

SEPTEMBER 2006

Welcome to KAIRS Today 2006–07.

This is the monthly electronic newsletter of the Kansas Association of Religious and Independent Schools (KAIRS). KAIRS TODAY is sent as a service to KAIRS members across Kansas. Each issue will also be available on the KAIRS Web site at <http://www.kairs.org/>.

Our goal is to keep you informed about legislative, regulatory and national news, and educational issues. Please look for this between the 20th and 25th of each month.

Contact Corey Reese, editor, with questions or concerns – crkairs@yahoo.com.

THE SEPTEMBER ISSUE:

1. OCTOBER 13 MEMBERSHIP MEETING – NATIONAL CONSULTANT CAROL CIMINO – Establishing a Public Relations Plan
2. NOVEMBER MEMBERSHIP MEETING NOVEMBER 16
3. ANNUAL MEETING – EXCITING SPEAKERS SCHEDULED
4. KAIRS CENSUS FORMS TO BE AVAILABLE ON WEBSITE
5. KAIRS DISTINGUISHED TEACHERS 2007
6. PUBLIC POLICY UPDATE: FEDERAL FUNDS REVIEWED
7. IMPORTANT 2006–07 KAIRS DATES
8. KAIRS 2006–07 OFFICERS

OCTOBER 13 MEMBERSHIP MEETING – NATIONAL CONSULTANT CAROL CIMINO – Establishing a Public Relations Plan

Please plan to attend the KAIRS General Membership meeting on

Thursday, October 12. This is a departure from the usual September membership meeting, but we wanted to host a talented speaker who would address the pertinent issue of public relations and schools.

Following a brief business meeting, Sister Carol Cimino, SSJ, Ed.D, a national consultant for the William H. Sadlier Company, textbook publisher, will guide our membership in the process of establishing a workable and effective public relations plan.

Sister Carol is a Sister of Saint Joseph of Rochester, New York. She also co-directs the Catholic School Leadership Institute at Manhattan College. According to her website (srcarol.com), previously she was a development director for three high schools. She has been a teacher and an administrator at several levels of Catholic education. Sister Carol continues to teach and give workshops on the marketing of Catholic Schools.

From Sister Carol's website, srcarol.com:

"Sister Carol has written numerous articles for education journals. Her book, *Ensuring a Future Full of Hope*, has been used by parent groups and boards to assist in recruitment efforts.

"Sister Carol travels the country giving talks and workshops. Although she has given hundreds of these, however, she is proudest of the fact that she is still the only religious woman to have been a 3-day champion on "Jeopardy!"

We apologize for the conflict of dates for many of our members – especially our Lutheran friends. Nick Compagnone's technical staff will be recording the session, which he will make available for those who are interested.

Please make your lunch reservations to Bill Dieckhoff, KAIRS Secretary at Billdieckhoff@holycrosslutheran.net by Monday, October 9.

NOVEMBER MEMBERSHIP MEETING NOVEMBER 16

The November Membership meeting will feature Steve Brown, president and founder, Vogel & Brown, Chartered, estate planning attorney, who will do a workshop on Estate Planning. The meeting will be in Topeka, 10 am – 2 pm. More information will follow in the October KAIRS Today.

ANNUAL MEETING – EXCITING SPEAKERS SCHEDULED

Kansas Commissioner of Education to speak

The year, the theme of our Annual Meeting, February 12 – 13 will be KAIRS Schools: Schools of Transformation. The focus of the meeting will be to identify how our schools are part of the educational challenges of the 21st Century. Topics will include school mission, accountability and communication.

We are pleased to have Bob Corkins, Kansas Commissioner of Education, address the KAIRS membership on educational reform and transformational leadership. Philip P. Kerstetter, Ph.D., President and CEO, of Kansas Wesleyan University is also on the program. Dr. Kerstetter was appointed the seventeenth president of Kansas Wesleyan University in 2002. He will discuss the impact of faith-based institutions of learning.

KAIRS CENSUS FORMS TO BE AVAILABLE ON WEBSITE

Each year, KAIRS conducts a census of its membership and compiles it in a printed profile. The census forms will be available on the KAIRS website as both PDF file and word documents. You may either fax them (785-827-7765) or email the word document (nickcom@aol.com) to Nick Compagnone, KAIRS President. They will be available on the website in early October. Please return them by Friday, October 13.

KAIRS DISTINGUISHED TEACHERS 2007

The Distinguished Teachers Awards are one of the most important activities KAIRS engages in each year. Our teachers are the foundation of the excellence that all our schools strive to provide. Please begin to think about which one of your teachers deserves to be recognized for his or her outstanding contributions to your school and students. If you've attended the KAIRS annual meeting Hall of Fame banquet, where these teachers are honored, you know what a blessing these individuals are to all of us.

We are working to have the forms available on the KAIRS website (www.kairs.org) and should have them available in early October.

All nominees should be sent to Shelli Kadel (kadelshelli@juno.com). ACSI and Independent Schools nominations are due November 1. All others are due December 2.

We feature the Distinguished Teachers in our Annual Report and on the KAIRS Web page and need a photo of each teacher. When submitting a photo of your winner, please take an excellent, digital close-up from the neck up, with a neutral background. Either color or black-and-white are fine, and please send it as a jpeg file to Corey Reese at crkairs@yahoo.com.

Remember to look for the submission forms on the website, beginning in early October. You will be able to download the Distinguished Teacher form as a PDF or word document.

PUBLIC POLICY UPDATE: FEDERAL FUNDS OVERVIEW

This month, we're providing a condensed overview of the Federal Programs in which private schools may participate. The programs must be requested through the school's local school district.

Title I, Part A

The purpose of this fund is to provide supplemental educational services for students, so that they may acquire the knowledge and skills needed to meet the challenging academic achievement goals that all students are expected to meet. Title I funds are allocated on the basis of the socioeconomic need of students served by public and non-public schools.

Funds are allocated for services to eligible non-public students – i.e., those that live in a Title I public school residence area and are at a grade level within the range served by the LEA.

Title I may support instructional services at the private school, a public school site, or neutral site: educational radio or television; computer-assisted instruction; extended-day services; or sub-contracted educational services. Title I may support purchase of materials, software, or equipment; renting or leasing of property; and maintenance and operation costs; all so long as expenditures are essential to the supplemental education services provided.

Title I, Part C – Better known as Migrant Title Funds

The purpose of this fund is to support the educational needs of migratory children, chiefly by providing supplemental educational services and designing programs to help students overcome health problems, language/cultural barriers, and other factors inhibiting academic success.

A student is eligible for title services if all of the following criteria apply:

- The student is younger than 22 and has not graduated from high school nor has a GED.
- The student has moved from one school district to another.
- The student or his/her parent, spouse, or guardian is a migrant agricultural or fishing worker, and this work is the principle means of livelihood.
- The student has moved within the preceding 36 months to obtain qualifying agricultural or fishing work or to joining a parent, spouse, or guardian seeking work.

Appropriate activities supported by Migrant funds include:

- Supplemental instructional services.
- Support services) e.g., health & nutrition, social services, transportation, school advocacy, etc.)
- Comprehensive needs assessment.
- Professional development for school staff to improve skills in responding to this student population.
- Transfer of migrant students' records.
- Coordination with other districts, state and local agencies.

Title II, Part A

The purpose of this fund is to improve teacher quality in content area knowledge and/or pedagogy.

This fund replaces the old Eisenhower Professional Development program and differs from that program by (1) no longer requiring content knowledge to focus strictly on math and science; (2) requiring staff development activities to be thoroughly grounded in scientifically based research; and (3) no longer requiring 80% of funds to support staff development determined solely by teachers and provided at school sites.

Funds may support purchase of materials and software; travel; registrations; and contracted services, all as related to the professional development plan and support the goal of improving teacher quality. Staff development may occur at the non-public school site.

Funds may not pay for substitutes or stipends. Training content could include subject knowledge; effective integration of technology into curricula; how to teach students with different needs; methods of improving student behavior; leadership development; and use of assessments and data to drive instruction.

[Title II, Part D](#)

No less than 25% of Title II, Part D funds must be used to provide ongoing, sustained, intensive, high-quality staff development in the integration of educational technology in curricula and instruction.

Other staff development activities may target:

- Increasing access to technology.
- Adapting or expanding technology.

- Implementing proven effective courses or curricula that include integrated technology.
- Using technology to increase parent involvement.
- Preparing one or more teachers as technology leaders who will assist other teachers (for this purpose, Title II, Part D, may be used to support supplemental pay for those leaders).
- Enhancing existing technology and acquiring new technology.
- Using technology to collect and analyze student data.

Title III

The purpose of this fund is to support efforts to assist limited English proficient (LEP) students in learning English and meeting challenging state academic content and achievement standards.

Non-public schools are not required to design Title III programs identical to the LEA's.

Title III funds must be used to (1) provide high-quality professional development for classroom teachers, principals, and administrators that will improve instruction and assessment of LEP children or (2) increase the English proficiency of LEP children through high-quality language instruction.

Title IV

Funds may be used to support a broad range of programs that seek to foster safe and drug-free learning environments that support higher academic achievement.

Funds may support activities to reduce violence and/or the use of illegal drugs, tobacco, or alcohol; create a well-disciplined

environment conducive to learning; promote parent involvement in drug/violence prevention programs coordinate or network with other community agencies to provide related services.

Title V

The purpose of this fund is to support “innovative” programs. These programs must benefit students not schools. Every school (public and non-public) must ensure that funds (1) address documented students needs and (2) support activities that supplement rather than supplant other federal or school funds.

Permissible activities for non-public schools are:

- Promising education reform projects (including magnet schools).
- Activities that encourage and expand improvements throughout the area served by the LEA that are designed to advance student academic achievement.
- Programs designed to recruit, train and hire highly qualified teachers to reduce class size, especially in the early grades.
- Programs for the development or acquisition and use of instructional and educational materials, academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to student achievement and an overall education reform program.
- Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school.
- Programs to provide for the educational needs of gifted and talented children.
- Alternative educational programs for students who have been expelled or suspended from their regular educational setting,

including programs that assist students in reentering the regular educational setting upon, return from treatment or alternative educational programs.

–Programs to improve the literacy skills of adults, especially the parents of children served by the LEA, including adult education and family literacy programs.

–Programs to establish or enhance pre-kindergarten programs.

–Community service and service learning programs that use qualified school personnel to train students in strengthening communities.

–Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.

–Programs for cardiopulmonary resuscitation (CPR) training.

IMPORTANT 2006–07 KAIRS DATES

Oct 12: General Membership Meeting, Salina

Nov 16: General Membership Meeting, Topeka

Feb 12–13: Annual Meeting, Topeka

KAIRS 2006–07 OFFICERS

President: Nick Compagnone, Salina Catholic Diocese

Vice President: Pam Nummela, Bethany Lutheran School, Overland Park

Secretary: Bill Dieckhoff, Holy Cross Lutheran School, Wichita

Treasurer: David Swank, Trinity Academy, Wichita

Annual Meeting Secretary: Shelli Kadel, Wichita Friends School