

ELEMENTARY SCHOOLS

- [Arbor Creek Elementary School](#)
- [Bentwood Elementary School](#)
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- [Briarwood Elementary School](#)
- [Brougham Elementary School](#)
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ELEMENTARY SCHOOLS, cont.,

- [Mahaffie Elementary School](#)
- [Manchester Park Elementary School](#)
- [Meadow Lane Elementary School](#)
- [Millbrooke Elementary School](#)
- [Northview Elementary School](#)
- [Pleasant Ridge Elementary School](#)
- [Prairie Center Elementary School](#)
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MIDDLE SCHOOLS

- [California Trail Middle School](#)
- [Chisholm Trail Middle School](#)
- [Frontier Trail Middle School](#)
- [Indian Trail Middle School](#)
- [Mission Trail Middle School](#)
- [Oregon Trail Middle School](#)
- [Pioneer Trail Middle School](#)
- [Prairie Trail Middle School](#)
- [Santa Fe Trail Middle School](#)
- [Summit Trail Middle School](#)

HIGH SCHOOLS

- [Olathe East High School](#)
- [Olathe North High School](#)
- [Olathe Northwest High School](#)
- [Olathe South High School](#)
- [Olathe West High School](#)

SPECIALTY SCHOOLS

- [Harmony Early Childhood Center](#)
- [Heartland Early Childhood Center](#)
- [Claire Learning Center](#)
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- [Olathe Advanced Technical Center & Olathe Public Schools Innovation Campus](#)

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Arbor Creek Elementary School

PRINCIPAL: Melissa Snell

4-Digit Number for School: 9302

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. At Arbor Creek, all students are provided opportunities across all content areas to strengthen their oral and written communication skills, equipping them to thrive in an increasingly complex and ever-changing world.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. At Arbor Creek, all students are provided opportunities to build an understanding of economic, social, and political systems through a rigorous, grade-level social studies curriculum designed to meet the needs of diverse learners.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. At Arbor Creek, all students are provided grade-level appropriate opportunities to develop an understanding of their community, their state, and the nation as a whole.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. At Arbor Creek, all students participate in daily SEL lessons that support the development of self-awareness and an understanding of mental and physical wellness. In addition, our PE curriculum promotes lifelong fitness and introduces students to a variety of sports and activities they can enjoy throughout their lives.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. At Arbor Creek, all students are provided opportunities to build a strong foundation in the arts through music, art, and library curricula, helping them gain an understanding of cultural and historical heritage.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. At Arbor Creek, all students are provided opportunities through counselor-led lessons, field trips to 21st Century Academies, Careers on Wheels, and other community-based experiences to explore a variety of careers and fields.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. At Arbor Creek, all students are provided opportunities to develop the academic and career-related skills needed to be competitive in the job market through counselor-led lessons and social studies standards that support these competencies.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Bentwood Elementary School

PRINCIPAL: Michelle Pittman

4-Digit Number for School: 2785

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Our district adopted resources and curriculum provides every child at Bentwood the opportunity to develop sufficient oral and written communication skills at each grade level.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. The social studies standards and curriculum resources provide a base for students to make informed decisions.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students in all grades focus on community and government which enables students to understand the issues that affect his or her community, state, or nation.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students are provided the opportunity to develop self knowledge and knowledge of his or her mental or physical wellness through our SEL curriculum resources and physical education courses and curriculum.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. K-12 programming offers all students the opportunity to engage with and explore the arts through a variety of courses. In the elementary setting students have the opportunity to develop a sufficient grounding in the arts through our music and art classes. Cultural connections are woven throughout the curriculum, enriching students' understanding of diverse traditions and perspectives.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students are provided the opportunity to explore different subjects and careers through activities such as Careers on Wheels. These experiences help students begin to discover their interests and learn about many paths they can take in the future.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Elementary students take part in activities, courses and programs that introduce them to a variety of career and vocational skills. Through experiences such as Project Based Student Activities and early exposure to Career Pathways students begin to learn about different types of jobs and future opportunities.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Black Bob Elementary School

PRINCIPAL: Cruz Gallegos

4-Digit Number for School: 0876

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Students engage daily in learning experiences that build speaking, listening, reading, and writing skills across content areas in both English and Spanish through our Dual Language Immersion program. Instruction supports students in developing strong communication skills to express ideas clearly in multiple settings.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Through our board-adopted Social Studies and Science curriculum, students are provided opportunities to develop knowledge of economic, social, and political systems. Instruction helps students connect these concepts to the real world so they can begin making informed choices in their communities.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Through our board-adopted Social Studies curriculum, students learn about government processes at the local, state, and national levels. Instruction is supported by real-world learning experiences, including community-based activities such as Mock Trial for 3rd grade and instruction from first responders on fire safety, which help students connect civic learning to their everyday lives.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students develop self-awareness and wellness skills through our board-adopted SEL curriculum and physical education instruction. We also use SAEBRS to help monitor student well-being and provide additional support when needed. Students further benefit from classroom lessons with the school counselor, along with small group and individual supports focused on emotional regulation and healthy habits.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Through our board-adopted art, music, and library standards, students are provided a variety of opportunities to explore and appreciate cultural and historical heritage. These experiences may include art projects, music, and literature that reflect diverse perspectives and traditions. We also celebrate El Día del Niño across all grade levels, honoring a Spanish tradition that highlights and celebrates students.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students are provided opportunities through our instructional program and counseling lessons to explore interests and begin developing foundational skills for future academic and vocational pathways. Experiences such as classroom learning, enrichment activities, and career-focused exposure help students make informed choices about future learning and life goals.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students develop essential academic skills through consistent, high-quality instruction aligned to state standards in all grade levels. The Dual Language Immersion program further enhances student outcomes by building bilingual proficiency, communication skills, and long-term academic readiness.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Briarwood Elementary School

PRINCIPAL: Andy Caspermeyer

4-Digit Number for School: 0853

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. The explicit instruction associated with Wit & Wisdom, classroom read-aloud activities, and whole-/small-group discussions provides every child at Briarwood with opportunities to develop sufficient oral and written communication skills. Our students are engaged in readers’ theater and fluency groups. They also work on written responses for assignments and exit tickets. Students share their writing assignments with staff and peers. In addition, students work on the prerequisite skills necessary to become proficient oral and written communicators.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Our students at Briarwood study needs and wants, as well as goods and services. Additionally, our students are provided with opportunities to learn about community jobs, leadership at both micro and macro levels, and national symbols. Current events are incorporated, as appropriate, to support this learning. These opportunities allow students to develop sufficient knowledge of economic, social, and political systems, enabling them to make informed choices.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students at Briarwood learn about the Constitution and the Bill of Rights by participating in Constitution Day activities and studying parts of the government at the local, state, and national levels, as well as the state capital, governor, and branches of government. Through providing our students with these opportunities, our students develop a sufficient understanding of government processes that enables them to understand issues impacting their community, state, and nation.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Every child at Briarwood is provided opportunities to develop sufficient self-knowledge and understanding of his or her mental and physical wellness in the following ways: 2nd Step lessons, counselor lessons, grade-level meetings (scheduled and unscheduled), SAEBRS or mySAEBRS assessments, and brain breaks. Students engage in our PBIS system, which teaches and reteaches expectations for being safe, respectful, and responsible both inside and outside of Briarwood. Additionally, our students are explicitly taught developmentally appropriate coping and self-regulation skills and are provided with personal check-ins, access to the BW Care Closet, PE screenings and PE Family Night, as well as screenings conducted by the school nurse.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Our students are provided with opportunities to develop a sufficient grounding in the arts that enables them to appreciate their cultural and historical heritage through various means. Students utilize Wit & Wisdom, which covers numerous historical and cultural components within its lessons. Students also access the arts through art and music classes, library book displays and lessons, research projects on historical figures, and building bulletin board displays. Moreover, students can participate in or engage with our annual Fine Arts Night, Artsonia, and concerts in choir, band, or orchestra.

6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Through various academic and vocationally based field trips, students can explore fields that can help them choose and pursue lifelong work intelligently. Our students attend Careers on Wheels and Martha Lafite (4th grade), field trips that provide exposure to various job opportunities; Ernie Miller (5th grade); visits from the Olathe Fire Department; and field trips to our 21st Century Academies at our district high schools. Additionally, there are discussions in IEPs and future planning for our students with special needs, Math Wings, building clubs such as CSI and Battle of the Books, careers associated with our specials classes, and academic progress made at each grade level.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Our students have these opportunities through social learning and activities that require collaboration and teamwork. In addition, our students set personal goals, track those goals, and are taught lessons on grit and growth mindset. Each student has access to technology that is used based on their current level of need and what they will need in the future. Scaffolding toward independence that is grade-level and developmentally appropriate is another area provided to children at Briarwood. Additional opportunities include BWTV, Battle of the Books, CSI, Math Wings, STUCO, and Safety Patrol.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Brougham Elementary School

PRINCIPAL: Marsha Reves

4-Digit Number for School: 0849

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	All students receive instruction through a developmentally appropriate literacy curriculum titled Wit and Wisdom. In addition, a multi-tiered system of supports is implemented to provide targeted interventions when students do not demonstrate mastery of grade-level core curriculum standards.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, we use grade-level curriculum resources to teach Kansas state standards in the areas of economics, civics, government, history, geography, and related social studies content.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. In developmentally appropriate ways for students in grades PreK–5, we emphasize topics and issues that affect our communities.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students at our school are provided with numerous opportunities to learn about mental and physical wellness through our social-emotional learning (SEL) curriculum resources, physical education classes, and growth and development curriculum.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Students are provided with a wide range of opportunities through the arts to explore and celebrate cultural and historical heritage.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. At the elementary level, students are provided with opportunities to explore a variety of careers and fields through programs such as Careers on Wheels, field trips, and the general curriculum.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. By providing students with opportunities to develop strong mathematical, literacy, and social skills, we help build the foundation they need to successfully compete in the future workforce.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: California Trail Middle School

PRINCIPAL: Mike Wiley

4-Digit Number for School: 2786

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. There provided opportunities to show their knowledge inwritten and spoken formats. They do this across a all curricular courses.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Students are taught how to research topics, develop their own opinion and make choices that they feel are most appropriate. We teach that decisions impact economic, social and political systems. Decision making is taught in a variety of our courses.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. In middle school, our students are taught how processes in government work and how decisions made in different branches of government impact at the national, state and local levels.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Our students learn how different factors impact their overall health. We focus on both physical and mental wellbeing.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Our students are exposed to many art form, from visual to performing arts. They are encouraged to express themselves by creating art that reflects varying cultures.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. In our coursework, staff focuses on the relevancy of the items being taught, sharing different career options where topics are used and expanded. Students have choices in electives to focus on areas that they are interested in pursuing and all students reflect on their interests and what career options might fit their interests.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students in our building are all taught practical skills and academic skills in each all of our classes.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Canyon Creek Elementary School

PRINCIPAL: Christy James

4-Digit Number for School: 0953

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Students at Canyon Creek are provided opportunities to develop strong oral and written communication skills through our Project Based Learning model and high-quality instructional practices. Students regularly collaborate with peers across grade levels, engage in discussions, present their learning to authentic audiences, and communicate with community members. These experiences help students build the communication skills needed to be successful in a complex and rapidly changing world.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Canyon Creek provides students opportunities to develop an understanding of economic, social, and civic systems through authentic learning experiences and our Positive Behavior Support framework. Students learn to make informed choices, collaborate with others, and contribute positively to the school community. Through our CREWS model, students practice responsibility, leadership, collaboration, and problem-solving while learning the importance of positive contributions within a community.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. The Social Studies curriculum at Canyon Creek provides students with opportunities to develop an understanding of governmental processes and the issues that affect their community, state, and nation. Through Project Based Learning experiences, students make authentic connections with the local community, engage in real-world problem solving, and explore how individuals and groups can positively impact society.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students at Canyon Creek utilize the district social-emotional curriculum to develop self-awareness and an understanding of their mental wellness. In addition, students participate in weekly physical education classes that promote physical wellness, healthy habits, teamwork, and lifelong fitness skills.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Students at Canyon Creek are provided opportunities to develop a strong foundation in the arts through Project Based Learning experiences, field trips, and special area programs such as music and art. These experiences help students appreciate creativity, culture, and historical heritage while making meaningful connections to their learning.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. As an elementary school, Canyon Creek provides students with the foundational academic, problem-solving, and collaboration skills needed for future success. Canyon Creek also collaborates with high school CTE programs and utilizes our Idea Lab to provide students with additional technical and hands-on learning opportunities. Through our counseling program, students are introduced to a variety of careers and begin exploring future pathways and interests.

7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Canyon Creek provides a rigorous approach to learning by engaging students in meaningful learning experiences centered around driving questions, critical thinking, collaboration, and problem-solving. Students regularly defend and present their learning to authentic audiences, helping them develop the academic, communication, and leadership skills needed to compete successfully in future academic and career settings.
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Building Needs Assessment 2026-2027

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Cedar Creek Elementary School

PRINCIPAL: Tiffany Ellett

4-Digit Number for School: 2787

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, the curriculum we use develops both oral and written skills through Socratic seminars and a research-based, scaffolded writing process. Students build their writing and communication skills across each grade level. Teachers often vertically align this instruction to ensure consistency and progression.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, students are given multiple opportunities to deepen their understanding of economic, social, and political systems. These include activities such as Constitution Day, Mock Trial, Market Day, field trips to City Hall, and lessons on the branches of the federal government.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, every child is provided opportunities to develop an understanding of local and federal government processes through a variety of activities and lessons. These include Mock Trials, Constitution Day, and field trips to City Hall. Our social studies curriculum also includes instruction on governmental processes and how they impact our communities, state, and nation
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, every child is provided opportunities to reflect on their well-being through structured reflection activities and surveys. Students also participate in research-based programs such as PBIS and Second Step. These programs are relational in nature and include regular check-ins with students throughout the year, allowing for timely, targeted interventions as needed. Students also complete the Sabers reflection
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, our students participate in Art and Music as part of their weekly schedule, using this time to explore and engage in the arts. They learn about multicultural artists and musicians while developing skills in analyzing both visual art and music as part of the school curriculum. In addition, students have the opportunity to participate in band, orchestra, and choir
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, students take part in economics lessons and career-focused learning experiences, as well as activities such as Market Day. During their time in fourth grade, students also learn about a variety of careers through our district program, Careers on Wheels.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students are provided with leadership and independent problem-solving skills that help them compete favorably with their peers in other states. They are also exposed to a variety of career paths and learn how to develop leadership skills within those fields. In addition, staff collaborate across grade levels to build on prior learning, ensuring continuity and growth.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Central Elementary School

PRINCIPAL: Brandi Leggett

4-Digit Number for School: 0850

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, all students have opportunities to respond both orally and through written communication in class. Every grade level has projects that enable students to use these communication skills through presentations.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, students participate in economics projects that help them make informed choices. The social studies curriculum enables students to make informed choices.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, students learn about about government processes in social studies. They have discussions and some grade levels utilize current events and third-fifth grade students have the opportunity to participate in Student Council.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, every student participates in SEL with their classroom teacher and the counselor. They also learn about physical wellness in PE and improve their physical wellness on Workout Wednesday and at recess.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, every student participates in art and music. We also have our school wide culture festival where culture and historical heritage of our staff and students are celebrated.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, every student participates in college and career week, where they visit campuses and schools to learn about academic field and vocational fields in the real-world. Students learn about the preparation and what type of classes they can take in high school to also prepare them. Fourth graders have the opportunity to participate in Careers on Wheels.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students are all taught the Kansas standards. Learning the standards and working towards mastering them helps students compete favorable with their counterparts in surrounding states, in academics or in the job market. Fourth and fifth grade students also have the ability to participate in Math Wings and CSI.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Chisholm Trail Middle School

PRINCIPAL: Rick Sola

4-Digit Number for School: 9301

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	All students at Chisholm Trail are provided appropriate grade level opportunities.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, all CST students engage in grade level curriculum that covers all social studies standards.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, through discussion on relevant community decision-making, simulated experiences (mock trails and elections), and general functioning of governments, CST students are provided these opportunities.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, every Friday students receive BSEL lessons and all are offered the opportunity to take the MySAEBRS assessment.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, there is ample opportunity for students to be involved in the arts--music (band, orchestra, choir), theater (class or productions), art class, and art club. All tap into various historical and cultural connections.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, all students at CST receive training for academic or vocational fields. They are exposed to options through Academic Intervention time and through pathway and career field trips. Counselors also lead Xello lessons and discussion with all studetns.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students have access to various activities and courses that expose them to vocational skills and help prepare them to be competitive in the job market.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Claire Learning Center

PRINCIPAL: Kim Knight

4-Digit Number for School: 9310

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Students are given the opportunity in their ELA courses to expand their written skills on a regular basis. They participate in writing units and written responses in response to text. Additionally we put a focus on basic writing structures in order to build skills which our students show deficiency. An area in which we need to grow would be to expand exposure to oral communication in all areas, as well as increase writing expectations in other core content areas.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	All of our students are required to take Social Studies courses in which they are regularly exposed to economic, social, and political systems. This is done through text and media. Additionally students are taught social emotional skills that enhance their ability to participate in local communities and society.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Students participate in daily current event activities and class discussions primarily in their social studies classes. Additionally, high school students have the opportunity to participate in lessons modeling government practices.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Every child in our setting has individualized support and direct instruction on mental and physical wellness. All students have individual plans that are tailored to their physical and emotional needs. Teachers are trained to recognize and support students with intense behavioral needs.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Every student will have the opportunity in their schedule to take both Music and Visual Arts. Some students also have the opportunity to participate in an annual production of theatrical arts.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	There are opportunities for students to participate in entrepreneurial experiences in multiple classroom settings. We also collaborate with Johnson County Community College to bring exposure for all high school students to post-secondary educational options.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	In this setting our students are focused on social emotional growth while maintaining access to core educational curriculum. Each of our classes promote interpersonal skills that would allow for the opportunity to participate effectively in the job market or furthering their academic pursuits.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Clearwater Creek Elementary School

PRINCIPAL: Shawna Evans

4-Digit Number for School: 9305

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, every child in our school is provided opportunities to develop these skills through our K–5 curriculum. These opportunities are embedded throughout multiple content areas and instructional resources, including Wit & Wisdom, as well as our science and social studies curriculum.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, Clearwater Creek students are provided with many opportunities to develop knowledge of economic, social, and political systems through our social studies curriculum. Our ELA curriculum addresses some of these standards as well.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, every child in our school is provided opportunities to develop an understanding of governmental processes through grade-level appropriate learning experiences. All K–5 students learn about their communities, the people who govern them, and the roles of first responders, helping them better understand issues that affect their community, state, and nation.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, our district-adopted SEL curriculum helps all of our students understand their emotions, relationships, and mental health, while K–5 physical education classes emphasize physical wellness and healthy habits.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, every child at Clearwater Creek is provided opportunities to develop an appreciation for the arts and their cultural and historical heritage. All students participate in music and art classes that allow them to experience and explore the arts while making meaningful cultural connections as part of the learning process.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, every child in our school is provided opportunities to prepare for future academic and vocational pursuits through intentionally designed learning experiences. Activities such as career days, classroom connections, and field trips allow students to explore a variety of career pathways and interests, helping them make informed choices about future goals and life work.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, our students at Clearwater Creek engage in rigorous learning experiences across all academic areas while also exploring career pathways, leadership skills, and real-world applications. These opportunities help students build the foundational knowledge and skills needed to be competitive and successful beyond elementary school.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Countryside Elementary School

PRINCIPAL: Chris Korb

4-Digit Number for School: 0859

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, every child in our school is given opportunities to develop strong oral and written communication skills. Our staff members (classroom teachers, English Language Learner teachers, Title One teachers and Special Education teachers) collaborate and work together to offer differentiated instruction aimed at building essential literacy skills. There is a consistent and routine process in place to assess students, analyze student data and modify instructional strategies through professional learning communities to best support our students and ensure they are prepared to communicate in a variety of ways.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Our district instructional resources and the use of knowledge of the Kansas History, Government, and Social Studies Standards, provides sufficient opportunities to develop knowledge of economic, social, and political systems. Our students also participate in field trips such as Careers on Wheels to provide them further knowledge and experiences. Students also complete a career interest survey to help identify future paths aligned with their personal strengths.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students at Countryside start by developing an understanding of themselves within their classroom community, school community and then expand further into our local neighborhood community and then following on to the state and nation. There is an emphasis on responsibility, self-efficacy, assertiveness, and empathy to ensure that our Countryside students become good citizens. Over their time at Countryside, through the use of district resources and the curriculum, students learn how to participate in the processes of various levels of government and how to fulfill their civic duty as a member of their community.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Regular lessons taught by our school counselor support social-emotional learning, focusing on self-awareness, emotional regulation, interpersonal skills, and career exploration. These lessons are also supported within all classrooms by general education teachers and specialist teachers. Our physical education teacher provides instruction to all students and students actively participate in physical education and activities throughout the year.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes,. We have dedicated music and art programs where students explore creative expression while learning about diverse cultures and artistic traditions. These experiences are supported by additional services including ELL, Title reading and math, Special Education, PE, and access to a comprehensive Library program. Our 3rd grade students participate in an evening sharing about cultures they have researched and present to their parents and families.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in	Yes. Students engage in critical thinking, problem-solving, and real-world applications of learning, all of which are required for post-education. Programs such as Quest, English Language Learner

either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	support, Counselor support, and Title services ensure that all students, including those with diverse needs, are equipped to make informed decisions about their future educational and career paths. Our 4th grade students participate in a Careers on Wheels field trip to provide further education and exploration. Additional field trips for students at other grade levels provide students to other fields that they may become interested in.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students take part in a supportive and engaging learning environment which meets the diverse needs of all students to ensure they are well-prepared to compete with peers in the job market. These meaningful opportunities develop strong academic and foundational skills that prepare them for future success. Our curriculum is aligned with state standards and emphasizes critical thinking, collaboration, and problem-solving. We offer students targeted support through English Language services, Title programs, Special Education, Speech support, and Quest for gifted learners.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Fairview Elementary School

PRINCIPAL: Andrew Dimmitt

4-Digit Number for School: 0852

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Every child in our school is provided with multiple opportunities to develop strong oral and written communication skills that prepare them to function successfully in a complex and rapidly changing society. Communication instruction is intentionally embedded across all grade levels and subject areas to ensure students continually build and apply these essential skills.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Every child in our school is provided opportunities to develop an understanding of economic, social, and political systems through a comprehensive curriculum that is integrated across all grade levels and subject areas. Instruction is designed to help students become informed, responsible, and engaged citizens who are prepared to make thoughtful decisions in an increasingly complex and interconnected world.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Every child in our school is provided opportunities to develop an understanding of governmental processes that enable students to understand the issues affecting their community, state, and nation. These concepts are taught through a comprehensive curriculum that is aligned with grade-level standards and designed to build progressively deeper understanding as students advance through each grade level.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Every child in our school is provided opportunities to develop self-knowledge and an understanding of mental and physical wellness through a comprehensive and developmentally appropriate program of instruction and support services. The school recognizes that student wellness is essential to academic success, healthy relationships, responsible decision-making, and lifelong well-being.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Every child in our school is provided opportunities to develop a sufficient grounding in the arts and an appreciation for cultural and historical heritage through a variety of instructional experiences across all grade levels. Our school believes that understanding culture and heritage is an important part of developing well-rounded, informed, and respectful individuals, and these opportunities extend beyond traditional arts instruction into all areas of the curriculum.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Every child in our school is provided opportunities to receive preparation for future academic and vocational pursuits through developmentally appropriate learning experiences that encourage career awareness, exploration, and goal setting. At the elementary level, the school focuses on building a strong academic foundation while also exposing students to a wide variety of careers, occupations, and life pathways to help students begin thinking about their future interests and abilities.

7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Every child in our school is provided opportunities to develop strong academic and foundational vocational skills that prepare students to compete successfully with their peers in surrounding states, both academically and in future workforce opportunities. The school is committed to maintaining high academic expectations and providing rigorous, standards-based instruction that supports student growth, achievement, and long-term success.
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OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Forest View Elementary School

PRINCIPAL: Jason Watkins

4-Digit Number for School: 9311

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, Forest View is a Leader in Me Lighthouse school where students independently lead, participate, and facilitate all school assemblies. Students participate in various leadership roles that require both written and oral communication. Our current curriculum requires many opportunities for students to utilizes oral and written skills through Socratic seminars, focus task questions with classroom discussions/debates, and a research-based scaffolded writing process.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, Forest View students are provided with many opportunities to develop knowledge of economic, social, and political systems. Some of these opportunities include Constitution Day, participating a nation-wide mock trial, Market Day, and lessons/activities over branches of local and federal governments. All of these are all integrated through the Leader in Me 8 Habits of Highly Effective Kids.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. At Forest View, every child gets the opportunity to develop an understanding of local and federal government processes by participating in the following activities and lessons: interactive mock trials, an array of Constitution Day activities, and City Hall field trips that engage our civic leaders. Our Social Studies curriculum includes lessons that teach students government processes and how they affect our communities, state, and nation.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, at Forest View every child is provided opportunities to reflect upon their well-being through reflective lessons and surveys. Students participate in research-based programs like PBIS, Leader in Me, and Second Step. These programs are relational and research-based and provide timely "check-ins" with students throughout the year providing the opportunity for prescriptive interventions as needed.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, at Forest View our students participate in Art and Music as part of their weekly schedule. They use this time to delve into the arts. They participate in learning about multi-cultural artists and musicians. They work on developing their skills in analyzing both artwork, music, and various cultures as part of their school curriculum.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, at Forest View our students take part in leadership roles in the classroom, school and community. They take part in economics lessons, lessons about careers, and participate in activities like, "Market Day". During their time in 4th grade, students get to learn about various careers through our district program "Careers on Wheels". Our students also get access to speakers from various vocations to relate the relevance of their schooling.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to	Yes. The students at Forest View are provided with leadership and independent problem-solving skills that enable them to compete favorably when compared to their counterparts in other states.

enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Our students get exposure to various career paths and learn how to be leaders within those careers. Our students also learn how to develop budgets based on salaries of possible future career paths. Our students take leadership roles throughout the building that require thinking, planning, writing, and speaking to peers, adults, and community leaders.
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OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Frontier Trail Middle School

PRINCIPAL: Katie Olvera

4-Digit Number for School: 0847

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. These capabilities are woven across all content areas through regular student presentations, small-group collaboration, and ELA standards that emphasize reading, writing, speaking, and listening. Furthermore, students learn to justify and defend arguments by writing claim-evidence-response papers in science, social studies, and language arts.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, our comprehensive K-12 social studies curriculum ensures that every student develops a deep understanding of economic, social, and political systems through standards-based instruction in civics, government, history, and geography. To apply this knowledge to real-world decision-making, students participate in individual and group projects that utilize verbal and multimedia presentations, alongside hands-on simulations covering multiple topics. Furthermore, this learning is reinforced school-wide through our PBIS token economy, where students actively engage with financial systems by banking tokens and earning interest, while also utilizing consensus-building to choose reward items.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, every child at Frontier is provided with comprehensive opportunities to understand the government processes that shape their community, state, and nation through our core social studies classes. Our curriculum actively engages students in real-world, standards-based lessons covering the Constitution, the branches of government, Kansas history, and the lawmaking process. By exploring these foundational topics alongside their rights and responsibilities as citizens, students gain the insight necessary to understand and evaluate the civic issues that impact their world.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, every student is provided with comprehensive opportunities to develop an understanding of their mental and physical wellness. Students engage in social-emotional learning lessons focused on understanding emotions and mental health, which is further supported by parent opt-in SAEBRS screeners to identify and deliver targeted student support. Our physical education curriculum and extracurricular physical activities ensure that all students build healthy habits and a strong foundation for lifelong physical well-being.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, all students have the opportunity to participate in a rich variety of visual, performing, and multimedia arts that foster a deep appreciation for diverse cultural and historical heritages. Across these programs, lessons specifically highlight historical concepts, traditions, and influential artists from various cultures and time periods.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in	Yes, every student is provided with comprehensive opportunities and intentional training to choose and pursue their future academic or vocational life work. Through programming including a diverse

either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	array of electives, exploration days, targeted career days, field trips, and online career exploration tools, all of which assist with creating a student's unique future path.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Across every grade, our curriculum connects standards-based instruction with real-world projects, giving students meaningful opportunities to practice and apply their skills in practical settings.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Green Springs Elementary School

PRINCIPAL: Todd Wheat

4-Digit Number for School: 2781

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Opportunities are present within our district curriculum resources through high quality instructional materials such as Wit & Wisdom, which our staff implement with fidelity. Rubrics are provided by Wit & Wisdom that include sections on speaking and active listening.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. In addition to lessons in our social studies curriculum, there are multiple opportunities through the Wit & Wisdom curriculum. Additionally, our students have project-based learning such as a "Market Day" and "Holidays Around the World".
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. We have multiple opportunities for community and civic engagement. Some of these include partnerships with local first responders, a visit from the Olathe Fire House and an entire Fire Safety units in 3rd grade. Additionally, we have members of our community come in to talk about their specific job and how they contribute to society. This includes local leaders such as state representatives.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. In addition to our district's social-emotional curriculum resource (Second Step), classes have regular counseling lessons throughout the year. All classrooms have a rest and recover area for students that time to calm down. Our school counselor has a QR code available in every classroom where students can send a notification that they need help with a peer conflict or any big feelings.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Art is a recurring discussion topic in our Wit & Wisdom curriculum. Additionally, students have an art class that explores the history of an artist or an art piece once every four days. Students also have a number of field trip opportunities to explore cultural and historical artifacts.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Multiple opportunities exist through a unit in the counseling curriculum that involves careers. 4th graders take an annual field trip, Careers on Wheels, which allows students time to explore a wide variety of careers, including vocational, that may spark an interest as a future career. We also have a partnership with Junior Achievement at Mid American Nazarene University, which brings college students in to teach elementary aged students about topics such as gardening, money management, and more.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. We use a universal screener to help us identify students needing both enrichment and remediation support. Interventions for both are able to implemented within the first few weeks of the school year. Our high quality instructional materials require a high level of rigor, exposing all students to grade level expectations. Our gifted teacher provides many opportunities for students needing enrichment (not just those qualifying for special education through gifted services).

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Harmony Early Childhood Center

PRINCIPAL: Kim Hawkins

4-Digit Number for School: 9308

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, every child is provided opportunities to develop oral and written communicationskills in ways that are developmentally appropriate for 3- and 4-year-olds, aligned with the Kansas Early Learning Standards (KELS).
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, every child is provided opportunities to begin developing an understanding of economic, social, and political systems through hands-onexperiences that foster social development, community awareness, and early problem-solving.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, every child is provided opportunities to begin developing an understanding of government processes in ways that are meaningful and developmentally appropriate. These experiences help children begin to understand their role in a group, the value of cooperation, and the basics of how communities are organized.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, every child is provided opportunities to develop self-knowledge and an understanding of their mental and physical wellness in ways that are developmentally appropriate. These experiences reflect the Social-Emotional and Physical Development domains of the Kansas Early Learning Standards and help each child build lifelong habits of health, self-awareness, and well-being.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, every child is provided opportunities to develop a strong foundation in the arts in ways that are developmentally appropriate. Art experiences are woven throughout the day and serve as a powerful way for young children to express themselves and explore their world.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, every child is provided opportunities that serve as the foundation for future academic and vocational success, in ways that are developmentally appropriate. At this early stage, children are actively building the skills, habits, and curiosity that will prepare them to pursue future learning with confidence and purpose.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, every child is provided opportunities to develop foundational academic and prevocational skills that prepare them to succeed in future learning. While preschool-aged children are not yet engaged in formal academics or job training, we intentionally build the essential skills that set the stage for long-term success, in alignment with the Kansas Early Learning Standards.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Havencroft Elementary School

PRINCIPAL: Lindsay Christensen

4-Digit Number for School: 0872

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Our district adopted curriculum allows for developmentally appropriate opportunities for speaking, listening, and writing during whole group instruction and independent learning. We also provide SEL opportunities for interpersonal communication which takes place throughout all learning environments.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	All K-5 grade level curriculum provides relevant instruction within the social studies standards of Economics, Civics, Government, History, and Geography. Students are able to apply this learning to choices made at school and within their community.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	All K-5 grade level curriculum provides relevant instruction within the social studies standards of Economics, Civics, Government, History, and Geography. Students are able to apply this learning to choices made at school and within their community. For example, students are exposed to first responders through collaboration with the Olathe Fire Department.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Through Tier 1 instruction within the classrooms, P.E. and counseling, all students have access to mental and physical wellness instruction and skills to self-advocate for health and wellness. Our school provides multiple opportunities for all students to partake in a social/emotional screener which parents have the choice to opt out of.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Within our Social Studies and ELA HQIM, along with standards taught through specials, students are provided opportunities to share about culture/family and identity, all students are accepted. Students are invited to share their culture within their classrooms and within their school community. There are cultural and historical texts read at every grade level, and opportunities in music and art to see, create, and express their historical heritage and/or culture.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students have various levels of exposure within all K-5 grade levels such as field trips, guest speakers, career domain counselor lessons, exploration of skills, goals, and passions. In addition to these opportunities, we offer a variety of clubs that support these skills.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Staff collaborates as students move from grade to grade to build on previous learning. This equips students to show their growth through a variety of assessments and application.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Heartland Early Childhood Center

PRINCIPAL: Kim Hawkins

4-Digit Number for School: 0867

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, every child is provided opportunities to develop oral and written communication skills in ways that are developmentally appropriate for 3- and 4-year-olds, aligned with the Kansas Early Learning Standards (KELS).
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, every child is provided opportunities to begin developing an understanding of economic, social, and political systems through hands-on experiences that foster social development, community awareness, and early problem-solving.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, every child is provided opportunities to begin developing an understanding of government processes in ways that are meaningful and developmentally appropriate. These experiences help children begin to understand their role in a group, the value of cooperation, and the basics of how communities are organized.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, every child is provided opportunities to develop self-knowledge and an understanding of their mental and physical wellness in ways that are developmentally appropriate. These experiences reflect the Social-Emotional and Physical Development domains of the Kansas Early Learning Standards and help each child build lifelong habits of health, self-awareness, and well-being.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, every child is provided opportunities to develop a strong foundation in the arts in ways that are developmentally appropriate. Art experiences are woven throughout the day and serve as a powerful way for young children to express themselves and explore their world.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, every child is provided opportunities that serve as the foundation for future academic and vocational success, in ways that are developmentally appropriate. At this early stage, children are actively building the skills, habits, and curiosity that will prepare them to pursue future learning with confidence and purpose.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, every child is provided opportunities to develop foundational academic and prevocational skills that prepare them to succeed in future learning. While preschool-aged children are not yet engaged in formal academics or job training, we intentionally build the essential skills that set the stage for long-term success, in alignment with the Kansas Early Learning Standards.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Heatherstone Elementary School

PRINCIPAL: Toni Cole

4-Digit Number for School: 2784

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, our curriculum across all grade levels provides these opportunities in the areas of Math, ELA, Social Studies and Science with a focus on grade level appropriateness.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, across all grade levels our students are given opportunities in these areas through Social Studies, Civics, Government, History and Geography.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, our students in elementary are provide these opportunities in their studies of communities, branches of government, first responders, city and state systems and Social Studies.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, our students receive SEL lessons through our 2nd Step curriculum, PBIS, class meetings and during counselor lessons.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, all students are provided opportunities to develop in this area through our music and art curriculums, in addition to our library curriculum and our ELA curriculum. Likewise, our SS curriculum also provides opportunities in this area.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, all students are provided these opportunities through our counselors lessons, careers on wheels, 21st century programing and field trips.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, all students are provided these opportunities to develop these skills through working collaboratively, exploring various career pathways, guest speakers, various writing activities.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Heritage Elementary School

PRINCIPAL: Angela Harris

4-Digit Number for School: 0875

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, at Heritage Elementary School, every student is provided opportunities to develop strong oral and written communication skills that prepare them to be successful in an ever-changing world. Through daily instruction in reading, writing, speaking, and listening, students engage in meaningful learning experiences that support effective communication across all grade levels and content areas. Teachers provide opportunities for students to collaborate with peers, participate in discussions, share their thinking, and engage in both structured and creative writing tasks. In addition, targeted supports and interventions are provided to meet the diverse needs of learners, ensuring all students have access to skill development in communication. Our staff also works to create inclusive and supportive classroom environments where students feel safe to express themselves, ask questions, take risks, and grow as communicators. Through strong instructional practices, relationship building, and a focus on student engagement, Heritage Elementary is committed to helping students develop the communication skills necessary to thrive in a complex and rapidly changing society.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, at Heritage Elementary School, students are provided opportunities to develop age-appropriate knowledge and understanding of economic, social, and civic systems that help prepare them to make informed choices as future citizens. Through classroom instruction, discussions, collaborative learning experiences, and social-emotional learning opportunities, students build foundational skills in problem-solving, critical thinking, responsibility, and respectful communication. Students engage in learning experiences that encourage them to understand their roles within the classroom, school, and broader community. Instruction across content areas helps students develop awareness of cooperation, leadership, fairness, decision-making, and the importance of contributing positively to society. In addition, students are encouraged to think critically, ask questions, work collaboratively with others, and consider multiple perspectives in a safe and supportive environment. Heritage Elementary is committed to helping students build the knowledge and interpersonal skills needed to become thoughtful, informed, and responsible members of their communities.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, at Heritage Elementary School, students are provided opportunities to develop an age-appropriate understanding of government processes and civic responsibility. Through social studies

	instruction and classroom learning experiences, students explore the roles of local, state, and national government, as well as the importance of rules, laws, leadership, and active citizenship. Teachers provide opportunities for students to engage in discussions about their communities, participate in collaborative problem-solving, and learn how individuals can positively impact the world around them. Students are encouraged to ask questions, think critically, and develop an understanding of how decisions made within communities and government systems can affect people’s daily lives. By creating engaging and meaningful learning experiences, Heritage Elementary supports students in building foundational civic knowledge and helps prepare them to become informed, responsible, and engaged citizens.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, at Heritage Elementary School, students are provided opportunities to develop self-awareness and an understanding of both mental and physical wellness. Through social-emotional learning, health instruction, classroom guidance lessons, physical education, and daily classroom practices, students learn skills that support their overall well-being and personal growth. Students are encouraged to build self-confidence, develop healthy relationships, manage emotions, practice problem-solving skills, and understand the importance of making safe and healthy choices. Staff members work to create supportive and inclusive learning environments where students feel safe, valued, and connected. In addition, students participate in activities that promote physical wellness, teamwork, emotional regulation, and positive coping strategies. Heritage Elementary is committed to supporting the whole child and ensuring students have opportunities to develop the knowledge and skills needed to maintain healthy minds and bodies.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, at Heritage Elementary School, students are provided opportunities to develop an appreciation for the arts and to explore cultural and historical perspectives through a variety of learning experiences. Students participate in art and music instruction that encourages creativity, self-expression, and an understanding of diverse cultures and traditions. Through classroom instruction, performances, projects, and schoolwide activities, students are exposed to artistic works, historical influences, and cultural experiences that help broaden their understanding of the world around them. The arts are integrated into the educational experience in ways that support both academic growth and personal development. Heritage Elementary values the role of the arts in helping students build creativity, appreciation for diversity, and connections to cultural and historical heritage. These opportunities help students develop confidence, curiosity, and respect for the experiences and perspectives of others.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, at Heritage Elementary School, students are provided opportunities to build the academic, social, and problem-solving skills necessary to prepare them for future success in a variety of academic and career pathways. Through high-quality instruction, goal setting, collaborative learning experiences, and exposure to a wide range of content areas, students develop foundational skills that support lifelong learning and future decision-making. Teachers work to foster critical thinking, creativity, communication, perseverance, and responsibility; skills that are essential for success in both academic and vocational pursuits. Students are encouraged to explore their interests, develop confidence in their abilities, and understand the importance of effort, growth, and learning from challenges.

	In addition, Heritage Elementary provides supportive interventions and enrichment opportunities to help meet the diverse needs of learners and ensure all students have access to meaningful educational experiences. Our goal is to help students develop the knowledge, skills, and mindset needed to pursue future opportunities with confidence and purpose.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, at Heritage Elementary School, students are provided opportunities to develop strong academic and foundational life skills that prepare them for future success. Through rigorous, standards-aligned instruction and targeted support, students build essential skills in reading, writing, mathematics, problem-solving, collaboration, and communication. Teachers use data-driven instructional practices to meet the individual needs of learners and provide interventions or enrichment opportunities to help all students grow academically. Students are encouraged to think critically, work collaboratively, and apply their learning in meaningful ways that support readiness for future educational and career opportunities. In addition to academic growth, Heritage Elementary emphasizes the development of responsibility, perseverance, adaptability, and positive interpersonal skills that are important in both higher education and future career settings. Our staff is committed to ensuring students are equipped with the knowledge, skills, and confidence needed to compete successfully and thrive in an ever-changing world.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Indian Creek Elementary School

PRINCIPAL: Julie Sluyter

4-Digit Number for School: 0851

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, all students in grades K–5 are provided with opportunities to develop these skills through grade-level, developmentally appropriate curriculum where reading, writing, speaking, and listening are embedded across all academic areas.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, our K–5 curriculum is aligned to state standards and ensures students have access to learning in History, Economics, Government, and Geography. Through these learning experiences, all students are provided opportunities to develop an understanding of economic, social, and political systems that support informed decision-making and responsible citizenship.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, students in grades K–5 participate in lessons and experiences centered on communities, first responders, and local government, all aligned with state standards. Our community connections allow students to learn from the professionals in those fields.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, all K–5 students receive guidance lessons aligned with the district’s comprehensive SEL curriculum, which focuses on recognizing and responding to personal emotions and building healthy interpersonal relationships. In addition, students participate in physical education, where they develop physical wellness with an emphasis on lifelong healthy habits.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Students have opportunities to explore the arts through art and music courses and experiences, with additional opportunities in vocal and instrumental music. These courses help students make connections across cultures and historical contexts through the study of musicians, authors, and artists, while also allowing them to reflect on and connect with their own cultural identities.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Elementary students participate in strategic experiences designed to introduce them to a variety of vocations and educational pathways. Events such as Careers on Wheels, presentations from vocational speakers, and partnerships with 21st Century programs at district high schools provide exposure to diverse career opportunities.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Our elementary students have many opportunitites to explore vocational options through our 21st Century programs at our District High Schools, career speakers, and field trips, all helping to develop our students' career-ready skills for today's workforce.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Indian Trail Middle School

PRINCIPAL: Brian Barackman

4-Digit Number for School: 0863

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, our school provides students with ample opportunities, curriculum, and activities to support modern oral and written communication skills. Many different curriculum have these built in, but part of our school improvement efforts last year involved all staff focused on reading, writing, and speaking every day in every class to further build and apply these skills around various subject areas.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, our students have many opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices. Some curriculum cover these topics directly, students engage in social systems like Student Council, and many of our social emotional learning lessons touched on these topics.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, our students are provided opportunities to develop sufficient understanding of government processes that enable the student to understand the issues that affect his or her community, state, and nation. Again some curriculum cover these topics directly, students engage in social systems like Student Council, we have service clubs like Kansas Association for Youth which is based on service activities, we have another community service driven project titled Olathe Students Care, and some of our classes did activities like mock elections, mock congress sessions, etc.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, this topic is covered in many different avenues in our school. PE and health curriculum directly addresses these topics, and they are also touched on in many units of our science curriculum. In addition, we've had some school and community lectures, lessons, and guest speakers (some for parents, some for students, and some for both) about topics such as the dangers of vaping, dangers of fentanyl, etc. We also provide a well rounded mental health support system for both staff and students as a building supported by our district. Our extra curricular sports programs support health and wellness lessons as well. Finally we have a robust social emotional learning system that covers these topics for students throughout the school year.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, every child is provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage. We have a robust music department, large numbers in both our band and orchestra programs, the largest middle school choir in our district, an active theatre program putting on two large productions each year, cooking classes that are all completely full, and extracurricular opportunities in the arts such as Lowrider Bike Club.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in	Yes, students are provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields. We have extensive elective options including

either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	woodshop, robotics, engineering, computers, coding, and many more. In addition to our normal rigorous classes, we also offer advanced math options, gifted program options, etc. Our students have so many opportunities to practice, try, and excel in academic and vocational fields in our school.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, as I described in question #8, our students have a very wide variety of class options that afford them modern academic and vocational skills, I believe our options are not only competitive with counterparts in surrounding states, but I'd venture to say we offer more options than them. In addition, a large number of our students are able to enroll in our district's 21st century programs which provide the most modern education in many different fields that are vital to society, on the cutting edge of technology, or new and growing fields that will be important for our student's futures. These 21st century programs are outstanding opportunities, absolutely setting our students up to compete favorably with their counterparts in surrounding states, in academics or in the job market.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Madison Place Elementary School

PRINCIPAL: Gary Stevenson

4-Digit Number for School: 2789

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Madison Place students participate in engaging learning experiences such as class meetings, an economics market, a poetry café, and an Ellis Island simulation. Second-grade students also explore how pioneers and settlers shaped the development of civilization. These are just a few examples of learning opportunities that help in the development of oral and written communication skills.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. At Madison Place, students receive instruction in grade-level social studies standards, including economics, civics and government, history, and geography. As part of this learning experience, fourth-grade students participate in an interactive Ellis Island simulation that brings historical concepts to life.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Primary students at Madison Place develop an understanding of communities by learning about the responsibilities of community leaders and first responders. In second grade, students examine how leaders are chosen and the important roles they serve within a community. Third-grade students expand their knowledge of civic engagement through experiences such as a mock trial and a visit to City Hall. In addition, students throughout the building work together to establish, promote, and maintain shared school-wide expectations.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Madison Place provides students with a variety of experiences that promote self-awareness and support their mental, emotional, and physical well-being. Students participate in daily morning meetings, Social Emotional Learning (SEL) instruction, physical education classes, counselor-led lessons, and small-group supports designed to encourage personal growth and healthy decision-making. Physical education programs across grades K–5 reinforce the importance of lifelong wellness and fitness. The school also uses tools such as SAEBRS and MySAEBRS to collect data related to students’ social-emotional skills and decision-making. This information helps guide support efforts while recognizing that multiple factors contribute to supporting the whole child.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. At Madison Place, we make sure every student gets a chance to really dive into the arts, whether it’s through their required classes or the electives they choose. We love bringing these lessons to life with cultural connections that help kids appreciate different perspectives and traditions. Students experience the hands-on Ellis Island simulation, Wit & Wisdom literacy units, extensive music and art productions, and big events like Cultural Heritage Night and our Creativity Showcase. It’s all about sparking their creativity and helping them walk away with a much deeper understanding of the world.

6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. At Madison Place, students are encouraged to discover and explore a wide range of future career interests through engaging, age-appropriate experiences. Opportunities such as the Careers on Wheels (CoW) field trip, middle school transition activities, and elective selection for fifth-grade students allow learners to begin identifying personal interests and considering potential career pathways. School-sponsored events, including career exploration days and educational field trips, further broaden students' exposure to diverse professions and areas of study. These experiences help students make meaningful connections between education, personal interests, and future goals.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. At Madison Place, students engage in a variety of Tier 1 lessons and learning experiences that introduce and strengthen vocational and career-readiness skills. Through collaborative projects and group activities, students develop essential interpersonal and workplace skills such as communication, teamwork, problem-solving, and responsibility. These experiences provide ongoing opportunities for students to practice and apply the soft skills that are intentionally reinforced throughout the school year.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Mahaffie Elementary School

PRINCIPAL: Jeremy McDonnell

4-Digit Number for School: 2782

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Every child at Mahaffie has the opportunity to develop sufficient oral and written communication skills. We give this opportunity so students in a variety of ways. Educators at Mahaffie use their districted provided HQIM to plan and implement instruction. The Wit & Wisdom curriculum offers socratic seminars, class discussions, small group work, fluency reading practice, and writing about their reading. Mahaffie also has implemented Positive Behavior Intervention Supports (PBIS) throughout the building. To reinforce positive and expected behaviors, staff members distribute red Knight tickets throughout the school setting, including classrooms, hallways, specials, and the lunchroom. Teachers also provide weekly instruction using our social-emotional curriculum, Second Step, to support students’ emotional growth and interpersonal skills. Through these lessons, students learn appropriate ways to communicate their feelings with both peers and staff members. We also intentionally model and practice calming strategies, self-regulation, and empathy throughout the school year.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Every child at Mahaffie is provided the opportunity to develop sufficient knowledge on economic, social, and political systems. All kindergarten through 5th grade classrooms utilize curriculum aligned to the state-adopted social studies standards in Economics, Civics and Government, History, and Geography. Several grade levels also engage in project-based learning experiences that help students deepen their understanding of economic systems, citizenship, and social structures. In 2nd grade, students participate in a marketplace project that teaches the roles of producers and consumers within an economy. In 3rd grade, students take part in a campaign and election activity centered around voting for a favorite type of cookie, helping them better understand citizenship and the voting process. In 4th grade, students practice their right to vote by earning and voting on class parties after they are earned. In 5th grade, students manage a classroom banking system using red Knight tickets, where they earn “paychecks” for classroom jobs, pay taxes, and budget their funds. This experience helps students build financial responsibility and money-management skills. In our Autism classroom, students earn tokens and work toward preferred breaks as part of a positive reinforcement system. This is a token economy based on students’ variable ration. Schoolwide, red Knight tickets are used as part of our PBIS system to encourage positive behaviors. Students can redeem their tickets at the monthly school store, where they practice decision-making and budgeting skills through their purchases.

3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Every child at Mahaffie has opportunities to develop sufficient understanding of government processes that enable the student to understand issues that affect their community, state, and nation. Several grade levels study government concepts through the social studies curriculum, Social Studies Alive! In the primary grades, students learn about their roles and responsibilities within the community. In 3rd grade, instruction focuses on the different levels of government—city, state, and federal—and students visit Olathe City Hall to learn more about the responsibilities of local government officials. 3rd grade also participated in Mock City Council Meeting. Additionally, both 2nd and 3rd grade students participate in fire safety learning experiences led by firefighters from Olathe Fire Department, where they learn about fire safety and the important role firefighters play in keeping the community safe. This will be different next year as we are getting a new Social Studies resource, and City Hall will be under construction.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Every child at Mahaffie is provided opportunities to develop sufficient self-knowledge and knowledge of their mental and physical wellness through district-adopted programs such as Second Step, SAEBRS, PBIS, and counseling lessons. Our physical education program promotes healthy habits and physical well-being, while 4th and 5th grade students have an opportunity to engage in learning focused on growth and development.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Every child at Mahaffie is provided the opportunity to develop a sufficient grounding in the arts that helps them appreciate their culture and historical heritage. Our art teacher intentionally designs a variety of projects that reflect diverse perspectives and experiences, and our library offers a wide-ranging collection of inclusive and culturally diverse books. Students have also had the opportunity to experience live performances from a Jazz Band that shared both music and the history of jazz within the Kansas City community. We celebrate the accomplishments of our band, special chorus, and orchestra students through our annual Fine Arts Night. In addition, our schoolwide morning meeting slides regularly highlight diverse cultures and traditions to help students develop a greater understanding and appreciation of the world around them. Student artwork is also prominently displayed throughout the building on hallway bulletin boards to celebrate creativity and self-expression.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Every child at Mahaffie has the opportunity to receive training on advanced training in academic and/or vocational fields. Many classrooms in our building connect learning to the real world by inviting experts—either virtually or in person—who align with current classroom curriculum. Each year, we also welcome veterans into our school to honor their service and provide students with meaningful opportunities to hear about their experiences. During counselor lessons, students explore a variety of career pathways and begin thinking about their future beyond Mahaffie and Olathe Public Schools. In 3rd grade, students partner with the Olathe Fire Department to learn about fire safety and how firefighters help keep our community safe. In 2nd grade, students visit Science City, where they engage in hands-on experiences connected to real-world science careers and concepts.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. At Mahaffie students have the opportunity to develop levels of academic and vocational skills to compete favorably with other students across the state. Mahaffie offers a variety of leadership opportunities for students, including Student Leadership Team (SLT), Safety Patrol, Knight Buddies, CSI, and Math Wings. These experiences support students in developing and strengthening their

leadership and communication skills. Through participation, students are encouraged to discover their interests, build confidence, and consider the ways they can positively impact their school community.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Manchester Park Elementary School

PRINCIPAL: Jenny Steele

4-Digit Number for School: 9304

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. All students have ongoing opportunities to practice speaking and writing. Through reading books, writing stories, and discussing content, we learn how to be great communicators and share our ideas clearly with others. In addition, students in our dual language program are actively gaining speaking and writing proficiency in both Spanish and English.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Through interaction with curriculum, our students learn how people live, work, and make choices together in our world. We discuss communities, money, and how we all share and help. This helps students learn how to make smart choices as they grow..
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. We teach students about rules, laws, and leaders so they can understand how things work in their town, state, and country. They learn that their voices and actions can help make their world better. Through classroom jobs, group decision-making, and discussions about fairness and rules, children learn how individual actions impact the group.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. All grade level staff deliver Weekly Second Step instruction to students. School counselor classroom bi-weekly lessons to bring student focus to the importance of mental and physical wellness. This effort is reinforced through tier 2-3 interventions in small groups and individual instruction/support.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Through ELA and social studies and non-core curriculums our students are making cultural connections daily.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. District resources provide various grade levels with exposure to career pathways. In class lessons delivered by counselors offer information on various careers, but also focus on traits required to create a successful individual path.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. These opportunities to help students develop skills to enhance interpersonal collaborative skills start in kindergarten with the implementation of daily purposeful play. With the deliberate collaboration among students throughout core and non-core content, this effort grows as students continue through grade 5.

Building Needs Assessment 2026-2027

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Meadow Lane Elementary School

PRINCIPAL: Casey Welch

4-Digit Number for School: 0868

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, all elementary curricula include these opportunities at developmentally and grade level appropriateness.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, all elementary-level curricula cover SS standards in economics, civics/government, history, and geography. For example, 5th grade visits the school of economics, and we hold a market day for 3rd grade.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Primary students talk about communities and people who govern communities, as well as first responders. For example, we have 2nd graders host the fire department (trailer comes and they do pre- and post test). 3rd graders have firefighters who come multiple times over the year, giving lessons. Kindergarten goes to the Firehouse to visit.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, our SEL curriculum exposes students to feelings, health, and wellness. We do give the SAEBERS and MySAEBERS as a tool, but parents can opt out of taking. Grades 2 and 4 have an annual PE night. 2nd grade also has a health module. 4th grade looks at the heart and the cardiovascular system.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, students all take part in art as their specials classes. Students in 3rd grade participate in the Ellis Island Project. All students also have the ability to participate in the talent show. Grades 1, 3, and 5 participate annually in musicals. Kindergarten participates in a Kansas Day of Celebration performance.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. While we do not offer specific vocational programs at the elementary level. We do, however, offer different opportunities for exposure, like career days, field trips, etc.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, all students are provided a variety of opportunities to engage in learning and activities to develop their academic and vocational skills to be ready for the job market. Kindergarten also does community helpers, and all grade levels look at this in many instances. Community Service is a club we have at Meadow Lane to encourage students to get involved in the local community by recycling, planting/tending to community gardens, etc.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Mill Creek Campus

PRINCIPAL: Seth Schwieterman

4-Digit Number for School: 2791

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes we follow district wide curriculum as well as evaluate our instructional materials to ensure students are developing these skills.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Our Social Studies and Financial Literature classes align with state standards to ensure we are building the knowledge base necessary for the students to make informed decisions.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Through our curriculum that aligns with state standards we work to ensure students students understand the government process as well as exploring relevant issues at each level so that students understand how government can affect each space.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Through district adopted curriculum we want students to understand their own personal health and wellness. This can be experienced through our PE classes.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Students can explore their cultures through a variety of student led clubs and projects as well as field trips to gain a better understanding of cultures in our community.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Throughout elective class offerings, 2 year programs, college CTE field trips we work to provide real world learning for all students.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	We continually work on real world learning skills that included, job fairs, life labs, CTE programs, college trips, and internships to ensure students are competitive in the job market.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Millbrooke Elementary School

PRINCIPAL: Katie Campbell

4-Digit Number for School: 0934

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, all students have opportunities to build these skills through the district-adopted high quality instructional materials and instructional practices. Classrooms incorporate activities such as Socratic seminars, developmentally appropriate written responses, and writer’s workshop experiences that include opportunities for student choice. In addition, each specialist area integrates both oral presentation and writing components into their curriculum at various points throughout the year, with expectations aligned to grade-level standards and developmental readiness.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, these opportunities are provided at Millbrooke across multiple grade levels. Kindergarten and 1st grade students learn about needs versus wants, while 2nd and 3rd grade students participate in economics units connected to grade-level standards. Students in 3rd, 4th, and 5th grades also engage in a mock voting simulation to help build understanding of civic participation. In addition, all students have opportunities to develop these skills in other areas of the school experience, including through Leader Loot activities connected to PBIS, which is our district-adopted behavior supports.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, Millbrooke provides students with opportunities to learn about government and leadership concepts across grade levels. In 5th grade, students explore the concept of “why we govern ourselves,” while Kindergarten students learn about the importance of community helpers and their roles in society. In 2nd and 3rd grades, students study different government and leadership roles to build an understanding of responsibility, service, and civic involvement.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, every student in our school participates in required counseling lessons provided by our school counselor. We utilize the district-adopted Second Step curriculum to support social-emotional learning and student wellness. Our counselor also teaches multiple lessons each year to each classroom to support mental and physical wellness. Students also engage in health-related learning opportunities throughout different grade levels. First grade includes a health and nutrition unit, while second grade focuses on dental health and continues nutrition education introduced in first grade. Fourth and fifth grade students participate in the human growth and development units as part of their curriculum. In addition, students complete the SAEBRS assessment, and the data is reviewed by teacher teams to help identify and support student needs. Students and families also have opportunities to participate in various community events that further promote wellness, connection, and support.

5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, these opportunities are provided at Millbrooke. Our high-quality instructional material (Wit and Wisdom) include a variety of modules that highlight different cultures and provide students with opportunities to expand their understanding of people and perspectives from around the world. In 3rd grade, students participate in an ethnicity and family heritage unit that encourages exploration of personal and cultural backgrounds. In 5th grade art, students complete a quilt project connected to cultural exploration and personal identity.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, students at Millbrooke are provided with a variety of opportunities to explore careers and future pathways throughout their elementary experience. Students participate in events such as Careers on Wheels, and all grade levels utilize Inspire Science, which incorporates learning about different career paths and real-world applications. In past experiences, students have also had opportunities to share presentations or projects focused on “About Me” topics to help build self-awareness and communication skills. Additionally, guest speakers visit the school to share their personal career experiences and backgrounds with students. Required counseling lessons also include career exploration components, including activities connected to the career wheel and future career opportunities.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students are provided with hands-on opportunities beginning at an early age to explore a variety of careers and future possibilities. These experiences continue to expand and deepen as students progress through each grade level. We are also intentionally working to develop students’ metacognitive skills, encouraging them to reflect on their thinking, advocate for their learning needs, and begin identifying pathways that align with their strengths and interests.

Building Needs Assessment 2026-2027

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Mission Trail Middle School

PRINCIPAL: Scott McFarland

4-Digit Number for School: 0913

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Our students are immersed in such opportunities in ELA classes, and reading, writing, and speaking in every core subject. These opportunities permeate our elective classes as well. Additionally, the new ELA curricular guarantees extend these opportunities and are measured by administrators during learning walks in every subject.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Through meaningful learning experiences, critical thinking, collaboration, and exposure to diverse perspectives, students build the knowledge and skills necessary to make informed decisions, contribute positively to their communities, and navigate through an ever-changing world with confidence and responsibility. Much of this learning occurs in social studies classes in all three grade levels.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Every student develops a real, durable understanding of how government works through explicit instruction, authentic participation, and community-connected practices. Examples include youth court, model supreme court, and comparisons to ancient government systems.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. This shows up through health education, SEL lessons given during Academic Extension, mentorship, physical education, and schoolwide supports that help students recognize emotions, build coping strategies, understand healthy relationships, and learn habits that support physical well-being. Students experience exploration of personal creativity through a variety of elective classes, in which all our students are enrolled, with substantial extensions through a variety of extracurricular clubs like Sources of Strength and KAY club.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. The arts are treated as a core part of our students' school experience through sequential instruction, authentic creation, and cultural connection. Students in music classes, for example, often perform selections with historical ties; students in art classes and even social studies classes have opportunities to express themselves in the annual MLK contest. The majority of our students are enrolled in one or more arts classes by choice; all students are provided expressive opportunities in core subject classes.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. We focus transitions into active exploration and skill building through individual plans of study (utilizing platforms like Xello to align student interests with potential career paths). This is done through our counselors, with additional career exploration infused in elective and core coursework, such as Robotics, Woodworking, Materials & Processes, Coding, Career Explorations, and Digital Design. Students also attend career expos, experiencing direct exposure to professionals in the workforce.

7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Mission Trail intentionally builds a system where both academic and vocational pathways are treated as legitimate, rigorous, and honorable routes to a meaningful life. Students gain sufficient preparation for advanced academics or vocational training through equitable access to rigorous coursework, high quality career exploration, and personalized guidance. Examples include access to tiered math classes as well as a wide range of electives with opportunities designed to prepare students for further development beyond middle school.
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OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Northview Elementary School

PRINCIPAL: Janae Mahaffie

4-Digit Number for School: 0871

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. All students are provided opportunities to develop strong oral and written communication skills through board-adopted high-quality instructional materials and curriculum, supported by our Multi-Tiered System of Supports (MTSS), which ensures instruction and interventions meet individual student needs.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Students are provided opportunities to develop knowledge of economic, social, and political systems through board-adopted curriculum, particularly in social studies, with instruction aligned to Kansas State Standards to support informed decision-making.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students are provided opportunities to develop an understanding of government processes in age and developmentally appropriate ways, helping them learn about issues that affect their community, state, and nation.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students are provided opportunities to develop self-knowledge and understanding of mental and physical wellness through counseling lessons, social-emotional learning (SEL) curriculum, and age and developmentally appropriate growth and development instruction. Mental wellness is monitored through SAEBRS screenings and additional counselor administered screeners as needed, while physical wellness is supported through screenings conducted by the school nurse.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Students are provided opportunities to develop a grounding in the arts that supports appreciation of their cultural and historical heritage through exposure to diverse classroom resources, as well as instruction in art, music, and library/media settings.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students are provided opportunities, in developmentally appropriate ways, to explore a variety of academic and vocational career paths. This includes counseling lessons that introduce different career fields and participation in experiences such as Careers on Wheels for fourth grade students, helping them begin to understand and thoughtfully consider future possibilities.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students are provided opportunities to develop strong academic and foundational vocational skills through board-adopted high-quality instructional materials aligned to Kansas State Standards, supported by a Multi-Tiered System of Supports (MTSS) to meet individual learning needs. Across content areas, students build communication, critical thinking, and problem-solving skills, while also engaging in social studies, arts, wellness, and career exploration experiences. Together, these opportunities prepare students to be competitive with their peers in surrounding states both academically and for future career pathways.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Olathe Advanced Technical Center & Olathe Innovation Campus

PRINCIPAL: Amy Stolz

4-Digit Number for School: 0932

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. We work closely with our business partners and advisory board members to identify the oral and written communication skills that are essential for success in today's workforce. Through these partnerships, we continuously evaluate industry expectations and develop strategies to teach the technical reading, writing, speaking, and mathematical skills required within each career pathway. Students are regularly engaged in activities that require professional communication, collaboration, problem-solving, and technical documentation, ensuring they are prepared to function effectively in a complex and rapidly changing society as well as in their chosen industry.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	N/A We are Career and Technical Education academies.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	N/A We are Career and Technical Education academies.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. With the staffing structures we have in place, including administrators, job coaches, and instructors, our students are truly known as individuals and are provided the guidance and support they need while in our building. We place a strong emphasis on helping students develop self-awareness, confidence, and an understanding of both their mental and physical well-being. When additional support is needed, we collaborate closely with counselors at students' home high schools to ensure they receive the resources and assistance necessary for success. Through these collective efforts, students are supported in developing the self-knowledge and wellness skills needed for both their educational journey and future careers.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	N/A We are Career and Technical Education academies.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Preparing students for their future career and educational goals is at the core of our mission. Every day, we work to ensure students are prepared for the "Three E's"—Enrollment, Employment, or Enlistment—by providing meaningful career and technical education experiences. We offer eight Career and Technical Education (CTE) pathways for students in Olathe Public Schools, allowing them to explore career interests while developing industry-specific knowledge and skills. Students have opportunities to earn industry-recognized certifications, gain college credit through their

	coursework, and participate in hands-on learning experiences that align with workforce and postsecondary expectations. These opportunities help students make informed decisions about their future and pursue advanced training, education, or careers with confidence and purpose.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students at our school are provided with opportunities to develop the academic, technical, and employability skills necessary to compete successfully with their peers both regionally and nationally. Through our eight Career and Technical Education pathways, students engage in rigorous, industry-aligned coursework that prepares them for postsecondary education, military service, and the workforce. Students have opportunities to earn industry-recognized certifications, college credit, and hands-on experiences that reflect current industry standards and expectations. Our strong partnerships with business and industry leaders help ensure that our curriculum remains relevant and that students graduate with the knowledge, skills, and credentials needed to be competitive in both advanced training programs and the job market.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Olathe East High School

PRINCIPAL: Kerry Lane

4-Digit Number for School: 0885

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, students are offered opportunities through a variety of class choices, with increasing emphasis with real-world situations and outside client connected projects as evidenced with our two/four year program options. Teachers have created engaging projects utilizing business partners through their content and through our 3DE program partnership with Junior Achievement. Our curriculum and approach to instruction ensures that literacy, including oral and written communication, are incorporated into every subject. Students are also asked to speak and discuss daily as part of a comprehensive literary strategy we have focused on in our building this year. Increasing the amount of reading, writing and discussing our students do daily is a focus in our ELA curriculum and we intend to spread this focus across all content areas to improve literacy and communication.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, students are required to take American History, United States Government, and Modern World History to fulfill graduation expectations. Other elective courses like Black American History, Women's Studies, Geography and Psychology also provide opportunities for student economic, social, and political knowledge that supports their future success. At East, we house a four-year district program, Civic Leadership, that all students across the district can access if interested in a deeper dive into these topics.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, all students are required to take and pass a US Government class as a senior to graduate. This curriculum supports investigation of local, state, and federal government processes. At East, we house a four-year district program, Civic Leadership, that all students across the district can access if interested in a deeper dive into these topics. We want students not just knowing how government works, but to also feel empowered to make a difference through a strong communications curriculum teaching students to express themselves through written and oral speech across all subjects.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	All students participate in Physical Education and Health courses during high school where topics include mental and physical wellness. Additionally, all students are assigned an advisory period where topics range from addressing anxiety, suicide prevention, academic stress, nutrition and exercise. Course electives are also offered in this area including Psychology, Family Studies, Nutrition and Wellness and Lifespan Development.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	A number of visual and performing arts classes are available and provide opportunities to engage in a variety of cultural ideas and representations. This could be through singing, instrumental music, performing or debating. Other content areas include readings, writings and engaging discussion

	strategies that allow students to appreciate, read and learn more about their historical heritage through the eyes of that particular subject area.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Every student utilizes interest surveys through our Individual Plans of Study using Xello and work with counselors and teachers to examine career opportunities that align with their talents and passions. We also work to ensure classes are centered on real-world learning skills. Olathe East is one of two Olathe schools that offers the national 3DE program that brings real-world business challenges and client connected projects to the classroom every quarter. Students work with business mentors to solve these challenges through their core content integrated with state curriculum standards. Every student has the opportunity to apply to our career technical school to earn certifications, industry credentials and/or college credits. Students can also pursue college courses while in high school to gain certifications.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students have demonstrated significant talent in Advanced Placement tests (highest scoring school in Olathe for 24-25) and many complete one or more industry credentials. Many seniors leave with nine, plus college credit hours and are better prepared to enter academia. Counselors work with students to maximize their high school opportunities, ensuring they have taken the ASVAB, ACT, PSAT, College Credit Hours, AP coursework, and/or enrolled in our vocational programs.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Olathe North High School

PRINCIPAL: Jason Herman

4-Digit Number for School: 0864

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	At Olathe North, we are focused on ensuring every student develops strong oral and written communication skills, with targeted support for both native English speakers and multilingual learners. While we’ve seen strong growth especially in honors and AP courses, we are working to expand consistent, high-quality practice across all classrooms, particularly in 9th and 10th grade through PLC collaboration and intentional scaffolding. We have also prioritized math achievement through initiatives like MELO and MTSS, helping students build both problem-solving skills and the ability to clearly explain their thinking. Our goal is to ensure every student graduates ready to communicate confidently and effectively in whatever path they choose.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Students at Olathe North have multiple opportunities to build a strong understanding of economic, social, and political systems while applying that knowledge to real-world decisions. Required financial literacy coursework, along with classes like government, history, and entrepreneurship, helps students develop practical skills and think critically about how these systems affect their lives. Through engaging discussions, current events, and analysis of complex issues, students learn to form informed opinions and make thoughtful, evidence-based choices.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	All students at Olathe North learn about government processes and their impact at the local, state, and national levels through a required government course and related social studies classes. Across courses, teachers incorporate current events and meaningful discussions to help students connect classroom learning to real-world issues. Our goal is for students to leave feeling informed, empowered, and ready to engage as active citizens.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Students at Olathe North have multiple opportunities to build self-awareness and support their mental and physical wellness through required health and PE courses, along with a variety of fitness options that meet diverse interests. Our advisory program and student support systems, including a full-time liaison, provide consistent connections and access to resources that support students and families. Together, these efforts reflect our commitment to developing the whole student—academically, mentally, emotionally, and physically.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Students at Olathe North have many opportunities to engage in the arts while celebrating and learning about diverse cultures, highlighted by events like our annual Diversity Assembly. Our strong visual and performing arts programs including visual arts pathways, music ensembles, and theater productions that allow students to express themselves and build confidence. Through these experiences, students develop creativity, teamwork, and a deeper appreciation for both their own and others’ cultural backgrounds.

6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Students at Olathe North have strong opportunities to explore both academic and vocational pathways as they prepare for college, technical training, or careers. Our five specialized academies provide hands-on, real-world experiences in fields like sports medicine, animal health, and geosciences, helping students discover their interests. In addition, partnerships with the Olathe Advanced Technical Center allow students to gain industry skills and certifications, giving them a valuable head start for their future.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Students at Olathe North are building strong academic and vocational skills that position them to compete with peers both in Kansas and beyond. Through career-focused programs, academies, and client-connected projects like those in Career English, students gain real-world experience while strengthening communication, collaboration, and critical thinking skills. By combining rigorous academics with hands-on learning and industry partnerships, we ensure students graduate prepared to succeed in college, technical training, or the workforce.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Olathe Northwest High School

PRINCIPAL: Chris Zuck

4-Digit Number for School: 0845

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Over the last few years and continuing into the next few, we have emphasized structured reading, writing, speaking, and listening in all of our 9-12 core and elective classes. We also focus on text-centered and text-based activities to support.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, all students take Modern World History, American History, and American Government. They complete their Social Studies graduation requirements through elective Social Studies classes that complement these. Student-initiated clubs and activities further support these goals.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, all students take American Government as a graduation requirement for a semester during their senior year. In addition, all students have student-initiated club, Student Government, and activity opportunities like Raven Service Club (KAY Club) to connect and learn about government processes locally and at state and national levels.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	All students take Health and Physical Education classes as part of their high school experience. We have athletic individual and team opportunities for all students. ONW's academic intervention has lessons focused around wellness and coping strategies in conjunction with district adopted SEL curriculum.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, required and optional classes support historical and cultural heritage connections. Student initiated clubs are an additional opportunity for all students to explore and connect as well.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, elective classes and exploratory opportunities for different programs available in the district are available to all students. In addition, we support students by connecting them to Olathe Advanced Technical Center classes and career exploration opportunities.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students have continued to perform admirably on Advanced Placement tests and accumulate industry recognized certifications through classes and experiences at ONW. Our teachers continue to advocate for opportunities for all students such as updated/new elective classes like Foundations of Charities and Non-profits or Social Media and Marketing classes. We should continue finding ways to connect students to Market Value Assets (MVAs) and Post-secondary Assets (PSAs).

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Olathe South High School

PRINCIPAL: Dr. Sean DeMaree

4-Digit Number for School: 0865

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	At Olathe South we offer multiple courses for with curriculum aligned to the oral and written communication skills that support students with functioning in a complex civilization. All students complete required courses in social studies and ELA where the standards have a direct connection to these skills, but we also offer multiple electives in our performing arts, social studies, business, world language, and CTE departments that reinforce the skills learned in English and Social Studies required courses.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	The curriculum for the three required social studies courses, modern world history, US history, and US Government, are centered around these concepts with students learning the vital concept of cause and effect that support their ability to make informed decisions.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Students have multiple opportunities for this level of learning. Students learn directly about government processes in their US government class, but more broadly learn to understand their local and national communities through multiple social studies, business, and CTE courses.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	All students at Olathe South complete courses in physical education and health. These courses are central to understanding physical health for students. All our students also complete activities through designed by our district and counseling departments that center on the Kansas SEL standards, and unique to Olathe South, all Freshman complete a three week study on mental health awareness. Our school also completes the MySaebars screener each year to support mental health of students.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	At the high school level we work to incorporate art education into our required courses, such as a focus on renaissance art in modern world history, and through our elective options in performing arts, visual arts, industrial technology, and CTE courses.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	At Olathe South we have worked to thread real-world learning into each of our courses in order to increase relevancy in our students learning. In addition, we offer multiple electives that have direct connections to advance training in both academics and vocational fields, an English curriculum that allows students to focus training at the college or career level, and support for students to take advance technical courses at JCCC and OATC.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	We provide students multiple opportunities to complete courses for college credit, courses that expose them to vocational fields, and courses that are aligned to career pathways. In addition, we have introduced a comprehensive PSA/MVA model for students to learn their required core content through, called 3DE.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Olathe West High School

PRINCIPAL: Megan Black

4-Digit Number for School: 0939

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, high school curriculum provides students opportunities to develop oral and written communication skills. In ELA and social studies classes, students make claims, back it up with evidence and provide reasoning, and they do this both orally and written. Students in various curricular areas collaborate with classmates and teachers which requires communication.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, high school curriculum covers social studies in economics, civics, government, history and geography. These courses include standards that education students in the following areas: 1 - choices have consequences, 2 - individuals have rights and responsibilities, 3 - societies are shaped by the identities, beliefs and practices of individuals and groups, 4 - societies experience continuity and change over time, and 5 - relationships among people, places, ideas and environments are dynamic.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, all students are required to take social studies courses including government that include the state approved social studies standards.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	There is a district approved SEL curriculum that exposes students to understanding health, wellness and feelings. High school requires a PE credit that focuses on physical wellness and a health course. We address and skill build in this area through the tool of SAEBRS and MySAEBRS.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, high school programming for the arts includes opportunities for all students to experience and explore cultural connections through both required and optional courses.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, all students are provided these opportunities. Students are given opportunities participate in college fairs, career fairs, field trips to various vocational schools, junior colleges, and four year universities. Students have opportunities to prepare for and take the ACT, students are presented an opportunity to take the WorkKeys and ASVAB. Students have opportunities to take CTE courses, and apply for a program at OATC. Our elective offerings also allow students to select courses that they are interested in for their life's work.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students have opportunities to develop these skills. Through CTE courses, students must demonstrate proficiency in identified competencies. Students are also provided opportunities to competitively take tests such as the ACT and WorkKeys. Students are able to take CTE courses that identify specific skill sets for an identified pathway. Students also complete PSAs that give them experiences outside of the classroom, or as an extension of the classroom, such as client

	connected projects or participating in a club or activity that helps them build a professional skillset. Students are able to take field trips to visit different professional and academic institutions.
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OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Oregon Trail Middle School

PRINCIPAL: Denise Herman

4-Digit Number for School: 0862

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Curriculum in all content areas through grades 6–8 provides opportunities for students to develop oral and written communication skills, with supports available through our CBR, Autism, Resource, and ELL programs to ensure learning is developmentally and academically appropriate for all students. As part of our new School Improvement Plan (SIP) goal, there will be an increased focus on writing across all content areas next year, with students regularly engaging in written responses to higher-order thinking questions. In addition, our new elective courses — Smart Start, Future Ready, and Foundations of Success — will help students strengthen professional communication, collaboration, and real-world readiness skills.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Curriculum in all content areas through grades 6–8, aligned to Kansas State Standards, provides opportunities for students to develop knowledge of economic, social, and political systems through coursework in Economics, Civics/Government, History, and Geography, as well as through classroom discussions and higher-order thinking activities. Students also participate in Xello lessons during I-Time focused on career exploration, goal setting, and future planning. Beginning next year, these concepts will also be reinforced through our new elective courses — Smart Start, Future Ready, and Foundations of Success — along with our 8th Grade Leadership class, which will place a strong emphasis on civics, citizenship, local social systems, leadership, and community involvement.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Curriculum in all content areas, and particularly in grades 6–8 Social Studies, provides students opportunities to develop an understanding of governmental processes through learning experiences focused on civics, government, history, current events, and higher-order thinking activities. Students also have opportunities to build leadership and civic engagement skills through programs such as KAY Club, Sources of Strength, OT Student Ambassadors, and our new 8th Grade Leadership class, which will place a strong emphasis on civics, citizenship, and local governmental and social systems. Additionally, 8th grade students participate in authentic civic learning experiences through Olathe Youth Court mock trials and Congressional Hearings activities in Social Studies classes, where they research, discuss, and defend positions on constitutional and civic issues.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Curriculum in all content areas, and particularly in grades 6–8 Physical Education, health-related instruction, and the Teen Living elective course, provides students opportunities to develop self-knowledge and an understanding of mental and physical wellness through learning focused on

	healthy lifestyles, emotional regulation, stress management, positive relationships, and everyday life skills. Students also participate in SEL/BSEL lessons during “I” of the Tiger Time, and beginning next year, our new courses — Smart Start, Future Ready, and Foundations of Success — will place an additional emphasis on BSEL skills and real-world readiness at each grade level. In addition, staff members, counselors, and student leaders promote mental health awareness through Sources of Strength (SOS), Suicide Prevention Week, and Random Acts of Kindness Week activities.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Programming offered in grades 6–8 provides opportunities for all students to experience and explore the arts through both required and elective courses, including Band, Choir, Orchestra, Art 1, 2, and 3, Theater, and Stagecraft, with cultural and historical connections embedded throughout these experiences. Specialized courses such as Heritage Spanish Speaker and ELL Newcomer classes also provide students with opportunities to connect learning to their own cultural backgrounds and experiences. In addition, Oregon Trail Middle School collaborates with the Department of Belonging throughout the school year to enhance curriculum, celebrate diversity, and promote a welcoming and inclusive environment for all students.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students at OTMS are provided opportunities to explore academic and vocational fields through a variety of course offerings and specialized electives in industrial technology, communications, business, and computers, including courses such as Engineering: Design & Modeling, Robotics, Computer Applications, Automation & Robotics, Coding, and Meida Makers. Students also have opportunities to engage in academic and career exploration through extracurricular activities and clubs such as Science Olympiad, Math Counts, Math Camp, STEAM Club, AIM, and Leadership. Beginning next year, our new 7th Grade Future Ready class will place a strong emphasis on helping students explore their interests, strengths, and future opportunities through their Individual Plan of Study (IPS), with Xello serving as a key tool to guide career and academic exploration. Additionally, 8th grade students will visit OPSIC to learn about the district’s 2- and 4-year academy programs and future career pathway opportunities available through Olathe Public Schools.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students in grades 6–8 at Oregon Trail Middle School participate in experiences, courses, activities, and programs that help develop academic and vocational skills needed to compete successfully in future academic and career settings. School counselors regularly meet with students throughout the school year to facilitate Xello lessons that help students explore careers, identify strengths and interests, and learn about future career pathways. Beginning next year, our new grade-level elective/required courses — Smart Start, Future Ready, and Foundations of Success — will further support students in developing professional, academic, communication, and career-readiness skills through real-world learning experiences, goal setting, collaboration, and exploration of future opportunities.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Pioneer Trail Middle School

PRINCIPAL: Scott Appell

4-Digit Number for School: 0857

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Students frequently present in class and engage in small-group collaboration. Across social studies, science, and language arts, they write claim-evidence-response papers to justify and defend their arguments. In social studies classes, students analyze document-based questions, drawing on varying resources to support their conclusions.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Our board social studies curriculum follows the following 5 priority standards: Choices have consequences, Individuals have rights and responsibilities, Societies are shaped by the identities, beliefs, and practices of individuals and groups, Societies experiences continuity and change over time, and Relationships among people, places, ideas, and environments are dynamic.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Our school-wide PBIS expectations are embedded into daily routines and practiced consistently by both students and staff. Teachers collaborate with their classes to co-create and maintain effective classroom procedures. Our Student Council and Student Diversity Advisory Council highlight different cultures and themes each month, showcasing them on a dedicated bulletin board and sharing them during morning announcements.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students and families can opt into the MySAEBRS screener. We have weekly SEL lessons that all students are taught. Students are also enrolled in at least one semester of PE to promote physical activity and exposure to health lessons
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Our diverse elective options include both fine arts and performing arts. Students can also engage in meaningful extracurricular and cultural opportunities, such as joining the Student Diversity Advisory Council, enrolling in our Spanish Heritage Speakers course, or participating in the annual Martin Luther King Jr. project.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Our STEM and career-focused electives include Flight and Space, Robotics, Computer Application Development, Materials and Processes, and Design and Modeling. To support long-term planning, all students utilize a Xello account to build a personalized, long-range academic plan aligned with their interest surveys. Eighth-grade students attend the Olathe Public Schools High School Pathway Fair to explore future career paths.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Pioneer Trail students have access to coursework tailored to diverse career pathways. They can also participate in various STEAM-focused clubs, including Science Olympiad, MathCounts, and the Green Team. To prepare eighth graders for the future, we provide dedicated support for mock interviews and the application process. All students receive targeted instruction during

	intervention time on essential professional skills, such as drafting emails, writing thank-you notes, and completing job applications.
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OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Pleasant Ridge Elementary School

PRINCIPAL: Dr. Laura Dondzila

4-Digit Number for School: 2783

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Every child in our school is provided opportunities to develop sufficient oral and written communication skills through our implementation of Board approved curriculum resources that incorporate opportunities for speaking, listening, reading, and writing through an integrated approach across all disciplines. The instruction guides student collaboration through the use of Socratic Seminars and daily partner and whole group discussion strategies that draws on building essential literacy skills.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Every child is provided opportunities to develop sufficient knowledge of economic, social, and political systems to enable making informed choices through our Social Studies standards and curriculum which covers economics, civic duty, government, geography, and history. The curriculum is vertically aligned to help students develop background knowledge and critical thinking skills.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, every child is provided opportunities to develop sufficient understanding of government processes through instruction that is aligned with our Social Studies standards and curriculum. Students engage in learning about communities, citizenship, and how a government functions which enables them to understand issues that affect our community, state, and nation.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Every child is provided opportunities to develop sufficient self-knowledge and knowledge of mental and physical wellness through regular counselor lessons and daily social emotional classroom lessons utilizing the Board approved resource, Second Step which focuses on social emotional learning, self-awareness, and decision-making skills to build interpersonal skills. Our nurse collaborates with our PE teacher to include a unit on heart health and teaches growth and development to 4th and 5th graders.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Every child is provided opportunities to build a strong foundation in the arts through multiple performances with band, orchestra, and choir and a Fine Arts Fair that features artwork from every student displayed across the school. Our art teacher incorporates projects that build appreciation for cultural and historical heritages. We also engage in a One School, One Book project each year that ends in culminating activities as an opportunity to build the foundation in the arts.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Every child is provided opportunities to receive sufficient preparation in academic and vocational fields through participation in our district wide career on wheels program. Our counselor also includes a unit on careers to teach students different options and we invite guest presenters to our school to teach students about their field, for example, in 3rd grade after learning about Space, we

	invited a local connection to the Artemis mission to share his experiences and answer student questions about space.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Every child is provided opportunities to develop sufficient levels of academic and vocational skills through a multitude of leadership opportunities including reading picture books to younger students, partnering classrooms as buddies to engage in activities together, safety patrol, after school clubs tailored to their interests including gardening, science, running, and math. We also have a student council that helps our PBIS efforts through semester rewards for the whole school for meeting expectations. They plan and run our assemblies which are where students are recognized for being respectful, responsible, and safe.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Prairie Center Elementary School

PRINCIPAL: Sean Bohon

4-Digit Number for School: 0856

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	These opportunities are intentionally embedded within our curriculum and are designed to be developmentally appropriate for each grade level.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Social Studies standards are systematically incorporated across all grade levels (K–5), including Economics, Civics/Government, History, and Geography.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Students explore communities, leadership roles, and civic responsibilities to build an understanding of government at the local, state, and national levels.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Physical wellness is a priority within our Physical Education program, while tools such as SAEBRS and MySAEBRS are used to monitor and support students’ social-emotional and mental well-being.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Our curriculum ensures that students are exposed to the arts, with connections to cultural and historical heritage.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Students have opportunities to engage in experiences such as Career on Wheels, market day, and field trips, which help build awareness of future career pathways.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Instruction is designed to equip students with the academic skills necessary to be competitive with peers in surrounding states.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Prairie Learning Center

PRINCIPAL: Michael McGuire

4-Digit Number for School: 2788

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, students apply their oral and written communication skills during classroom discussions, in needs-based psychosocial groups, and at organized events. Educators at Prairie Learning Center are granted access to the full spectrum of Olathe Public Schools academic curriculum.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Educators are granted access to the full spectrum of Olathe Public Schools academic curriculum. Students at Prairie Learning Center are offered courses that allow them to apply their knowledge of economic, social, and political systems including select social studies courses, Community Connections, and Career and Life Planning.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students at Prairie Learning Center complete the Olathe Public Schools high school graduation course requirements, and complete select social studies courses including US Government. Educators are granted access to the full spectrum of Olathe Public Schools academic curriculum.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students at Prairie Learning Center access lessons about social emotional wellness and mental health via individual and small group instruction in addition to supports provided by the School Social Worker, School Psychologist, Mental Health Professionals, and a dedicated team of Special Education teachers. Select courses including Nutrition and Wellness and Relationships and Personal Development are also offered at Prairie Learning Center.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Educators are granted access to the full spectrum of Olathe Public Schools academic curriculum. Students at Prairie Learning Center are offered multiple social studies and fine arts courses that illustrate the cultural and historical heritage of a diverse student body.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students attending Prairie Learning Center have access to courses including Community Connections and Career and Life Planning. Additionally, they receive individual support provided by the dedicated team of Special Education teachers and a full-time School Social Worker and School Psychologist.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students at Prairie Learning Center practice academic and vocation skills to compete favorably by accessing the full spectrum of Olathe Public Schools academic curriculum. Additionally, students are supported in pursuing enrollment in specialized programming in 21st Century Academies and OATC.

Building Needs Assessment 2026-2027

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Prairie Trail Middle School

PRINCIPAL: Jenna Jones

4-Digit Number for School: 9306

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, reading, writing, listening and speaking are the foundations of all of our classes. Literacy skills have been an emphasis in our building for many years. The focus on oral and written communication skills will enable students to function in a complex and rapidly changing civilization.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, every student in our school is provided opportunities to develop sufficient knowledge of economic, social and political systems. This is the foundation of our social studies standards and curriculum. This is a passion of our social studies teachers and this foundation will enable our students to make informed choices as citizens.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, again, every student in our school is provided opportunities to develop sufficient understanding of government processes that enable them to understand the issues that affect his or her community, state and nation because government processes are incorporated into the social studies standards and curriculum and related to current events.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, absolutely. Every student in our building is provided opportunities to develop beyond sufficient self-knowledge and knowledge of his or her mental and physical wellness. Students have the opportunity to learn about mental and physical wellness through physical education classes, health class, counseling lessons, suicide prevention week, character building lessons and more.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, especially in our school, our students are provided opportunities to develop a sufficient grounding in the arts that enables each student to not only appreciate his or her cultural and historical heritage but the culture and history of others as well. We have 206 students in band, 136 in orchestra, 108 choir which means nearly 60% of our student body is involved in music. Additionally, 282 students are taking an art course. Beyond the classroom, we have more than 100 students involved in our theatre productions. Our students are so talented in the arts.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	For the middle level, all of our students have the opportunity to receive training and preparation for advanced training in either academic or vocational fields which provides students with a broad understanding of potential life work. This includes fields like woodworking, engineering, business and culinary to name a few.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Every child in our school is provided opportunities to develop middle school appropriate levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states in academics or in the job market. This would include exposure to world languages, introductions to woodworking and engineering to name a few.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Ravenwood Elementary School

PRINCIPAL: Jami Veatch

4-Digit Number for School: 9307

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Our standards and curriculum are aligned with this requirement.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Our standards and curriculum are aligned with this requirement.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Examples include: Kindergarten had the firefighters visit our school. Third grade hosts presentations by local firefighters. Third grade has a district sponsored field trip to City Hall. Our Tiger Service Club participates in community service projects. (making quilts, tending to a community garden, etc.) Fourth grade has field trips to the State Capitol and the School of Economics.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	We provide social-emotional learning through weekly lessons using our SEL curriculum (Second Step), guidance lessons led by our counselor, class meetings, and MySAEBRS and SAEBRS assessments.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Our art teacher and librarian integrate cultural and historical heritage into their lessons. Additionally, our school hosts building-wide activities and assemblies to promote cultural awareness. This year we had an Olympic Assembly and classes each celebrated a country.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Our fourth graders participate in Careers on Wheels, and our counselor delivers career lessons to every grade level. Additionally, our science curriculum highlights a variety of careers within the field of science. We had a "dress as your future self" spirit day this year. Kindergarteners do an activity where they share what they want to be when they grow up.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Our school programs, rigorous district-adopted curriculum, and community partnerships all provide meaningful opportunities for our students. Our new innovative center is an amazing, state of the art facility that will support the development of student vocational skills.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Regency Place Elementary School

PRINCIPAL: Trisha Putthoff

4-Digit Number for School: 0846

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, every student in grades K–5 is provided with opportunities to develop oral and written communication skills. Through our Language Arts resource, Wit & Wisdom, students engage in reading, writing, speaking, and listening activities that strengthen their communication abilities. Additionally, students participate in cooperative learning experiences throughout the day in mathematics, science, and social studies. These collaborative opportunities encourage students to communicate their ideas, engage in discussions, ask questions, and work effectively with peers, further enhancing both their oral and written communication skills.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Through the use of our K-5 Social Studies Standards and resource, students are given developmental appropriate opportunities to engage, experience, and learn about those to make informed choices. Field trips are also provided for students such as Career on Wheels for 4th graders. 3rd Grade field trip to City Hall and experience a Mock City Council and a Mock Trial are just two examples of those opportunities.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. At the primary level, students learn about their communities, community helpers, first responders, and local leadership to build civic awareness. As they advance, instruction deepens to cover local, state, and national government, current events, and civic engagement. Vetted district resources and grade level standards are consistently used to ensure developmentally appropriate and reliable instruction across all grades.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Through our Second Step social-emotional learning program, students learn skills such as self-awareness, emotional regulation, empathy, problem-solving, and responsible decision-making. Our counselor provides classroom lessons, small groups, and skill building groups. We are also able to use SABRS and MySABRS as a tool to have standardized information about our students. Our K-5 students physical wellness is embedded in our Physical Education standards and reinforced throughout the day in PE class, recess, and after school Sports Clubs.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Students build a strong foundation in the arts through music, library, and art specials that introduce diverse cultures and historical heritages. They explore various traditions and artistic expressions, deepening their cultural understanding. Multiple opportunities to participate in music (band, strings, special chorus) and after school Art Club.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Career discussion is consistent throughout RP's K-5 community. Careers on Wheels, field trips, guest speakers, fire crew, fire buddies and research of careers and interest based career reports are evident.

7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Our students participate in activities and field trips designed to expose them to a variety of vocational skills and career options.
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OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Ridgeview Elementary School

PRINCIPAL: Dr. Brooke Brutto

4-Digit Number for School: 0854

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. All PreK–12 curriculum provides students with developmentally appropriate opportunities to develop oral and written communication skills. These skills are integrated across content areas to prepare students for effective communication in a complex, changing world. Classroom teachers use vetted district resources with integrity to ensure consistent, standards-aligned, high-quality instruction for all learners at Ridgeview.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. All K–12 grade-level curriculum includes instruction aligned to Social Studies standards in economics, civics/government, history, and geography. These standards are taught using vetted district resources with fidelity and are embedded in developmentally appropriate instruction. Through this integrated approach, students build a foundational understanding of economic, social, and political systems, empowering them to make informed choices and engage as responsible citizens.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. At the primary level, students learn about their communities, community helpers, first responders, and local leadership to build civic awareness. As they advance, instruction deepens to cover local, state, and national government, current events, and civic engagement. Vetted district resources are consistently used to ensure developmentally appropriate and reliable instruction across all grades.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Ridgeview provides students with opportunities to develop self-knowledge and mental and physical wellness through the district-adopted SEL curriculum, including Second Step at the elementary level. Teachers use MySAEBRS and SAEBRS assessments to monitor well-being and share results with families and staff to guide support. A Social and Emotional Team meets twice monthly to review data, tier students by need, and provide targeted small group interventions.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. At Ridgeview, students build a strong foundation in the arts through music, library, and art specials that introduce diverse cultures and historical heritages. They explore various traditions and artistic expressions, deepening their cultural understanding. Student work is celebrated at events like the Art Show, grade-level musicals, and family engagement activities, fostering appreciation for cultural diversity.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students participate in Careers on Wheels in 4th grade and attend field trips like public safety visits and JA BizTown in grades 3–5 to explore various careers. Additional opportunities such as

	career days further expose students to academic and vocational pathways. Author visits are also conducted in Library. Community leaders visit library classes and share about their roles. These experiences help students make informed decisions and prepare for future life work.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Ridgeview students participate in activities and field trips designed to expose them to a variety of vocational skills and career options. Grades 3 through 5 students take part in JA BizTown and attend career-focused field trips, while 4th graders experience the Careers on Wheels fair. Additionally, Ridgeview offers a variety of clubs—such as STEM, Soccer, Recycling, Garden, Running, and Kindness Club—that help students develop valuable vocational and life skills.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Rolling Ridge Elementary School

PRINCIPAL: Cindy Kapellar

4-Digit Number for School: 0870

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. The curriculum in each grade level has opportunities that are developmentally and grade level appropriate.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. These are covered in our social studies curriculum at all grade levels.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students at each level participate in a variety of age appropriate lessons and activities throughout the year.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students in K-5 engage in developmentally and age appropriate social-emotional lessons throughout the year as well as health lessons through their physical education class.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. These opportunities are provided through our regular K-5 programming throughout the year.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Through our social studies curriculum, career days, and field trips, K-5 students can explore opportunities.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. This occurs through grade level course work and activities for our students in K-5.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Santa Fe Trail Middle School

PRINCIPAL: Leah Cogswell

4-Digit Number for School: 0861

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes - All students are enrolled in grade-level English and Literacy classes in addition to intervention supports for students who are not reading on grade level.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Students at Santa Fe Trail participate in World History, Geography, American History and Kansas History courses. The Standards of these courses revolve around the 5 Social Studies Standards. These standards focus on being informed and thinking critically.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students at Santa Fe Trail take courses in World History, Geography, American History, and Kansas History. The content of these courses as students to engage with primary source documents and emphasize staying informed and developing critical thinking skills.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. All students participate in Physical Education and Health courses to support their physical wellness. Additionally, students participate in regular social-emotional learning activities to support their mental wellness as well.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes - Students have robust opportunities to participate in vocal and instrumental music as well as both visual and performing arts. Students have opportunities to explore their cultural heritage through clubs and activities.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes - Even at the middle level, our students at Santa Fe Trail have multiple opportunities to identify their own interests and strengths (such as through our Individual Plans of Study) and what career and tech education opportunities are available in the district through 2- and 4-year academies as well as career pathways. Students have the opportunity to explore these pathways well before choosing their high school course of study.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes - At Santa Fe Trail we focus on ensuring all student have access to grade-level reading materials and instruction in their classes while also supporting students who are not yet on grade level with strategic intervention programs. By ensuring high quality instruction and instructional materials and supportive intervention, students are supported to achieve high levels of academic growth to make their competitive with their counterparts from other areas.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Scarborough Elementary School

PRINCIPAL: Mike Burrow

4-Digit Number for School: 0874

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. The school provides all students with opportunities to develop effective oral and written communication skills. Across grade levels, students engage in research, reading, writing, presentations, and collaborative discussions designed to strengthen their ability to communicate clearly and effectively in a changing and diverse society.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Students are provided instruction and learning experiences that build an understanding of community, economic, social, and political systems. Beginning in the primary grades, students learn about community roles and responsibilities, and as they progress through grade levels, they study government structures, civic responsibilities, and the democratic process to support informed citizenship.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Through the district’s social studies curriculum, students develop an understanding of governmental processes and the ways local, state, and national decisions impact their communities and daily lives. Instruction is designed to help students become informed and engaged citizens.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students are provided opportunities to support both physical and mental wellness. Physical education classes promote healthy lifestyles and physical activity, while the district’s social-emotional learning curriculum and counseling services provide instruction and support related to emotional well-being, self-awareness, and positive decision-making. In addition, optional social-emotional screening opportunities are available to families.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. All students participate in art and music instruction that promotes creativity and appreciation of cultural and historical heritage. Through these experiences, students explore diverse cultures, traditions, and perspectives while also developing an understanding and appreciation of their own cultural backgrounds.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Students are introduced to a variety of careers through lessons focused on community roles and vocations. They also participate in field trips, such as “Careers on Wheels,” which provide exposure to a wide range of vocational fields and help students begin thinking about future career paths.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Through classroom instruction, field trips, technology integration, and engaging activities, students are provided with meaningful opportunities to build the academic and vocational skills necessary to compete successfully with their peers both regionally and beyond.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Summit Trail Middle School

PRINCIPAL: Toby Ruder

4-Digit Number for School: 0950

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. Students are consistently provided opportunities to develop and refine their oral and written communication skills across all subjects. Throughout the day, students engage in articulating arguments, supporting claims with evidence and reasoning, and collaborating with peers to solve complex problems. By embedding writing and discussion across the curriculum, we ensure students build communication skills necessary to thrive.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Our school provides rigorous, standards-aligned learning opportunities for every student to develop an understanding of economic, social, and political systems. This is consistently executed through the Kansas Social Studies Standards, which integrate economics, civics and government, history, and geography. This knowledge is reinforced across all content areas and through school-wide Xello lessons during WIN Time. Counselors guide these lessons to help students explore career pathways, set personal goals, and develop social skills, preparing them to make life choices.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Every student is provided with opportunities to develop a strong understanding of governmental processes through our cross-curricular approach. While integrated across all content areas, this foundation is driven primarily by our 6–8 Social Studies curriculum. Through this targeted instruction, students learn to analyze and understand political and civic processes that directly impact their local community, state, and nation.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Every student in our school is provided with opportunities to develop self-knowledge and a deep understanding of their mental and physical wellness. We address these critical needs through school-wide Social-Emotional Learning lessons, health education, and PE courses. Additionally, we collaborate with mental health professionals and embed wellness support into our extracurricular and co-curricular programs to ensure student development.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Every student in our school is provided with meaningful opportunities to develop a strong grounding in the arts and a deep appreciation for their cultural and historical heritage. We offer a diverse selection of fine arts electives that explore these themes. To enrich this academic foundation, we collaborate throughout the school year with our Department of Belonging. This partnership enhances our daily curriculum and fosters a school culture rooted in kindness, inclusivity, and mutual respect for all backgrounds.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Our district offers an array of academic and career-focused choices designed to prepare every student for advanced training and future career paths. We bridge the gap between academics and practical application through specialized courses like Robotics and Materials and Processes. This foundation is reinforced across all classrooms through hands-on and project-based learning. This

	approach ensures students can discover their strengths, explore different vocational and academic fields, and pursue their future.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Every student in our school is provided with opportunities to develop high-level academic and vocational skills. Through our rigorous, standards-aligned curriculum, technical courses, and district-wide emphasis on hands-on, project-based learning, we ensure our students achieve at levels that allow them to compete favorably with their peers both regionally and nationally. By balancing academics with real-world career readiness, we equip our students to thrive in whatever is next.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Sunnyside Elementary School

PRINCIPAL: Amy Hercules

4-Digit Number for School: 9300

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes, all K–5 students are provided with meaningful opportunities to develop both their verbal and written communication skills across content areas, supporting their ability to grow and successfully navigate an ever-changing civilization.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, all K–5 student at Sunnyside is provided with opportunities to build understanding and knowledge of economic, social, and political systems designed through learning experiences to help students become informed and engaged members of society.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, every K-5 student at Sunnyside is provided opportunities to build knowledge in government processes through our district curriculum and standards.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, each K–5 student is provided with opportunities to develop social-emotional and physical wellness by building self-awareness, and self-regulation skills through the implementation of our district social-emotional and physical education curriculum, standards.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, Sunnyside students are provided opportunities to experience and explore the arts through weekly Art class and classroom experiences.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, all K–5 students at Sunnyside are specially designed opportunities to explore a variety of careers, interests, and future fields of study through learning experiences and fieldtrips.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, all K–5 students at Sunnyside are provided opportunities to develop academic, problem-solving, communication, and critical-thinking skills through instruction aligned to district curriculum and state standards. These experiences help students with the foundational skills needed to be successful in future academic and career opportunities.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Tomahawk Elementary School

PRINCIPAL: Julia Baucum

4-Digit Number for School: 0877

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Tomahawk ensures every child has meaningful opportunities to develop strong oral and written communication skills needed for a complex, changing world. Through Wit & Wisdom, students engage with rich nonfiction texts and participate in structured discussions like Socratic seminars that build speaking, listening, and critical thinking skills. Students also strengthen written communication by responding to complex texts through organized, evidence-based writing across content areas. Additional opportunities such as: small group instruction, collaborative learning, and presentations further reinforce communication as an essential, integrated part of the school day.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Every child in our school is provided opportunities to build foundational knowledge of economic, social, and civic systems in developmentally appropriate ways that support informed decision-making. At the PreK–5 level, social systems and norms are explicitly taught through counseling lessons, board-approved curriculum, and resources such as Second Step SEL, alongside our Positive Behavioral Interventions and Supports structures. Counseling lessons across all grade levels also include career exploration, helping students begin to understand economic systems and their future roles within them. Additionally, field trip opportunities extend learning beyond the classroom, expanding students’ awareness of their community and the systems that shape it.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Students at Tomahawk build foundational understanding through classroom rules, voting on choices, learning about community helpers, and simple lessons on leaders connected to units around citizenship and fairness. Students engage more deeply through social studies units aligned to standards, exploring local, state, and national government structures, participating in mock elections, and discussing civic responsibilities.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Students engage in standards aligned physical education that builds physical skills while emphasizing rules, safety, and healthy habits. Health and wellness are further supported through the work of our school nurse, counselor, and even school lunchroom staff, alongside targeted social-emotional screeners and intentional adult to student check-ins. Our PBIS expectations: We Matter, We Are Safe, and We Are Prepared, reinforce these concepts consistently across all school settings and throughout the day.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Cultural, art, and historical heritage are taught and explored through music, visual arts, and library in partnership with classroom teachers, ELL staff and school community. Our high quality instructional material also connects art exploration as a consistent part of the curriculum. This is not done in isolation, rather as part of explicit planning and intentional inclusion.

6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	The foundational skills built in elementary include deadlines, work completion, partner and group work, and collaboration. Taking direction from adults and being held responsible for consequences (both positive and negative.) Involvement in clubs and activities such as: STUCO, Math Wings, Running Club, Special Chorus and intramural sports give students genuine opportunities to help their preparation. These skills in partnership with academic standards and skills provide students with the skills to be successful when learning advanced training skills for life.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Every student in our school is given strong opportunities to build the academic skills they need to be successful and competitive with students in other states. Through high-quality instruction in reading, writing, math, science, and social studies, students develop critical thinking, problem-solving, and communication skills that prepare them for future learning and careers. We also support students by helping them explore interests and strengths so they can begin to understand possible future pathways in school and the workforce through exposure to our high school opportunities and programs, as well as field trips and community engagement.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Walnut Grove Elementary

PRINCIPAL: Natalie DeWeese

4-Digit Number for School: 0855

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Students are given multiple opportunities to practice and apply these skills across all areas of academic content. In addition, our SEL program, Second Step, reinforces these skills by providing structured opportunities for communication and problem-solving.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes, our district offers a variety of resources and professional development opportunities that support students in making informed choices. For example, students participate in our school-wide PBIS program, where they practice decision-making skills by choosing whether to spend or save their StarBucks.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes, students engage in a variety of meaningful experiences throughout their K–5 education. For example, third-grade students visit City Hall to participate in a mock City Council meeting, giving them a hands-on opportunity to learn about civic processes and decision-making.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes, all students participate in bi-weekly counselor-led lessons as well as weekly Second Step instruction. In addition, they engage in physical education classes two to three times per week and have two recess periods each day, supporting both their social-emotional growth and physical well-being.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes, our students are exposed to a wide range of cultures through art, literature, and music. For example, the Wit & Wisdom curriculum integrates global art and literature to deepen cultural understanding. Additionally, third-grade students visit the Nelson-Atkins Museum of Art, where they engage with diverse works of fine art and historical artifacts from around the world.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes, through our Inspire Science curriculum, students are introduced to a wide range of scientific careers and fields. In addition, fourth-grade students participate in Careers on Wheels, which provides hands-on exposure to a variety of professions and occupations, helping them build awareness of future career possibilities.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes, students are building foundational skills that prepare them for future success. They also develop strong communication and problem-solving abilities through cooperative learning experiences.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Washington Elementary School

PRINCIPAL: Dr. Jenny Woolever

4-Digit Number for School: 0858

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Yes. We utilize Wit & Wisdom as our core ELA curriculum to support the development of strong oral and written communication skills. Students are also provided dedicated social studies instruction aligned to the Kansas State Standards, which further strengthens communication, critical thinking, and civic understanding.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Yes. Our social studies standards address economics, civics/government, history, and geography. These standards are taught through high-quality instructional materials and supported with grade-level field trips to help students become informed and responsible citizens.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Yes. Students develop an understanding of government and civic processes through ELA, social studies, and field trip experiences that connect learning to their community, state, and nation. Primary grades focus on communities and local helpers/leaders. Intermediate grades focus on government, current events, and civic engagement.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	Yes. Students participate in the Second Step social-emotional learning curriculum. In physical education, they complete a health unit focused on fitness, nutrition, and overall wellness. Students and families also have access to mental health supports, including the school counselor, social worker, and district mental health partners.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Yes. Students develop an appreciation of cultural and historical heritage through ELA, social studies, and art instruction that highlights diverse cultures and historical contexts. We also recognize and celebrate cultural appreciation months and are looking at implementing a school-wide Culture Night.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Yes. Washington students have opportunities for career exploration through the social studies curriculum, grade-level career activities, and field trips such as Careers on Wheels.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	Yes. Students are provided with high-quality classroom instruction, technology integration, and field trip experiences that expose and prepare them to compete favorably with peers nationally. This strong academic foundation at the elementary level supports future success in both vocational programs and academic pathways.

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Woodland Elementary School

PRINCIPAL: Stacy Shipley

4-Digit Number for School: 2790

1. Is every child in your school provided opportunities to develop sufficient oral and written communication skills that enable students to function in a complex and rapidly changing civilization?	Woodland students actively develop oral and written proficiency through a curriculum aligned with state standards. Learning is facilitated through diverse modalities, including individual written responses, collaborative group discussions, and formal presentations tailored to grade-level expectations.
2. Is every child in your school provided opportunities to develop sufficient knowledge of economic, social, and political systems that enable students to make informed choices?	Students cultivate a robust understanding of economic, social, and political frameworks as defined by state standards. These concepts are reinforced through a blend of classroom instruction—such as student presentations and discussions—and experiential learning via community field trips.
3. Is every child in your school provided opportunities to develop a sufficient understanding of governmental processes that enable the student to understand the issues that affect his or her community, state and nation?	Woodland provides a comprehensive foundation in government processes and civic responsibility. The curriculum covers the vital roles of community helpers and first responders, as well as formal government structures. Furthermore, intermediate students gain practical experience in civic engagement through service leadership and student government programs.
4. Is every child in your school provided opportunities to develop sufficient self-knowledge and knowledge of his or her mental and physical wellness?	We prioritize student well-being through integrated strategies that support both mental and physical health. This is achieved by maintaining a safe, positive learning environment characterized by "morning triage" check-ins, evidence-based emotional regulation techniques, and regular opportunities for physical activity.
5. Is every child in your school provided opportunities to develop a sufficient grounding in the arts that enables each student to appreciate his or her cultural and historical heritage?	Students explore cultural and historical legacies through dedicated fine arts instruction focused on influential artists and composers. This appreciation is further supported by a diverse collection of library resources and literature that highlights global heritage and historical perspectives.
6. Is every child in your school provided opportunities to receive sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently?	Woodland ensures early exposure to both academic and vocational pathways. Students engage with various career fields through community helper dialogues, professional career presentations, and site-based field trips designed to bridge classroom learning with future opportunities.
7. Is every child in your school provided opportunities to develop sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market?	To ensure students are prepared for the next phase of their education, Woodland employs a differentiated instruction model. This approach allows educators to identify individual student needs and provide targeted instructional supports, ensuring all learners develop the necessary skills for future success.