



# Unified School District 232

De Soto – Shawnee – Lenexa – Olathe  
www.usd232.org

Cory Gibson, Ed.D  
Superintendent of Schools

## **USD 232 BOARD OF EDUCATION**

### **REGULAR MEETING AGENDA**

*The meeting will be viewable to the public via our YouTube channel: <https://youtube.com/@usd232>*

**Administrative Offices** (35200 West 91st Street, De Soto, Kansas)

**September 11, 2023 - 6:00 P.M.**

**\*\*\* Please silence cell phones prior to the beginning of this meeting. \*\*\***

**I. REVENUE NEUTRAL TAX RATE HEARING OPENING.**

- A. Call to Order.
- B. Pledge of Allegiance.
- C. Hearing. [Julie Stucky]
- D. Approve Revenue Neutral Tax Rate Resolution.

**II. ADJOURN REVENUE NEUTRAL RATE HEARING.**

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**I. BUDGET HEARING OPENING.**

- A. Call to Order.
- B. Hearing. [Julie Stucky]

**II. ADJOURN BUDGET HEARING.**

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**I. REGULAR MEETING OPENING.**

- A. Call to Order.
- B. Empty Chair Philosophy.
- C. Published Agenda Overview & Adoption.

**II. GOOD NEWS.**

- A. USD 232 Nominees for Kansas Teacher of the Year.

**III. PATRON INPUT.**

*Individuals wanting to address the board must submit a request to the board clerk before the meeting is called to order. The board president will determine the amount of time allotted for comments.*

**IV. CONSENT AGENDA.**

*These items represent matters which the Board may approve without detailed discussion. Any item on the Consent Agenda may be removed for separate discussion as an Action Item upon request by the Superintendent or any board member. The Board has received supporting information on all items prior to action on the Consent Agenda.*

- A. Approve minutes of the August 7<sup>th</sup> regular meeting.
- B. Approve payment of bills and transfer of funds (if appropriate).
- C. Approve employment recommendations made on September 5, 2023.
- D. Approve employment recommendations made on September 11, 2023.
- E. Approve revisions to the following board policy: Section EDDA – School Buses & Vehicles.
- F. Approve the 2023-24 USD 232 Site Council Roster.
- G. Approve District Plan for In-Person Instruction and Continuity of Services as required by the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund.
- H. Approve payment to Solution Tree in the amount of \$42,845.00 for registration of 55 staff members to attend the 2023 Professional Learning Communities at Work Conference.
- I. Accept a donation of one (1) Kidwalk Gait Trainer x2, one (1) Easystand Bantam Sit-to-Stand Stander, and one (1) Crocodile Gait Trainer (valued at \$7,500.00) from Victoria and Shea Morgan to the Special Services Department.
- J. Approve the following extended day trips:
  - Mill Valley High School Cross Country Team, Grades 9-12, compete at the Chile Pepper Cross Country Festival, University of Arkansas, Fayetteville, AR, September 29-30, 2023.
  - Lexington Trails Middle School, Mill Creek Middle School & Monticello Trails Middle School Band Students, Grades 6-8, attend a recital, participate in large group rehearsals, and engage in workshops tailored to their chosen instrument, Wichita State University, Wichita, KS, October 18, 2023.
  - Mill Valley High School Boys Wrestling, Grades 9-12, compete in wrestling tournament, Mid America Center, Council Bluffs, IA, December 7-9, 2023.
  - De Soto High School & Mill Valley High School Thespian Troupes, Grades 10-12, participate in the State Thespian Conference, Century II Convention Center, Wichita, KS, January 4-6, 2024.
  - Mill Valley High School Choir, Grades 9-12, Educational Tours/participate in Choral Workshop/Clinic, Chicago, IL, March 7-11, 2024.

**V. ACTION ITEMS.**

- A. Needs Assessment. [Dr. Cory Gibson]

B. LOB Percentage Resolution. [Julie Stucky]

C. 2023-2024 USD 232 Budget. [Julie Stucky]

**VI. DISCUSSION ITEMS.**

A. Open Enrollment Policy required by Kansas Statute. [Alvie Cater]

B. Capital Outlay Plans. [Steve Deghand]

**VII. EXECUTIVE SESSION.**

A. Attorney-Client Privilege.

**VIII. ADJOURNMENT.**

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**JULIE STUCKY**  
Director of Finance

TO: Dr. Cory Gibson, Superintendent of Schools  
USD 232 Board of Education  
FROM: Julie Stucky, Director of Finance  
SUBJECT: Revenue Neutral Rate Hearing  
Revenue Neutral Rate Resolution Adoption (Action Item during RNR Hearing)  
DATE: September 6, 2023

At the Board of Education meeting on August 7, 2023 the Board approved publishing the budget for fiscal year 2023-24 and also publishing the Intent to Exceed the Revenue Neutral Rate. State statute requires that there must be not less than 10 calendar days between the date of these budget publications and the public hearing. The budget and the Intent to Exceed the Revenue Neutral Rate were published in The Legal Record on August 15, 2023. Therefore, the required 10-day period was met on August 25, 2023.

K.S.A 79-2988 provides that a levy of property taxes to finance the 2023-2024 budget of USD 232 exceeds the Revenue Neutral Tax Rate to finance the 2023-2024 budget of USD 232, be authorized by a resolution. The following resolution will be needed for adopting the Revenue Neutral Tax Rate for the 2023-24 budget:

NOW, THEREFORE, BE IT RESOLVED by USD 232, Johnson County, that the 2023-2024 budget with a levy of property taxes exceeding the Revenue Neutral Tax Rates calculated for 2023-2024, as adjusted pursuant to K.S.A 79-2988 is hereby adopted for the following funds: General Fund, Supplemental General Fund, Capital Outlay Fund, Bond and Interest Fund, Special Assessment Fund, and the Cost of Living Fund.

The Board is required to do a roll call vote to pass the Revenue Neutral Tax Rate Resolution. The Revenue Neutral Tax Rate Resolution must be adopted during the RNR hearing.



## RESOLUTION

*A resolution expressing the property taxation policy of USD 232 De Soto with respect to exceeding the Revenue Neutral Tax Rate for financing the annual budget for 2023-2024.*

Whereas, K.S.A 79-2988 provides that a levy of property taxes to finance the 2023-2024 budget of USD 232 exceeds the Revenue Neutral Tax Rate to finance the 2023-2024 budget of USD 232, be authorized by a resolution.

NOW, THEREFORE, BE IT RESOLVED by USD 232 that the 2023-2024 budget with a levy of property taxes exceeding the Revenue Neutral Tax Rates calculated for 2023-2024, as adjusted pursuant to K.S.A. 79-2988 is hereby adopted for the following funds: General Fund, Supplemental General Fund, Capital Outlay Fund, Bond and Interest Fund, Special Assessment Fund, and the Cost of Living Fund.

Adopted this 11<sup>th</sup> day of September, 2023 by USD 232 De Soto in Johnson County, Kansas.

Board Clerk

Board President

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## Roll Call Vote

Hearing to Exceed Revenue Neutral Rate

## Resolution

Governing Body Member	Yes	No	No Vote
Ashley Spaulding			
Stephanie Makalous			
Rick Amos			
Bill Fletcher			
Danielle Heikes			
Brandi Jonasson			
Calley Malloy			

Board Clerk

Board President

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## **USD 232 BOARD OF EDUCATION**

### **OFFICIAL MINUTES -- REGULAR MEETING**

**Administrative Office (35200 West 91<sup>st</sup> Street, De Soto, Kansas) August 7, 2023**

YouTube channel: <https://youtube.com/@usd232>

The Board President, Ashley Spaulding, called the meeting to order at 6:00 p.m. A quorum of the Board was present. Attendance was as follows:

**Board Members Present:** Rick Amos  
Bill Fletcher  
Danielle Heikes  
Brandi Jonasson  
Stephanie Makalous  
Calley Malloy  
Ashley Spaulding

**Others Present:** Jolyn Baldner, Director of Student Nutrition  
Alvie Cater, Assistant Superintendent of Administration & Communications  
Steve Deghand, Assistant Superintendent of Facilities & Operations  
Wendy Denham, Board Clerk/Executive Assistant to the Superintendent  
Dr. Cory Gibson, Superintendent of Schools  
Carrie Handy, Executive Director of Elementary Education  
Michelle Hite, Director of Elementary Curriculum & Instruction/Accreditation  
Dr. Gail Holder, Principal, Mill Valley High School  
Dr. Joe Kelly, Director of Secondary Curriculum & Instruction/Title Programs  
Brian Schwanz, Executive Director of Secondary Education  
Julie Stucky, Director of Finance  
Dr. Cindy Swartz, Career & Technical Education Coordinator

Alvie Cater led attendees in reciting the Pledge of Allegiance. Mr. Cater then briefly explained how the meeting would progress from one agenda item to the next.

Superintendent Gibson showed board members the chair that was painted by Jodi Ellis, Mill Valley Art Teacher. The chair will be at the front of each meeting for them to visualize a student sitting as they apply the Empty Chair Philosophy, keeping students at the forefront of decisions

President Spaulding asked if there were any changes for the Agenda. No changes were made.

*Mrs. Danielle Heikes moved to adopt the Agenda.*

*Mr. Rick Amos seconded.*

*Carried 7/0.*

PATRON INPUT. President Spaulding opened the floor for patron input. With no requests to speak submitted, she moved onto the next agenda item.

CONSENT AGENDA. President Spaulding noted that she would be adding “for an October 2023 appointment and June 2023 appointment” to Consent Agenda item “F. Approve Superintendent Gibson to teach as an adjunct professor”. She then asked the board if they had any other changes for the Consent Agenda.

Declaring a conflict of interest, Bill Fletcher asked to remove check number 61971 from Consent Agenda item “B. Approve bills and transfer of funds” for approval separately. He also asked to remove Consent Agenda item “E. Approve District membership to United School Administrators (USA) – Professional Learning Network for the 2023-2024 school year in the amount of \$8,800.00.” for discussion.

*Mr. Rick Amos moved to approve the Consent Agenda as amended.*

*Mrs. Stephanie Makalous seconded.*

*Carried 7/0.*

The following Consent Agenda items were approved:

1. Minutes of the July 10<sup>th</sup> regular meeting.
2. Payment of bills and issuance of checks numbered 61945 – 61970, 61972 – 62010, 62017 – 62022 and 62024 - 62182.
3. Transfer of funds as follows:
  - a. \$1,513.78 from Local Option Budget (Fund 08) to Parent Education (Fund 28)
4. Personnel recommendations as follows:

Resignations – Classified

McKenna Agan, Student Nutrition Assistant, BE  
Evangeline Brackney, Paraprofessional, SE  
Jessica Clark, Lead Secretary, MCMS  
Megan Friedman, English Language Learner Aide, RE  
Kelly Hall, Paraprofessional, RE  
Carol McFadden, Evening Custodian, SE  
Erin Overturf, LPN Nurse, HE

Employment – Classified

Anna Bidnick, Paraprofessional, RE  
Jenny Bland, Center-Based Paraprofessional, BE  
Kayla Brower, Paraprofessional, RE  
Natalie Carr, Evening Custodian, MVHS  
Ashley Cedeño, Behavior Paraprofessional, BE  
Jennifer Cisar, Lead Secretary, MCMS  
Donna Corbett, Lunchroom Aide, BE  
Paige Creason, Paraprofessional, CTEC  
Sandra Jones, Student Nutrition Substitute, Districtwide  
Ridgely Langley, Paraprofessional, CTEC  
Andrew Leehy, Rule 10 Assistant Football Coach, LTMS  
Lindsey Mahoney, Part-Time Paraprofessional, RE  
Ashley Markley, Paraprofessional, ME  
Kristen Meyer, Communications Assistant, Districtwide  
Danny Nguyen, Paraprofessional, MCMS  
Joanna Riggs, Center-Based Paraprofessional, MCMS  
Mark Schneider, Center-Based Paraprofessional, HE  
Ashlee Schuler, Paraprofessional, SE  
Marcy Teasley, English Language Learner Aide, RE  
Connie Ulmer, Lunchroom Aide, SE  
Coelleen Walter, Paraprofessional, MVHS

Resignations – Certified *(Effective at conclusion of the 2022-23 school year.)*

Tonya Bettis, Social Worker, HE and DHS  
Kelly Hilden, School Counselor, MTMS  
Greg Tomlinson, 5<sup>th</sup> Grade Teacher, CCE

Employment – Certified

Justin Crawford, Long-Term Substitute as Special Education Teacher, MVHS  
Devin Hanson, 5<sup>th</sup> Grade Teacher, CCE  
Stephanie House, Special Education Resource Teacher, MTMS  
Stuart Keltner, School Counselor, MTMS  
Emily Rose, Kindergarten Teacher, HE

5. Permission for Superintendent Gibson to teach as an adjunct professor for an October 2023 appointment and June 2023 appointment.
6. Revisions to the following board policies: AG – Closing of School Buildings, GAAF – Emergency Safety Interventions, GAOA – Drug-Free Workplace, CARID – Military Leave, JH – Student Activities, KK – Disposal of District Property (new title), KN – Complaints, GAAB – Complaints of Discrimination, JCE – Complaints of Discrimination (new title); and new board policy IFCC – Overnight Accommodations.
7. New daily substitute teacher rate of \$155.00 and new long-term substitute teacher rate of \$190.00 per day.

8. Proposed revisions for the 2023-2024 Related Services Employee Handbook.
9. An Agreement for Grant of Right of Way to Evergy Kansas Central, Inc. with payment of \$9,600.00 to USD 232 for approximately .3 acre of land running along Lexington Avenue.
10. A \$0.15 increase in paid adult meal prices, bringing the total price to \$4.50 for the 2023-2024 school year.
11. Rescinded previous approval to purchase broadcast studio equipment for De Soto High School from Southwest Audio-Visual in the amount of \$20,770.00 and authorized purchase of broadcast studio equipment for De Soto High school from Southwest Audio-Visual in the amount of \$25,478.00.
12. Purchase of two-hundred (200) new band uniforms for De Soto High school from Fruhauf in the amount of \$142,682.63.
13. The following extended day trip:
  - De Soto High School Cross Country Team, Grades 9-12, participate in cross country meet, LaVern Gibson Cross Country Course, Indiana State University, Terre Haute, IN, September 29 – October 1, 2023.

**Approve District membership to United School Administrators (USA) Kansas – Professional Learning Network for the 2023-2024 school year in the amount of \$8,800.00.** Board member Bill Fletcher asked if the membership is necessary. Superintendent Gibson explained that USA Kansas serves school administrators, much like the Kansas Association of School Boards (KASB) serves board members. USA Kansas serves as an umbrella organization to help support administrators in their work, particularly with professional development. He further explained that last summer the district sent a good number of principals to the USA conference, which costs more without district membership, and the district has several administrators already signed up for professional development (a variety of topics) through USA which will cost the district, or if the district is a member of the organization staff could attend an unlimited number of professional development and conferences at no charge. USA helps administrators to network with other districts across the state. Superintendent Gibson said that teachers that are considering moving into administration could also participate in USA's professional development opportunities. Mr. Fletcher asked what the district paid last year to send staff for professional development and where they were sent. Superintendent Gibson said he would follow up with more information.

Stephanie Makalous asked if this is something staff have been attending and the district has not taken advantage of membership. Superintendent Gibson said there might have been opportunities outside of USA. He said it has probably been hit or miss and membership in USA would just open up the door to ease the burden for staff in finding \$500 to attend a conference. He said USA does provide opportunities for online professional development which may cost the district \$150 per attendee, or be free if the district is a member of the organization. Superintendent Gibson said USA also provides in-house support/mentoring for staff that are new to positions, with cost for mileage.

Danielle Heiekes asked if there are conferences or learning opportunities staff are signed up for that occur before September. Superintendent Gibson said there are. She asked Bill Fletcher to clarify his concern with the organization. Mr. Fletcher said it was with the cost for travel across the country, and noted that on last months credit card statement there was a travel charge of \$31,000.00 with no detail on what it was for. Superintendent Gibson explained that USA is housed in Topeka and all of their events are within Kansas.

Brandi Jonasson clarified that KASB is just for school boards and not administrators.

Stephanie Makalous noted that on travel expenses there is detail shared in financial reports. Mr. Fletcher said on the credit card statement it just says travel. Superintendent Gibson said the administration could take a closer look at the statements to see if more detail could be shared.

*Mrs. Stephanie Makalous moved to approve disrict membership to Unitted School Administrators (USA) of Kansas – Professional Learning Network for the 2023-2024 school year in the amount of \$8,800.00.*

*Mrs. Danielle Heikes seconded*

*Carried 7/0.*

Bill Fletcher declared a conflict of interest and left the meeting at 6:15 p.m.

*Mrs. Ashley Spaulding moved to approve payment to Kansas Land Management, LLC in the amount of \$21,440.00 with check number 61971.*

*Mrs. Brandi Jonasson seconded.*

*Carried 6/0.*

Bill Fletcher returned to the meeting at 6:16 p.m.

#### ACTION ITEM.

#### **Budget Presentation/Budget & Revenue Neutral Rate Notice of Hearings Publication.**

Superintendent Gibson presented the following slides to the board:

- Budget Alignment – Reviewing an organization’s budget is like reading a blueprint; it guides the construction process. A budget paints the picture of what the organization values and brings the mission statement to life.
  - USD 232’s Mission Statement: USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.
  - The 2023-2024 budget aligns with the overarching goals. Data from needs assessments guide budgetary determinations.
- Funding Facts FY’ 24

- Out of 286 school districts, 92% spend more per pupil than USD 232. (2021-2022 KSDE Expenditure Per Pupil Report)
- Average compensation for USD 232 teachers is in the top 18% in Kansas. (2022-2023 KSDE Teacher Pay Report)
- Greater than 50% of districts have operational mill levy rates (excluding bond and interest) higher than USD 232. The proposed mill rate is less in 2023-2024 than anytime in the last 30 years. (2022-2023 KSDE Mill Levy Report)
- Enrollment History – A graph showing USD 232 Enrollment (Student FTE) from the 2010-2011 school year to the 2023-2024 school year.
- Base State Aid Per Pupil (BSAPP) History – A chart showing what the Kansas BSAPP has been from 2000 to 2024.
- BSAPP History – A chart showing what the Kansas BSAPP would be if it were to have followed court ordered funding from 2000 to 2024.
- Assessed Valuation – A chart showing USD 232's assessed valuation from the 2010-2011 school year to the 2023-2024 school year.
- Pots of Money – Budgeted – A picture of the various funds that make up a school district budget (General Fund – BSAPP, Local Option Budget (LOB), Cost of Living, Capital Outlay, Bond & Interest, KPERS, Food Service, Special Assessment, Federal Funds (Title/ESSER) and Other.
- Mill Rates (property tax rates) – A chart showing USD 232's historical mill rates (all funds) from the 1993-94 school year to the 2023-24 school year.
- Mill Rates (property Taxes) – A chart showing what the mill rate was for General Fund, Supplemental General Fund, Capital Outlay, Bond & Interest, Cost of Living and Special Assessment in 2021, 2022 and 2023.
- The "Big 3" Operational – Comparisons FY' 24 to FY' 23
  - General Fund Max Authority – Budgeted to Budgeted: +\$1,789,942 (3.4%), Actual to Budgeted: +\$4,379,732.
  - Supplemental General Fund (LOB) Max Authority – Budgeted to Budgeted: +\$579,466 (3.3%), Actual to Budgeted: +\$1,487,441.
  - Cost of Living Authority – Budgeted to Budgeted: +\$561,092 (11%), Actual to Budgeted: +\$406,615.
- Summary of Adjustments in FY' 23 compared to FY' 24
  - Staffing: No change in general education licensed staff, +1.5 classified staff, +5.25 special education licensed staff (+\$445,000 before categorical aide). Staff pay increase of approximately 7% (+\$3,900,000).
  - Cost of Products: Property insurance - +\$269,777, health insurance - +\$543,368, utilities - ?, Fuel - ?, Ongoing purchases - ?.
  - Special Education: \$1,089,455 potential increase in district contribution. District contribution budgeted at 51% (state law is at 92%).
  - Carry Over Balance: Overall carry over fund balances decreased \$6,586,084 between end of FY' 22 and FY' 23 (attributed to decrease in capital outlay funds)
  - Bond Payment: +\$311,998. The district is investigating an advanced payment on callable bonds, which would save over \$3,177,747 in interest.

Superintendent Gibson opened the floor for questions.

Stephanie Makalous asked about the dollar amount tied to the special education funding amount of 51%. Superintendent Gibson said the district is paying about \$3 million to supplement special education.

Calley Malloy asked Superintendent Gibson to explain the drop from 62% last year to 51% this year. Superintendent Gibson shared that 62% is related to the state average and 51% is the district's contribution that is affected by an increase in the number of staff or salaries.

*Mrs. Stephanie Makalous moved to approve publication of the Notice of Hearing - 2023-2024 Budget in the district's official newspaper stating that the Board will hold a public hearing on the budget on September 11, 2023, 6:00 p.m., at the USD 232 Administrative Office, 35200 West 91<sup>st</sup> Street, De Soto, KS.*

*Mrs. Danielle Heikes seconded.*

*Carried 7/0.*

*Mrs. Danielle Heikes moved to approve publication of the Notice of Hearing - Exceeding the Revenue Neutral Tax Rate for the 2023-2024 School Year in the district's official newspaper stating that the Board will hold a public hearing on exceeding the revenue neutral tax rate on September 11, 2023, 6:00 p.m., at the USD 232 Administrative Office, 35200 West 91<sup>st</sup> Street, De Soto, KS.*

*Mr. Rick Amos seconded.*

*Carried 7/0.*

#### DISCUSSION ITEMS.

**District Goals.** Superintendent Gibson said the district's annual goals remain consistent with the past, including updates to specific strategies/action steps. These goals also align to the information contained in the district's needs assessment, five-year accreditation cycle, and are supported by the continuous cycle of improvement in all district schools.

Superintendent Gibson said if a parent or guardian was asked what they want from their child's school, they will often mention something along the lines of: To be served by a collaborative team of professionals that are supporting academic, physical and mental wellbeing of their child, preparing kids for post high school within appropriately sized and efficient facilities with an established culture that is safe and supportive of the uniqueness of each individual. He said this is a synopsis of what district goals are.

Danielle Heikes referred to "Objective A1: USD 232's Five Year Effectiveness Rate for Post-Secondary Success will exceed 75% by 2027 reporting year" and asked Superintendent Gibson if he believes the 75% threshold is attainable. He said it is attainable. Dr. Joe Kelly, Director of Secondary Curriculum & Instruction, said the district is currently at 73%.



**Portrait of a Graduate.** Dr. Joe Kelly, Director of Secondary Curriculum & Instruction/Title Programs, shared information on the Real World Learning initiative and its connection to Individual Plans of Study and Market Value Assets. Dr. Cindy Swartz, Career & Technical Education Coordinator, explained how the Kauffman Real World Learning grant required the formation of a stakeholder committee (consisting of teachers). She talked about committee meetings held last year to discuss the traits that each graduate of USD 232 schools should possess. She said the traits were then combined and would be communicated through a visual representation, known as a “portrait of a Graduate”. The committee agreed on the content of the visual, and tasked a group of USD 232 students to submit designs for review. Dr. Gail Holder, Principal of Mill Valley High School, then joined Dr. Kelly and Dr. Swartz to introduce Mill Valley student Regan Roberts whose visual design was chosen for the Board of Education to consider. Regan was presented with a Certificate of Accomplishment.

**Exit and Stay Survey Information.** Brian Schwanz, Executive Director of Secondary Education, informed the board that this year the Human Resources Department conducted a Stay Survey with certified staff returning to USD 232. He said these surveys are intended to help an organization understand what employees like or dislike and will support efforts of employee retention. He said the survey was conducted in April. It was sent out to 542 individuals with a response rate of 34.1%, or 185 responses. Mr. Schwanz reviewed the following survey questions and results:

- What grade level do you teach? Result: 1% early childhood, 44.9% elementary, 21.1% middle school, 33% high school
- Total Years in USD232. Result: 1-5 years 31.4%, 6-10 years 16.8%, 11-15 years 16.8%, 16-20 years 24.9%, 20+ years 10.3%
- What do you look forward to each day? Result: Students, Colleagues, Colleagues & Students
- Why have you chosen to work or stay in USD 232? Result: Area/Community/Family, Colleagues, District Size, District Focus, Students
- Are there any conditions/reasons that would cause you to consider leaving USD 232? Result: Pay, Administration, Nothing would cause me to leave, Lack of Support, Students/Behavior, Parents
- What are your favorite parts of your job? Result: Students, Teachers/Colleagues, Relationships, Creativity
- What elements of your job are your least favorite: Result: Workload, Parents, Student Behavior, Administration, Pay/Benefits, Rude Colleagues
- What can the district do to make your experience at work better for you? Pay, Professional Development, Support, The District is doing well, Job Responsibilities, Student Behavior, Administration, Appreciation from Administrative Office

Carrie Handy, Executive Director of Elementary Education, said the Human Resources Department conducted Exit Surveys of staff that leave the district. She said out of 70 surveys that were sent out 29 were completed (42%). Mrs. Handy gave board members a few minutes to review the trend data before highlighting the following:

- 51.7% of returned surveys stated that their relationships with building administration either didn't impact or made it hard to leave.
- 55.2% of returned surveys stated that the salary they received while employed in the district made it easy to leave.
- 23 out of 29 returned surveys felt they were treated fairly while working in USD 232.
- 42.9% of surveys were from elementary, 57.1% were from secondary.

Mrs. Handy then shared the following exit data:

- Of the 70 exit surveys completed, 7 were retirements and 63 were resignations.
- Breakdown of Resignations by Level: 29 – Elementary, 34 – Secondary.
- Turnover Rate Not Including Retirements: 11.2%.
- Turnover Rate Including Retirements: 12.6%.
- Of the 63 resignations 5 were due to relocation, 2 were job advancement, 17 left for a similar position in the area, 7 left for family reasons, 22 left the education field, 10 left for other reasons.

Mrs. Handy noted that traditionally the district has had a turnover rate of 10% or less. She then brought attention to the 22 certified staff that left public education and noted that this of concern and is reason for investing in retention.

President Spaulding asked how the district's turnover rate compares to surrounding districts. Mrs. Handy said she did not have that information, but would try to collect it to bring back to the board. President Spaulding then asked if the district's turnover rate has been steadily climbing from the usual 10%. Mrs. Handy said the district is typically between 9-10%, and this is the first time, including employee retirements, the district is at 12.6%.

Brandi Jonasson referred to the trend data stating that "48.2% of returned surveys stated that the level of support they received while in the district made it easy to leave the district" and asked if by "level of support" they were talking about building administration, district administration, parents, colleagues? Mrs. Handy said it is hard to tell, but likely all of those mentioned. She said the Human Resources Department could dive into this question more to determine where support was an issue.

Danielle Heikes referred to the Exit Data showing a breakdown of reasons for resignations and asked if Mrs. Handy had any information on why staff were leaving for similar positions in the area. Mrs. Handy said the majority of elementary staff leave because they are offered positions in districts where they live and could walk to work or where their own children attend. Mr. Schwanz said secondary staff have left for larger districts where they feel there is more opportunity to advance, or because they may want to teach a subject other than what is available in USD 232.

In conclusion, Mrs. Handy shared the following 2023-2024 employment data:

- Number of New Hires: 19 new to the profession, 58 new to the district with prior experience.
- Positions added for the 2023-2024 school year: De Soto High School – 2.0 FTE (Math & Journalism), Mill Valley High School – 1.0 FTE (Art), Special Education – 5.25 FTE (0.5 FTE Vision Teacher, 0.5 FTE Hearing Teacher, 0.5 FTE Certified Teacher for Riverview Elementary, 1.0 Certified Teacher for Private Schools, 1.0 Special Education District Improvement Specialist, 1.0 Early Childhood Special Education Teacher, 0.1 FTE Physical Therapist, 0.5 FTE Speech Language Pathologist, 0.15 FTE Audiologist.

Calley Malloy asked if the 58 new to the district with prior experience staff members were coming from neighboring districts. Mrs. Handy said it varies with some from neighboring districts and others relocating from out of state. Mr. Schwanz said at the secondary level the district had one come from Ohio, one from Texas, a couple from Shawnee Mission and Blue Valley and several from Lawrence. Mrs. Handy said Human Resources would expect that they would need to tap into people with experience rather than relying on graduates from teaching programs in the state. She said with the decline in graduates with education degrees and colleges dropping recruiting events it is beneficial to the district to be able to draw teachers with experience. Mr. Schwanz said this year the district has hired four USD 232 graduates and noted that “growing our own” is something the district will need to do. Mrs. Handy noted that four of the new staff members are individuals who had worked for the district, left and are returning.

Bill Fletcher suggested that the district keep track of graduates that want to go into the education field and recruit them. Mrs. Handy said the district does try to keep track of them and encourages them to come to the district for student teaching.

Danielle Heikes asked what was being done at the state or national level to address the trend in people moving from education. Superintendent Gibson said unfortunately this is a national trend and the Kansas Department of Education is leading the charge with discussions about how to attract people to education. He added that districts need to get very creative with recruitment. He said there is a lot of discussion at the university level as well about “What does it take to become a teacher and are some of the requirements antiquated?”. He said one thing that could help is really elevating the teaching profession as a whole. He said KSDE is also looking at the requirements to become a teacher and it may look different than it does today. He said reality is that the number of teachers needed in the future will be higher than those going into the field. Mrs. Handy said the district does have some paraprofessionals that are transitioning into teaching.

Danielle Heikes asked if entry level pay is a detraction. Superintendent Gibson said most of the people going into teaching have a Masters Degree and they see people with Masters Degrees going into other professions making more. He said the teaching profession as a whole has been more difficult in the past few years. However, he has heard that universities are seeing an increase of incoming freshman into education programs. He also noted that industries are coming in and snatching teachers.

ALERTS. The following reports were included in the packet for this board meeting with notice that they will require future action by the Board of Education: 1. Policy Revision: Section EDAA School Buses & Vehicles; and, 2. English Language Arts Standards 2023.

*President Spaulding adjourned the meeting at 7:19 p.m.*

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**Date Approved**

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**Clerk, Board of Education**

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**President, Board of Education**

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# Unified School District 232

**De Soto – Shawnee – Lenexa – Olathe**  
**www.usd232.org**

**JULIE STUCKY**  
Director of Finance

TO: Dr. Cory Gibson, Superintendent of Schools  
USD 232 Board of Education  
FROM: Julie Stucky, Director of Finance  
DATE: September 6, 2023  
SUBJECT: Treasurer's Report (Consent Agenda Item)

**Approve Checks 62183–62424 with Following Exceptions:**

62192-62194 1st August Payroll Vendor Checks 7/16-7/31/23 Pay Date 08/15/23  
62218-62223 2nd August Payroll Vendor Checks 8/01-8/15/23 Pay Date 8/31/23

**Approve the following transfers for month ending August, 2023**

\$ 17,552.12 From Gen (Fund 06) to Parent Ed (Fund 28)

**Check Journal - 08/11/23**

Check Number	Check Date	Payee	Reason	Amount
62183-62184	08/11/23	Amazon Capital Services	Teaching/Office Supplies	\$6,611.60
62185	08/11/23	Applied Maintenance Supplies & Solutior	Grounds Supplies	\$649.05
62186	08/11/23	City Of De Soto	W/S/T -June 2023	\$3,407.66
62187	08/11/23	Kansas Gas Service	Gas Service-MT, MV, PRE, BE, RE, & TP. July 2023	\$860.14
62188	08/11/23	Premier Contracting, Inc.	LTMS Roof Replacement App by BOE 3/6/23	\$324,541.12
62189	08/11/23	Waste Management	Grounds Roll Off Dumpster	\$24.72
			Trash/Recycle -July 2023	\$6,480.00
62190	08/11/23	Wells Fargo Vendor Fin Serv	Bobcat Lease	\$1,198.28
62191	08/11/23	WoodRiver Energy LLC	Heating Bill - East Side	\$393.96
			Heating Bill - West Side	\$587.77
				<b>\$344,754.30</b>

**Check Journal - 08/18/23**

Check Number	Check Date	Payee	Reason	Amount
62195-62198	08/18/23	Amazon Capital Services	Teaching/Office Supplies	\$11,433.27
62199	08/18/23	Cable Dahmer Automotive LLC	Grounds Dump Truck App by BOE 12/5/22	\$111,135.00
62200	08/18/23	City Of De Soto	Water for LTMS June 2023	\$244.68
62201	08/18/23	Evergy	Energy DHS & Grounds	\$867.13
62202	08/18/23	Evergy Kansas Central, Inc.	Pole Lease	\$2,454.64
62203	08/18/23	Integrity Locating Services, LLC	Locate Charges	\$549.00
62204	08/18/23	Mill Valley High School	Student Fee Payment made to district insurance Efunds	\$330.00
62205	08/18/23	Quadient Leasing USA	Lease - Postage Meter	\$453.00
62206	08/18/23	School Datebooks, Inc.	Agenda's	\$2,848.84
62207	08/18/23	Time Warner Cable	Cable TV/internet	\$119.98
62208	08/18/23	Verizon Wireless Services LLC	Tech/Facilities/HR-Broadband cards	\$699.81
				<b>\$131,135.35</b>

**Check Journal - 08/25/23**

Check Number	Check Date	Payee	Reason	Amount
62209-62210	08/25/23	Amazon Capital Services	Teaching/Office Supplies	\$3,928.09
62211-62213	08/25/23	Arvest Bank	8/14/23 Credit Card Statement	\$34,353.21
62214	08/25/23	Atmos Energy	Gas Service-Bridge & DHS July 2023	\$228.08
			Heat-MC, CLC, DSC, DHS, LT, ME, CTE -July 2023	\$1,152.60
62215	08/25/23	City of Lenexa	Rezoning/Plat Fees RZ23-06 & PT23-05P	\$964.00
62216	08/25/23	Heartland Coca Cola Bottling Co	Student Nutrition Dept.	\$3,698.36
62217	08/25/23	U.S. Foodservice, Inc	Student Nutrition Dept.	\$85,320.96
				<b>\$129,645.30</b>



**Credit Card Statement**  
**8/14/23**

Date	Cardholder Name	Merchant	Merchant Location	Amount
8/1/2023	BELMONT ELEMENTARY	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 102.62
8/3/2023	BELMONT ELEMENTARY	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 55.30
	<b>BELMONT ELEMENTARY Total</b>			<b>\$ 157.92</b>
8/3/2023	CARRIE HANDY	WASHBURN UNIVERSITY	785-6701156, KS 666210000	\$ 50.00
	<b>CARRIE HANDY Total</b>			<b>\$ 50.00</b>
7/24/2023	CLEAR CREEK ELEMENTARY	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 91.22
7/26/2023	CLEAR CREEK ELEMENTARY	PIZZA SHOPPE SHAWNEE	SHAWNEE, KS 662260000	\$ 91.18
8/3/2023	CLEAR CREEK ELEMENTARY	STICKER GENIUS	855-784-2553, MI 480830000	\$ 145.60
8/4/2023	CLEAR CREEK ELEMENTARY	NICK AND JAKES SHAWNEE	SHAWNEE, KS 662260000	\$ 103.50
8/7/2023	CLEAR CREEK ELEMENTARY	PRICE CHOPPER #249	SHAWNEE MISSI, KS 662260000	\$ 26.16
8/7/2023	CLEAR CREEK ELEMENTARY	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 162.49
8/9/2023	CLEAR CREEK ELEMENTARY	SAMS CLUB #8208	LENEXA, KS 662150000	\$ 49.30
8/12/2023	CLEAR CREEK ELEMENTARY	PANERA BREAD #202377	913-248-3260, KS 662030000	\$ 33.78
	<b>CLEAR CREEK ELEMENTARY Total</b>			<b>\$ 703.23</b>
7/31/2023	DESOTO HIGH SCHOOL	PIZZA HUT 041514	HTTPS://IPCHA, KS 660180000	\$ 115.38
8/4/2023	DESOTO HIGH SCHOOL	SAMS CLUB #4870	KANSAS CITY, KS 661090000	\$ 33.96
8/4/2023	DESOTO HIGH SCHOOL	SAMS CLUB #4870	KANSAS CITY, KS 661090000	\$ 239.68
8/7/2023	DESOTO HIGH SCHOOL	SOLUTION TREE INC	812-3367700, IN 474040000	\$ 689.00
8/10/2023	DESOTO HIGH SCHOOL	SP TEMPORARY TATTOOS	WWW.TEMPORARY, AZ 857130000	\$ 169.06
8/11/2023	DESOTO HIGH SCHOOL	IN VIBES LLC	952-3932783, MN 553910000	\$ 892.83
8/11/2023	DESOTO HIGH SCHOOL	LUMBER ONE	913-583-9889, KS 660180000	\$ 631.00
8/11/2023	DESOTO HIGH SCHOOL	SPORTS CAREER CNSLTG	SPORTSCAREERC, OR 972290000	\$ 599.00
	<b>DESOTO HIGH SCHOOL Total</b>			<b>\$ 3,369.91</b>
7/31/2023	DHS TRAVEL 1	ALDI 46051	OVERLAND PARK, KS 662230000	\$ 18.39
8/11/2023	DHS TRAVEL 1	S&S ACTIVEWEAR	800-523-2155, IL 604400000	\$ 538.09
8/11/2023	DHS TRAVEL 1	TRANSFER EXPRESS	440-918-1900, OH 440600000	\$ 776.28
	<b>DHS TRAVEL 1 Total</b>			<b>\$ 1,332.76</b>
8/1/2023	DHS TRAVEL 2	GOODCENTS SUBS - 3002 - D	816-308-1570, KS 660180000	\$ 161.16
8/4/2023	DHS TRAVEL 2	KJ'S PIZZERIA	DESOTO, KS 660180000	\$ 117.68
	<b>DHS TRAVEL 2 Total</b>			<b>\$ 278.84</b>
8/1/2023	DR CINDY SWARTZ	HILTON GARDEN INN	785-5329136, KS 665020000	\$ 255.86
8/7/2023	DR CINDY SWARTZ	GOODCENTS SUBS 0174 SHAWN	SHAWNEE, KS 662260000	\$ 228.96
8/10/2023	DR CINDY SWARTZ	GOODCENTS SUBS 0174 SHAWN	SHAWNEE, KS 662260000	\$ 10.49
8/10/2023	DR CINDY SWARTZ	PRICE CHOPPER #249	SHAWNEE MISSI, KS 662260000	\$ 69.98
	<b>DR CINDY SWARTZ Total</b>			<b>\$ 565.29</b>
7/14/2023	EARLY CHILDHOOD LEARNING	SMORE.COM	WWW.SMORE.COM, PA 152060000	\$ 178.99
7/17/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 53.83
7/17/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 67.98
7/17/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 78.47
7/17/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 78.97
7/17/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 82.41
7/17/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 95.91
7/17/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 103.15
7/25/2023	EARLY CHILDHOOD LEARNING	#69 LAKESHORE LEARNING	MERRIAM, KS 662020000	\$ 47.55
7/25/2023	EARLY CHILDHOOD LEARNING	HOBBY-LOBBY #0081	MERRIAM, KS 662020000	\$ 45.69
7/28/2023	EARLY CHILDHOOD LEARNING	FORM PUBLISHER	HTTPSFORMPUBL, NY 100200000	\$ 79.00
8/3/2023	EARLY CHILDHOOD LEARNING	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 49.66
8/4/2023	EARLY CHILDHOOD LEARNING	PIZZA WEST	913-422-9010, KS 662260000	\$ 112.62
8/11/2023	EARLY CHILDHOOD LEARNING	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 34.66
	<b>EARLY CHILDHOOD LEARNING Total</b>			<b>\$ 1,108.89</b>
7/20/2023	ERIC ROBERTS	PINE LANDSCAPE CENTER	785-8436949, KS 660440000	\$ 887.86
7/25/2023	ERIC ROBERTS	PINE LANDSCAPE CENTER	785-8436949, KS 660440000	\$ 824.00
7/25/2023	ERIC ROBERTS	PINE LANDSCAPE CENTER	7858436949, KS 660440000	\$ (887.86)
7/26/2023	ERIC ROBERTS	HARBOR FREIGHT TOOLS 186	SHAWNEE, KS 662030000	\$ (32.83)
8/9/2023	ERIC ROBERTS	FAMILY TREE NURSERY - SHA	SHAWNEE, KS 662030000	\$ 502.98
	<b>ERIC ROBERTS Total</b>			<b>\$ 1,294.15</b>
7/27/2023	FACILITIES OFFICE STAFF	SAMSCLUB #8208	LENEXA, KS 662150000	\$ 50.00
7/27/2023	FACILITIES OFFICE STAFF	SAMSCLUB #8208	LENEXA, KS 662150000	\$ 308.06
7/28/2023	FACILITIES OFFICE STAFF	PRICE CHOPPER #249	SHAWNEE MISSI, KS 662260000	\$ 148.48
8/2/2023	FACILITIES OFFICE STAFF	BRIMAR INDUSTRIES	973-340-7889, NJ 070260000	\$ 130.50

**Credit Card Statement**  
**8/14/23**

Date	Cardholder Name	Merchant	Merchant Location	Amount
8/1/2023	FACILITIES OFFICE STAFF	SAMS CLUB #8208	LENEXA, KS 662150000	\$ 88.16
8/1/2023	FACILITIES OFFICE STAFF	DOLLAR-GENERAL #7565	DE SOTO, KS 660180000	\$ 27.75
	<b>FACILITIES OFFICE STAFF Total</b>			<b>\$ 752.95</b>
7/19/2023	GABRIELLA PHILBROOK	DOLLARTREE	SHAWNEE, KS 662260000	\$ 7.50
	<b>GABRIELLA PHILBROOK Total</b>			<b>\$ 7.50</b>
8/5/2023	HORIZON ELEMENTARY	PANERA BREAD #202405 O	216-750-1741, KS 662190000	\$ 137.40
8/11/2023	HORIZON ELEMENTARY	EB IXL LIVE-OVERLAND	801-413-7200, CA 941050000	\$ 95.00
8/11/2023	HORIZON ELEMENTARY	PANERA BREAD #202405 O	216-750-1741, KS 662190000	\$ 40.98
	<b>HORIZON ELEMENTARY Total</b>			<b>\$ 273.38</b>
7/22/2023	JANET HOPKINS	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 50.96
8/6/2023	JANET HOPKINS	THERAPIST EXPRESS	THERAPISTEXPR, NY 112290000	\$ 59.99
8/8/2023	JANET HOPKINS	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 120.32
	<b>JANET HOPKINS Total</b>			<b>\$ 231.27</b>
7/17/2023	JODIE SAULTZ	KANSAS TURNPIKE AUTHORIT	316-682-4537, KS 672070000	\$ 46.20
7/19/2023	JODIE SAULTZ	BTS REEVESWIEDEMAN	816-960-6400, MO 641110000	\$ 443.24
7/27/2023	JODIE SAULTZ	KS DEPT OF ADMINISTRAT	785-296-2789, KS 666030000	\$ 100.00
7/28/2023	JODIE SAULTZ	BTS REEVESWIEDEMAN	816-960-6400, MO 641110000	\$ 603.21
8/1/2023	JODIE SAULTZ	BTS REEVESWIEDEMAN	816-960-6400, MO 641110000	\$ 430.22
8/4/2023	JODIE SAULTZ	BTS REEVESWIEDEMAN	816-960-6400, MO 641110000	\$ 203.81
	<b>JODIE SAULTZ Total</b>			<b>\$ 1,826.68</b>
7/24/2023	KENT RIGDON	WESTLAKE HARDWARE #045	LENEXA, KS 662190000	\$ 12.99
7/25/2023	KENT RIGDON	WESTLAKE HARDWARE #045	LENEXA, KS 662190000	\$ 38.16
	<b>KENT RIGDON Total</b>			<b>\$ 51.15</b>
7/25/2023	LEE HANSON	FAIRFIELD INN & SUTIES	WICHITA, KS 672020000	\$ 430.95
7/25/2023	LEE HANSON	FAIRFIELD INN & SUTIES	WICHITA, KS 672020000	\$ 491.47
7/25/2023	LEE HANSON	FAIRFIELD INN & SUTIES	WICHITA, KS 672020000	\$ 491.47
	<b>LEE HANSON Total</b>			<b>\$ 1,413.89</b>
7/26/2023	LEXINGTON TRAILS MS	PITNEY BOWES PBP	844-256-6444, CT 069260000	\$ 100.00
7/27/2023	LEXINGTON TRAILS MS	PITNEY BOWES PI	844-256-6444, CT 069260000	\$ 71.25
7/28/2023	LEXINGTON TRAILS MS	PITNEY BOWES PI	844-256-6444, CT 069260000	\$ 66.39
8/1/2023	LEXINGTON TRAILS MS	HOBBY-LOBBY #0075	OLATHE, KS 660620000	\$ 20.97
8/1/2023	LEXINGTON TRAILS MS	HOBBY-LOBBY #0075	OLATHE, KS 660620000	\$ 36.92
8/8/2023	LEXINGTON TRAILS MS	MURPHY TROPHY & ENGRAVING	OLATHE, KS 660610000	\$ 60.00
	<b>LEXINGTON TRAILS MS Total</b>			<b>\$ 355.53</b>
8/12/2023	MARGARET DIECKHOFF	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 83.03
	<b>MARGARET DIECKHOFF Total</b>			<b>\$ 83.03</b>
7/28/2023	MELISSA MILLER	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 368.60
8/8/2023	MELISSA MILLER	SAMS CLUB #8208	LENEXA, KS 662150000	\$ 298.62
8/8/2023	MELISSA MILLER	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 157.92
8/10/2023	MELISSA MILLER	THE WEBSTRAUTANT STORE INC	717-392-7472, PA 176020000	\$ 223.24
	<b>MELISSA MILLER Total</b>			<b>\$ 1,048.38</b>
8/7/2023	MICHELLE HITE	CANVA US INC.	KENT, DE 199340000	\$ (1.00)
8/7/2023	MICHELLE HITE	CANVA US INC.	KENT, DE 199340000	\$ 1.00
	<b>MICHELLE HITE Total</b>			<b>\$ -</b>
7/19/2023	MIKE JEROME	MENARDS LAWRENCE KS	LAWRENCE, KS 660460000	\$ 16.99
7/19/2023	MIKE JEROME	WESTLAKE HARDWARE #014	LAWRENCE, KS 660460000	\$ 17.95
7/20/2023	MIKE JEROME	WESTLAKE HARDWARE #017	SHAWNEE, KS 662160000	\$ 25.17
8/4/2023	MIKE JEROME	WESTLAKE HARDWARE #014	LAWRENCE, KS 660460000	\$ 11.50
	<b>MIKE JEROME Total</b>			<b>\$ 71.61</b>
8/4/2023	MILL CREEK MIDDLE SCHOOL	PRICE CHOPPER #249	SHAWNEE MISSI, KS 662260000	\$ 23.27
	<b>MILL CREEK MIDDLE SCHOOL Total</b>			<b>\$ 23.27</b>
7/31/2023	MILL VALLEY HIGH SCHOOL	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 52.60
8/8/2023	MILL VALLEY HIGH SCHOOL	USPS PO 1983621532	SHAWNEE, KS 662260000	\$ 9.97
	<b>MILL VALLEY HIGH SCHOOL Total</b>			<b>\$ 62.57</b>
8/4/2023	MIZE ELEMENTARY	TWISTED - SHAWNEE	SHAWNEE, KS 662260000	\$ 211.26
8/8/2023	MIZE ELEMENTARY	PRICE CHOPPER #249	SHAWNEE MISSI, KS 662260000	\$ 76.92
	<b>MIZE ELEMENTARY Total</b>			<b>\$ 288.18</b>
7/19/2023	MONTICELLO TRAILS MS	EDPUZZLE PRO TEACHER	HTTPSEDPUZZLE, CA 941030000	\$ 11.50
7/20/2023	MONTICELLO TRAILS MS	EDPUZZLE PRO TEACHER	HTTPSEDPUZZLE, CA 941030000	\$ 12.50
7/24/2023	MONTICELLO TRAILS MS	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 84.10

**Credit Card Statement**  
**8/14/23**

Date	Cardholder Name	Merchant	Merchant Location	Amount
7/26/2023	MONTICELLO TRAILS MS	TST THE OTHER PLACE - SH	SHAWNEE, KS 662260000	\$ 167.62
7/29/2023	MONTICELLO TRAILS MS	SMORE.COM	WWW.SMORE.COM, PA 152060000	\$ 99.00
7/30/2023	MONTICELLO TRAILS MS	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 44.23
7/31/2023	MONTICELLO TRAILS MS	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 56.59
8/3/2023	MONTICELLO TRAILS MS	GOOGLE GOOGLE STORAGE	855-836-3987, CA 940430000	\$ 2.99
8/2/2023	MONTICELLO TRAILS MS	SAMSCLUB.COM	888-746-7726, AR 727120000	\$ 33.89
8/7/2023	MONTICELLO TRAILS MS	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 17.98
8/8/2023	MONTICELLO TRAILS MS	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 160.57
8/9/2023	MONTICELLO TRAILS MS	EDPUZZLE PRO TEACHER	HTTPSEDPuzzle, CA 941030000	\$ 11.50
8/10/2023	MONTICELLO TRAILS MS	SAMSCLUB.COM	888-746-7726, AR 727160000	\$ (2.25)
8/11/2023	MONTICELLO TRAILS MS	SAMSCLUB.COM	888-746-7726, AR 727120000	\$ 496.50
	<b>MONTICELLO TRAILS MS Total</b>			<b>\$ 1,196.72</b>
8/1/2023	MVHS TRAVEL 1	NIAAA	317-587-1450, IN 462400000	\$ 385.00
	<b>MVHS TRAVEL 1 Total</b>			<b>\$ 385.00</b>
7/26/2023	PRAIRIE RIDGE ELEMENTARY	PIZZA SHOPPE SHAWNEE	SHAWNEE, KS 662260000	\$ 138.72
7/27/2023	PRAIRIE RIDGE ELEMENTARY	SMORE.COM - EDUCATOR	WWW.SMORE.COM, PA 152060000	\$ 99.00
7/31/2023	PRAIRIE RIDGE ELEMENTARY	SP GENESIS EDUCATION	PELLET.COM.MYS, WA 982730000	\$ 178.75
8/2/2023	PRAIRIE RIDGE ELEMENTARY	TWISTED - SHAWNEE	SHAWNEE, KS 662260000	\$ 85.45
8/4/2023	PRAIRIE RIDGE ELEMENTARY	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 25.35
8/10/2023	PRAIRIE RIDGE ELEMENTARY	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 16.36
	<b>PRAIRIE RIDGE ELEMENTARY Total</b>			<b>\$ 543.63</b>
7/26/2023	RIVERVIEW ELEMENTARY	SQ SQUARE WEEBLY	GOSQ.COM, CA 941030000	\$ 29.95
7/26/2023	RIVERVIEW ELEMENTARY	SQ SQUARE WEEBLY	GOSQ.COM, CA 941030000	\$ 144.00
7/27/2023	RIVERVIEW ELEMENTARY	TARGET 00022228	KANSAS CITY, KS 661110000	\$ 106.94
8/1/2023	RIVERVIEW ELEMENTARY	VENTRIS LEARNING	HTTPSWWW.VENT, WI 535900000	\$ 301.00
8/2/2023	RIVERVIEW ELEMENTARY	SP SKINNY MIXES	HTTPSSKINNYMI, FL 337620000	\$ 83.44
8/3/2023	RIVERVIEW ELEMENTARY	TST MCLAINS BAKERY - SH	913-961-5665, KS 662030000	\$ 538.00
8/3/2023	RIVERVIEW ELEMENTARY	SP SKINNY MIXES	HTTPSSKINNYMI, FL 337620000	\$ (83.44)
8/12/2023	RIVERVIEW ELEMENTARY	WM SUPERCENTER #1151	KANSAS CITY, KS 661090000	\$ 188.17
	<b>RIVERVIEW ELEMENTARY Total</b>			<b>\$ 1,308.06</b>
7/13/2023	TAMI CASEY	DRURY INNS	316-2625000, KS 672020000	\$ 206.92
7/13/2023	TAMI CASEY	DRURY INNS	316-2625000, KS 672020000	\$ 206.92
7/13/2023	TAMI CASEY	DRURY INNS	316-2625000, KS 672020000	\$ 206.92
7/14/2023	TAMI CASEY	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 317.66
7/17/2023	TAMI CASEY	SOUTHWES 5262479773356	800-435-9792, TX 752350000	\$ 314.97
7/19/2023	TAMI CASEY	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 86.24
7/20/2023	TAMI CASEY	LA QUINTA INNS AND SUI	PITTSBURG, KS 667620000	\$ 631.76
7/21/2023	TAMI CASEY	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 260.11
7/24/2023	TAMI CASEY	TRADER JOE S #723	LEAWOOD, KS 662090000	\$ 239.76
7/25/2023	TAMI CASEY	PRICE CHOPPER #249	SHAWNEE MISSI, KS 662260000	\$ 146.79
7/25/2023	TAMI CASEY	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 79.72
7/26/2023	TAMI CASEY	COSTCO WHSE #0349	LENEXA, KS 662150000	\$ 335.93
7/26/2023	TAMI CASEY	CASEYS #4202	LENEXA, KS 662190000	\$ 254.85
7/27/2023	TAMI CASEY	WALMART.COM 8009666546	800-966-6546, AR 727160000	\$ 104.00
7/27/2023	TAMI CASEY	WALMART.COM 8009666546	800-966-6546, AR 727160000	\$ 104.00
7/27/2023	TAMI CASEY	WALMART.COM 8009666546	800-966-6546, AR 727160000	\$ 312.00
7/28/2023	TAMI CASEY	SHAWNEE CHAMBER OF COMMER	913-6316545, KS 662170000	\$ 115.00
7/28/2023	TAMI CASEY	TRU BY HILTON SPRINGFIELD	417-2437800, MO 658060000	\$ 962.22
7/28/2023	TAMI CASEY	WAL-MART #4611	SHAWNEE, KS 662260000	\$ 35.52
7/31/2023	TAMI CASEY	EVERLAST WELDERS AND GEN	650-588-8588, CA 940800000	\$ 4,299.00
8/2/2023	TAMI CASEY	COSTCO WHSE #0349	LENEXA, KS 662150000	\$ 175.71
8/2/2023	TAMI CASEY	HY-VEE OLATHE 1464	OLATHE, KS 660610000	\$ 240.00
8/2/2023	TAMI CASEY	WAL-MART #2855	SHAWNEE, KS 662170000	\$ 147.06
8/3/2023	TAMI CASEY	PIZZA WEST	913-422-9010, KS 662260000	\$ 1,130.79
8/4/2023	TAMI CASEY	FAIRFIELD INN & SUITES	MANHATTAN, KS 665020000	\$ 288.10
8/13/2023	TAMI CASEY	PADLET PADLET SOFTWARE	HTTPSPADLET.C, CA 941030000	\$ 12.00
	<b>TAMI CASEY Total</b>			<b>\$ 11,213.95</b>
7/20/2023	TARA HARMON MOORE	HYATT REGENCY WICHITA	WICHITA, KS 672020000	\$ 598.53
7/20/2023	TARA HARMON MOORE	HYATT REGENCY WICHITA	WICHITA, KS 672020000	\$ 629.76
7/20/2023	TARA HARMON MOORE	HYATT REGENCY WICHITA	3166136224, KS 672020000	\$ 14.00
7/22/2023	TARA HARMON MOORE	HYATT REGENCY WICHITA	3166136224, KS 672020000	\$ (14.00)

**Credit Card Statement**  
**8/14/23**

Date	Cardholder Name	Merchant	Merchant Location	Amount
7/26/2023	TARA HARMON MOORE	HYATT REGENCY WICHITA	3166136224, KS 672020000	\$ (41.64)
7/26/2023	TARA HARMON MOORE	HYATT REGENCY WICHITA	3166136224, KS 672020000	\$ (10.41)
	<b>TARA HARMON MOORE Total</b>			<b>\$ 1,176.24</b>
7/11/2023	TRAVEL CARD 3	MARRIOTT S ANTONIO RVR	866-435-7627, TX 782050000	\$ 732.81
7/11/2023	TRAVEL CARD 3	MARRIOTT S ANTONIO RVR	866-435-7627, TX 782050000	\$ 732.81
7/15/2023	TRAVEL CARD 3	WICHITA AIRPORT DOUBLETRE	WICHITA, KS 672090000	\$ 411.09
8/10/2023	TRAVEL CARD 3	CANVA I03873-50245812	HTTPSCANVA.CO, DE 199340000	\$ 292.50
	<b>TRAVEL CARD 3 Total</b>			<b>\$ 2,169.21</b>
7/29/2023	TRAVEL CARD 6	NATURAL GROCERS LW	LAWRENCE, KS 660460000	\$ 27.45
8/4/2023	TRAVEL CARD 6	KJ'S PIZZERIA	DESOTO, KS 660180000	\$ 31.85
8/4/2023	TRAVEL CARD 6	WAL-MART #0484	LAWRENCE, KS 660460000	\$ 81.40
8/4/2023	TRAVEL CARD 6	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 204.87
8/4/2023	TRAVEL CARD 6	WM SUPERCENTER #4611	SHAWNEE, KS 662260000	\$ 288.06
8/13/2023	TRAVEL CARD 6	WM SUPERCENTER #486	BONNER SPRING, KS 660120000	\$ 33.25
	<b>TRAVEL CARD 6 Total</b>			<b>\$ 666.88</b>
7/20/2023	WENDY DENHAM	HARP'S 249	DE SOTO, KS 660180000	\$ 9.94
7/20/2023	WENDY DENHAM	STARBUCKS STORE 10828	SHAWNEE, KS 662260000	\$ 125.00
7/24/2023	WENDY DENHAM	KOLACHE FACTORY #87	SHAWNEE, KS 662160000	\$ 148.20
7/24/2023	WENDY DENHAM	STARBUCKS STORE 10828	SHAWNEE, KS 662260000	\$ (120.00)
7/28/2023	WENDY DENHAM	HY-VEE SHAWNEE 1560	SHAWNEE, KS 662160000	\$ 90.00
8/11/2023	WENDY DENHAM	HY-VEE SHAWNEE 1560	SHAWNEE, KS 662160000	\$ 90.00
	<b>WENDY DENHAM Total</b>			<b>\$ 343.14</b>
	<b>Grand Total</b>			<b>\$34,353.21</b>

**Check Journal - 09.01.2023**

Check Number	Check Date	Payee	Reason	Amount
62224-62226	09/01/23	Amazon Capital Services		\$5,751.92
62227	09/01/23	Evergy	Electricity for July/Aug 2023	\$160,968.92
62228	09/01/23	Roma Bakery	Student Nutrition Dept.	\$2,164.37
62229	09/01/23	T-Mobile USA, Inc.	Hotspots	\$190.03
62230	09/01/23	U.S. Foodservice, Inc	Student Nutrition Dept.	\$101,475.38
62231	09/01/23	Water District No 1 Of Jo Co	Water-MT, MC,MV, PRE, HE, BE,CCE, ME,RE, &TP-July/Aug :	\$5,094.37
				<b>\$275,644.99</b>

**Check Journal - 09/08/23**

Check Number	Check Date	Payee	Reason	Amount
62232	09/08/23	4imprint, Inc.	Convocation 23-24 Swag	\$1,342.09
62233	09/08/23	95 Percent Group INC.	Literacy Materials - ESSER III	\$19,340.90
62234	09/08/23	ABCreative, Inc.	Mize Playground Drainage Repairs	\$30,000.00
62235	09/08/23	Academic Therapy Publ	Classroom Literacy Materials - ESSER III - Belmont	\$1,958.00
			DAR-2 Response Record Forms	\$217.80
62236	09/08/23	ADA Sports	PE- Woolery	\$747.00
62237	09/08/23	Advanced Asphalt Paving & Concrete LLC	District Asphalt Project App by BOE 3/6/23	\$69,960.00
62238	09/08/23	Advanced Turf Solutions Inc	Fertilizer - MCMS Athletic Field	\$340.80
62239	09/08/23	Agile Sports Technologies	Hudl Gold	\$2,997.00
62240-62243	09/08/23	Amazon Capital Services	Teaching/Office Supplies	\$6,110.56
62244	09/08/23	America's Battle of the Books	Battle of the Books 12 book list membership	\$50.00
62245	09/08/23	Angela M. Minard	Fall 2023 Yoga Fee 1/2 payment	\$845.00
62246	09/08/23	Apple Inc.	Tech Use/Parts/Repairs/Equip	\$12,852.25
62247	09/08/23	AVID Center	AVID Membership De Soto High School - USD232	\$5,009.00
62248	09/08/23	Award Decals, Inc.	Helmet Award Decals	\$774.00
62249	09/08/23	B & H Photo Video Pro Audio	Photo supplies	\$3,506.95
62250	09/08/23	Batteries Plus - #260	Emergency Light Batteries - District	\$1,830.40
62251	09/08/23	Blick Art Materials	Art supplies for D'Andrea-Art dept.	\$1,017.34
62252	09/08/23	Boehm Brothers Painting	Metal Roof Painted MVHS Shed	\$2,350.00
			Storage Shed DHS	\$800.00
62253	09/08/23	Boone Brothers Roofing	Multiple Leak Repairs - MTMS	\$699.70
62254	09/08/23	Bracker's Good Earth Clays	Clay for D'Andrea-Art Department	\$1,350.00
62255	09/08/23	BrightStar Care	Contracted Nurse services	\$3,150.00
62256	09/08/23	BSN Sports, LLC	MVHS Track Sweats Athletic Needs	\$12,505.00
			MVHS Football Game Jerseys	\$19,720.87
			Cones	\$102.44
			MVHS Basketball Uniforms	\$4,919.48
			Embroidery for Tennis Coach items	\$131.00
			DHS - Football uniforms	\$16,836.67
62257	09/08/23	Cates Service Company	Indoor/outdoor unit LTMS walk in cooler	\$15,802.18
			Compressor Replacement HE	\$19,032.45
			Repair AC Unit - HE	\$1,418.00
			Add Freon to AC - DHS and DSC	\$592.00
62258	09/08/23	CDW Government	Logitech Crayon Replacement Power Buttons, 4pack	\$55.74
62259	09/08/23	Cengage Learning Inc.	Mindtrap K12 Century 21 Accounting	\$3,000.00
62260	09/08/23	Cengage Learning/Gale	Gale in Context - Opposing Viewpoints Renewal 2023-24	\$3,385.63

**Check Journal - 09/08/23**

Check Number	Check Date	Payee	Reason	Amount
62261	09/08/23	Challenger Fence Company	District Fencing Project App by BOE 5/1/23	\$32,000.00
62262	09/08/23	City of Lenexa	SRO 3rd/4th Quarter - MC	\$5,713.00
62263	09/08/23	City Of De Soto	W/S/T -July 2023	\$3,721.86
62264	09/08/23	Clark's Tool & Equipment	2 Drill Guns, Batteries, Misc tools for Grounds Shop	\$478.00
62265	09/08/23	Clayton Paper & Distribution, Inc.	Custodial Gloves/Trash Bags	\$8,438.75
62266	09/08/23	Combes Construction LLC	Mize Elementary Addition App by BOE 11/7/22	\$170,518.50
62267	09/08/23	Conference Technologies, Inc.	Audio/video equipment rental/labor-Convocation	\$8,717.00
62268	09/08/23	Country Carpet	Gym Floor Repairs - CCE	\$450.00
62269	09/08/23	Crisis Prevention Institute, Inc.	CPI training materials	\$2,224.50
62270	09/08/23	Curriculum Associates, LLC	Literacy Materials - ESSER III - Riverview	\$504.00
62271	09/08/23	DataKeeper Technologies	Visit Tracker annual membership	\$550.00
62272	09/08/23	Daymark Solutions, Inc.	badge supplies	\$836.00
62273	09/08/23	Deborah R. Glaser, EdD, LLC	Classroom Literacy Materials - ESSER III	\$141.25
62274	09/08/23	Demco, Inc.	Library Supplies	\$201.22
62275	09/08/23	Desco Coatings, Inc	Flooring Repairs MVHS	\$594.72
			Floor Repair CTEC	\$246.93
			Floor Repairs - ME	\$787.80
62276	09/08/23	DH Pace Construction Services	DHS Toilet Compartment Repla. App by BOE 6/5/23	\$762.00
62277	09/08/23	EnergyCAP, LLC	Energy CAP Agreement Renewal	\$3,630.00
62278	09/08/23	eSpecial Needs, LLC	Equipment for SPED	\$175.90
62279	09/08/23	Explain My Benefits, LLC	EMB Fee - July 2023	\$1,422.58
62280	09/08/23	Fastenal Company	Grounds Supplies	\$2,348.83
62281	09/08/23	Fei Lenexa #215	Cover Plates - CTEC	\$46.78
62282	09/08/23	First Health Education, LLC.	BLS ecards x10; k-12 ecards x3	\$65.00
62283	09/08/23	First Student, Inc.	Student Transportation - August 2023	\$58,872.77
62284	09/08/23	Flagsource Unlimited	Flagpole Repair - Mize	\$2,340.00
62285	09/08/23	Flex Made Easy	FME Fee - August 2023	\$703.50
62286	09/08/23	Follett Content Solutions, LLC.	Destiny Barcode Labels for textbooks	\$1,284.25
			Software Renewal	\$23,057.77
62287	09/08/23	Frontline Technologies Group, LLC	Frontline	\$2,992.42
62288	09/08/23	Gary Morsch	Medicaid compliance	\$1,340.00
62289	09/08/23	General Parts LLC	Kitchen Supplies	\$287.95
62290	09/08/23	GraceNotes LLC	GraceNotes for De Soto High and Mill Valley High	\$459.00
62291	09/08/23	Grainger	Batteries: Testing Equipment	\$120.88
62292	09/08/23	Guest Communications Corp.	Emergency Preparedness Directories	\$3,942.50
62293	09/08/23	Heartland Payment Systems-Nutrikids	Student Nutrition Dept.	\$550.00

**Check Journal - 09/08/23**

Check Number	Check Date	Payee	Reason	Amount
62294	09/08/23	Heartland Coca Cola Bottling Co	Student Nutrition Dept.	\$1,026.51
62295	09/08/23	Heritage Tractor, Inc.	Grounds Supplies	\$452.20
62296	09/08/23	Horst, Terrill & Karst Architects, P.A.	Architectural Fees LTMS Roof	\$3,500.00
			Architectural Services Mize	\$3,150.00
62297	09/08/23	Interstate Elec. Supply, Inc.	Maintenance Supplies	\$1,781.29
62298	09/08/23	Interior Landscapes	Awarded HON Furniture Replacemetn	\$3,912.53
62299	09/08/23	iplus1	Professional Development 8/9/2023 SE	\$1,500.00
62300	09/08/23	J.W. Pepper & Son, Inc.	music	\$458.96
62301	09/08/23	Jennifer Kerr	September 2023 JK Fitness Fee	\$441.00
62302	09/08/23	Johnstone Supply	Set of Brackets for Air Purifier - MCMS	\$82.00
62303	09/08/23	JourneyEd	Software	\$89.00
62304	09/08/23	Julie Hunter	Bridge materials	\$62.50
62305	09/08/23	K & W Underground, Inc.	Fiber Emergency Repair	\$10,170.00
62306	09/08/23	k12 ITC, Inc.	Contracted Services	\$191,642.57
62307	09/08/23	Ka-Comm, Inc.	Five (5) additional radios for Starside SPED dept	\$1,700.00
			FCC License Application Renewal	\$210.00
62308	09/08/23	Kansas Bandmasters Association, Inc.	Open Class Marching Championship entry fee	\$350.00
62309	09/08/23	Kansas City Audio-Visual	Equipment	\$1,185.00
62310	09/08/23	Kansas City Behavioral Health	Student Services	\$7,577.50
62311	09/08/23	Kansas Land Management, LLC	2022 Mowing Contract	\$44,130.00
62312	09/08/23	K.C. Bobcat	Service Kit for T66	\$370.74
62313	09/08/23	Kennedy Glass, LLC	Insulated Glass and Installation - MTMS	\$557.04
			Mirror Install - DHS	\$794.67
62314	09/08/23	Kennyco Industries, Inc.	Monitoring Fire Alarms 9/1/23 through 2/28/24 - DHS	\$444.00
			Service Call - CCE	\$219.40
			Fire Alarm Service Call - HE	\$473.95
62315	09/08/23	Kenton Brothers Inc.	Service Call Door Security - DHS	\$805.00
			Proposal Q4071 Door Card Reader - BE	\$4,143.80
			ID Badges	\$2,419.00
			Security	\$720.00
			Card Reader Repair MVHS	\$245.00
62316	09/08/23	Kenton Brothers Inc.	Service Labor for Badges	\$1,520.00
62317	09/08/23	Key Refrigeration Supply L.L.C.	VAV Motors - Stock	\$1,806.86
			District-Wide Filters	\$2,113.49
			Kitchen Supplies	\$6,313.50
			Replace Ice Maker - MVHS	\$4,113.00



**Check Journal - 09/08/23**

Check Number	Check Date	Payee	Reason	Amount
62318	09/08/23	Knowledge Matters, Inc.	2023-24 Renewal	\$5,600.00
62319	09/08/23	Kone Inc.	Elevator Maintenance for District	\$1,068.02
62320	09/08/23	KSDE	KTOY Conference Wichita - Sabrina Andrews	\$70.00
62321	09/08/23	Kansas Foundation for Excellence	KTOY Banquet Reservation	\$50.00
62322	09/08/23	Kansas School For The Deaf	KSD - Equipment rental - IEP	\$3,942.00
62323	09/08/23	KU Midwest Occupational Health	Agility Tests	\$252.00
62324	09/08/23	Kuta Software, LLC	Software 23-24 2 High Schools 3 Middle Schools	\$1,464.00
62325	09/08/23	Leading Edge Laminating	Lamination	\$998.64
62326	09/08/23	Learning Without Tears	Manipulative Kits K-1	\$15,310.75
			Teaching Supplies	\$3,297.61
62327	09/08/23	Learning Tree Institute	Greenbush Medicaid fee	\$99.85
62328	09/08/23	Linde Gas & Equipment Inc.	Linde Gas Rental	\$106.76
62329	09/08/23	Lippert Mechanical Service Corp.	Student Nutrition Dept.	\$17,208.00
62330	09/08/23	Literacy Resources, Inc.	Classroom Literacy Materials - ESSER III - Belmont	\$2,133.68
62331	09/08/23	Lowe's	Custodial/Maint./Grounds Supplies	\$2,625.66
62332	09/08/23	MAXPaving	Concrete Replacement Project App by BOE 3/6/23	\$232,804.00
62333	09/08/23	McGraw-Hill School Education Holdings	Number Worlds Student Workbooks	\$672.37
			MyMath - Spanish Edition	\$319.17
62334	09/08/23	Mediatechnologies	Computer Tables DHS	\$18,296.65
62335	09/08/23	Merrill Industrial Electric Co., LLC.	New Drive RTU 7 - MVHS	\$5,850.00
62336	09/08/23	Meyer Music	Band	\$106.91
62337	09/08/23	Micro Center, Inc.	Equipment	\$1,868.81
62338	09/08/23	Mid America Window Tint Specialist, Inc.	Window Tint MCMS/ME	\$6,209.95
62339	09/08/23	Midwest Transit Equipment	Car seats for buses	\$2,482.95
62340	09/08/23	Mill Creek Mdl School	Reimburse conference registration	\$70.00
62341	09/08/23	Mill Valley High School	First Robotic Registration-2 teams	\$12,000.00
			Postage Lease	\$158.34
			Postage Paid	\$300.00
62342	09/08/23	Brett Bogard	Student Nutrition Dept.	\$239.75
62343	09/08/23	Vamoussa Coulibaly	Student Nutrition Dept.	\$251.60
62344	09/08/23	Erin Pullen	Student Nutrition Dept..	\$67.85
62345	09/08/23	Christopher Colborn	Student Nutrition Dept.	\$30.00
62346	09/08/23	Joseph Brown	Student Nutrition Dept.	\$19.10
62347	09/08/23	Derrick Peters	Student Nutrition Dept.	\$42.60
62348	09/08/23	Heather Humphrey	Student Nutrition Dept.	\$57.35
62349	09/08/23	Chris Lewis	Student Nutrition Dept.	\$455.20

**Check Journal - 09/08/23**

Check Number	Check Date	Payee	Reason	Amount
62350	09/08/23	Katherine Manning	Student Nutrition Dept.	\$7.85
62351	09/08/23	Morgan Hunter Education, LLC	Teacher Sub Pay	\$41,492.98
62352	09/08/23	Norris Equipment Co LLC	Parts for Grasshopper Mowers	\$151.26
62353	09/08/23	Norris, Keplinger, Hicks & Welder LLC	Legal Services & Expenses	\$5,607.50
62354	09/08/23	Notre Dame de Scion Schools of KC	MVHS Tennis Entry Fee	\$90.00
62355	09/08/23	O'Reilly Auto Parts	Vehicle Maintenance	\$374.15
62356-62357	09/08/23	ODP Office Solutions, LLC	Teaching/Office Supplies	\$1,363.28
62358	09/08/23	Olathe T-Shirt & Trophy Inc.	Uniform Shirts for New Employees	\$572.50
62359	09/08/23	Overhead Door Company of KC	Annual Fire Door Drop Tests	\$1,233.00
62360	09/08/23	PATHWAYos	Transeo Subscription Renewal 2023-24	\$10,116.00
62361	09/08/23	P.A.T. National Center, Inc.	Elizabeth F2 training	\$700.00
62362	09/08/23	Perma-Bound	February Book Order	\$586.47
62363	09/08/23	Pitney Bowes Global Financial Services L	Mail machine lease-	\$63.72
62364	09/08/23	Pitsco Education, LLC	class supplies	\$4,116.16
62365	09/08/23	Plumbing By Fisher, Inc.	Clear Floor Drain - LTMS	\$493.50
			SharkBite Ball Valve Repair - MVHS	\$991.15
			Sinks/Faucets for MTMS	\$11,107.10
			Roof Drain Repair MVHS	\$2,171.01
62366	09/08/23	Premier Contracting, Inc.	LTMS Roof Replacement App by BOE 3/6/23	\$459,458.78
62367	09/08/23	Project Lead The Way, Inc.	PLTW Gateway	\$28,394.00
62368	09/08/23	Propel, Inc	WWW Propel Challenge - Oct 2023	\$750.00
62369	09/08/23	Propio LS, LLC	July 2023 Intrepreting Services	\$187.96
62370-62371	09/08/23	Pur-0-Zone, Inc	Custodial Supplies/Equip/Repairs	\$43,685.47
62372	09/08/23	Quantum Health Professionals, Inc.	Contracted SLPA services	\$3,182.50
62373	09/08/23	Quench USA, Inc.	2 month rental Sept-Oct. 2023	\$261.10
62374	09/08/23	Reading Horizons	Elevate Online	\$6,000.00
62375	09/08/23	Regents Flooring	MTMS Carpet Replacement	\$3,485.00
62376	09/08/23	Renaissance Learning	Professional Development	\$3,750.00
62377	09/08/23	Roberts Dairy	Student Nutrition Dept.	\$16,439.97
62378	09/08/23	Rosetta Stone LTD.	2023-24 Renewal	\$4,200.00
62379	09/08/23	S & S Activewear LLC	Re-Order: Wrong shirt size	\$8.55
62380	09/08/23	S/P2	S/P2 Construction - 1 Year Subscription DHS	\$399.00
			S/P2 Construction - 1 Year Subscription MV	\$399.00
62381	09/08/23	Savvas Learning Company, LLC	High School ELA 9th Grade Consumables	\$634.71
62382	09/08/23	Scholastic Book Clubs, Inc.	Literacy Materials - ESSER III - Horizon Elementary	\$138.30
62383	09/08/23	School Specialty, LLC	District Furniture Replacement App By BOE 4/3/23	\$12,406.10

**Check Journal - 09/08/23**

Check Number	Check Date	Payee	Reason	Amount
			Office Materials	\$141.32
62384	09/08/23	Scripps Nat. Spelling Bee	2023-24 Scripps Spelling Bee Enrollment	\$1,807.50
62385	09/08/23	SEK Education Service Center	Outside placement	\$5,718.00
			Greenbush services contract - ESY	\$1,290.30
62386	09/08/23	Shawnee Copy Center, Inc.	Magnets for MVHS Suicide Prevention	\$262.00
			Printing for Jeri Powers QUOTE 27735	\$816.23
			2023-24 "Welcome" Postcards	\$257.98
			Cumulative Folders	\$513.57
62387	09/08/23	Shiffler Equipment Sales, Inc.	White Board Brackets	\$209.15
			Locker Parts	\$272.63
62388	09/08/23	SiteOne Landscape Supply, LLC	Shrubs - DHS	\$719.72
			Grounds Supplies	\$455.55
62389	09/08/23	SkillsUSA Kansas Youth Dev. Found.	Skills USA Registration for Sam McLeod	\$50.00
62390	09/08/23	Skyward, Inc.	Software - Balance due	\$29.70
62391	09/08/23	Small Strides Music Therapy	Music Therapy contract	\$200.00
62392	09/08/23	Smallwood Lock Supply	Maintenance Supplies	\$1,141.10
62393	09/08/23	Smart Pro Technologies LLC	Equipment	\$6,450.00
			AV Upgrade	\$15,428.73
62394	09/08/23	Smiley's Golf Complex	Mill Valley-Boys Golf state practice 5-2023	\$329.00
62395	09/08/23	Soliant Health, Inc.	Contracted SLP/Nurse/Social Work services	\$11,271.81
62396	09/08/23	Solution Tree	Tim Brown Training Deposit - April 18, 2024	\$1,500.00
62397	09/08/23	STAPLES Advantage	office supplies	\$181.31
62398	09/08/23	Studies Weekly, Inc.	Studies Weekly - Online Only - #80 for 4 teachers	\$651.90
62399	09/08/23	Summit Behavioral Services	Contracted student services	\$15,287.50
62400	09/08/23	Swank Movie Licensing USA	Swank movie license	\$573.00
62401	09/08/23	Synetic Technologies, Inc.	Equipment	\$16,875.00
			Tech Use Part Repairs	\$1,699.00
62402	09/08/23	Teacher Synergy, LLC.	instructional materials	\$406.48
62403	09/08/23	The Kansas City Food Hub	Student Nutrition Dept.	\$1,666.14
62404	09/08/23	The Legal Record	Notice of Budget Hearing and RNR	\$858.06
62405	09/08/23	The Library Store, Inc.	Book care, library supplies	\$217.80
62406	09/08/23	Timster's World Inc.	Homeless Transportation	\$3,025.00
62407	09/08/23	Tire Hub	Vehicle Supplies	\$482.00
62408	09/08/23	Toshiba America Business Solutions	Printers Overages 8/15/22-8/14/23	\$3,824.76
62409	09/08/23	U.S. Foodservice, Inc	Student NUtrition Dept.	\$78,632.35
62410	09/08/23	Underground Vaults & Storage Inc	Contracted Services	\$377.00

**Check Journal - 09/08/23**

Check Number	Check Date	Payee	Reason	Amount
62411	09/08/23	United Office Products, Inc.	District Furniture Rplacement	\$50,885.05
62412	09/08/23	United School Adm Of Kansas	USA Kansas - 2023-2024 PLN District Membership	\$8,173.00
			Registration-USA-Kansas Fall Forum - Topeka	\$450.00
62413	09/08/23	Validity Screening Solutions	Employee background checks	\$1,327.00
62414	09/08/23	Ventris Learning LLC	Literacy Materials - ESSER III	\$762.00
62415	09/08/23	Vex Robotics, Inc.	Equipment for MVHS - Brian Hagstrom	\$7,998.00
62416	09/08/23	Waste Management	Grounds Roll Off Dumpster	\$450.00
			Trash/Recycle -Aug 2023	\$6,776.00
62417	09/08/23	Wells Fargo Vendor Fin Serv	Bobcat Lease	\$1,198.28
62418	09/08/23	Wholesale Batteries Inc.	Invertor Batteries - Belmont	\$5,361.30
62419	09/08/23	Wichita State University	Entry fee for Science Olympiad	\$430.00
62420	09/08/23	William Sadlier Inc.	Reading to Phonics	\$364.13
62421	09/08/23	Winsor Corporation	Sonday System 1 - ESSER III - Prairie Ridge	\$2,189.00
62422	09/08/23	Wps	Protocols	\$207.90
62423	09/08/23	Zimmerman Construction Company Inc.	Whiteboard Installation BE	\$1,915.00
62424	09/08/23	Zoom Fiber LLC	Fiber	\$1,920.00
				<b>\$2,171,332.31</b>

To: Members of the Board of Education  
Cory Gibson, Superintendent of Schools  
From: Alvie Cater  
Date: September 6, 2023  
Subject: **Policy Revision (CONSENT)**

We are continuing our regular review of policies with a recommendation for changes to be considered by the Board of Education at the regularly scheduled meeting in September. This report was first shared with the Board as part of the August meeting packet.

We are reviewing existing policies and will present recommendations to add, amend, or strike policy language regarding a range of topics. The review is taking place with available resources provided by the Legal / Policy Services of Kansas Association of School Boards (KASB) at no additional cost to the school district. The resources from KASB are available to the district as part of its regular membership.

Recommendations to add or amend policies will generally fall into one or more of three categories:

- **Required Changes** – in order to comply with new federal/state laws and regulations;
- **New Policies** – to address emerging issues; and/or
- **Recommended Revisions** – to fill gaps in existing language, eliminate redundancy, and/or make policies easier to understand.

#### How to review policy updates

We are presenting current board policy with noted changes in two ways:

- ~~Strikethrough~~ text
- **Red Italics** for new language or new references

As we go through specific policies, you may see mentions of other board policies denoting possible connections and references. We will not present referenced policies in these reports unless there are changes to be considered.

## Policy EDDA – School Buses and Vehicles

This policy is revised to clarify that use of buses and other school vehicles used by the district shall conform to current law, including K.S.A. 72-6486, et seq. Flexibility was built in throughout to allow the superintendent's designee to perform some of the functions of transportation management instead of the superintendent and to update language to conform more to present district practice. Language is also included to address transportation requests for summer athletic events.

### EDDA – School **Buses and Vehicles**

*Use of buses and other school vehicles by the district shall conform to current law.*

~~No public funds will be spent by the board to hire, rent or lease any form of transportation to be used by any student, school employee, patron or any organization to transport anyone to or from a religious activity.~~

School buses and other school vehicles will not be loaned, leased or subcontracted to any person, groups of persons or organizations except as allowed by law, subject to board approval.

#### Liability

All school vehicles will be adequately insured. Leasing companies shall provide appropriate certificates of insurance.

#### Safety

*For the purposes of this policy, "school transportation provider" is defined to include school bus drivers, school passenger vehicle drivers, and other school employees who may transport students.*

*Every school transportation provider shall have a valid driver's license. Such drivers* ~~Every bus driver~~ *shall have full authority and responsibility for the passengers riding in school vehicles buses.* The district and the leasing company shall agree on rules governing student behavior on buses.

*Students or other persons riding in school buses or school vehicles who violate district policy or bus and/or school vehicle rules will be reported to the proper administrator. Violations of these policies and/or rules may result in disciplinary action by school officials or reports to law enforcement as appropriate.*

#### Speed Limits

*The board may set speed limits for district vehicles, which may be lower than state-allowed maximum speed limits.*

#### Safety Inspection

The *superintendent or the superintendent's designee* ~~director of transportation~~ shall be responsible for transportation inspections.

Defects found in school vehicles shall be repaired as soon as possible. The director of transportation shall be responsible for keeping school vehicles in good operating condition.

#### Scheduling and Routing

Scheduling and routing shall be the responsibility of the *superintendent's designee* ~~director of transportation~~.

Bus and transportation schedules and routing maps will be updated annually prior to the opening of school.

#### Records

Every ~~bus or other vehicle driver of school vehicles~~ *transportation provider* will keep accurate records pertaining to each *assigned* vehicle ~~used to transport students~~. The types of records shall be developed by the superintendent or *superintendent's designee* ~~designated representative~~ in cooperation with the leasing company. ~~Records shall be delivered to the board clerk on a monthly basis.~~

Any record developed by the district for the purpose of monitoring vehicle use will include but will not be limited to the following information: miles driven each trip, gas and oil usage, purpose of the trip, destination, time of departure and time of return.

#### Housing of School Vehicles

All school vehicles shall be housed in areas designated by the superintendent. Buses may be housed in the district's central storage area or assigned to a designated driver who may then house the bus as directed.

If district cars or vans are assigned to designated employees, the employee shall be responsible for the proper care, maintenance and housing of the vehicle either at a district-owned site or *while on school business* ~~at the employee's residence~~.

#### *Transportation to Summer Activities or Athletic Events*

*The board authorizes the superintendent to approve the use of school buses or other school vehicles in transporting district students to summer activities or athletic events such as, but not limited to, camps, 7-on-7, and summer league games.*

*Any staff requests for such use shall be submitted to the superintendent or the superintendent's designee at least 30 days prior to the activity and shall include information concerning the time, date, and duration of trip; the purpose of the transportation; the projected number of students requiring transportation for such event; the type of bus(es) or vehicle(s) requested; which district staff member(s) will be*

*accompanying the student(s) on such trips; and whether or not additional school transportation providers would be required to provide such transport.*

*The superintendent may grant or deny such requests after taking into consideration the following factors:*

- the expense of providing requested transport;*
- the availability of funds for such purpose (or reimbursement);*
- the availability of adequate school staff to chaperone and/or provide transportation;*
- the availability of and/or the coverage of liability insurance for this purpose;*
- priority of assignment and availability of necessary vehicles;*
- Title IX and other fairness considerations in granting use or repeated use to a particular group of student participants; and*
- other good cause as determined by the superintendent or the superintendent's designee.*

BOE Approved: 10/2005; 01/2008; *09/2023*



**USD 232**  
**2023-24 SITE COUNCIL ROSTER**

<p style="text-align: center;"><b><u>BELMONT ELEMENTARY</u></b></p> <ol style="list-style-type: none"> <li>Hilary Gillespie .....Parent</li> <li>Karey Jones ..... Business/Parent</li> <li>Julie Palmeri .....Parent</li> <li>Miki Herman ..... Certified Staff</li> <li>Jennifer Mead ..... Certified Staff</li> <li>Holly Schreiber..... School Improvement Specialist</li> <li>Pam Hargrove..... Principal</li> </ol>	<p style="text-align: center;"><b><u>CLEAR CREEK ELEMENTARY</u></b></p> <ol style="list-style-type: none"> <li>Magnum Dampier ..... Business/Parent</li> <li>Adrienne Runnebaum ..... Parent</li> <li>Krista Sherman ..... Parent</li> <li>Megan Clark ..... Certified Staff</li> <li>Loralie Koca ..... Certified Staff</li> <li>Kayla Wiedeman ..... School Improvement Specialist</li> <li>Kelley McCall..... Principal</li> </ol>
<p style="text-align: center;"><b><u>HORIZON ELEMENTARY</u></b></p> <ol style="list-style-type: none"> <li>Morgan Kuchynka .....Business</li> <li>Amy Lederer.....Parent</li> <li>Jenna Lindberg .....Parent</li> <li>Anne Peresin.....Parent</li> <li>Lisa Mitchell..... Certified Staff</li> <li>Elexis Brack..... School Improvement Specialist</li> <li>Steve Crutchfield ..... Principal</li> </ol>	<p style="text-align: center;"><b><u>MIZE ELEMENTARY</u></b></p> <ol style="list-style-type: none"> <li>Tamara Beins ..... Business/Parent</li> <li>Greg Bennett ..... Parent</li> <li>Elexis Brack ..... Parent</li> <li>Angela Buzard ..... Parent</li> <li>Pam Kedish..... Parent</li> <li>Lindsey Keith ..... Parent</li> <li>Patricia Orth..... Certified Staff</li> <li>Samantha Luchtel .... School Improvement Specialist</li> <li>Gerri Balthazor ..... Principal</li> </ol>
<p style="text-align: center;"><b><u>PRAIRIE RIDGE ELEMENTARY</u></b></p> <ol style="list-style-type: none"> <li>Beth Ansell .....Parent</li> <li>Addie Clement.....Parent</li> <li>Laura Cooper .....Parent</li> <li>Alicia Dobbeleare ..... Business/Parent</li> <li>Sarah-Nicole Harper .....Parent</li> <li>Jan Kelly.....Parent</li> <li>Shanna Simpson .....Parent</li> <li>Angela Handy..... Community Member</li> <li>Jennifer Vaughan..... Certified Staff</li> <li>Denise Porras..... School Improvement Specialist</li> <li>Kristel Fulcher ..... Principal</li> </ol>	<p style="text-align: center;"><b><u>RIVERVIEW ELEMENTARY</u></b></p> <ol style="list-style-type: none"> <li>Celest Albert.....Parent</li> <li>Heather Buchwitz .....Parent</li> <li>Stuert Keltner .....Parent</li> <li>Tanner Laird .....Parent</li> <li>Garrett Linville .....Parent</li> <li>Sarah Moreno .....Parent</li> <li>Christine Odom .....Parent</li> <li>Nolan Sunderman .....Parent</li> <li>Victoria Mahaffey ..... Certified Staff</li> <li>Heather Conway ..... School Improvement Specialist</li> <li>Megan Turpin ..... Principal</li> </ol>
<p style="text-align: center;"><b><u>STARSIDE ELEMENTARY</u></b></p> <ol style="list-style-type: none"> <li>Maelin Zabel ..... 5<sup>th</sup> Grade Student</li> <li>Ali Crofoot ..... Parent/PTA Member</li> <li>Nick Noble ..... Parent/PTA Member</li> <li>Sandy Noble ..... Parent/PTA Member</li> <li>Anabel Sanchez ..... Business/Parent</li> <li>Seth Budimljah ..... Community Member</li> <li>Danielle Hessong ..... Classified Staff/Parent</li> <li>Jessica Young ..... Certified Staff/Parent</li> <li>McKenzi Mispagel ..... Certified Staff/Counselor</li> <li>Julie Jones..... Certified Staff/Social Worker</li> <li>Michelle Brown..... School Improvement Specialist</li> <li>Jan Hicks ..... Principal</li> </ol>	

**USD 232**  
**2023-24 SITE COUNCIL ROSTER**

<p style="text-align: center;"><b><u>LEXINGTON TRAILS MIDDLE SCHOOL</u></b></p> <ol style="list-style-type: none"> <li>Kim Bedford .....Business</li> <li>Sherelle Gaut .....Business</li> <li>Laura Price .....Business</li> <li>Tori Blake .....Parent/PAWS President</li> <li>Matt Brandmeyer.....Parent</li> <li>Emily Carpenter .....Parent</li> <li>Nicole Davis .....Parent</li> <li>Kim Manson .....Parent</li> <li>Lonny Ryburn.....Parent</li> <li>Josh Wilkens .....Parent</li> <li>Karen Wall .....Community Member</li> <li>Renee Graham .....Certified Staff</li> <li>Angie Russell .....Certified Staff/Counselor</li> <li>Jamey Seaba .....School Improvement Specialist</li> <li>Clark McCracken .....Principal</li> </ol>	<p style="text-align: center;"><b><u>MILL CREEK MIDDLE SCHOOL</u></b></p> <ol style="list-style-type: none"> <li>Cindy Akehurst .....Parent</li> <li>Ashley Augustine .....Parent</li> <li>Michelle Daise.....Parent</li> <li>Alysia Heller.....Parent</li> <li>Marcy Riedel .....Parent</li> <li>Elizabeth Storm .....Parent</li> <li>Lisa Mead .....Certified Staff</li> <li>Kirstin Moerike .....Certified Staff/School Psych</li> <li>Denise Legore-Seawood.....Associate Principal</li> <li>Andrew Legler.....Principal</li> </ol>
<p style="text-align: center;"><b><u>MONTICELLO TRAILS MIDDLE SCHOOL</u></b></p> <ol style="list-style-type: none"> <li>Ashley Agre.....Parent</li> <li>Andea Hartman Lerner .....Parent</li> <li>Paula Musil.....Parent</li> <li>Maria Turvey .....Parent</li> <li>Tammi Jones.....Classified Staff</li> <li>Nicole Wallace .....Certified Staff/Parent</li> <li>Kelly Robinson.....School Improvement Specialist</li> <li>Mary King .....Associate Principal</li> <li>Jennifer Smith.....Principal</li> </ol>	<p style="text-align: center;"><b><u>DE SOTO HIGH SCHOOL</u></b></p> <ol style="list-style-type: none"> <li>Violet Conley .....Student</li> <li>Kylie Groves .....Student</li> <li>Abigail Wagoner .....Student</li> <li>Melanie Blackmore .....Parent</li> <li>Sarah Brame .....Parent</li> <li>Jared Furhman .....Parent</li> <li>Audrey King .....Parent</li> <li>Janice Kresin .....Parent</li> <li>Lindsay McCracken.....Parent</li> <li>Megan O’Boyle .....Community Member</li> <li>Jessica Tickle .....Parent</li> <li>Shemika Henegen .....Classified Staff/Parent</li> <li>Mindy Fry .....Certified Staff</li> <li>Emily Thayer .....Certified Staff</li> <li>Bruce Yarbrough .....Certified Staff</li> <li>Abby Huggins .....Associate Principal</li> <li>Sam Ruff .....Principal</li> </ol>
<p style="text-align: center;"><b><u>MILL VALLEY HIGH SCHOOL</u></b></p> <ol style="list-style-type: none"> <li>Jereme Bruggman .....Parent</li> <li>Tina Dinkel .....Parent</li> <li>Chris Grunwald.....Parent</li> <li>Susa Hall .....Parent</li> <li>Mary Alice Henson.....Parent</li> <li>Natalie Holick.....Parent</li> <li>Kayla Manning .....Parent</li> <li>Geree McClendon.....Parent</li> <li>Kellie McCully .....Parent</li> <li>Miranda Mendez.....Parent</li> <li>Haley Prophet .....Parent</li> <li>Mariana Ramirez .....Parent</li> <li>Deborah Ricker.....Parent</li> <li>Erin Tieman .....Parent</li> <li>Judy VanSickle .....Parent</li> </ol>	<p style="text-align: center;"><b><u>MILL VALLY HIGH SCHOOL (continued)</u></b></p> <ol style="list-style-type: none"> <li>Carrie Vincent.....Parent</li> <li>Tracy Warren.....Parent</li> <li>Renee Weatherman.....Parent</li> <li>Siri Campbell.....Certified Staff</li> <li>Jodi Ellis .....Certified Staff</li> <li>Travis Keal .....Certified Staff</li> <li>Kevin Moser .....Certified Staff</li> <li>Sarah Sides .....Certified Staff</li> <li>Deb Steiner .....Certified Staff</li> <li>Gail Holder .....Principal</li> </ol>

To: Members of the Board of Education  
Cory Gibson, Superintendent of Schools  
From: Alvie Cater  
Date: September 6, 2023  
Subject: American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) – **In-Person Instruction and Continuity of Services (CONSENT)**

### **Background**

The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021, provides money to states and school districts to help sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. As a part of this plan, each school district is required to post a reentry plan.

The Board will be asked to once again approve the In-Person Instruction and Continuity of Services as required by the ARP ESSER Fund.

## **In-Person Instruction and Continuity of Services**

### **Maintaining Health and Safety of Students and Staff**

#### **Preventative Measures**

School personnel will continue stressing healthy hygiene habits to help prevent the spread of disease, such as frequent hand-washing, staying hydrated, getting plenty of sleep, and coughing into the sleeve. District protocol requires students and staff to stay home until they are fever free for 24 hours. According to Johnson County Department of Health and Environment, COVID is on the list with other communicable diseases, such as influenza, mumps, and varicella (chickenpox). Students and staff will only be excluded from school and work if they report to the school that they are COVID positive (test or physician-diagnosed).

#### **Cleaning and Maintaining Health Facilities**

In spaces that are regularly occupied, regular cleaning and maintenance protocols will continue to be used. All facilities are equipped with sophisticated air distribution systems that introduces fresh, HEPA filtered outdoor air into buildings multiple times per hour. The activities taking place in each space in a building will help determine the amount of fresh outside air utilized.

**Diagnostic and screening testing**

Testing of symptomatic students may be available at school upon request when supplies are provided by the Kansas Department of Health and Environment. Select diagnostic and screening testing is available throughout the community. The district will work with the Johnson County Department of Health and Environment to help communicate these options.

**Appropriate accommodations for children with disabilities with respect to health and safety policies**

The district will provide appropriate accommodations for students with disabilities. Specific student health needs are addressed through a student health plan and/or their Individual Education Plan. Students requiring accommodation should contact the building administrator to request information on plans for students with disabilities.

**Continuity of Services****Addressing academic needs**

USD 232 will continue evaluating student needs throughout the 2023-24 school year. Full-time, in-person instruction will continue in support of student academic growth.

**Addressing student and staff social, emotional and mental health**

USD 232 is committed to offer students and staff learning opportunities and resources to meet their social, emotional, and mental health needs. The district employees school counselors, nurses, social workers, psychologists, and special education professionals at every school to help meet the needs of students social, emotional, and mental health needs of students and staff. Staff members also have access to an employee assistance program, Life Matters.

####



Unified School District 232

Department of Teaching & Learning

Dr. Joseph Kelly, Director- Secondary Curriculum &  
Instruction, Title Programs

To: Board of Education  
Dr. Cory Gibson, Superintendent

From: Dr. Joseph Kelly, Director of Secondary Curriculum and Instruction, Title Programs  
Michelle Hite, Director of Elementary Curriculum and Instruction, Accreditation  
Brian Schwanz, Executive Director of Secondary Education  
Carrie Handy, Executive Director of Elementary Education

Date: September 6<sup>th</sup>, 2023  
Subject: Professional Learning Communities Summit (CONSENT)

We will seek approval by the Board of Education for building administration and select teachers to attend the 2023 Professional Learning Communities (PLCs) At Work Conference in Kansas City, Missouri, from November 29<sup>th</sup> to December 1<sup>st</sup>. The cost of the professional training will be applied to our district professional development account, and will provide an expanded learning opportunity for up to 55 teachers and school administrators.

### **Background**

For the past two years, school district staff have been working together to increase collaboration, share instructional strategies, align priorities and expectations in classes, and create common assessments that help guide decision-making in the classroom. The objective is to positively impact student learning and we are investing in this important initiative to move student success forward.

As you may recall, a group of 58 teachers and administrators attended the Summer Professional Learning Communities (PLC) at Work Conference in St. Charles, Missouri, in June. The feedback we received from attendees was overwhelmingly positive. A common question asked by our teachers was, "How do we extend this opportunity to other teachers?"

The PLCs At Work Conference will afford a new group of district staff from each school to receive guidance from experienced educators who have successfully led schools through the PLC process, as well as time to work together to refine our current practices. Topics that will be addressed include, but are not limited to, creating a culture of responsibility, turning data into action, implementing strategies to address the needs of all students, closing the achievement gap, and leveraging technology for learning. This work will empower staff to continue supporting a collaborative, results-oriented culture that addresses the needs of individual students.

We have budgeted for this important work. Registration for principals and teachers will cost \$779 per person for three days of the professional conference through Solution Tree. No overnight accommodations are needed since the event is in Kansas City. The total cost for 55 staff is \$42,845.00, while the anticipated cost for substitute teachers will be \$21,846.24. Lunch will be provided on-site at the conference.

Please let us know if you have any questions.

#####



# Unified School District 232

**De Soto – Shawnee – Lenexa – Olathe**  
**www.usd232.org**

**Lee Hanson, M.Ed**  
**Director of Special Services**

September 5, 2023

To: USD 232 Board of Education  
From: Lee Hanson, Director of Special Services  
Re: Donation

I seek the approval from our Board of Education to accept a donation from Victoria & Shea Morgan to the Special Services Department. This donation consists of motor equipment that can be used with our students who need services in this area. The equipment is valued at \$7,500 and is listed as follows:

Kidwalk Gait Trainer x2  
Easystand Bantam Sit-to-Stand Stander  
Crocodile Gait Trainer

Respectfully submitted for Board approval,

Lee Hanson  
Director of Special Services

## Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Mill Valley High

Grade(s)

9-12

Class/Group

Cross Country

District Sponsors on  
the trip:

Chris McAfee  
Brian FitzSimmons

Does this trip  
involve more than  
one day?

☒ YES  
☐ NO

Purpose of Trip:

We will be competing at the Chile Pepper Cross Country Festival.

Destination:

University of Arkansas

Destination City, State:

Fayetteville, Arkansas

First Day of Trip:  
(XX/XX/XXXX)

09/29/2023

Departure Time:

7:30 AM

Depart from:

MVHS Activities

Last Day of Trip:  
(XX/XX/XXXX)

09/30/2023

Return Time:

4:00 PM

Return to:

MVHS Activities

Mode of transportation/travel:

Bus and school suburban

Will there be an overnight stay?

☒ YES ☐ NO

If yes, where will  
students be staying?

Best Western Windsor Suites  
1122 S Futrell Drive  
Fayetteville, Arkansas  
479-301-2882



\*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

*Cost for travel:	<input type="text" value="\$200"/>	*Cost per student:	<input type="text" value="\$85"/>
*Cost for hotel:	<input type="text" value="\$1,900"/>	*Amount paid by building funds:	<input type="text" value="\$2,400"/>
*Cost for food/other:	<input type="text" value="\$300"/>	*Amount paid by students:	<input type="text" value="\$0"/>

Additional Information:  
(500 character limit)

We are leaving on Friday, September 29th. This is not a school day. I have attached our itinerary from last year.

**Attach flyer or other information as provided to students and parents.**

Number of staff sponsors attending:

Number of supervising parents attending:

Parent Permission Slips on file for all students participating?:  
☒ YES  
☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information ?  
☒ YES  
☐ NO

Have parents and students been made aware of relevant trip insurance and refund policies?  
☒ YES  
☐ NO

Have parents and students been informed that the district can cancel or postpone trip at any time?  
☒ YES  
☐ NO

Have parents and students been made aware that the district is not responsible for any cost incurred by participants due to cancellation or postponement?  
☒ YES  
☐ NO

**Attach a daily schedule of activities if trip extends beyond one day.**

Sponsor Signature:

Date:

Principal/Supervisor Signature:

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.

**2023 Mill Valley Cross Country  
Chile Pepper  
Fayetteville, Arkansas**

**Lodging:** Best Western Windsor Suites 1122 S Futrell Drive Fayetteville, Arkansas

**Leave:** 7:30 AM from activities entrance

**Pack:** Only the necessities- we are traveling tight!  
Your Saturday breakfast  
A lunch for Friday (we are stopping to picnic)  
\$ if you want a Chile Pepper shirt  
Uniform and shower stuff obviously  
Bug spray

**We are covering:** Lodging, Friday dinner, Saturday lunch, transportation

**Travel:** One bus, one school vehicle

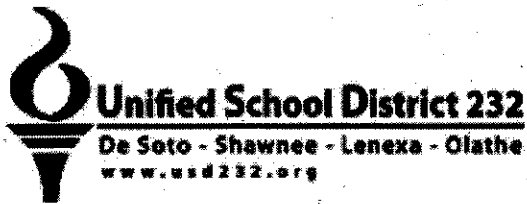
**Friday, September 29th 2023**

*Note- there is no school for students or staff this day*

7:30	AM	Depart Mill Valley High School
11:30	PM	Eat lunch at Crystal Bridges
2:00	PM	Check in to hotel, leave to watch college races
6:15	PM	Dinner
8:30	PM	Team meeting
10:00	PM	Bed

**Saturday, September 30th 2023**

6:15	AM	Depart for cross country course
9:00	AM	Varsity girls
9:45	AM	Varsity boys
10:15	AM	JV Girls
11:00	AM	JV Boys
11:45	AM	Awards
1:00	PM	Head back to Mill Valley and eat lunch
5:30ish	PM	Arrive at Mill Valley High School



## Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building <b>LEXINGTON TRAILS M.S.</b>	Grade(s) <b>6-8</b>	Class/Group <b>Band</b>
<b>Monticello Trails Middle</b>		
<b>MILL CREEK M.S.</b>		
District Sponsors on the trip:	Angie Eisenbarth Rob Foster Jessica Brummel	Does this trip involve more than one day? <input type="radio"/> YES <input checked="" type="radio"/> NO

Purpose of Trip:	We are excited to propose a field trip for our USD232 middle school band students to Wichita State University. During this trip, students will attend a mini recital performed by talented WSU students and faculty, participate in large group rehearsals led by WSU faculty, and engage in workshops tailored to their chosen instrument.
------------------	---

Destination:	Destination City, State:
<b>Wichita State University</b>	<b>Wichita, Kansas</b>

First Day of Trip: (XX/XX/XXXX)	Departure Time:	Depart from:
<b>10/18/2023</b>	<b>6:00 AM</b>	<b>MTMS, LTMS, or MCMS</b>
Last Day of Trip: (XX/XX/XXXX)	Return Time:	Return to:
	<b>5:30 PM</b>	<b>MTMS, LTMS, or MCMS</b>

Mode of transportation/travel:
<b>School bus</b>

Will there be an overnight stay? <input type="radio"/> YES <input checked="" type="radio"/> NO	If yes, where will students be staying?

\*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.)

*Cost for travel:	<input type="text" value="\$300"/>	*Cost per student:	<input type="text" value="\$20"/>
*Cost for hotel:	<input type="text" value="\$0"/>	*Amount paid by building funds:	<input type="text" value="\$50"/>
*Cost for food/other:	<input type="text" value="\$0"/>	*Amount paid by students	<input type="text" value="\$20"/>

Additional Information:  
(500 character limit)

This experience aims to inspire students, enhance their musical skills, and foster a deeper appreciation for teamwork and learning. We believe this trip will be an essential opportunity for our students' musical growth and overall development.

**Attach flyer or other information as provided to students and parents.**

Number of staff sponsors attending:

Number of supervising parents attending:

Parent Permission Slips on file for all students participating?:

☒ YES  
☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information ?

☒ YES  
☐ NO

**Attach a daily schedule of activities if trip extends beyond one day.**

Sponsor Signature:

Date:

Principal/Supervisor Signature

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.



## Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building	Grade(s)	Class/Group
Mill Valley High	Varsity	Boys Wrestling
District Sponsors on the trip:	Joseph Lazor	Does this trip involve more than one day? <input type="radio"/> YES <input type="radio"/> NO
Purpose of Trip:	We are traveling to Council Bluff, IA. to compete at a tough wrestling tournament.	
Destination:	Destination City, State:	
Mid America Center	Council Bluff, Iowa	
First Day of Trip: (XX/XX/XXXX)	Departure Time:	Depart from:
12/07/2023	5:00 PM	MVHS
Last Day of Trip: (XX/XX/XXXX)	Return Time:	Return to:
12/09/2023	10:30 PM	MVHS
Mode of transportation/travel:		
School Bus		
Will there be an overnight stay?	If yes, where will students be staying?	Country Inn and Suites by Radisson
<input type="radio"/> YES <input type="radio"/> NO		

\*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

\*Cost for travel:

\*Cost per student:

\*Cost for hotel:

\*Amount paid by building funds:

\*Cost for food/other:

\*Amount paid by students:

Additional Information:  
(500 character limit)

**Attach flyer or other information as provided to students and parents.**

Number of staff sponsors attending:

Number of supervising parents attending:

Parent Permission Slips on file for all students participating?:  
☐ YES  
☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information ?  
☐ YES  
☐ NO

**Attach a daily schedule of activities if trip extends beyond one day.**

Sponsor Signature:

Date:

Principal/Supervisor Signature:

Date:

This form must be received in the Superintendent's Office by the **Tuesday prior to next Board of Education meeting.**

# MILL VALLEY JAGUAR WRESTLING

**Coaching Staff**  
 Joey Lazor- Head Coach  
 Shannon Sawner - Asst. Head Coach  
 Bryan Burnett- Asst. Coach  
 Jake Ellis- Asst. Coach

## 5 PILLARS OF JAGUAR WRESTLING

\*ACADEMICS \* ACCOUNTABILITY \* ATTITUDE/MENTAL APPROACH \* POSITIONING \* TECHNIQUE

### JAGUAR WRESTLING 2000 - PRESENT

ACADEMIC ALL STATE  
TEAM- 57  
 2020 6A Academic  
 Team State Champions

STATE CHAMPIONS- 13

STATE PLACERS -75

TOP 3 STATE FINISHES  
 2020 State Champions  
 3<sup>rd</sup> 2023  
 3<sup>rd</sup> 2021  
 3<sup>rd</sup> 2016  
 3<sup>rd</sup> 2015

REGIONAL  
CHAMPIONSHIPS-8

LEAGUE  
CHAMPIONSHIPS-5

### COUNCIL BLUFFS ITENIARY DECEMBER 8-9, 2023

Friday December 8, 2023

Depart: 5:15 am from MVHS ( Bus)

Hotel Check-in- 9:30 am -10:00 am (Breakfast)

Council Bluffs Hotel Information

Country Inn & Suites

17 Arena Way

Council Bluffs, IA 51501

712-322-8282at 9:30

Weigh-in- 10:00 am (Lunch)

First Round – 12:00 pm

Wrestling will end around 8:00 pm

Dinner- 8:00pm-9:00 pm

In rooms and lights out at 9:30 pm

Saturday December 9, 2023

6:30 am- Wake up

8:00 am Weigh-in and Breakfast

10:00 am – Wrestling Starts

7:00 pm -8:00 pm –wrestling ends, eat dinner quick and depart for home

11:00 -11:30 pm- Arrive at MVHS

### OLYMPIC CHAMPION SPONSORS

ERIC/AMY KREMER--- EA HOLDINGS LLC--- SCOTT/LISA DULITZ---SCOTT/DANA WARD-  
 DAMIEN STEVENS – MICHELE/TRAVIS KEAL---CHRIS/CARRIE HANDY/NICOLE BODE---  
 AMI/CHRIS KEOPKE---AMBASSADOR INSURANCE MIDWEST – KEVIN/CHRIS GRAY---  
 MIKE/FLORENCE KEAL





**Unified School District 232**  
De Soto - Shawnee - Lenexa - Olathe  
www.usd232.org

## Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Mill Valley High + DHS

Grade(s)

10-12

Class/Group

Thespian Troupe

District Sponsors on  
the trip:

Jon Copeland - MVHS Drama  
Sara Bryant - DHS Drama

Does this trip  
involve more than  
one day?

☐ YES

☐ NO

Purpose of Trip:

State Thespian Conference - Students will participate in workshops, attend performances of plays and musicals, compete in individual events, and audition for scholarships.

Destination:

Century II Convention Center

Destination City, State:

Wichita, KS

First Day of Trip:  
(XX/XX/XXXX)

01/04/2024

Departure Time:

7:15AM

Depart from:

MVHS

Last Day of Trip:  
(XX/XX/XXXX)

01/06/2024

Return Time:

10:00PM

Return to:

MVHS

Mode of transportation/travel:

Bus

Will there be an overnight stay?

☐ YES

☐ NO

If yes, where will  
students be staying?

Fairfield Inn & Suites Wichita Downtown  
525 S. Main St.  
Wichita, KS 67202



\*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.)

\*Cost for travel:  \*Cost per student:   
\*Cost for hotel:  \*Amount paid by building funds:   
\*Cost for food/other:  \*Amount paid by students:

Additional  
Information:  
(500 character limit)

MVHS and DHS students travel together by bus and lodge at the same hotel. I have included the parent information letter and permission slip in this packet. The conference registration costs \$170. With the \$130 for bus and hotel, it totals \$300, paid by students.

**Attach flyer or other information as provided to students and parents.**

Number of staff sponsors attending:  Number of supervising parents attending:

Parent Permission Slips on file for all students participating? ☒ YES ☐ NO Complete list of students attending on file with school including names, contact information, and emergency contact information? ☒ YES ☐ NO

Have parents and students been made aware of relevant trip insurance and refund policies? ☒ YES ☐ NO Have parents and students been informed that the district can cancel or postpone trip at any time? ☒ YES ☐ NO

Have parents and students been made aware that the district is not responsible for any cost incurred by participants due to cancellation or postponement? ☒ YES ☐ NO

**Attach a daily schedule of activities if trip extends beyond one day.**

Sponsor Signature:

*Don Copeland*

Date:

*8/10/23*

Principal/Supervisor  
Signature:

*[Signature]*

Date:

*8/10/23*

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.

**Thespian State Conference Itinerary- Jan. 4-6, 2024**

Thurs.	Jan. 4	7:15am	Load students at MVHS	
Thurs.	Jan 4	7:45am	Pick up students at DHS- Eat at McDonalds on Turnpike on the way to Wichita	
Thurs.	Jan 4	11:30AM	Arrive at Downtown Wichita Fairfield Inn -525 S. Main, Wichita, KS	
THURS.& FRI.	Jan 4 & JAN, 5	4:30PM	Load students at hotel/Convention center for Dinner. Drive to dinner location.	
THURS. & Fri.	Jan. 4 & 5	6:45pm	Return students to Hotel/Convention center	
Sat.	Jan. 6	11:30AM	Load luggage on bus.	
Sat.	Jan. 6	4:30ish	Load Bus at convention center. And depart for DeSoto. Eat at Fast Food on turnpike.	
Sat.	Jan 6	8:45 PM ish	Drop off DeSoto students at DHS	

Sat. Jan 6 9:30PM-ish Drop off MVHS students at MVHS.



## Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Mill Valley High

Grade(s)

9-12

Class/Group

Choir

District Sponsors on the trip:

Jessie Reimer, Cindy Rodes

Does this trip involve more than one day?

☒ YES

☐ NO

Purpose of Trip:

Choral Workshop/Clinic

Destination:

See Itinerary

Destination City, State:

Chicago, IL

First Day of Trip:  
(XX/XX/XXXX)

03/07/2024

Departure Time:

9:15 pm

Depart from:

MVHS

Last Day of Trip:  
(XX/XX/XXXX)

03/11/2024

Return Time:

6:00 am

Return to:

MVHS

Mode of transportation/travel:

Motorcoach

Will there be an overnight stay?

☒ YES

☐ NO

If yes, where will students be staying?

Hotel TBD

\*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.)

\*Cost for travel:  \*Cost per student:

\*Cost for hotel:  \*Amount paid by building funds:

\*Cost for food/other:  \*Amount paid by students:

Additional Information:  
(500 character limit)

See itinerary - cost of travel, hotel, and most food is included in the student's cost. Students will be responsible for food not included, which is indicated in the itinerary. The student will be responsible for paying for all aspects of the trip.

**Attach flyer or other information as provided to students and parents.**

Number of staff sponsors attending:

Number of supervising parents attending:  15 to 1 ratio

Parent Permission Slips on file for all students participating?: ☒ YES ☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information? ☒ YES ☐ NO

Have parents and students been made aware of relevant trip insurance and refund policies? ☒ YES ☐ NO

Have parents and students been informed that the district can cancel or postpone trip at any time? ☒ YES ☐ NO

Have parents and students been made aware that the district is not responsible for any cost incurred by participants due to cancellation or postponement? ☒ YES ☐ NO

**Attach a daily schedule of activities if trip extends beyond one day.**

Sponsor Signature:

Date:

Principal/Supervisor Signature:

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.



**Mill Valley High School Choir  
Trip to Chicago  
3/7/2024 - 3/11/2024**

***Please note that the sightseeing order and scheduled times in the itinerary below are estimates. All services are subject to final reservation confirmation. The days and times may need to be adjusted based on availability once Educational Tours, Inc. has received your signed Travel Agreement.***

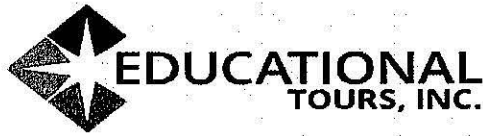
**Thursday, March 07, 2024**

- 8:15 PM Motor coaches arrive at the school for loading.
- 9:15 PM Motor coaches depart the school. (8.5 hours have been allotted for the drive; plus 1.5 hours for rest stops/meals on your own along the route)

**Friday, March 08, 2024**

- 7:15 AM Arrive at the hotel and meet your **Tour Manager**, who will accompany the group exclusively throughout the tour.
- 7:30 AM We will enjoy **Breakfast at the hotel** this morning. **Changing Rooms (2)** will be available for the group to use at the hotel.
- 9:00 AM Transfer by motor coach.
- 10:00 AM Enjoy some free time to explore **Millennium Park** and experience the iconic centerpiece Cloud Gate, aka **the Bean**.
- 11:00 AM Visit the **Art Institute of Chicago** one of the world's great art museums, housing a collection that spans centuries and the globe. Explore thousands of artworks in the wide-ranging collection, including world-renowned works by Hopper, Van Gogh, Seurat, Rivera, Matisse and more. (Subject to final reservation confirmation)
- 12:30 PM Free time included for lunch. (by own expense)
- 1:15 PM Transfer by motor coach.
- 1:45 PM Visit the **Museum of Science and Industry Chicago**, the largest science museum in the Western Hemisphere with 2,000 exhibits in 75 halls within the 14-acre complex. The museum features hands-on exhibits and is designed to be an interactive experience to promote a love of learning about science and industry. While visiting the Museum of Science and Industry, enjoy a film in the **Giant Dome Theater**.
- 5:00 PM Transfer by motor coach to dinner.
- 6:30 PM Arrive at Medieval Times and be seated.
- 7:00 PM This evening enjoy **Medieval Times Dinner and Tournament**. Witness an epic tournament like no other as knights battle with brawn and steel to determine one victor to protect the throne. Join us as we feast and raise a goblet to our Queen.

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**Proud Members of SYTA, NAFME, & ABA**



- 9:15 PM Transfer by motor coach to the hotel.  
9:45 PM Check into the hotel.  
Private hotel security will be provided.

**Saturday, March 09, 2024**

- 7:00 AM Breakfast at the hotel this morning.  
8:00 AM Transfer by motor coach.  
9:00 AM Arrive and prepare for our workshop.  
9:30 AM Participate in a **Workshop or Clinic**. *(Exact location will be determined after time of booking and is subject to final reservation confirmation)*  
11:30 AM Transfer by motor coach.  
12:00 PM Enjoy time to explore, grab lunch, and shop along **Michigan Avenue**, also known as the "Magnificent Mile," which features just about anything you could need, from clothing and accessories to automobiles and even groceries. From bargains to the top designer's luxurious boutiques, you will find it on Michigan Avenue. *(lunch by own expense)*  
1:45 PM Transfer by motor coach.  
2:15 PM Visit the **Field Museum with a Discovery Pass** and fuel a journey of discovery across time to enable solutions for a brighter future rich in nature and culture. With almost 40 million specimens and artifacts in our collections, including SUE, the world's most complete Tyrannosaurus rex, there's something for everyone. *(Admission also includes one special exhibition or a 3D Movie)*  
5:00 PM Transfer by motor coach to dinner  
5:30 PM Enjoy a Chicago-style pizza dinner at **Giordano's**.  
7:00 PM Transfer by motor coach.  
7:30 PM Arrive at the theater and be seated.  
8:00 PM Enjoy an evening of theater with **Broadway in Chicago**. *(\$80 per ticket has been allotted. Subject to schedule and final reservation confirmation)*  
10:30 PM Transfer by motor coach to the hotel.  
Private hotel security will be provided.

**Sunday, March 10, 2024**

- 7:30 AM Breakfast at the hotel this morning.  
8:30 AM Check-out of the hotel and load the motor coaches.  
9:00 AM Transfer by motor coach.  
10:00 AM Experience the **360 Chicago Observation Deck** at the John Hancock Building. Start with a visit to a museum-style exhibition celebrating Chicago's history and nine of its culturally rich neighborhoods, and then take the elevators to the 94<sup>th</sup> floor for breathtaking 360-degree views.

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- 11:30 AM Transfer by motor coach.
- 12:00 PM Enjoy lunch at the **Hard Rock Cafe Chicago**.
- 1:30 PM Transfer by motor coach.
- 2:00 PM Visit the **Shedd Aquarium** and come eye-to-eye with unbelievable aquatic animals from whales to snails, tarantulas to turtles, and exotic fish to zebra sharks! Our visit will include the **Oceanarium Exhibit** and the **Wild Reef**. In addition, tease your senses at **Shedd's 4-D Experience** where your chair vibrates, the air moves, lights flash, and other surprises await.
- 5:00 PM Transfer by motor coach to dinner
- 5:30 PM Enjoy dinner at **Pinstripes Chicago**. After dinner, enjoy **One Hour of Bowling or Bocce Ball**. (*this includes shoe rental and Pinstripe socks*)
- 8:00 PM Motor coaches depart to return to the school. (*8.5 hours have been allotted for the drive; plus 1.5 hours for rest stops/meals on your own along the route*)

**Monday, March 11, 2024**

- 6:00 AM Arrive back at the school.

**PLEASE NOTE:** *In keeping with Educational Tours, Inc.'s commitment to safety and security, we prepare each itinerary in accordance with the DOT rules and regulations, giving drivers a minimum of 9 hours off each night and a maximum of 15 hours on duty during any 24-hour period. We reserve the right to revise the itinerary, at any time, due to unforeseen circumstances such as traffic, road closures, site closures, weather, etc. Your Tour Manager will consult with the Group Leader and drivers on any changes.*



## Trip Prices for Mill Valley High School Choir

### Pricing 8.0 Valid until 6/30/23

Pricing Details & Ranges	26-30	31-35	36-40	41-45	46-50	51-55
Trip Price Per Participant	\$1,799	\$1,604	\$1,466	\$1,363	\$1,284	\$1,221
Number of Adults Upgraded to Double Rooms	2	2	2	2	2	2
Number of Adults Upgraded to Single Rooms	1	1	1	1	1	1
Number of Complimentary Places Included	3	3	3	3	3	3
Triple Room Supplement	\$55					
Double Room Supplement	\$163					
Single Room Supplement	\$485					

### What is Included:

- Ground transportation by private motor coach as per your itinerary (Coaches are modern, clean, and always compliant with industry health and safety standards)
- Accommodation in a quality hotel (quad rooming for students), including exclusive nighttime security in the hotel for your group
- All admissions, activities, workshops and performances as stated and bolded on your custom itinerary (Workshop minimum counts must be met. Students participating in more than one workshop will be charged an additional fee and will be dependent on itinerary timing. Students participating in more than one performance will be charged an additional fee and will be dependent on itinerary timing.)
- All meals as stated on your itinerary
- A professional Tour Manager to accompany your group exclusively from arrival through departure
- All gratuities for bus drivers and the tour manager
- Group Travel Videos App that allows the group to communicate and photo share on the trip, and provides a group video after the trip
- \$4,000,000 Liability Insurance
- Travel Protection, which includes Accident and Sickness, Trip Interruption, and Travel Delay protection for all participants after departure, will be purchased on your behalf.
- Emergency Phone Service 24/7/365 (Call 1-800-654-4560)

### Items Not Included:

- Fuel surcharges imposed by any third party provider (motor coach, airline, etc. and if assessed, it will be billed as a lump sum invoice.)
- Any items not mentioned above or in the detailed itinerary
- Optional Additional Travel Protection, which adds Trip Cancellation and Cancel for Any Reason to the above product, is available for purchase and follows Educational Tours, Inc.'s cancellation policy. Information about this protection can be found when individuals register for the trip at [www.wetravel.com](http://www.wetravel.com) on the "About This Trip" page. You will find a link to the brochures as well as a link to purchase Travel Protection.

### Please Note the Following:

- \* **Group Billing** is included at no additional cost for all participants.
- \* **Lifeguards** may not be available at every swimming opportunity. ETI recommends no swimming without a lifeguard present. If you allow swimming without a lifeguard present, ETI is not responsible for the supervision or safety of the group.
- \* **Trip Inclusions** are based on prices as of time of this quotation. The itinerary is subject to availability, rate confirmation, and final reservation confirmation at the time of finalizing the Travel Agreement with Educational Tours Inc.
- \* **Hotel Check-in** is 4:00 pm. Earlier check-in is not an option with group programs. Not all rooms are guaranteed to be ready by 4:00 pm.

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 Proud Members of SYTA, NAfME, & ABA



**To:** Members of the Board of Education  
**From:** Cory Gibson, Proud Superintendent of USD 232  
**Date:** September 5, 2023  
**Subject:** Needs Assessment (Action Item)

As part of our School Improvement and Accreditation process, the Board of Education reviewed the established goals and strategies during the August, 2023 Board of Education meeting. We continue our focus on the three goal areas: ***Achievement, Buildings and Budgets and Community Engagement*** for the 2022-27 accreditation cycle.

The established goals and proposed budget are based on various needs assessments conducted formally and informally throughout the school year. The formal state required needs assessment was established as part of HB 2567 in 2022. In this needs assessment, Kansas State Assessment data is presented and three required questions are considered. These questions are:

- 1) Barriers that must be overcome for each student to achieve grade level proficiency on assessments,
- 2) Budget actions that should be taken to address and remove those barriers.
- 3) Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented.

Assessment data and narratives are provided at the district level and for each school building in this agenda packet.



## District Needs Assessment 2023-2024

Dr. Cory Gibson  
Superintendent  
USD 232 – De Soto

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## Community Census Demographics:

- Population with Racial and Ethnicity Breakdown Education

- Attainment

- Poverty Status

- Income Indicators

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Needs Assessment Essential Questions State

Assessment Scores

Building Needs Assessments

- Elementary

- Belmont Elementary, Clear Creek Elementary, Horizon Elementary, Mize Elementary, Prairie Ridge

- Elementary, Riverview Elementary, Starside Elementary

- Middle School

- Lexington Trails Middle School, Mill Creek Middle School, Monticello Trails Middle School

- High School

- De Soto High School, Mill Valley High School

## Community Census Demographics

### Population with Race and Ethnic Breakdown

	USD 232	Johnson County	KC Metro Area	Kansas
Total population	36,535	605,154	2,176,124	2,932,099
White	89.7%	83.4%	75.9%	81.4%
Black or African American	2.9%	4.8%	12.1%	5.6%
American Indian and Alaska Native	0.1%	0.2%	0.4%	0.7%
Asian	2.3%	5.3%	3.0%	3.0%
Native Hawaiian and Other Pacific Islander	0.0%	0.0%	0.2%	0.1%
Some other race	1.4%	1.6%	3.1%	3.0%
Two or more races	3.7%	4.6%	5.4%	6.1%
Hispanic or Latino origin (of any race)	6.5%	7.9%	9.4%	12.3%

Source: US Census Bureau

### Highest Level of Education Attainment - Age 25 years and over

	USD 232	Johnson County	KC Metro Area	Kansas
Population 25 years and over	22,315	410,368	1,474,412	1,921,951
Less than high school graduate	3.3%	3.7%	7.3%	8.4%
High school graduate (includes equivalency)	11.6%	13.8%	25.1%	25.7%
Some college or Associate Degree	28.9%	26.2%	29.6%	31.5%
Bachelor Degree	35.9%	34.2%	23.8%	21.6%
Graduate or professional degree	20.2%	22.1%	14.2%	12.8%

Source: US Census Bureau

#### POVERTY STATUS IN THE PAST 12 MONTHS

	USD 232	Johnson County	KC Metro Area	Kansas
Population for whom poverty status is determined	36,444	599,517	2,144,180	2,850,702
Below 100 percent of the poverty level	3.6%	5.1%	9.8%	11.5%
100 to 149 percent of the poverty level	3.4%	3.8%	7.0%	7.9%
At or above 150 percent of the poverty level	93.0%	91.0%	83.2%	80.6%

Source: US Census Bureau

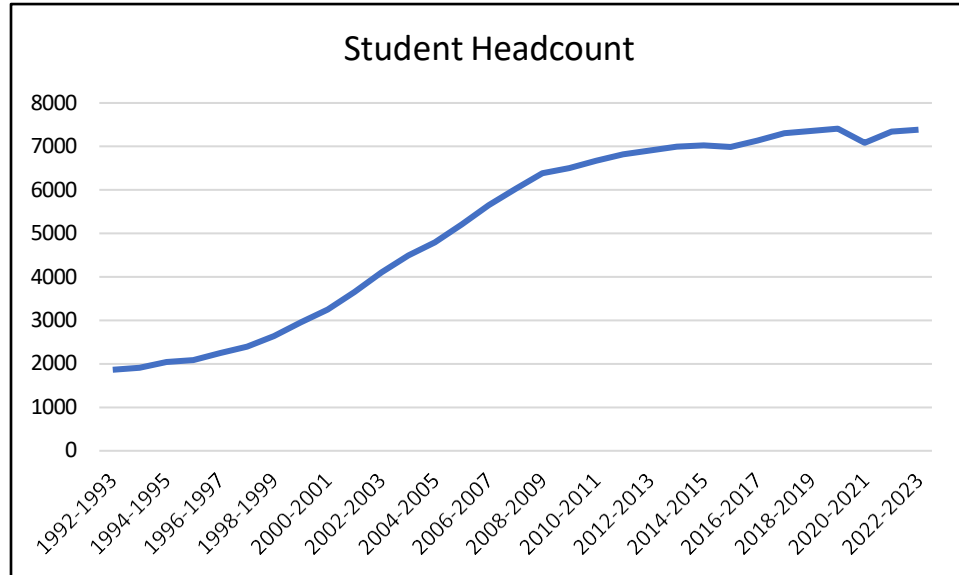
#### Income Indicators

	USD 232	Johnson County	KC Metro Area	Kansas
Mean household income (dollars)	129,709	114,336	\$86,106	\$77,509
Percentage Of Families with Income In The Past 12 Months Is Below The Poverty Level	3.0%	3.8%	7.7%	8.2%
Civilian Population Aged 16 and Over in the Labor Force	76.9%	71.8%	68.0%	66.5%
Percentage of Households with Broadband Internet	84.92%	86.31%	74.63%	70.40%

Source: US Census Bureau

## USD 232 Enrollment and Funding Trends

### 30 Year Enrollment



Source: KSDE

### State Funding History

School Year	FTE Enrollment	Weighted FTE	State Foundation Aid* per Pupil	State Foundation Aid*	Special Education Aid	Total State Aid
23-24*						
22-23	7,265.30	10,499.10				50,923,399
21-22	7,261.50	10,098.60	5,700	41,391,773	6,151,929	47,543,702
20-21	6,934.90	10,059.20	5,770	40,015,578	5,985,857	46,001,435
19-20	7,331.70	10,054.60	5,308	38,913,953	5,729,978	44,643,931
18-19	7,286.50	9,957.60	4,970	36,213,251	5,312,098	41,525,349
17-18	7,217.80	9,995.80	4,876	35,190,745	4,858,841	40,049,586
16-17	6,868.20	9,275.90	4,704	32,309,487	4,708,736	37,018,223

Source: KSDE, \* Projected Information

# District Information

## District Information

### Students

Total Enrollment 22-23	7,333	Average Daily Attendance 22-23	94.7%
Projected Enrollment 23-24	7,376	Chronic Absenteeism 22-23	9.79%
Students with IEP's 22-23	997	Graduation Rate 2022	97.3%
Students on Free & Reduced Lunch 22-23	14.3%	Dropout Rate 21-22	0.3%
English Language Learners 22-23	218	Five-Year Effectiveness Average 21-22	73

### Staff

Certified Staff 22-23	557	Certified Staff 23-24	628
Student-Teacher Ratio 22-23	17:1	Student-Teacher Ratio 23-24	17:1
Classified Staff 22-23	414	Classified Staff 23-24	419
Student-Staff Ratio 22-23	7:1	Student-Staff Ratio 23-24	7:1

### Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	462	27	17.1	429	24	17.88
1 <sup>st</sup> Grade	506	26	19.5	471	25	18.84
2 <sup>nd</sup> Grade	506	26	19.5	516	27	19.11
3 <sup>rd</sup> Grade	521	27	19.3	519	26	19.96
4 <sup>th</sup> Grade	530	25	21.2	543	26	20.88
5 <sup>th</sup> Grade	536	26	20.6	541	26	20.81
6 <sup>th</sup> Grade	542	23	24	610	25	24.4
7 <sup>th</sup> Grade	565	24	24	548	23	23.8
8 <sup>th</sup> Grade	594	25	24	576	24	24
Totals	4,762	229	20.79	4,753	226	21.07

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and state assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade-level proficiency on assessments:

- Recruitment and retention of highly qualified teachers and classified support staff in an increasingly competitive market.
- Ensure student instructional capacity through the Science of Reading PreK-12, in both general and special education settings.
- Additional training for staff and support for students with emotional and/or behavioral needs.
- Adequate resources to meet the individual needs of each student.

2. Budget actions that should be taken to address and remove those barriers:

The Kansas Legislature should allocate funding to meet the statutory requirement to fund 92% of excess costs of special education. Due to underfunding of special education from both the state and federal levels, USD 232 is required to use \$5.8 million dollars of General and Supplemental General funds for special education expenses. Due to state and federal regulations, the special education services must be provided, requiring use of General and Supplemental General funds that would have been otherwise available for general education expenses. For this reason, USD 232 must maximize allowable local resources to make up for this deficit.

The Kansas Legislature should fund PreK-12 education at a level required to achieve Kansas State Board of Education goals as predicted in the study commissioned by the Legislature.

- Internal Agency:
  - Hire additional specialists to support student learning.
  - Hire FTE social workers in all buildings to support mental health.
  - Provide professional development for administration and building teams to support staff-identified learning needs and opportunities.
  - Provide resources for staff, students, and the community to support a well-rounded education.
- Budget Support:
  - Resources to provide competitive compensation to recruit and retain certified and classified employees.
  - Fund all ESSER-initiated staff positions beyond the end of 2024.
  - Purchase supplemental resources and materials for instructional use.
  - Professional development in the areas within Professional Learning Community work
  - Purchase research-based curricular resources.
  - Maintain appropriate and reasonable class-size ratios.



3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

Establishing arbitrary timelines for student performance is not reasonable or responsible. It is very unlikely students will perform their best on a given day and in a particular subject area. Additionally, accuracy in prediction of increased student achievement must be tracked by cohort groups, not year-to-year data, which provides results for different students.

USD 232 district goals, related to academics, are stated as such:

- Objective A1: USD 232's Five Year Effectiveness Rate for Post-Secondary Success will exceed 75% by 2027 reporting year.
- Objective A2: 90% or more of USD 232 students will perform at or above grade level. 60% or more will perform in the College and Career Ready category on the Kansas State Assessments or the ACT by the 2026 assessment period.

USD 232 will continue to use multiple measures of student performance and resources to plan for and provide an outstanding educational program. We will continue to work with all students to maximize their full potential.

#### State Assessment Data Analysis- 2023

##### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
District	83.61%	83.81%	53.33%	48.71%
State	66.06%	67.11%	35.18%	33.2%

##### Highest Standard/Skill Performance:

- 3<sup>rd</sup> Language in Writing
- 4<sup>th</sup> Overall Writing
- 5<sup>th</sup> Text Types & Purposes
- 6<sup>th</sup> Language in Writing
- 7<sup>th</sup> Overall Writing
- 8<sup>th</sup> Language in Writing
- 10<sup>th</sup> Language in Writing

##### Lowest Standard/Skill Performance:

- 3<sup>rd</sup> Key Ideas and Details
- 4<sup>th</sup> Language in Writing
- 5<sup>th</sup> Craft, Structure, & Language in Reading
- 6<sup>th</sup> Key Ideas & Details
- 7<sup>th</sup> Craft, Structure, & Language in Reading
- 8<sup>th</sup> Key Ideas & Details
- 10<sup>th</sup> Craft & Structure

##### District Grade Level Goal for 2023-2024:

- Student achievement scores will increase by a minimum of 5% in categories 3 and 4 on the reading state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
District	85.39%	85.5%	49.27%	50.13%
State	67.80%	66.87%	30.89%	31.32%

Highest Standard/Skill Performance:

- 3<sup>rd</sup> Operations & Algebraic Thinking
- 4<sup>th</sup> Overall Writing
- 5<sup>th</sup> Strategic Thinking & Reasoning
- 6<sup>th</sup> Expressions and Equations
- 7<sup>th</sup> Expressions and Equations
- 8<sup>th</sup> Skills & Concepts Functions
- 10<sup>th</sup> Statistics & Probability

Lowest Standard/Skill Performance:

- 3<sup>rd</sup> Strategic Thinking & Reasoning
- 4<sup>th</sup> Craft, Structure, & Language
- 5<sup>th</sup> Number and Operations in Base 10 with fractions
- 6<sup>th</sup> Ratios and Proportional Relationships
- 7<sup>th</sup> Geometry
- 8<sup>th</sup> Expressions and Equations
- 10<sup>th</sup> Functions

District Grade Level Goal for 2023-2024:

- Student achievement scores will increase by a minimum of 5% in categories 3 and 4 on the math state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
District	78.21%	75.17%	49.12%	46.1%
State	60.01%	51.28%	31.17%	22.71%

Highest Standard/Skill Performance:

- 5<sup>th</sup> Physical & Chemical Sciences
- 8<sup>th</sup> Earth & Space Sciences
- 11<sup>th</sup> Life Sciences

Lowest Standard/Skill Performance:

- 5<sup>th</sup> Life Sciences

- 8<sup>th</sup> Physical & Chemical Sciences
- 11<sup>th</sup> Earth & Space Sciences

District Grade Level Goal for 2023-2024:

- Student achievement scores will increase by a minimum of 5% in categories 3 and 4 on the science state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Belmont Elementary

Principal Name: Pam Hargrove

**Building Information**

**Students**

Total enrollment 22-23	385	Average Daily Attendance 22-23	97.4
Projected Enrollment 23-24	385	Chronic Absenteeism 22-23	7.85
Students with IEP's 22-23	77	Graduation Rate 2022	N/A
Students on Free & Reduced Lunch 22-23	56	Dropout Rate 21-22	N/A
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	N/A

**Staff**

Certified Staff 22-23	41	Certified Staff 23-24	42
Student-Teacher Ratio 22-23	9:1	Student-Teacher Ratio 23-24	9:1
Classified Staff 22-23	30	Classified Staff 23-24	32
Student-Staff Ratio 22-23	5:1	Student-Staff Ratio 23-24	6:1

**Class Size Information**

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	72	4	17.8	47	3	15.7
1 <sup>st</sup> Grade	56	3	18.7	75	4	18.8
2 <sup>nd</sup> Grade	77	4	18.7	54	3	18
3 <sup>rd</sup> Grade	55	3	17.3	72	4	18
4 <sup>th</sup> Grade	64	3	20.7	55	3	18.3
5 <sup>th</sup> Grade	68	3	22.3	58	3	19.3
Totals	383	19.2	19.2	361	20	22.6

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

#### ▪ Building Response:

The opportunity to learn is paramount to learning. Students cannot learn if they are not actively engaged in a positively structured learning environment on a consistent basis for an extended amount of time. I am not only referring to a child's physical presence in a classroom, although over the last three years, that has become a barrier we could have never predicted; I am referring to a child's ability to mentally engage with learning. This is a beast that teachers are battling at a much higher rate than ever before. Our students are, simply put, not as mentally, physically or emotionally ready to manage themselves among others, and lack an urgency for completing tasks necessary for growth. We are teaching or reteaching executive functioning skills that children most naturally learn from a stable, low-stress home environment. Our families have been put in the position of making decisions to survive- added stresses due to the pandemic, social, economic and political issues have robbed them of their ability to relax and engage with their children as both they and their children deserve. This pandemic has created classrooms of children dealing with anxieties that they cannot begin to explain, understand or mitigate on their own. Whereas classroom teachers in past years have perhaps had two or three students in their classroom family who were learning through special circumstances, the current reality is that the *overwhelming majority* of every class is now in need of special accommodations, modifications, therapies, behavior plans, team collaboration meetings, 504 plans, Individual Education Plans or just extended time to process the information coming into their brains while learning in a classroom full of neurodiversity and all of the people, strategies and unexpected behaviors that can come with any or all of these environmental settings. Do not misunderstand my words; I fully believe that inclusive classrooms are paramount to all students learning. Our building theme is We BElong, and we believe in empowering and protecting each and every learner. It is, however, an intricate dance that we perform daily. The quantity and intensity of need has, and no doubt will continue, to change. Hitting a number on an ambiguous, one-shot state assessment is not going to be our focus. Individual student growth and attainment of standards, knowledge and skills will always be important to our team. The state must consider alternate ways for students with disabilities to show their growth, because asking them to sit and struggle through a grade-level assessment when they are still working well below the level of their peers, not because they or their instructional team are not expecting and pushing for greatness, but because their brains are not yet ready to access and process confusing grade-level material, is demoralizing and cruel. We can do better for our kids in Kansas. We need to do better. Parents should not feel the need to exempt their children from state assessments in order to save their psyche. That's just wrong. We need an assessment system that sees every learner on their best day, not just as a number on the assigned day.

### 2. Budget actions that should be taken to address and remove those barriers

#### Building Response:

#### ▪ Building Internal Agency Response:

- We will continuously work to improve our instruction, in order to best meet our learner needs as we understand them. Our response systems will efficiently and effectively provide a path for collaboration, instruction, assessment, analysis and response through a data-driven and intentional plan of action.

#### ▪ Building Budget Response:

- We appreciate all district efforts to provide small class sizes, not because the research is particularly strong in the area of class sizes, but because as a district, we understand that each chair represents a unique and needy learner and/or family, and that one teacher is stronger when that teacher has the mental and physical capacity to discover, research, plan for and meet a reasonably limited number of needs each year. We also appreciate district efforts to provide interventional specialists in each building, including but not

limited to: Social Worker, Counselor, Registered Nurses, Special Education Teams, Reading and Math Specialists.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

Building Response: This is a nefarious question that fails to take in the individual needs and circumstances of each learner. Students come to us having spent five years in a vast variety of life settings from neglect or active trauma to happy and structured professional pre-school education. Some students are on track the minute they enter our doors and will remain on track for the duration of their educational careers, in spite of difficult classroom situations that may arise; because they received significant emotional intelligence and executive functioning skills as an early learner. Others may be a complete mess their entire school career yet have a brain that works like a well-oiled machine to input, process and export knowledge. They'll score just fine on the assessments as long as they aren't too distracted that day. If I were to give an estimate though, of how long it will take to meet and maintain our goals of 90% at 2 or above and 60% at 3 or 4, I would say possibly never. I don't say this to be trite, as we are actually already at the goal in many areas, but to recognize that 25% of our population consists of students with identified disabilities, many of whom may never be able to show their learning on a formalized assessment required by the state. Many of our students with disabilities will rock it, some will find themselves exempted by their parents, and others will give their absolute all and still fall short. Because they aren't there...yet. We have an entire population of students and parents who already know that they aren't performing at grade level due to a disability that they neither created, nor asked for...when do they get to show and celebrate their abilities, instead of being reminded of their disabilities? They will, however, close the gap in life, and live successfully in a world that isn't measured by a score on a test in elementary, middle or high school. So how long will it take for the state to allow for appropriate accommodations, or modified testing other than the Dynamic Learning Map so that all students have a platform through which to show growth? I would say that's the answer to how long it will take for each student to achieve grade-level proficiency. I wish I knew.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	75%	77%	42%	52%
District	83%	85%	56%	60%
State	68%	69%	38%	39%

Highest Standard/Skill Performance:

- Overall Reading

Lowest Standard/Skill Performance:

- Key Ideas and Details, Language and Writing

Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95%	92%	65%	73%
District	91%	90%	67%	72%
State	77%	77%	50%	51%

Highest Standard/Skill Performance:

- Number and Operations with Fractions

Lowest Standard/Skill Performance:

- N/A

Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	98.5%	97%	69.7%	70%
District	94%	94%	64%	61%
State	81%	82%	43%	44%

#### Highest Standard/Skill Performance:

- Met standard in every area

#### Lowest Standard/Skill Performance:

- N/A

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	97%	98%	80%	69%
District	93%	94%	58%	56%
State	80%	82%	35%	39%

#### Highest Standard/Skill Performance:

- Number and Operations in Base 10

#### Lowest Standard/Skill Performance:

- N/A

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.



## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87%	88%	40%	54%
District	82%	86%	55%	58%
State	69%	69%	40%	41%

#### Highest Standard/Skill Performance:

- Met standard in every area

#### Lowest Standard/Skill Performance:

- N/A

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	82%	81%	38%	51%
District	80%	83%	42%	48%
State	66%	67%	31%	33%

#### Highest Standard/Skill Performance:

- Strategic Thinking and Reasoning

#### Lowest Standard/Skill Performance:

- Number and Operations in Base 10 with Fractions

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94%	89%	59%	58%
District	90%	89%	65%	66%
State	73%	73%	45%	44%

Highest Standard/Skill Performance:

- Physical and Chemical Sciences and Earth and Space Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2023-2024:

- Increase opportunity for hands on science in order to increase the percentage of students retaining scientific knowledge in order to score in categories 3 or 4.

Rational:

- Students will score in categories 3 or 4 on state assessment.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Clear Creek Elementary

Principal Name: Kelley Begley McCall

**Building Information**

**Students**

Total enrollment 22-23	537	Average Daily Attendance 22-23	94.9
Projected Enrollment 23-24	506	Chronic Absenteeism 22-23	8.27
Students with IEP's 22-23	58	Graduation Rate 2022	N/A
Students on Free & Reduced Lunch 22-23	56	Dropout Rate 21-22	N/A
English Language Learners 22-23	2	Five-Year Effectiveness Average 21-22	N/A

**Staff**

Certified Staff 22-23	41	Certified Staff 23-24	38
Student-Teacher Ratio 22-23	13:1	Student-Teacher Ratio 23-24	13:1
Classified Staff 22-23	23	Classified Staff 23-24	22
Student-Staff Ratio 22-23	8:1	Student-Staff Ratio 23-24	8:1

**Class Size Information**

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	65	4	16.25	68	4	17
1 <sup>st</sup> Grade	100	5	20	66	3	22
2 <sup>nd</sup> Grade	82	4	20.5	98	5	19.6
3 <sup>rd</sup> Grade	96	5	19.2	80	4	20
4 <sup>th</sup> Grade	98	4	24.5	97	4	24.25
5 <sup>th</sup> Grade	96	4	24	97	4	24.25
Totals	537	26	20.65	506	24	21.18

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Teachers need further understanding of number sense & problem solving.
  - Ongoing learning and application in the Science of Reading
  - Persist in our efforts to comprehend the standards and Webb's Depth of Knowledge
  - Wrapping around our students utilizing the PLC process and utilizing MTSS to support struggling students

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Providing the professional development needed to overcome barriers listed above.
  - Utilizing our Professional Learning Communities structure during our Student Collaboration Team meetings to address student needs.
  - Continue with a robust reading intervention program with support full time reading interventionists team.
- Building Budget Response:
  - Sending to teacher to math professional development and utilizing online platforms to learn more around number sense and problem solving.
  - Allocating monies toward necessary books, resources, and manipulatives to help with math and reading instruction.
- District Budget Response:
  - Advocating for hiring a certified math interventionist.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - Undetermined due to each student starting at a different spot. With a strong MTSS response, we hope to move students towards grade level performance within the year.

## State Assessment Data Analysis- 2023

### Third Grade

#### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92.45%	93.7%	76.33%	71.6%
District	83%	86%	56%	60%
State	68%	67.8%	38%	38.1%

#### Highest Standard/Skill Performance:

- Text Type & Purpose

#### Lowest Standard/Skill Performance:

- Key Ideas and Details

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

#### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.68%	93.7%	74.8%	72.6%
District	91%	90%	67%	72%
State	77%	76.5%	50%	50.4%

#### Highest Standard/Skill Performance:

- Operations and Algebraic Thinking

#### Lowest Standard/Skill Performance:

- Strategic Thinking & Reasoning

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.73%	98%	63.82%	72.44%
District	94%	93%	64%	61%
State	81%	81%	43%	42.8%

Highest Standard/Skill Performance:

- Overall Writing

Lowest Standard/Skill Performance:

- Text Type & Purposes

Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aide us in targeting our instruction so that we can continue to reach our building goals.

Rational:

- To meet district and building goals.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.67%	98%	58.5%	67.3%
District	93%	94%	58%	56%
State	80%	80.9%	35%	37.6%

Highest Standard/Skill Performance:

- Operations & Algebraic Thinking

Lowest Standard/Skill Performance:

- Math Skill & Concepts

Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aide us in targeting our instruction so that we can continue to reach our building goals.

Rational:

- To meet district and building goals.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79.37%	87.5%	62.88%	57.3%
District	82%	85%	55%	58%
State	69%	67.7%	40%	39.5%

#### Highest Standard/Skill Performance:

- Text Type & Purposes

#### Lowest Standard/Skill Performance:

- Craft Structure & Language in Reading

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aide us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	74.22%	78.1%	39.17%	45.8%
District	80%	83%	42%	48%
State	66%	65.6%	31%	31.3%

#### Highest Standard/Skill Performance:

- Strategic Thinking & Reasoning

#### Lowest Standard/Skill Performance:

- Measurement & Data

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aide us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	85.55%	88.5%	63.91%	65.6%
District	90%	90%	65%	66%
State	73%	71.6%	45%	42.1%

Highest Standard/Skill Performance:

- Physical & Chemical Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aide us in targeting our instruction so that we can continue to reach our building goals.

Rational:

- To meet district and building goals.





USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Horizon Elementary

Principal Name: Steve Crutchfield

Building Information

Students

Total enrollment 22-23	369	Average Daily Attendance 22-23	94.70%
Projected Enrollment 23-24	355	Chronic Absenteeism 22-23	9.28%
Students with IEP's 22-23	61	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	10%	Dropout Rate 21-22	NA
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	38	Certified Staff 23-24	40
Student-Teacher Ratio 22-23	9.71	Student-Teacher Ratio 23-24	8.60
Classified Staff 22-23	22	Classified Staff 23-24	24
Student-Staff Ratio 22-23	6.15	Student-Staff Ratio 23-24	14:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	49	3	16.33	47	3	15.67
1 <sup>st</sup> Grade	52	3	17.33	51	3	17.00
2 <sup>nd</sup> Grade	63	3	18.50	59	3	19.67
3 <sup>rd</sup> Grade	75	4	16.67	59	3	19.67
4 <sup>th</sup> Grade	53	3	17.67	72	4	18.00
5 <sup>th</sup> Grade	77	3	25.67	56	3	18.67
Totals	369	19	19.42	344	19	18.11

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

Some of the key barriers that must be overcome to achieve grade level proficiency on assessments at Horizon Elementary include:

- Paraprofessional shortage
- Itinerant staffing in critical needs areas (social work, psychology, speech)
- Larger class sizes at the intermediate level
- High level of students facing adverse childhood experiences and resulting behavioral challenges
- Limited time for collaboration between special education and general education staff
- Professional development that does not relate directly to teacher efficacy
- General public perception of education
- Time for teachers to plan within the school day

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Build in time for general education and special education staff to collaborate on IEP days when there are two substitutes in the building to provide specific coverage for the classroom and resource teacher.
  - Increase building social media presence to showcase student learning and innovative, engaging instruction
- Building Budget Response:
  - Continue allocating a portion of the building budget to procure additional substitutes for staff to collaborate on a regular basis
  - Continue providing building in-service time for special education and general education staff
- District Budget Response:
  - Increase in support staff hired to meet the individual learning and SEL needs of all students. The support staff would help with tiered academic and behavioral instruction.
  - Increase funding to build time into the elementary schedule for increased collaboration to occur between support staff, specialists, and general education teachers.
  - Increased funding for special education at the state and local levels
  - Increase in salary and enhanced benefits packages for all classified staff
  - Maintain lower teacher to student ratio

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response: In utilizing the SCT (Student Collaborative Team) structure we will address student needs in a timely manner, realizing that each student is unique; learning and developing at their own pace.

## State Assessment Data Analysis- 2023

### Third Grade

#### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87.73%	92.09%	63.25%	65.78%
District	82.99%	86.13%	56.24%	60.33%
State	66.55%	67.87%	36.70%	38.08%

#### Highest Standard/Skill Performance:

- Language in Writing

#### Lowest Standard/Skill Performance:

- Key Ideas and Details

#### Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will use supplemental phonics materials and common math vocabulary to increase student achievement in reading and math. The impact of this plan will be measured through analysis of state and local assessment data.

#### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	89.78%	93.49%	71.42%	75.31%
District	91.04%	90.02%	67.50%	71.42%
State	75.83%	76.52%	48.11%	50.40%

#### Highest Standard/Skill Performance:

- Measurement and Data

#### Lowest Standard/Skill Performance:

- Strategic Thinking and Reasoning

#### Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will incorporate common math vocabulary terms in daily lessons and prioritize and narrow common math vocabulary to align to priority standards.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.58%	94.53%	76.47%	61.81%
District	93.87%	92.83%	64.15%	60.63%
State	80.47%	81.49%	41.92%	42.82%

Highest Standard/Skill Performance:

- Text Types and Purposes

Lowest Standard/Skill Performance:

- Language in Writing

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will use supplemental phonics materials to increase student achievement in reading and math. The impact of this plan will be measured through analysis of state and local assessment data.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.11%	92.71%	69.11%	56.35%
District	93.01%	94.03%	57.41%	56.23%
State	79.38%	80.93%	34.73%	37.62%

Highest Standard/Skill Performance:

- Strategic Thinking and Reasoning

Lowest Standard/Skill Performance:

- Numbers and Operations in Base Ten

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will incorporate common math vocabulary terms in daily lessons and prioritize and narrow common math vocabulary to align to priority standards.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	91.06%	84.40%	60.71%	55.83%
District	81.44%	85.22%	55.42%	57.37%
State	68.07%	67.81%	39.23%	39.55%

Highest Standard/Skill Performance:

- Text Types and Purposes

Lowest Standard/Skill Performance:

- Language in Writing

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will use supplemental phonics materials to increase student achievement in reading and math. The impact of this plan will be measured through analysis of state and local assessment data.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92.85%	85.70%	53.57%	57.13%
District	80.32%	82.43%	41.75%	47.82%
State	64.58%	65.55%	29.89%	31.31%

Highest Standard/Skill Performance:

- Strategic Thinking and reasoning

Lowest Standard/Skill Performance:

- Number and Operations in Base Ten/Number and Operations with Fractions

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will incorporate common math vocabulary terms in daily lessons and prioritize and narrow common math vocabulary to align to priority standards.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.62%	96.09%	73.12%	77.91%
District	90.12%	89.29%	64.43%	66.05%
State	72.20%	71.60%	42.71%	42.12%

Highest Standard/Skill Performance:

- Physical and Chemical Sciences/Earth and Space Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2023-2024:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the science standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



## USD 232 Needs Assessment Audit- Elementary 2023-2024

School Name: Mize Elementary

Principal Name: Gerri Balthazor

### Building Information

#### Students

Total enrollment 22-23	458	Average Daily Attendance 22-23	92.1
Projected Enrollment 23-24	454	Chronic Absenteeism 22-23	8.49
Students with IEP's 22-23	40	Graduation Rate 2022	N/A
Students on Free & Reduced Lunch 22-23	25	Dropout Rate 21-22	N/A
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	N/A

#### Staff

Certified Staff 22-23	43	Certified Staff 23-24	46
Student-Teacher Ratio 22-23	11:1	Student-Teacher Ratio 23-24	10:1
Classified Staff 22-23	36	Classified Staff 23-24	30
Student-Staff Ratio 22-23	13:1	Student-Staff Ratio 23-24	6:1

#### Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	68	4	17	67	4	17
1 <sup>st</sup> Grade	69	3	23	67	4	17
2 <sup>nd</sup> Grade	81	4	20	73	4	18
3 <sup>rd</sup> Grade	79	4	19	83	4	21
4 <sup>th</sup> Grade	82	4	20	82	4	21
5 <sup>th</sup> Grade	79	3	26	82	4	21
Totals	458	22	21	454	24	19.2

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Ensuring growth of our students through the Science of Reading
  - Ensuring both the social and emotional needs of students
  - Lack of classified support services and special education funding

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Building goals targeting specific needs on the Science of Reading
  - Data Analysis and Instructional Plans within PLC's
  - Continued efforts to recruit and retain classified staff members
- Building Budget Response:
  - Our building has purchased and implemented programs to support students and teachers with the Science of Reading initiative. This has become an area of focus as we strive to increase reading proficiency.
  - This is an area that has become increasingly more difficult with state budget cuts to special education.
- District Budget Response:
  - Building Math Aide to address needs of tier math students
  - Reading Specialist and aide to address needs of tier reading students and Science of Reading initiatives
  - Paraprofessional support for Special Education student needs
  - Given appropriate funding, we could continue to support staff through recruiting and retaining classified and certified staff members.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response: We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.



## State Assessment Data Analysis- 2023

### Third Grade

#### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	77%	64%	48%
District	83%	85%	56%	60%
State	68%	69%	38%	39%

Highest Standard/Skill Performance:  
Key Ideas and Details

Lowest Standard/Skill Performance:  
Language in Writing

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

#### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	96%	82%	88%	68%
District	90%	90%	67%	72%
State	78%	78%	50%	51%

Highest Standard/Skill Performance:  
Measurement & Data

Lowest Standard/Skill Performance:  
Number and Operations with Fractions

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94%	93%	62%	68%
District	94%	93%	64%	61%
State	81%	82%	43%	44%

Highest Standard/Skill Performance:

Craft, Structure, and Language in Reading

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95%	98%	61%	70%
District	93%	94%	58%	56%
State	80%	82%	35%	39%

Highest Standard/Skill Performance:

Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	91%	93%	75%	70%
District	81%	86%	55%	58%
State	69%	69%	40%	41%

Highest Standard/Skill Performance:

Text Types and Purposes

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94%	91%	68%	55%
District	80%	83%	42%	48%
State	66%	67%	31%	33%

Highest Standard/Skill Performance:

Number and Operations in Base Ten

Lowest Standard/Skill Performance:

Number and Operations with Fractions

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	98%	98%	85%	88%
District	91%	89%	65%	66%
State	74%	73%	45%	44%

Highest Standard/Skill Performance:

Physical and Chemical Sciences

Earth and Space Sciences

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



## USD 232 Needs Assessment Audit- Elementary 2023-2024

School Name: Prairie Ridge Elementary

Principal Name: Kristel Fulcher

### Building Information

#### Students

Total enrollment 22-23	474	Average Daily Attendance 22-23	465
Projected Enrollment 23-24	454	Chronic Absenteeism 22-23	NA
Students with IEP's 22-23	67	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	25	Dropout Rate 21-22	NA
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	NA

#### Staff

Certified Staff 22-23	36	Certified Staff 23-24	37
Student-Teacher Ratio 22-23	19:1	Student-Teacher Ratio 23-24	20:1
Classified Staff 22-23	18	Classified Staff 23-24	17
Student-Staff Ratio 22-23	9:1	Student-Staff Ratio 23-24	8:1

#### Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	75	4	19	77	4	19
1 <sup>st</sup> Grade	70	4	18	73	4	18
2 <sup>nd</sup> Grade	66	3	22	72	4	18
3 <sup>rd</sup> Grade	77	4	19	68	3	23
4 <sup>th</sup> Grade	81	4	21	81	4	20
5 <sup>th</sup> Grade	105	5	21	83	4	21
Totals	474	24	20	454	23	20

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Building Strong relationships--Supporting a SEL curriculum, a social worker and a counselor are able to focus on rebuilding strong relationships with students, teachers, and parents.
  - The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need as well as common assessments.
  - Ensuring the growth of students through the Science of Reading.
  - Retaining and attracting highly qualified teachers and classified staff.

### 2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Adding the Second Step Bullying Unit and updating the Prairie Ridge PBIS handbook focuses on building strong relationships.
  - Changing the schedule of the counselor to add more flexibility and support to our students helps support our students SE wellbeing and builds strong relationships.
  - Writing sub-committee to focus on strong written communication skills.
  - Our building has purchased outside materials to focus on phonics and phonemic awareness following the foundation of Structured Literacy.
- Building Budget Response:
  - Purchasing Writing Revolution books and focused time outside the classroom with substitute teachers to focus on learning and developing PD.
  - Purchasing Sadlier From Phonics to Reading materials and decodables for our K-3 students and Morpheme Magic for grades 4-5.
  - Sending staff to the PLC Institute
- District Budget Response:
  - Purchasing the Second Step Bullying Unit
  - Increased salary to recruit and retain highly qualified certified and classified staff
  - Sending staff to the PLC Institute

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social emotional needs of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include: the ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency, as well as the lack of funding of special education.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	82.91%	96.00%	57.31%	80.00%
District	82.99%	86.00%	56.24%	60.00%
State	66.53%	69.00%	36.69%	39.00%

Highest Standard/Skill Performance:

- Language in Writing

Lowest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	90.23%	96.00%	70.72%	85.00%
District	91.04%	90.00%	67.50%	72.00%
State	75.82%	78.00%	48.10%	51.00%

Highest Standard/Skill Performance:

- Operations and Algebraic Thinking, Measurement and Data

Lowest Standard/Skill Performance:

- Geometry

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.13%	94.00%	70.86%	59.00%
District	93.87%	93.00%	64.15%	61.00%
State	80.46%	80.00%	41.91%	44.00%

#### Highest Standard/Skill Performance:

- Key Ideas & Details

#### Lowest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

#### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.15%	98.00%	61.15%	85.00%
District	93.01%	94.00%	57.41%	56.00%
State	79.37%	82.00%	34.72%	39.00%

#### Highest Standard/Skill Performance:

- Operations and Algebraic Thinking

#### Lowest Standard/Skill Performance:

- Number Operations in Base Ten, Strategic Thinking and Reasoning

#### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	84.87%	87.00%	56.97%	66.00%
District	81.44%	85.00%	55.42%	58.00%
State	68.06%	69.00%	39.22%	41.00%

### Highest Standard/Skill Performance:

- Text Types and Purposes

### Lowest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87.19%	90.00%	46.50%	55.00%
District	80.17%	83.00%	41.67%	48.00%
State	64.57%	67.00%	29.88%	33.00%

### Highest Standard/Skill Performance:

- Measurement and Data

### Lowest Standard/Skill Performance:

- Number and Operations with Fractions

### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	90%	92.4%	71%	71.42%
District	91%	89.3%	65%	66.1%
State	74%	71.6%	45%	42.1%

Highest Standard/Skill Performance:

- Physical and Chemical Sciences, Life Sciences

Lowest Standard/Skill Performance:

- Earth and Space Sciences

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Riverview Elementary

Principal Name: Megan Turpin

**Building Information**

Students

Total enrollment 22-23	476	Average Daily Attendance 22-23	95.7
Projected Enrollment 23-24	452	Chronic Absenteeism 22-23	7.17
Students with IEP's 22-23	10:1	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	3.4	Dropout Rate 21-22	NA
English Language Learners 22-23	8:1	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	42	Certified Staff 23-24	42
Student-Teacher Ratio 22-23	11:1	Student-Teacher Ratio 23-24	11:1
Classified Staff 22-23	21	Classified Staff 23-24	24
Student-Staff Ratio 22-23	8:1	Student-Staff Ratio 23-24	7:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	73	4	17	59	3	19.6
1 <sup>st</sup> Grade	72	4	17.5	74	4	18.5
2 <sup>nd</sup> Grade	79	4	19	71	4	17.8
3 <sup>rd</sup> Grade	86	4	20.5	81	4	20.2
4 <sup>th</sup> Grade	80	4	20	80	4	20
5 <sup>th</sup> Grade	86	4	22	87	4	21.8
Totals	476	24	19.3	452	23	19.7

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Home stress stability
  - Rise in social emotional issues in relation to COVID
  - Curriculum availability

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Creation of Zen Zone for students to utilize
- Building Budget Response:
  - Community communication between school and home
  - Offering free schoolwide activities
  - Community involvement in the schools
- District Budget Response:
  - Additional para support for student ratios
  - Summer Learning Program
  - Additional science resources

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - 2-3 years to see the effect over time

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80.5%	82%	54.9%	56%
District	83%	83%	56%	56%
State	67%	68%	37%	38%

Highest Standard/Skill Performance:

- 64% of students are at meets or exceeds in Language in Writing.
- 64% of students meet or exceed in Text Types and Purposes.

Lowest Standard/Skill Performance:

- 63% of students are at meets or exceeds in Craft, Structures, and Language.
- 63% of students are at meets or exceeds in Key Ideas and Details.

Rational:

- By increasing the meets or exceeds students by 1 or more students, the percentage of meets or exceeds students will improve from 63% to 65% in Craft, Structures, and Language and Key Ideas and Details.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92.7%	87%	63.4%	41%
District	91%	90%	68%	67%
State	76%	78%	48%	50%

Highest Standard/Skill Performance:

- 85% of students are at meets or exceeds in Operations and Algebraic Thinking.

Lowest Standard/Skill Performance:

- 67% of students are at meets or exceeds in Number and Operations with Fractions.

Rational:

- By increasing the meets or exceeds students by 4 or more students, the percentage of meets or exceeds students will improve from 67% to 71% in Number Operations with Fractions.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	92%	64.8%	65%
District	94%	94%	64%	64%
State	80%	81%	42%	43%

### Highest Standard/Skill Performance:

- 55% of students are at meets or exceeds in Language in Writing.

### Lowest Standard/Skill Performance:

- 50 % of students are at meets or exceeds Craft, Structures, and Language.

### Rational:

- By increasing the meets or exceeds students by 4 or more students, the percentage of meets or exceeds students will improve from 50% to 55% in Craft, Structures, and Language.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86.4%	87%	40.9%	41%
District	93%	93%	57%	58%
State	79%	80%	35%	35%

### Highest Standard/Skill Performance:

- 56% of students are at meets or exceeds in Measurement and Data.

### Lowest Standard/Skill Performance:

- 37% of students are at meets or exceeds in Number and Operations in Base 10.

### Rational:

- By increasing the meets or exceeds students by 5 or more students, the percentage of meets or exceeds students will improve from 37% to 43% in Number Operations in Base 10.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79.7%	80%	53.2%	53%
District	81%	81%	55%	55%
State	68%	69%	39%	40%

#### Highest Standard/Skill Performance:

- 66% of students are at meets or exceeds in Text Types and Purposes.

#### Lowest Standard/Skill Performance:

- 43% of students are at meets or exceeds in Key Ideas and Details.

#### Rational:

- By increasing the meets or exceeds students by 6 or more students, the percentage of meets or exceeds students will improve from 43% to 50% in Key Ideas and Details.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	81%	79%	35.4%	33%
District	80%	80%	42%	42%
State	65%	66%	30%	31%

#### Highest Standard/Skill Performance:

- 58% of students are at meets or exceeds in Strategic Thinking.

#### Lowest Standard/Skill Performance:

- 34% of students are at meets or exceeds in Numbers and Operations with Fractions.

#### Rational:

- By increasing the meets or exceeds students by 14 or more students, the percentage of meets or exceeds students will improve from 34% to 50% in Number Operations with Fractions

### Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87.3%	88%	57%	58%
District	90%	91%	64%	65%
State	72%	74%	43%	45%

Highest Standard/Skill Performance:

- 67% of students are at meets or exceeds in Physical and Chemical Sciences

Lowest Standard/Skill Performance:

- 53% of students are at meets or exceeds in Earth and Space Science.

Rational:

- By increasing the meets or exceeds students by 6 or more, the percentage of meets or exceeds students will improve from 53% to 60% in Space Science.





USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Starside Elementary

Principal Name: Jan A Hicks

Building Information

Students

Total enrollment 22-23	446	Average Daily Attendance 22-23	93.2%
Projected Enrollment 23-24	439	Chronic Absenteeism 22-23	4.5%
Students with IEP's 22-23	73	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	211	Dropout Rate 21-22	NA
English Language Learners 22-23	105	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	50	Certified Staff 23-24	50
Student-Teacher Ratio 22-23	20:1	Student-Teacher Ratio 23-24	20:1
Classified Staff 22-23	24	Classified Staff 23-24	26
Student-Staff Ratio 22-23	6:1	Student-Staff Ratio 23-24	5:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	63	4	16	61	3	20
1 <sup>st</sup> Grade	83	4	21	64	3	21
2 <sup>nd</sup> Grade	76	4	19	87	4	22
3 <sup>rd</sup> Grade	66	3	22	76	4	19
4 <sup>th</sup> Grade	76	3	25	71	3	24
5 <sup>th</sup> Grade	82	4	21	78	4	20
Totals	446	22	20.6	439	21	21

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Increasing high free and reduced numbers
  - English language learner needs
  - Increasing students identified for special education
  - Lack of adequate funding
  - High levels of students facing trauma or social emotional needs
  - Lack of community mental health resources for students

### 2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Continue to gather and provide data to demonstrate needs
  - Increase reading and math proficiency through the work of Student Collaboration Teams
- Building Budget Response:
  - Continue to fund our SPARK after school tutoring program
  - Provide adequate resources (materials) for English Language Learners
  - Train staff in structured literacy strategies
  - Continue implementation (purchase) of Wiley Blevins phonics program
- District Budget Response:
  - Lower teacher to student ratio in classrooms
  - Increase funding to expand extended school year and summer school programming for students
  - Continue ESY program
  - Continue summer tutoring program
  - Increase salary to recruit and retain highly qualified certified and classified staff
  - Continue to fund full time social workers and counselors in schools after ESSER money runs out

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - Our first grade students were the first cohort to receive instruction in our new phonics program. Over the next three years we expect this instruction will begin to impact state assessment reading scores.
  - Continued social and emotional supports over the same time frame (3 years) should allow for increased academic engagement.

## State Assessment Data Analysis- 2023

### Third Grade

#### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	68%	68%	30%	29%
District	83%	85%	56%	60%
State	68%	69%	38%	39%

#### Highest Standard/Skill Performance:

- Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Writing

#### Rational:

- We met our goal of 30% for this year. Raising the goal to 37% will help us continue to progress toward the 60% year 2027 goal. We will also focus on writing, but we would like to continue working on Craft, Structure, and Language which was our goal for last year.

#### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	77%	80%	39%	49%
District	90%	90%	67%	72%
State	78%	77%	50%	51%

#### Highest Standard/Skill Performance:

- Geometry

#### Lowest Standard/Skill Performance:

- Strategic Thinking and Reasoning

#### Rational:

- Last year we met our 46% goal for category 3 & 4 in measurement and data. By expanding that goal to include category 2 and increasing the goal to 60%, we can continue toward the 90% goal for the 2027 school year. We can incorporate strategic and thinking and reasoning into this area.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86%	84%	40%	37%
District	94%	94%	64%	61%
State	81%	82%	43%	44%

Highest Standard/Skill Performance:

- Overall Writing

Lowest Standard/Skill Performance:

- Language in Writing

Rational:

- This was our lowest area last year as well. Only 32% of students were in the meet/exceeds categories in 2023. A goal of 40% will help us progress toward the 60% goal for the year 2027.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	90%	40%	33%
District	93%	94%	58%	56%
State	80%	82%	35%	39%

Highest Standard/Skill Performance:

- Number and Operations (Fractions)

Lowest Standard/Skill Performance:

- Number and Operations (Base 10)

Rational:

- We are currently at 32%. We did not meet our goal for this year. We would like to keep the goal the same to continue working it.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	60%	69%	30%	37%
District	81%	86%	55%	58%
State	69%	69%	40%	41%

#### Highest Standard/Skill Performance:

- Text Types

#### Lowest Standard/Skill Performance:

- Key Ideas and Details

#### Rational:

- Last year our goal was 35%. Our data showed an actual score of 30%, which was growth but did not meet our goal. Because of this, we would like to continue working on this goal and increase the percentage to 38%.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	54%	71%	54%	25%
District	80%	83%	12%	48%
State	66%	67%	31%	33%

#### Highest Standard/Skill Performance:

- Operations (Base 10)

#### Lowest Standard/Skill Performance:

- Skills & Concepts (Geometry)

#### Rational:

- Fractions continue to be a deficit area. We did have some growth, and are currently seeing 28% of students in these categories. Raising that percent will help us focus on continued to improve instruction and learning for this topic. While our lowest category this year was Skill & Concepts, we would like to continue focusing on fractions as a targeted area of growth.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	85%	76%	40%	48%
District	91%	89%	65%	66%
State	74%	73%	45%	44%

Highest Standard/Skill Performance:

- Physical/Chemical Science

Lowest Standard/Skill Performance:

- Life Science

Rational:

- We are currently at 39%. 45% is a reasonable goal to help us progress toward the 2027 goal of 60%.

USD 232 Needs Assessment Audit - Middle School  
2023-2024

School Name: Lexington Trails Middle School

Principal Name: Clark McCracken

**Building Information**

**Students**

Total enrollment 22-23	388	Average Daily Attendance 22-23	94.58
Projected Enrollment 23-24	377	Chronic Absenteeism 22-23	11.6
Students with IEP's 22-23	45	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	110	Dropout Rate 21-22	NA
English Language Learners 22-23	30	Five-Year Effectiveness Average 21-22	NA

**Staff**

Certified Staff 22-23	31	Certified Staff 23-24	31
Student-Teacher Ratio 22-23	12:1	Student-Teacher Ratio 23-24	12:1
Classified Staff 22-23	10	Classified Staff 23-24	11
Student-Staff Ratio 22-23	9:1	Student-Staff Ratio 23-24	9:1

**Class Size Information**

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
6 <sup>th</sup> Grade	134	5	26.8	127	5	25.4
7 <sup>th</sup> Grade	120	5	24	132	5	26.4
8 <sup>th</sup> Grade	134	5	26.8	118	5	23.6
Totals	388	15	25.8	377	15	25.1



## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

Building Response: Barriers at LTMS include:

- students entering middle school missing skills in reading and math
- students entering middle school academically behind according to standardized test scores
- students that come from single parent households (these students score lower and have more behavioral issues)
- absenteeism
- lack of student and parent involvement at school

2. Budget actions that should be taken to address and remove those barriers

Building Response: We cannot control what level students enter LTMS at, and we cannot control students' home life. However, we can get kids involved and committed to school. LTMS needs funding for before and after school programs and staffing. We need stipends for sponsors/coaches and/or hourly rates of pay to encourage our BEST staff to give up their time after school to tutor, coach, and sponsor. This would reach a demographic of students that are currently uninvolved in co/extracurricular activities. We began this last year and saw positive results (lower absenteeism, better grades).

■ Building Internal Agency Response:

- PSP (Panther Success Program): This tutoring program has been offered one day a week and was funded by the education foundation. We need to expand this program to two days a week and utilize more staff to cut the student to pupil ratio.
- Esports: We started our Esports program (we have the curriculum, battle passes, and the hardware), but we need money to help fund the sponsor/stipend.
- Wellness Club: Two years ago we started a strength and conditioning program before school, two days a week at the high school. Last year we equipped our school with a weight room and expanded the program to before and after school, and include health, dietary, and mental wellness curriculum and activities to support the many developmental needs of students. We had between 60 – 90 students participate on a given day, and we need to continue this program.
- We piloted a cooking/meal prep program with help from parent donation. We saw tremendous results in student ownership and mental health with the pilot group. We would like to expand this program and ensure all of our at-risk students have the opportunity to learn how to meal prep (and take a meal home to their family). We have secured funding for the food, but need to pay staff to lead the program.

■ Building Budget Response:

- LTMS has invested \$22,000 in a staff and student wellness center in an effort to improve the health and well being of students and staff post-pandemic.
- With grant money and parent support, we also were able to invest \$7500 in starting the Esports team (equipment and curriculum/certification).
- LTMS is increasing the budgets/funding for our clubs (KAY, STUCO, Student Advisory).
- We have partnered with Reach Church and the Harvester's program to help with the cost of our cooking supplies. We also have a grant proposal for the Education Foundation.

■ District Budget Response:



- We need a coaching stipend or hourly pay for our Esports sponsor (1 coach, 3 days per week, 1.5 hour per day, for 28 weeks = \$2,200).
- We need money to pay for our cooking class staff (3 staff, 8 times this year, 1.5 hours = less than \$1000 depending on rate of pay).
- We need money to pay for our Panther Success Program tutors (6 staff, 2 hours per day, 2x per week for 28 weeks = \$11,500).
- We need money to pay teachers/sponsors to teach and supervise the wellness sessions (2 staff, 2 hours per day, 4x per week for 28 weeks = \$7,600).
- Total requested funds: \$22,300

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- We can have over 95% of students involved in activities at LTMS in the next three years with adequate funding (PSP, Esports, Wellness, Cooking + current clubs/athletics/activities). Our students involved in before or after school activities score higher on standardized tests, pass more classes, and have better attendance than those students not involved.

Assessment Data Analysis- 2023

6<sup>th</sup> Grade

Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	77	79	51	50
District	78	79	47	46
State	62	64	33	35

Highest Standard/Skill Performance:

1. Text types and purpose
2. Language in writing

Lowest Standard/Skill Performance:

1. Key ideas and detail
2. Craft, structure and language in reading

Building Grade Level Goal for 2023-2024: 80% category 2, 3, 4, and 55% category 3, 4

Rational: The scores for incoming students are very low, with a high level of category 1 students. We can move more kids to category 3 and 4, and we hope to return to 2021 levels of category 1.

Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94	91	69	65
District	81	87	43	54
State	65	67	30	32

Highest Standard/Skill Performance:

1. Statistics and probabilities

Lowest Standard/Skill Performance:

1. Strategic thinking and reasoning

Building Grade Level Goal for 2023-2024: 90% category 2, 3, 4 and 60% category 3 and 4.

Rational: Over 35% of our incoming 6<sup>th</sup> graders scored in category 1 on the state assessment last year. We want to cut that number to 15%, knowing that our category 3 and 4 will be a smaller percentage than last year.

## 7<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86	87	56	53
District	79	78	47	42
State	64	64	32	33

Highest Standard/Skill Performance:

1. Language in Writing

Lowest Standard/Skill Performance:

1. Craft, structure and language in reading

Building Grade Level Goal for 2023-2024: 89% category 2, 3, 4, and 55% category 3, 4

Rational: Students were at 79% category 2, 3, 4, and 50% category 3,4 in 6<sup>th</sup> grade, so we want to increase those numbers and be in-line with 7<sup>th</sup> grade trends at LTMS.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94	93	51	56
District	91	90	51	46
State	76	77	27	29

Highest Standard/Skill Performance:

1. Ratios and proportional relations
2. Expressions and equations
3. Statistics and probabilities

Lowest Standard/Skill Performance:

1. Number system
2. Geometry

Building Grade Level Goal for 2023-2024: 95% category 2, 3, 4 and 65% category 3, 4.

Rational: We want to maintain the success this group had as 6<sup>th</sup> grade students, meeting district goals.

## 8<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	88	91	41	48
District	86	80	39	33
State	65	65	22	22

Highest Standard/Skill Performance:

1. Text types and purpose
2. Language in writing

Lowest Standard/Skill Performance:

1. Key ideas and detail
2. Craft, structure and language in reading

Building Grade Level Goal for 2023-2024: 90% category 2, 3, 4 and 60% category 3, 4.

Rational: We want to build on the success this group had in 7<sup>th</sup> grade, increasing their scores to the district goal.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	81	80	49	51
District	80	75	42	39
State	52	54	21	24

Highest Standard/Skill Performance:

1. Expressions and equations
2. Functions

Lowest Standard/Skill Performance:

1. Geometry
2. Strategic thinking

Building Grade Level Goal for 2023-2024: 85% category 2, 3, 4 and 55% category 3 and 4.

Rational: We want to build on the success this group had in 7<sup>th</sup> grade and increase their level 3 and 4 percentage.

## Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79	78	49	45
District	77	70	41	35
State	52	53	23	24

Highest Standard/Skill Performance:

1. Earth and space science

Lowest Standard/Skill Performance:

1. Physical and chemical science
2. Life science

Building Grade Level Goal for 2023-2024: 80% category 2, 3, 4 and 50% category 3 and 4.

Rational: Until we adequately address the comprehensive test and how we teach the standards in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, we want to maintain our current levels of performance. Many tested concepts are covered in 6<sup>th</sup> and 7<sup>th</sup> grade, but we need time to look closer at those classes vs. the content on the state assessment before moving to 90% category 2, 3, 4 and 60% category 3 and 4, respectively.

USD 232 Needs Assessment Audit - Middle School  
2023-2024

School Name: Mill Creek Middle School

Principal Name: Andrew Legler

**Building Information**

**Students**

Total enrollment 22-23	630	Average Daily Attendance 22-23	94.3%
Projected Enrollment 23-24	665	Chronic Absenteeism 22-23	14.39
Students with IEP's 22-23	81	Graduation Rate 2022	x
Students on Free & Reduced Lunch 22-23	22	Dropout Rate 21-22	x
English Language Learners 22-23	8	Five-Year Effectiveness Average 21-22	x

**Staff**

Certified Staff 22-23	53	Certified Staff 23-24	53
Student-Teacher Ratio 22-23	12:1	Student-Teacher Ratio 23-24	13:1
Classified Staff 22-23	23	Classified Staff 23-24	24
Student-Staff Ratio 22-23	8:1	Student-Staff Ratio 23-24	9:1

**Class Size Information**

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
6 <sup>th</sup> Grade	210	9	23.2	241	10	24.1
7 <sup>th</sup> Grade	206	9	22.4	216	9	24
8 <sup>th</sup> Grade	214	10	21.9	208	9	23.1
Totals	630	28	22.5	665	28	23.7

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
  - Building Response: Analyze instructional gaps/holes in Reading/ELA in 7<sup>th</sup> and 8<sup>th</sup> grade. The same will be done for Math in 6<sup>th</sup> grade. Use this information to increase understanding of essential standards and instructional techniques to better develop methods for recognizing: are students learning? What are we doing if students are not learning?

An additional challenge that has its own unique characteristics is the PLC process and our goal of having teachers do common assessments. This is a process that we will gradually grow and continue to develop, but inevitably will pose barriers to some individuals and content teams.

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response: MTSS, ELT time
- Building Budget Response: Additional Reading/ELA support materials (ex. Interim practice tests) if needed for 7<sup>th</sup>. Additional professional development in differentiated Reading/ELA instruction. We may also possibly need additional funding for supplemental materials and staff PD.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Time to analyze academic data. This will be completed during PLC time on Tuesdays and during building PD time on district early release days. Est. time spent will be several hours per grade level/teacher until preliminary data shows an improvement in proficiency percentages. This will be done through the development of improved collaboration in order to reach our building PLC goal of establishing common assessments with core content teachers.

## Assessment Data Analysis- 2023

### 6<sup>th</sup> Grade

#### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79%	77%	48%	41%
District	78%	79%	47%	46%
State	62%	64%	33%	35%

#### Highest Standard/Skill Performance:

- Overall Writing
  - Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading
- Overall Writing
  - Text Types and Purposes

#### Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 2, 3, and 4 categories. With our 6<sup>th</sup> grade scores going in the opposite direction we need to evaluate how we will increase scores as well as look at why the transition to middle school may pose its own unique challenges.

#### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80%	93%	42%	58%
District	81%	87%	43%	54%
State	65%	67%	30%	32%

#### Highest Standard/Skill Performance:

- Skills and Concepts
  - Ratios and Proportional Relationships
  - The Number System
  - Expressions and Equations
  - Statistics and Probability



Lowest Standard/Skill Performance:

- Skills and Concepts: Geometry
- Strategic Thinking and Reasoning

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3 and 4 categories.

## 7<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	74%	74%	41%	42%
District	79%	78%	47%	42%
State	64%	64%	32%	33%

#### Highest Standard/Skill Performance:

- Overall Writing
  - Text Types and Purposes
  - Language of Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading

#### Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 2, 3, and 4 categories. After showing no growth from 22' to 23' and falling short of USD 232 scores in this category, we need to make a valiant effort to improve.

## Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	90%	89%	48%	45%
District	91%	90%	51%	46%
State	76%	77%	27%	29%

### Highest Standard/Skill Performance:

- Skills and Concepts: Expression and Equations
- Strategic Thinking and Reasoning

### Lowest Standard/Skill Performance:

- Skills and Concepts:
  - Ratios and Proportional Relationships
  - The Number System
  - Geometry
  - Statistics and Probability

### Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

## 8<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86%	72%	34%	21%
District	86%	80%	39%	33%
State	65%	65%	22%	22%

#### Highest Standard/Skill Performance:

- Overall Writing – Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading
- Overall Writing
  - Text Types and Purposes

#### Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87%	68%	39%	23%
District	80%	75%	42%	39%
State	31%	54%	21%	24%

#### Highest Standard/Skill Performance:

- No are marked as meeting standard

#### Lowest Standard/Skill Performance:

- The following areas are marked as below standard
  - Skills and Concepts
    - Expressions and Equations
    - Functions
    - Geometry
  - Strategic Thinking and Reasonin

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	72%	62%	34%	27%
District	75%	70%	41%	35%
State	52%	53%	23%	24%

Highest Standard/Skill Performance:

- No category indicated as meeting standard

Lowest Standard/Skill Performance:

- All categories indicate below level
  - Physical and Chemical Sciences
  - Life Sciences
  - Earth and Space Sciences

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

USD 232 Needs Assessment Audit - Middle School  
2023-2024

School Name: Monticello Trails

Principal Name: Jennifer Smith

**Building Information**

**Students**

Total enrollment 22-23	699	Average Daily Attendance 22-23	94.7%
Projected Enrollment 23-24	691	Chronic Absenteeism 22-23	82
Students with IEP's 22-23	71	Graduation Rate 2022	X
Students on Free & Reduced Lunch 22-23	43	Dropout Rate 21-22	X
English Language Learners 22-23	3	Five-Year Effectiveness Average 21-22	X

**Staff**

Certified Staff 22-23	51.5	Certified Staff 23-24	51
Student-Teacher Ratio 22-23	14:1	Student-Teacher Ratio 23-24	14:1
Classified Staff 22-23	20	Classified Staff 23-24	21
Student-Staff Ratio 22-23	10.1	Student-Staff Ratio 23-24	10:1

**Class Size Information**

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
6 <sup>th</sup> Grade	205	9	22.9	244	10	24.4
7 <sup>th</sup> Grade	245	10	24.5	202	9	22.4
8 <sup>th</sup> Grade	249	10	24.9	249	10	24.9
Totals	699	29	24.1	695	29	23.9

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Identifying what essential for students to learn
  - Time for Data Analysis and Vertical Skills Discussions
  - Intervention and Reteaching time built into schedule
  - Student motivation/ academic behaviors
  - Student Engagement
  - Social Emotional Needs of Students and Teachers
  - Student mental health
  - Athletic Transportation to Events- Early departure = missing instruction
  - Complete grade-level teams to allow for teachers to focus on content and student skills

### 2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Essential standards / skills for every class posted on webpage and communicated with parents
  - Common formative assessments expected for every course
  - Common assessment data discussion protocols established and used
  - Professional development on assessment data analysis/ Mastery Connect
  - Building schedule altered to provide time for reteaching, SEL lessons, and making connections with students (Pack / W.I.N. time)
  - Use of PBIS and Wolf Tracks
  - Teacher "Zen Zones" established to support staff SEL
  - Ongoing training on CHAMPS (Academic Behavior), Project Based Learning (PBL), Data analysis (PLC), and SEL
  - Building non-negotiables established:
    - 90% or more of students will be engaged in learning
    - Learning Objectives will be posted and measured
    - Desired academic behaviors are taught, practiced, and revisited
    - We function as a team and support each other
  - Afterschool Timberwolf Success Program
  - Goal setting with every student
  - Showcase Nights
  - Increased real world connections through guest speakers and PBL.
- Building Budget Response:
  - Mastery Connect – Data analysis
  - Global PD – On-going staff PD
  - Flexible Seating – Student SEL
  - Zen Zone furnishing for teachers – Staff SEL
  - CHAMPS resources – Engagement/ Academic Behaviors
- District Budget Response:

- Funding for Timberwolf Success Program
- Adding a .5 reading interventionist
- Mastery Connect – Data Analysis Program
- Global PD
- District Provided PD
- Full teams at every grade level
- Additional Counselor
- Additional .5 Administrator/ SIS = 1 full staff member

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- According to Education Week December 2, 2022, 53% of American middle school students report signs of anxiety and/or depression. As a building we are implementing supports, programs, policies, and a schedule that supports students during this time. Statistics also show that Kansas has the worse mental health supports in the United States. With these challenges, and the interventions we are putting into place we are confident our students will continue to grow academically and proficiency levels achieved.



## Assessment Data Analysis- 2023

### 6<sup>th</sup> Grade

#### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	76%	81%	43%	49%
District	78%	79%	47%	46%
State	62%	64%	33%	35%

#### Highest Standard/Skill Performance:

- Overall Writing
  - Text Types and Purposes
  - Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading

#### Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

#### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	76%	78%	33%	44%
District	81%	87%	43%	54%
State	65%	67%	30%	32%

#### Highest Standard/Skill Performance:

- Skills and Concepts – Expressions and Equations

#### Lowest Standard/Skill Performance:

- Skills and Concepts
  - Ratios and Proportional Relationships
  - The Number System
  - Geometry
  - Statistics and Probability
- Strategic Thinking and Reasoning

Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

## 7<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80%	78%	47%	38%
District	79%	78%	47%	42%
State	64%	64%	32%	33%

#### Highest Standard/Skill Performance:

- Overall Writing
  - Text Types and Purposes
  - Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading

#### Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	91%	55%	43%
District	91%	90%	51%	46%
State	76%	77%	27%	29%

#### Highest Standard/Skill Performance:

- Skills and Concepts
  - The Number System
  - Expressions and Equations

#### Lowest Standard/Skill Performance:

- Skills and Concepts
  - Ratios and Proportional Relationships
  - Geometry
  - Statistics and Probability
- Strategic Thinking and Reasoning

**Rational:**

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

## 8<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	83%	81%	42%	36%
District	86%	80%	39%	33%
State	65%	65%	22%	22%

#### Highest Standard/Skill Performance:

- Overall Writing - Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading
- Overall Writing
  - Text Types and Purposes

#### Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	75%	76%	43%	45%
District	80%	75%	42%	39%
State	49%	54%	18%	24%

#### Highest Standard/Skill Performance:

- Skills and Concepts - Functions

#### Lowest Standard/Skill Performance:

- Skills and Concepts
  - Expressions and Equations
  - Geometry
- Strategic Thinking and Reasoning

#### Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in

learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

## Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	75%	71%	43%	36%
<b>District</b>	75%	70%	41%	35%
<b>State</b>	52%	53%	23%	24%

Highest Standard/Skill Performance:

- Earth & Space Sciences

Lowest Standard/Skill Performance:

- Physical & Chemical Sciences
- Life Sciences

Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

USD 232 Needs Assessment Audit - High Schools  
2023-2024

School Name: De Soto High School

Principal Name: Sam Ruff

Building Information

Students

Total enrollment 22-23	999	Average Daily Attendance 22-23	94.10
Projected Enrollment 23-24	990	Chronic Absenteeism 22-23	12.95
Students with IEP's 22-23	109	Graduation Rate 2022	96.00
Students on Free & Reduced Lunch 22-23	196	Dropout Rate 21-22	2%
English Language Learners 22-23	31	Five-Year Effectiveness Average 21-22	66.4

Staff

Certified Staff 22-23	71.5	Certified Staff 23-24	72.5
Student-Teacher Ratio 22-23	16:1	Student-Teacher Ratio 23-24	15:1
Classified Staff 22-23	37	Classified Staff 23-24	25.5
Student-Staff Ratio 22-23	9:1	Student-Staff Ratio 23-24	10:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
9 <sup>th</sup> Grade	259	-	254	238	-	242
10 <sup>th</sup> Grade	232	-	236	262	-	265
11 <sup>th</sup> Grade	266	-	256	240	-	236
12 <sup>th</sup> Grade	241	-	239	250	-	253
Totals	998	369	21.28	990	377	21.00

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Lack of foundational skills (academic and social behaviors)
  - Attendance
  - Mental Health

### 2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Increased teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training), The WildCAT Way (MTSS, Tier I Social and Academic Behaviors)
- Building Budget Response:
  - Increased budget allocations for:
    - Teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training),
    - MTSS, Tier I Social and Academic Behaviors (The WildCAT Way) signage for reinforcement and student incentives,
    - Funding for additional HS staff to provide interventions, training, before and after school student academic support (Breakfast Club, and After School Study Tables)

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- The amount of time needed for each student to attain grade level proficiency is unknown. Students learn at different rates and have a wide variety of needs.



Assessment Data Analysis- 2023

10<sup>th</sup> Grade

ELA

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80%	86%	39%	44%
District	84%	86%	40%	42%
State	62%	65%	26%	27%

Highest Standard/Skill Performance:

- Language in Writing (167/225) Exceed or Meets

Lowest Standard/Skill Performance:

- Craft/Structure (85/225)
- Overall Reading (88/225)

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students. We have found comparing year over year scores to not be as effective as comparing the same cohort over time in determining effectiveness.

Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	74%	77%	38%	32%
District	77%	82%	38%	38%
State	51%	55%	21%	22%

Highest Standard/Skill Performance:

- Statistics and Probability (120/228) Meets and Exceeds

Lowest Standard/Skill Performance:

- Functions (67/228) Meets and Exceeds

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students. We have found comparing year over year scores to not be as effective as comparing the same cohort over time in determining effectiveness.

## 11<sup>th</sup> Grade

### Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	75%	69%	49%	40%
District	70%	67%	43%	37%
State	57%	57%	28%	29%

#### Highest Standard/Skill Performance:

- Life Science (117/252) Meets and Exceeds

#### Lowest Standard/Skill Performance:

- Earth Space Science (100/252) Meets and Exceeds

#### Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students. We have found comparing year over year scores to not be as effective as comparing the same cohort over time in determining effectiveness.

**USD 232 Needs Assessment Audit - High Schools  
2023-2024**

**School Name:** Mill Valley High School

**Principal Name:** Gail Holder

**Building Information**

**Students**

Total enrollment 22-23	1,316	Average Daily Attendance 22-23	93.4%
Projected Enrollment 23-24	1,400	Chronic Absenteeism 22-23	9.6
Students with IEP's 22-23	6.6%	Graduation Rate 2022	98.2%
Students on Free & Reduced Lunch 22-23	4.9%	Dropout Rate 21-22	0%
English Language Learners 22-23	0.8%	Five-Year Effectiveness Average 21-22	73

**Staff**

Certified Staff 22-23	90	Certified Staff 23-24	92
Student-Teacher Ratio 22-23	16:1	Student-Teacher Ratio 23-24	17:1
Classified Staff 22-23	20	Classified Staff 23-24	16
Student-Staff Ratio 22-23	14:1	Student-Staff Ratio 23-24	13:1

**Class Size Information**

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
9 <sup>th</sup> Grade	363	-	28	361	-	28
10 <sup>th</sup> Grade	314	-	28	367	-	28
11 <sup>th</sup> Grade	330	-	28	320	-	28
12 <sup>th</sup> Grade	309	-	28	331	-	28
Totals	1,316	480	28	1,397	492	28

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
  - Building Response:
    - Students and staff must begin getting comfortable with larger class sizes in smaller classrooms. Larger classes mean less time with individual students.
    - Staff will continue to utilize the PLC process to address student needs and employ interventions as needed for student growth.
    - Staff will continue to align with state standards and with state testing needs and be sure to focus instruction on what students will be assessed on.
2. Budget actions that should be taken to address and remove those barriers
  - Building Response:
    - Building Internal Agency Response:
      - We have focused our goals on the needs of the building as it relates to academic growth with not only the State Assessment, but also the ACT, grade data etc.
      - We have implemented an intervention program for mathematics during Seminar.
    - Building Budget Response:
      - Funding for professional development for teachers, intervention training for teachers, professional development funding.
      - Teacher training for professional learning in terms of PLC work and interventions.
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - The time for this will vary student to student. Our teachers are committed to working with each and every student to ensure their success. Our goal is always for a student to learn grade level curriculum and to advance at least one grade level each year.

## Assessment Data Analysis- 2023

### 10<sup>th</sup> Grade

#### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	87%	86%	40%	40%
<b>District</b>	84%	83%	40%	45%
<b>State</b>	66%	65%	28%	28%

Highest Standard/Skill Performance:

- Language in Writing

Lowest Standard/Skill Performance:

- Craft and Structure

Rationale:

Through the work of collaborative teams we will continue to do the work of improving student achievement by using not only summative data but also formative data. We know that the data we collect through state assessments and ACT is public facing data and we will continue to work on improving these scores. The best thing our staff can do is to continue to work with formative assessments, looking at data, and providing interventions as needed and warranted in a timely manner.

#### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	79%	85%	38%	42%
<b>District</b>	77%	83%	38%	49%
<b>State</b>	51%	54%	21%	21%

Highest Standard/Skill Performance:

- Algebra

Lowest Standard/Skill Performance:

- Functions

Rationale:

Through the work of collaborative teams we will continue to do the work of improving student achievement by using not only summative data but also formative data. We know that the data we collect through state assessments and ACT is public facing data and we will continue to work on improving these scores. The best thing our staff can do is to continue to work with formative assessments, looking at data, and providing interventions as needed and warranted in a timely manner.

## 11<sup>th</sup> Grade

### Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	65%	63%	37%	33%
<b>District</b>	70%	66%	43%	56%
<b>State</b>	56%	31%	28%	29%

Highest Standard/Skill Performance:

- Physical and Chemical

Lowest Standard/Skill Performance:

- Life Sciences

Rationale:

Through the work of collaborative teams we will continue to do the work of improving student achievement by using not only summative data but also formative data. We know that the data we collect through state assessments and ACT is public facing data and we will continue to work on improving these scores. The best thing our staff can do is to continue to work with formative assessments, looking at data, and providing interventions as needed and warranted in a timely manner.



## Unified School District 232

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De Soto – Shawnee – Lenexa – Olathe  
[www.usd232.org](http://www.usd232.org)

**JULIE STUCKY**  
Director of Finance

TO: Dr. Cory Gibson, Superintendent of Schools  
USD 232 Board of Education  
FROM: Julie Stucky, Director of Finance  
SUBJECT: Budget Hearing  
Budget Approval (Action Item)  
LOB Percentage Resolution (Action Item)  
DATE: September 6, 2023

At the Board of Education meeting on August 7, 2023 the Board approved publishing the budget for fiscal year 2023-24. State statute requires that there must be not less than 10 calendar days between the date of the budget publication and the public hearing. The budget was published in The Legal Record on August 15, 2023. Therefore, the required 10-day period was met on August 25, 2023.

To continue to be able to fully fund our USD 232 budget, we will again need to adopt the LOB percentage of 33%. We obtained permission for this authority by public vote in 2016. This year, we are required to include the motion to adopt the LOB percentage at 33% and have it reflected in the minutes. The following resolution will be part of Action Item, Item D, for adopting the budget:

BE IT RESOLVED THAT: The School Board of Unified District No 232, De Soto, Johnson County, Kansas shall be authorized to make a Local Option Percentage in an amount of 33 percent for the 2023-2024 school year.

## **RESOLUTION**

Be It Resolved that:

The School Board of Unified District No. 232, De Soto, Johnson County, Kansas shall be authorized to make a Local Option Percentage in an amount of 33 percent for the 2023-2024 school year.

## **CERTIFICATE**

THIS IS TO CERTIFY that the above Resolution was duly adopted by the board of education of Unified School District No. 232 De Soto, Johnson County, Kansas, on the 11th day of September, 2023.

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Clerk of the Board of Education



To: Members of the Board of Education  
Cory Gibson, Superintendent of Schools  
From: Alvie Cater  
Date: September 6, 2023  
Subject: **Open Enrollment Policy and Timeline (DISCUSSION)**

We will provide an update to the Board of Education regarding the process and timeline to adopt a new policy for the Kansas requirement known as Open Enrollment.

As you may recall, the Kansas Legislature passed House Bill 2567 during the 2022 legislative session, which was signed into law. The legislation amends school enrollment statutes to require all school districts in the state to allow Open Enrollment for nonresident students beginning in the 2024-25 school year. We have discussed this requirement with the Board during previous meetings. We will present information about the process, what is required by the Board, and a timeline.

### **What does the law require?**

- Each Board of Education of a school district must adopt a policy to determine the capacity of the district to accept nonresident students in each grade level on or before January 1, 2024.
- Prior to adopting such policy, the board must hold a hearing. The board must provide notice of the hearing, to include the time, date, and place of the public hearing to be held on the proposed policy. The bill requires the notice to be published at least once each week for two consecutive weeks in a newspaper of general circulation in the school district and posted on the school district's website. A representative of the board must present the board's proposal for the policy at the hearing, and the board must hear testimony regarding the proposed policy. After consideration of the testimony and evidence presented or submitted at such public hearing, the board will determine whether to adopt the policy or revise the proposed policy at a subsequent public meeting of the board.
- Policies adopted by the board pursuant to the statute to be published on the district's website.

- BOE must prepare or complete annual report on nonresident enrollment student data.

#### **What is required to determine enrollment capacity?**

- Grades K-8: Classroom student-teacher ratio in each grade at each school
- Grades 9-12: Student-teacher ratio for each school building or program in each school building for grades 9 through 12.

On or before May 1 of each year, each local board must determine the following for each grade level in each school building within the district:

- Capacity of the district;
- Number of students expected to attend school in the district; and
- Number of open seats available for nonresident students.

The number of open seats available for nonresident students must be published on the district's website by June 1 of each year for each grade level at each school building.

#### **Application Process**

Students may submit applications to nonresident school districts between June 1 and June 30 each year for the fall semester.

If the number of applications to a district is equal to or less than the available capacity for a grade level in a district, all applicants must be accepted for enrollment within the district.

If the number of applications exceeds the capacity for a grade level within the district, the district will randomly select nonresident students via a lottery process on or before July 15 of each year.

#### **Student Denial**

The law requires any district denying the *continued enrollment* of a nonresident student or denying the acceptance of a new nonresident student to notify the student's parent or guardian of the reason for denial. Reasons for such denial can include, but are not limited to, elements such as a nonresident student's history of school absenteeism, suspensions, or expulsions.

[Note: Students can be denied acceptance to a nonresident district only if there is no capacity or they were not selected during the lottery process.]

#### **Nonresident Enrollment Priority and Exceptions**

- Any sibling of a nonresident student who was accepted to enroll in and attend school in the district, with priority given when the nonresident student is first accepted and, if necessary, at any other time the district considers transfer applications;
- any nonresident student who is a military student as defined in K.S.A. 72-5139, with priority given when the student is first accepted and, if necessary, at any other time the district considers transfer applications;

- any child who is in the custody of the Department for Children and Families and who is living in the home of a nonresident student who transfers to the district;
- any nonresident student who has a parent or person acting as parent employed by the district shall be permitted to enroll in and attend school in the district as if the student is a resident of the district while the parent or person acting as a parent remains employed by the district;
- any nonresident students residing outside of the state of Kansas but attending school in the district during the 2023-2024 school year shall be treated as if resident students and not required to apply for nonresident status, although continued enrollment may be evaluated each year under the factors outlined below; or
- any child who is experiencing homelessness shall be permitted to enroll in and attend the school district of origin or the school district of residence.

Districts are prohibited from charging tuition or fees to nonresident students except for fees otherwise charged to every student enrolled and attending in the district.

Districts are also prohibited from admitting or denying students based upon the following criteria:

- |                        |  |
|------------------------|--|
| • Ethnicity;           | • Proficiency in the English language; |
| • National origin;     | • Measure of achievement;              |
| • Gender;              | • Aptitude; or                         |
| • Income level;        | • Athletic ability.                    |
| • Disabling condition; |  |

### **Continued Enrollment**

Any nonresident student who has been accepted for enrollment and attendance at a receiving district could continue at the district until the student graduates from high school or is no longer in good standing based upon the nonresident transfer policy of the district.

### **Transportation**

A district is not required to provide transportation to nonresident students; however, if space is available on district transportation vehicles, a district can provide nonresident students with a bus stop within the district where transportation can be provided to and from school for nonresident students.

### **Kansas State High School Activities Association**

Nonresident students who transfer would be subject to policies and requirements of the KSHSAA.

### **Timeline for the Board of Education**

We prepared a timeline for the process of developing, reviewing, and adopting policy as required by the statute. The timeline is presented on the following page.

## Open Enrollment Policy Adoption Timeline

September

- Discuss Open Enrollment legislation and timeline
- Administration to develop draft policy; collect feedback from administrators and BOE representatives
- Revise draft as needed

October

- Present draft policy to BOE
- Discuss policy, collect feedback and address questions
- Set policy hearing date/time; discuss process
- Publish hearing notice for two consecutive weeks; post on district's website
- Add policy adoption as action item to November BOE agenda

November

- Conduct hearing
  - *Review and discuss proposed policy*
  - *Allow time for public testimony*
  - *Close hearing*
- If ready to adopt, BOE will vote.
- If not ready to adopt policy, add as action item to the December BOE meeting agenda

December

- **Only if needed**
- BOE will vote during regular meeting
- A second public hearing is not required

## Policy To Be Revised

The policy that will be revised to reflect compliance with the new statute for nonresident enrollment is section JBC – Enrollment. We are including a copy of the *current* policy as a courtesy. The administration will begin working on draft language to revise JBC.

### *Current Policy*

**JBC – Enrollment** (See IIBGB, JBCA, JBCB, and JQKA)

#### Resident Students

A “resident student” is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district. Children who are “homeless” as defined by Kansas law and who are located in the district will be admitted as resident students. For purposes of this policy, “parent” means the natural parents, adoptive parents, step-parents and foster parents. For purposes of this policy, “person acting as a parent” means a guardian or conservator, a person liable by law to care for or support the child, a person who has actual care and control of the child and provides a major portion of support or a person who has actual care and control of the child with written consent of a person who has legal custody of the child. For purposes of this policy, residence is where the student lives the majority of the school year.

#### Non-Resident Students

Non-resident students are those who do not meet the definition of a resident student. Only non-resident students who are children of district employees, those who are in the process of moving into the district, and/or those who have completed (and been approved for) a School Year Transition Waiver (see next section) may be admitted as a non-resident student. Enrollment under these circumstances is permissible to the extent that staff, facilities, equipment and supplies are available.

All non-resident students must meet established criteria as a student in good standing (see Student in Good Standing below). Students failing to meet all or part of these requirements may be denied enrollment and/or dis-enrolled at any time. In addition, non-resident students who have been suspended or expelled from another school district will not be admitted to the school district. Further, children of district employees, as well as those who are in the process of moving into the district (building a home), may be re-admitted the next year. However, an application for non-resident enrollment must be completed annually.

Non-resident students who maintain enrollment for the remainder of a current school year (via a School Year Transition Waiver) are not eligible for continued enrollment (beyond the current academic year) unless they are high school juniors at the time their waiver is approved.

Students, who complete their junior year of high school as a resident student, or as a non-resident student on a School Year Transition Waiver, may (as a student in good standing) apply to complete their senior year as a non-resident student. Non-resident students wishing to complete their senior year as a non-resident student must complete an application for non-resident enrollment by February 15.

#### School Year Transition Waiver

USD 232 resident students in good standing (see below) who enroll prior to September 20 may apply for a School Year Transition Waiver to maintain enrollment (not to exceed the current academic year) if their status (after September 20) changes from resident to non-resident student.

Kindergarten through tenth grade students who have been granted a School Year Transition Waiver, and remain a student in good standing, may complete the current academic school year only.

High school juniors who are granted a School Year Transition Waiver, and remain a student in good standing, may complete their junior year and apply for an additional waiver to complete their senior year as a non-resident student. To be eligible for consideration students must remain a student in good standing and enroll by September 20 of their senior year.

#### Student in Good Standing

To be considered a “Student in Good Standing” a student must, at a minimum, meet the standards outlined below. Final determination related to a student being in “Good Standing” will ultimately be made by the building principal at each school.

#### Academic

At the time a family makes application for a School Year Transition Waiver, and throughout the student’s enrollment, a student:

- must consistently complete assignments and course related projects
- must be passing all classes
- must maintain an overall GPA of at least 2.0
- must, at the elementary level and for students with an Individual Education Plan, be making expected/acceptable academic progress in all subjects

#### Conduct

At the time a family makes application for a School Year Transition Waiver, and throughout the student’s enrollment, a student:

- must serve all assigned consequences on time and as expected
- must not exceed three office referrals during the academic year
- must not be assigned an out-of-school suspension

### Attendance

At the time a family makes application for a School Year Transition Waiver, and throughout the student's enrollment, a student:

- must have no more than one "unexcused" absence
- must not have been absent (excused) more than five times (special circumstances eligible for consideration) per semester
- must maintain compliance with building expectations related to classroom tardies

### Fees/Records

At the time a family makes application for a School Year Transition Waiver, and throughout the student's enrollment, a student:

- must have all fees from the previous school year paid in full
- must have all current school year fees paid in full or have a payment plan in place (and being followed) for current year fees
- must have all required paperwork, medical records, immunization requirements and emergency contact information on file and up to date

### Enrollment Restriction

Unless approved in advance by the board, no student, regardless of residency, who has been suspended or expelled from another school district will be admitted to the district until the period of such suspension or expulsion has expired.

### Enrollment Procedures

The superintendent shall establish orderly procedures for enrolling all students, including pre-enrollment, changes in enrollment, normal enrollment times and communication to parents and to the public.

### Part-Time Students

The board allows any child to enroll part-time in the school district to allow the student to attend any courses, programs, or services offered by the school district if the child:

- Is also enrolled in a nonaccredited private elementary or secondary school or in any other private, denominational, or parochial school as required by law;
- requests to enroll part-time in the school district; and
- meets the age of eligibility requirements for school attendance.

District administrators shall make a good faith attempt to accommodate scheduling requests of students enrolling in the school district in these situations but shall not be required to make adjustments to accommodate every such request.

Part-time students, other than those specified previously in this policy may enroll with the administration's permission if they complete all paperwork in a timely fashion and are in attendance no later than September 20. Such part-time students may be admitted

only to the extent that staff, facilities, equipment, and supplies are available, and the students follow the district's student conduct policies and rules.

An application for part-time enrollment may be approved only for the current school year or for a lesser period of time as designated by the school principal and Superintendent of Schools in approving the application. An application for part-time enrollment must be submitted at least annually.

#### Identification of Students

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in kindergarten or first grade shall provide a certified copy of their birth certificate, a certified copy of the court order placing the child in the custody of the Secretary of the Department for Children and Families, or other documentation which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript or similar pupil records or data, or other documentary evidence the board deems satisfactory.

The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

If proper proof of identity is not provided within 30 days of enrolling, the superintendent or his/her designee shall notify local law enforcement officials as required by law and shall not notify any person claiming custody of the child.

#### Enrollment Information

The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate, or as changed by a court order and the name, address, telephone number of the lawful custodian. The records shall also provide proper proof of identity.

#### Assignment to Grade Level or Classes

Unless otherwise provided herein, the superintendent shall assign students to the appropriate building. Any student desiring to attend a school outside the attendance area in which the student resides may do so only with the prior written permission of the superintendent or his/her designee.

If required by law, students placed in foster care or students who are homeless may be educated in their "school of origin" instead of the building corresponding to the assigned attendance area. (For definition of "school of origin", see regulations for JBCA and JBCB.)



Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational abilities of the student. If the parents disagree, the principal's decision may be appealed to the superintendent. If the parents are still dissatisfied with the assignment, they may appeal in writing to the board.

#### Transferring Credit

In the middle school and in the senior high school, full faith and credit shall be given to units earned in other accredited schools at the time the student enrolls in the district, unless the principal determines there is valid reason for not doing so. For online credit approval procedures after enrollment, see board policy IIBGB.

#### Transfers from Non-Accredited Schools

Students transferring from non-accredited schools will be placed by the principal. Initial placement will be made by the principal after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement.

BOE Approved: 6/2005; 12/2008; 04/2010; 12/2012; 11/2013; 06/2017; 07/2022

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