



GARDEN CITY PUBLIC SCHOOLS

Regular Board of Education Meeting Garden City Public Schools USD 457

Monday, February 3, 2025 - 6:00 PM

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

Board of Education Members:

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

A. PLEDGE - Students from Alta Brown Elementary School students will lead the Pledge of Allegiance.

B. SILENT REFLECTION

C. MEETINGS OF NOTE

- **Board-Faculty Meeting, February 5, 2025, 7:30 a.m. at Victor Ornelas Elementary School. Four or more board members may be in attendance.**
- **Board-Faculty Meeting, February 5, 2025, 3:30 p.m. at Jennie Barker Elementary School. Four or more board members may be in attendance.**
- **Board-Faculty Meeting, February 12, 2025, 7:45 a.m. at Charles Stones Intermediate Center. Four or more board members may be in attendance.**

D. APPROVAL OF AGENDA

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

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

E.1. Building Presentation - Alta Brown Elementary School

Julie Koerperich, Principal

E.2. Housing Update and Neighborhood Revitalization Plan

Danielle Burke, Assistant City Manager

F. CONSENT AGENDA

F.1. Minutes

F.1.a. Minutes of the January 6, 2025, Regular Board of Education Meeting

F.1.b. Minutes of the January 13, 2025, Special Board of Education Meeting

F.1.c. Minutes of the January 15, 2025, Special Board of Education Meeting

F.1.d. Minutes of the January 20, 2025, Special Board of Education Meeting

F.1.e. Minutes of the January 21, 2025, Special Board of Education Meeting

F.2. Accounts Payable totaling \$7,874,903.29, noting that all major accounts contain adequate balances to meet current obligations.

F.3. Personnel

F.3.a. Certified

F.3.b. Classified

F.4. Other

F.4.a. The Board of Education is asked to consider and approve the following Curriculum Council items:

F.4.a.i. New Course - Exploring Art Careers

F.4.a.ii. New Course - A.P. United States Government and Politics

F.4.a.iii. Curriculum - Functional Academics - Teach Town

F.4.b. The Board of Education is asked to consider and approve the District Audit Report as presented at the January 6, 2025, Regular Board of Education Meeting.

F.4.c. The Board of Education is asked to consider and approve the fire alarm system replacement at Plymell Elementary School - Davis Fire Systems - in the amount of \$67,790.00

G. UNFINISHED BUSINESS

G.1. The Board of Education is asked to consider and approve the purchase of the Cenobots Autonomous Scrubber and Sweeper from Pur-O-Zone for Plant Facilities in the amount of \$73,316.25

Brandon Anderson, Director of Plant Facilities

G.2. Bernadine Sitts Re-roofing Project Bid Discussion

Brandon Anderson, Director of Plant Facilities

H. NEW BUSINESS

H.1. Garfield Early Childhood Center Re-roofing Project Discussion

Brandon Anderson, Director of Plant Facilities

H.2. Board of Education Policy Updates (First Read)

Josh Guymon, Deputy Superintendent

H.2.a. BDA Developing Adopting Amending and Repealing Board Policy - Review and adopt

H.2.b. CC Organizational Chart (New) - Review and adopt

H.2.c. CD Administrative Line and Staff Relations - Review and delete

H.2.d. CG Administrative Personnel - Review and Adopt

H.2.e. CGI Administrator Evaluation - Review and delete

H.2.f. CNA - Preservation of Documents Pending Legal Action - Review and adopt

H.2.g. DE Fraud Prevention and Investigation (New) - Review and adopt

H.2.h. DFAC Federal Fiscal Compliance - Review and adopt

H.2.i. ICA Pilot Projects - Review and adopt

H.2.j. IDACA Special Education Services - Review and adopt

H.2.k. JGFGAA Student Stock Supply of Emergency Medication (New) - Review and adopt

H.2.l. JGFGBA Student Self-Administration of Medications - Review and adopt

H.2.m. KN Complaints - Review and adopt

H.3. Updated 2025-2026 District Calendar

Drew Thon, Chief Human Resources Officer

H.4. The Board of Education is asked to consider and approve the continuation of Foundations in Personal Finance by Ramsey Education, an existing curriculum resource - quote in the amount of \$31,270.69. The quote is a seven-year contract extending from June 2025 through June 2032.

Josh Guymon, Deputy Superintendent

I. BOARD OPEN DISCUSSION

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

J. NEXT BOARD MEETING

The next meeting of the Board of Education will take place on February 17, 2025, at 5:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

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

K.1. Personnel matters for non-elected personnel.

K.2. Matters relating to employer-employee negotiations, whether or not in consultation with the representative or representatives of the body or agency.

K.3. Preliminary discussion relating to the acquisition of real property.

L. ACCOUNTS PAYABLE REVIEW - Andy Fahrmeier and John Wiese

M. ADJOURNMENT

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Julie Koerperich, Alta Brown Elementary
DATE: January 29, 2025
RE: Alta Brown Board Presentation

ISSUE:

Alta Brown has been scheduled to make a presentation to the BOE on February 3, 2025. We will present the highlights occurring at Alta Brown.

BACKGROUND:

Our LIM Student Lighthouse Team will be leading the pledge and staff members will be doing a presentation about our school. Thank you to the BOE for giving us the opportunity to present at a board meeting.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

No recommendations at this time.

FISCAL NOTE:

At this time there is no fiscal impact for the BOE to consider.

ATTACHMENTS:

No attachments, but we will bring a presentation.

The background features a stylized city skyline composed of numerous grey, 3D house-like shapes of varying heights and orientations. A single house in the center-right is highlighted in a vibrant red color. At the top of the page, there are three horizontal bars: a pink one on the left, a white one in the middle, and a grey one on the right. At the bottom, there is a wide, semi-transparent pink horizontal bar.

REINVESTMENT INCENTIVE HOUSING DISTRICTS (RHID) ANNUAL HOUSING UPDATE

ECONOMIC DEVELOPMENT TOOLS

- **Reinvestment Incentive Housing District (RHID)**
- Special Assessments
- Moderate Income Housing (MIH)
- Tax Credit Programs (KHITC and LIHTC)
- Neighborhood Revitalization Program (NRP)
- Community Improvement District (CID)
- Tax Increment Financing (TIF)
- Sales Tax and Revenue Bonds (STAR)

*Assumes 2% Annual Growth Rate

HOUSING NEEDS*

2024 CHAT: 3,912 units
needed by 2035

Average units needed per
year: 390

Governing Body Goals:
4,000 units by 2030

	2030	2035	2030-2035
Total Need	1,846	2,066	3,912
Total Owner Occupied	923	1,033	1,956
Affordable < \$200,000	435	487	921
Moderate Market: \$200,000-250,000	127	142	268
Market: \$250,000-350,000	247	277	524
HighMarket: > \$350,000	114	128	242
Total Renter Occupied	923	1,033	1,956
Low: Less than 500	217	243	461
Affordable: 500-1,000	266	298	564
Market: 1,000-1,500	281	314	594
High Market: \$1,500+	159	178	337

*Assumes 1.28% Annual Growth Rate

HOUSING NEEDS*

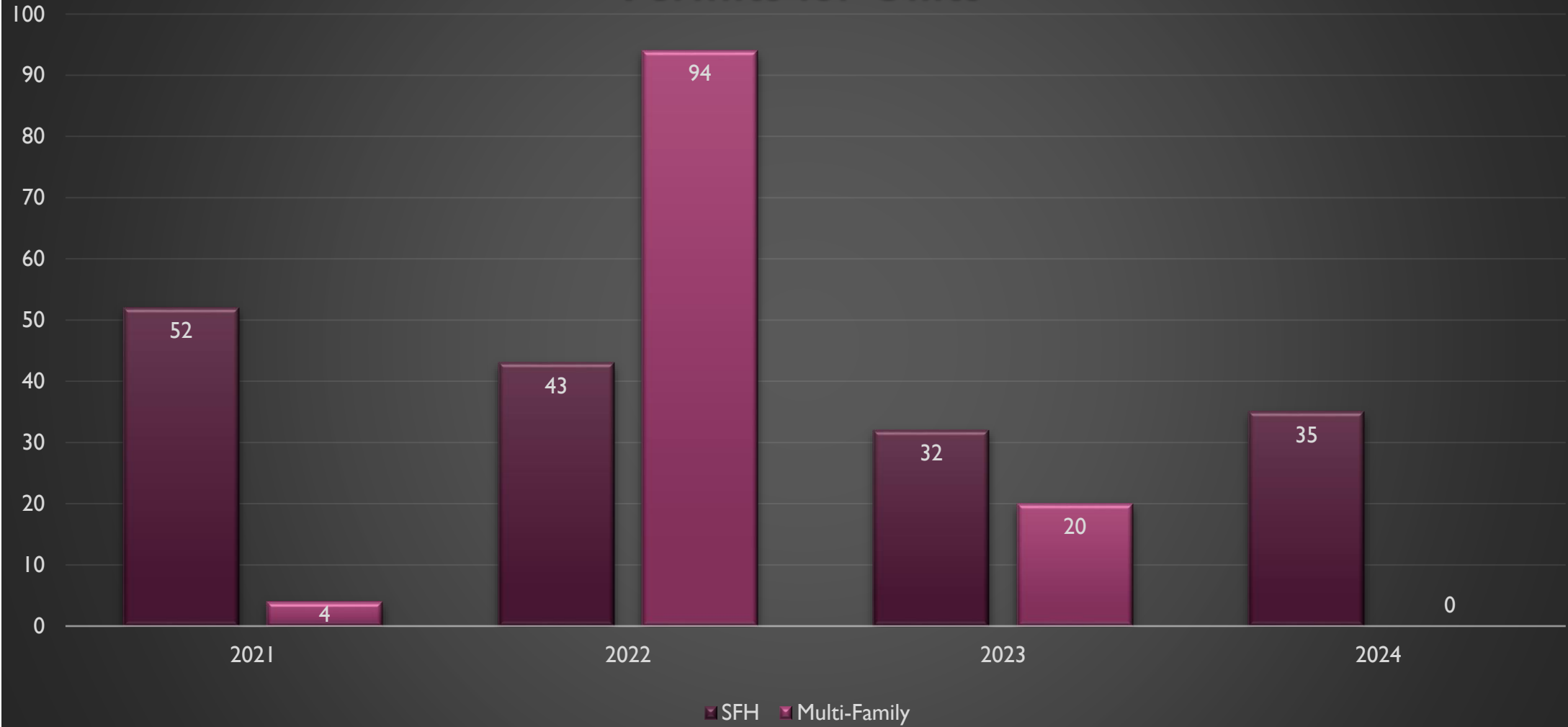
2024 CHAT: 2,391 units needed by 2035

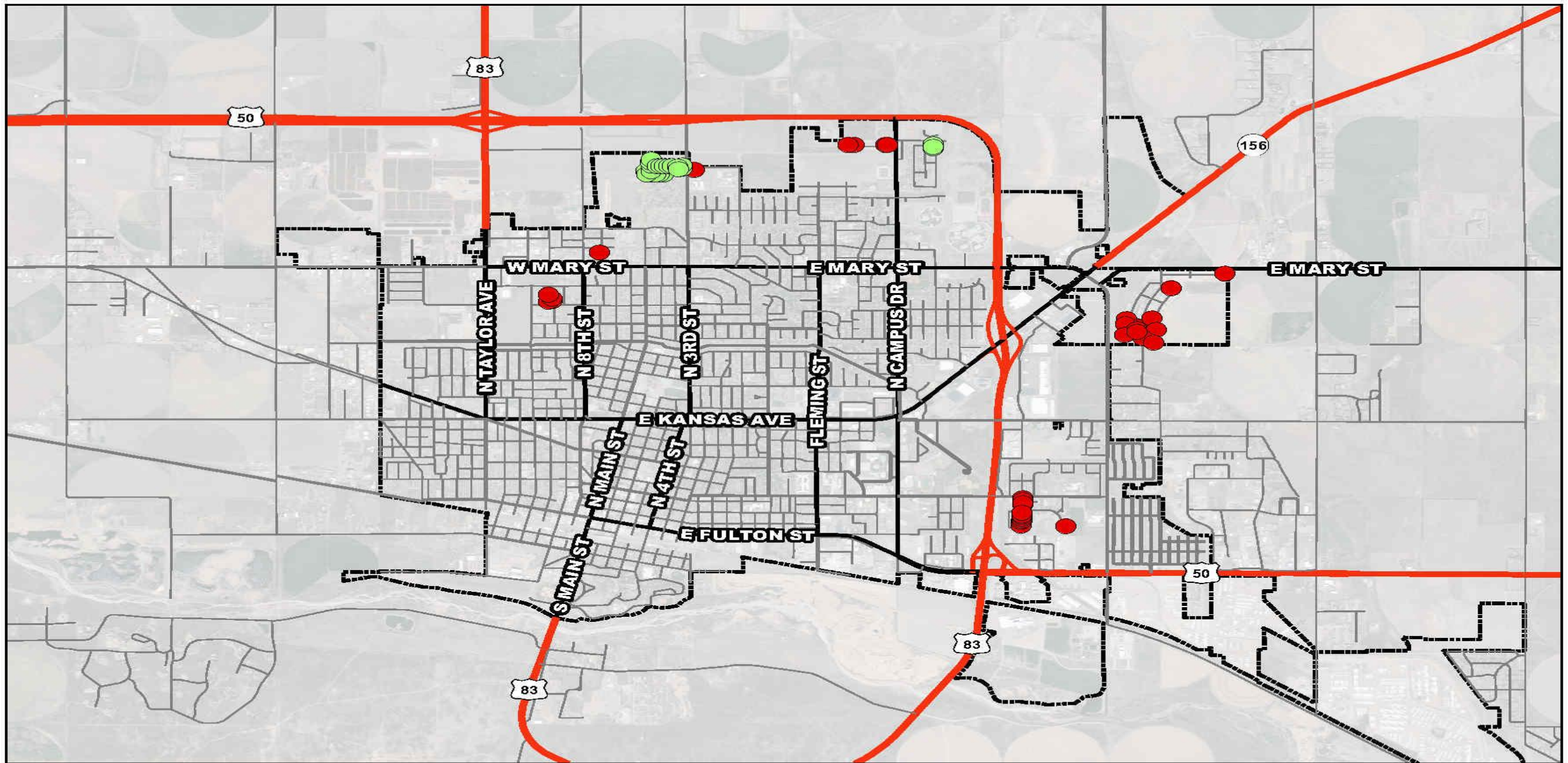
Average units needed per year: 240

Governing Body Goals: 4,000 units by 2030

	2030	2035	2030-2035
Total Need	1,157	1,234	2,391
Total Owner Occupied	579	617	1,195
Affordable < \$200,000	272	291	563
Moderate Market: \$200,000-250,000	79	85	164
Market: \$250,000-350,000	155	165	320
HighMarket: > \$350,000	72	76	148
Total Renter Occupied	579	617	1,195
Low: Less than 500	136	145	282
Affordable: 500-1,000	167	178	344
Market: 1,000-1,500	176	187	363
High Market: \$1,500+	100	106	206

Permits for Units

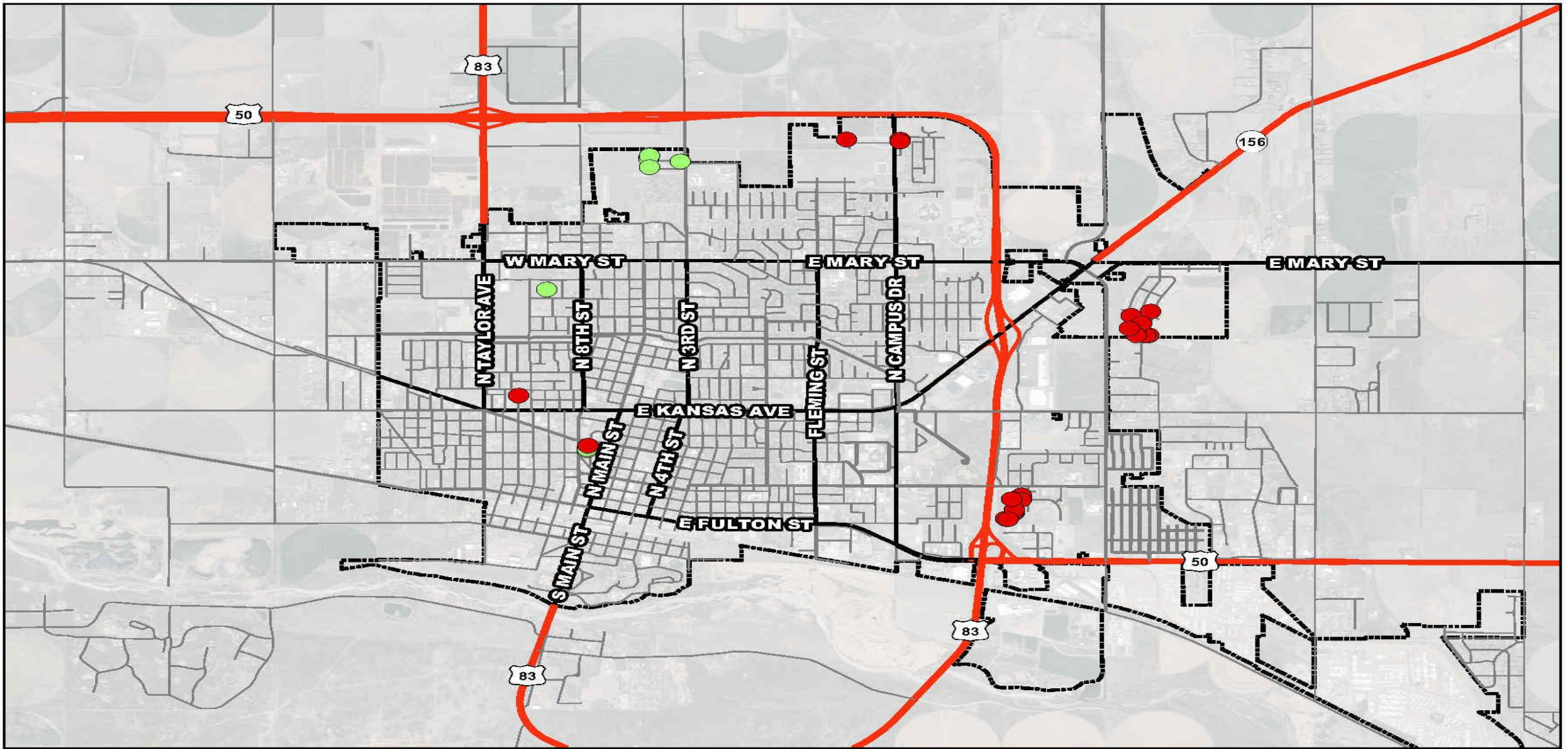




Garden City

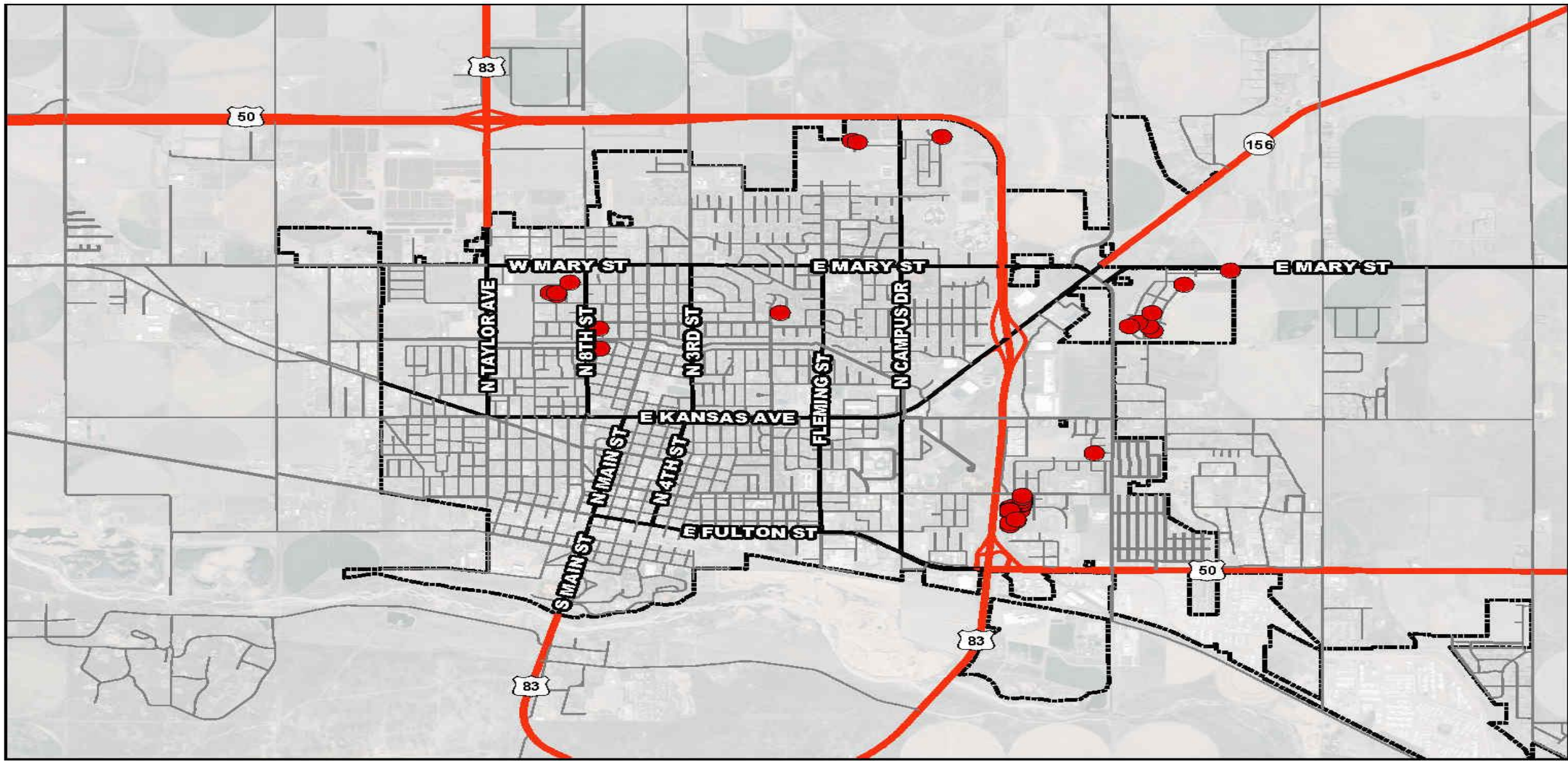
Permit Types
2022

- | | | |
|---|---|----------------------|
| ● New Industrial | ● Residential Remodel | Municipal Boundaries |
| ● New Commercial | ● SF Manufactured (HUD Standards) | |
| ● Commercial/Industrial Remodel | ● SF Residential Includes Modular | |
| ● Multi-Family | ● Misc | |



Garden City
Permit Types
2023

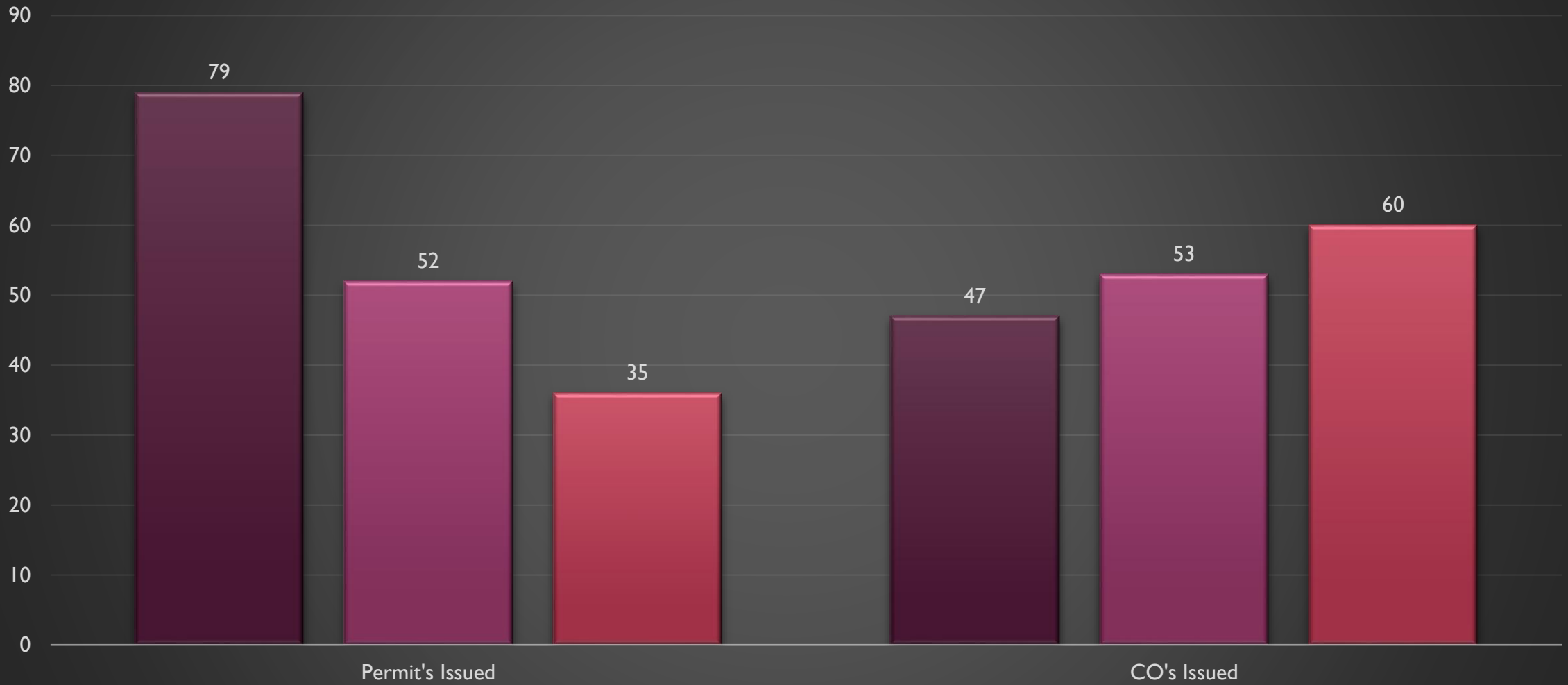
- | | | | | | |
|---|-------------------------------|---|---------------------------------|---|----------------------|
|  | New Industrial |  | Residential Remodel |  | Municipal Boundaries |
|  | New Commercial |  | SF Manufactured (HUD Standards) | | |
|  | Commercial/Industrial Remodel |  | SF Residential Includes Modular | | |
|  | Multi-Family |  | Misc | | |



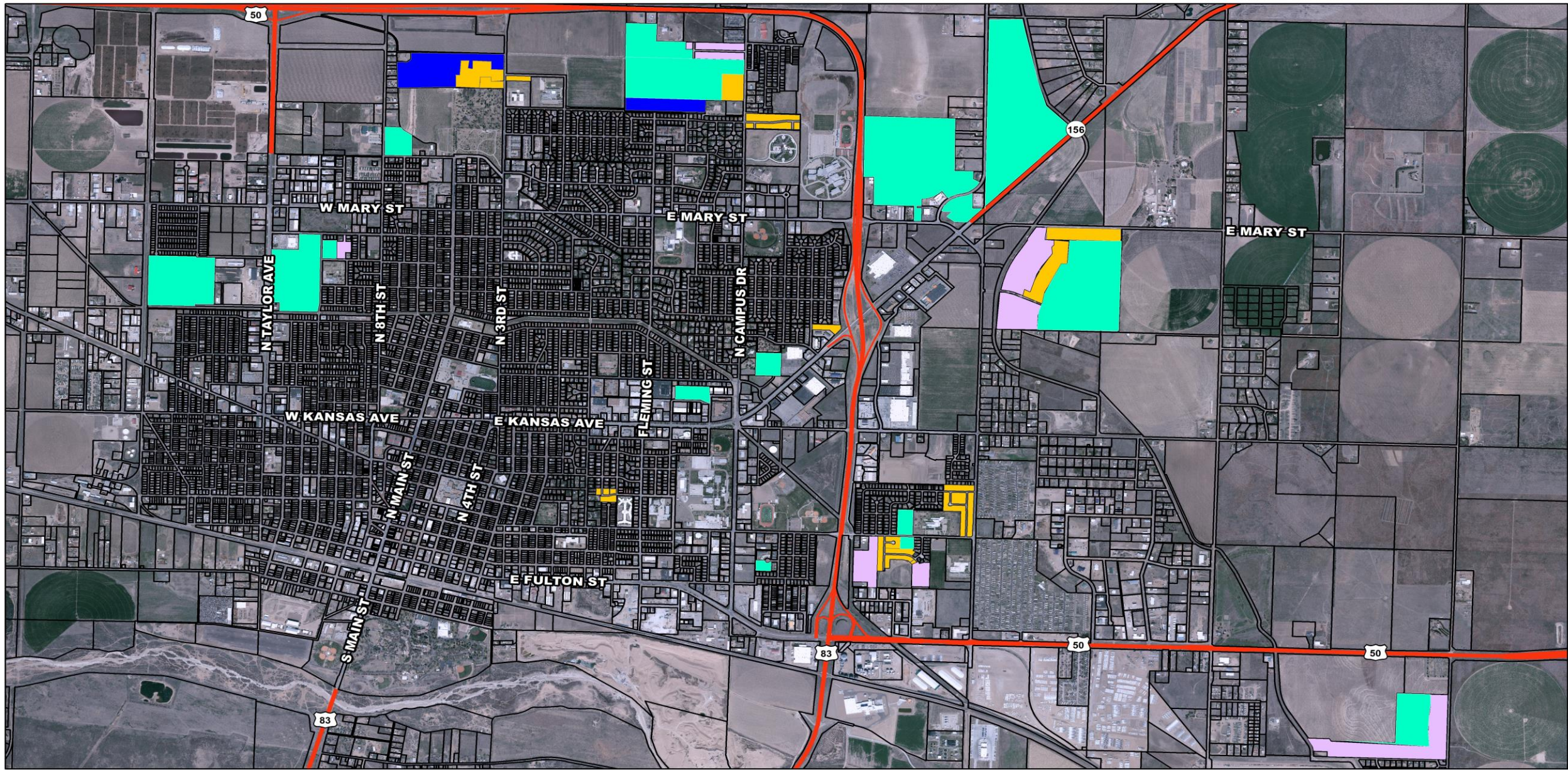
Garden City
Permit Types
 January - November 2024

- | | | |
|---|---|----------------------|
| ● New Industrial | ● Residential Remodel | Municipal Boundaries |
| ● New Commercial | ● SF Manufactured (HUD Standards) | |
| ● Commercial/Industrial Remodel | ● SF Residential Includes Modular | |
| ● Multi-Family | ● Misc | |

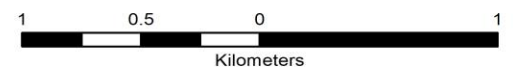
Residential Permits vs Certificate of Occupancies' Issues



■ 2022 ■ 2023 ■ JAN-NOV 24

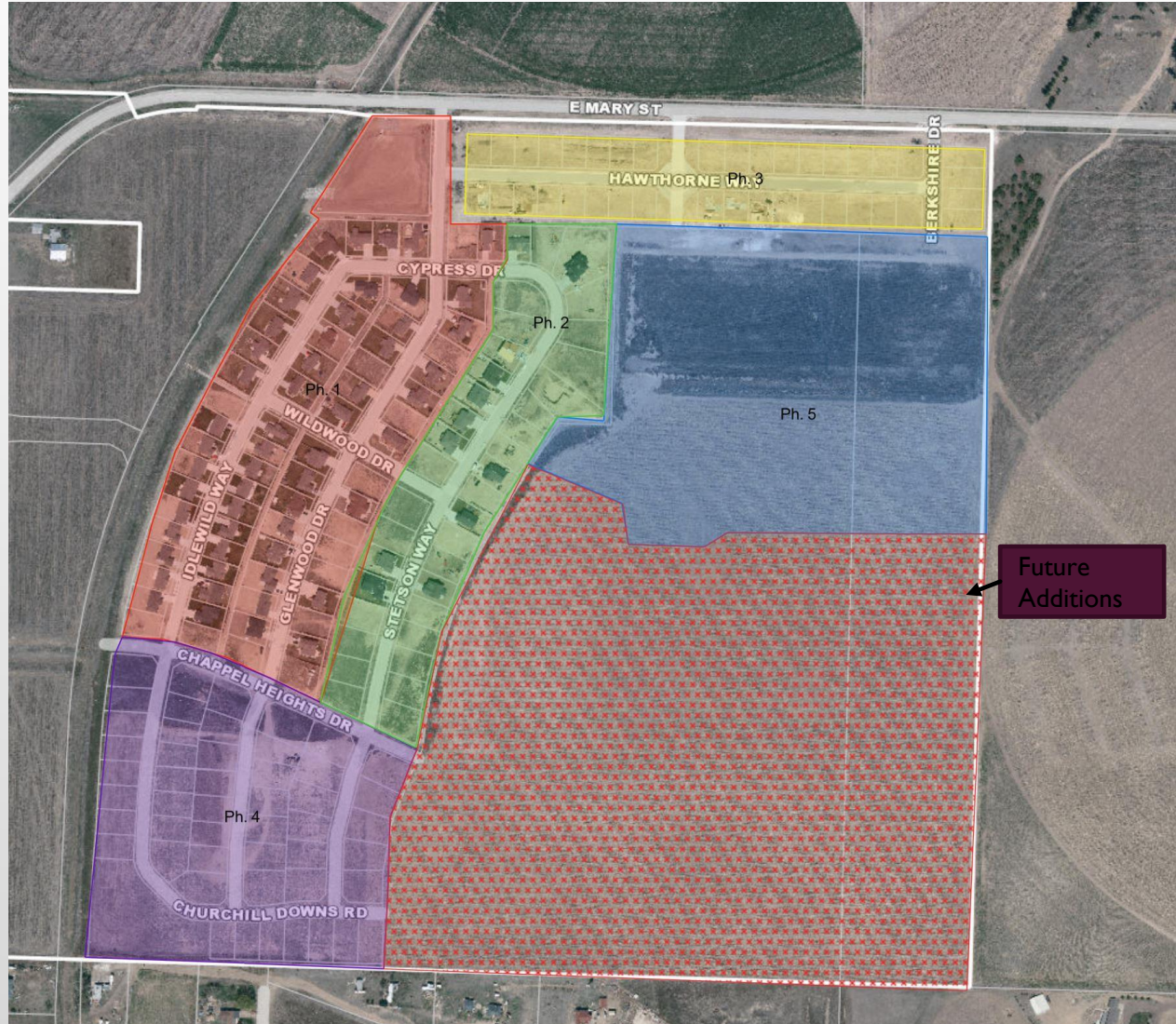


RHID Build Status



Last updated:
December 2024

ACTIVE & IN PROGRESS RHID'S

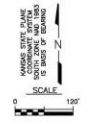
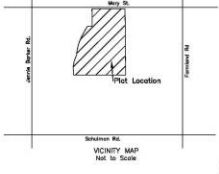


Chappel Heights Addition

- ▶ Phase 1 – 70 units (2 duplexes)
- ▶ Phase 2 = 37 units
- ▶ Phase 3 = 38 units
- ▶ Phase 4 = 49 units
- ▶ Phase 5 = 82 units

Total units for Phases 1 thru 5 = 276

**PRELIMINARY PLAT OF FUTURE
CHAPPEL HEIGHTS ADDITION,**
In the N/2 of Section 10, T24S, R32W,
Garden City, Finney County, KS.



- GENERAL NOTES**
- The survey does not certify to ownership.
 - Elevations are based on the benchmark "A.A.S.A. 134".
 - R-1 Building Setback Lines: Front 15' Driveway 25' Garage
 - Side Setback: 5.0'
 - Rear Setback: 10'
 - Setbacks within to be 5'.
 - Latest Date of Field Work was 17 January, 2022.
 - Proposed 8" Water and Sanitary Sewer Mainlines.

- LEGEND**
- Found Monument
 - Measurement
 - 0.00' Measured = M
 - 5.0' Utility Sewer Utility Easement
 - Public Utility Easement
 - Non-Access Easement

Block	Lot	Area (sq. ft.)	Area (sq. ft.)
Block 13	Lot 1	8,000	8,000
Block 13	Lot 2	8,000	8,000
Block 13	Lot 3	8,000	8,000
Block 13	Lot 4	8,000	8,000
Block 13	Lot 5	8,000	8,000
Block 13	Lot 6	8,000	8,000
Block 13	Lot 7	8,000	8,000
Block 13	Lot 8	8,000	8,000
Block 13	Lot 9	8,000	8,000
Block 13	Lot 10	8,000	8,000
Block 13	Lot 11	8,000	8,000
Block 13	Lot 12	8,000	8,000
Block 13	Lot 13	8,000	8,000
Block 13	Lot 14	8,000	8,000
Block 13	Lot 15	8,000	8,000
Block 13	Lot 16	8,000	8,000
Block 13	Lot 17	8,000	8,000
Block 13	Lot 18	8,000	8,000
Block 13	Lot 19	8,000	8,000
Block 13	Lot 20	8,000	8,000
Block 13	Lot 21	8,000	8,000
Block 13	Lot 22	8,000	8,000
Block 13	Lot 23	8,000	8,000
Block 13	Lot 24	8,000	8,000
Block 13	Lot 25	8,000	8,000
Block 13	Lot 26	8,000	8,000
Block 13	Lot 27	8,000	8,000
Block 13	Lot 28	8,000	8,000

RECEIVED
City of Garden City, KS

Project Number: **SPGC18-07AMEND3**
Received by: **MB**
Date: **13May2022**
No. of Pages: **1 (PRELIM PLAT)**
3rd Submittal

DEVELOPER
Chappel Heights, LLC
Attn: Bernard Chappel
3170 N. Farmiana Rd.
Garden City, KS. 67846
620-521-0857

CORNERSTONE | 8996 North Shaw Circle
Garden City, KS. 67846
Professional | 8330 689-676-7992
Services, Inc. | 12796 West 109th Street





SUNFLOWER CROSSINGS ADDITION

SPRUCE & SARAH

SUNFLOWER CROSSING



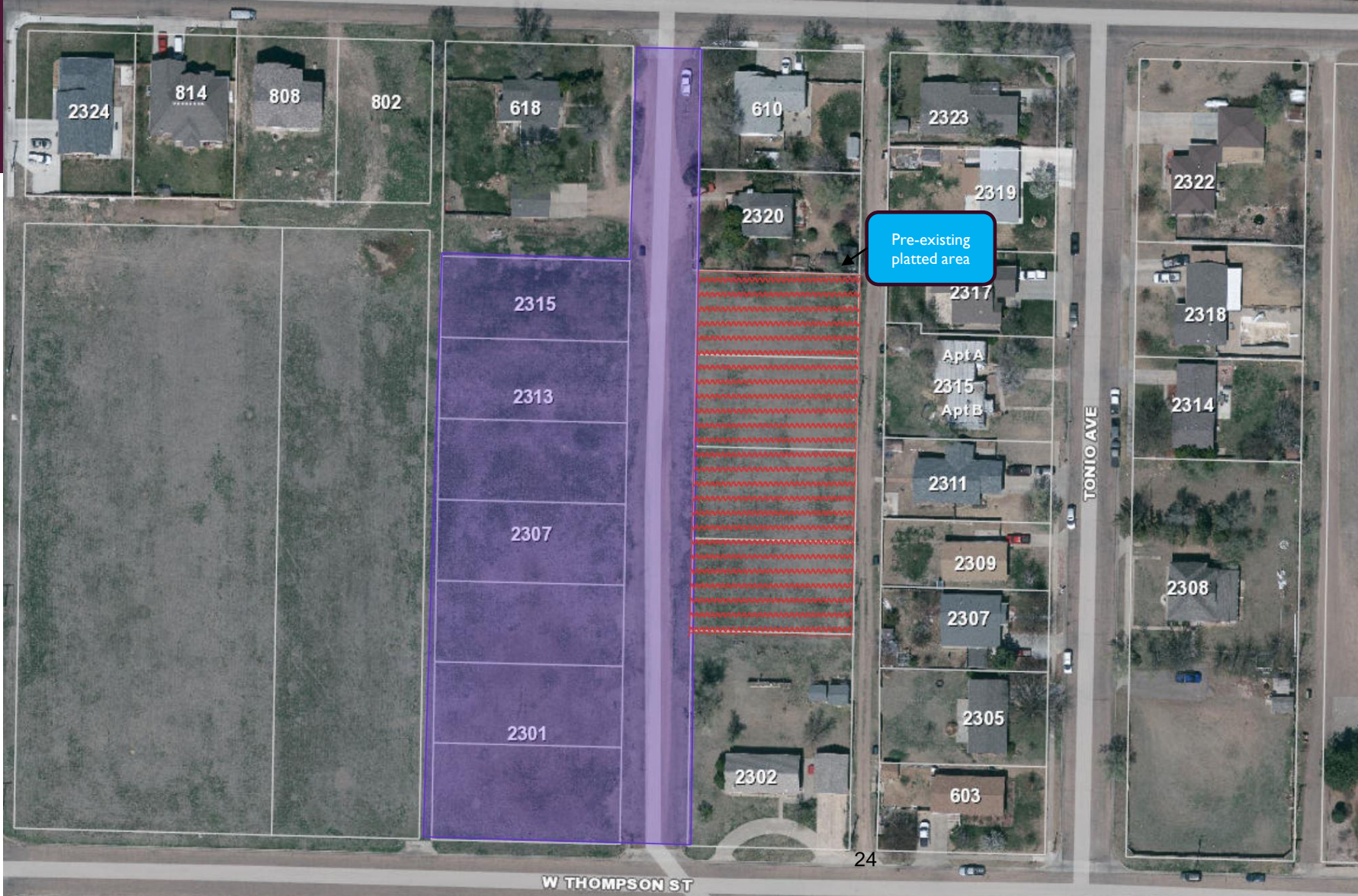
- 62 Single Family Dwellings
- PUD Overlay for 18 lots = smaller lots
- 37 Homes completed
- 25 Homes remaining to build





HAWKEYE DEVELOPMENT

W. EMERSON & 9TH STREET



Pre-existing
platted area

W THOMPSON ST

TONIO AVE

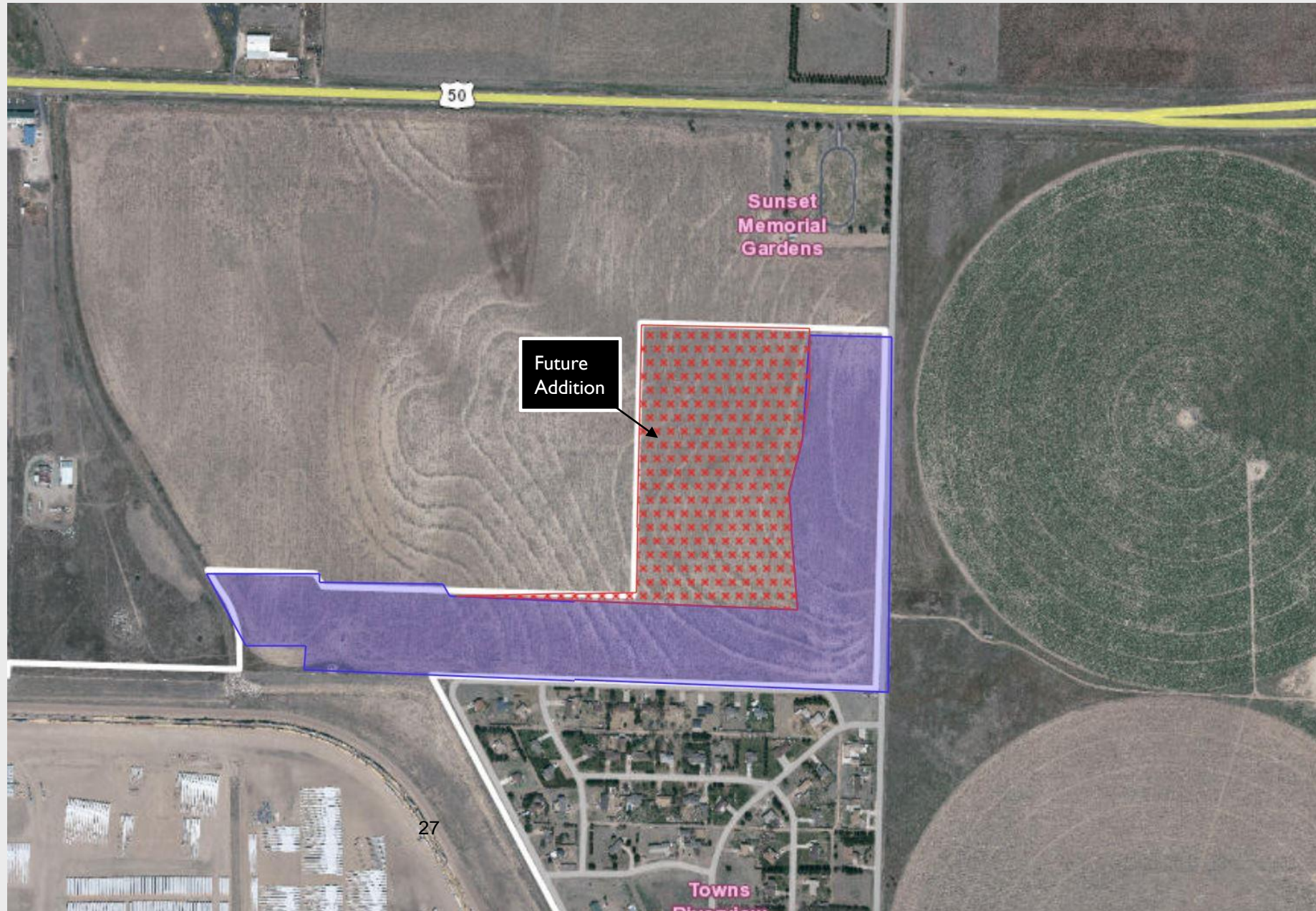
24



SUNSET TERRACE ESTATES PHASE 1A

WEST OF S.TOWNS ROAD

- 55 Units
- All single family detached homes





EAST CAMBRIDGE SQUARE
PHASE 3

- 48 units
- All Single Family Detached Homes





LOST RIVER ADDITION PHASE I

- 37 Units
- All Single Family Detached Homes



LOST RIVER ADDITION - PHASE ONE

In the E/2 of Section 5, T24S, R32W, Garden City, Finney County, KS.

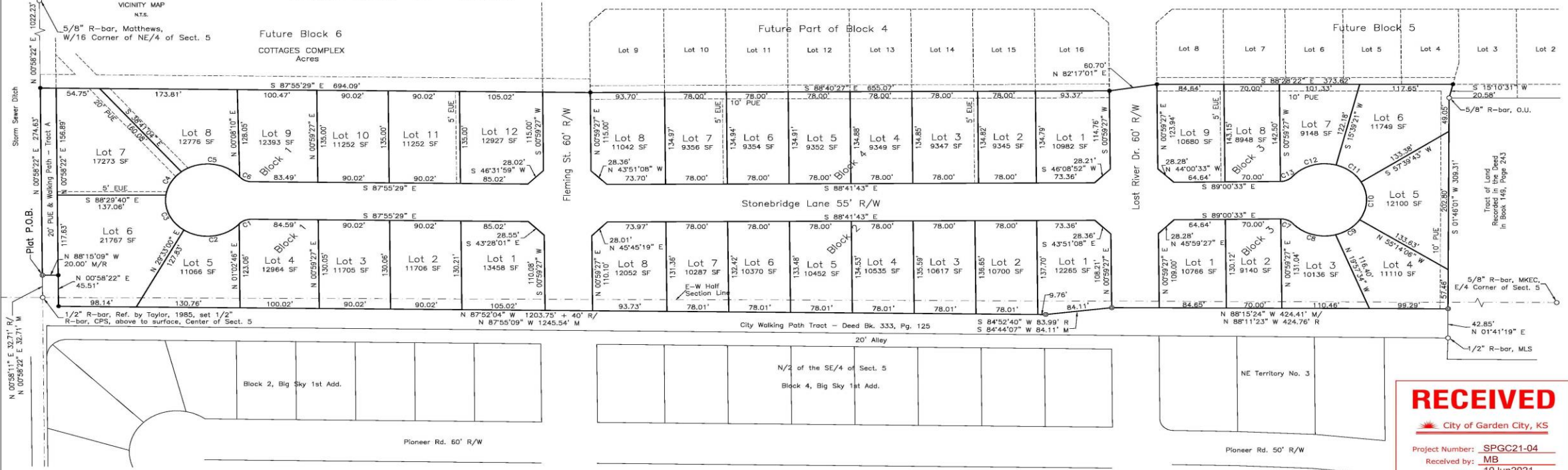
CURVE	DELTA	ANGLE	RADIUS	CHORD	LENGTH	CHORD BEARING
C1	49.99	33.00	174.79	70.24	N 87.93° 13' W	
C2	85.59	33.00	174.79	70.24	N 87.93° 13' W	
C3	43.28	33.00	174.79	70.24	N 87.93° 13' W	
C4	29.73	33.00	174.79	70.24	N 87.93° 13' W	
C5	15.18	33.00	174.79	70.24	N 87.93° 13' W	
C6	7.59	33.00	174.79	70.24	N 87.93° 13' W	
C7	3.79	33.00	174.79	70.24	N 87.93° 13' W	
C8	1.89	33.00	174.79	70.24	N 87.93° 13' W	
C9	0.95	33.00	174.79	70.24	N 87.93° 13' W	
C10	0.47	33.00	174.79	70.24	N 87.93° 13' W	
C11	0.24	33.00	174.79	70.24	N 87.93° 13' W	
C12	0.12	33.00	174.79	70.24	N 87.93° 13' W	
C13	0.06	33.00	174.79	70.24	N 87.93° 13' W	

LEGEND

- Found Monument
- Found 5/8" R-bar
- Found 1/2" R-bar
- Found 3/4" R-bar
- Found 1" R-bar
- Found 1 1/2" R-bar
- Found 2" R-bar
- Found 3" R-bar
- Found 4" R-bar
- Found 6" R-bar
- Found 8" R-bar
- Found 10" R-bar
- Found 12" R-bar
- Found 14" R-bar
- Found 16" R-bar
- Found 18" R-bar
- Found 20" R-bar
- Found 24" R-bar
- Found 28" R-bar
- Found 32" R-bar
- Found 36" R-bar
- Found 40" R-bar
- Found 44" R-bar
- Found 48" R-bar
- Found 52" R-bar
- Found 56" R-bar
- Found 60" R-bar
- Found 64" R-bar
- Found 68" R-bar
- Found 72" R-bar
- Found 76" R-bar
- Found 80" R-bar
- Found 84" R-bar
- Found 88" R-bar
- Found 92" R-bar
- Found 96" R-bar
- Found 100" R-bar
- Found 104" R-bar
- Found 108" R-bar
- Found 112" R-bar
- Found 116" R-bar
- Found 120" R-bar
- Found 124" R-bar
- Found 128" R-bar
- Found 132" R-bar
- Found 136" R-bar
- Found 140" R-bar
- Found 144" R-bar
- Found 148" R-bar
- Found 152" R-bar
- Found 156" R-bar
- Found 160" R-bar
- Found 164" R-bar
- Found 168" R-bar
- Found 172" R-bar
- Found 176" R-bar
- Found 180" R-bar
- Found 184" R-bar
- Found 188" R-bar
- Found 192" R-bar
- Found 196" R-bar
- Found 200" R-bar

0.00' PUE
1.00' PUE
2.00' PUE
3.00' PUE
4.00' PUE
5.00' PUE
6.00' PUE
7.00' PUE
8.00' PUE
9.00' PUE
10.00' PUE
11.00' PUE
12.00' PUE
13.00' PUE
14.00' PUE
15.00' PUE
16.00' PUE
17.00' PUE
18.00' PUE
19.00' PUE
20.00' PUE

SCALE
0 10 20 30 40 50 60 70 80 90 100



PLAT LEGAL DESCRIPTION:
 A Tract of Land in the East Half of Section 5, Township 24 South, Range 32 West of the 6th P.M., Garden City, Finney County, Kansas more particularly described as follows:
 Commencing at the Center corner of said Section 5 being a found 1/2" R-bar, CPS;
 thence North 00°58'22" East on the West line of the Northeast Quarter of said Section 5 a distance of 32.71 feet to the Point of Beginning being a found 5/8" R-bar, Wilson;
 thence continuing North 00°58'22" East on said West line a distance of 274.63 feet to a set 1/2" R-bar, CPS cap typical;
 thence South 87°55'29" East a distance of 694.09 feet to a set 1/2" R-bar;
 thence South 88°40'27" East a distance of 655.07 feet to a set 1/2" R-bar;
 thence North 82°17'01" East a distance of 60.70 feet to a set 1/2" R-bar;
 thence South 88°28'22" East a distance of 373.52 feet to a set 1/2" R-bar;
 thence South 15°10'31" West a distance of 20.58 feet to a found 5/8" R-bar, origin unknown;
 thence South 01°46'01" West on the West line of the Church of Christ Tract a distance of 309.31 feet to a found 5/8" R-bar, Wilson;
 thence North 88°15'24" West on the North line of the City's Walking Path Tract a distance of 424.41 feet to a found 5/8" R-bar, Wilson;
 thence South 84°44'07" West on said North line a distance of 84.11 feet to a found 5/8" R-bar, Wilson;
 thence North 87°55'09" West on said North line a distance of 1,245.54 feet to a set 1/2" R-bar;
 thence North 00°58'22" East a distance of 45.51 feet to a set 1/2" R-bar;
 thence North 88°15'09" West on said North line a distance of 20.00 feet to the Point of Beginning, containing 13.2 acres, more or less.

GENERAL NOTES

1. Only known improvements, utilities, and easements are shown.
2. This survey does not certify to ownership.
3. Plat Zone is R-1. Building setback are per the latest Subdivision Zoning Regulations.
4. All house fronts will face the narrowest lot frontage.
5. Latest Field Work was on 19 March, 2021.

SURVEYOR'S CERTIFICATION
 This is to certify to the best of my knowledge that the survey of the described land division is accurately represented on this plat.

COUNTY REVIEW SURVEYOR'S CERTIFICATION
 I, hereby certify, that this survey plat was reviewed by me and that it is in compliance with K.S.A. 58-2005 and the Kansas Minimum Standards for Boundary Surveys.

KEN PARKS
LICENSED
LS-1289
LAND SURVEYOR

Ken Parks, PS No. 1289

DAVID J. MATTHEWS
LICENSED
LS-1114
KANSAS
LAND SURVEYOR

David J. Matthews

OWNER'S CONSENT AND DEDICATIONS
 KNOW ALL MEN BY THESE PRESENTS that I, the undersigned, being the sole proprietor and owner of the land included within the plot shown hereon, am the only person whose consent is necessary to pass clear title to said land and I hereby consent to the making and recording of said plat. The public Right of Ways and Easements and Tract A are hereby dedicated to the public for such public uses.

IN WITNESS WHEREOF these consent and dedications are executed this day of _____, 2021.

Danny Weipert
WVG Investments, LLC
State of Kansas ss.
Finney County

These consents and dedications were acknowledged before me, the undersigned officer, by Danny Weipert, WVG Investments, LLC this day of _____, 2021.

Notary Public

HOLCOMB/GARDEN CITY/FINNEY COUNTY AREA PLANNING COMMISSION
 State of Kansas ss.
 Finney County

This plat has been reviewed and is hereby approved this day of _____, 2021.

Vicki M. Germann, Chairman
 Carol Davidson, Secretary

THE CITY OF GARDEN CITY, KANSAS
 State of Kansas ss.
 Finney County

The public right of ways and easements and Tract A are accepted by the Governing Body of the City of Garden City, Kansas, as shown on this plat, and are hereby dedicated this day of _____, 2021.

Roy Cesna, Mayor
 Attest: Celyn N. Hurtado, City Clerk

RECEIVED

City of Garden City, KS

Project Number: SPGC21-04
 Received by: MB
 Date: 10Jun2021
 No. of Pages: 1(PLAT)
AMEND1 1st
 Submittal

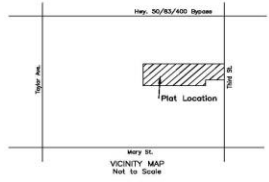
CORNERSTONE 1888 North Shore Circle
Professional Garden City, KS 67846
Services, Inc. Phone: 620-272-7999
 Fax: 620-272-7998
 09 June, 2021 Copyrighted

- Consist of 4-plex & duplex
- Phase IIIA- 44 units
- Phase IIIB- 68 units

HUNTERS GLEN
PHASE IIIA & IIIB

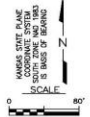
Preliminary Plat of HUNTERS GLEN

A Tract of Land in the NE/4 of Section 6, T24S, R32W,
Garden City, Finney County, KS.

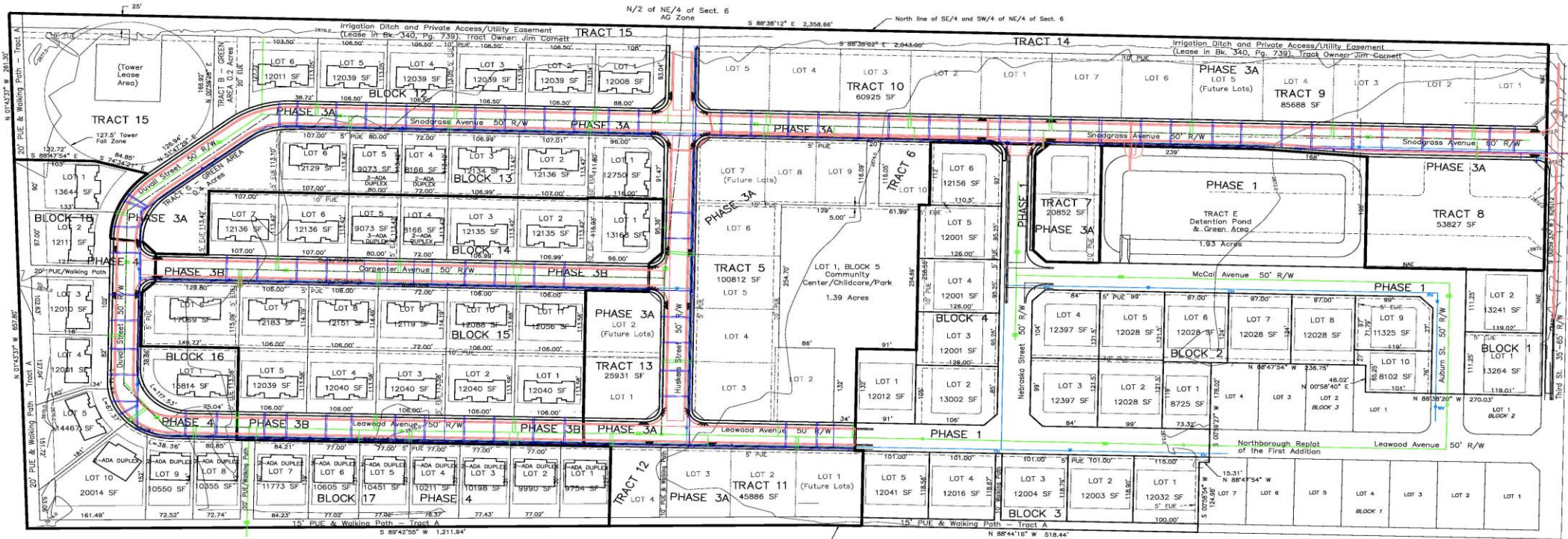


PLAT LEGAL DESCRIPTION:
A Tract of Land, surveyed by Ken Parks, PLS1289, on 30 September, 2021, in the Southwest and Southeast Quarters of the Northeast Quarter of Section 6, Township 24 South, Range 32 West of the 6th P.M., Garden City, Finney County, Kansas, more particularly described as follows:
Beginning of the Northeast Corner of Lot 1, Block 2 of the Northborough Replat of the First Addition being a found 1/2" R-bar, CPS plastic cap (typical);
thence North 88°38'20" West on the North line of said Addition a distance of 270.03 feet to a found 1/2" R-bar, Sloan;
thence North 00°58'40" East on the North line of said Addition a distance of 48.02 feet to a found 1/2" R-bar, Sloan;
thence North 88°47'54" West on the North line of said Addition a distance of 236.75 feet to a found 1/2" R-bar, Sloan;
thence South 00°58'27" West on the West line of said Addition a distance of 178.02 feet to a set 1/2" R-bar;
thence North 88°47'54" West on the West line of said Addition a distance of 15.31 feet to a set 1/2" R-bar;
thence South 00°58'54" West on the West line of said Addition a distance of 124.98 feet to a found 1/2" R-bar, Matthews;
thence North 88°45'42" West on the North line of a Cemetery Tract a distance of 518.44 feet to a found 1/2" R-bar, origin unknown;
thence North 88°45'42" West continuing on said North line a distance of 82.87 feet to a found 3/8" R-bar, Garden City;
thence South 88°42'55" West a distance of 121.94 feet to a set 1/2" R-bar, Matthews;
thence North 01°43'37" West on the East line of the Howard Smith First Addition a distance of 857.80 feet to a set 1/2" R-bar;
thence South 88°47'54" East a distance of 123.72 feet to a set 1/2" R-bar;
thence South 74°34'21" East a distance of 84.85 feet to a set 1/2" R-bar;
thence North 51°43'29" East a distance of 125.84 feet to a set 1/2" R-bar;
thence North 00°59'28" East a distance of 165.92 feet to a set 1/2" R-bar;
thence South 88°36'02" East on said South East line a distance of 2,043.00 feet to a set 1/2" R-bar;
thence South 02°58'33" West on the West Third Street Right of Way line a distance of 582.61 feet to the Point of Beginning, containing an area of 41.17 acres, more or less.

- LEGEND:**
- Found Monument
 - Measurement
 - Dashed = M
 - Electric Utility Easement
 - SUE Sanitary Sewer Utility Easement
 - PUE Public Utility Easement
 - NAE Non-Access Easement
 - Fourplex Building
 - ADA Duplex Building - 2 Bedroom and 3 Bedroom



- GENERAL NOTES:**
1. This survey does not verify to ownership.
 2. R-3 Building Setback Lines:
Front 20' Dwelling
Side 5'
Rear Smaller of 25' or 20% of Lot Depth
 3. R-3 Lot Size Minimum Requirements:
Duplex - 8,000 s.f.
Fourplex - 12,000 s.f.
 4. Elevations are based on the benchmark H&A-N, Post 1311.
 5. This property does not fall within a 100 year floodplain.
 6. Latest Date of Field Work was 12 May, 2022.
 7. Tracts B and C will be owned and maintained by the Developer.
 8. Picturing is indicative of plotting only, and not necessarily of infrastructure development.
 9. Sidewalks are 5 feet wide.



35
S 89°42'50" W 1,211.84'

COMPLETED RHID'S

Notting Hill



Reserves at Prairie Ridge I & II



Pioneer Road Estates



Clarion Estates





NORTHBOROUGH FIRST ADDITION REPLAT

- Total lots= 10
- Duplex units completed = 20

MILESTONE ADDITION





MAGGIE'S ADDITION

TOTAL UNITS: 6



CHAPPEL HEIGHTS SECOND ADDITION

37 SINGLE FAMILY UNITS





CHAPPEL HEIGHTS THIRD ADDITION

- 38 Single Family Units
- Hawthorne Way and Berkshire

HUNTERS GLEN PHASE I

- 23 lots total
- Consist of 4-plex & duplex





NON-RHID RESIDENTIAL DEVELOPMENTS

E SPRUCE ST

540
3101 3105 3109 3113

3502

541 542

539 538

529 530

523 524

517 518

512

518

502 510

505 510

3302

409

PH. 1

W JENNA LN

WYSE CT

PARK VIEW DR

3221

501

3222

480

420

410

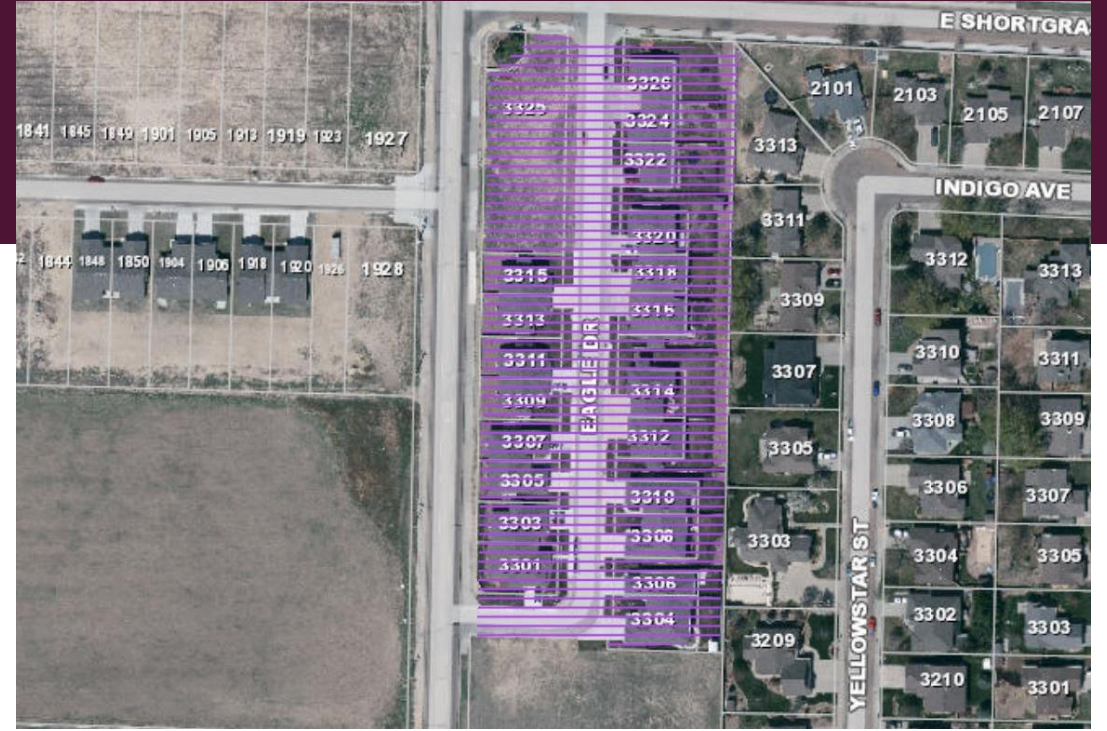
Garcia

EAST CAMBRIDGE
SQUARE
PHASE I

SUSAN ST



PHEASANT VALLEY THIRD ADDITION REPLAT



EAGLE CREST ADDITION

ANTICIPATED RHID'S AND HOUSING DEVELOPMENTS



Montoya Addition

- Potential lots: 11
- Single Family homes with a PUD overlay for reduce lots sizes

MIH PROJECT

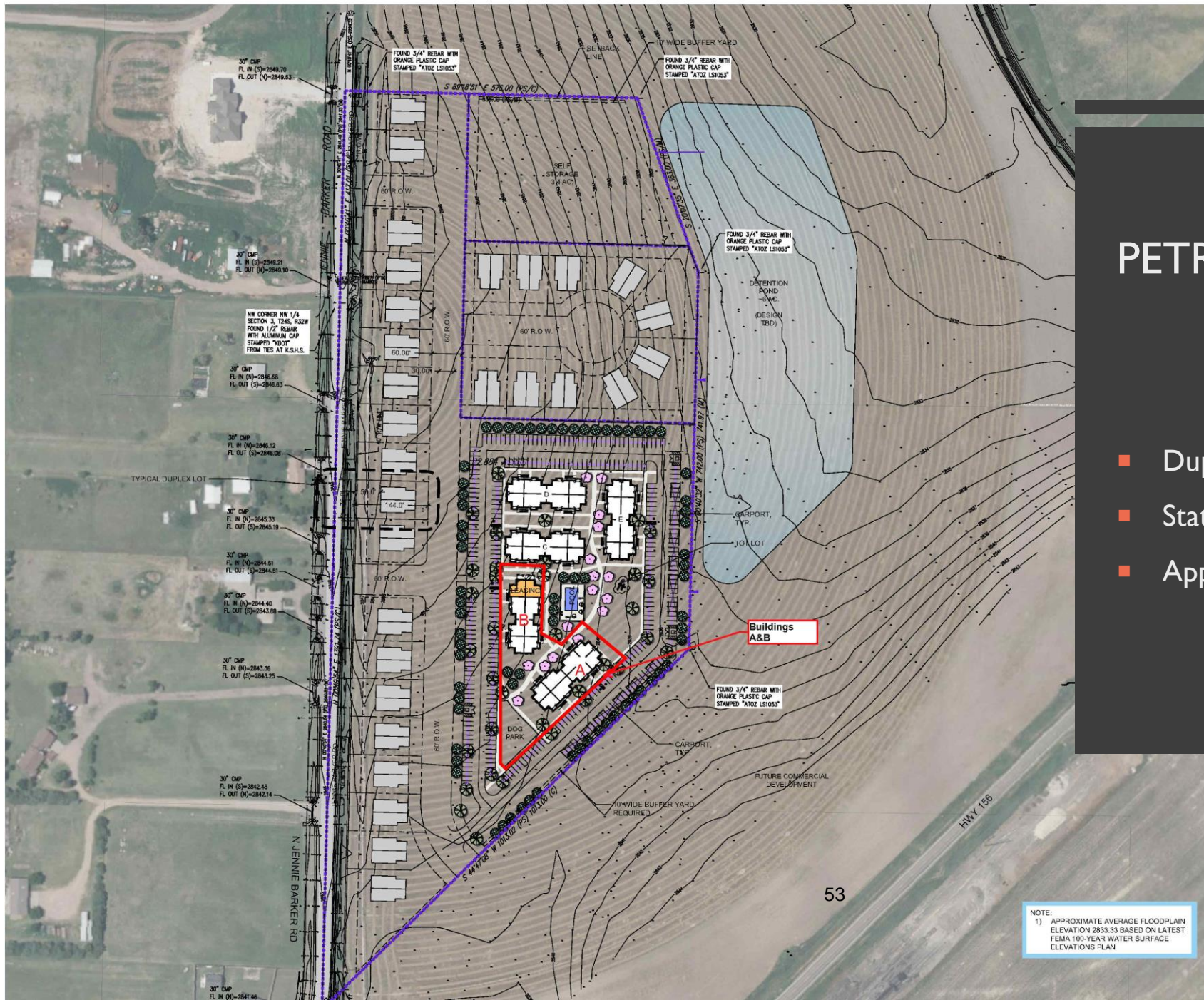
- 1801 Palace Drives
- 60 apartment units
- Received \$2 million in MIH-ARPA in 2023
- Received \$1.2M in KHITC





PETRA RESIDENCES

- Duplexes and apartments
- State approved RHID area
- Applied for MIH & KHITC



NOTE:
 1) APPROXIMATE AVERAGE FLOODPLAIN ELEVATION 2833.33 BASED ON LATEST FEMA 100-YEAR WATER SURFACE ELEVATIONS PLAN



GARDEN CITY APARTMENTS

- Duplexes and apartments
- 140 studio apartments

ADDITIONAL
HOUSING
DEVELOPMENTS
WITHIN FINNEY
COUNTY &
HOLCOMB

COUNTRY ACRES

MARY STREET & FARMLAND ROAD

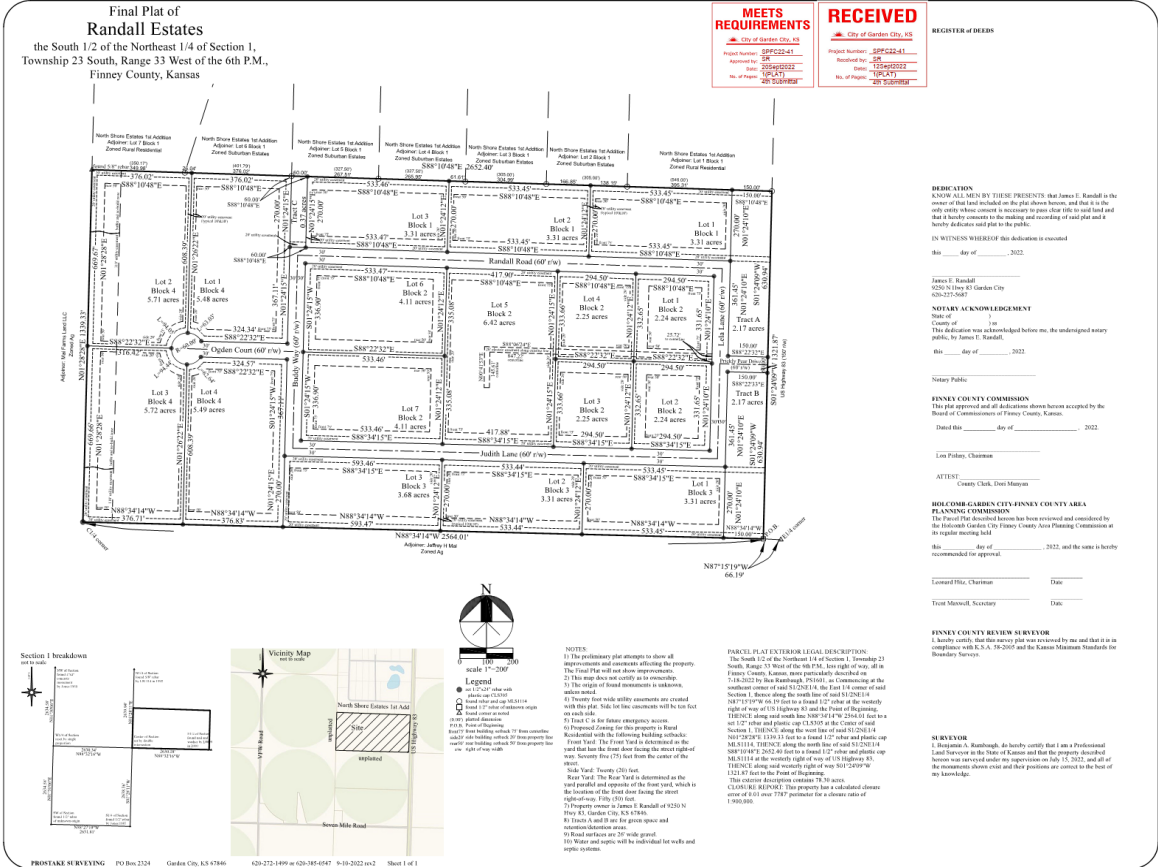
- PHASE 1: 34 UNITS
- PHASE 2: 37 UNITS
- PHASE 3: 32 UNITS

TOTAL UNITS FOR PHASES 1-3: 103



RANDALL ESTATES

- N. Hwy 83 & south of
- North Shore Circle
- 17 Lots
- County RHID



CAMBRIDGE SQUARE PHASE 4

- South of Laura Lane
- 15 detached single-family homes
- 9 attached single-family homes
- Holcomb RHID





GARDEN CITY PUBLIC SCHOOLS

DRAFT MINUTES *DRAFT*

Regular Board of Education Meeting Monday, January 6, 2025 - 6:00 PM

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

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, January 6, 2025, at 6:00 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Josh Guymon, Deputy Superintendent; Jessica Nothorn, Chief Financial Officer; and Drew Thon, Chief Human Resource Officer.

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

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

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

C. **MEETINGS OF NOTE**

- Board Faculty Meeting - January 15, 2025 - Gertrude Walker Elementary School - 3:30 p.m. Four or more board members may be in attendance.

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

D.1. Remove Item F.4.c., Consent Agenda, Appoint Jeanne Billings as representative for the Kansas Public Employees Retirement System for the remainder of fiscal year 2024-25.

D.2. Additional certified and classified personnel actions for consideration, Item F.3.

That the Board of Education approve the agenda as amended. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Yea: 6, Nay: 0

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

Jennifer Standley requested to address the Board of Education in regards to the YMCA Dome, she was given five minutes to present her information.

E.1. Election of Board of Education Officers and Consider a Resolution to Establish Election of School Board Officers The Board of Education adopted a Resolution to Extend the Term of School Board Officers. The term of current Board President, Randy Ralston and current Board Vice President, Andy Fahrmeier, until successors for such positions are elected by the board at the organizational meeting in July 2025.

That the Board of Education adopt the Resolution as presented. This motion, made by Andy Fahrmeier and seconded by Jackie Gigot, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haack: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

E.2. Recognition of Diego Torres Rosales for being awarded the Outstanding Student Technology Award for outstanding use of his AAC communication device. Lucas Sullivan, Principal at Garden City Achieve, introduced Diego Torres Rosales and briefly spoke about the award.

E.3. Recognition of Board of Education Members for School Board Recognition Month Dr. Mike Dominguez, Superintendent, presented the Board of Education members with a certificate of recognition and thanked them for their service on the Board of Education.

E.4. Receive District Audit Report Theresa Dasenbrock, CPA, CFE, Lisa Axman, CPA and Tiffany O'Rourke, CPA, with Lewis, Hooper and Dick, LLC, presented the district audit report. There were no major concerns. Board members commented and their questions were answered.

F. CONSENT AGENDA All consent agenda items approved as presented.

That the Board of Education approve all consent agenda items as presented. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haack: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

F.1.a. Minutes of the December 19, 2024, Regular Board of Education Meeting – approved as presented.

F.2. **Accounts Payable** totaling \$965,399.81, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

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

F.3.a. **Certified:**

Appointments: Lee Koch

Contract Recommendation: Adoption of final resolution to terminate Jacob Miller’s contract.

Transfers:

- Amber Potts from administrator intern position at Horace Good Middle School to associate principal position at Horace Good Middle School effective January 2, 2025.
- Roni Knight from library media specialist position at Victor Ornelas Elementary School to instructor position at the Juvenile Detention Center effective January 21, 2025.

Supplemental Contracts:

Radney Abing	HG	Supplemental Overload
Dustin Algrim	EC	Staff Development Council
Claire Cartujano	GW	Sponsor Robotics
Eli Copeland	HS	Wrestling A/C
John Ford	HS	Girls Basketball Head A/C
Jasper Partin	HS	Supplemental Overload
Randall Sleep	KH	Basketball Boys A/C

Rule 10 Assignments:

David Arteaga	HS	Baseball A/C
Shania Castro	KH	Cheer A/C Winter
Shania Castro	KH	Cheer A/C Spring
Manuel Guzman	KH	Basketball Girls A/C
Jaymie Swedberg	HS	Basketball Girls H/C

F.3.b. **Classified**

Resignations: Jeanne Billings, Debra Huber, Casandra Mata, Essalena Powell, Sergio Santana

Assignments: Vanesa Cano-Ortiz, Leydaly Enriquez, Arianna Garcia, Elizabeth Hamilton Castro, Kelli Hernandez, Sanjuana Hernandez Ayala, Tiffany Lucero, Joanna Monge, Raul Quezada, Maria Del Consuelo Rincon, Rebecca Watson

Transfers: Gloria Garcia from Special Education Office Assistant II at the Educational Support Center to Special Education Paraprofessional II at Garfield Early Childhood Center

F.4. **Other**

F.4.a. The Board of Education adopted a Resolution to Establish Board Meeting Dates and Times – approved as presented.

F.4.b. The Board of Education approved the scheduling of Board of Education meeting dates for July: July 7, 2025, and July 21, 2025.

G. NEW BUSINESS

G.1. **The Board of Education is asked to consider and approve the following Curriculum Council items:**

G.1.a. New Course - Exploring Art Careers

G.1.b. New Course - A.P. United States Government and Politics

G.1.c. Curriculum - Functional Academics - Teach Town

Josh Guymon, Deputy Superintendent, presented a first read. This item will be on the consent agenda at the next regular meeting.

G.2. The Board of Education is asked to consider and approve a proposal for a new all-inclusive playground with ADA-compliant turf footing for Edith Scheuerman Elementary School. Brandon Anderson, Director of Plant Facilities presented proposals from both Cunningham Recreation (Game Time) and Next Generation Recreation (Play World.)

Board members' questions were answered. Additional information was requested. No action was taken.

G.3. The Board of Education is asked to consider and approve the purchase of the CenoBots Autonomous Scrubber and Sweeper from Pur-O-Zone for Plant Facilities in the amount of \$73,316.25 Brandon Anderson, Director of Plant Facilities, and Brad Stoppkotte, Custodial and Assistant Maintenance Manager, presented a proposal for the purchase of CenoBots autonomous cleaning equipment.

Board members' questions were answered. Additional information was requested. No action was taken.

G.4. Fire Alarm System at Plymell Elementary School Brandon Anderson, Director of Plant Facilities, presented a first read of a proposal to upgrade the fire alarm system at Plymell Elementary School from Davis Fire Systems.

Board members' questions were answered. No action was taken.

G.5. HVAC at Horace Good Middle School Brandon Anderson, Director of Plant Facilities presented a design proposal from GMCN to upgrade the HVAC in the Horace Good Middle School locker room area.

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

That the Board of Education move forward with the bid for the design fees for the HVAC system at Horace Good Middle School in the amount of \$85,000. This motion, made by Nathan Haeck and seconded by Jackie Gigot, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

H. BOARD OPEN DISCUSSION

- **Jackie Gigot** stated that she hoped everyone had a great break.
- **Andy Fahrmeier** welcomed students and faculty back and stated that with the current weather conditions he wanted to thank the facilities team for preparing the campuses for staff to come back.
- **Nathan Haeck** stated he has had the opportunity to attend several Board-Faculty meetings and stated that it's exciting to see what's going on in the different schools and that it is very encouraging to see the good that is going on. He also thanked staff for getting schools ready to open and wished everyone a great second semester.
- **Randy Ralston** thanked Jessica Nothern and staff for all the work on the audit and budget. He also congratulated Diego for his accomplishments and for receiving his award.
- **Robin Bergkamp** stated she saw that the girls' wrestling team is nationally ranked and stated that it is super exciting. She stated that crews did a great job clearing the parking lot here at the Educational Support Center. She also stated that she is looking forward to a great year.
- **Mark Hinde** stated that he wanted to thank the facilities team for putting the information together to help the district move forward with the facilities and in keeping them up. He thanked Jessica Nothern and the finance team for the good audit report. He also stated it was great to see the recognition that Diego received tonight.
- **Dr. Dominguez** stated that the district has a great maintenance team to address the weather issues. He stated that the district always has the best interest of the students in mind from curriculum to playground equipment, HVAC systems and maintenance equipment. He stated that it is best to not defer maintenance. He stated that he is excited about the second half of the year and thanked the leadership team, facilities teams and thanked the board members for their service.

I. **NEXT BOARD MEETING** - The next meeting of the Board of Education will take place on Monday, January 13, 2025, at 4:00 p.m. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

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

J.1. **Preliminary discussion relating to the acquisition of real property.**

Mr. President, I move that the Board of Education go into executive session for 15 minutes for the purpose of having preliminary discussions about the acquisition of real property in order to protect the district's financial interest and bargaining position, beginning at 7:00 P.M. and that the Board of Education reconvene into open session at 7:15 P.M. in the Board Meeting Room. I would like to invite Dr. Dominguez, Jennifer Cunningham, Josh Guymon, Drew Thon and Jessica Nothern to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Yea: 6, Nay: 0

The open meeting resumed in the board meeting room at 7:15 P.M.

J.2. Personnel matters for non-elected personnel.

Mr. President, I move we go into executive session for 15 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, beginning at 7:20 P.M. and the open meeting will resume in the Board Meeting Room at 7:35 P.M. I would like to invite Drew Thon to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

The open meeting resumed in the board meeting room at 7:35 P.M.

K. ACCOUNTS PAYABLE REVIEW - Jackie Gigot and Mark Hinde

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

That the Board of Education meeting be adjourned at 7:39 P.M. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President



GARDEN CITY PUBLIC SCHOOLS

DRAFT MINUTES *DRAFT*

Special Board of Education Meeting Monday, January 13, 2025 - 4:00 P.M.

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 Special meeting on Monday, January 13, 2025, at 4:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese via Zoom; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 4:01 P.M.

EXECUTIVE SESSION to discuss Superintendent candidates pursuant to the non-elected personnel exception under KOMA.

Mr. President, I move we go into executive session for 60 minutes, to discuss Superintendent candidates pursuant to the non-elected personnel exception under KOMA. beginning at 4:01 P.M. and the open meeting will resume in the Board Meeting Room at 5:01 P.M. I would like to invite Drew Thon and executives from Ray & Associates to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Nathan Haeck, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

John Wiese joined the meeting via Zoom at 4:08 P.M.

The open meeting resumed in the board meeting room at 5:01 P.M. The following action took place.

That the Board of Education recess for 30 minutes to eat dinner starting at 5:02 P.M. and the meeting will resume at 5:32 P.M. This motion, made by Robin Bergkamp and seconded by Andy Fahrmeier, Carried.

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

Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

The open meeting resumed in the board meeting room at 5:32 P.M. The following action took place.

Mr. President, I move we go into executive session for 60 minutes, to discuss Superintendent candidates pursuant to the non-elected personnel exception under KOMA beginning at 5:33 P.M. and the open meeting will resume in the Board Meeting Room at 6:33 P.M. I would like to invite Drew Thon and executives from Ray & Associates to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

John Wiese rejoined the meeting via Zoom.

The open meeting resumed in the board meeting room at 6:33 P.M. The following action took place.

That the Board of Education extend the executive session for 50 minutes beginning at 6:40 P.M. and the open meeting will resume at 7:30 P.M. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

Mark Hinde returned to the meeting room at 6:43 P.M.

The open meeting resumed in the board meeting room at 7:30 P.M. The following action took place.

That the Board of Education extend the executive session for 30 minutes beginning at 7:30 P.M. and the open meeting will resume at 8:00 P.M. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

John Wiese left the executive session and meeting at 7:55 P.M.

The open meeting resumed in the board meeting room at 8:00 P.M. The following action took place.

ADJOURNMENT

That the Board of Education meeting be adjourned at 8:02 P.M. This motion, made by Mark Hinde and seconded by Andy Fahrmeier, Carried.

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea
Haeck: Yea
Hinde: Yea
Ralston: Yea
Yea: 6, Nay: 0

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President



GARDEN CITY PUBLIC SCHOOLS

DRAFT MINUTES *DRAFT*

Special Board of Education Meeting Wednesday, January 15, 2025 - 4:00 P.M.

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 Special meeting on Wednesday, January 15, 2025, at 4:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier via Zoom; Jackie Gigot; John Wiese via Zoom; Mark Hinde; Nathan Haeck via Zoom; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 4:00 P.M.

EXECUTIVE SESSION to interview Superintendent candidates pursuant to the non-elected personnel exception under KOMA.

Mr. President, I move we go into executive session for 60 minutes, to interview Superintendent candidates pursuant to the non-elected personnel exception under KOMA beginning at 4:00 P.M. and the open meeting will resume in the Board Meeting Room at 5:00 P.M. I would like to invite Drew Thon and Candidate #1 to join us in executive session via Zoom. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

Candidate #1 left the executive session and the open meeting resumed in the board meeting room at 5:00 P.M. The following action took place.

I move to extend the executive session for 60 minutes starting at 5:15 P.M. and the open meeting will resume at 6:15 P.M. We would like to invite Candidate #2 to join us in executive session via Zoom. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried

Bergkamp: Yea
Fahrmeier: Yea
Gigot: Yea

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

Candidate #2 left the executive session and the open meeting resumed in the board meeting room at 6:15 P.M. The following action took place.

I move to extend the executive session for 60 minutes starting at 6:30 P.M. and the open meeting will resume at 7:30 P.M. We would like to invite Candidate #3 to join us in executive session via Zoom. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

Candidate #3 left the executive session and the open meeting resumed in the board meeting room at 7:30 P.M. The following action took place.

I move to extend the executive session for 60 minutes starting at 7:45 P.M. and the open meeting will resume at 8:45 P.M. We would like to invite Candidate #4 to join us in executive session via Zoom. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

Candidate #4 left the executive session and the open meeting resumed in the board meeting room at 8:45 P.M. The following action took place.

I move to extend the executive session for 60 minutes starting at 9:00 P.M. and the open meeting will resume at 10:00 P.M. We would like to invite Candidate #5 to join us in executive session via Zoom. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

Candidate #5 left the executive session and the open meeting resumed in the board meeting room at 10:00 P.M. The following action took place.

I move to extend the executive session for 60 minutes starting at 10:00 P.M. and the open meeting will resume at 11:00 P.M. We would like to invite Drew Thon and executives from Ray & Associates to join us in executive session via Zoom. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

The open meeting resumed in the board meeting room at 11:00 P.M. The following action took place.

I move to extend the executive session for 30 minutes starting at 11:00 P.M. and the open meeting will resume at 11:30 P.M. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

The open meeting resumed in the board meeting room at 11:30 P.M. The following action took place.

ADJOURNMENT

That the Board of Education meeting be adjourned at 11:33 P.M. This motion, made by Jackie Gigot and seconded by Mark Hinde, Carried.

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

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President



GARDEN CITY PUBLIC SCHOOLS

DRAFT MINUTES *DRAFT*

Special Board of Education Meeting Monday, January 20, 2025 - 7:00 AM
Baron's Steak House, 1911 E. Kansas Avenue, Garden City, Kansas 67846

The Board of Education of Garden City USD 457 met for a Special meeting on Monday, January 20, 2025, at 7:00 AM at Baron's Steakhouse, 1911 E. Kansas Avenue, Garden City, Kansas 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Also in attendance was Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 7:30 AM.

EXECUTIVE SESSION to interview Superintendent candidates pursuant to the non-elected personnel exception under KOMA.

Mr. President, I move we go into executive session for 95 minutes, to interview a Superintendent candidate pursuant to the non-elected personnel exception under KOMA beginning at 7:40 A.M. and the open meeting will resume at 9:15 A.M. I would like to invite Dr. Brian Yearwood, Dr. Greg Batenhorst, Drew Thon and Jennifer Ramos to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

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

Dr. Greg Batenhorst, Drew Thon and Jennifer Ramos left the executive session at 7:58 A.M.

The open meeting resumed at 9:15 A.M. and the following action took place.

Mr. President, I move to adjourn and reconvene today at 5:00 p.m. at the current location. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

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

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

The meeting was called back to order at 5:00 P.M., dinner was served. The following action took place.

Mr. President, I move that we go into executive session for 95 minutes, to interview a Superintendent candidate pursuant to the non-elected personnel exception under KOMA, beginning at 5:20 P.M. and the open meeting will resume at 6:55 P.M. I would like to invite Dr. Terry McCarty to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

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

Dr. McCarty left the executive session at 6:35 P.M.

The open meeting resumed at 6:55 P.M.

That the Board of Education recess for 15 minutes beginning at 6:55 P.M. and resume in open session at 7:10 P.M. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

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

The open meeting resumed at 7:10 P.M. and the following action took place.

That the Board of Education go into executive session for 30 minutes, to discuss superintendent candidates pursuant to the non-elected personnel exception under KOMA, beginning at 7:27 P.M. and the open meeting will resume at 7:57 P.M. I would like to invite Drew Thon to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Nathan Haeck, Carried.

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

Drew Thon left the executive session at 7:50 P.M.

The open meeting resumed at 7:57 P.M. and the following action took place.

That the Board of Education extend the executive session for 15 minutes beginning at 8:00 P.M. and the open meeting will resume at 8:15 P.M. This motion, made by Jackie Gigot and seconded by John Wiese, Carried.

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

The open meeting resumed at 8:15 and the following action took place.

That the Board of Education extend the executive session for 15 minutes beginning at 8:15 P.M. and the open meeting will resume at 8:30 P.M. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

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

The open meeting resumed at 8:30 P.M. and the following action took place.

That the Board of Education extend the executive session for 29 minutes beginning at 8:31 P.M. and the open meeting will resume at 9:00 P.M. I would like to invite Dr. Greg Batenhorst and Drew Thon to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

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

The open meeting resumed at 9:00 P.M., next steps were discussed. The following action took place.

ADJOURNMENT

That the Board of Education meeting be adjourned at 9:16 P.M. This motion, made by Jackie Gigot and seconded by Nathan Haeck, Carried.

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

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President



GARDEN CITY PUBLIC SCHOOLS

DRAFT MINUTES *DRAFT*

Special Board of Education Meeting Tuesday, January 21, 2025 - 5:15 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 Special meeting on Tuesday, January 21, 2025, at 5:15 PM in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Also in attendance were Josh Guymon, Deputy Superintendent and Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 5:00 P.M. The meeting opened with the Pledge of Allegiance.

APPROVAL OF EMPLOYMENT CONTRACTS

Mr. President, I move we approve the Superintendent Employment Agreement between the Board of Education of Unified School District No. 457 and Dr. Terry McCarty as Superintendent of Schools for USD 457. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

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

Mr. President, I move we approve the employment contract between the Board of Education of Unified School District No. 457 and Joseph Price as physical education teacher at Garden City High School and football head coach at Garden City High School. This motion, made by Andy Fahrmeier and seconded by John Wiese, Carried.

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

Yea: 7, Nay: 0

A.ADJOURNMENT

That the Board of Education meeting be adjourned at 5:17 P.M. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Wiese: Yea

Yea: 7, Nay: 0

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President

BOARD OF EDUCATION
Certified Personnel Actions
 February 3, 2025

RESIGNATION:

Devin Limberg, social studies teacher at Garden City High School, is submitting his letter of resignation effective May 23, 2025.

APPOINTMENTS:

Kristie Sigle, Topeka, Kansas, is recommended for a special education position with building to be determined effective for the 2025-2026 academic year. She has thirteen years' experience.

Alyvea Krehbiel, Andale, Kansas, is recommended for a special education position with building to be determined effective for the 2025-2026 academic year. She has 1 year of experience and is a limited residency participant through Fort Hays State University.

TRANSFERS:

Michelle Baier – from curriculum and instruction coordinator position at the Educational Support Center to curriculum and assessment coordinator position at the Educational Support Center effective for the 2025-26 academic year.

Joshua Guymon – from deputy superintendent position at the Educational Support Center to deputy superintendent of student services position at the Educational Support Center effective for the 2025-26 academic year.

Sarah Shrimplin – from second grade position at Edith Scheuerman Elementary School to second grade position at Jennie Wilson Elementary School effective for the 2025-26 academic year.

Heather Stegman – from director of curriculum and instruction position at the Educational Support Center to director of elementary curriculum and instruction position at the Educational Support Center effective for the 2025-26 academic year.

Mark Van Savage – from speech/drama position at Garden City High School to drama/theatre position at Garden City High School effective for the 2025-26 academic year.

POSITION REQUESTS:

Drew Thon, chief human resources officer, is requesting the following position changes effective for the 2025-26 academic year:

- Close 1.0 assistant superintendent position at the Educational Support Center.
- Open 1.0 director of secondary curriculum and instruction position at the Educational Support Center.
- Change the deputy superintendent position at the Educational Support Center to deputy superintendent of student services at the Educational Support Center.
- Change the director of curriculum and instruction position at the Educational Support Center to director of elementary curriculum and instruction at the Educational Support Center.
- Change curriculum and instruction coordinator position at the Educational Support Center to curriculum and assessment coordinator position at the Educational Support Center.

STUDENT TEACHER AGREEMENT:

Jacqueline Acosta-Piedra – Fort Hays State University

BOARD OF EDUCATION

Addendum to Certified Personnel Actions

February 3, 2025

SUPPLEMENTAL CONTRACTS:

Tylee Biera	HS	Wrestling A/C
Seth Drees	EC	IEP Reviewer
Glenda Gibson	EC	IEP Reviewer

RULE 10 ASSIGNMENTS:

Sean Boller	HS	Musical Music Director Asst.
Esmeralda Corado	HS	Musical Director Asst.
Leydaly Enriquez	KH	Soccer Boys A/C

BOARD OF EDUCATION
Classified Personnel Actions

February 3, 2025

TERMINATIONS	POSITION	BUILDING	DATE
Maria F. Garcia-Sanchez	Sub Bus Driver	Transportation	1/23/25
Juana Hernandez	Special Education Paraprofessional II	Edith Scheuerman Elementary School	1/20/25
Christopher Turner	Sub Custodian	Plant Facilities	1/13/25

RESIGNATIONS	POSITION	BUILDING	DATE
Charlene Dye	Special Education Paraprofessional I	Jennie Wilson Elementary School	1/20/25
Diana Gaucin	Bus Driver	Transportation	1/17/25
Maria Miranda Gomez	Custodian I	Garden City High School	1/14/25
Crystal Ruvalcaba	Special Education Paraprofessional II	Alta Brown Elementary School	1/22/25

ASSIGNMENTS	POSITION	BUILDING	DATE
Emily Carrera	Special Education Paraprofessional II	Garfield Early Childhood Center	1/8/25
Charlene Dye	Special Education Paraprofessional I	Jennie Wilson Elementary School	1/8/25
Vianca Esquivel	Special Education Paraprofessional II	Horace Good Middle School	1/29/25
Esmeralda Gonzales-Armendariz	Paraprofessional I	Charles O. Stones Intermediate Center	1/10/25
Itzel Goytia	Office Assistant II Dispatch:	Transportation	1/27/25
Porscha Hendershot	Special Education Paraprofessional II	Abe Hubert Elementary School	2/3/25
Phon Huber	Paraprofessional I	Florence Wilson Elementary School	1/8/25
Donnie Kirk	Small Fleet Driver	Transportation	1/28/25
Courtney Latta	Special Education Paraprofessional II	Victor Ornelas Elementary School	2/3/25
Nancy Ramirez Garcia	Special Education Paraprofessional I	Garfield Early Childhood Center	1/29/25
Maria Del Consuelo Rincon	Sub Custodian	Plant Facilities	1/13/25

Luis Rodriguez Pinedo	Small Fleet Driver	Transportation	1/8/25
Graciela Valera Mendez	Office Assistant II	Charles O. Stone Intermediate Center	1/15/25

TRANSFERS	FROM	TO	DATE
Doris Y Canales Alvarnenga	Sub Custodian: Plant Facilities	Custodian I: Florence Wilson Elementary School	1/22/25
Ana Cantu Ortiz	Bus Driver- 6 hr.: Transportation	Bus Driver- 8 hr.: Transportation	1/22/25
BriAna Davis	After School Program Supervisor: Florence Wilson/Victor Ornelas Elementary School	Office Assistant II: Kenneth Henderson Middle School	1/8/25
Hailey K. East	Sub Bus Driver: Transportation	Bus Driver- 8hr.: Transportation	1/22/25
Alexis Garcia	Special Education Paraprofessional II: Alta Brown Elementary School	Special Education Paraprofessional II: Abe Hubert Elementary School	1/8/25
Morgan Nelson	Special Education Paraprofessional II: Abe Hubert Elementary School	Special Education Paraprofessional II: Horace Good Middle School	1/27/25
Rebecca Partin-Ingalls	Personnel Specialist: Educational Support Center	Employee Services Coordinator: Educational Support Center	4/1/25
Ginger Sandell	Office Assistant II: Dispatcher Transportation	Special Education Paraprofessional II: Alta Brown Elementary School	1/13/25
Tamara Teichmer	Personnel Administrative Specialist I: Educational Support Center	Personnel Specialist: Educational Support Center	4/1/25
Yecenia Tena-Meza	Bus Driver-6 hr.: Transportation	Bus Driver-8hr.: Transportation	1/22/25

OTHER:

Shane Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Luis Rodriguez Pinedo.

Shane Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Donnie Kirk.

Andrea Baker, Principal of Garfield Early Childhood Center, is requesting to split a Special Education Paraprofessional I position into 2-0.5 positions.

Shane Burns, Director of Transportation, is requesting to revise the current staffing structure in the USD 457 Transportation Department. He would like to eliminate the 6 Sub Bus Driver positions and create 5 additional Route Driver positions. As of today, it is rare that the Transportation Department doesn't use their Sub Bus Drivers. On occasions when Sub Bus Drivers are not required for routes, they are typically reassigned to assist with a bus that has a high number of students. This would provide valuable support in managing student behavior along with helping our Sub Drivers become familiar with specific routes, stops and procedures. By making this transition we would be addressing the ongoing demand for drivers, enhance route consistency and provide more permanent staffing on our buses.

BOARD OF EDUCATION
Classified Personnel Actions Addendum

February 3, 2025

RESIGNATIONS	POSITION	BUILDING	DATE
Liliana De Luna De La Rosa	Paraprofessional I	Florence Wilson Elementary School	2/12/25

ASSIGNMENTS	POSITION	BUILDING	DATE
Maribel Sotelo	Small Fleet Driver	Transportation	2/3/25

TRANSFERS	FROM	TO	DATE
Maria Martinez	Sub Custodian: Plant Facilities	Custodian I: Horace Good Middle School	1/16/25
Abigail Smith	Sub Custodian: Plant Facilities	Custodian I: Garden City High School	1/27/25

OTHER:

Shane Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Maribel Sotelo.

Karen Murrell, Principal of Abe Hubert Elementary, is requesting to change a .5 Bilingual/Parent Advocate into a .5 Special Education Paraprofessional II to help assist in the new Rainbow Room, which opened at the beginning of the new semester.

****Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR

Professional Submitting Request: Kaitlin Hahn

Building Submitting Request: GCHS

Department of Submission: Art

Date Submitted to Department Chair: 10/11/2024

Date Completed by Professional: 10/10/2024

Course Name: Exploring Art Careers

SKYWARD INFORMATION:

Short description of course (15 characters)

prints on transcripts

Exp. Art Car.

Long description of course (30 characters)

Exploring Art Careers

Kansas Course Code (KCCMS): _____

Please attach the following:

Standards/Course Objectives

Syllabus

Description of Course

80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.

Does any additional curriculum need to be purchased for additional credit to be offered? YES* NO

**If yes, please attach information regarding curriculum to be purchased that includes cost.*

***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*

Does this course have the potential or need for a supplemental salary?

YES* NO

**If yes, please attach an explanation of the supplemental including cost and hours.*

List any pre-requisite courses:

Intro to Art
Teacher Approval

Indicate the following:

Required Course Elective Course

Either (depends on grad reqs)

BELOW TO BE COMPLETED BY COUNSELOR

<p>Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters</p> <p>Credit to be Earned: <u>1.5</u></p> <p>Is this a dual credit course? YES / <input checked="" type="radio"/> NO</p> <p>Is this a GCCC course? YES / <input checked="" type="radio"/> NO</p> <p>Number of USD 457 Credits: _____ (3 GCCC credit hours = 0.5 credit at USD 457)</p> <p>GPA Set: <input checked="" type="checkbox"/> normal <input type="checkbox"/> indexed</p> <p>Skyward Filter: <input type="checkbox"/> LA <input type="checkbox"/> OC <input checked="" type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE <input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p>NOTES:</p> <p style="text-align: right;">*TECHNOLOGY ON BACK</p>
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BELOW TO BE COMPLETED BY TECHNOLOGY

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____</p> <p><input type="checkbox"/> Grad Requirements & Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction</p>

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Accomplished: Kansas Visual Art Performance Standards

Creating	
<u>(Cr1.1.II)</u>	Individually or collaboratively formulate new creative problems based on student's existing artwork.
<u>(Cr1.2.II)</u>	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
<u>(Cr2.1.II)</u>	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
<u>(Cr2.2.II)</u>	Demonstrate awareness of ethical implications of making and distributing creative work.
<u>(Cr2.3.II)</u>	Redesign an object, system, place, or design in response to contemporary issues.
<u>(Cr3.1.II)</u>	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
Presenting	
<u>(Pr4.1.II)</u>	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
<u>(Pr5.1.II)</u>	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
<u>(Pr.6.1.II)</u>	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
<u>(Re7.1.II)</u>	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
<u>(Re7.2.II)</u>	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
<u>(Re8.1.II)</u>	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
<u>(Re9.1.II)</u>	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
<u>(Cn10.1.II)</u>	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
<u>(Cn11.1.II)</u>	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Exploring Art Careers

This class helps students prepare for a career in the arts after high school. Students will learn to put together resumes, cover letters, and portfolios. They will also discover how to brand themselves, establish a presence in the art community, explore different degree types, careers, and learn about the financial side of working in the arts. Students will create artwork for their portfolio.

Units:

1: Resumes, Cover Letters, Portfolios

Students will practice putting together important information about themselves.

2: Branding and creating an LLC.

Students will learn about creating a way for their art to be identifiable as their own.

3: Establishing Presence

Students will learn about getting their name and art out in the community. Ways to accomplish this will be through word or mouth, online presence, peer to peer etc...

4: Degree Types

Students will learn about the different types of degrees they could get and what the requirements are for each.

5: Exploring Art Careers

Students will learn about different types of careers they could do with an art degree and what they would do in each career.

Commercial

Producing

Therapy

Teaching

Gallery

Free Lance Artist

Art Dealing

Interior Design

6: Contracts, Commissions, Taxes and Pay

Students would learn about how to create, use and modify agreements such as contracts and commissions. They would learn about taxes and budgeting so they could be successful when working with money.

7: Artwork

Students would be creating art for their portfolio throughout the semester.

Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

STEP ONE: Requesting professional (teacher/counselor) completes the written request.	
STEP TWO: Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p>Recommended / Not Recommended</p> <p><i>Carissa Nott</i> _____ Department Chair / Date</p> <p><i>10/11/2024</i> _____ Date of Department Mtg.</p>
STEP THREE: Request is sent to the Head Principal for consideration.	<p>Recommended / Not Recommended</p> <p><i>J.P.H.</i> <i>11-5-24</i> _____ Head Principal Signature / Date</p>
STEP FOUR: Counselors complete Skyward Course Information on the written request form.	<p>Skyward Course Information Completed</p> <p><i>Jennifer M...</i> _____ Department Chair</p>
STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p>Recommended / Not Recommended**</p> <p>_____ Curriculum Council Chair Signature / Date</p>
STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p>Recommended / Not Recommended</p> <p>_____ Asst./Deputy Superintendent Signature / Date</p>
STEP SEVEN: Request is presented to BOE for approval	<p>Approved / Not Approved</p>
STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____ Date Zendesk Submitted</p> <p>_____ Date Forms Delivered</p>
STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____ Date Changes Complete</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction</p>

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

****Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR

Professional Submitting Request: Kaitlin Hahn

Building Submitting Request: GCHS

Department of Submission: Art

Date Submitted to Department Chair: 10/11/2024

Date Completed by Professional: 10/10/2024

Course Name: Exploring Art Careers

SKYWARD INFORMATION:

Short description of course (15 characters)

prints on transcripts

Exp. Art Car.

Long description of course (30 characters)

Exploring Art Careers

Kansas Course Code (KCCMS): _____

Please attach the following:

Standards/Course Objectives

Syllabus

Description of Course

80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.

Does any additional curriculum need to be purchased for additional credit to be offered? YES* NO

**If yes, please attach information regarding curriculum to be purchased that includes cost.*

***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*

Does this course have the potential or need for a supplemental salary?

YES* NO

**If yes, please attach an explanation of the supplemental including cost and hours.*

List any pre-requisite courses:

Intro to Art
Teacher Approval

Indicate the following:

Required Course Elective Course

Either (depends on grad reqs)

BELOW TO BE COMPLETED BY COUNSELOR

<p>Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters</p> <p>Credit to be Earned: <u>1.5</u></p> <p>Is this a dual credit course? YES / <input checked="" type="radio"/> NO</p> <p>Is this a GCCC course? YES / <input checked="" type="radio"/> NO</p> <p>Number of USD 457 Credits: _____ (3 GCCC credit hours = 0.5 credit at USD 457)</p> <p>GPA Set: <input checked="" type="checkbox"/> normal <input type="checkbox"/> indexed</p> <p>Skyward Filter: <input type="checkbox"/> LA <input type="checkbox"/> OC <input checked="" type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE <input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p>NOTES:</p> <p style="text-align: right;">*TECHNOLOGY ON BACK</p>
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BELOW TO BE COMPLETED BY TECHNOLOGY

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned —> _____</p> <p><input type="checkbox"/> Grad Requirements & Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction</p>

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

Accomplished: Kansas Visual Art Performance Standards

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<u>(Cr2.1.II)</u>	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
<u>(Cr2.2.II)</u>	Demonstrate awareness of ethical implications of making and distributing creative work.
<u>(Cr2.3.II)</u>	Redesign an object, system, place, or design in response to contemporary issues.
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<u>(Re8.1.II)</u>	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
<u>(Re9.1.II)</u>	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
<u>(Cn10.1.II)</u>	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
<u>(Cn11.1.II)</u>	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Exploring Art Careers

This class helps students prepare for a career in the arts after high school. Students will learn to put together resumes, cover letters, and portfolios. They will also discover how to brand themselves, establish a presence in the art community, explore different degree types, careers, and learn about the financial side of working in the arts. Students will create artwork for their portfolio.

Units:

1: Resumes, Cover Letters, Portfolios

Students will practice putting together important information about themselves.

2: Branding and creating an LLC.

Students will learn about creating a way for their art to be identifiable as their own.

3: Establishing Presence

Students will learn about getting their name and art out in the community. Ways to accomplish this will be through word or mouth, online presence, peer to peer etc...

4: Degree Types

Students will learn about the different types of degrees they could get and what the requirements are for each.

5: Exploring Art Careers

Students will learn about different types of careers they could do with an art degree and what they would do in each career.

Commercial

Producing

Therapy

Teaching

Gallery

Free Lance Artist

Art Dealing

Interior Design

6: Contracts, Commissions, Taxes and Pay

Students would learn about how to create, use and modify agreements such as contracts and commissions. They would learn about taxes and budgeting so they could be successful when working with money.

7: Artwork

Students would be creating art for their portfolio throughout the semester.

Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

STEP ONE: Requesting professional (teacher/counselor) completes the written request.	
STEP TWO: Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p>Recommended / Not Recommended</p> <p><i>J. D. Tarsons</i> 10/2/2024 <small>Department Chair / Date</small></p> <p>10/2/2024 <small>Date of Department Mtg.</small></p>
STEP THREE: Request is sent to the Head Principal for consideration.	<p>Recommended / Not Recommended</p> <p><i>[Signature]</i> 10-2-24 <small>Head Principal Signature / Date</small></p>
STEP FOUR: Counselors complete Skyward Course Information on the written request form.	<p>Skyward Course Information Completed</p> <p><i>[Signature]</i> <small>Department Chair</small></p>
STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p>Recommended / Not Recommended**</p> <p>_____ <small>Curriculum Council Chair Signature / Date</small></p>
STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p>Recommended / Not Recommended</p> <p>_____ <small>Asst./Deputy Superintendent Signature / Date</small></p>
STEP SEVEN: Request is presented to BOE for approval	<p>Approved / Not Approved</p>
STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____ <small>Date Zendesk Submitted</small></p> <p>_____ <small>Date Forms Delivered</small></p>
STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____ <small>Date Changes Complete</small></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction</p>

****Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: Logan Bevis Department of Submission: Social Studies Date Completed by Professional: 10/2/2024	Building Submitting Request: Garden City High School Date Submitted to Department Chair:
Course Name: A.P. United States Government and Politics	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> AP U.S. Gov't/Pol Long description of course (30 characters) AP U.S. Government and Politics
Kansas Course Code (KCCMS):04157	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input type="checkbox"/> Syllabus <input type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased <u>for additional credit to be offered</u> ? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <div style="font-size: 1.2em; font-family: cursive;">11, 12 grade grade</div>	Indicate the following: <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input checked="" type="checkbox"/> Either (depends on grad reqs)
BELOW TO BE COMPLETED BY COUNSELOR	
Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>.5</u> Is this a dual credit course? YES / NO Is this a GCCC course? YES <input checked="" type="checkbox"/> NO Number of USD 457 Credits: _____ (3 GCCC credit hours = 0.5 credit at USD 457) GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed Skyward Filter:	NOTES:

<input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input checked="" type="checkbox"/> SS <input type="checkbox"/> PE <input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM <i>OR</i>	*TECHNOLOGY ON BACK
---	----------------------------

BELOW TO BE COMPLETED BY TECHNOLOGY

<input type="checkbox"/> KCCMS Mapping Confirmed <input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____ <input type="checkbox"/> Grad Requirements & Filtering Confirmed <input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion <input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction
--

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

AP U.S. Government and Politics Course Description:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course.

Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Curriculum Costs:

At the time of this Syllabus creation we do not have a set textbook, we are open to working with the district/building administration for the most feasible options and to work through the adoption process. The regular TCI textbook is not an AP approved book so it would not be an option for this class. Here are the two main options we are looking at right now, depending on teacher review of books, student enrollment numbers, and what the district is willing to pay

Something to consider: Enrollment is likely to be low, especially early on for this course. Accordingly a small amount of textbooks will likely suffice. Also because this course would only be offered in the second semester we would have time after adoption to explore these options and see what enrollment looks like.

Option 1, traditional hardcover textbook with an AP focus:

Abernathy, Scott and Waples, Karen, "American Government: Stories of a Nation, 1st Edition" (2019).
Bedford, Freeman, & Worth

Hardcover copy cost listed at 144.98. Digital copy listed at \$55 per year per student.

Option 2: Free, open source online textbook and a supporting paperback text that has an AP focus

Krutz, Glen and Waskiewicz, Sylvie, "American Government, 3rd Edition" (2021). eTextbooks for Students. 397.

Wolfford, David, "Advanced Placement United States Government & Politics, 3rd edition" (2020). Perfection Learning

American Government book is free online, AMSCO costs \$22.95 for softcover edition, Softcover plus interactive (online) edition is 29.95 for a 1 year license, e-book is \$22.95 for a year license.



AP U.S. GOVERNMENT AND POLITICS

Course Skills

This section presents the skills that students should develop during the AP U.S. Government and Politics course and that form the basis of the tasks on the AP Exam.

AP U.S. Government and Politics Course Skills

The AP U.S. Government and Politics course provides skills that describe what a student should be able to do while exploring course concepts. The table on the next page presents these skills.

The unit guides that follow embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching these skills can be found in the *Instructional Approaches* section of this publication.



Course Skills

Skill Category 1

Concept Application **1**

Apply political concepts and processes to scenarios in context.

Skill Category 2

SCOTUS Application **2**

Apply Supreme Court decisions.

Skill Category 3

Data Analysis **3**

Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

Skill Category 4

Source Analysis **4**

Read, analyze, and interpret foundational documents and other text-based and visual sources.

Skill Category 5

Argumentation **5**

Develop an argument in essay format.

SKILLS

1.A Describe political principles, institutions, processes, policies, and behaviors.

1.B Explain political principles, institutions, processes, policies, and behaviors.

1.C Compare political principles, institutions, processes, policies, and behaviors.

1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

2.A Describe the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases.

2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.

2.C Explain how the facts, issue, holding, reasoning, decision, and majority opinion of a required Supreme Court case compare to a non-required Supreme Court case.

2.D Explain how a required Supreme Court case relates to a relevant political principle, institution, process, policy, or behavior.

3.A Describe the data presented.

3.B Describe patterns and trends in data.

3.C Explain patterns and trends in data to draw conclusions.

3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

3.E Explain possible limitations of the data provided.

3.F Explain possible limitations of the visual representation of the data provided.

4.A Describe the argument, perspective, evidence, and reasoning presented in the source.

4.B Explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors.

4.C Explain how the implications of the argument or perspective in the source may affect political principles, institutions, processes, policies, and behaviors.

4.D Explain how the visual elements of the source (a cartoon, map, or infographic) illustrate or relate to political principles, institutions, processes, policies, and behaviors.

5.A Articulate a defensible claim/thesis.

5.B Support an argument or claim/thesis using relevant evidence.

5.C Use reasoning to organize and analyze evidence, explaining its significance to justify an argument or claim/thesis.

5.D Respond to opposing or alternate perspectives with rebuttal or refutation.

2

AP U.S. GOVERNMENT AND POLITICS

Course Content

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students should know and be able to do. The framework also encourages instruction that prepares students for advanced political science coursework and active, informed participation in our constitutional democracy.

UNITS

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

The five units in AP U.S. Government and Politics and their weighting on the multiple-choice section of the AP Exam are listed below.

Units	Exam Weighting
Unit 1: Foundations of American Democracy	15–22%
Unit 2: Interactions Among Branches of Government	25–36%
Unit 3: Civil Liberties and Civil Rights	13–18%
Unit 4: American Political Ideologies and Beliefs	10–15%
Unit 5: Political Participation	20–27%

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages contain the required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

BIG IDEAS

The course focuses on five big ideas which allow students to create meaningful connections among concepts across the units. Connecting these big ideas across the different course units will help students develop a deeper conceptual understanding of the course content. Big ideas are spiraled throughout the curriculum through the topics. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: CONSTITUTIONALISM

The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.

BIG IDEA 2: LIBERTY AND ORDER

Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY

Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate

BIG IDEA 4: COMPETING POLICYMAKING INTERESTS
















Multiple actors and institutions interact to produce and implement possible policies.

BIG IDEA 5: METHODS OF POLITICAL ANALYSIS

Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Spiraling the Big Ideas

The following table shows how the big ideas spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	<i>Foundations of American Democracy</i>	<i>Interactions Among Branches of Government</i>	<i>Civil Liberties and Civil Rights</i>	<i>American Political Ideologies and Beliefs</i>	<i>Political Participation</i>
Constitutionalism					
Liberty and Order					
Civic Participation in a Representative Democracy					
Competing Policymaking Interests					
Methods of Political Analysis					

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP U.S. Government and Politics curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing options are provided for teaching the course for a full year and for a single semester.
- Progression of topics within each unit.
- Spiraling of the skills across all units.

Teach

COURSE SKILLS

Course skills spiral across units.

- | | |
|------------------------------|--------------------------|
| 1 Concept Application | 3 Data Analysis |
| 2 SCOTUS Application | 4 Source Analysis |
| 5 Argumentation | |

Assess

Assign the Progress Checks—either as homework or in class—for each unit. Each Progress Check contains formative multiple-choice and free-response questions. The feedback from the Progress Checks shows students the areas where they need to focus.

UNIT 1 Foundations of American Democracy

~16/~8

Class Periods

15–22%

AP Exam Weighting

- | | |
|----------|--|
| 1 | 1.1 Ideals of Democracy |
| 4 | 1.2 Types of Democracy |
| 1 | 1.3 Government Power and Individual Rights |
| 4 | 1.4 Challenges of the Articles of Confederation |
| 1 | 1.5 Ratification of the U.S. Constitution |
| 4 | 1.6 Principles of American Government |
| 5 | 1.7 Relationship between the States and National Government |
| 2 | 1.8 Constitutional Interpretations of Federalism |
| 5 | 1.9 Federalism in Action |

UNIT 2 Interactions Among Branches of Government

~28/~14

Class Periods

25–36%

AP Exam Weighting

- | | |
|----------|--|
| 1 | 2.1 Congress: The Senate and the House of Representatives |
| 3 | 2.2 Structures, Powers, and Functions of Congress |
| 2 | 2.3 Congressional Behavior |
| 3 | 2.4 Roles and Powers of the President |
| 1 | 2.5 Checks on the Presidency |
| 4 | 2.6 Expansion of Presidential Power |
| 1 | 2.7 Presidential Communication |
| 2 | 2.8 The Judicial Branch |
| 1 | 2.9 The Role of the Judicial Branch |
| 2 | 2.10 The Court in Action |
| 1 | 2.11 Checks on the Judicial Branch |
| 4 | 2.12 The Bureaucracy |
| 1 | 2.13 Discretionary and Rulemaking Authority |
| 3 | 2.14 Holding the Bureaucracy Accountable |
| 3 | 2.15 Policy and the Branches of Government |

Progress Check 1

Multiple-choice: ~20 questions

Free-response: 3 questions

- Concept Application
- Argument Essay (partial)
- Argument Essay (partial)

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Progress Check 2

Multiple-choice: ~45 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- SCOTUS Comparison

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 3 Civil Liberties and Civil Rights

~26/~13 Class Periods | **13–18%** AP Exam Weighting

1	3.1 The Bill of Rights
2	3.2 First Amendment: Freedom of Religion
3	3.3 First Amendment: Freedom of Speech
4	3.4 First Amendment: Freedom of the Press
4	3.5 Second Amendment: Right to Bear Arms
5	3.6 Amendments: Balancing Individual Freedom with Public Order and Safety
2	3.7 Selective Incorporation
5	3.8 Amendments: Due Process and the Rights of the Accused
1	3.9 Amendments: Due Process and the Right to Privacy
4	3.10 Social Movements and Equal Protection
2	3.11 Government Responses to Social Movements
2	3.12 Balancing Minority and Majority Rights
1	3.13 Affirmative Action

Progress Check 3

Multiple-choice: ~30 questions

Free-response: 3 questions

- SCOTUS Comparison
- Argument Essay (partial)
- Argument Essay (partial)

UNIT 4 American Political Ideologies and Beliefs

~22/~11 Class Periods | **10–15%** AP Exam Weighting

1	4.1 American Attitudes About Government and Politics
3	4.2 Political Socialization
3	4.3 Changes in Ideology
4	4.4 Influence of Political Events on Ideology
3	4.5 Measuring Public Opinion
3	4.6 Evaluating Public Opinion Data
1	4.7 Ideologies of Political Parties
4	4.8 Ideology and Policymaking
3	4.9 Ideology and Economic Policy
4	4.10 Ideology and Social Policy

Progress Check 4

Multiple-choice: ~30 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- Quantitative Analysis

UNIT 5 Political Participation

~18/~9 Class Periods | **20–27%** AP Exam Weighting

1	5.1 Voting Rights and Models of Voting Behavior
3	5.2 Voter Turnout
1	5.3 Political Parties
4	5.4 How and Why Political Parties Change and Adapt
3	5.5 Third-Party Politics
3	5.6 Interest Groups Influencing Policymaking
1	5.7 Groups Influencing Policy Outcomes
5	5.8 Electing a President
5	5.9 Congressional Elections
5	5.10 Modern Campaigns
2	5.11 Campaign Finance
5	5.12 The Media
2	5.13 Changing Media

Progress Check 5

Multiple-choice: ~30 questions

Free-response: 3 questions

- Quantitative Analysis
- Argument Essay
- Argument Essay

AP[®] United States Government and Politics Syllabus

Modified from AP Syllabus Sample #2

Curricular Requirements

CR1 The teacher and students have access to a college-level U.S. government and politics textbook and news media sources from multiple perspectives.

CR2 The course includes the required foundational documents and required Supreme Court cases as described in the AP Course and Exam Description.

CR3 The course is structured to incorporate the big ideas and required content outlined in each of the units described in the AP Course and Exam Description.

CR4 The course provides opportunities for students to develop Skill Category 1: Concept Application—apply political concepts.

CR5 The course provides opportunities for students to develop Skill Category 2: SCOTUS Application—apply Supreme Court decisions.

CR6 The course provides opportunities for students to develop Skill Category 3: Data Analysis—analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

CR7 The course provides opportunities for students to develop the text-based analysis skills in Skill Category 4: Source Analysis—read, analyze, and interpret foundational documents.

CR8 The course provides opportunities for students to develop the visual source analysis skills in Skill Category 4: Source Analysis—read, analyze, and interpret visual sources.

CR9 The course provides opportunities for students to develop Skill Category 5: Argumentation—develop an argument in essay format.

CR10 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP Course and Exam Description that culminates in a presentation of findings.

Instructional Schedule

U.S. Government and Politics is taught in one semester using a traditional school day schedule. Each class period is 40 minutes long. There are approximately 85 instructional days in each semester.

Course Units **CR3 CR3**

- ③ **Unit 1: Foundations of American Democracy** – 15 days (Big Idea: Constitutionalism)
- ③ **Unit 2: Interactions Among Branches of Government** – 22 days (Big Idea: Competing Policymaking Interests)
- ③ **Unit 3: Civil Liberties and Civil Rights** – 10 days (Big Idea: Liberty and Order)
- ③ **Unit 4: American Political Ideologies and Beliefs** – 10 days (Big Idea: Participation in a Representative Democracy)
- ③ **Unit 5: Political Participation** – 17 days (Big Idea: Participation in a Representative Democracy) *Big Idea: Methods of Political Analysis will be covered throughout the course. There are five days unaccounted for to allow for flexibility in the schedule.

Primary Textbook

At the time of this Syllabus creation we do not have a set textbook, we are open to working with the district/building administration for the most feasible options and to work through the adoption process. The regular TCI textbook is not an AP approved book so it would not be an option for this class. Here are the two main options we are looking at right now, depending on teacher review of books and what the district is willing to pay:

Option 1, traditional hardcover textbook with an AP focus:

Abernathy, Scott and Waples, Karen, "American Government: Stories of a Nation, 1st Edition" (2019). Bedford, Freeman, & Worth

Option 2: Free, open source online textbook and a supporting paperback text that has an AP focus

Krutz, Glen and Waskiewicz, Sylvie, "American Government, 3rd Edition" (2021). eTextbooks for Students. 397.

Wolfford, David, "Advanced Placement United States Government & Politics, 3rd edition" (2020). Perfection Learning

Supplemental Resources

- ③ Harvard Case Method Institute Case Studies

Sources for Quantitative and Qualitative Stimuli **CR1 CR1**

- ③ *The New York Times*
- ③ The Pew Research Center
- ③ BBC News
- ③ *The Week* (for political cartoons)
- ③ *The Washington Post*
- ③ *The Economist*
- ③ *The Wall Street Journal*

The following required foundational documents are incorporated throughout the course: **CR2 CR2**

- ③ The Declaration of Independence
- ③ The Articles of Confederation
- ③ *Federalist No. 10*
- ③ *Brutus No. 1*
- ③ *Federalist No. 51*
- ③ The Constitution of the United States
- ③ *Federalist No. 70*
- ③ *Federalist No. 78*
- ③ "Letter from a Birmingham Jail"

The following required Supreme Court cases are incorporated throughout the course: **CR2**

- ③ *McCulloch v. Maryland* (1819)
- ③ *Lopez v. United States* (1995)
- ③ *Marbury v. Madison* (1803)
- ③ *Engel v. Vitale* (1962)
- ③ *Wisconsin v. Yoder* (1972)
- ③ *Tinker v. Des Moines Independent Community School District* (1969) ③ *New York Times Company v. United States* (1971)
- ③ *Schenck v. United States* (1919)
- ③ *Gideon v. Wainwright* (1963)
- ③ *McDonald v. Chicago* (2010)
- ③ *Brown v. Board of Education, I* (1954)
- ③ *Citizens United v. Federal Election Commission (FEC)* (2010)
- ③ *Baker v. Carr* (1962)
- ③ *Shaw v. Reno* (1993)

Major Class Activities

- ③ Current events presentations
 - ⑩ Students, individually or as a pair, will prepare a current events presentation that they will share with the class at the start of their assigned week. The presentation must include at least one story that links one or more of the big ideas to each of the five units in the AP U.S. Government and Politics curriculum. The current events presentation also must include at least one relevant visual source (political cartoon, quantitative data, or infographic) for each story with a caption that explains its connection to the big idea and/or unit that story covers.
- ③ Analytical paper assignment
 - ⑩ Students will be required to write several analytical papers about important topics in United States government and politics. These papers will be due on various dates throughout the semester. Each paper must be no more than four pages in length. One to two analytical paper assignments will require students to also examine how the assigned article and a required case/foundational document corroborate or contradict one another
- ③ Key Concept Exams
 - ⑩ Using the course framework, I will create a list of important political science and government terms such as

political culture, etc. Students will take basic exams over these terms throughout the semester to demonstrate mastery of key concepts essential to the foundation of the AP Government and Politics course

③ Debates

⑩ Students, in teams of three, will compete in a debate about a current public policy or issue in American government and politics. Each team will get a five-minute opening statement, a five-minute cross-examination period, and a five-minute closing statement. Students must also have a visual that helps support their main arguments. This visual can be a chart, graph, table, political cartoon, or infographic. Finally, each team is responsible for providing an annotated works cited page of the resources used to develop their arguments and questions.

③ Required Court Cases:

⑩ In pairs, students will create a interactive presentation for one of the required court cases. Their interactive presentation must include a summary of the constitutional issue involved in the case, a summary of the holding of the case, any significant dissents in the case, and connections to at least two similar cases (acting as precedent or overturning the original decision). In addition to the previous requirements, each student's Presentation should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case.

③ Any time there is an activity that involves one of the required foundational documents, students are required to read the document ahead of time. As part of their reading, students are required to annotate the document and write a one paragraph summary of the document.

AP U.S. Government and Politics Course Plan

Unit 1: Foundations of American Democracy—15 Days

Essential Questions

- ③ How did the founders of the U.S. Constitution attempt to protect individual liberty while also promoting public order and safety?
- ③ How have theory, debate, and compromise influenced the U.S. Constitutional system? ③ How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

Key Terms

- Natural Rights
- Popular sovereignty
- Republicanism
- Social contract
- Declaration of Independence
- Philadelphia Convention
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Shays' Rebellion
- Great (Connecticut) Compromise
- Electoral College
- Three-fifths Compromise
- Importation (slavery) compromise
- Separation of powers
- Checks and balances
- Federalism
- Exclusive powers/Enumerated
- Implied powers
- Concurrent powers
- Categorical grants
- Block grants
- Mandates (unfunded)
- Commerce clause

Required Readings

Textbook Readings

Federalist No. 10

Brutus No. 1

Federalist No. 51

The Articles of Confederation

The Declaration of Independence

The Constitution of the United States (Articles I–VII, Tenth and Fourteenth Amendments)

McCulloch v. Maryland (1819)

Lopez v. United States (1995)

Please note there will be additional supplemental readings that are required, sometimes optional for each unit. These will often deal with current events

Unit 2: Interaction Among the Branches—22 Days

Essential Questions

- ③ How do the branches of the national government compete and cooperate in order to govern?
- ③ To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Key Terms **CR7**

- Implied powers
- Necessary and proper clause
- Checks and balances
- Bicameralism
- Speaker of the House
- President Of the Senate
- Senate Majority leader
- Filibuster
- Cloture Holds
- Rules Committee
- Committee of the Whole
- Discharge petitions
- Discretionary spending
- Mandatory spending
- Pork barrel legislation/ logrolling
- Partisanship
- Gridlock
- Gerrymandering
- Divided government
- Trustee
- Delegate
- Politico
- Veto (including pocket veto)
- Commander in Chief
- Executive order
- Signing statements
- Nomination and confirmation
- Treaty negotiation and ratification 22nd Amendment
- Bully pulpit
- Judicial review
- Precedent/*Stare Decisis*
- Judicial activism
- Judicial Restraint
- Patronage
- Civil service
- Iron triangles/Issue networks Congressional oversight
-

Readings

Textbook Readings:

The Constitution of the United States (Articles I–III) *Baker v. Carr* (1962) *Shaw v. Reno* (1993)

Federalist No. 70

Federalist No. 78

Marbury v. Madison

Moe, Terry M., and William G. Howell. "Unilateral Action and Presidential Power: A Theory."

Presidential Studies Quarterly, vol. 29, no. 4, Dec. 1999, pp. 850–73. Accessed 13 Dec. 2017.

Unit 3: Civil Liberties and Civil Rights—10 Days

Essential Questions

③ To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?

③ How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Key Terms

- Civil liberties
- Civil rights
- Bill of Rights
- Judicial review
- Selective incorporation
- Establishment clause
- Free exercise clause
- Symbolic speech
- "Clear and present danger"
- Due process clause
- Miranda Rights
- Patriot Act
- Exclusionary rule
- Equal protection clause
- National Organization for Women Civil Rights Act 1964
- Voting Rights Act 1965
- Title IX of the Education Amendments Act of 1972
- "Separate but equal"

Readings

Textbook Readings

The Bill of Rights

The Fourteenth Amendment's Due Process and Equal Protection Clauses *Engel v. Vitale* (1962)

Wisconsin v. Yoder (1972)

Tinker v. Des Moines Independent Community School District (1969)

Schenck v. United States (1919)

New York Times Company v. United States (1971)

McDonald v. Chicago (2010) *Gideon v. Wainwright* (1963)

Brown v. Board of Education (1954)

"Letter from a Birmingham Jail"

Supplemental Readings

Unit 4: American Political Ideologies and Beliefs—10 Days

Essential Questions

- ③ How are American political beliefs formed and how do they evolve over time? ③ How do political ideology and core values influence government policymaking?

Key Terms

Political ideology

Demographics

Political culture

Political socialization

Party platform

Liberal ideology

Conservative ideology

Readings

Textbook Readings

The “Monkey Cage” series on political polarization in America found at

The Washington Post.

“Political Polarization in the American Public.” *Pew Center Research Center*,

The Pew Charitable Trusts, 12 June 2014. Accessed 16 Dec. 2017.

Abramowitz, Alan I., and Morris P. Fiorina. “Polarized or Sorted? Just What’s Wrong With

Our Politics, Anyway?” *The American Interest*, 11 Mar. 2013. Accessed 18 Dec. 2017.

Fiorina, Morris P. “America’s Missing Moderates: Hiding in Plain Sight.” *The American*

Interest, vol. 8, no. 4, 12 Feb. 2013. Accessed 18 Dec. 2017.

Unit 5: Political Participation—17 Days

Essential Questions

④ How have changes in technology influenced political communication and behavior? ④

Why do levels of participation and influence in politics vary?

④ How effective are the various methods of political participation in shaping public policies?

Key Terms

- Rational choice theory
- Retrospective voting
- Prospective voting
- Party-line voting
- Political efficacy
- Midterm election
- Demographics
- Linkage institution
- Political party
- Interest group
- Critical election
- Political realignment
- Proportional electoral system
- Winner-take-all electoral system
- Iron triangles
- Primaries (open v. closed) Caucuses
- Party convention
- General election
- The Electoral College
- Free rider problem
- Single-issue groups
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Winner-take-all (Electoral College) Incumbency advantage
- Federal Election Commission
- Federal Elections Campaign Act McCain-Feingold
- Citizens United v. FEC (2010) PACs
- SuperPACs
- Independent Expenditures
- Media
- Social media
- Watchdog
- Gatekeeper
- Horse race journalism
- “Fake news”

Key Readings

Textbook Readings

Federalist No. 10

Desilver, Drew. “U.S. trails most developed countries in voter turnout.” *Pew Research Center*, Pew Charitable Trusts, 15 May 2017.

Citizens United v. FEC (2010)

Gaslowitz, Lea. “How to Spot a Misleading Graph” (video). *TED-Ed*, Ted Conferences. Accessed 21 July 2017. ed.ted.com/lessons/how-to-spot-a-misleading-graph-lea-gaslowitz.

Barthel, Michael, and Amy Mitchell. “Americans’ Attitudes About the News Media Deeply Divided Along Partisan Lines.” *Pew Research Center’s Journalism Project*, Pew Research Center, 10 May 2017. Accessed 20 July 2017.

Kiely, Eugene, and Lori Robertson. “How to Spot Fake News.” *FactCheck.org*, Annenberg Public Policy Center, 18 Nov. 2016. Accessed 18 Dec. 2017.

Neale, Thomas H. “The Electoral College: How It Works in Contemporary Presidential Elections.”

The Congressional Research Service, 15 May 2017. Accessed 18 Dec. 2017.

Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

STEP ONE: Requesting professional (teacher/counselor) completes the written request.	
STEP TWO: Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p>Recommended / Not Recommended</p> <p><i>J. J. Jorgensen</i> 10/2/2024 <small>Department Chair / Date</small></p> <p>10/2/2024 <small>Date of Department Mtg.</small></p>
STEP THREE: Request is sent to the Head Principal for consideration.	<p>Recommended / Not Recommended</p> <p><i>[Signature]</i> 10-2-24 <small>Head Principal Signature / Date</small></p>
STEP FOUR: Counselors complete Skyward Course Information on the written request form.	<p>Skyward Course Information Completed</p> <p><i>[Signature]</i> <small>Department Chair</small></p>
STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p>Recommended / Not Recommended**</p> <p>_____ <small>Curriculum Council Chair Signature / Date</small></p>
STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p>Recommended / Not Recommended</p> <p>_____ <small>Asst./Deputy Superintendent Signature / Date</small></p>
STEP SEVEN: Request is presented to BOE for approval	<p>Approved / Not Approved</p>
STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____ <small>Date Zendesk Submitted</small></p> <p>_____ <small>Date Forms Delivered</small></p>
STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____ <small>Date Changes Complete</small></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction</p>

****Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: Logan Bevis Department of Submission: Social Studies Date Completed by Professional: 10/2/2024	Building Submitting Request: Garden City High School Date Submitted to Department Chair:
Course Name: A.P. United States Government and Politics	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> AP U.S. Gov't/Pol Long description of course (30 characters) AP U.S. Government and Politics
Kansas Course Code (KCCMS):04157	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input type="checkbox"/> Syllabus <input type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased <u>for additional credit to be offered</u> ? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <div style="font-size: 1.2em; font-family: cursive;">11, 12 grade grade</div>	Indicate the following: <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input checked="" type="checkbox"/> Either (depends on grad reqs)
BELOW TO BE COMPLETED BY COUNSELOR	
Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>.5</u> Is this a dual credit course? YES / NO Is this a GCCC course? YES <input checked="" type="checkbox"/> NO Number of USD 457 Credits: _____ (3 GCCC credit hours = 0.5 credit at USD 457) GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed Skyward Filter:	NOTES:

<input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input checked="" type="checkbox"/> SS <input type="checkbox"/> PE <input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM <i>OR</i>	*TECHNOLOGY ON BACK
---	----------------------------

BELOW TO BE COMPLETED BY TECHNOLOGY

<input type="checkbox"/> KCCMS Mapping Confirmed <input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____ <input type="checkbox"/> Grad Requirements & Filtering Confirmed <input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion <input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction
--

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

AP U.S. Government and Politics Course Description:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course.

Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Curriculum Costs:

At the time of this Syllabus creation we do not have a set textbook, we are open to working with the district/building administration for the most feasible options and to work through the adoption process. The regular TCI textbook is not an AP approved book so it would not be an option for this class. Here are the two main options we are looking at right now, depending on teacher review of books, student enrollment numbers, and what the district is willing to pay

Something to consider: Enrollment is likely to be low, especially early on for this course. Accordingly a small amount of textbooks will likely suffice. Also because this course would only be offered in the second semester we would have time after adoption to explore these options and see what enrollment looks like.

Option 1, traditional hardcover textbook with an AP focus:

Abernathy, Scott and Waples, Karen, "American Government: Stories of a Nation, 1st Edition" (2019).
Bedford, Freeman, & Worth

Hardcover copy cost listed at 144.98. Digital copy listed at \$55 per year per student.

Option 2: Free, open source online textbook and a supporting paperback text that has an AP focus

Krutz, Glen and Waskiewicz, Sylvie, "American Government, 3rd Edition" (2021). eTextbooks for Students. 397.

Wolfford, David, "Advanced Placement United States Government & Politics, 3rd edition" (2020). Perfection Learning

American Government book is free online, AMSCO costs \$22.95 for softcover edition, Softcover plus interactive (online) edition is 29.95 for a 1 year license, e-book is \$22.95 for a year license.



AP U.S. GOVERNMENT AND POLITICS

Course Skills

This section presents the skills that students should develop during the AP U.S. Government and Politics course and that form the basis of the tasks on the AP Exam.

AP U.S. Government and Politics Course Skills

The AP U.S. Government and Politics course provides skills that describe what a student should be able to do while exploring course concepts. The table on the next page presents these skills.

The unit guides that follow embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching these skills can be found in the *Instructional Approaches* section of this publication.



Course Skills

Skill Category 1

Concept Application **1**

Apply political concepts and processes to scenarios in context.

Skill Category 2

SCOTUS Application **2**

Apply Supreme Court decisions.

Skill Category 3

Data Analysis **3**

Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

Skill Category 4

Source Analysis **4**

Read, analyze, and interpret foundational documents and other text-based and visual sources.

Skill Category 5

Argumentation **5**

Develop an argument in essay format.

SKILLS

1.A Describe political principles, institutions, processes, policies, and behaviors.

1.B Explain political principles, institutions, processes, policies, and behaviors.

1.C Compare political principles, institutions, processes, policies, and behaviors.

1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

2.A Describe the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases.

2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.

2.C Explain how the facts, issue, holding, reasoning, decision, and majority opinion of a required Supreme Court case compare to a non-required Supreme Court case.

2.D Explain how a required Supreme Court case relates to a relevant political principle, institution, process, policy, or behavior.

3.A Describe the data presented.

3.B Describe patterns and trends in data.

3.C Explain patterns and trends in data to draw conclusions.

3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

3.E Explain possible limitations of the data provided.

3.F Explain possible limitations of the visual representation of the data provided.

4.A Describe the argument, perspective, evidence, and reasoning presented in the source.

4.B Explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors.

4.C Explain how the implications of the argument or perspective in the source may affect political principles, institutions, processes, policies, and behaviors.

4.D Explain how the visual elements of the source (a cartoon, map, or infographic) illustrate or relate to political principles, institutions, processes, policies, and behaviors.

5.A Articulate a defensible claim/thesis.

5.B Support an argument or claim/thesis using relevant evidence.

5.C Use reasoning to organize and analyze evidence, explaining its significance to justify an argument or claim/thesis.

5.D Respond to opposing or alternate perspectives with rebuttal or refutation.

2

AP U.S. GOVERNMENT AND POLITICS

Course Content

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students should know and be able to do. The framework also encourages instruction that prepares students for advanced political science coursework and active, informed participation in our constitutional democracy.

UNITS

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

The five units in AP U.S. Government and Politics and their weighting on the multiple-choice section of the AP Exam are listed below.

Units	Exam Weighting
Unit 1: Foundations of American Democracy	15–22%
Unit 2: Interactions Among Branches of Government	25–36%
Unit 3: Civil Liberties and Civil Rights	13–18%
Unit 4: American Political Ideologies and Beliefs	10–15%
Unit 5: Political Participation	20–27%

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages contain the required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

BIG IDEAS

The course focuses on five big ideas which allow students to create meaningful connections among concepts across the units. Connecting these big ideas across the different course units will help students develop a deeper conceptual understanding of the course content. Big ideas are spiraled throughout the curriculum through the topics. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: CONSTITUTIONALISM

The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.

BIG IDEA 2: LIBERTY AND ORDER

Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY

Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate

BIG IDEA 4: COMPETING POLICYMAKING INTERESTS
















Multiple actors and institutions interact to produce and implement possible policies.

BIG IDEA 5: METHODS OF POLITICAL ANALYSIS

Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Spiraling the Big Ideas

The following table shows how the big ideas spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	<i>Foundations of American Democracy</i>	<i>Interactions Among Branches of Government</i>	<i>Civil Liberties and Civil Rights</i>	<i>American Political Ideologies and Beliefs</i>	<i>Political Participation</i>
Constitutionalism					
Liberty and Order					
Civic Participation in a Representative Democracy					
Competing Policymaking Interests					
Methods of Political Analysis					

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP U.S. Government and Politics curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing options are provided for teaching the course for a full year and for a single semester.
- Progression of topics within each unit.
- Spiraling of the skills across all units.

Teach

COURSE SKILLS

Course skills spiral across units.

- | | |
|------------------------------|--------------------------|
| 1 Concept Application | 3 Data Analysis |
| 2 SCOTUS Application | 4 Source Analysis |
| 5 Argumentation | |

Assess

Assign the Progress Checks—either as homework or in class—for each unit. Each Progress Check contains formative multiple-choice and free-response questions. The feedback from the Progress Checks shows students the areas where they need to focus.

UNIT 1 Foundations of American Democracy

~16/~8

Class Periods

15–22%

AP Exam Weighting

- | | |
|----------|--|
| 1 | 1.1 Ideals of Democracy |
| 4 | 1.2 Types of Democracy |
| 1 | 1.3 Government Power and Individual Rights |
| 4 | 1.4 Challenges of the Articles of Confederation |
| 1 | 1.5 Ratification of the U.S. Constitution |
| 4 | 1.6 Principles of American Government |
| 5 | 1.7 Relationship between the States and National Government |
| 2 | 1.8 Constitutional Interpretations of Federalism |
| 5 | 1.9 Federalism in Action |

UNIT 2 Interactions Among Branches of Government

~28/~14

Class Periods

25–36%

AP Exam Weighting

- | | |
|----------|--|
| 1 | 2.1 Congress: The Senate and the House of Representatives |
| 3 | 2.2 Structures, Powers, and Functions of Congress |
| 2 | 2.3 Congressional Behavior |
| 3 | 2.4 Roles and Powers of the President |
| 1 | 2.5 Checks on the Presidency |
| 4 | 2.6 Expansion of Presidential Power |
| 1 | 2.7 Presidential Communication |
| 2 | 2.8 The Judicial Branch |
| 1 | 2.9 The Role of the Judicial Branch |
| 2 | 2.10 The Court in Action |
| 1 | 2.11 Checks on the Judicial Branch |
| 4 | 2.12 The Bureaucracy |
| 1 | 2.13 Discretionary and Rulemaking Authority |
| 3 | 2.14 Holding the Bureaucracy Accountable |
| 3 | 2.15 Policy and the Branches of Government |

Progress Check 1

Multiple-choice: ~20 questions

Free-response: 3 questions

- Concept Application
- Argument Essay (partial)
- Argument Essay (partial)

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Progress Check 2

Multiple-choice: ~45 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- SCOTUS Comparison

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 3 Civil Liberties and Civil Rights

~26/~13 Class Periods | **13–18%** AP Exam Weighting

1	3.1 The Bill of Rights
2	3.2 First Amendment: Freedom of Religion
3	3.3 First Amendment: Freedom of Speech
4	3.4 First Amendment: Freedom of the Press
4	3.5 Second Amendment: Right to Bear Arms
5	3.6 Amendments: Balancing Individual Freedom with Public Order and Safety
2	3.7 Selective Incorporation
5	3.8 Amendments: Due Process and the Rights of the Accused
1	3.9 Amendments: Due Process and the Right to Privacy
4	3.10 Social Movements and Equal Protection
2	3.11 Government Responses to Social Movements
2	3.12 Balancing Minority and Majority Rights
1	3.13 Affirmative Action

Progress Check 3

Multiple-choice: ~30 questions

Free-response: 3 questions

- SCOTUS Comparison
- Argument Essay (partial)
- Argument Essay (partial)

UNIT 4 American Political Ideologies and Beliefs

~22/~11 Class Periods | **10–15%** AP Exam Weighting

1	4.1 American Attitudes About Government and Politics
3	4.2 Political Socialization
3	4.3 Changes in Ideology
4	4.4 Influence of Political Events on Ideology
3	4.5 Measuring Public Opinion
3	4.6 Evaluating Public Opinion Data
1	4.7 Ideologies of Political Parties
4	4.8 Ideology and Policymaking
3	4.9 Ideology and Economic Policy
4	4.10 Ideology and Social Policy

Progress Check 4

Multiple-choice: ~30 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- Quantitative Analysis

UNIT 5 Political Participation

~18/~9 Class Periods | **20–27%** AP Exam Weighting

1	5.1 Voting Rights and Models of Voting Behavior
3	5.2 Voter Turnout
1	5.3 Political Parties
4	5.4 How and Why Political Parties Change and Adapt
3	5.5 Third-Party Politics
3	5.6 Interest Groups Influencing Policymaking
1	5.7 Groups Influencing Policy Outcomes
5	5.8 Electing a President
5	5.9 Congressional Elections
5	5.10 Modern Campaigns
2	5.11 Campaign Finance
5	5.12 The Media
2	5.13 Changing Media

Progress Check 5

Multiple-choice: ~30 questions

Free-response: 3 questions

- Quantitative Analysis
- Argument Essay
- Argument Essay

AP[®] United States Government and Politics Syllabus

Modified from AP Syllabus Sample #2

Curricular Requirements

CR1 The teacher and students have access to a college-level U.S. government and politics textbook and news media sources from multiple perspectives.

CR2 The course includes the required foundational documents and required Supreme Court cases as described in the AP Course and Exam Description.

CR3 The course is structured to incorporate the big ideas and required content outlined in each of the units described in the AP Course and Exam Description.

CR4 The course provides opportunities for students to develop Skill Category 1: Concept Application—apply political concepts.

CR5 The course provides opportunities for students to develop Skill Category 2: SCOTUS Application—apply Supreme Court decisions.

CR6 The course provides opportunities for students to develop Skill Category 3: Data Analysis—analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

CR7 The course provides opportunities for students to develop the text-based analysis skills in Skill Category 4: Source Analysis—read, analyze, and interpret foundational documents.

CR8 The course provides opportunities for students to develop the visual source analysis skills in Skill Category 4: Source Analysis—read, analyze, and interpret visual sources.

CR9 The course provides opportunities for students to develop Skill Category 5: Argumentation—develop an argument in essay format.

CR10 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP Course and Exam Description that culminates in a presentation of findings.

Instructional Schedule

U.S. Government and Politics is taught in one semester using a traditional school day schedule. Each class period is 40 minutes long. There are approximately 85 instructional days in each semester.

Course Units **CR3 CR3**

- ③ **Unit 1: Foundations of American Democracy** – 15 days (Big Idea: Constitutionalism)
- ③ **Unit 2: Interactions Among Branches of Government** – 22 days (Big Idea: Competing Policymaking Interests)
- ③ **Unit 3: Civil Liberties and Civil Rights** – 10 days (Big Idea: Liberty and Order)
- ③ **Unit 4: American Political Ideologies and Beliefs** – 10 days (Big Idea: Participation in a Representative Democracy)
- ③ **Unit 5: Political Participation** – 17 days (Big Idea: Participation in a Representative Democracy) *Big Idea: Methods of Political Analysis will be covered throughout the course. There are five days unaccounted for to allow for flexibility in the schedule.

Primary Textbook

At the time of this Syllabus creation we do not have a set textbook, we are open to working with the district/building administration for the most feasible options and to work through the adoption process. The regular TCI textbook is not an AP approved book so it would not be an option for this class. Here are the two main options we are looking at right now, depending on teacher review of books and what the district is willing to pay:

Option 1, traditional hardcover textbook with an AP focus:

Abernathy, Scott and Waples, Karen, "American Government: Stories of a Nation, 1st Edition" (2019). Bedford, Freeman, & Worth

Option 2: Free, open source online textbook and a supporting paperback text that has an AP focus

Krutz, Glen and Waskiewicz, Sylvie, "American Government, 3rd Edition" (2021). eTextbooks for Students. 397.

Wolfford, David, "Advanced Placement United States Government & Politics, 3rd edition" (2020). Perfection Learning

Supplemental Resources

③ Harvard Case Method Institute Case Studies

Sources for Quantitative and Qualitative Stimuli **CR1 CR1**

- ③ *The New York Times*
- ③ The Pew Research Center
- ③ BBC News
- ③ *The Week* (for political cartoons)
- ③ *The Washington Post*
- ③ *The Economist*
- ③ *The Wall Street Journal*

The following required foundational documents are incorporated throughout the course: **CR2 CR2**

- ③ The Declaration of Independence
- ③ The Articles of Confederation
- ③ *Federalist No. 10*
- ③ *Brutus No. 1*
- ③ *Federalist No. 51*
- ③ The Constitution of the United States
- ③ *Federalist No. 70*
- ③ *Federalist No. 78*
- ③ "Letter from a Birmingham Jail"

The following required Supreme Court cases are incorporated throughout the course: **CR2**

- ③ *McCulloch v. Maryland* (1819)
- ③ *Lopez v. United States* (1995)
- ③ *Marbury v. Madison* (1803)
- ③ *Engel v. Vitale* (1962)
- ③ *Wisconsin v. Yoder* (1972)
- ③ *Tinker v. Des Moines Independent Community School District* (1969) ③ *New York Times Company v. United States* (1971)
- ③ *Schenck v. United States* (1919)
- ③ *Gideon v. Wainwright* (1963)
- ③ *McDonald v. Chicago* (2010)
- ③ *Brown v. Board of Education, I* (1954)
- ③ *Citizens United v. Federal Election Commission (FEC)* (2010)
- ③ *Baker v. Carr* (1962)
- ③ *Shaw v. Reno* (1993)

Major Class Activities

- ③ Current events presentations
 - ⑩ Students, individually or as a pair, will prepare a current events presentation that they will share with the class at the start of their assigned week. The presentation must include at least one story that links one or more of the big ideas to each of the five units in the AP U.S. Government and Politics curriculum. The current events presentation also must include at least one relevant visual source (political cartoon, quantitative data, or infographic) for each story with a caption that explains its connection to the big idea and/or unit that story covers.
- ③ Analytical paper assignment
 - ⑩ Students will be required to write several analytical papers about important topics in United States government and politics. These papers will be due on various dates throughout the semester. Each paper must be no more than four pages in length. One to two analytical paper assignments will require students to also examine how the assigned article and a required case/foundational document corroborate or contradict one another
- ③ Key Concept Exams
 - ⑩ Using the course framework, I will create a list of important political science and government terms such as

political culture, etc. Students will take basic exams over these terms throughout the semester to demonstrate mastery of key concepts essential to the foundation of the AP Government and Politics course

③ Debates

⑩ Students, in teams of three, will compete in a debate about a current public policy or issue in American government and politics. Each team will get a five-minute opening statement, a five-minute cross-examination period, and a five-minute closing statement. Students must also have a visual that helps support their main arguments. This visual can be a chart, graph, table, political cartoon, or infographic. Finally, each team is responsible for providing an annotated works cited page of the resources used to develop their arguments and questions.

③ Required Court Cases:

⑩ In pairs, students will create a interactive presentation for one of the required court cases. Their interactive presentation must include a summary of the constitutional issue involved in the case, a summary of the holding of the case, any significant dissents in the case, and connections to at least two similar cases (acting as precedent or overturning the original decision). In addition to the previous requirements, each student's Presentation should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case.

③ Any time there is an activity that involves one of the required foundational documents, students are required to read the document ahead of time. As part of their reading, students are required to annotate the document and write a one paragraph summary of the document.

AP U.S. Government and Politics Course Plan

Unit 1: Foundations of American Democracy—15 Days

Essential Questions

- ③ How did the founders of the U.S. Constitution attempt to protect individual liberty while also promoting public order and safety?
- ③ How have theory, debate, and compromise influenced the U.S. Constitutional system? ③ How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

Key Terms

- Natural Rights
- Popular sovereignty
- Republicanism
- Social contract
- Declaration of Independence
- Philadelphia Convention
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Shays' Rebellion
- Great (Connecticut) Compromise
- Electoral College
- Three-fifths Compromise
- Importation (slavery) compromise
- Separation of powers
- Checks and balances
- Federalism
- Exclusive powers/Enumerated
- Implied powers
- Concurrent powers
- Categorical grants
- Block grants
- Mandates (unfunded)
- Commerce clause

Required Readings

Textbook Readings

Federalist No. 10

Brutus No. 1

Federalist No. 51

The Articles of Confederation

The Declaration of Independence

The Constitution of the United States (Articles I–VII, Tenth and Fourteenth Amendments)

McCulloch v. Maryland (1819)

Lopez v. United States (1995)

Please note there will be additional supplemental readings that are required, sometimes optional for each unit. These will often deal with current events

Unit 2: Interaction Among the Branches—22 Days

Essential Questions

- ③ How do the branches of the national government compete and cooperate in order to govern?
- ③ To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Key Terms **CR7**

- Implied powers
- Necessary and proper clause
- Checks and balances
- Bicameralism
- Speaker of the House
- President Of the Senate
- Senate Majority leader
- Filibuster
- Cloture Holds
- Rules Committee
- Committee of the Whole
- Discharge petitions
- Discretionary spending
- Mandatory spending
- Pork barrel legislation/ logrolling
- Partisanship
- Gridlock
- Gerrymandering
- Divided government
- Trustee
- Delegate
- Politico
- Veto (including pocket veto)
- Commander in Chief
- Executive order
- Signing statements
- Nomination and confirmation
- Treaty negotiation and ratification 22nd Amendment
- Bully pulpit
- Judicial review
- Precedent/*Stare Decisis*
- Judicial activism
- Judicial Restraint
- Patronage
- Civil service
- Iron triangles/Issue networks Congressional oversight
-

Readings

Textbook Readings:

The Constitution of the United States (Articles I–III) *Baker v. Carr* (1962) *Shaw v. Reno* (1993)

Federalist No. 70

Federalist No. 78

Marbury v. Madison

Moe, Terry M., and William G. Howell. "Unilateral Action and Presidential Power: A Theory."

Presidential Studies Quarterly, vol. 29, no. 4, Dec. 1999, pp. 850–73. Accessed 13 Dec. 2017.

Unit 3: Civil Liberties and Civil Rights—10 Days

Essential Questions

③ To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?

③ How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Key Terms

- Civil liberties
- Civil rights
- Bill of Rights
- Judicial review
- Selective incorporation
- Establishment clause
- Free exercise clause
- Symbolic speech
- "Clear and present danger"
- Due process clause
- Miranda Rights
- Patriot Act
- Exclusionary rule
- Equal protection clause
- National Organization for Women Civil Rights Act 1964
- Voting Rights Act 1965
- Title IX of the Education Amendments Act of 1972
- "Separate but equal"

Readings

Textbook Readings

The Bill of Rights

The Fourteenth Amendment's Due Process and Equal Protection Clauses *Engel v. Vitale* (1962)

Wisconsin v. Yoder (1972)

Tinker v. Des Moines Independent Community School District (1969)

Schenck v. United States (1919)

New York Times Company v. United States (1971)

McDonald v. Chicago (2010) *Gideon v. Wainwright* (1963)

Brown v. Board of Education (1954)

"Letter from a Birmingham Jail"

Supplemental Readings

Unit 4: American Political Ideologies and Beliefs—10 Days

Essential Questions

- ③ How are American political beliefs formed and how do they evolve over time? ③ How do political ideology and core values influence government policymaking?

Key Terms

Political ideology

Demographics

Political culture

Political socialization

Party platform

Liberal ideology

Conservative ideology

Readings

Textbook Readings

The “Monkey Cage” series on political polarization in America found at

The Washington Post.

“Political Polarization in the American Public.” *Pew Center Research Center*,

The Pew Charitable Trusts, 12 June 2014. Accessed 16 Dec. 2017.

Abramowitz, Alan I., and Morris P. Fiorina. “Polarized or Sorted? Just What’s Wrong With

Our Politics, Anyway?” *The American Interest*, 11 Mar. 2013. Accessed 18 Dec. 2017.

Fiorina, Morris P. “America’s Missing Moderates: Hiding in Plain Sight.” *The American*

Interest, vol. 8, no. 4, 12 Feb. 2013. Accessed 18 Dec. 2017.

Unit 5: Political Participation—17 Days

Essential Questions

④ How have changes in technology influenced political communication and behavior? ④

Why do levels of participation and influence in politics vary?

④ How effective are the various methods of political participation in shaping public policies?

Key Terms

- Rational choice theory
- Retrospective voting
- Prospective voting
- Party-line voting
- Political efficacy
- Midterm election
- Demographics
- Linkage institution
- Political party
- Interest group
- Critical election
- Political realignment
- Proportional electoral system
- Winner-take-all electoral system
- Iron triangles
- Primaries (open v. closed) Caucuses
- Party convention
- General election
- The Electoral College
- Free rider problem
- Single-issue groups
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Winner-take-all (Electoral College) Incumbency advantage
- Federal Election Commission
- Federal Elections Campaign Act McCain-Feingold
- Citizens United v. FEC (2010) PACs
- SuperPACs
- Independent Expenditures
- Media
- Social media
- Watchdog
- Gatekeeper
- Horse race journalism
- “Fake news”

Key Readings

Textbook Readings

Federalist No. 10

Desilver, Drew. “U.S. trails most developed countries in voter turnout.” *Pew Research Center*, Pew Charitable Trusts, 15 May 2017.

Citizens United v. FEC (2010)

Gaslowitz, Lea. “How to Spot a Misleading Graph” (video). *TED-Ed*, Ted Conferences. Accessed 21 July 2017. ed.ted.com/lessons/how-to-spot-a-misleading-graph-lea-gaslowitz.

Barthel, Michael, and Amy Mitchell. “Americans’ Attitudes About the News Media Deeply Divided Along Partisan Lines.” *Pew Research Center’s Journalism Project*, Pew Research Center, 10 May 2017. Accessed 20 July 2017.

Kiely, Eugene, and Lori Robertson. “How to Spot Fake News.” *FactCheck.org*, Annenberg Public Policy Center, 18 Nov. 2016. Accessed 18 Dec. 2017.

Neale, Thomas H. “The Electoral College: How It Works in Contemporary Presidential Elections.”

The Congressional Research Service, 15 May 2017. Accessed 18 Dec. 2017.

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Suzette Goldsby, Plymell Principal/Curriculum Council Chair
DATE: December 10, 2024
RE: Functional Academics

ISSUE: The Board of Education is asked to consider and approve the addition of the curriculum resource, Functional Academics, used in the RISE and LEAP special education classrooms.

BACKGROUND: The Special Education department currently uses Functional Academics for their curriculum in the RISE and LEAP classrooms. The SPED department seeks approval for this curriculum resource so that it can be added to the district curriculum protocol.

Functional Academics provides students with the opportunity to learn reading, math and life skills at individual functional academic levels. The SPED classrooms that currently utilize this curriculum are the RISE and LEAP classrooms. This resource serves approximately 80 students in grade levels PK-12.

ALTERNATIVES:

1. Approve the course as presented as an elective course to be offered as a .05 credit course.
2. Do not approve the course as an elective and the course will not be offered.

RECOMMENDATION:

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

FISCAL NOTE:

No additional funding will be necessary for these courses.

ATTACHMENTS:

Application to Curriculum Council for approval

**Curriculum Council Request Form
MTSS Intervention Resources**

Name: Gina Galpin

Date: 10/09/2024

Building Submitting Request: ESC-Special Education Department

Item to be added to the agenda: Functional Academics

Reason: Our RISE classrooms have been utilizing this curriculum. We would like to get it approved and added to the district curriculum protocol.

Content area of item: functional reading and math, adaptive and life skills Grade level(s): PreK-12

Number of students to be impacted: Approximately 80

Cost of program (include software license, etc.): \$9,000

Attachments or Data link/URL for more information(if yes, please attach):

<https://functionalacademics.net/>

Special Equipment needed: None

Technology needed: Compatible with iPads

*Any requests should be sent to technology 2 weeks prior to Curriculum Council meeting (See dates in handbook)

Submitted to Technology via Zendesk: Date _____

Reviewed by Technology:

Signature: _____

Action taken: Recommended _____ Not Recommended

Reviewed by Principal:

Signature: _____

Action taken: Recommended _____ Not Recommended

Reviewed by Curriculum Council:

Signature: _____

Action taken: _____ Recommended _____ Not Recommended

Reviewed by Assistant/Deputy Superintendent overseeing Curriculum & Instruction:

Signature: _____

Action taken: Recommended Not Recommended

Submitted to the Board of Education (if necessary):

Signature: _____

Action taken: Approved Not Approved

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.

**Curriculum Council Request Form
MTSS Intervention Resources**

Name: Gina Galpin

Date: 10/09/2024

Building Submitting Request: ESC-Special Education Department

Item to be added to the agenda: TeachTown

Reason: Our LEAP and Life Skills classrooms have been utilizing this curriculum. We would like to get it approved and added to the district curriculum protocol.

Content area of item: All core classes, adaptive and life skills Grade level(s): PreK-12

Number of students to be impacted: Approximately 80

Cost of program (include software license, etc.): \$15,000

Attachments or Data link/URL for more information(if yes, please attach): <https://web.teachtown.com/>

Special Equipment needed: None

Technology needed: Compatible with iPads

*Any requests should be sent to technology 2 weeks prior to Curriculum Council meeting (See dates in handbook)

Submitted to Technology via Zendesk: Date _____

Reviewed by Technology:

Signature: _____

Action taken: Recommended Not Recommended

Reviewed by Principal:

Signature: _____

Action taken: Recommended Not Recommended

Reviewed by Curriculum Council:

Signature: _____

Action taken: Recommended Not Recommended

Reviewed by Assistant/Deputy Superintendent overseeing Curriculum & Instruction:

Signature: _____

Action taken: Recommended Not Recommended

Submitted to the Board of Education (if necessary):

Signature: _____

Action taken: Approved Not Approved

ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.



Dec 12, 2024

Re: CRT letter

To: Gina Galpin
Director of Special Education
USD 457 Garden City Public Schools

We currently serve USD 457 Garden City Public Schools with our enCORE K12 curriculum.

TeachTown has performed an internal audit of its curriculum and intervention content and can confirm that the content combined with the platform capabilities do not address critical race theory.

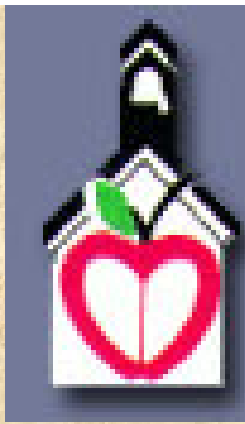
Thank you and we look forward to our continued partnership with the district.

Sincerely,

Margaret Lawless

By:
TeachTown
Name: Margaret Lawless
Title: Chief Product Officer

Unified School District No. 457



Financial Report

6/30/24

Presented by

Theresa Dasenbrock, CPA, CFE

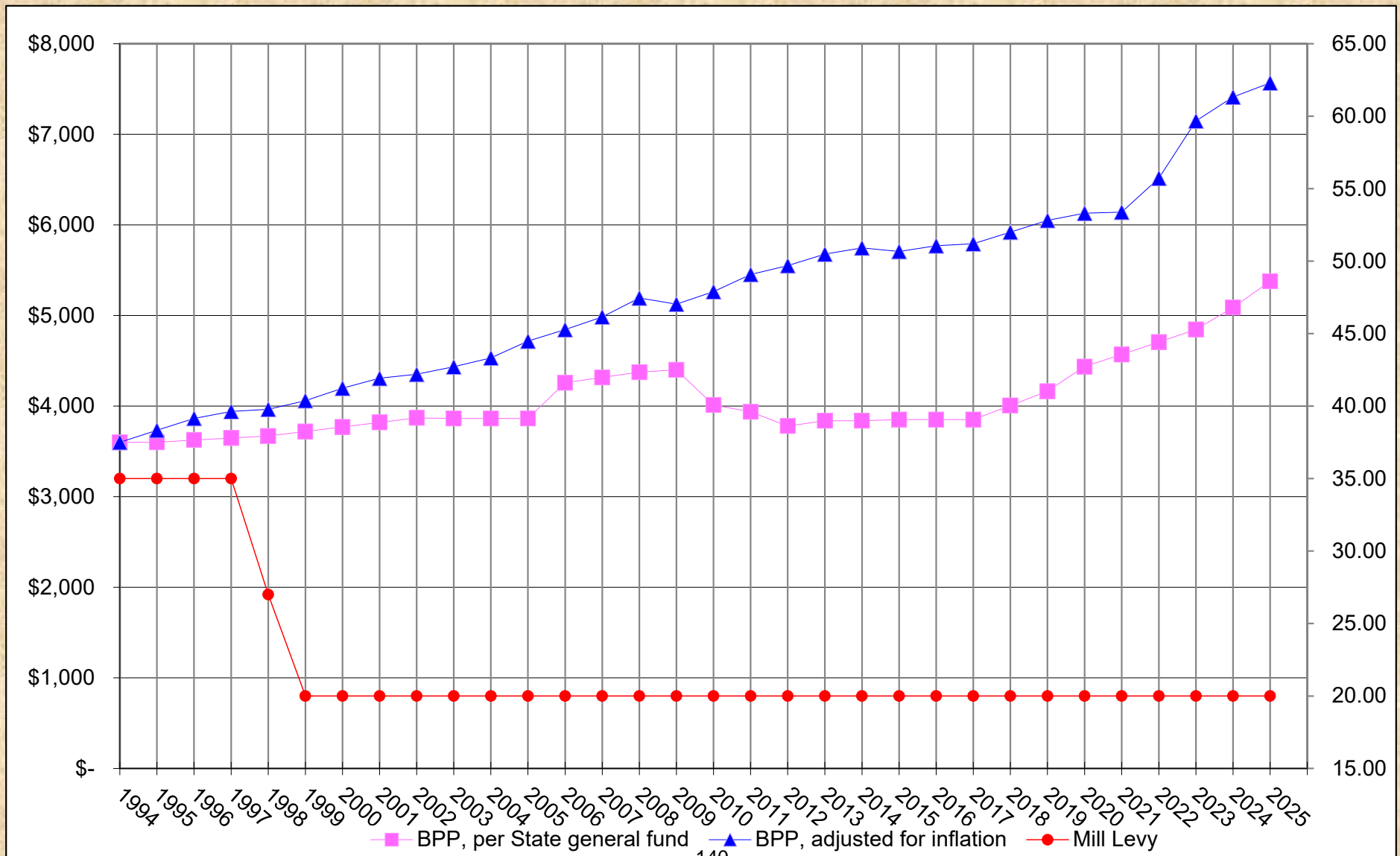
Lisa Axman, CPA

Tiffany O'Rourke, CPA

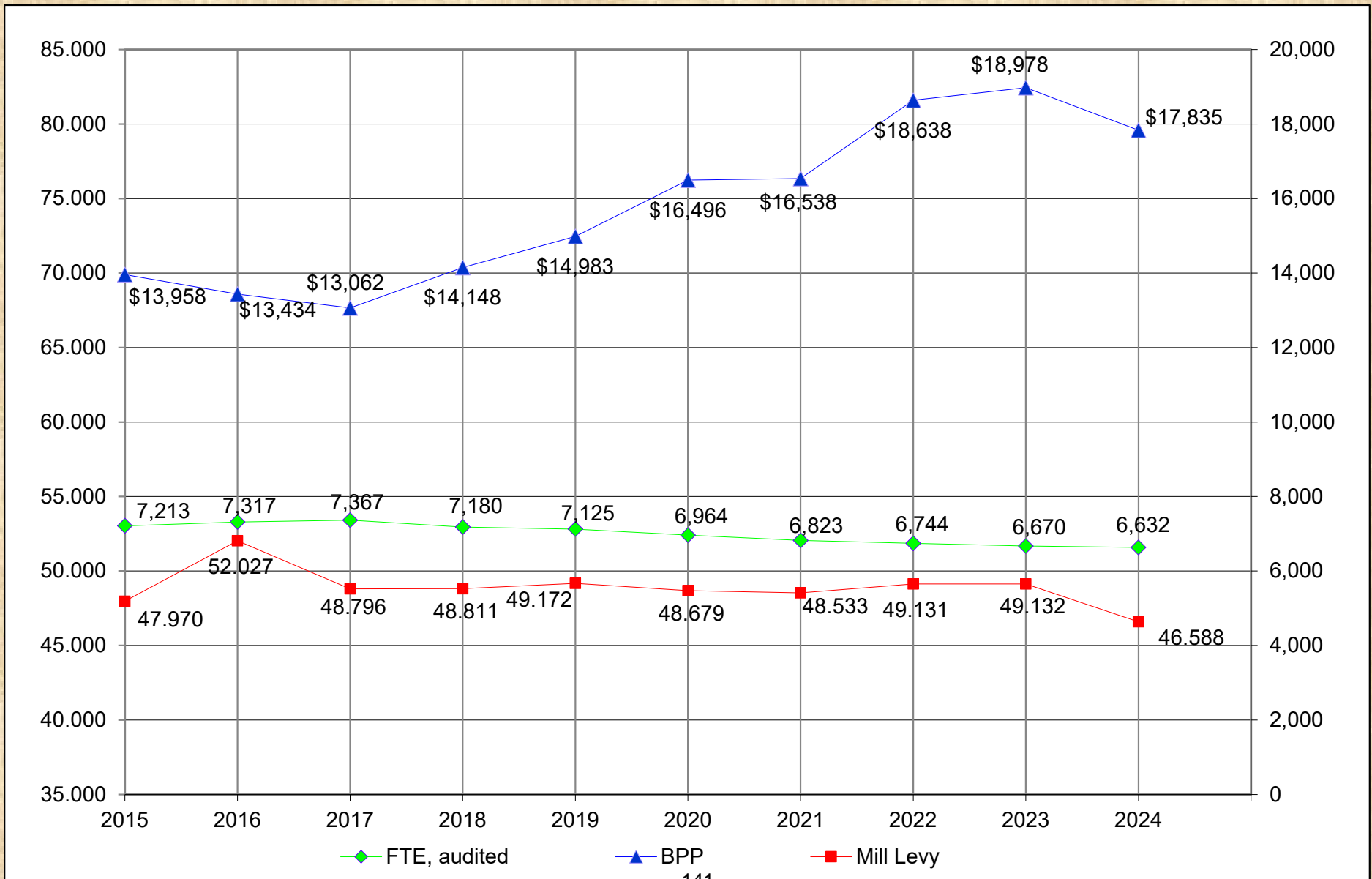
Lewis, Hooper³⁹ & Dick, LLC



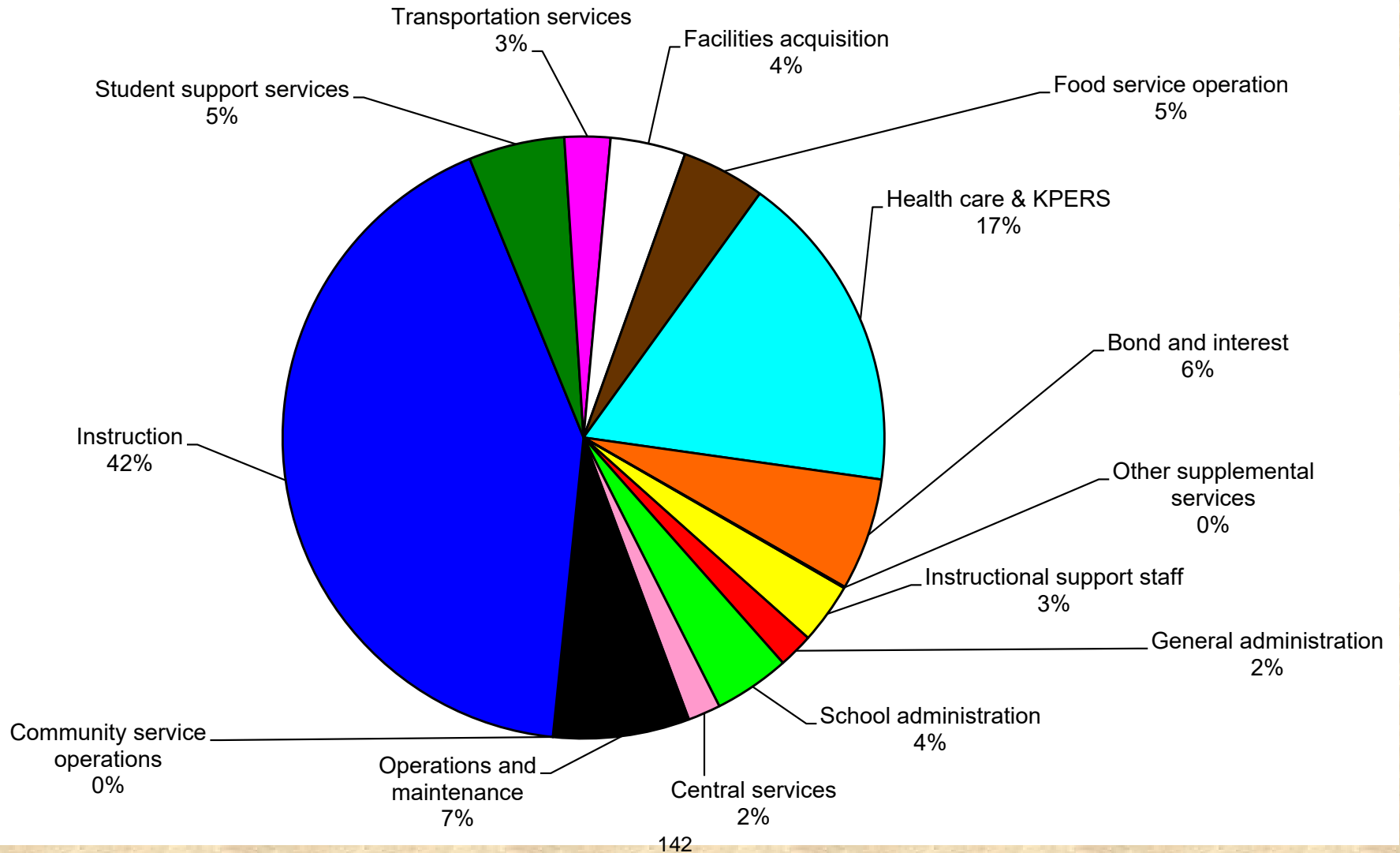
Comparison of BPP and Mill Levy – General Fund



Comparison of FTE, BPP and Mill Levy

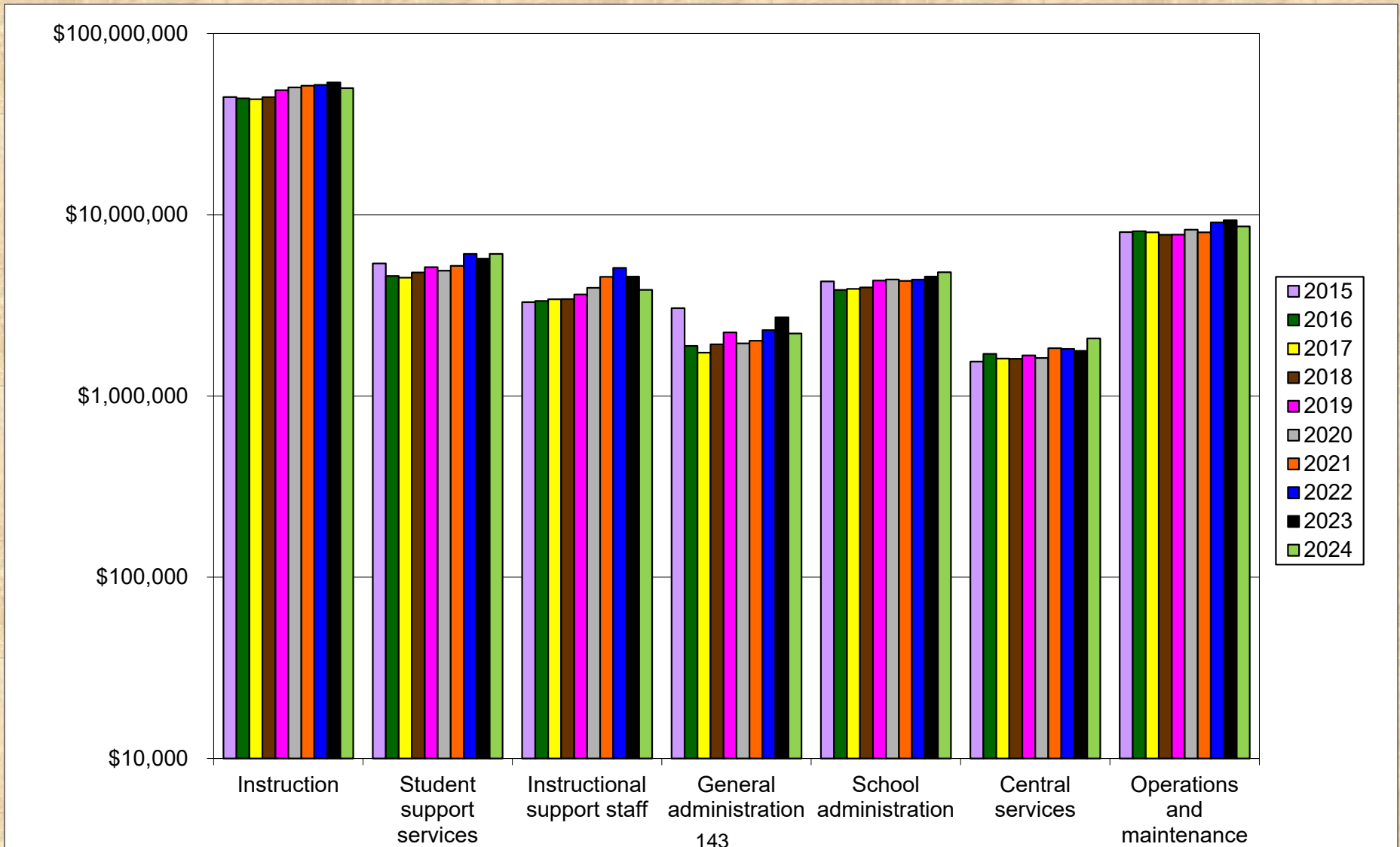


Expenditures - All Funds by Type (excluding transfers between funds)



142

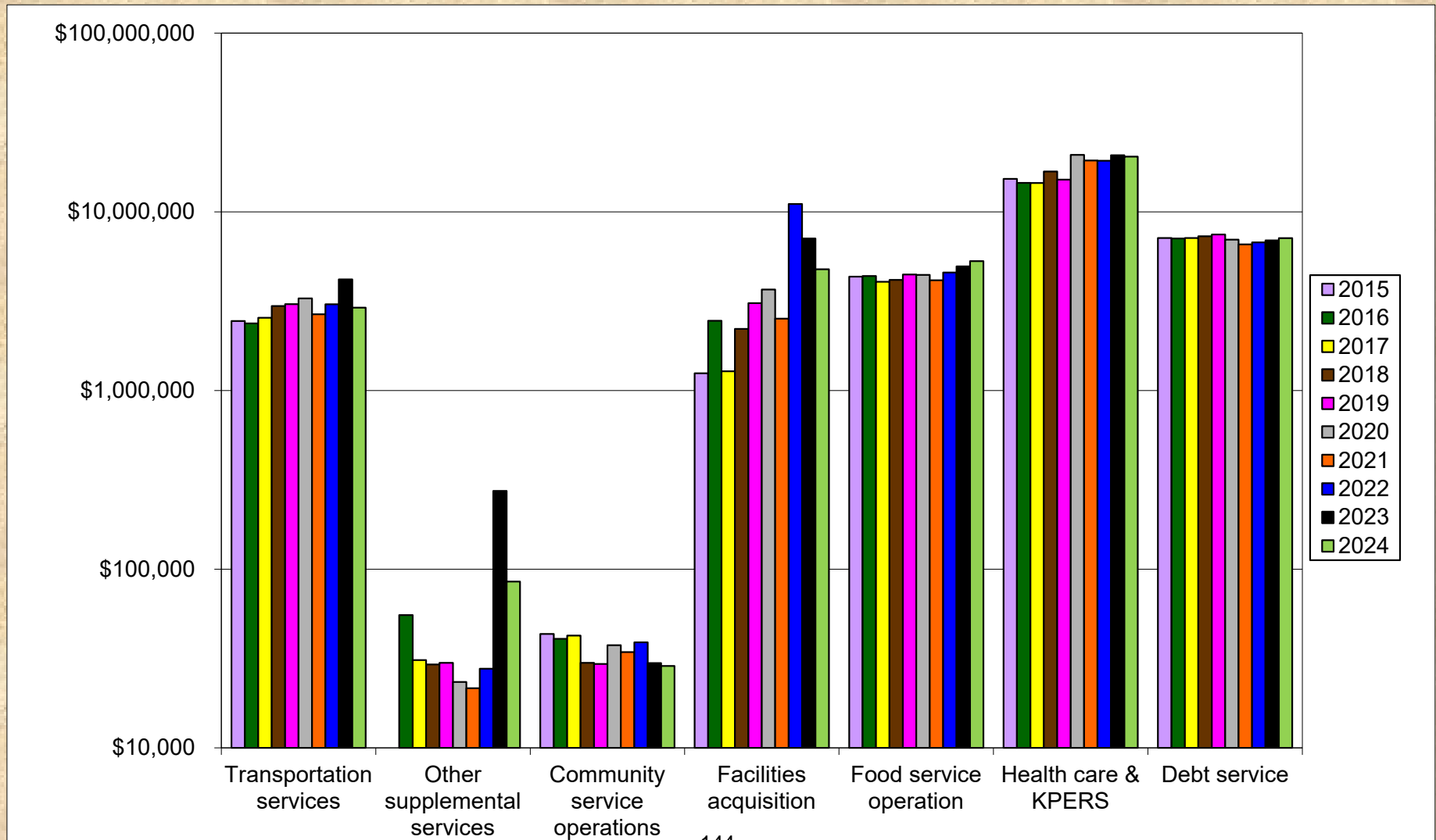
Expenditures - All Funds by Type (excluding transfers between funds)



Note: Horizontal axis is in multiples of 10

Expenditures - All Funds by Type (excluding transfers between funds)

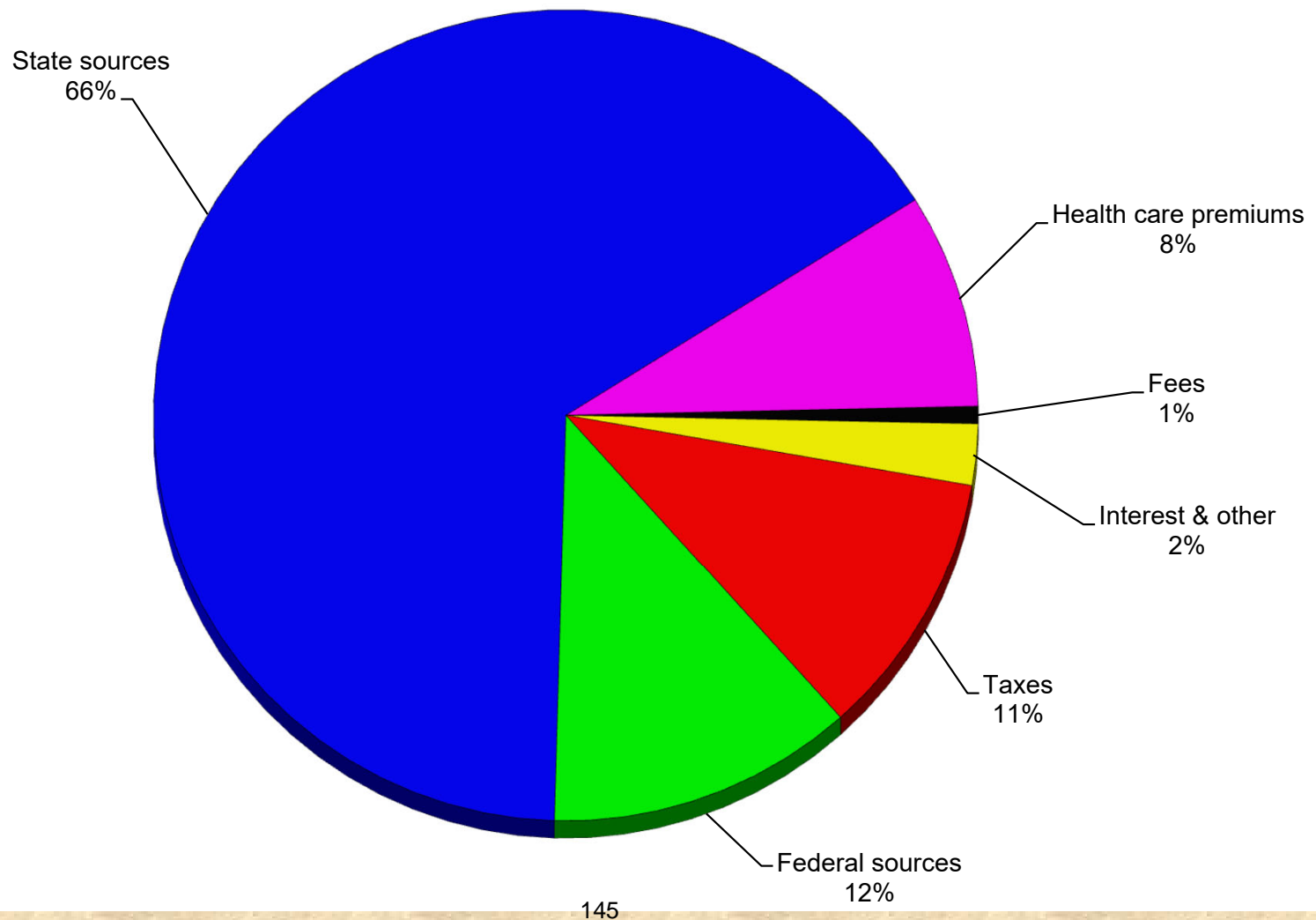
(continued)



144

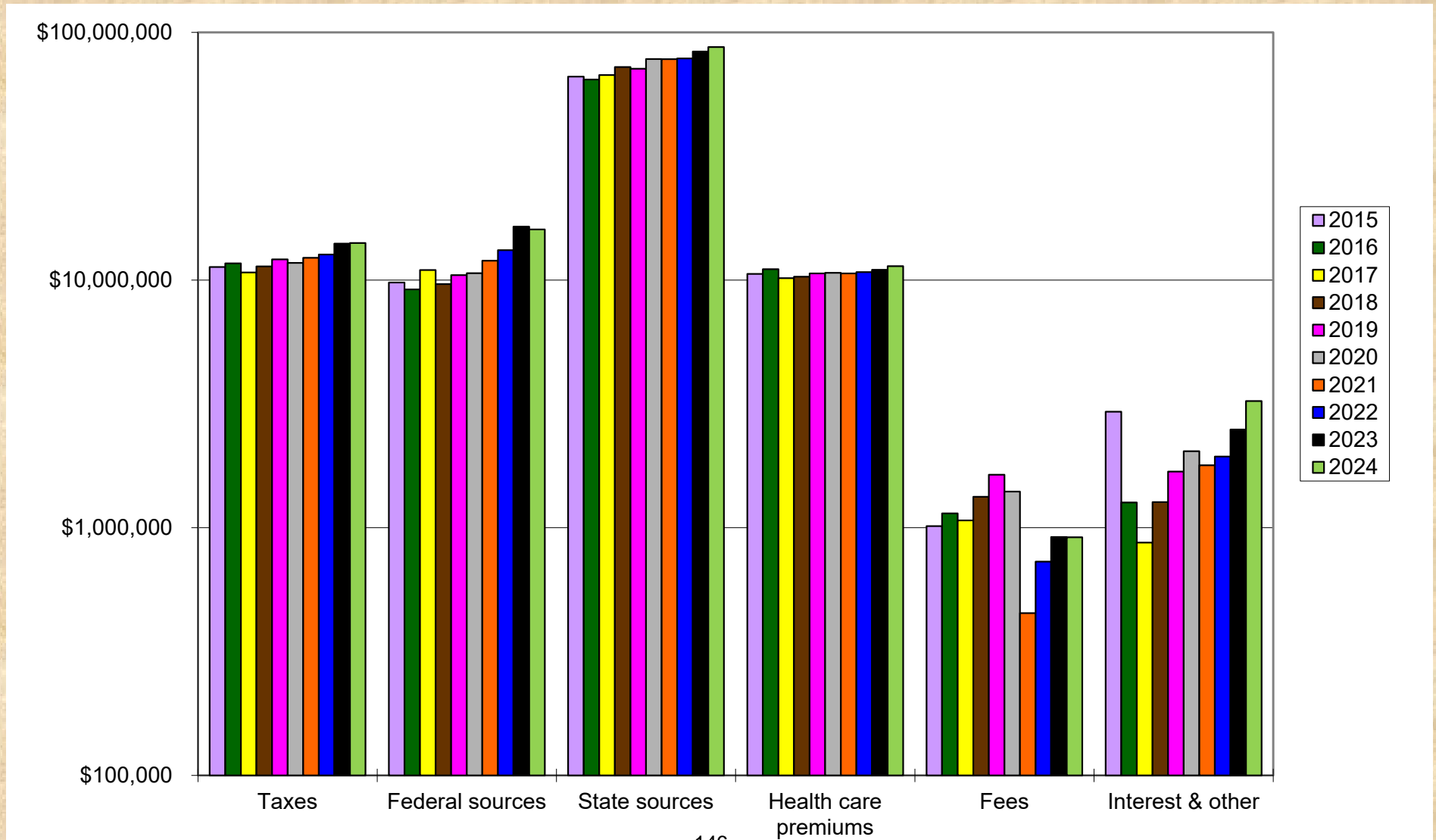
Note: Horizontal axis is in multiples of 10

2024 Receipts - All Funds (excluding transfers between funds)



145

Comparison of Receipts - (excluding transfers between funds and bond proceeds)



146

Note: Vertical axis is in multiples of 10

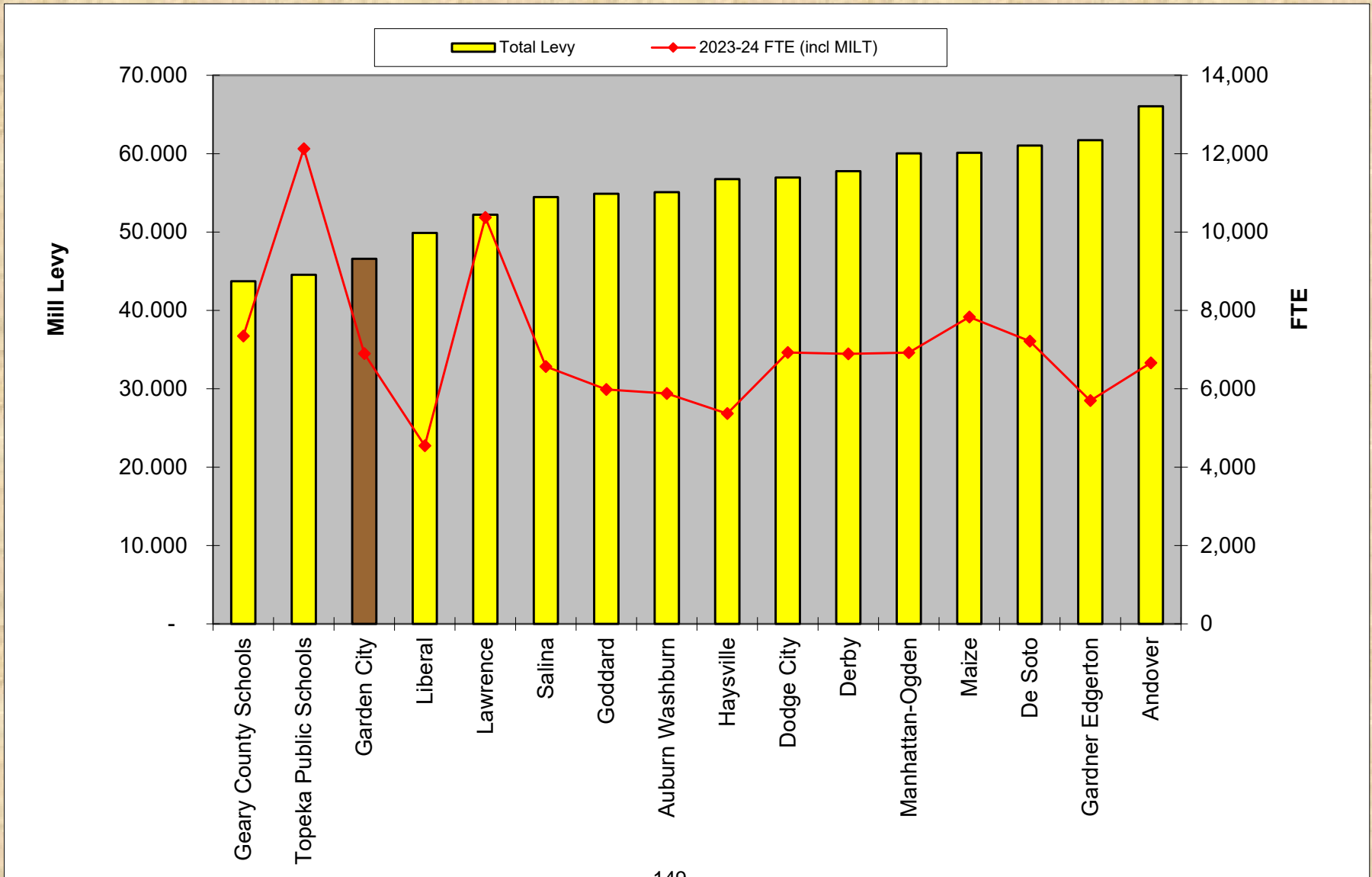
Unencumbered Cash – Statement 1

- Total of all District funds = \$39,655,654
- Total of all District funds increased \$14,854,356
 - Increases include:
 - Capital Outlay fund \$9,881,116
 - Health Care Reserve fund \$1,901,425
 - Contingency Reserve fund \$1,000,000
 - Textbook Rental fund \$1,164,142
 - Grant Activity fund \$2,225,313
 - Decreases include:
 - Supplemental General fund \$657,056
 - At Risk (K-12) fund \$1,420,181

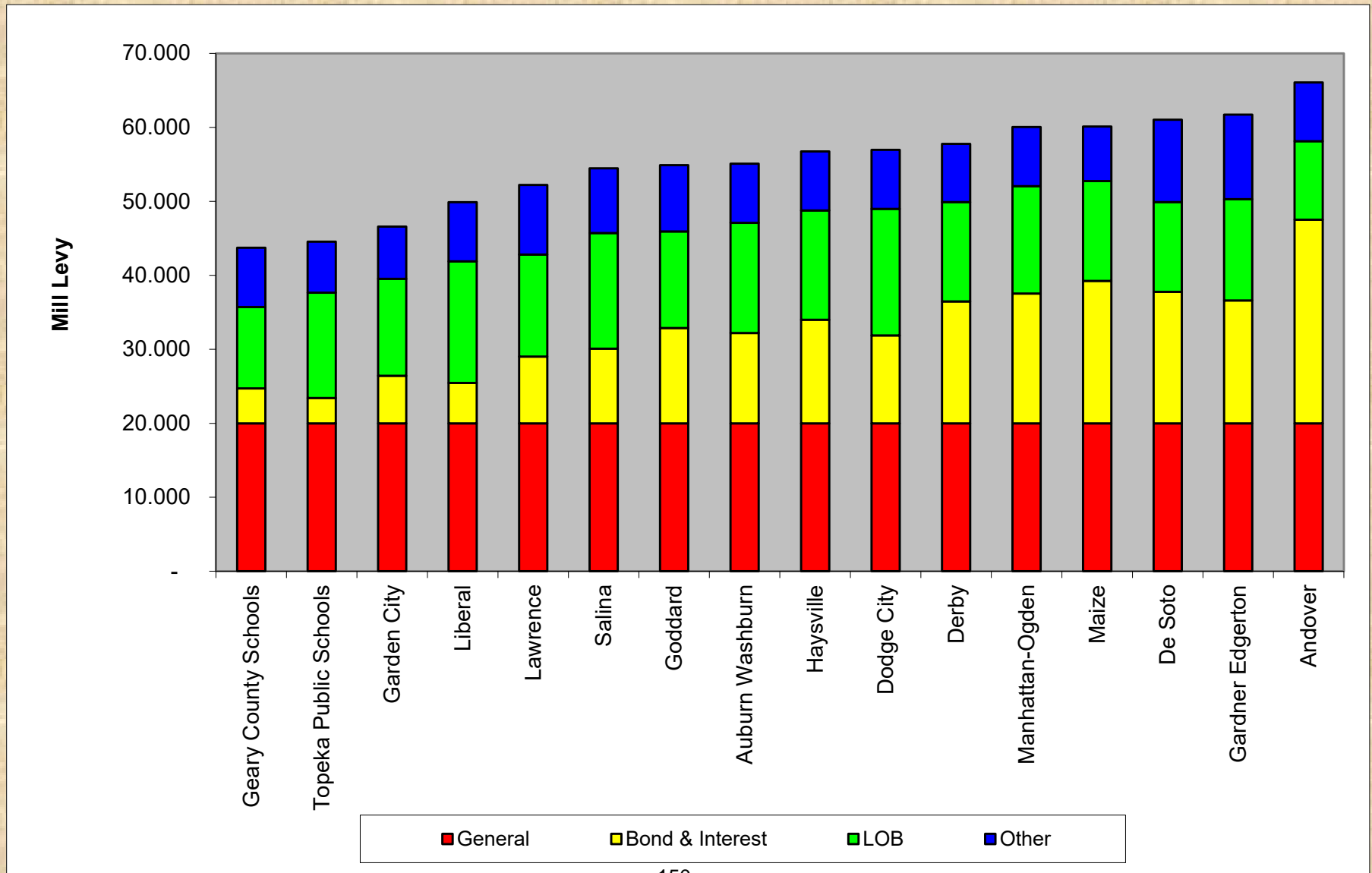
Debt Outstanding 6/30/24

- General Obligation Bonds
\$74,585,000
- Finance Leases
\$12,427,441
- Employee Compensated Absences
\$911,502

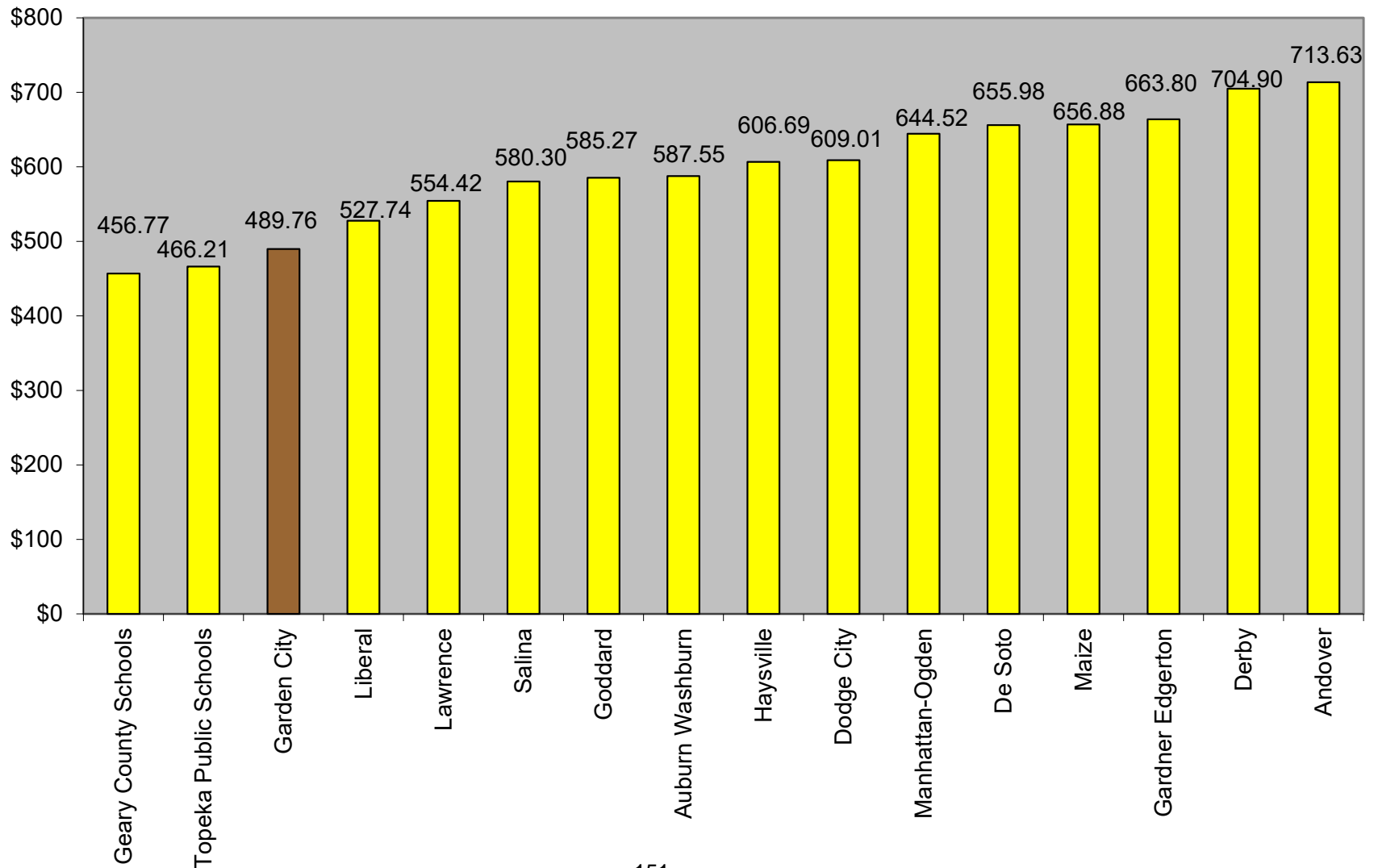
Comparison to Other Districts (FY24)



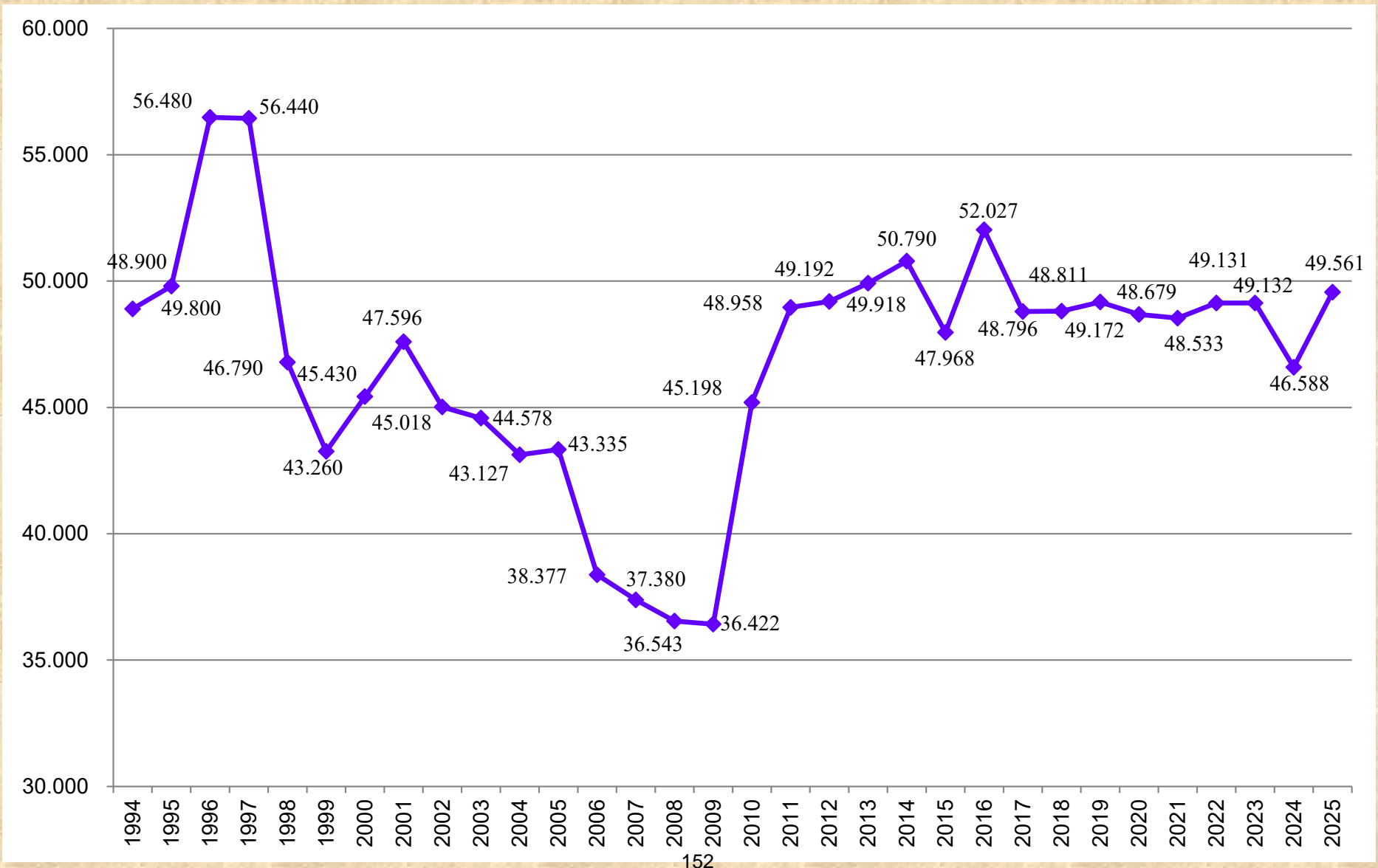
Comparison to Other Districts (FY24)



Taxes Paid on \$100,000 Home



USD 457 Changes in Mill Levy



Audit Reports

- Unmodified Auditor's Report on the regulatory basis financial statement
- Auditor's Report in accordance with *Government Auditing Standards* – material weakness
- Auditor's Report in accordance with Uniform Guidance - material weakness but no questioned costs on federal programs

Management Letter

- ❑ Material weaknesses
- ❑ Federal funds
- ❑ Resolution of prior year comments

Letter to the Governing Body

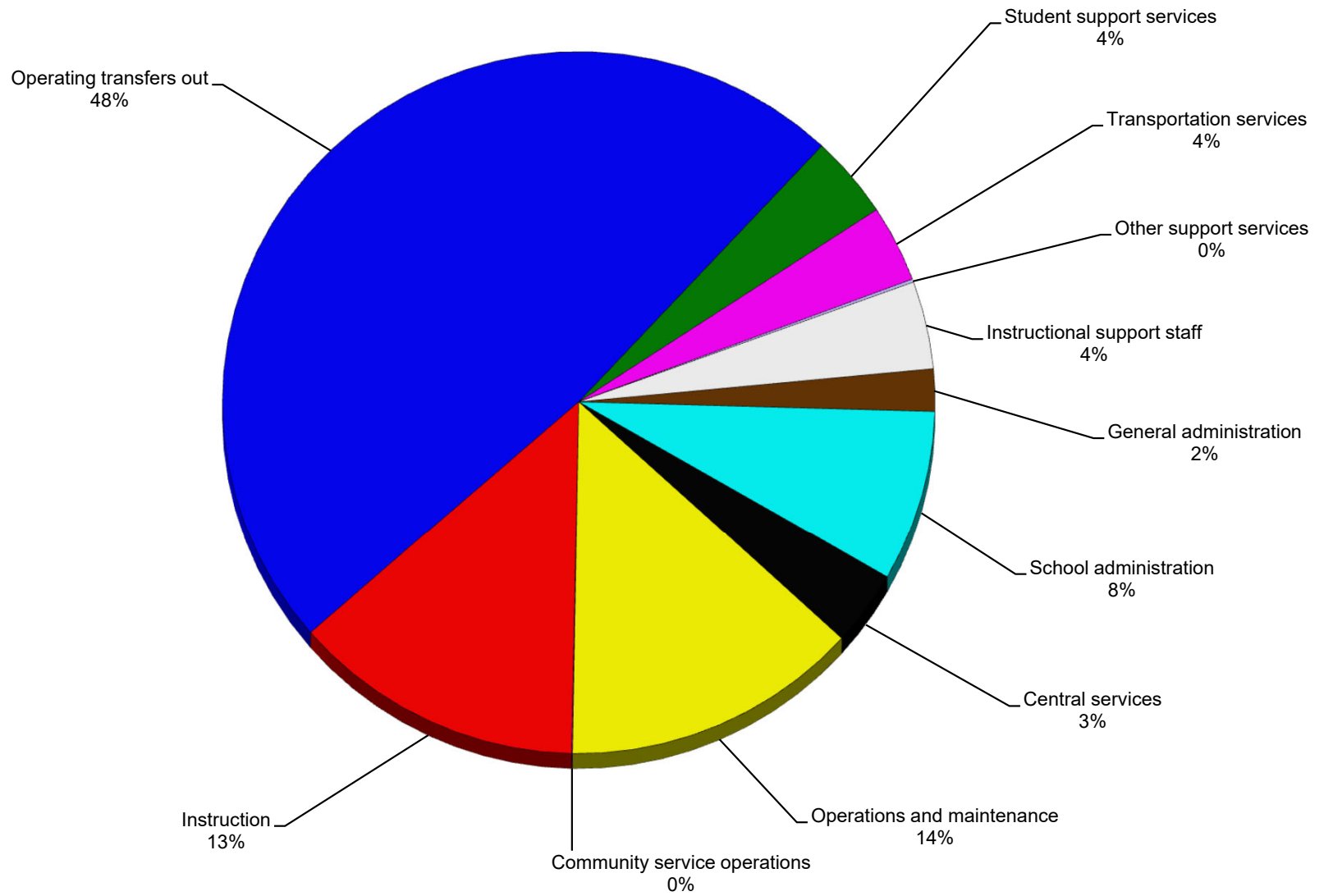
- Responsibility - Auditor vs Management
- Planned Scope and Timing of the Audit
- Compliance with Ethics Requirements
- Significant risks identified
- No changes in accounting policies or new accounting policies implemented during the year
- No significant estimates affecting the financial statement
- Sensitive disclosures in the financial statement
- No unusual transactions or fraud identified

Letter to the Governing Body

(cont.)

- No difficulties encountered in performing the audit
- Corrected and uncorrected misstatements
- No disagreements with management
- No circumstances affecting the auditor's report
- Management representations
- Management consultations with other accountants
- No other audit findings or issues
- Noncompliance with laws and regulations, violation of contract provisions or grant agreements

2024 Expenditures - General Fund



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MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Brandon Anderson, Director of Plant Facilities
DATE: 12/20/2024
RE: **Consider and Act on bid received from Davis Fire Systems to replace the Fire Alarm System at Plymell School in the amount of \$67,790.**

ISSUE & BACKGROUND:

Within our capital budget we have funds allocated to replace this system as the current one is old and antiquated and needs replaced badly.

Director of Plant Facilities, Brandon Anderson will be present and stand for questions.

ALTERNATIVES:

RECOMMENDATION:

Accept bid from Davis Fire Systems to replace the Fire Alarm System at Plymell School in the amount of \$67,790.

FISCAL NOTE:

We have \$95,115 budgeted for this capital expenditure. This bid is also being quoted through Greenbush Cooperative which ensures we are getting the best price for this service.

ATTACHMENTS:

Quote from Davis Fire Systems



PO Box 321, 600 W. Ave. A, Cimarron, KS 67835

PROJECT: Plymell School Fire Alarm

Date: 12/20/24

WE PROPOSE TO FURNISH ALL LABOR AND MATERIAL FOR A COMPLETE ELECTRICAL INSTALLATION IN ACCORDANCE WITH:

Base Bid

- An addressable Farenhyt Voice Evacuation Panel will be used.
- This system will include Speaker/Strobe notification devices
- Strobe only devices will be used in small rooms.
- Smoke detection will be throughout the building were required.
- This price includes all the conduit, fittings, cable and labor needed for a complete installation
- A DACT (Digital Alarm Communication Transmitter) is included.
- Manual Pull Station will be located at all exit doors
- Wire Mold will be used for pull stations and will be stubbed above the accessible ceiling. Wire mold will also be used for any other devices that are below the accessible ceiling.
- This system allows you to have programmable **Action Buttons** available. For Example: tornado drill, fire drill, active shooter. Also you can use it as a paging system. Many languages can be programmed into the system. Under alarm Voice evacuation sends a message over the speakers rather than the traditional Horn.

Monitoring

- Monitoring of the Fire Alarm system is required by the Fire Marshall. The yearly fee for our monitoring service is **\$700** annually. If completed at the time of system installation there will be no setup fee.

Base Bid Equipment:

Part Number	Quantity	Product Description
SPSCWL-TILE	21	Ceiling Tile: Speaker Strobe: UL-listed
SCWL-TILE	8	Ceiling Tile: Strobe Only: UL-listed
STI-9708	4	Speaker Strobe Protective Cage
SPSWL	4	Wall Mount Speaker Strobe
FM998	2	Electromagnetic Door Holder: Flush Wall-Mount: 12V DC: 24V AC/DC: 120V AC
IDP-PULL-DA	6	Addressable Pull Station: Dual Action: Key Reset
IDP-PHOTO-W	25	White: low-profile intelligent photoelectric sensor
B300-6	30	Mounting Base: 6in: Flanged: Low-Profile: White
IFP-300ECS	1	Intelligent Fire Alarm Control Panel with Emergency Communication System: Red Cabinet
NCM-1	1	Noise Control Module: System Meet 150 dBA FPA Requirements: 0 to 49C/32 -120F: 93% Â± 2% Relative Humidity

ECS-DUAL50W	1	50 Watt Dual Amplifier
HPF-PS10	1	Honeywell PS Series Power Supply: Red Cabinet: 10 Amps: 7 Outputs
HON-CGW-MBB	1	Connected Life Safety Services (CLSS) Gateway
CCM-VZ-HON	1	LTE Cellular Communication Module: includes Verizon SIM card and service
IDP-HEAT-W	2	ADDRESSABLE THERMAL DETECTOR FIXED TEMP 135: WHITE
IDP-RELAY	4	IDP Addressable Relay Module: 15 " 32V DC: 3 A max: 196 g: 4.675inx4.275inx1.4in
IDP-PHOTO-R-W	4	Intelligent Photoelectric Replacement Smoke Detector: White: With Remote Test Capability In Duct Applications
IDP-Monitor	1	Addressable Monitor Module
DNR	4	Duct Smoke Detector: 100 to 4000 ft./mi: 0.73Kg Sampling Tube: Metal: Duct: 4 to 8ft: for Legacy Duct Smoke Detectors DH100: DH200: DH400: and DH500 Series
DST5	4	Series
RTS151	4	Remote Test Station: UL Listed
RBB	1	Remote Battery Backbox Assembly: Red: Dimensions: 16" W x 10" H x 6" D
BAT-12180	4	12v 18 ah Battery
Justrite	1	Document Cabinet

THIS QUOTATION INCLUDES ONLY THESE ITEMS:

1. Equipment
2. Operation and Maintenance Manual
3. Programming
4. 1 functional system certification test
5. Operation and maintenance training
6. Close out documentation
7. One year standard warranty

THIS QUOTATION DOES NOT INCLUDE THE FOLLOWING:

1. State Sales Tax
2. Tele Communication lines

Base Bid: \$67,790.00

Sales tax is **NOT** included.

Thank you for your consideration. If you have any questions, you may contact me at any time.

Additionally, all work shall be performed in accordance with the National Electrical Code, in a professional, workmanlike manner and according to industry standards. Davis Electric Inc. also guarantees our work for a period of one year following the date of completion. Work resulting from the discovery of unforeseen or latent conditions is not included. Any alteration or deviation from this Scope of Work involving additional costs or delays shall be performed only upon execution of a written change order. Davis Electric Inc. is not responsible for delays or costs resulting from strikes, accidents, or incidents beyond our control. Any payment not made by the responsible party to Davis Electric Inc. shall bear interest at the rate of 18% per annum from the due date until paid in full. In the event a notice of a lien or suit is filed by Davis Electric Inc. to collect monies due hereunder or to enforce any other provisions of this confirmation bid or any subcontract executed pursuant to this confirmation bid, the responsible party agrees to pay all costs and reasonable attorney's fees incurred by Davis Electric Inc. This proposal is valid for thirty (30) days after which time it may be subject to reconsideration or price adjustment

Thank you for your consideration. If you have any questions, you may contact me at any time.

Dane Conant
Estimator/Project Manager
Davis Electric Inc.
Office: 620-855-2379
Cellular: 620-408-5859
danec@daviselectricinc.com

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Brandon Anderson, Director of Plant Facilities
DATE: 12/10/2024
RE: Consider and Act on approving the purchase of Cenobots Autonomous Scrubber and Sweeper for use on the hard surfaces at the Garden City High School.

ISSUE:

With the large amount of hard surfaces to clean at the high school and the advancement and improvement with autonomous cleaning equipment, we believe we have found a very economical but quality scrubber and sweeper to put into our workforce at the Garden City High School.

Director of Plant Facilities, Brandon Anderson will be available to answer questions.

BACKGROUND:

We have been looking at the new technology for a few years. Most products have been very high priced. This is a somewhat new vendor but has been vetted and checked on and their product seems to be as good as the higher priced brands but much more economical. Attached you will see the other brands and their prices listed Robotic Scrubbers and Sweepers excel spread sheet.

ALTERNATIVES:

The main feedback we hear at the High School from custodial staff is that they need more staff. We have looked at the staffing levels and we feel we are sufficient to handle the team cleaning concept for the evening shifts. The 2 daytime staff are busy with Lunches and other tasks and this would take over a big task for all involved and can be done during the middle of the night.

RECOMMENDATION:

Approve the purchase of the Cenobots Autonomous Scrubber and Sweeper at a total cost of \$73,316.25.

FISCAL NOTE:

We have funds available within the current budget for custodial equipment.

ATTACHMENTS:

Robotic Scrubbers and Sweepers (Other Cost)



P.O. Box 727
 Lawrence, KS 66044-0727
 Telephone: 785-843-0771
 Fax: 785-843-0798

QUOTE VALID FOR 30 DAYS

QUOTE

QUOTE NO.	QUOTE DATE	CUST NO.
55483	12/10/24	12164

PAGE 1

12164

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U.S.D. #457
 1205 FLEMING STREET
 GARDEN CITY, KS 67846

S
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U.S.D. #457
 SERVICE CENTER
 4665 EAST US 50 HIGHWAY PLAZA
 GARDEN CITY, KS 67846

SPECIAL INSTRUCTIONS			CONTACT	SHIP VIA	TERMS	
				U.P.S.	Net 10 E.O.M.	
LINE	QUOTED	PRODUCT CODE	DESCRIPTION	UNIT	UNIT PRICE	EXTENDED PRICE
1	1	L50	CENOBOTS AUTONOMOUS SCRUBBER L50 SERIAL: _____	EA	34912.50	34912.50
2	1	CWS-01	CENOBOTS WORKSTATION FOR L50 CWS-01 SERIAL: _____	EA	4987.50	4987.50
3	1	SP50	CENOBOTS AUTONOMOUS SWEEPER SP50 SER: _____	EA	29925.00	29925.00
4	1	CCS-02	CENOBOTS CHARGING STATION SP50 CCS-02 SER: _____	EA	3491.25	3491.25

TOTAL QUANTITY	4	NO RETURN OF GOODS ACCEPTED WITHOUT WRITTEN AUTHORIZATION.	SUBTOTAL	73316.25
			FRGT/MISC	0.00
			TAX	0.00
			QUOTE TOTAL	73316.25

WE APPRECIATE YOUR BUSINESS AND LOOK FORWARD TO PROVIDING THE CARE AND SERVICE YOU DESERVE.

BEST REGARDS,
 RON CHADWICK

<u>Brand</u>	<u>Type</u>	<u>Model</u>	<u>Price</u>
Nilfisk	Scrubber	Liberty SC50 X51D OBC PH	\$ 74,000.00
Karcher	Scrubber	KIRA B 50	\$ 91,999.00
Karcher	Scrubber	KIRA B 100 R	\$ 76,330.00
Tennant	Scrubber	T7AMR	\$ 77,933.00
Tennant	Scrubber	T380AMR	\$ 87,756.00
Tennant	Scrubber	X4 Rovr	\$ 64,833.00
Karcher	Sweeper	KIRA CV 50 BP	
Karcher	Sweeper	KIRA CV 60/1	

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Brandon Anderson, Director of Plant Facilities
DATE: 1/20/2025
RE: **Consider and Act on bids received for the Re-Roofing Project at Bernadine Sitts Intermediate Center.**

ISSUE & BACKGROUND:

At the October 21st School Board meeting the Board approved GMCN to design and bid a Re-Roof Project at Bernadine Sitts. That bid was prepared and advertised and the bid opening was January 30th. We had a worst-case scenario of a complete tear off and replacement and that budget was for \$2,300,000 and a best-case scenario of Re-Covering the existing Roof with a budget of \$1,155,000.

Director of Plant Facilities, Brandon Anderson will be present and stand for questions.

ALTERNATIVES:

RECOMMENDATION:

Review bids submitted and select the most qualified bidder.

FISCAL NOTE:

This project is part of the Long-Range Facilities Plan and expected to be under the budget of \$1,155,000

ATTACHMENTS:

Proposal from GMCN
Qualified Bids Received

September 17, 2024

A/E Services Proposal

Mr. Brandon Anderson
USD 457 Garden City Schools
1205 Fleming Street
Garden City, KS 67846

Dear Brandon,

RE: Bernadine Sitts

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

Project Scope

Partial re-roof of Bernadine Sitts Intermediate School, 3101 N Belmont, Garden City, Kansas. I understand the scope of work is as follows:

Re-Roof Option A – Recover existing roof:

- Approximately 70,000 s.f. +/-
- Install new 1/2" Cover-Board over coated area of existing Mod-Bit membrane – Isogard HD Cover Board
- If Infrared scan reveals wet insulation or cores show more than one existing roof – tear off existing down to existing roof deck and install new Polyisocyanurate roof insulation
- Install new TPO or Mod-Bit Roofing
- Sheet Metal – Pre-Finished 24 gauge – KYNAR 500 – coping cap and counterflashing where required

The construction budget has yet to be determined, however based on the information above and on past project experience and current market conditions I would anticipate an approximate construction budget for this project is between \$1,050,000 and \$1,155,000. The project will be design/bid/build.

Re-Roof Option B – Complete tear off and replacement:

- Approximately 70,910 s.f. +/-
- Tear off existing Built-Up Gravel Roofing – down to existing roof deck.
- Install new Polyisocyanurate roof insulation
- Install new 1/2" Cover-Board – Isogard HD Cover Board
- Install new TPO or Mod-Bit Roofing
- Sheet Metal – Pre-Finished 24 gauge – KYNAR 500 – coping cap and counterflashing where required

The construction budget has yet to be determined, however based on the information above and on past project experience and current market conditions I would anticipate an approximate construction budget for this project is between \$2,135,000 and \$2,310,000. The project will be design/bid/build.

Architect Services

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

We propose to provide the following services:

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

▪ Power in Design ▪

BA
10/22/24

GMCN will provide the following construction documents;

- Roof Plan
- Roof Details
- Specifications

Services not provided

Services not provided include but are not limited to: analysis of Kansas Department of Health and Environment (KDHE) Stormwater Discharges associated with construction activity requirements, water retention calculations and/or plans, Civil Engineering, hazard materials survey, testing, and/or abatement, land/property survey, geotechnical services, furniture selection, equipment selection, and any other services not stated in "Architect Services". Compensation for additional services beyond the terms and conditions of this agreement shall be computed at Architect's then current hourly rate schedule.

Fee

The fee for the Architect Services stated above will be a fixed fee plus reimbursable expenses. We will have a thermal scan of the roof done to determine if it would be viable for the recover option. If the scan reveals that Option A – Recover is viable then our fee would be Option A below. If the scan determines that a complete tear off and replacement is what should be done our fee would be Option B below.

Option A	\$47,250.00
Option B	\$62,500.00

Reimbursable Expenses

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

Payment

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

Hourly / Additional Services

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

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

Limitation of Liability & Indemnification

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

BT
10/22/24

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

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

Dispute Resolution

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

Qualifications

This proposal is offered with the following qualifications:

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

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

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

Owner: **USD 457 Garden City Schools**

Architect: **GMCN Architects**





Signature

Signature

Print Name: Brandon Anderson

Print Name: R. Clark Simpson

Print Title: Director of Plant Facilities

Print Title: Senior Principal Architect

Date: 10-22-24

Date: 2024-09-17

Bidders List

BSIC Re-Roofing

Weathercraft Roofing

Vap Tatcher

tatcherv@wcohdgc.com

Diamond Roofing

John Minet

john@diamond-roofing.com

DV Douglass Roofing

Aaron

aaron@dvdouglassroofing.com

Meridian Roofing

Shawn Myers

shawn@meridianroof.com

**Bid Tabulations
BSIC Re-Roofing**

Bid Opening: February 24th 2025

Bid 2025-11

<u>Vendor</u>	<u>Bid</u>	<u>Duration</u>
Diamond Roofing	<u>\$993,000.00</u>	<u>100 days</u>
DV Douglass Roofing	<u>\$786,525.00</u>	<u>180 days</u>
Meridian Roofing	<u>\$489,419.00</u>	<u>270 Days</u>
Weathercraft Roofing	<u>\$621,286.00</u>	<u>100 Days</u>

* **Bid did not meet specifications**

RECOMMENDATION: To accept the bid of Weathercraft Roofing for
\$621,286.00

Payment to be made from budgeted funds in account:
016 E 4700 21 0000 056 01 610

Bids and Quotations BSIC Re-Roofing

Bid Opening: January 30th 2025
Board Meeting: February 3rd 2025

Bid 2025-11

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

Clean and power wash approx 3,000 sq ft
Fill base of RTU crubs with ISO insulation to build out base before installation o
Install full silicone-based roof coating with flashing grade at all penetrations and
Pull metal wall panel bottom fasteners and install new 24g skirt after coating ins
Remove caulking at caulk joint counter flash and re-caulk at concrete wall flash
Remove caulking at concrete wall joints and reseal within silicone coating area
Install new flashing at all roof drains (25 + or -) Pull drain ring and install new m

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

See list above

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

15+ years

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

Replace areas of roof

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

Plant Facilities-Brandon Anderson

6. Line item and amount budgeted for this item:

Budgeted Amount-

\$1,100,000.00



Bid Tabulation for
 Bernadine Sitts Intermediate Center Re-Roof
 USD #457 Garden City Schools
 Thursday, January 30, 2025



	Diamond Roofing	D.V. Douglas	Meridian Roofing Solutions	Weathercraft
Base Bid	\$993,000.00	\$786,525.00	\$489,419.00	\$621,286.00
Number of Calendar days to Complete Work	100	180	270	100
Plumbing Subcontractor	Tatro	Tatro	Tatro	Tatro
HVAC Subcontractor	Tatro	Tatro	Tatro	Tatro
Electrical Subcontractor	Davis	N/A	N/A	3G Electric
Unit Price				
U-1: Removal and replacement unsuitable wood blocking per LF	\$8.00	\$11.50	\$6.00	\$7.50
U-2: Provide and install additional Walkway Pads perLF	\$20.00	\$17.00	\$30.00	\$25.00
Number of Addenda Received	--	--	--	--
Bid Bond	Yes	Yes	Yes	Yes

SECTION 00 41 13 - BID FORM - STIPULATED SUM (SINGLE-PRIME CONTRACT)

BID INFORMATION

1.01 **BIDDER:** D.V. Douglass Roofing, Inc

- A. Project Name: USD 457 Bernadine Sitts Re-Roof
- B. Project Location:
 - 1. 3101 N Belmont, Garden City, Kansas.
- C. Owner: Garden City Unified School District #457 Board of Education.
- D. Architect: GMCN Architects, Inc.
- E. Architect Project Number: 202431

1.02 **CERTIFICATIONS AND BASE BID**

- A. Base Bid, Single-Prime (All Trades) Contract: The undersigned Bidder, having carefully examined the Procurement and Contracting Requirements, Conditions of the Contract, Drawings, Specifications, and all subsequent Addenda, as prepared by GMCN Architects Inc. and Architect's consultants, having visited the site, and being familiar with all conditions and requirements of the Work, hereby agrees to furnish all material, labor, equipment and services, including all scheduled allowances, necessary to complete the construction of the above-named project, according to the requirements of the Procurement and Contracting Documents, for the stipulated sum of:
 - 1. seven hundred eighty six thousand five hundred twenty five Dollars (\$ 786,525.00).

1.03 **BID GUARANTEE**

- A. The undersigned Bidder agrees to execute a contract for this Work in the above amount and to furnish surety as specified within 10 days after a written Notice of Award, if offered within 60 days after receipt of bids, and on failure to do so agrees to forfeit to Owner the attached cash, cashier's check, certified check, U.S. money order, or bid bond, as liquidated damages for such failure, in the amount constituting five percent (5%) of the Base Bid amount above:
 - 1. In the event Owner does not offer Notice of Award within the time limits stated above, Owner will return to the undersigned the cash, cashier's check, certified check, U.S. money order, or bid bond.

1.04 **SUBCONTRACTORS AND SUPPLIERS**

- A. The following companies shall execute subcontracts for the portions of the Work indicated:
 - 1. Plumbing Work: Tatro
 - 2. HVAC Work: Tatro
 - 3. Electrical Work: N/A

1.05 **TIME OF COMPLETION**

- A. If this Bid is accepted we will:
- B. Complete the Work in 180 calendar days from Contract Date.
(Bidder to enter number of days.)

1.06 ACKNOWLEDGEMENT OF ADDENDA

- A. The undersigned Bidder acknowledges receipt of and use of the following Addenda in the preparation of this Bid:
1. Addendum No. 1, dated _____.
 2. Addendum No. 2, dated _____.
 3. Addendum No. 3, dated _____.
 4. Addendum No. 4, dated _____.

1.07 UNIT PRICES

- A. The following are Unit Prices for specific portions of the Work as listed:
- B. U-1 Removal and replacement of any unsuitable wood blocking with new blocking per Section 06100, including disposal off site.
- i. \$ 11.50 Per LF.
- C. U-2: Provide and install additional Walkway Pads as directed by Owner or Architect.
- \$ 17.00 Per LF.

1.08 CHANGES TO THE WORK

- A. Changes in the Work shall be as established in the Contract Documents. The following fees shall be used for lump sum pricing and actual cost pricing of additions and deletions to that Work included in the Bid, namely:
1. Contractor Work performed by his own forces:
O&P 15 % Not-to-Exceed **15%**
 2. Contractor Work performed by other than his own forces:
O&P 10 % Not-to-Exceed **10%**
 3. Subcontractor Work performed by his own forces:
O&P 10 % Not-to-Exceed **10%**
 4. Subcontractor Work performed by other than his own forces:
O&P 5 % Not-to-Exceed **5%**
 5. Percentages for overhead and profit will not be allowed on bond premiums.

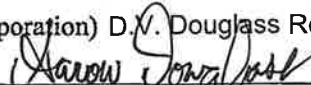
1.09 BID SUPPLEMENTS

- A. The following supplements are a part of this Bid Form and are attached hereto.
1. Bid Form Supplement - Bid Bond Form (AIA Document A310)

1.10 CONTRACTOR'S LICENSE

- A. The undersigned further states that it is a duly licensed contractor, for the type of work proposed, in Finney County and Garden City, Kansas, and that all fees, permits, etc., pursuant to submitting this proposal have been paid in full.

1.11 SUBMISSION OF BID

- A. Respectfully submitted this 30th day of January, 2025.
- B. Submitted By: Aaron Douglass
- C. (Name of bidding firm or corporation) D.V. Douglass Roofing, Inc
- D. Authorized Signature: 

- E. (Handwritten signature)
- F. Signed By: Garon Douglass
- G. (Type or print name)
- H. Title: President
- I. (Owner/Partner/President/Vice President)
- J. Witness By: Amanda D. [Signature]
- K. (Handwritten signature)
- L. Attest: Shealene Foreman
- M. (Handwritten signature)
- N. Shealene Foreman
- O. (Type or print name)
- P. Title: Office assistant
- Q. (Corporate Secretary or Assistant Secretary)
- R. Street Address: 1215 W. Mary Street
- S. City, State, Zip Garden City, KS 67846
- T. Phone: 800-564-7474
- U. License No.: KRCR #13-116302
- V. Federal ID No.: 48-0865016

1.12 (AFFIX CORPORATE SEAL HERE)
END OF DOCUMENT 004113 00 41 13



POWER OF ATTORNEY APPOINTING INDIVIDUAL ATTORNEY-IN-FACT

KNOW ALL MEN BY THESE PRESENTS, that:

1. Employers Mutual Casualty Company, an Iowa Corporation
2. EMCASCO Insurance Company, an Iowa Corporation
3. Union Insurance Company of Providence, an Iowa Corporation

4. Illinois EMCASCO Insurance Company, an Iowa Corporation
5. Dakota Fire Insurance Company, a North Dakota Corporation
6. EMC Property & Casualty Company, an Iowa Corporation

hereinafter referred to severally as "Company" and collectively as "Companies", each does, by these presents, make, constitute and appoint:

Laura O'Neal

its true and lawful attorney-in-fact, with full power and authority conferred to sign, seal, and execute the Bid Bond

Any and All Bonds

and to bind each Company thereby as fully and to the same extent as if such instruments were signed by the duly authorized officers of each such Company, and all of the acts of said attorney pursuant to the authority hereby given are hereby ratified and confirmed.

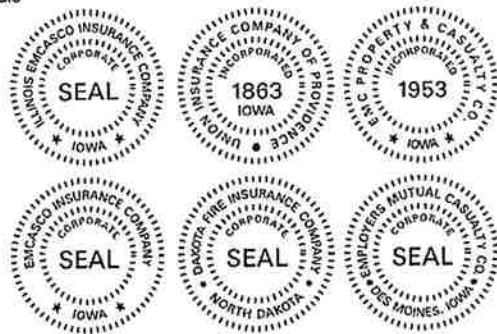
AUTHORITY FOR POWER OF ATTORNEY

This Power-of-Attorney is made and executed pursuant to and by the authority of the following resolution of the Boards of Directors of each of the Companies at the first regularly scheduled meeting of each company duly called and held in 1999:

RESOLVED: The President and Chief Executive Officer, any Vice President, the Treasurer and the Secretary of Employers Mutual Casualty Company shall have power and authority to (1) appoint attorneys-in-fact and authorize them to execute on behalf of each Company and attach the seal of the Company thereto, bonds and undertakings, recognizances, contracts of indemnity and other writings obligatory in the nature thereof; and (2) to remove any such attorney-in-fact at any time and revoke the power and authority given to him or her. Attorneys-in-fact shall have power and authority, subject to the terms and limitations of the power-of-attorney issued to them, to execute and deliver on behalf of the Company, and to attach the seal of the Company thereto, bonds and undertakings, recognizances, contracts of indemnity and other writings obligatory in the nature thereof, and any such instrument executed by any such attorney-in-fact shall be fully and in all respects binding upon the Company. Certification as to the validity of any power-of-attorney authorized herein made by an officer of Employers Mutual Casualty Company shall be fully and in all respects binding upon this Company. The facsimile or mechanically reproduced signature of such officer, whether made heretofore or hereafter, wherever appearing upon a certified copy of any power-of-attorney of the Company, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

IN WITNESS THEREOF, the Companies have caused these presents to be signed for each by their officers as shown, and the Corporate seals to be hereto affixed this 22nd day of September, 2022.

Seals



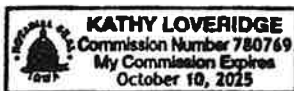
Scott R. Jean
 Scott R. Jean, President & CEO
 of Company 1; Chairman, President
 & CEO of Companies 2, 3, 4, 5 & 6

Todd Strother
 Todd Strother, Executive Vice President
 Chief Legal Officer & Secretary of
 Companies 1, 2, 3, 4, 5 & 6

On this 22nd day of September, 2022 before me a Notary Public in and for the State of Iowa, personally appeared Scott R. Jean and Todd Strother, who, being by me duly sworn, did say that they are, and are known to me to be the CEO, Chairman, President, Executive Vice President, Chief Legal Officer and/or Secretary, respectively, of each of the Companies above; that the seals affixed to this instrument are the seals of said corporations; that said instrument was signed and sealed on behalf of each of the Companies by authority of their respective Boards of Directors; and that the said Scott R. Jean and Todd Strother, as such officers, acknowledged the execution of said instrument to be their voluntary act and deed, and the voluntary act and deed of each of the Companies.

My Commission Expires October 10, 2025.

Kathy Loveridge
 Notary Public in and for the State of Iowa



CERTIFICATE

I, Ryan J. Springer, Vice President of the Companies, do hereby certify that the foregoing resolution of the Boards of Directors by each of the Companies, and this Power of Attorney issued pursuant thereto on 22nd day of September, 2022, are true and correct and are still in full force and effect.

In Testimony Whereof I have subscribed my name and affixed the facsimile seal of each Company this 28th day of January, 2025.

Ryan J. Springer
 Vice President

SECTION 00 41 13 - BID FORM – STIPULATED SUM (SINGLE-PRIME CONTRACT)

BID INFORMATION

1.01 BIDDER: Diamond Roofing

- A. Project Name: USD 457 Bernadine Sitts Re-Roof
- B. Project Location:
 - 1. 3101 N Belmont, Garden City, Kansas.
- C. Owner: Garden City Unified School District #457 Board of Education.
- D. Architect: GMCN Architects, Inc.
- E. Architect Project Number: 202431

1.02 **CERTIFICATIONS AND BASE BID**

- A. Base Bid, Single-Prime (All Trades) Contract: The undersigned Bidder, having carefully examined the Procurement and Contracting Requirements, Conditions of the Contract, Drawings, Specifications, and all subsequent Addenda, as prepared by GMCN Architects Inc. and Architect's consultants, having visited the site, and being familiar with all conditions and requirements of the Work, hereby agrees to furnish all material, labor, equipment and services, including all scheduled allowances, necessary to complete the construction of the above-named project, according to the requirements of the Procurement and Contracting Documents, for the stipulated sum of:
 - 1. Nine hundred Ninety-three thousand Dollars (\$ 993,000.00)

1.03 **BID GUARANTEE**

- A. The undersigned Bidder agrees to execute a contract for this Work in the above amount and to furnish surety as specified within 10 days after a written Notice of Award, if offered within 60 days after receipt of bids, and on failure to do so agrees to forfeit to Owner the attached cash, cashier's check, certified check, U.S. money order, or bid bond, as liquidated damages for such failure, in the amount constituting five percent (5%) of the Base Bid amount above:
 - 1. In the event Owner does not offer Notice of Award within the time limits stated above, Owner will return to the undersigned the cash, cashier's check, certified check, U.S. money order, or bid bond.

1.04 **SUBCONTRACTORS AND SUPPLIERS**

- A. The following companies shall execute subcontracts for the portions of the Work indicated:
 - 1. Plumbing Work: Tatro
 - 2. HVAC Work: Tatro
 - 3. Electrical Work: Dan's

1.05 **TIME OF COMPLETION**

- A. If this Bid is accepted we will:
- B. Complete the Work in 100 calendar days from Contract Date.
(Bidder to enter number of days.)

1.06 ACKNOWLEDGEMENT OF ADDENDA

- A. The undersigned Bidder acknowledges receipt of and use of the following Addenda in the preparation of this Bid:
1. Addendum No. 1, dated _____.
 2. Addendum No. 2, dated _____.
 3. Addendum No. 3, dated _____.
 4. Addendum No. 4, dated _____.

1.07 UNIT PRICES

- A. The following are Unit Prices for specific portions of the Work as listed:
- B. U-1 Removal and replacement of any unsuitable wood blocking with new blocking per Section 06100, including disposal off site.
1. \$ 8.00 Per LF.
- C. U-2: Provide and install additional Walkway Pads as directed by Owner or Architect.
- \$ 20.00 Per LF.

1.08 CHANGES TO THE WORK

- A. Changes in the Work shall be as established in the Contract Documents. The following fees shall be used for lump sum pricing and actual cost pricing of additions and deletions to that Work included in the Bid, namely:
1. Contractor Work performed by his own forces:
O&P 15 % Not-to-Exceed 15%
 2. Contractor Work performed by other than his own forces:
O&P 10 % Not-to-Exceed 10%
 3. Subcontractor Work performed by his own forces:
O&P 10 % Not-to-Exceed 10%
 4. Subcontractor Work performed by other than his own forces:
O&P 5 % Not-to-Exceed 5%
 5. Percentages for overhead and profit will not be allowed on bond premiums.


1.09 BID SUPPLEMENTS

- A. The following supplements are a part of this Bid Form and are attached hereto.
1. Bid Form Supplement - Bid Bond Form (AIA Document A310)

1.10 CONTRACTOR'S LICENSE

- A. The undersigned further states that it is a duly licensed contractor, for the type of work proposed, in Finney County and Garden City, Kansas, and that all fees, permits, etc., pursuant to submitting this proposal have been paid in full.

1.11 SUBMISSION OF BID

- A. Respectfully submitted this 23rd day of January, 2025.
- B. Submitted By: Diamond Roofing
- C. (Name of bidding firm or corporation)
- D. Authorized Signature: 

- E. (Handwritten signature)
F. Signed By: John Minet
G. (Type or print name)
H. Title: Project Manager
I. (Owner/Partner/President/Vice President)
J. Witness By: _____
K. (Handwritten signature)
L. Attest: Dianne Sheets
M. (Handwritten signature)
N. Dianne Sheets
O. (Type or print name)
P. Title: Controller
Q. (Corporate Secretary or Assistant Secretary)
R. Street Address: 100 East McArthur Rd
S. City, State, Zip Dodge City, KS 67801
T. Phone: 620-225-2622
U. License No.: 23-009860
V. Federal ID No.: 48-0883612

1.12 (AFFIX CORPORATE SEAL HERE)

END OF DOCUMENT 004113 00 41 13

GRANITE RE, INC.

Bid Bond

KNOW ALL MEN BY THESE PRESENTS, that we Gwaltney LLC dba Diamond Roofing

100 E McArtor Rd., Dodge City, KS 67801

as principal, hereinafter called the Principal, and

Granite Re, Inc., 14001 Quailbrook Drive, Oklahoma City, OK 73134

a corporation duly organized under the laws of the State of Oklahoma as Surety, hereinafter called the Surety, are held and firmly bound unto Garden City Unified School District #457 Board of Education

1205 Fleming St., Garden City, KS 67846

as Obligee, hereinafter called the Obligee, in the sum of

5 Percent of the Bid Amount, Dollars (\$ 5%)

for the payment of which sum well and truly to be made, the said Principal and the said Surety, bind ourselves, our heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

WHEREAS, the Principal has submitted a bid for

Project: USD 457 Bernadine Sitts Re-Roof

Bid Date: 01/30/2025

The conditions of this Bond are such that if the Obligee accepts the bid of the Principal within the time specified in the bid documents or within such time period as may be agreed to by the Obligee and Principal, and the Principal either (1) enters into a contract with the Obligee in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Obligee, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Obligee the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Obligee may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Obligee and Principal to extend the time in which the Obligee may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids, and the Obligee and Principal shall obtain the Surety's consent for an extension beyond sixty (60) days.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this 17th day of January, 2025.

Cindy Pastoran
Witness

Gwaltney LLC dba Diamond Roofing
Skeller W. S. Man
Vice President
Title (Seal)

Granite Re, Inc.
Kyle Shipley
Attorney in Fact Kyle Shipley (Seal)

GRANITE RE, INC.
GENERAL POWER OF ATTORNEY

Know all Men by these Presents:

That GRANITE RE, INC., a corporation organized and existing under the laws of the State of MINNESOTA and having its principal office at the City of OKLAHOMA CITY in the State of OKLAHOMA does hereby constitute and appoint:

LARRY A. CASPERS; JAMES G. BRAUN; JOHN B. SOLIDA; ANDREW A. RUPP; SHIRLEY A. BOLLIG; JOLENE COOPER; VIRGINIA R. DREILING; LORI ANTRIM; MELISSA DENNING-DICK; COLLEEN KUHN; ROSE MEYERS; MICHELLE ZOOK; SHANNON SECREST; LORI MEIER; KYLE SHIPLEY; STEPHANIE TEMPLE; DYLAN FLEGLER; CRYSTAL COMBS; SHELLY PEACOCK; KIMBERLY GABEL; ROBYNN HICKERT its true and lawful Attorney-in-Fact(s) for the following purposes, to wit:

To sign its name as surety to, and to execute, seal and acknowledge any and all bonds, and to respectively do and perform any and all acts and things set forth in the resolution of the Board of Directors of the said GRANITE RE, INC. a certified copy of which is hereto annexed and made a part of this Power of Attorney; and the said GRANITE RE, INC. through us, its Board of Directors, hereby ratifies and confirms all and whatsoever the said:

LARRY A. CASPERS; JAMES G. BRAUN; JOHN B. SOLIDA; ANDREW A. RUPP; SHIRLEY A. BOLLIG; JOLENE COOPER; VIRGINIA R. DREILING; LORI ANTRIM; MELISSA DENNING-DICK; COLLEEN KUHN; ROSE MEYERS; MICHELLE ZOOK; SHANNON SECREST; LORI MEIER; KYLE SHIPLEY; STEPHANIE TEMPLE; DYLAN FLEGLER; CRYSTAL COMBS; SHELLY PEACOCK; KIMBERLY GABEL; ROBYNN HICKERT may lawfully do in the premises by virtue of these presents.

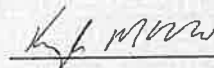
~~In Witness Whereof, the said GRANITE RE, INC. has caused this instrument to be sealed with its corporate seal, duly attested by the signatures of its President and Assistant Secretary, this 31st day of July, 2023.~~

STATE OF OKLAHOMA)
) SS:
COUNTY OF OKLAHOMA)





Kenneth D. Whittington, President

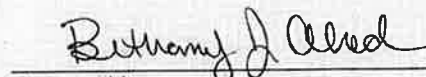


Kyle P. McDonald, Assistant Secretary

On this 31st day of July, 2023, before me personally came Kenneth D. Whittington, President of the GRANITE RE, INC. Company and Kyle P. McDonald, Assistant Secretary of said Company, with both of whom I am personally acquainted, who being by me severally duly sworn, said, that they, the said Kenneth D. Whittington and Kyle P. McDonald were respectively the President and the Assistant Secretary of GRANITE RE, INC., the corporation described in and which executed the foregoing Power of Attorney; that they each knew the seal of said corporation; that the seal affixed to said Power of Attorney was such corporate seal, that it was so fixed by order of the Board of Directors of said corporation, and that they signed their name thereto by like order as President and Assistant Secretary, respectively, of the Company.

My Commission Expires:
April 21, 2027
Commission #: 11003620





Notary Public

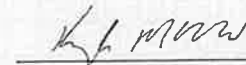
GRANITE RE, INC.
Certificate

THE UNDERSIGNED, being the duly elected and acting Assistant Secretary of Granite Re, Inc., a Minnesota Corporation, HEREBY CERTIFIES that the following resolution is a true and correct excerpt from the July 15, 1987, minutes of the meeting of the Board of Directors of Granite Re, Inc. and that said Power of Attorney has not been revoked and is now in full force and effect.

"RESOLVED, that the President, any Vice President, the Assistant Secretary, and any Assistant Vice President shall each have authority to appoint individuals as attorneys-in-fact or under other appropriate titles with authority to execute on behalf of the company fidelity and surety bonds and other documents of similar character issued by the Company in the course of its business. On any instrument making or evidencing such appointment, the signatures may be affixed by facsimile. On any instrument conferring such authority or on any bond or undertaking of the Company, the seal, or a facsimile thereof, may be impressed or affixed or in any other manner reproduced; provided, however, that the seal shall not be necessary to the validity of any such instrument or undertaking."

IN WITNESS WHEREOF, the undersigned has subscribed this Certificate and affixed the corporate seal of the Corporation this 17th day of January, 2025.





Kyle P. McDonald, Assistant Secretary

SECTION 00 41 13 - BID FORM – STIPULATED SUM (SINGLE-PRIME CONTRACT)

BID INFORMATION

1.01 BIDDER: MERIDIAN ROOFING SOLUTIONS.

- A. Project Name: USD 457 Bernadine Sitts Re-Roof
- B. Project Location:
 - 1. 3101 N Belmont, Garden City, Kansas.
- C. Owner: Garden City Unified School District #457 Board of Education.
- D. Architect: GMCN Architects, Inc.
- E. Architect Project Number: 202431

1.02 **CERTIFICATIONS AND BASE BID**

- A. Base Bid, Single-Prime (All Trades) Contract: The undersigned Bidder, having carefully examined the Procurement and Contracting Requirements, Conditions of the Contract, Drawings, Specifications, and all subsequent Addenda, as prepared by GMCN Architects Inc. and Architect's consultants, having visited the site, and being familiar with all conditions and requirements of the Work, hereby agrees to furnish all material, labor, equipment and services, including all scheduled allowances, necessary to complete the construction of the above-named project, according to the requirements of the Procurement and Contracting Documents, for the stipulated sum of:

1. FOUR HUNDRED EIGHTY NINE THOUSAND Dollars (\$ 489,419.00)

1.03 BID GUARANTEE FOUR HUNDRED NINETEEN

- A. The undersigned Bidder agrees to execute a contract for this Work in the above amount and to furnish surety as specified within 10 days after a written Notice of Award, if offered within 60 days after receipt of bids, and on failure to do so agrees to forfeit to Owner the attached cash, cashier's check, certified check, U.S. money order, or bid bond, as liquidated damages for such failure, in the amount constituting five percent (5%) of the Base Bid amount above:
 - 1. In the event Owner does not offer Notice of Award within the time limits stated above, Owner will return to the undersigned the cash, cashier's check, certified check, U.S. money order, or bid bond.

1.04 **SUBCONTRACTORS AND SUPPLIERS**

- A. The following companies shall execute subcontracts for the portions of the Work indicated:
 - 1. Plumbing Work: TATRO
 - 2. HVAC Work: TATRO
 - 3. Electrical Work: _____

1.05 **TIME OF COMPLETION**

- A. If this Bid is accepted we will:
- B. Complete the Work in 270 calendar days from Contract Date.
(Bidder to enter number of days.)

1.06 ACKNOWLEDGEMENT OF ADDENDA

A. The undersigned Bidder acknowledges receipt of and use of the following Addenda in the preparation of this Bid:

1. Addendum No. 1, dated N/A.
2. Addendum No. 2, dated N/A.
3. Addendum No. 3, dated N/A.
4. Addendum No. 4, dated N/A.

1.07 UNIT PRICES

A. The following are Unit Prices for specific portions of the Work as listed:

B. U-1 Removal and replacement of any unsuitable wood blocking with new blocking per Section 06100, including disposal off site.

1. \$ 6.00 Per LF.

C. U-2: Provide and install additional Walkway Pads as directed by Owner or Architect.

- \$ 30.00 Per LF.

1.08 CHANGES TO THE WORK

A. Changes in the Work shall be as established in the Contract Documents. The following fees shall be used for lump sum pricing and actual cost pricing of additions and deletions to that Work included in the Bid, namely:

1. Contractor Work performed by his own forces:
O&P 15 % Not-to-Exceed 15%
2. Contractor Work performed by other than his own forces:
O&P 10 % Not-to-Exceed 10%
3. Subcontractor Work performed by his own forces:
O&P 10 % Not-to-Exceed 10%
4. Subcontractor Work performed by other than his own forces:
O&P 5 % Not-to-Exceed 5%
5. Percentages for overhead and profit will not be allowed on bond premiums.

1.09 BID SUPPLEMENTS

A. The following supplements are a part of this Bid Form and are attached hereto.

1. Bid Form Supplement - Bid Bond Form (AIA Document A310)

1.10 CONTRACTOR'S LICENSE

A. The undersigned further states that it is a duly licensed contractor, for the type of work proposed, in Finney County and Garden City, Kansas, and that all fees, permits, etc., pursuant to submitting this proposal have been paid in full.

1.11 SUBMISSION OF BID

A. Respectfully submitted this 30th day of JANUARY, 2025.

B. Submitted By: MERIDIAN ROOFING SOLUTIONS

C. (Name of bidding firm or corporation)

D. Authorized Signature: Keith P. [Signature]

- E. (Handwritten signature)
- F. Signed By: Keith Richards
- G. (Type or print name)
- H. Title: Co-Owen
- I. (Owner/Partner/President/Vice President)
- J. Witness By: [Signature]
- K. (Handwritten signature)
- L. Attest: Kimberly Myers
- M. (Handwritten signature)
- N. Kimberly Myers
- O. (Type or print name)
- P. Title: Assistant
- Q. (Corporate Secretary or Assistant Secretary)
- R. Street Address: 1275 SW TOPEKA BLVD
- S. City, State, Zip TOPEKA, KS 66612
- T. Phone: 785-215-6181
- U. License No.: 13-116686
- V. Federal ID No.: 46-1240808

1.12 (AFFIX CORPORATE SEAL HERE)

END OF DOCUMENT 004113 00 41 13

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That Western National Mutual Insurance Company, a Minnesota mutual insurance company, does make, constitute, and appoint: Derek Rowe, Alexis Ribordy, Anne Wardner, Todd Coffman, Ryan Greenwood, Erin Lesser, Lisa M. Parkhurst, Kim Deever, Greg Fankhauser
(Peoples Insurance Group - #9620)

Its true and lawful Attorney(s)-in-Fact, with full power and authority for and on behalf of the Company as surety, to execute and deliver and affix the seal of the Company thereto (if a seal is required) bond, undertakings recognizances or other written obligations in the nature thereof, **(other than bail bonds, bank depository bonds, mortgage deficiency bonds, mortgage guaranty bonds, guarantees of installment paper and note guaranty bonds, self-insurance workers compensation bonds guaranteeing payment of benefits, hazardous waste remediation bonds or black lung bonds)**, as follows:

All written instruments in an amount not to exceed an aggregate of Seven Million Five Hundred Thousand and 00/100 Dollars (\$7,500,000.00) for any single obligation, regardless of the number of instruments issued for the obligation.

and to bind Western National Mutual Insurance Company thereby, and all of the acts of said Attorneys-in-Fact, pursuant to these presents, are ratified and confirmed. This appointment is made under and by authority of the board of directors at a meeting held on September 28, 2010. This Power of Attorney is signed and sealed by facsimile under and by the authority of the following resolutions adopted by the board of directors of Western National Mutual Insurance Company on September 28, 2010:

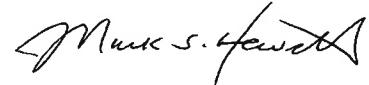
RESOLVED that the president, any vice president, or assistant vice president in conjunction with the secretary or any assistant secretary, may appoint attorneys-in-fact or agents with authority as defined or limited in the instrument evidencing the appointment in each case, for and on behalf of the company to execute and deliver and affix the seal of the Company to bonds, undertakings, recognizances, and suretyship obligations of all kinds, and said officers may remove any such attorney-in-fact or agent and revoke any Power of Attorney previously granted to such person.

- RESOLVED FURTHER that any bond, undertaking, recognizance, or suretyship obligation shall be valid and binding upon the Company
- (i) when signed by the president, any vice president or assistant vice president, and attested and sealed (if a seal be required) by any secretary or assistant secretary; or
 - (ii) when signed by the president, any vice president or assistant vice president, secretary or assistant secretary, and countersigned and sealed (if a seal be required) by a duly authorized attorney-in-fact or agent; or
 - (iii) when duly executed and sealed (if a seal be required) by one or more attorneys-in-fact or agents pursuant to and within the limits of the authority evidenced by the Power of Attorney issued by the Company to such person or persons.

RESOLVED FURTHER that the signature of any authorized officer and the seal of the company may be affixed by facsimile to any Power of Attorney or certification thereof authorizing the execution and delivery of any bond, undertaking, recognizance, or other suretyship obligations of the Company; and such signature and seal when so used shall have the same force and effect as though manually affixed. IN WITNESS WHEREOF, Western National Mutual Insurance Company has caused these presents to be signed by its proper officer and its corporate seal to be affixed this 5th day of December, 2023.



Jennifer A. Young, Secretary



Mark S. Hewitt, Vice President, Surety

STATE OF MINNESOTA, COUNTY OF HENNEPIN

On this 5th day of December, 2023, personally came before me, Jennifer A. Young and Mark S. Hewitt and to me known to be the individuals and officers of the Western National Mutual Insurance Company who executed the above instrument, and they each acknowledged the execution of the same, and being by me duly sworn, did severally dispose and say; that they are the said officers of the corporation aforesaid, and that the seal affixed to the above instrument is the seal of the corporation, and that said corporate seal and their signatures as such officers were duly affixed and subscribed to the said instrument by the authority of the board of directors of said corporation.



Deena Anjali Entrikin, Notary Public
My commission expires January 31, 2029

CERTIFICATE

I, the undersigned, Secretary of the Western National Mutual Insurance Company, a Minnesota corporation, CERTIFY that the foregoing and attached Power of Attorney remains in full force and has not been revoked; and furthermore, that the Resolutions of the board of directors set forth in the Power of Attorney, are now in force.



Signed and sealed at the City of Edina, MN this 24th day of January, 2025

Jennifer A. Young, Secretary



BID BOND

KNOWN ALL BY THESE PRESENTS, That we, Meridian Roofing Solutions LLC, as Principal, and Western National Mutual Insurance Company, as Surety, are held and firmly bound unto USD 457 Garden City Schools, as Obligee, in the sum of 5% of bid Dollars (5% of bid) for the payment of which we bind ourselves, and our successors and assigns, jointly and severally, as provided herein.

WHEREAS, Principal has submitted or is about to submit a bid to the Obligee on a contract for New TPO Roofing System and Sheet Metal - Bernadine Sitts Reroof ("Project").

NOW, THEREFORE, the condition of this bond is that if Obligee accepts Principal's bid, and Principal enters into a contract with Obligee in conformance with the terms of the bid and provides such bond or bonds as may be specified in the bidding or contract documents, then this obligation shall be void; otherwise Principal and Surety will pay to Obligee the difference between the amount of Principal's bid and the amount for which Obligee shall in good faith contract with another person or entity to perform the work covered by Principal's bid, but in no event shall Surety's and Principal's liability exceed the penal sum of this bond.

Signed this 24th day of January, 2025.

Meridian Roofing Solutions LLC
(Principal)

By: [Signature]

Western National Mutual Insurance Company

By: [Signature]
Derek Rowe, Attorney-in-Fact

SECTION 00 41 13 - BID FORM – STIPULATED SUM (SINGLE-PRIME CONTRACT)

BID INFORMATION

1.01 **BIDDER:** Weathercraft Co. Inc.

- A. Project Name: USD 457 Bernadine Sitts Re-Roof
- B. Project Location:
 - 1. 3101 N Belmont, Garden City, Kansas.
- C. Owner: Garden City Unified School District #457 Board of Education.
- D. Architect: GMCN Architects, Inc.
- E. Architect Project Number: 202431

1.02 **CERTIFICATIONS AND BASE BID**

- A. Base Bid, Single-Prime (All Trades) Contract: The undersigned Bidder, having carefully examined the Procurement and Contracting Requirements, Conditions of the Contract, Drawings, Specifications, and all subsequent Addenda, as prepared by GMCN Architects Inc. and Architect's consultants, having visited the site, and being familiar with all conditions and requirements of the Work, hereby agrees to furnish all material, labor, equipment and services, including all scheduled allowances, necessary to complete the construction of the above-named project, according to the requirements of the Procurement and Contracting Documents, for the stipulated sum of:
 - 1. Six hundred twenty-one thousand two hundred eighty six Dollars (\$ \$621,286.00).

1.03 **BID GUARANTEE**

- A. The undersigned Bidder agrees to execute a contract for this Work in the above amount and to furnish surety as specified within 10 days after a written Notice of Award, if offered within 60 days after receipt of bids, and on failure to do so agrees to forfeit to Owner the attached cash, cashier's check, certified check, U.S. money order, or bid bond, as liquidated damages for such failure, in the amount constituting five percent (5%) of the Base Bid amount above:
 - 1. In the event Owner does not offer Notice of Award within the time limits stated above, Owner will return to the undersigned the cash, cashier's check, certified check, U.S. money order, or bid bond.

1.04 **SUBCONTRACTORS AND SUPPLIERS**

- A. The following companies shall execute subcontracts for the portions of the Work indicated:
 - 1. Plumbing Work: Tatro
 - 2. HVAC Work: Tatro
 - 3. Electrical Work: 3G Electric

1.05 **TIME OF COMPLETION**

- A. If this Bid is accepted we will:
- B. Complete the Work in 100 calendar days from Contract Date.
(Bidder to enter number of days.)

1.06 ACKNOWLEDGEMENT OF ADDENDA

A. The undersigned Bidder acknowledges receipt of and use of the following Addenda in the preparation of this Bid:

1. Addendum No. 1, dated N/A.
2. Addendum No. 2, dated N/A.
3. Addendum No. 3, dated N/A.
4. Addendum No. 4, dated N/A.

1.07 UNIT PRICES

A. The following are Unit Prices for specific portions of the Work as listed:

B. U-1 Removal and replacement of any unsuitable wood blocking with new blocking per Section 06100, including disposal off site.

1. \$ 7.50 Per LF.

C. U-2: Provide and install additional Walkway Pads as directed by Owner or Architect.

- \$ 25.00 Per LF.

1.08 CHANGES TO THE WORK

A. Changes in the Work shall be as established in the Contract Documents. The following fees shall be used for lump sum pricing and actual cost pricing of additions and deletions to that Work included in the Bid, namely:

1. Contractor Work performed by his own forces:
O&P 15 % Not-to-Exceed 15%
2. Contractor Work performed by other than his own forces:
O&P 10 % Not-to-Exceed 10%
3. Subcontractor Work performed by his own forces:
O&P 10 % Not-to-Exceed 10%
4. Subcontractor Work performed by other than his own forces:
O&P 5 % Not-to-Exceed 5%
5. Percentages for overhead and profit will not be allowed on bond premiums.

1.09 BID SUPPLEMENTS

A. The following supplements are a part of this Bid Form and are attached hereto.

1. Bid Form Supplement - Bid Bond Form (AIA Document A310)

1.10 CONTRACTOR'S LICENSE

A. The undersigned further states that it is a duly licensed contractor, for the type of work proposed, in Finney County and Garden City, Kansas, and that all fees, permits, etc., pursuant to submitting this proposal have been paid in full.

1.11 SUBMISSION OF BID

A. Respectfully submitted this 30th day of January, 2025.

B. Submitted By: Weathercraft Co. Inc.

C. (Name of bidding firm or corporation)

D. Authorized Signature:  _____

E. (Handwritten signature) _____
F. Signed By: _____
G. (Type or print name) _____
H. Title: President
I. (Owner/Partner/~~President~~/Vice President)
J. Witness By: Charles Patterson
K. (Handwritten signature) _____
L. Attest: Charles Patterson
M. (Handwritten signature) _____
N. N/A
O. (Type or print name) _____
P. Title: N/A
Q. (Corporate Secretary or Assistant Secretary)
R. Street Address: 807 E. Fulton St
S. City, State, Zip Garden City, KS 67846
T. Phone: 620-275-4070
U. License No.: 13-118363
V. Federal ID No.: 47-0839637

1.12 (AFFIX CORPORATE SEAL HERE)

END OF DOCUMENT 004113 00 41 13

AIA Document A310™ – 2010

Bid Bond

CONTRACTOR:

(Name, legal status and address)

**WGB Companies Inc dba Weathercraft
Company of Garden City**

**PO Box 745
Garden City, KS 67846**

OWNER:

(Name, legal status and address)

**Unified School District 457 Garden City, KS
1205 Fleming St
Garden City, KS 67846**

BOND AMOUNT: Five Percent of the Amount Bid (5%)

SURETY:

*(Name, legal status and principal place
of business)*

**Universal Surety Company
P.O. Box 80468
Lincoln, NE 68501**

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

PROJECT:

(Name, location or address, and Project number, if any)

USD 457 Bernadine Sitts Re-roof

Project Number, if any:

The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this **30th** day of **January, 2025**


(Witness)


(Witness)

**WGB Companies Inc dba Weathercraft Company of
Garden City**
(Principal) *(Seal)*


(Title)

Universal Surety Company
(Surety) *(Seal)*


(Title) **James M. King, Attorney-in-Fact**

Init.

UNIVERSAL SURETY COMPANY

Lincoln, Nebraska

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS:

That the **UNIVERSAL SURETY COMPANY**, a corporation of the State of Nebraska having its principal office in the City of Lincoln, Nebraska, pursuant to the following Bylaw, which was adopted by the Board of Directors of the said Company on July 23, 1981, to wit:

"Article V-Section 6. **RESIDENT OFFICERS AND ATTORNEYS-IN-FACT.** The President or any Vice President, acting with any Secretary or Assistant Secretary, shall have the authority to appoint Resident Vice Presidents and Attorneys-In-Fact, with the power and authority to sign, execute, acknowledge and deliver on its behalf, as Surety: Any and all undertakings of suretyship and to affix thereto the corporate seal of the corporation. The President or any Vice President, acting with any Secretary or Assistant Secretary, shall also have the authority to remove and revoke the authority of any such appointee at any time."

James M. King or Tamala J. Hurlbut or Jacob J. Buss
or Thomas L. King, Lincoln, Nebraska or Seth Weedin, Gretna, Nebraska

its true and lawful Attorney(s)-in-Fact, to make, execute, seal and deliver for and on its behalf, as Surety:
Any and all undertakings of suretyship

And the execution of such bonds or undertakings in pursuance of these presents, shall be as binding upon said Company, as fully and amply, to all intents and purposes, as if they had been duly executed and acknowledged by the regularly elected officers of the Company at its offices in Lincoln, Nebraska, in their own persons.

The following Resolution was adopted at the Regular Meeting of the Board of Directors of the **UNIVERSAL SURETY COMPANY**, held on July 23, 1981:

"RESOLVED, That the signatures of officers of the Company and the seal of the Company may be affixed by facsimile to any Power of Attorney executed in accordance with Article V-Section 6 of the Company Bylaws: and that any such Power of Attorney bearing such facsimile signatures, including the facsimile signature of a certifying Assistant Secretary and facsimile seal shall be valid and binding upon the Company with respect to any bond, undertaking or contract of suretyship to which it is attached."

All authority hereby conferred shall remain in full force and effect until terminated by the Company.

IN WITNESS WHEREOF, **UNIVERSAL SURETY COMPANY** has caused these presents to be signed by its President and its corporate seal to be hereunto affixed this 11th day of June, 20 24.

Carol J. Clark

UNIVERSAL SURETY COMPANY

Curt L. Hartter



State of Nebraska } Secretary/Treasurer
County of } ss.
 } Lancaster

By

President

On this 11th day of June, 20 24, before me personally came Curtis L. Hartter, to me known, who being by me duly sworn, did depose and say that (s)he resides in the County of Lancaster, State of Nebraska; that (s)he is the President of the **UNIVERSAL SURETY COMPANY**, the corporation described in and which executed the above instrument; that (s)he knows the seal of the said corporation; that the seal affixed to the said instrument is such corporate seal; that it was so affixed by order of the Board of Directors of said corporation; that (s)he signed (his) (her) name by like order; and that Bylaw, Article V-Section 6, adopted by the Board of Directors of said Company, referred to in the preceding instrument, is now in force.

Tara Martin



My Commission Expires February 16, 2026.

Notary Public

I, Philip C. Abel, Director of **UNIVERSAL SURETY COMPANY**, do hereby certify that the above and foregoing is a true and correct copy of a Power of Attorney executed by said **UNIVERSAL SURETY COMPANY**, which is still in full force and effect.

Signed and sealed at the City of Lincoln, Nebraska this 30th day of January, 20 25.

Philip C. Abel

Director



MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Brandon Anderson, Director of Plant Facilities
DATE: 1/20/2025
RE: **Consider and Act on project proposal from GMCN to move forward with design and bidding of Roof upgrades to the original portion of Garfield Early Childhood Center.**

ISSUE & BACKGROUND:

Within our capital budget we have funds allocated to reconfigure and make these upgrades as needed. We were waiting to see what the bids at Bernadine Sitts came in at before moving forward with any other roofs. Pending those results in the bid process assuming the lower bid comes in we would like to look into the old roof at Garfield ECC.

Director of Plant Facilities, Brandon Anderson will be present and stand for questions.

ALTERNATIVES:

RECOMMENDATION:

Accept proposal to move forward with design and bidding Re-Roof Project for the old portion of Garfield ECC with a current ballpark budget of \$1,092,550. The design and bid proposal is for \$47,670.

FISCAL NOTE:

We have budgeted in the alternative plans of the LRF Plan if Sitts comes in under the budget of \$1,155,000 to move forward with this as a project.

ATTACHMENTS:

Proposal from GMCN

January 9, 2025

A/E Services Proposal

Mr. Brandon Anderson
USD 457 Garden City Schools
1205 Fleming Street
Garden City, KS 67846

Dear Brandon,

RE: Garfield Early Childhood Center Re-Roof Area A

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

Project Scope

Partial re-roof of Garfield Early Childhood Center, 121 W Walnut St., Garden City, Kansas. I understand the scope of work is as follows:

Re-Roof:

- Approximately 33,107 s.f. +/-
- Tear off existing Built-Up Gravel Roofing – down to existing roof deck.
- Install new Polyisocyanurate roof insulation
- Install new 1/2" Cover-Board – Isogard HD Cover Board
- Install new TPO or Mod-Bit Roofing
- Sheet Metal – Pre-Finished 24 gauge – KYNAR 500 – coping cap and counterflashing where required

The construction budget has yet to be determined, however based on the information above and on past project experience and current market conditions I would anticipate an approximate construction budget for this project is between \$1,026,320 and \$1,092,550. The project will be design/bid/build.

Architect Services

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

We propose to provide the following services:

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

GMCN will provide the following construction documents;

- Roof Plan
- Roof Details
- Specifications

Services not provided

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

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

Fee

The fee for the Architect Services stated above will be a fixed fee of **\$47,670.00** plus reimbursable expenses.

Reimbursable Expenses

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

Payment

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

Hourly / Additional Services

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

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

Limitation of Liability & Indemnification

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

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

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

Dispute Resolution

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

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

Qualifications

This proposal is offered with the following qualifications:

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

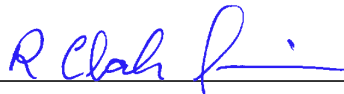
If this proposal is acceptable, please sign below. If terms and/or conditions of this proposal are not acceptable, please call me and we can discuss items that may need to be negotiated. GMCN will request a Purchase Order from USD 457 to bill towards.

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

Owner: **USD 457 Garden City Schools**

Architect: **GMCN Architects**

Signature



Signature

Print Name: _____

Print Name: R. Clark Simpson

Print Title: _____

Print Title: Senior Principal Architect

Date: _____

Date: 2025-01-09

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Josh Guymon, Deputy Superintendent
DATE: 2/3/2025
RE: BOE Policies BDA, CC, CG, CGI, CAN, DE, DFAC, ICA, IDACA, JFGAA, JFGBA, KN

ISSUE:

The Board of Education is asked to consider and approve updated BOE Policies: BDA Developing Adopting Amending and Repealing Board Policy, CC Organizational Chart, CD Administrative Line and Staff Relations, CG Administrative Personnel, CGI Administrator Evaluation, CNA Preservation of Documents Pending Legal Action, DE Fraud Prevention and Investigation, DFAC Federal Fiscal Compliance, ICA Pilot Projects, IDACA Special Education Services, JGFGAA Stock Supply of Emergency Medication, JGFGBA Student Self-Administration of Medications, KN Complaints. This will be a first read and it will return for approval on the consent agenda on 2/17/2025.

BACKGROUND:

KASB has updated policy recommendations that they share with members twice a year. These are the policy updates, deletions and additions we are recommending for approval.

ALTERNATIVES:

1. Approve the recommended policy changes
2. Continue with the current policies

RECOMMENDATION:

Staff's recommendation is to make the recommended changes.

FISCAL NOTE:

Not applicable

ATTACHMENTS:

- BDA Developing Adopting Amending and Repealing Board Policy
- CC Organizational Chart
- CD Administrative Line and Staff Relations
- CG Administrative Personnel
- CGI Administrator Evaluation
- CNA Preservation of Documents Pending Legal Action
- DE Fraud Prevention and Investigation

- DFAC Federal Fiscal Compliance
- ICA Pilot Projects
- IDACA Special Education Services
- JGFGAA Stock Supply of Emergency Medication
- JGFGBA Student Self-Administration of Medications
- KN Complaints

Developing and Adopting Policy

BDA

(See CM, CMA, GAA and JA)

The board shall adopt all new policies and delete or modify existing policies. Board policies, rules and regulations may be amended at any board meeting by a majority vote of the board. All handbooks shall be approved by the board and adopted, by reference, as a part of these policies and rules.

Drafting Policy

The superintendent shall draft all recommended policy changes, including new policy recommendations. The superintendent may involve appropriate staff members, patrons or students when revising or drafting new policy.

Attorney Involvement

Board policies and rules shall be submitted to the legal counsel to determine their legality before they are submitted to the board.

Policy Dissemination

Changes in board policy shall be disseminated as appropriate. The superintendent shall develop a procedure to ensure appropriate dissemination and the destruction or removal of obsolete policies. One hard copy policy book shall be kept in the central business office. If appropriate, the superintendent may also designate additional staff members who shall be furnished a policy book. Current board-approved policies shall be posted on the district website, or other website designated by the board. Board members, district staff, patrons and others will be encouraged to use the web site to access current board policy.

Historical Policy Files

The clerk shall keep a historical set of board policies which will reflect all revisions, amendments or other actions pertaining to every policy.

Public Input on Policy

Individuals or groups may submit proposed changes in board policy.

Action Allowed When No Policy Exists

In an emergency, when action must be taken but present policy does not dictate appropriate action, the superintendent shall have authority to act. Any decision shall be subject to board review at the next meeting. The superintendent may recommend any necessary policy changes.

Adopted: 11/4/91

Revised: 10/21/09; 9/13/10, 7/22/24

Organizational Chart

CC

The board ~~may~~ shall approve an organizational chart for the school district and update it as needed.
The organizational chart ~~may~~ shall be available on the school's website or upon request from the board clerk.

Approved:

KASB Recommendation – 3/15; 12/24

~~Administrative Line and Staff Relations~~

~~CD~~

~~(See GACA and GACB)~~

~~All administrators are ultimately responsible to the board. Within the limits of policy and terms of the job description, the superintendent's administrative subordinates have full authority to administer district programs.~~

~~Approved:~~

~~KASB Recommendation—01/02; 4/07~~

Administrative Personnel

CG

(See CEF and GAN)

The board shall employ administrative personnel as needed.

Compensation Guides and Contracts

Administrative personnel shall be compensated for their services with a contracted salary determined by the board. Administrative contracts shall be reviewed annually. The board shall determine the terms and length of each contract. The board's attorney may develop and review administrator contracts.

Qualifications and Duties

The superintendent shall develop appropriate job descriptions for each administrative position. When adopted by the board, job descriptions shall be filed in the central office and may be published in the appropriate handbook. Within the limits of policy and terms of the job description, the superintendent's administrative subordinates have full authority to administer district programs.

Recruitment

The board delegates to the superintendent the authority to identify and recommend the appointment of individuals to fill vacant administrative positions. The superintendent shall screen all applicants and may use other staff members to assist. The superintendent shall make recommendations to the board. The district may pay preapproved expenses incurred by candidates interviewed for an administrative position.

Assignment

The board shall solicit the superintendent's recommendations in appointment, assignment, transfer, demotion, termination or non-renewal of any administrative personnel.

Orientation

The superintendent shall conduct an appropriate administrative orientation program.

Supervision

The superintendent shall be responsible for supervising all administrative personnel.

Evaluation of Administrative Personnel

Administrative personnel shall be evaluated in writing by the superintendent or designee in accordance with legal requirements for the first four years of employment and at least annually thereafter. Administrative personnel files and evaluations shall be available only to the board, the appropriate administrator, the superintendent, and others authorized by law.

Administrative Intern Program

The board may establish, by contract with an approved administrator training institution, an administrative intern program.

Travel Expense and Reimbursement

Travel expenses for administrative staff shall be provided in accordance with CEF and GAN.

Approved:

KASB Recommendation – 01/02; 7/03; 4/07; 12/24

~~Administrator Evaluation~~

~~CGI~~

~~(See CEI and GAK)~~

~~Administrative personnel shall be evaluated in writing by the superintendent in accordance with legal requirements for the first four years of employment and at least annually thereafter. Administrative personnel files and evaluations shall be available only to the board, the appropriate administrator, the superintendent, and others authorized by law.~~

~~The board's procedures concerning evaluation of district administrators shall be on file with the clerk in the central office and may be published in the appropriate handbook.~~

Approved:

KASB Recommendation—01/02; 4/07; 6/14

Preservation of Documents Pending Legal Action-Production, Including Electronic Information

CNA

(See BCBK, BE, CN, ECA, IDAE, II, JGGA, JR et seq. and KBA)

Destroying-Maintaining Documents

After the district receives knowledge of legal action against the district or its employees, ~~no~~all documents or electronic information pertaining to the subject of the action, must be maintained in any form, and may not be destroyed as long as the legal action is pending.

Approved:

KASB Recommendation – 02/07; 4/07; 6/07; 6/19; 12/24

* For detailed information, see Federal Rules of Civil Procedure. 34 Production of Documents, Electronically Stored Information, and Tangible Things, or Entering onto Land, for Inspection and Other Purposes.

Fraud Prevention and Investigation

DE

(See DFAC and KN)

_____ All employees, board members, consultants, vendors, contractors, and other parties maintaining a business relationship with the district shall act with due diligence in duties involving the district's fiscal resources. The superintendent shall develop internal controls that aid in the prevention and detection of fraud, financial impropriety, or irregularity.

Reporting Fraud

An employee who suspects fraud, impropriety, or irregularity shall promptly report those suspicions to the immediate supervisor and/or the superintendent. If the superintendent is the subject of the complaint, reports shall be made to the board president or the board's legal counsel. The superintendent shall generally have primary responsibility for any investigations, in coordination with legal counsel and other internal or external departments and agencies as appropriate. If the superintendent is the subject of the report of fraud, impropriety, or irregularity, the board shall retain control over the investigation or may designate its legal counsel or another investigator to act on behalf of the board in investigating the matter and reporting any findings back to the board in accordance with policy KN.

Whistleblowers

The district encourages complaints, reports, or inquiries about illegal practices or violations of district policies, including illegal or improper conduct by the district, its leadership, or by others on its behalf. Reports may include, but not be limited to, financial improprieties, accounting, or audit matters, ethical violations, or other similar illegal or improper practices or policies. The district prohibits retaliation by or on behalf of the district against staff members who make good faith complaints, reports, or inquiries under this policy or for participation in a review or investigation under this policy. This protection extends to those whose allegations are made in good faith but prove to be mistaken. The district reserves the right to discipline persons who make bad faith, knowingly false, or vexatious complaints, reports, or inquiries or who otherwise abuse this policy.

Complaints, reports, or inquiries may be made under this policy on a confidential or anonymous basis. They should describe in detail the specific facts demonstrating the bases for the complaints, reports, or inquiries. They should be directed to the superintendent unless otherwise provided above. If the superintendent is implicated in the complaint, report, or inquiry, it should be directed to the board or its legal counsel. The district will conduct a prompt review or investigation in accordance with policy KN. The district may be unable to fully evaluate a vague or general complaint, report, or inquiry that is made anonymously.

An employee who reports evidence of gross misconduct relating to a federal grant or contract shall have the protections afforded in policy DFAC.

Approved:

KASB Recommendation - 6/18; 12/24

Federal Fiscal Compliance

DFAC

(See CMA, CN, DFAA, and DFAB)

The board shall ensure federal funds received by the district are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance. This policy outlines the district's responsibilities when federal funding is considered. The board designates the ~~chief financial officer~~ superintendent or designee as the federal programs coordinator and district contact for all federal programs and funding.

The ~~chief financial officer~~ superintendent or designee shall establish, document and maintain a sound fiscal management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants and to track costs and expenditures of funds associated with grant awards. The superintendent or designee, to assist in the proper administration of federal funds and implementation of this policy, may recommend additional procedures and regulations be adopted to supplement this policy.

The district's fiscal management system shall be designed with strong internal controls, including reasonable cybersecurity and other measures to safeguard information consistent with applicable law, a high level of transparency and accountability, and documented procedures to ensure that all fiscal management system requirements are met. Fiscal management standards and procedures shall assure that the following responsibilities are fulfilled:

- Identification – The district must identify, ~~in its accounts~~, all federal awards received and expended and the federal programs under which they were received.
- Financial Reporting – Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of the Education Department General Administrative Regulations (EDGAR).
- Accounting Records – The district must maintain records which adequately sufficiently identify the amount, source, and application expenditure of funds provided for federally-assisted activities.
- Internal Controls – Effective control and accountability must be maintained for all federal funds, real and personal property purchased therewith, and other assets acquired with federal funding. The district must adequately safeguard all assets such property and ~~must assure that~~ it is used solely for authorized purposes.
- Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.
- Cash Management – The district shall maintain written procedures to implement the cash management requirements found in EDGAR.

- Allowability of Costs – The district shall ~~ensure~~ maintain written procedures for determining the that allowability of all costs charged to each federal award is accurately determined and documented.

Time and Effort Reporting by Employees

All district employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort requirements do not apply to contracted individuals.

Recordkeeping

The district shall develop and maintain a records management plan and related board policy, administrative regulations, and/or procedures for the retention, retrieval, and disposition of print and electronic records, including emails.

The district shall ensure the proper maintenance of federal fiscal records documenting:

- Amount of federal funds
- How funds are used
- Total cost of each project
- Share of total cost of each project provided from other sources
- Other records to facilitate an effective audit
- Other records to show compliance with federal program requirements
- Significant project experiences and results

All records must be retrievable and available for programmatic or financial audit.

The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the district's personnel for interview and discussion related to such documents.

Records shall be retained for a minimum of three (3) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in federal law or in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for indirect costs. If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action has been taken.

The district shall ensure that all personally identifiable data protected by statute or regulation is handled in accordance with the requirements of applicable law, regulations, board policy, administrative regulations, and procedures.

Subrecipient Monitoring

If the district awards subgrants, the district shall establish procedures to:

- Assess the risk of noncompliance
- Monitor grant subrecipients to ensure compliance with federal, state, and local laws and board policy, regulations, and procedures.
- Ensure the district's records are adjusted to cure recordkeeping issues discovered through the subrecipient's audits, on-site reviews, or other monitoring.

Mandatory Disclosures

Employees and contractors must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in Title 18 of the United State Code or a violation of the civil False Claims Act (31 U.S.C. 3729-3733). The disclosure must be made in writing to the federal agency, the agency's Office of the Inspector General, and passthrough entity, if applicable. Recipients and subrecipients are also required to report matters related to recipient integrity and performance in accordance with the law.

Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations, or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.

Whistleblower Protections

An employee shall not be discharged, demoted, or otherwise discriminated against as a reprisal for reporting or disclosing information that the employee reasonably believes is evidence of gross mismanagement of a federal contract or grant, a gross waste of federal funds, an abuse of authority relating to a federal contract or grant, a substantial and specific danger to public health or safety, or a

violation of law, rule, or regulation related to a federal contract (including the competition for or The superintendent or designee shall inform their employees in writing of employee whistleblower rights and protections under the law. negotiation of a contract) or person or body described in paragraph (a)(2) of 41 U.S.C. 4712.

Cash Management – Federal Programs

Generally, the District receives payment from the Kansas Department of Education (KSDE) on a reimbursement basis. In some circumstances, the District may receive an advance of federal grant funds. In either case, the District shall maintain accounting methods and internal controls and procedures that assure those responsibilities are met. The District has established separation of duties in cash management. Funds from federal agencies are requested by the Chief Financial Officer. Funds are verified by the Chief Financial Officer when received. Grant status is reviewed by the Chief Financial officer monthly.

The District has also established procedures for minimizing the time elapsed between draw down of federal funds and expenditure by the district in accordance with 2 CFR Part 200.305:

Payment Methods

Advances:

When the District receives advance payments of federal grant funds, it must minimize the time elapsing between the transfer of funds to the District and the expenditure of those funds on allowable costs of the applicable federal program. (2 CFR Sec. 200.305(b)) The timing and amount of cash advances shall be as close as is administratively feasible to the actual cash outlay for direct program costs and the proportionate share of any allowable indirect cost. When applicable, the District shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b) (5))

The District shall hold federal advance payments in insured, interest-bearing accounts.

~~Federal Fiscal Compliance~~ ~~DFAC-3~~

~~The District is permitted to retain for administrative expense up to \$500 per year of interest earned on federal grant cash balances. Regardless of the federal awarding agency, interest earnings exceeding \$500 per year shall be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. (2 CFR Sec. 200.305(b) (9))~~

~~Pursuant to federal guidelines, interest earnings shall be calculated from the date that the federal funds are drawn down from the system until the date on which those funds are disbursed by the District.~~

~~Consistent with state guidelines, interest accruing on total federal grant cash balances shall be calculated on cash balances per grant and applying the actual or average interest rate earned. Remittance of interest shall be responsibility of the federal programs coordinator.~~

Reimbursement

Reimbursement shall be the preferred method when the requirements in the advance payment section are not met.

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for review upon request.

Reimbursements of actual expenditures do not involve interest calculations.

Pass-Thru Grants

For all federal grant monies passed through the Kansas Department of Education to the District, monthly draws shall be made by the Chief Financial Officer via Form 240 under the KSDE authenticated applications website. The Chief Financial Officer will review reports of monies to be spent prior to filing for Form 240. All reimbursements are based on actual disbursements, not on obligations. KSDE will process reimbursement requests within the timeframes required for disbursement.

Allowable Costs

Federal and Grant Funds must be expended for programs, activities, and strategies that are scientifically based on research and that meet the needs for the students served. All applicable requirements of the Federal and Grant Funds regulations, other applicable laws and regulations, and the Uniform Guidance apply to the use of these funds. All costs must be reasonable and necessary to carry out the intent of the program.

Basic Guidelines

1. Factors affecting allowability of costs. To be allowable under Federal awards, costs must meet the following general criteria:

a. Be necessary and reasonable for proper and efficient performance and administration of Federal awards.

~~Federal Fiscal Compliance~~ ~~DFAC-4~~

b. Be allocable to Federal awards under the provisions of the Uniform Guidance.

c. Be authorized or not prohibited under State or local laws or regulations.

d. Conform to any limitations or exclusions set forth in these principles, Federal laws, terms and conditions of the Federal award, or other governing regulations as to types or amounts of cost items.

e. Be consistent with policies, regulations, and procedures that apply uniformly to both Federal awards and other activities of the governmental unit.

f. Be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.

g. Except as otherwise provided for in the Uniform Guidance, be determined in accordance with generally accepted accounting principles.

h. Not be included as a cost or used to meet cost sharing or matching requirements of any other Federal award in either the current or a prior period, except as specifically provided by Federal law or regulation.

i. Be the net of all applicable credits.

j. Be adequately documented.

~~a.—Reasonable costs. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. The question of reasonableness is particularly important when governmental units or components are predominately federally funded. In determining reasonableness of a given cost, consideration shall be given to:~~

~~b.—Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the District or the performance of the Federal award.—~~

~~c.—The restraints or requirements imposed by such factors as: sound business practices; arm's length bargaining; Federal, State and other laws and regulations; and, terms and conditions of the Federal award.—~~

~~d.—Market prices for comparable goods or services.—~~

~~e.—Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the governmental unit, its employees, the public at large, and the Federal Government.—~~

~~f.—Significant deviations from the established practices of the District which may unjustifiably increase the Federal award's cost.~~

~~3. Allocable costs.~~

~~a.—A cost is allocable to a particular cost objective if the goods or services involved are chargeable or assignable to such cost objective in accordance with relative benefits received.—~~

~~b.—All activities which benefit from the District's indirect cost, including unallowable activities and services donated to the District by third parties, will receive an appropriate allocation of indirect costs.—~~

~~c.—Any cost allocable to a particular federal award or cost objective under the principles provided for in the Uniform Guidance may not be charged to other Federal awards to overcome fund deficiencies, to avoid restrictions imposed by law or terms of the Federal awards, or for other reasons.—~~

~~d. Where an accumulation of indirect costs will ultimately result in charges to a federal award, a cost allocation plan will be required.~~

Adopted: 8/14/17

Revised: 9/22/2022

Reviewed: 7/22/24

Pilot Projects

ICA

(See IDAE)

The board supports the use of pilot projects before any new instructional technique is implemented on a district-wide basis.

Pilot project means any research or experimentation program or project designed to explore or develop new, unproven teaching methods or techniques. All instructional materials, including teachers' manuals, audio/visual materials or any other supplementary instructional material to be used in connection with a pilot project shall be available for inspection by parents or guardians of students engaged in the program or project.

Pilot Project Evaluation

Before any pilot project proposal is submitted to the board for approval, an evaluation format shall be developed and included with the pilot project.

Student Surveys

~~Except as provided in board policy IDAE with regard to surveys about a student's or the student's parents' or guardians' personal beliefs or practices on issues such as sex, family life, morality, or religion, As required by the Protection of Pupil Rights Amendment (PPRA),~~ any instrument designed to survey students, either by district staff or by an outside agency or individual, shall be made available for inspection by parents or guardians before the survey is administered. Further, pursuant to the Kansas Student Data Privacy Act (SDPA), no nonacademic test, questionnaire, survey, or examination containing any questions about the personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day shall be administered to any kindergarten through 12th grade students unless the requirements outlined in policy IDAE are followed.

Approved:

KASB Recommendation – 7/03; 6/04; 4/07; 6/14; 12/24

Special Education Services

IDACA

In accordance with the provisions of Federal and state law, it is the policy of this district to provide a free appropriate public education for every exceptional child ~~(as defined by K.S.A. 72-3404) who is a resident of this district or attends a private or parochial school located in this district.~~ Special education services are provided for such children, including individual educational programs offered in the least restrictive environment.

Child Find, Identification, and Eligibility

The district shall coordinate and maintain a system which schedules and structures available services for pupils who are referred to determine eligibility for special education services in accordance with procedural processes established in Federal and state law.

Actions and Due Process for Students

Parental involvement and cooperation is important to the success of these educational programs. In order to encourage the involvement and cooperation of parents in special education services and to safeguard the rights of exceptional children to a free appropriate public education, the board utilizes and refers parents to the “Procedural Safeguards in Parent Rights in Special Education” published by the Kansas State Department of Education.

In the provision of special education and related services, the district will implement all Federal and Kansas statutes, rules, and regulations.

Approved:

KASB Recommended – 6/14; 6/18; 12/24

Stock Supply of Emergency Medication

JGFGAA

Any school may maintain a stock supply of emergency medication, such as epinephrine and/or albuterol, upon obtaining a prescription from a physician, certified nurse-midwife, a licensed advanced practice registered nurse, or a licensed physician assistant.

A stock supply of epinephrine may consist of one or more standard-dose or pediatric-dose epinephrine auto-injectors. A school nurse or designated school personnel may administer epinephrine in an emergency situation to any individual who displays the signs and symptoms of anaphylaxis at school, on school property or at a school-sponsored event if the staff member reasonably believes that an individual is exhibiting the signs and symptoms of an anaphylactic reaction.

A stock supply of albuterol may consist of one or more albuterol metered-dose inhalers, one or more doses of albuterol solution and one or more spacers or nebulizers. A school nurse or designated school personnel may administer albuterol in an emergency situation to any individual who displays the signs and symptoms of respiratory distress at school, on school property or at a school-sponsored event if the staff member reasonably believes that an individual is exhibiting the signs and symptoms of respiratory distress.

A school that maintains a stock supply of emergency medication shall adhere to the following requirements and establish procedures in accordance therewith:

- The emergency medication will be stored in a safe location that is readily accessible to the school nurse or designated school personnel in accordance with manufacturer temperature recommendations;
- The school nurse or designated school personnel shall periodically monitor the inventory and expiration dates of the emergency medication;
- Emergency medication shall only be administered by designated school personnel; and
- Training requirements for designated school personnel shall be conducted as outlined in this policy.

Information related to the school's emergency medication policies and procedures shall be published

A school may accept monetary gifts, grants, and donations to carry out the provisions of this section or may accept epinephrine auto-injectors, albuterol metered-dose inhalers, albuterol solution, spacers, or nebulizers from a manufacturer or wholesaler.

Training

Training shall be conducted by a school nurse, physician, or mid-level practitioner at least annually for designated school personnel. Such training shall include, but may not be limited to, the following:

- Recognition of the symptoms of anaphylaxis and respiratory distress;
- Administration of emergency medication;
- Calling for emergency medical system responders;
- Monitoring the condition of an individual after emergency medication has been administered;
- Notification of the parent, guardian, or next of kin; and
- Safe disposal and sanitation of used equipment.

The school shall maintain records of the training provided to designated school personnel.

Use of Stock Medication

If epinephrine or albuterol is administered in an emergency situation, the school nurse, designee, or other individual shall follow the protocols outlined in the training or product instructions.

Follow-up

After administration of the emergency medication, the school nurse or other designated staff member will report appropriate information to emergency services, parents or guardians, central office personnel, and, if determined necessary, the patient will be transported to a hospital.

The school nurse or other designated staff member will complete an incident report and file the report with the school nurse or district office, whichever is applicable.

Protection from Liability

The practice of the healing arts shall not be construed to include any person administering epinephrine or albuterol in emergency situations to an individual if:

- The person administering the epinephrine reasonably believes that the individual is exhibiting the signs and symptoms of an anaphylactic reaction; or
- The person administering the albuterol reasonably believes that the individual is exhibiting the signs and symptoms of respiratory distress;
- A physician or mid-level practitioner, after reviewing the school's policies and procedures, has authorized, in writing, the school to maintain a stock supply of emergency medication; and

- The emergency medication is administered at school, on school property or at a school-sponsored event.

Any person who in good faith renders emergency care or treatment, without compensation, through the administration of emergency medication to an individual at school, on school property, or at a school-sponsored event, and any school that employs or contracts such person shall not be held liable for any civil damages as a result of such care or administration or as a result of any act or failure to act in providing or arranging further medical treatment when the person acts as an ordinary reasonably prudent person would have acted under the same or similar circumstances.

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Approved:

KASB Recommendation – 12/24

Student Self-Administration of Medications

JGFGBA

(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 auto-injectable epinephrine. Self-administration is the student’s discretionary use of an approved medication for which the student has a prescription or written direction from a health care provider **and** written parental authorization on file in the school office for over-the-counter medications.

As used in this policy, “health care provider” means a physician licensed to practice medicine and surgery; an advanced registered nurse practitioner, or a licensed physician assistant who has authority to prescribe drugs under the supervision of a responsible physician.

Student Eligibility

An eligible student shall meet all the following requirements:

- Have a written statement from the student’s health care provider stating the name and purpose of any prescription medication/s **and** written authorization from the student’s parent for use of over-the-counter medication/s;
- 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 health care provider or the provider’s designee, as applicable, and the school nurse or the nurse’s designee 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 health care 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

Student Self-Administration of Medications

JGFGBA-2

documentation required by the school, including the treatment plan prepared by the student's health care provider. Permission forms shall be updated **yearly**.

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 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.

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.

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 all 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;
- Eligible students shall be allowed to possess and use approved medications at any place where the student is subject to the jurisdiction or supervision of the school district, its officers, employee, or agents; or
- 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 written parental authorization on file in the school office for the over-the-counter medications.

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 outline in policy JDDAA.

Adopted: 8/9/04

Re-adopted: 7/25/01

Revised: 12/13/04; 10/17/05; 7/22/24; 12/24

Complaints

KN

(See BCBI, ~~DE~~, GAAC, GAACA, GAAB, GAAF, IF, IKD, JCE, JGEC, JGECA, and KNA)

General Complaints

The board encourages all complaints regarding the district to be resolved at the lowest possible administrative level. If the investigation and determination procedures of a complaint are not regulated in another board policy or the negotiated agreement, as applicable, it will be designated a general complaint subject to processing under this policy. Whenever a general complaint is made directly to the board as a whole or to a board member as an individual, it will be referred to the administration for study and possible resolution pursuant to the procedures outlined in this policy.

Informal Procedures

The building principal shall attempt to resolve general complaints in an informal manner at the building level. Any school employee who receives a general complaint shall inform the individual of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. Upon becoming aware of a complaint, the building principal shall, within a reasonable time, but without delay, discuss the complaint with the individual to determine if it can be resolved. If the matter is resolved to the satisfaction of the individual, the building principal shall document the nature of the complaint and the proposed resolution ~~of the complaint~~ and forward this record to the district compliance coordinator. ~~Within 20 days after the complaint is resolved in this manner, the principal shall contact the complainant to determine if the resolution of the matter remains acceptable.~~

If the matter is not resolved to the satisfaction of the individual in the meeting with the principal, or if the individual does not believe the resolution remains acceptable, the individual may initiate a formal complaint.

Formal Complaint Procedures

- A formal complaint shall be filed within 10 school days of the conclusion of the informal procedures. The formal complaint shall be in writing and contain the name and address of the person filing the complaint. The complaint shall briefly describe the alleged violation. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved through the informal procedures ~~of this policy~~, the building principal may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- ~~A complaint should be filed as soon as possible after the conduct occurs but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.~~

- If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board may appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the compliance coordinator, or another individual appointed by the board or the superintendent. The investigation shall be informal but thorough. The complainant and the respondent will be afforded an opportunity to submit written or oral evidence relevant to the complaint and to provide the names of potential witnesses who may have useful information.
- A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and ~~a copy will be~~ forwarded to the complainant and the respondent ~~within 30 days after the filing of the complaint~~. If the investigator anticipates a determination will not be issued within 3045 days after the filing of the complaint, the investigator shall provide written notification to the parties including an anticipated deadline for completion. ~~In no event shall the issuance of the written determination be delayed longer than 10 days from the conclusion of the investigation.~~
 - If the investigation results in a recommendation that a student or staff member be subject to discipline, the specifics will not be included in the written determination provided to the parties to protect the privacy rights of the student or staff member.
 - If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.
 - If the investigation results in a recommendation that an employee be suspended without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and state law will be followed.
- Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.

Appeal Procedures

The complainant or respondent may appeal the determination of the complaint. Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board or superintendent, or by the board itself. The request to appeal the determination shall be made within 20 days after the date of the written determination of the complaint at the lower level. The appeal officer shall review the evidence gathered by the investigator at the lower level and the investigator's report and shall afford the complainant and the respondent an opportunity to submit further evidence, orally or in writing, within 10

days after the appeal is filed. Whenever an appeal officer is appointed to review an appeal, the appeal officer will prepare a written report to the board within 30 days after the appeal is submitted for decision. The board shall render its decision not later than the next regularly-scheduled meeting of the board following the receipt of the report and provide the parties with a notice of the result of the appeal. Any matter determined by the board in accordance with this process shall be valid to the same extent as if the matter were fully heard by the board without an appeal officer.

- _____ Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

If it is determined at any level that a violation of board policy or school rules occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or hearing.

Complaints Against the Superintendent

A complaint against the superintendent shall be filed in writing with the clerk of the board of education as soon as possible after the conduct occurs that led to filing a complaint but not later than 20 days after the complainant becomes aware of the alleged violation, unless the conduct forming the complaint is ongoing. The board, or the board's designee, shall investigate the complaint. If the board appoints a designee to conduct the investigation, the designee shall submit a report of the designee's findings upon which the board will decide the complaint. The board shall review the report and decide the matter as soon as reasonably possible but not later than sixty (60) days after the complaint is filed. After the board has reviewed the report, it may, in its sole discretion, request a meeting with the investigator or any party. The board may extend the timeframe for issuing a decision by providing the complainant with written notice of the proposed decision date. There is no appeal from the board's decision.

Complaints About Discrimination on the Basis of Sex

Complaints regarding alleged discrimination on the basis of sex, as prohibited by Title IX of the Education Amendments of 1972 and other federal and state laws regulating such discrimination and discriminatory harassment, shall be handled in accordance with the procedures outlined in board policies GAAC, for staff, and JGEC, for students, and shall be directed to the Title IX Coordinator at (Position or name, address, email address, and phone number of Title IX Coordinator).

Complaints About Discrimination or Discriminatory Harassment Not on the Basis of Sex

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, genetic information, or religion in the admission to, access to, treatment, or employment in the district's programs and activities is prohibited. (Position, address, email address, and phone number of the district compliance coordinator) has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI and Title VII of the Civil Rights Act of 1964 (with the exception of discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the Personal Responsibility Work Opportunity Reconciliation Act of 1996, and the Food Stamp Act of 1977, as amended.

For more information regarding what qualifies as discrimination or harassment on the basis of race or disability, see board policies GAACA applying to staff members and JGECA applying to students.

Complaints

KN-4

For information regarding the investigation or resolution process for complaints of discrimination or discriminatory harassment not involving sex-based conduct or district child nutrition programs, see board policies GAAB for staff members and JCE for students.

Complaints Concerning Child Nutrition Programs

Complaints alleging discrimination in child nutrition programs offered by the district shall be handled in accordance with the procedures outlined in board policy KNA.

Complaints About Policy

The superintendent shall report any unresolved complaint about policies to the board at the next regularly scheduled board meeting.

Complaints About Curriculum

The superintendent shall report a failure to resolve any complaint about curriculum to the board at the next regularly scheduled board meeting. See board policy IF for complaints dealing with textbooks and instructional materials.

Complaints About Instructional Materials

The building principal shall report any unresolved complaint about instructional materials to the superintendent promptly after receiving the complaint. See board policy IF.

Complaints About Facilities and Services

The superintendent shall report any unresolved complaint about facilities and services to the board at the next regularly scheduled board meeting.

Complaints About Personnel

The superintendent or the building principal involved shall report any unresolved complaint about personnel to the board at the next regularly scheduled board meeting.

Complaints About Emergency Safety Intervention Use

Complaints concerning the use of emergency safety interventions by district staff shall be addressed in accordance with the local dispute resolution process outlined in board policy GAAF.

Complaints About School Rules

Any student may file a complaint with the principal concerning a school rule or regulation that applies to the student. The complaint shall be in writing, filed within 20 days following the application of the rule or regulation, and must specify the basis for the complaint. The principal shall investigate the complaint and inform the student of the resolution within 10 days after the complaint is filed.

Approved:

KASB Recommendation – 9/97; 8/98; 3/00; 4/07; 6/13; 6/15; 6/20; 7/20; 12/22; 6/23; 12/24

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Drew Thon, HR Director
DATE: 1-21-2025
RE: Updated 2025-26 School Calendar

ISSUE:

Last spring, we approved the 2025-26 school calendar, continuing our practice of approving school calendars two years in advance. However, the Calendar Committee recently identified adjustments to ensure alignment with state recommendations.

1. **Spring Break Adjustment**

Spring Break has been moved back one week to align with the Kansas State Department of Education (KSDE) and Kansas Board of Regents' recommended schedule.

2. **In-Service Date Change**

To accommodate the Spring Break adjustment, the March in-service day has been moved from March 20 to March 13.

3. **Release In-Service Day**

The March 13 in-service day will now be a release in-service day. This means staff will have the opportunity to accrue 6 hours and 40 minutes of professional development outside the contract day throughout the school year. In return, they will have March 13 as a release day off work.

These updates ensure we remain consistent with state guidelines while providing flexibility for professional development. Thank you for your understanding as we work to support both our staff and students.

BACKGROUND:

In the spring of 2024, we approved the 2025-26 school calendar. Providing clarity on the calendar two years in advance has greatly supported contract negotiations, professional development planning, and recruiting efforts. While we recognized that small adjustments might be necessary as circumstances evolve, our commitment to maintaining the overall structure of the calendar has remained steadfast.

ALTERNATIVES:

We could choose to make no changes to the calendar; however, this would result in our

2025-26 Spring Break not aligning with state colleges and many other school districts.

RECOMMENDATION:

Accept the recommended changes to the 2025-26 School Calendar

FISCAL NOTE:

There is no fiscal impact for the BOE to consider

ATTACHMENTS:

2025 - 2026 School Calendar - REVISED

Unified School District 457 • Garden City, Kansas 67846



July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6-8 New Teacher Inservice (NS)
 11 Teacher Inservice (NS)
 12 Teacher Workday (NS)
 13 School AM (Grades K-4,5,7,9-10 & new students)
 Teacher Workday PM

1 Labor Day (NS)
 25-26 Teacher Inservice (NS)

14 End of Grading Period
 17 Teacher Inservice AM (NS)
 Teacher Workday PM
 23-24 Parent/Teacher Conference (NS)

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

24-28 Fall Vacation (NS)

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 End of Grading Period
 22-31 Winter Vacation (NS)

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Winter Vacation (NS)
 5 Teacher Workday (NS)
 6 Teacher Inservice (NS)
 7 School Resumes
 30 New Teacher Inservice (NS)

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

20 Teacher Inservice AM (NS)
 Teacher Workday PM
 26-27 Parent/Teacher Conference (NS)

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10 End of Grading Period
 13 Teacher Release Inservice (NS)
 16-20 Spring Break (NS)

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 New Teacher Inservice (NS)
 6 Teacher Inservice (NS)

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Last Day of School
 22 Teacher Workday AM (NS)

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

<ul style="list-style-type: none"> = New Teacher Orientation (NS) = Holiday/Vacation (NS) = District Work/Inservice (NS) = Parent/Teacher Conference (NS) = Half Day of School NS = No School 	<p>Inservices (7) = 8/11, 9/25, 9/26, 10/17*, 1/6, 2/20*, 3/13, 4/6</p> <p>Workdays (4) = 8/12, 8/13*, 10/17*, 1/5, 2/20*, 5/22*</p> <p>Snow Days (May 1, 4)</p> <p>Graduation Weekend (May 16-17) 233</p> <p>* = 1/2 Day</p>	<p>1159 Hour Calendar (6 hours, 40 minutes)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>1st Grading Period</td> <td style="text-align: right;">41.5</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">83.5</td> </tr> <tr> <td>2nd Grading Period</td> <td style="text-align: right;">42.0</td> </tr> <tr> <td>3rd Grading Period</td> <td style="text-align: right;">43.0</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="vertical-align: middle;">87.0</td> </tr> <tr> <td>4th Grading Period</td> <td style="text-align: right;">44.0</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> <td style="text-align: right; border-top: 1px solid black;">170.5</td> </tr> <tr> <td colspan="3" style="text-align: right;">Teacher Contract Days</td> <td style="text-align: right;">181.5</td> </tr> </table>	1 st Grading Period	41.5	}	83.5	2 nd Grading Period	42.0	3 rd Grading Period	43.0	}	87.0	4 th Grading Period	44.0				170.5	Teacher Contract Days			181.5
1 st Grading Period	41.5	}	83.5																			
2 nd Grading Period	42.0																					
3 rd Grading Period	43.0	}	87.0																			
4 th Grading Period	44.0																					
			170.5																			
Teacher Contract Days			181.5																			

MEMORANDUM

TO: Board of Education
THRU: Dr. Mike Dominguez, Superintendent
FROM: Heather Stegman, Curriculum Director
DATE: February 3, 2025
RE: Ramsey Education Quote

ISSUE:

The Board of Education is asked to consider and approve the continuation of Foundations in Personal Finance by Ramsey Education, an existing curriculum resource.

BACKGROUND:

Foundations in Personal Finance is currently used at Garden City High School as the curriculum for the Senior Level Math Elective. In the future, it will be used by GCHS and Garden City Achieve to meet the Financial Literacy component of the new Kansas Graduation requirements.

ALTERNATIVES:

No other alternatives applicable.

RECOMMENDATION:

The Curriculum and Instruction department recommends that the Board of Education consider and approve the Ramsey Education quote.

FISCAL NOTE:

The quote is in the amount of \$31,270.69 and has been budgeted out of Textbooks and Student Materials, 036 E 1000 21 0000 008 00 644. The quote is a seven-year contract extending from June 2025 through June 2032.

ATTACHMENTS:

Ramsey Education quote



Quotation

Ramsey Solutions

Remit To: The Lampo Group, LLC | Attn: Ramsey Education
 | 1011 Reams Fleming Blvd. | Franklin TN 37064

Quote #: Q-72413-1
Date: 12/10/2024 4:13 PM
Expires On: 2/28/2025

Prepared by: Devin Bell
 Phone: (615) 850-3584
 Email: devin.bell@daveramsey.com

Ship To
 Garden City Unif Sch Dist 457
 1205 FLEMING ST
 GARDEN CITY, Kansas 67846
 United States

Bill To
 Garden City Unif Sch Dist 457
 1205 Fleming
 Garden City, Kansas 67846
 United States

Product Name	Item #	QTY	Unit Price	Line Total
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
Foundations in Personal Finance - Print Student Text	9781936948543	30	\$29.99	\$899.70
HS Ramsey Classroom w/ Digital Textbook (4th Ed.)	FIPFHS4EDIGSEAT	30	\$0.00	\$0.00
Shipping Standard	Shipping Standard	1	\$479.79	\$479.79
4th Ed. Unlimited Digital Seats (Site License)	FIPFHS4STELIC	1	\$24,493.00	\$24,493.00
TOTAL:				\$31,270.69

Quote Term Length: 84 Months

TO ORDER:

Please send Purchase Order to devin.bell@daveramsey.com. To pay by phone or secure payment link, please call (615) 850-3584.

Send Tax Exempt Certificate to devin.bell@daveramsey.com.

Please contact the Ramsey Education Solutions Team at 800.781.8914 if you have any questions about these materials once they arrive.

Sales Tax will be added to your invoice unless we receive a current tax exempt certificate with your order.