

## 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

A. **PLEDGE**

B. **SILENT REFLECTION**

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:**

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

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

1. Election of Board of Education Officers and Consider a Resolution to Establish Election of School Board Officers
2. Recognition of Diego Torres Rosales for being awarded the Outstanding Student Technology Award for outstanding use of his AAC communication device.
3. Recognition of Board of Education Members for School Board Recognition Month
4. Receive District Audit Report

F. **CONSENT AGENDA**

1. Minutes
  - a. Minutes of the December 19, 2024, Regular Board of Education Meeting
  2. Accounts Payable totaling \$965,399.81, noting that all major accounts contain adequate balances to meet current obligations.
  3. Personnel
    - a. Certified
    - b. Classified
  4. Other
    - a. The Board of Education is asked to consider and adopt a Resolution to Establish Board Meeting Dates and Times.
    - b. The Board of Education is asked to consider and approve the scheduling of Board of Education meeting dates for July: July 7, 2025, and July 21, 2025.

G. **NEW BUSINESS**

1. The Board of Education is asked to consider and approve the following Curriculum Council items:
  - a. New Course - Exploring Art Careers
  - b. New Course - A.P. United States Government and Politics
  - c. Curriculum - Functional Academics - Teach Town
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.
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

4. Fire Alarm System at Plymell Elementary School

5. HVAC at Horace Good Middle School

H. **BOARD OPEN DISCUSSION**

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

I. **NEXT BOARD MEETING**

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

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

2. Personnel matters for non-elected personnel.

K. **ACCOUNTS PAYABLE REVIEW** - Jackie Gigot and Mark Hinde

L. **ADJOURNMENT**

**RESOLUTION TO EXTEND TERM OF BOARD OFFICERS**

**Resolution Number 2025-004**

BE IT RESOLVED THAT the Board of Education of Unified School District No. 457, Garden City Public Schools, Finney County, Kansas hereby extends 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.

By:

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Board Member

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Board Member

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Board Member

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Board Member

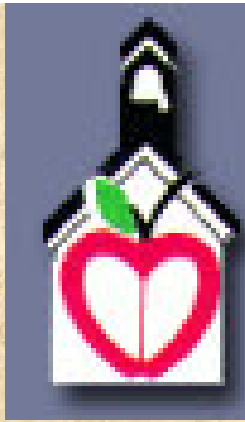
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Board Member

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Board Member

**Unified School District No. 457**



# Financial Report

6/30/24

Presented by

Theresa Dasenbrock, CPA, CFE

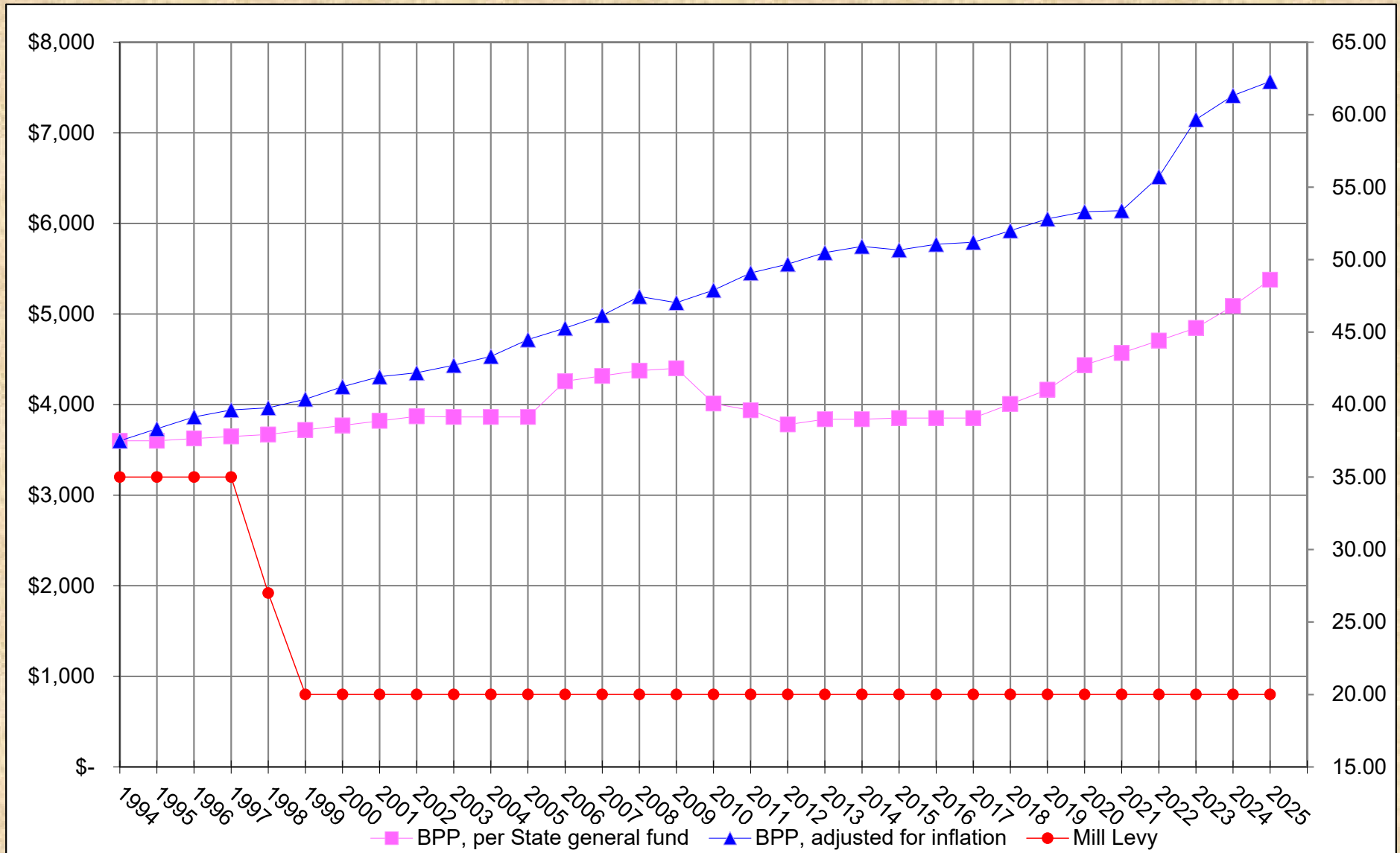
Lisa Axman, CPA

Tiffany O'Rourke, CPA

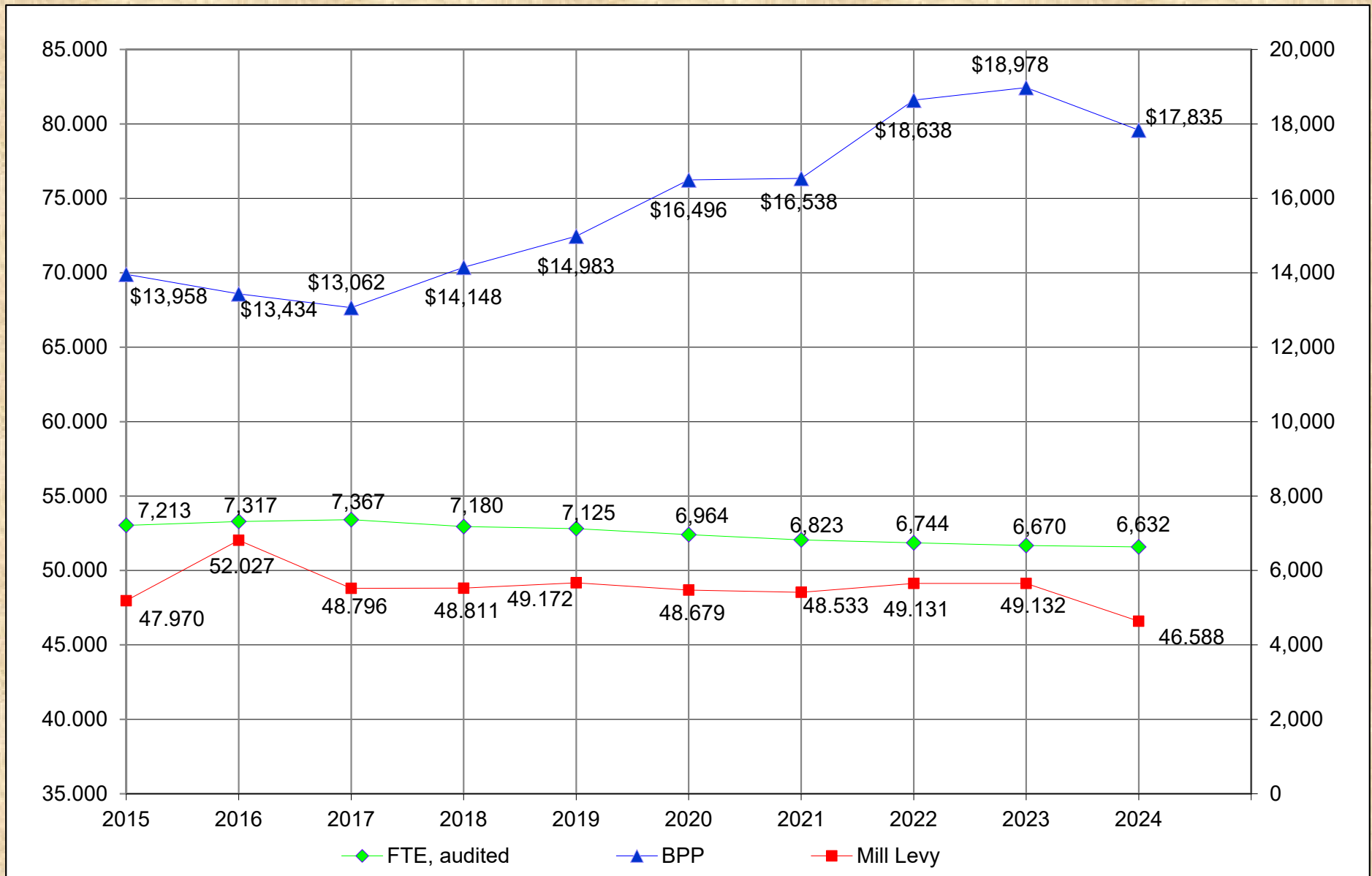
Lewis, Hooper & Dick, LLC



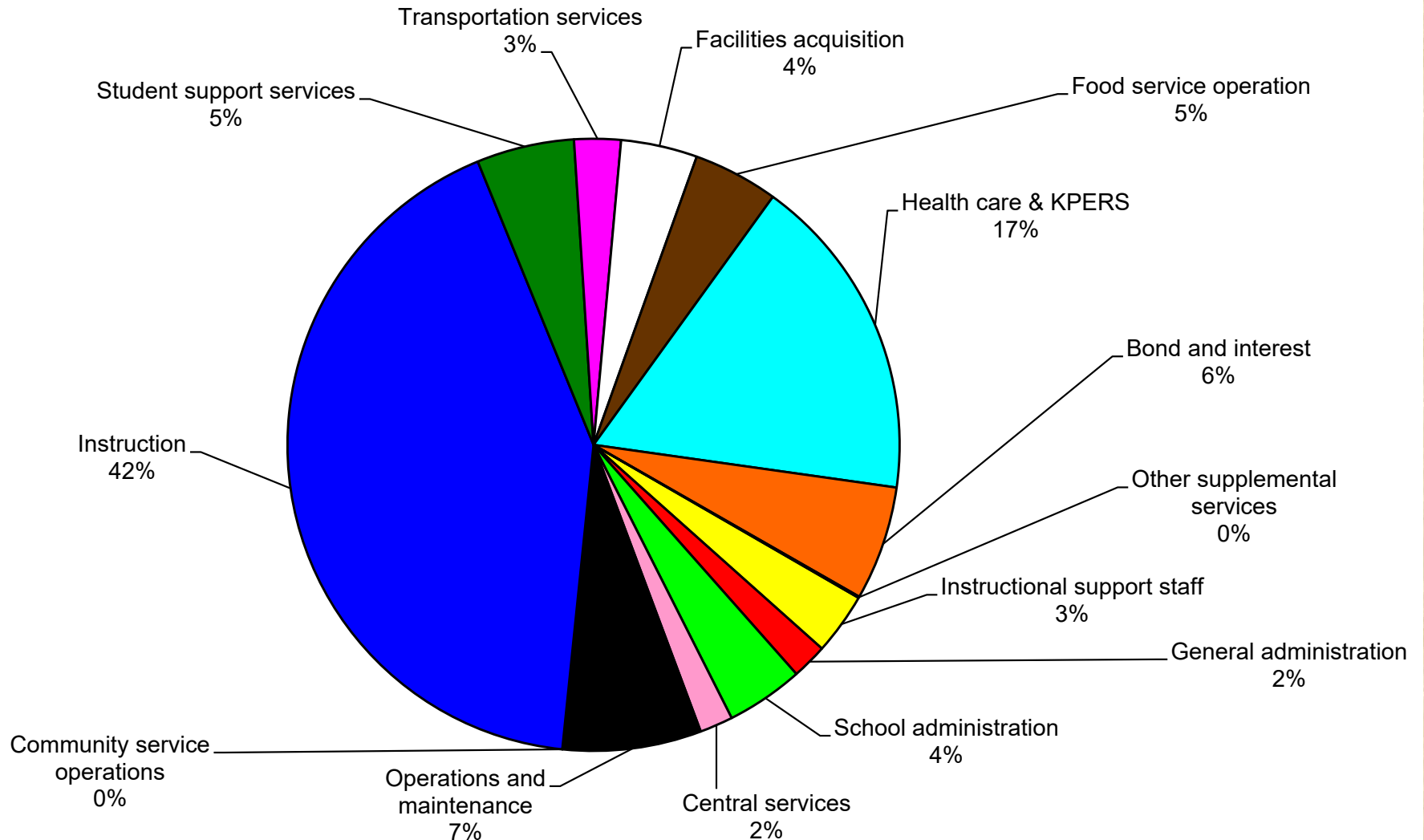
# Comparison of BPP and Mill Levy – General Fund



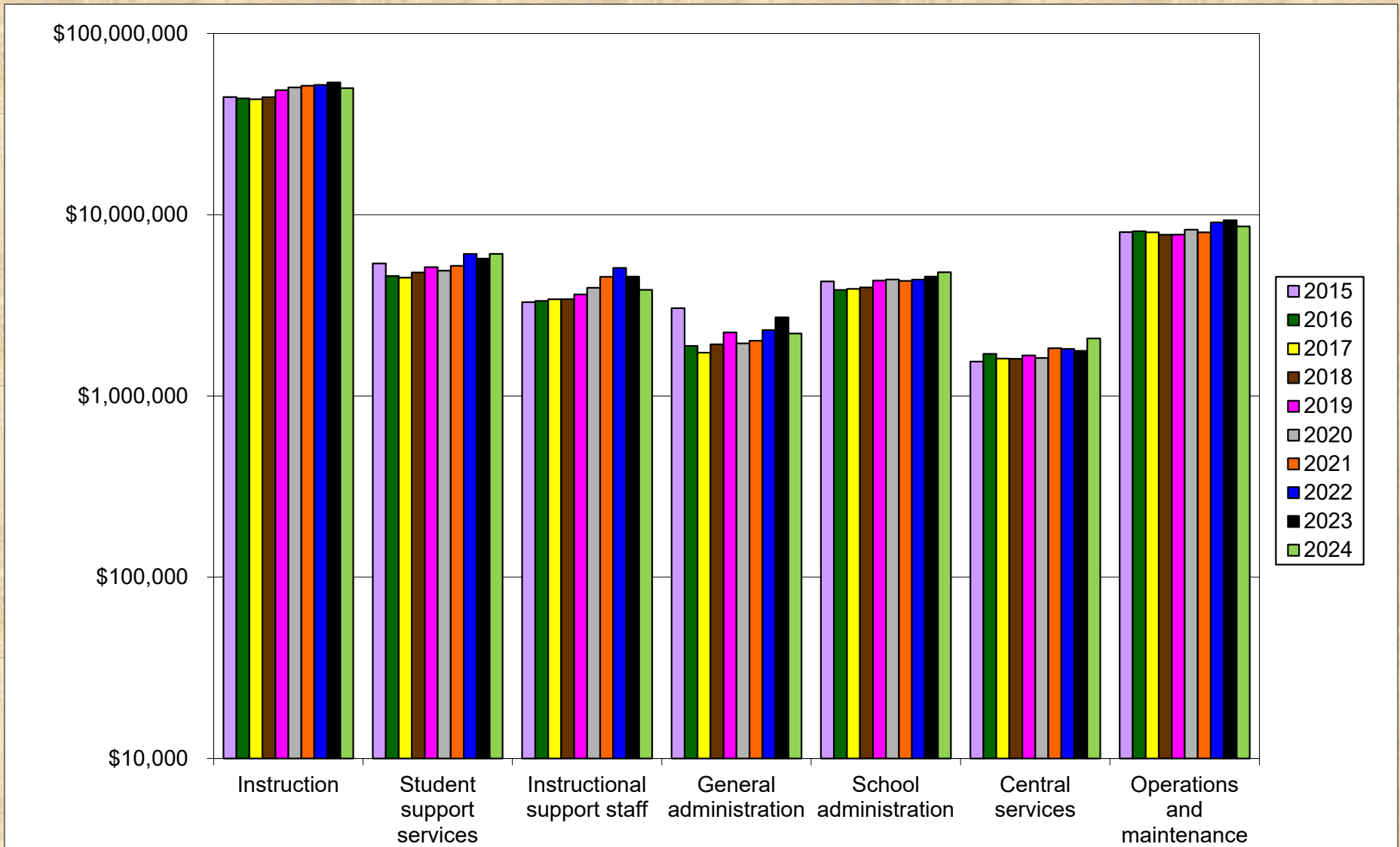
# Comparison of FTE, BPP and Mill Levy



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



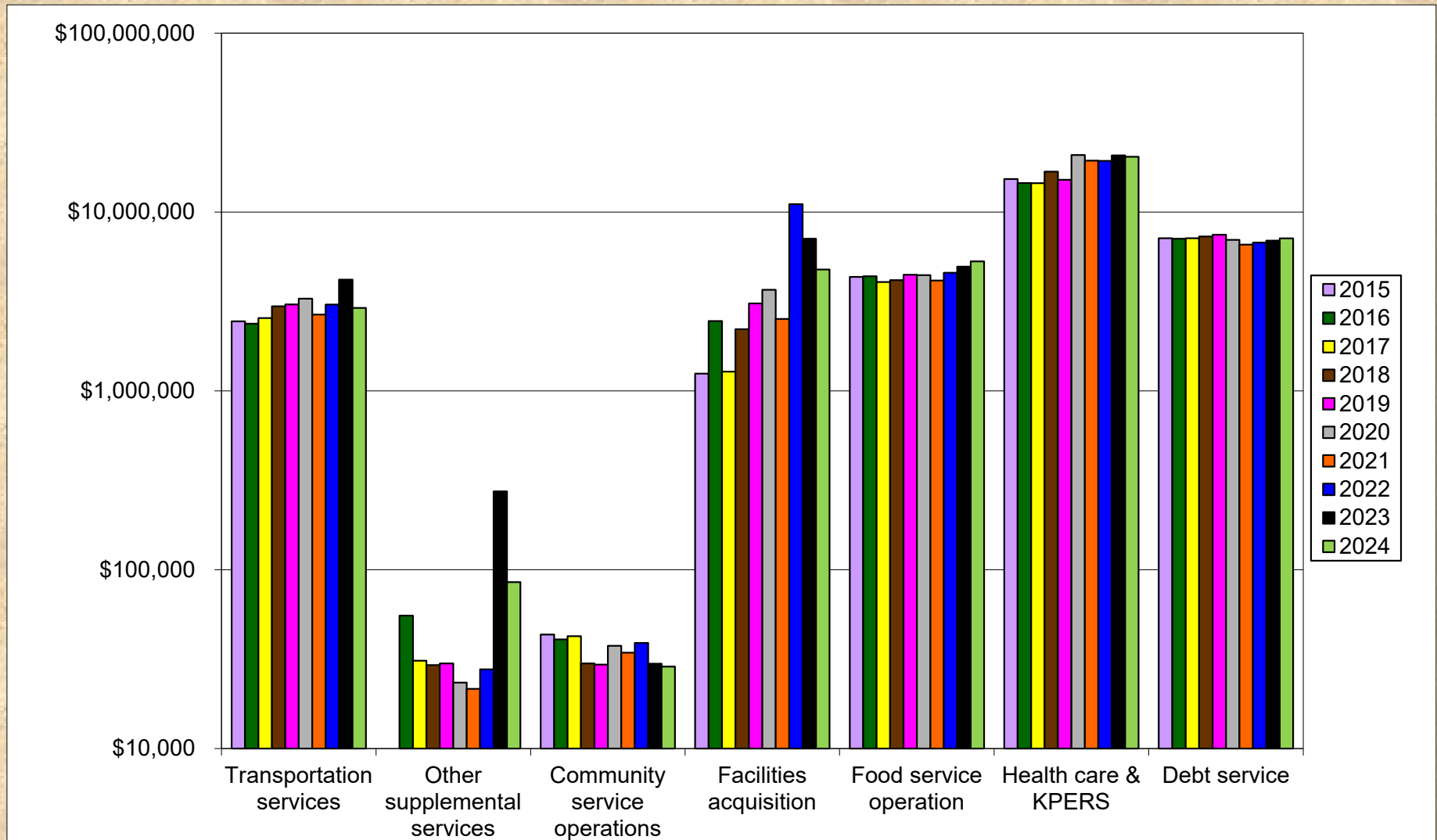
# Expenditures - All Funds by Type (excluding transfers between funds)



Note: Horizontal axis is in multiples of 10

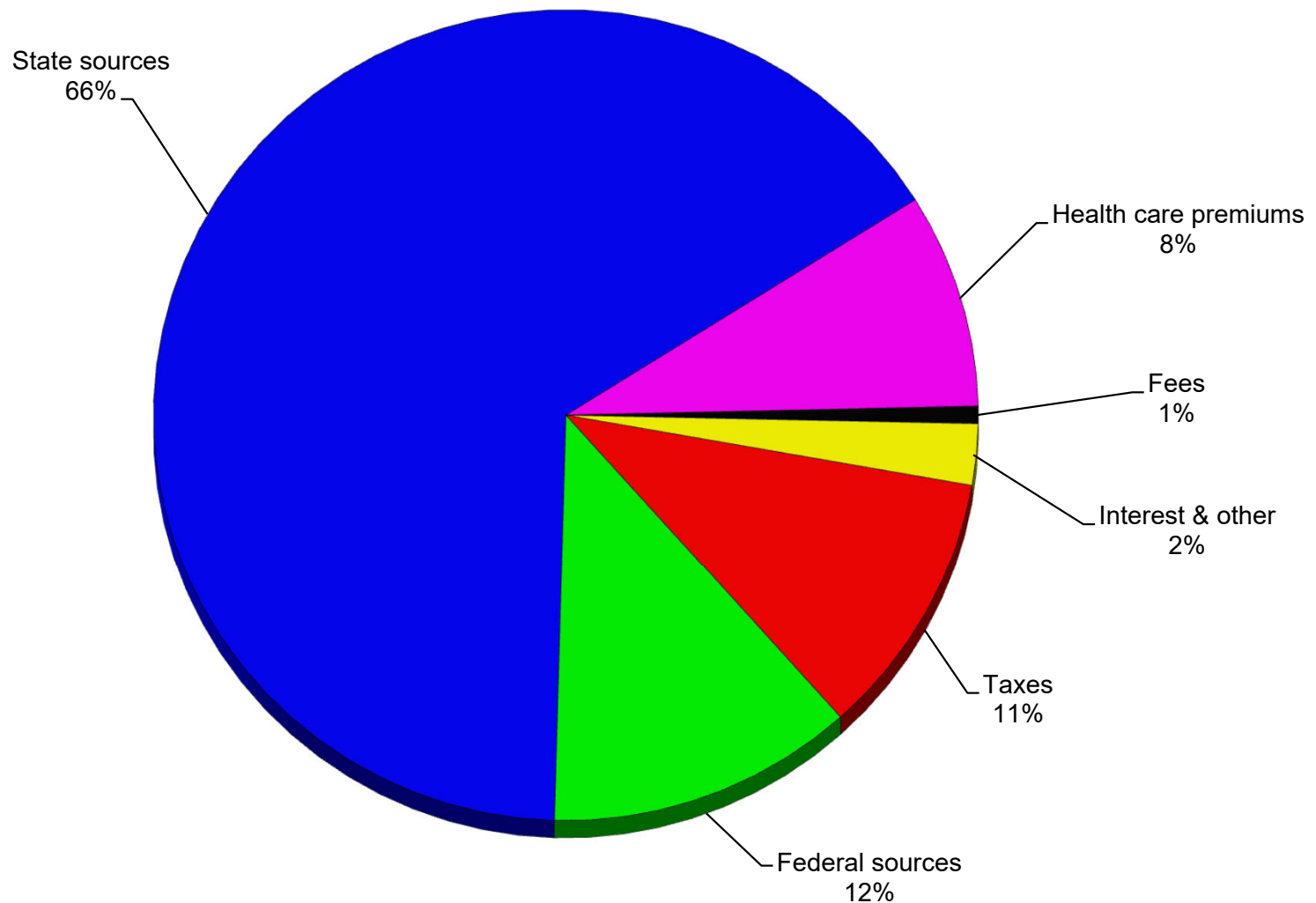
# Expenditures - All Funds by Type (excluding transfers between funds)

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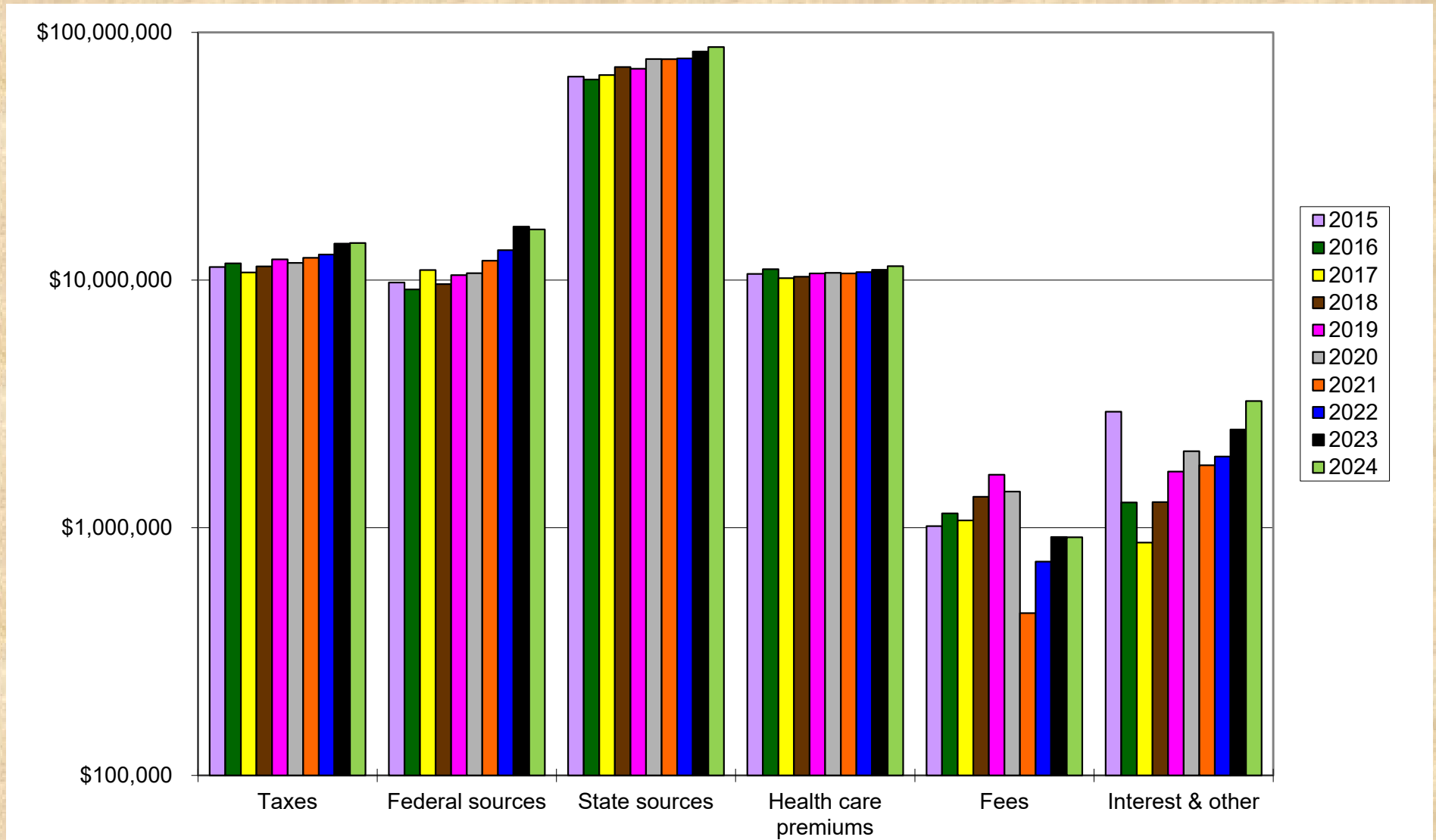


Note: Horizontal axis is in multiples of 10

# 2024 Receipts - All Funds (excluding transfers between funds)



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



Note: Vertical axis is in multiples of 10

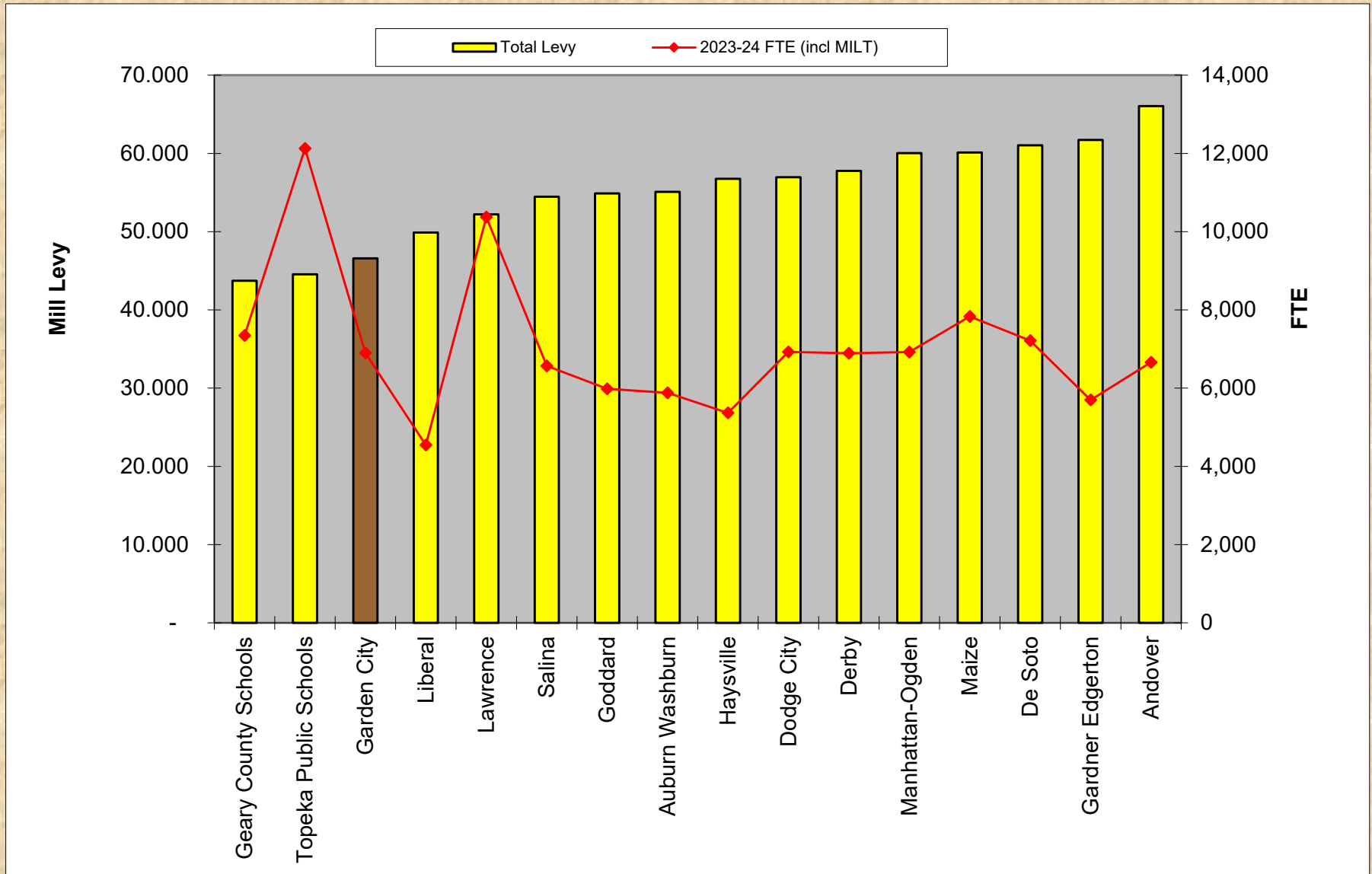
# Unencumbered Cash – Statement 1

- 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

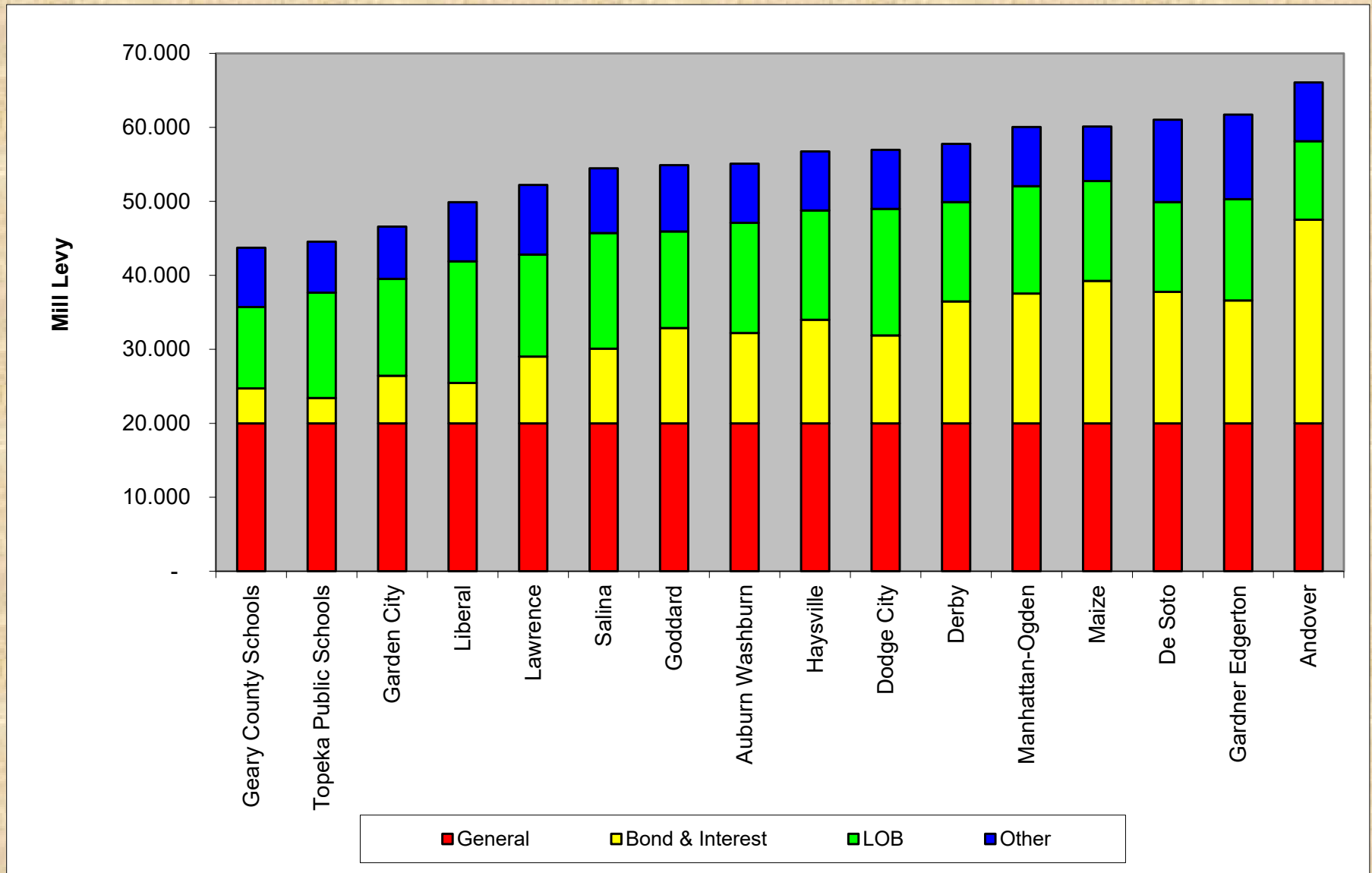
# Debt Outstanding 6/30/24

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

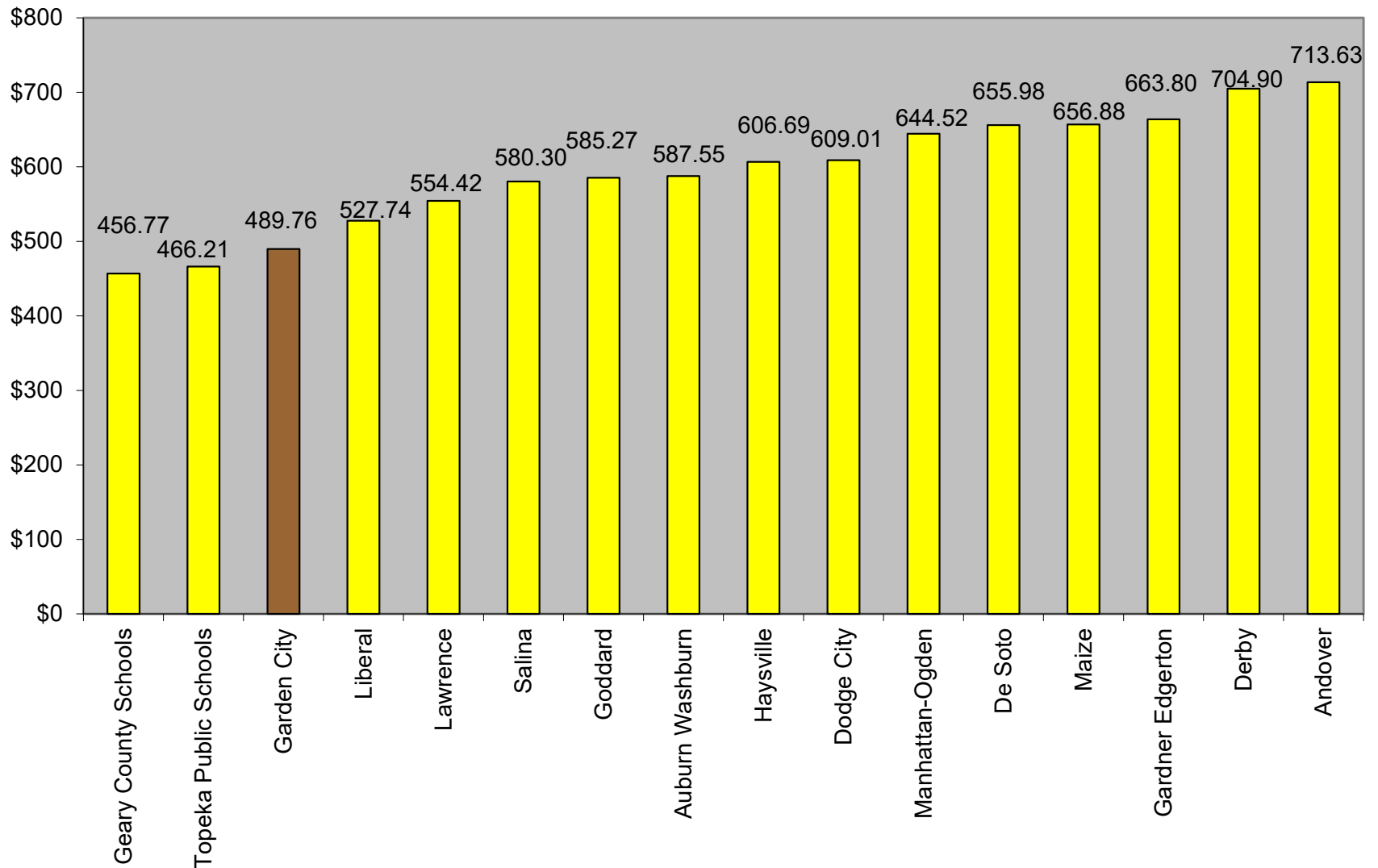
# Comparison to Other Districts (FY24)



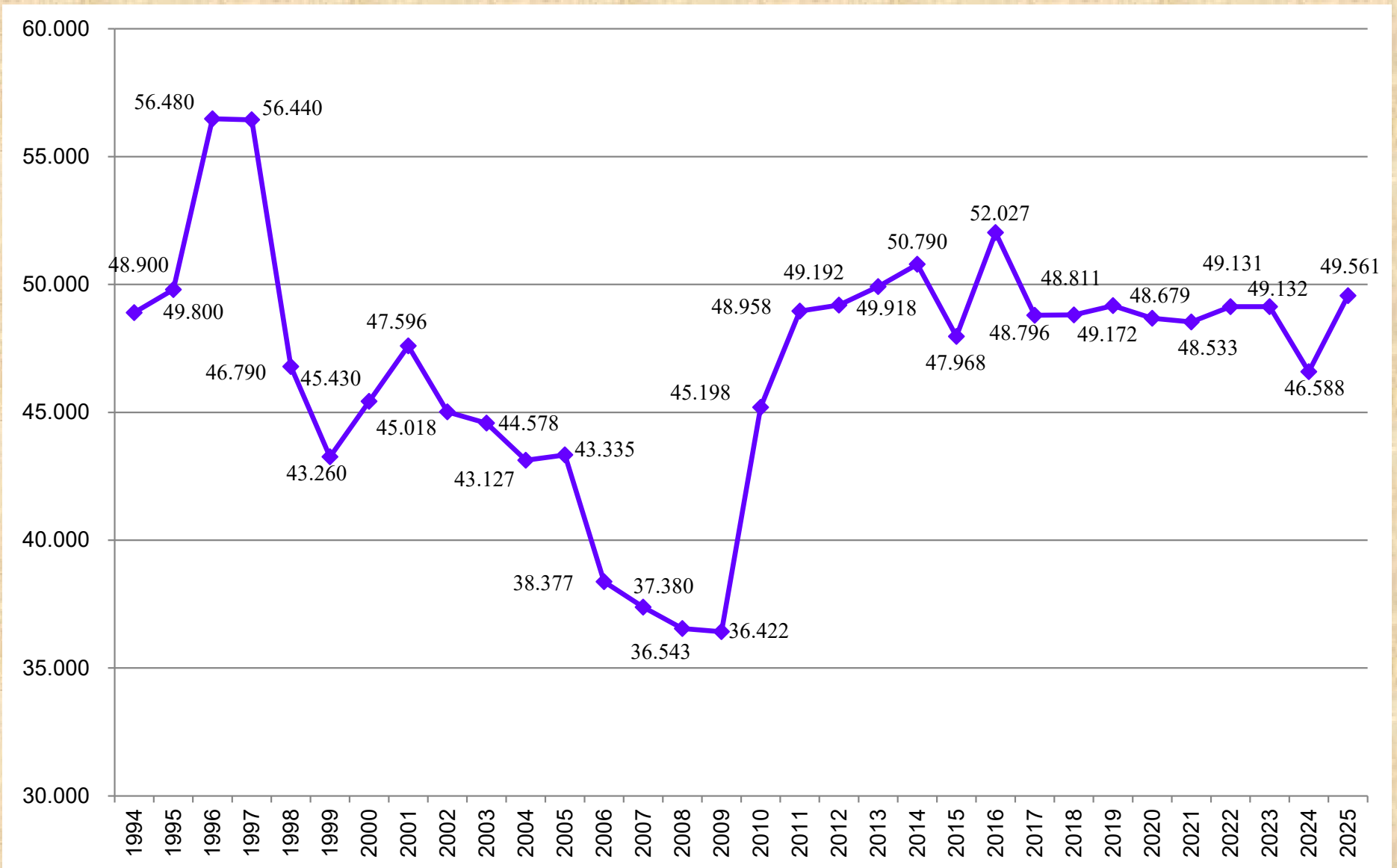
# Comparison to Other Districts (FY24)



# 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

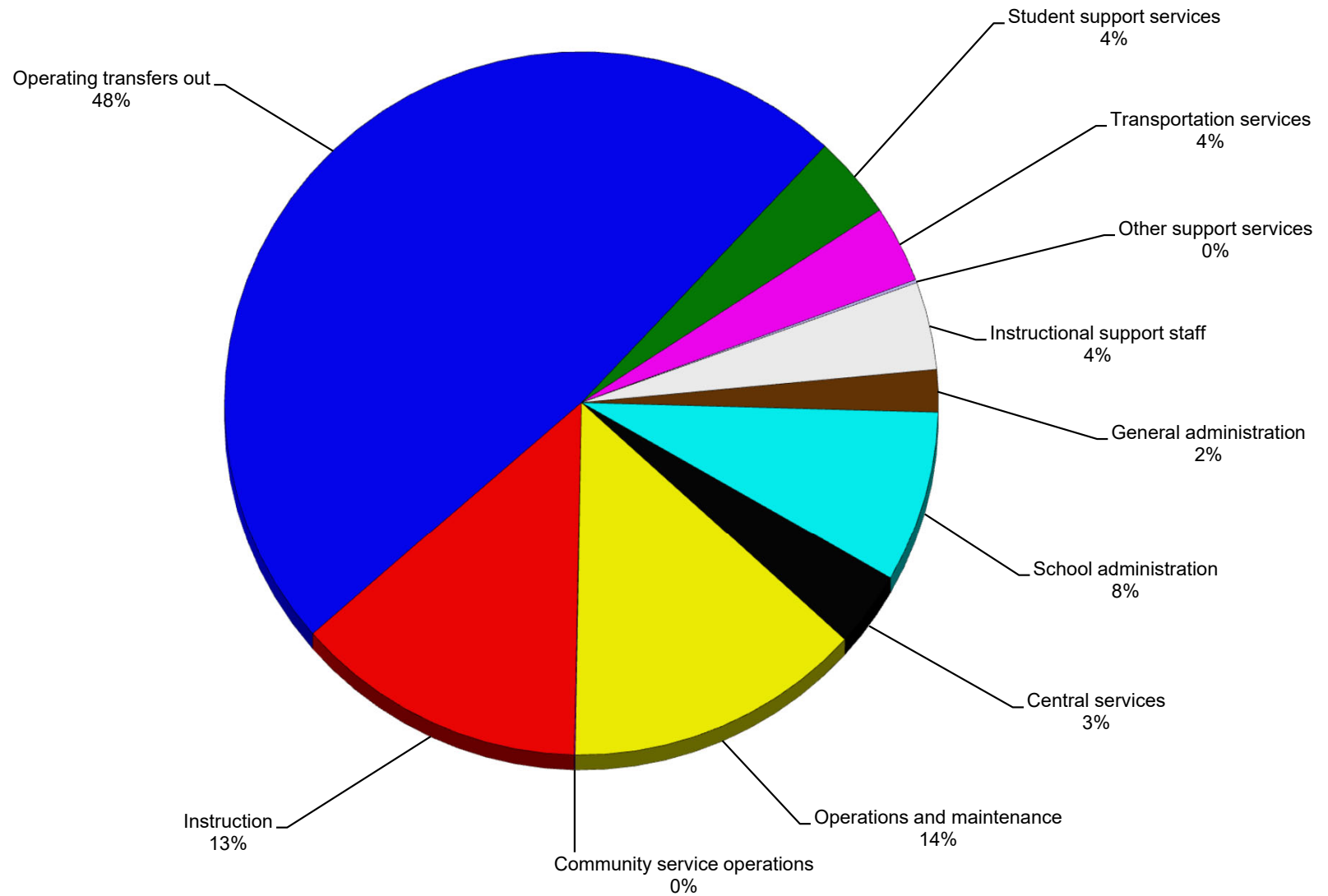
- Responsibility - Auditor vs Management
- Planned Scope and Timing of the Audit
- Compliance with Ethics Requirements
- Significant risks identified
- No changes in accounting policies or new accounting policies implemented during the year
- No significant estimates affecting the financial statement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





# GARDEN CITY PUBLIC SCHOOLS

\*DRAFT\* MINUTES \*DRAFT\*

Regular Board of Education Meeting Thursday, December 19, 2024 - 5:00 P.M.

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

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The Board of Education of Garden City USD 457 met for a Regular meeting on Thursday, December 19, 2024, at 5:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Jessica Nothern, Chief Financial Officer; 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.

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

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

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

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

That the Board of Education approve the meeting agenda as amended: This motion, made by Andy Fahrmeier and seconded by Nathan Haeck, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Ralston: Yea

Yea: 5, Nay: 0

D. **CONSENT AGENDA** – All consent agenda items were approved as presented.

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

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Ralston: Yea

Yea: 5, Nay: 0

**D.1. Minutes**

D.1.a. Minutes of the December 2, 2024, Regular Board of Education Meeting – approved as presented.

D.2. **Accounts Payable** totaling \$7,769,111.46, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

D.3. **Personnel** – all certified and classified personnel actions were approved as presented.

**D.3.a. Certified:**

**Resignations:** Alice Hilt, Robyn Hilt, Kyra Miller, Dale Sekavec

**Appointments:** Darlene Gillan

**Transfers:**

- James Beard – from mathematics position at Garden City High School to instructional coach position at Garden City High School effective for the 2025-2026 school year.
- Emily Arellano – from early childhood position at Garfield Early Childhood Center to adaptive/interrelated position at Abe Hubert Elementary School effective January 6, 2025.
- Heidi Cundiff – from early childhood position at Garfield Early Childhood Center to adaptive/interrelated position at Abe Hubert Elementary School effective January 6, 2025.
- Kathryn Ochampaugh – from kindergarten position at Georgia Matthews Elementary School to early childhood position at Garfield Early Childhood Center effective January 6, 2025.
- Jenifer Ravelo – from fifth grade position at Abe Hubert Elementary School to fourth grade position at Abe Hubert Elementary School effective January 6, 2025.

**Student Teacher Agreements:** Stacy Castoe, Vilma Huber, Alexis Lemons

**Position Requests:**

Gina Galpin, special education director, is requesting the following position changes effective January 6, 2025:

- Open 2.0 adaptive/interrelated positions at Abe Hubert Elementary School.
- Open 1.0 adaptive/interrelated position for the Therapeutic Education Program.

**D.3.b. Classified:**

**Retirements:** Leonela Martinez, Amelia R. Skipton

**Terminations:** Mark Jason Ashabranner

**Resignations:** Rosaura Carrillo, Angelica Cisneros, Elvia Cruz-Tellez, Brigitte DeSalvo, Ashley Hauck, Anthony Ramirez, Erica Martinez-Ortiz, Nevaeh Robinson-Dailing, Joseph Sabata

**Assignments:** Karen Bruebaker, Daniel Janas, Maria Martinez, Loree Warren, Nidia Orozco

**Transfers:**

- Luz Guzman from Custodian I: Horace Good Middle School to Custodian II: Edith Scheuerman Elementary School
- Francisca Martinez from Custodian I: Florence Wilson Elementary School to Custodian I: Plant Facilities
- Morgan Nelson from Special Education Paraprofessiona I: Kenneth Henderson Middle School to Special Education Paraprofessional II: Abe Hubert Elementary School

- Isabel Pastrana Cid from Special Education Paraprofessional I: Garfield Early Childhood Center to Special Education Paraprofessional II: Garden City Achieve
- Michelle Vela from Special Education Paraprofessional II: Garfield Early Childhood Center to Special Education Paraprofessional I: Garfield Early Childhood Center

**Other:**

- Gina Galpin, Director of Special Education, is requesting to close (2) Paraprofessional I and (1) Paraprofessional II at Bernadine Sitts Intermediate Center; (1) Paraprofessional I at Abe Hubert Elementary School; (1) Paraprofessional I at Victor Ornelas Elementary and (1) Paraprofessional I at Garden City High School.
- Gina Galpin, Director of Special Education, is requesting to move the 1:1 Paraprofessional II position at Alta Brown to Abe Hubert, effective January 8th, 2025. This position is currently held by Alexis Garcia.
- Gina Galpin, Director of Special Education, is requesting the closing of (1) Paraprofessional I at Garfield Early Childhood Center; (1) Paraprofessional II at Horace Good Middle School and (1) Paraprofessional II at Garden City High School

**D.4. Other**

D.4.a. The Board of Education approved the following Curriculum Council Items:

- D.4.a.i. New Course - Agriculture Leadership and Communications
- D.4.a.ii. New Course - Eclectic String Orchestra
- D.4.a.iii. New Course - GCCC CompTIA Security+
- D.4.a.iv. New Course - GCCC CJ Interviewing and Report Writing
- D.4.a.v. New Course - GCCC General Biology
- D.4.a.vi. New Course - GCCC Biology I
- D.4.a.vii. New Course - GCCC Biology II
- D.4.a.viii. New Course - GCCC Certified Medication Aide
- D.4.a.ix. New Course - GCCC Phlebotomy
- D.4.a.x. New Course - GCCC Contemporary Mathematics
- D.4.a.xi. New Course - GCCC Anatomy and Physiology
- D.4.a.xii. New Course - GCCC Anatomy and Physiology I

**E. UNFINISHED BUSINESS**

**E.1. Insurance Discussion** Jessica Nothern, Chief Financial Officer and Trenton Specht, Iron Insurance, were available to answer questions,

Board members' questions were answered.

I recommend approval of KICS State pool insurance. This motion, made by Robin Bergkamp and seconded by Nathan Haeck, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Ralston: Yea

Yea: 5, Nay: 0

Mark Hinde arrived to the meeting at 5:11 P.M.

## **F. NEW BUSINESS**

**F.1. The Board of Education is asked to consider and approve a contract between Garden City High School and Inky Johnson - Keynote Speaker - in the amount of \$30,000.00.** Jessica Nothern, Chief Financial Officer, presented a contract for motivation speaker Inky Johnson to speak at Garden City High School.

Board members' questions were answered.

I move to approve a contract between Garden City High School and Inky Johnson, Keynote Speaker, with modifications to the breakout sessions - in the amount of \$30,000.00. This motion, made by Nathan Haeck and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Yea: 6, Nay: 0

**NEXT BOARD MEETING** - The next meeting of the Board of Education will take place on January 6, 2025, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

## **G. EXECUTIVE SESSION**

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

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 5:17 P.M. and that the Board of Education reconvene into open session at 5:32 P.M. in the Board Meeting Room. I would like to invite Dr. Dominguez, Jennifer Cunningham, Drew Thon, and Jessica Nothern 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

Yea: 6, Nay: 0

**G.2. Personnel matters for non-elected personnel.**

Mr. President, I move we go into executive session for 10 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to protect an individual employee's privacy, beginning at 5:50 p.m. and the open meeting will resume in the Board Meeting Room at 6:00 p.m. I would like to invite Dr. Dominguez and 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  
Yea: 6, Nay: 0

Robin Bergkamp, Andy Fahrmeier, Mark Hinde and Randy Ralston returned to the meeting room and the following action took place. That the Board of Education extend the executive session for 10 minutes beginning at 5:50 P.M. and the open meeting will resume in the board meeting room at 6:00 P.M. This motion, made by Robin Bergkamp and seconded by Mark Hinde, Carried.

Bergkamp: Yea  
Fahrmeier: Yea  
Hinde: Yea  
Ralston: Yea  
Yea: 4, Nay: 0

The open meeting resumed in the board meeting room at 6:00 P.M. The following actions took place.

That the Board of Education adopt a Resolution of Intent to Terminate Jacob Miller's teaching contract. 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

That the Board of Education adopt a Resolution of Intent to Terminate Jacob Miller's supplemental contract. 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

**H. ADJOURNMENT**

That the Board of Education meeting be adjourned at 6:05 p.m. This motion, made by Jackie Gigot and seconded by Robin Bergkamp, Carried.

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

**I. ACCOUNTS PAYABLE REVIEW:** Robin Bergkamp and Nathan Haeck

Respectfully submitted,

Approved:

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Jennifer Ramos, Clerk

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Randy Ralston, President

RESOLUTION OF INTENT TO TERMINATE EMPLOYMENT CONTRACT  
2025-006

WHEREAS, Jacob Miller is currently employed as a teacher for the Unified School District No. 457, Finney County, Kansas;  
and

WHEREAS, Jacob Miller is currently on paid administrative leave;

WHEREAS, the Board of said Unified School District No. 457, Finney County, Kansas, finds that current contract should be terminated for the reasons hereinafter set forth;

NOW THEREFORE, BE IT RESOLVED BY THE COUNTY, KANSAS:


- Section 1. That it is hereby declared to be the intent of the Unified School District No. 457, Finney County, Kansas, to terminate the employment contract of Jacob Miller.
- Section 2. That the clerk of the board is hereby authorized and directed to give written notice promptly to Jacob Miller of the board's intent to terminate his contract.
- Section 3. That the notice shall contain the following, which are reasons for the board's intent to terminate said contract:
- Engaging in electronic communication with a student that was sexual, including solicitation. That conduct violates the following board policies:
- GAF Staff-Student Relations
  - GAT Staff Use of Communication Devices
  - GBU Ethics
- Section 4. That the notice shall state that the teacher is entitled to a hearing before the board of education with regard to the board's action, provided that she files a written request for a hearing with the clerk of the board of education within fifteen (15) days after the date of the notice.

ADOPTED by the Board of Unified School District No. 457, Finney County, Kansas, the 19th day of December, 2024.

By:

  
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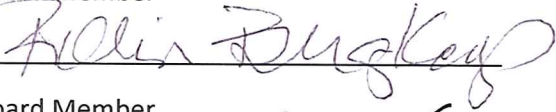
Board Member

  
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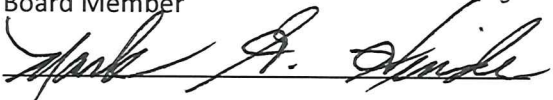
Board Member



Board Member



Board Member



Board Member



Board Member

Jennifer Ramos  
Clerk, Board of Education

RESOLUTION OF INTENT TO TERMINATE TEACHER'S SUPPLEMENTAL CONTRACT  
2025-007

WHEREAS, Jacob Miller is currently employed as a teacher in said school district; and has a supplemental contract for girl's high school basketball; and

WHEREAS, Jacob Miller is currently on paid administrative leave; and

WHEREAS, the Board of Education of said Unified School District No. 457, Finney County, Kansas, finds that Jacob Miller's current supplemental contract should be terminated for the reasons hereinafter set forth;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO. 457, FINNEY COUNTY, KANSAS:

- Section 1. That it is hereby declared to be the intent of the Board of Education of Unified School District No. 457, Finney County, Kansas, to terminate the supplemental employment contract of Jacob Miller.
- Section 2. That the clerk of the board of education is hereby authorized and directed to give written notice promptly to Jacob Miller of the board's intent to terminate his/her supplemental contract.
- Section 3. That the notice shall contain the following, which are reasons for the board's intent to terminate said supplemental contract:


Engaging in electronic communication with a student that was sexual, including solicitation. That conduct violates the following board policies:

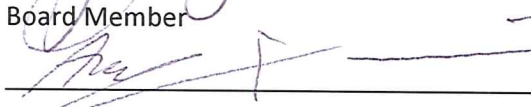
GAF Staff-Student Relations  
GAT Staff Use of Communication Devices  
GBU Ethics

- Section 4. You are entitled to a hearing before the board of education, upon your written request, for such a hearing, delivered to the clerk of the board of education within fifteen (15) days from the date of this notice.

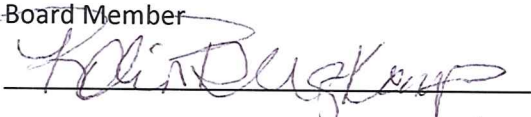
ADOPTED by the Board of Education of Unified School District No. 457, Finney County, Kansas, the 19th day of December 2024.

By:

  
\_\_\_\_\_  
Board Member

  
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Board Member

  
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Board Member

  
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Board Member

  
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Board Member

Board Member  
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Board Member

Attest:  
  
\_\_\_\_\_  
Clerk, Board of Education

BOARD OF EDUCATION

**Certified Personnel Actions**

January 6, 2025

**APPOINTMENT:**

Lee Koch, Garden City, Kansas, is recommended for a school psychologist position with building to be determined effective for the 2025-26 school year. Lee has five years' experience.

BOARD OF EDUCATION

**Addendum to Certified Personnel Actions**

January 6, 2025

**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 juvenile detention 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

BOARD OF EDUCATION  
**Classified Personnel Actions**

January 6, 2025

<b>RESIGNATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Debra Huber	Special Education Paraprofessional I	Alta Brown Elementary School	12/20/24
Essalena Powell	Office Assistant II	Kenneth Henderson Middle School	12/20/24

<b>ASSIGNMENTS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Arianna Garcia	Special Education Paraprofessional I	Garfield Early Childhood Center	12/16/24
Tiffany Lucero	Special Education Paraprofessional II	Garfield Early Childhood Center	1/8/25
Maria Del Consuelo Rincon	Nutrition Assistant I	Horace Good Middle School	12/2/24

<b>TRANSFERS</b>	<b>FROM</b>	<b>TO</b>	<b>DATE</b>
Gloria Garcia	Special Education Office Assistant II: Educational Support Center	Special Education Paraprofessional II: Garfield Early Childhood Center	1/8/25

BOARD OF EDUCATION  
**Classified Personnel Actions Addendum**

January 6, 2025

<b>RESIGNATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Jeanne Billings	Employee Services Coordinator	Educational Support Center	3/28/25
Cassandra Mata	Special Education Paraprofessional II	Garden City Achieve	12/16/24
Sergio Santana	Nutrition Delivery	Educational Support Center	1/10/25

<b>ASSIGNMENTS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Vanesa Cano-Ortiz	Special Education Paraprofessional II	Garden City Achieve	1/9/25
Leydaly Enriquez	Paraprofessional I	Kenneth Henderson Middle School	1/8/25
Elizabeth Hamilton Castro	Sub Custodian	Plant Facilities	1/6/25
Kelli Hernandez	Special Education Office Assistant II	Education Support Center	1/6/25
Sanjuana Hernandez Ayala	Nutrition Assistant I	Garden City High School	1/8/25
Joanna Monge	Special Education Paraprofessional I	Charles O. Stones Intermediate Center	1/8/25
Raul Quezada	Substitute Custodian	Plant Facilities	1/6/25
Rebecca Watson	Special Education Paraprofessional II	Charles O. Stones Intermediate Center	1/8/25

**RESOLUTION TO ESTABLISH BOARD MEETING DATES AND TIMES**

**RESOLUTION 2025-005**

WHEREAS, K.S.A. 72-1138 requires boards of education, at the first meeting on or after the second Monday in January or at a later date during that calendar year if so determined by the board at that first meeting, to adopt a resolution to establish its regular board meeting dates, times and location;

WHEREAS, the board of education must act each year on or after the second Monday in January and before February 1<sup>st</sup> of each year or at a later date during the calendar year to establish its meeting dates, times and location;

BE IT RESOLVED that pursuant to K.S.A. 72-1138, the Board of Education of Unified School District No. 457, Finney County, Kansas at its meeting on January 6, 2025 does hereby adopt this resolution to set its board meeting dates and times at its first meeting of the Board of Education in July, 2025.

By: \_\_\_\_\_

Board Member

\_\_\_\_\_

Board Member

\_\_\_\_\_

Board Member

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Board Member

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Board Member

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Board Member

\_\_\_\_\_

Board Member

**CERTIFICATE**

This is to certify that the above resolution was duly adopted by the Board of Education of Unified School District No. 457, Finney County, Kansas, on the 6<sup>th</sup> day of January, 2025.

---

Jennifer Ramos, Clerk of the Board of Education



**\*\*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  
Department of Submission: Art  
Date Completed by Professional: 10/10/2024

Building Submitting Request: GCHS  
Date Submitted to Department Chair: 10/11/2024

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**

**Course Length:**

1 quarter  1 semester  2 semesters

**Credit to be Earned:** 1.5

**Is this a dual credit course?** YES /  NO

**Is this a GCCC course?** YES /  NO

**Number of USD 457 Credits:** \_\_\_\_\_ (3 GCCC credit hours = 0.5 credit at USD 457)

**GPA Set:**  normal  indexed

**Skyward Filter:**

LA  OC  FA  MA  SS  PE  
 SCI  CO  GE  FL  STEM

**NOTES:**

**\*TECHNOLOGY ON BACK**

**BELOW TO BE COMPLETED BY TECHNOLOGY**

- KCCMS Mapping Confirmed
- Skyward Updates including any Course Code Assigned → \_\_\_\_\_
- Grad Requirements & Filtering Confirmed
- GCHS Registrar/Counseling Department Notified of Completion
- Forms Returned to Office of Curriculum & Instruction

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

## Accomplished: Kansas Visual Art Performance Standards

<b>Creating</b>	
<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.
<b>Presenting</b>	
<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.
<b>Responding</b>	
<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.
<b>Connecting</b>	
<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.



**\*\*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**

**Course Length:**

1 quarter  1 semester  2 semesters

**Credit to be Earned:** 1.5

**Is this a dual credit course?** YES /  NO

**Is this a GCCC course?** YES /  NO

**Number of USD 457 Credits:** \_\_\_\_\_ (3 GCCC credit hours = 0.5 credit at USD 457)

**GPA Set:**  normal  indexed

**Skyward Filter:**

LA  OC  FA  MA  SS  PE  
 SCI  CO  GE  FL  STEM

**NOTES:**

**\*TECHNOLOGY ON BACK**

**BELOW TO BE COMPLETED BY TECHNOLOGY**

- KCCMS Mapping Confirmed
- Skyward Updates including any Course Code Assigned → \_\_\_\_\_
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#### **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.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p><b>Recommended / Not Recommended</b></p> <p><i>J. J. Tarsons</i> 10/2/2024  <small>Department Chair / Date</small></p> <p>10/2/2024  <small>Date of Department Mtg.</small></p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p><b>Recommended / Not Recommended</b></p> <p><i>[Signature]</i> 10-2-24  <small>Head Principal Signature / Date</small></p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p><b>Skyward Course Information Completed</b></p> <p><i>[Signature]</i>  <small>Department Chair</small></p>
<b>STEP FIVE:</b> 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><b>Recommended / Not Recommended**</b></p> <p>_____  <small>Curriculum Council Chair Signature / Date</small></p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p><b>Recommended / Not Recommended</b></p> <p>_____  <small>Asst./Deputy Superintendent Signature / Date</small></p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> 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>
<b>STEP NINE:</b> 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 &amp; 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	<b>SKYWARD INFORMATION:</b> 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 <del>grade</del> 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

<b>Course Length:</b> <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters <b>Credit to be Earned:</b> <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) <b>GPA Set:</b> <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed  <b>Skyward Filter:</b>	<b>NOTES:</b>
--	---------------

LA  OC  FA  MA  SS  PE

SCI  CO  GE  FL  STEM *OR*

**\*TECHNOLOGY ON BACK**

**BELOW TO BE COMPLETED BY TECHNOLOGY**

KCCMS Mapping Confirmed

Skyward Updates including any Course Code Assigned → \_\_\_\_\_

Grad Requirements & Filtering Confirmed

GCHS Registrar/Counseling Department Notified of Completion

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

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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

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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.

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

## 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.

<b>Big Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
	<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>
<b>Constitutionalism</b>					
<b>Liberty and Order</b>					
<b>Civic Participation in a Representative Democracy</b>					
<b>Competing Policymaking Interests</b>					
<b>Methods of Political Analysis</b>					

# 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.

- |                              |                          |
|------------------------------|--------------------------|
| <b>1</b> Concept Application | <b>3</b> Data Analysis   |
| <b>2</b> SCOTUS Application  | <b>4</b> Source Analysis |
| <b>5</b> 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

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

## UNIT 2 Interactions Among Branches of Government

~28/~14

Class Periods

25–36%

AP Exam Weighting

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

### 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<sup>®</sup> 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](http://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.



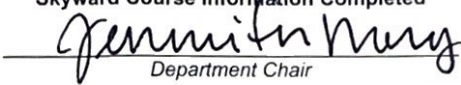
Kiely, Eugene, and Lori Robertson. “How to Spot Fake News.” *FactCheck.org*, Annenberg Public Policy Center, 18 Nov. 2016. Accessed 18 Dec. 2017.

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.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<b>Recommended / Not Recommended</b>  Department Chair / Date <u>10/2/2024</u> Date of Department Mtg.
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<b>Recommended / Not Recommended</b>  Head Principal Signature / Date <u>10-2-24</u>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<b>Skyward Course Information Completed</b>  Department Chair
<b>STEP FIVE:</b> 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.*	<b>Recommended / Not Recommended**</b> _____ Curriculum Council Chair Signature / Date
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<b>Recommended / Not Recommended</b> _____ Asst./Deputy Superintendent Signature / Date
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<b>Approved / Not Approved</b>
<b>STEP EIGHT:</b> 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.	_____ Date Zendesk Submitted _____ Date Forms Delivered
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	_____ Date Changes Complete <input type="checkbox"/> Forms Returned to Office of Curriculum & 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: 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	<b>SKYWARD INFORMATION:</b> 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="text-align: center; font-size: 1.2em; font-family: cursive;">                     11, 12 <del>grade</del> 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

<b>Course Length:</b> <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters <b>Credit to be Earned:</b> <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) <b>GPA Set:</b> <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed  Skyward Filter:	<b>NOTES:</b>
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LA  OC  FA  MA  SS  PE

SCI  CO  GE  FL  STEM *OR*

**\*TECHNOLOGY ON BACK**

**BELOW TO BE COMPLETED BY TECHNOLOGY**

KCCMS Mapping Confirmed

Skyward Updates including any Course Code Assigned → \_\_\_\_\_

Grad Requirements & Filtering Confirmed

GCHS Registrar/Counseling Department Notified of Completion

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

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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

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

## 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.

<b>Big Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
	<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>
<b>Constitutionalism</b>					
<b>Liberty and Order</b>					
<b>Civic Participation in a Representative Democracy</b>					
<b>Competing Policymaking Interests</b>					
<b>Methods of Political Analysis</b>					

# 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.

<b>1</b> Concept Application	<b>3</b> Data Analysis
<b>2</b> SCOTUS Application	<b>4</b> Source Analysis
	<b>5</b> 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		UNIT 2 Interactions Among Branches of Government	
~16/~8	Class Periods	15–22%	AP Exam Weighting
1	1.1 Ideals of Democracy	1	2.1 Congress: The Senate and the House of Representatives
4	1.2 Types of Democracy	3	2.2 Structures, Powers, and Functions of Congress
1	1.3 Government Power and Individual Rights	2	2.3 Congressional Behavior
4	1.4 Challenges of the Articles of Confederation	3	2.4 Roles and Powers of the President
1	1.5 Ratification of the U.S. Constitution	1	2.5 Checks on the Presidency
4	1.6 Principles of American Government	4	2.6 Expansion of Presidential Power
5	1.7 Relationship between the States and National Government	1	2.7 Presidential Communication
2	1.8 Constitutional Interpretations of Federalism	2	2.8 The Judicial Branch
5	1.9 Federalism in Action	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)

### 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<sup>®</sup> 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](http://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

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**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.**

## 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 proposals for a new all-inclusive play playground with ADA- compliant turf footing for Edith Scheuerman Elementary.

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### **ISSUE:**

Edith Scheuerman is next in the rotation for funding for a Playground upgrade. This projected is budgeted for \$120,000 in the Long-Range Facilities Plan and we have access to SPED funds for playground equipment upgrades that would fund the rest.

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

### **BACKGROUND:**

Safe, inclusive playgrounds are essential to a well-rounded learning environment. Each year a different elementary receives funding for a substantial upgrade. This project began last Spring with discussions with Brandy Ochs, Principal at Edith Scheuerman and Plant Facilities Staff. After our original presentation it was discussed to be able to utilize Sped funds to help bolster the project by including an all-inclusive play surface and other inclusive play components.

### **ALTERNATIVES:**

You have 2 for your review, One from Next Generation Recreation (Playworld) with a turn key cost of \$164,066.00 after Sourcewell Discount and the other is from Cunningham Recreation (Gametime) for a turn key cost of \$164,941.09 after \$58,840.88 one-time matching grant funds. Both quotes do not include sidewalk extension to the playground from existing sidewalk and fencing the playground.

### **RECOMMENDATION:**

The 2 options are very similar. The Playworld equipment is consistent with what we have been installing in past years and Next Gen has been good to work with. Cunningham Recreation has not been used by the district and offers a bit more with this project, about 240 more square footage, as well as a different play design from Gametime, but also with a large one-time discount which we will not be eligible for in the future.

**FISCAL NOTE:**

**ATTACHMENTS:**

Next Generation Rec. Proposal  
Next Generation Rec. Rendering  
Cunningham Recreation Proposal



**Edith Scheuerman Playground**  
**Playcube Slide & Basket Swing**  
 Garden City, Kansas  
 24-15482A

*Sales Representative*











**NEXT GENERATION RECREATION**

*Equipment Manufacturer*



**PLAYWORLD**  
 The world needs play.

POST & COMPONENT	ROTOMOLD PLASTIC	2-COLOR PLASTIC	PLASTISOL
<ul style="list-style-type: none"> <li> Black</li> <li> Blue</li> <li> Orange</li> </ul>	<ul style="list-style-type: none"> <li> Orange</li> <li> Black</li> </ul>	<ul style="list-style-type: none"> <li> Black-White</li> </ul> <p><b>ROPE</b></p> <ul style="list-style-type: none"> <li> Black</li> </ul>	<ul style="list-style-type: none"> <li> Brown</li> </ul>



**Edith Scheuerman Playground**  
**Playcube Slide & Basket Swing**  
Garden City, Kansas  
24-15482A

<i>Sales Representative</i>	<i>Equipment Manufacturer</i>
 NEXT GENERATION RECREATION	 <b>PLAYWORLD</b> The world needs play.



**Edith Scheuerman Playground**  
**Playcube Slide & Basket Swing**  
Garden City, Kansas  
24-15482A

*Sales Representative*



NEXT GENERATION  
RECREATION

*Equipment Manufacturer*

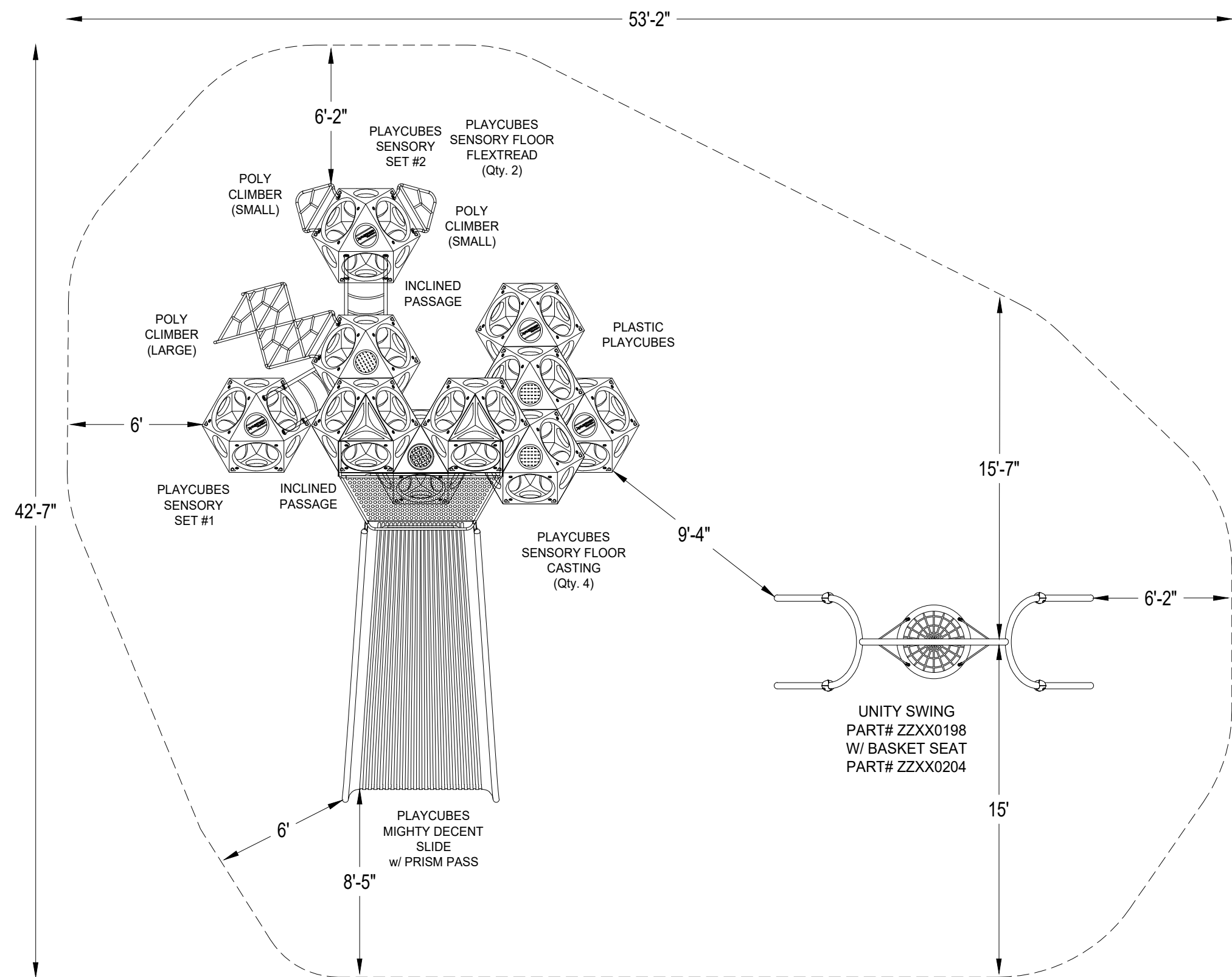


**PLAYWORLD**  
The world needs play.



**Edith Scheuerman Playground**  
**Playcube Slide & Basket Swing**  
Garden City, Kansas  
24-15482A

<p><i>Sales Representative</i></p>  <p>NEXT GENERATION RECREATION</p>	<p><i>Equipment Manufacturer</i></p>  <p><b>PLAYWORLD</b> The world needs play.</p>
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Next Generation Recreation  
 P.O. Box 902008  
 Kansas City, MO 64190  
 866-698-4672

EQUIPMENT SIZE:  
**19'-11" x 28'-0" x 11'-4"**

USE ZONE:  
**42'7" x 53'2"**

AREA: **1,798 SqFt.** PERIMETER: **160 Ft.**

FALL HEIGHT:  
**8'-4"**

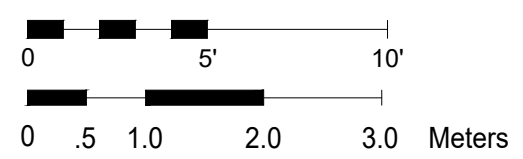
USER CAPACITY: **64** AGE GROUP: **5-12**

ADA SCHEDULE	Total Elevated Play Activities: 1		
	Accessible Elevated Activities	Accessible Ground-Level Activities	Accessible Ground-Level Play Types
Required	0	0	0
Provided	1	2	2

- ASTM F1487-21
- CPSC #325



PROJECT NO: <b>24-15482A.NXG</b>	SCALE: <b>3/16"=1'-0"</b>
DRAWN BY: <b>JESSE HOUSER</b>	Paper Size <b>B</b>
DATE: <b>21-NOV-2024</b>	



\*PLAYGROUND SUPERVISION REQUIRED

**EDITH SCHEUERMAN PLAYGROUND**  
 GARDEN CITY, KANSAS



# Garden City USD 457, Edith Scheuerman Elementary Playground with Turf Surfacing, 2025 pricing

## Garden City USD 457

1205 Fleming Street  
Garden City, KS 67846  
United States

## Brandon Anderson

banderson1@gckschools.com  
940.521.2301

Reference: 20241210-160543402

Quote created: December 10, 2024

Quote expires: February 28, 2025

Quote created by: Rodney Born

Recreation Design Specialist

rodney@nextgenrec.com

+18168540430

## Comments from Rodney Born

**All Equipment and Materials are shipped direct to client - Please see attached document named: "How to Receive a Shipment"**

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### **\*\*\*\*\*ALL Quotes are good for 30-Days only\*\*\*\*\***

Due to uncontrollable and ongoing changes directly effecting cost of goods, shipping, and material costs, If order is placed more than 30-Days past original date, a new quote must be requested and updated before placing order. If a new quote is not requested, we will update all quotes, and invoices prior to ordering.

## Products & Services

Item & Description	Quantity	Unit Price	Total
<p>Playworld Playcubes 10.1 CL. Mighty Descent W/Prism Pass to Playcubes.</p> <p>ZZUN8741 - Mighty Descent W/Prism Pass</p> <p>Pre-design structure with featuring Mighty Descent slide and lots of Playcubes for climbing challenges and multiple ways to access the top of the slide. Mighty Descent is a daring new play experience from Playworld. Multiple children can enjoy sliding together on this 8-foot, extra-wide slide. This massive slide is the first of its magnitude. Prism Pass is the perfect complement to Mighty Descent. It utilizes the space under Mighty Descent by providing a colorful maze full of bright panels that encourage social and imaginative play! The snug areas of Prism Pass also create a pleasant cozy space.</p>	1	\$67,760.00	\$67,760.00
<p>Unity Basket Swing</p> <p>350 - Basket</p> <p>What child doesn't like to swing? But did you know swinging provides a child's nervous system with visual, vestibular and proprioceptive information they need to develop? As children swing, they learn how their bodies move through space and what speeds of movements they are comfortable with. Since their position changes constantly, their brains get continuous feedback from their sensory systems. Children of all abilities can enjoy this swing as they ride along side their best friend or sibling. Hang out and make it a social pod. Versatility is the name of this swing.</p>	1	\$10,826.00	\$10,826.00
<p>RecXpert Installation, Playground Playcubes 10.1 CL w/Prism Pass.</p> <p>Complete Installation of all NEW Playworld Equipment at above mentioned address only. Including all materials and use of heavy equipment required, and all concrete supplies and labor for all inground footings. Includes disposal of all containers/ cardboard/ packaging used for shipping of equipment.</p> <p>**Does NOT Include site prep, or any excavation, leveling or grading.</p> <p>** Our services are provided in accordance with industry standards. Any additional services beyond those outlined here will be subject to additional fees. *</p>	1	\$25,933.00	\$25,933.00

Item & Description	Quantity	Unit Price	Total
<b>RecXpert Turf Surfacing</b> · Approx. 2100 Ft <sup>2</sup> ForeverLawn Academy Turf · 3" Safety Foam · Rubber Infill · Removal of existing surfaces · Gravel base · Composite nailer boards · 15-year warranty for the turf	1	\$63,625.00	\$63,625.00
<b>Freight/Shipment</b> Shipping costs associated with delivery of materials and equipment to location listed for this project.  **These are calculated at standard costs, without special equipment or storage. If lift gate, or "drop trailer" is needed, this cost will increase accordingly.  **See Purchase Agreement for additional info**	1	\$3,780.00	\$3,780.00
<b>RecXpert Guarantee</b> At Next Gen Rec we believe in Service and Respect. We believe in going out of our way to respect the property of the project always cleaning up after each day, and once we are completed with our part of the project, we will make sure we leave the area cleaner, and better than we found it. That is our guarantee to you!	1	\$0.00	\$0.00
One-time subtotal			\$171,924.00
Pricing Discount - Sourcewell			(\$7,858.00)
<b>Total</b>			<b>\$164,066.00</b>

**Purchase terms**

**\*\*SEE PURCHASE TERMS & CONDITIONS ATTACHED\*\***

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**Sourcewell Pricing:**

**Playworld - PlayPower 010521-LTS**

02/15/2021 - 02/17/2026

**Garden City Unified School District 457**

1205 Fleming St

Garden City, KS 67846-4751

**Account #32275**

A 50% deposit is due prior to the placement of an order for materials, equipment or replacement parts and before mobilization for the project.

The remaining 50% for all materials, supplies and equipment will be invoiced to you and due 30 days after the ship date.

If Next Generation Recreation is performing the installation, the remaining balance including installation fees will be invoiced to you and due no later than 30 days following project completion.

**Any** order cancelled more than **15 Business Days** after placement will result in a **30% restocking fee** due immediately upon cancellation which will be deducted from all deposits, and remaining balance returned.

Next Generation Recreation **MUST be notified at least 15-days prior** to due date noted on invoice regarding any, and all delays in payment with good reason. Otherwise, late fees of 18% will accrue at 45 days past due.

**\*\*Sales Tax - will be added to final invoice unless Tax Exemption form is submitted, and on file prior to final invoice.**

**\*NOTICE\*** - If using Credit Card or any form of electronic payment, there will be a 3% transaction fee applied to the total invoice amount prior to sending final invoice.

## Signature

---

Signature

---

Date

---

Printed name

## Questions? Contact me



Rodney Born  
Recreation Design Specialist  
rodney@nextgenrec.com  
+18168540430

Next Generation Recreation LLC  
P.O. Box 902008  
KANSAS CITY, Missouri 64190-2008  
United States

Proposal for

**GARDEN CITY  
USD #457  
GARDEN CITY, KS**

Prepared by



**12/9/24**

**#173094-01-01**

**Edith Scheuerman Elementary**



A PLAYCORE Company

800-438-2780 | [cunninghamrec.com](http://cunninghamrec.com)

Hello!

We are excited for the opportunity to work with you on your upcoming exciting new playground project! For almost 60 years, Cunningham Recreation has designed and built thousands of playgrounds for children of all ages and all abilities. We partner with municipalities, schools, architects and youth organizations to plan, design and build their vision from the ground-up.

Cunningham Recreation is the exclusive representative for GameTime park and playground equipment in North Carolina, South Carolina, Virginia, West Virginia, Arkansas, Kansas, Missouri, Illinois, Oklahoma, Texas, Tennessee, Iowa, Nebraska, North Dakota, South Dakota, Delaware, Maryland, and DC.

The following pages will provide greater detail about our proposal(s), more information on Cunningham Recreation and GameTime and how we can meet the goals of your project.

Please reach out with any questions or additional details. I look forward to working with you.

Sincerely,



Justin Long  
Sales Associate  
620-440-9831  
[justin@cunninghamrec.com](mailto:justin@cunninghamrec.com)



# About Cunningham Recreation and GameTime



Since 1929, GameTime has been a pioneer in the commercial playground equipment industry. GameTime has continued to bring meaningful research around the importance of play to the design, engineering, manufacture, and delivery of play equipment. GameTime Play Equipment's work has elevated industry standards on safety, physical and mental development, inclusion, and intergenerational interaction.

GameTime play systems, site furnishings and amenities are constructed from the highest quality materials and are backed by the industry's best warranty and customer service. Equipment is manufactured to meet current ASTM, CPSC and ADA guidelines for playground safety and accessibility.

For almost 60 years, Cunningham Recreation has been providing commercial park and playground equipment from design to construction. We are proud to serve as GameTime Play Equipment's exclusive representative in North Carolina, South Carolina, Virginia, West Virginia, Arkansas, Kansas, Missouri, Illinois, Oklahoma, Tennessee, Texas, Iowa, Nebraska, North Dakota, South Dakota, Delaware, Maryland, and DC.

Cunningham Recreation has adequate coverage in each territory to ensure our customers receive professional assistance and excellent customer service.

## Range of Installation and Services

GameTime holds an ISO 9001 certification, which validates our high-quality manufacturing standards and our commitment to excellence in the design, production, installation, inspection and testing of our products. Our ISO 14001 certification supports our dedication to environmental sustainability and our commitment to eliminating waste, implementing recycling practices in our manufacturing facility, and offering recycled and recyclable products to our customers.

Cunningham Recreation specializes in complete park and playground solutions. We offer a full range of commercial park and play equipment for children of all ages and all abilities, and we have completed thousands of installations.

Cunningham Recreation offers a variety of resources and design approaches for planning and maintaining parks and playgrounds.



Both Cunningham Recreation and GameTime are considered leaders in the playground industry. Why not partner with a leader? Our research, design principles, innovative products and available resources are at your disposal.



## SIGNATURE PROJECTS



### Ruby Grant Park – Norman, OK

This large fully inclusive playground with poured-in-place rubber blends perfectly in this 144 acre park in Norman, OK. It includes two GameTime play structures, freestanding zip tracks, inclusive whirl, hopscotch, music and adult outdoor fitness for a one of a kind multi-generational playground. Shaded benches, site furnishings and an area of respite for added guest comfort. A fun and engaging playground for all ages and abilities.

Total Cost: \$585,000

### Olivia's Playground – Salina, KS

This large river themed GameTime inclusive playground with custom poured-in-place rubber surfacing blends perfectly in this 10 acre park in downtown Salina, KS. It includes two play structures, zip tracks, inclusive swings, an interactive Lappset Yalp Sona dance and play arch, and features nets for a great climbing experience. Shaded benches and site furnishings for added guest comfort. A fun and engaging playground and outdoor fitness equipment area for all ages and abilities.

Total Cost: \$805,000



### Thank You First Responders Park – Sapulpa, OK

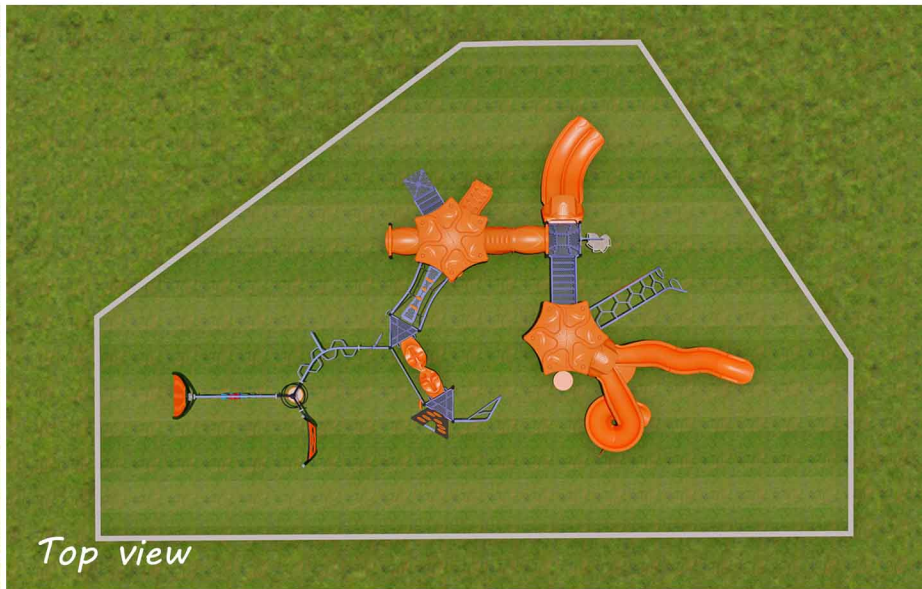
This inclusive playground features 6,800 sq. ft. of custom colored poured-in-place rubber safety surfacing, shade, various sensory rich play areas including outdoor musical, two large fully accessible ramped play structures and freestanding play components. These items include adaptive swings, GT Expression Swings, inclusive whirl, and a Lappset Yalp Sona interactive play and dance arch. The park also includes a Thrive 250, outdoor fitness area.

Total Cost: \$600,000



# Edith Scheurerman Elementary Garden City, KS

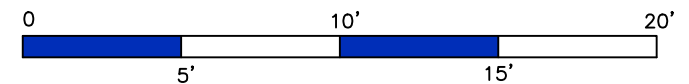
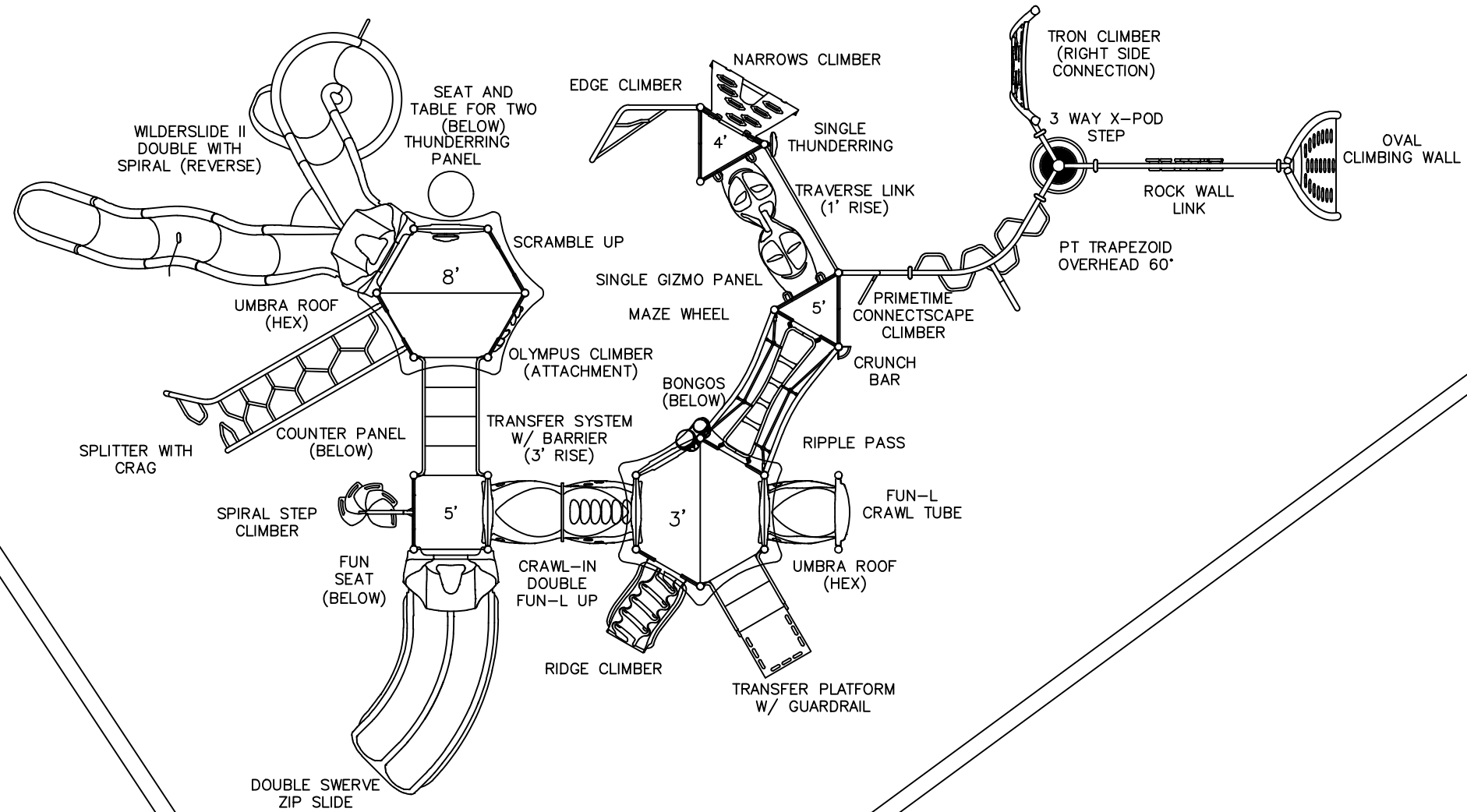
Design • Build • PLAY!



- Color Palette:
- Accent/Arch: Periwinkle
  - Accent/Arch 2 :Periwinkle
  - Basic: Black
  - Basic 2: Black
  - Cabling: Black
  - Climber Nets: Black
  - Deck: Blue
  - HDPE: Orange
  - 2 Color HDPE: Orange/White
  - Roto Plastic: Orange
  - Roto Plastic 2: Orange
  - RockScape Rock: Deep Granite
  - Tube: Orange

70'-6"

46'-6"



A PLAYCORE Company  
 150 PlayCore Drive SE  
 Fort Payne, AL 35967  
 www.gametime.com



Garden City USD #457  
 Edith Scheuerman Elementary  
 Garden City, KS  
 Representative  
 Cunningham Recreation

This play equipment is recommended for children ages 5-12

Minimum Area Required:  
 Scale: nts  
 This drawing can be scaled only when in an 11" x 17" format

**IMPORTANT:** Soft resilient surfacing should be placed in the use zones of all equipment, as specified for each type of equipment, and at depths to meet the critical fall heights as specified by the U.S. consumer Product Safety Commission, ASTM standard F 1487 and Canadian Standard CAN/CSA-Z-614

Drawn By:  
 12-2-24  
 Date:  
 Edith Scheruerman  
 Drawing Name:  
 Edith Scheuerman



GameTime c/o Cunningham Recreation  
 PO Box 240981  
 Charlotte, NC 28224  
 800.438.2780  
 704.525.7356 FAX

12/09/2024  
 Quote #  
 173094-01-01

## Edith Scheuerman Elementary

Garden City USD #457  
 Attn: Brandon Anderson  
 1205 Fleming  
 Garden City, KS 67846  
 United States  
 Phone: 940-521-2301  
 banderson@gckschools.com

Ship to Zip 67846

Quantity	Part #	Description	Unit Price	Amount
1	RDU	GameTime - PrimeTime Modular Unit (per attached drawings) [Accent: _____] [Arch: _____] [Basic: _____] [HDPE: _____] [Deck:Pvc: _____] [RotoPlastic: _____] [Tube: _____] [Roof: _____] [Roof2: _____] [HDPE2: _____] [Handgrip: _____]	\$117,681.59	\$117,681.59
		(1) 19332 -- Spiral Step Climber 5' & 5'6"		
		(1) 4959 -- Maze Wheel		
		(2) 12024 -- 3 1/2" Uprt Ass'Y Alum 9'		
		(2) 12025 -- 3 1/2" Uprt Ass'Y Alum 10'		
		(4) 12026 -- 3 1/2" Uprt Ass'Y Alum 11'		
		(3) 12027 -- 3 1/2" Uprt Ass'Y Alum 12'		
		(1) 12068 -- 3 1/2"Uprt Ass'Y Alum 13'		
		(6) 12077 -- 3 1/2" Uprt Ass'Y Alum 15'		
		(1) 12215 -- Crunch Bar Prime Time		
		(1) 12421 -- Counter Panel		
		(1) 18200 -- 36" Sq Punched Deck P/T 1.3125		
		(2) 18201 -- 36" Tri Punched Deck P/T		
		(1) 18679 -- Bongos		
		(1) 18692 -- Single Thunder Ring		
		(1) 18705 -- Seat And Table For Two 36"		
		(1) 18766 -- Fun Seat 36"		
		(6) 18833 -- Umbra Roof Extensiom 3'		
		(1) 19002 -- Single Gizmo Panel		
		(1) 19007 -- Transfer System W/Barrier (3' Rise)		
		(1) 19104 -- Ridge Climber		
		(1) 19244 -- Thundering Panel		
		(1) 19257 -- Scramble Up (7'6" & 8')		
		(1) 19285 -- Transfer Platform W/ Guardrail 3'		
		(2) 19289 -- Two Piece Hex Deck		



GameTime c/o Cunningham Recreation  
 PO Box 240981  
 Charlotte, NC 28224  
 800.438.2780  
 704.525.7356 FAX

12/09/2024  
 Quote #  
 173094-01-01

## Edith Scheuerman Elementary

Quantity	Part #	Description	Unit Price	Amount
		(1) 19386 -- Left Curve Section Wilderslide li		
		(2) 19387 -- Right Curve Section Wilderslide li		
		(1) 19391 -- Support Wilderslide li		
		(1) 19416 -- Crawl-In Double Fun-L Up		
		(1) 19419 -- Fun-L Crawl Tube (Attach)		
		(1) 19424 -- Long Exit ( Use On 7' & 8' Slides)		
		(1) 19438 -- Dbl w/Spiral Wilderslide II Rev		
		(1) 19467 -- Olympus Climber - 7'0 thru 8'0 attac		
		(1) 19747 -- Traverse Climber Link (1' rise)		
		(2) 19758 -- Umbra Hex roof		
		(12) 19762 -- Umbra Roof Plug		
		(1) 19786 -- Edge Climber Attachment 2'0/5'0		
		(1) 19790 -- Dbl Swerve Zip 4'-6"/5'		
		(1) 19806 -- Splitter 8'		
		(1) 19807 -- Ripple Pass		
		(1) 19949 -- Narrows Climber (3'-4'6")		
		(1) 26058 -- 3 Way X-Pod Step		
		(1) 26068 -- Oval Climbing Wall Attachment		
		(5) 26094 -- Triangular Shroud		
		(1) 26099 -- Rock Wall Link		
		(1) 26161 -- 5'-0" Connectscape Climber		
		(1) 27069 -- Tron Climber Right		
		(1) 27078 -- Trapezoid Overhead Ladder 60 Deg PT		
		(6) G12077 -- 3 1/2" Uprt Ass'Y Galv 15'		
		(1) 178749 -- Owner's Kit		
1	INSTALL	MISC - Installation of Above Equipment	\$34,100.00	\$34,100.00
2430	TURF	GT-Impax - Synthetic Turf Surfacing (Includes 4" Compacted Stone Sub-Base)	\$21.80	\$52,974.00
2430	INSTALL	MISC - Excavation of Area	\$1.06	\$2,575.80
1	INSTALL	MISC - Provide Drainage of Area	\$3,250.00	\$3,250.00
200	INSTALL	MISC - Provide & Install Concrete Curb Border	\$43.75	\$8,750.00



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12/09/2024  
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 173094-01-01

## Edith Scheuerman Elementary

Quantity	Part #	Description	Unit Price	Amount
1	2024 GT- Grant	MISC - 2024 Matching Funds Grant- <b>Grant Rules and Limitations:</b> To qualify for up to 100% matching grant, list price of the qualifying playground system must exceed \$75,000, and payment in full must accompany your order. For play systems with a list price of less than \$75,000 and greater than \$25,000 with payment in full, GameTime playground grants are available with matching funds up to 80%. For play systems that exceed \$25,000, and purchased with credit terms, matching funds are available up to 65%. Matching funds are subject to rounding rules and may vary based on qualified purchase. No other offer, discount, or special programs can be used with this grant program. This special matching fund offer applies to PowerScape®, PrimeTime®, Xscape®, and Modern City® systems only. Up to 50% matching funds for select outdoor fitness equipment, including THRIVE®, Challenge Course, KidCourse, and The Stadium®. VistaRope®, freestanding net structures, TuffForms, Landmark Design, GTSymphony freestanding, other freestanding play products, and Play On! non-system events are not eligible for funding. <b>All applications must be received and validated by the project administrator by October 18, 2024.</b> GameTime reserves the right to decline any application for a GameTime grant. <b>GameTime will accept grant orders until October 25, 2024,</b> or until all eligible funds are disbursed, whichever comes first. <b>Customer must be able to receive order by December 31, 2024, subject to transportation availability.</b> GameTime reserves the right to terminate this offer at any time without notice. GameTime playground grants can only be applied to additional GameTime purchases and only in conjunction with the original purchase. Standard policies and warranties as listed in the 2024 GameTime Playground Design Guide apply. Freight and applicable sales tax are extra and not included. Other terms and restrictions may apply. Contact your local GameTime representative for complete details.		
Contract: OMNIA #2017001134			<b>Sub Total</b>	\$219,331.39
			<b>Discount</b>	(\$58,840.88)
			<b>Freight</b>	\$4,450.58
			<b>Total</b>	<b>\$164,941.09</b>

**Comments**

**\*SITE MUST BE LEVEL AND FREE OF OBSTRUCTIONS.**

**\*PRICE IS PER 2024 MATCHING GRANT PROGRAM AND IS VALID UNTIL 12/27/24. A CHECK FOR \$63,291.29 MUST BE RECEIVED AT THEM TIME OF ORDER**



GameTime c/o Cunningham Recreation  
PO Box 240981  
Charlotte, NC 28224  
800.438.2780  
704.525.7356 FAX

12/09/2024  
Quote #  
173094-01-01

## Edith Scheuerman Elementary

### GAMETIME - TERMS & CONDITIONS:

- **PRICING:** Due to fluctuating economic conditions, pricing is valid for 30 days and is subject to change. Please request updated pricing if your quote is older than 30 days before making a purchase.
- **TERMS OF SALE:** For equipment & material purchases, Net 30 days from date of invoice for governmental agencies and those with approved credit. All others, full payment for equipment, taxes and freight up front. Balance for services & materials due upon completion or as otherwise negotiated upon credit application review. Pre-payment may be required for equipment orders totaling less than \$5,000. Payment by VISA, MasterCard, or AMEX is accepted (**If you elect to pay by credit card, GameTime charges a 2.50% processing fee that is assessed on the amount of your payment. This fee is shown as a separate line item and included in the total amount charged to your credit card. You have the option to pay by check, ACH or Wire without any additional fees.**). Checks should be made payable to Playcore Wisconsin, Inc. dba GameTime unless otherwise directed. **Any order exceeding \$300,000 will require progress payments during the course of completion.**
- **CREDIT APPLICATION:** Required for all non-governmental agencies and those entities who have not purchased from GameTime within the previous twelve calendar months.
- **FINANCE CHARGE:** A 1.5% monthly finance charge (or maximum permitted by law) will be added to all invoices over 30 days past due.
- **CASH WITH ORDER DISCOUNT:** Orders for GameTime equipment paid in full at time of order via check or electronic funds transfer (EFT) are eligible for a 3% cash-with-order (CWO) discount. Consult local sales representative for CWO terms.
- **ORDERS:** All orders shall be in writing by purchase order, signed quotation or similar documentation. Purchase orders must be made out to Playcore Wisconsin, Inc. dba GameTime.
- **FREIGHT CHARGES:** Shipments shall be F.O.B. destination. Freight charges prepaid and added separately.
- **SHIPMENT: Standard Lead time is 6-8 weeks (some items may take longer)** after receipt and acceptance of purchase order, credit application, color selections and approved drawings or submittals.
- **PACKAGING:** All goods shall be packaged in accordance with acceptable commercial practices and marked to preclude confusion during unloading and handling.
- **RECEIPT OF GOODS:** Customer shall coordinate, receive, unload, inspect and provide written acceptance of shipment. Any damage to packaging or equipment must be noted when signing delivery ticket. If damages are noted, receiver must submit a claim to Cunningham Recreation within 15 Days. Receiver is also responsible for taking inventory of the shipment and reporting any concealed damage or discrepancy in quantities received within 60 days of receipt.
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- **GENERAL INSTALLATION NOTES:** Installation will be performed according to the manufacturer's specifications by a GameTime-certified installer. A one-year warranty on all labor is provided from the date of completion. Product warranty and service claims may not include labor.



GameTime c/o Cunningham Recreation  
PO Box 240981  
Charlotte, NC 28224  
800.438.2780  
704.525.7356 FAX

12/09/2024  
Quote #  
173094-01-01

## Edith Scheuerman Elementary

### ACCEPTANCE OF QUOTATION:

Acceptance of this proposal indicates your agreement to the terms and conditions stated herein.

Accepted By (printed): \_\_\_\_\_ Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

P.O. Number: \_\_\_\_\_ Date: \_\_\_\_\_

Purchase Amount: **\$164,941.09**

SALES TAX EXEMPTION CERTIFICATE #: \_\_\_\_\_

(PLEASE PROVIDE A COPY OF CERTIFICATE)

\_\_\_\_\_  
Salesperson's Signature

\_\_\_\_\_  
Customer Signature

### BILLING INFORMATION:

Bill to: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

City, State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

### SHIPPING INFORMATION:

Ship to: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

City, State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

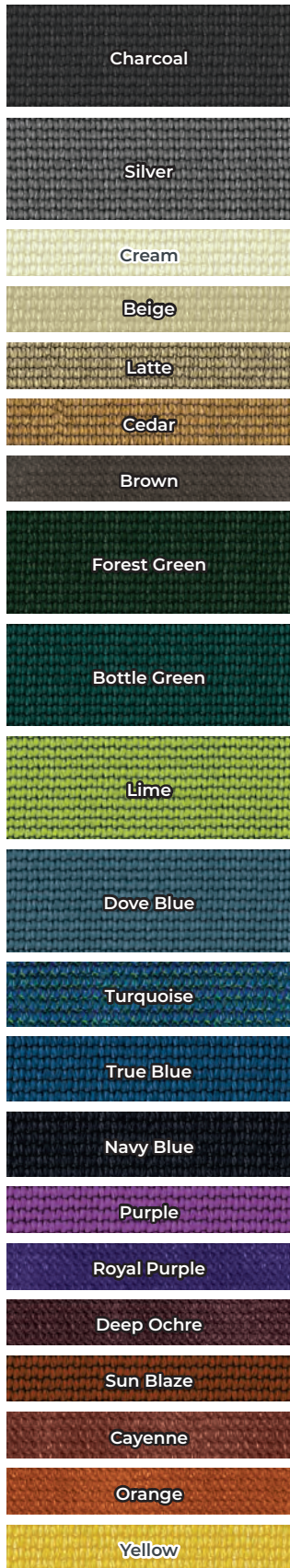
# MATERIAL COLOR OPTIONS

METAL	PLASTIC	HDPE	2 COLOR HDPE
Black	Champagne	Black	Black/White
Starlight Black		Dolphin Gray	Gray/Black
Metallic	Beige		White/Black
White		Brown	Beige/Green
Vanilla	Green		Brown/White
Champagne		Chartreuse	Green/White
Beige	Spring Green		Spring Green/White
Brown		Azure	Azure/White
Bronze	Sky Blue		Sky Blue/White
Dark Green		Blue	Blue/White
Green	Periwinkle		Purple/White
Sage		Royal Purple	Burgundy/White
Ice Butter	Burgundy		Red/White
Ice Mint		Red	Orange/White
Chartreuse	Orange		Yellow/Black
Spring Green		Yellow	
Ocean			
Azure			
Sea Mist			
Sky Blue			
Blue			
Periwinkle			
Royal Purple			
Burgundy			
Red			
Orange			
Butterscotch			
Yellow			

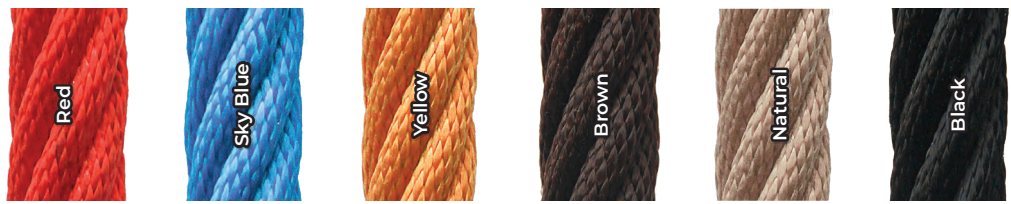
Actual colors may differ from the images represented here. Contact your local GameTime representative for sample materials.

# MATERIAL COLOR OPTIONS

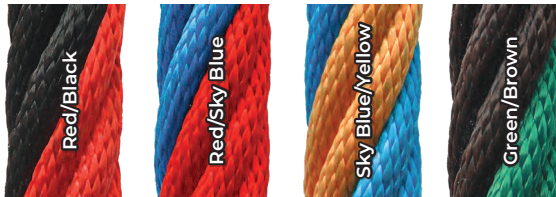
## SHADE FABRIC



## VISTAROPÉ™ STANDARD

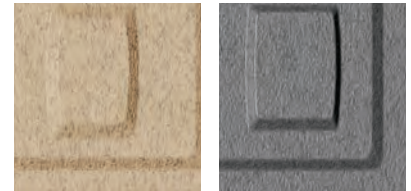


## VISTAROPÉ™ CUSTOM



\*Colors for VistaRope products only. All standard GameTime ropes are black.

## SPECIAL ROCK



Sandstone

Deep Granite

## WALLCANO® HANDHOLDS



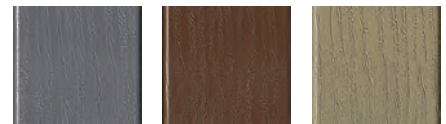
Red

Green

Blue

Beige

## SITE RECYCLED PLASTIC LUMBER

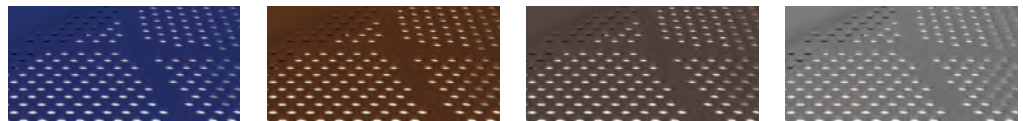


Gray

Tudor

Sand

## DECKS



Blue

Brown

NEW! Chocolate

Gray



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12/23/2024  
 Quote #  
 173094-01-02

## Edith Scheuerman Elementary (Revised)

Garden City USD #457  
 Attn: Brandon Anderson  
 1205 Fleming  
 Garden City, KS 67846  
 United States  
 Phone: 940-521-2301  
 banderson@gckschools.com

Ship to Zip 67846

Quantity	Part #	Description	Unit Price	Amount
1	RDU	GameTime - PrimeTime Modular Unit (per attached drawings) [Accent: _____] [Arch: _____] [Basic: _____] [HDPE: _____] [Deck:Pvc: _____] [RotoPlastic: _____] [Tube: _____] [Roof: _____] [Roof2: _____] [HDPE2: _____] [Handgrip: _____]	\$117,681.59	\$117,681.59
		(1) 19332 -- Spiral Step Climber 5' & 5'6"		
		(1) 4959 -- Maze Wheel		
		(2) 12024 -- 3 1/2" Uprt Ass'Y Alum 9'		
		(2) 12025 -- 3 1/2" Uprt Ass'Y Alum 10'		
		(4) 12026 -- 3 1/2" Uprt Ass'Y Alum 11'		
		(3) 12027 -- 3 1/2" Uprt Ass'Y Alum 12'		
		(1) 12068 -- 3 1/2"Uprt Ass'Y Alum 13'		
		(6) 12077 -- 3 1/2" Uprt Ass'Y Alum 15'		
		(1) 12215 -- Crunch Bar Prime Time		
		(1) 12421 -- Counter Panel		
		(1) 18200 -- 36" Sq Punched Deck P/T 1.3125		
		(2) 18201 -- 36" Tri Punched Deck P/T		
		(1) 18679 -- Bongos		
		(1) 18692 -- Single Thunder Ring		
		(1) 18705 -- Seat And Table For Two 36"		
		(1) 18766 -- Fun Seat 36"		
		(6) 18833 -- Umbra Roof Extension 3'		
		(1) 19002 -- Single Gizmo Panel		
		(1) 19007 -- Transfer System W/Barrier (3' Rise)		
		(1) 19104 -- Ridge Climber		
		(1) 19244 -- Thunderring Panel		
		(1) 19257 -- Scramble Up (7'6" & 8')		
		(1) 19285 -- Transfer Platform W/ Guardrail 3'		
		(2) 19289 -- Two Piece Hex Deck		



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## Edith Scheuerman Elementary (Revised)

Quantity	Part #	Description	Unit Price	Amount
		(1) 19386 -- Left Curve Section Wilderslide li		
		(2) 19387 -- Right Curve Section Wilderslide li		
		(1) 19391 -- Support Wilderslide li		
		(1) 19416 -- Crawl-In Double Fun-L Up		
		(1) 19419 -- Fun-L Crawl Tube (Attach)		
		(1) 19424 -- Long Exit ( Use On 7' & 8' Slides)		
		(1) 19438 -- Dbl w/Spiral Wilderslide II Rev		
		(1) 19467 -- Olympus Climber - 7'0 thru 8'0 attac		
		(1) 19747 -- Traverse Climber Link (1' rise)		
		(2) 19758 -- Umbra Hex roof		
		(12) 19762 -- Umbra Roof Plug		
		(1) 19786 -- Edge Climber Attachment 2'0/5'0		
		(1) 19790 -- Dbl Swerve Zip 4'-6"/5'		
		(1) 19806 -- Splitter 8'		
		(1) 19807 -- Ripple Pass		
		(1) 19949 -- Narrows Climber (3'-4'6")		
		(1) 26058 -- 3 Way X-Pod Step		
		(1) 26068 -- Oval Climbing Wall Attachment		
		(5) 26094 -- Triangular Shroud		
		(1) 26099 -- Rock Wall Link		
		(1) 26161 -- 5'-0" Connectscape Climber		
		(1) 27069 -- Tron Climber Right		
		(1) 27078 -- Trapezoid Overhead Ladder 60 Deg PT		
		(6) G12077 -- 3 1/2" Uprt Ass'Y Galv 15'		
		(1) 178749 -- Owner's Kit		
1	INSTALL	MISC - Installation of Above Equipment	\$34,100.00	\$34,100.00
2430	TURF	GT-Impax - Synthetic Turf Surfacing (Includes 4" Compacted Stone Sub-Base)	\$21.80	\$52,974.00
2430	INSTALL	MISC - Excavation of Area	\$1.06	\$2,575.80
1	INSTALL	MISC - Provide Drainage of Area	\$3,250.00	\$3,250.00
200	INSTALL	MISC - Provide & Install Concrete Curb Border	\$43.75	\$8,750.00
Contract: OMNIA #2017001134			<b>Sub Total</b>	\$219,331.39
			<b>Discount</b>	(\$58,840.88)
			<b>Freight</b>	\$4,450.58
			<b>Total</b>	<b>\$164,941.09</b>

**Comments**

**\*SITE MUST BE LEVEL AND FREE OF OBSTRUCTIONS.**



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## Edith Scheuerman Elementary (Revised)

### GAMETIME - TERMS & CONDITIONS:

- **PRICING:** Due to fluctuating economic conditions, pricing is valid for 30 days and is subject to change. Please request updated pricing if your quote is older than 30 days before making a purchase.
- **TERMS OF SALE:** For equipment & material purchases, Net 30 days from date of invoice for governmental agencies and those with approved credit. All others, full payment for equipment, taxes and freight up front. Balance for services & materials due upon completion or as otherwise negotiated upon credit application review. Pre-payment may be required for equipment orders totaling less than \$5,000. Payment by VISA, MasterCard, or AMEX is accepted (**If you elect to pay by credit card, GameTime charges a 2.50% processing fee that is assessed on the amount of your payment. This fee is shown as a separate line item and included in the total amount charged to your credit card. You have the option to pay by check, ACH or Wire without any additional fees.**). Checks should be made payable to Playcore Wisconsin, Inc. dba GameTime unless otherwise directed. **Any order exceeding \$300,000 will require progress payments during the course of completion.**
- **CREDIT APPLICATION:** Required for all non-governmental agencies and those entities who have not purchased from GameTime within the previous twelve calendar months.
- **FINANCE CHARGE:** A 1.5% monthly finance charge (or maximum permitted by law) will be added to all invoices over 30 days past due.
- **CASH WITH ORDER DISCOUNT:** Orders for GameTime equipment paid in full at time of order via check or electronic funds transfer (EFT) are eligible for a 3% cash-with-order (CWO) discount. Consult local sales representative for CWO terms.
- **ORDERS:** All orders shall be in writing by purchase order, signed quotation or similar documentation. Purchase orders must be made out to Playcore Wisconsin, Inc. dba GameTime.
- **FREIGHT CHARGES:** Shipments shall be F.O.B. destination. Freight charges prepaid and added separately.
- **SHIPMENT: Standard Lead time is 6-8 weeks (some items may take longer)** after receipt and acceptance of purchase order, credit application, color selections and approved drawings or submittals.
- **PACKAGING:** All goods shall be packaged in accordance with acceptable commercial practices and marked to preclude confusion during unloading and handling.
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12/23/2024  
Quote #  
173094-01-02

## Edith Scheuerman Elementary (Revised)

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Accepted By (printed): \_\_\_\_\_ Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

P.O. Number: \_\_\_\_\_ Date: \_\_\_\_\_

Purchase Amount: **\$164,941.09**

SALES TAX EXEMPTION CERTIFICATE #: \_\_\_\_\_

(PLEASE PROVIDE A COPY OF CERTIFICATE)

\_\_\_\_\_  
Salesperson's Signature

\_\_\_\_\_  
Customer Signature

### BILLING INFORMATION:

Bill to: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

City, State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

### SHIPPING INFORMATION:

Ship to: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

City, State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

## 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  
H  
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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
			<b>QUOTE TOTAL</b>	<b>73316.25</b>

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:** 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 Meets NFPA Requirements: 0 to 49C/32 -120F: 93% $\hat{A}$ ± 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](mailto:danec@daviselectricinc.com)

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Brandon Anderson, Director of Plant Facilities  
**DATE:** 1/02/2025  
**RE:** **Consider and Act on project proposal from GMCN to move forward with design and bidding of HVAC upgrades to Horace Good Middle School Locker Room Area.**

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### **ISSUE & BACKGROUND:**

Within our capital budget we have funds allocated to reconfigure and make these upgrades as needed. This system has become a higher priority over the last few years.

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

### **ALTERNATIVES:**

### **RECOMMENDATION:**

Accept proposal to move forward with design and bidding the HVAC upgrades for Horace Good Middle School Locker Room area with a current ballpark budget of \$988,000.

### **FISCAL NOTE:**

We only have \$803,125 budgeted in current LRF plan but with dialing back improvements at Plymell on their HVAC we would make up the difference and complete the needed work at Horace Good Middle School. This project would be bid and brought back to the board at a later date.

### **ATTACHMENTS:**

Proposal from GMCN

December 30, 2024

## Proposal

Brandon Anderson  
Director of Plant Facilities  
Garden City Schools - USD 457  
Garden City, KS 67846

Dear Brandon,

RE: HVAC Upgrades to Horace Good Middle School Locker Room Area

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

GMCN Hired ICE, Tatro and Wallace Electric to create scope of work and provide budget numbers for their appropriate scopes of the project. See attached scope of work from Integrated Consulting Engineers dated December 3, 2024. GMCN is budgeting all architectural aspects of this work such as roof cuts, new structure, roof repair and flashing, new ceilings, and closing of no longer needed roof openings.

### Project Budget

Architectural: \$115,000  
Mechanical: \$600,000  
Electrical: \$145,000

Sub-Total: \$860,000  
5% Contingency: \$ 43,000  
Design Fees: \$ 85,000

**Project Total: \$988,000**

### Notes:

1. Project is budgeted with heat only in athletic offices and training room. If Air conditioning is desired an addition of \$4,000 per room will be added for a ¾ ton hyper heat mini split. There are two offices and one training room. Total if A/C is desired is \$12,000.
2. Project is budgeted to abandon boilers in place. If owner wants boilers removed a cost of \$15,000 will be added to project.
3. Project is budgeted to remove AHU-3 (Air Handler that feeds current spaces in mezzanine above practice gym) If owner wants to abandon unit in place a deduct cost of \$10,000 will be reduced from the project.

### 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:

- All Architectural, Structural, Mechanical and Electrical Bidding Documents
- Specifications
- Pre-Bid Meetings

▪ Power in Design ▪

- Bidding
- Construction Administration

**Fee**

The fee for the Architect Services stated above will be a fixed fee of **\$85,000.00** 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 Architect	\$130 / hr
Senior Project Architect	\$120
Project Manager	\$95
Staff Architect	\$95
Interior Designer	\$80
Clerical	\$35

**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 Garden City, 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. Design 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.

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

Sincerely,

**GMCN ARCHITECTS**

Owner: **USD #457 Garden City Schools**

Architect: **GMCN Architects, Inc.**

\_\_\_\_\_  
*Signature*

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

*Nick Nemechek*  
\_\_\_\_\_

*Signature*

Print Name: Nick Nemechek

Print Title: President

Date: 12/30/2024

## U.S.D. #457 – Horace Good Phase II

December 3, 2024

### PRELIMINARY SCOPE OF WORK:

NOTE: Refer to plans included as a part of this package for additional notes and comments. Sheet numbers utilized below reference these plans.

### GENERAL:

1. Replace all pneumatic controls in areas of work.
2. Remove all ductwork, VAV boxes, associated supports, etc. in areas of work. Where ductwork is not able to be removed due to inaccessible ceilings, etc. it shall be abandoned in place.
3. Fire-caulk all corridor penetrations, close all Fire Dampers not re-used as a part of the completed project.
4. All new systems shall be connected to existing building control system. Graphics and available points to monitor, trends, etc. shall be similar to that provided on similar equipment installed at facility.
5. Remove all hydronic piping and associated supports not re-used as a part of the completed project back to boiler room. This includes all piping serving existing boxes, baseboard, etc. Where piping is not able to be removed due to inaccessible ceilings, etc. it shall be abandoned in place.
6. Remove AHU on mezzanine in its entirety – this shall be budgeted as a separate line item.
7. Remove all equipment, piping, pumps, supports, etc. that are not re-used as a part of the completed project in the boiler room. The boiler may be abandoned in place after removal of piping, flues, etc.
8. Provide and install new gas piping on roof to feed and support all new equipment.
9. Structural support will be required for all new roof mounted equipment.

### SHEET M3.2 (February 17, 1992):

1. RTU-6 serving rooms 109 and 110 shall be removed. Install two (2) new approximately 3-ton single zone VAV rooftop units to serve each room individually. Modify and re-use existing ductwork as possible.
2. Remove existing two (2) VAV units serving wrestling room E141 and associated ductwork to a point 1'-0" inside wrestling room. Remove return ductwork serving return grilles in East wall of wrestling room E141 – return grilles shall remain and fire/smoke dampers shall be closed. Provide and install new 12.5-ton rooftop unit and reconnect to

existing 47x12 supply ductwork serving space. Provide new return elbow (minimum 6'-0") with top opening to serve space.

3. Corridors and Commons area, including concession stand and restrooms: Provide new approximately 7.5-ton rooftop. Remove existing VAV unit serving common area. Modify and re-use existing ductwork as possible, adding new to serve restrooms.

SHEET M3 (August, 1980):

1. Computer Lab / Classroom: Provide and install new approximately 5-ton single-zone VAV rooftop unit and modify existing ductwork to serve this space. Remove existing cooling only unit and all associated ductwork, etc. in its entirety.
2. Varsity Locker Room: Install new approximately 10-ton rooftop unit. Re-use existing ductwork. Modify and install new ductwork to serve office grille as indicated on plan sheet.
  - a. Weight Room: Note: This plan does not accurately reflect this space – refer to reference floor plan for additional information. Install new approximately 7.5-ton single zone VAV rooftop unit and reconnect to existing ductwork.
3. Training Room: Provide and install four (4) infra-red ceiling heaters of 750-1,000 watts each, or approximately 4,000 watts of electric heat in the form of baseboard or wall heaters. **3-ton hyperheat mini-split.**
4. NW Locker Room: Install new approximately 4-ton rooftop unit and reconnect to existing ductwork.
5. NE Locker Room: Install new approximately 4-ton rooftop unit and reconnect to existing ductwork.
6. NW/NE Locker Room Offices: Install one (1) ceiling mount infra-red heater per office (two places). Option to provide baseboard electric heat if installation is simplified. **3/4-ton mini-split**

SHEET M-3 (Nov. 9, 1961):

1. Boys & Girls Locker Rooms (under the bleachers): Intent is to install electric baseboard heat in areas/locations currently served by hydronic fin-tube. First choice is to remove existing radiation "shrouds"/covers, remove hydronic fin-tube, install new electric heater (approximately 300 watts/ft.) and re-install existing "shroud"/cover. Second choice would be to remove existing and replace with new "kid-proof" electric baseboard heater(s). The first choice is to be provided if UL listing of new electric heater can be maintained.