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**OUR VISION**
Striving to become one of the Top 10 School Districts in the Nation

**OUR GOAL**
Each student exits high school prepared for college and careers in global society; at every level, performance is on track and on time for success.

**OUR MISSION**
Inspiring Excellence: Every Grownup, Every Child, Every Day.

This Annual Report is published by

**Kansas City, Kansas Public Schools**
2010 North 59th Street
Kansas City, KS 66104

913-551-3200
kckschools.org
A MESSAGE FROM
DR. ANNA STUBBLEFIELD
SUPERINTENDENT OF SCHOOLS

It is an honor and privilege for me to be in this leadership role and serve as the Superintendent of Kansas City Kansas Public Schools. I am pleased to share the 2021-2022 Kansas City, Kansas Public Schools Annual Report.

Our Annual Report is a reflection of our district’s commitment to reimagine learning so that our students can change the world. Our board members, educators, administrators, and support staff remained focused and committed to our mission of Inspiring Excellence: Every Grownup, Every Child, Every Day.

We are determined to empower each and every one of our students to reach their full potential: academically, socially, and emotionally. With this focus we can ensure by 2031, all of our students will graduate with a Diploma+ endorsement prepared for college and careers.

In the Masai tribe of Africa, the traditional greeting passed between Masai warriors is “Kasserian Ingera”, which translates to “And how are the children?” Even warriors with no children of their own would always give the traditional answer, “All the children are well.” Meaning, of course, that peace and safety prevail, that the priorities of protecting the young, the powerless, are in place. I look forward to the day that we, as a district and community, can truly say without any hesitation, “The children are well, yes, all the children are well.”

Whether you are a parent, taxpayer, business partner, legislator, voter, or employee, you play a vital role in our educational mission. We are eager to earn your trust through honesty and transparency each and every day. As such, I invite you to further engage with us as we strive for the best outcomes for our students and families.

Sincerely,

Dr. Anna Stubblefield

"We are determined to empower each and every one of our students to reach their full potential: academically, socially, and emotionally."
A MESSAGE FROM
RANDY LOPEZ
PRESIDENT, KCKPS BOARD OF EDUCATION

Kansas City, Kansas Public Schools has prepared this annual report to provide valuable and inspiring information about your school community. In this report, we seek to highlight our collaborative efforts to meet the mission, purpose, and priorities set for the 2021-2022 academic year.

We could not have done this without you! Together we have persisted. We never gave up. From teachers to bus drivers; custodians and nutritional service workers; counselors, administrators, healthcare workers, front desk workers, and police officers—all our staff faithfully provide quality education to our students. We are grateful to all of you.

I am grateful for Superintendent Dr. Anna Stubblefield and her commitment to taking the reins during a critical time in our district. Through her resolve and dedication, she has implemented strategies in her first year to ensure our school culture, instruction, staffing, and systems are all aligned to support the achievement of every student.

As president of the Board of Education, I want to ensure that my School Board colleagues and I provide the continued support our superintendent and administrators need to move our school district towards an energetic school culture that creates meaningful experiences, fruitful engagement, and genuine customer service. I encourage parents, guardians, students, employees, and community organizations to join us in this vast undertaking. Together, we must chart the course onward with the students’ success at the forefront.

Thank you for helping us celebrate the 2021-2022 school year by reading this annual report and sharing it with others in your community circles. I cannot wait to see what these stories inspire in us.

Sincerely,

Randy Lopez
WE VALUE, EXPECT, AND WILL SUPPORT EACH OTHER TO:

BE A LEARNER
We are all learners. As learners we make our work public, we study, we explore, and we expect to evolve and grow in what we know and do.

BRING OUT THE BEST IN PEOPLE
We believe in the potential of every child, every grownup, and ourselves, and our actions demonstrate our belief.

BE RESPONSIBLE
We are all responsible for the success of each student, each staff member, each school, and each department.

DO THE RIGHT THING
Treat others with respect, act with integrity, and commit to teamwork and open communication.

ACHIEVE RESULTS THAT MATTER
We choose actions that focus on meaningful outcomes for our students.
STRATEGIC PRIORITY

1 Align Social-Emotional Supports Focused on the Whole Child
Social-Emotional Learning

Educators, students, and families are being called on to demonstrate empathy and resilience, build relationships, and utilize their collective resolve to strengthen our schools and community. These social and emotional skills offer a powerful means to support and educate each other.

For students, social-emotional learning (SEL) promotes skills needed to engage in academic learning more fully—whether in-person or at a distance. For educators, SEL helps them practice self-care, resilience, and empathy while fostering safe, equitable, and welcoming school communities.

Below are some of the innovative KCKPS initiatives that help cascade out its commitment to social-emotional learning.

- Enough is Enough initiative
- Restorative Practices initiative
- CARE Hotline number
- Alive and Thrive Community Partnership
- ThrYve Partnership
- AOK Partnership
- FLON - mentoring and support

Bullying and Harassment Prevention

As we help build a caring community, our students must understand what bullying is when witnessing or experiencing this kind of behavior. Each school has a Bully Site Action Plan that includes responding to bullying and supporting someone who has been bullied. Parents and guardians have access to services and programs designed to help them talk to their students about the difference between bullying, teasing, conflict, and a mean moment.
Alfred Fairfax Academy Lives out a Restorative Justice Culture

Alfred Fairfax Academy (AFA) practices replacing the standard punishment/rewards system with Restorative Practices to inspire positive behavior and increased self-efficacy. Restorative approaches allow AFA to build relationships with students, making it easier for learners to trust and put in the work it takes to learn the social-emotional skills needed now and in the future. AFA tries to empower its students with tools and strategies that help them recognize and respond to the emotions they are feeling, be accountable for their actions, acknowledge and exercise acceptable behaviors, show empathy for others, and problem-solve effectively.

Meet Officer Michael D. Simmons
Restorative Justice Practitioner

Officer Michael D. Simmons has been a School Resource Officer for KCKPS for more than seven years. He began as a School Resource Officer at Fairfax Learning Center in 2015 after being employed as a Law Enforcement Officer with the KCKPD for 32 years. He is a 1979 Schlagle High School graduate.

Before his law enforcement officer career, Simmons served three years in the United States Marine Corps. His distinguished career as a KCK Police Officer allowed him to work with our city’s youth, founding and co-founding various intervention programs. The remarkable thing about Officer Simmons is that he is compassionate and understands human nature. He understands his role as a sworn Law Enforcement Officer, he understands his role as a law-related educator, and he understands his role as an approachable law-related counselor. He is a vital member of the Alfred Fairfax Academy.
KCKPS’ Trauma Informed Care and Resilient Schools Initiative

The Kansas City, Kansas Public Schools Trauma Sensitive and Resilient Schools Initiative has accomplished nearly all the goals it set out to meet during the first three years of the initiative. This accomplishment helps to further KCKPS’ commitment to social-emotional support for our students and administrators.

Each school site has a Trauma Sensitive Implementation Team that sets goals and works toward implementing trauma-sensitive practices and procedures. These teams attended intensive training and were equipped with a mini-grant of $350-$400. As a result of this support, they are implementing trauma-sensitive practices at their schools. This effort has helped our teachers deepen their knowledge of Trauma Sensitive and Resilient Schools practices and policies and has empowered them to integrate this meaningful work into their classroom learning. This intentional approach will continue to enhance our administrators’ ability to build healthy and consistent relationships among their staff, students, and families.

DIVE DEEPER

Scan below to view our “Restorative Practices at Alfred Fairfax Academy” video!

Scan below to read the Kansas City Beacon story “Two KCK Schools Shift Focus from Punishment to Make Classrooms Safer, Reduce Suspensions”
Staff Stories: Happy Teacher Revolution

“I am in my 5th year as a school counselor at Noble Prentis Elementary. As a part of the KCKPS Trauma-Sensitive and Resilient Schools (TSRS) initiative, I saw a need to extend my level of support in my school. My TSRS team was discussing and exploring new ways of supporting students in trauma sensitive ways. Many of my staff have gone through the pandemic together, and over the last few years, we have felt a shift in managing ourselves through our collective trauma. This allowed me to see a need to support my teachers and staff specifically. Through my searching, I found Happy Teacher Revolution. This organization ‘is a Baltimore-born, international movement with the mission to support teachers’ mental health and wellness. [They] train revolutionaries worldwide to initiate Happy Teacher Revolution support group meetings in their communities.’

“I was fortunate enough to be allowed to sign on for this training to become a “revolutionary” for teachers. I hope to create a safe space for teachers to feel supported. My goal is to help normalize mental health issues and to give my staff a way of building resilience together.”

– Mrs. Megan Lopez,
Noble Prentis Elementary School Counselor

Mindful Momentum

In 2021, KCKPS partnered with Mindful Momentum, a local company that focuses on the practice of mindfulness to help individuals and organizations flourish, cultivating peace, resilience, and sustainable happiness. In partnership with KCKPS’ Trauma Sensitive Resilient Schools initiative, Mindful Momentum created a mindfulness curriculum for all High School students to roll out in January of the 2021/2022 school year. To support KCKPS staff and give them a full understanding of the student program, we completed a three-session Mindfulness training for all teachers.

The driving idea behind this training was to give teachers the same tools the students would be learning, to put them into practice in their work and lives, and support the students as they learn mindfulness practices. Today, six Mindful Momentum certified trainers are working at KCKPS.

“Megan’s passion for helping her colleagues feel great about their work is the driving force behind her leadership of the Happy Teacher Revolution. This work is directly related to the five core principles of a Trauma Sensitive Community (safety, trustworthiness, choice, collaboration, and empowerment), especially empowerment. I can’t wait to see what our empowered educators do!”

– Ms. Brittany Talley,
Trauma Sensitive and Resilient Schools Coordinator
KCKPS Points of Pride

5TH Largest District in Kansas

LARGEST District in WYANDOTTE COUNTY

KCKPS Total Enrolled Students 21,335

Over 950 Graduates in 2022

OVER $271,000,000 in Scholarships Awarded from 29 different colleges and universities

KCKPS Schools in KCKPS

- 10 Preschool Sites
- 28 Elementary Schools
- 7 Middle Schools
- 5 High Schools
- 5 Alternative Schools/Programs

KCKPS Demographics

- Hispanic 56%
- Black 24%
- White 9%
- Asian 7%

- English Language Learners 44%
- Home Languages Spoken 72

Top 5 Non-English Languages Spoken

- Spanish
- Karen
- Burmese
- Swahili
- Nepali

Sumner Academy of Arts and Science

- Ranked the number 1 school in the state of Kansas and the Kansas City Metro
- Ranked #12 nationally in Magnet Schools
- Ranked #32 overall nationally
STRATEGIC PRIORITY

2 Expand Opportunities for College and Career Readiness in All Grades
Vision and Goals

A high school diploma is not enough in today's economy for students to access high-pay, high-demand jobs that transform their lives and their community. To prepare our students for success in a global society, Kansas City, Kansas Public Schools is committed to the Diploma+ district-wide initiative.

Diploma+ means that each student will exit high school prepared for college and careers in a global society, and at every level, each student’s performance is on-track and on-time for success.

Students can earn a Diploma+ by completing one of the following:
Real World Learning Initiative

Since 2019, KCKPS’ Diploma+ Department has been working with the Kauffman Foundation Real World Learning Initiative to make our K-12 Career and Technical Education (CTE) programs more relevant to students. Each pathway will lead students to at least one market value asset, awarded as Diploma+ endorsements. Our goal is for all students to leave high school with marketable assets that can be used to obtain employment or propel them toward a college degree by 2031.

Staff Stories: Guiding My Students So They Are Prepared for the Workplace

In the summer of 2022, the CTE and Diploma+ Work Based Learning leadership at KCKPS invited a group of teachers to attend the Schutte Lumber Externship profession-based learning experience that aims to teach educators about various industries.

“The externship experience at Schutte Lumber allowed me to consider two significant takeaways that could be implemented at Sumner Academy. First, a protocol for discussing challenges was modeled for us during the Schutte quarterly meeting. What I observed helped me re-think how we navigate challenges in class by following a similar structure.

“Second, in terms of students, what I observed in the Schutte Externship helped me see how large projects can be designed for students to check their understanding of what they learn in class. In the past, I have spent too much time on getting the project done, but now I see how the process Schutte uses from the beginning to a finished project is just as crucial as getting the project completed. I’ve taken how the company structures its time, projects, and meetings and organized my classroom so students are prepared for the workplace.”

- Edward Gunter,
Sumner Academy of Arts and Science CTE Lead Teacher and Service Learning Coordinator
Career Pathway Students Take on Global Issues

International guests came to Kansas City, and their visit brought an excellent opportunity for students in the Diploma+ College and Career Pathways program. Three Kenyan governors attended a Global Economic Summit with local leaders, and students from Sumner Academy and F.L. Schlagle High School were able to attend and participate in their own parallel youth summit. Students observed a roundtable discussion between the guest delegation and area healthcare leaders. This allowed students to see how professionals conduct themselves at high-level meetings.

“Being able to hear how a real summit goes and how attendees engage with everyone and ask questions was very interesting,” said Sumner Academy Sophomore Michelle Aguilera. Students were asked to research and solve a global problem and present their ideas to the Kenyan delegation. Students chose concerns surrounding access to clean water, education, medicine, communication, and infrastructure.

Projected Diploma+ Goal Attainment by 2031

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Endorsement Rates</th>
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<tr>
<td>2015-16</td>
<td>21%</td>
</tr>
<tr>
<td>2016-17</td>
<td>26%</td>
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<tr>
<td>2017-18</td>
<td>31%</td>
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<tr>
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<td>2030-31</td>
<td>100%</td>
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DIVE DEEPER

Scan the QR code below to read the full version of this story:
One of the KCKPS Board of Education’s primary Strategic Framework principles is to be “Good Stewards of Resources and Financial Accountability.”

In keeping with this principle, KCKPS budgets and budget breakdowns are published every year on the district website. Here you will find a quick breakdown of the past three years of budgeting.

“On behalf of the finance team, I thank you for taking the time to review a snapshot of our budget. We are pleased to offer full transparency in the district’s finances and encourage you to see the QR code below to access all of the budget documents on our website.”

- Tracy Kaiser,
  Executive Director of Business & Finance/
  District Treasurer
2021-22 Budget Breakdown

Total Expenditures: $472,950,046

- Instruction: 43.745%
- Operations & Maintenance: 22.623%
- Administration & Support: 8.367%
- Food: 4.912%
- Instructional Support: 5.647%
- Transportation: 3.898%
- Student Support: 6.816%
- Debt Service: 3.671%
- Other: 0.322%
Bond Program

Across the nation, schools are being designed to create 21st Century Learning spaces. In KCKPS, the bond issue project touched almost every school in the district. The improvements made each school safer and provided a more effective learning environment for our students, staff, and faculty. All high schools have remolded spaces to accommodate the new College and Career Academies. The upgrades include two new and modern science labs per high school building and faculty planning centers for team collaboration.

Middle schools have new spaces to enhance student opportunities to explore career options. The term “career exploration space” can best be described as an introduction to real-world experiences in flexible and collaborative spaces to support the College and Career Academy placement in high schools.

The Kansas City, Kansas community approved $235 million in bonds to pay for school construction projects including the construction of five new schools, safety and security upgrades in 47 buildings across the district, and a new central kitchen.

• Safety and Security Enhancements include new secured entrances
• Two new elementary schools
• Two new middle schools
• High school and career academy spaces
• Middle school career exploration spaces
• Kitchen construction and upgrade at six elementary schools
• Maintenance, repair, and replacement of plumbing, roofing, heating/air conditioning, and lighting
• 47 Schools Received Safety and Security Upgrades
• $301 million was pumped into the KCK economy
• This Bond Program created 933 construction jobs
Bond Refinancing

The KCKPS Board of Education approved the refinancing of $150 million of the district’s $235 million in General Obligation Bonds in 2020 saving the District more than $30 million.

The District has refinanced bonds on seven different occasions, saving more than $36 million over the past 20 years. This refinancing improves the district’s overall bond and interest budget cash flow and provides interest cost savings.

Economic Inclusion Committee (EIC)

The Board of Education established several sub-committees depending on the project’s topic. The overall leadership committee included various members of the superintendent’s cabinet, curriculum leadership, operations, and other district department leadership.

The EIC consisted of area minority and women business organizations that support the positive utilization and development of M/W/LBEs on area economic development and construction projects. As the lead construction firm, JE Dunn worked to eliminate barriers that inhibit the participation of these firms. KCKPS’ construction partner uses best faith efforts to provide information and assistance to implement procurement by requiring their first-tier subcontractors and suppliers to meet the project's established M/W/LBE participation goals.

JE Dunn monitors the compliance with M/W/LBE participation and reports monthly to the Board of Education and the Economic Inclusion Committee.

Project Participation

MBE = 12.3%
WBE = 14.3%
LBE= 57%
Engage Families and Community in KCKPS’s Student Success
KCKPS’s Commitment to Family Advocacy

The purpose of Family Advocacy is for teachers to build meaningful and lasting relationships with students and families while teaching social-emotional character development and college and career readiness standards. Teacher advocates will authentically understand their students’ interests and backgrounds, producing a climate of acceptance and building a sense of community within their advocacy group.

Through this collaborative process, students can build an authentic relationship with their teacher advocates, which in turn supports them in building skills to navigate the global world around them.

Parents and guardians will be committed partners in a student’s planning for life beyond high school. This process is to be reviewed as a collaborative dialogue between teacher, student, and parent/guardian at least two times per school year.

LOOKING AHEAD

Scan the QR code below to read about the new KCKPS Welcome Center

Scan the QR code below to read about Central Middle School’s Parent Engagement Vision for 2022-2023
Engaging with Families One Porch at a Time

Lusia Requenes grew up in the Argentine neighborhood of Kansas City, Kansas. She smiles big when pointing out the school parking lot where she rode her bike as a kid. She has fond memories of her time as a student at Emerson Elementary and her parent’s commitment to her educational progress, even when language barriers presented some challenges.

Lusia became an engaged parent many years later when her children started attending Emerson Elementary. Still, as involved as she was, she recognized an opportunity to make a greater impact by contributing to the school’s communication efforts with parents and guardians. When a Family Engagement Specialist position became available, she immediately applied. She saw this not only as a way to be better informed but also to help enhance how the school communicated with parents.

Lusia’s newfound passion for family engagement grew exponentially as she learned about the multiple ways she could keep families connected with Emerson Elementary. One of her first commitments was to meet families where they are and inform them about school performance scores and how they could take a more active role in supporting student and school success. She created school handbooks that provided easy-to-digest information about the school and district.

Another high-touch tool Lusia soon added to her community engagement approach was porch visits. She started knocking on the front doors of students’ homes to welcome families, introduce herself, and build connections and relationships. Before long, she sold her school administrators and teachers the importance of this personal approach.

Lusia, along with the school counselor, nurse, and social worker, would go on visits as the Family and Student Support Team (FASST). They provided resources that helped alleviate the family struggles and barriers that kept them from focusing on their children’s education at home. Lusia added, “The most important thing is the follow-up. At Emerson Elementary, we keep each other accountable, and we also keep our parents accountable.”
Guiding Through the Culture Shock

One of the clearest statistics that showcases the diversity in KCKPS is that 72 different languages are spoken in the homes of our students. That number doesn’t reflect the experiences many of those families endured before they got to the district.

When Kumar Monger moved to the United States in 2011, it was the last step in a journey that began when his family had to flee Bhutan in 1994 due to ethnic persecution. Monger spent over a decade in a refugee camp in Nepal, living in a bamboo hut with his parents and family. Eventually, Monger was resettled in the U.S., separated from most of his family.

“We were helpless at the beginning. It’s very hard to end up in a new environment, new culture, new law, new everything,” said Monger.

That feeling of helplessness inspired Monger to dedicate his career to helping others. Now, as a Bilingual Outreach Worker in the English Speakers of Other Languages (ESOL)/Migrant department at KCKPS, Monger helps families struggling with language barriers.

“Many times, we have parents that enroll, but their students aren’t caught up with their immunizations, and they don’t know where to go,” said Director of ESOL/Migrant Programs Jacqueline Rodriguez. “So the team will help that parent find a place and even schedule an appointment for them. And then they follow up to get the documentation.”

When ESOL Family Advocate Saw Kaw moved to the U.S. from Myanmar in 2006, he only knew one person. “I knew that I needed education because I spoke zero English, so I went back to college,” said Kaw. “Then I started to help in the community with a little interpreting.”

Like Monger, Kaw realized that he could help others who move here in similar situations. “Families have a lot of barriers, especially when they first move and migrate here,” said Kaw.

Rodriguez said the life experiences of her team help them relate. “I think that’s the most important thing and what makes them so unique and vital for the district,” said Rodriguez. “They go above and beyond because they have that connection to the lived experience.”
The Confidence in Kansas Public Education Task Force named several KCKPS schools as recipients of the 2021 Challenge Awards. The awards recognize Kansas schools that make a notable difference in student achievement despite facing significant challenges in their school population.

The Certificates of Merit were presented to seven KCKPS schools:

- Arrowhead Middle School
- Emerson Elementary School
- Mark Twain Elementary School
- Thomas A. Edison Elementary School
- Bertram Caruthers Elementary School
- John Fiske Elementary School
- Sumner Academy of Arts & Sciences

**ESEA DISTINGUISHED SCHOOL AWARD**

Bertram Caruthers Elementary School was recognized by the National Association of ESEA State Program Administrators (NAESPA) for exceptional student achievement in 2021. Caruthers was named a Distinguished School by the Kansas State Department of Education (KSDE) for closing the achievement gap.

**HEALTH & HUMAN SERVICES AWARDS**

The Department of Health & Human Services (HHS) awarded $2,447,671 to the KCKPS Successful Beginnings Head Start program. These Head Start programs work daily to emphasize children’s cognitive, social, emotional, and physical development.

**2022 APPLY KANSAS ALL-STAR HIGH SCHOOLS**

Washington High School and Sumner Academy were selected as 2022 APPLY Kansas All-Star High School. KCKPS high schools sponsored a FAFSA Completion Event to encourage and support families in completing the FAFSA and then held a College Signing Day event to celebrate all the different paths our seniors chose to pursue after graduation.
Athletic Recognitions

BOYS BASKETBALL ALL STATE RECOGNITION
Jason Rodriguez Harmon 3rd Team 6A
Lazel Evans Wyandotte Honorable Mention 6A
Trayvon Foster Washington Honorable Mention 5A

GIRLS BASKETBALL ALL STATE RECOGNITION
MyLeah Brown Sumner Honorable Mention 5A
J’Layne Hulse Sumner Honorable Mention 5A

BOYS WRESTLING AT THE STATE TOURNAMENT
nDoma Gazadikee Harmon 6A
Juma Ibrahim Harmon 6A
CJ Anderson Wyandotte 6A
Franklyn Van Bebber Wyandotte 6A
Byron Keith Sumner 5A

GIRLS WRESTLING AT THE STATE TOURNAMENT
Angelica Aleman Harmon 6A
Kamanhi Jackson Harmon 6A
Alissa Harris Sumner 5A

BOWLING AT THE STATE TOURNAMENT
Anthony Mendez Sumner 5A
Attract, Develop, and Retain KCKPS Employees

STRATEGIC PRIORITY

4

Attract, Develop, and Retain KCKPS Employees
Human Resources Department Meets the District’s Human Capital Needs

The Kansas City, Kansas Public Schools Human Resources Department is positioned to meet the district’s human capital needs in a challenging time. HR strives to attract, develop and retain KCKPS employees by implementing the following initiatives.

**Licensed Teachers Recruitment** - The district provided up to $1,000 to teachers and certified staff to support relocation fees to teach at KCKPS. Hard-to-fill bonuses of $5,000 have been provided to licensed teachers for courses in Secondary English, Science, Math, Special Education, and Spanish.

**Non-Traditional Career Changers Recruitment** - KCKPS was an early adopter of developing and encouraging non-traditional employees to enter the teaching profession.

**Attracting and Retaining Employees for Certified & Classified Positions** - The following initiatives have been implemented to attract and retain our employees:

- **Hired Retired Teachers** - The district offered benefits, will pay any KPERS retirement penalties, and the retired teacher was able to retain their current retirement salary and benefits.

- **Provided Retention Payments** - The district provided a $4,000 retention payment for all returning employees for the 22-23 school year.

- **Added Longevity Payments** - The NEA and Board of Education agreed to add a longevity payment for certified staff completing their 5th year in the district.

- **Work Keys Assessment Tests** - The district offered to pay for and administer monthly work keys assessment tests, which are sanctioned by KSDE.

- **Bus Drivers** - HR offered employee referral fees, paid for the physical exams, continued to offer free CDL license training, and marketed a $1500 sign-on bonus.
“I was born here and am a true ‘DOTTE. I graduated from Wyandotte High School. I started working for the district in the Department of Equity. To this day, I am proud of participating in that excellent work.

“Today, I work in the KCKPS Purchasing Department providing District-wide training on the purchasing side of our Business Plus software platform. I can proudly say that I have come full circle in the world of the Kansas City, Kansas Public School District.”

- Deirdre Gooden, Purchasing Department Administrative Assistant

“Serving my community, specifically in the district that supported me, truly means the world. My goal was always to give back to my community; being able to do so within the college and career readiness aspect is a dream.

“As a first-generation college student, I wanted to impact students by ensuring they were more prepared for post-secondary than I was. So, if you were to tell me ten years ago that I would be helping build an innovative district initiative within my community, I would have told you that it was a fantastic dream.”

- Lisa Martinez, Assistant Director of Diploma +

“I’m so blessed to have attended school, taught in the district, and served as a board member. I believe in our district and want nothing but the best for our students. Malcolm X once said, ‘Education is the passport to the future, for tomorrow belongs to those who prepare for it.’ I want to be a part of the team that helps to plan for our student’s future.”

- Wanda Paige, KCKPS School Board Member
“My passion for education and learning began during my early years as a child in Kansas City, Kansas. The seed was planted both at home and KCKPS schools. The desire to learn led me into the education profession, where I could expound on my passion for teaching and learning, inspire students, and continue to grow professionally.

“Today, I am a member of the Board of Education and enjoy serving with my colleagues to raise the bar of academic excellence for all students. I am genuinely grateful to experience the various levels of the education profession.”

- Maxine Drew,
  KCKPS School Board Member

“Starting a career here at Kansas City Kansas Public Schools three years ago brings everything full circle. Being a human resources recruiter with the district has given me a vested interest in attracting and hiring the best educators and support staff, so our students receive a quality education. This role has given me a purpose to give back to the school district that helped get me where I am today.”

- Eric Tyler,
  Human Resources Recruiter

“We embrace employees’ diversity through equitable and inclusive practices, allowing for Unlimited Possibilities at KCKPS.”

- Samrie Devin,
  Associate Superintendent of Human Resources

Scan below to read more personal stories from our KCKPS Staff:
KCKPS launched a new Learn to Swim program in partnership with the Unified Government Parks and Recreation Department, YMCA of Greater Kansas City, and Warner Media. The program, funded by a grant from Warner Media, provided swim lessons at no cost to students in Kansas City, Kansas, Public Schools. The first phase included six-week lessons for 200 K-6th grade students in the KidZone after-school program. The lessons aimed to prevent drowning, focusing on life-saving swim skills and water safety. Plans are to expand the program to middle and high schoolers.

The partnership is dedicated to the memory of Emmanuel Solomon, the 13-year-old who drowned last summer at Parkwood Pool. He was a student at Carl B. Bruce Middle School in KCKPS.

“The death of Emmanuel Solomon impacted our entire community. The benefits of the Learn to Swim program provide our students with water safety skills that will stay with them for a lifetime,” said Dr. Anna Stubblefield, Superintendent of Schools.

The program’s official launch included a special guest appearance from Cullen Jones, an African-American competitive swimmer and Olympic gold medalist who helps raise awareness about the sport of swimming and youth of color.

This partnership is one of many we have. We value and appreciate all the community organizations, companies, faith-based organizations, and neighborhood groups for their continued support of all aspects of our district. You play a vital role in our educational mission. We invite you to further engage with us as we strive for the best outcomes for our students and families.

DIVE DEEPER
Scan this QR code to watch a video and a photo slideshow of this partner program:
KCKPS appreciates partnerships supporting the district’s mission, vision, and priorities focused on academic excellence across all grade levels.

Annually, the foundation has awarded scholarships to high school seniors ranging from $1,000 to $3,000. The funds are used for tuition, room and board, books, and fees at the community college, university, or trade school of choice. For the 2021-22 graduates, the foundation empowered USD 500 students by awarding scholarships which:

- Added two (2) additional opportunities for scholarships due to the generosity of donors
- Increased the number of anticipated scholarships awarded by the Foundation for Excellence from twelve (12) to fifteen (15) scholarships
- Increased the amount of the Foundation for Excellence Scholarship from $3,000 to $5,000

The foundation’s goal is to continue to help fund programs that support Kansas City, Kansas Public Schools’ objectives for:

- Academic Achievement
- Building Human Capital
- Social and Emotional Support
- Equity and Inclusion