



## >>> DISTRICT PROFILE <<<



SHAWNEE MISSION  
SCHOOL DISTRICT



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# SCHOOL DISTRICT OVERVIEW

## History

The inception of Shawnee Mission is closely associated with three early trails that led through the heart of Johnson County; the Santa Fe Trail, the Oregon Trail and the California Road.

Linwood School District #1, located at 99th Street and Mission Road, was built in 1833 and is believed to be the oldest public school district in Kansas. The district numbers were assigned by the county.

The Shawnee Mission High School District #6 was organized in 1921 to provide secondary school facilities for fourteen school districts in the Shawnee and Mission Townships. The district's name was taken because the high school would serve both townships. On September 12, 1922, the first high school housing grades 9-12, Shawnee Mission Rural High School, opened with an enrollment of 187 students. The building today is the east unit of Shawnee Mission North High School, 7401 Johnson Drive. Although some of the original construction remains, considerable renovation and construction obscure much of the original building.

In January 1969, the Kansas Legislature passed Senate Bill Number 58 “providing for the establishment of one unified school district”. Effective July 1, 1969 12 elementary school districts and the Shawnee Mission Rural High School District were unified into the present Shawnee Mission Unified School District #512.

The district serves a diverse student population from 14 cities within northeast Johnson County, Kansas, which is 10 miles from downtown Kansas City, Missouri. Covering 72 square miles, the district serves the following cities:

- Fairway
- Lake Quivira
- Leawood
- Lenexa
- Merriam
- Mission
- Mission Hills
- Mission Woods
- Overland Park
- Prairie Village
- Roeland Park
- Shawnee
- Westwood
- Westwood Hills

For nearly 50 years, the Shawnee Mission School District has been dedicated to providing outstanding educational opportunities to all students. The Shawnee Mission School District is the third largest school district in Kansas with more than 27,000 students and 4,300 employees.

The district consists of 34 elementary schools, five middle schools and five high schools. It also includes Horizons High School, an Early Childhood Education Center, and Signature Programs at the Center for Academic Achievement.

## Demographics

The Shawnee Mission School District serves approximately 27,000 students in K-12 in addition to nearly one thousand students served through Pre-K, early childhood special education, and other special education programs. From the year 2000 to around 2015, SMSD demographics were rapidly changing; more recent enrollment figures show that these changes have stabilized over the last five years. Below you will find an overview of the SMSD enrollment history.

Yearly Totals, District Headcount Enrollment (K-12)

	TOTAL	WHITE	BLACK	HISPANIC	AMER. INDIAN OR ALASKA NATIVE	ASIAN	MULTI-ETHNIC *	FREE LUNCH	REDUCED-PRICE LUNCH	SPECIAL EDUC.
1994-1995	31,999	91.4%	3.2%	2.6%	0.3%					11.0%
1999-2000	31,238	88.3%	4.3%	4.0%	0.4%			5.5%	3.4%	10.3%
2004-2005	28,958	79.8%	7.2%	7.7%	0.5%		1.7%	11.6%	4.4%	11.3%
2009-2010	27,749	69.1%	7.7%	14.2%	0.4%	3.1%	5.4%	23.1%	7.7%	9.7%
2014-2015	27,482	64.6%	9.0%	17.9%	0.3%	3.1%	5.1%	29.3%	8.1%	8.2%
2015-2016	27,655	64.1%	9.2%	18.3%	0.3%	2.9%	5.1%	29.9%	7.5%	8.2%
2016-2017	27,333	63.8%	8.9%	18.7%	0.3%	3.0%	5.4%	28.3%	7.6%	8.6%
2017-2018	27,270	63.8%	8.9%	18.7%	0.3%	2.9%	5.4%	27.0%	7.7%	9.1%
2018-2019	27,295	63.6%	8.9%	19.0%	0.3%	2.8%	5.5%	27.1%	8.0%	9.2%

Source: KSDE Data Central ([http://datacentral.ksde.org/report\\_gen.aspx](http://datacentral.ksde.org/report_gen.aspx))

## Attendance

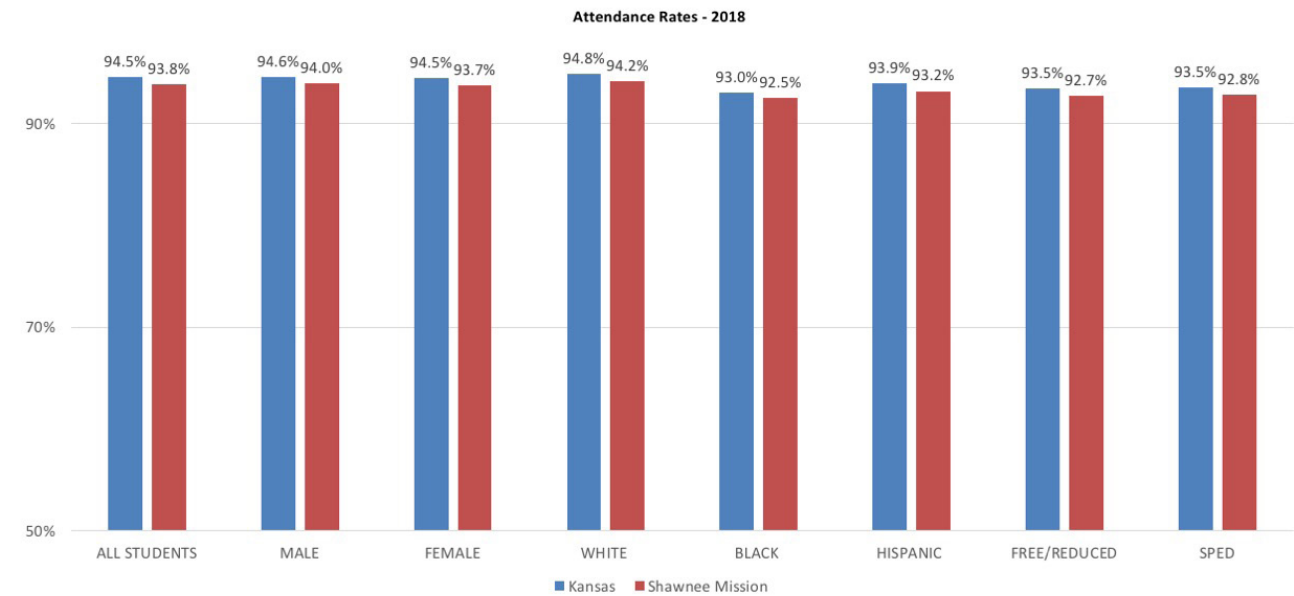
The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.

As a disclaimer, the district is currently in the process of reviewing the attendance recording process within the district's student information system (Skyward). In the past, one hour of student absence was recorded as 0.5 days of absence, which negatively impacted the district's attendance rates. Attendance rate information is available for public review and analysis from the KSDE K-12 Reports (<http://uapps.ksde.org/k12/k12.aspx>). Shawnee Mission uploads each student's days of membership and days of attendance at the close of the school year. Attendance rate is equal to the number of days attended divided by the number of days of membership.





Attendance Rates by Student Group Fall 2018



Graduation Rates

Graduation Rates by Student Group (SMSD Four-Year Cohort Rate)

Student Group	Class of ... (% Graduated and size of cohort)						
	2012	2013	2014	2015	2016	2017	2018
All	90.8% (2,154)	91.3% (2,179)	91.5% (2,107)	88.6% (1,994)	88.5% (2,049)	89.5% (2,098)	89.9% (2,089)
Hispanic	83.4% (271)	83.8% (266)	83.7% (258)	78.1% (283)	82.0% (317)	83.1% (366)	84.2% (349)
White	92.6% (1,502)	93.2% (1,535)	93.8% (1,508)	91.7% (1,376)	91.2% (1,375)	91.3% (1,385)	91.8% (1,419)
Haw/Pac. Is.	-- (2)	-- (4)	-- (4)	NA (2)	NA (2)	NA (7)	NA (5)
Black	87.0% (131)	89.0% (182)	82.9% (181)	87.3% (150)	81.3% (189)	87.0% (193)	84.5% (168)
Am. Ind.	83.3% (12)	72.7% (11)	-- (5)	NA (6)	NA (9)	NA (6)	NA (4)
Asian	88.7% (71)	93.0% (57)	96.6% (59)	92.9% (70)	95.5% (67)	96.2% (53)	93.4% (61)
Multi	90.9% (165)	87.1% (124)	91.3% (92)	75.7% (107)	84.9% (86)	92.0% (88)	88.0% (83)
Free/Reduced	80.9% (700)	83.7% (639)	82.3% (672)	76.4% (683)	77.6% (732)	80.4% (784)	79.3% (729)
SPED	86.9% (237)	87.4% (199)	82.0% (211)	81.5% (173)	80.4% (191)	76.6% (188)	83.0% (182)
ELL	76.2% (164)	82.3% (158)	81.1% (148)	76.5% (162)	80.7% (185)	83.9% (223)	79.7% (202)

Graduation Rates - Four Year Cohort

Students have until September 30 to graduate with their respective cohort group. Final graduation rate results become available after November 1. Graduation rates for the Class of 2018 are preliminary at the time these tables were updated.

Graduation Rate Trends (Four-Year Cohort Rate)

Class of ...	Kansas	District	SME	SMN	SMNW	SMS	SMW
2015	85.7	88.6	94.8	84.4	88.4	87.6	87.5
2016	86.1	88.5	96.0	84.3	90.9	89.2	82.8
2017	86.9	89.5	94.7	83.3	91.5	88.1	89.7
2018	87.5	89.9	96.0	84.1	90.4	90.2	88.0

National Merit Semifinalists

National Merit semifinalists are selected for the National Merit Program who took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), which serves as the initial screen of program entrants. Students who earn semifinalist distinction will have an opportunity to advance in the competition for National Merit Scholarship awards. These scholarships, worth about \$31 million, are offered in the spring.

- 2015-16: **24**
- 2016-17: **18**
- 2017-18: **13**

GOVERNANCE AND ORGANIZATION

School Board

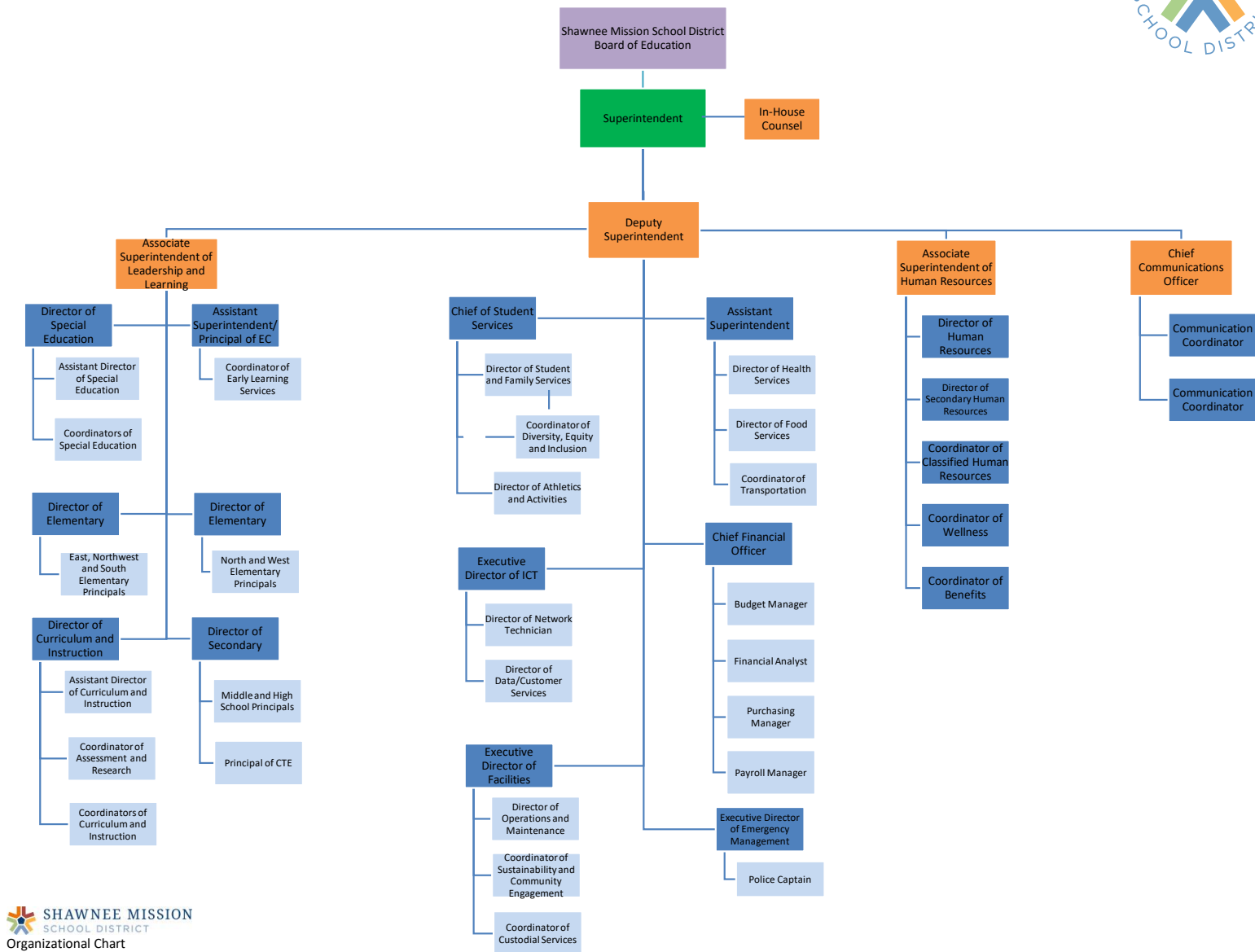
Our seven board members are elected by the Shawnee Mission voters. The board of education serves as the district’s governing body in accordance with state and federal law. One member is elected from each of the district’s five attendance areas: East, North, Northwest, South, and West. Two members are elected as At-Large representatives for the district. All members serve without pay.

Board members are responsible for policy making, adopting the budget, approving personnel curriculum, and other business matters. The board hires the superintendent and oversees the superintendent’s responsibilities and performance.

Board of education meetings are normally held at 6 p.m. on the second and fourth Monday of the month at the Center for Academic Achievement, 8200 W. 71st Street, in the board room. All regular meetings of the board are open to the public.

Board members value community input and welcome correspondence.

Administration





Teacher/Student Ratio

**Students per Section:** The Human Resources department will annually determine the ratio of “general education” students per section. This determination will be calculated by:

- Elementary - Total number of general education students K-6 divided by the total number of K-6 sections.
- Secondary - Total number of “seats” needed 7-12 divided by the total number of sections offered 7-12. This is the most accurate depiction of what our classrooms look like.

2018 - 2019 Count:

- Elementary Student Enrollment Total: 14,371
- Elementary K-6th Grade Sections offered: 687
- **Elementary Students/Section: 20.92**

2018 - 2019 Count:

- Secondary Seats Needed: 83,627
- Secondary Sections offered: 3612
- **Secondary Students/Section: 23.15**

**Teacher per student ratio:** The Human Resources Department will annually determine the ratio of all students K-12 per certified staff member K-12. This determination will be calculated by:

- Elementary - Total number of students K-6 divided by all certified staff serving that level. This will include: General Education Teachers (including Art, PE, Music, Library), Specialist Supports (including Instructional Coaches, Reading/Math/Innovation Specialists, and any Community-Funded positions), and SPED Teachers
  - Gen Ed: 816.6
  - Specialists: 83.8
  - SPED: 192.1

2018 - 2019 Count:

- Total Number of Students K-6th (Including Arrowhead Day School): 14,389
- Total FTE K-6: 1092.5
- Elementary Ratio: 13.1

- Secondary - Total number of students 7-12 divided by all certified staff serving that level. This will include: General Education Teachers, SPED Teachers (including itinerant staff), CAA/Signature Programs, Instructional Coaches.

- Gen Ed: 392 (HS) 197 (MS)
- Instructional Coach: 10
- CAA/Sig. Prog.: 16
- SPED:
- Middle: 82
- High: 40

2018 - 2019 Count:

- Total Number of Students: 7-12: 12,316
- Total Full Time Equivalency (FTE): 7-12: 737
- Secondary Ratio: 16.7

Personnel

Total Number of Employees (FT & PT)

Teachers.....	2046	Classified Support.....	495
Paraprofessionals/clerical.....	336	Administrators.....	122
Food Service.....	222	District Technology Support.....	49
Buildings and Grounds.....	251	Temp./Coaches.....	170

Percent of Total Full Time Equivalency (FTEs)

Licensed Teachers and Administration.....	59%
Support Staff.....	41%

Teachers

Average Year Experience.....	9.3
Percent with Bachelors.....	22%
Percent with Masters or Doctorate.....	78%
Student to teacher ratio (Elementary)	
Student to teacher ratio (Secondary)	

Composition of Faculty

White.....	90%
Black.....	4.6%
Hispanic.....	2.8%
Asian/Pacific Islander.....	1.7%
Native American.....	1.0%
Male.....	21.7%
Female.....	78.3%

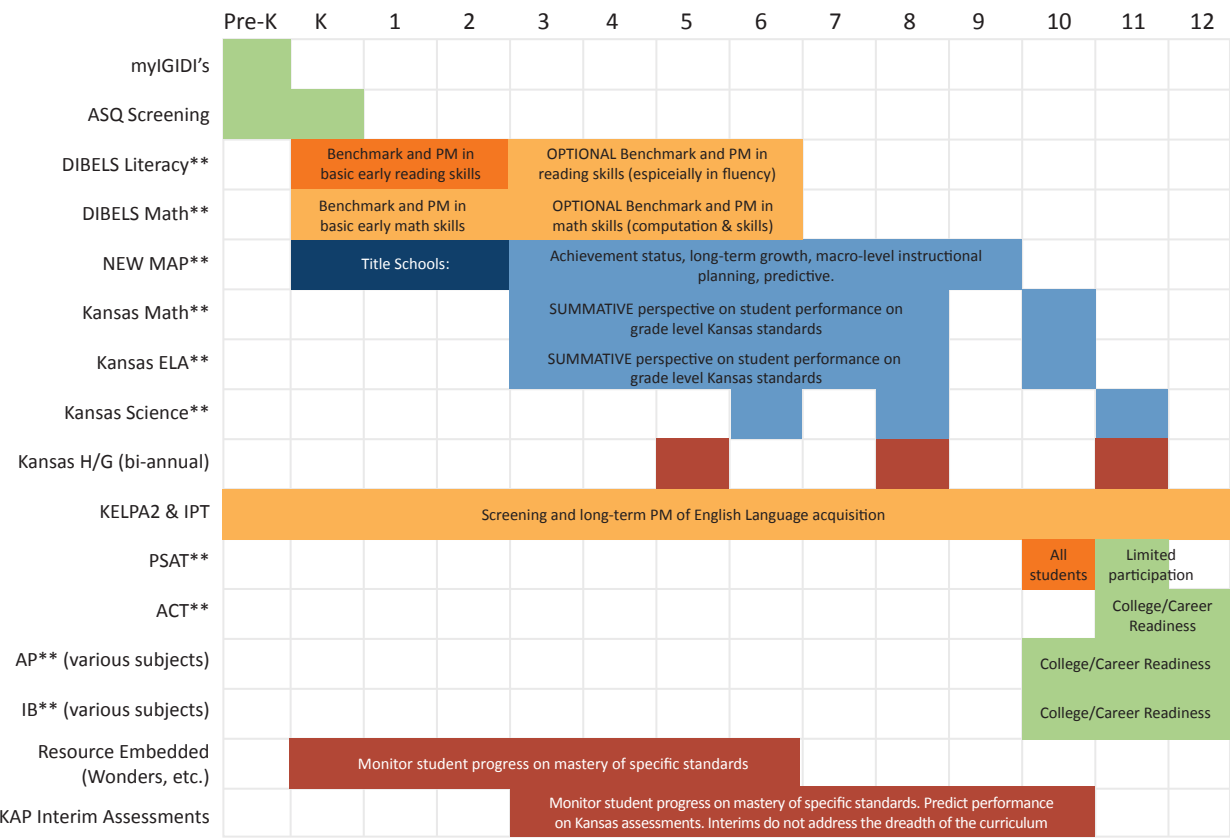


STUDENT ACHIEVEMENT DATA

Assessment

In order to effectively measure student learning and adjust instruction as needed, educators must implement a balanced assessment system that provides timely standards-based information that drives daily instruction. Some assessments are high stakes; others are high value in that data drives changes to core instruction and intervention to meet the needs of every student. ALL means ALL.

The academic testing program includes the following assessments in Shawnee Mission:



ACT

Shawnee Mission School District graduates score, on average, approximately two points higher than the state and nation on the ACT.

Table with 8 columns: Group, Class of, % Of Graduates Tested, English, Math, Reading, Science Reasoning, Composite. Rows include Shawnee Mission School District (2014-2018), Kansas (2014-2018), and Nation (2014-2018).

Advanced Placement

Each year, more than 1200 students complete more than 1900 Advanced Placement (AP) exams.

Table with 8 columns: (2018), Kansas, District, SME, SMN, SMNW, SMS, SMW. Rows include Exams, Students, % 3 or Higher, and Average.

DIBELS

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. There are two types of DIBELS assessments: DIBELS Next, which measures early reading skills, and DIBELS Math, which measures early numeracy skills. DIBELS consists of short individual subtests. Each DIBELS subtest focuses on a specific early reading or math skill.

DIBELS data appears in a few different formats. (1) Students receive a status level for each subtest as well as for their composite score indicating whether they are on track for meeting future grade level skills. At/Above Benchmark means that students are likely on grade level. Below Benchmark means that students are showing some risk of not being on grade level. Well Below Benchmark means that students are high risk of not being on grade level. (2) In addition to the performance status, DIBELS Next also provides an indicator for whether a student's growth over time is typical. This is known as the Pathways to Progress. Growth values range on a scale of 1 to 5. A value of 3 means that student growth was typical compared to students in the same grade level with a similar starting score. A value of 1 means that student growth was well below normal. A value of 5 means that student growth was well above typical compared to peers with same grade level and similar starting composite scores. DIBELS Math is a relatively new product, so Pathways to Progress is not yet available in math.

Ideally, students At/Above Benchmark need to remain at that level for the school year and show at least typical growth. Students Below and Well Below Benchmark need to show accelerated growth, meaning that their average Pathways to Progress levels need to be well above 3 and that students need to be advancing to the higher performance levels.

DIBELS Next (Literacy) Status and Growth – Grades K-6

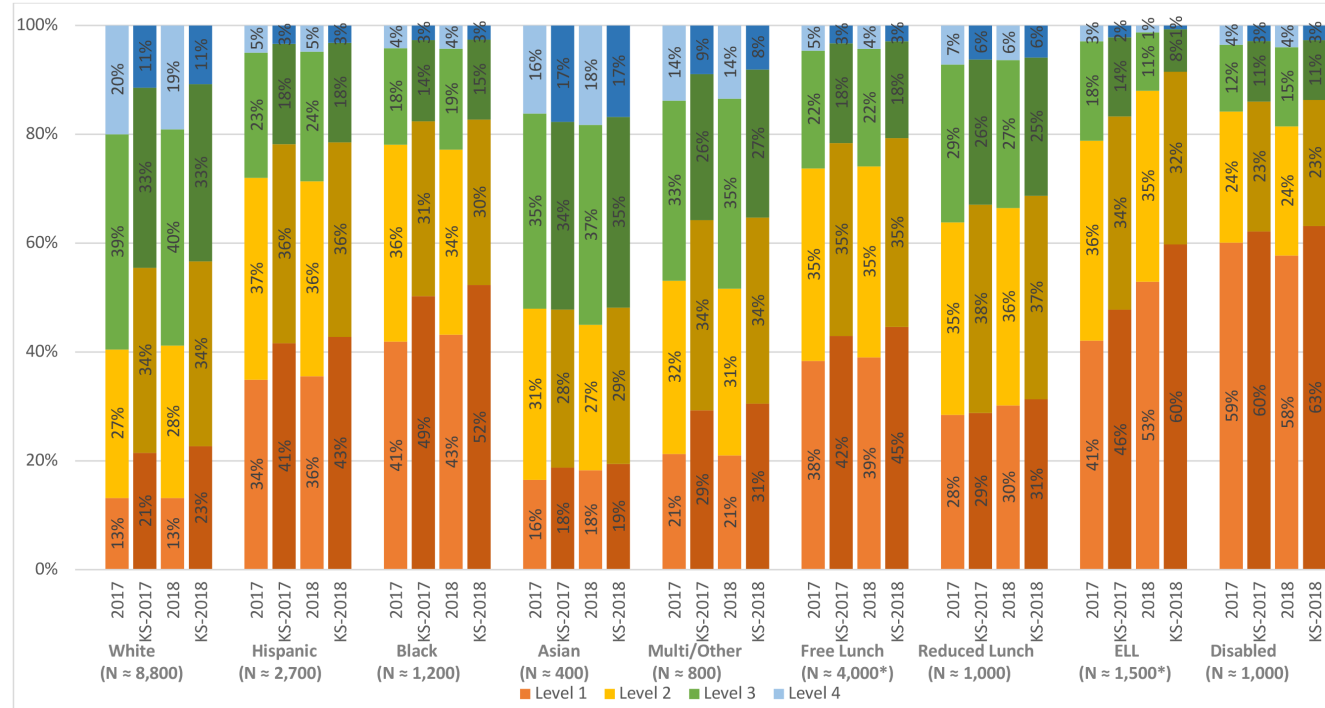
Table with 5 columns: Year, At or Above Benchmark, Below Benchmark, Well Below Benchmark, All. Rows include 2015-2016, 2016-2017, and 2017-2018.



## Kansas Assessment Program (KAP)

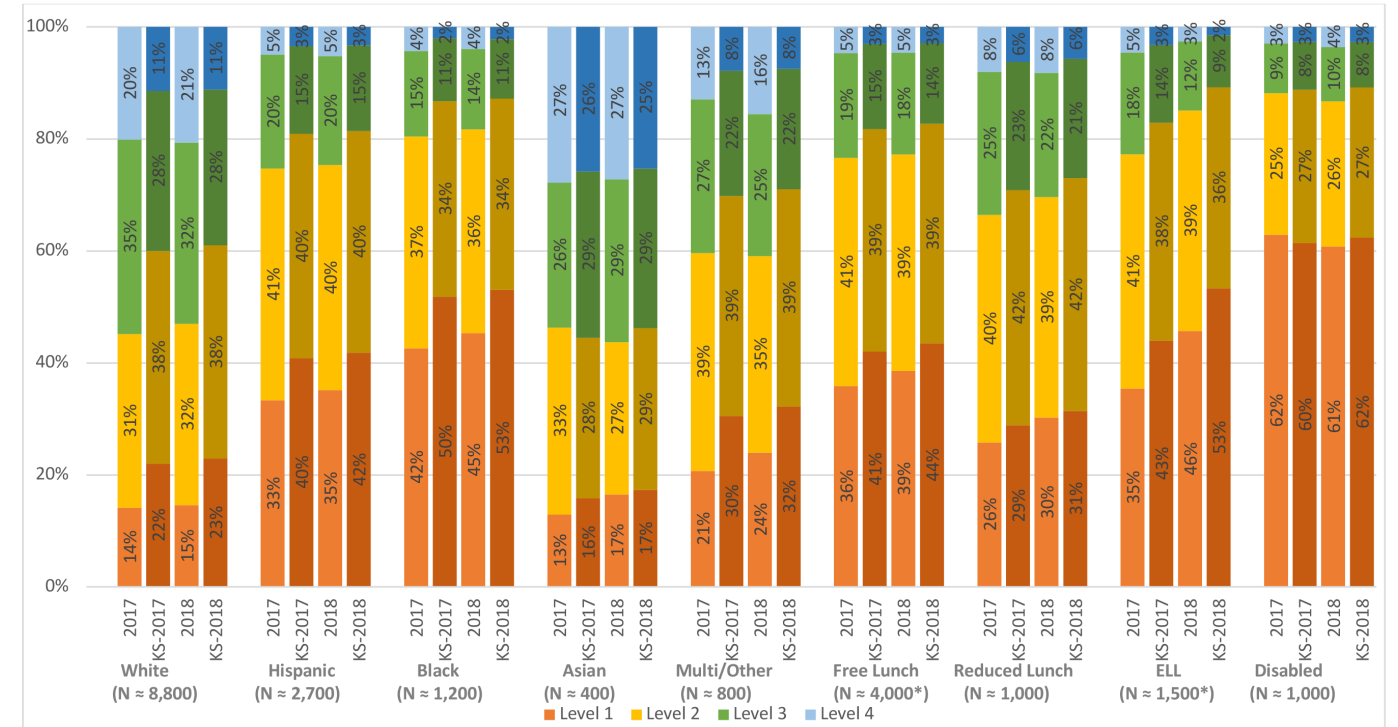
Scores on the Kansas Assessment Program (KAP) tests are used to place students into one of four possible categories: Level 1, Level 2, Level 3 and Level 4, with the goal being for students to score at least a Level 3. (Unfortunately, summaries in score reports do a poor job of explaining what students know and are able to do. Performance level descriptors, which are available on the ksde.org website, provide a much more in-depth description of expectations for student performance at each level.)

Kansas Assessment Results by Student Group: English-Language Arts / All Students



	2017		2018	
	SMSD	Kansas	SMSD	Kansas
Level 4	15.0%	9.1%	14.6%	8.7%
Level 3	33.6%	28.1%	34.3%	28.2%
Level 2	30.1%	33.7%	30.2%	34.0%
Level 1	20.5%	27.4%	20.8%	29.2%

Kansas Assessment Results by Student Group: Mathematics / All Students



	2017		2018	
	SMSD	Kansas	SMSD	Kansas
Level 4	15.3%	9.2%	16.0%	9.1%
Level 3	29.2%	24.1%	27.7%	23.7%
Level 2	33.9%	37.5%	34.3%	37.9%
Level 1	20.7%	27.8%	22.0%	29.2%



### MAP Report

The NWEA MAP assessments are intentionally designed to measure student growth over time. The tables shown here offer a snapshot of student growth from fall to spring. On average, we expect at least 50% of any student group to meet or exceed their expected growth targets. Groups that exceed the 50% are showing an accelerated rate of growth. Groups falling short of the 50% line are at risk for falling behind their peers. Another metric used to measure student growth is the Index value. An Index of 1.0 means that the total of all student growth equals the total of all expected growth. Index values greater than 1.0 indicate an accelerated rate of growth. Index values less than one indicate that the group may be falling behind.

#### NWEA MAP Growth Fall to Spring – READING (Grades 3-9)

Entity	2015-2016			2016-2017			2017-2018		
	N	% Met	Index	N	% Met	Index	N	% Met	Index
Asian	389	54.5%	1.08	383	60.6%	1.20	357	62.7%	1.30
White	8652	55.1%	1.04	8508	61.1%	1.24	8452	58.1%	1.17
All Students	13583	53.8%	0.98	13505	58.6%	1.14	13397	56.5%	1.09
Multi-Racial	758	57.3%	1.02	764	56.8%	1.06	739	57.4%	1.06
Hispanic	2560	51.3%	0.92	2616	54.5%	1.01	2619	53.9%	1.00
Black	1180	47.8%	0.76	1175	50.0%	0.84	1166	48.5%	0.85
Am Indian/ Alaskan	33	54.5%	1.11	42	50.0%	1.07	44	43.2%	0.53

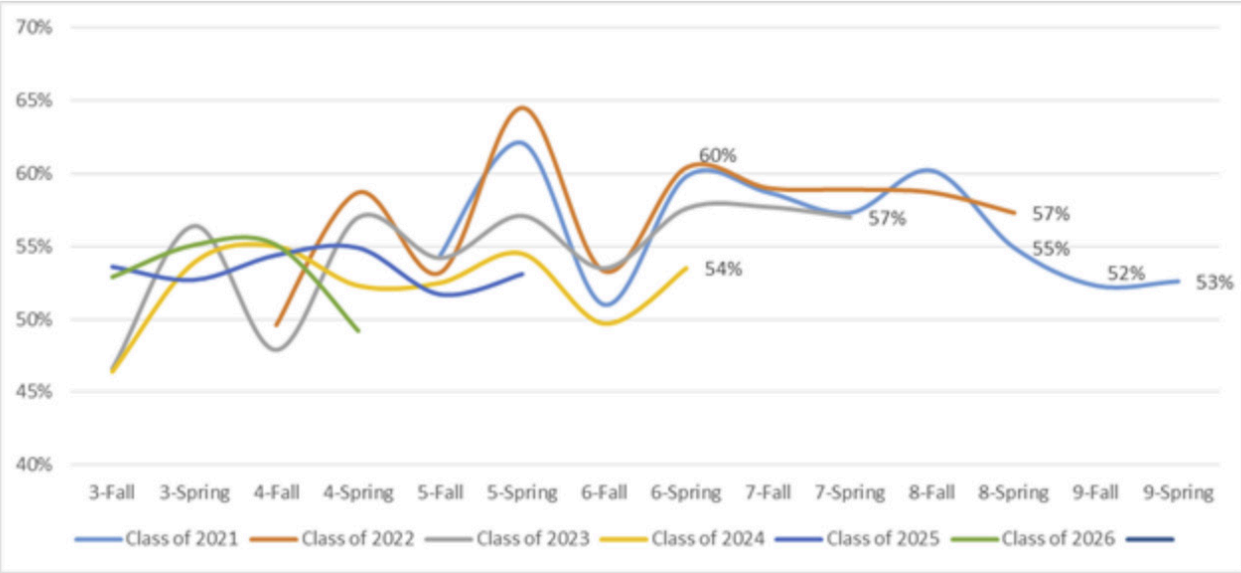
#### NWEA MAP Growth Fall to Spring – MATH (Grades 3-9)

Entity	2015-2016			2016-2017			2017-2018		
	N	% Met	Index	N	% Met	Index	N	% Met	Index
Asian	385	61.0%	1.21	386	61.1%	1.23	355	64.5%	1.22
White	8657	59.9%	1.13	8537	62.1%	1.18	8483	58.1%	1.10
All Students	13621	56.9%	1.07	13573	58.4%	1.11	13459	55.4%	1.05
Multi-Racial	754	56.1%	1.04	770	55.6%	1.06	740	53.8%	1.01
Hispanic	2590	51.9%	0.97	2639	52.9%	1.02	2639	49.6%	0.95
Am Indian/ Alaskan	33	48.5%	0.76	43	46.5%	0.92	46	50.0%	0.90
Black	1191	45.8%	0.82	1181	46.1%	0.86	1177	47.9%	0.87

### Students On-Track for Algebra 1 Success (STET)

NWEA’s Algebra 1 readiness RIT score of 235 equates to a national percentile rank of 58. This implies that from a national perspective, approximately 42% of all students are on track for success in Algebra 1 by 9th grade.

The graph below indicates that on average, approximately 54% of all Shawnee Mission students are on track for success in Algebra 1 by 9th grade with values fluctuating between 50 and 65 percent.



## My Individual Growth and Development Indicators (IGDI)

The Individual Growth and Development Indicators (IGDIs) were created in a collaborative effort led by the Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD) at the University of Minnesota’s Center for Early Education Development (CEED). IGDIs consist of nine scores, five in early literacy and four in early numeracy. This assessment is administered to Pre-K students three times per year.

Scores in each subtest are associated with one of three performance categories: Tier I, Cut Range, and Tier II/III. Tier I students are considered to be on track for that particular measure. Students who perform in the Cut Range may need some additional support. And students who perform in Tier II/III may need substantial support in the area measured.

### Early Literacy – Performance by Collected Levels - Fall

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	1_Fall	742	12%	25%	63%
2016-2017	1_Fall	911	16%	32%	52%
2017-2018	1_Fall	1495	24%	38%	38%

### Early Numeracy – Performance by Collected Levels - Fall

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	1_Fall	NA			
2016-2017	1_Fall	1038	24%	59%	17%
2017-2018	1_Fall	1660	31%	59%	11%

### Early Literacy – Performance by Collected Levels - Spring

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	3_Spring	951	31%	32%	37%
2016-2017	3_Spring	1318	33%	33%	34%
2017-2018	3_Spring	2178	52%	29%	19%

### Early Numeracy – Performance by Collected Levels - Spring

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	3_Spring	782	47%	46%	8%
2016-2017	3_Spring	1069	48%	45%	7%
2017-2018	3_Spring	1758	66%	32%	3%

## CURRICULUM AND INSTRUCTION OVERVIEW

The district has adopted a curriculum development process which involves curriculum cadres, who identify, prioritize, and align mastery for all state standards (Priority 1 and 2 Standards). During the 2018-2019 school year, the cadres will begin working to integrate social-emotional and character development standards (Cornerstone standards) into the curriculum. Curriculum documents have been standardized and updated to match Kansas academic standards for elementary, secondary and CTE.

In addition, the district has adopted the Solution Tree Response-to-Intervention model, which includes the idea of a guaranteed and viable curriculum for all students focusing on prioritized standards in each content area, immediate intervention for students who need support on priority standards at grade level, and remediation for universal skills that are below grade level. The process has been introduced to principals, who have taken the message to teachers. The process will be monitored by principals through instructional rounds and common formative assessments.

### Career and Technical Education

Career and Technical Education (CTE) provides relevant, hands-on coursework for high-skill, high-demand, high-wage career fields courses to include up-to-date equipment and technology, professional learning experiences, leadership and competitive opportunities, life and career skill development, opportunity for college credit, and connection to business and industry. Career cluster pathways are designed to provide a smooth transition from high school to postsecondary education (technical colleges, community colleges and universities), apprenticeship opportunities, the military, and/or the workplace.

Kansas stakeholders from education, business, and industry developed the courses that enable this transition. Kansas has developed 35 pathways that address the need for high skill, high wage, and high demand careers. SMSD provides students access to career pathways that best fit student and industry needs in our region. CTE receives funding from general fund allocations, KSDE weighted funding for students enrolled in approved CTE pathway courses at the technical and application level, and the federal Carl Perkins program.

CTE Perkins IV Federal Accountability Data

Year	Pathways Offered	CTE Concentrators	Technical Skill Attainment	Concentrator Grad Rate	Post-Sec Placement	Non-Trad Student Participation	Non-Trad Student Completion
2015	11	566	100%	96.7%	90.7%	11.0%	10.6%
2016	11	499	100%	97.7%	92.9%	11.0%	7.0%
2017	11	962	100%	97.9%	89.4%	19.2%	12.2%
2018	15	2037					



Shawnee Mission School District students have opportunities to earn college credit or advanced standing at Johnson County Community College by participating in our CTE programs. Many of these courses have free tuition through the Kansas Excel in CTE program.

SMSD partners with a number of regional employers to provide professional learning experiences for students and summer externship opportunities for teachers, including Cerner, Garmin, Marriott, Powell Gardens, University of Kansas Health System, University of Missouri-Kansas City, Research Medical Center, Truman Medical Center, and Deanna Rose Farmstead. SMSD also partners with training-to-industry intermediaries, including KC Rising, Mid-America Regional Council, Bionexus KC, and the Kansas City Area Development Council, to identify new areas for student learning experiences.

Shawnee Mission School District Career Pathways for 2018-19

- Journalism & Video Production
- Business Management & Entrepreneurship
- Construction & Design
- Engineering
- Corrections, Security, & Law Enforcement
- Emergency & Fire Management
- Marketing
- Health Science
- Manufacturing
- Mobile Equipment Maintenance
- Programming & Software Development
- Restaurant & Event Management
- Teaching/Training
- Visual Arts
- Web & Digital Communications

Career & Technical Education Signature Programs

Shawnee Mission Signature Programs provide high school students the opportunity to explore unique areas of study in preparation for specialized academic and future career opportunities. Students receive targeted instruction that is both rigorous and relevant. These specialized programs reflect our district’s commitment to providing quality educational opportunities that will enable students to be successful in future careers. Introductory courses are offered at each of the high schools, with advanced courses being offered at the Center for Academic Achievement or the Career and Technical Campus.

- Animation and Interactive
- Media
- Biotechnology
- Culinary Arts and Hospitality
- Engineering - Project Lead the Way
- Medical Health Science
- Project Blue Eagle (Law, Public Safety, & Security)

Co-Curricular Activities

Middle School Activities:

Middle School Athletics began in the 2014-2015 school year with five sport offerings.

- Wrestling – 7/8 graders both boys and girls
- Cross Country – 7/8 graders both boys and girls
- Girls Basketball – 8 grade
- Boys Basketball – 8 grade
- Volleyball – 7/8 grade girls

2017-2018

- Middle school associate principals added athletic director to their job description.
- Associate athletic coordinators assisted the associate principal with athletic duties.

2018-2019

All activities were moved to match the KSHSAA calendar.

- Volleyball moved from the spring to the fall season.
- Wrestling moved from an August start date to an October start date.

The middle school athletics program made a philosophical change in the 2018-2019 school year. The program became a competitive/instructional program for basketball and volleyball. Each program has three competitive teams and the remaining participants focus on skill development with a non-competitive schedule.

2019-2020

Sports under consideration for addition to the middle school program.

- Soccer is being considered for implementation during the 2019-2020 or 2020- 2021 school year. Boys soccer would be offered in the fall and girls in the spring.
- A 7-on-7 football offering is being considered for the 2020-2021 school year during the spring season.

Middle School Participation in Athletics			
	2016-2017	2017-2018	*2018-2019
7-8 Grade	1241	1263	
*Wrestling	87	134	128
**Boy's/Girl's Cross Country	230	219	285
Girl's Basketball	142	135	134
***Volleyball	481	460	443
Boy's Basketball	301	315	
TOTAL	1241	1263	990

High School Activities:

High School Participation Numbers for Athletics			
	2016 - 2017 Fall	2017-2018 Fall	2018-2019 Fall
9th grade	626	666	665
10th grade	541	547	580
11th grade	420	488	452
12th grade	393	406	421
<b>TOTAL</b>	<b>1980</b>	<b>2107</b>	<b>2118</b>
Football	470	498	480
Boy's Soccer	288	330	337
Cross Country	345	360	345
Volleyball	206	202	197
Girl's Golf	54	63	60
Girl's Tennis	191	212	260
Gymnastics	40	45	45
Dance Team	139	141	125
Cheerleading	247	256	269
<b>TOTAL</b>	<b>1980</b>	<b>2107</b>	<b>2118</b>
	2016 - 2017 Winter	2017-2018 Winter	2018-2019 Winter
9th grade	369	425	378
10th grade	372	338	353
11th grade	276	266	235
12th grade	250	274	232
<b>TOTAL</b>	<b>1267</b>	<b>1303</b>	<b>1198</b>

Boy's Basketball	230	249	256
Girl's Basketball	184	176	161
Wrestling	126	157	121
Boy's Swimming	222	207	188
Bowling	130	129	132
Dance	138	145	123
Cheerleading	237	244	217
<b>TOTAL</b>	<b>1267</b>	<b>1307</b>	<b>1198</b>
	2016-2017 Spring	2017-2018 Spring	2018-219 Spring
9th grade	547	594	
10th grade	551	578	
11th grade	431	502	
12th grade	324	369	
<b>TOTAL</b>	<b>1853</b>	<b>2043</b>	
Baseball	245	247	
Boy's Golf	63	83	
Girl's Soccer	253	249	
Softball	120	127	
Girl's Swimming	244	261	
Boy's Tennis	195	220	
Track & Field	733	856	
<b>TOTAL</b>	<b>1853</b>	<b>2043</b>	





Student Participation in One or More Performing Arts Courses  
Number of Participants and Percent of Grade Level

School	Grade 9	Grade 10	Grade 11	Grade 12	Total
SM East	179 (40%)	191 (41%)	137 (33%)	139 (30%)	646 (36%)
SM North	155 (34%)	135 (35%)	123 (36%)	99 (31%)	512 (34%)
SM Northwest	137 (30%)	109 (27%)	94 (26%)	103 (26%)	443 (27%)
SM South	178 (45%)	124 (33%)	113 (30%)	114 (29%)	529 (34%)
SM West	164 (37%)	110 (25%)	116 (31%)	85 (23%)	475 (29%)
Total	813 (37%)	669 (32%)	583 (31%)	540 (28%)	2605 (32%)

Student Participation in One or More Performing Arts Courses – Demographic Characteristics

School	N	Free Red	SPED	Gifted	ELL	Black	Hispanic	White	Asian PacI	Am Ind	Multi Racial	Male
SM East	646	5%	3%	10%	0%	1%	4%	86%	4%	0%	5%	42%
SM North	512	35%	5%	6%	4%	6%	16%	68%	3%	1%	6%	43%
SM Northwest	443	19%	4%	9%	2%	7%	12%	72%	3%	0%	5%	40%
SM South	529	23%	6%	10%	3%	5%	15%	71%	3%	0%	6%	40%
SM West	475	31%	4%	7%	4%	12%	14%	65%	3%	0%	6%	37%
Total	2605	22%	4%	9%	3%	6%	12%	73%	3%	0%	6%	41%

e-School/Virtual Learning

The eSchool program offers an alternative opportunity for students in the Shawnee Mission School District to earn credits toward graduation in a self-paced, virtual learning environment. Since its inception, this program has grown in course offerings and enrollment numbers and is projected to grow even more in the coming years.

In addition to the two original courses offered prior to 2017 (American Government and Health), Financial Literacy and Psychology were added in fall 2017. In fall 2018, two more courses were added to the eSchool program of studies, Lifetime Fitness and Art History.

Each of the current course offerings provides students flexible options to earn credits toward graduation. With the addition of new courses, enrollment has also increased in each of the three semesters, fall, spring, and summer. Since fall 2016, the eSchool program has been utilizing the virtual platform, Edgenuity, in addition to employing a content-certified teacher for each course. The eSchool course materials are 8 vetted and integrated with SMSD curriculum maps and pacing guides to ensure the course content matches the courses as they are taught in the traditional school environment.

The district purchased the Edgenuity program in spring 2016. This online learning program provides students with expanded learning opportunities and flexibility. It is used for eSchool Courses, some Summer School Courses, and is implemented at the five high schools and Horizons. Students benefit from this program by:

- Recovering credits to stay on track for graduation
- Earning initial credit for some courses (Health, Government, Financial Literacy, Psychology, Art History, Lifetime Fitness etc.), which frees up space within the schedule for other learning experiences.
- Using this program to meet unique student needs (alternative setting/ delivery model, flexible scheduling etc.) We continue to add courses and expand the use of this program to meet students’ needs. Since June 1, 2016, students have successfully completed more than 2,500 semester credits needed for graduation.
  - Over 900 of these semester credits were for initial credit via enrollment in eSchool.
  - Approximately 125 of these credits were completed by students enrolled in Summer School who needed credit recovery.
  - Approximately 1,475 of these credits were completed by students enrolled in Edgenuity courses during the school day- mostly needed for credit recovery.



## >>> SPECIAL POPULATIONS

### Pre-kindergarten

Commencing with the 2017-2018 school year, the Shawnee Mission School District achieved the goal of offering pre-kindergarten at designated sites within all five high school attendance areas. The district expanded from 8 sites (including the Shawnee Mission Early Childhood Center) offering pre-kindergarten classes to 14 sites in 2017-2018. This increased pre-kindergarten classrooms by 60 percent (from 10 to 16). In 2018-2019, the expansion of early childhood offerings continued with the district meeting a milestone of offering pre-kindergarten programming in 50 percent of the elementary school sites (17 schools) within the school district. The expansion increased the number of classrooms by 19 percent (from 16 to 19 classrooms).

### Special Education

The district serves over 3600 learners within the Special Education continuum of services.

In meeting the diverse needs of special education students, the following descriptions provide a general overview of centralized programs and services offered:

- **Early Childhood Special Education** - The district provides early childhood special education services for children ages 3, 4, and 5 who meet the eligibility requirements for special education. The school staff and parents work together to determine how to best meet a child's needs. Early childhood special education staff deliver services for children 3-5 years of age in early childhood special education classrooms located at the Shawnee Mission Early Childhood Education Center and in district elementary schools where there are early childhood programs.

Children ages 2 years 9 months to 5 years of age may also receive special education services for speech and language, occupational, or physical therapy in their neighborhood school. Eligibility for services is determined through screening and evaluation for special education eligibility.

- **SLC (Structured Language/Learning Center)** - Elementary program focuses on meeting the needs of students whose educational difficulties are founded in significant language delays. Most of the students participating in this program fall in the Autism Spectrum Disorder range.
- **ACE (Access to Comprehensive Education)** – Secondary program focuses on meeting the needs of students whose educational difficulties are founded in significant language delays. Most of the students participating in this program fall in the Autism Spectrum Disorder range.
- **ALC (Active Learning Class)** – program focuses on meeting the needs of students with significant cognitive delays and often physical delays as well. Many of the students participating in this program have multiple disabilities and significant health concerns.
- **SAIL (Social and Interpersonal Learning)** – Program focuses on meeting the needs of students whose educational difficulties are founded in the significant delays they experience with social and interpersonal skill development. Often, student attending SAIL have delays with pragmatic language skills. Many of the students participating in SAIL fall on the higher functioning end of the Autism Spectrum Disorder. The term Asperger Disorder was once associated with students experiencing these types of delays.
- **ED/BD (Emotional Disturbance/Behavior Disorders)** – Program contains classrooms that are highly structured and provide necessary behavioral support for students who struggle with the self-regulation of their emotions and behaviors. Many of the students experience significant emotional difficulties.

- **Arrowhead Day School** - When K-12 students with significant emotional disabilities require intensive services and supports beyond what is available in their neighborhood school or through a center-based program, they may receive special education services through Arrowhead Day School, as determined by the IEP team. Arrowhead Day School integrates trauma-informed therapeutic strategies with general education instruction to support students' abilities to self-regulate, which enables them to be more successful when integrated into general education settings. Students and families receive an array of behavioral and mental health services within the school and through partnerships in the community.

In addition to specialized programs, each school has resource educators and programming to provide a range of learning services and support to students identified with developmental delays or learning impairments. At the middle and high school levels, co-taught core courses are available so learners benefit from differentiated instruction and additional adult support in the classroom.

### English Language Learners (ELL)

*What is an English Language Learner (ELL)?*

An English Language Learner (ELL), is a student who: is aged 3 through 21, enrolled in an elementary or secondary school, is learning the English language, not born in the United States or whose native language is a language other than English, who requires specialized or modified instruction in both English language and in their academic coursework.

*How do students qualify for ELL Services?*

All families complete the Home Language Survey as part of the enrollment process.

- Step 1. A language other than English is identified on the Home Language Survey
- Step 2. If the Home Language Survey indicates a history of a language other than English, the student must be assessed for his/her English proficiency using an approved screening assessment.
- Step 3. If the English Language Proficiency Screening Assessment determines that the student is limited in any domain of English proficiency (listening, speaking, reading, or writing) then the student qualifies for ELL Services.

*What types of support are provided for ELL Students?*

Students receive language supports based upon their language needs. Below is a summary of the different types of supports provided for ELL students.

**Pull-out language support** - Student receives focused language instruction in a separate setting

- Elementary example- aide pulls a small group of students for language intervention
- Secondary example- student is enrolled in an ELL class with an ELL teacher

**Push-in language support** - Student receives focused language support for core content in the classroom

- Example- aide or ELL teacher works with students within the core classroom

**Co-teach with language support** - A content/classroom teacher and a language teacher collaborate and teach together

- Example- ELL teacher and content/classroom teacher share responsibility for instruction of all students in the class and provide language supports for those students who need them



**Classroom modified instruction** - ELL Endorsed Content/classroom teacher plans and delivers instruction using instructional strategies that focus on language and content goals

- Example- Classroom and testing accommodations are identified and used based on student needs

**Ongoing monitoring/support** – Student’s academic and language progress is monitored regularly

*How do students exit the ELL Program?*

ELL students’ English skills are assessed annually through the Kansas English Language Proficiency Assessment (KELPA). Students who score Proficient on the KELPA Assessment are exited from the ELL Program. Once a student is exited from the ELL Program, we continue to monitor Language progress for three years.

#### **SMUSD Historical ELL Demographics**

Program Year	ELL	Non-ELL
2014	11.34%	88.66%
2015	11.3%	88.7%
2016	11.23%	88.77%
2017	12.09%	87.91%
2018	10.42%	89.58%

<b>SMUSD 2018-2019 ELL Demographic Data</b>		
ELL Population by Grade Level	# of ELL Students	% of ELL Students
Grades Pre- K- 6th Grade	1489	63%
Grades 7 & 8	260	11%
Grades 9-12	619	26%
Grades Pre-K- 12th Grade	2368	

The number of students identified as ELL has declined sharply from a high of 3317 in 2016-2017. The decline is primarily due to a change in KSDE criteria for exiting students from ELL identification.

Our ELL students speak **74 different Languages**

- 76% of our ELL Students are Spanish speaking
- 3% of our ELL Students are Arabic speaking
- 2% of our ELL Students are Amharic speaking

## **>>> FACILITIES**

The Facilities Department provides services and maintenance for over 5.33 million square feet of district buildings and 867 acres of exterior Green space. This work is accomplished through the Maintenance, Grounds, Warehouse and Custodial departments. The department is comprised of the following staff.

#### **Facilities Department Personnel Staff**

- 1 Executive Director of Facilities
- 1 Director of Facilities
- 1 Project Manager
- 1 Environmental Program Coordinator
- 1 Coordinator of Sustainability and Community Engagement
- 1 Coordinator of Custodial Services
- 2 Custodial Supervisors
- 5 Foreman
- 2 Support Staff
- 5 HVAC Technicians
- 5 General Maintenance
- 4 Evening Maintenance Crew
- 3 Plumbers
- 3 Electricians
- 6 Painters
- 8 Carpenters
- 2 Locksmiths
- 14 Grounds
- 2 Vehicle/Small Engine Mechanics
- 4 Warehouse
- 57 Day Custodians
- 144.5 Evening Custodians



The Shawnee Mission School District is currently involved with two major building projects and numerous construction renovations including exterior and interior projects. The summary of the projects for 2018-19 are as follows:

PROJECTS 2018-19	PROJECT/EVENT	PROJECTS 2018-19	PROJECT/EVENT
<b>District Offices</b>		<b>Middle Schools</b>	
CAA	Add Restroom/Office/Bio Cabinets/Step	Indian Hills	Elevator
CAA Urban Farm	Garden and Farm	Indian Hills	Media Center Doors
O&M	Dust Collector	Indian Woods	Asphalt
O&M	Under Construction	Indian Woods	Roof
Signature Programs	Renovate Former O&M Site	Indian Woods	Auditorium Lighting
Warehouse	Sold	Indian Woods	Auditorium Audio-Visual
Arrowhead	Upgrading Security Cameras	Trailridge	Auditorium Audio-Visual
		Westridge	HVAC
<b>Athletic Complex's</b>		<b>High Schools</b>	
North Stadium	Video Scoreboard	SM East	Security Locks
South Stadium	Artificial Turf Replacement (Game Field)	SM East	Trane HVAC
South Stadium	Track Surface Replacement	SM East	Media Center
Soccer Complex	Artificial Turf Fields 1 and 2	SM East	Auditorium & Little Theater Lighting
Softball Complex	Infield Reshaping	SM East	Little Theater Audio-Visual
Softball Complex	Asphalt		
Northwest Turf Field	Artificial Turf Replacement	SM North	Security Locks
East Turf Field	Artificial Turf Replacement	SM North	Trane HVAC
Aquatic Center	Under Construction	SM North	Roofs
		SM North	Auditorium Audio-Visual
<b>Elementary</b>		SM Northwest	Security Locks
Briarwood	Sod Replacement	SM Northwest	Media Center
Broken Arrow	Media Center Furniture	SM Northwest	Little Theater
Brookwood	Under Construction	SM Northwest	Boiler replacement
Comanche	Asphalt	SM Northwest	Green house
Corinth	Asphalt	SM South	Security Locks
Corinth	Roofs	SM South	Black Box (Little Theater)
Corinth	Playground Remodel/Upgrade	SM South	Asphalt
Lenexa Hills	Under Construction	SM West	Security Locks
Overland Park	Asphalt	SM West	Media Center
Prairie	Marquee Sign	SM West	Exterior Thin Brick Repair
Sunflower	Asphalt	SM West	Asphalt
Tomahawk	Playground remodel/upgrade	SM West	HVAC/Chiller
Trailwood	Sod Replacement	SM West	Soccer scoreboard
		SM West	ADA/Restroom Improvements

## Oldest Elementary Site Report

In the evaluation of our oldest elementary schools, we assessed the needs and conditions of the site(s) current status. The assessment of our ten oldest elementary schools (including the Early Childhood Center), was conducted by Architects and Engineers.

The evaluation process consisted of a research phase assessing the history of each facility, additions and updates completed and floor plans updated with current information. The following site visits were conducted by ACI Boland and Hollis and Miller Architects, Malone Finkle Mechanical, Electrical and Plumbing Engineers, who independently evaluated the buildings. The evaluations are an industry accepted scoring system covering Building Site, Structural, Mechanical, Plant Maintainability, Building Safety and Security, Educational Adequacy and Environment for Education. Each building's report included a Site Analysis, Roof Assessment, and Architectural Evaluation producing an MEP Narrative. In the final step of the process, JE Dunn Construction compiled an estimate for potential replacement of building(s), or remodel(s) and options. The following is the scoring metric. These are the results presented by the team evaluation.

## Elementary School Conditions

Insp yr	Build	Feeder	School	School Site	Structure and Mechanical	Plant Maintainability	Building Safety	Environ for Education	Education Adequacy	Total out of 1,000
2016	1954	N	Ruston	67 out of 100	91 out of 200	71 out of 100	121 out of 200	86 out of 200	87 out of 200	523
2016	1952	E	Belinder	61 out of 100	107 out of 200	66 out of 100	143 out of 200	83 out of 200	97 out of 200	557
2016	1965	W	Pawnee	63 out of 100	98 out of 200	50 out of 100	125 out of 200	121 out of 200	105 out of 200	562
2017	1962		SMISC	62 out of 100	120 out of 200	40 out of 100	160 out of 200	105 out of 200	95 out of 200	582
2016	1964	S	Deimer	67 out of 100	103 out of 200	46 out of 100	154 out of 200	129 out of 200	86 out of 200	585
2016	1954	E	Tomahawk	73 out of 100	124 out of 200	61 out of 100	151 out of 200	92 out of 200	119 out of 200	620
2016	1968	E	Westwood	53 out of 100	120 out of 200	54 out of 100	162 out of 200	118 out of 200	116 out of 200	623
2016	1953	N	Santa Fe	72 out of 100	121 out of 200	63 out of 100	156 out of 200	121 out of 200	121 out of 200	654
2016	1966	S	Rosehill	83 out of 100	129 out of 200	63 out of 100	150 out of 200	111 out of 200	120 out of 200	656
2016	1958	N	East Antioch	69 out of 100	153 out of 200	69 out of 100	151 out of 200	100 out of 200	117 out of 200	669
2016	1967	S	Brookridge	70 out of 100	123 out of 200	67 out of 100	163 out of 200	145 out of 200	142 out of 200	710

## Facilities Areas of Focus 2018-2019

- Review and implement progress on Roof Assessment Plan
- Review and implement progress on Asphalt Assessment Plan
- Review and implement Sports Facility Cycle Plan
- Continue to use and update our DEABS program to monitor and budget for HVAC cycle change out
- Review and implement audit information for auditorium & little theaters related to lighting and A/V upgrades in all high schools and middle schools district wide
- Monitor and adjust mowing responsibilities for district grounds crew
- Continue building audits with Children's Mercy Hospital and continue the progress with transferring data in the Healthy School Manager (HSM) website
- Long term forecasting of SMSD district vehicles, custodial equipment and grounds department equipment cycle change out plan
- Continue to monitor day to day progress of School Dude work order programming
- Continue construction of the District Aquatic Center
- Complete design phase and begin construction process on SM South Black Box (Little Theater)
- Continue construction of the Brookwood Elementary School
- Continue construction of the Signature Program building

FINANCIAL MANAGEMENT

Overview

The State of Kansas controls the amount of operating funds each district is entitled to receive. The State exercises this control in an effort to equalize funding between districts in the state. A district’s operating funds are determined by their weighted full-time equivalent (FTE) students multiplied by a BASE dollar amount. The BASE amount is determined during each spring legislative session.

Two factors make school funding a challenge for the Shawnee Mission School District. First, this BASE amount historically has not kept up with cost of inflation, making it a challenge for school districts to attract and retain quality teachers and keep up inflationary operating costs. The 2018 Kansas Supreme Court decision on the Gannon v. State of Kansas school finance lawsuit, in addition to efforts being made during the current legislative session, have the potential to increase the the BASE funding amount to meet the court’s adequacy concerns. Second, the current school finance formula makes it a challenge for districts with flat or decreasing enrollment. Since enrollment is the largest factor of a district’s FTE, flat or decreasing enrollment can lead to decreasing funding. Shawnee Mission School District has been in this situation for years where enrollment has been decreasing or, more recently, where enrollment has leveled off. These two factors make it difficult for Shawnee Mission to receive additional funding each year to expand programs.

The legislature’s funding decisions are typically made in late April or early May prior to the new fiscal year. District officials set budget priorities in early spring and adjust the budget as final funding decisions are made by the legislature.

Shawnee Mission has five major sources of funding, which are depicted in the SMSD Budget 2018-2019 chart below. Together the five funding sources makes up the entire district budget. However, the state primarily funds the Operating and Flow-through funds. The remaining funding sources comes from local sources or federal grants.

Budget

BUDGET 2018-2019

SUPPORTING (OPERATING) \$235,032,095 61% (State = 72%)	CAPITAL OUTLAY Local-Restricted \$49,063,829 14% (State = 0%)	BOND (DEBT) Local-Restricted \$223,000,000 (\$29.6M) Debt 7% (State = 0%)	FLOW THROUGH State/Local - Restricted \$36,778,870 - 9% (State = 81%)	FEDERAL Restricted \$11,209,925 3% (Federal = 100%)	SELF SUPPORTED Fees, Gifts, Grants -Restricted \$23,813,674 – 6% (State = 1%)
Unrestricted for these purposes: <ul style="list-style-type: none"><li>Salary &amp; benefits 83%</li><li>Student transportation 6%</li><li>Supplies &amp; services 6%</li><li>Utilities 4%</li><li>Other 1%</li></ul>	Restricted by statute for these purposes: <ul style="list-style-type: none"><li>Bond Debt &amp; Apple Leases</li><li>Construction</li><li>Renovation &amp; repair</li><li>Maintenance salaries</li><li>Technology and software</li><li>Furnishings and equipment</li><li>Uniform purchases</li></ul>	Requires voter approval and is restricted for these purposes: <ul style="list-style-type: none"><li>Major construction and renovation of facilities</li><li>Equip and furnish facilities</li><li>Cannot be used for operations</li><li>Bond debt is paid from the Bond &amp; Interest Fund</li></ul>	Restricted by statute for these purposes: <ul style="list-style-type: none"><li>KPERS flow-through contribution funded by the state</li><li>Cost of living weighting funded by local taxes</li></ul>	Restricted by grant for these purposes: <ul style="list-style-type: none"><li>Title VIB special education</li><li>Title I reading &amp; math support in our high poverty schools</li><li>Title IIA to develop high qualified teachers and principals</li><li>Title III &amp; IV</li></ul>	Restricted by statute for the revenue specific purposes: <ul style="list-style-type: none"><li>Food service and summer school</li><li>Textbook rental &amp; student materials</li><li>Gift, Donations &amp; non-federal grants</li><li>Special liability</li></ul>



School districts in the state of Kansas all follow the same budgetary reporting process. The financial information for the 2017-18 Expenditures per Pupil table below was obtained from the Kansas Department of Education website. The table compares the six Johnson County school districts plus Wichita and Kansas City Kansas school districts. The column All Other Funds Per Pupil would best represent operating funds and does include federal funds.

Expenditures Per Pupil 2017-18						
USD	USD Name	2017-18 FTE Enroll	2017-18 Capital Outlay Fund Per Pupil	2017-18 Bond & Int Fund Per Pupil	2017-18 All Other Funds Per Pupil	2017-18 Total Expend Per Pupil
D0500	Kansas City	21,688.5	407	1,101	13,298	14,805
D0259	Wichita	48,470.7	638	921	12,134	13,694
D0233	Olathe	29,112.6	841	1,834	11,067	13,742
D0229	Blue Valley	22,337.6	1,772	2,328	10,399	14,498
D0512	Shawnee Mission Pub Sch	27,024.5	1,593	948	10,397	12,938
D0231	Gardner Edgerton	5,897.9	713	2,120	10,029	12,863
D0230	Spring Hill	3,892.0	504	2,843	9,116	12,464
D0232	De Soto	7,217.8	557	2,434	9,082	12,074
	State	476,672.6	861	1,192	11,566	13,620



## >>> SAFETY AND SECURITY

The Safety and Security Program is a function of the Emergency Services Division. This program includes the safety of students, faculty, staff and visitors as it pertains to criminal activity.

In May 2014, the district hired the first Director of Safety and Security, which then became the Emergency Services Division. The Division became responsible for all perils, to include natural and man-made crisis and the crisis response from the district. This includes all emergency operations planning, crises management and intergovernmental liaison in a time of crisis.

- While we have a state of the art electronic perimeter control system, we continue to have issues with students and staff propping doors open or allowing unauthorized entry through locked doors. This is a serious breach of our system and must be corrected at the building administration level.
- While we have a very good threat notification system by students, staff and parent's this information is sometimes not shared with all necessary parties. This is not isolated to our district, it is common in all districts. Efforts are underway to remedy this problem.

A detailed and comprehensive Emergency Operations Plan was created during the summer of 2014 and went operational with the beginning of the 2014-2015 school year. The plan is comprehensive and FEMA compliant.

Upon the passage of a \$223,000,000 bond issue in 2015, approximately \$20,000,000 was dedicated to security upgrades, including:

- modified entrances to each school allowing for controlled access.
- a much-improved electronic monitoring system designed to maintain the integrity of each building perimeter.
- a hub and spoke design allowing for reduced staff necessary to monitor the system and improving reliability through door monitoring and alarm notification.

The level of sophistication of this system is unparalleled in K-12 districts nationally. Each high school maintains a control center which monitors all schools within that feeder pattern.

### *What is working well?*

There are many aspects of our security system that are working exceptionally well. For example:

- Our electronic perimeter monitoring and control system is one of very few in the country and allows improved card/key access for identification capabilities relatively unheard of in K-12 education. This lays the foundation for premier control and rapid intruder identification.
- The level of training our officers have received is also exceptional. Focus is maintained on student centric issues with the intent to positively impact student lives. The unofficial motto of the police officers is "We are the sheepdogs, we protect the lambs."
- The Emergency Operations Plan is extensive and encompasses all major threats and perils. It is digitized and readily available on all relevant computers. The computerized flip chart available to the teacher is simple to obtain and follow. This plan stands among the best in education.

### *What is working but could work better?*

Most functions of this department are working to expectations, but of course improvements are always possible.

- Key Card/Identification has been improved and now reflects by color the attendance area of the student or the work area for the staff. There needs to be improvement in compliance by students and staff as it pertains to displaying and even retention of this identification.
- Six-foot-high chain-link fence establishes a secure outer perimeter for the elementary schools. Unfortunately, the gates are sometimes left open creating a breach in the perimeter.
- Homeland Security NIMS training was undertaken in 2015 for limited staff. Turnover has created the need for further training.
- While district-wide training is difficult to achieve due to time constraints, more extensive and higher quality training and guidance concerning Active Shooters is necessary. Efforts are currently underway to provide better training and better guidance for teachers and staff.

### *What needs immediate improvement?*

These items require immediate improvement. Unfortunately, they are common to virtually all school districts across the country. They are:

- While we have a state of the art electronic perimeter control system, we continue to have issues with students and staff propping doors open or allowing unauthorized entry through locked doors. This is a serious breach of our system and must be corrected at the building administration level.
- While we have a very good threat notification system by students, staff and parents, this information is sometimes not shared with all necessary parties. This is not isolated to our district, it is common in all districts. Efforts are underway to remedy this problem.





## >>> HEALTH SERVICES

Shawnee Mission School District registered nurses provide crisis intervention for acute illness and emergencies, perform health assessments and screenings, administer medication, and provide first aid. Our school nurses provide building leadership in coordinating health management protocols for all students, promoting safe school environments, educating students, staff, and parents about current and emerging health issues, and promoting medical research and practice used to support positive health behaviors within the district and community.

### Staffing

The Health Services team is comprised of 49 Registered Nurses and 13 Nurse Aides providing healthcare in 48 district locations.

#### RNs

- 1 Director of Health Services, CAA
- 35 Elementary, includes 1 additional RN at Oak Park Carpenter for Special Education wing
- 5 Middle School
- 5 High School
- 3 Special Programs: Arrowhead, Early Childhood Education Center, Horizons

#### Nurse Aides

- 5 High School
- 5 Middle School
- 1 Briarwood, 1:1 care
- 1 Rosehill, acuity assistance
- 1 Float to Title I buildings: Apache, Comanche, Rising Star, Sunflower, Shawanoe

### Health Room Usage

August 1, 2017 through July 31, 2018, Shawnee Mission School District nurses documented 295,066 visits to the health room. As of October 1, 2018 we have documented 53,256 visits to the nurse this school year. Health room visits range from bloody noses, routine catheterization, and safe spot rest breaks to severe asthma episodes, heart arrhythmias, and anaphylaxis. Approximately 95% of our students are returned to class after visiting the registered nurse. Parent contact is made for approximately 15% of nurse office visits with the majority of those being at the elementary level.

### Health Education & Programming

Our school nurses organize and provide health education programs including:

- Happy Bear – Personal safety for our youngest students.
- Glo-Germ Hand-washing – Proper hand-washing instruction using UV lighting demonstrating the spread of germs.
- Oral Health – Local dentists partner with nurses to bring oral education to elementary age students.
- Think First – Specific programming for older elementary and secondary students related to head injuries sustained from bike, skate board, and car accidents.

- Giving the Basics – Giving the Basics Foundation partners with SMSD to provide personal hygiene items to students and families.
  - The Supplemental Nutrition Assistance Program (food stamps) does not allow for the purchase of laundry detergent, deodorant, soap, shampoo, toilet paper, feminine hygiene products, toothpaste, etc. Last school year Shawnee Mission School District nurses and social workers provided students with 50,000+ hygiene products free of cost with a product value of \$34,000 from Giving the Basics.
- FFVP (Fresh Fruit and Vegetable Program) – Nurses work in conjunction with food services and classroom teachers to provide education about fruits and vegetables with the opportunity to taste the foods.
- Schools of Nursing Preceptorship – Shawnee Mission School District partners with metro area schools of nursing to provide population health, community health, mental health, and pediatric clinical rotations for nursing students. We currently partner with the University of Kansas, University of Central Missouri, Research College of Nursing, Avila School of Nursing, Mid-America Nazarene University, and St. Luke's College of Nursing.
- Smart Snacks in Schools – Shawnee Mission School District nurses work in conjunction with our food service staff to meet requirements for all foods sold to students during the school day. School nurses complete all tracking and reporting of fundraisers for state audits.
- Kendra's Legacy Foundation – Shawnee Mission School District partners with Kendra's Legacy to provide free flu shots to students without insurance coverage in four of our Title I buildings (Shawano, Rosehill, Comanche, and Roesland). School nurses coordinate parental permission forms and vaccine day logistics.

### Health Clinic at Merriam Park

The Shawnee Mission School District worked with Health Partnership Clinic to open a Health Clinic inside Merriam Park Elementary School for Shawnee Mission School District students. The clinic is open on Tuesday afternoons for medical walk in visits, and Wednesday mornings for behavioral health appointments. The clinic provides well-child checks, sports physicals, immunizations, sick-child visits, strep tests, urinalysis, and lab work.

The clinic opened late January 2018, and as of Sept 30, 2018. 148 Shawnee Mission School District students have been seen, for a total of 155 medical visits. In addition, 24 students have been seen for a total of 25 behavioral health visits. Of note: several factors contributed to the low numbers of behavioral health visits. Social workers who are the primary source of referrals do not work during the summer months, the amount of time required for behavioral health testing allows for only 4 appointments per ½ day that we hold the clinic, and the short supply of behavioral health clinicians forced the clinic to close for 2 days.

### Wellness Committee

The SMSD Wellness Committee is comprised of students, parents, principals, teachers, and district administrators. The committee is chaired by the Director of Health Services and co-chaired by the Food Services Coordinator and Staff Safety and Well-being Liaison. The Wellness Committee assesses the ongoing progress and fine tunes the goals of the district wellness policy as well as monitors emerging health concerns, in order to provide direction for district-wide wellness initiatives. Since the inception the committee has been instrumental in the following:

- Removal of all fryers from SMSD kitchens
- Removal of vending machines selling soda and junk food to students
- Advocating for all students being allowed to carry water bottles
- Decreasing the amount of junk food being brought into our schools through education and implementation of Smart Snacks guidelines



Wellness Committee 2018-2019 initiatives include decreasing vaping among students and increasing movement in our schools.

**Program Goals**

- Provide leadership and education to promote health and well-being.
- Provide professional nursing care for chronic disease management (ie diabetes, asthma, seizures), urgent care (ie broken bones, head injuries), and emergent care (ie diabetic low blood sugars, asthma episodes, CPR).
- Provide life-saving training, education, and tools to Shawnee Mission School District employees.

**Area of Future Focus**

- Life-saving measures.
- Shawnee Mission School District employees will have annual hands-only CPR/AED/choking training.
- Shawnee Mission School District nurses will have access to life-saving medications made available to schools through state statutes and regulations (specifically epinephrine and naloxone.)



8200 W. 71st Street  
Overland Park, KS 66204  
[smsd.org](http://smsd.org)