Regular Meeting

Monday, November 9, 2026 6:00 PM
District Office, 200 E Mary St, Lansing, KS 66043-1633

1. **Call to Order and Roll Call**	**Speaker(s):** Board President
1.1. Recognition of Stand-out Student and Staff Member	
1.2. Statement of Audience Behavior Expectations	
2. **Approval of Agenda and Approval of the Consent Agenda**	**Speaker(s):** Board President
2.1. Minutes - Regular Board Meeting -October 12, 2026 Board Work Session - October 20, 2026	
2.2. Approval of Bills - Clerk's/Treasurer's/Building Financial Reports	
2.3. Personnel	
2.4. Lansing High School - 2026-27 Early Graduation Requests	
2.5. Kansas Heartland Virtual Academy (KHVA) - 2026-27 Early Graduation Requests	
2.6. Donations: LMS - $572.00 from Club Carwash LMS - $650.00 from Ray & Carol Birk to Lions Pantry Inclusive Playground Funds - $1,875.00 from Lansing Education Foundation LMS - Pocket Constitutions from Representative Buehler	
3. **Public Presentations**	**Speaker(s):** Board President
3.1. Hearing of Audience CITIZEN'S REQUEST TO SPEAK The Board appreciates patrons taking time to talk to us about our policies and procedures. We set aside a 30-minute maximum time period at every regular meeting to hear from the public. Your comments should be directed towards board policies or the procedures our administrators establish to carry out those policies. This is not an appropriate time or place for patrons to make comments of a personal nature about any district employee or student. Board Members cannot legally comment about personnel or students. If a patron or parent has a concern with one or more employee(s), the board will refer that person to the appropriate employee or the superintendent. If the Board refers your concern to an administrator for investigation, the board will follow up at a future meeting. THE HEARING OF AUDIENCE WILL BE GOVERNED BY THE	

FOLLOWING PROCEDURES:

1. Visitors wishing to speak must complete a "REQUEST TO SPEAK FORM" and give it to the clerk before the meeting.

2. Each speaker is asked to use the podium, identify themselves, state if they represent a group, and confine their time to a two-minute period.

3. The Board President has the option to stop the proceedings and poll the Board to determine if a speaker may continue.

4. The Board President may ask groups with the same interest to appoint a spokesperson to deliver the group's message. Except to ask clarifying questions, Board Members shall not interact with speakers at the Hearing of Audience.

3.2. Student Achievement Update - Josiah Ketterman, LMS Fine Arts Presentation

4. **Finance** — **Speaker(s):** Board President

4.1. District Financial Information

5. **Department Reports**

5.1. Business

5.2. Sharon Burns - Director of Communications and Marketing

5.3. Brian Burns - Director of Technology

5.4. Andrew Allen - Director of Facilities

5.5. Jeff Bohnsack - Director of Transportation

5.6. Kara Thompson, LEF Director

6. **Curriculum and Instruction and Administrative Reports** — **Speaker(s):** Board President

6.1. Ascendra Donald, Director of Student Services BOE Report

6.2. Miles Azzeh, Director of Teaching & Learning BOE Report

6.3. Chad Eshbaugh, Lansing Elementary School Principal BOE Report

6.4. Mechelle Settles, Lansing Intermediate School Principal BOE Report

6.5. Brooks Jenkins, Lansing Middle School Principal BOE Report

6.6. Alan Penrose, Lansing High School Principal BOE Report

7. **New Board of Education Business** — **Speaker(s):** Board President

7.1. Board of Education Data Dashboard

7.2. Evidence-Based Curriculum

8.	**Old Board of Education Business**	**Speaker(s):** Board President
8.1.	Board Operating Procedures	
8.2.	Board Member Comments	
9.	**Executive Session**	**Speaker(s):** Board President
9.1.	I move we go into executive session to discuss an individual employee's performance and personnel changes pursuant to the non-elected personnel exception under KOMA, and the open meeting will resume in the board room at ____PM.	
10.	**Future Board Meeting Agenda Items**	**Speaker(s):** Board President
11.	**Information Items and Announcements** **November 11, 2026 - Veterans Day - No School** **November 14, 2026 - Gala Fundraiser** **November 23 - 27, 2026 - Thanksgiving Break - No School** **December 14, 2026 - Regular Board Meeting** **December 21, 2026 - January 4, 2026 - Christmas Break - No School** **January 4, 2027 - Teacher Work Day - No School**	**Speaker(s):** Board President
12.	**Adjournment**	**Speaker(s):** Board President

Lansing USD 469 Board of Education Presentation

Why the Arts Matter in Public Education: The Fine Arts Impact on Core Academic Areas

Who am I?

Josiah Ketterman - LMS Choir Director
6 years in USD 469
Exploratory Department Chair
Building Leadership Team Member

Bachelors Music Education - Missouri State University
Master of Arts in Education - Baker University

CORE CURRICULUM INTEGRATION

What We Actually Teach in Music



Linguistic Literacy

Real-time decoding of complex visual syntax and auditory symbols.

Applied Subject: Foreign Language



Rhythmic Division

Subdivision of beat units, tempo math, and precise ratio manipulation.

Applied Subject: Mathematics



Acoustic Physics

Anatomy, vocal mechanism, overtone series, and sound wave control.

Applied Subject: Physical Science

COGNITIVE CAPACITY BUILDING

Core Behavioral & Executive Skills Fostered

Error Detection & Rapid Correction
Immediate identification and real-time adjustment of technical mistakes.

Perseverance & Grit
Months of focused practice targeting singular complex musical passages.

Ensemble Collaboration
Synchronization of timing, volume, and balance with at times 80+ peers.

Memory Retention & Focus Stamina
Long-term visual-auditory recall under sustained multi-hour rehearsal focus.



CROSS-DISCIPLINARY TRANSFER

The Neuroscience of Music & Mathematics



Proportional Reasoning

Rhythmic notation trains fractions, ratios, and subdivision skills naturally through real-time audio playback.



Pattern Recognition

Musical structure reinforces algebraic sequence analysis, recurring rules, and structural logic.



Spatial-Temporal Processing

Instrumental practice sharpens visual-mental mapping essential for geometry and structural analysis.



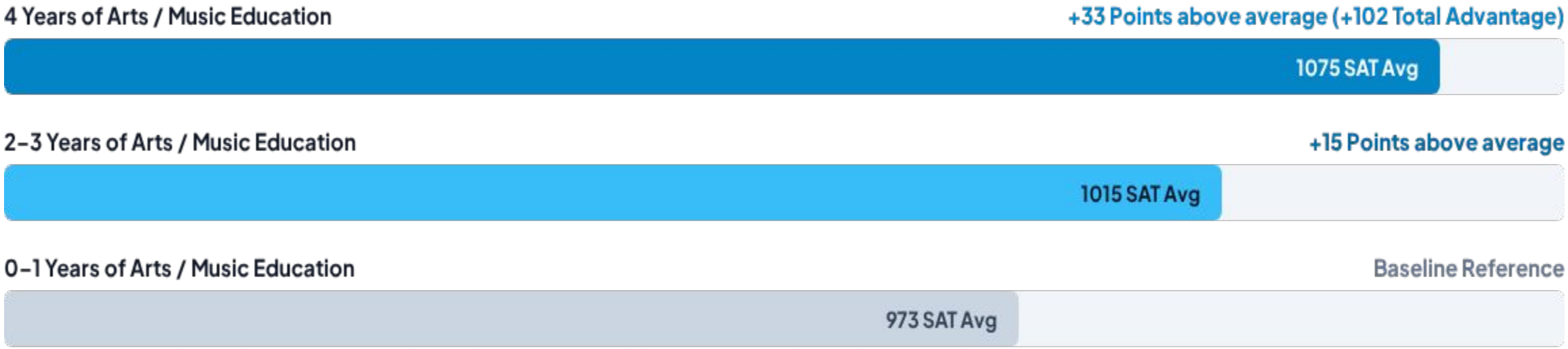
NEUROLOGICAL COUPLING

Shared Neural Networks

Neuroimaging reveals that musical processing and mathematical reasoning recruit identical cortical networks in the motor, auditory, and spatial areas of the brain. **— Graziano, Peterson, & Shaw (Neurological Research)**

EMPIRICAL EVIDENCE: SAT PERFORMANCE

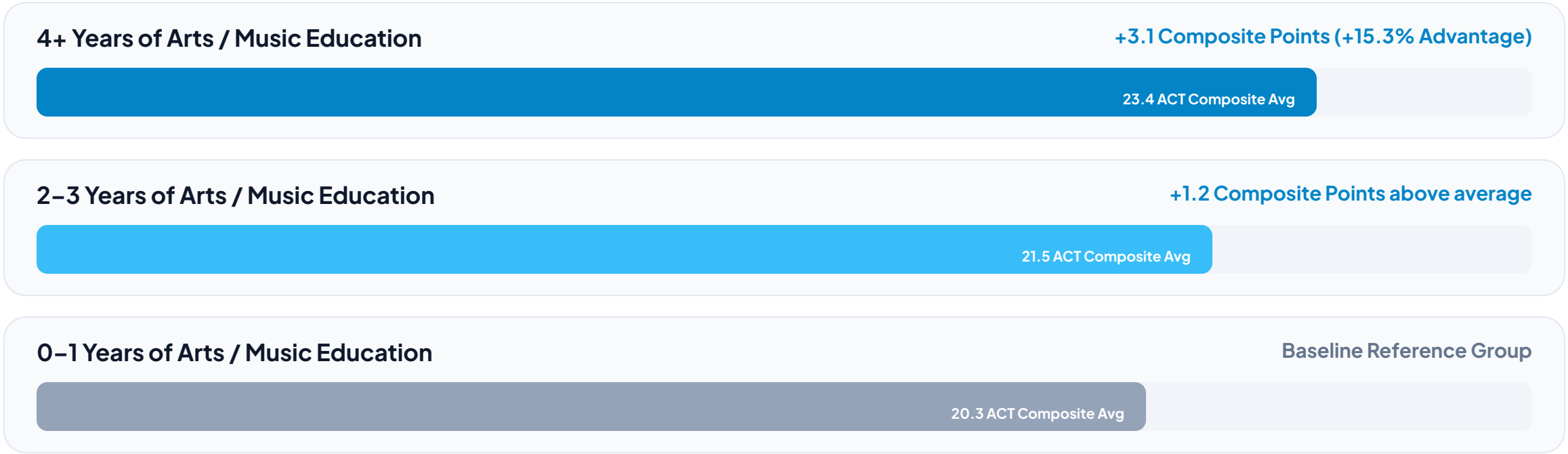
SAT Score Correlation with Fine Arts Study



Source: The College Board Total Group Profile Reports (Controlled longitudinal tracking across high school cohorts).

EMPIRICAL EVIDENCE: ACT PERFORMANCE

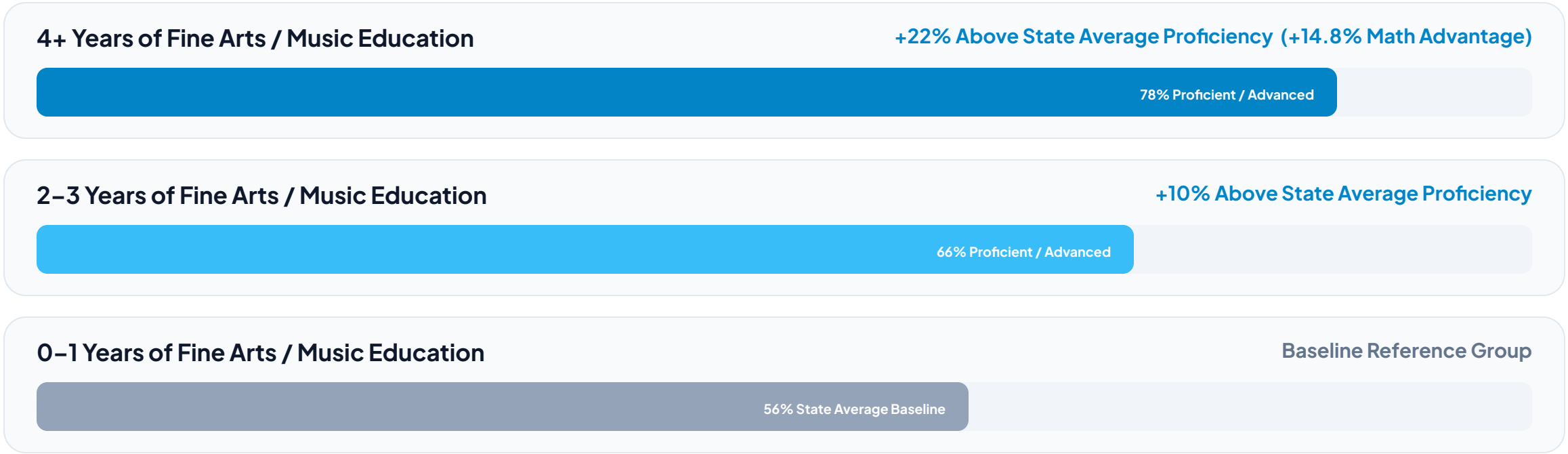
ACT Composite Score Correlation with Fine Arts Study



Source: ACT National Course- Taking Profile Data (Controlled longitudinal analysis across high school graduating cohorts).

EMPIRICAL EVIDENCE: KANSAS STATE ASSESSMENTS

Kansas State Assessment Performance Correlation with Fine Arts Study



Source: Kansas State Department of Education (KSDE) Assessment Reports (Longitudinal tracking across high school cohorts).

STUDENT RETENTION & ENGAGEMENT

Empirical Dropout Prevention Impact

5×

Lower Dropout Rate

Beyond Test Scores: When students belong, they stay.

Studies tracking low-socioeconomic status cohorts show arts-engaged students exhibit a **4% dropout rate** compared to **22%** for non-participating peers.

- Fosters community ownership and peer accountability
- Twice as likely to complete a 4-year college degree

Study from National Endowment for the Arts (NEA) titled The Arts and Achievement in At-Risk Youth.

Music Education is Core Academic Infrastructure

Investing in music education builds the neural, mathematical, and behavioral foundations essential for lifelong academic success.

Thank You Lansing USD 469 for Your Continued Support in Public Music and Arts Education

ACADEMIC & POLICY REFERENCES

Empirical Evidence & Citations

Study / Report	Institution	Key Finding
College-Bound Seniors Report	The College Board	4 years of fine arts yields +102 SAT points over 0–1 year peers.
The Arts and Achievement in At-Risk Youth	National Endowment for the Arts (NEA)	Low-SES students in arts show 5× lower dropout rates (4% vs 22%).
Proportional Math & Keyboard Training	Neurological Research (Graziano et al.)	Piano instruction significantly elevates spatial-temporal reasoning scores.
Neuroeducation: Learning, Arts & the Brain	Johns Hopkins University Summit	Music training strengthens neural network connectivity and working memory.

Image Sources



https://images.stockcake.com/public/e/f/f/eff397e5-3283-4693-a7e3-da310ed14d5a_medium/musicians-in-shadow-stockcake.jpg

Source: stockcake.com



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Source: easy-peasy.ai



https://learningmole.com/wp-content/uploads/2025/09/v2-t4qmi-nhi09.jpg

Source: learningmole.com

Sharon Burns, Director of Communications & Marketing
Lansing USD 469 Communications & Marketing Report
November 9, 2026 Board of Education Meeting

District Communications & Family Engagement

- Continued coordinating districtwide communications through the website, mobile app, social media, and other communication platforms to keep families and employees informed.
- Developed communications supporting Red Ribbon Week and collaborated with building administrators to coordinate districtwide spirit weeks and student celebrations, emphasizing consistent messaging for families across buildings.
- Supported consistent district branding and messaging across publications, events, and promotional materials.

District Newsletters & Superintendent Communications

- Continued producing monthly parent newsletters featuring a message from Superintendent Kobza, district updates, important dates, student and staff achievements, and family resources.
- Produced the weekly *Lion Lowdown* staff newsletter, featuring a message from Superintendent Kobza, operational updates, important reminders, staff recognition, and employee engagement opportunities.
- Released the first episode of the district podcast's fifth season on October 29, following a delayed start as district leadership prioritized the significant enrollment growth and operational needs of Kansas Heartland Virtual Academy.

Staff Communications & District Operations

- Continued maintaining the Admin Hub with timely reminders, meeting information, resources, and administrative follow-up items.
- Collaborated with Superintendent Kobza to develop staff communications regarding inclement weather procedures and district operations.
- Reviewed and updated the district Emergency Operations Plan to support consistent messaging during emergency situations.

Student Achievement, Staff Recognition & District Storytelling

- Developed website articles and social media content highlighting hands-on learning experiences, including Lansing Middle School's Ancient Egypt mummification activities and Lansing High School AP Government students' participation in the Truman Library's White House Decision Center.
- Highlighted classroom instruction, career and technical education opportunities, and staff contributions through district news articles, newsletters, and social media.
- Developed communications highlighting the Lansing Elementary and Intermediate Schools' PTA-sponsored Lion Fun Run, including student participation, fundraising, and community support.

- Highlighted Lansing Intermediate School's third annual crochet unit and recognized parent and community volunteers supporting hands-on learning opportunities.

Recruitment, Retention & Professional Development

- Continued recruitment efforts following the September KU Education Career Fair, including providing a district tour for a prospective teacher graduating with a degree in Early Childhood Unified. Another candidate interviewed at the fair has expressed interest in completing her student teaching placement with Lansing USD 469 this spring.
- Co-facilitated the district's First-Year Teacher Cohort, including an October session focused on parent-teacher conferences and preparation for challenging conversations with families.
- Developed the November First-Year Teacher Cohort session focused on the Color Code personality assessment to help teachers better understand communication styles, workplace relationships, and interactions with students.
- Continued serving on the Sunflower Leadership Executive Team as Communications Lead, alongside Director of Teaching & Learning Miles Azzeh, who serves as Curriculum & Instruction Lead. Lansing staff members Amber Norris and Tom Cretors are participating in the cohort's monthly professional development sessions.

Kansas Heartland Virtual Academy & Family Support

- Continued supporting Kansas Heartland Virtual Academy communications, family engagement, and student information systems following significant enrollment growth for the 2026–2027 school year.
- Collaborated with KHVA leadership, registrars, and academic learning coaches to coordinate student enrollment information, course assignments, residency documentation, data accuracy, and family communication systems.

Recurring Projects - during the regular school year

- Maintain district website, mobile app, social media, news articles, Live Feed, and family communication resources.
- Coordinate district communications with Superintendent Kobza and district administration, including administrative agendas, debrief meetings, and leadership updates.
- Support District Leadership Team initiatives and strategic plan communications.
- Maintain district website resources, calendars, forms, and staff information.
- Promote Lion's Pantry needs and other community support opportunities.
- Support recruitment, retention, recognition, and community engagement initiatives.
- Coordinate communications related to emergencies, weather events, and operational changes.

- Attend monthly Board of Education meetings.

Click here for articles on website

Click here for Live Feed

Technology Department Board Report

October 2026

During October, the Technology Department continued supporting district operations, improving internal processes, and strengthening our technology infrastructure. The department completed **205 work orders** throughout the month while also supporting several major initiatives.

ACT WorkKeys Testing

Lansing High School successfully administered the ACT WorkKeys assessment across three computer labs. All testing sessions were completed without any technology-related disruptions. A special thank you to **Ben Sutherlin** for his hard work coordinating the exams and helping ensure a smooth testing experience for students and staff.

Technology Purchasing and Inventory Management

With technology costs continuing to rise, we took a proactive approach to purchasing supplies and equipment for the remainder of the school year and upcoming district events. By consolidating our purchases through CDW-G, we were able to take advantage of bulk pricing and reduce anticipated costs.

We also reorganized our Technology Department's back office and inventory storage with the help of **Julie Fink**, one of our technicians. These improvements have made it easier to manage our inventory of devices and equipment, locate supplies, and respond efficiently to the district's ongoing technology needs.

With new staff members joining the district on a nearly daily basis, efficient onboarding remains a priority. **Klinton** has been instrumental in streamlining our onboarding procedures, drawing on his experience providing one-on-one technology training to newly hired employees. These improvements are helping us prepare devices, establish accounts, and get new staff members up and running more efficiently.

Raptor Emergency Response System

We continue to provide staff training on the Raptor emergency response badges. Training has been completed at Lansing High School and Lansing Intermediate School. Lansing Middle School is scheduled for November 5, followed by Lansing Elementary School on November 12.

In addition, we implemented automatic emergency call notifications through our district phone system. Whenever a 911 call is placed from a district desk phone, both our School Resource Officer and the Technology Director now receive a notification. Previously, identifying the origin of a 911 call required manually retrieving a call report. This new capability provides more immediate awareness of emergency calls and improves our ability to respond quickly.

iPad Surplus Sale

The district received a **$62,500 payment from Second Life Mac** for the outdated iPads sold over the summer. This represents a successful recovery of value from devices that were no longer needed for district operations.

Technology Support

The Technology Department completed **205 work orders during October**, addressing a wide range of staff requests, device issues, and technology needs across the district. Alongside these daily support responsibilities, the team continued making progress on improving efficiency, managing district resources, and supporting school safety initiatives.

Facilities Report 11/02/2026

Andrew Allen

Facilities Director

The Grounds Department has done an excellent job throughout the fall season. As fall sports finish wrapping up, our focus shifts toward winter preparation and preventative maintenance. We have begun winterizing our exterior buildings and have nearly completed our end of the season field care. Equipment maintenance has also been underway to ensure our equipment is properly serviced, prepared, and ready for the upcoming winter season.

The Custodial Department has done an outstanding job this month. The team has continued to complete daily tasks and responsibilities while maintaining clean, safe, and welcoming environments for our students and staff. Their hard work and attention to detail help ensure our buildings remain clean, organized, and operational throughout the school day. We appreciate their continued dedication and the important role they play in supporting our district.

The Maintenance Department has been working hard to keep up with work orders and ensure district equipment remains operational. As we transition into the winter months, the team has begun its seasonal preparation efforts. We are working through our exterior buildings, identifying areas that need attention, and addressing necessary repairs and preventative maintenance. Our goal is to take advantage of the winter months to complete these projects and ensure our buildings and facilities are properly maintained and ready for the spring season.

I am very pleased with the progress and hard work each department has shown. Tasks and work orders are being completed in a timely manner, and our buildings continue to look clean, well-maintained, and welcoming for our students, staff, and visitors. I appreciate the dedication and teamwork each department brings every day. I am excited for the months ahead as we shift our focus toward winter duties, seasonal maintenance, and preparing our facilities for the upcoming spring season.

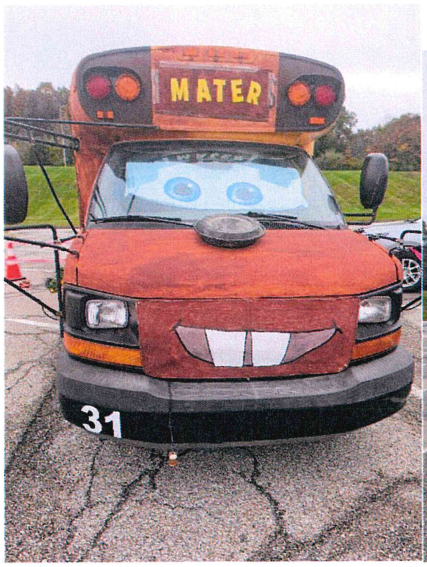
October Board Report

Another very busy month is behind us. During October, we had either field trips or activity trips on all but four days of the month, one of which was a no-school day. For activity and field trips alone, we traveled a little over **5,500 miles** this month.

We also tracked stop-sign runners during most of the month. From October 19 through October 30, we had **24 vehicles run a school bus stop sign**. These incidents included vehicles passing alongside the bus while the stop sign was extended, as well as vehicles proceeding in front of the bus at intersections.

One fun event we participated in was the **Trunk-or-Treat at the elementary school on Halloween**. Our drivers and monitors donated candy, supplies, and their time to help decorate the bus that we transformed into **Tow Mater**. We used washable paint to turn one side of the bus brown, helping bring the character to life.

The kids and parents seemed to really enjoy seeing the bus, and I am very proud of the Bus Barn staff for coming together to make this event happen. The rain held off just long enough for our Mater to stay brown!





LANSING EDUCATIONAL FOUNDATION

PARTNERS FOR EXCELLENCE

20 YEARS OF GIVING

Kara Thompson

Executive Director of the Lansing Educational Foundation

November *Board of Education Meeting*

Future Events

- 2026 Gala Fundraiser - Saturday, November 14, 2026
- 2027 District Art Showcase - Saturday, April 10, 2027
- 2027 LEF Honors Breakfast - Friday, April 30, 2027

Upcoming Meetings

- LEF Board of Directors Meeting - Monday, November 23, 2026
- LEF Monthly Officer's Meeting - Thursday, November 19, 2026

Grants

The Lansing Educational Foundation continues to implement the 2026–2027 Educate the Pride grant program, with more than $25,000 awarded to educators across Lansing USD 469 this school year. To date, approximately $10,000 in grant-funded materials and resources have been purchased. This year's grants include a 3D printer for Lansing Middle School and STEM Makerspaces for Lansing Intermediate School, providing students with hands-on opportunities to explore technology, engineering, creativity, and problem-solving. Additional purchases will continue throughout the school year, with all approved grant purchases expected to be completed by the end of April 2027.

Casino Royale Gala:

The Lansing Educational Foundation's annual Casino Royale Gala is just around the corner! The event will take place Saturday, November 14, 2026, at the Riverfront Community Center. To date, LEF has raised nearly $35,000 through sponsorships and reservations, with additional fundraising opportunities available through the evening's live and silent auctions.

There is still time to RSVP! Tickets are $75 per person, and reservations can be made through the event website using the QR code below. Proceeds support LEF's continued investment in Lansing students, educators, and classrooms.

When we bet on our teachers and students, everybody wins.

Miles Azzeh, Director of Teaching and Learning

Lansing USD 469 Teaching and Learning Report

November 9th, 2026 Board of Education Meeting

Hello and welcome to another month of Teaching and Learning here in Lansing! As we continue the 2026-2027 school year, I want to ground us in our district's three instructional focus areas:

1. **Creating and following a clear and concise curriculum** (GVC, priority standards, etc.)
2. **Using sound and effective instructional strategies and methods**
3. **Engaging our students in Authentic Literacy.** Our students should read, write, and discuss texts meaningfully using evidence daily in every class.

These areas remain at the heart of our work and align with the expectations of KESA 2.0 reaccreditation. By focusing here, we ensure our students have equitable access to rigorous learning and the tools they need for lifelong success.

You may notice a slightly different format to my Board reports moving forward. To make it easier to follow the various projects, initiatives, and responsibilities taking place throughout Teaching and Learning, I've organized my updates into three main areas: District Instructional Leadership, State Accountability and Accreditation, and Staff Development and Virtual Learning. Each of these areas involves a variety of ongoing projects, meetings, and responsibilities, so I hope this new format provides a clearer picture of the work happening across the district and how it all connects to supporting our teachers, students, and families.

Thank you for reading!

Miles Azzeh, Director of Teaching and Learning

Lansing USD 469 Teaching and Learning Report

November 9th, 2026 Board of Education Meeting

I. District Instructional Leadership

MTSS Day 1 Meeting: Fall FastBridge Data Review

We held our first district MTSS workday of the school year on October 1st, bringing together administrators, instructional coaches, interventionists, and counselors from across K–12. In preparation for the workday, we developed activities, discussion questions, and data-review protocols designed to keep participants engaged and ensure our time together was purposeful and productive.

Throughout the day, we worked collaboratively to examine Fall FastBridge reading and math data, identify trends in student performance, and evaluate the effectiveness of our Tier 1 instruction and available interventions. We also revisited our MTSS protocols and explored ways to strengthen instructional strategies, student engagement, and reading fluency. The day included opportunities for meaningful conversations, reflection, and sharing ideas across buildings and grade levels.

Bringing these different perspectives together helped us take a more unified approach to MTSS and ensure our instructional decisions continue to be driven by student needs.

District Leadership Team Meeting

Our District Leadership Team met on October 20 to address several important district and state initiatives. A significant portion of our meeting focused on the new Kansas At-Risk Accountability requirements, including selecting student cohorts, reviewing evidence-based interventions, and establishing measurable

goals for monitoring student progress. We also continued our discussions around KESA 2.0 accreditation and the instructional priorities that guide our district's improvement efforts as we prepped for our 6 month KESA check-in. I appreciate the time and thoughtful input our administrators, teachers, instructional coaches, and interventionists contributed to this important work.

K–5 Instructional Leadership and Planning

I continued working with our K–5 administrators, instructional coaches, and interventionists to strengthen instructional consistency and alignment across our elementary buildings. Our work continues to focus on identifying essential standards, developing effective learning plans, improving the use of Common Formative Assessments (CFAs), and ensuring our PLCs use student learning data to guide instructional decisions. We are also continuing our Lansing Math Project work as we look for ways to strengthen mathematics instruction and student achievement.

Math Diagnostic Tool: Research and Evaluation

We have started conversations about identifying a math diagnostic tool that would work well for our district and complement the FastBridge screening and progress monitoring we already have in place. We've had great success using IXL in grades 3–8 and i-Ready in grades 6–8, but we want to continue exploring options that can help us better identify specific math skill gaps in our younger students, particularly in grades K–2. Our goal is to find a diagnostic tool that provides teachers with meaningful information about student needs so they can provide more targeted instruction and interventions.

Miles Azzeh, Director of Teaching and Learning

Lansing USD 469 Teaching and Learning Report

November 9th, 2026 Board of Education Meeting

Acellus Science: Instructional Improvement

We are also exploring how Acellus could be used to support improvements in science instruction and student achievement. Our focus is on identifying how the program might provide additional opportunities for students to strengthen their understanding of important science concepts and address areas of academic need, specifically at the K-8 level. As we evaluate this possibility, we want to ensure that any use of Acellus supports our existing curriculum and instructional expectations.

ELA Resource Review/Pilot and Evaluation

Our elementary and Middle School teachers have been working hard to carefully review and evaluate instructional resources to ensure they align with our district's expectations for effective literacy instruction. As part of this process, they are using our district's instructional resource evaluation rubric, the state's ELA rubric, and the knowledge and resources they've gained through their LETRS training.

Both rubrics are grounded in the principles of structured literacy and the Science of Reading, giving our teachers a strong framework for evaluating instructional materials. I appreciate the time, expertise, and thoughtful discussions our teachers are bringing to this process as they work to identify resources that best support effective reading instruction and student learning.

Building and Classroom Visits

I continue to make it a priority to visit classrooms throughout the district to see firsthand the great teaching and learning happening in our schools. These visits give me an opportunity to connect with teachers and students, observe

effective instructional practices, and celebrate the incredible work taking place every day.

I've also been sharing weekly highlights on our district website, giving families, staff, and community members a glimpse into what I'm seeing in classrooms and, more importantly, what our students are learning. It's been a great way to recognize our teachers, showcase student learning, and share the wonderful things happening throughout Lansing.

Staff and Community Podcast

Sharon Burns and I recently recorded a podcast to share district updates and important information with our staff and community. This is another opportunity to communicate about the great things happening throughout Lansing, highlight district initiatives, and help keep our staff and families informed.

The podcasts can be found on the district website, and Sharon and I plan to record new episodes weekly. We're excited to use this as another way to strengthen communication, celebrate our schools, and keep our community connected to the district.

II. State Accountability and Accreditation

Kansas At-Risk Accountability Plan Development and Submission

One of our largest projects this fall has been developing the district's new Kansas At-Risk Accountability Plan, which is required by KSDE under new state legislation. This process has involved considerable research, planning,

collaboration, and documentation to ensure our district meets the state's expectations.

The new requirements call for districts to identify specific student cohorts, select approved interventions, establish measurable student achievement goals, and develop a process for reporting annual progress. I worked closely with our building administrators, instructional coaches, and interventionists to review student performance data, determine our cohort groups, identify appropriate interventions, and develop goals that align with our existing MTSS practices.

We submitted our plan to KSDE ahead of the October 31 deadline, allowing us to receive feedback from the state and make any necessary adjustments before final approval. Once our plan has been fully approved, I will provide the Board with an update in my next report, including more specific information about our selected cohorts, interventions, and goals.

Our goal throughout this process has been to meet the state's new accountability requirements while ensuring the work remains meaningful and supports the instructional practices and student learning priorities we already have in place throughout Lansing.

Acellus Gold At-Risk Provisional Application

In addition to our district's At-Risk Accountability Plan, I worked on preparing a separate application to KSDE requesting provisional approval of Acellus Gold as an eligible at-risk intervention resource.

This process required gathering research and supporting documentation, explaining how the program aligns with our existing MTSS framework, identifying

the students who would benefit from its use, and describing how student progress would be monitored.

Although Acellus has already been used in Lansing for virtual instruction and credit recovery, this application explores an opportunity to expand its use as an additional intervention option for students who need targeted academic support. The intent is to provide our schools with more flexibility and resources for meeting student needs.

KESA 2.0 Accreditation: Six-Month Progress Review

On October 20, we welcomed Jean Rush from KSDE to conduct our six-month KESA 2.0 accreditation review. This meeting provided an important opportunity for our district leadership team to share the progress we've made toward our instructional improvement goals, discuss the work taking place across our schools, and ensure we are on track for our one-year Peer Review scheduled for April 8.

Jean also provided updates on new requirements and expectations for this year's reaccreditation process, allowing us to better understand what evidence and documentation will be needed moving forward. It was especially encouraging to hear Jean recognize how well-prepared and organized our team was for the review, something she has consistently noted during our accreditation work together. This speaks to the time, preparation, and collaboration our administrators and instructional leaders continue to put into this process.

Our team continues to approach accreditation as more than simply meeting state requirements. We want this work to be meaningful, connected to our

district's instructional priorities, and ultimately focused on improving student learning. The six-month review was a valuable opportunity to reflect on our progress, identify our next steps, and continue preparing for a successful Peer Review in April.

District Test Coordinator Training: Kansas State Assessment

On October 27, I traveled to Maize, Kansas, to attend the required District Test Coordinator training for the Kansas State Assessments. This training provided important updates on state assessment procedures, requirements, testing protocols, and expectations for the upcoming assessment season. It was a valuable opportunity to learn about changes and expectations directly from the state and ensure our district is prepared for a successful testing experience.

Following the training, I shared the information and updates with our building test coordinators and administrators so they could begin preparing their staff and buildings. Coordinating these efforts across the district is an important part of ensuring we meet state requirements while providing a smooth and organized assessment experience for our students and teachers.

III. Professional Development and Teacher Recruitment

October 12 Districtwide Professional Development

October 12 was another productive day of professional development across Lansing USD 469, with staff participating in a variety of learning opportunities designed to support our district's instructional priorities and school operations. I joined Dee Wiley as she presented to Lansing Middle School and Lansing High School staff on the Kansas Performance Level Descriptors (PLDs), helping teachers better understand the expectations for student performance and how

these can guide instructional planning and assessment. Other professional development opportunities throughout the district included Structured Literacy, our ELA curriculum pilot, and Raptor safety and security training. I appreciate the time and effort our administrators, instructional leaders, and staff put into making these learning opportunities meaningful and relevant. Providing purposeful professional development that connects directly to our district's goals remains an important part of our work to support teachers and improve student learning.

New Teacher Cadre

Sharon Burns and I continued our work with our New Teacher Cadre, which provides additional support, professional development, and opportunities for collaboration for teachers who are new to the profession. Our goal is to help new teachers feel supported, connected, and successful as they navigate their first year in the classroom. These meetings also provide an opportunity to connect teachers with district resources, address common challenges, and build relationships that support their professional growth.

Future Teacher Recruitment: KU Student Visit to Lansing Elementary School

Sharon and I recently had the opportunity to host a University of Kansas student who is studying Early Childhood Unified Education. We originally met her at the KU Career Fair, where she expressed interest in Lansing and our district. Following our conversation, she reached out to arrange a visit so she could learn more about our schools.

We took her on a tour of Lansing Elementary School, where she had a wonderful opportunity to visit with administrators, teachers, and students and experience

our school firsthand. She had a great visit, and it was exciting to see her interest in Lansing grow. Experiences like this are a great way to build relationships with future educators and hopefully encourage talented young teachers to consider Lansing when they begin their careers.

IV. Virtual Academy Leadership and Operations

Kansas Heartland Virtual Academy: Student Progress and Program Updates

October was an insanely busy and productive month for our Kansas Heartland Virtual Academy team! One of our biggest undertakings was implementing the new state legislation requiring FastBridge screening for all students in grades K–9. This was a tremendous amount of work for our virtual staff, as coordinating assessments with students learning from home presents some unique challenges. I especially want to recognize Ellie Schwinn, who took on the significant responsibility of conducting in-person screenings for our kindergarten and first-grade students at the District Office. Our entire team worked diligently to coordinate testing, communicate with families, and ensure we met the state's requirements.

We also successfully met our second state count day deadline on October 3rd, with 100% of our KHVA students meeting the required participation expectations! This is especially important because meeting these requirements allows the district to receive state funding for our virtual students. Achieving this took a tremendous amount of communication, monitoring, follow-up, and teamwork from our entire KHVA staff. I'm extremely proud of the team's efforts, as both accomplishments reflect their dedication to our students, families, and the continued success of our virtual academy.

Miles Azzeh, Director of Teaching and Learning

Lansing USD 469 Teaching and Learning Report

November 9th, 2026 Board of Education Meeting

I am grateful for the opportunity to serve Lansing USD 469 and to work alongside our outstanding teachers, administrators, and support staff. Whether through classroom instruction, districtwide improvement efforts, state accountability requirements, or the many other responsibilities that support Teaching and Learning, our focus remains on providing the best possible educational opportunities for our students.

Thank you for your continued support of Teaching and Learning in our district!

Chad Eshbaugh, Principal

Lansing Elementary School Board Report

November Board of Education Meeting



November Board Report

Intentional Instruction

Teachers continue to establish strong instructional routines and create purposeful learning experiences for students. Our focus on intentional instruction remains centered on providing engaging, standards-aligned learning opportunities while responding to the individual needs of our students.

We continue to make progress with our math and reading intervention groups. Our interventionists and classroom teachers are working collaboratively to identify student needs, monitor progress, and provide targeted instruction to help students reach their academic goals. These additional opportunities for

support are an important part of our continued commitment to student growth and achievement.

Our work with the ELA pilot continues as teachers evaluate instructional resources and collaborate within their PLCs. We appreciate the flexibility and dedication of our staff as they continue to refine instructional practices and explore opportunities to strengthen literacy instruction throughout the building.

Teacher Evaluations and Instructional Leadership: We have completed the first observation cycle for teachers participating in the two-cycle evaluation process. During these classroom visits, special attention was given to student engagement, classroom management, and the use of formative assessments to guide instruction. I have been very impressed with our faculty throughout this process. As a first-year principal at Lansing Elementary, I have appreciated the opportunity to visit classrooms, observe the instructional practices taking place, and see firsthand the dedication and skill our teachers bring to their profession. The level of commitment to student learning and the positive classroom environments being established throughout LES have been encouraging.

Culture of Belonging

Our staff has placed a strong emphasis on creating classrooms and common spaces where every student feels known, valued, and supported. The development of consistent routines has helped provide students with the structure and security they need to feel successful.

October provided several wonderful opportunities for our students to connect with their school and community. Our grade-level field trips offered valuable learning experiences outside the classroom and allowed students to make connections between classroom instruction and the world around them. A special thank you to our teachers, parent volunteers, and PTA for helping make these experiences possible.

Our Halloween festivities were another highlight of the month. Students and staff enjoyed celebrating together, creating memories, and continuing to build the positive relationships that make Lansing Elementary School such a special place.

We also appreciated visits from our local emergency responders who spent time with our Early Childhood and Kindergarten students. These visits provided students with an opportunity to learn about the important roles our emergency personnel play in keeping our community safe while building positive relationships with those who serve us.

A tremendous thank you to Lansing PTA for sponsoring our annual Fun Run. Through the incredible support of our families, staff, and community, this year's event raised approximately $25,000! This is an outstanding accomplishment and another example of what can happen when our school community comes together to support our students. Special thanks to Lindsay Conklin and our PTA volunteers for their leadership and organization.

Looking ahead, November provides two excellent opportunities to continue strengthening our Culture of Belonging. STEM Night at LES on November 5th will bring families together through hands-on learning, exploration, and problem-solving. Our Veteran's Day presentations on November 10th will provide students with an opportunity to recognize and honor the service and sacrifices of our military veterans. Both events reflect the importance of connecting our school, families, and community.

Communication and Clarity

Communication with families and staff continues to be an important priority at LES. Our weekly Monday Motivational emails provide staff with information regarding upcoming events, building priorities, and instructional and cultural goals. Our Lions Ledger family newsletter continues to serve as an important resource for keeping parents informed about school activities, expectations, and celebrations.

Our October parent-teacher conferences were another example of the strong partnership between LES and our families. This year, 91% of our families met with their child's classroom teacher during conferences. This level of participation is encouraging and demonstrates the commitment our families have to their children's academic and social-emotional growth. We appreciate our parents taking the time to connect with teachers, discuss student progress, and work collaboratively to support student success.

Our SITE Council continues to serve as an important avenue for communication and collaboration between parents, staff, and administration. This advisory group provides an opportunity to review school improvement goals, student achievement, and the needs of our school community. Continued discussion and input from our SITE Council members help ensure that building decisions reflect the perspectives and priorities of those we serve. We appreciate the time and commitment of our members as we work together to support the success of every student at Lansing Elementary School.

Parent communication and involvement were especially important throughout October with our grade-level field trips, classroom activities, Halloween celebrations, and PTA-sponsored Fun Run. We appreciate the willingness of our families to volunteer their time and support the many opportunities provided to our students.

We will continue to emphasize clear and consistent communication as we move into the second quarter of the school year. Keeping families informed and providing opportunities for meaningful involvement remain essential components of our work at Lansing Elementary.

I am grateful for the continued dedication of our teachers, staff, PTA, and families. The collaboration and support of our school community allow us to provide meaningful experiences and opportunities for every student at LES.

Enrollment Numbers

Early Childhood – 112 (54 3 yr/53 4 yr)
Kinder Boost - 5
Kindergarten – 142
First Grade – 155
Second Grade – 169
Third Grade – 161

Total: 744 (11/1/26)

Upcoming Events

November 5th: STEM Night at LES
November 10th: Veteran's Day Celebration @ LES

District Initiatives and Updates

E.C. and K Playground: Tiny Tikes equipment has been brought over from the Early Childhood building and placed inside the newly installed fence. Potential playground upgrades and additions have been discussed and provided via committee. Looking at potentially seeing some of these in place over Thanksgiving break.

Math and Reading Intervention: Our intervention teams continue to provide targeted support for students in both math and reading. Teachers and interventionists are monitoring student progress and collaborating to ensure instructional support is aligned with individual student needs.

ELA Pilot: Teachers continue working through the ELA pilot process, evaluating instructional resources and sharing feedback through grade-level PLCs. This

ongoing work will help inform future instructional decisions and strengthen literacy opportunities for our students.

Family and Community Engagement: The success of our PTA Fun Run, classroom activities, field trips, and upcoming November events demonstrates the importance of strong partnerships between our school and community. We look forward to continuing to build these relationships throughout the school year.

School Improvement: Our three building pillars—A Culture of Belonging, Intentional Instruction, and Communication and Clarity—continue to guide our daily work and decision-making. We remain committed to ensuring that every student experiences success academically, socially, and emotionally.

Thank you for the opportunity to serve the students, families, and staff of Lansing Elementary School. We are building on a strong foundation and remain excited about the opportunities ahead as we continue our Mission Possible journey.

Lansing USD 469

200 East Mary Street | Lansing, Kansas 66043
ph. 913-727-1100 | www.usd469.net

Mechelle Settles

Lansing Intermediate School

November 9, 2026

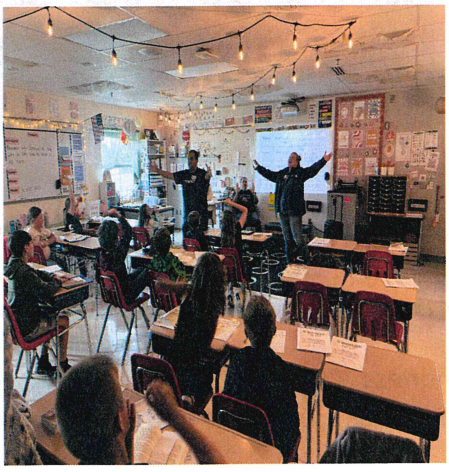
Student Success Highlights

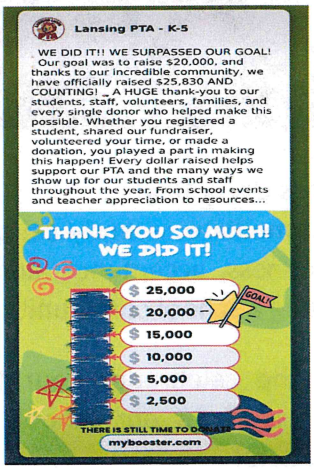
October was a wonderful month at Lansing Intermediate, filled with opportunities for both learning and fun! From meaningful classroom instruction and continued academic growth to special celebrations and activities that brought our school community together, students and staff made the most of the many opportunities October had to offer. It was a month that highlighted the importance of balancing academic excellence with creating meaningful experiences, building relationships, and making lasting memories as Lansing Lions.

Annual Fun Run Event

Lansing Intermediate School students had a fantastic time participating in the annual Lansing Fun Run! It was exciting to see our students show their enthusiasm, school spirit, and determination while working toward a shared goal. Thanks to the incredible support of our families, staff, and community, this year's fundraiser was a tremendous success, surpassing our $20,000 goal! We are grateful for everyone's generosity and support, which helps provide meaningful programs, experiences, and opportunities for our students. Way to go, Lions!

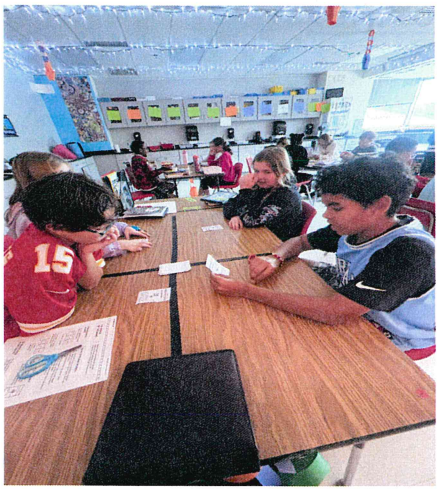
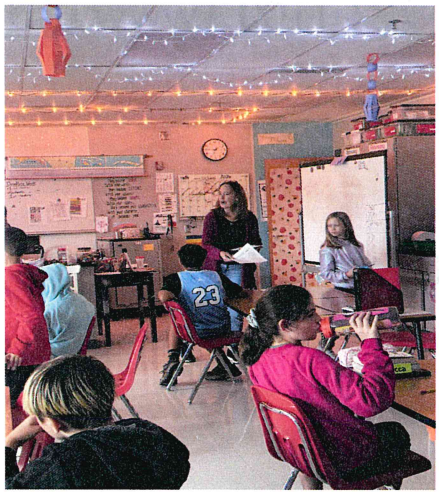
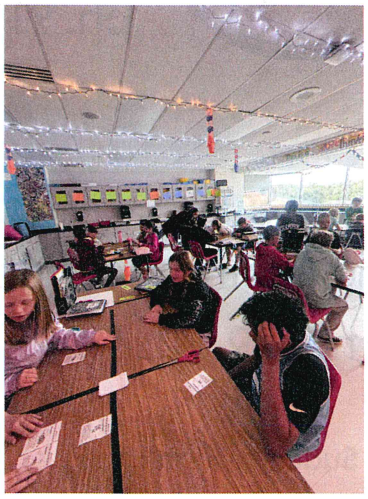






Learning About Food Chains in 5th Grade

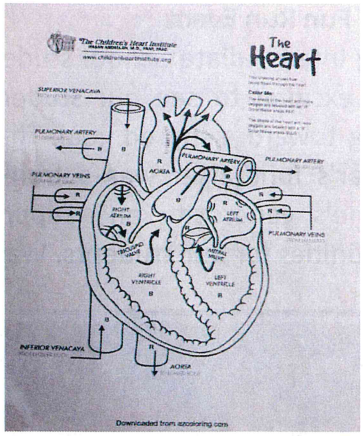
Eat or Be Eaten! Mrs. Rothmeyer's class explored food chains through an engaging card game that challenged students to examine predator-prey relationships and how energy moves from one organism to another in an ecosystem. This hands-on science extension brought learning to life through critical thinking, strategy, and a little friendly competition!

Learning About Animal Adaptations in 4th Grade

Our 4th graders are exploring animal adaptations and learning how living things are uniquely designed to meet their needs and survive! We were excited to welcome Chris Cristiano, our recently retired LIS nurse, who shared her knowledge of the skeletal framework and the different needs of the human body. Her lesson helped bring science to life and gave students a deeper understanding of how living things are structured and function. A special thank-you to Chris for sharing her time and expertise with our Lansing Lions!





LIS Celebrates Unity Day!

Lansing Intermediate recently celebrated Unity Day by coming together to stand against bullying and promote kindness, acceptance, and inclusion. Our Lions were reminded that we all play an important role in creating a school community where everyone feels safe, valued, and included.

As part of the celebration, our Kindness Club students spread positivity by writing encouraging messages in chalk at our school entrances, welcoming students and families with reminders that kindness matters!

We are proud to celebrate what makes each of us unique while remembering that we are stronger together!





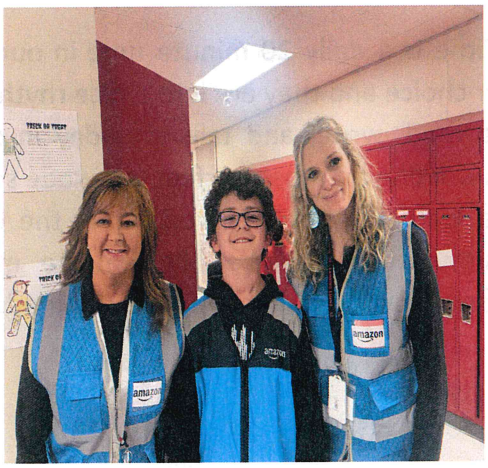


Red Ribbon Week and Fall Classroom Celebrations

Lansing Intermediate students enjoyed a fun and engaging week celebrating Red Ribbon Week, along with fall classroom parties. Red Ribbon Week provided opportunities to promote healthy choices, personal responsibility, and making positive decisions through schoolwide activities and themed dress-up days. These experiences help reinforce important life skills while creating meaningful connections between classroom learning and everyday choices.

Fall classroom parties provided students with an opportunity to celebrate the season, build friendships, and enjoy time together outside of their regular academic routines. These celebrations also support a positive school culture by strengthening relationships, encouraging a sense of belonging, and creating memorable experiences for students.











Academics - 4th Grade

- **Math-** We finished our unit on 1-digit x up to 4-digit numbers and the grade level saw high scores on the end of the unit test which was exciting. We are now working on 2 digit by 2 digit multiplication which is a harder concept because it has more steps in the standard algorithm.
- **ELA** - We are halfway through our second unit novel study and they are doing an amazing job. We are so thankful for the switch to authentic literature and the teachable moments that it provides. Students are the most engaged during our reading core that we have seen in years. We are thrilled that all of 4th grade will "meet" the author, Karina Yan Glaser, over Zoom in December.
- **DIRT-** Daily Independent Reading Time is a daily 20 minute time in our day that students can read independently anything of their choice and they are into a nice rhythm.
- **Writing/Grammar-** We continue to read, write, and talk everyday in our ELA block. We are finishing up parts of speech and still working on those perfect 4th grade sentences.
- **Social Studies/Science-** We started learning about the regions of the United States this past month and have finished the midwest region. We finished the month with an animal adaptations unit. They will be creating a hybrid animal and choosing adaptations to help them survive.

Academics - 5th Grade

- **Science** - Mrs. Rothmeyer's class completed a science lesson consisting of an experiment on taste. Mrs. Martin's class is working on completing a Mystery Science lesson - How do the fish feed the trees as we learn about food chains.
- **Social Studies** - students have continued to learn about Native Americans and have moved on to Colonies.
- **ELA** - We are well on our way to reading The Island of the Blue Dolphins. Students write short summaries over every chapter and also work on Text Structure skills. We often attempt to read 2 chapters a day, but if the class had their choice, we would read much more.

- **Math** - has us busy with multiplying and dividing decimals. Continuous practice on division and multiplication has been a goal that we strive for.

Staff Highlights

Parent-Teacher Conferences
Lansing Intermediate School recently hosted successful Parent-Teacher Conferences, with very strong family attendance and participation. We are grateful for the time families took to connect with teachers, celebrate student successes, and discuss opportunities for continued growth. A special thank-you to our teachers for the time, preparation, and hard work they put into making conferences meaningful and successful. Their dedication to building strong partnerships with families makes a difference in supporting every student's success.

Teacher Professional Development Day
LIS teachers participated in Part 2 of professional development provided by Amy Huizenga of Greenbush, with a focus on structured literacy and the writing process. This ongoing, multi-year professional learning series is designed to deepen teachers' understanding and strengthen instructional practices in literacy and writing. Through continued learning and collaboration, teachers are building their knowledge and expanding their instructional toolbox to better support students in developing strong foundational reading and writing skills. A special thank-you to Amy Huizenga for sharing her expertise and providing valuable learning opportunities for our teachers!

Staff also had the opportunity to learn from one another by sharing and exploring instructional strategies focused on effective vocabulary instruction, strengthening students' understanding and use of academic language across content areas.





Professional Learning Communities
Our PLC teams are hard at work every week engaging in focused data conversations to strengthen instruction and improve student achievement. Our teachers are using assessment data to guide conversations around four key questions:

- **What worked?** Identifying instructional strategies that led to student success.
- **Where did students struggle?** Pinpointing standards, misconceptions, and areas needing additional support.
- **What is our action plan?** Determining how and when to reteach, adjust instruction, and provide

opportunities for deeper learning. Teams are also focusing on increasing instructional and assessment rigor to ensure students are consistently challenged at Depth of Knowledge (DOK) level 3 and are prepared to meet the expectations outlined in the state assessment Performance Level Descriptors (PLDs).

- **How will we measure success?** Establishing timelines and assessment methods to monitor student understanding and growth.

Student success is a shared responsibility. Our goal is to ensure PLC conversations translate into intentional instructional decisions, targeted support, and improved outcomes for every student.

This work reinforces the Four Critical Questions of a PLC model followed in the district by building collaborative teams that shift the focus from what was taught to what students actually learned.

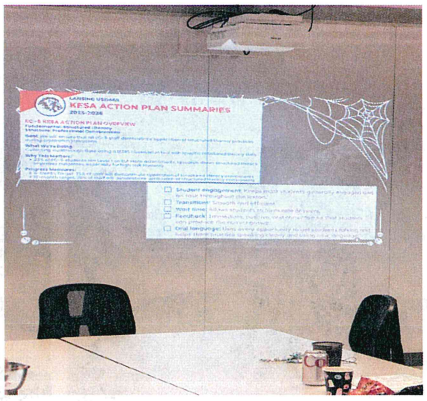
Sips, Snacks, and Strategies at LIS!

Lansing Intermediate recently hosted its first *Sips, Snacks, and Strategies* mini PD session! This new professional learning opportunity gives teachers a chance to pop in during their plan time, grab a drink and a snack, and walk away with practical strategies they can put to use immediately in their classrooms.

Our goal is to make professional learning meaningful, manageable, and directly connected to what matters most: strengthening instruction, supporting student learning, and increasing student engagement. We are excited to continue creating opportunities for our staff to learn, share ideas, and grow together!

A special thank you to Amber Norris, Assistant Principal, and Caroline Reynolds, Instructional Coach, for leading this first session and providing our teachers with valuable strategies to support their work in the classroom. We appreciate their leadership and commitment to helping our staff continue to grow!







Raptor Badge Training

Lansing Intermediate School recently completed Raptor badge and alert system training for all staff as another important step in strengthening our school safety initiatives. Raptor badges provide staff with a quick and accessible way to communicate and request assistance when needed, while the Raptor Alert system allows staff to quickly notify designated personnel of a safety concern or emergency. Together, these tools enhance communication, support timely responses, and help ensure staff have the resources they need to respond effectively. This training reinforces our ongoing commitment to maintaining a safe and secure learning environment for all students and staff while supporting the district's continued focus on school safety and preparedness.

A special thank-you to Brian Burns, Technology Director, and Drew Allen, Facilities Director, for leading the training and helping ensure our staff are equipped and prepared to use these important safety tools. And for Superintendent Marty Kobza for giving clarity and support around this district initiative to provide students and staff a safe environment to teach and learn. Their support and leadership are appreciated!



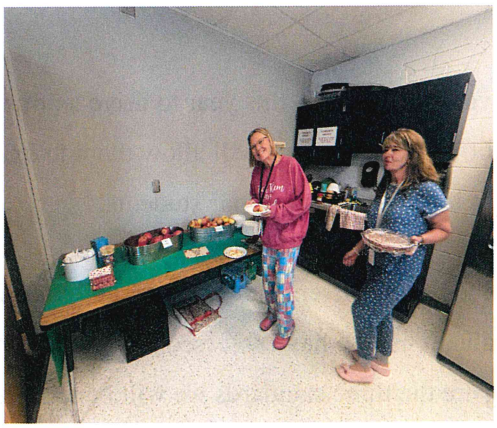


Site Council Meeting

Lansing Intermediate School recently held its first Site Council meeting of the school year, and it was a great success! We were pleased to have strong representation from our school, families, and community as we began building and strengthening these important partnerships. Site Council provides a valuable opportunity to collaborate, share perspectives, and work together to support student success, strengthen our school culture, and identify opportunities for continuous growth and improvement. We appreciate everyone's willingness to be involved and invest in making LIS an even better place for our students!

Quarterly Potluck, Birthday Celebration, and Caramel Apple Bar

We can't leave out wrapping up the month with a little fun and appreciation for our staff! Our quarterly staff potluck and birthday celebration gave everyone a chance to enjoy good food, celebrate one another, and spend time together. We also welcomed the Fall season with a delicious caramel apple bar to ring in the season on a sweet note. It's always a great reminder that taking time to connect, celebrate, and enjoy one another is an important part of building a strong school family!





Upcoming Events

November

5 - STEM night at LES 5:30-7:30

10 - 5th grade music program rehearsals

10 - 5th grade music program performance @6:30 (classrooms: Gassmann, Dill, Rothmeyer, Kowalewski)

10 - 5th grade music program performance @7:30 (classrooms: Mills, Ketchum, Palikij, Martin)

11 - NO SCHOOL - Veteran's Day

19 - PRIDE Assembly for Respect

19 - PTA Meeting

23-27 - NO SCHOOL - Thanksgiving Break

District Initiatives & Strategic Plan Updates

GVC: The emphasis for LIS this year is strengthening our GVC and having teachers add lessons that align with state standards. We will continue to tweak the content to maximize student learning and to meet state and local educational requirements. We are currently identifying which standards need to be prioritized and how to fit the instruction into our current curriculum map.

Instructional Strategies: Engaging professional development is being planned with the help of feedback from our staff. In addition, we have added a teacher observation indicator for providing instruction that focuses on instruction that drives problem solving and critical thinking.

Authentic Literacy: Our grade level teams are implementing novel based studies this year to drive learning about the major elements of literature. Students will have four novels of different genres that will allow them to explore the material while really homing in on reading comprehension and fostering a love of reading in our students.

NEE: Our administrators are utilizing NEE as an evaluative tool to drive conversations about improving the teaching and learning within our building and have already begun teacher evaluations. We have assessed the areas we need the most growth in and chose our indicators to reflect that. The following are the three standards we will be focusing on this year:

Indicator 4.1: The teacher uses instructional strategies leading to student problem-solving and critical thinking.
Indicator 5.2b - The teacher uses effective discipline that promotes self-control.
Indicator 7.4: The teacher monitors the effect of instruction on individual and class learning.

Strategic Plan Updates: Staff went through an overview of the student discipline process to make sure we are doing everything we can to document student needs, provide intervention, inform and partner with parents, and coordinate with administration to support students and families. A copy of the presentation can be found here.

Lansing USD 469
200 East Mary Street | Lansing, Kansas 66043
ph. 913-727-1100 | www.usd469.net

Principal Name – Brooks Jenkins
Building – Lansing Middle School
Meeting Date – November 9, 2026

Student Success Highlights

- Lansing Middle School recognizes students for improvement throughout the year as well as academic and behavioral success through our Student of the Month program. Lansing teachers nominate students by team periodically throughout the year for this honor. Students receive a certificate and pizza at lunch. Our first group of students were recognized on Wednesday, October 7th. Awardees included the following students – ***6th Grade*** – Nora Edwards, JJ Flores-Rivera, Madison Ford, Asher Harwood, Leah Hernandez Lopez, Yael Holguin Gonzalez, Aiden Jones, Liam Murphree, Jolie Reddell, Brooklyn Seebeck, Alexander Smith, and Chloe Ward. ***7th Grade*** – Everly Estes, Eian Gant Sanford, David Lockett, Dylan Martin, Chloe Stafford, Isabella Thompson, Marcus Tollison, Zinley Trujillo, Deklin Viehweg, and Cash Zarda. ***8th Grade*** – Layla Adams, Paityn Brown, Avah Hildebrandt, Keagan Strong, Ayden Sumner, Cristhian Swift, and Siren Vars.



6th Grade



7th Grade



8th Grade

- We continue to focus on overall academic success at Lansing Middle School. We have made great efforts to stress the importance of grades. I reported significant drops in low grades last school year. I am pleased to report that during 1st quarter of this school year, grades were very comparable to last year in all categories. I would like to

specifically recognize our 7th grade as they had the lowest overall failure rate since we have tracked this data measure.

- The LMS choirs performed their fall concert on Monday, October 5th, and it was once again an outstanding performance. Josiah Ketterman, LMS vocal music teacher, continues to get the most out of our students and builds talent within the program. It always amazing to see at the first concert how much the students are able to achieve in such a short amount of time.

  One of the highlights each year is the finale—a combined performance featuring all three grade levels. Our 6th, 7th, and 8th grade choirs come together for a closing number, which usually is only practiced right before the concert when all grades can be together. Despite the short amount of rehearsal time, it continues to be well done and a fitting end to the shows.





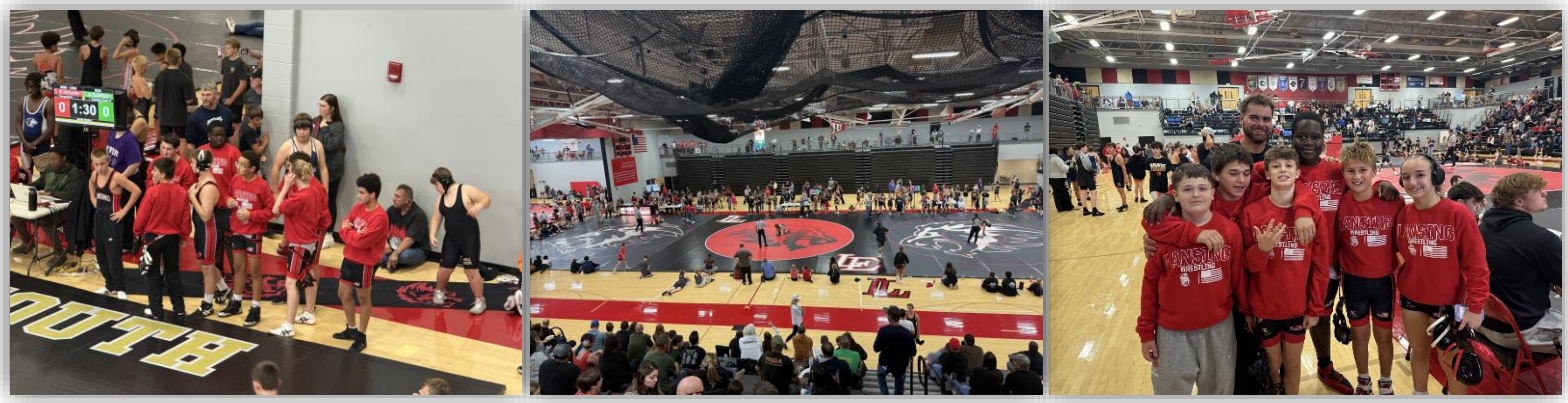
- Lansing Middle School had six students chosen for the Northeast Kansas Music Educators Association (NEKMEA) District Honor Choir – Braylee Agnew, Bridget Henderson, Bryn Hoins, Hannah Huhn, Ethan Reynolds, and Aidan Vang. They will perform in Topeka on Saturday, December 5th.

- The LMS 6th grade band presented their Beginning Band Concert on Thursday, October 29th, under the direction of Bailee Young, Cody Young, and Blake Vignery. This performance is unique compared to other concerts throughout the year because it highlights the tremendous growth students have made in just a few short months of learning their instruments. The event is designed to be highly student-centered—participants introduce each instrument family, explain what they have learned, and demonstrate their



progress through short group selections. In addition to these small-group features, the full band also performs together, showcasing their developing ensemble skills. The concert is both informative and encouraging, offering families an inside look at the learning process while giving students a positive, low-pressure introduction to performing live on stage.

- Fall athletic competitions are now complete for all sports – cross-country, football, and volleyball.
    - The 7th grade football team finished at 1-4 and the 8th grade football team finished their season at 0-5.
    - Both 7th and 8th grade volleyball squads are also finished with their seasons. Both teams made good progress during the year and qualified for the Kaw Valley League tournaments.
    - The Cross-Country teams were very successful this season – LMS had several medalists, including multiple at the Kaw Valley League meet.
    - Girls' basketball and wrestling seasons have both begun. Both sports have a high number of athletes participating. The basketball team played its first games last week against Patton, Lawrence West, and Basehor-Linwood. The girls wrestling team competed at Basehor-Linwood on Wednesday, October 28th.
    - Lansing Middle School hosted the Ron Averill Wrestling Invitational on Saturday, October 31st at Lansing High School. I would like to recognize Erica Lussier, LMS Vice Principal and AD, for her outstanding efforts in coordinating and organizing the tournament! There were (9) teams that took part in the tournament with squads for both boys and girls.



Ron Averill Wrestling Invitational – Saturday, October 31st

- The Lansing Middle School volleyball teams held a Pink Out cancer benefit during two games at the end of the season. Both the 7th and 8th grade players held a bake sale with donated items and also did a raffle during their games.







- Lansing Middle School will also hold its second pep rally of the year on Friday, November 20th. We look forward to seeing our cheerleaders perform and the winter teams being recognized.

- Lansing Students Earn 4th Place at Basketball Tournament

" Congratulations to our Lansing Middle School, Lansing High School, and LINCS students who competed in a basketball tournament at Gardner-Edgerton High School this past weekend!

The team earned fourth place in their division, representing Lansing with teamwork, determination, and great sportsmanship!



Participating students included:

- Carmen Miller
- Aubrey Thomas
- Annadol Goff
- Amore McNeal
- Ella Horseman
- Declan Nauman
- Colby Whitlow
- Anthony Brown-Henley
- Konnor Knight
- Brie Hope
- Titus Adebiyi

A special thank you to coaches Amanda Edwards, Emerald Peters, and Mia Hairston, along with student volunteer coaches Paytin Beeman and Keegan Cavinaw, for supporting and encouraging our student-athletes.

Congratulations to everyone involved! We are proud of our Lansing Lions!"

Staff Highlights

- I would like to recognize Lansing Middle School teachers for their outstanding efforts during Parent-Teacher conferences. Between Wednesday night conferences and Thursday conferences, our teachers again met with over 1,000 parents!

- At the October 20th accreditation check-in, USD 469 was deemed to be on target for the accreditation goals that were set for the 2026-2027. The accreditation is broken into an elementary and secondary focus. Our secondary goals consist of standards alignment through a focus on assessment and curriculum as well as fine-tuning practices with Professional Learning Communities (PLCs). Accreditation work is always intensive and this is no different. I'd like to formally recognize our staff for their hard work in these areas leading to the positive accreditation status.

- On the topic of KESA accreditation, we had time specifically devoted at our professional development on Monday, October 12th for information and work on Performance Level Descriptors (PLDs). A very big "thank you" to Dee Wiley for her work in this area. She took the PLDs and condensed them into a manageable document for Math, ELA, and Science. Additionally, she presented to both the middle school and high school staffs on PLDs and how to integrate them into instruction and assessment. After that, our teachers had some time to work with the PLDs. We will continue to have dedicated work time for our teachers to be able to work on the PLDs in aligning our CFAs and instructional practices.



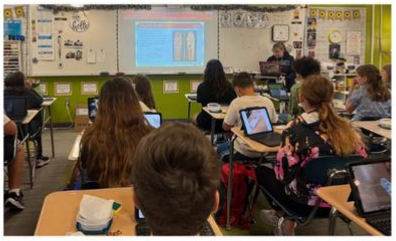
- During the afternoon portion of the October 12th professional development, the Literature and Language Arts teachers received training on their next pilot resource – "Into Literature" from HMH. The training was informative and went through the features of the resource from both a teacher and student lens. Teachers had time to explore the resource and look at specifics for their grade and area. We officially begin this pilot after Thanksgiving and look forward to what it has to offer. Our ELA teachers piloted "Summit" from McGraw-Hill to start the year.

- Lansing 6th Grade Students Learn About Mummification

"Sixth-grade students at Lansing Middle School stepped back in time this week as they explored the ancient Egyptian mummification process.

As part of their Ancient Egypt unit, students in Mrs. Cheryl Borgeson's and Ms. Lilly Webster's social studies classes became "embalmers for a day," rotating through stations designed to demonstrate the steps ancient Egyptians used to preserve the dead.

Set up throughout the sixth-grade commons area and Mrs. Borgeson's classroom, each station represented a different stage of the mummification process. Students explored the rituals of washing the body, removing the brain through the nose, drying the body using "natron," wrapping the body in linen, and placing the finished mummy in a sarcophagus.




Throughout the activity, students used their iPads to document their learning, record observations, and reflect on each step of the process.

The lesson gave students an opportunity to move beyond textbooks and experience history in a memorable way. By participating in the process themselves, students gained a deeper understanding of ancient Egyptian burial practices and the cultural beliefs surrounding them.

Thank you to Mrs. Borgeson and Ms. Webster for providing our students with such a memorable learning experience!"



Emoji Story Title – clues and answers – Mrs. Carney-Linn puts this on each week.



Egyptian Sculptures – students used Play-Doh to craft an ancient dog using a picture that Mrs. Borgeson gave to students.

District Initiatives & Strategic Plan Updates

Lansing Middle School continues to address the Strategic Plan mainly through a focus on career exploration. This will continue to occur in two different ways – Career Fair Fridays for our 8th grade and through our exploratory class offerings.



Multiple presenters have come to Lansing Middle School to talk to students about their careers so far this year. In October, these people presented to the 8th grade students –

- Rebecca Hatcher, IT Systems Programmer
- Joshua Harrison, Coach/Referee/College Football Player
- Brian Burns, Lansing School District IT Director

Upcoming Events

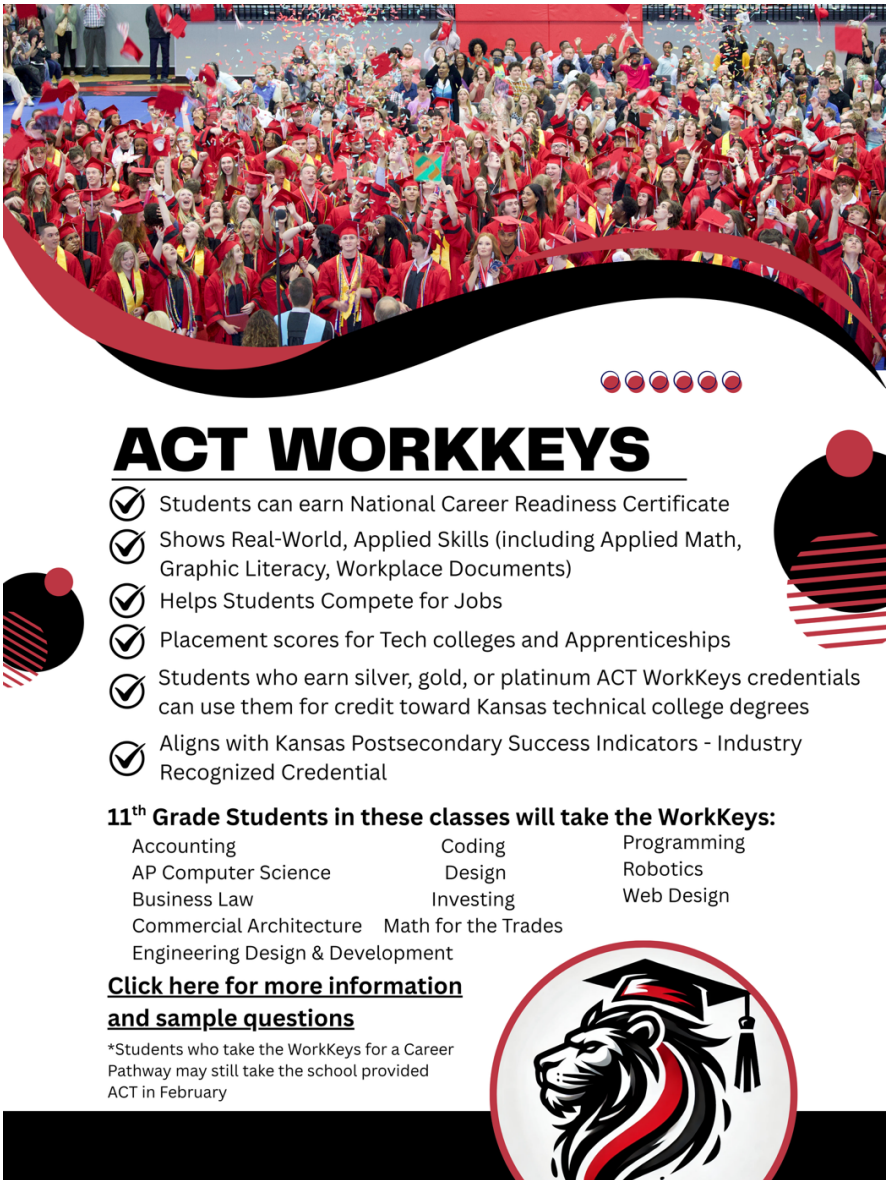
- November 3rd – Girls Basketball – 7th @ Home, 8th @ Trail Ridge (Gardner)
- November 4th – Wrestling vs. Lexington Trails/Basehor-Linwood @ DeSoto High School
- November 5th – Girls Basketball – 7th @ Lexington Trails, 8th @ Home
- November 12th – Girls Basketball – 7th @ Home, 8th @ Mill Creek
- November 14th – Wrestling – KVL League Meet @ Gardner-Edgerton High School
- November 16th – Girls Basketball – 7th @ Monticello Trails, 8th @ Home
- November 17th – Girls Basketball – 7th @ Home, 8th @ Turner
- November 19th – Girls Basketball – 7th @ Warren, 8th @ Home
- November 18th – Wrestling vs. Basehor-Linwood/LV Warren/Monticello Trails @ Basehor-Linwood
- November 21st – Wrestling @ Bonner Springs
- November 30th – Girls Basketball – "B" Team Tournament – 7th @ Home, 8th @ Mill Creek
- December 1st – Girls Basketball – 7th @ Home, 8th @ Pioneer Ridge (Gardner)
- December 3rd – Girls Basketball – 7th @ Piper, 8th @ Home
- December 7th – Girls Basketball – 7th @ Home, 8th @ Wheatridge (Gardner)
- December 8th and 10th – Girls Basketball – KVL Tournament – 7th @ Piper, 8th @ Monticello Trails
- December 14th – Band Concert – LMS District Auditorium
- December 16th – Choir Concert – LMS District Auditorium

Lansing USD 469
200 East Mary Street | Lansing, Kansas 66043
ph. 913-727-1100 | www.usd469.net

Alan Penrose
Lansing High School
November 9, 2026

Student Success Highlights

AP WorkKeys
60 juniors participated in the ACT WorkKeys assessment, which measures essential workplace skills in Applied Math, Graphic Literacy, and Workplace Documents. The assessment provides students with an opportunity to earn the National Career Readiness Certificate (NCRC), a nationally recognized credential that demonstrates their readiness for workplace success. Participation in WorkKeys supports our continued efforts to prepare students for success beyond high school, whether they pursue college, technical training, military service, or direct entry into the workforce.



Volleyball

Congratulations to our Volleyball team, they won the UKC Championship, their sub-state bracket, and 4th at the state championships. Several players won additional recognitions:

- Halle Laincz: Class 5A State All-Tournament Team, First Team All-UKC, UKC Offensive Player of the Year
- Brooklyn Andrews: Class 5A State All-Tournament Team, First Team All-UKC, UKC Setter of the Year
- Sami Gray: Second Team All-UKC
- Avery Dessert: Second Team All-UKC
- Drew Malm: Honorable Mention All-UKC

AP Government

Students had the opportunity to step into the roles of presidential advisors during visits to the Harry S. Truman Presidential Library and Museum. Students participated in the White House Decision Center, an interactive educational experience designed to give students a firsthand look at the challenges and responsibilities of presidential decision-making.

Set in a recreated West Wing, the White House Decision Center challenges students to assume the roles of President Harry S. Truman and his advisors as they navigate significant moments in American history. The program emphasizes collaboration, critical thinking, communication, and leadership. For this experience, Lansing High School students focused on President Truman's historic decision to desegregate the United States military.

Staff Highlights

Staff Spotlights from Thursday morning PD:

- I'd like to nominate Kevin Krause for the parking spot. He asked for some advice about something and ended up unknowingly giving me advice that's helped a great deal. Out of the mouths of babes, right? Also, he is so good with his team and has started to build what promises to be a great program. We are very lucky to have him here! (The advice he didn't know he gave me was to have patience with myself.)
- Rob MacNeill
  He noticed many of the chairs in the commons were starting to lose the plastic pieces that keep them from damaging the floor. He took the time to ask Mona where we originally bought the chairs, contacted the company, figured out where replacements are, and had them sent.
- Maeve Bolin
  We appreciate the AP information, examples, strategies, and discussion. The afternoon opportunity to discuss more in depth helped us think about ways to implement in our classes.
- Don Allen – Mr. Allen is a tremendous leader in the building! He is willing to take on new initiatives and implement them into his classroom. He has taken on a much more challenging courseload this year and appears to be doing well and

enjoying it! Whenever there is a need around the building, he is more than happy to help in any way that needs to get the job done!
I love working with Don Allen!

- I nominate Nathaniel Mack for learning how to be a great teacher and make connections with students. He shows up every day with a positive attitude and is super motivated to do his best every day.

Name It, Claim It



Jordan Moshier

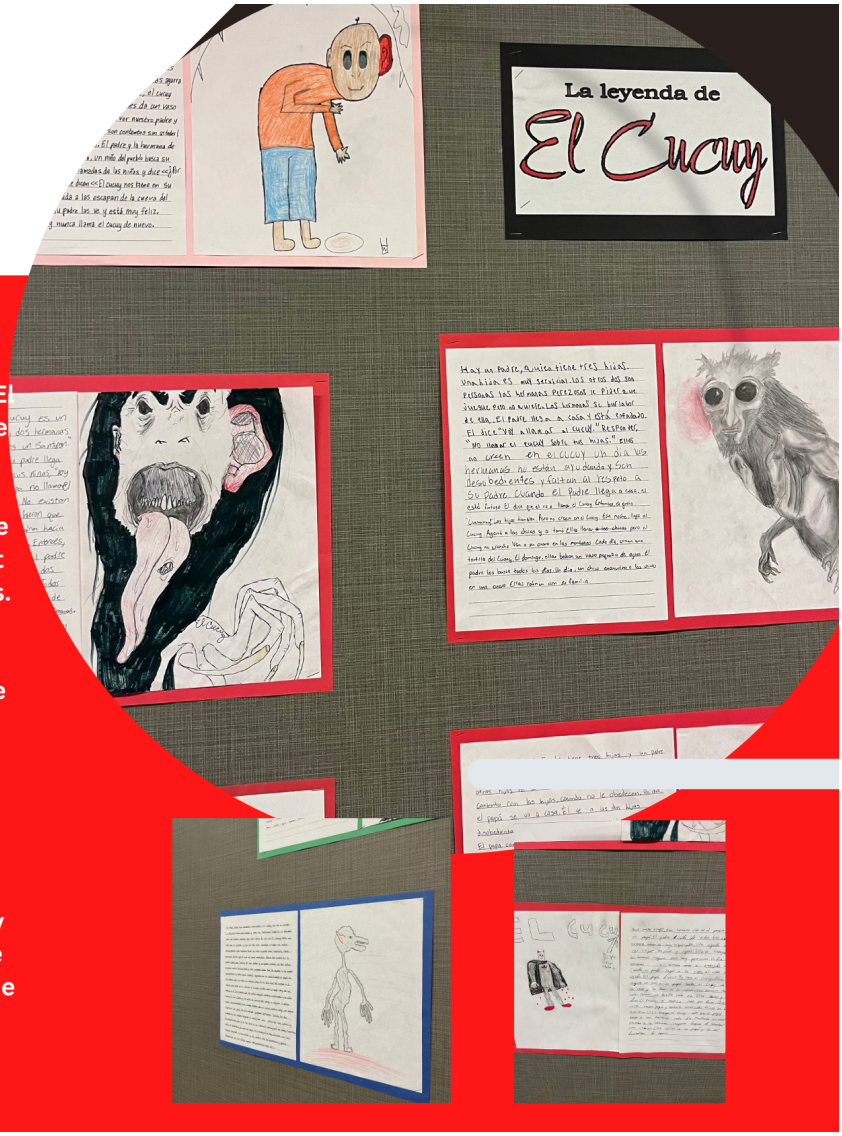
We have been using OVR Performance laser timing to improve our students' top end sprint speed in our Weight Training class. The students in these photos are running a 10-yard fly sprint with a 10-yard acceleration zone. This means that the sprinter has 10 yards to accelerate as fast as possible, and the laser timing system is only measuring the final 10 yards after they have built momentum. The focus for this drill was to work on improving our starts, continuing to work on proper sprint mechanics, and maintaining our speed. The fastest girl time of the day was 1.26 seconds (16.2 MPH) and the fastest boy time was 1.06 seconds (19.3 MPH).





Name It, Claim It

Lorie Ketter



¡Buenos días!

In my Spanish II class, we learned about three different Latin American legends - El Gritón (The Yeller/Shouter), El Silbón (The Whistler), and El Cucuy (Latin-American Boogeyman). After reading, watching, or listening to three different versions of the Cucuy legend, students did a mini project with partners to retell one of the versions. Students had to illustrate what they thought the Cucuy looked like according to the storybook version and then rewrite the legend in their own words in Spanish. As you can see, this version of the Cucuy has a giant red ear and a normal human sized ear. The giant red ear is so he can hear all the bad children, and their parents call for the Cucuy to take them away. The storybook version of the Cucuy takes two naughty, lazy sisters to his cave only feeding them a tortilla a day until one day a shepherd finds them and rescues them to return home to their father and little sister.

Name It, Claim It

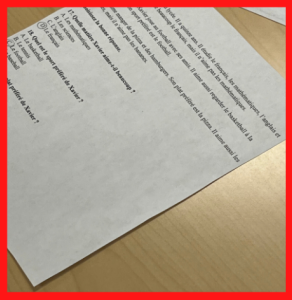


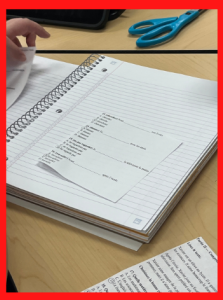
Zach Dent

These are notebooks in the French classes! The students build their notebooks throughout the year—with exams, notes, vocabulary, et cetera. The students kind of build their own textbooks and notebooks, so to speak. The pictures show them gluing their exams into their notebooks.

It's a very traditional thing to do in classrooms in France. The notebooks don't usually look fancy—but it's a record of all of their work in French class that they'll get to keep at the end of the academic year.

Not pictured here—and a little bit more fun than that—we'll be finishing up penpal letters and sending them to one of our contact schools in France soon. We haven't done this for a little while, so it'll be nice to re-connect with some of our peers across the world.





District Initiatives & Strategic Plan Updates

- Nearly 1,000 students utilized passes during CCR in October. They are able to travel on Tuesdays and Thursdays for enrichment, remediation, test make ups, and other academic interventions.
    - The math department had the most passes (standards based quizzes retakes, additional support, additional instruction)
- October PD
    - How Fastbridge, GPA, and attendance can help us improve state test and ACT outcomes
    - Incorporating more complex reading (including ACT type passages)
    - Performance Level Descriptors and tools for planning
    - Question Stems and answers

Important Dates

- November 7 - LHS Band Holiday Market
- November 16 - First day of Winter Sports (Basketball, Wrestling, Boy's Swim)
- November 23 - 27 - No School, Thanksgiving Break
- December 16, 17, and 18 - Finals
- January 21, 2027 - Sophomore Ring Meeting (12:40pm) - In the Auditorium
- January 28, 2027 - Sophomore Ring Order (11:16 - 1:06pm) - Cafeteria Hallway
- March 28, 2027 - Senior Graduation Delivery & Sophomore Ring Delivery (11:16 - 1:06pm) - Cafeteria Hallway
- https://www.gobound.com/ks/schools/lansinghs

USD 469 Board of Education Dashboard

INFORMATION PAPER | 3 November 2026

Purpose

This paper accompanies the dashboard presentation and proposes a practical tool for future Board decisions. The dashboard should help the Board look ahead, connect district priorities with available resources, and recognize concerns early enough to act. It should organize information already reported so members can better assess progress and make informed budget, policy and long-term planning decisions.

The dashboard is not intended to micromanage the district or create additional work for teachers and staff. Its value should come from making existing information easier to understand and use. Preparation should be limited to what is practical within current reporting processes. The superintendent retains responsibility for daily operations, instructional implementation and staff assignments.

Why this matters for Board decisions

Our discussions have raised connected concerns about student learning, changing enrollment, instructional support, financial stability and aging facilities. Considering these separately can make it difficult to see how today's choices affect future capacity. The dashboard should help the Board understand the direction of those trends, the implications for adopted priorities and the decisions approaching over the next budget cycle and several years.

Questions that should guide the dashboard

Board concern	Question for future decisions
Student learning	Are students progressing toward grade-level expectations, and what support must we sustain or strengthen?
Staffing and support	Do our resources address the needs identified in Building Needs Assessments, and can we recruit and retain the people needed?
Enrollment and programs	How do resident, nonresident and virtual enrollment trends affect future staffing, program capacity and financial planning?
Financial stability	Can recurring revenue sustain our commitments, including special education, while maintaining adequate flexibility for unforeseen needs?
Facilities	Which maintenance and capital needs are becoming more urgent, and what choices should we prepare to make?

What the Board needs to see

For a small number of agreed priorities, show the current position, the trend over time, the expected direction or milestone, and the superintendent's assessment of implications. Identify significant risks, resource tradeoffs and the timing of any Board decision. A brief explanation should connect the information to the question the Board is trying to answer.

Keep the focus on governance

The full Board should agree on the concerns and priorities the dashboard will help monitor. The superintendent should recommend the measures and explain the district's response. The Board uses that information to set expectations, allocate resources, establish policy and hold the superintendent accountable for district progress.

Individual figures may warrant clarification. They should lead to additional analysis when the issue is material to a Board priority, significant risk or pending decision. The dashboard should not become a standing assignment to investigate every variation or direct individual classrooms, employees or programs. Requests for substantial new work should follow Board procedures and account for staff time.

Use existing information and respect staff capacity

Draw from existing assessment presentations, Building Needs Assessments, enrollment reports, personnel summaries, operating forecasts and facilities plans. Reuse those reports or link to them rather than require duplicate data entry, new surveys or parallel reporting systems. Start with the information already available and refine the format through use.

Ask the superintendent to recommend a sustainable approach within current reporting processes. If a proposed measure requires significant new collection, analysis, software or staff effort, bring that requirement to the Board before assigning the work. No temporary data committee is recommended at this stage. The immediate task is to clarify the Board's questions and use existing reporting more effectively.

Read trends with context

Keep reporting periods, definitions and sources visible. Distinguish student headcount from funded enrollment, screening from proficiency and growth, staffing counts from filled positions, and spending authority from actual spending and available cash. These distinctions help the Board avoid conclusions that the evidence cannot support.

Examine results by building, grade or student group when that detail explains an important need or informs a decision. Present gains and persistent concerns together. Protect individual privacy. Technology, including AI where appropriate, may help organize information; staff-verified evidence and professional judgment remain the basis for decisions.

Desired outcome of the presentation

Gain consensus on the dashboard's purpose and a small set of governance questions aligned with existing Board goals and district improvement priorities. Ask the superintendent to recommend how current reports can answer those questions, with a practical review schedule and an agreed next checkpoint. Use existing reporting dates wherever possible.

The dashboard should leave the Board better prepared for the next budget, policy and facilities decisions. Success means members can see where the district is heading, understand the choices ahead and act with sufficient time and reliable information. It should support clear direction and administrative follow-through while keeping the Board focused on its responsibilities.

Prepared by: Pete Im, Lansing Board of Education

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USD 469 Board of Education

Board Dashboard

Performance, people and resources

2025 achievement and graduation. 2025–26 enrollment and staffing. 2025–26 actual finance and the 2026–27 adopted budget.

Board reference | November 2026

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Board overview

Reporting periods vary by measure. Each slide identifies its year and source basis.

49.3%	44.5%	91.9%	15.2:1	58.000
ELA Levels 3–4 2025 KAP	Math Levels 3–4 2025 KAP	Five-year graduation 2021–25 cohort	Students per teacher FTE 2025–26	Adopted total levy 2026–27 mills

What the dashboard shows

- KAP performance rose in all three subjects from 2024 to 2025, while Lansing's margins over Kansas narrowed.
- Lansing's 15.2 students per teacher FTE is the highest ratio among the named peers. It is not an average class size.
- The finance views separate actual spending, peer budget comparisons, legal authority and cash. The dashboard reported 10 reconciliation checks.

Sources: KSDE KAP, KESA graduation, personnel, district levy and USD 469 Board Dashboard.

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2025 achievement

All students, all assessed grades. Percent at Kansas assessment Levels 3–4.

District	ELA	Mathematics	Science
Lansing USD 469	**49.3%**	**44.5%**	**41.2%**
Basehor-Linwood	60.6%	54.9%	60.2%
Piper	50.1%	40.8%	47.5%
Tonganoxie	42.3%	32.5%	39.4%
Leavenworth	29.0%	17.6%	27.9%
Kansas	44.5%	38.7%	41.4%

Lansing ranked third of five districts in ELA and mathematics, and fourth in science.

Source: KSDE 2024–25 Assessment Full File. Values rounded to one decimal point.

Gains and state margins

Year-over-year district gains and the district-to-state difference answer different questions.

Subject	Lansing gain 2024–25	Margin vs Kansas 2024	Margin vs Kansas 2025
ELA	**+8.7 pp**	**+7.0 pp**	**+4.8 pp**
Mathematics	+5.7 pp	+7.2 pp	+5.8 pp
Science	+4.9 pp	+4.0 pp	−0.2 pp

Lansing improved in all three subjects. Statewide gains were larger, narrowing the district's relative advantage; science finished 0.2 points below Kansas.

Source: KSDE 2024–25 Assessment Full File. pp = percentage points.

Subgroup gaps

Lansing district Levels 3–4 by student group in 2025.

Student group	ELA	Mathematics	Science
All students	49.3%	44.5%	41.2%
Free or reduced-price lunch	33.0%	27.8%	25.2%
Students with disabilities	**14.7%**	**12.4%**	**13.6%**

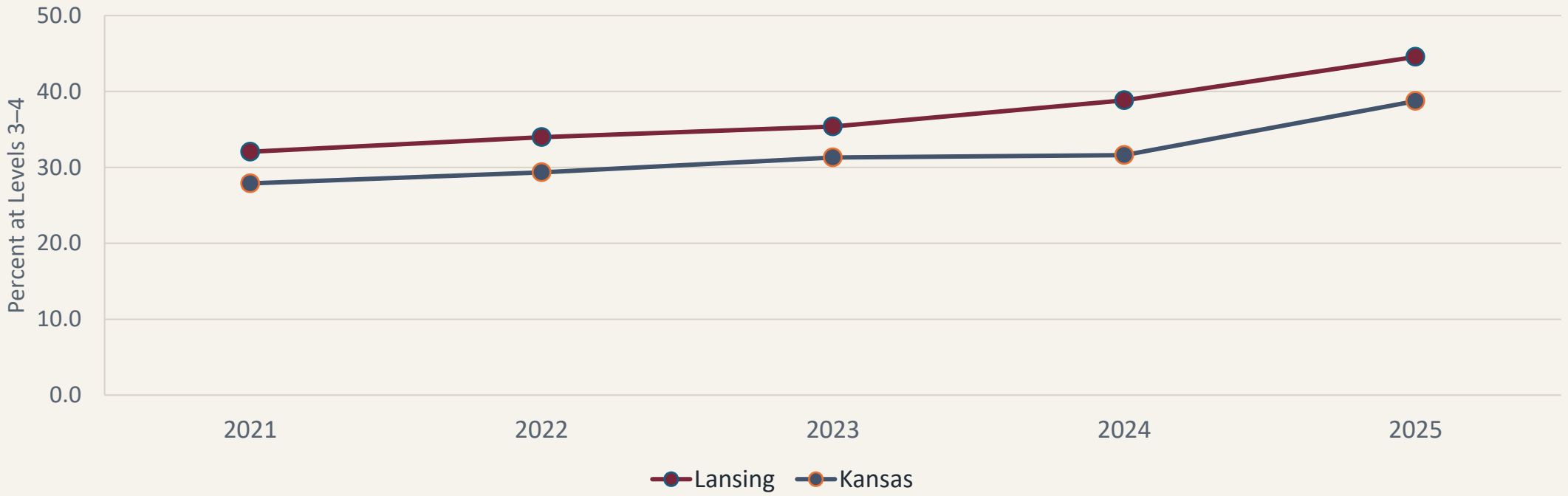
Students with disabilities were 34.6 points below the district rate in ELA, 32.2 points below in mathematics and 27.7 points below in science.

These are achievement differences. They do not show the share of students in each group.

Source: KSDE 2024–25 Assessment Full File. Values rounded to one decimal point.

Math over time

Combined tested-grade Levels 3–4, Lansing and Kansas, 2021–2025.



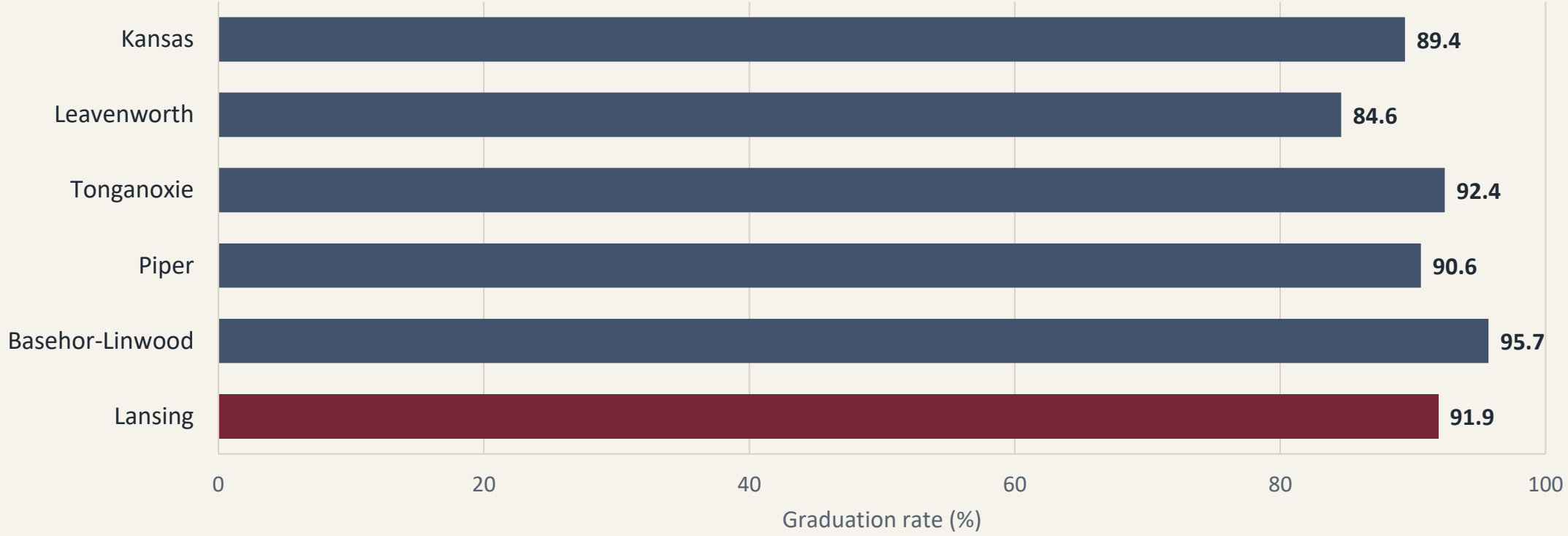
Lansing rose 12.5 points from 2021 to 2025 and finished 5.8 points above Kansas.

The dashboard's cohort proxy compares aggregate results in adjacent grades across years. It does not track matched students.

Source: KSDE assessment distributions, 2021–25; dashboard cohort definition.

Graduation outcomes

KESA five-year graduation rate for the 2021–2025 cohort.



Lansing is 2.5 points above Kansas and below Basehor-Linwood and Tonganoxie.

Source: KESA graduation files for USD 469, peer districts and Kansas, 2021–25.

Enrollment and staffing

2025–26 K–12 headcount and licensed-teacher capacity across the comparison districts.

District	K–12 headcount	Students per teacher FTE	Teacher FTE per 1,000 students
Lansing USD 469	**2,577**	**15.2**	**65.6**
Leavenworth	3,037	13.3	75.1
Basehor-Linwood	2,904	13.0	76.8
Piper	2,659	13.8	72.6
Tonganoxie	1,910	12.6	79.5

Lansing reported 169 instructional-teacher FTE. Its student-to-teacher ratio is the highest among the named peers.

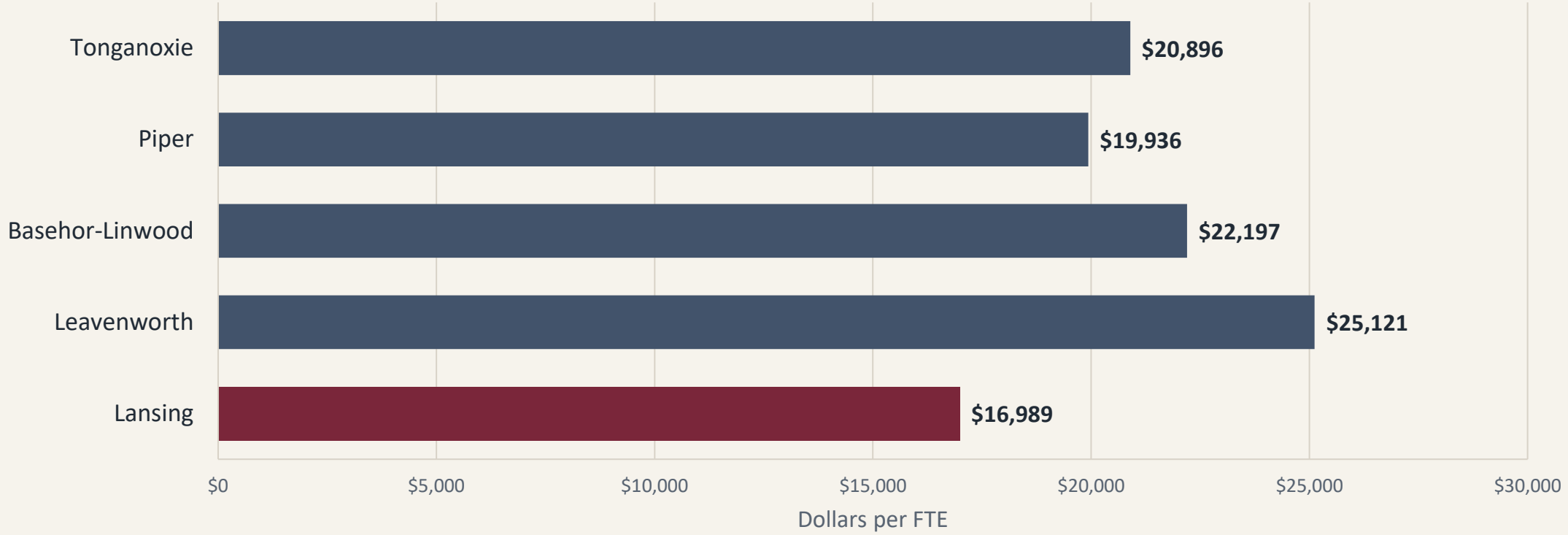
Teacher FTE includes CTE, special education, pre-K, kindergarten, classroom and reading teachers. This is not average class size.

Sources: KSDE 2025–26 headcount and licensed-personnel files.

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Peer budget per FTE

All-funds 2025–26 budget comparison. Amounts use the KSDE finance FTE basis.



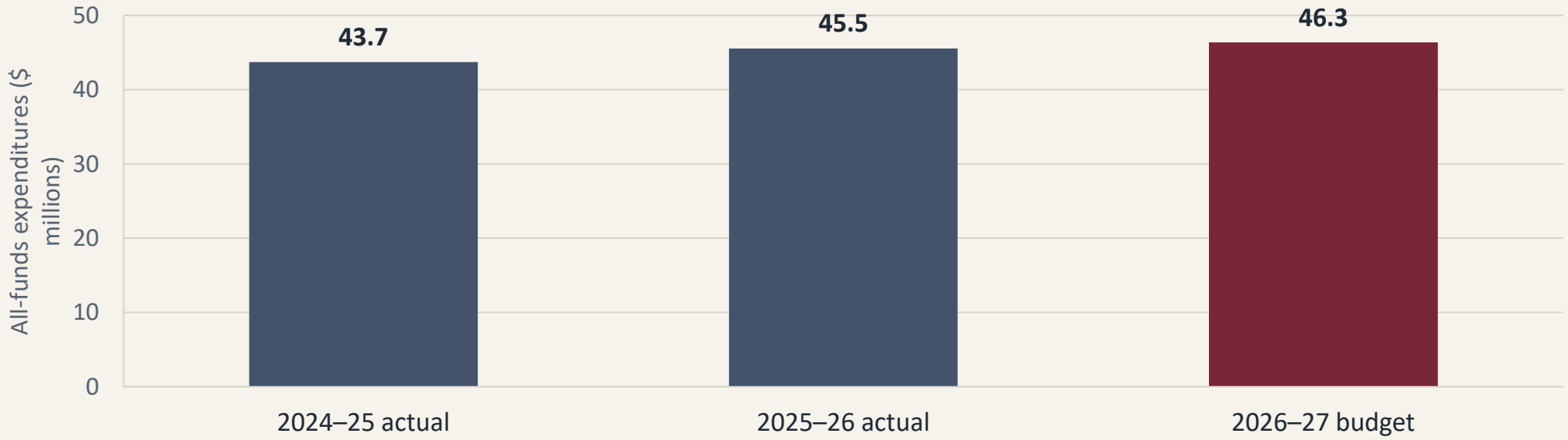
Lansing is lowest in this matched budget comparison. Its later 2025–26 actual appears on the next slide.

Sources: KSDE Financial Accountability Reports and district BAG files, 2025–26.

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Finance trend

KSDE all-funds expenditures. Actuals through 2025–26 and the 2026–27 budget.



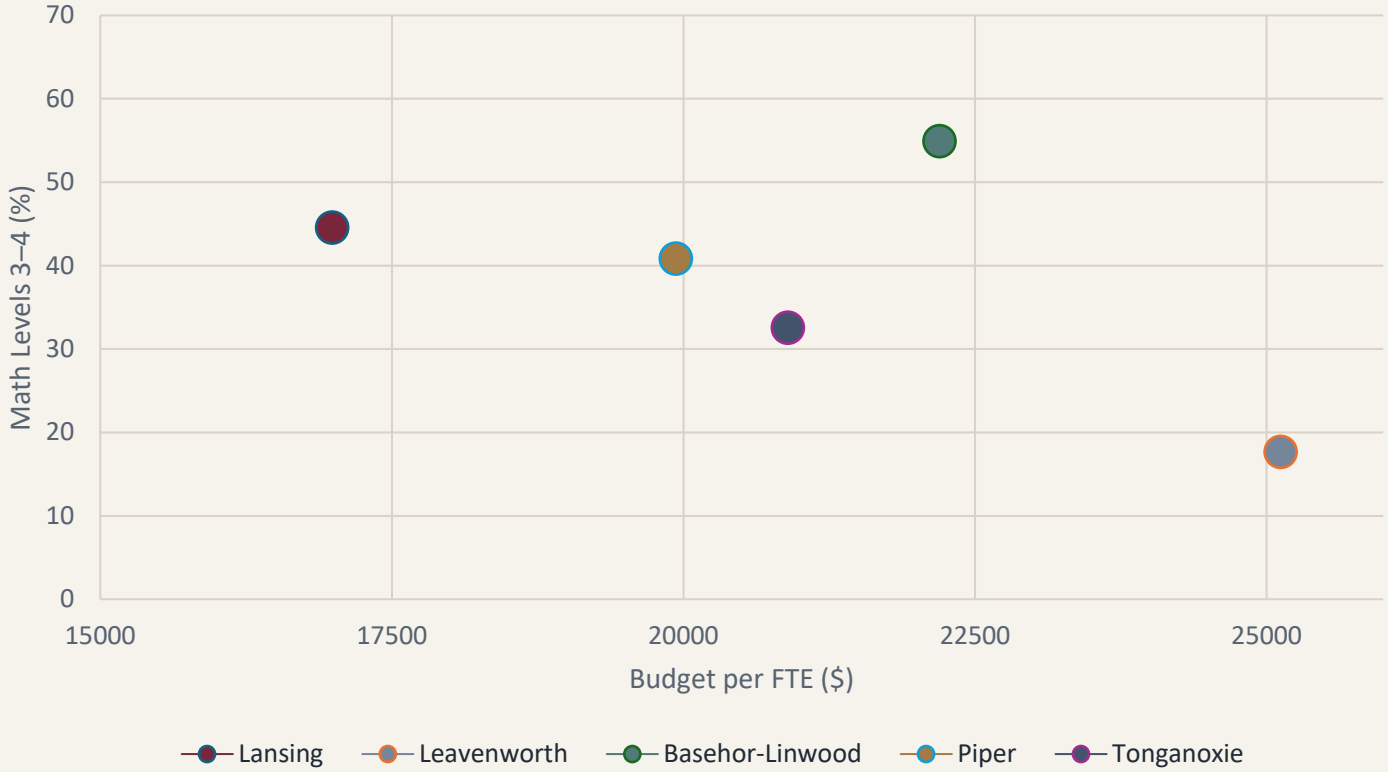
Measure	2024–25 actual	2025–26 actual	2026–27 budget
Amount per pupil	**$16,962**	**$17,421**	**$16,019**
Finance FTE	2,577.2	2,614.2	2,891.0

Source: KSDE USD 469 Budget at a Glance 2026–27, pp. 3–5.

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Spending and outcomes

A descriptive comparison of 2025–26 budget per FTE and 2025 KAP mathematics.



District	Budget per FTE	Math
Lansing	**$16,989**	**44.5%**
Leavenworth	$25,121	17.7%
Basehor-Linwood	$22,197	54.9%
Piper	$19,936	40.8%
Tonganoxie	$20,896	32.5%

Budgets and outcomes are from different reporting periods. District size, student needs, revenue and service costs vary. The plot does not show that spending caused outcomes.

Sources: KSDE 2025–26 district budget files and 2025 KAP Assessment Full File.

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Data definitions and sources

The labels determine what can be compared.

Definitions

Levels 3–4
Combined share at the two higher Kansas assessment levels.

Headcount and FTE
Headcount counts students. Finance FTE follows KSDE funding definitions.

Cohort proxy
Adjacent-grade aggregate results across years. It does not follow matched students.

Budget and actual
A budget is a plan or limit. Actuals are recorded expenditures. Cash may be restricted.

Spending and outcomes
The comparisons are descriptive, not causal.

Source register

Kansas State Department of Education
2024–25 Assessment Full File
2021–25 KESA graduation files
2025–26 headcount and licensed-personnel files
2025–26 Budget at a Glance files for Lansing, Leavenworth, Basehor-Linwood, Piper and Tonganoxie
USD 469 Budget at a Glance 2026–27
USD 469 Board Dashboard and district budget schedules

Source dashboard validation: 10 reconciliation checks reported in October 2026.