

Regular Board of Education Meeting

Monday, April 1, 2024 6:00 PM

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

A. **PLEDGE**

B. **SILENT REFLECTION**

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

1. Additional certified and classified personnel actions for consideration, Item F.3

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

1. Update from Brett Marshall on the Life and Times of the Buffaloes Book

E. **CORRESPONDENCE**

F. **CONSENT AGENDA**

1. Minutes

- a. Minutes of the March 21, 2024, Regular Board of Education Meeting

2. Accounts Payable totaling \$187,828.77 noting that all major accounts contain adequate balances to meet current obligations.

3. Personnel

- a. Certified

- b. Classified

4. Other

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

G. **NEW BUSINESS**

1. Curriculum Council Items (First Read)

- English Electives Additions - The Board of Education is asked to consider and approve the inclusion of five .50 credit general elective courses to English elective courses.

2. The Board of Education is asked to consider and approve the design fees for the replacement of the HVAC system at Transportation - \$11,900.00 (First Read)

3. The Board of Education is asked to approve a design approval by ICE Engineers for the Abe Hubert HVAC system replacement - \$127,500.00 (First Read)

4. Roofing Bids (First Read)

5. The Board of Education is asked to consider and approve the proposals from SWC to update the intercoms and safety measures for Bernadine Sitts Intermediate Center and Florence Wilson Elementary - \$432,375.85

6. KASB Membership Renewal (First Read)

H. **BOARD OPEN DISCUSSION**

I. **NEXT BOARD MEETING**

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

1. Matters relating to employer-employee negotiations, whether or not in consultation with the representative or representatives of the body or agency.
2. Personnel matters for non-elected personnel.
3. Personnel matters for non-elected personnel.

K. **ACCOUNTS PAYABLE REVIEW - Nathan Haeck and Randy Ralston**

L. **ADJOURNMENT**



DRAFT MINUTES DRAFT

Regular Board of Education Meeting Garden City Public Schools USD 457

Thursday, March 21, 2024 - 4:00 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, March 21, 2024, at 4:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

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

Jackie Gigot called the meeting to order at 4:00 P.M. The meeting opened with the Pledge of Allegiance.

A.PLEDGE – Everyone stood for the Pledge of Allegiance

B.SILENT REFLECTION

C.APPROVAL OF AGENDA with the following amendments:

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

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haack: Yea

Hinde: Yea

Ralston: Yea

Yea: 6, Nay: 0

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

D.CONSENT AGENDA

That the Board of Education approve all consent agenda items as presented. This motion, made by Nathan Haack and seconded by Mark Hinde, Carried.

Bergkamp: Yea

Fahrmeier: Abstain (With Conflict)

Gigot: Yea

Haack: Yea

Hinde: Yea

Ralston: Yea

Yea: 5, Nay: 0, Abstain (With Conflict): 1

Andy Fahrmeier left the meeting room at 4:02 P.M. and returned to the meeting room at 4:03 P.M.

D.1.Minutes

D.1.a.Minutes of the March 4, 2024, Regular Board of Education Meeting – approved as presented.

D.1.b.Accounts Payable totaling \$7,130,019.83 noting that all major accounts contain adequate balances to meet current obligations - approved as presented.

D.2.Personnel – all Certified and Classified personnel actions approved a presented.

D.2.a.Certified:

Retirements: Leora Deibert, Richard Diller, Debra Holt, Kristi Hubbard, Ann Kopper.

Resignations: Joshua Johnson, Alessandro Marnoni, Bethany Mosburg, Kali Poenitske

Appointments: Kari Blattner, Megan Crain, Vanessa Davis, Divina Humalatag, Nema Mendoza, Keri Peterson, Stephanie Sullivan

Transfers:

- Alyson Amos – from instructional coach position at Georgia Matthews Elementary School / Kenneth Henderson Middle School to instructional coach position at Kenneth Henderson Middle School effective for the 2024-25 academic year.
- Morgan Luna – from adaptive/interrelated position at Florence Wilson Elementary School to special education coordinator position at the Educational Support Center effective April 1, 2024.
- Kimberly Freeland – from physical education position at Charles Stones Intermediate Center to adaptive physical education position at the Therapeutic Education Program effective for the 2024-25 academic year.
- Crystal Martinez-Rojo – from second grade position at Victor Ornelas Elementary School to school counselor position at Victor Ornelas Elementary School effective for the 2024-25 academic year.
- Amanda Miner – from transitional kindergarten position at Florence Wilson Elementary School to adaptive physical education position at the Therapeutic Education Program effective for the 2024-25 academic year.
- Sompauthana Phitsanoukanh – from social studies/science position at Bernadine Sitts Intermediate Center to social studies position at Garden City High School effective for the 2024-25 academic year.
- Celeste Rundell-Biernacki – from fourth grade position at Victor Ornelas Elementary School to third grade position at Victor Ornelas Elementary School effective for the 2024-25 academic year.
- Jennifer Simmons – from science position at Victor Ornelas Elementary School to first grade position at Victor Ornelas Elementary School effective for the 2024-25 academic year.
- Jose Vital Caro – from business/computer position at Garden City High School to industrial technology position at Garden City High School effective for the 2024-25 academic year.
- Maria Martinez – from first grade position at Abe Hubert Elementary School to ESL newcomer position at Abe Hubert Elementary School effective for the 2024-25 academic year.

Position Changes:

- Dr. Gomez-Rocque, Deputy Superintendent, is requesting to change the Georgia Matthews Elementary School / Kenneth Henderson Middle School instructional coach position to Georgia Matthews Elementary School / Alta Brown Elementary School / Garden City Achieve instructional coach position effective for the 2024-25 academic year.

- Gina Galpin, special education director, is requesting the following position changes effective for the 2024-25 academic year:
 - o Change the special education coordinator position at the Educational Support Center from 205 to 220 contract days.
 - o Change the behavior consultant position at the Therapeutic Education Program to a behavior specialist position at the Therapeutic Education Program.

Supplemental Contract: Kylee Kipp HS Track A/C

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

Scott Glass	HS	Tennis A/C
Kylee Hipp	HS	Softball A/C
Melvi Ojeda	HG	Girls Soccer A/C
Aedryc Ortiz	KH	Track A/C

D.2.b.Classified

Terminations: Emma Esmeralda, Jorge Guerrero, Phyllis R. Partin

Resignations: Maricela Baltazar, Nancy Tena Meza, Telma Monterroza, Nallely Guadalupe Padilla, Susan Ann Rivera, Mariela Rodriguez, Patricia Diaz-Vergara

Assignments: Carlos Escarcega, Samantha North, Samantha Perez-Mairena, Enide Isaac Saintilus, Michelle Williams Gilley, Manuel Olguin-Alvarez, Russell Thompson

Transfers:

- Alexia Galvez-Huizar from Special Education Paraprofessional at Charles Stones Intermediate Center to ESL Paraprofessional at Charles Stones Intermediate Center
- Juana Betanco from Special Education Paraprofessional I Charles Stones Intermediate Center to Special Education Paraprofessional II (1:1) Charles Stones Intermediate Center
- Jesus Diaz, Jr. from Bilingual Para I at Buffalo Jones Elementary School to Resource Special Education Para I at Buffalo Jones Elementary School
- Rosa Garcia-Cardoza from Resource Special Education Para I at Buffalo Jones Elementary School
- Silvia Gonzalez-Martinez from Custodian I at Garfield Early Childhood Center to Custodian II at Alta Brown Elementary School
- Jaylin Herrera from Intervention Para I at Buffalo Jones Elementary School to Bilingual Para I at Buffalo Jones Elementary School
- Hannah J. MacWhinnie from Special Education Paraprofessional at Charles Stones Intermediate Center to Special Education Paraprofessional at Bernadine Sitts Intermediate Center
- Tamara from Special Education Paraprofessional at Edith Scheuerman Elementary School to Administrative Specialist-Recruiting at the Educational Support Center
- Holly A. Thomas from Paraprofessional Intervention at Garfield Early Childhood Center to Special Education Paraprofessional I at Garfield Early Childhood Center
- Deeqa Axmed Xasan from Paraprofessional I - .5 Newcomer to Paraprofessional I - .5 Newcomer at Charles Stones Intermediate Center

Other:

- Michael Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Bertha Arroyo.
- Andrew Lee, Principal of Charles Stones Intermediate Center, is requesting to open a full-time newcomer para position for the newcomer classroom.

D.3.Other

D.3.a.The Board of Education is asked to consider and approve new pricing for virtual licenses - approved as presented.

D.3.b.The Board of Education is asked to consider and approve a State Contract - SiteOne Landscape Supply - Grounds - in the amount of \$22,491.00 - approved as presented.

D.3.c.The Board of Education is asked to consider and approve a contract - Athco Acquisition Corp - volleyball nets for Horace Good Middle School - in the amount of \$52,748.00 - approved as presented.

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

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

Mr. President, I move we go into executive session for 20 minutes, to discuss negotiations for the 2024-25 school year pursuant to the exception for employer-employee negotiations under KOMA, beginning at 4:05 P.M. and the open meeting will resume in the Board Meeting Room at 4:25 P.M. I would like to invite Dr. Dominguez, Josh Guymon, Drew Thon, and Jessica Nothern to join us in executive session.

This motion, made by Randy Ralston and seconded by Mark Hinde, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Yea: 6, Nay: 0

Board members returned to the meeting room and the following action was taken.

That the Board of Education extend the executive session for 10 minutes beginning 4:28 P.M. and the open meeting will resume at 4:38 P.M. This motion, made by Jackie Gigot and seconded by Randy Ralston, Carried.

Bergkamp: Yea

Gigot: Yea

Hinde: Yea

Ralston: Yea

Yea: 4, Nay: 0

Josh Guymon, Drew Thon and Jessica Nothern left the executive session at 4:36 P.M.

Board members returned to the Board Meeting Room at 4:38 and resumed the meeting.

F.NEXT BOARD MEETING - The next meeting of the Board of Education will take place on Monday, April 1, 2024, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

G.ACCOUNTS PAYABLE REVIEW: Mark Hinde and Robin Bergkamp

H.ADJOURNMENT

That the Board of Education meeting be adjourned at 4:40 P.M. This motion, made by Randy Ralston and seconded by Andy Fahrmeier, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Yea: 6, Nay: 0

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

John Wiese, President

BOARD OF EDUCATION
Certified Personnel Actions
April 1, 2024

RESIGNATIONS:

Mitchell Cook, social studies/science teacher at Bernadine Sitts Intermediate Center, is submitting his letter of resignation effective May 24, 2024.

Judy Jennings, physical education teacher at Jennie Wilson Elementary School and Edith Scheuerman Elementary School, is submitting her letter of resignation effective May 24, 2024.

APPOINTMENTS:

Mary Rose Arenga, Bulacan/Marilao, Philippines, is recommended for an adaptive/interrelated position with building to be determined effective for the 2024-25 academic year. She has five years' experience.

Ellvan Campos, Tagum City, Philippines, is recommended for a mathematics position with building to be determined effective for the 2024-25 academic year. He has eight years' experience.

Dawnie Casuga, Roxas City, Philippines, is recommended for an elementary education position with building to be determined effective for the 2024-25 academic year. She has eight years' experience.

Sheila Corpuz, Balanga City, Philippines, is recommended for an elementary education position with building to be determined effective for the 2024-25 academic year. She has sixteen years' experience.

Elsa Manalo, Binan City, Philippines, is recommended for an elementary education position with building to be determined effective for the 2024-25 academic year. She has twenty years' experience.

Jenefer Marquez Sabido, Sano City, Japan, is recommended for an English language arts position with building to be determined effective for the 2024-25 academic year. She has 24 years' experience.

Deo Talao, Jakarta Barat, Indonesia, is recommended for a social studies position with building to be determined effective for the 2024-25 academic year. He has nineteen years' experience.

ADMINISTRATION RECOMMENDATIONS:

Administration renewal recommendations for the 2024-25 school year:

Administrators

Dr. Maria Gomez-Rocque – Deputy Superintendent

Joshua Guymon – Assistant Superintendent

Jessica Nothern – Chief Financial Officer

M. Drew Thon – Chief Human Resources Officer

Coordinators

Jeanne Billings – Employee Services

Michelle Baier – Curriculum/Instruction

Roy Cessna – Public Information

Monica Diaz – Supplemental Programs

Tyler Gates – Instructional Technology

Jennifer Hands – Career/Technical Education
Michelle Shull – Health Services
LeeAnn Thon – Human Resources Coordinator
Casey Wise – Instructional Technology

Directors

M. Shane Burns – Transportation
T. Shane Faurot – Plant Facilities
Gina Galpin – Special Education
Tracy Johnson – Nutrition Services
Roxie Schafer – Technology
Heather Stegman – Curriculum/Instruction

Principals

Andrea Baker – Garfield Early Childhood Center
David DeLoach – Gertrude Walker Elementary School
Virginia Duncan – Garden City High School
Melanie Garrison – Garfield Early Childhood Center
Suzette Goldsby-Lewis – Plymell Elementary School
Bradley Hill – Bernadine Sitts Intermediate Center
Matthew Horney – Jennie Barker Elementary School
Julie Koerperich – Alta Brown Elementary School
Bryan Kott – Georgia Matthews Elementary School
Andrew Lee – Charles Stones Intermediate Center
Tracy Leiker – Victor Ornelas Elementary School
Whitney Linenberger – Garden City High School
Benjamin Luna – Buffalo Jones Elementary School
Ryan Meng – Garden City High School
Kathleen Moorman – Virtual Academy
Karen Murrell – Abe Hubert Elementary School
Steven Nordby – Garden City High School
Brandy Ochs – Edith Scheuerman Elementary School
Jill Reagle – Florence Wilson Elementary School
Bradley Springston – Horace Good Middle School
Jarrod Stoppel – Kenneth Henderson Middle School
Lucas Sullivan – Garden City Achieve
Macy Younger – Kenneth Henderson Middle School

BOARD OF EDUCATION

Addendum to Certified Personnel Actions

April 1, 2024

SUPPLEMENTAL RESIGNATION:

Carlos Prieto is resigning as head coach for wrestling at Garden City High School effective March 21, 2024.

TRANSFERS:

Ramona McCallum – from communications position at Bernadine Sitts Intermediate Center to gifted position at Garden City High School effective for the 2024-25 academic year.

Josue Negrón – from physical education position at Charles Stones Intermediate Center to physical education position at Jennie Barker Elementary School and Buffalo Jones Elementary School effective for the 2024-25 academic year.

BOARD OF EDUCATION
Classified Personnel Actions

April 1, 2024

RETIREMENTS	POSITION	BUILDING	DATE
Joy M. Schoor	Special Education Paraprofessional: Para I	Garden City High School	5/23/24

TERMINATIONS	POSITION	BUILDING	DATE
Skylar Villanueva	Special Education Paraprofessional II: Rise Room	Charles O. Stones Intermediate Center	3/20/24

RESIGNATIONS	POSITION	BUILDING	DATE
Kathy Bryant	Bus Driver	Transportation	3/21/24
Claire Lidstrom	Special Education Paraprofessional I: Resource Room	Victor Ornelas Elementary School	4/15/24
Marisa Ruvalcaba	Nutrition Assistant: Nutrition I	Bernadine Sitts Intermediate Center	3/25/24

ASSIGNMENTS	POSITION	BUILDING	DATE
Karina Leon Gonzalez	Paraprofessional I: Bilingual/Migrant	Horace Good Middle School	3/25/24
Blanca Sotelo-Lara	Special Education Paraprofessional Self Contained- Para II	Garfield Early Childhood Center	3/25/24

TRANSFERS	FROM	TO	DATE
Orma Dilbert-Rivera	Substitute Custodian Plant Facilities	Custodian I Garden City High School	4/1/24
Luz Odille Marquez	Custodian I Garden City High School	Custodian I Garfield Early Childhood Center	3/22/24
Aidan Sparks	Transportation Small Fleet Driver	Transportation Sub Bus Driver	3/21/24
Mayra Varela	Transportation Small Fleet Driver	Transportation Sub Bus Driver	3/26/24

BOARD OF EDUCATION
Classified Personnel Actions Addendum

April 1, 2024

ASSIGNMENTS	POSITION	BUILDING	DATE
Veronica Veloz	Small Fleet Driver	Transportation	4/2/24

TRANSFERS	FROM	TO	DATE
Maguadalupe Gonzalez	Substitute Custodian: Plant Facilities	Custodian I: Garden City High School	3/28/24
Marissa Hernandez	Special Education Paraprofessional II: Rise Room Edith Scheuerman Elementary School	Library Paraprofessional Para I Edith Scheuerman Elementary School	3/28/24
Rebecca Randle	Library Paraprofessional Para I Edith Scheuerman Elementary School	Special Education Paraprofessional II: Rise Room Edith Scheuerman Elementary School	3/28/24

OTHER:

Michael Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Veronica Veloz.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez
FROM: Gina Galpin, Director of Special Education
DATE: 03/25/2024
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 LEA Assurances document in order to obtain federal funding for IDEA Part B funds. The Individuals with Disabilities Act (IDEA) entitles our district to federal funding for students who qualify for Part B services, PreK-age 21. 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 funds.

FISCAL NOTE:

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

ATTACHMENTS:

LEA Assurances

KANSAS STATE DEPARTMENT OF EDUCATION

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

LEA ASSURANCES

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 <i>et seq.</i>)	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.

Section II. IDEA Part B Grant Assurances

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.

(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.

(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.

(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.

(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

(iv) 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

(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:

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Suzette Goldsby, Plymell Principal/Curriculum Council Chair
DATE: 4/1/24
RE: English Electives Additions

ISSUE: The Board of Education is asked to consider and approve the inclusion of five .50 credit general elective courses to English elective courses.

BACKGROUND:

Presently, Garden City High School provides Survey of Youth Literature, Women with a Pen, Comedic Literature, Survey of Modern Literature, and Science Fiction as general elective courses. GCHS is proposing to offer these courses as English elective options. If approved, students would have the opportunity to earn 0.5 credits toward their English graduation requirements by enrolling in these courses.

Currently, each of these elective courses is assigned a Kansas course code. Successful completion of English II is required before enrollment in any of these courses. The school staff members currently assigned will teach these courses.

Starting in the fall semester of 2024, these courses will be available as English elective options. The Curriculum Council committee met on March 20, 2024 and voted unanimously to offer each of these courses as part of the English elective curriculum.

ALTERNATIVES:

1. Approve the courses as presented as English elective courses to be offered as a 0.5 credit each.
2. Do not approve the courses as an English elective and each course will remain a general elective.

RECOMMENDATION:

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

FISCAL NOTE:

No additional funding will be necessary for these courses.

ATTACHMENTS:

Application to Curriculum Council for approval

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Science Fiction

► Please complete the following for Skyward purposes:

- Short description of course (15 characters)

short description prints on transcripts

- Long description of course (30 characters)

** Kansas Course Code: 6023

2. Description of course (attach additional sheets if

This course is designed to expose students to a wide range of science fiction studies while focusing on the role science fiction plays in shaping philosophies and ways of life.

3. Name of course to be deleted: None

→ ④ Course objective: This course already exists as a general elective. We want the course labeled as an English elective so students can count it towards graduation as an English ½ credit.

5. Required Course: _____

Elective Course: _____

6. How many credits will be offered? ~~4~~ = 5

7. Full Semester: Semester class

Two Semesters: _____

8. Start-up Cost: 0

9. Prerequisites: English II

10. How will this course be staffed? No new faculty required.

11. Requested by: Wendi Terpstra

Date: 1 February 2024

Print Name

Wendi Terpstra
Signature

Part II

12. Reviewed by Principal -

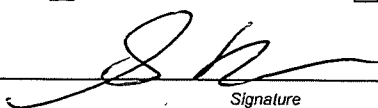
Action taken:

☒

Recommended

☐

Not Recommended



Signature

Date: 2-8-24

13. Submitted to the Curriculum Council -

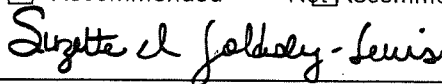
Action taken:

☐

Recommended

☐

Not Recommended



Signature

Date: 3-20-24

14. Submitted to the Instruction Office Administrator -

Action taken:

☒

Recommended

☐

Not Recommended

Signature

Date: _

15. Submitted to the Board of Education -

Action taken:

☒

Recommended

☐

Not Recommended

Signature

Date: _

Please return to:

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

Garden City, KS 67846

Garden City High School
English Department
Course: Science Fiction
Course Number:
Eligible Grades: 11, 12

Course Description:

This course is designed to expose students to a wide range of science fiction studies, from short stories, novels and plays to films and television shows. The study focuses on the important role science fiction plays in shaping philosophies and ways of life. Several of H.G. Wells's famous novels feature classic sci-fi themes, including time travel, mad scientists, and alien invasion. With these themes in mind, discussions will focus on ethical questions germane to the readings, particularly those that consider the problems of social inequity, human hubris, the misuse of science, and economic greed. The class also examines how a handful of subsequent science fiction writers inherit and transform these themes, questions, and concerns.

Course Objectives:

1. Analyze the historical development of science fiction as a literary genre, from its roots in early speculative fiction to contemporary works across various mediums.
2. Identify and analyze recurring themes, motifs, and tropes in science fiction literature, such as dystopias, utopias, technological advancements, alien encounters, time travel, and artificial intelligence.
3. Engage with science fiction texts to discuss and evaluate the social, cultural, ethical, and philosophical implications of scientific and technological advancements portrayed in literature.
4. Explore how science fiction often speculates about future scientific discoveries, technological innovations, and societal changes, and how these speculations reflect contemporary scientific and cultural concerns.
5. Investigate the representation of diverse identities, cultures, and perspectives in science fiction literature, including gender, race, sexuality, and disability, and examine how these representations reflect or challenge societal norms and biases.
6. Develop skills in close reading, critical analysis, and interpretation of science fiction texts, including attention to narrative structure, language, symbolism, and imagery.
7. Explore interdisciplinary connections between science fiction and other fields, such as science, technology, philosophy, sociology, psychology, and politics, to gain a deeper understanding of the genre's cultural significance and influence.
8. Encourage creativity and imagination through writing exercises, speculative thought experiments, and discussions about world-building and storytelling techniques used in science fiction.
9. Investigate how science fiction is represented in various forms of media, including film, television, graphic novels, and video games, and analyze the adaptations and transformations of science fiction narratives across different mediums.

10. Foster a supportive learning environment where students share diverse perspectives, engage in meaningful discussions, and collaborate on projects that explore and extend the themes and ideas presented in science fiction literature.

Possible Units:

- Bioethics
 - *Frankenstein* by Mary Shelley
 - *Frankenstein* (play based on the novel by Mary Shelley)
 - *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Lewis Stevenson
 - “Frog Pond” by Chelsea Quinn Yarbro
 - “Caught in the Organ Draft” by Robert Silverberg
 - *Twilight Zone* — “The Trade-Ins”
 - “The Crawlers” by Philip K. Dick
 - *The Simpsons* — “Two Cars in Every Garage and Three Eyes on Every Fish”
 - **Argumentative/Persuasive essay:** Bioethics and modern society
- H.G. Wells
 - *A&E Biography*— “H.G. Wells”
 - Radio Presentation: *War of the Worlds* (adapted/directed/starring Orson Welles)
 - H.G. Wells novel research, presentation, and argumentative writing
 - *War of the Worlds*
 - *The Island of Dr. Moreau*
 - *The Invisible Man*
 - *The Time Machine*
 - “Computers Don’t Argue” by Gordon R. Dickson
 - “Into the Shop” by Ron Goulart
 - **Reflection essay:** Early science fiction vs. modern discoveries
- Social Commentary
 - “All Summer in a Day” by Ray Bradbury
 - “The Author of the Acacia Seeds” by Ursula LeGuin
 - “Billennium” by J.G. Ballard
 - “Come into My Cellar” by Ray Bradbury
 - “The First Contact with the Gorgonids” by Ursula LeGuin
 - “In Coppelius’ Toy Shop” by Connie Willis
 - “It’s Such a Beautiful Day” by Isaac Asimov
 - “Profession” by Isaac Asimov
 - “She Unnames Them” by Ursula LeGuin
 - “A Sound of Thunder” by Ray Bradbury
 - “The Subliminal Man” by J.G. Ballard
 - “Survival Ship” by Judith Merril
 - “There Will Come Soft Rains” by Ray Bradbury
 - “Zero Hour” by Ray Bradbury
 - **Critical Perspective essay:** Themes in science fiction

- Hero's Journey
 - *Dune* (movie based on the novel by Frank Herbert)
 - *Futurama* —“Slurm”
 - **Group Project:** Study of the Hero's Journey in Contemporary Sci Fi
 - **Argumentative/Research Multi-media Presentation**
 - **Expository essay:** *Dune* is the ultimate science fiction story
- Modern Sci Fi
 - *Kindred* by Octavia Butler
 - *Jurassic Park* by Michael Crichton
 - *Never Let Me Go* by Kazuo Ishiguro
 - **Literary analysis/synthesis:** Themes
- Fantasy Fiction
 - “The Choosing” by John Buentello
 - *The Hobbit* by J.R.R. Tolkien
 - **Creative writing:** Fantasy or sword and sorcery story

Standards:

RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.10 – By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11-12.10 – By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

L.11-12.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.1b – Work with peers to promote civil democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 – Make strategic use of digital media (e.g., textual, graphical, audio visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2b – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W11-12.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Additional Standards Addressed:

RI.11-12.2

RL.11-12.4

W.11-12.1a

W.11-12.1b

W.11-12.1e

W.11-12.2a

W.11-12.3e

W.11-12.6

SL.11-12.1c

SL.11-12.3

L.11-12.1

L.11-12.2

L.11-12.3

L.11-12.4c

SL.11-12.1a

SL.11-12.3

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Survey of Modern Literature

►Please complete the following for Skyward purposes:

- Short description of course (15 characters) _____

short description prints on transcripts

- Long description of course (30 characters) _____

** Kansas Course Code: 6027

2. Description of course (attach additional sheets if

This course introduces students to a wide variety of contemporary authors through novels, short stories, and plays. Students will develop and increase their range of ideas, sensitivity to self and others, and enjoy modern literature.

3. Name of course to be deleted: None

→ ④ Course objective: This course already exists as a general elective. We want the course labeled as an English elective.

5. Required Course: _____ Elective Course: _____

6. How many credits will be offered? ~~2~~ .5

7. Full Semester: semester class Two Semesters: _____

8. Start-up Cost: 0

9. Prerequisites: English II

10. How will this course be staffed? No new faculty required

11. Requested by: Wendi Terpstra
Print Name

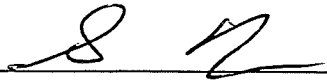
Date: 2 February 2024

Wendi Terpstra
Signature

Part II

12. Reviewed by Principal -

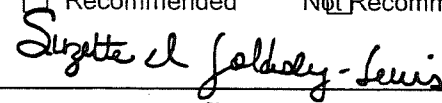
Action taken: ☒ Recommended ☐ Not Recommended


Signature

Date: 2-8-24

13. Submitted to the Curriculum Council -

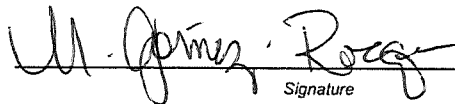
Action taken: ☐ Recommended ☐ Not Recommended


Signature

Date: 3-20-24

14. Submitted to the Instruction Office Administrator -

Action taken: ☒ Recommended ☐ Not Recommended


Signature

Date: 3/25/2024

15. Submitted to the Board of Education -

Action taken: ☒ Recommended ☐ Not Recommended

Signature

Date: _

Please return to:

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

Garden City, KS 67846

Garden City High School
English Department
Course: Modern Literature
Course Number:
Eligible Grades: 11, 12

Course Description:

This course explores significant literary works from the late-nineteenth century to the present day, focusing on themes, styles, and movements that have shaped modern literature. Students examine the cultural, social, and historical contexts of modernity, and analyze how authors respond to and reflect upon the complexities of the modern world.

Course Objectives;

1. Examine key literary movements and styles of the modern period, such as modernism, postmodernism, existentialism, and post colonialism, and analyze how they shape the themes, techniques, and innovations of modern literature.
2. Situate modern literary works within their historical, cultural, and social contexts, including the impact of industrialization, urbanization, globalization, war, revolution, and social change on literature and literary production.
3. Identify and analyze recurring themes and motifs in modern literature, such as alienation, identity, consciousness, fragmentation, disillusionment, the search for meaning, and the nature of reality, and examine how these themes are represented and explored in diverse literary texts.
4. Study the formal and stylistic innovations of modern literature, including stream of consciousness narration, experimental narrative structures, intertextuality, metafiction, and nonlinear storytelling, and analyze how these techniques challenge traditional literary conventions and expand the possibilities of literary expression.
5. Read and analyze modern literary works from a diverse range of authors, cultures, and perspectives to understand the plurality of modern literary expression and to explore issues of representation and diversity in literature.
6. Engage with critical theories and approaches to modern literature, including formalism, structuralism, post structuralism, psychoanalysis, feminism, postcolonial theory, and cultural studies, and apply these theoretical frameworks to the analysis and interpretation of literary texts.
7. Develop skills in close reading, textual analysis, and critical interpretation through the study of modern literary texts, including attention to language, imagery, symbolism, characterization, and narrative technique, and the ability to articulate complex ideas and interpretations in oral and written forms.
8. Explore interdisciplinary connections between modern literature and other fields of study, such as philosophy, psychology, sociology, history, art, and political theory, to deepen students' understanding of the cultural, intellectual, and philosophical dimensions of modern literature and its broader significance.
9. Foster an appreciation for the richness, complexity, and enduring relevance of modern literature through active engagement with literary texts, class discussions, critical

inquiry, and creative responses, and encourage students to develop their own interpretations, perspectives, and connections to modern literary works.

10. Cultivate a spirit of curiosity, inquiry, and lifelong learning by encouraging students to continue exploring modern literature beyond the classroom, to seek out new voices and perspectives, and to engage critically with contemporary literary developments and debates.

Possible Units:

- The American Dream and Its Discontents
 - *The Great Gatsby* by F. Scott Fitzgerald
 - *Invisible Man* by Ralph Ellison
 - **Applying a Critical Perspective**
- Coming of Age
 - *The Catcher in the Rye* by J.D. Salinger
 - *Jane Eyre* by Charlotte Bronte
 - **Synthesis Essay**
- Dystopian Societies
 - *1984* by George Orwell
 - *Brave New World* by Aldous Huxley
 - *Divergent* by Victoria Roth
 - *Ender's Game* by Orson Scott Card
 - *The Hunger Games* by Suzanne Collins
 - *Ready Player One* by Ernest Cline
 - **Argumentative Essay**
- Existentialism and Absurdism
 - *The Stranger* by Albert Camus
 - *Waiting for Godot* by Samuel Beckett
 - **Literary Analysis**
- Historical Fiction and Social Commentary
 - *A Tale of Two Cities* by Charles Dickens
 - *Waiting for Godot* by Samuel Beckett
 - **Argumentative Research Paper**
- Modernist Literature
 - *Mrs. Dalloway* by Virginia Woolf
 - *The Stranger* by Albert Camus
 - "The Waste Land" by T.S. Eliot
 - **Rhetorical Analysis**
- War and Conflict
 - *A Farewell to Arms* by Ernest Hemingway
 - *The Kite Runner* by Khaled Hosseini
 - **Reflective Essay**

Standards:

RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.10 – By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11-12.10 – By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

L.11-12.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.1b – Work with peers to promote civil democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 – Make strategic use of digital media (e.g., textual, graphical, audio visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2b – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Additional Standards Addressed:

RI.11-12.2

RL.11-12.4

W.11-12.1a

W.11-12.1b

W.11-12.1e

W.11-12.2a

W.11-12.3e

W.11-12.6

SL.11-12.1c

SL.11-12.3

L.11-12.1

L.11-12.2

L.11-12.3

L.11-12.4c

SL.11-12.1a

SL.11-12.3

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Comedic Literature

➤ Please complete the following for Skyward purposes:

- Short description of course (15 characters) _____

short description prints on transcripts

- Long description of course (30 characters) _____

** Kansas Course Code: 6025

2. Description of course (attach additional sheets if

This course explores humor and its importance in society.
Students learn the many facets of humor - farce, satire, puns,
parody, physical comedy, etc. - and gain insight into the light
and dark side of comedy

3. Name of course to be deleted: None

→ ④ Course objective: This course already exists for general elective
credit. We want students to be able to earn English credit
towards graduation as an English elective.

5. Required Course: _____

Elective Course: _____

6. How many credits will be offered? ~~1.5~~ 5

7. Full Semester: Semester class

Two Semesters: _____

8. Start-up Cost: 0

9. Prerequisites: English 11

10. How will this course be staffed? No new faculty required

11. Requested by: Wendi Terpstra

Date: 2 February 2024

Print Name

Wendi Terpstra
Signature

Part II

12. Reviewed by Principal -

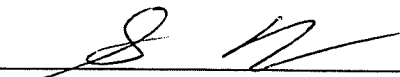
Action taken:

☒

Recommended

☐

Not Recommended



Signature

Date: 2-5-24

13. Submitted to the Curriculum Council -

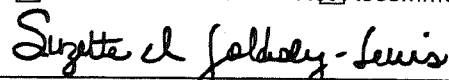
Action taken:

☐

Recommended

☐

Not Recommended



Signature

Date: 3-20-24

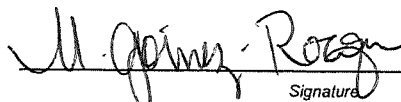
14. Submitted to the Instruction Office Administrator -

Action taken:

☒ Recommended

☐

Not Recommended



Signature

Date: 3/25/2024

15. Submitted to the Board of Education -

Action taken:

☒ Recommended

☐

Not Recommended

Signature

Date: _

Please return to:

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

Garden City, KS 67846

Garden City High School
English Department
Course: Comedic Literature
Course Number:
Eligible Grades: 11, 12

Course Description:

It has been said that laughter is the universal language. This course explores many facets of humor and its importance in society. A wide variety of literature and media is featured, including works by William Shakespeare, Mark Twain, and many contemporary writers and performers. From farce to physical comedy, satire to sit-coms, puns to parody, the material offers not only laughs but also insights into the lighter side of humanity and the lingering themes they deliver.

Course Objectives:

1. Examine the historical development of comedic literature from ancient to contemporary times, including various forms such as satire, farce, comedy of manners, and parody.
2. Identify and analyze the comedic techniques and devices employed by authors, including irony, wordplay, exaggeration, incongruity, satire, and comedic timing, to understand how humor is created and conveyed in literature.
3. Explore how comedic literature reflects and critiques cultural norms, values, and social issues of different time periods and societies, and analyze how humor can be used to challenge authority, provoke thought, and promote social change.
4. Investigate the diversity of humor in literature, including slapstick, wit, sarcasm, absurdity, black humor, and observational comedy, and analyze how different types of humor appeal to different audiences and evoke different responses.
5. Examine theories of humor and laughter from psychological, philosophical, and sociological perspectives, and explore the cognitive processes involved in perceiving, understanding, and appreciating humor in literature.
6. Identify recurring themes and topics in comedic literature, such as love and relationships, identity and self-discovery, social class and status, politics and power, and the human condition, and analyze how these themes are explored through humor.
7. Appreciate the literary craftsmanship and creativity of comedic writers, including their use of language, characterization, plot development, and narrative structure, and analyze how these elements contribute to the comedic effect.
8. Read and analyze comedic literature from a diverse range of authors, cultures, and perspectives to understand the plurality of comedic expression.
9. Develop skills in close reading, critical analysis, and interpretation of comedic texts, including the ability to identify layers of meaning, subtext, and social commentary embedded within humor.
10. Encourage creativity and self-expression through writing exercises, comedic performance, and the creation of original comedic works inspired by the themes, styles, and techniques studied in class.

Possible Units:

- Classic Buffoonery
 - *A Midsummer Night's Dream* by William Shakespeare
 - *Don Quixote* by Miguel Cervantes
 - *Legends of Comedy* (1)
 - "The Music Box" featuring Laurel and Hardy
 - "A-Plumbing We Will Go" starring the Three Stooges
 - *Whose Line Is It Anyway?* (school appropriate scenes)
 - *The Pink Panther Strikes Again*
 - **Rhetorical Analysis:** Significance of buffoonery in literature, TV, and film
 - **Group Project and/or Debate:** Modernize scene from *Don Quixote*
- Trickster Trouble and Dynamic Duos
 - *Taming of the Shrew* by William Shakespeare
 - *The Importance of Being Ernest* by Oscar Wilde
 - *Gulliver's Travels* by Jonathan Swift
 - **Humor Research Project**
- The Golden Age of Radio
 - *A Prairie Home Companion*
 - Various radio shows featuring Bob Hope, Milton Berle, Amos-n-Andy, Abbott and Costello
 - Evolution of radio shows that transition to television (e.g., soap operas, *Gunsmoke*, *Amos and Andy*, *The George Burns Show*)
 - **Group Project:** Radio report benefits and limitations of radio humor
 - **Reflection Essay:** Review radio show
- Down to Earth vs. Wacky, Way Out There Humor
 - *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard
 - *The Hitchhiker's Guide to the Galaxy* by Douglas Adams
 - "The Secret Life of Walter Mitty" by James Thurber
 - "The War Prayer" by Mark Twain
 - "If I Had My Life to Live Over" by Erma Bombeck
 - Various selections by Sandra Cisneros, Kurt Vonnegut, Jr., Bill Cosby, Zitlaka-Sa, Amy Tan, etc.
 - **Critical Lens Analysis:** Comic devices of ordinary folks versus eccentrics in literature
- Ordinary Folks vs. Eccentrics on Television
 - *Legends of Comedy* (2 and 3)
 - Clips from *I love Lucy*, *The Andy Griffith Show*, *All in the Family*, *Welcome Back Kotter*, *Good Times*, *The Hughleys*, *Everybody Loves Raymond*, *That Seventies Show*, *The Simpsons*, *King of the Hill*, etc.
 - **Argumentative/Persuasive:** Sit com humor: timeless or charmless?
- The Dark Side of Comedy
 - "Serious" clips from old horror films (*Dracula*, *Frankenstein*, *The Mummy*, etc.)
 - "Bring Out Your Dead" scene from *Monty Python and the Holy Grail*

- Various TV episodes/clips from *The Simpsons*, *Rosanne*, *King of the Hill*, etc.
- *The Ghost and Mr. Chicken*
- **Critique:** Why is horrible sometimes funny?
- Galactic Guffaws
 - *The Hitchhiker's Guide to the Galaxy* by Douglas Adams
 - **Socratic Discussion Project**
- Parade of Parody Artists and Stand Up Comedians Past and Present
 - Various clips of Mae West, Victor Borge, Richard Pryor, Steve Martin, Paul Rodriguez, Steven Wright, Baxter Black, SNL (original cast), etc.
 - Musical parodies by Weird Al Yankovich, Wayne Brady, and The Capitol Steps
 - **Group Project:** write and perform a skit, stand-up routine or musical parody

Standards:

RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.10 – By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11-12.10 – By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

L.11-12.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1b – Work with peers to promote civil democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 – Make strategic use of digital media (e.g., textual, graphical, audio visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2b – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Additional Standards Addressed:

RI.11-12.2

RL.11-12.4

W.11-12.1a

W.11-12.1b

W.11-12.1e

W.11-12.2a

W.11-12.3e

W.11-12.6

SL.11-12.1c

SL.11-12.3

L.11-12.1

L.11-12.2

L.11-12.3

L.11-12.4c

SL.11-12.1a

SL.11-12.3

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Women with a Pen

► Please complete the following for Skyward purposes:

- Short description of course (15 characters)

short description prints on transcripts

- Long description of course (30 characters)

** Kansas Course Code: 6028

2. Description of course (attach additional sheets if

This course studies the traditions of literature written by women.
Students explore how women from diverse ethnic, racial, religious,
and class background articulate the female experience.

3. Name of course to be deleted: None

→ ④ Course objective: This course already exists as a general elective.
We want the course changed to an English elective.

5. Required Course: _____

Elective Course: _____

6. How many credits will be offered? ~~3.5~~ .5

7. Full Semester: Semester class

Two Semesters: _____

8. Start-up Cost: 0

9. Prerequisites: English II

10. How will this course be staffed? No new faculty required

11. Requested by: Wendi Terpstra

Print Name

Date: 2 February 2024

Wendi Terpstra
Signature

Part II

12. Reviewed by Principal -

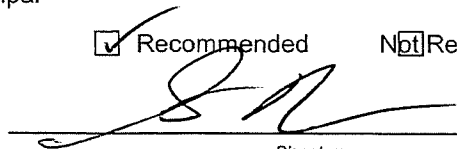
Action taken:

☒

Recommended

☐

Not Recommended


Signature

Date: 2-5-24

13. Submitted to the Curriculum Council -

Action taken:

☐

Recommended

☐

Not Recommended


Signature

Date: 3-20-24

14. Submitted to the Instruction Office Administrator -

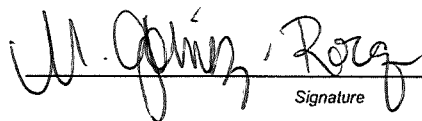
Action taken:

☒

Recommended

☐

Not Recommended


Signature

Date: 3/25/2024

15. Submitted to the Board of Education -

Action taken:

☒

Recommended

☐

Not Recommended

Signature

Date: _____

Please return to:

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

Garden City, KS 67846

Garden City High School**English Department****Course:** Women with a Pen (Women's Literature)**Course Number:****Eligible Grades:** 11, 12**Course Description:**

This course is to broaden students' understanding – historically, socially, economically, spiritually – of women, of men and women in relationships, of the cultural forces that make “gender” such a compelling, interesting topic. Students will investigate how a variety of women authors both respond to and reshape a tradition of literature that typically is gendered as masculine by exploring a variety of issues: women authors' choice of themes and genres, expectations for women, the changing social role of women, and racial, class, and national affiliations. In order to foster these goals, student read a variety of genres, write papers, view films and videos, and participate in class discussions.

Course Objectives

1. Introduce students to a diverse range of literary works written by women authors from different cultural, historical, and social backgrounds, including fiction, poetry, essays, and memoirs.
2. Analyze representations of gender and femininity in literature, including the construction of female characters, portrayals of women's roles and experiences, and the intersectionality of gender with other aspects of identity such as race, class, sexuality, and nationality.
3. Identify and explore recurring themes and issues addressed in women's literature, such as women's rights, agency and empowerment, domesticity and motherhood, sexuality and desire, body image and beauty standards, and the challenges and constraints faced by women in different historical and cultural contexts.
4. Investigate feminist theories and perspectives as they relate to literature, including first, second, and third-wave feminism, intersectional feminism, ecofeminism, and queer theory, and analyze how feminist themes and ideologies are expressed and challenged in literary texts.
5. Critique patriarchal norms, values, and power structures as represented in literature, and analyze how women writers subvert, resist, or negotiate these norms through their literary works, challenging dominant narratives and advocating for social change.
6. Situate women's literary works within their historical and social contexts, including the cultural, political, and economic conditions that shape women's lives and experiences, and explore how these contexts influence the themes, styles, and perspectives of women's writing.
7. Analyze the literary forms, techniques, and stylistic innovations employed by women authors, including narrative structure, symbolism, imagery, language, and voice, and discuss how these elements contribute to the aesthetic and emotional impact of their works.

8. Evaluate the representation of diverse identities, experiences, and perspectives within women's literature and analyze how intersectional identities shape literary representations.
9. Foster empathy and understanding through close reading and empathetic engagement with women's literary works, encouraging students to connect with characters' experiences, emotions, and struggles, and to reflect on their own identities and relationships to gender.
10. Promote critical thinking skills through class discussions, debates, and written assignments that encourage students to analyze, question, and interpret women's literature from multiple perspectives, and to engage in dialogue about the social, cultural, and ethical dimensions of gender representation and women's experiences.

Possible Units:

- The Dangers of a Single Story and/or Stereotypes (Introductory Unit)
 - Chimamanda Adichie – TED talk
 - *A Vindication of the Rights of Woman* by Mary Wollstonecraft
 - “I’m Just a Girl” by No Doubt
 - “Cater to U” by Destiny’s Child
 - Fairy Tales – “Snow White,” “Sleeping Beauty,” “Cinderella,” “Rapunzel,” “Twelve Dancing Princesses” – by the Brothers Grimm
 - **Satirical Cartoon:** values, lessons, gender roles in fairy tales
 - **Argumentative Essay:** challenge messages of fairy tales and other early childhood literature
- Historical Roles of Women and Feminism
 - “Sweat” by Zora Neale Hurston
 - “Lean In” by Sheryl Sandberg – TED talk
 - *Antigone* by Sophocles
 - *A Room of One’s Own* by Virginia Woolf
 - *The Feminine Mystique* by Betty Friedan
 - Gloria Steinem before Congress on ERA 1975
 - Phyllis Schlafly opposes ERA
 - “I Am Woman” by Helen Reddy
 - “These Boots Are Made for Walking” by Nancy Sinatra
 - **Research Paper:** Synthesize the changing/static/fluid role of women throughout time
- From Silence to Voice – Women of all Ages
 - *The Awakening* by Kate Chopin
 - *Ethan Frome* by Edith Wharton
 - “Everyday Use” by Alice Walker
 - *Fences* by August Wilson
 - *The Help* by Kathryn Stockett
 - *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Christina Lamb and Malala Yousafzai
 - *Incidents in the Life of a Slave Girl* by Harriet Jacobs

- *Persepolis* by Marijane Satrapi
- "The Story of an Hour" by Kate Chopin
- "Sweat" by Zora Neale Hurston
- "The Yellow Wallpaper" by Charlotte Perkins Gilman
- Georgia O'Keefe Art
- Frida Kahlo Art
- *A Room of One's Own* by Virginia Woolf
- **Photo/Response Essay:** One author's point of view of resistance or transformation through a critical lens
- **Argumentative Essay:** The oppression women face: Then and Now
- Coming of Age
 - *Caramelo* by Sandra Cisneros
 - *The Diary of Anne Frank* by Anne Frank
 - *The House on Mango Street* by Sandra Cisneros
 - *How the Garcia Girls Lost Their Accents* by Julia Alvarez
 - *I Know Why the Caged Bird Sings* by Maya Angelo
 - **Literary Analysis:** character development of a female character
- Identity and Differences
 - *Beloved* by Toni Morrison
 - *How to Make an American Quilt* by Whitney Otto
 - *Pride and Prejudice* by Jane Austen
 - *Their Eyes Were Watching God* by Zora Neale Hurston
 - *Jane Eyre*
 - *The Joy Luck Club* by Amy Tan
 - **Rhetorical Analysis:** How an author articulates the central idea of voice, identity, etc., and how the ideas interact to demonstrate how a woman claims her voice/identity

Standards:

RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.10 – By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11-12.10 – By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

L.11-12.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.1b – Work with peers to promote civil democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 – Make strategic use of digital media (e.g., textual, graphical, audio visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2b – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Additional Standards Addressed:

RI.11-12.2

RL.11-12.4

W.11-12.1a

W.11-12.1b

W.11-12.1e

W.11-12.2a

W.11-12.3e

W.11-12.6

SL.11-12.1c

SL.11-12.3

L.11-12.1

L.11-12.2

L.11-12.3

L.11-12.4c

SL.11-12.1a

SL.11-12.3

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Survey of Youth Literature

* Please complete the following for Skyward purposes:

- Short description of course (15 characters)

short description prints on transcripts

- Long description of course (30 characters)

** Kansas Course Code: 6026

2. Description of course (attach additional sheets if

This course is an examination of texts written for ages 16-25.
Students will understand the importance of young adult literature
and how it confronts serious social, political, and cultural issues.

3. Name of course to be deleted: None

→ ④ Course objective: This course already exists as a general elective.
We want the course ~~labeled~~ labeled as an English elective.

5. Required Course: _____

Elective Course: _____

6. How many credits will be offered? ~~0.5~~ .5

7. Full Semester: semester class

Two Semesters: _____

8. Start-up Cost: 0

9. Prerequisites: English II

10. How will this course be staffed? No new faculty required

11. Requested by: Wendi Terpstra

Print Name

Date: 2 February 2024

Wendi Terpstra
Signature

*no purchases
of books
for any
classes
CC - 3/20/24*

Part II

12. Reviewed by Principal -

Action taken:



Recommended

☐ Not Recommended



Signature

Date: 2-5-24

13. Submitted to the Curriculum Council -

Action taken:



Recommended

☐ Not Recommended



Signature

Date: 3-20-24

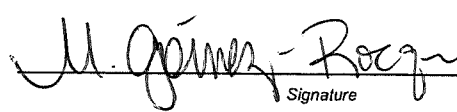
14. Submitted to the Instruction Office Administrator -

Action taken:



Recommended

☐ Not Recommended



Signature

Date: 3/25/2024

15. Submitted to the Board of Education -

Action taken:



Recommended

☐ Not Recommended

Signature

Date: _____

Please return to:

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

Garden City, KS 67846

Garden City High School
English Department
Course: Young Adult Literature
Course Number:
Eligible Grades: 11, 12

Course Description:

This course is an examination of a variety of young adult texts written for people ages sixteen to twenty-five years old. In particular, students examine how young adult literature (YAL) texts confront serious social, political, and cultural issues in a way that makes complex issues accessible for an adolescent reader outside the norms of the larger culture. In addition to tracking issues through various genres, students become familiar with significant YAL authors, formats, censorship, and film adaptations.

Course Objectives

1. Introduce students to a diverse range of young adult literature, including novels, short stories, graphic novels, and poetry, representing various genres, themes, and cultural perspectives.
2. Identify and analyze recurring themes and issues addressed in young adult literature, such as identity formation, coming-of-age, friendship, family dynamics, love and relationships, social justice, mental health, and navigating adolescence.
3. Trace the historical development of young adult literature from its origins to contemporary trends, including the emergence of specific genres within the YA category and the evolving representations of young adult experiences over time.
4. Evaluate the representation of diverse identities, experiences, and perspectives in young adult literature, including race, ethnicity, gender, sexuality, disability, religion, and socio-economic background, and analyze how these representations contribute to inclusivity and cultural understanding.
5. Examine the social, cultural, and educational significance of young adult literature, including its role in shaping young readers' identities, fostering empathy and understanding, promoting literacy and lifelong reading habits, and addressing contemporary issues and challenges faced by young adults.
6. Analyze the literary elements and techniques used by young adult authors, including characterization, plot development, narrative structure, point of view, symbolism, and thematic exploration, and discuss how these elements contribute to the effectiveness and appeal of YA literature.
7. Explore interdisciplinary connections between young adult literature and other fields, such as psychology, sociology, education, media studies, and cultural studies, to deepen students' understanding of the social and cultural contexts of YA literature and its broader impact on society.
8. Foster critical thinking skills through close reading, analysis, and interpretation of young adult texts, as well as discussions that encourage students to consider multiple perspectives, challenge assumptions, and empathize with characters' experiences.

9. Encourage students to reflect on their own responses to young adult literature, connect the themes and issues addressed in the texts to their own lives and experiences, and articulate their interpretations and insights through written reflections, discussions, and creative responses.
10. Foster a love of reading and appreciation for young adult literature by providing opportunities for independent reading, book discussions, author studies, and exposure to a variety of genres and authors within the YA category.

Possible Units:

- Alternate Writing/Multimodal Texts
 - Method of Delivery: class study, literature circles, or independent study
 - *Forged by Fire* by Sharon Draper
 - *Monster* by Walter Dean Myers
 - *Tears of a Tiger* by Sharon Draper
 - *You Hear Me? Poems and Writings by Teenage Boys* by Betsy Franco
 - **Response Essay:** How do multimodal texts affect the reading experience?
- Censorship in Schools
 - Method of Delivery: class study, literature circles, or independent study
 - *The Catcher in the Rye* by J.D. Salinger
 - *The Grapes of Wrath* by John Steinbeck
 - *Killing Mr. Griffin* by Lois Duncan
 - *The Member of the Wedding* by Carson McCullers
 - *One Fat Summer* by Robert Lipsyte
 - **Rhetorical Analysis/Argumentative:** To ban or not to ban...that is the question
- Clash of Cultures
 - Method of Delivery: class study, literature circles, or independent study
 - *Before We Were Free* by Julia Alvarez
 - *Bless Me, Ultima* by Rudolfo A. Anaya
 - *Buried Onions* by Gary Soto
 - *Caramelo* by Sandra Cisneros
 - *Crossing the Wire* by Will Hobbs
 - *And the Earth Did Not Devour Him* by Tomas Rivera
 - *How the Garcia Girls Lost Their Accent* by Julia Alvarez
 - *Invisible Man* by Ralph Ellison
 - *The Joy Luck Club* by Amy Tan
 - *The Kite Runner* by Khaled Hosseini
 - *Native Son* by Richard Wright
 - *Parrot in the Oven* by Victor Martinez
 - *Picture Bride* by Yoshiko Uchida
 - *A Place Where the Sea Remembers* by Sandra Benitez
 - *Rite of Passage* by Richard Wright
 - *A Step from Heaven* by An Na
 - *When My Name Was Keoko* by Linda Su Park

- **Literary Analysis:** How is a writer's work both a natural product of and a departure from a specific culture?
- Current Issues
 - Method of Delivery: class study, literature circles, or independent study
 - *Bone by Bone by Bone* by Tony Johnston
 - *Romiette and Julio* by Sharon M. Draper and Adam Lowenbein
 - *Speak* by Laurie Halse Anderson
 - *Swallowing Stones* by Joyce McDonald
 - *Touching Spirit Bear* by Ben Mikaelson
 - *Whirligig* by Paul Fleischman
 - **Multi-genre Research Project**
- Dystopian, Fantasy and Science Fiction
 - Method of Delivery: class study, literature circles, or independent study
 - *1984* by George Orwell
 - *Brave New World* by Aldous Huxley
 - *Divergent* by Veronica Roth
 - *Ender's Game* by Orson Scott Card
 - *Fahrenheit 451* by Ray Bradbury
 - *The Giver* by Lois Lowry
 - *The Hunger Games* by Suzanne Collins
 - *Ready Player One* by Ernest Cline
 - **Literary Analysis:** Social commentary throughout novel
- Narrative Nonfiction/Memoir
 - Method of Delivery: class study, literature circles, or independent study
 - *Angela's Ashes* by McCourt
 - *Anne Frank: The Diary of a Young Girl* by Anne Frank
 - *Black Boy* by Richard Wright
 - *I Am Malala: The Story of the Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai and Christina Lamb
 - *I Know Why the Caged Bird Sings* by Maya Angelou
 - *Into the Wild* by Jon Krakauer
 - **Memoir**
- From Page to Screen
 - Method of Delivery: class study, literature circles, or independent study
 - *Ender's Game* by Orson Scott Card
 - *Harry Potter and the Goblet of Fire* by J.K. Rowling
 - *The Hunger Games* by Suzanne Collins
 - *Into the Wild* by Jon Krakauer
 - *Of Mice and Men* by John Steinbeck
 - *The Outsiders* by S.E. Hinton
 - *Speak* by Laurie Halse Anderson
 - **Compare/Contrast:** Director's choices
- Mental Health (unit to add novels to)
 - Method of Delivery: class study, literature circles, or independent study

- *Lord of the Flies* by William Golding
 - *Beloved* by Toni Morrison
- War
 - Method of Delivery: class study, literature circles, or independent study
 - *Summer of My German Soldier* by Bette Greene
 - *Catch-22* by Joseph Heller
 - *Fallen Angels* by Walter Dean Myers
 - *The Things They Carried* by Tim O'Brien
 - **Historical Accuracy**

Standards:

RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.10 – By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11-12.10 – By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

L.11-12.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1b – Work with peers to promote civil democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 – Make strategic use of digital media (e.g., textual, graphical, audio visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2b – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which writing.

W.11-12.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Additional Standards Addressed:

RI.11-12.2

RL.11-12.4

W.11-12.1a

W.11-12.1b

W.11-12.1e

W.11-12.2a

W.11-12.3e

W.11-12.6

SL.11-12.1c

SL.11-12.3

L.11-12.1

L.11-12.2

L.11-12.3

L.11-12.4c

SL.11-12.1a

SL.11-12.3

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: April 1, 2024
RE: ICE Proposal for HVAC Replacement at Transportation

ISSUE:

The Board of Education is asked to consider and approve the design fees for the replacement of the HVAC system at Transportation.

BACKGROUND:

ICE has been engaged as our mechanical engineers. This project has been identified as part of our long range planning for this fiscal year and has been prioritized based on current conditions.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

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

FISCAL NOTE:

This purchase has been budgeted for this fiscal year from the following account: 016 E 4700 21 0550 056 01 610 with adequate balances remaining for this purchase. Below are the amounts for each agreement:

MEP Engineering	\$9,600.00
Project Management	\$2,300.00

Total - \$11,900.00

ATTACHMENTS:

USD 457 HVAC Replacement at Transportation



March 8, 2024

MEP ENGINEERING PROPOSAL

Mr. Shane Faurot
Director of Plant Facilities
USD #457
1205 Fleming St.
Garden City, KS 67846

Subject: HVAC Improvement Project – USD #457 – Garden City, KS
Transportation Building

Integrated Consulting Engineers, Inc. ("ICE") offers for your review this proposal of professional engineering services. The Scope of Services for this project are listed below:

Scope of ICE's Services:

ICE will perform the following services for the Project ("ICE's Services"):

- Review original design drawings.
- Perform onsite inspection of existing building to gather pertinent information.
- Develop digital CAD drawing of existing floor plan and MEP systems per original drawings and site inspection for use by design team.
- Perform heating & cooling loads of building to determine proper system size of new equipment.
- Perform ventilation analysis of project areas for code compliance to current standards.
- Prepare demolition plans for all equipment/systems to be removed both mechanically and electrically.
- Provide design of two (2) new high efficiency furnaces with remote condensing units to replace one (1) existing aged rooftop unit. New furnaces shall be located on indoor mezzanine in accessible location with new ductwork as needed to tie into existing ductwork to create two zones. Design any modifications to existing ductwork as needed. New condensing units will be placed on grade.
- Provide design of new mini-split system for IT room.
- Design of new exhaust fans for restrooms and break room.
- Design condensate and gas piping for furnaces.
- Design power connection to new unit(s)
- Design of DDC controls to integrate into campus DDC system with optimized sequence of operations.
- Prepare final contract documents with sheet specifications and deliver to Owner as a PDF.

Project Management Services:

- Assist the Owner in obtaining and evaluating contractor bids for mechanical, plumbing, and electrical work including pre-bid meeting and walkthrough.
- Review the contractors' mechanical, plumbing and electrical shop drawing submittals.
- Develop necessary clarifications and revisions to the construction documents and provide coordination during the bidding and construction phases.
- One (1) site observation is included for Pre-Bid Meeting.

- Two (2) site observation visits are included for interim review of MEP construction installation and written punch list.
- One (1) site observation visit per discipline per facility is included for final review of mechanical and electrical construction installation and written final punch list.

Exclusions from our Services: This proposal does not include:

- Fire Protection.
- Architectural Design
- Structural Engineering

ICE's Fees:

- The Design Fee for ICE's Services as described above) shall be the lump sum amount of **\$11,900.00**
 - Cost Breakdown:
 - MEP Engineering: \$ 9,600.00
 - Project Management: \$ 2,300.00

Additional Services:

The following Design, Construction Phase and Contract Administration Services shall be considered additional services and are not included in the fees listed below. This shall include, but not be limited to the following:

- Responses to the Contractor's RFI's where such information is available to the Contractor through careful study and comparison of the Contract Documents, field conditions, Owner provided information, Contractor prepared coordination drawings, shop drawings or prior Project correspondence or documentation. If this becomes a chronic issue in the opinion of ICE, ICE reserves the right to not to respond to such requests without receiving additional compensation.
- Revisions to ICE's construction documents when such revisions are:
 - o Imposed by plan review comments, health department comments, or landlord or developer comments that are not consistent with applicable standard building codes.
 - o Inconsistent with approvals or instructions previously given by the client.
 - o Required by newly enacted or revised codes and regulations after the construction documents have been prepared.
 - o Required by the acts or omissions of the Client, Owner, or another consultant.
- Review of and/or revisions to the construction documents resulting from "value engineering" suggestions provided by the Client, Owner, Construction Manager, or other contractors on the project.
- Providing revisions of drawings, specifications, or other documents when such revisions are required by changes to previously approved design criteria.
- Providing professional services made necessary by the default of the contractor or by major defects in the work of the contractor in the performance of the Construction Contract.
- Site observation visits beyond those provided as a part of ICE's Basic Services.
- Attendance, if requested, either in-person or via conference/video call at meetings after the completion of the construction documents.

ICE's Reimbursables:

The following costs ("Reimbursables") will be billed, in addition to the fees, at ICE's cost plus 10%:

- Reproduction, postage, and handling of drawings, specifications, and other documents.
- Mailing and courier costs for transmitting drawings, specifications and other job information.
- Vehicle or other expenses for out-of-town travel and per diem expenses other than initial visit.

Invoicing/Terms of Payment:

- ICE will submit monthly invoices for Design Fees and Reimbursables incurred to date, with a cumulative 90% of the Design Fee earned by the completion of the construction documents. The remaining 10% of the Design Fee will be invoiced upon substantial completion of the Project. Additional Services will be invoiced monthly. Payment on all invoices is due within thirty (30) calendar days after invoicing. ICE reserves the right to charge 1.5% interest, compounded monthly, on all invoices not paid after 30 days.
- Any services not included within ICE's Basic Services or the site observation fee shall be billed as Additional Services on an hourly basis at the following standard hourly billing rates:

• Principal	\$145.00/Hour	• Senior Design Tech II	\$100.00/Hour
• Associate Principal	\$135.00/Hour	• Senior Design Tech I	\$90.00/Hour
• Project Engineer II	\$115.00/Hour	• Design Tech	\$80.00/Hour
• Project Engineer I	\$95.00/Hour	• Drafter	\$65.00/Hour
• Design Engineer II	\$85.00/Hour	• Clerical	\$50.00/Hour
• Design Engineer I	\$75.00/Hour		

Suspension of Services:

If you fail to make payments when due or otherwise materially breach this Agreement, ICE may suspend performance of services upon ten (10) calendar days' notice to you. ICE shall have no liability whatsoever to you for any costs or damages as a result of such suspension caused by any breach of this Agreement by you. When you pay the Fee in full, ICE will resume our services and the time schedule, and our Fee shall be equitably adjusted to compensate for the period of suspension plus any other reasonable time and expense necessary for ICE to resume performance.

The attached Additional Terms and Conditions (Exhibit A) are also a part of our Agreement.

This proposal of professional engineering services is good for sixty (60) calendar days from the date of the proposal. You may authorize us to proceed with this work by signing where indicated below and returning a copy for our files. We appreciate your business and look forward to working with you on this Project. If you have any questions about this proposal, please contact me at (316) 264-3588.

Sincerely,

INTEGRATED CONSULTING ENGINEERS, INC.



Sean Miller, PE/MBA/LEED® AP

Authorized and accepted:

By: _____

Date: _____

"USD 457"

HVAC Replacement @ Transportation Building
Additional Terms & Conditions

Performance; Schedule. ICE will shall perform its services with the level of care and skill ordinarily exercised by members of the same profession under similar circumstances, at the same time, and in the same locality. ICE shall perform its services as expeditiously as is consistent with professional skill and care and the orderly progress of the Project, but not subject to any firm schedule or completion date. You acknowledge that Owner-directed changes may affect the completion of ICE's services. In the event performance of ICE's services is delayed by Owner-directed changes, ICE's compensation and time for performance will be equitably increased. In no event shall ICE have control over or responsibility for any contractor or vendor's performance schedule.

Work Product. ICE is the author and owner of all reports, drawings, specifications, test data, techniques, photographs, letters, notes, and all other work product, including in electronic form, created by ICE in connection with the Project (the "Work Product"). ICE retains all common law, statutory, and other reserved rights in the Work Product, including copyrights. The Work Product may not be reproduced or used by the Owner, or anyone claiming by, through or under the Owner, for any purpose other than the purpose for which it was prepared, including, but not limited to, use on other projects or future modifications to the Project, without the prior written consent of ICE. Any unauthorized use of the Work Product shall be at the user's sole risk and the Owner shall indemnify ICE for any liability or legal exposure arising from such unauthorized use. To the extent ICE terminates this Agreement due to non-payment, the Owner shall not be entitled to use the Work Product for any purpose without the prior written consent of ICE.

No Liability for the Contractor's Acts/Omissions. ICE shall not have control or charge of and shall not be responsible for construction means, methods, techniques, sequences of procedures, or for safety precautions or programs in connection with the work, for the acts or omissions of the contractor, its subcontractors or any other person performing any of the work, or for the failure of any of them to carry out the work in accordance with the construction documents.

Change in ICE's Services. ICE shall be entitled to an adjustment in the Design Fee if the Owner, or contractor direct changes that require revisions of the drawings or specifications or fail to make decisions in a timely manner, or if code revisions or code enforcement agency interpretations require revision of the drawings or specifications. Requests for change orders shall include any increase in the Design Fee to make such change and shall be approved by the Client before changes are actually made.

Indemnity. The Owner and ICE are and will be throughout the term of this Agreement independent contractors as to each other. Each party recognizes that it shall be solely responsible for its own conduct, including without limitation its own fault, as to any aspect of the Agreement. In the event any claim is made, or any action is filed arising out of this Agreement or the services to be performed under it, the parties anticipate that each will defend said claim or action on its own behalf, and will pay, settle, or otherwise dispose of any demand or judgment against it consistent with the provisions of the Kansas comparative negligence statute, K.S.A. §60-258a, in effect on the date of this Agreement. In the event either party is made to respond in damages for the fault of the other party, then the other party agrees to indemnify and hold harmless the first party from any payment that it has to make, including without limitation the payment of reasonable attorneys' fees incurred in resisting, settling, or otherwise disposing of the demand, on account of the other party's fault.

Hazardous Materials. Both parties acknowledge that ICE's scope of services does not include any services related to the presence of any hazardous or toxic materials. In the event ICE or any other party encounters hazardous or toxic materials, or should it become known to ICE that such materials may be present on the jobsite that may affect the performance of ICE's services, ICE may, at its option and without liability for any damages, suspend on-site performance of its services under this Agreement until the hazardous or toxic materials are removed and the Owner warrants that the jobsite is in full compliance with all applicable laws and regulations.

Termination. This agreement may be terminated by either party upon seven (7) days' written notice should the other party fail substantially to perform in accordance with its terms through no fault of the party initiating the termination. You may terminate this agreement upon at least seven (7) days' written notice to ICE in exchange for payment of the Design Fees incurred and actually performed to the termination date plus Reimbursable Expenses incurred to the termination date.

No Third-Party Beneficiaries. This Agreement is solely for the benefit of ICE and You. Nothing herein is intended in any way to benefit any third party or otherwise create any duty or obligation on behalf of ICE in favor of such third parties.

Jurisdiction; Venue; Governing Law. To the fullest extent permitted by law, You and ICE stipulate that the Twenty-fifth Judicial District, District Court, Finney County, Kansas is the court of exclusive jurisdiction and venue to determine any dispute arising out of or relating to this Agreement, the Project, or ICE's services. You and ICE further agree that this Agreement shall be construed, interpreted, and governed in accordance with the laws of the State of Kansas without regard to its conflict of laws principles.

Agreed Remedy. To the fullest extent permitted by law, the total liability, in the aggregate, of ICE and ICE's officers, directors, employees, agents, and consultants to the Owner and anyone claiming by, through or under the Owner, for any and all injuries, claims, losses, expenses, or damages, including, without limitation, attorneys' fees, arising out of or in any way related to this Agreement, the Project, or ICE's services, from any cause and under any theory of liability, shall not exceed the greater of ICE's total fee paid under this Agreement, or any insurance proceeds paid by ICE's insurance carrier(s).

Attorneys' Fees and Expenses. If any action at law or in equity is necessary to enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees, costs and necessary disbursements in addition to any other relief to which such party may be entitled.

Purchase Order terms. In the event you use a purchase order or other form to administer this agreement, the use of such form shall be for convenience purposes only and any additional or conflicting terms it contains are stricken and not a part of our agreement.

Force Majeure. Neither party shall be responsible for, or shall be deemed to have breached this Agreement by reason of delay or failure in performance resulting from acts beyond the control of such party. In the event ICE is delayed, for reasons beyond its control, performance of services shall take place as soon after the delay as is reasonably feasible. ICE is not responsible for failure to fulfill its obligations under this Agreement due to causes beyond its control.

Entire Agreement and Assignment. This is the entire agreement between the parties, and no other oral or side agreement exists which in any manner modifies or expands this Agreement. This Agreement may not be assigned by either party without the other's prior written consent and may only be amended by a writing signed by ICE and You.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: April 1, 2024
RE: Abe Hubert Elementary School HVAC Design IRA

ISSUE:

The Board of Education is asked to approve this design proposal by ICE Engineers for the Abe Hubert HVAC system replacement.

BACKGROUND:

The members may remember the Abe Hubert (AH) HVAC presentation given by Shane Faurot, PF Director in January. He discussed the cost of the AH VRF HVAC Design that had bid in November and came in over 2x the budgeted costs. He is going to re-bid that project late spring, early summer 2024.

He would also like to bid out the project designed in a government acceptable format, that would include boilers and chillers. The Government contract is called an IRA. Where in the government will reimburse USD 457 for up to 40% of the cost of the project. This proposal by ICE Engineers would allow us to create those documents.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the proposed design costs to ICE Engineers.
2. Deny the agreement.
3. Recommend and alternative solution.

FISCAL NOTE:

This purchase has been budgeted for this fiscal year from the following account: 016 E 4700 21 7120 056 00 610 with adequate balances remaining for this purchase. Below are the amounts for each agreement:

Total \$127,500.00

ATTACHMENTS:

ICE Abe Hubert HVAC Design Proposal



March 6, 2024

MEP ENGINEERING PROPOSAL

Mr. Shane Faurot
Director of Plant Facilities
USD #457
1205 Fleming St.
Garden City, KS 67846

Subject: HVAC Improvement Project – USD #457 – Garden City, KS
Abe Hubert Elementary School

Integrated Consulting Engineers, Inc. ("ICE") offers for your review this proposal of professional engineering services. The Scope of Services for this project are listed below:

Scope of ICE's Services:

ICE will perform the following services for the Project ("ICE's Services"):

- Review original design drawings.
- Perform onsite inspection of existing building to gather pertinent information.
- Develop digital CAD drawing of existing floor plan and MEP systems per original drawings and site inspection for use by design team.
- Perform heating & cooling loads of building to determine proper system size for current and future space requirements.
- Perform ventilation analysis of project areas for code compliance to current standards.
- Prepare demolition plans for all equipment/systems to be removed both mechanically and electrically.
- Provide design of new four pipe chilled/heating water system for building that includes air-cooled chiller, thermal ice storage, condensing boilers, pumps, hydronic accessories, piping and controls. The addition of thermal storage tanks allow for the District to utilize funding from the IRA (inflation reduction act) that could provide up to 40% savings on the project as a direct payment upon completion.
- Indoor units shall be a combination of 4-pipe blower coils, air handlers and ceiling cassettes. DOAS unit design will be provided for fresh air considerations.
- Design power connection to new unit(s)
- Design of DDC controls to integrate into existing system with optimized sequence of operations.
- Structural engineering analysis and design for support of new unit(s) on roof. See Structural Engineering Services note.
- Prepare final contract documents with sheet specifications and deliver to Owner as a PDF.

Project Management Services:

- Assist the Owner in obtaining and evaluating contractor bids for mechanical, plumbing, electrical, and structural work including pre-bid meeting and walkthrough.
- Review the contractors' mechanical, plumbing and electrical shop drawing submittals.
- Develop necessary clarifications and revisions to the construction documents and provide

coordination during the bidding and construction phases.

- One (1) site observation is included for Pre-Bid Meeting.
- Three (3) site observation visits are included for interim review of MEP construction installation and written punch list.
- One (1) site observation visit per discipline per facility is included for final review of mechanical and electrical construction installation and written final punch list.
- Assistance with paperwork as needed for IRA funds.

Structural Engineering Services:

- Structural design as needed to accommodate installation of new units on roof and any new ceiling suspended units. Provided by sub-consultant Dudley Williams in Wichita, KS.

Architectural Services:

- Architectural design of new fenced in enclosures around ground mounted units and ceiling/chase work associated with new mechanical work. Provided by GMCN Architects in Garden City, KS

Exclusions from our Services: This proposal does not include:

- Fire Protection.

ICE's Fees:

- The Design Fee for ICE's Services as described above) shall be the lump sum amount of **\$127,500.00**
 - Cost Breakdown:
 - MEP Engineering/Project Management: \$105,500.00
 - Structural Engineering: \$ 12,500.00
 - Architectural: \$ 9,500.00

Additional Services:

The following Design, Construction Phase and Contract Administration Services shall be considered additional services and are not included in the fees listed below. This shall include, but not be limited to the following:

- Responses to the Contractor's RFI's where such information is available to the Contractor through careful study and comparison of the Contract Documents, field conditions, Owner provided information, Contractor prepared coordination drawings, shop drawings or prior Project correspondence or documentation. If this becomes a chronic issue in the opinion of ICE, ICE reserves the right to not to respond to such requests without receiving additional compensation.
- Revisions to ICE's construction documents when such revisions are:
 - o Imposed by plan review comments, health department comments, or landlord or developer comments that are not consistent with applicable standard building codes.
 - o Inconsistent with approvals or instructions previously given by the client.
 - o Required by newly enacted or revised codes and regulations after the construction documents have been prepared.
 - o Required by the acts or omissions of the Client, Owner, or another consultant.
- Review of and/or revisions to the construction documents resulting from "value engineering" suggestions provided by the Client, Owner, Construction Manager, or other contractors on the project.
- Providing revisions of drawings, specifications, or other documents when such revisions are required by changes to previously approved design criteria.
- Providing professional services made necessary by the default of the contractor or by major defects in the work of the contractor in the performance of the Construction Contract.
- Site observation visits beyond those provided as a part of ICE's Basic Services.
- Attendance, if requested, either in-person or via conference/video call at meetings after the completion of the construction documents.

ICE's Reimbursables:

The following costs ("Reimbursables") will be billed, in addition to the fees, at ICE's cost plus 10%:

- Reproduction, postage, and handling of drawings, specifications, and other documents.
- Mailing and courier costs for transmitting drawings, specifications and other job information.
- Vehicle or other expenses for out-of-town travel and per diem expenses other than initial visit.

Invoicing/Terms of Payment:

- ICE will submit monthly invoices for Design Fees and Reimbursables incurred to date, with a cumulative 90% of the Design Fee earned by the completion of the construction documents. The remaining 10% of the Design Fee will be invoiced upon substantial completion of the Project. Additional Services will be invoiced monthly. Payment on all invoices is due within thirty (30) calendar days after invoicing. ICE reserves the right to charge 1.5% interest, compounded monthly, on all invoices not paid after 30 days.
- Any services not included within ICE's Basic Services or the site observation fee shall be billed as Additional Services on an hourly basis at the following standard hourly billing rates:

• Principal	\$145.00/Hour	• Senior Design Tech II	\$100.00/Hour
• Associate Principal	\$135.00/Hour	• Senior Design Tech I	\$90.00/Hour
• Project Engineer II	\$115.00/Hour	• Design Tech	\$80.00/Hour
• Project Engineer I	\$95.00/Hour	• Drafter	\$65.00/Hour
• Design Engineer II	\$85.00/Hour	• Clerical	\$50.00/Hour
• Design Engineer I	\$75.00/Hour		

Suspension of Services:

If you fail to make payments when due or otherwise materially breach this Agreement, ICE may suspend performance of services upon ten (10) calendar days' notice to you. ICE shall have no liability whatsoever to you for any costs or damages as a result of such suspension caused by any breach of this Agreement by you. When you pay the Fee in full, ICE will resume our services and the time schedule, and our Fee shall be equitably adjusted to compensate for the period of suspension plus any other reasonable time and expense necessary for ICE to resume performance.

The attached Additional Terms and Conditions (Exhibit A) are also a part of our Agreement.

This proposal of professional engineering services is good for sixty (60) calendar days from the date of the proposal. You may authorize us to proceed with this work by signing where indicated below and returning a copy for our files. We appreciate your business and look forward to working with you on this Project. If you have any questions about this proposal, please contact me at (316) 264-3588.

Sincerely,

INTEGRATED CONSULTING ENGINEERS, INC.



Sean Miller, PE/MBA/LEED® AP

Authorized and accepted:

By: _____

Date: _____

"USD 457"

Additional Terms & Conditions

Performance; Schedule. ICE shall perform its services with the level of care and skill ordinarily exercised by members of the same profession under similar circumstances, at the same time, and in the same locality. ICE shall perform its services as expeditiously as is consistent with professional skill and care and the orderly progress of the Project, but not subject to any firm schedule or completion date. You acknowledge that Owner-directed changes may affect the completion of ICE's services. In the event performance of ICE's services is delayed by Owner-directed changes, ICE's compensation and time for performance will be equitably increased. In no event shall ICE have control over or responsibility for any contractor or vendor's performance schedule.

Work Product. ICE is the author and owner of all reports, drawings, specifications, test data, techniques, photographs, letters, notes, and all other work product, including in electronic form, created by ICE in connection with the Project (the "Work Product"). ICE retains all common law, statutory, and other reserved rights in the Work Product, including copyrights. The Work Product may not be reproduced or used by the Owner, or anyone claiming by, through or under the Owner, for any purpose other than the purpose for which it was prepared, including, but not limited to, use on other projects or future modifications to the Project, without the prior written consent of ICE. Any unauthorized use of the Work Product shall be at the user's sole risk and the Owner shall indemnify ICE for any liability or legal exposure arising from such unauthorized use. To the extent ICE terminates this Agreement due to non-payment, the Owner shall not be entitled to use the Work Product for any purpose without the prior written consent of ICE.

No Liability for the Contractor's Acts/Omissions. ICE shall not have control or charge of and shall not be responsible for construction means, methods, techniques, sequences of procedures, or for safety precautions or programs in connection with the work, for the acts or omissions of the contractor, its subcontractors or any other person performing any of the work, or for the failure of any of them to carry out the work in accordance with the construction documents.

Change in ICE's Services. ICE shall be entitled to an adjustment in the Design Fee if the Owner, or contractor direct changes that require revisions of the drawings or specifications or fail to make decisions in a timely manner, or if code revisions or code enforcement agency interpretations require revision of the drawings or specifications. Requests for change orders shall include any increase in the Design Fee to make such change and shall be approved by the Client before changes are actually made.

Indemnity. The Owner and ICE are and will be throughout the term of this Agreement independent contractors as to each other. Each party recognizes that it shall be solely responsible for its own conduct, including without limitation its own fault, as to any aspect of the Agreement. In the event any claim is made, or any action is filed arising out of this Agreement or the services to be performed under it, the parties anticipate that each will defend said claim or action on its own behalf, and will pay, settle, or otherwise dispose of any demand or judgment against it consistent with the provisions of the Kansas comparative negligence statute, K.S.A. §60-258a, in effect on the date of this Agreement. In the event either party is made to respond in damages for the fault of the other party, then the other party agrees to indemnify and hold harmless the first party from any payment that it has to make, including without limitation the payment of reasonable attorneys' fees incurred in resisting, settling, or otherwise disposing of the demand, on account of the other party's fault.

Hazardous Materials. Both parties acknowledge that ICE's scope of services does not include any services related to the presence of any hazardous or toxic materials. In the event ICE or any other party encounters hazardous or toxic materials, or should it become known to ICE that such materials may be present on the jobsite that may affect the performance of ICE's services, ICE may, at its option and without liability for any damages, suspend on-site performance of its services under this Agreement until the hazardous or toxic materials are removed and the Owner warrants that the jobsite is in full compliance with all applicable laws and regulations.

Termination. This agreement may be terminated by either party upon seven (7) days' written notice should the other party fail substantially to perform in accordance with its terms through no fault of the party initiating the termination. You may terminate this agreement upon at least seven (7) days' written notice to ICE in exchange for payment of the Design Fees incurred and actually performed to the termination date plus Reimbursable Expenses incurred to the termination date.

No Third-Party Beneficiaries. This Agreement is solely for the benefit of ICE and You. Nothing herein is intended in any way to benefit any third party or otherwise create any duty or obligation on behalf of ICE in favor of such third parties.

Jurisdiction; Venue; Governing Law. To the fullest extent permitted by law, You and ICE stipulate that the Twenty-fifth Judicial District, District Court, Finney County, Kansas is the court of exclusive jurisdiction and venue to determine any dispute arising out of or relating to this Agreement, the Project, or ICE's services. You and ICE further agree that this Agreement shall be construed, interpreted, and governed in accordance with the laws of the State of Kansas without regard to its conflict of laws principles.

Agreed Remedy. To the fullest extent permitted by law, the total liability, in the aggregate, of ICE and ICE's officers, directors, employees, agents, and consultants to the Owner and anyone claiming by, through or under the Owner, for any and all injuries, claims, losses, expenses, or damages, including, without limitation, attorneys' fees, arising out of or in any way related to this Agreement, the Project, or ICE's services, from any cause and under any theory of liability, shall not exceed the greater of ICE's total fee paid under this Agreement, or any insurance proceeds paid by ICE's insurance carrier(s).

Attorneys' Fees and Expenses. If any action at law or in equity is necessary to enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees, costs and necessary disbursements in addition to any other relief to which such party may be entitled.

Purchase Order terms. In the event you use a purchase order or other form to administer this agreement, the use of such form shall be for convenience purposes only and any additional or conflicting terms it contains are stricken and not a part of our agreement.

Force Majeure. Neither party shall be responsible for, or shall be deemed to have breached this Agreement by reason of delay or failure in performance resulting from acts beyond the control of such party. In the event ICE is delayed, for reasons beyond its control, performance of services shall take place as soon after the delay as is reasonably feasible. ICE is not responsible for failure to fulfill its obligations under this Agreement due to causes beyond its control.

Entire Agreement and Assignment. This is the entire agreement between the parties, and no other oral or side agreement exists which in any manner modifies or expands this Agreement. This Agreement may not be assigned by either party without the other's prior written consent and may only be amended by a writing signed by ICE and You.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: March 26, 2024
RE: Alta Brown Roofing Contractor Bid Approval

ISSUE:

The Board of Education is asked to approve the bid for replacement of the roof Area's B, E and G at Alta Brown. This bid was received on Monday March 25th. Diamond Roofing was the lowest qualified contractor.

BACKGROUND:

This project was identified as one of our roofing and exterior wall panel replacement projects for this FY. The project was designed and bid by GMCN Architects. It's the replacement of Area's B, E and G roofs. An alternate was approved for using mechanical fasteners (screws) in lieu of gluing it down, lowering the overall cost of the project. This project will take place over this summer. Project duration to be 40 calendar days.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid to Diamond Roofing.
2. Deny the agreements.
3. Recommend an alternative solution.

FISCAL NOTE:

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

Total - \$376,300.00

ATTACHMENTS:

GMCN Bid Recommendation Letter

Bid Tabulations
Re-Roof Alta Brown Elementary

Bid Opening: March 25, 2024

Bid 2024-24

<u>Vendor</u>	<u>Base Bid</u>	<u>Base Bid A-1</u>
Diamond Roofing	<u>\$409,400.00</u>	<u>\$376,300.00</u>
D.V. Douglass Roofing, Inc	<u>\$394,901.10</u>	<u>\$388,309.45</u>
Meridian Roofing Solutions	<u>\$430,882.00</u>	<u>\$429,000.00</u>
Weathercraft Companies	<u>\$395,679.00</u>	<u>\$445,679.00</u>

RECOMMENDATION: To accept the bid of Diamond Roofing in the amount of \$376,300.00.

Payment to be made from budgeted funds in account:

016 E 4700 21 0000 056 01 610 Roof Repair

Bidders List
Re-Roof Alta Brown Elementary

Diamond Roofing

100 E McArtor Rd
Dodge City, KS 67801
620.225.2622

D.V. Douglass Roofing, Inc

1215 W Mary St
Garden City, KS 67846
620.276.7474

Meridian Roofing Solutions

1275 SW Topeka Blvd
Topeka, KS 66612
785.215.6181

Weathercraft Companies

807 E Fulton
Garden City, KS 67846
620.275.4070

BID OPENING: March 25, 2024

Bids and Quotations Re-Roof Alta Brown Elementary

Bid Opening: March 25, 2024
Board Meeting: April 1, 2024

Bid 2024-24

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

Roofing materials and labor

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

Tear off and dispose of old roof; replace with new materials

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

15+ years

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

Replace worn and outdated roofing

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

Plant Facilities - Shane Faurot

6. Line item and amount budgeted for this item:

Roof Repair

016 E 4700 21 0000 056 01 610

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: March 26, 2024
RE: Edith Scheuerman Roof and Wall Panel Contractor Bid Approval

ISSUE:

The Board of Education is asked to approve the bid for replacement of the entire roof and wall panels at Edith Scheuerman (ES). This bid was received on Monday March 25th. Diamond Roofing was the lowest qualified contractor.

BACKGROUND:

This project was identified as one of our roof and exterior wall panel replacement projects for this FY. The project was designed and bid by GMCN Architects. It's the replacement of all of its exterior wall panels. This project will take place mostly over this summer. Project duration to be 115 calendar days.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid to Diamond Roofing.
2. Deny the agreements.
3. Recommend an alternative solution.

FISCAL NOTE:

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

Total - \$760,216.00

ATTACHMENTS:

GMCN Bid Recommendation Letter

Bid Tabulations
Re-Roof Edith Scheuerman Elementary

Bid Opening: March 25, 2024

Bid 2024-25

<u>Vendor</u>	<u>Bid</u>
Diamond Roofing	<u>\$760,216.00</u>
D.V. Douglass Roofing, Inc	<u>no bid</u>
Meridian Roofing Solutions	<u>\$866,055.00</u>
Weathercraft Companies	<u>no bid</u>

RECOMMENDATION: To accept the bid of Diamon Roofing in the amount of \$760,216.00.

Payment to be made from budgeted funds in account:

016 E 4700 21 0000 056 01 610 Roof Repair

Bidders List
Re-Roof Edith Scheuerman Elementary

Diamond Roofing

100 E McArtor Rd
Dodge City, KS 67801
620.225.2622

D.V. Douglass Roofing, Inc

1215 W Mary St
Garden City, KS 67846
620.276.7474

Meridian Roofing Solutions

1275 SW Topeka Blvd
Topeka, KS 66612
785.215.6181

Weathercraft Companies

807 E Fulton
Garden City, KS 67846
620.275.4070

BID OPENING: March 25, 2024

Bids and Quotations Re-Roof Edith Scheuerman Elementary

Bid Opening: March 25, 2024
Board Meeting: April 1, 2024

Bid 2024-25

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

Roofing materials and labor

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

Tear off and dispose of old roof; replace with new materials

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

15+ years

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

Replace worn and outdated roofing

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

Plant Facilities - Shane Faurot

6. Line item and amount budgeted for this item:

Roof Repair

016 E 4700 21 0000 056 01 610

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: March 26, 2024
RE: Florence Wilson Wall Panel Contractor Bid Approval

ISSUE:

The Board of Education is asked to approve the bid for replacement of the wall panels at Florence Wilson (FW). This bid was received on Monday March 25th. Diamond Roofing was the lowest qualified contractor.

BACKGROUND:

This project was identified as one of our exterior wall panel replacement projects for this FY. The project was designed and bid by GMCN Architects. It's the replacement of all of its exterior wall panels. This project will take place mostly over this summer. Project duration to be 115 calendar days.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid to Diamond Roofing.
2. Deny the agreements.
3. Recommend an alternative solution.

FISCAL NOTE:

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

Total - \$430,200.00

ATTACHMENTS:

GMCN Bid Recommendation Letter

Bid Tabulations
Re-Roof Florence Wilson Elementary

Bid Opening: March 25, 2024

Bid 2024-26

<u>Vendor</u>	<u>Bid</u>
Diamond Roofing	<u>\$430,200.00</u>
D.V. Douglass Roofing, Inc	<u>no bid</u>
Meridian Roofing Solutions	<u>no bid</u>
Weathercraft Companies	<u>no bid</u>

RECOMMENDATION: To accept the bid of Diamond Roofing in the amount of \$430,200.00.

Payment to be made from budgeted funds in account:

016 E 4700 21 0000 056 01 610 Roof Repair

Bidders List
Re-Roof Florence Wilson Elementary

Diamond Roofing

100 E McArtor Rd
Dodge City, KS 67801
620.225.2622

D.V. Douglass Roofing, Inc

1215 W Mary St
Garden City, KS 67846
620.276.7474

Meridian Roofing Solutions

1275 SW Topeka Blvd
Topeka, KS 66612
785.215.6181

Weathercraft Companies

807 E Fulton
Garden City, KS 67846
620.275.4070

BID OPENING: March 25, 2024

Bids and Quotations Re-Roof Florence Wilson Elementary

Bid Opening: March 25, 2024
Board Meeting: April 1, 2024

Bid 2024-26

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

Roofing materials and labor

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

Tear off and dispose of old roof; replace with new materials

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

15+ years

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

Replace worn and outdated roofing

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

Plant Facilities - Shane Faurot

6. Line item and amount budgeted for this item:

Roof Repair

016 E 4700 21 0000 056 01 610

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: March 26, 2024
RE: Horace Good Roofing Contractor Bid Approval

ISSUE:

The Board of Education is asked to approve the bid for replacement of roof areas O and H at Horace Good. This bid was received on Monday March 25th. DV Douglas Roofing was the lowest qualified contractor.

BACKGROUND:

This project was identified as one of our roofing replacement projects for this FY. The project was designed and bid by GMCN Architects. It is the replacement of Area O and H roof. This project will take place mostly over this summer. Project duration is estimated to be 120 calendar days.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid to DV Douglass Roofing.
2. Deny the bid.
3. Recommend an alternative solution.

FISCAL NOTE:

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

Total - \$492,829.20

ATTACHMENTS:

GMCN HG Bid Recommendation Letter

Bid Tabulations
Re-Roof Horace Good Middle School

Bid Opening: March 25, 2024

Bid 2024-23

<u>Vendor</u>	<u>Base Bid</u>	<u>Base Plus A-1</u>
Coryell Roofing	<u>no bid</u>	<u>no bid</u>
Diamond Roofing	<u>\$492,878.00</u>	<u>\$535,585.00</u>
D.V. Douglass Roofing, Inc	<u>\$440,629.10</u>	<u>\$492,829.20</u>
Meridian Roofing Solutions	<u>\$587,499.00</u>	<u>\$658,022.00</u>
Weathercraft Companies	<u>\$737,770.00</u>	<u>\$805,400.00</u>

RECOMMENDATION: To accept the bid of DV Douglass Roofing, Inc in the amount of \$492,829.20.

Payment to be made from budgeted funds in account:

016 E 4700 21 0000 056 01 610 Roof Repair

Bidders List
Re-Roof Horace Good Middle School

Coryell Roofing

Diamond Roofing

100 E McArtor Rd
Dodge City, KS 67801
620.225.2622

D.V. Douglass Roofing, Inc

1215 W Mary St
Garden City, KS 67846
620.276.7474

Meridian Roofing Solutions

1275 SW Topeka Blvd
Topeka, KS 66612
785.215.6181

Weathercraft Companies

807 E Fulton
Garden City, KS 67846
620.275.4070

BID OPENING: March 25, 2024

Bids and Quotations Re-Roof Horace Good Middle School

Bid Opening: March 25, 2024
Board Meeting: April 1, 2024

Bid 2024-23

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

Roofing materials and labor

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

Tear off and dispose of old roof; replace with new materials

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

15+ years

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

Replace worn and outdated roofing

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

Plant Facilities - Shane Faurot

6. Line item and amount budgeted for this item:

Roof Repair

016 E 4700 21 0000 056 01 610

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Josh Guymon, Assistant Superintendent
DATE: 04/01/2024
RE: SWC Proposal

ISSUE:

The Board of Education is asked to consider and approve the proposals from SWC to update the intercoms, and safety measures for BSIC and FW. This is part of the safety and security plan that was approved by the board of education in March

BACKGROUND:

The safety and security plan was approved by the board at the March 4th meeting. The proposals from SWC will update the intercoms, and safety measures for BSIC and FW as part of the approved plan.

ALTERNATIVES:

1. Approve the proposals from SWC
2. Deny the proposals from SWC

RECOMMENDATION:

Staff's recommendation is to approve the proposals

FISCAL NOTE:

\$432,375.85

ATTACHMENTS:

BSIC Proposal from SWC

FW Proposal from SWC



Bernadine Sitts Intermediate Center TCU

3101 N Belmont Pl
Garden City, KS 67846

Proposal for Garden City Public Schools

SWC of Kansas City
3241 North 7th St. Trfy
Kansas City, KS 66115

stacy.menhusen@swc.net | 913.387.0260

March 19, 2024

Proposal valid for 30 days.

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Company & Team

Safe, Reliable, Local.

At SWC our people make the difference. We are admired for our top talent within the industry and take pride in our team making your experience with our services exceptional. The relationship we build with our clients extends beyond the current needs of the project and instead partners with you to meet both current goals and continuously engage for interminable improvement.

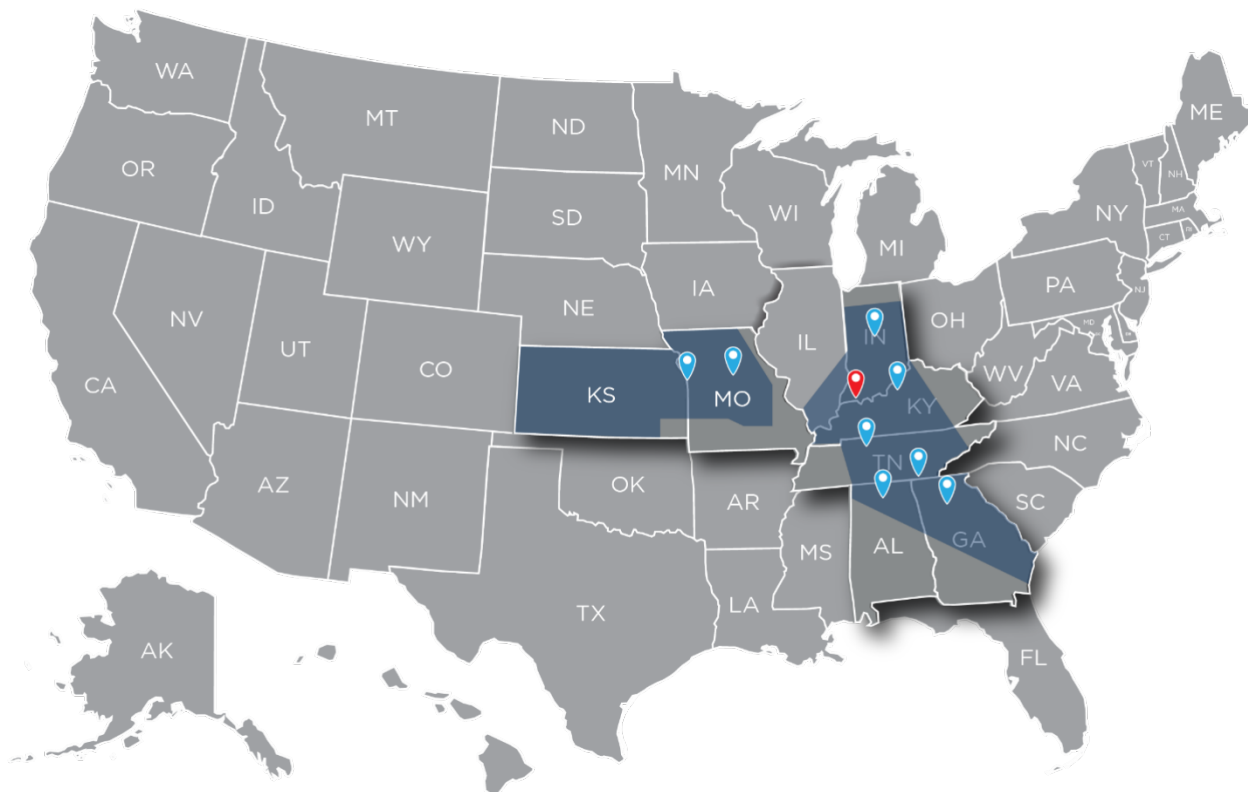
Kansas City Education



Stacy Menhusen - Account Executive

Stacy has been an account executive in the education market since 2015 at SWC. She is passionate about school safety and has successfully worked with schools across Missouri and Kansas on their emergency plans, access control, and threat management automation systems. Stacy's an active community member who sits on the board of Hillcrest Hope. Stacy plans and leads an annual active intruder response training program, where SWC sponsors seats for school districts' leadership and decision-makers tasked with making our schools safer. SWC offers the following safety solutions: Rauland Telecenter U intercom, information boards, and threat management automation systems; access control; CCTV; fire alarms; and current system repairs, upgrades, and training on system utilization.

Locations



SWC enriches lives by providing integrated electronic solutions and services with progressive technologies that enable our customers to optimize their mission-critical processes.

SWC Corporate Headquarters

4871 Rosebud Lane
Newburgh, IN 47630

SWC of Atlanta

70 Crestridge Dr., Suite 100
Suwanee, GA 30024

SWC of Chattanooga

5959 Shallowford Rd., Suite 505
Chattanooga, TN 37421

SWC of Columbia

312 Nebraska Ave., Suite D
Columbia, MO 65201

SWC of Decatur

1608 Church St., SE
Decatur, AL 35601

SWC of Indianapolis

7768 Zionsville Rd., Suite 150
Indianapolis, IN 46268

SWC of Kansas City

3241 North 7th St. Trfy
Kansas City, KS 66115

SWC of Louisville

11001 Bluegrass Parkway, Suite 100
Louisville, KY 37210

SWC of Nashville

1713 Lebanon Pike
Nashville, TN 40299

Scope

SWC IS PLEASED TO PRESENT A QUOTE FOR THE Phase 1 SAFETY & SECURITY PROJECT.

Garden City USD 457 has requested this proposal to update the everyday communication and emergency communication in the Bernadine Sitts Intermediate Center building. SWC is pleased to have the opportunity to provide this Phase 1 proposal for our Telecenter U (TCU) Critical Communications Platform by Rauland for the Bernadine Sitts Intermediate Center. District would like a full IP TCU design that includes replacing and adding all speakers and call buttons throughout the building. Design with interior and exterior zones per district request. Integration into access control is included in this proposal. This intercom WILL NOT be integrated into SIP phones at this time.

The district already has monitoring through another company and will work with them to get their IP Dialer set up for monitoring after installation has been completed.

The district will be providing

- Server
- PoE switches
- Demo old intercom system
- UPS Battery Backup
- Lift if needed

SWC will provide and install equipment listed.

- Cat6 cable pulls to the classroom
- ☐ 53 Classroom Speakers
- ☐ 53 Classroom Call Buttons
- ☐ 1 Admin Consoles
- ☐ 1 IP Dialer
- Cable pulls for common area and exterior speakers
- ☐ 39 Common Area Speakers
- ☐ 2 Interior Box Horns
- ☐ 6 Exterior Horns
- Raceways and surface mount as needed
- All head end closet patch cables, and patch panels

OPTION OUT:

Scope (cont)

- ▣ 41 Small Message Boards as clocks for the classrooms
- ▣ 1 Large Message Boards for common areas

SWC is the Safety and Security partner for Greenbush. The Greenbush Bid Number is Bid #22.8.1 ESC-SAFESECURE2022

Supply chain issues outside of the control of SWC and/or manufacturer-imposed surcharges may result in material price adjustments.

Pricing Summary

OFFER: In accordance with the Scope of Work and Terms and Conditions attached hereto, SWC is pleased to offer this pricing, **valid through 4/18/2024**, for the following project:

Bernadine Sitts Intermediate Center

TCU

REF #: 59242_EST_2

ESTIMATE GROUP	TOTAL PRICE
Large Message Board	\$2,488.95
Small Message Boards	\$77,821.49
TCU	\$159,979.53

SUB-TOTAL: \$240,289.97

TAX (EXEMPT): \$0.00

TOTAL: **\$240,289.97**

Per my authority as an executing agent, please accept this as an intent to award and enter into a contractual agreement with SWC.

Name

Client Signature

Date

Bill of Materials

EST. GROUP - Large Message Board

Mfg	Part Num	Description	Quantity
Rauland	TCC3012L	Tcu Large Message Board	1.00
Panduit	NK688MGR	CAT6 KEYSTONE JACK Green	2.00
Panduit	NK2BXWH-A	Panduit Netkey 2 Port Surface Mount Box	1.00
Graybar	J-Hook	J-Hooks & Hardware	10.00
Lynn Elec	CAT6PL-07-GR	Patch Cable CAT6 Plenum 7ft Green	2.00
Wiremold	V5748-2	Wiremold V5748-2 500 Series Two-Gang Swi	1.00

EST. GROUP - Small Message Boards

Mfg	Part Num	Description	Quantity
Rauland	TCC3011S	Tcu Small Message Board	41.00
Panduit	NKFP24Y	24 port MFP Patch Panel	2.00
Panduit	NKBMBL-X	Black Blank Insert - 10 PACK	2.00
Panduit	NK688MGR	CAT6 KEYSTONE JACK Green	82.00
Panduit	NK2BXWH-A	Panduit Netkey 2 Port Surface Mount Box	41.00
SWC	Misc-Cable	Misc. Cable, Connectors and Consumables	3.00
Mohawk	M58286B	Cat6 Plenum, Green, 6P4P24-GN-P-MOH-APCE	9.00
Graybar	J-Hook	J-Hooks & Hardware	460.00
Lynn Elec	CAT6PL-07-GR	Patch Cable CAT6 Plenum 7ft Green	82.00
Wiremold	V5748-2	Wiremold V5748-2 500 Series Two-Gang Swi	41.00

EST. GROUP - TCU

Mfg	Part Num	Description	Quantity
SWC	Misc-Cable	Misc. Cable, Connectors and Consumables	4.00
Napco	SLE-ANTEXT50	SLE EXT. ANTENNA 50FT COAX KIT	1.00
Altronix	SMP3E	6,12,24VDC 2.5 AMP Power Supply, with en	1.00
Altronix	TP1640	Transformer, Plugin, 16VAC@40VA	1.00
ADI	1200702602	12V 7AH BATTERY	1.00
M2M	MQ03-LTE-M-LAN-AV	CELL DIALER AV AT&T AND VERIZON NETWORK	1.00
Rauland	TCU3000SW	Tcu License - Controller	1.00
Rauland	TCC2000	Telecenter Campus Controller	1.00
Rauland	TCC2045	Telecenter Campus Ip Console	1.00
Rauland	TCC2033	Telecenter Campus Auxio Module	2.00
Rauland	TCC2055	Telecenter Campus Prog Module	1.00
Rauland	TCC2022	Telecenter Campus Zone Module	2.00
Rauland	TCC2099	Universal Mounting Kit	2.00
Cables 2 Go	CG37093	One Port Keystone Single Gang Wall Plate	1.00
Middle Atlantic	PD-915R-PL	PD-915R-PL Rack Mount Outlet Strip	1.00
Proco	TYPE A	Proco TYPE A custom Input Jack Plate	1.00
JBL	CSA280Z	NCSA280Z-U-US 2X80W 70/100V 1RU 1/2RACK	1.00
Siemon	M1-50	Siemon 66 Block	1.00
Rauland	3601	15 Watt Paging-talkback Horn	1.00
Rauland	3603	Wide-angle Paging Projector	6.00
Rauland	A30G	Weather Tight Adptr 30w Horn	6.00
Rauland	ACC1412	Paging Horn W/baffle,enclosure	2.00
Rauland	BAFKIT2X2L8RJ	8 Ohm 2x2 Spkr Assy W/rj45	11.00
Rauland	ACCWB8RJ	Surf. Mt. Spkr Assy 8 Ohm Rj45	42.00

EST. GROUP - TCU

Mfg	Part Num	Description	Quantity
Rauland	TCC2011B	Tcu Classroom Speaker Module	53.00
Rauland	603302	Rj45 Dual Pb Call Switch	53.00
Rauland	BAFKIT2X2LVC	2'x2' 25/70v Ceil Spkr Assy Vc	26.00
Rauland	US0188	8" Spkr 25/70v Mtap Xfmr 5oz	1.00
Rauland	ACCWB5VC	Mtl Wall Baffle W/us0188 Sp&vc	12.00
Wiremold	V5744S	Wiremold 1 gang deep surface mount box	6.00
Wiremold	V504	STL STRAP 500 IVORY	18.00
Wiremold	V500	WIRE MOLD 10FT	6.00
Lynn Elec	CAT6PL-07-GR	Patch Cable CAT6 Plenum 7ft Green	110.00
Graybar	J-Hook	J-Hooks & Hardware	700.00
Mohawk	M58286B	Cat6 Plenum, Green, 6P4P24-GN-P-MOH-APCE	14.00
Panduit	NK2BXWH-A	Panduit Netkey 2 Port Surface Mount Box	55.00
Panduit	NK688MGR	CAT6 KEYSTONE JACK Green	110.00
Panduit	NKBMBL-X	Black Blank Insert - 10 PACK	2.00
Panduit	NKFP24Y	24 port MFP Patch Panel	3.00
Middle Atlantic	PHCM-1-2	PHCM-1-2 HORIZONTAL CABLE MNGMT	4.00
Lynn Elec	CAT6PL-50-GR	Patch Cable CAT6 Plenum 50ft Green	53.00
West Penn	25224BGN1000	1P 18G UNSHLD PLENUM - Green	5.00

Terms & Conditions

Scope includes:

1. Submittals for review and approval, if required.
2. Furnishing ONLY; special housings and special back boxes for installation by others.
3. Furnishing and installing wire and cable for systems listed.
4. Furnishing, installing and termination of field devices.
5. Furnishing, installing and termination of head-end equipment in Equipment Rooms and Control areas.
6. Functional testing of systems per SWC standards. Testing documents available upon request.
7. Operation and maintenance documents in electronic format ONLY, per the standards of SWC.
8. Project Management services in coordination with SWC scope of work.
9. Site Supervision during the installation of SWC scope of work ONLY.
10. As required; site conditions verification for SWC Scope of work ONLY.
11. Go-Live support includes up to "1" day per area/department, as defined within the Needs Assessment, and will be on consecutive days Mon-Fri 8am-4pm. Customer conducted end-user training must be completed prior to GoLive.
12. Removal of only those existing system/devices and cable rendered obsolete by this project.
13. Fire caulking of only those penetrations opened or generated by SWC during the execution of this project using standard putty or caulk. Specialty sleeves not included.

Scope Excludes:

1. Service and circuit power requirements including final connections to any and all of our electronic equipment.
2. A complete and independent conduit/raceway for system per the NEC and installed in the most direct and efficient manner and method including all necessary conduit, back boxes, pull/junction boxes, wire ways, 'J' hooks, racks, pull strings etc. all being properly identified and color coded (unless specifically described in the scope of work).
3. Lead lined or similar back boxes unless specifically noted.
4. Finish Painting (except for those products furnished from the factory by SWC with finish paint).
5. Patching of concrete, tile, drywall or masonry.
6. Core drilling and sleeves including any X-ray services needed.
7. Furnishing and installing hardware for doors.

8. Any and all interfacing to other equipment unless specifically noted. This includes lighting control relays.
9. Server(s) and workstation(s) hardware and Microsoft operating system

Terms and Conditions:

1. Quote is based on the issuance of a ConsensusDoc Contract, Subcontract, or acceptable purchase order having this scope letter attached. In the absence of a subcontract, an authorized signature and return of this Quote will be accepted and will constitute a contractual agreement between the parties and will be conditional on the Terms and Conditions of the ConsensusDoc and this scope letter and proposal.
2. Quote is based on SWC being furnished appropriate CAD files at the point of contract or notice to proceed. Delays in furnishing CAD files will delay the project. Lack of appropriate CAD files will be cause for a change order at \$250 per sheet.
3. Normal timeframe is up to 8-12 weeks from receipt of contract or acceptable notice to proceed for SWC submittals, if required. Timeframe dependent on project size, conditions and the agreed upon schedule. (check on \$ amount variable)
4. Allow 2-8 weeks from receipt of approved submittals for SWC to commence work on site.
5. The facility will appoint a Clinical Administrator, a Systems Resource Administrator and IT Administrator for coordination and working directly with SWC throughout the project.
6. Within the first 30-40 days of the project, we will require the following in order to make the project a success and proceed with final design, programming, manufacturing and installation: 1) necessary IP addresses and server access, 2) needs assessment session and sign-off, 3) final review and sign-off of project scope and schedule.
7. Quote is based on SWCs scope of work being performed during normal business hours Mon-Fri.
8. Space for lockable storage will be provided for equipment and tools convenient to work areas.
9. All permits, local license, inspections and all related cost will be furnished by others. SWC is licensed to perform work in the state and has license as such.
10. Performance and Payment Bond is available if required at 1% of total contract value to SWC. It is not included in our price.
11. Payment for all Engineering, Manufacturing and Project Management will be allowed at time of occurrence and is not contingent on equipment delivery or site operations.
12. Payment for stored material at our facilities will be allowed.
13. Payment terms are net 30 days with all unpaid balances subject to 1 1/2% interest.

14. Warranty will be one (1) year from substantial completion of our scope of work and or beneficial occupancy or use by the Owner and or the Owner's agents / employees and will be as defined by our Certification of Warranty issued at the time of substantial completion of our scope of work and or beneficial occupancy or use by the Owner and or the Owner's agents / employees. Rauland hardware is covered by an additional 4 year manufacturer's warranty (software, pillow speakers, freight, and labor excluded)
15. No Retainage to be withheld.
16. In the case of termination for our Customer's or the Owner's convenience, SWC shall be entitled to receive payment for work executed, and costs incurred by reason of such termination, along with reasonable overhead and profit on the work not executed.
17. Anti-bid shopping clause: It is understood and agreed that this Quote is a confidential document between the parties and any use thereof to conduct business with any party other than SWC constitutes a breach of contract.
18. Wrap-up, CCIP or OCIP clause: SWC shall not participate in a consolidated insurance program (CIP).
19. The Project Schedule will be a mutually agreed upon document between the parties, including all revisions. Schedule revisions and or acceleration requiring additional manpower and time for reasons not caused by SWC (i.e. other trades not meeting the schedule, weather, site conditions, release of rooms/areas and other delays) may constitute a change order for additional time and or an add to the contract value. Scope and price are based on normal working hours Monday through Friday (unless specifically noted) during the hours of 7 am - 5 pm; any deviation, unless requested by SWC, may be cause for additional compensation. Additionally, scope and price are be based on the release of a certain quantity of (minimum of 4) rooms or areas per consecutive day/week; failure to release or delay in release may be cause for additional compensation.
20. Owner's builders risk (all risk) insurance policy: The Owner and if not the Contractor / Customer shall purchase and maintain all risk insurance for work performed, material stored (on or off-site), materials in-transit and materials delivered (and or installed).
21. First year SSA (Software Support Agreement) is included in price. Continuation of SSA, if accepted, will begin one year from issuance of SWC Certificate of Warranty. Payment for SSA due 60 days prior in order to become activated. Failure to execute and issue payment will result in loss of service and support.
22. Additional pricing is excluded for extended warranty and requires an executed agreement. If executed, it will begin one year from issuance of SWC Certificate of Warranty. Payment due 60 days. Failure to execute and issue payment will result in loss of service and support under warranty terms and conditions. Billable Service will remain available should an extended warranty agreement not be executed.
23. Time validity of this Quote is 30 days.
24. Taxes, please refer to summary pricing for inclusion or exclusion.

25. Down payment: A 30% down payment is required for all orders and is to be received prior to SWC commencing any work.



Florence Wilson TCU

3101 N Belmont Pl
Garden City, KS 67846

Proposal for Garden City Public Schools

SWC of Kansas City
3241 North 7th St. Trfy
Kansas City, KS 66115

stacy.menhusen@swc.net | 913.387.0260

March 19, 2024

Proposal valid for 30 days.

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Company & Team

Safe, Reliable, Local.

At SWC our people make the difference. We are admired for our top talent within the industry and take pride in our team making your experience with our services exceptional. The relationship we build with our clients extends beyond the current needs of the project and instead partners with you to meet both current goals and continuously engage for interminable improvement.

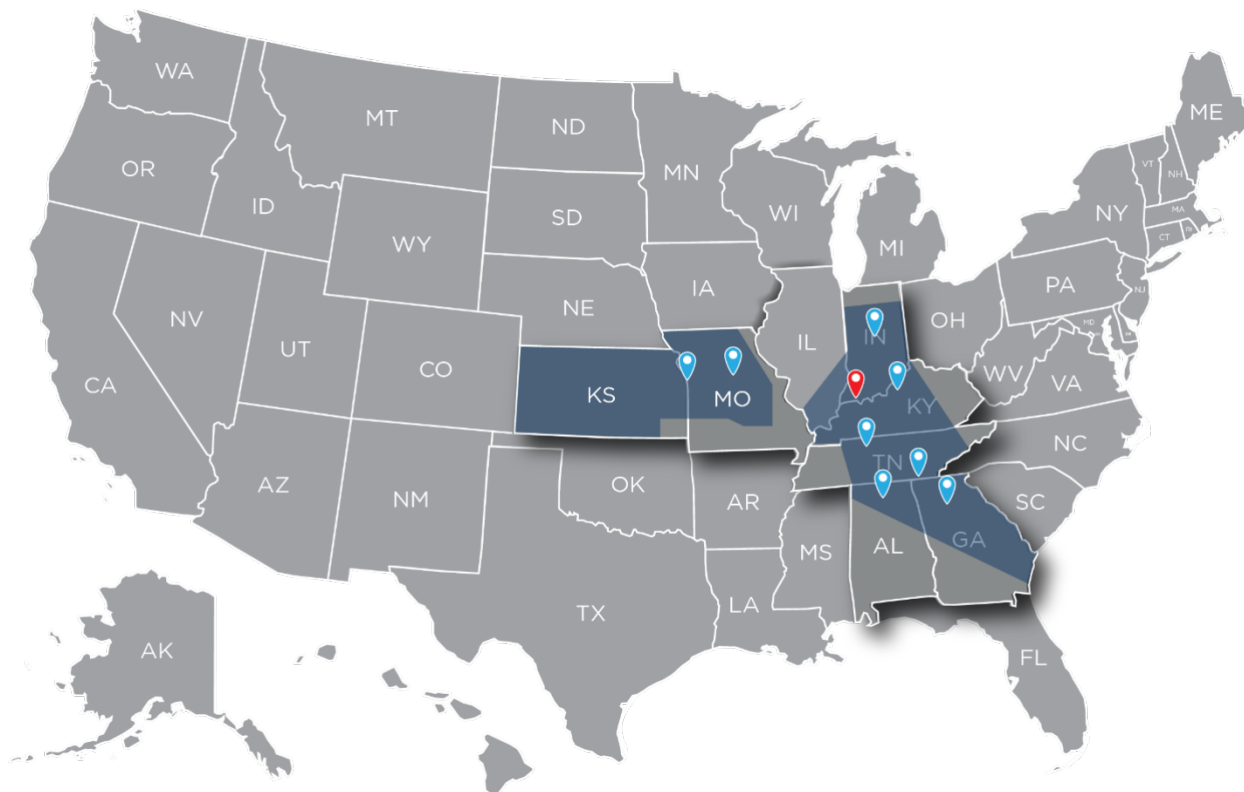
Kansas City Education



Stacy Menhusen - Account Executive

Stacy has been an account executive in the education market since 2015 at SWC. She is passionate about school safety and has successfully worked with schools across Missouri and Kansas on their emergency plans, access control, and threat management automation systems. Stacy's an active community member who sits on the board of Hillcrest Hope. Stacy plans and leads an annual active intruder response training program, where SWC sponsors seats for school districts' leadership and decision-makers tasked with making our schools safer. SWC offers the following safety solutions: Rauland Telecenter U intercom, information boards, and threat management automation systems; access control; CCTV; fire alarms; and current system repairs, upgrades, and training on system utilization.

Locations



SWC enriches lives by providing integrated electronic solutions and services with progressive technologies that enable our customers to optimize their mission-critical processes.

SWC Corporate Headquarters

4871 Rosebud Lane
Newburgh, IN 47630

SWC of Atlanta

70 Crestridge Dr., Suite 100
Suwanee, GA 30024

SWC of Chattanooga

5959 Shallowford Rd., Suite 505
Chattanooga, TN 37421

SWC of Columbia

312 Nebraska Ave., Suite D
Columbia, MO 65201

SWC of Decatur

1608 Church St., SE
Decatur, AL 35601

SWC of Indianapolis

7768 Zionsville Rd., Suite 150
Indianapolis, IN 46268

SWC of Kansas City

3241 North 7th St. Trfy
Kansas City, KS 66115

SWC of Louisville

11001 Bluegrass Parkway, Suite 100
Louisville, KY 37210

SWC of Nashville

1713 Lebanon Pike
Nashville, TN 40299

Scope

SWC IS PLEASED TO PRESENT A QUOTE FOR THE Phase 1 SAFETY & SECURITY PROJECT.

Garden City USD 457 has requested this proposal to update the everyday communication and emergency communication in the Florence Wilson Elementary building. SWC is pleased to have the opportunity to provide this Phase 1 proposal for our Telecenter U (TCU) Critical Communications Platform by Rauland for the Florence Wilson Elementary. The district would like a full IP TCU design that includes replacing and adding all speakers and call buttons throughout the building. Design with interior and exterior zones per district request. Integration into access control is included in this proposal.

This intercom WILL NOT be integrated into SIP phones at this time.

The district already has monitoring through another company and will work with them to get their IP Dialer set up for monitoring after installation has been completed.

The district will be providing

- Server
- PoE switches
- Demo old intercom system
- UPS Battery Backup
- Lift if needed

SWC will provide and install equipment listed.

- Cat6 cable pulls to the classroom
- ☐ 45 Classroom Speakers
- ☐ 45 Classroom Call Buttons
- ☐ 1 Admin Consoles
- ☐ 1 IP Dialer
- Cable pulls for common area and exterior speakers
- ☐ 22 Common Area Speakers
- ☐ 2 Interior Box Horns
- ☐ 6 Interior Common Horns
- ☐ 3 Exterior Horns
- Raceways and surface mount as needed
- All head end closet patch cables, and patch panels

OPTION OUT:

Scope (cont)

- ☐ 36 Small Message Boards as clocks for the classrooms
- ☐ 2 Large Message Boards for common areas

SWC is the Safety and Security partner for Greenbush. The Greenbush Bid Number is Bid #22.8.1 ESC-SAFESECURE2022

Supply chain issues outside of the control of SWC and/or manufacturer-imposed surcharges may result in material price adjustments.

Pricing Summary

OFFER: In accordance with the Scope of Work and Terms and Conditions attached hereto, SWC is pleased to offer this pricing, **valid through 4/18/2024**, for the following project:

Florence Wilson TCU

REF #: 59244_EST_2

ESTIMATE GROUP	TOTAL PRICE
Large Message Boards	\$5,279.21
Small Message Boards	\$70,346.71
TCU	\$116,459.96

SUB-TOTAL: \$192,085.88

TAX (EXEMPT): \$0.00

TOTAL: \$192,085.88

Per my authority as an executing agent, please accept this as an intent to award and enter into a contractual agreement with SWC.

Name

Client Signature

Date

Bill of Materials

EST. GROUP - Large Message Boards

Mfg	Part Num	Description	Quantity
Rauland	TCC3012L	Tcu Large Message Board	2.00
Panduit	NK688MGR	CAT6 KEYSTONE JACK Green	4.00
Panduit	NK2BXWH-A	Panduit Netkey 2 Port Surface Mount Box	2.00
Graybar	J-Hook	J-Hooks & Hardware	20.00
Lynn Elec	CAT6PL-07-GR	Patch Cable CAT6 Plenum 7ft Green	4.00
Wiremold	V5748-2	Wiremold V5748-2 500 Series Two-Gang Swi	2.00

EST. GROUP - Small Message Boards

Mfg	Part Num	Description	Quantity
Rauland	TCC3011S	Tcu Small Message Board	36.00
Panduit	NKFP24Y	24 port MFP Patch Panel	2.00
Panduit	NKBMBL-X	Black Blank Insert - 10 PACK	1.00
Panduit	NK688MGR	CAT6 KEYSTONE JACK Green	72.00
Panduit	NK2BXWH-A	Panduit Netkey 2 Port Surface Mount Box	36.00
Mohawk	M58286B	Cat6 Plenum, Green, 6P4P24-GN-P-MOH-APCE	8.00
Graybar	J-Hook	J-Hooks & Hardware	400.00
Lynn Elec	CAT6PL-07-GR	Patch Cable CAT6 Plenum 7ft Green	72.00
Wiremold	V5748-2	Wiremold V5748-2 500 Series Two-Gang Swi	36.00
SWC	Misc-Cable	Misc. Cable, Connectors and Consumables	2.00

EST. GROUP - TCU

Mfg	Part Num	Description	Quantity
SWC	Misc-Cable	Misc. Cable, Connectors and Consumables	5.00
Napco	SLE-ANTEXT50	SLE EXT. ANTENNA 50FT COAX KIT	1.00
Altronix	SMP3E	6,12,24VDC 2.5 AMP Power Supply, with en	1.00
Altronix	TP1640	Transformer, Plugin, 16VAC@40VA	1.00
ADI	1200702602	12V 7AH BATTERY	1.00
M2M	MQ03-LTE-M-LAN-AV	CELL DIALER AV AT&T AND VERIZON NETWORK	1.00
Lynn Elec	CAT6PL-50-GR	Patch Cable CAT6 Plenum 50ft Green	45.00
Wiremold	V5744S	Wiremold 1 gang deep surface mount box	15.00
Wiremold	V500	WIRE MOLD 10FT	15.00
Wiremold	V504	STL STRAP 500 IVORY	40.00
West Penn	25224BGN1000	1P 18G UNSHLD PLENUM - Green	5.00
Rauland	TCU3000SW	Tcu License - Controller	1.00
Rauland	TCC2000	Telecenter Campus Controller	1.00
Rauland	TCC2045	Telecenter Campus Ip Console	1.00
Rauland	TCC2033	Telecenter Campus Auxio Module	2.00
Rauland	TCC2055	Telecenter Campus Prog Module	1.00
Rauland	TCC2022	Telecenter Campus Zone Module	4.00
Rauland	TCC2099	Universal Mounting Kit	2.00
Cables 2 Go	CG37093	One Port Keystone Single Gang Wall Plate	1.00
Middle Atlantic	PD-915R-PL	PD-915R-PL Rack Mount Outlet Strip	2.00
Proco	TYPE A	Proco TYPE A custom Input Jack Plate	1.00
JBL	CSA280Z	NCSA280Z-U-US 2X80W 70/100V 1RU 1/2RACK	2.00
Rauland	BAFKIT2X2L8RJ	8 Ohm 2x2 Spkr Assy W/rj45	17.00
Rauland	ACCWB8RJ	Surf. Mt. Spkr Assy 8 Ohm Rj45	27.00

EST. GROUP - TCU

Mfg	Part Num	Description	Quantity
Rauland	603302	Rj45 Dual Pb Call Switch	45.00
Rauland	TCC2011B	Tcu Classroom Speaker Module	45.00
Rauland	BAFKIT2X2LVC	2'x2' 25/70v Ceil Spkr Assy Vc	20.00
Panduit	NK2BXWH-A	Panduit Netkey 2 Port Surface Mount Box	45.00
Panduit	NK688MGR	CAT6 KEYSTONE JACK Green	100.00
Panduit	NKBMBL-X	Black Blank Insert - 10 PACK	1.00
Panduit	NKFP24Y	24 port MFP Patch Panel	2.00
Middle Atlantic	PHCM-1-2	PHCM-1-2 HORIZONTAL CABLE MNGMT	2.00
Rauland	US0188	8" Spkr 25/70v Mtap Xfmr 5oz	2.00
Rauland	3601	15 Watt Paging-talkback Horn	6.00
Rauland	ACC1412	Paging Horn W/baffle,enclosure	2.00
Rauland	3603	Wide-angle Paging Projector	3.00
Quam	Solution 6	Solution 6 2 4OHM Speaker Package	1.00
Rauland	A30G	Weather Tight Adptr 30w Horn	3.00
Lynn Elec	CAT6PL-07-GR	Patch Cable CAT6 Plenum 7ft Green	100.00

Terms & Conditions

Scope includes:

1. Submittals for review and approval, if required.
2. Furnishing ONLY; special housings and special back boxes for installation by others.
3. Furnishing and installing wire and cable for systems listed.
4. Furnishing, installing and termination of field devices.
5. Furnishing, installing and termination of head-end equipment in Equipment Rooms and Control areas.
6. Functional testing of systems per SWC standards. Testing documents available upon request.
7. Operation and maintenance documents in electronic format ONLY, per the standards of SWC.
8. Project Management services in coordination with SWC scope of work.
9. Site Supervision during the installation of SWC scope of work ONLY.
10. As required; site conditions verification for SWC Scope of work ONLY.
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23. Time validity of this Quote is 30 days.
24. Taxes, please refer to summary pricing for inclusion or exclusion.

25. Down payment: A 30% down payment is required for all orders and is to be received prior to SWC commencing any work.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Dr. Mike Dominguez
DATE: 4/1/24
RE: Kansas Association of School Boards (KASB) annual fee

ISSUE:

Kansas Association of School Boards (KASB) annual fee. This provides the Membership renewal for the 2024-25 year. It also provides a season pass & KASB Plus for the same timeframe. This also allows for the KASB Legal Assistance Fund contract for the same timeframe.

BACKGROUND:

USD 457 have been a KASB member for many years and the services are used by the board clerk, assistant board clerk, leadership team, and counsel.

ALTERNATIVES:

1. Discuss and possible approval.
2. Vote no.
3. Table.

RECOMMENDATION:

The leadership team recommends that the Board of Education consider and approve the KASB quote for all three options.

FISCAL NOTE:

This quote is a grand total of \$18,124.94.

ATTACHMENTS:

KASB Invoice
24-25 LAF Contract



Kansas Association of School Boards
1420 SW Arrowhead Road
Topeka, KS 66604-4024
785-273-3600

Invoice

Date	Invoice #
3/5/2024	24626

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

Quantity	Description	Rate	Amount
	Option 1		
	Membership Renewal - 2024-25	13,624.94	13,624.94
	Option 2		
	Season Pass & KASB Plus 2024-25 (Optional)	1,750.00	1,750.00
	Membership Renewal - 2024-25 with Season Pass		15,374.94
Membership Dues July 1, 2024 through June 30, 2025		Total	\$15,374.94
Payments/Credits			\$0.00
		Balance Due	\$15,374.94



Kansas Association of School Boards
1420 SW Arrowhead Road
Topeka, KS 66604-4024
785-273-3600

Invoice

Date	Invoice #
3/5/2024	24838

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

Quantity	Description	Rate	Amount
1	KASB Legal Assistance Fund Contract 2024-2025	2,750.00	2,750.00
Be sure to submit signed Legal Assistance Fund contract with your payment.		Total	\$2,750.00
Payments/Credits		\$0.00	Balance Due
			\$2,750.00



**ADOPTION AGREEMENT
and
LEGAL ASSISTANCE FUND CONTRACT**

This Adoption Agreement and Legal Assistance Fund Contract is entered into this _____ day of
April _____, 2024 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 Trust 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 Two Thousand Seven Hundred Fifty dollars (\$2,750.00), as the legal assistance fund fee for the period of July 1, 2024, THROUGH June 30, 2025, 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; and
5. Access to legal resources such as handbooks, toolkits and forms.

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 research, legal representation at administrative hearings and court appearances, 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.

Board President or Director

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

Clerk

Kansas Association of School Boards
Legal Assistance Fund

***Upon adoption return to: Kansas Association of School Boards Legal Assistance Fund
1420 SW Arrowhead Road, Topeka, Kansas 66604-4024***