three schools since 2010 and five more by 2025. RSP lead a public facilitation process that planned for the opening of a new elementary school and a second high school opening 2021/22 with a district-wide boundary adjustment. RSP most recent initiative is a process for a tenth elementary school in 2025.

OSWEGO COMMUNITY UNIT SCHOOL DISTRICT , ILLINOIS ENROLLMENT & BOUNDARY ANALYSIS

Oswego Community Unit School District 308 (SD308), located in Oswego, Illinois, serves approximately 17,000 students across 22 schools, with a student teacher ratio of 15:1. RSP & Associates has proudly partnered with SD308 since the 2010–11 school year, providing ongoing Enrollment Analyses to support informed decision-making and long-term planning.

In addition, RSP completed a Capacity Analysis to evaluate each school's functional capacity and help guide future facility needs. Our longstanding collaboration with SD308 reflects our commitment to delivering data-driven insights that help districts plan confidently for the future.

LAWRENCE PUBLIC SCHOOLS, KANSAS ENROLLMENT & BOUNDARY ANALYSIS

Lawrence Public Schools is a K-12 school district in Kansas, serving over 9,000 students in 12 facilities. RSP provided USD 497 with enrollment projections in 2022/23 & 2023/24, a Facility Master Plan in 2022/23, and a Boundary Analysis in 2023/24, where RSP provided different recommendations to the Board for Middle School boundary adjustments.

Currently RSP is continuing the partnership with LPS to determine utilization for elementary schools and potential High School attendance area adjustments. RSP has been alongside the LPS community each step through the planning and collaboration process.

DES MOINES PUBLIC SCHOOLS, IOWA FACILITY MASTER PLANNING

Des Moines Public Schools is the largest school district in Iowa, serving over 30,000 students in 60 facilities in the Des Moines metro area. Utilizing RSP analysis and expertise, RSP facilitated a two-year Facility Master Plan with DMPS to reimagine district facilities for the next 10 years.

RSP's long-range planning process combines community input, reliable data, and district resources to shape a sustainable and equitable future for all students. By carefully evaluating facilities, finances, and programs, we help ensure resources are used effectively to support student success. The examined adjusting school boundaries, adding new schools or building expansions, consolidating facilities, reconfiguring grade levels, or enhancing school and facility programming—always with the goal of creating a district that is prepared, resilient, and responsive to the needs of its students and community.

Project Approach

Because we are experts in conducting thorough and reliable analyses, RSP can develop a comprehensive work plan and schedule with clearly defined reporting dates for each major activity, specifically designed to guide a high-quality product.

Project Approach

RSP begins each project with a custom approach - asking the right questions to identify the unique needs and challenges that each client faces. This approach allows our team to take known data sets and develop analysis that addresses the specific needs of each client. This custom approach accounts for a high level of accuracy in our enrollment projections, the ability for districts to use our analysis to make long -term and lasting decisions for the community, and a life span for the analysis that is beneficial to the client for years beyond the project completion. This approach is the same whether a client is large or small, urban or rural.
- RSP provides a custom client experience.

Methodology

The Enrollment Analysis seeks to answer the immediate questions related to enrollment shifts, demographic trends, economic impact, and how that information effects students throughout the district. The analysis includes data collection, stakeholder meetings, data analysis, building the statistical forecast model, and final communication and presentations.

RSP uses student residency data ("reside") rather than current school attendance ("attend") in enrollment analyses because it provides a more stable and accurate foundation for long-term planning. Attendance can fluctuate year to year due to changes in curriculum or programs, shifts in school administration or policies, boundary adjustments, and temporary enrollment trends. These fluctuations can skew short-term attendance figures, making them unreliable for projecting future facility needs, staffing, or budgeting. Residency data, on the other hand, reflects where students actually live, giving a consistent picture of potential demand across the district. This ensures that long-range planning is based on demographic realities rather than temporary enrollment patterns.

Student Forecast Model

The SFM is a social science... not an exact science; it identifies behavior trends to determine the propensity of them to be recreated. The model is valuable in how our team created and then analyzed the geography at a planning area level for any commonality, which will help produce an accurate forecast.

Some variables examined for each planning area may be:

- natural cohort (district data)
- planning area subdivision lifecycle (a RSP variable)
- the value of homes (county assessor data)
- type of residential units like single-family, multi-family, townhome, mobile home, etc. (county assessor data)
- year units were built
- estimated female population (census data)
- estimated 0-4 population (census data)
- existing land use (county and city data)
- future land use (county and city data)
- capital improvement plan (county and city data)
- future development (county and city data)
- in-migration of students (district data) & out-migration of students (district data)

Elements of the Analysis

RSP's analysis incorporates multiple data elements to provide a comprehensive and reliable understanding of future student enrollment. We begin by defining planning areas that reflect natural neighborhood and attendance patterns within the district. Student data is then analyzed alongside local birth rates to identify emerging demographic shifts. We also examine student migration patterns to understand how families move into, out of, and within the district. Residential development activity is closely reviewed to assess the timing, type, and scale of new housing, which directly influences future enrollment. Finally, yield rates—representing the number of students generated by different housing types—are applied to project how development will translate into actual students. Together, these components create a robust forecasting model tailored to the district's unique growth dynamics.

STUDENT DATA

The student data used in RSP's analysis provides a detailed snapshot of the district's current and historical enrollment. It includes address-level information showing where students reside, grade-level placement, school assignment, demographic characteristics, and year-over-year cohort movement.

This data allows RSP to track trends such as incoming and outgoing students, retention within grade cohorts, shifts across attendance areas, and changes in enrollment by program or grade. Geocoding, or converting student addresses into accurate geographic coordinates, begins the process to map where students live and analyze spatial enrollment patterns.

The student dataset typically includes each student's grade level, home address, school assignment, demographic attributes (as available), special program participation, and enrollment status—all of which help RSP assess current conditions and identify trends that inform future projections.

PLANNING AREAS

Planning Areas are created from Census block groups and city geographies. They include land use and residential density and follow natural and man-made features, and school attendance areas. Planning Areas are more granular than census block groups enhancing the statistical connection between students and geography. Each planning area has a different outlook based on indicators such as, value and square footage of housing, year housing product was constructed, and access to amenities (shopping, parks, trails, and roads).

UNDERSTANDING THE MODEL

The model seeks to understand the different variables that may increase or decrease enrollment over time. These variables are unique to each clients, providing RSP forecasting with a custom approach that ensure each district is receiving the highest level of analysis and best planning practices.

Enrollment may decrease more than forecasted if...

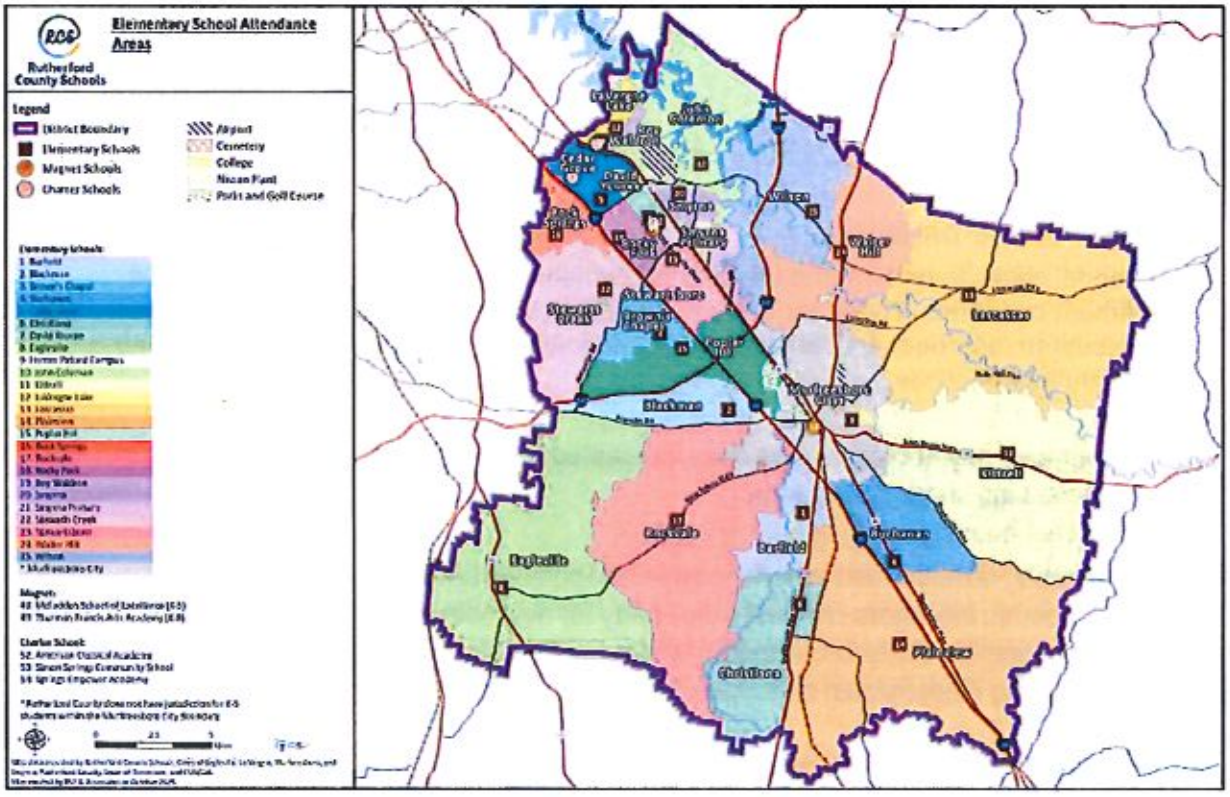
- Decreasing share of live births
- Current housing stock does not re-green
- Housing development experience minimal potential growth
- Economic indicators challenge the ability for new homeowners and affordability aspects of the district
- Demographic shifts in community and/or surrounding communities
- Incoming Kindergarten class is smaller than outgoing senior class

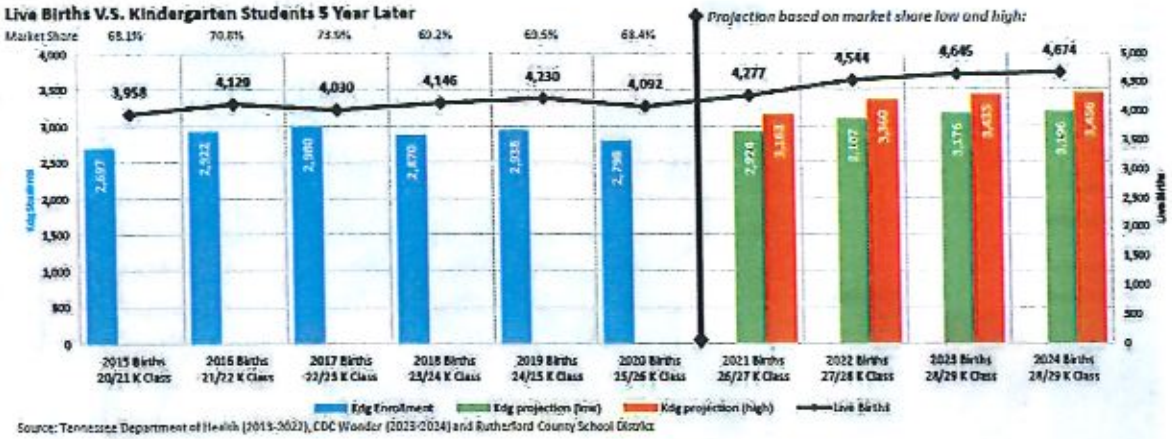
Enrollment may increase more than forecasted if...

- Increasing share of live births
- Current housing stock does re-greens
- Housing development experience more potential growth
- Economic indicators improve the ability for new homeowners and affordability aspects of the district
- Demographic shifts in community and/or surrounding communities
- Incoming Kindergarten class is larger than outgoing senior class

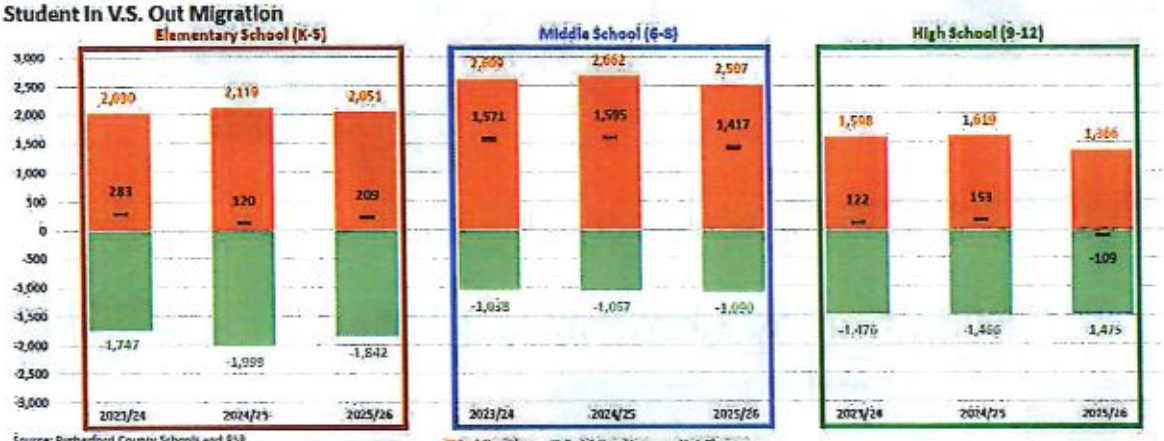
Project Examples

RSP's project visuals, maps, and graphics translate complex data into clear, actionable insights. These visual tools are designed to help district leaders quickly understand enrollment patterns, demographic trends, facility utilization, and future growth areas. By combining geographic, demographic, and development information into intuitive maps and charts, RSP provides a powerful visual framework that supports informed and strategic decision-making.





Source: Tennessee Department of Health (2013-2022), CDC Wonder (2023-2024) and Rutherford County School District



Source: Rutherford County Schools and RSP

In-Migration: Shows number of students in grade 1st to 12th that are attending the District in the current year, but were not attending the District in the previous year.
Out-Migration: Shows number of students in grade K to 11th that were attending the District in the previous year, but are not attending the District in the current year.

Rutherford County Schools Projections By School (Based on Student Reside)

Market Forecast

School	District Capacity	Enrollment Type (Past)	Past School Enrollment 2022/23	2023/24	2024/25	2025/26	Projections Based on Residence (1-5 years) 2026/27	2027/28	2028/29	2029/30	2030/31	% of projected reside change
Smyrna Elementary		Reside/Attend	669	720	568	541						
Kto5th	816	Reside	712	762	613	596	589	580	574	558	551	-7.6%
		Attend	701	739	584	565	552	551	545	534	527	
Smyrna Primary		Reside/Attend	544	553	523	520						
Kto5th	625	Reside	581	589	592	604	607	605	614	616	614	+1.7%
		Attend	579	577	542	543	543	551	556	555	553	
Stewarts Creek Elementary		Reside/Attend	1,182	1,243	1,112	1,076						
Kto5th	1,125	Reside	1,308	1,376	1,475	1,212	1,323	1,424	1,649	1,700	1,789	+47.7%
		Attend	1,258	1,339	1,170	1,169	1,209	1,317	1,448	1,614	1,718	
Stewartsboro Elementary		Reside/Attend	643	662	665	738						
Kto5th	855	Reside	707	708	730	817	838	837	862	879	886	+5.0%
		Attend	665	702	773	777	807	842	883	844	828	
Walter Hill Elementary		Reside/Attend	470	476	492	504						
Kto5th	660	Reside	543	555	582	604	617	605	630	637	642	+6.9%
		Attend	544	531	541	537	557	550	570	574	579	
Wilson Elementary		Reside/Attend	622	612	591	548						
Kto5th	975	Reside	804	874	856	802	571	543	522	492	473	-21.4%
		Attend	655	644	623	579	550	516	495	470	451	
1st/Kit Dual Zone		Reside/Attend	0	0	0	0						
Kto5th		Reside	32	23	31	0	0	0	0	0	0	0.0%
		Attend	0	0	0	0	0	0	0	0	0	

Source: RSP & Associates, LLC - October 2025

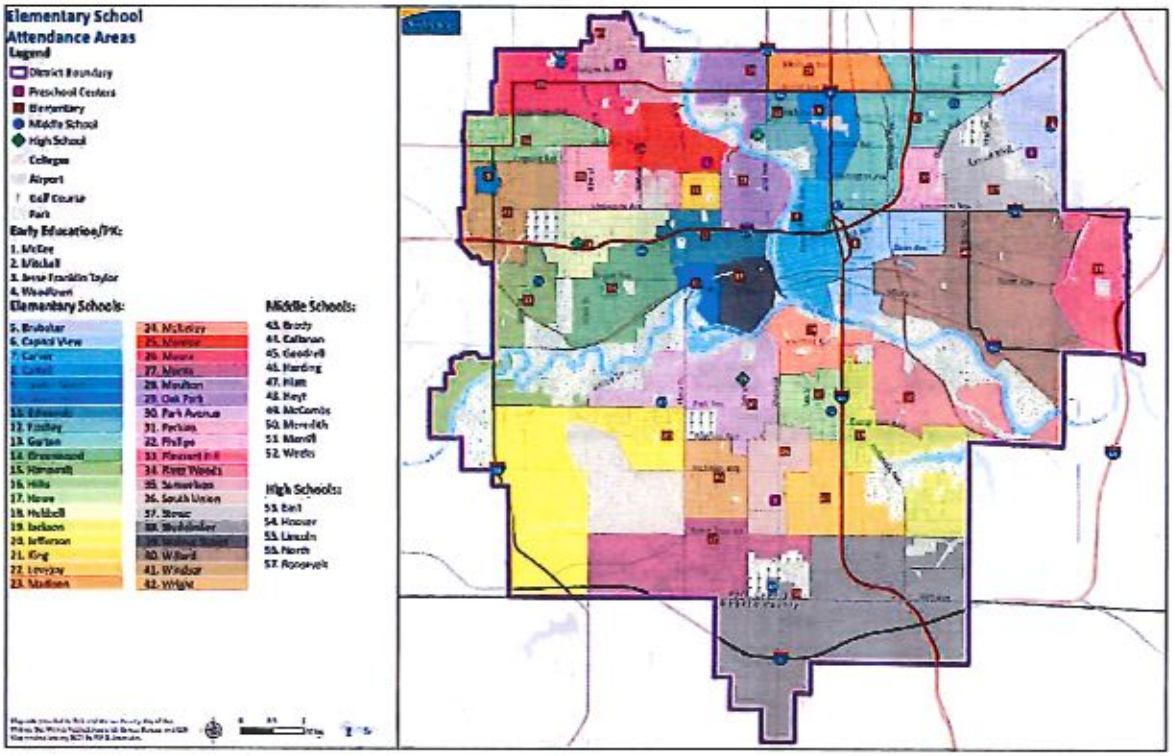
Note 1: Student Projections are based on the number of 5th students.
Note 2: The Enrollment Model is based on a trend count of students by Planning Area and each facility.
Note 3: Discrepancies between Facilities are shown with Internal Projections.
Note 4: The Enrollment Model assumes 0.00 % in K-4 and +0.00 % in 5-12.
Note 5: Each phasing zone is adjusted the 2025/26 boundary for past and 2026/27 for future.
Note 6: School capacity provided by the District.
Note 7: Reside is based on the student home address.
Note 8: Attend is based on which facility the student attends.
Note 9: Facility Projections/Trends are the students who reside in the attendance area that they have chosen to attend.

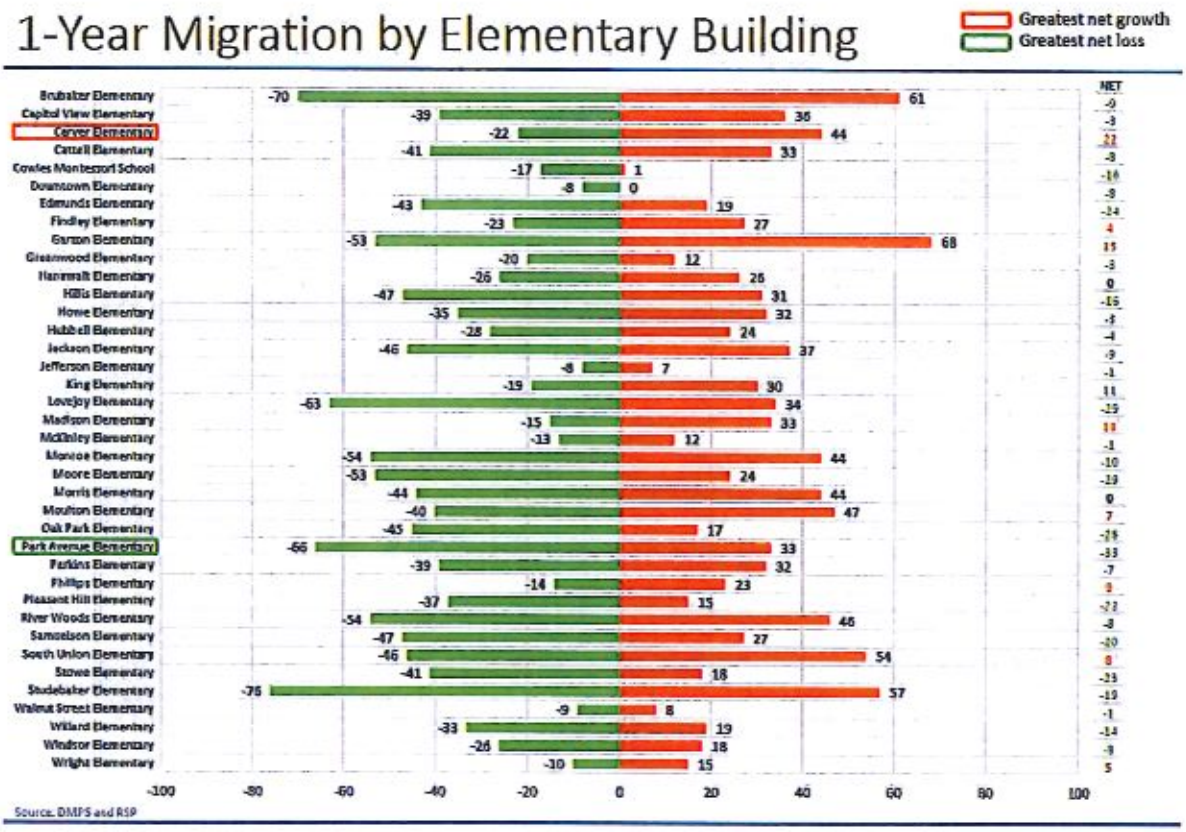
Capacity Challenges:

- **Stewarts Creek ES** from 2026/27 to 2030/31 (Reside and Attend)
- **Stewartsboro ES** in 2028/29 (Reside 27/28 to 30/31, Attend 28/29)

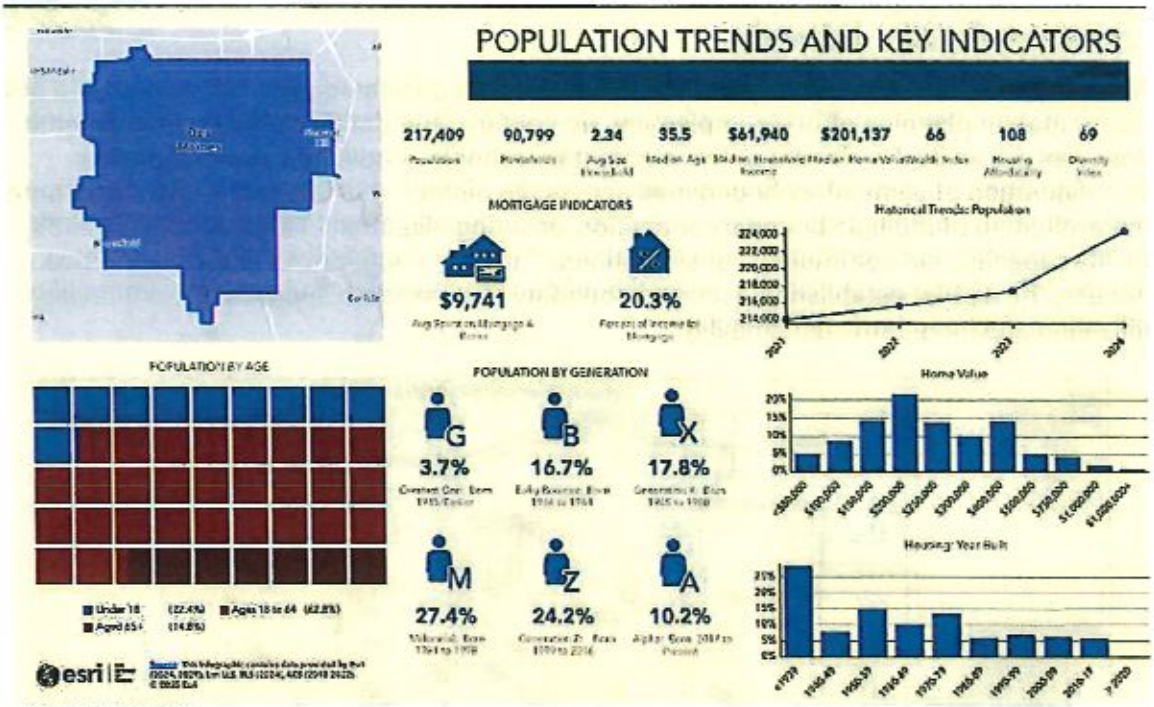
School Utilization Legend

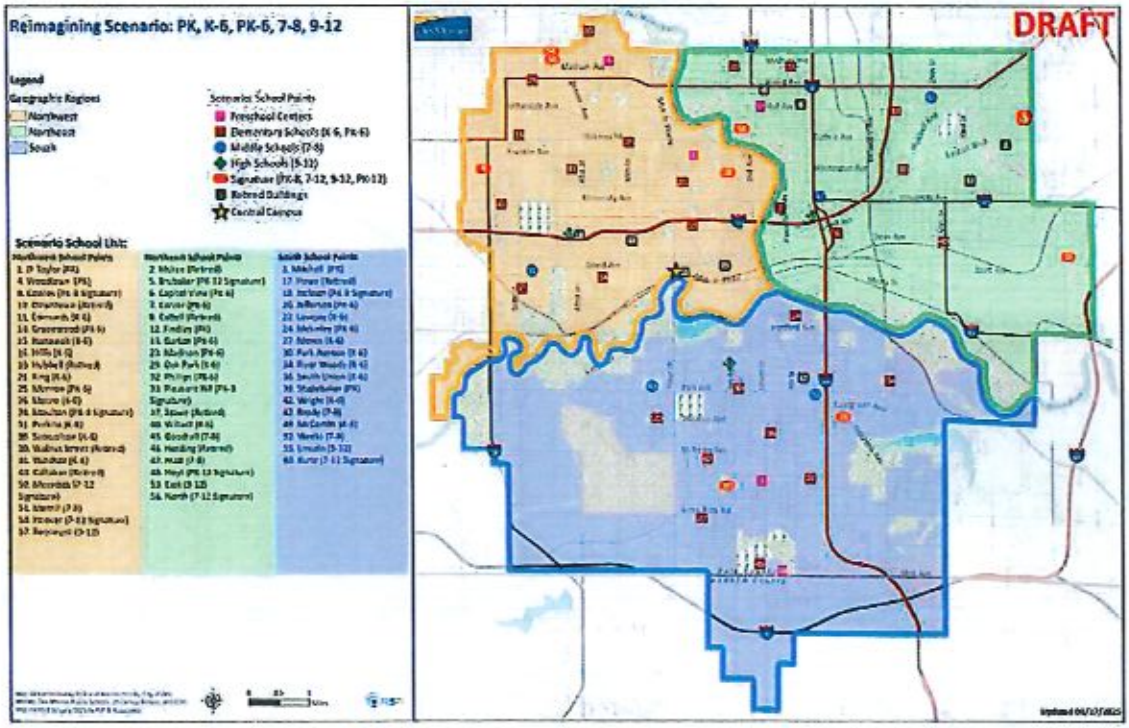
Over 100% School Capacity
Under 70% School Capacity


Elementary School
Attendance Areas
Legend
District Boundary
Preschool Centers
Elementary
Middle School
High School
College
Airport
Golf Course
Park
Early Education/PK:
1. McKee
2. Mitchell
3. Jesse Franklin Taylor
4. Woodlawn
Elementary Schools:
5. Brubaker
6. Capitol View
7. Carver
8. Cattell
12. Findley
13. Garden
14. Greenwood
15. Hamerstt
16. Hills
17. Howe
18. Hubbell
19. Jackson
20. Jefferson
21. King
22. Lovejoy
23. Madison
24. McKinley
25. Monroe
26. Moore
27. Morris
28. Moulton
29. Oak Park
30. Park Avenue
31. Perkins
32. Phillips
33. Pleasant Hill
34. River Woods
35. Samuelson
36. South Union
37. Stowe
38. Studebaker
40. Willard
41. Windsor
42. Wright
Middle Schools:
43. Brady
44. Callahan
45. Goodnight
46. Harding
47. Hiatt
48. Hoyt
49. McCombs
50. Meredith
51. Mirrill
52. Weeks
High Schools:
53. Bell
54. Hoover
55. Lincoln
56. North
57. Roosevelt


1-Year Migration by Elementary Building
Greatest net growth
Greatest net loss
NET
Brubaker Elementary -70 61 -9
Capitol View Elementary -39 36 -3
Carver Elementary -22 44 22
Cattell Elementary -41 33 -8
Cowles Montessori School -17 1 -16
Downtown Elementary -8 0 -8
Edmunds Elementary -43 19 -24
Findley Elementary -23 27 4
Garden Elementary -53 68 15
Greenwood Elementary -20 12 -8
Hamerstt Elementary -26 26 0
Hills Elementary -47 31 -16
Howe Elementary -35 32 -3
Hubbell Elementary -28 24 -4
Jackson Elementary -46 37 -9
Jefferson Elementary -8 7 -1
King Elementary -19 30 11
Lovejoy Elementary -63 34 -29
Madison Elementary -15 33 18
McKinley Elementary -13 12 -1
Monroe Elementary -54 44 -10
Moore Elementary -53 24 -29
Morris Elementary -44 44 0
Moulton Elementary -40 47 7
Oak Park Elementary -45 17 -28
Park Avenue Elementary -66 33 -33
Perkins Elementary -39 32 -7
Phillips Elementary -14 23 9
Pleasant Hill Elementary -37 15 -22
River Woods Elementary -54 46 -8
Samuelson Elementary -47 27 -20
South Union Elementary -46 54 8
Stowe Elementary -41 18 -23
Studebaker Elementary -75 57 -18
Walnut Street Elementary -9 8 -1
Willard Elementary -33 19 -14
Windsor Elementary -26 18 -8
Wright Elementary -10 15 5
-100 -80 -60 -40 -20 0 20 40 60 80 100
Source: DMPS and RSP

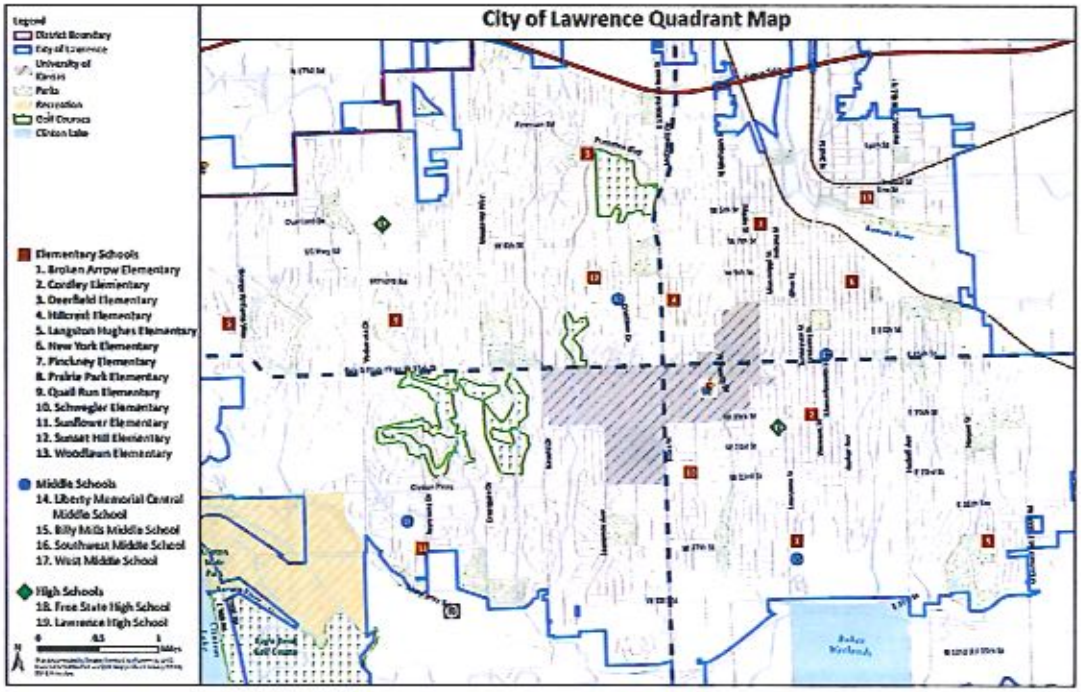
Census Demographic Overview





Lawrence Public Schools

In the 2022–2023 school year, Lawrence Public Schools partnered with RSP as part of a broader facility master planning effort to implement elementary attendance boundary adjustments. This work was driven by the closure of two elementary schools, requiring a comprehensive reconfiguration of elementary boundaries across the district. RSP supported the development and evaluation of multiple boundary scenarios, ensuring alignment with enrollment trends, facility capacity, and community considerations. Through a data-driven and collaborative process, the district established a revised boundary framework to support efficient facility utilization and long-term sustainability.



Current ES Ethnicity Table:	African American	Asian	Hispanic	Native American	Pacific Islander	Two or more	White	African American	Asian	Hispanic	Native American	Pacific Islander	Two or more	White
Broken Arrow Elementary	9	3	35	11	0	43	170	3.3%	1.1%	12.9%	4.1%	0.0%	15.9%	62.7%
Cordley Elementary	8	10	62	7	0	38	148	2.9%	3.7%	22.7%	2.6%	0.0%	13.9%	54.2%
Deerfield Elementary	21	4	47	3	1	60	332	4.5%	0.9%	10.0%	0.6%	0.2%	12.8%	70.9%
Hillcrest Elementary	18	26	102	5	2	24	130	5.9%	8.5%	33.2%	1.6%	0.7%	7.8%	42.3%
Langston Hughes Elementary	10	40	26	4	0	49	347	2.1%	8.4%	5.5%	0.8%	0.0%	10.3%	72.9%
New York Elementary	14	1	16	5	0	28	137	7.0%	0.5%	8.0%	2.5%	0.0%	13.9%	68.2%
Pinckney Elementary	20	2	32	3	1	34	112	9.8%	1.0%	15.7%	1.5%	0.5%	16.7%	54.9%
Prairie Park Elementary	20	5	40	9	1	82	233	5.1%	1.3%	10.3%	2.3%	0.3%	21.0%	59.7%
Quail Run Elementary	15	12	27	5	0	50	283	3.8%	3.1%	6.9%	1.3%	0.0%	12.8%	72.2%
Schwegler Elementary	26	6	88	7	1	58	153	7.7%	1.8%	26.0%	2.1%	0.3%	17.1%	45.1%
Sunflower Elementary	32	10	61	11	2	59	287	6.9%	2.2%	13.2%	2.4%	0.4%	12.8%	62.1%
Sunset Hill Elementary	12	3	39	6	0	77	219	3.4%	0.8%	11.0%	1.7%	0.0%	21.6%	61.5%
Woodlawn Elementary	15	0	7	5	0	35	132	7.7%	0.0%	3.6%	2.6%	0.0%	18.0%	68.0%
TOTAL	220	122	582	81	8	637	2,683	5.1%	2.8%	13.4%	1.9%	0.2%	14.7%	61.9%

Source: RSP Sophisticated Forecast Model, 2022/23

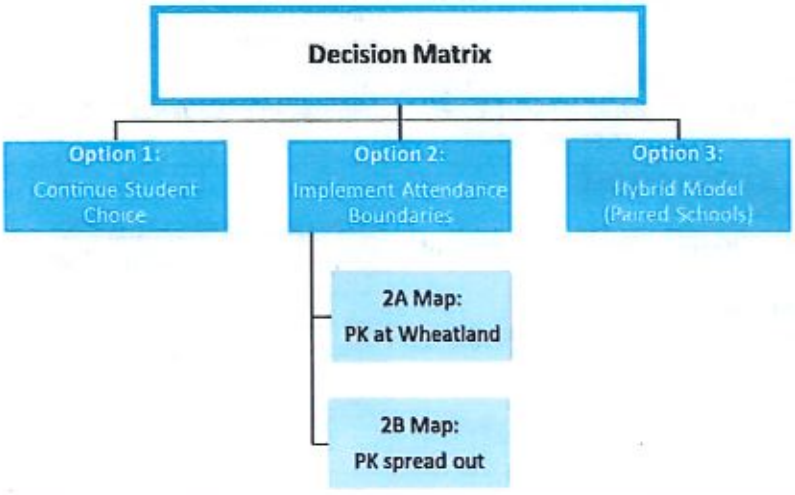
Current MS Ethnicity Table:	African American	Asian	Hispanic	Native American	Pacific Islander	Two or more	White	African American	Asian	Hispanic	Native American	Pacific Islander	Two or more	White
Billy Mills Middle School	40	11	85	28	0	64	291	7.7%	2.1%	16.4%	5.4%	0.0%	12.3%	56.1%
Liberty Mem. Central Middle School	37	8	62	15	0	58	270	8.2%	1.8%	13.8%	3.3%	0.0%	12.9%	60.0%
Southwest Middle School	26	32	50	11	0	67	411	4.4%	5.4%	8.4%	1.8%	0.0%	11.2%	68.8%
West Middle School	33	16	62	5	2	77	421	5.4%	2.6%	10.1%	0.8%	0.3%	12.5%	68.3%
TOTAL	136	67	259	59	2	266	1,393	6.2%	3.1%	11.9%	2.7%	0.1%	12.2%	63.8%

Source: RSP Sophisticated Forecast Model, 2022/23

Valley Center Schools - USD 262

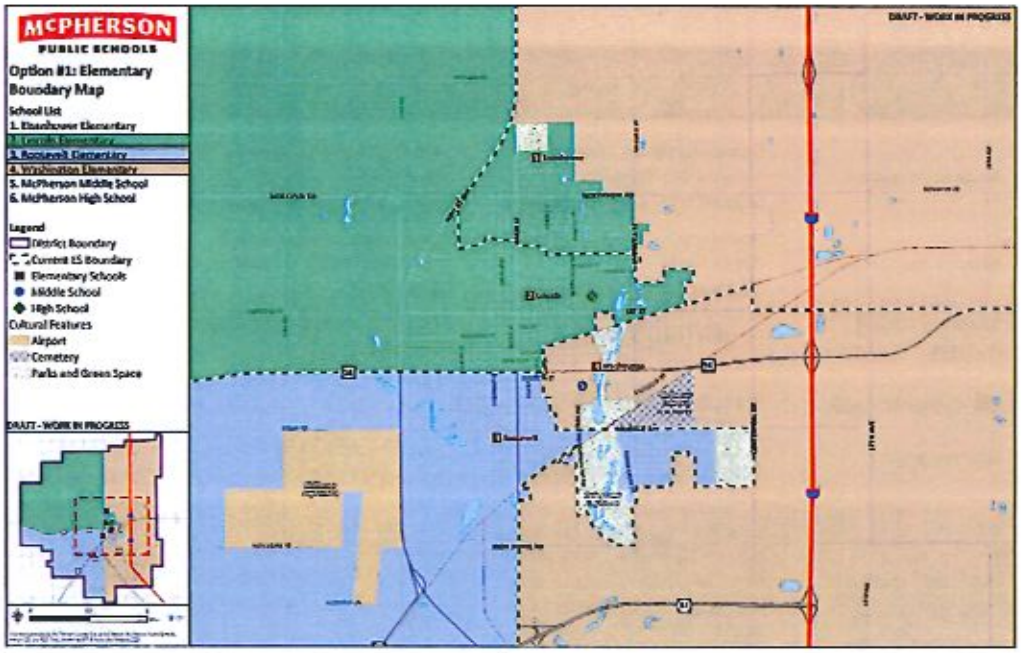
In the 2024–2025 school year, Valley Center Public Schools partnered with RSP to support planning efforts associated with the opening of a new elementary school. Over a six-month period, RSP worked closely with district leadership to evaluate enrollment impacts and develop scenarios comparing a transition to attendance boundaries versus maintaining a student choice model. This process included ongoing analysis, iterative scenario development, and regular collaboration through weekly planning meetings. RSP provided data-driven insights to inform decision-making and ensure the district was well-positioned to implement the most effective approach for students and facilities.

	Boundary Criteria (Tiered by Board of Ed.)	Option 1: Continue School Choice	Option 2: Attendance Boundaries	Option 3: Hybrid Model
Tier 1	Students Impacted	• Unknown impact; admin. assignment required • Minimal community disruption	• ~450 PK-2 student impact (70%) based on current student choices • Most community disruption	• ~285 PK-2 student impact (44%) based on current student choices • More community disruption
Tier 1	Neighborhood Intact	• Neighborhoods split by school choice model • Continues current methodology	• Whole neighborhoods attend same school based on attendance boundaries	• School choice limited by geography to keep neighborhoods intact
Tier 1	Boundary Natural Features	• No use of natural dividers	• Uses roads and railroads to define boundaries	• Uses Meridian Ave. as boundary divider
Tier 2	Fiscal Considerations	• Fits within staffing guidelines allocated by the District (reviewed by District Admin)		
Tier 2	Transportation	• Does not address challenges • New school requires rout review	• Improves busing by creating connected boundaries • Bus routes can likely be improved by limiting pick up/drop offs	
Tier 3	Projected Enrollment	• Requires annual admin. review to balance schools' enrollment • Potential challenge with ensuring the Future School is utilized at ideal enrollment (75-95%)	• Plans for each school to be between 60-85% utilized • Balances enrollment by grade within staffing parameters *Concept 2B provides better enrollment balance than Concept 2A*	• Requires annual admin. review to balance schools' enrollment • Plans for both pairs of school to be between 68-75% utilized • Balances enrollment by grade within staffing paraments
Tier 3	Duration of Boundaries	• Requires annual review to ensure enrollment balance is maintained	• Requires annual review; there is potential for a future need to adjust boundaries based on changes at neighborhood level	
Tier 3	Demographic Considerations	• Reviewed by District Admin.; All options provide adequate balance of student demographics		



McPherson Public Schools

In the 2025–2026 school year, McPherson Public Schools partnered with RSP to implement a district-wide facility and boundary reconfiguration aligned with enrollment trends and long-term planning goals. Through this process, RSP guided the district in evaluating multiple scenarios and ultimately supported the retirement of Eisenhower Elementary School, which is being renovated into a new middle school. In addition, the district consolidated its elementary structure from four attendance boundaries to three. The Board of Education approved Option 1, establishing a new boundary framework that promotes more efficient use of facilities and positions the district for future growth.



What's Changing	Who Is Impacted
❑Lincoln Elementary becomes a **2+ section school** ❑Roosevelt Elementary becomes a **2+ section school** *Note: Lincoln and Roosevelt's Functional Future Capacity increases from 336 to 411 students to illustrate they could both serve more than 2 sections per grade.*	❑Only **Eisenhower students** ❑Students are reassigned to: ▪Lincoln (about 75% of reassigned students) ▪Washington (about 25% of reassigned students) ❑**Roosevelt boundaries do not change**
Projected Enrollment Balance ❑**Lincoln Elementary** ▪About **350 students;** Operating at **~85% of capacity** ❑**Roosevelt Elementary** ▪About **280 students;** Operating at **~70% of capacity** ❑**Washington Elementary** ▪About **300 students;** Operating at **~89% of capacity**	**Class Size & Program Stability** ❑Class sizes follow **district guidelines** ❑Grades would have **5-7 sections as needed** ❑Ensures space remains available for: ▪Instructional programs ▪Student support services ▪Shared school spaces

Kansas Clients

Andover Public Schools
Auburn Washburn School District
Augusta School District
Baldwin School District
Basehor-Linwood School District
Blue Valley School District
Bonner Springs School District
Chanute School District
Circle School District
De Soto School District
Derby Public Schools
El Dorado Public Schools
Eudora School District
Garden City Public Schools
Gardner-Edgerton School District
Hays Public Schools
Hutchinson Public Schools
Kansas City Kansas Public Schools
Lawrence Public Schools
Leavenworth School District
Louisburg School District
Manhattan-Ogden School District
Marais De Cygnes Valley School District
Newton Public Schools
Ottawa School District
Paola School District
Perry Lecompton School District
Piper School District
Pittsburg School District
Riley County School District
Salina Public Schools
Shawnee Heights School District
Shawnee Mission School District
Spring Hill School District
Topeka Seaman School District
Tonganoxie School District
Turner School District
Valley Center School District
Wellsville School District
Wichita Public Schools

Detailed Scope

Enrollment Analysis

The Enrollment Analysis seeks to answer the immediate questions related to enrollment shifts, demographic trends, economic impact, and how that information effects students throughout the district. Items included in the Enrollment Analysis are:

- Projected enrollment for 5-years (reside/attend)
- Analysis of current attendance areas for all district schools and recommendations to address the impact of future growth on boundaries
- Examine enrollment trends through various visual medium, including a map library, tables, charts, and info-graphics depicting geographic attendance areas, migration, intra-transfer trends, school choice trends, census trends, land use, potential growth and density
- Housing profile of the district, including rapidity of change in home development, past, current and future housing development trends, and areas of potential development including yield rates for single family and multi- family units in all municipalities
- Examine population trends through various visual medium, including a map library, tables, charts, and info-graphics
- Analysis of regional economic factors, employment rates, and other trends to include information that may impact population movements, including infrastructure improvements

The RSP Enrollment Analysis and Student Forecast Model delivers highly detailed, parcel-level enrollment projections that go beyond standard forecasts. By integrating historical enrollment, demographic trends, and local development data, our model provides accurate, data-driven insights to support redistricting, capacity planning, and long-term strategic decisions. This robust, multi-layered approach ensures districts have the most precise and reliable information available.

Detailed Scope

Boundary Analysis

Utilizing RSP's Enrollment Analysis, our team would complete a comprehensive boundary analysis of current attendance areas and the impact on facilities for the next 5 years. The Boundary analysis includes, but is not limited to, RSP enrollment projections, District data sets, current enrollment system, traditional school attendance areas, and values to create attendance areas. If adjustments to attendance areas is determined, RSP recommends utilizing the Guiding Principles and Boundary Criteria to provide a framework for the boundary discussion.

Facilitated Boundary Process

The RSP Facilitated Boundary process is a structured, collaborative approach designed to guide districts through effective boundary planning and decision-making. The process begins with the development of a facilitation plan that outlines a meeting schedule, key milestones, and district-specific goals, such as enrollment balance, program access, transportation, and long-term sustainability.

The RSP team then facilitates a series of meetings with key stakeholder groups, including a task force, committees, district administration, and the broader community. These meetings are designed to encourage meaningful input, foster productive discussion, and ensure the process reflects the district's priorities and perspectives.

Throughout the process, the RSP team synthesizes feedback and guides participants through data review and discussion to identify potential solutions. These facilitated conversations lead to the development of a recommended boundary plan, which is presented to the Board of Education for consideration and approval.

The process includes pricing for in-person facilitated meetings, providing structured opportunities for engagement at key points in the boundary review.

Detailed Scope

Phase 1: **PROJECT DEFINITION**

Activities

1.1 Preliminary meeting with administration to determine key decision points.
1.2 Establish contact points for client communication.
1.3 Ensure RSP scope of service and district objectives are in alignment.

Phase 2: **STUDENT DATA COLLECTION**

Activities

2.1 Send data request email to district
2.2 Add/update FTP data sharing
2.3 Request/verify building capacity
2.4 Collect all student data
2.5 Follow up meeting if needed
2.6 Verify student data and attendance areas
2.7 Geocode student data, historical and current
2.8 Obtain current and historical geocoded district student data, if any.
2.9 Create or update computer GIS basemaps from various sources including borough, township, and county data.
2.10 Create GIS data for existing school zones, small planning areas, and school locations.

Phase 3: **GIS DATA**

Activities

3.1 Request GIS data to county/city contact
3.2 Verify Year built data
3.3 Create planning areas following RSP standards
3.4 Collect ESRI Business Analysts data for population trends, economic development profile and demographic comparison
3.5 Conduct planning and development meetings with City/County planners
3.6 Conduct District Tour
3.7 Create Grade Tables, determine reside, attend, reside/attend data sets
3.8 Create PAID descriptions, Year Built, PAID student, and analysis for demographic and development profile

Phase 4: **MAPS, VISUALS and GRAPHICS**

Activities

4.1 Create Map template for small and large maps
4.2 Export tour map
4.3 Export all maps in report library
- Planning Areas
- Average Year Built & MHV
- Count Change & Density Change
- District Boundary & Attendance areas
- Growth areas
- Heat Map & Yield Rate

4.4 Create Data Charts, Tables, Graphs and Visuals
4.5 Additional Maps based on data sets

Phase 5: **ENROLLMENT PROJECTIONS**

Activities

5.1 Upload data into model, review and update historical data as needed
5.2 Create projection model for
- Growth area unit projection by PA
- KDG projection by PA
- Attend and reside projections by building
- Projections by grade and by building for year 1
- Cohort by building tables

5.3 Review and check
5.4 Create documentation
5.5 Finalize Projections

Phase 6: **PRESENTATION/MEETING**

Activities

6.1 Input all maps and data in to presentation format
6.2 Prepare final presentation of comprehensive analysis containing:
- Historical and current demographic, enrollment trends
- Housing and development profile including growth, MHV, migration, economic indicators and future development impacts
- Enrollment forecasts
- Boundary scenarios with information on areas with enrollment projections

Phase 7: **BOUNDARY ANALYSIS**

Activities

7.1 BOE Workshop to establish Boundary Criteria and Guiding Principles
7.2 Create Process visual/timeline
7.3 Build redistricting tool and demographic workspaces
7.4 Develop 1-3 preliminary concepts
7.5 Revise concepts and scenarios through committee process
7.6 Provide communication supports as needed
7.7 Create final recommendation through committee process
7.8 Provide final approved maps and materials
7.9 Develop and administer survey to gather community and stakeholder feedback

Phase 8: **FACILITATED BOUNDARY PROCESS**

Activities

8.1 Develop facilitation process, meeting schedule, and district goals for the process
8.2 RSP team facilitates meetings of various groups, depending on district goals
  a. Task Force
  b. Committee
  c. Administration
  d. Public
8.3 Facilitated discussion determines a recommended solution to present to the BOE for approval

OPTIONAL ADDITIONAL SERVICES

Phase: **SITE ANALYSIS** (Additional services if requested)

Activities

- Confirm site objectives, evaluation criteria, and planning assumptions
- Identify and inventory potential sites (district-owned and acquisition opportunities)
- Collect and review existing site conditions and surrounding land uses
- Evaluate future site potential and constraints
- Apply LESA scoring framework to compare site options
- Develop comparative analysis and preliminary site findings
- Review findings with administration and refine as needed
- Deliver final site recommendations and supporting materials

CAPACITY ANALYSIS (Additional services if requested)

Activities

- Confirm analysis objectives, functional building utilization priorities, and evaluation criteria
- Collect floor plans, master schedules, administrative input, and relevant facility data
- Meet with district and building administrators to discuss programs, facility conditions, and anticipated future use
- Conduct on-site facility assessments and building tours (or use available plans if tours are not feasible)
- Apply RSP's functional building utilization methodology to evaluate space use and educational support
- Develop tables, charts, and graphs to summarize findings and identify capacity trends
- Review preliminary findings with the Client and refine recommendations as needed
- Deliver final report with actionable recommendations for facility utilization and capacity alignment

How to determine which RSP service is right for you?

- Is your district facing space or utilization challenges?
- Are you experiencing enrollment growth or decline?
- Are you seeing imbalanced enrollment in your district?

Your district needs.... **RSP ENROLLMENT ANALYSIS**

- Is your district adding or removing buildings or programs?
- Are you seeing imbalanced enrollment in your district?
- Are you building a new school or retiring an existing facility?

Your district needs.... **RSP BOUNDARY ANALYSIS**

- Can you define Functional building capacity for each district facility?
- Are you unsure of where to place, relocate, or expand district programs?
- Do you need more information for a better understanding of existing education spaces?

Your district needs.... **RSP CAPACITY ANALYSIS**

- Do you need to gather community feedback?
- Is a third party partnership required for a transparent process?
- Do you need a community survey or communication portal?

Your district needs.... **RSP CUSTOM FACILITATED PROCESS**

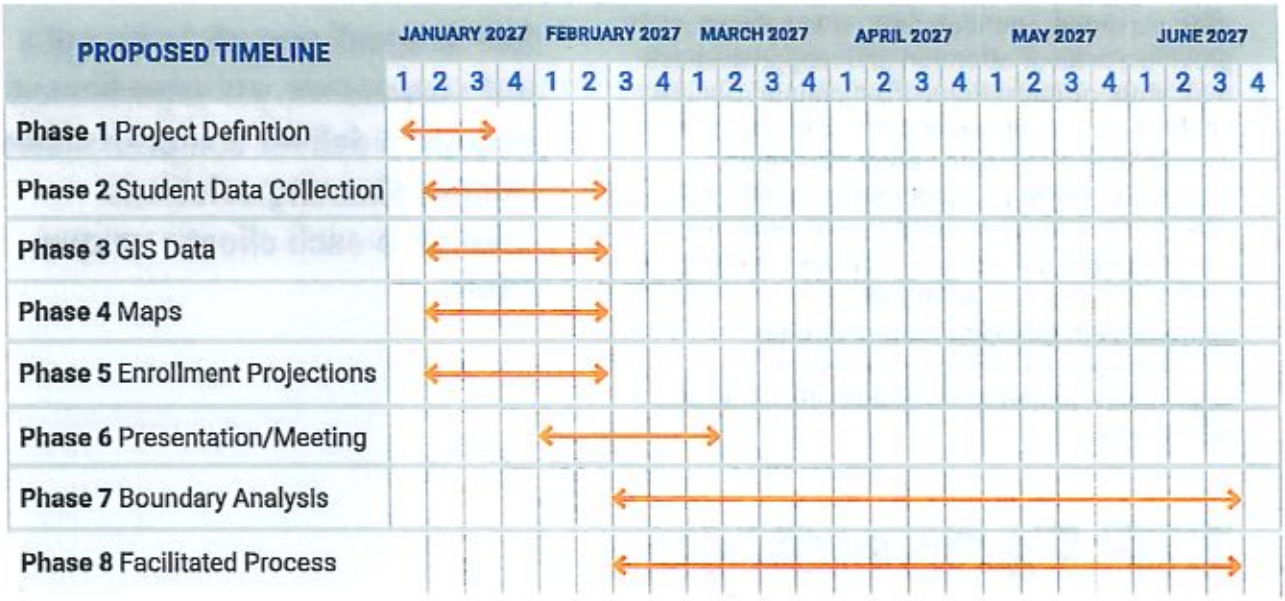
- Are you looking for future school site locations?
- Will you be reinvesting in existing sites or planning for future sites?
- Do you need a coordinated study of future infrastructure and facility location?

Your district needs.... **RSP SITE ANALYSIS**

Timeline

From our assessment of the project scope, we expect to finalize the work in Spring 2027 following the contract signing and contract start date of January 1, 2027. Delays in contract finalization and data verification can impact the final deliverable window.

RSP outlines a project timeline of six months aimed at achieving the utmost accuracy and quality in deliverables. This timeframe ensures thorough data collection, review, and validation, and comprehensive analysis, incorporating all variables into the model for forecast accuracy.



Team Qualifications

RSP & Associates has assembled an expert team for our clients. We possess a wide range of skills, including trained planners, GIS technicians and analysts, and project facilitators with experience leading a community process.

RSP staff is experienced in Enrollment Projections, Data analysis, GIS Mapping, Redistricting Analysis, Facility Utilization and Capacity Studies and Community Process Engagement. The RSP team is on hand and available through the course of the project. RSP has developed professional partnerships to enhance the analysis, client experience and community interactions.

RSP is a small, boutique firm, which allows us to provide a level of attention and responsiveness that larger organizations often cannot. Our size enables us to work closely with clients, tailor our services to specific needs, and adjust quickly to evolving project requirements. We take pride in being accessible and proactive, ensuring that questions are answered promptly and solutions are customized. This personalized approach fosters strong partnerships and allows us to deliver high-quality, actionable insights efficiently and effectively.

RSP is small enough to be agile and responsive, yet experienced enough to deliver comprehensive, reliable planning solutions tailored to each client's unique needs.

RSP Partnerships

MetroQuest

socialpinpoint

esri Partner Network Silver

GEOMARVEL

Team Member Profiles

ROBERT S. SCHWARZ, CEO, AICP, ALEP, REFP, CEFP

Rob has more than twenty years of planning experience in military, county, city, and school district planning. Each professional planning position, as well as the school district projects, have been part of an exciting journey. Rob has utilized his experience to create effective and long-lasting planning strategies.

Rob has worked with numerous school district clients, assisting them with understanding how student enrollment projections impact the district. In addition to having the required analytical skills to compile highly accurate projections, he is the team leader in the Public Facilitation and Facility Master Plan processes.

Places of Employment:

RSP & Associates, LLC, CEO Overland Park, KS
Project student enrollment for clients with a 97% or greater accuracy
Facilitate redistricting meetings
Capacity and Site Analysis

Blue Valley School District, Planning Director Overland Park, KS
2001 to 2007
Projected student enrollment, development, and land use trends
Research and analysis for future school sites
Facilitated meetings for the Planning and Facilities Committee

Johnson County Government, Long Range Planner Olathe, KS
2000 to 2001
Project Manager for the update of the Comprehensive Plan
Wrote reports on current land use requests
Conducted research on special county projects

City of Wellsville, Planner Wellsville, KS
1998 to 2000
Wrote and facilitated adoption of Zoning regulations
Created a Computer Network Plan for the city
Facilitated Planning Committee meetings

Education:
Master of Urban Planning, University of Kansas, 1999; Bachelor of Art in History, University of Kansas, 1996

Affiliations:
The American Institute of Certified Planners; American Planning Association (APA); Association for Learning Environments (A4LE); State of Kansas Registered Planners Certification List

Team Member Profiles

GINNA R. WALLACE, PLANNER, AICP

Ginna is the lead planner for RSP. She directs communication with clients and municipalities, presents information, facilitates community and team growth, and assists the RSP team in facilitated processes. She has experience with municipal planning practices, brainstorming creative solutions, and facilitating constructive, individual-focused public engagement.

Education:
Master of Urban Planning, University of Kansas, 2021;
Bachelor of Science in Sociology, Park University, 2019

Affiliations:
The American Institute of Certified Planners
American Planning Association (APA)

BRANDON SYLVESTER, GIS ANALYST, GISP

Brandon has worked with RSP for more than 10 years. He is driven by data and is an expert in GIS best practices. Brandon is in charge of our Address Locator and has assisted in numerous Enrollment Analyses, Boundary Analyses, Facility Master Plans and Demographic Analysis.

Education:
Master of Science in Geospatial Sciences; Mississippi State University, 2014
Bachelor of Science in Geosciences; Mississippi State University, 2012

Affiliations:
American Meteorological Society; Urban and Regional Information Systems Association (URISA);
Mid America GIS Consortium; Kansas Association of Mappers Kansas Association of Mappers

DAVID DULMAGE, GIS ANALYST

David recently joined RSP as a Data Analyst. He provides data analytics to our projects through Geocoding, map creation, and redistricting scenario development.

Education:
Bachelors of Computer Science: Focus on Software Development: Park University, 2025

Team Member Profiles

ALYSSA MASTERSON, EXECUTIVE ASSISTANT

Alyssa recently joined RSP as their Executive Assistant. She is the point of contact for clients and oversees all projects. Alyssa worked as an Elementary School teach for four years, and an at-home tutor for one. She is excited to be helping school districts in a different way!

Education:
Masters of Arts on Elementary Education: John's Hopkins University, 2022
Bachelors of Arts in Applied Behavioral Sciences with minors in Psychology and Business: University of Kansas, 2020

STACIA SCHWARZ, BUSINESS MANAGER

Stacia manages operations and client services for RSP, as well as facilitation, capacity analysis and product development. Stacia has been a High School teacher and Director of an Early Learning Program.

Education:
Bachelor of Science in Educations; University of Kansas, 1996
Master of Arts in Education; University of Kansas, 2003

References

Our reputation is unmatched.

RSP has extensive experience working with school districts of varying sizes. We have served numerous clients across diverse regions, providing expertise in enrollment analysis, housing trends, economic indicators, and other factors that influence student populations. Our knowledge of district planning and enrollment dynamics is comprehensive, giving us a strong foundation to support long-term, data-driven decision-making. Many of our new clients are referred to us by past clients, a testament to the quality, reliability, and value of our work.

OSWEGO COMMUNITY UNIT SCHOOL DISTRICT 308

Heather Kincaid Deputy Superintendent
4175 Route 71, Oswego, IL 60543
630-636-3080 | hkincaid@sd308.org

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM

Elizabeth M. Vincent Director of Continuous Improvement
621 Gracey Avenue, Clarksville, TN 37040
931-920-7819 | elizabeth.vincent@cmcss.net

WAUKEE COMMUNITY SCHOOL DISTRICT

Dr. Brad Buck, Superintendent
560 SE University, Waukee, IA 50263
515-987-516 | bbuck@waukeeschools.org

RUTHERFORD COUNTY SCHOOL DISTRICT

Dr. James Sullivan, Superintendent
2240 Southpark Drive, Murfreesboro, TN 37128
615-904-3770 | sullivanja@rcschools.net

DES MOINES PUBLIC SCHOOLS

Dr. Matt Smith, Interim Superintendent
2100 Fleur Dr., Des Moines, IA 50321
515-242-7911 | matthew.smith@dmschools.org

LAWRENCE PUBLIC SCHOOLS

Dr. Larry Englebrick, Deputy Superintendent
110 McDonald Dr. Lawrence, KS 66044
785- 832-5000 | larry.englebrick@usd497.org

MCPHERSON PUBLIC SCHOOLS

Dr. Shiloh Vincent, Superintendent
514 N Main St. McPherson, KS 67460
620-241-9400 | shiloh.vincent@mcpherson.com

Pricing Proposal

RSP recognizes that our clients need to get the most out of limited budgets. Our competitive pricing provides our clients with the additional reassurance that they are receiving a high-level of analysis and accuracy within a cost structure they can achieve.

The district's ability to clearly and effectively explain the rationale, benefits, and impacts of the proposed boundary adjustments to the Board of Education and the community directly influences the level of support required. These decisions ensure transparency, build trust, and help guide informed decision-making.

Project Phases	Professional Hours	Total ($)
Phase 1: Project Definition	10	$1,200
Phase 2: Student Data Collection	10	$1,500
Phase 3: GIS Data	20	$3,200
Phase 4: Maps, Visuals and Graphics	25	$5,000
Phase 5: Enrollment Projections	35	$7,250
Phase 6: Presentation/Meeting	10	$5,250
Phase 7: Boundary Analysis	60	$17,460
Phase 8: Facilitated Boundary Process (5 On-Site, 5 Virtual)	10 meetings	$45,000
GRAND TOTAL*	**170**	**$85,860**

*All inclusive pricing: includes District Tours, meetings with city/county, District Administration updates, final presentations for the BOE

*Proposed hours reflect our best effort to anticipate time and scope; pricing is not based on a strict hourly model but reflects the level of expertise required at each phase of work with multiple team members contributing to the final product

Pricing for optional additional service items provided upon request.

Additional Meeting Options	
Additional Meetings for Board, Staff, Community, or Facilitated Boundary Discussion	
• On-site meeting (includes preparation, travel, and meeting)	$6,250 each
• Virtual meeting (includes preparation and meeting)	$2,750 each
• Public Input Meeting (includes preparation and meeting)	$6,250 each

2026/27 COMMITTEE BOUNDARY PROCESS

Garden City Public Schools

DRAFT

Enrollment Analysis
January/February 2027

Board Group Meetings Virtual
Board of Education receives Board Homework and discusses their thoughts on possible Boundary configurations in groups on 2 or 3
February 2027

Board Workshop Meeting #1 In-Person
Board of Education receives Enrollment Analysis, Guiding Principles & Boundary Criteria affirmation
March 2027

CONSULTANT ASSISTS WITH FACILITATION
Enrollment Trends, Development Trends, Concept Development Scenario Development, etc.

STAFF ASSISTS WITH FACILITATION
Addresses educational curriculum concerns, building utilization educational programming, etc

COMMITTEE MEETING #1
RSP In-Person
Receive charge, process, and discuss options RSP to present 1-3 solutions
March 2027

COMMITTEE MEETING #2
RSP via ZOOM
Refine scenarios, discuss options, reach consensus
April 2027

COMMITTEE MEETING #3
RSP via ZOOM
Refine scenarios, discuss options, reach consensus Prepare for Public Input
April 2027

COMMUNITY INPUT NIGHT #1
RSP In-Person
Includes a community survey
May 2027

COMMUNITY INPUT NIGHT #2
RSP In-Person
Includes a community survey
May 2027

COMMITTEE MEETING #4
RSP via ZOOM
Refine scenarios, Review Public Input Discuss/Consensus/BOE Recommendation
May 2027

Board Meeting #2 In-Person
Adopt Boundary Plan
June 2027

KEY
- Board of Education Action
- Public Input Opportunity
- Committee Work
- Consultant Assistance
- Staff Action

Important Items
- All Intermediate Schools will become Elementary Schools
- Not closing any buildings
- Boundary change in effect for the 2028/29 school year

BOE & Community Input: In-Person Committee Meetings: Mix of In-Person and Virtual

April 23, 2026

RSP

RSP is Reimagining School Planning

RSP IS FULL SERVICE

RSP is a full-service planning firm. RSP brings the full breadth of best planning practices to each project. RSP's focus is not to reformulate or regurgitate known data, but to discern through in-depth analysis what information is most beneficial for the district and work toward successful solutions.

RSP IS ACCURATE

RSP is over 97% accurate with projections (non COVID years). The Student Forecast Model (SFM) is a statistically based model influenced by many local variables, and corresponds geographically with property parcels.

RSP TEAM OF EXPERTS

RSP has assembled a team of experts in many disciplines, allowing a multitude of available services to include: enrollment analysis, demographic analysis, boundary analysis, site selection and analysis, public facilitation, and other services that will have a positive impact on district decisions.

RSP IS RESPONSIVE

RSP provides "real-time" modeling that is responsive to the district community. RSP has developed indicators to incorporate the uncertainty of real life issues into the forecast to ensure that its clients receive the most current and comprehensive analysis available.

RSP HAS EXTENSIVE EXPERIENCE

RSP has extensive experience working with school districts in communities which have rapidly increasing population and development, drastic demographic shifting, as well as college and university communities with migrant and transitional populations.

RSP IS YOUR PARTNER

RSP will work closely with district administration, BOE, and communities, resulting in increased credibility for decisions made by the district and provides information as an impartial 3rd party. RSP collaborates with many different entities and persons within the community, which allows the best available information to be utilized in all aspects of the analysis.




RSP