Regular Board of Education Meeting

Monday, September 14, 2026 6:00 PM
Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

A. **PLEDGE — Garfield Early Childhood Center students will lead the pledge.**

B. **SILENT REFLECTION**

C. **MEETINGS OF NOTE — Four or more board members may be present at the following:**

- **Board-Faculty meeting, Kenneth Henderson Middle School, September 17, 2026, at 7:15 a.m.**
- **Board-Faculty meeting, Horace Good Middle School, September 22, 2026, at 7:30 a.m.**
- **Community Focus Group for Strategic Planning, Horace Good Middle School, September 22, 2026, at 5:15 p.m.**
- **Board-Faculty meeting, Charles Stones Intermediate Center, September 24, 2026, at 7:45 a.m.**

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

1. Additional Certified personnel actions for consideration, Item E.3.
2. Add Item K.1., Executive Session, Consultation with an attorney for the body or agency which would be deemed privileged in an attorney-client relationship.

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

1. Building Presentation — Garfield Early Childhood Center

F. **CONSENT AGENDA**

1. Minutes

a. Minutes of the August 27, 2026, Regular Board of Education Meeting (Budget Hearing)

b. Minutes of the August 27, 2026, Regular Board of Education Meeting

2. Accounts Payable totaling $957,392.23, 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 Out of State Travel for Garden City High School for 2026-27.

5. The Board of Education is asked to consider and approve the updated Memorandum of Understanding (MOU) agreement with Compass Behavioral Health for the Mental Health Intervention Team for 2026-27.

G. **BOARD REPORTS**

1. Enrollment Report

H. **NEW BUSINESS**

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

a. New Requests - High School - Sports Med II — adjusting course credit from 0.5 to 1.0 (semester course to a year-long course) as recommended by the state for the Sports Med II Course.

b. Middle School PreCTE Course Name Changes to Align with State Names (no changes to course curriculum — no changes to what is being taught in the course): Middle School PreCTE Course Name Changes.

2. The Board of Education is asked to consider and approve the following Board of Education Policies (First Read, action requested):

a. JGFGBA Student Self-Administration of Medications

b. EE Food Services Management

c. IDAD Title l Programs

3. The Board of Education is asked to consider and approve a Managed Printing Contract — Century Business — in the amount of $187,776.00. (First Read, action requested)

4. The Board of Education is asked to consider and approve a bid for two used Chevrolet Malibu sedans for the Parents As Teachers program — Lewis Motors — in the amount of $41,998.00. (First Read)

I. **BOARD OPEN DISCUSSION**

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

J. **NEXT BOARD MEETING**

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

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

2. Personnel matters for non-elected personnel.

L. **ADJOURNMENT**

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Steve Nordby, Assistant Superintendent
DATE: 8/28/2026
RE: **Garfield Early Childhood Center Building Presentation**

ISSUE & BACKGROUND:

Garfield Early Childhood Center building presentation. Principal Andrea Baker and Garfield students / staff will provide an update on the programs and happenings at their school.

ALTERNATIVES:

No alternatives applicable

RECOMMENDATION & FISCAL NOTE:

No action is required. This is an informational item

ATTACHMENTS:

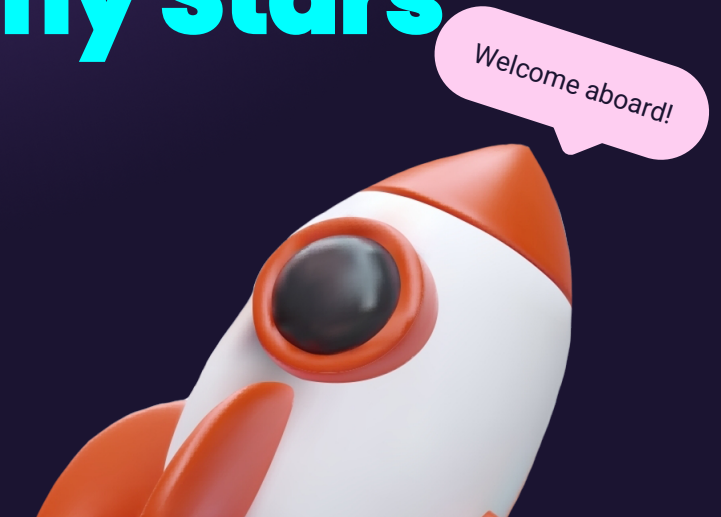
None

“One Galaxy, Many Stars”










GARFIELD EARLY CHILDHOOD CENTER
ONE GALAXY, MANY STARS

GARFIELD
Early Childhood Center

VISION STATEMENT

WE ARE BUFFS:

B ⇨ BRAVE

U ⇨ UNIQUE

F ⇨ FRIENDLY

F ⇨ FAIR

S ⇨ SMART

GARDEN CITY USD 457
PUBLIC SCHOOLS
EXCELLENCE • COMMUNITY • CONNECTION • COURAGE

EVERYONE LEADS

GARFIELD
Early Childhood Center

MISSION STATEMENT

AT GARFIELD EARLY CHILDHOOD CENTER OUR MISSION IS TO CREATE A SAFE, NURTURING SPACE WHERE CHILDREN CAN EXPLORE, LEARN, AND GROW. WE FOSTER CURIOSITY AND CREATIVITY WHILE SUPPORTING EACH CHILD'S DEVELOPMENT, IN PARTNERSHIP WITH FAMILIES AND THE COMMUNITY.

GARDEN CITY USD 457
PUBLIC SCHOOLS
EXCELLENCE • COMMUNITY • CHARACTER • COURAGE
EVERYONE LEADS

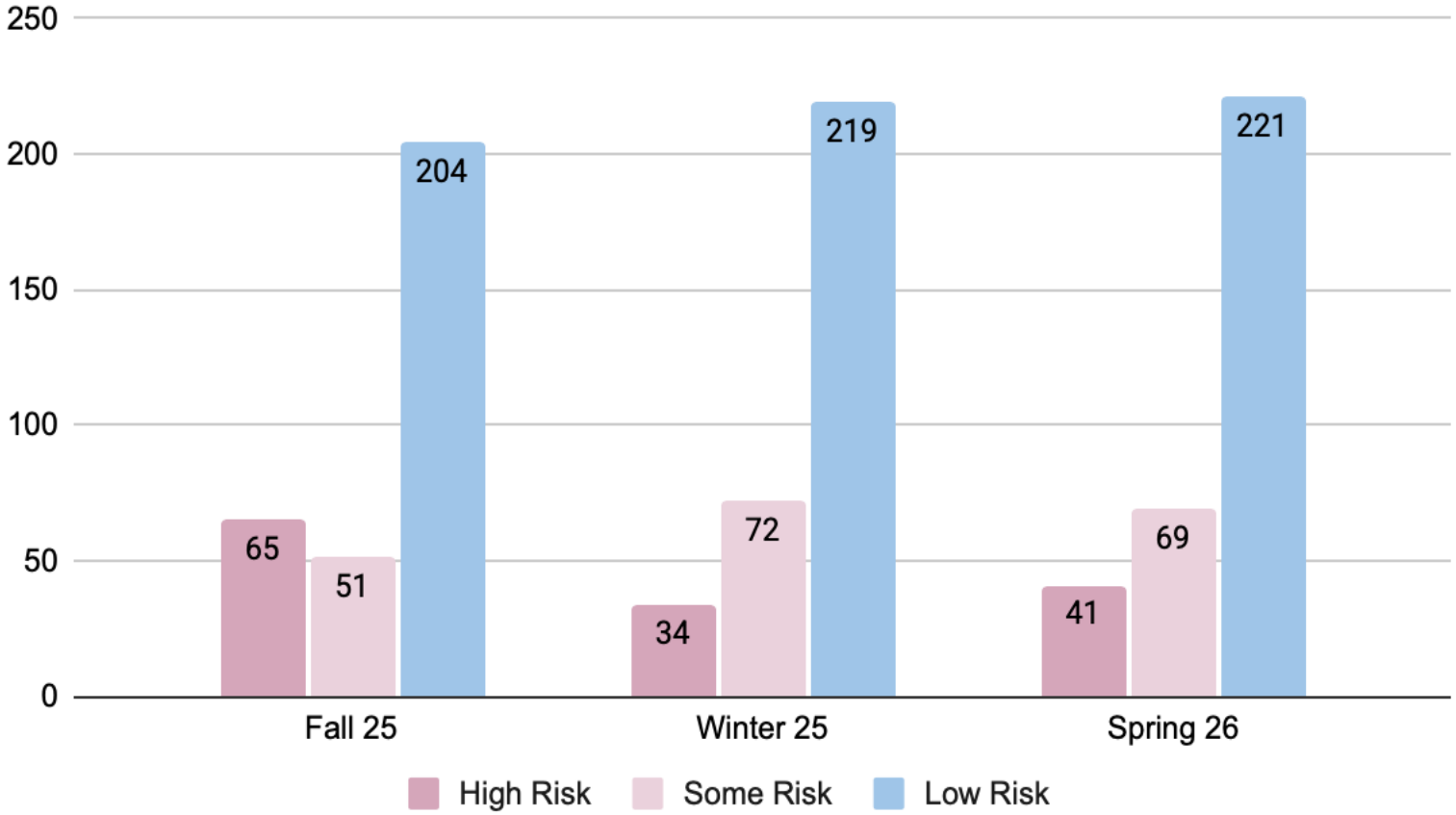
GARFIELD
Early Childhood Center

LITERACY GOAL

DURING THIS SCHOOL YEAR, 75% OF 3-YEAR-OLDS WILL MEET THE ELS FOR INITIAL SOUNDS ON THE GRADE CARD, AND 4-YEAR-OLDS WILL MEET THE ONSET SOUNDS BENCHMARK ON FASTBRIDGE EARLY LITERACY THROUGH THE IMPLEMENTATION OF HIGH-QUALITY, STRUCTURED LITERACY INSTRUCTION.

GARDEN CITY USD 457
PUBLIC SCHOOLS
EXCELLENCE - COMMUNITY - CHARACTER - COURAGE
EVERYONE LEADS

Counting Objects



GARFIELD
Early Childhood Center

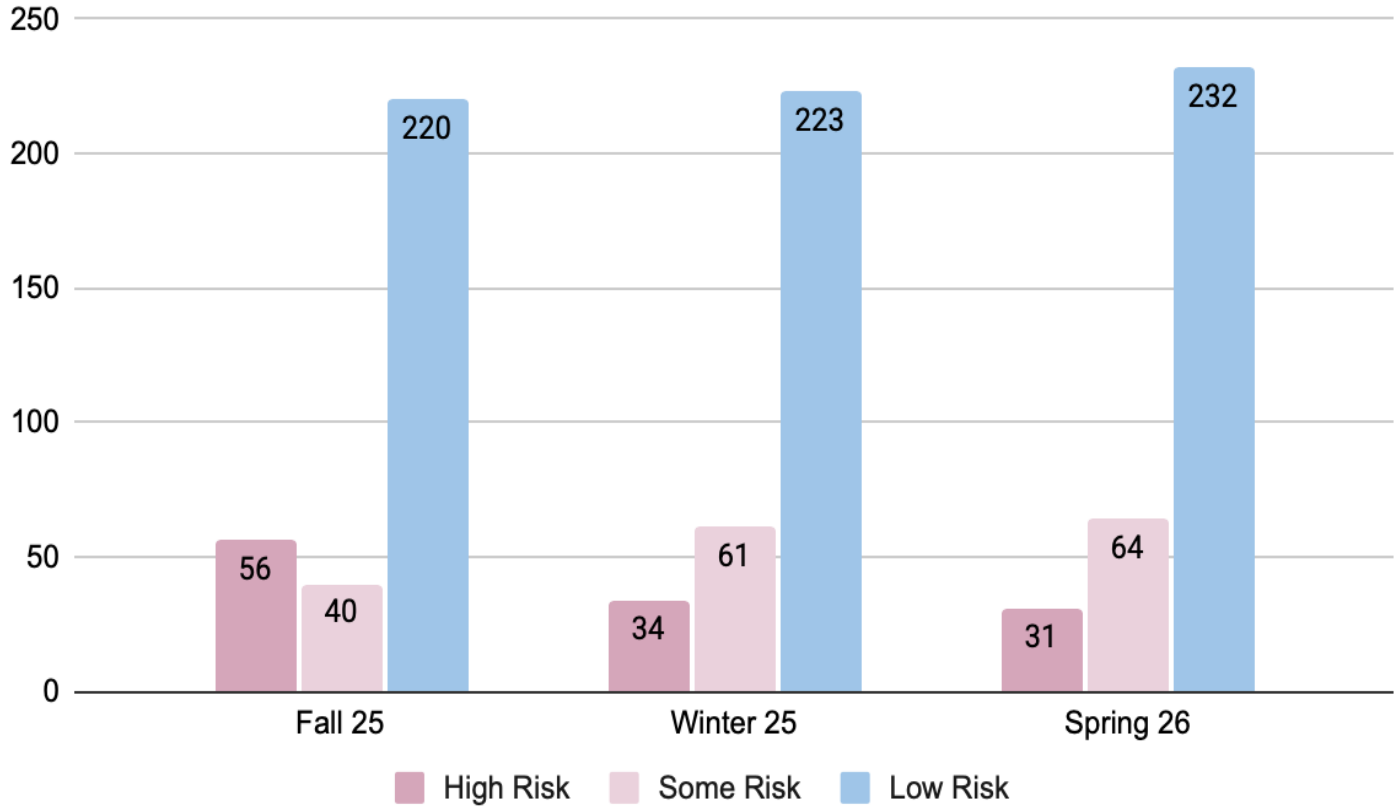
MATH GOAL

DURING THIS SCHOOL YEAR, 75% OF 3-YEAR-OLDS WILL MEET THE ELS FOR COUNTING OBJECTS ON THE GRADE CARD, AND 4-YEAR-OLDS WILL MEET THE COUNTING OBJECTS BENCHMARK ON FASTBRIDGE EARLY MATH THROUGH THE IMPLEMENTATION OF HIGH-QUALITY, STRUCTURED MATH INSTRUCTION.

GARDEN CITY USD 457
PUBLIC SCHOOLS
EXCELLENCE • COMMUNITY • CHARACTER • COURAGE

EVERYONE LEADS

Onset Sounds



Schedule

8:15-8:45 Breakfast
8:45-11:50 AM Session

12:45-1:15 Lunch
1:15-3:20 PM Session



Garfield Enrollment

2025-2026	2026-2027
August 547	August 553
September 556	September 605
May 666	



Garfield Enrollment 9-14-26

Sped- 126

Spanish- 23

Peer Model- 55

3 yr. Old

250

KP- 155

4 yr.

Old 345

AT Risk- 424

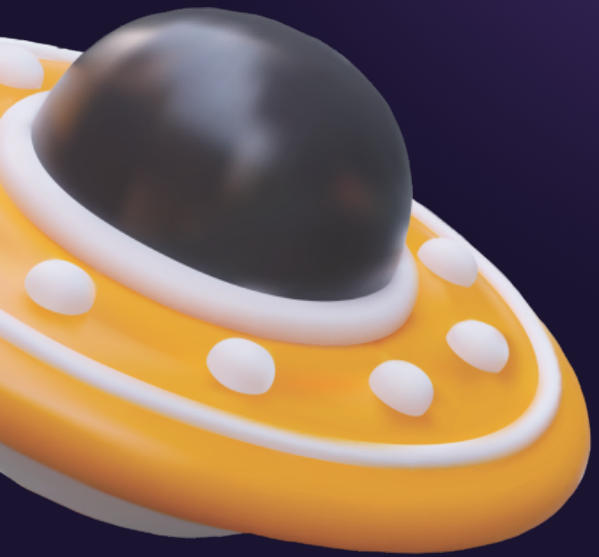
5 yr.

Thank you for helping every child shine. Together, we are One Galaxy with Many Stars.



THANK YOU

Have a fantastic school year!





GARDEN CITY PUBLIC SCHOOLS

DRAFT* MINUTES *DRAFT

Regular Board of Education Meeting (Budget Hearing)

Thursday, August 27, 2026 - 5:00 PM Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

The Board of Education of Garden City USD 457 met for a Regular meeting on Thursday, August 27, 2026, at 5:00 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

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

A. **CALL TO ORDER** – President Mark Hinde called the meeting to order at 5:00 PM.

B. **BUDGET HEARING FOR THE 2026-27 DISTRICT BUDGET -** Board President Mark Hinde declared that the hearing for the 2026-2027 budget was open for discussion.

Jessica Nothern, Chief Financial Officer, gave a brief budget presentation.

No patrons addressed the board.

Board members thanked Jessica Nothern for her work on the budget. The following action took place.

Action(s):
I move that the budget hearing for the 2026-2027 budget be closed. This motion, made by Nathan Haeck and seconded by Jacob Jenkins, Carried.

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

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

C. **ADJOURNMENT -** Mark Hinde declared the meeting adjourned.

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Mark Hinde, President

GARDEN CITY PUBLIC SCHOOLS

DRAFT* MINUTES *DRAFT

Regular Board of Education Meeting Thursday, August 27, 2026 - 5:05 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, August 27, 2026, at 5:05 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

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

President Mark Hinde called the meeting to order at 5:07 PM.

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

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

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

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

Action(s):
I move to approve the meeting agenda as amended. This motion, made by Nathan Haeck and seconded by Rebecca Swender, Carried.

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

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

D. **RECOGNITIONS**

D.1. **Recognition of outgoing Board President and Vice President** Josh Guymon, Superintendent, recognized Randy Ralston for his time served as President and Mark Hinde for his time served as Vice President of the Board of Education.

E. **CONSENT AGENDA** – All consent agenda items were approved as amended.

Action(s):
I move to approve all consent agenda items as amended. This motion, made by Nathan Haeck and seconded by Jacob Jenkins, Carried.

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

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

E.1. **Minutes**

E.1.a. **Minutes** of the August 10, 2026, Regular Board of Education meeting – approved as presented.

E.2. **Accounts Payable t**otaling $11,376,455.40, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

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

E.3.a. **Certified**

Resignation: Rebekah Bencomo

Appointment: Mary Morton

Transfers:

- Mindie Cooper — from 1.0 adaptive/interrelated teacher position at Garden City Achieve to 1.0 adaptive/interrelated position at Charles Stones Intermediate Center.
- Matthew Legg — from 1.0 adaptive/interrelated position at Georgia Matthews Elementary School/Kenneth Henderson Middle School to 1.0 adaptive/interrelated position at Alta Brown Elementary School.

Student Teacher Agreement: Elijah English

Tuition Reimbursement Agreements:

- Rianelle Abella - ESOL Endorsement
- Anna Ansit - ESOL Endorsement
- Maxwell Baidoo - ESOL Endorsement
- Morgan Berkgren - ESOL Endorsement
- Irene Caringal - ESOL Endorsement
- Karen Divis - ESOL Endorsement
- Savannah Foster - ESOL Endorsement
- Raghi Kalarikkal - ESOL Endorsement
- Nema Mendoza - ESOL Endorsement
- Loribet Morales Resendiz - ESOL Endorsement
- Mary Morton - ESOL Endorsement
- Cassandra Myerhoff - ESOL Endorsement
- Joseph Rosas - ESOL Endorsement
- Rica Rosas - ESOL Endorsement
- Miriam Solorzano - ESOL Endorsement
- Deo York Talao - ESOL Endorsement

- Jayson Timtiman - ESOL Endorsement
- Maricel Timtiman - ESOL Endorsement

E.3.b. **Classified**

Discussion: Retirement: Karen Lopez

Terminations: Erin Guitron, Nora Hernandez

Resignations: Leslie Avitia-Perez, Laura Baier, Tamara Brennon, Alma Resendiz, Alfredo Rosales, Jr., Nayla Salina, Victoria Urteaga

Assignments: Perla Aniles Cisneros, Leslie Guerrero-Chairez, Sidney Harmon, Ana Hernandez Capeda, Bernice Lopez, Pamela Martinez Manriquez, Julie Mejia, Mary Morton, Patrick Ortega, Mariana Palma, Jalen Rowland, Raven Taylor

Classification Change:

- Mary Morton from Paraprofessional l at Florence Wilson Elementary School to Certified Teacher

Other:

- Closed One (1) 0.5 FTE Paraprofessional I position at St. Dominic Catholic School
- Opened One (1) 0.5 FTE Paraprofessional II position at Abe Hubert Elementary School
- Closed One (1) 1 FTE Paraprofessional I position at Victor Ornelas Elementary School
- Opened One (1) 1 FTE Paraprofessional II position at Charles Stones Intermediate School
- Closed One (1) 1.0 FTE Office Assistant II (260 Day) position at the Educational Support Center
- Opened One (1) 1.0 FTE Office Assistant I (220 Day) Position at Garfield Early Childhood Center

E.4. **Other**

E.4.a. Approved a bid for generator replacement at Florence Wilson Elementary School — Cummins Sales and Services in the amount of $34,650.00.

E.4.b. Approved a quote to strip, seal and re-coat two tennis courts at Garden City High School — Greenbush quote — Mammoth Sports Construction in the amount of $49,750.00.

E.4.c. Approved the following revised Board of Education policies:

E.4.c.i. JBCB Foster Care Students

E.4.c.i.i. JBCB Foster Care Student Regulations

E.4.c.ii. JGFGAA Stock Supply of Emergency Medication

E.4.c.iii. JBD Absences and Excuses

E.4.d. Approved the Audiology Services Agreement by and between USD 457 and Common Spirit Siena Medical Audiology Clinic for the 2026-2027 school year.

F. **UNFINISHED BUSINESS**

F.1. **Approval of the 2026-2027 District Budget –** The following action took place.

Action(s):

Mr. President, based on the Building Needs Assessments and State Assessments that have been presented and considered in developing the budget, I move to approve the 2026-2027 district budget as presented. This motion, made by Nathan Haeck and seconded by Randy Ralston, Carried. Votes were taken by roll call.

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

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

F.2. **Approval of the Resolution to Adopt the Local Option Budget Percentage for the 2026-27 school year.** Jessica Nothern, Chief Financial Officer, made brief comments about the Resolution to Adopt the LOB Percentage. The following action took place.

Action(s):
Mr. President, I move to approve the Resolution to adopt the Local Option Budget Percentage. This motion, made by Nathan Haeck and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea
Cole: Absent
Haeck: Yea
Hinde: Yea
Jenkins: Yea
Ralston: Yea
Swender: Yea
Voting Summary: Yea: 6, Nay: 0, Absent: 1

NEXT BOARD MEETING - The next regular meeting of the Board of Education will take place on Monday, September 14, 2026, at 6:00 PM in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

G. **ADJOURNMENT** – There being no further business to come before the board, the following action took place.

Action(s):
That the Board of Education meeting be adjourned at 5:14 PM. This motion, made by Randy Ralston and seconded by Rebecca Swender, Carried.

Bergkamp: Yea
Cole: Absent
Haeck: Yea
Hinde: Yea
Jenkins: Yea
Ralston: Yea
Swender: Yea
Voting Summary: Yea: 6, Nay: 0, Absent: 1

Respectfully submitted,

Jennifer Ramos, Clerk

Approved:

Mark Hinde, President

BOARD OF EDUCATION

Certified Personnel Actions

September 14, 2026

APPOINTMENT:

Annalyn Patac, Garden City, Kansas, is recommended for an adaptive/interrelated position with building to be determined. She has fifteen years' experience.

POSITION REQUEST:

Drew Thon, deputy superintendent, is requesting that the financial literacy position at Horace Good Middle School, currently filled by Sara Springston, be changed to a business position.

BOARD OF EDUCATION

Addendum to Certified Personnel Actions

September 14, 2026

POSITION REQUESTS:
Gina Galpin, special education director, is requesting the following position changes effective for the 2026-27 school year:

- Close 1.0 adaptive/interrelated position at Abe Hubert Elementary School
- Open 1.0 adaptive/interrelated position at Florence Wilson Elementary School

BOARD OF EDUCATION

Classified Personnel Actions

September 14, 2026

TERMINATIONS	POSITION	BUILDING	DATE
Maria Falcon Morales	Nutrition I	Kenneth Henderson Middle School	8/31/2026
Karen Garcia	Paraprofessional II	Alta Brown Elementary School	9/4/2026

RESIGNATIONS	POSITION	BUILDING	DATE
Moses Martinez	Grounds I	Plant Facilities	8/31/2026
Dianey Martinez	Paraprofessional III	Garden City Achieve	9/4/2026
Maria E. Martinez	Custodian I	Horace Good Middle School	9/16/2026

ASSIGNMENTS	POSITION	BUILDING	DATE
Lauren Curtis	Paraprofessional I	Garfield Early Childhood Center	8/27/2026
Anna Hernandez	Paraprofessional I	Garfield Early Childhood Center	8/31/2026
Magela Justiz Velazquez	Paraprofessional II	Garfield Early Childhood Center	8/31/2026
Jessica Lopez	Paraprofessional II	Garfield Early Childhood Center	8/31/2026
Shelby Hanneman	Office Assistant II	Kenneth Henderson Middle School	9/1/2026
Sandra Chacon-De Garcia	Custodian I	Plant Facilities	9/2/2026
Luke Martinez	Small Fleet	Transportation	9/2/2026
Diana Pineda	Paraprofessional I	Horace Good Middle School	9/3/2026
Kee Poe	Paraprofessional II	Alta Brown Elementary School	9/3/2026
Way Say	Paraprofessional II	Alta Brown Elementary School	9/3/2026
Ashley Baker	Paraprofessional II	Florence Wilson Elementary School	9/8/2026
Jacqueline Linares	Paraprofessional II	Alta Brown Elementary School	9/8/2026
Evelyn Mesino	Paraprofessional I 0.5	Garfield Early Childhood Center	9/8/2026
Tiffany Guerrero	Paraprofessional II 0.5	Garfield Early Childhood Center	9/8/2026

TRANSFERS	FROM	TO	DATE
Vianca Esquivel	Office Assistant II Educational Support Center	Custodian I Plant Facilities	8/31/2026
Gloria Rubio De Martinez	Paraprofessional II Georgia Matthews Elementary School	Kindergarten Paraprofessional Georgia Matthews Elementary school	8/31/2026
Bryden Bicket	Small Fleet Transportation	Bus Driver Transportation	9/1/2026
Bibiana Pacheco	Nutrition I Garden City High School	Nutrition II Gertrude Walker Elementary School	9/1/2026
Sara Unruh	Nutrition III Gertrude Walker Elementary School	Nutrition III Victor Ornelas Elementary School	9/1/2026

NOTES:

Gina Galpin, Director of Special Education, request the following:

- Close One (1) 1.0 FTE Paraprofessional II position at Horace Good Middle School
- Open One (1) 1.0 FTE Paraprofessional II position at Florence Wilson Elementary School

GCHS Out Of State Travel / Competitions – 2026/2027

Brian Nelson – Newspaper/Yearbook:

- Student Media: Attending Journalism Education Association Conference in Orlando, Florida, November 18-22.
- Leadership in Action: Site visits of historic preservation in Las Vegas, New Mexico, (date to be determined).

Boys Wrestling:

- 12/4/26 - Pine Creek CO
- 12/11/26 - Enid OK
- 12/18/26 - KC, MO
- 1/8/27 – Cleveland, NM
- 1/15/27 - Sand Springs, OK

Girls Wrestling:

- 12/4/26 - Pine Creek CO
- 12/11/26 - St. Charles, MO
- 12/18/26 - KC, MO
- 1/8/27 – Cleveland, NM
- 1/22/27 - Castle View, CO

JV Wrestling:

- 1/8/27 - Lamar, CO
- 1/9/27 - Lamar, CO

Volleyball:

- 9/12/26 - Lewis Palmer High School, Colorado Springs

Cross-Country:

- 9/24/26 - Canon City, CO
- 10/2/26 - Colorado Springs, CO

Basketball:

- 12/18/26 – Hooker, OK

Forensics:

- National Individual Events Tournament of Champions - May 14-16, 2027, Aurora, CO
- National Speech and Debate National Tournament- June 12-19, 2027, Phoenix, AZ (this is also debate- but I don't know what else Aimee might have).

JROTC - CURRENT PLANNED SCHEDULE

- 12 September - Wichita, Ks
- 19 September - Fountain, CO
- 25-27 September - Ozark, MO
- 2-3 October - Fort Carson, CO
- 20-25 October - PENDING QUALIFICATION - Army National Raider Challenge, Fort Knox, KY
- 22 January – Pueblo, CO – Drill Meet
- 12-13 February – Smith Cotton, MO – Drill Qualifier

FCCLA State Leadership Conference & STAR Events

- Dates: April 4–6, 2027
- Location: Wichita, KS

FCCLA National Leadership Conference & STAR Events

- Dates: June 22–26, 2027
- Location: San Antonio, TX

ProStart Invitationals State

- Date: April 23-25, 2027
- Location: Wichita, KS

ProStart Invitational Nationals

- Dates: April 23–25, 2027
- Location: Baltimore, MD

Vocal Jazz:

- March 13-16 - Branson, Missouri - Live On-Stage performance Festival

FFA:

- October 19th – 24th – Indianapolis, Indiana – FFA National Convention

Girls Soccer:

- Date Still TBD as we are moving the date – Guymon, OK

Envirothon – Lucas Moll:

- July 24-30 – Emmitsburg, MD – Pending Qualification – Nationals for Envirothon

Ed Rising:

- June 2027 – Columbus, OH – Ed Rising Nationals (Pending Qualifiers)

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Gina Galpin, Director of Special Education
DATE: 09/02/2026
RE: Compass Behavioral Health Agreement

ISSUE:

The Board of Education is asked to consider and approve the updated Memorandum of Understanding (MOU) agreement with Compass Behavioral Health for the Mental Health Intervention Team.

BACKGROUND:

USD 457 partners with Compass Behavior Health to create a mental health intervention team. The Mental Health Intervention Team consists of a mental health school liaison, case managers, and therapists. USD 457 allows Compass providers to provide mental health services to students at school during the school day and agrees to provide spaces for mental health professionals to meet with students. USD 457 staff can refer students to the Mindful Support program to gain access to mental health services at school. The BOE approved an MOU for the Mental Health Intervention Team with Compass on 08/10/2026. KDADs requested an updated MOU to include a data agreement.

ALTERNATIVES:

N/A

RECOMMENDATION:

Approve the Agreement with Compass Behavioral Health.

FISCAL NOTE:

None

ATTACHMENTS:

Agreement attached.

Mental Health Intervention Team Program
26-27 MHIT USDs

USD# 457 USD Name Garden City Public Schools and Compass Behavioral Health

THIS AGREEMENT is effective this 1st of July 2026, by and between

USD # 457 Garden City Public Schools (hereinafter referred to as "USD " and Compass Behavioral Health, a Kansas non-profit corporation (hereinafter referred to as “MHP”).

WHEREAS, pursuant to K.S.A. 72-1131, USD is a Kansas unified school district possessing the usual powers of a corporation for public purposes which provides educational services to its students; and

WHEREAS MHP is a Kansas not-for-profit corporation providing mental health services to children and their families, including certain students of USD #; and

WHEREAS MHP and USD have concluded that it is in their mutual best interest to work collaboratively in the provision of certain behavioral, emotional, and academic services to students of USD who are also clients of MHP); and

WHEREAS USD agrees to provide private and confidential space to MHP employees to work with those referred for services; and

WHEREAS USD possesses and maintains certain records and information related to its students as part of the provision of educational services; and

WHEREAS MHP possesses and maintains certain records and information related to its clients as part of the provision of mental health services; and

WHEREAS MHP and USD have determined that their shared objectives to make a positive meaningful change in the lives of students of USD who are also clients of MHP will be significantly enhanced and furthered by and through an arrangement in which the parties share and exchange certain information, on a limited basis; and

WHEREAS MHP and USD have concluded that USD students identified by USD # 457, in its discretion, as needing mental health care services would derive substantial benefit from an assessment by a provider or a qualified mental healthcare professional(s), such as MHP; and

WHEREAS, MHP has agreed that should USD refer a student for a mental health assessment, MHP will provide such assessment within 14 school days; and

NOW, THEREFORE, in consideration of the mutual promises, covenants and conditions set forth here, the parties hereto agree as follows:

Sec. 1 Term

This agreement shall be effective 7/1/2026 and shall end on 6/30/2027 subject to the provisions of this Section and Sec. 10 Assignment of Risk & Professional Obligations. Thereafter, the terms of this agreement may be renewed, in writing, on an annual basis, by agreement of the parties.

Notwithstanding the foregoing, either party may terminate this agreement upon thirty (30) days’ prior written notice to the other party. USD may terminate this agreement immediately upon written notice if MHP fails to

maintain the licensure or insurance required by this agreement, or if MHP or any of its employees or agents engages in conduct that USD reasonably determines places the health or safety of students at risk. If MHIT program grant funds are not awarded, are reduced, or are withdrawn, USD may terminate or reduce the scope of this agreement upon written notice without penalty, and USD shall have no obligation to expend funds beyond those actually received for the MHIT program.

Sec. 2 Mutual Agreement – Independent Contractor

The parties agree that in the performance of its obligations under this agreement, MHP is an independent professional mental health care provider offering services to USD students as set forth in its Articles of Incorporation. As such, MHP is not an agent or employee of USD. USD shall neither have nor exercise any control over the professional judgment or practice of MHP and its employees.

Purpose & Scope

Sec. 3 Information Sharing and Referrals

The parties intend to share, on a limited basis, confidential information about USD students and in some cases, their families.

(a) For its part, MHP warrants that prior to sharing such information, it will obtain an appropriate release of information executed by the legal guardian of the student in accordance with applicable state and federal law. MHP further agrees to supply a copy of any such release to USD.

(b) The releases will be sent to a centralized location designated by USD and will indicate in/by (form of communication, i.e. email, phone, mail, written memo, etc.) that the release has been completed.

(c) The parties understand that the release of information may be revoked by the legal guardian of the student at any time. Upon notice of revocation, all information sharing between the parties will be terminated with regards to that student.

(d) MHP further agrees to limit its access to and use of information to the information provided by the parties as more fully set forth in Sec. 4 School Liaison(s).

(e) MHP warrants that it will not download or save any of the data or other information provided by USD in connection with this agreement, except as reasonably necessary to maintain the clinical record of a student for whom a release of information is in effect, and shall not use or further disclose such information for any other purpose.

(f) USD shall facilitate referral of students identified in need of mental health services as appropriate through referrals to Mental Health Provider. MHP will outreach the families or guardians to determine if mental health services are needed and/or desired.

(g) MHP shall develop a crisis management plan dealing with student issues 24/7, and shall provide a copy of the plan, including after-hours contact information, to USD before services begin and upon any material revision.

Sec. 4 School Liaison(s)

School Liaisons shall hold a bachelor's degree in any field. The School Liaison with the school district will manage:

(1) Identifying proper referrals for the team to engage.

(2) Acting as a liaison between the district and MHP and being the point person for communication between the two groups.

(3) Helping MHP staff understand and negotiate the school district system and procedures.

(4) Triage prospective referrals and deciding with MHP staff how to prioritize interventions for identified students.

(5) Helping school personnel understand the role of MHP staff in this project.

(6) Facilitating connections between the identified students' families and MHP staff.

(7) Troubleshooting any problems that arise and work with MHP to resolve them.

(8) Gathering outcomes to monitor the effectiveness of the program.

(9) Follow-up with the child welfare contacts if a child has moved schools to get educational history.

(10) Be an active part of the school intervention team and relay information back to MHP staff.

(11) Working with MHP to build and implement a mental health program, which includes the following services and referral systems to be provided:

a. Prevention education in the areas of substance use, suicide, mental health stigma reduction, access to mental health services. MHP shall present at least one assembly, training or professional development each quarter to staff, students or the community, which presentation may address either or both of the areas described in subsections (a) and (b).

b. Advocacy for mental health awareness and education, youth mental health services, overall mental wellness.

This program shall be identified and built by September 30, 2026, and implemented with the first program being presented by October 30, 2026.

Sec. 5 Clinical Therapist

The Clinical Therapist at the MHP will manage:

(1) Helping the School Liaison identify proper referrals to the program based on one or more areas of concern:

i. Harm to self or others
ii. Trauma experience or history of trauma
iii. Emotion management
iv. Stress management
v. Anger management
vi. Impulse control
vii. Increasing social skills

(2) Triage with the School Liaison to prioritize treatment interventions for identified students.

(3) Collaborating with the School Liaison to connect with the families or child welfare contracts to get proper consent to treat.

(4) Conducting a clinical assessment of the identified student and make proper treatment recommendations.

(5) Engaging with the student, family or child welfare contact in clinical interventions as identified on the treatment plan. Provide individual and family therapy.

(6) Administer scales or tests to detect areas of concern with depression, anxiety, self-harm, or other areas as identified.

(7) Making referrals to other treatment modalities as appropriate

(8) Communicating with school personnel who engage in the student(s) life to help them understand the diagnosis, family circumstance and suggested interventions as is appropriate.

(9) Gathering outcome data to monitor the effectiveness of the program.

(10) Coordinating with the Case Manager to identify ways for them to support the student and family.

(11) Providing therapy services as determined by the student's treatment plan.

(12) Maintaining the treatment plan and necessary treatment protocols required by Mental Health Provider.

Sec. 6 Case Manager

The Case Manager at MHP will manage:

(1) Collaborating with the School Liaison and Clinical Therapist to identify students and triage priorities for treatment.

(2) Outreach to students, families, and child welfare contacts to help engage in treatment.

(3) Participate in the treatment planning process.

(4) Communicate with the School Liaison and school personnel when appropriate about student needs, interventions, and progress.

(5) Help support communication between all entities including family, student, school, clinician, child welfare and community.

(6) Maintain the treatment plan and necessary treatment protocols required by Mental Health Provider.

(7) Make referrals to proper community resources.

(8) Help to re-connect students and families when they are not following through with the treatment process.

(9) Help the families negotiate barriers to treatment.

(10) Engage with the student in the classroom, the home, or the community to help build skills whenever needed.

Sec. 7 Licensure & Certification

MHP shall maintain any certification, registrations, or licenses as required by law and shall remain in good standing in their profession during the term of the contract. Additionally, MHP shall inform USD of any changes to such certifications, registrations, or licenses to the extent such disclosures or documents are not confidential, privileged, or otherwise immune to disclosure under state or federal law.

MHP shall further ensure that each of its employees and agents who provides services on USD property or who has contact with USD students has completed a criminal history record check, including checks of the Kansas and national criminal history databases and the applicable child abuse and neglect registries, before providing such services, and shall not assign to USD any individual who is prohibited by law from employment or contact with children. MHP acknowledges that its employees and agents are mandatory reporters under K.S.A. 38-2223 and amendments thereto, and MHP shall comply with USD policies applicable to visitors and contractors, including sign-in, identification, and building safety procedures, while on USD property.

Sec. 8 Data Collection

The 35% pass through funds dedicated to the Mental Health Provider will not be invoiced nor paid in the absence of a therapist or case manager. Furthermore, all services provided must be submitted to KDADS for review as to adequacy of the services provided. These services will be monitored through data reporting by the USD to KDADS by December 15, 2026 and again by June 15, 2027. This data reporting must include the following information as provided to the USD by the MHP. MHP shall provide such information to USD, in the form required by KDADS, no later than thirty (30) days before each reporting deadline set forth above. The USD will use a KDADS required template to report the following:

a. Number of referrals
b. Number of Students served through MHIT who receive Medicaid
c. Number of underinsured students participating in MHIT
d. Number of uninsured students participating in MHIT
e. Number of privately insured students participating in MHIT
f. Number of units provided, units should be reported in hour increments
g. Number of units billed, units should be reported in hour increments
h. An accounting of how the 35% pass through funds were applied to the program
i. Number of families paying for “out of pocket costs for services”

If, in the review of KDADS, a breach, noncompliance, or a lack of services was provided, the 35% pass through funds will be reviewed for possible denial of eligibility of future MHIT funding, termination of current funds, and recoupment of funds provided. Any other breach or non-compliance with the terms and conditions of this Agreement by provider, may result in denial of eligibility of future MHIT funding, termination of current funds, and recoupment of funds provided. The review of the compliance, breach, or non-compliance with the terms of this Agreement shall be performed solely by KDADS at its discretion. To the extent KDADS denies, terminates, or recoups funds as a result of the acts or omissions of MHP, including any failure to provide services or to timely furnish the data described above, MHP shall be responsible for the 35% pass through funds so recouped and shall reimburse USD for any amount USD is required to repay.

Sec. 9 Liability for Loss

(a) MHP shall not be liable or obligated to USD for losses or damages incurred by USD under this agreement, unless such damage arises from any willful act or omission or negligence of Mental Health Provider, its officers, employees or agents, in which event MHP shall be liable to USD for such losses or damages sustained therefrom.

(b) USD shall not be liable or obligated to MHP for losses or damages incurred by MHP under this agreement, unless such damage arises from any willful act or omission or negligence of USD, its officers, employees or agents, in which event USD shall be liable to MHP for such losses or damages sustained there from; provided that USD in no event shall be subjected to any liability greater than found in the Kansas Claims Tort Act, K.S.A. 75-6101 et seq., and amendments thereto.

(c) Each party shall be responsible for damages resulting from the acts and omissions of its employees.

(d) No Third-Party Beneficiary Rights
No third party may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of the parties here. This agreement is not intended to create any rights of a third-party beneficiary.

Sec. 10 Assignment or Risk & Professional Obligations

This agreement is subject to the laws, rules, and regulations imposed by governmental authorities or professional associations for MHP employees or agents providing services under this agreement. MHP shall also maintain, at MHP expense, comprehensive general liability, malpractice, and professional insurance, in amounts not less than one million dollars ($1,000,000.00). Such insurance coverage shall explicitly cover all duties expressed in Sec. 3 Information Sharing and Referrals above. MHP will supply a copy of insurance policy upon request of USD.

Sec. 11 Confidentiality

Except for those billing activities allowed under law, neither party shall release any information about a student nor his or her medical care or treatment to any third party unless required under law. MHP and USD agree to adhere to all confidentiality statutes, rules, ordinances, and regulations related to the disclosure of records or confidential information pertaining to students and families, including but not limited to the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

Sec. 12 HIPAA Compliance

In instances where MHP receives Protected Health Information (PHI) from USD, MHP agrees that it shall:

(1) Comply with the applicable provision of the administrative simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. 1320d through d-8 (HIPAA), and the requirements of any regulations promulgated there under.

(2) Not use or further disclose any PHI concerning a patient other than as allowed by this agreement, the requirements of HIPAA and/or applicable federal regulations. MHP shall implement proper safeguards to prevent the use or disclosure of a patient's PHI other than as provided for by this agreement.

(3) Promptly report to USD # any violations, use and/or disclosure of a student's PHI not provided for by this agreement as soon as practicable, upon becoming aware of the improper violation(s), use and/or disclosure.

Sec. 13 Dispute Resolution

If a conflict or dispute arises under the execution or performance of the terms of this agreement, the parties agree to meet and confer in good faith, to identify and resolve the conflict, prior to seeking alternative methods of conflict resolution.

Sec. 14 Non-Discrimination

The parties agree that they shall not discriminate against anyone based on race, color, age, sex, gender, national origin, ancestry, religion, disability, or any other basis prohibited by applicable federal or state law, in execution of the duties and obligations here.

Sec. 15 No Solicitation

During the term of this agreement and continuing for twelve [12] months after the termination of this agreement, neither party shall directly or indirectly, for its own account or for the account of others, urge, induce, entice, or in any manner whatsoever solicit any employee directly involved in

the activities conducted pursuant to this agreement to leave the employment of the other party or any of its affiliates. This Section does not restrict either party from advertising positions to the general public, or from hiring any individual who responds to a general advertisement or who otherwise applies on his or her own initiative without solicitation.

Sec. 16 Insurance

MHP agrees to maintain general liability, professional liability and worker's compensation insurance for all MHP employees who perform services in connection with MHP obligations hereunder and shall further designate USD as an additional insured under such policies. MHP will supply a certificate of insurance evidencing such coverage to USD before services begin and upon each renewal, and will give USD not less than thirty (30) days' written notice of cancellation, non-renewal, or material reduction in coverage.

Sec. 17 Notices

(a) All notices sent to USD # must be in writing and

i. hand delivered,
ii. sent by first class mail, postage prepaid, or
iii. sent by overnight delivery service, to:

USD INFORMATION
USD # & NAME
USD 457 Garden City Public Schools
ATTN: SUPERINTENDENT/MHIT SCHOOL ADMINISTRATOR
Josh Guymon
STREET ADDRESS
1205 Fleming
CITY, STATE, ZIP
Garden City, KS 67846

(b) All notices sent to MHP must be in writing and

iv. hand delivered,
v. sent by first class mail, postage prepaid, or
vi. sent by overnight delivery service, to:

MHP INFORMATION
MENTAL HEALTH PROVIDER NAME
Compass Behavioral Health
ATTN: MENTAL HEALTH PROVIDER EXECUTIVE DIRECTOR
Lisa Southern
STREET ADDRESS
804 E Fulton

CITY, STATE, ZIP
Garden City, Ks 67846

(c) For purposes of this section, the date of delivery shall be considered the date upon which the notice was received by the party. In the case of notices sent by first class mail, receipt will be presumed to be the third [3rd] day after the date of post mark.

Sec. 18 Governing Law

This agreement shall be governed by Kansas law, and if any provision herein is found to conflict with any Kansas law or regulation, it is the intent of the parties hereto that such provision shall have no force and effect, and the remainder of the agreement shall be valid as though such conflicting provision has not been written or made a part hereof.

Sec. 19 Severability

If any provision herein is found to conflict with any Kansas law or regulation, it is the intention of the parties hereto that such provision shall have no force and effect, and the remainder of the Agreement shall be valid as though such conflicting provision had not been written or made a part hereof.

Sec. 20 Assignment of Contract

This agreement may not be assigned by MHP without the prior written consent of USD.

Sec. 21 Entire Agreement

This agreement holds the entire agreement between the parties. This agreement may not be changed except by later written agreement signed by both parties.

IN WITNESS WHEREOF, the parties have executed this agreement.

I hereby certify this information is accurate to the best of my knowledge.
Typing your name below is considered your electronic signature.

SCHOOL INFORMATION	
SCHOOL NAME	**SCHOOL NUMBER**
Garden City Public Schools	457
SUPERINTENDENT / MHIT SCHOOL ADMINISTRATOR	**DATE (mm/dd/yyyy)**
EMAIL ADDRESS	**PHONE NUMBER**
NAME CLERK OF THE BOARD -- ATTEST	**DATE (mm/dd/yyyy)**

MENTAL HEALTH PROVIDER INFORMATION	
MENTAL HEALTH PROVIDER EXECUTIVE DIRECTOR	**DATE (mm/dd/yyyy)**
EMAIL ADDRESS	**PHONE NUMBER**

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

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Drew Thon, Deputy Superintendent
DATE: September 8, 2026
RE: Projected September 20 Enrollment and Enrollment Trends

ISSUE:

The Board will receive an enrollment presentation that provides the projected official K-12 headcount for the September 20, 2026 count date (September 21), current enrollment realities, and the planning implications for staffing, program capacity, and grade reconfiguration. Garfield enrollment will be reported separately from the official K-12 count to align with RSP projections.

BACKGROUND:

Like most of the state of Kansas, USD 457 has experienced a sustained decline in official K-12 enrollment over the last decade. The smaller Finney County birth cohorts are now moving through elementary grades and are the primary driver of that trend. Births are an early indicator, not a one-to-one forecast. Housing development, migration, immigration, kindergarten participation, school choice, and hiring patterns at major employers can change enrollment conditions.

The presentation will use a current Skyward snapshot as the basis for the September 20 projection. The 2026-27 figures will be refreshed immediately before the Board meeting and clearly labeled with the snapshot date. The official K-12 count will remain separate from Garfield and other early-childhood/program enrollment.

RSP's forecast has been close in the near term. As the forecast horizon lengthens, actual enrollment will increasingly depend on local conditions that are difficult to predict with precision. Administration will compare actual enrollment with the forecast each year and use current data to refine planning assumptions.

PRESENTATION FOCUS

- Projected September 20 (Sept. 21) official K-12 enrollment, the change from the prior year, and a separate Garfield enrollment figure.
- Ten-year official K-12 enrollment trend and Finney County birth cohorts paired with kindergarten enrollment approximately five years later.
- Current enrollment by grade span and elementary building enrollment trends, with appropriate context for Georgia Matthews and Gertrude Walker as one-track schools.
- Elementary class-size trends and the administrative decision to reduce the elementary class-size cap by one student this year. Administration will evaluate whether a further reduction is feasible next year based on enrollment and available resources.
- A comparison of current enrollment with RSP projections, including the limits of long-range forecasting.

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

- Elementary one-, two-, and three-track staffing models at the principal and school-support level. Detailed staffing standards will be available as backup information.

- The relationship between enrollment and K-5 / 6-8 / 9-12 grade reconfiguration. Reconfiguration is not an enrollment-growth strategy; it helps the district organize its schools, staffing, and facilities around current and future enrollment.

- Enrollment measures administration will monitor: kindergarten capture, in-year mobility, housing development, early-childhood enrollment, employer and migration patterns, and actual enrollment compared with annual forecasts.

RECOMMENDATION:

No Board action is requested at this time. Administration will continue to update enrollment data, compare actual results with forecasts, and bring forward recommendations as future staffing, program-capacity, or boundary decisions require Board consideration.

FISCAL NOTE:

There is no immediate fiscal action associated with this presentation. Enrollment is a primary driver of annual staffing allocations and long-range facility and program planning. Maintaining reasonable elementary class sizes and appropriate school-level support staffing must be balanced with available resources as the district develops future budgets.

ATTACHMENTS:

- Enrollment presentation

Best wishes,

Drew Thon
Chief HR Director
Garden City Public Schools - USD 457

GARDEN CITY PUBLIC SCHOOLS

USD 457

EXCELLENCE - COMMUNITY - CHARACTER - COURAGE

Enrollment Report

A Board update on enrollment, trends, and planning

EVERYONE LEADS

GARDEN CITY PUBLIC SCHOOLS

SEPTEMBER 20 ENROLLMENT

Projected official count for this year

PROJECTED OFFICIAL K-12 COUNT

6,270

−114 students (−1.8%) from 2025-26 (6,384)

GARFIELD ELEMENTARY

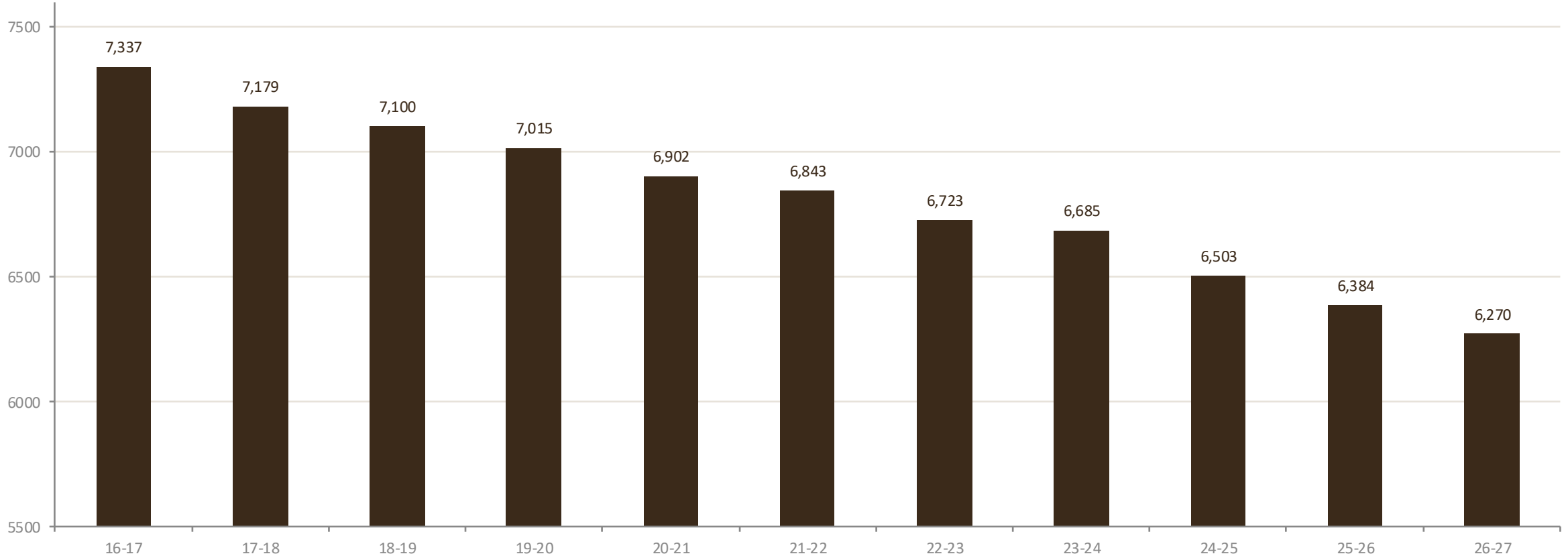
603

+47 students (8.45%) from 2025-26 (556)
Reported separately from the elementary track-staffing model (section 7).

Skyward snapshot. These are current projected figures pulled from Skyward. The official count will be taken on September 21; this slide is updated slide is updated with the district's most current enrollment headcount as of Monday, September 14, 2026.

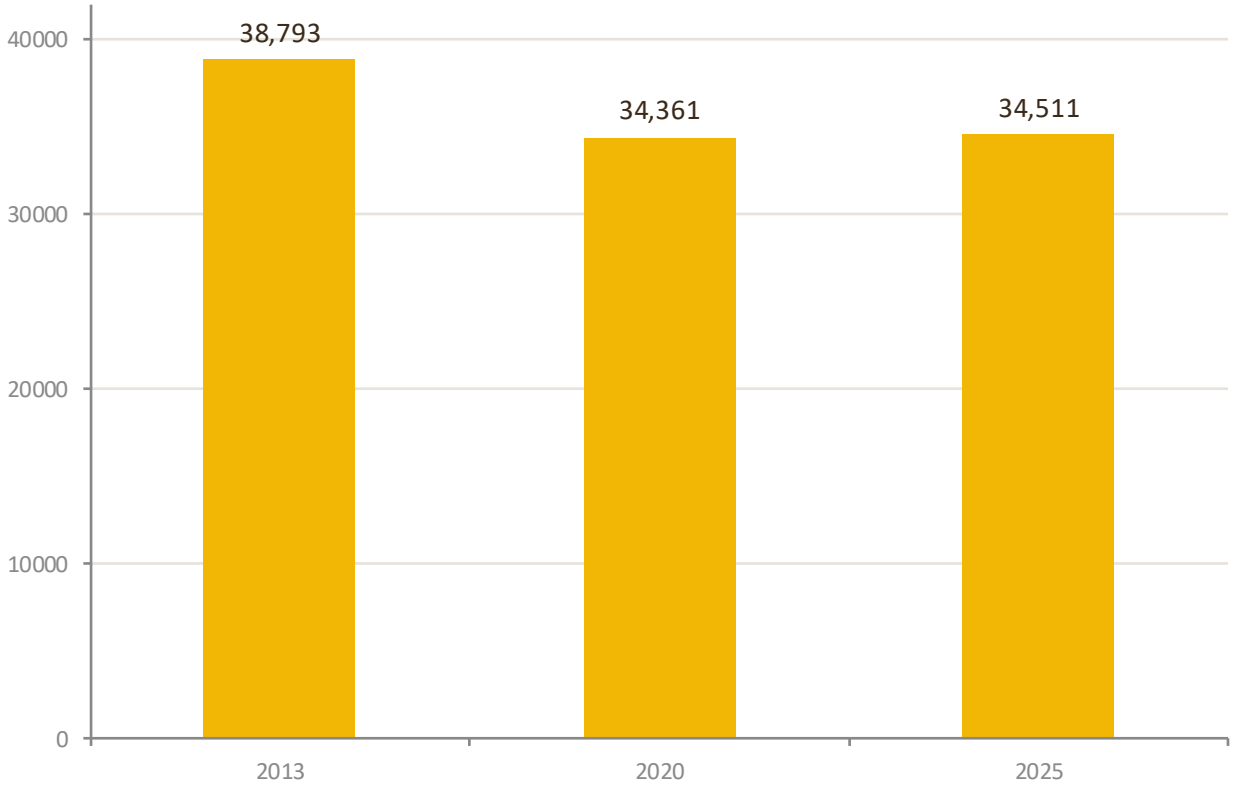
TEN-YEAR TREND

Official K-12 headcount: a long-term decline



Down about 1,067 students (roughly 15%) over ten years. This is a sustained trend, not a one-year dip.

A statewide birth decline is shrinking future classes



Kansas resident births by year: about 4,300 fewer per year than in 2013.

About 4,300 fewer Kansas babies are born each year than in 2013 (38,793 down to 34,511).

Births become a kindergarten class about five years later. As today's today's larger upper-grade classes graduate, much smaller kindergarten kindergarten classes replace them. **Statewide enrollment will keep keep shrinking until it settles at a new, lower normal.**

Finney County is steeper still: down about 18% since 2013 versus 11% 11% statewide, so Garden City and Holcomb feel it first.

A statewide story: kindergarten leads the decline

-4.7%

Kansas K-12 enrollment from 2018-19 to 2025-26

472,983 to 450,753

-11.9%

Kansas kindergarten from 2018-19 to 2025-26

35,429 to 31,199

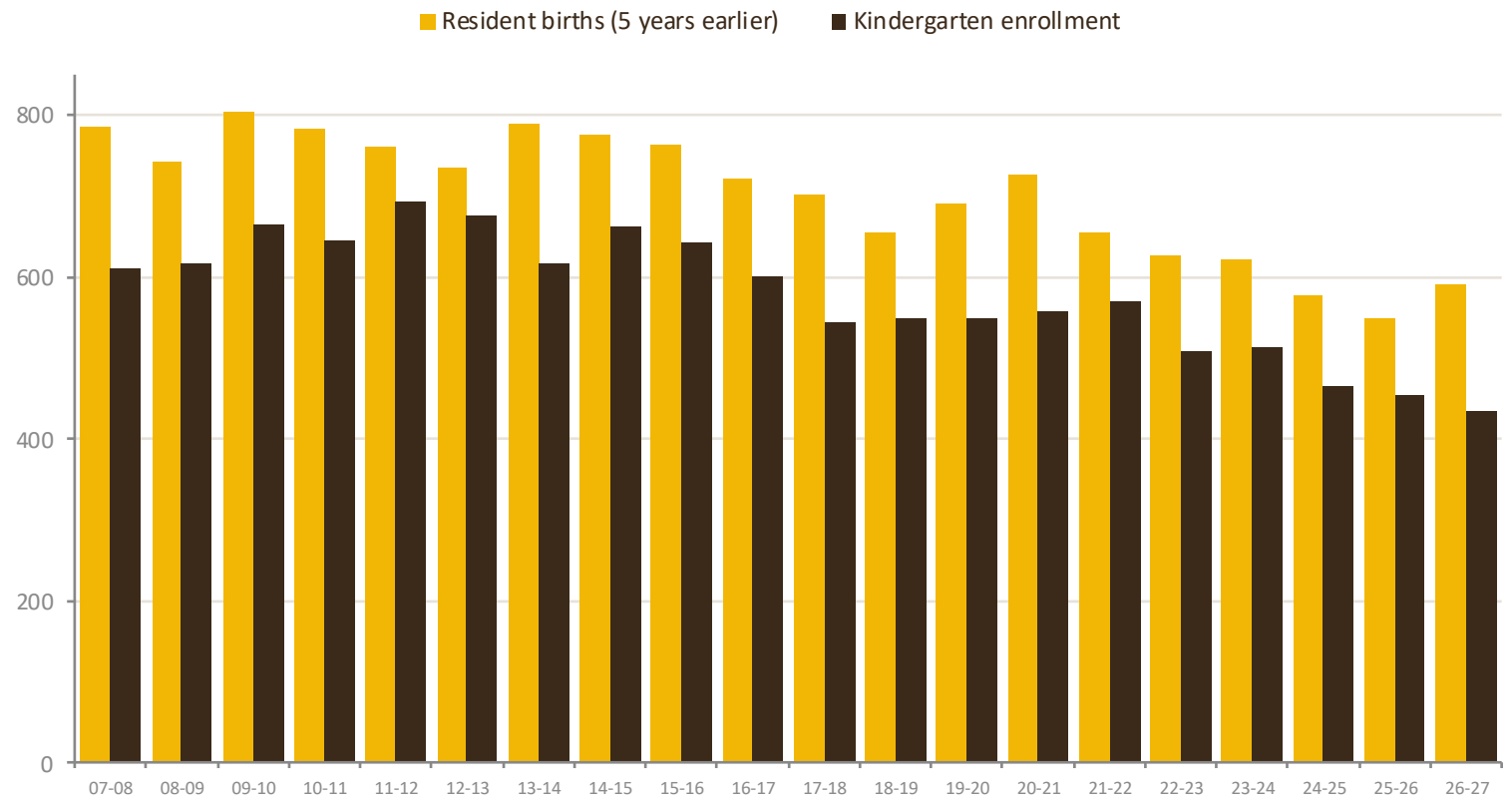
196

of 285 districts declined from 2018-19 to 2025-26

only 86 grew

- **Kindergarten is shrinking more than twice as fast as total enrollment statewide.** the same leading-edge pattern we see locally, as as smaller classes now move up through the grades.
- **The districts that grew are metro, suburban, or virtual.** concentrated in the Wichita and Kansas City exurbs or online schools, regional district cannot replicate.
- **The decline is broad.** more than two-thirds of Kansas districts (196 of 285) lost students from 2018-19 to 2025-26.

Fewer births feed smaller kindergarten classes



Resident births feeding these classes fell about 26% from their peak (804) to the most recent class (592).

Births are the main driver.

Resident births are down about 26% from their peak. Each kindergarten class mirrors the county's births about five years earlier, and both are falling together.

Other factors also matter:

Family mobility
Housing availability
Migration and immigration
Employer hiring in the area

Births already on the way

These classes are already born (enter K ~5 yrs later)

Enters K	Born	Births
2027-28	2022	**563**
2028-29	2023	**547**
2029-30	2024	**522**
2030-31	2025	**538**

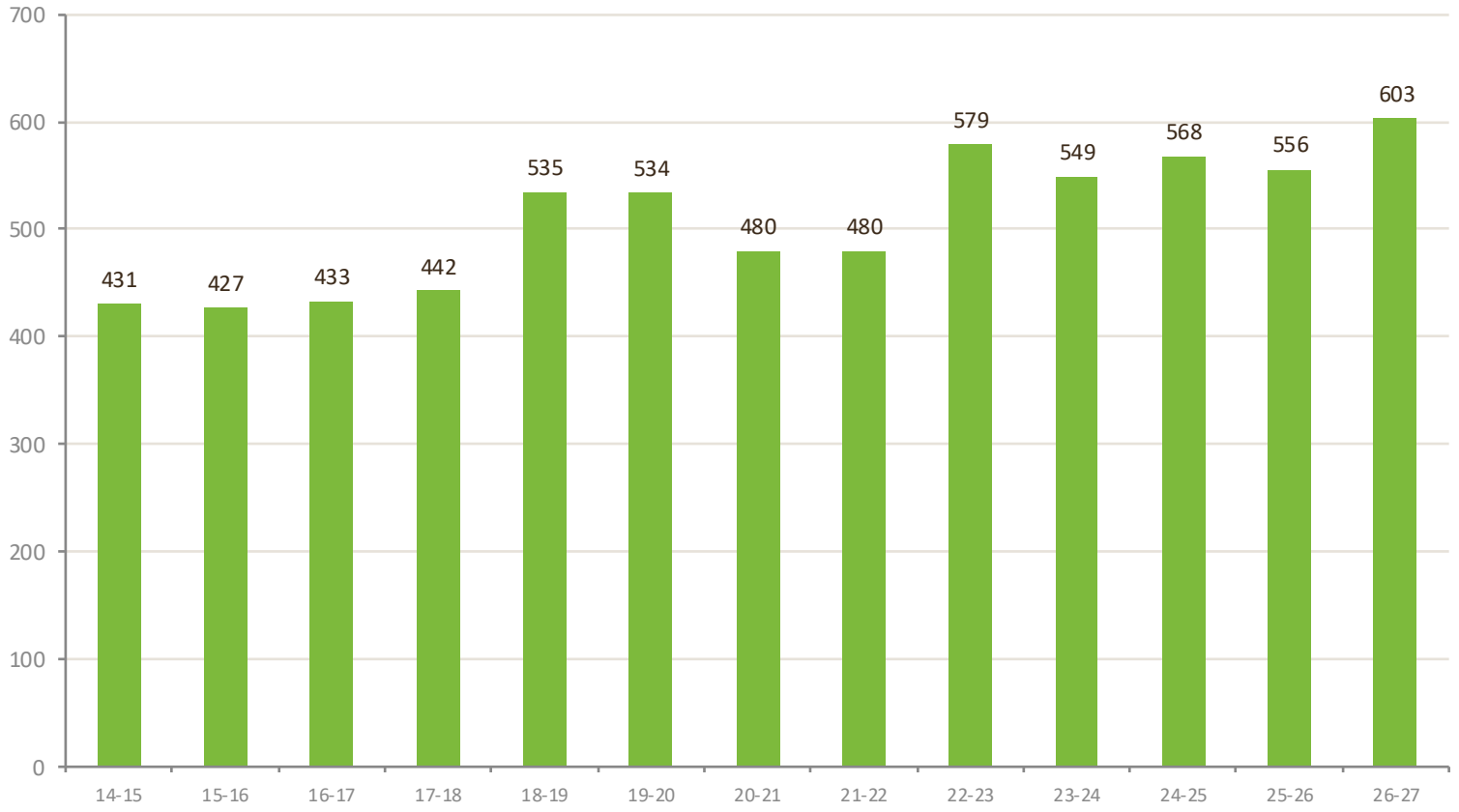
All below this year's 592 feeder — classes stay small.

Southwest Kansas: nearly everyone is declining

District	Enr 2018-19	Enr 2025-26	Enr %	K 2018-19	K 2025-26	K %
Liberal	4,645	4,307	-7.3%	330	305	-7.6%
Dodge City	6,686	6,693	+0.1%	535	481	-10.1%
Cimarron-Ensign	658	542	-17.6%	51	43	-15.7%
Garden City	7,100	6,384	-10.1%	548	453	-17.3%
Lakin	637	603	-5.3%	62	48	-22.6%
Satanta	273	204	-25.3%	19	14	-26.3%
Ulysses	1,536	1,372	-10.7%	120	88	-26.7%
Hugoton	999	915	-8.4%	96	65	-32.3%
Holcomb	920	813	-11.6%	69	46	-33.3%
Deerfield	182	221	+21.4%	21	13	-38.1%

Change since 2018-19. Even districts that grew overall (Deerfield, Dodge City) saw kindergarten fall. Garden City highlighted.

Early childhood is growing even as kindergarten fell



Garfield Early Childhood: 431 (2014-15) → 603 today, up about 40%.

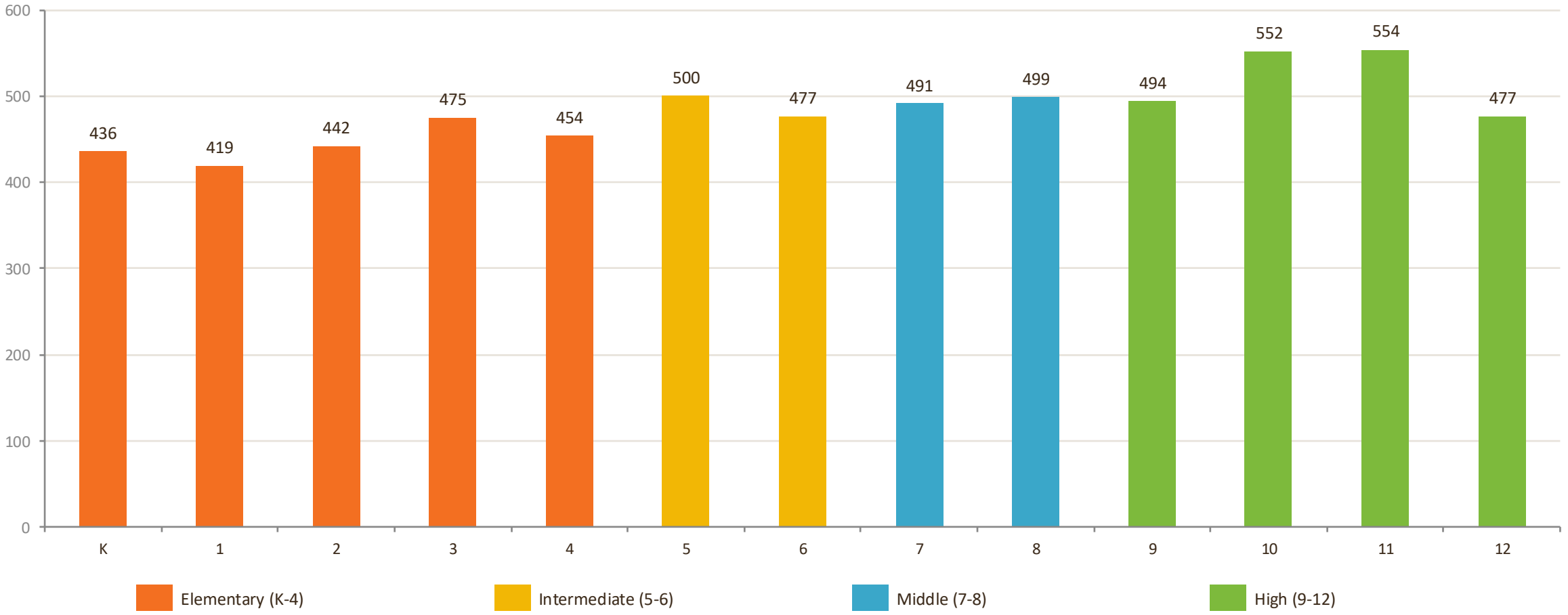
The puzzle.

Kindergarten came in at 436 this year, lower than the birth pipeline pipeline suggested it should be. Yet early childhood keeps growing. growing. The children are here; fewer are entering kindergarten on kindergarten on the usual timeline.

Working theories:

1. **Starting later.** Families increasingly wait an extra before enrolling in kindergarten.
2. **Homeschooling.** More families are choosing to homeschool their children.
3. **School choice.** More options exist now than ever, drawing some students elsewhere.

Grade-by-grade enrollment, 2026-27



Grade-level enrollment (cohort size), not average section size. The smaller classes are now in the lower grades; today's larger upper-grade classes will graduate over the next few years and be replaced by these smaller cohorts.

CURRENT ENROLLMENT BY GRADE SPAN

Where the students are this year

Elementary

Grades K-4

2,226

students

Intermediate

Grades 5-6

977

students

Middle

Grades 7-8

990

students

High

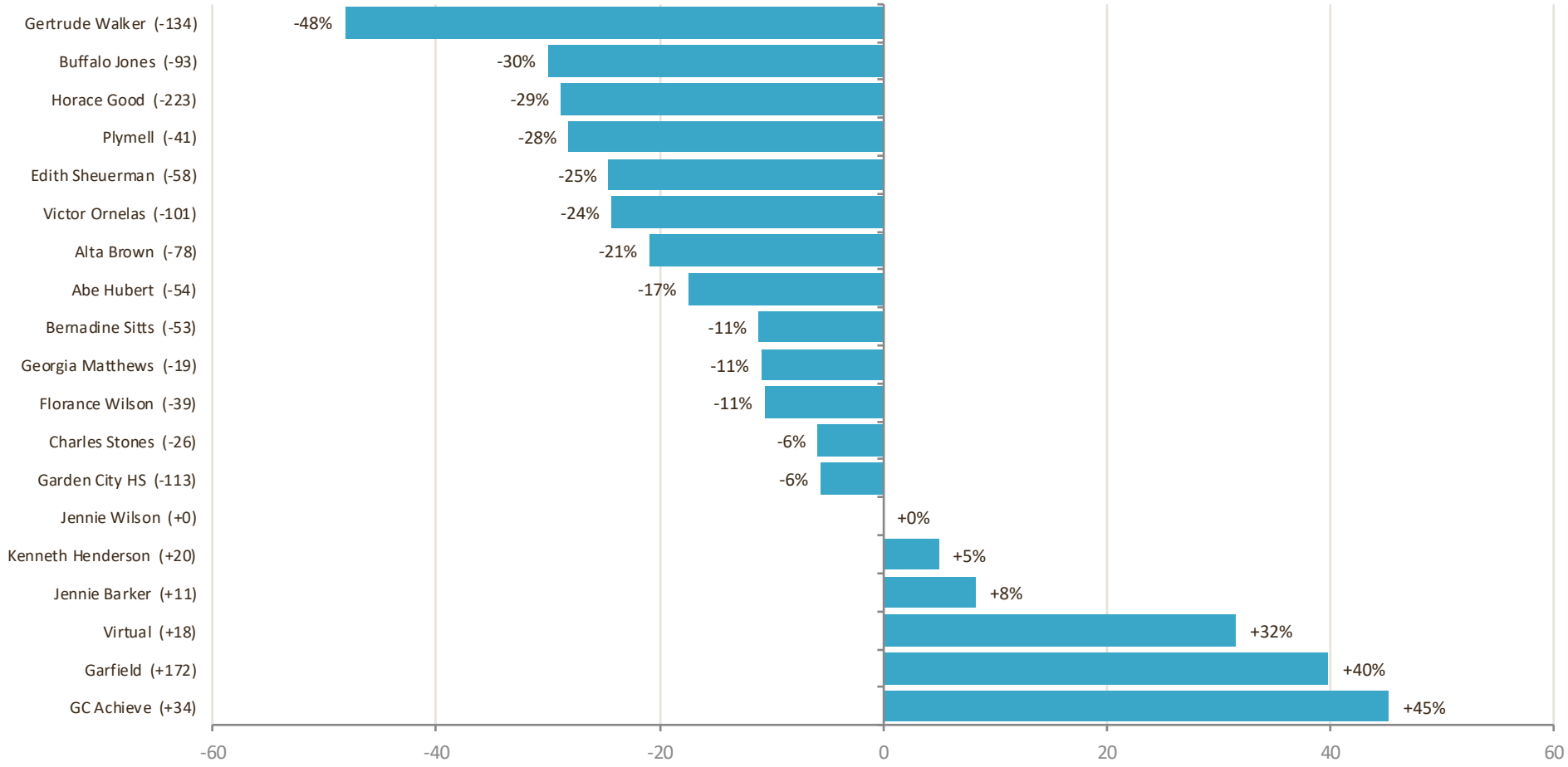
Grades 9-12

2,077

students

The smaller classes are in elementary. Today's kindergarten class of 436 is well below the current junior class of 554, about 118 less students, or roughly 21% smaller. We compare with juniors rather than seniors because early graduation thins the senior class each year. As these smaller cohorts move up, the decline now concentrated in elementary will gradually reach the intermediate, middle, and high school levels.

Total change by building, 2014-15 to 2026-27



Trends, not capacity. *School name shows the net student change; the bar shows the percent change. Buildings move in different directions even as the district declines. Gertrude Walker and Georgia Matthews have Georgia Matthews have transitioned to a one-track model, a single section per grade, as their enrollment declined.*

ELEMENTARY CLASS-SIZE OPPORTUNITY

Smaller classes as enrollment eases

23 to 22	25 to 24	27 to 26	−1
Kindergarten–Grade 2	Grade 3	Grade 4	**Reduced by 1 Per Classroom**

Current capped class sizes, 2026-27 (each reduced one student this year)

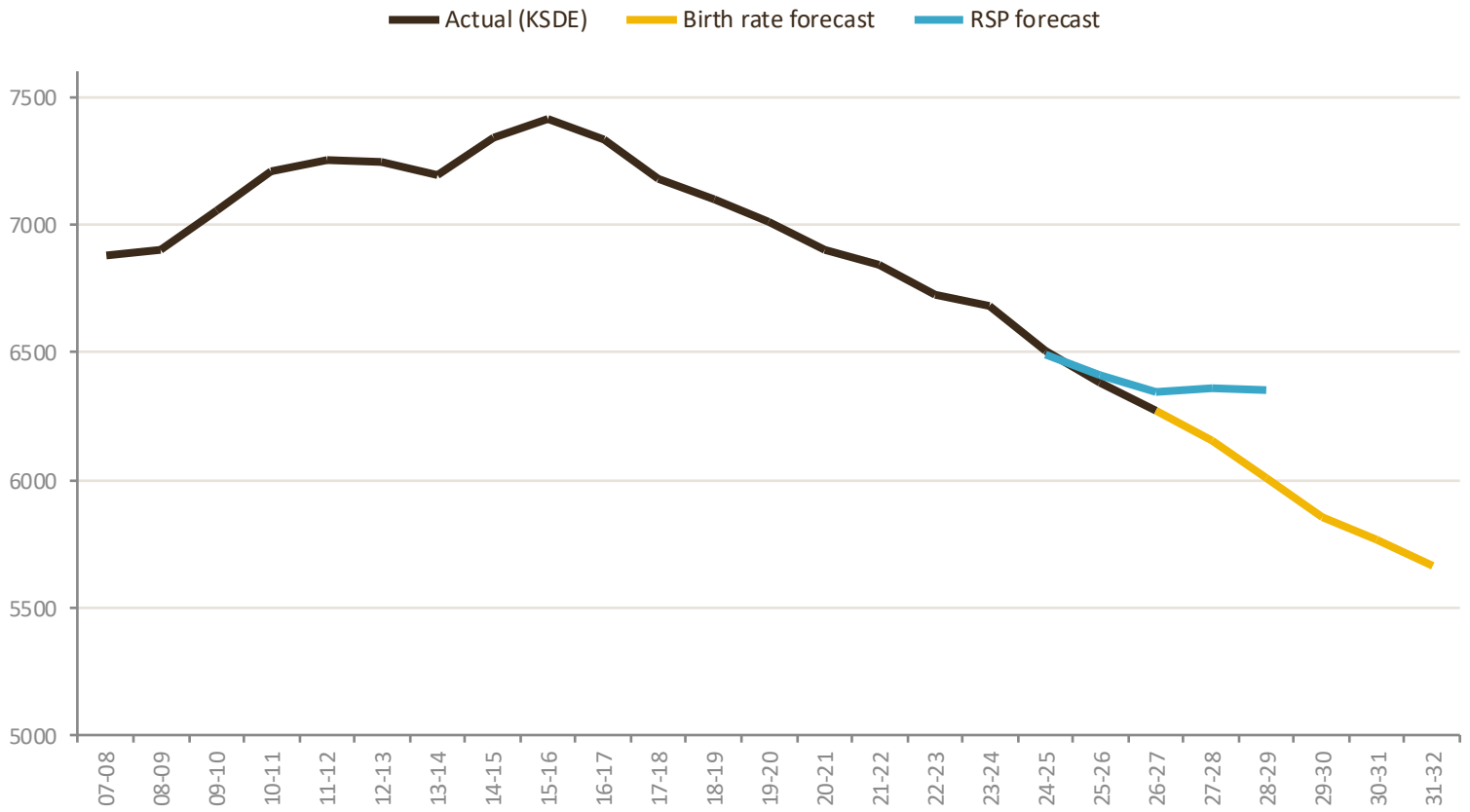
- **A step already taken.** Administration lowered the elementary cap by one student per grade this year, within existing resources.
- **Room to go further.** If resources allow, we may reduce the cap by another student in the future if enrollment continues to ease.
- **A floor for viability.** Classes under 13 students require the superintendent's permission, keeping small schools sustainable.
- **Why no secondary comparison.** We do not report a districtwide secondary average class size: electives and varied course sizes distort the measure.

Full elementary staffing model by track

Role	1-Track (per school)	2-Track (per school)	3-Track (per school)	District Total
Administrator	1	1	1	11
Administrative Intern	-	-	½	1.5
School Counselor	½	1	1	9
School Librarian	½	1	1	9
Instructional Coach	½	1	1	10.5
Interventionist	½	1	1.5	10.5
Intervention Para	1	2	3	21
Kindergarten Para	1	2	3	22

Track counts: four 1-track (Georgia Matthews, Gertrude Walker, Jennie Barker, Plymell), four 2-track (Abe Hubert, Buffalo Jones, Edith Sheuerman, Jennie Wilson), three 3-track (Alta Brown, Florance Wilson, Victor Ornelas). Garfield staffed separately. Kindergarten para required when a K class has 17+ students. "½" = half-time (0.5 FTE).

How we track the outside forecast



RSP has been close, near-term.

Actual vs RSP:
2024-25: +9
2025-26: −30
2026-27: −79

Any forecast becomes less precise the further out it goes, as as births, housing, and migration shift. We treat our birth-rate birth-rate projection as a single best estimate and update it every update it every year.

And what it does not do

IT DOES NOT

Solve declining enrollment.

Reconfiguration does not bring students back or change the birth trend. birth trend. The number of students we serve is driven by births, housing, housing, and migration, not by how we organize.

IT DOES

Help us organize around the enrollment we have.

It lets the district align staffing, facilities, boundaries, and current enrollment. It can create more neighborhood schools, resources more evenly across the district, use those resources and keep us flexible as conditions change.

WHAT ADMINISTRATION WILL MONITOR

Leading indicators we track every year

1 **Kindergarten capture**
Share of resident births that enroll in our K

2 **In-year mobility**
Students moving in and out during the year

3 **Housing development**
New rooftops that could bring families

4 **Early-childhood enrollment**
Preschool and pre-K as a leading signal

5 **Employer & migration patterns**
Local hiring and population movement

6 **Forecast vs actual**
How each year lands against projection

What declining enrollment lets us do, and what we must watch

OPPORTUNITIES

- Lower class sizes: more individual attention and more manageable intervention.
- Complete the K-5, 6-8, 9-12 reconfiguration well, without forcing students into crowded crowded buildings.
- Plan facilities deliberately: consolidate programs, build specialized spaces, renovate without disruption.
- Place staff and supports (interventionists, special education, counselors, coaches) where they are needed most.
- Repurpose underused space and move back toward neighborhood schools: community partnerships, increased elementary electives, and improved learning experience.

RISKS & TRADEOFFS

- Revenue follows enrollment: fewer students eventually mean fewer dollars, so today's today's staffing and space are not permanently affordable.
- Fixed costs do not fall with small declines: heat, maintenance, transportation, and building and building operations still continue.
- We have space, but much of it is in the wrong places, and aging buildings like Horace Good will still need to be addressed soon. Additionally, allowing in outside entities comes with risks.
- Program dilution: spreading staff across too many sites can shrink specialized services.
- Hard, emotional decisions on staffing and boundaries; families see a building as a community anchor.

The opportunities are real but not automatic. They require deliberate planning and acting early while we still have choices.

THE BOTTOM LINE

Declining enrollment is not a crisis. It is an opportunity that demands discipline.

It gives Garden City a chance to reduce class sizes, complete the long-discussed K-5, 6-8, 9-12 reconfiguration, and improve the student experience without overcrowding.

At the same time, we must stay fiscally disciplined. We cannot continue to staff and operate aging facilities as if enrollment will automatically return.

OUR RESPONSIBILITY: develop a long-term District Master Plan, use the space we have creatively, invest wisely in the buildings, and make decisions early enough to protect programs for students.

Memorandum

to: The USD457 Board of Education

thru: Josh Guymon, Superintendent

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

subject: Course Requests from Curriculum Council

date: 9-8-26

ISSUE:

USD457 and Garden City High School continue to examine courses to ensure we are meeting the needs of all students and providing relevant experiences.

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

1. New Requests - High School
   Sports Med II - adjusting course credit from 0.5 to 1.0 (semester course to a year-long course) as recommended by the state for the Sports Med II Course

2. Middle School PreCTE Course Name Changes to Align with State Names (no changes to course curriculum - no changes to what is being taught in the course):
   Middle School PreCTE Course Name Changes

ALTERNATIVES:

1. Approve the courses and changes as presented
2. Do not approve the courses and/or changes as presented

RECOMMENDATION:

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

FISCAL NOTE:

No additional funding is needed to fund these courses

ATTACHMENTS:

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Steve Nordby, Assistant Superintendent
DATE: 8/20/2026
RE: **Board Policy JGFGBA**

ISSUE & BACKGROUND:

The self-administration of medication is allowed for eligible students in grades K–12 under Policy JGFGBA. As used in this policy, medication includes, but is not limited to, a medicine for the treatment of anaphylaxis or asthma listed in current federal regulation as an inhaled bronchodilator or epinephrine delivery system. Self-administration is the student's discretionary use of an approved medication for which the student has a prescription or written direction from a healthcare provider.

The recommended revisions to policy JGFGBA would require a health providers order for students to self-administer medication, outlines a process for the district to revoke the privilege of self- administration, and provides protections for staff.

The attached replacement policy has been recommended by district counsel and approved by our Health Service Coordinator.

ALTERNATIVES:

No alternatives applicable

RECOMMENDATION & FISCAL NOTE:

District administration has reviewed the recommended revisions and believes they align with current district practices and legal obligations. Adoption of these revisions will ensure the district's policy manual remains current and compliant with state and federal requirements.

Administration recommends that the Board of Education adopt Policy JGFGBA following a second reading.

ATTACHMENTS:

Policy JGFGBA Student Self-Administration of Medication

JGFGBA - Student Self-Administration of Medications

(See JDDA, JDDAA, JGFGB)

Epinephrine and Inhalers

The self-administration of medication is allowed for eligible students in grades K–12. As used in this policy, medication includes, but is not limited to, a medicine for the treatment of anaphylaxis or asthma listed in current federal regulation as an inhaled bronchodilator or epinephrine delivery system. Self-administration is the student's discretionary use of an approved medication for which the student has a prescription or written direction from a healthcare provider.

As used in this policy, "healthcare provider" means a physician licensed by the state board of healing arts to practice medicine and surgery or a mid-level practitioner as defined in state law.

Student Eligibility

An eligible student shall meet all the following requirements:

- Have a written statement from the student's healthcare provider stating the name and purpose of any prescription medication;
- Know the prescribed or recommended dosage;
- Know the time the medication is to be regularly administered;
- Be able to articulate any additional special circumstances under which the medication is to be administered;
- Know the length of time for which the medication is prescribed; and
- The student shall also demonstrate to the healthcare provider or the provider's designee, as applicable, and the school nurse or the nurse's designee, as applicable, the skill level necessary to use the medication and any device that is necessary to administer the medication. In the absence of a school nurse, the school shall designate a person who is trained to witness the demonstration.

Authorization Required

With regard to prescription medications which are not administered on a regular schedule, the student's healthcare provider shall prepare a written treatment plan for managing the student's condition, such as asthma attacks or anaphylaxis episodes, and for medication use by the student during school hours. The student's parent or guardian shall annually complete and submit to the school any written documentation required by the school, including the treatment plan prepared by the student's healthcare provider. Permission forms shall be updated yearly. Authorization to self-administer medication expires at the end of each school year and does not carry over to a subsequent school year. The student's parent

or guardian shall promptly notify the school in writing of any change in the student's medication, dosage, or treatment plan, and shall be responsible for replacing any back-up medication that is expired, used, or recalled.

Employee Immunity

All teachers responsible for the student's supervision shall be notified that permission to carry medications and self-administer has been granted. The building principal or designee shall also ensure that the school nurse, building administrators, and any coach, activity sponsor, or other employee responsible for the student's supervision during school-sponsored activities receive the same notification. The school district shall provide written notification to the parent or guardian of a student that the school district and its officers, employees, and agents are not liable for damage, injury, or death resulting directly or indirectly from the self-administration of medication. Nothing in this policy shall be construed to impose on any employee a duty to monitor or remind a student to self-administer medication, to observe or verify self-administration, or to confirm the dosage, timing, or effectiveness of any medication self-administered under this policy. Nothing in this policy shall limit the authority of district personnel to summon emergency medical services or to otherwise respond to a medical emergency, including the administration of medication from an epinephrine kit maintained under policy JGFGB.

Waiver of Liability

The student's parent or guardian shall sign a statement acknowledging that the school district and its officers, employees, or agents incur no liability for damage, injury, or death resulting directly or indirectly from the self-administration of medication and agreeing to release, indemnify, and hold the district and its officers, employees, and agents harmless from and against any claims relating to the self-administration of medication allowed by this policy. The release and indemnification required by this policy shall apply to the fullest extent permitted by law, and if any portion is determined to be invalid or unenforceable, the remaining provisions shall remain in full force and effect. The district shall not grant or continue an authorization for self-administration of medication until the signed statement required by this policy is on file with the school.

Additional Requirements for Students Prone to Specified Emergencies

- The school district shall require that any back-up medication provided by the student's parent or guardian be kept at the student's school in a location to which the student has immediate access if there is an asthma or anaphylaxis emergency;
- The school district shall require that any medication provided under this policy be supplied in the original container labeled by the manufacturer or dispensing pharmacy with the student's

name, and shall not be required to accept or store medication that is expired, unlabeled, or provided in a container other than the original container;

- The school district shall require that necessary and pertinent information be kept on file at the student's school in a location easily accessible if there is an asthma or anaphylaxis emergency;
- Documentation submitted under this policy shall be maintained in the student's health record and shall be treated as confidential to the extent required by law, and shall be disclosed to district employees only as necessary to implement this policy or to respond to a medical emergency;
- Eligible students shall be allowed to possess and use approved medications at any place where the student is subject to the jurisdiction or supervision ~~or~~ of the school district, its officers, employees, or agents; ~~or~~ and
- The board may adopt policy or handbook language which imposes additional requirements relating to the self-administration of medication allowed for in this policy and may establish a procedure for, and the conditions under which, the authorization for student self-administration of medication may be revoked.

Over-the-Counter Medications

A student may self-administer specified over-the-counter medications for which the student has a prescription or written direction from a health care provider and ~~with~~ written parental authorization on file in the school office for the over-the-counter medication. The superintendent or designee shall specify in student handbooks the over-the-counter medications that may be self-administered under this policy, and shall require that any such medication be kept in the original manufacturer's packaging labeled with the student's name. Parental authorization under this section shall be renewed annually.

The student's parent or guardian shall sign a statement acknowledging that the school district and its officers, employees, or agents incur no liability for damage, injury, or death resulting directly or indirectly from the self-administration of over-the-counter medication and agreeing to release, indemnify, and hold the district and its officers, employees, and agents harmless from and against any claims relating to the self-administration of medication allowed by this policy.

Misuse of Medications

Self-administration of any medication, including prescription and over-the-counter medication, at a dosage or rate exceeding product label instructions may result in denial of the privilege to self-administer any medication and/or disciplinary action as outlined in ~~policy JDDAA~~ policies JDDA and JDDAA. Sharing, transferring, selling, or otherwise furnishing medication to another person, or

permitting another person to access the medication, is prohibited and may result in the same consequences.

The principal or superintendent may suspend a student's authorization to self-administer medication pending review upon reason to believe the student has misused the medication, furnished it to another person, or is unable to safely self-administer. Written notice of any suspension or revocation shall be provided to the student's parent or guardian. During any period of suspension or revocation, the district shall make arrangements for the student's medication to be administered or otherwise made available in accordance with the student's treatment plan and policy JGFGB.

Adopted: 8/9/04
Re-adopted: 7/25/01
Revised: 12/13/04; 10/17/05; 7/22/24; 2/17/25; 7/30/26; 9/14/26

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jill Reagle, Director of Nutrition Services
DATE: August 19, 2026
RE: Revision to BOE Policy EE Food Service Management

ISSUE:

The Board of Education is asked to review and approve the additions made to BOE Policy EE Food Service Management regarding alternative breakfast meals that will be offered when students exceed the maximum charge allowance.

BACKGROUND:

This policy was reviewed and approved at a July BOE meeting. It included a brief description of the alternative lunch meal that would be provided to students who had exceeded the maximum charge allowance. It did not include a description of an alternative breakfast meal. This revision includes an update to include the alternative breakfast meal that will be served to students who have exceeded the maximum charge allowance.

ALTERNATIVES:

No alternatives available.

RECOMMENDATION:

The Nutrition Department recommends the changes to the policy as submitted.

FISCAL NOTE:

No fiscal implications

ATTACHMENTS:

BOE Policy EE Food Services Management
revisions

EE - Food Services Management

(See EBBD)

A supervisor may be hired by the board to oversee the district's food service program.

Sanitation Inspections

The Nutrition Service Department shall inspect each cafeteria to ensure that proper sanitation procedures are being followed.

Records

The supervisor shall be responsible for keeping food service records required by state and federal laws and regulations.

The supervisor shall be under the direct supervision of the superintendent and shall have control over all aspects of the district's food service programs subject to board policy, rules and state and federal regulations.

Meal Prices

Meal prices shall be determined by the board.

Free or Reduced Price Meals

Parents or guardians of students attending schools participating in federal school meal programs must be informed of the availability of reimbursable school meals and provided with information about eligibility and the process for applying for free or reduced price meals on or before the start of school each year. Access to this policy will be provided to parents or guardians when they receive information regarding eligibility and applying for free or reduced price meals.

Unpaid Meal Charges

The district's meal charging requirements are as follows.

A charge account for students paying full or reduced price for meals may be established with the district. Students may charge no more than $11.40 in the elementary grades, $9.10 in the middle or junior high grades, and $3.45 in the high school grades for the purchase of meals to this account. Charging of a la carte or extra items to this account will not be permitted.

Any student failing to keep a charge account solvent as required by this policy shall not be allowed to charge further meals until the negative account balance has been paid in full. However, such students will be allowed to purchase a meal if the student pays for the meal when it is received. ~~Students who have charged the maximum allowance to this account and cannot pay out of pocket for a meal will be provided an alternate meal consisting of a peanut butter, nut butter alternative, or deli meat sandwich, fruit, vegetable, and milk.~~ Students who have charged the maximum allowance to this account and cannot pay out of pocket for a meal will be provided an alternate breakfast meal consisting of cereal, milk and

fruit, or lunch meal consisting of a peanut butter, nut butter alternative, or deli meat sandwich, fruit, vegetable, and milk. Care will be taken by staff members requesting and distributing any alternate meals per this policy to do so discretely, while protecting the privacy of the student and the student's parent or guardian regarding negative account balances. When providing an alternate meal, district staff will provide reasonable accommodations to students with disabilities with special dietary needs.

At least one verbal and one written warning shall be provided to a student and the student's parent or guardian prior to denying meals for exceeding the district's charge limit. Access to this policy will be provided to the student's parent or guardian with the written warning. If payment of the negative balance is not received within 5 working days of the maximum charge limit being attained, the debt will be turned over to the superintendent or superintendent's designee for collection in accordance with board policy DP. If the debt is not paid within 10 days of mailing the final notice of the negative account balance under policy DP, it shall be considered bad debt for the purposes of federal law concerning unpaid meal charges. Bad debt must be written off as an operating loss and restored using non-Federal funds, even if it has been turned over for collection through other legal means.

Payments for school meals may be made at the school or district office, at the point of service of school meals, or online at https://family.etrition.com/p/GC457 or the parent page of gckschools.com (EZ Meal Pay). Students, parents, and guardians of students are encouraged to prepay meal costs.

The district will provide a copy of this unpaid meal charges policy to all households at or before the start of school each year and to families and students that transfer into the district at the time of transfer. The terms of this policy will also be communicated to all district staff responsible for enforcing any aspect of the policy, a copy of the policy will be posted in district meal service facilities, and the policy will be made available on the district's website and social media accounts. Records of how and when it is communicated to households and staff will be retained.

Adopted: 12/16/91
Revised: 8/14/17; 5/23/22; 7/22/24; 7/30/26; 9/14/2026

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Steve Nordby, Assistant Superintendent
DATE: 9/1/2026
RE: **Board Policy IDAD**

ISSUE & BACKGROUND:

Policy IDAD was in need of revision to better align with Federal law and U.S. Department of Education guidance on parent and family engagement. This new guidance requires districts to take active steps to engage parents and families and document parent engagement actions. These recommended changes allow us to meet requirement for districts receiving Title I funds.

The attached policy revision and parent-engagement actions have been recommended by KASB and developed by our Supplemental Programs Coordinator.

ALTERNATIVES:

No alternatives applicable

RECOMMENDATION & FISCAL NOTE:

District administration has reviewed the recommended revisions and believes they align with current district practices and legal obligations. Adoption of these revisions will ensure the district's policy manual remains current and compliant with state and federal requirements.

Administration recommends that the Board of Education adopt Policy IDAD and Parent Engagement Plan following a second reading.

ATTACHMENTS:

Policy IDAD Title 1 Policy and Parent Engagement Plan

IDAD - Title I Programs

The board shall ensure the district's Title I programs operate in accordance with federal laws and conditions, including implementing the following:

- The district will establish and operate programs, activities, and procedures for the involvement of parents in all Title I schools that are planned and operated with meaningful consultation with parents of participating children.
- The district will work with its schools to ensure that required school-level parent and family engagement policies are developed and that each school has a school-parent compact outlining shared responsibilities for improving student academic achievement.
- The district will incorporate this Parent and Family Engagement Policy into its overall Title I plan.
- To the extent practicable, the district will provide opportunities for informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Parents will be informed of their right to request additional meetings and to provide input if the Title I plan is not satisfactory.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the statutory definition of "parent and family engagement," and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
    - Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - that parents play an integral role in assisting their child's learning;
        - that parents are encouraged to be actively involved in their child's education at school;

        - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
        - the carrying out of other activities.
    - The school district will inform parents and parental organizations of the purpose and existence of the Kansas Parent Information Resource Center (KPIRC).

The board shall strongly encourage parental involvement in the district's Title I program. The superintendent is responsible for administering the district's Title I program.

Implementation of District-Wide Parent-Family Engagement Policy

The district will adopt and implement a plan to accomplish the required components of this policy.

Annual Parent Meeting

Parents shall receive information about the Title I program, the curriculum, academic assessments, and required proficiency levels, and their right to request additional meetings. All parents of Title I students shall be invited to the meetings. The board shall designate at least one meeting date each school year to provide parents of Title I students with an opportunity to meet with school personnel in order to participate in the design and implementation of the Title I program.

Annual Evaluation

The district shall conduct, with involvement of parents, an annual evaluation of the contents and effectiveness of this policy and the accompanying plan. The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the policy and accompanying plan.

Adopted: 12/13/99

Revised: 8/11/03, 11/15/04; 10/20/14; 7/30/26

Reviewed: 7/22/24

IDAD - TITLE I PROGRAMS

Regulation – Title I
District-Wide Parent and Family Engagement Plan

NOTE: This document MUST be approved by board action to become policy. File with clerk, distribute to principals and duplicate as necessary in district newsletters and other documents.

1. The district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan:

- Scheduling **regular planning meetings** specifically for policy development and revision.
- Distributing drafts of the plan through **district newsletters** and other communication channels to solicit feedback.
- Maintaining a **log of parent attendance and major topics discussed** to ensure their input is recorded and addressed.

2. The district will take the following actions to involve parents and family members in developing the local educational agency plan, and support and improvement plans:

- **Standardized Documentation:** Use the district's **official "Title I Parent Involvement: Policy Development Meetings" form** to record all parent attendance, discussion topics, and proposed changes during plan development.
- **Public Review Periods:** Distribute draft versions of the LEA and support plans through **district newsletters and official documents**, allowing for a transparent feedback window before the plans are finalized.
- **Establish a Formal Advisory Council:** Create a permanent **district-wide parent advisory council** specifically tasked with providing ongoing advice on the development and revision of Title I programs and plans.
- **Barrier-Specific Focus Groups:** During the annual evaluation, host targeted sessions with parents who are **economically disadvantaged, have limited English proficiency, or are from minority backgrounds** to ensure their specific needs are reflected in the improvement plans.
- **Direct Principal/Staff Liaison:** Assign district-level personnel to provide **technical assistance and coordination** to Title I schools, ensuring their individual school-level plans align with the broader district-wide educational agency plan.
- **Strategic Capacity Sessions:** Conduct workshops focused on **monitoring student progress and understanding state assessments**, then use the parent feedback from these sessions to identify gaps in the current support and improvement plans.
- **Flexible Feedback Options:** To maximize participation in plan development, offer **meetings at various times** or conduct **in-home conferences** for parents who cannot attend traditional school-based sessions.
- **Board-Level Validation:** Submit the final developed plans for **official board action** to ensure the engagement strategies are integrated into formal district policy

3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- **Conducting surveys or focus groups** to identify barriers for parents who are economically disadvantaged, disabled, have limited English proficiency, or are from minority backgrounds.
- Reviewing academic data to determine the **needs of parents and family members** to better assist with their children's learning.
- Forming a committee (including parents) responsible for **using evaluation findings to design evidence-based strategies** and revise the policy.

4. The district will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies of the following other relevant Federal, State, and local programs: [Insert program name[s]].
    - Parents as Teachers
    - Title III
    - Title I Part C
    - IDEA
    - McKinney Veneto

- Providing **literacy training and technology classes** to help parents work with their children at home.
- Distributing **equipment or materials** necessary for parents to successfully participate in these training sessions.
- **Establish Parent Resource Centers:** Create physical or digital hubs that provide resources and support across multiple programs (e.g., Title I, Early Childhood, ESOL) to encourage fuller participation in student education
- **Develop Community Partnerships:** Formally define roles for **community-based organizations, local businesses, and faith-based organizations** to provide additional support and resources for family engagement activities.
- **Standardize Communication Channels:** Ensure all information regarding parent programs and activities is sent in a **uniform and understandable format** across all integrated programs to reduce confusion and increase accessibility
- **Facilitate Cross-Program Planning:** To the extent feasible, align Title I engagement strategies with the requirements of other relevant Federal and State programs to create a cohesive experience for families.

5. The district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions.

    The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary (and with the involvement of parents), its parent and family engagement policies.

- **Establish an Evaluation Committee:** Designate the Title I Coordinator or a specific district administrator to lead an annual evaluation committee comprised of school leaders, teachers, and a representative group of Title I parents.
- **Conduct Multi-Method Data Collection:**
    - **Annual Surveys:** Distribute surveys to all Title I families to identify barriers to participation and assess the effectiveness of current engagement activities
- **Parent-Led Review of Academic Impact:** Involve parents in reviewing school-wide academic progress data (aggregated) to determine if engagement strategies are effectively supporting student achievement as intended
- **Formalize the Revision Process:** Schedule a dedicated year-end meeting where the evaluation committee reviews findings to draft "Proposed changes" to policy IDAD. These findings must be used to design **evidence-based strategies** for the following school year.
- **Accessible Reporting of Findings:** Summarize evaluation results and proposed policy revisions in an **understandable and uniform format** (and in multiple languages as practicable) to be shared in district newsletters or other public documents.
- **Board Validation:** Present the final evaluation report and any resulting policy revisions to the **Board of Education for official approval**, ensuring the evaluation leads to binding district policy.

6. The district will build the schools' and parent's capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    a. The district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        - the State's challenging State academic standards,
        - the State and local academic assessments including alternate assessments,
        - the requirements of Title I, Part A,
        - how to monitor their child's progress, and
        - how to work with educators:

- **Annual Title I Informational Meeting:** Organize a dedicated meeting at the beginning of the school year to explain the **requirements of Title I, Part A**, and the rights of parents to be involved in their child's education.
- **Standards and Assessment Workshops:** Host "Academic Success Nights" or workshops that provide plain-language explanations of the **challenging State academic standards** and the various **State and local academic assessments**, including alternate assessments.
- **Progress Monitoring Training:** Offer classes or digital tutorials showing parents how to use district tools (such as online portals) to effectively **monitor their child's progress** and interpret academic data.
- **"Partnering with Educators" Seminars:** Facilitate sessions that teach parents effective communication strategies and **how to work with educators** as equal partners in the educational process.

- **In-State and Out-of-State Conferences:** Support parent and staff attendance at **professional conferences** focused on family engagement and student achievement to bring best practices back to the district.
- **Provision of Learning Materials:** Distribute **necessary equipment or materials**, such as literacy kits, technology, or training manuals, to ensure parents have the resources needed to support learning at home.
- **Flexible Meeting Formats:** To ensure all families can participate, arrange these capacity-building activities at **a variety of times** or conduct **in-home conferences** for those unable to attend school-based sessions.
- **Wraparound Support for Attendance:** Use Title I funds to provide **transportation and childcare costs**, ensuring that logistical barriers do not prevent parents from attending these workshops and training sessions.
- **Peer Mentoring Programs:** Train parents to **mentor and involve other parents**, creating a sustainable network of families who understand how to navigate the school system and support academic success.

b. The district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:

- **Offer Literacy Training Programs:** Provide targeted literacy workshops for parents, utilizing Title I, Part A funds if other funding sources have been exhausted, to help them support their children's reading and writing development.
- **Conduct Technology Workshops:** Host sessions that teach parents how to use educational technology and school-related digital platforms to foster better engagement and monitoring of student work.
- **Establish Parent Resource Centers:** Create dedicated centers that provide parents with access to educational materials, equipment, and resources designed to support learning at home.
- **Distribute Learning Materials and Equipment:** Provide parents with the necessary materials, such as books, literacy kits, or other educational tools, to ensure they can successfully implement learned strategies at home.
- **Implement Flexible Training Schedules:** Arrange training sessions and workshops at a variety of times, or offer in-home conferences, to ensure parents who cannot attend school-based meetings are still able to receive training.
- **Collaborate with Community Organizations:** Partner with local businesses, faith-based organizations, and other community groups to provide additional literacy and technology resources for families.

c. The district will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- **Professional Development on Equal Partnership:** Conduct regular workshops for all school staff focused on strategies for **communicating with and reaching out to parents as equal partners** in their child's education.
- **Engagement "Model Approach":** Support for **model approaches** for parent engagement, providing staff with proven frameworks for building strong ties between home and school.
- **Technical Assistance for Program Coordination:** Provide school leaders and staff with **technical assistance** on how to effectively plan, implement, and coordinate parent programs at the building level.
- **Staff Education on Parent Contributions:** Host seminars or review sessions that highlight the **value and utility of parent contributions** to the school community and student academic achievement.
- **Resource Center Integration Training:** Train staff on how to utilize and promote **parent resource centers** as a way to encourage and support fuller parent participation in school activities.
- **Documentation and Accountability:** Use standardized district forms, such as the **"Title I Parent Involvement: Policy Development Meetings" form**, to track staff attendance at engagement training and record feedback on the effectiveness of these professional development sessions.
- **Coordination with Other Programs:** Train staff on how to **integrate engagement strategies** across different federal and state programs (like Head Start or state preschools) to provide a cohesive experience for families.

d. The district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- **Establish and Maintain Parent Resource Centers:** Create dedicated physical or digital spaces that provide parents with access to educational materials, technology, and training resources to support their children's learning.
- **Joint Programming with Early Childhood Initiatives:** Align engagement activities with **Federal, State, and local programs**, to ensure a smooth transition and consistent support for families.
- **Coordinate Literacy and Technology Training:** Offer unified training sessions, such as **literacy and technology classes**, that are shared across different federal and state programs to maximize reach and efficiency.
- **Engage Community Stakeholders:** Develop formal roles for **community-based organizations, local businesses, and faith-based organizations** to provide additional resources, guest speakers, or space for parent engagement activities.
- **Provide Wraparound Support for Participation:** Use Title I funds (if other sources are exhausted) to cover **transportation and childcare costs**, making it feasible for parents to participate in meetings and resource center activities.
- **Conduct Home-School Outreach:** For parents unable to visit resource centers or attend school-based events, arrange **in-home conferences** or distribute mobile resource kits to ensure they can still participate in their child's education.
- **Streamline Communication Across Programs:** Ensure all information regarding integrated programs and resource center activities is sent in a **uniform and understandable format**, including alternative languages and formats as practicable.

- **Utilize Parent Advisory Councils:** Involve a **district-wide parent advisory council** to provide ongoing feedback on how to best coordinate these various programs and activities to meet the actual needs of families.

e. The district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- **Establish a Uniform Communication Template:** Utilize a standardized format for all Title I notices, newsletters, and meeting invitations to ensure consistency and readability across the district.
- **Provide Translation Services:** To the extent practicable, provide translated versions of all essential parent notifications and documents in the languages spoken by the student population.
- **Offer Alternative Formats:** Maintain a protocol for fulfilling requests for information in alternative formats, such as large print, audio, or digital versions, to accommodate parents with disabilities or literacy needs.
- **Utilize Professional Interpreters:** Provide on-site or telephonic interpreters for district-wide meetings and parent-teacher conferences to ensure parents with limited English proficiency can participate as equal partners.
- **Conduct Plain Language Reviews:** Review all outgoing materials to ensure they are written in clear, non-technical language that avoids educational jargon, making the information accessible to parents with limited literacy.
- **Multi-Channel Distribution:** Disseminate information through various platforms, including **district newsletters**, official school documents, the district website, and social media, to reach parents where they are most likely to receive it.
- **Document Accessibility Efforts:** Use the official **"Title I Parent Involvement: Policy Development Meetings" form** to record when translation or alternative formats were provided and to track the effectiveness of communication methods.
- **Personalized Outreach:** For parents unable to access standard written or digital communications, offer **in-home conferences** or direct phone calls to ensure they are informed about school programs and their child's progress.

Approved:

KASB Recommended Regulation – 7/03; 1/04; 6/25

Title I Parent Involvement: Policy Development Meetings

USD 457, Finney County, KS

Date of meeting/s (fill out sheet for each meeting): _____

Parents present (list names, address, phone, child's name):

Name	**Address**	**Phone**	**Child's Name**

Major topics discussed:

Proposed changes (if any) made to policy IDAD:

Administrators and other school employees present:

Name	**Title/Position**	**Building**

Copies to: Clerk of the Board; Superintendent of Schools; School Principal

Approved by Board of Education as Policy/Regulation: _____date

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: September 14, 2026
RE: Managed Printing Contract

ISSUE:

The Board of Education is asked to approve the transition from its current collection of copier contracts, standalone printers, and decentralized toner purchasing practices to a managed print program that standardizes equipment, centralizes support and supply management, and improves accountability for district printing operations.

BACKGROUND:

The district currently operates a variety of copiers and printers throughout its facilities. Under the existing model, toner and ink are purchased through multiple vendors and departments, creating inconsistent purchasing practices and reducing visibility into overall printing costs. Jessica and Casey have evaluated a managed print solution contract with Century Business Technologies that includes a standardized fleet of 39 copier units, service and maintenance, toner, repairs, implementation support, and PaperCut print-management software. The proposal is designed to improve financial accountability, reduce staff time spent troubleshooting equipment and ordering supplies, provide districtwide access to color printing, and eliminate the need to maintain multiple toner inventories. PaperCut software will provide enhanced reporting capabilities, usage tracking, secure printing options, and centralized administration, allowing the district to better monitor printing behavior and make more informed resource decisions.

ALTERNATIVES:

Continue current operations and procedures.

RECOMMENDATION:

1. Approve the proposed contract from Century Business Technologies
2. Deny the proposal.
3. Recommend an alternative solution.

FISCAL NOTE:

The proposed transition to centralized color copiers and the passed elimination of individual color printers is expected to reduce annual cost of approximately $26,816 through lower supply expenditures, reduced maintenance and service contracts, and improved print management.

$187,776 from 016 E 1000 730 0000 001 002 00 DW Copiers

ATTACHMENTS:

Century Business Technologies Proposal

July 6, 2026

USD 457

2026 Refresh

PRESENTED BY

Keith Rathbun

Managed Print Proposal

CREATING SMARTER SOLUTIONS TOGETHER

Submitted By:

Keith Rathbun

Keith.Rathbun@centuryks.com

Color Fleet Refresh

Qty	Model	Description
4	Ricoh IM 4510	45 PPM COLOR Device
		2 x 550-sheet Paper Trays
		Cabinet
Locations:	Super Off, Enrollment, JDA, Athletics Off	



Qty	Model	Description
6	Ricoh IM 4510	45 PPM COLOR Device
		1K Stacking 50-sheet Staple Finisher
		4 x 550-sheet Paper Trays
Locations:	Instruction, SPED Support Ctr, SPED Early Childhood, HS Off., Business Off., Transportation	



Qty	Model	Description
21	Ricoh IM C6510	65 PPM COLOR Device
		3K Stacking 50-sheet Staple Finisher
		Cabinet2 x 550-sheet + 2,100-sheet Split Tandem Paper Trays
Locations:	HS, HG, KH, BS, CS, & all Elementary	



Qty	Model	Description
6	Ricoh IM C320F	32 PPM Color Device
		1 x 250 sheet Paper Tray
		Tall Cabinet
Locations:	Debate Rm, JDC, IT, Plant Facilities, Student Records, ESL	



Qty	Model	Description
2	Ricoh Pro 8420S	136 PPM BW Device
		8,000 sheet Paper Capacity
		3K Booklet Finisher
Locations:	Print Center	



Project Investment Details

Current Annual Investment -	$151,143 (38 units)
Average Annual Volumes –	7,200,000 BW Images/Year 30,000 Color Images/Year

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Color MFP Annual Renewal -	$169,188 (39 units)
Included Base Annual Volumes –	7,200,000 BW Images/Year 30,000 Color Images/Year
PaperCutMF 5-year Licensing -	$18,588 / yr.

Turnkey installation for all equipment & software – delivery, setup, configuration, & end user training.

All-inclusive service including all parts, toner, labor, and mileage – excludes paper & staples

All pricing configurations are based on the State of Kansas contract #43340

Managed Printing
USD 457 Refresh

Managed Print Strategy

Recommendation moves the district from a collection of individual printers and copiers to a managed print program.

Focus is on controlling printing costs, standardizing equipment, and improving accountability.

Not just purchasing new equipment.

Financial Impact: Current vs. Proposed

Current Copier Contracts $151,143
Proposed Color Copier Fleet $169,188
PaperCut print-management Software $18,588

Current: $151,143
Proposed: $187,776

Net Increase of $36,633 Annually
BUT……..

State Contract #43340 – Century Business Technologies

Current Toner & Ink Spend

Tech Purchases: $33,418

Amazon Purchases: $18,222

Other Companies: $11,809

FY26 Annual Spend $63,449

Net Savings of $26,816

Current Situation

We have 149 color printers across the district.

High Capacity Color Cartridges	Versalink C320 and C325 - $522.00	Versalink C410 - $502.00	Versalink C620 - $853.00
Cyan	$254.00	$286.00	$420.00
Black	$224.00	$229.00	$392.00
Yellow	$254.00	$286.00	$420.00
Magenta	$254.00	$286.00	$420.00
Total	**$986.00**	**$1,087.00**	**$1,652.00**

What is included in the Proposal?

* Paper & Staples are not included

- Standardized Equipment for all buildings
  - 39 total units (currently have 38 copiers)
- Predictable Service Costs
- 7,200,000 B & W images/yr
- 30,000 Color images/yr
- Labor and Maintenance on Repairs
- Toner

Additional Benefits

- Districtwide access to color printing
- User training and implementation support
- PaperCut accountability and reporting tools
- Improved monitoring of printing behavior
- Elimination of standalone color printers
- Elimination of multiple toner inventories
- Elimination of inconsistent purchasing practices
- IT Support
    - Reduced Internal Staff Time
        - Troubleshooting
        - Ordering Supplies
        - JETs
    - Reduction of Downtime on devices

PaperCut: Accountability & Print Management

Tool to track usage, control access, route print jobs efficiently, and make data-informed decisions about equipment and resources. Can monitor patterns and reduce waste from excessive printing.

- Improved cost accountability
  - Allocations, Tracking
- Better reporting for decision making
  - Built in reports for misc uses
- Secure and convenient printing
- Centralized administration
  - Web based dashboard
- Expanded scanning functionality

Recommendations

- Terminate current copier contracts totaling $151,143 annually
- Approve proposed State Contract #43340 with Century Business Technologies, including PaperCut, in the amount of $187,776
- Eliminate standalone color printers after existing color ink and toner inventory is used
- Permit black-and-white printers where operationally necessary
- Require all future toner and ink purchases to be coordinated through the Technology Dept

Thank you

MEMORANDUM

TO: Board of Education
THRU: Josh Guymon, Superintendent
FROM: Jessica Nothern, Chief Financial Officer
DATE: September 8, 2026
RE: Purchase of a PAT Vehicles

ISSUE:

The Board of Education is asked to approve the bid for two used Chevrolet Malibu Sedans for the Parent As Teachers program.

BACKGROUND:

These vehicles will be used by our Parent Educators that do home visits for PAT. We are slowing building them their own fleet in lieu of them paying mileage, fuel, and repairs on district vehicles.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

1. Approve the bid from Lewis Motors
2. Deny the bid
3. Rebid the purchase

FISCAL NOTE:

This purchase has been budgeted for this fiscal year from the following account:

PAT – Vehicle Expense
28.E.2650.730.0000.021.002.00

Adequate balances remaining for this purchase.

Total - $41,998.00

ATTACHMENTS:

Lewis Motors Bid

Bidders List
(1) New Full Size, 3/4 Ton 4x4 Pick-up

Brogden Motors
Cole Reed
409 E Fulton St.
Garden City, KS 67846
620-277-3075
creed@brogdenauto.com

Burtis Motor Company
Angel Alva/R. Kirchoff
601 W Kansas Ave
Garden City, KS 67846
620-765-6338
aalva@burtismotor.com
rkirchoff@burtismotor.com

Lewis Motors
1903 US-50 BUS
Garden City, KS 67846
mike_shook@buylewis.com
tanner lucas@buylewis.com
620.275.7171

Bid Tabulations
(2) New or Certified Pre-owned, Mid-Size, 4-Door Sedans: PAT

BID NO: 2027-03

Bid Opening: September 4, 2026

Vendor	Bid	Total
Brogden Motors	**No Bid**	
Burtis Motors	**No Bid**	
Lewis Motors	**$20,999.00 per vehicle**	**41,998.00**

RECOMMENDATION: To accept the bid from Lewis Motors, in the amount of $**41,998.00**

Payment to be made from budgeted funds in account:
PAT - Vehicle Expense 028.E.2650.730.0000.021.002.00

Jessica Nothern, Chief Financial Officer
1205 Fleming St.
Garden City, KS 67846

Please accept the following as Lewis Chevrolet of Garden City's response to USD 457's Request for Proposals for a mid-sized four-door sedan. **The final cost for both vehicles would be $41,998.00. I have provided an itemized breakdown of costs below.**

2024 Chevrolet Malibu LT
Odometer: 51,994
Exterior Color: Summit White
Interior Color: Jet Black
MPG: 28 MPG Highway, 36 MPG City and Mixed Driving
Remaining warranty terms:
8,006 or 28 months on the 60 months, 60,000 mile Powertrain Warranty
8,006 or 28 months of Roadside Assistance
20,006 or 40 months of Safety Restraint System coverage

MSRP:	$22,895.00
SALES PRICE:	$20,600.00
FEES:	$ 399.00
TOTAL PRICE:	$20,999.00

2024 Chevrolet Malibu LT
Odometer: 54,599
Exterior Color: Summit White
Interior Color: Jet Black
MPG: 28 MPG Highway, 36 MPG City and Mixed Driving
Remaining warranty terms:
5,401 or 28 months on the 60 months, 60000 mile Powertrain Warranty
5,401 or 28 months of Roadside Assistance
14,401 or 40 months of Safety Restraint System coverage

MSRP:	$22,895.00
SALES PRICE:	$20,600.00
FEES:	$ 399.00
TOTAL PRICE:	$20,999.00

Please feel free to contact our office directly if you have any questions or concerns regarding this bid. Thank you for the opportunity and we look forward to working with you.

Sincerely,

Tanner Lucas
Sales Manager
Lewis Chevrolet of Garden City
O: 620-275-7171
C: 620-277-5994
Tanner_Lucas@buylewis.com

USD 457
GARDEN CITY PUBLIC SCHOOLS

Jessica Nothern, Chief Financial Officer
1205 Fleming St
Garden City, KS 67846
jnothern@gckschools.com
(620) 805-7007

August 21, 2026

The Board of Education, Unified School District #457, is requesting bids for **(2) New or Certified Pre-Owned, Mid-size, 4-Door Sedans.** Bids must be mailed, emailed, or delivered to the office of the Financial Officer **by 2:00PM Friday, September 4th, 2026**, and will be publicly opened at that time. Board action will be taken on **Thursday, September 24th, 2026** at the regular school board meeting. A bid specification sheet is attached and the following conditions apply:

- Pricing shall be FOB Garden City, KS.
- Award will be all to ONE vendor.
- The District reserves the right to reject any or all bids, to waive any informalities, irregularities or technical defects in bids, and unless otherwise specified by the District to accept any item or groups of items in the bid, as may be in the best interest of the District.
- Time (days, weeks, etc.) required for delivery is a significant consideration with respect to this award process. The time required for delivery must be indicated in the space provided or your bid may be found non-responsive and may not be considered.
- Bid shall include copies of pertinent warranty information pertaining to the product offered. The bidder agrees that equipment furnished under any resultant purchase order issued by Garden City Kansas Public Schools shall be covered by commercial warranties the contractor gives to any customer for such supplies. All warranty information and certificates shall be furnished and become the property of the District upon delivery and acceptance of said items and/or the contractor must honor services and all rights and remedies stated in the warranties.
- All items are new manufacture unless otherwise specifically stated in this bid.
- All installations will be warrantied for a year beyond substantial completion.
- All products must have passed the first line quality standard as set by the manufacturer and no seconds, blemished articles or items having defective workmanship are included.
- Bidder shall notify the District immediately of any changes to specifications made by the manufacturer for the equipment listed.
- Bid may not be considered if a service charge, minimum dollar or minimum quantity order is applied.
- Bidder shall acknowledge all addenda for this bid and include the form acknowledgements with their bid.
- Bids are to be sealed and marked "**BID – 4 Door Sedans**".

GARDEN CITY
PUBLIC SCHOOLS

Jessica Nothern, Chief Financial Officer
1205 Fleming St
Garden City, KS 67846
jnothern@gckschools.com
(620) 805-7007

Bids are to be sent to:

Jessica Nothern, Financial Officer
USD 457
1205 Fleming
Garden City, KS 67846

OR ***jnothern@gckschools.com***

If you should have any questions regarding this bid or the specifications, please contact me at 620-805-7007.

Best regards,

Jessica Nothern

GARDEN CITY
PUBLIC SCHOOLS

USD 457

Jessica Nothern, Chief Financial Officer
1205 Fleming St
Garden City, KS 67846
jnothern@gckschools.com
(620) 805-7007

BID FORM

By signing this bid form, the vendor certifies the equipment being offered meets or exceeds all requirements and conditions of the bid, special provisions and specifications. In compliance with the above and subject to all the conditions hereof, the undersigned offers and agrees to furnish all items upon which prices are quoted, at the price set opposite each item.

The undersigned certifies that no Federal, State, County or Municipal tax is included in the quoted prices and that none will be added. Public schools are EXEMPT. Exemption certificates will be provided upon request.

Pricing *(Unit Cost Including All Options and Less any Applicable Incentives)*

Vendor Name: Lewis Chevrolet of Garden City

(2) 4-Door Sedans ($20,099 + $20,999)

How long to receive these (calendar days): Day of Award

WE HEARBY AGREE TO FURNISH THE ITEMS ON WHICH PRICES ARE QUOTED ABOVE IN ACCORDANCE WITH ALL TERMS AND CONDITIONS PREVIOUSLY LISTED AND ANY ATTACHED SPECIFICATIONS.

Signature: _____ Date: 9/1/26

Printed Name: Tanner Lucas Title: Sales Manager

Email: Tanner_Lucas@Buylewis.com

Addenda to Bid (Y/N) _____

GARDEN CITY
PUBLIC SCHOOLS
USD 457

Jessica Nothern, Chief Financial Officer
1205 Fleming St
Garden City, KS 67846
jnothern@gckschools.com
(620) 805-7007

BID FORM

☐ BIDDER IS AN INDIVIDUAL-

Name of Individual: _____

Name of Business: _____

Mailing Address: _____

Business Phone No.: _____

Business Fax No.: _____

☐ BIDDER IS A PARTNERSHIP-

Name of Partnership: _____

Names of Principal Partners: _____

Mailing Address: _____

Business Phone No.: _____

Business Fax No.: _____

The full names of all partners: _____

☐ BIDDER IS A CORPORATION-

Full Corporation Name: Lewis Chevrolet of Garden City

State of Incorporation: Lewis Automotive Group

Mailing Address: Kansas

Business Phone No.: 1903 E HWY 50, GCKS, 67846

Business Fax No.: 620-275-7171

Name & Address of Resident Agent: _____

_____

GARDEN CITY
PUBLIC SCHOOLS

USD 457

Jessica Nothern, Chief Financial Officer
1205 Fleming St
Garden City, KS 67846
jnothern@gckschools.com
(620) 805-7007

The undersigned bidder does, by their signature below, agree that they received the addenda; that they understand the content of the addenda and shall comply with all of the conditions of the addenda specified.

Bidders Signature: _____

Addenda #: _____

Date: 9/1/26