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Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

TUESDAY, MAY 12, 2020 MEETING AGENDA - ONE DAY ONLY

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of April Minutes	pg 5
10:05 a.m. (IO)	6. Commissioner's Report	
10:30 a.m.	7. Citizens' Open Forum - Written comments only	pg 23
10:40 a.m. (IO)	8. Update on Continuous Learning Plan implementation and survey results	pg 25
11:20 a.m.	Break	
11:30 a.m. (AI)	9. Act on Continuous Learning applications	pg 27
11:40 a.m. (IO)	10. Report on current partnership initiatives	pg 29
12:15 p.m.	Lunch	
1:15 p.m. (AI)	11. Act on the Kansas Early Childhood Strategic Plan	pg 31
1:35 p.m. (IO)	12. Update from Special Education Advisory Council	pg 33
2:00 p.m. (AI)	13. Act on SEAC Transition Implementation Plan	pg 35

PLEASE NOTE:

- The meeting will be conducted through interactive communication because of mass gathering restrictions. The public may listen to and observe the meeting through livestreaming at: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>
- Written comments for Citizens Open Forum should be directed to the State Board secretary at plhill@ksde.org.
- Electronic access to the agenda and meeting materials is available at www.ksde.org/Board

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Next Meeting: June 9-10, 2020 in Topeka

Kansas leads the world in the success of each student.

2:15 p.m. (RI)	14. Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation	pg 53
2:40 p.m.	Break	
2:50 p.m. (AI)	15. Act on recommendations of the Professional Practices Commission	pg 81
3:00 p.m. (AI)	16. Report from Teacher Vacancy and Supply Committee and act on extension of High Incidence Special Education alternative pathway pilot	pg 99
3:45 p.m. (AI)	17. Consent Agenda	
	a. Receive monthly personnel report	pg 103
	b. Act on personnel appointments to unclassified positions	pg 105
	c. Act on recommendations for licensure waivers	pg 107
	d. Act on local in-service education plans	pg 109
	e. Act on recommendations of the Evaluation Review Committee for higher education program approvals	pg 111
	f. Act on recommendations of the Licensure Review Committee	pg 125
	g. Act on recommendations for funding the 2020-2021 AmeriCorps Kansas Grant Awards	pg 127
	h. Act on request to approve Preschool-Aged At-Risk programs for 2020-21	pg 129
	i. Act on recommendations for funding Kansas Preschool Pilot grants for 2020-21	pg 135
	j. Act on recommendations for funding Kansas Parents as Teachers grants for 2020-21	pg 141
	k. Act on request to extend Special Education and Title Services contracts for Technical Assistance System Network (TASN)	pg 147
3:50 p.m. (IO)	18. Legislative Matters	pg 149
4:10 p.m. (IO)	19. Chairman's Report and Requests for Future Agenda Items	pg 151
4:40 p.m. (AI)	20. Act on Board Travel	pg 153
4:50 p.m.	ADJOURN	



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES FOR MEASURING PROGRESS

- Social/emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance



MINUTES



Kansas State Board of Education

Tuesday, April 14, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, April 14, 2020. The meeting was conducted virtually using interactive communication. It was broadcast livestream for the public due to restrictions prohibiting mass gatherings during the COVID-19 pandemic. Ms. Busch's opening remarks were in appreciation for the hard work and adjustments of the department and many, many others within the school community during the past month.

(00:16:41)

ROLL CALL

The following Board members participated:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Busch read both the Board's Mission Statement and Kansans Can Vision Statement. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AMENDED AGENDA

Chairman Busch announced an additional agenda item to discuss and act on potential State Board support for a multi-organization letter to Kansas Congressional delegates naming funding priorities for another federal emergency supplemental package. Mrs. Dombrosky also asked that separate votes be taken on Consent Items 13 m. (Brooks Publishing contract) and 13 n. (Meta-Metrics Inc. contract). Mr. Porter moved to approve the agenda as amended. Dr. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

MOTION
(00:25:39)

APPROVAL OF THE MARCH MEETING MINUTES

Mrs. Dombrosky moved to approve the minutes of the March 10-11 regular Board meeting. Mrs. Mah seconded. Motion carried 10-0. Mr. Jones moved to approve the minutes of the March 12 special Board meeting. Mrs. Clifford seconded. Motion carried 10-0.

MOTIONS
(00:26:38)
(00:27:08)

UPDATE AND REPORT ON CONTINUOUS LEARNING ENVIRONMENTS FOR SCHOOLS

Commissioner Randy Watson summarized the sequence of events since the last regular State Board meeting as a result of the COVID-19 outbreak in Kansas. This included consideration of the Coronavirus spread, travelers to unknown locations returning to school and college campuses after spring break, daily conversations with education advocates and health officials, and concern for public safety. On the weekend of March 14-15, Dr. Watson summoned the present Kansas Teacher of the Year and two former Kansas Teachers of the Year to lead the way for creating Continuous Learning Guidance for the state's students and educators to utilize until the end of the 2019-20 school year in case school buildings were closed. Superintendents were kept

(00:28:17)

informed and a team was assembled to create an implementation guide. In addition, steps in the waiver process were initiated to serve school meals during the time of closure. On Tuesday, March 17, Governor Laura Kelly announced Executive Order 20-07 to temporarily close all K-12 school buildings or facilities for student instruction until May 29 with specific exceptions. Kansas was the first state to do so for the remainder of the school year. Dr. Watson reiterated the specifics of the Order and the authority granted to waive the 1,116 attendance hours required. Instruction would continue by utilizing small groups (the same 10 people or less in a confirmed space), online learning and paper packets.

Dr. Brad Neuenswander reported on establishment of a Continuous Learning Task Force of about 40 educators who helped create the guidance document. He also talked about creation of a webpage to house the guidance, implementation guide and waiver application for school systems. The three chairs of the Task Force informed Board members during the meeting about their work and credited support of all those involved. In addition, a Family Resource Guide was prepared. School districts spent one week personalizing their Continuous Learning Plans based on the Task Force's guidance and rolled out the plan to their school community. The formal Continuous Learning Plans and waiver applications are brought to the State Board for approval this month. Board members had the opportunity to ask questions or comment.

BREAK

There was a 10-minute break at 11:19 a.m.

Following the break, Dr. Watson and Mischel Miller, Director of Teacher Licensure and Accreditation, revealed the process for submitting and reviewing Continuous Learning Plans and the waiver application packet. Systems indicated how many attendance hours were to be waived from the 1,116 required and submitted assurances to pay currently employed staff. In all, about 350 packets were received from public and private systems. These provided information on delivery of instruction, resources and implementation. A team of approximately 25 KSDE staff members reviewed the submissions before they were presented to the Board. Members asked questions, including ones about student engagement, receipt of feedback and graduation credit for seniors. They asked for a report at the May Board meeting on these topics, plus statistics on meal service.

CITIZENS' OPEN FORUM

No written public comments were submitted for the meeting.

LUNCH

At 12:03 p.m., Chairman Busch recessed the meeting for lunch until 12:45.

ACTION ON RECOMMENDATIONS FROM E-CIGARETTE/VAPING TASK FORCE

P.M. SESSION
(03:06:10)

At 12:45 p.m., Chairman Busch reconvened the meeting and welcomed Dr. Mark Thompson, who represented the E-Cigarette/Vaping Task Force in presenting best practice recommendations for schools to implement regarding student discipline for those who are caught using or possessing Electronic Nicotine Delivery System devices or components. The recommendations provide schools with flexibility to implement the approach to discipline that works best for their particular setting. Dr. Thompson commented on adjustments to the draft presented in March. These addressed removal of suspensions as best practice, terminology consistent with policy language on tobacco products, and optional consequences for first offense. Dr. Horst moved to approve the recommended Best Practices for Student Discipline for E-Cigarette/Vaping Policy Violations developed by the E-Cigarette/Vaping Task Force. (Motion read by Dr. Thompson). Mr. Jones seconded. Discussion included penalties for distribution, emphasis on education and changes in behavior, and similarity of respiratory system distress between vaping and COVID-19 symptoms. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(03:10:18)

MOTION REPEATED
(03:17:38)

ACTION ON APPOINTMENTS TO KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION

By Statute, the Kansas State High School Activities Association has representation from the State Board of Education on both its Executive Board and its Board of Directors. Current representatives are Jim McNiece, whose term continues through June 30, 2021, and Deena Horst, whose term ends June 30, 2020. Dr. Horst also serves on the KSHSAA Executive Board and is eligible for an additional two-year term. Chairman Busch moved to confirm the reappointment of Deena Horst to serve on the KSHSAA Board of Directors and Executive Board, beginning with the term July 1, 2020. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(03:20:06)

RECEIVE KANSAS EARLY CHILDHOOD STRATEGIC PLAN

KSDE Early Childhood Director Amanda Petersen described the work of her team and the Children’s Cabinet and Trust Fund in developing a strategic plan to benefit Kansas children and families. The wholistic approach focuses on building blocks, strong families, healthy development and early learning. Seven goals are outlined in the five-year plan, and Mrs. Petersen reviewed each of the goals. She also talked about support for child care providers, public-private sector partnerships, implementation of the plan through collaboration and what’s ahead. Board members will vote to accept the “All in for Kansas Kids Strategic Plan” at the May meeting.

(03:21:11)

ANNOUNCEMENT OF KANSAS CAREER AND TECHNICAL EDUCATION SCHOLARS FOR 2020

The Career and Technical Education Scholar recognition program is an opportunity to give state-level honors to outstanding CTE students finishing their senior year of high school. Students apply for the certificate and demonstrate achievement of specific criteria. CTE Scholar Coordinator Gayla Randel announced that there are 57 Kansas CTE Scholars for 2020, noting they recorded more than 8,900 volunteer hours. She reviewed the application criteria, which includes workplace experience and community service, then answered questions about generating more interest in the program. Board members received a list of the students’ names, school of attendance, field of study and career interest.

(03:56:24)

ACTION ON CONSENT AGENDA

Mr. McNiece moved to approve the Consent Agenda, excluding Items 13 m. and 13 n. for separate votes. Mr. Porter seconded. Motion carried 9-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:

MOTION
(04:10:11)

- received the monthly Personnel Report for March.
- confirmed the unclassified personnel appointment of Stephanie Hill as Education Program Consultant on the Teacher Licensure and Accreditation team, effective March 2, 2020, at an annual salary of \$56,118.40.
- accepted the following recommendations for licensure waivers valid for one school year: *Reading Specialist* — Jessica Withington, USD 105. *High Incidence Special Education* — Micaela Espinoza, USD 500. *High Incidence Special Education — extension on number of days under an emergency substitute license* — William Germaine, D0608. *Low Incidence Special Education — extension on number of days under an emergency substitute license* - Amanda Klein, D0618.
- approved issuance of a Visiting Scholar license valid for 2019-20 and continuing through the 2020-21 school years to Daniel Treber and Olathe USD 233 for instruction of Spanish.
- approved, with modifications, the in-service education plans for USD 293 Quinter, USD 297 St. Francis and South Central Kansas Special Education cooperative 605.
- issued Calendar Year 2020 license to InSpireKC Foundation Driving School.

- approved the Tri-County Special Services Cooperative Agreement.
- approved the proposed creation of the Maize Special Education Cooperative effective June 30, 2021.
- approved the proposed creation of the Goddard Special Education Cooperative effective June 30, 2021.
- approved the proposed creation of the Ark Valley Special Education Cooperative effective June 30, 2021.
- approved dissolution of the Sedgwick County Area Educational Services Interlocal Cooperative effective June 30, 2021.

authorized the Commissioner of Education to negotiate and

- extend the contract with BTU Consultants to assist KSDE with the tasks required to enhance and maximize participation of Kansas school districts in the E-Rate program with the period of the extension from June 30, 2023 to June 30, 2025;
- Initiate a contract bid process for the purpose of investigating special education complaints with said contract effective July 1, 2020 through June 30, 2030, in an amount not to exceed \$700,000 out of IDEA VI-B Funds and with the vendor to be determined.

SEPARATE ACTION ON CONSENT ITEMS

Following the amended agenda recommendation, separate votes were conducted on consent items 13 m. and 13 n. Mr. McNiece moved to authorize the Commissioner of Education to negotiate and enter into a contract with Paul H. Brookes Publishing Co., Inc. for the purpose of making the Ages and Stages Questionnaires available statewide in an amount not to exceed \$624,999.25 for the period July 1, 2020 through June 30, 2025. Dr. Horst seconded. Motion carried 8-2, with Mr. Roberts and Mrs. Dombrosky in opposition.

MOTION
(01:19:36)

Dr. Horst moved to authorize the Commissioner of Education to enter into a multi-year contract with MetaMetrics, Inc. for Lexile and Quantile measures with the total contract from July 1, 2020 through June 30, 2026 not to exceed \$1,440,000 or \$240,000 per year. Mr. Porter seconded. Motion carried 8-2 with Mr. Roberts and Mrs. Dombrosky in opposition.

MOTION
(01:19:36)

BREAK

Board members took a break from 2:03 to 2:10 p.m.

ACTION ON CONTINUOUS LEARNING APPLICATIONS FROM SCHOOL DISTRICTS

During the time school facilities are temporarily closed, the legislature gave permission for school districts to apply for an exemption from the 1,116 school hour requirement in KSA 72-3115. To be approved, districts had to submit continuous learning plans for meeting the immediate need of supporting learning outside of normal practices and agree to continue paying hourly staff according to their current pay schedule. A review team at KSDE evaluated the plans and waivers before they were submitted for State Board approval.

MOTION
(04:36:31)

Mrs. Waugh moved to approve the continuous learning plans and waivers for exemption from the 1,116 hours for school districts alphabetically from Abilene through Cunningham. Mr. McNiece seconded. Motion carried 9-1 with Mr. Roberts in opposition.

(Abilene USD 435, Altoona-Midway USD 387, Andover USD 385, Argonia USD 359, Arkansas City USD 470, Ashland USD 220, Atchison USD 409, Atchison County Community USD 377, Attica USD 511, Auburn Washburn USD 437, Augusta USD 402, Baldwin City USD 348, Barber Co. USD 254,

Barnes USD 223, Basehor-Linwood USD 458, Baxter Springs USD 508, Belle Plaine USD 357, Beloit USD 273, Blue Valley Schools USD 229, Blue Valley (Randolph) USD 384, Bluestem (Leon) USD 205, Bonner Springs USD 204, Brewster USD 314, Bucklin USD 459, Buhler USD 313, Burlingame USD 454, Burlington USD 244, Burrton USD 369, Caldwell USD 360, Caney Valley USD 436, Canton-Galva USD 419, Cedar Vale USD 285, Central USD 462, Central Heights USD 288, Central Plains USD 112, Centre USD 397, Chanute USD 413, Chaparral USD 361, Chapman USD 473, Chase County USD 284, Chase-Raymond USD 401, Chautauqua County Community USD 286, Cheney USD 268, Cherokee USD 247, Cherryvale USD 447, Chetopa-St. Paul USD 505, Cheylin USD 103, Cimarron-Ensign USD 102, Circle USD 375, Clay Center USD 379, Clearwater USD 264, Clifton-Clyde USD 224, Coffeyville USD 445, Colby USD 315, Columbus USD 493, Comanche County USD 300, Concordia USD 333, Conway Springs USD 356, Copeland USD 476, Crest USD 479, Cunningham USD 332)

Mrs. Waugh moved to approve the continuous learning plans and waivers for exemption from the 1,116 hours for school districts alphabetically from De Soto through Hutchinson. Mr. Porter seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(04:37:37)

(De Soto USD 232, Deerfield USD 216, Derby USD 260, Dexter USD 471, Dighton USD 482, Dodge City USD 443, Doniphan West USD 111, Douglass USD 396, Durham-Hillsboro-Lehigh USD 410, Easton USD 449, El Dorado USD 490, Elk Valley USD 283, Elkhart USD 218, Ell-Saline USD 307, Ellinwood USD 355, Ellis USD 388, Ellsworth USD 327, Emporia USD 253, Erie-Galesburg USD 101, Eudora USD 491, Eureka USD 389, Fairfield USD 310, Flinthills USD 492, Fort Scott USD 234, Fowler USD 225, Fredonia USD 484, Frontenac USD 249, Ft. Larned USD 495, Ft. Leavenworth USD 207, Ft. Scott USD 234, Galena USD 499, Garden City USD 457, Gardner-Edgerton USD 231, Garnett USD 365, Geary County Schools USD 275, Girard USD 248, Goddard USD 265, Goessel USD 411, Golden Plains USD 316, Goodland USD 352, Graham County USD 281, Great Bend USD 428, Greeley County USD 200, Grinnell USD 291, Halstead USD 440, Hamilton USD 390, Haven USD 312, Haviland USD 474, Hays USD 489, Haysville USD 261, Healy USD 468, Herington USD 487, Hesston USD 460, Hiawatha USD 415, Hill City USD 281, Hodgeman County USD 227, Hoisington USD 431, Holcomb USD 363, Holton USD 336, Hoxie Community USD 412, Hugoton USD 210, Humboldt USD 258, Hutchinson USD 308)

Mrs. Waugh moved to approve the continuous learning plans and waivers for exemption from the 1,116 hours for school districts alphabetically from Independence through Mulvane. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(04:39:15)

(Independence USD 446, Ingalls USD 477, Inman USD 448, Iola USD 257, Jayhawk USD 346, Jefferson County North USD 339, Jefferson West USD 340, Kansas City USD 500, Kaw Valley USD 321, Kingman-Norwich USD 331, Kinsley-Offerle USD 347, Kiowa County USD 422, Kismet-Plains USD 483, Labette County USD 506, LaCrosse USD 395, Lakin USD 215, Lansing USD 469, Lawrence USD 497, Leavenworth USD 453, Lebo-Waverly USD 243, Leoti USD 467, LeRoy-Gridley USD 245, Lewis USD 502, Liberal USD 480, Lincoln USD 298, Little River USD 444, Logan USD 326, Louisburg USD 416, Lyndon USD 421, Lyons USD 405, Macksville USD 351, Madison-Virgil USD 386, Maize USD 266, Manhattan-Ogden USD 383, Marais Des Cygnes Valley USD 456, Marion-Florence USD 408, Marmaton Valley USD 256, Marysville USD 364, McLouth USD 342, McPherson USD 418, Meade USD 226, Minneola USD 219, Mission Valley USD 330, Montezuma USD 371, Morris County USD 417, Moscow USD 209, Moundridge USD 423, Mulvane USD 263)

Mrs. Waugh moved to approve the continuous learning plans and waivers for exemption from the 1,116 hours for school districts alphabetically from Nemaha Central through Russell. Mr. Jones seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(04:40:10)

(Nemaha Central USD 115, Neodesha USD 461, Ness City USD 303, Newton USD 373, Nickerson USD 309, North Jackson USD 335, North Lyon County USD 251, North Ottawa County USD 239, Northeast USD 246, Northern Valley USD 212, Norton Community USD 211, Oakley USD 274, Oberlin USD 294, Olathe USD 233, Onaga-Havensville-Wheaton USD 322, Osage City USD 420, Osawatometie USD 367, Osborne County USD 392, Oskaloosa USD 341, Oswego USD 504, Otis-Bison USD 403, Ottawa USD 290, Oxford USD 358, Palco USD 269, Paola USD 368, Paradise USD 399, Parsons USD 503, Pawnee Heights USD 496, Peabody-Burns USD 398, Perry USD 343, Phillipsburg USD 325, Pike Valley USD 426, Piper-KC USD 203, Pittsburg USD 250, Plainville USD 270, Pleasanton USD 344, Prairie Hills USD 113, Prairie View USD 362, Pratt USD 382, Pretty Prairie USD 311, Quinter USD 293, Rawlins County USD 105, Remington-Whitewater USD 206, Renwick USD 267, Republic County USD 109, Riley County USD 378, Riverside USD 114, Riverton USD 404, Rock Creek USD 323, Rock Hills USD 107, Rolla USD 217, Rose Hill USD 394, Royal Valley USD 337, Rural Vista USD 481, Russell County USD 407)

MOTION
(04:41:02)

Mrs. Waugh moved to approve the continuous learning plans and waivers for exemption from the 1,116 hours for school districts alphabetically from Salina through Woodson. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition.

(Salina USD 305, Santa Fe Trail USD 434, Satanta USD 507, Scott County USD 466, Seaman USD 345, Sedgwick USD 439, Shawnee Heights USD 450, Shawnee Mission USD 512, Silver Lake USD 372, Skyline USD 438, Smith Center USD 237, Smoky Valley USD 400, Solomon USD 393, South Barber USD 255, South Brown County USD 430, South Haven USD 509, Southeast of Saline USD 306, Southern Cloud USD 334, Southern Lyon County USD 252, Spearville USD 381, Spring Hill USD 230, St. Francis Community USD 297, St. John-Hudson USD 350, Stafford USD 349, Stanton County USD 452, Sterling USD 376, Stockton USD 271, Sublette USD 374, Sylvan Grove USD 299, Syracuse USD 494, Thunder Ridge USD 110, Tonganoxie USD 464, Topeka USD 501, Triplains USD 275, Troy USD 429, Turner-KC USD 202, Twin Valley USD 240, Udall USD 463, Ulysses USD 214, Uniontown USD 235, Valley Center USD 262, Valley Falls USD 338, Valley Heights USD 498, Vermillion USD 380, Victoria USD 432, Wabaunsee USD 329, Waconda USD 272, WaKeeney (Trego) USD 208, Wallace County USD 241, Wamego USD 320, Washington County USD 108, Wellington USD 353, Wellsville USD 289, Weskan USD 242, West Elk USD 282, West Franklin USD 287, Western Plains USD 106, Wheatland (Grainfield) USD 292, Wichita USD 259, Winfield USD 465, Woodson USD 366)

MOTION
(04:41:53)

Mrs. Waugh moved to approve the continuous learning plans and waivers for exemption from the 1,116 hours for all private school systems in Kansas. Mrs. Clifford seconded. Motion carried 10-0.

(Accelerated Schools of Overland Park, Annoor Islamic, Ascension, Bethany Lutheran of Kansas City, Bishop Miega, Bishop Ward, Branches Academy, Brookridge Day School, Christ the King Kansas City, Christ the King Topeka, Corpus Christi, Cure of Ars Elementary, Dodge City Diocese, Faith Lutheran, Good Shepherd Lutheran, Hayden, Heartspring, Holy Cross Catholic, Holy Cross Lutheran, Holy Family Topeka, Holy Name of Jesus, Holy Rosary WEA, Holy Spirit Catholic, Holy Trinity Lenexa, Holy Trinity Paola, Hope Lutheran, Independence Bible School, John Paul II, Lake-mary, Life Preparatory Academy, Linn Lutheran, Mater Dei, Maur Hill Mount Academy, Most Pure Heart Mary, Nativity Parish, Our Lady of Unity, Prince of Peace, Resurrection Catholic, Sacred Heart Emporia, Sacred Heart Kansas City, Sacred Heart Ottawa, Salina Diocese, St Agnes, St Ann, St Benedict, St Gregory, St James Academy, St John Catholic, St John Lutheran Alma, St Joseph Shawnee, St Matthew, St Michael the Archangel, St Patrick, St Paul, St Paul Lutheran, St Rose Philippine Duchesne, St Thomas Aquinas, Sts Peter Paul, Topeka Lutheran, Trinity Lutheran Atchison, Trinity Lutheran Winfield, Wellington Christian, Wichita Diocese, Xavier, Zion Lutheran)

Mrs. Waugh moved to approve the continuous learning plans and waivers for exemption from the 1,116 hours for the four state schools in Kansas – Parsons State Hospital, Lawrence Gardner, Kansas State School for the Blind, Kansas School for the Deaf. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(04:42:41)

Additional information was provided on development of ParentCamp pilots beginning in Sedgwick County, and engaging high school seniors through a project to help their peers through graduation and transition to postsecondary. The Kansas Board of Regents and KSDE are leading this project. Both initiatives support Continuous Learning Plans.

ACTION ON LETTER OF SUPPORT

Mr. Porter informed members of a meeting the prior day with other education organizations during which a letter was drafted to the Kansas Congressional Delegates naming funding priorities for a fourth federal emergency supplemental package related to the COVID-19 pandemic. The State Board of Education was invited to participate as a signatory on the letter. Mr. Porter moved to temporarily suspend Board rules and allow for a vote on this matter, which was not designated as an action item. Mr. McNiece seconded. Motion carried 8-0-2 with Mr. Roberts and Mrs. Dombrosky abstaining. Dr. Horst then moved to add the State Board of Education to the names on the letter in support of ideas mentioned as funding priorities. Mr. Porter seconded. Motion carried 8-1-1 with Mr. Roberts opposing and Mrs. Dombrosky abstaining.

MOTIONS
(04:49:06)

(04:59:53)

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mr. Jones moved to approve the travel requests and updates. Mr. Porter seconded. Motion carried 10-0.

MOTION
(05:03:47)

Requests for Future Agenda Items —

- Follow-up on Continuous Learning Plan implementation, including how many students are turning in work, frequency of engagement and graduation requirements. (Mrs. Mah)
- Continuous Learning Plan update from districts - reflection of their plan and lessons learned. (Ms. Busch)
- Report on meals served, and any increase, during closure of school buildings and day care facilities. (Dr. Horst)
- Discussion on preparations for return to school in the fall. (Ms. Busch)
- Discussion on his proposals regarding the Kansas Public School System. (Mr. Roberts)

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis provided information on select House and Senate bills followed in the 2020 legislative session. At this time, he noted, it was uncertain whether the legislature would return for the end of the session. Mr. Dennis then provided general information about the CARES (Coronavirus Aid, Relief and Economic Security) Act and the amount of funding earmarked for schools. Districts would have until Sept. 30, 2021 to spend the money within 12 broad categories.

(05:10:33)

ADJOURNMENT

Chairman Busch adjourned the meeting at 3:17 p.m.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Tuesday, March 10, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, March 10, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed everyone in attendance and listening online. Guests from the Kansas Educational Leadership Institute introduced themselves.

(00:00:16)

ROLL CALL

The following Board members were present:

Kathy Busch	Jim McNiece
Jean Clifford	Jim Porter
Michelle Dombrosky	Steve Roberts
Deena Horst	Janet Waugh
Ben Jones	

Member Ann Mah participated by phone.

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Busch read both the Board's Mission Statement and Kansans Can Vision Statement. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AMENDED AGENDA

Chairman Busch announced the addition of an information item regarding the Coronavirus. This would occur in the agenda following Item #10. Mr. Roberts asked to add a discussion item to review his talking points. This would occur within Item #19. Mrs. Waugh moved to approve the agenda as amended with both additions. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:04:51)

APPROVAL OF THE FEBRUARY MEETING MINUTES

Dr. Horst moved to approve the minutes of the February Board meeting. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:05:49)

COMMISSIONER'S REPORT

Dr. Watson recapped key events in the origin of the Kansans Can vision to lead the world in the success of each student. He reminded members of the forums with Kansans and reiterated the results of what they said schools need to do to help students be successful. Dr. Watson commented on the timeline that followed to sort data, validate research, develop Kansans Can competencies and re-engineer education. Four main principles drive school redesign: student success skills; family, business and community partnerships; personalized learning; and real-world application. He answered questions following his report.

(00:06:11)

CITIZENS' OPEN FORUM

Chairman Busch declared the Citizens' Forum open at 10:32 a.m. Speakers and their topics were: Hartej Sethi, representing Sikh community — Sikhism in K-12 education; Dave Trabert, Kansas

(00:33:09)

Kansas leads the world in the success of each student.

Policy Institute — state assessment scores; Phyllis Farrar, representing Kansas World Language Teachers — terminology within Computer Science recommendations. Chairman Busch declared the Citizens' Forum closed at 10:48 a.m.

ACTION ON HISTORY, GOVERNMENT AND SOCIAL STUDIES STANDARDS

MOTION
(01:06:49)

Education Program Consultant Don Gifford presented the History, Government and Social Studies standards that have been through a cyclical review. He explained the changes to Board members last month. Mr. Gifford then introduced a video recording from Ashley Umphrey, a sixth-grade teacher at Olathe, who shared her experiences as a practitioner using the standards to drive instruction. Ms. Umphrey was the 2019 Kansas Social Studies Teacher of the Year. During discussion, there were comments concerning "rights" vs "privileges." Mr. McNiece moved to approve the proposed History, Government and Social Studies Standards. Mr. Jones seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Roberts in opposition.

(01:07:46)

RECEIVE RECOMMENDATIONS FROM E-CIGARETTE/VAPING TASK FORCE

Dr. Mark Thompson represented the E-Cigarette/Vaping Task Force in bringing forth best practice recommendations for schools to implement regarding student discipline for those who are caught using or possessing Electronic Nicotine Delivery System devices or components. The Discipline and Cessation subgroup of the Task Force prepared a menu of best practices to allow schools the flexibility to implement the approach to discipline that works best for their particular setting. Dr. Thompson commented on factors taken into consideration — education, tiered approach and resources for cessation opportunities. Jordan Roberts from the Kansas Department of Health and Environment assisted in answering questions. Board members commented on the content, including concerns about out of school suspension, mentioning other teacher/staff supports, and minor word revisions.

BREAK

Board members took a break until 11:47 a.m.

(01:39:01)

RECOGNITION OF 2019 MILKEN EDUCATOR AWARD WINNER

Carly Bowden, a seventh-grade mathematics teacher at Andover Central Middle School, Andover USD 385, is the 2019 Milken Educator Award recipient. The State Board recognized Ms. Bowden for this honor. She commented on some of the innovative programs and strategies she uses to foster student achievement in her classroom, such as STEM activities, making community connections (i.e. utilizing a budget in the grocery store) and global references paired with geography. The Milken Family Foundation, in cooperation with the Kansas State Department of Education, sponsors the Milken Educator Award program in Kansas.

(01:52:33)

INFORMATION ON COVID-19 GUIDANCE TO SCHOOL DISTRICTS

KSDE School Safety Specialist Susan McMahan informed Board members about preparation measures currently in place and guidance being provided to schools regarding COVID-19 (Coronavirus). This included public health officials and local schools working together to determine any potential school closures, a notice from KSHSAA about state competitions, and a list for schools of EPA-approved cleaning products. She then answered questions.

LUNCH

Chairman Busch recessed the meeting for lunch at 12:23 p.m.

P.M. SESSION
(02:14:32)

RECOGNITION OF NATIONAL PTA SCHOOL OF EXCELLENCE RECIPIENTS FROM KANSAS

At 1:30 p.m., Chairman Busch reconvened the meeting. Mrs. Waugh welcomed representatives from Kansas PTA (Parent Teacher Association) to introduce the newest National PTA School of Excellence recipients. This program supports and celebrates partnerships between PTAs and

schools to enrich the educational experience and overall well-being for all students. Honorees for the two-year distinction are: Belinder Elementary PTA, East Antioch Elementary PTA, Indian Hills Middle School PTA, Shawnee Mission East PTSA, Tomahawk Elementary PTA, all from Shawnee Mission USD 512; Frank Rushton Elementary PTA in Kansas City Kansas USD 500; New York Elementary PTA in Lawrence USD 497. Members of the Kansas State PTA, honored schools and their local PTAs were in attendance. Several of the groups talked about their specific projects.

RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR BUILDING LEADERSHIP AND DISTRICT LEADERSHIP

Institutions of Higher Education utilize specific standards to develop their preparation programs and to establish professional learning requirements for licensure renewal. Dr. Cheryl Redding from the University of Saint Mary outlined the review committee’s recommended revisions to the content program standards for Building Leadership PreK-12 and District Leadership PreK-12. She assisted with drafting both documents. After highlighting proposed changes, she accepted comments and questions from Board members. Topics included: special education needs, lack of direction for management functions and financial responsibilities, lack of information for serving preK students, the need to be more explicit and to address the school redesign model. The committee will consider suggestions before bringing the standards back for action.

(00:00:33)
Recording
timer reset

UPDATE ON NEW REGIONAL COMPREHENSIVE CENTER: PARTNERING WITH McREL TO ACHIEVE STATE BOARD OUTCOMES

KSDE is part of the Comprehensive Center Network Region 12 along with Colorado and Missouri served by McRel. Dr. Doug Moeckel, who is the state’s comprehensive center liaison, described the efforts to support KSDE’s PreK-12 school redesign initiative in the four key redesign principles and to aid with scaling up redesign. The partnership focuses on intensive services to the state.

(00:29:50)

There was a break until 3:05 p.m.

BREAK

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Chair of the Professional Practices Commission Linda Sieck announced the Council’s recommendations for this month. Board members had the opportunity to ask questions about the first set of five cases. Mrs. Dombrosky moved to adopt the findings of fact and conclusions of law of the PPC and follow all recommendations in the issuance of the licenses in cases 20-PPC-01, 20-PPC-04, 20-PPC-05, 20-PPC-06 and 20-PPC-02. Mr. Roberts seconded. Motion carried 10-0.

MOTION
(00:55:29)

Next, Ms. Sieck presented a single case for consideration. Mr. McNiece moved to adopt the findings of fact and conclusions of law to suspend the Licensee in case 20-PPC-07 until the end of the day May 22, 2020. Dr. Horst seconded. Motion carried 9-0-1 with Mr. Jones abstaining.

MOTION
(00:58:12)

ACTION ON PETITION FOR REVIEW OF PPC INITIAL ORDER

KSDE General Counsel Scott Gordon explained that the applicant in case 19-PPC-50 participated in an evidentiary hearing before the Professional Practices Commission. Subsequent to that hearing, new evidence was made available to KSDE. Mr. Porter moved to remand case 19-PPC-50 back to the PPC to receive further evidence and to make any few findings as may be appropriate. Mrs. Clifford seconded. Motion carried 10-0.

MOTION
(01:00:22)

ACTION TO ACCEPT SPECIAL EDUCATION TRANSITION WORK GROUP REPORT AND INITIAL IMPLEMENTATION PLAN

Bert Moore, KSDE Director of Special Education, spoke on behalf of the Special Education Advisory Council, to explain a strategic chart that was prepared as part of the implementation of immediate, six-month and long-term actions to address recommendations from the Special Education

Transition Work Group. He also distributed a letter acknowledging SEAC's support for the Transition Implementation document to help ensure all students with disabilities have transition plans and appropriate services developed by IEP teams no later than age 14 that will lead to postsecondary success. Quarterly reports to the Board on progress will be scheduled. A Transition Summit is being planned for July 27 in Wichita. Mr. Porter commented on the work of the subcommittees.

MOTION
(01:09:36)

Mr. Porter moved to accept the Special Education Advisory Council and Transition Work Group report, to include the five subcommittee reports, and implementation plan for addressing the secondary transition of students following the recommendations of the Transition Task Force. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(01:19:36)

ACTION ON CONSENT AGENDA

Dr. Horst moved to approve the Consent Agenda as presented. Mrs. Waugh seconded. Motion carried 9-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:

- received the monthly Personnel Report for February.
- confirmed the unclassified personnel appointment of Luke McClurg as Public Service Administrator on the Teacher Licensure and Accreditation team, effective Feb. 9, 2020, at an annual salary of \$48,006.40.
- accepted the following recommendations for licensure waivers valid for one school year:
Early Childhood Special Education — Paxton Rienbolt, USD 457; Mary Cook, USD 475; Megan Gaston, D0710. *Elementary, extension of days only* — Beth Renfrow, USD 395; Kari Carpenter, USD 475. *General Business Topics—extension on number of days under an emergency substitute license* — Jason Russell, USD 283. *Gifted* — Victoria Lewis, USD 253; Melissa Jacobs, USD 438; Eric Galbreath, USD 497; Robin Miller, USD 500; Megan Kerr, USD 512. *High Incidence Special Education* — Megan Frakes, USD 204; Aimee Lackey, USD 353; Kathryn Totten, USD 364; Rebecca Ryan, USD 418; Caitlyn Scott, USD 453; Erica Wheat, USD 497; Clarence Forshey III, Joshua Gray, USD 500; Meredith Royston, USD 501; Amanda Crabtree, D0603; Amanda Pfeifer, D0608; DeLayna Schooler, D0620; Eric Tate, D0700; Jennifer Weaver, D0710. *High Incidence Special Education - extension on number of days under an emergency substitute license* - Carrie Belveal, Maureen Cole, D0608; Summer Galdamez, D0613; Coral Jacobson, USD 469. *Library Media Specialist* — Brittany Horning, USD 259; Casey Penner, USD 402. *Life Science - extension on number of days under an emergency substitute license* — Ethan Harder, USD 218. *Low Incidence Special Education* — Abigail Myril Semple, Jennifer Talkington-Sy, Teresa Martinez, USD 259; Briana Talley, D0618; Nicole Warzeka, D0718. *Spanish—extension on number of days under an emergency substitute license* — Charlotte Cardenas-Hanekom, D0108.
- approved, with modifications, the in-service education plans for USD 310 Fairfield and USD 483 Kismet-Plains.
- accepted recommendations of the Evaluation Review Committee for program approval: **Fort Hays State University** - Gifted PreK-12, new program through Dec. 31, 2021; **Mid-America Nazarene University** - Building Leadership PreK-12, new program through Dec. 31, 2021; **Newman University** - Chemistry 6-12, Physics 6-12, both new programs through Dec. 31, 2021, and English 6-12, continuing program through June 30, 2026; **Ottawa University** - Building Leadership PReK-12, new program through Dec. 31, 2021, and Physical Education PreK-12, continuing program through June 30, 2026.

- accepted recommendations of the Licensure Review Committee: *Approved cases* — 3301, 3303, 3304, 3305, 3308, 3310, 3311, 3313.
- issued Calendar Year 2020 license to Kansas International Drivers Ed commercial Kansas driver training school.
- authorized the following districts to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation: USD 263 Mulvane, USD 329 Wabaunsee, USD 428 Great Bend, USD 448 Inman.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 263 Mulvane, USD 329 Wabaunsee, USD 428 Great Bend, USD 448 Inman.

authorized the Commissioner of Education to negotiate and

- initiate the contract bid process for the design and construction of a new Body Venture exhibit, with the contract amount not to exceed \$300,000.
- enter into a contract with the Southeast Kansas Education Service Center for payment of presenters for the 2020 KSDE/KAESA Summer Workshops.

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mr. Jones moved to approve the travel requests and updates. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(01:23:21)

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Letter of Support -- Chairman Busch asked for Board approval to support a grant application to the US Department of Education that would aid in the evaluation and scale of Kansans Can Redesign. The draft letter of support was presented. Mr. Jones moved to issue a letter of support to KSDE for its grant application under the Education Innovation and Research Program Early Phase. Mrs. Waugh seconded. Motion carried 10-0.

MOTION
(01:25:47)

Committee Reports — Dr. Horst commented on the status of several bills impacting education. Mr. McNiece reported on work of the communications committee and plans for a Sept. 22-24 Board tour to northwest Kansas. Mr. Porter announced he will chair the Sustainability Committee for NASBE. Mr. Jones reported on the Kansas Foundation for Agriculture in the Classroom. Mrs. Mah talked about a recent Redesign Advisory Committee meeting. Ms. Busch reported on the Teacher Vacancy and Supply Committee meeting and the School Mental Health Advisory Council's creation of subcommittees to address recommendations of the Blue Ribbon Task Force on Bullying. Mrs. Dombrosky will participate in a webinar featuring Kansas' efforts to reduce student vaping.

Board Attorney's Report — Mark Ferguson commented on negotiation team training and the start of professional negotiations at the Kansas State School for the Deaf.

Requests for Future Agenda Items —

- Quarterly updates on progress of SEAC implementation plan for Transition Task Force recommendations. This would include presentation of the plan for adoption. (Ms. Busch and Mr. Porter)
- Opportunity to brainstorm and discuss ideas for the Board's communications committee strategic plan on or before July (Mr. McNiece)

- Update from School Mental Health Advisory Council and its work with Blue Ribbon Task Force on Bullying recommendations (Ms. Busch)
- Discussion on serving students in foster care and proposed legislation on educational outcomes for foster care students. (Mr. McNiece and Dr. Horst)
- Progress update on micro-credentialing (Mr. Porter)
- Shawnee Mission music teacher's report on academic achievements of music students (Mr. Jones)
- General request for a refresher on accessing KESA reports online before next systems are presented for accreditation consideration

Chairman's Report — Ms. Busch announced that Board members have been given the packet of information for the current Challenge Awards to be shared with honorees in their Board districts. Denise Kahler, Communications Director, reviewed the criteria used in determining the Challenge Award winners and asked Board members to notify the schools on their list by April 15. She also reminded members of several upcoming events.

Request for Discussion — Mr. Roberts reviewed his document "Fix American Education, starting in Kansas" from March 2017 and then offered to answer questions.

BREAK

Members took a 10-minute break at 4:35 p.m.

(02:17:20)

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis provided information on selected House and Senate bills followed in the 2020 legislative session. He reviewed legislation still alive, the status of pending legislation and budget appeals. Board members asked questions throughout the report.

RECESS

RECESS

Chairman Busch recessed the meeting at 5:20 p.m. until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, March 11, 2020

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on March 11, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. Guests from the KELI program were in attendance.

(00:00:32)

ROLL CALL

The following Board members were present:

Kathy Busch	Jim McNiece
Jean Clifford	Jim Porter
Michelle Dombrosky	Steve Roberts
Deena Horst	Janet Waugh
Ben Jones	

Member Ann Mah participated by phone for portions of the meeting.

APPROVAL OF AGENDA

Mr. Jones moved to approve the Wednesday agenda as presented. Mrs. Clifford seconded. Motion carried 9-0, with Mrs. Mah absent.

MOTION
(00:02:02)

REPORT FROM KANSAS SCHOOL FOR THE DEAF LEGISLATIVE PAGES

Students from the Kansas School for the Deaf, Olathe, served as Legislative Pages on Wednesday at the Kansas statehouse. Before beginning their day of service, the students were introduced at the State Board meeting and briefly shared about what they hoped to learn during their experience at the legislature. Ms. Busch explained about State Board representation and the Board's legislative liaisons' work. Dr. Watson described his role as Commissioner of Education.

(00:02:24)

PREVIEW OF KANSANS CAN SUMMER WORKSHOPS: IGNITE 2020!

Dr. David Fernkopf, KSDE Assistant Director, described the new format of the upcoming summer workshops. KSDE is partnering with three education service centers for workshops in Garden City, Goddard and Manhattan. The focus will be on the knowledge and depth of standards with multiple break-out sessions offered.

(00:25:25)

KANSANS CAN HIGHLIGHT: A STUDENT'S PERSPECTIVE

The Kansans Can vision is to lead the world in the success of each student. The State Board has identified five key elements necessary to be a successful high school graduate: academic preparation, cognitive preparation, technical skills, employability skills and civic engagement. Oakley High School senior Avery Evins had the opportunity to share her experiences with Board members, including serving on the Principal's Council at Oakley High, and establishing a Buddy System to partner middle school students with high school mentors. She described her experiences advocating at multiple levels and the rewards of perseverance. Board members asked questions and shared encouragement in her future endeavors.

(00:33:09)

Kansas leads the world in the success of each student.

BREAK

Board members took a 15-minute break at 9:57 a.m. Mrs. Mah joined the meeting by phone.

ACTION ON RECOMMENDATIONS OF THE STATE BOARD POLICY COMMITTEE

The Policy Committee of the State Board reviews the Policies and Guidelines every two years. Committee Chair Deena Horst presented the recommended revisions to the Board members in February. She welcomed questions and/or discussion. Dr. Horst then moved to adopt the recommendations of the Board Policy Committee as presented for updating the Policies and Guidelines. Mr. Jones seconded. Motion carried 10-0.

MOTION
(00:56:04)

UPDATE ON KANSAS EDUCATION SYSTEMS ACCREDITATION PROCESS AND WORK OF THE ACCREDITATION REVIEW COUNCIL

Assistant Director Jeannette Nobo introduced Stephanie Hill who will be working as an accreditation consultant with private and special purpose schools. Mrs. Nobo then provided an update on training that has occurred and evaluation of the implementation process. Training for the chairs of the Outside Visitation Team has focused on report writing. She also mentioned several of the current projects involving KESA, such as a crosswalk with school redesign principles. A chart showed the anticipated schedule for bringing systems to the State Board for accreditation consideration. Lastly, the revised Executive Summary Report format was shared. Time was reserved for Q & A. Among the topics were notification to the local Boards of Education, Board member access to the systems' reports online, process to appeal recommendation and accreditation rubric.

(00:58:07)

ADJOURNMENT

Chairman Busch adjourned the meeting at 11:33 a.m.

ADJOURN

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education - Special Meeting

Thursday, March 12, 2020

CALL TO ORDER

Chairman Kathy Busch called the special meeting of the Kansas State Board of Education to order at 11 a.m. Thursday, March 12, 2020. The meeting was conducted by conference call.

ROLL CALL

Board members participating in the call were:

Kathy Busch	Jim McNiece
Jean Clifford	Jim Porter
Michelle Dombrosky	Steve Roberts
Ben Jones	Janet Waugh
Ann Mah	

Member Deena Horst was absent.

EXECUTIVE SESSION

Mrs. Waugh moved to recess into Executive Session to discuss the subject of potential litigation/pending litigation/legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. This session will begin at 11:04 a.m. for 20 minutes; no action will be taken during this session; and the open meeting will resume by conference call at 11:24 a.m. Mark Ferguson, Scott Gordon, Randy Watson and Dale Dennis are invited to join this Executive Session. Mr. Porter seconded. Motion carried 9-0.

MOTION

The open meeting resumed at 11:24 a.m.

DISCUSSION AND POSSIBLE ACTION

Mr. McNiece moved that the Kansas State Board of Education waive the requirements of Kansas Law relating to the duration of the school term as authorized by K.S.A. 72-3117 and regulations relating to the following specific accreditation requirements for all public schools in Kansas for the remainder of the 2019-2020 academic year: (1) length of school days, hours and term; (2) suspension and cancellation of school operations and activities; (3) method and manner of delivery of educational content; (4) school attendance and duration; and (5) graduation requirements. The State Board provides the Commissioner of Education the authority to make further Executive Orders related to the temporary or permanent waiver of these specific accreditation requirements without further action by the Board. This official action of the State Board and the authority granted to the Commissioner is in direct response to the national and regional health concerns related to COVID-19 and shall expire upon the next regularly scheduled meeting of the State Board on April 14, at which time it will be reviewed further. Mr. Jones seconded.

MOTION

Discussion followed the motion. Commissioner Watson explained that the Coronavirus pandemic was a fast-moving situation and that the agency would issue guidance to school districts later in the day. He reviewed options for districts and answered questions. The special meeting was to execute plans before the next State Board meeting in several weeks. Motion carried 9-0 on a roll call vote; Dr. Horst was absent.

ADJOURN

Chairman Busch adjourned the meeting at 11:37 a.m.

Kathy Busch, Chairman

Peggy Hill, Secretary



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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Citizens' Open Forum

The State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Written comments may be emailed to plhill@ksde.org by May 8.

Only written comments will be accepted for the May State Board meeting.

Agenda Number: 8

Meeting Date: 5/12/2020



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Item Title: Update on Continuous Learning Plan implementation and survey results

From: Mischel Miller

Upon approval of the Continuous Learning Plans by the State Board of Education in April, the information being provided is the result of a survey that was sent to all public and private accredited school districts in Kansas. The information gathered was intended to answer these questions as well as provide additional information:

- What changes have you made since the implementation of the original plan?
- How are you managing the engagement of students?
- What is the feedback from families telling the district?
- How many meals are you serving each week?

Overall results of the completed surveys will be gathered and shared with Board members.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating: Deputy Commissioner: Commissioner:
Brad Neuenswander Brad Neuenswander Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on Continuous Learning applications

Recommended Motion:

It is moved that the Kansas State Board of Education approve revisions to any district continuous learning applications submitted for reconsideration.

Explanation of Situation Requiring Action:

At the April State Board meeting, the Board approved continuous learning plans for public, private and state systems. In the event that any district needed to make significant revisions to its continuous learning plan, the plan is to be brought before the State Board for approval.



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Item Title: Report on current partnership initiatives

From: Brad Neuenswander

Senior Leader Project

A group of 64 seniors from all across Kansas have been selected to share their own stories and give guidance to their peers on how to transition from high school to postsecondary plans during the COVID-19 pandemic. The 64 students were selected from a larger group nominated by their local districts.

ParentCamp

There will be a report on the initial ParentCamp Pilot and subsequent ParentCamp trainings that have taken place in Kansas over the past few weeks. Presenters - including Laura Gilchrist, Vice President of ParentCamp - will talk about these experiences for parents engaging with Continuous Learning for their students.

Kansas PBS Alliance - Learning Across Kansas

The objective of this new partnership is to promote the work of the KSDE Continuous Learning Taskforce and provide educational content to students and families all across the state by partnering with Public Broadcasting Service (PBS) stations. During this report, the [Learning Across Kansas](#) project will be highlighted. At its core are 30-minute programs featuring teachers from all across the state airing weekly until the end of May. Board members will hear from participants involved with the project.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on the Kansas Early Childhood Strategic Plan

Recommended Motion:

It is moved that the Kansas State Board of Education accept the All in for Kansas Kids Strategic Plan.

Explanation of Situation Requiring Action:

The Kansas State Board of Education received the **All in for Kansas Kids Strategic Plan** at its April 2020 meeting. In 2019, more than 6,000 Kansans representing each of our 105 counties contributed to developing this plan. It contains seven goal areas, each with a statement on the desired outcome, specific strategies and tactics, and indicators of progress. The seven goal areas are:

State-Level Coordination: The early childhood care and education system is structured and aligned for maximum impact.

Community-Level Coordination: Communities are empowered and equipped to create the best environments to raise a child.

Family Knowledge and Choice: Families have what they need to make informed decisions and can get services where they live and work.

Private Sector Collaboration: Kansas is a champion of public-private collaboration and creates opportunities to invest in the future of Kansas kids and families.

Capacity and Access: Kansas families have their basic needs met and have equitable access to quality early childhood care and education services.

Workforce: Kansas leads the way in developing, supporting, and valuing early childhood professionals

Quality and Environments: Kansas early childhood care and education programs and environments are high-quality, safe, and nurturing.

The plan is available at <https://kschildrenscabinet.org/strategic-plan/>. The Kansas Children’s Cabinet and Trust Fund will provide oversight for early childhood systems building, including implementation of this strategic plan.

(continued)

Funds for this project are provided through the United States Department of Health and Human Services (HHS), Administration for Children and Families (ACF). The initial Preschool Development Grant Birth through Five was awarded to the Kansas State Department of Education (KSDE) in December 2018. The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, and the Kansas Department of Health and Environment are leading this work with KSDE. The University of Kansas Center for Public Partnerships and Research provides backbone support. This information or content and conclusions should not be construed as the official position or policy of, nor should any endorsements be inferred by HHS, ACF, or the U.S. Government.

Agenda Number: 12

Meeting Date: 5/12/2020



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Item Title: Update from Special Education Advisory Council

From: Bert Moore

At the May meeting, the State Board of Education will receive an update on the implementation of the Transition Task Force recommendations and other current work of the Special Education Advisory Council (SEAC). The purpose of the Kansas SEAC is to provide policy guidance to the State Board with respect to special education and related services for children with disabilities in the state. Each January, the SEAC provides an annual report to the State Board. This presentation will aid in keeping Board members abreast of activity more frequently. Staff with KSDE's Special Education and Titles Services team will lead the presentation.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Bert Moore

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on Special Education Advisory Council Transition (SEAC) Implementation Plan

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the SEAC plan for implementation of the Transition Task Force Recommendations.

Explanation of Situation Requiring Action:

The Special Education Advisory Council (SEAC), with support from KSDE's Special Education and Title Services (SETS) team, has prepared a plan to implement the recommendations of the Transition Task Force. This plan incorporates existing supports, proposed immediate action and long-term strategies. This continues to be a living document and will continue to evolve and be refined based on the needs of students and the input of stakeholders.

Transition Taskforce Implementation Plan

This is a living document to aid the Special Education Advisory Council and the Kansas State Department of Education in identifying immediate actions and long-term strategies to improve secondary transition for students with disabilities in Kansas. The plan will continue to evolve and be refined based on the needs of students and the input of stakeholders.

Training, Professional Development and the IEP/Transition System

Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
<p>1.Ensure the entire special education system is focusing on increasing understanding, engagement and planning of post-secondary transition at all ages, including early childhood, for students with disabilities by supporting transition preparation and planning through training, technical assistance, professional development and evaluation of implementation (see Report 1, Recommendation 1).</p>	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated. • Tools and resources spread across multiple systems. • LifeCourse Framework resources. 	<ul style="list-style-type: none"> • Review and upload existing resources to KSDE website. • Provide a transition workshop for educators (scheduled for July 27th). • Use existing KSDE “roadshows” to spread the message in general education practices. Blend the messages with Individual Plans of Study (IPS), Perkins work, Council of Superintendents meetings, Curriculum leaders, USA Conference, etc. • Marketing and dissemination of the Transition Recommendations through KASB, USA. • Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> • Create family/student friendly one-stop website for transition resources. • Work with partners/stakeholders to plan annual transition conference. • Address complete education system. • Make modules and success stories available. • Develop and implement evaluation tool to determine “success”. • Ensure resources are available for the rural areas of the state. 	<ul style="list-style-type: none"> • Postsecondary completion/attendance • Individual Plan of Study (IPS) • Student Success Skills • High School Graduation

Training, Professional Development and the IEP/Transition System

Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
<p>2. Establish and promote a model for effective IEP meeting practices and procedures that ensures IEPs are student led and emphasize transition across the lifespan (see Report 1, Recommendation 3).</p>	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated. • Current resources include TASN website at www.ksdetasn.org. • LifeCourse Framework resources. 	<ul style="list-style-type: none"> • Review and upload existing resources to website. • Research model programs in the state and other states using these practices. 	<ul style="list-style-type: none"> • Identify and implement effective professional development strategies (e.g., modules) on IEP best practices for LEA staff. • Identify and disseminate best practice examples for teachers on student led conferences. • Disseminate resources that help students understand their role in the IEP process. • Reinforce regular education teacher and administrator involvement in the Individual Education Plan (IEP) and IPS meetings. Special attention to include all students, including non-verbal students, etc. • Help teachers by developing tools to balance realistic life goals and stretch goals for students. 	<ul style="list-style-type: none"> • Individual Plan of Study • Student Success Skills • High School Graduation • Postsecondary Success

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
			<ul style="list-style-type: none"> • District leaders and building teachers refresh learning on transition • Student credits research - How do we give credits for project-based learning and differentiating instruction, creating outcomes for individual students. Process for receiving credit. (badges information from Wendy) • Connect with the Self Advocate Coalition of Kansas and the Kansas Youth Empowerment Academy. • Alignment within KESA 	
3. Establish and promote a model for consistent child-find practices to ensure all students with disabilities that require an IEP are correctly identified. (see Report 1, Recommendation 4).	<ul style="list-style-type: none"> • Process exists in IDEA, 34 C.F.R 300.111(a)(c) • KAR 91-40-7(a) • Kansas Special Education Process Handbook 	<ul style="list-style-type: none"> • Special Designed Instruction (SDI) - hot topic at Summer Admin. Conference. (recent document released) on KSDE website. 	<ul style="list-style-type: none"> • Training and resources developed to help districts understand when a 504 plan is most appropriate and when IEP is most appropriate. 	Individual Plan of Study

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
4. KSDE will work with disability stakeholders who will develop training and technical assistance to ensure transition planning includes all alternatives to guardianship (durable powers of attorney, supported decision making, etc.) are presented to ensure choices are fully informed and carefully made. Guardianship is the last resort and is utilized only after other less restrictive alternatives have been fully considered. KSDE will gather data regarding guardianship decisions (See Report 1, Recommendation 8).	<ul style="list-style-type: none"> Families Together provides training; IDEA CFR 300.520 Special Education Process Handbook, Chapter 4; Rights at Age of Majority notice. 	<ul style="list-style-type: none"> Notify KASEA members at the regular regional meetings of resources that may be available on this topic and encourage them to connect with Families Together or others to learn more. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> KSDE will work with Families Together and the Kansas Commission on Developmental Disabilities (KCDD) to disseminate resources on alternatives to guardianship. 	<ul style="list-style-type: none"> Postsecondary Success High School Graduation
5. Work with stakeholders to provide materials, training and technical assistance to ensure schools better understand, inform, and provide resources to parents and students about services in the community that	<ul style="list-style-type: none"> Kansas Commission on Disability Concerns (KCDC) has a resource map available online that is updated annually. 	<ul style="list-style-type: none"> KSDE will promote information on the KSDE and TASN websites to LEA staff. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> KSDE will identify internal and external critical partners to help develop, promote and disseminate information. 	<ul style="list-style-type: none"> Individual Plans of Study Postsecondary Success

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
support individuals for effective transition during and beyond school, and throughout their lifespan (see Report 1, Recommendation 9).				
6. Establish and promote a model to educate families and professionals on how to prepare for transition beginning in early childhood and provide effective information as to how such preparation would lead to better outcomes for transition, which will ensure expectations are limitless (see Report 4, Recommendation 1).	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated • LifeCourse Framework resources 	<ul style="list-style-type: none"> • Coordination with the KSDE Early Childhood Team to integrate information and resources into existing materials and future trainings. 	<ul style="list-style-type: none"> • Incorporate information on best practices into KSDE administered early childhood programs and trainings. • Develop parent/family resource and guidance documents for transition from part C to B. • Help EC providers understand the difference between EC and part B services. 	<ul style="list-style-type: none"> • Postsecondary success • High School Graduation

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
7. Work with other states, Kansas state and local agencies and programs (Vocational Rehabilitation, Department of Commerce, Workforce Centers, Medicaid, HCBS Waivers, Independent Living Centers, etc.) to support the “braiding” of funds between the different systems, including providing training and technical assistance to schools, thus creating a more effective coordination of resources (See Report 4, Recommendation 2).		<ul style="list-style-type: none"> • Solicit feedback from the field to identify existing opportunities and challenges that could be addressed through braiding of funds. • Identify and engage stakeholders to provide input. • National Technical Assistance Center on Transition (NTACT) 	<ul style="list-style-type: none"> • Mapping of each program requirements on how funding is to be spent. 	<ul style="list-style-type: none"> • Postsecondary Success
8. KSDE, working with disability stakeholders, will establish and promote a model to provide training to schools and teachers on how to ensure students are trained in best practices in self-advocacy and self-determination beginning at early childhood (see Report 4, Recommendation 3).	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated. 	<ul style="list-style-type: none"> • Review and upload existing resources to website. • Coordination with KSDE Early Childhood team to integrate information and resources into existing materials and future trainings. 	<ul style="list-style-type: none"> • Incorporate information on best practices into KSDE administered early childhood programs and trainings. 	<ul style="list-style-type: none"> • Student Success Skills • Social-Emotional Learning • Postsecondary success • Kindergarten Readiness

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
9. KSDE will work with the Kansas State Board of Regents, disability stakeholders, Kansas private colleges, and others to develop training and technical assistance to schools regarding resources available to support transitioning students into post-secondary education and training opportunities (see Report 5, Recommendation 2 and 3).	<ul style="list-style-type: none"> • OSEP letter on Postsecondary “Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities” (9/17/2019) • Promote examples of postsecondary options, e.g. KU • Think College resources. • Summary of Performance. • Kansas Career Navigator. 	<ul style="list-style-type: none"> • KSDE will help facilitate meaningful communication between Kansas Board of Regents (KBOR) staff and special education directors, by encouraging KBOR to work with Kansas Association Special Education Administrators (KASEA) to attend at least one KASEA meeting in each region each year. • Invite KBOR to participate in Transition Summit. 	<ul style="list-style-type: none"> • Develop a plan on how to inform students and families of the differences between rights and documentation for accommodations. • IDEA/504/ADA • Summary of Performance guidance templates to access additional education opportunities. This should be a tool for students. Common vocabulary. 	<ul style="list-style-type: none"> • Individual Plan of Study • Postsecondary Success • High School Graduation
10. KSDE will establish and provide guidance on quality practices to ensure schools provide individualized supports and services for students age 18 through 21 (See Report 4, Recommendation 4).	<ul style="list-style-type: none"> • Special Education process handbook • KIDS Data Dictionary 	<ul style="list-style-type: none"> • Share resources on Project Search, other examples of quality services through monthly special education director’s webinar. 	<ul style="list-style-type: none"> • Develop tools to clarify and increase understanding of 18-21-year-old student needs. • Inventory of resources for 18-21-year-old services. • Make sure we have support for credits of students who move 	<ul style="list-style-type: none"> • Student Success Skills • Postsecondary Success

Training, Professional Development and the IEP/Transition System				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
		<ul style="list-style-type: none"> Provide clarification on graduation reporting (code 22) to districts (superintendents, KIDS clerks) via listserv. KIDS training. 	from one program to another. (homeschooled, juvenile justice, foster care students)	

Systems Change and Coordination				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1. KSDE will provide a model to ensure students with disabilities with IEPs of appropriate age, and their legal decision makers, receive a referral to Vocational Rehabilitation and Workforce Development Centers (see Report 1, Recommendation 7).		<ul style="list-style-type: none"> KSDE will help facilitate meaningful communication between Vocational Rehabilitation (VR) and Pre-Employment Transition Services (Pre-ETS) staff and special education directors, by encouraging VR & Pre-ETS to work with KASEA to attend at least one KASEA meeting in each region each year. 	<ul style="list-style-type: none"> Survey agencies to determine interactions and use of these services. Provide resource information to districts. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills
2. KSDE will provide a model for schools to ensure transition plans have meaningful steps, activities and mechanisms to ensure students with disabilities transition to competitive, integrated employment as the first and preferred option (see Report 3, Recommendation 1).		<ul style="list-style-type: none"> Increase awareness of requirements regarding the Employment First Initiative Act through monthly special education webinar and KASEA regional meetings. Review and upload existing resources to website Develop Career Technical Education 	<ul style="list-style-type: none"> Incorporate explicit information on Employment First into both existing and future resources Student led conferences Stakeholder engagement with Employment First, Kansas Developmental Disability Network, Self-Advocate Coalition of KS, Big Tent Coalition, community groups 	<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills High School Graduation

Systems Change and Coordination				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
		(CTE) pathways handout	<ul style="list-style-type: none"> Least Restrictive Environment (LRE) in workplace that will be successful for the individual. 	
3. KSDE will work with the Kansas Vocational Rehabilitation program on methods to better ensure more active and effective engagement with schools regarding post-secondary transition (See Report 3, Recommendation 2.)	<ul style="list-style-type: none"> KSDE/Kansas Rehabilitation Services (KRS) MOU Special Education Process Handbook Chapter 4 K.S.A. 75-53-101 notification to Department of Children and Family (DCF) 	<ul style="list-style-type: none"> Regular meetings between KSDE and DCF staff to facilitate coordination and support. 		<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills High School Graduation
4. KSDE will work with the Executive Branch agencies to be intricately involved in the coordination of planning and implementation efforts on disability employment issues. KSDE needs to have key decision makers involved and engaged with Executive Branch	<ul style="list-style-type: none"> KSDE has representation on the following councils: KCDD, Employment First, Kansas Rehabilitation Services (KRS) State Council, Working Healthy, KCDC, and Children's Cabinet. 	<ul style="list-style-type: none"> KSDE will participate in future opportunities for collaboration as they arise. 		

Systems Change and Coordination				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
agencies in an effective method to coordinate disability employment and post-secondary transition issues. This coordination is important to ensure improved disability employment outcomes, including post-secondary transition (See Report 3, Recommendation 3).				

Capacity Building				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1. Ensure schools are providing effective numbers and sufficiently trained transition coordinators/specialists (see Report 1, Recommendation 2).		<ul style="list-style-type: none"> Solicit feedback on both exemplars and challenges from the field to inform future action. Include teachers and instructional coaches on the sufficiently trained staff list. (more than just the coordinator/specialist's work) 	<ul style="list-style-type: none"> Work with the field to identify exemplars and critical qualities of staff that provide transition coordination services. Disseminate those best practices and strategies in future training and resources. Design process to meet needs through the IEP process and transition planning. Get data on the existing situation of coordinators/specialists currently being used in KS. Develop Regional transition support system. Plan for sustainability needs. Stakeholders -Federally created DD network which is DRC, KCDD, and KU, in Kansas. 	<ul style="list-style-type: none"> Individual Plan of Study Postsecondary Success
2. Working with disability stakeholders, develop a plan to increase independent advocates in order to empower	<ul style="list-style-type: none"> Families Together 		<ul style="list-style-type: none"> Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> Individual Plan of Study Postsecondary Success

Capacity Building				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
parents and students to effectively navigate the special education system and advocate during planning and implementation of the individualized educational program and process, including transition (see Report 1, Recommendation 5)			<ul style="list-style-type: none"> • Training with students and parents to be their own advocates. 	
3. Working with disability stakeholders, develop a plan to ensure better access to benefits planners and planning materials to bust the myths surrounding employment and disability benefits. This access to benefits information and planners must start early to combat the systemic and prolific myths about work and benefits in the disability community (See Report 1, Recommendation 10).	<ul style="list-style-type: none"> • Working Healthy resources • Families Together • United Cerebral Palsy (UCP) Research in Wichita, Ks 	<ul style="list-style-type: none"> • In collaboration with Families Together and Working Healthy review existing resources on employment options and how to maintain benefits. • Develop a plan on how students and families can access the information. (Example having resource information available at IEP meetings.) 	<ul style="list-style-type: none"> • Identify and engage stakeholders to provide input. • KSDE website and publicize opportunities for students to maintain current benefits and work. 	<ul style="list-style-type: none"> • Individual Plan of Study

NOTE FOR DATA RECOMMENDATIONS: KSDE will reach out to universities to recruit summer interns to assist with gathering, processing, and analyzing transition data, in collaboration with other relevant state agencies.

Data Collection and Tracking				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1.Create a heat map of the state to identify where students are transitioning into sheltered workshops.				<ul style="list-style-type: none"> • Postsecondary Success Skills
2.Identify districts providing real working experiences in the community for youth.				<ul style="list-style-type: none"> • Individual Plan of Study • Postsecondary Success Skills
3.Identify which districts have a transition council.				<ul style="list-style-type: none"> • Postsecondary Success Skills
4.Determine which districts are collecting their own post-school data.	<ul style="list-style-type: none"> • Indicator 14 of the State Performance Plan Annual Report. 	<ul style="list-style-type: none"> • Identify who is doing additional tracking? 		<ul style="list-style-type: none"> • Postsecondary Success Skills
5.Perform additional data collections and analysis as may be necessary to implement other recommendations of the Transition Workgroup, including survey and other data to gauge school performance on the IEP and transition issues contained in the Employment Systems Change Coalition report.		<ul style="list-style-type: none"> • Identify and engage stakeholders to provide input. Big Tent Coalition 		<ul style="list-style-type: none"> • Postsecondary Success Skills

Agenda Number: 14

Meeting Date: 5/12/2020



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(785) 296-3201
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Item Title: Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation

From: Jeannette Nobo, Mischel Miller

This school year, 2019-2020, thirty (30) systems are scheduled for accreditation. However, due to the COVID-19 situation not all of these systems have been able to complete their final Kansas Education Systems Accreditation (KESA) visit. Consequently this year, KESA staff will be bringing to the State Board for their review and vote, Accreditation Review Council (ARC) recommendations on three separate occasions. Each time, the State Board will have an opportunity to review the ARC's system accreditation recommendation and report prior to taking a vote on the accreditation status.

The ARC met April 29. At this month's meeting, KSDE accreditation staff will share the ARC's review process, system findings and accreditation status recommendations for the following:

- USD 259 – Wichita
- USD 393 – Solomon
- USD 491 – Eudora
- S0610 – School for the Deaf

This information will be received this month and then presented for action at the June 2020 meeting.

Systems scheduled for accreditation 2019-2020 (Year three, first Cycle)

Count	USD/Building	District/School	County	Board District	Tentative Review by Board
1	259	Wichita	Sedgwick	7,8,10	May 2020
2	393	Solomon	Dickinson	6,7	May 2020
3	491	Eudora	Douglas	1,3	May 2020
4	S0610 - 0000	School for the Deaf			May 2020
1	202	Turner	Wyandotte	1,2	July 2020
2	298	Lincoln	Lincoln	6	July 2020
3	303	Ness City	Ness	5	July 2020
4	368	Paola	Miami	3,9	July 2020
5	389	Eureka	Greenwood	9	July 2020
6	490	El Dorado	Butler	9	July 2020
7	X0758 - 1881	Heartspring	Sedgwick	10	July 2020
8	Z0026 - 9021	Hope Lutheran	Johnson	2, 3	July 2020
1	229	Blue Valley	Johnson	2,3	November 2020
2	267	Renwick	Sedgwick	7,10	November 2020
3	313	Buhler	Reno	7	November 2020
4	445	Coffeyville	Montgomery	9	November 2020
5	450	Shawnee Heights	Shawnee	4	November 2020
6	Z0029 – 0882	St Paul Catholic Elementary	Johnson	2, 3	November 2020
7	Z0029 - 6664	St Peter and Paul School	Nemaha	6	November 2020
8	Z0029 – 8384	Holy Name	Wyandotte	1, 2	November 2020
9	Z0029 – 8400	Our Lady of Unity	Wyandotte	1, 2	November 2020
10	Z0029 – 8421	St Patrick Elementary	Wyandotte	1, 2	November 2020
11	Z0029 – 8434	Bishop Ward High School	Wyandotte	1, 2	November 2020
12	Z0029 – 9002	Cure of Ars Elem	Johnson	2, 3	November 2020
13	Z0029 – 9014	St Agnes Elem	Johnson	2, 3	November 2020
14	Z0029 – 9016	St Ann Catholic School	Johnson	2, 3	November 2020
15	Z0029 – 9019	Holy Spirit Catholic	Johnson	2, 3	November 2020
16	Z0029 – 9020	St Thomas Aquinas	Johnson	2, 3	November 2020
17	Z0029 – 9023	Holy Cross Catholic	Johnson	2, 3	November 2020
18	Z0029 – 9893	John Paul II Catholic School	Johnson	2, 3	November 2020

30 Systems for accreditation in total for 2019-2020

14 Public

01 State School

01 Special Purpose School

14 Private (13 using Cognia (formerly known as AdvancED) Process and one Lutheran replying back to ARC from a 17-18 review)

Accreditation Summary

Date: 11/20/2019

System: D0259 Wichita (0000)

City: Wichita

Superintendent: Alicia Thompson

OVT Chair: Todd Wiedemann

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

All compliance requirements were met as verified by KSDE. A corrective action plan is in place to be sure that the special education requirements are met.

2. Foundational areas are **generally** addressed.

ARC Comment

The ARC reviewed all the Foundational Structures in the system and found that the information frames robust educational opportunities for students. Areas of strength included the Physical and Mental Health with an implementation of a social-emotional curriculum (SECD). Stakeholder engagement also stood out due to the intentional processes that they utilized to engage their external and internal communities.

3. Evidence is **generally** documented that **Goal 1 (Relevance)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Sub Goal #1 Improve graduation rates:

In order to improve graduation rates, the system has provided alternative education opportunities which require that students conference with a school counselor to discuss options. Learning Centers are in every high school to provide for immediate credit recovery, particularly for juniors and seniors in the fall of 2018.

Sub Goal # 2 Improve Reading:

The system has implemented several approaches to improve reading including adopting a new reading curriculum, utilizing the multi-tiered systems of support, designing a classroom observation feedback tool, and providing tools for teachers to deliver improved instruction that connects students to the real world. Even though the system's scores are below state averages, they continue to work toward growth and improvement.

Sub Goal # 3 Increase CTE, certifications, and college credit completion:

The graduation rate increased in 2018. The system provides 26 CTE pathways. Students can graduate from high school with college credit hours. There are several examples of civic engagement including DECA, Law Day, ROTC, and Constitution day.

4. Evidence is **assuredly** documented that **Goal 2 (Relationships)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system has developed partnerships to help support leadership and accomplish its goal, however, these initiatives have not been in place long enough to provide data to impact results.

Partners have been strategically sought out to support the system in accomplishing their plan. These partnerships support a leadership pipeline, CTE pathways, teacher education, co-op students in a variety of fields, Project Wichita, GEAR-UP, Early College, and concurrent courses, and community reinforcement of the system's goals. The Superintendent's Advisory Council is a partner in the decision-making process. Each month, the superintendent meets with high school student representatives from each high school to discuss topics relevant to their education. Their feedback is valued and shared with system leadership and the Board of Education to inform decision-making. Once changes have been made, the superintendent will check with the Superintendent's Advisory Council to see if the changes were adequate and had the intended impact.

The system began to meet in the spring of 2019, the Council is made up of community members and system staff. Points of pride related to the System's strategic plan were also shared with the opportunity for the Site Council to ask questions. Areas of particular interest were the Mental Health pilot and barriers to graduation. The input was sought from the Council on ways to engage communities in the next round of listening sessions.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

System-level decisions are aligned with the KansasCan Vision and system Strategic Plan.

The USD 259 Board of Education approved four long-term goals for the system's systemic decisions and actions to focus on alignment and accountability. The four long-term goals are:

1. Increase the high school graduation rate.
2. Increase 3rd grade reading proficiency.
3. Increase the percentage of students completing dual credit, concurrent credit, industry certification, or other college and career readiness opportunities.
4. Ensure that schools are trusted as safe places by students, parents, staff, and community.
5. System roles have been aligned to support the system's Strategic Plan.
6. Policy and practice are taking shape to support the work of the Strategic Plan. In June 2016, there were 474 policies. As of February 3 2020, there are 366 policies, a net reduction of 108 policies, or 22%.
7. The Board has approved revisions to 165 policies (unduplicated*), or 45% of the current 366 policies.

*Some policies have been revised more than once. In addition, the Superintendent has authorized revisions of 43 policies utilizing BOE Resolution – Alignment of BOE Policies.

b. Updates on the Strategic Plan goals have been provided to the BOE on 12/9/19, 1/13/20, 2/10/19, and 3/9/20.

c. All departments and schools have goals with lag and lead measures aligned to the System's Strategic Plan with a cadence of accountability shared with their immediate supervisor.

d. There is a system scorecard monitoring the lead measures for the Strategic Plan Goals, and each school has a scorecard monitoring the data of the school's lead measures aligned to support the system's Strategic Plan.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The system has put into place sound policies and practices to address the five (5) State BOE goals to

create change, however, there are not significant gains in meeting the expectations. Data for some of the goals are at or above the state's averages or showing a positive incline but some are below expectations or declining.

Board Outcomes

Social-Emotional Growth

The system has implemented several initiatives to address Social Emotional Growth.

Safe and Civil Schools Survey results:

1. Results indicate 98% of Parents have positive perceptions of school safety, which has consistently been 97%.
2. Staff share 90% positive perceptions related to safety. This has consistently been 90%, though it has been declining slightly every year for last five years.
3. Students' perceptions are somewhat lower with 85% positively viewing school safely the last two years. The system's goal is 90% positive perception from each of the three groups.

Employee Engagement Assessment:

1. Preliminary feedback related to the question of whether "my building has adequate security measures in place" indicates that 87% of our employees believe this is the case usually or almost always.
2. United Teachers of Wichita workload survey results are shared by the union with system annually. UTW workload survey (18-19) results:
 - a. I feel safe in and around my building (always/most of the time): Elementary:89% Middle: 93% High: 86% System: 88%
 - b. I feel safe in my room (always/most of the time): Elementary: 97% Middle: 96% High: 93% System: 95%

Second Step curriculum is in its second year of implementation in grades K through 8.

Kindergarten Readiness

Kindergarten Readiness is strongly supported through a variety of programs and initiatives including Parents as Teachers which is a Blue Ribbon Program, Pre-Kindergarten teachers are trained to teach the Kansas Early Learning Standards (KELS) and in LETRS. In addition, all pre-K students are screened for Onset Sounds in the fall and Word Segmentation in the winter and spring.

Individual Plans of Study

Current data indicates that the following plans are in progress: 88% of seniors currently have an IPS and 79% of students in grades 6-12 have and IPS.

High School Graduation Rate

Four high schools are meeting the system's graduation rate goal of at least 80% and one high school is meeting the state's goal of 95%.

Postsecondary Success

Post-secondary data shows 2017 WPS graduates attending approximately 112 different postsecondary institutions.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The system has many examples of involvement for stakeholders which include the items listed below. Monthly conversations are taking place among leadership around the lead measures for each of the four goals. These data conversations have spurred further dialogue and action around practices and policies. The data collected will be used to further shape and refine the district's work in supporting the success of students and staff in meeting the lead and lag measures.

- a. New Leadership 3yrs ago (Entered as a Year 3 System)
- b. 20 Community Listening Sessions to assist in identifying system needs
- c. Over the last two years, DLT has engaged in a monthly review and alignment of policies and procedures to align with the Plan.
- d. In the first semester of her third year as Superintendent, Dr. Thompson conducted another round of community listening sessions.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The system leadership involvement in the KESA process has been evidenced in every area that has been addressed including the OVT report and the systems report. The OVT identified many strengths during their visit including a solid infrastructure, principals acknowledging the increased level of support they are receiving with the processes that aligned with their work.

The system has incorporated the needs assessment data throughout the system to help drive their goals and action plans.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The system has assuredly followed the KESA process consistently for the last three years as indicated by the information in the reports. One of the teachers noted during the OVT visit, "We have a direction and the vehicles to get us there." The system has narrowed its focus and aligned its resources to support the KESA process.

ARC Recommendation

(See next page)

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

There is a plan that this system has developed that includes all stakeholders. The system has in place the Foundational Practices, have addressed Compliance Structures, the State BOE goals, and all sections of the KESA process. The system has identified a theory of action and their next steps are well-articulated.

Strengths

The system introduced many initiatives and programs to address curriculum and instructional needs in order to increase graduation rates, improve 3rd grade reading proficiency while also addressing the chronic absenteeism rates across the system.

Challenges

The system has the largest population of low SES, special education, diversity, and ELL students. Graduation rates are not at the state average in all high schools throughout the system. Data collected has not yielded the positive results the system has hoped to see, however, they have experienced pockets of limited improvement.



Wichita USD 259

903 S Edgemoor, Wichita, KS 67218
(316) 973-4000
<http://www.usd259.org>

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12,NG**
Superintendent: **Alicia Thompson**

District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				
Graduation Rate				
Postsecondary Success				

Demographics

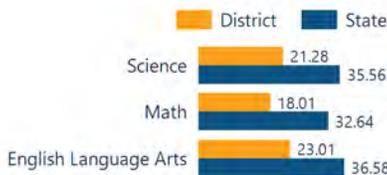


49,917 Students

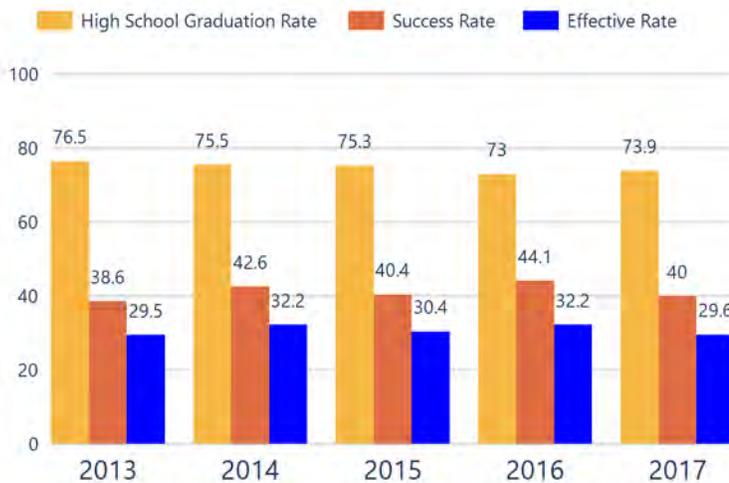
- African American 19.55 %
- Hispanic 35.26 %
- Other 13.13 %
- White 32.06 %

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **75%**

Five-Year Success Avg **41%**

Five-Year Effective Avg **31%**

95% Confidence Interval for the Predicted Effectiveness Rate **25.6 - 30.1%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

State: **75.3%** District ESSA Expenditures Per Pupil 87.5

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

State: **92.9%** Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services. **\$12,299**

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

State: **22.5%** [Click here for State Financial Accountability.](#)

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State: **2.8%** 1.4



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.93	41.54	44.86	47.03	45.14	46.60	46.05	44.07	49.26
Level 2	35.22	32.56	28.94	34.43	32.18	30.82	35.92	32.89	29.43
Level 3	15.25	18.87	17.94	14.29	18.50	16.94	13.65	18.48	16.35
Level 4	4.61	4.56	5.13	4.22	4.16	5.62	4.36	4.53	4.93

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.54	46.75	50.32	52.67	51.36	52.03	51.45	49.98	54.99
Level 2	35.32	32.71	28.36	34.17	32.01	31.26	35.83	32.67	29.17
Level 3	12.47	15.24	15.10	11.02	14.29	13.37	10.48	14.90	13.09
Level 4	2.62	2.68	3.03	2.12	2.32	3.32	2.22	2.43	2.74

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	72.82	73.07	68.25	77.45	77.67	76.18	76.34	75.87	76.23
Level 2	18.79	15.57	18.82	17.84	14.72	16.27	18.80	15.95	16.79
Level 3	3.83	6.79	6.22	3.84	6.67	6.10	4.13	7.00	5.64
Level 4	0.84	1.20	0.87	0.86	0.92	1.43	0.71	1.17	1.32

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.77	56.60	61.56	62.74	61.07	64.58	60.97	59.23	67.91
Level 2	29.78	28.01	24.96	28.91	27.30	26.93	31.31	28.74	22.83
Level 3	7.51	9.63	8.21	7.32	10.18	7.41	6.35	10.49	7.70
Level 4	1.20	1.71	0.86	1.01	1.43	1.06	1.34	1.52	1.55

HISPANIC STUDENTS

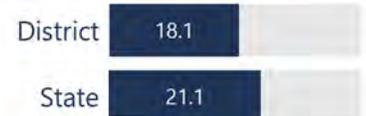
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.34	47.33	52.70	51.82	50.52	53.63	50.55	48.12	54.60
Level 2	37.30	34.16	28.36	35.44	34.08	31.53	37.06	35.67	30.43
Level 3	11.80	14.47	13.88	11.20	13.63	12.19	10.35	13.95	12.66
Level 4	2.04	1.97	2.66	1.52	1.75	2.63	2.02	2.24	2.30

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

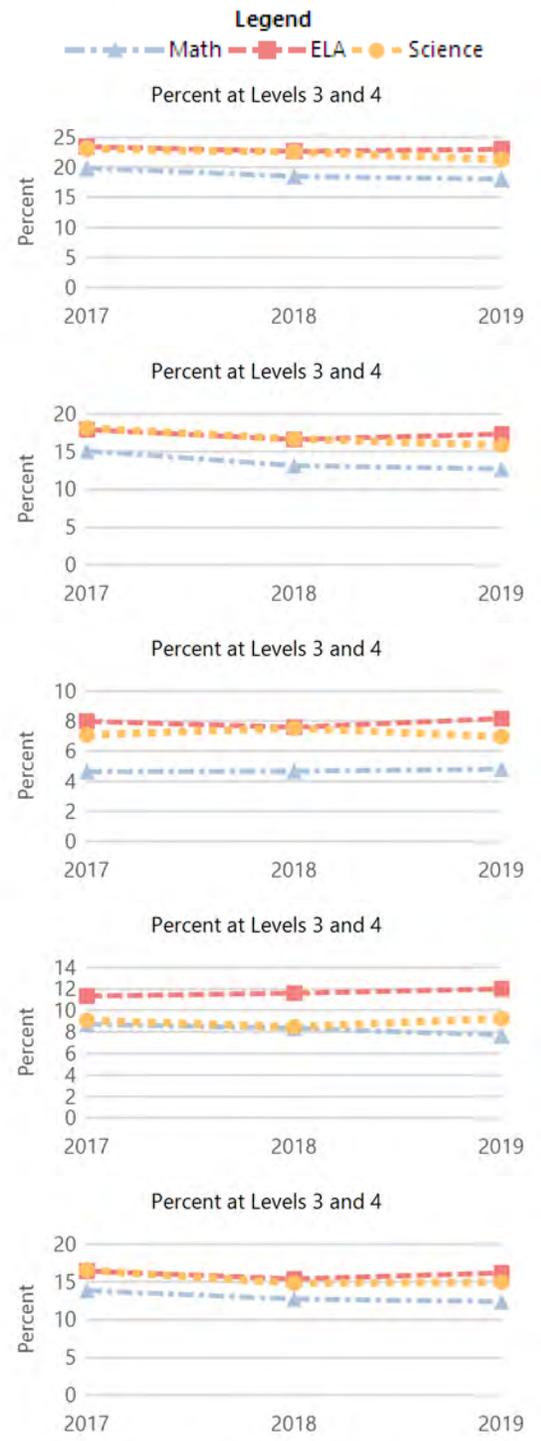
ACT Performance (2019 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Accreditation Summary

Date: 11/20/2019

System: D0393 Solomon (0000)

City: Solomon

Superintendent: Justin Coup

OVT Chair: Stuart Moeckel

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

All compliance requirements were met as verified by KSDE.

2. Foundational areas are **assuredly** addressed.

ARC Comment

Evidence provided by the OVT and the system indicated that the system addressed, monitored, and made progress in all Foundational areas. The system has strategically restructured their tiered system of support process focusing on data to better determine student needs and provide system-wide supports. Survey and social media data demonstrates that strategies implemented to gain stakeholder engagement have been successful and the system is responding to the feedback given by making adjustments to their strategic planning. The system has responded to an increase in SES population through the improvement process. The system is intentionally engaging this diverse population through parent events, providing scholarships, and employing student leadership programs. The system continues to expand art and cultural appreciation opportunities for students and families. The OVT also provided several examples to support that the system has strong communication, civic engagement programming, physical/mental health structures, and postsecondary/career preparation.

3. Evidence is **assuredly** documented that **Goal 1 (Relationships)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Programs were developed at all levels connecting students and teachers, working on social emotional lessons, identifying student strengths, and assisting student in developing personal goals. The system has also strengthened parent and community relationships through focused engagement efforts as demonstrated by significant increases in positive feedback on climate surveys. Student led conferences have also increased conference attendance from 40% to 75% in one year. The system has also earned a Kansas Can bronze star in recognition for progress made in the areas of graduation rate and postsecondary success.

4. Evidence is **assuredly** documented that **Goal 2 (Rigor)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The OVT team and system provided multiple examples of when data was collected, analyzed, and used to implement rigorous programming. Improvement was demonstrated by increased college hour offerings on campus, scholarships for students, increased students successfully transitioning to postsecondary institutions, and supports for the decreased failing grades and increased student engagement. The system also demonstrated increased kindergarten readiness scores, formative

assessment scores, and decreases in social emotional barriers through the implementation of screeners, formal testing, and continuous monitoring. Again, the system has also earned Kansas Can bronze stars in recognition for progress made in the areas of graduation rate and postsecondary success.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The OVT reports that improvement work has become part of their everyday culture. By including all stakeholders they believe they will ensure sustainability. They have embedded systems through site councils, parent nights, surveys, and ongoing data discussions to guide adjustments to meet the needs of all students at all system levels. Surveys data shows positive jumps in communication, responsiveness, consulting families before making important decisions, and making connections that matter. The system also provided evidence of a system-wide strategic planning document. The system effectively works with all stakeholders, to include its local school board, to ensure all needed procedures and to support improvement efforts are instituted and sustainable.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The OVT and System reported data for all State BOE goals are at or above expectations or showing a positive incline. The system demonstrated evidence, data and a viable plan reflecting all State BOE goals will result in change.

Board Outcomes

Social-Emotional Growth

All 3 buildings are using multiple screening tools to show social and emotional needs and to identify target areas to implement interventions in an ongoing effort to make improvements.

Kindergarten Readiness

The system has implemented a full day 5 day a week pre-K program. The program is structured to meet both academic and social emotional needs using multiple diagnostic assessment tools and adjusting instruction as needed. They have demonstrated increased readiness scores of through DIAL-4, ASQ-3, and ASQ-SE-2 scores.

Individual Plans of Study

The system has implemented beginning IPS instruction in 7th grade. Staff work with students at the middle school and high school to identify interests, related fields, and complete individual plans of study. The system has also increased opportunities to middle school and high school students to go on career and college field trips and has implemented student lead conferences for grades 8-12. Conference attendance has increased from 40% to 75% in one year. Individual plans include documentation of interests, completed courses aligned to career goals, written postsecondary goals, documentation of relevant postsecondary opportunities, academic assessments, and a resume.

High School Graduation Rate

The system's graduation rate is stable and exceeds the state average. The system acknowledges that their special education graduation rate is lower than other categories. When they analyzed the data they determined that the identified non-cohort graduates did not graduate due to individual education plans. The system has intentionally decided not to change this practice because they believe that it is in the best interest of the students. The system earned a Kansas Can bronze star in recognition for progress made in its graduation rate.

Postsecondary Success

The system's effective rate is right at their predicted effectiveness rate. In the years from 2010-14 the effective rate was at 38% and during the current plan they have been able to raise their effective rate 50%. They credit the 12% increase to the changes they have made in IPS, increased college credit offerings taught by Solomon teachers, and scholarships they offer to students who qualify. The system has earned Kansas Can bronze star in recognition for progress made in postsecondary success.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The OVT and system reported multiple examples of involvement and engagement from students, parents, and community during strategic planning and system decision-making. For example, parent participation in student-led conferences has increased, involvement in district strategic planning has increased, and there have been significant increase in positive responses on system climate surveys.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Evidence of work between the school and OVT chair was provided in the OVT Chair report. The OVT chair also noted that the district was responsive to feedback and made continuous improvement a part of their daily culture.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The system also held building leadership team, district leadership team, building site councils, and district site council meetings.

ARC Recommendation

(See next page)

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The OVT and system documented that the system met the requirements of the KESA process, the system has a continuous improvement process in place that involves all stakeholders, and that the system has demonstrated improvement.

Strengths

Stakeholder engagement is a strength of the system as demonstrated through data. They have built a responsive culture through adjusting plans based on the feedback that has been given.

Challenges

The system will need to continue to be responsive to their changing student demographics. Future planning should utilize the data collected during the current improvement cycle to develop SMART goals, specific strategies, and growth measures.



Solomon USD 393

113 E 7th Street, Solomon, KS 67580-0113
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www.usd393.net

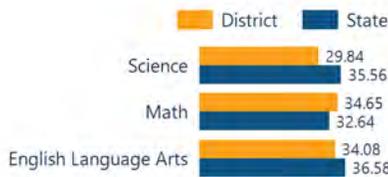
District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Justin Coup**

Demographics

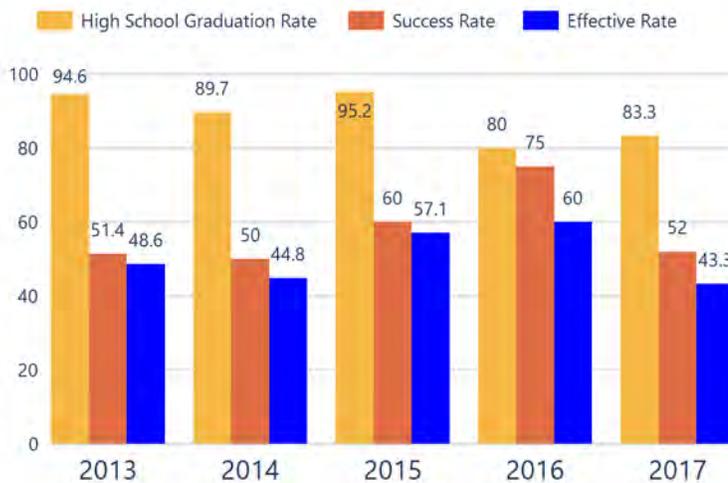


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **88%**

Five-Year Success Avg **57%**

Five-Year Effective Avg **50%**

95% Confidence Interval for the Predicted Effectiveness Rate **49.8 - 51.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

<p>89.3%</p> <p>95.1%</p> <p>12.0%</p> <p>0.7%</p>	<p>State: 87.5</p> <p>State: 94.5</p> <p>State: 13.9</p> <p>State: 1.4</p>
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District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$13,944
State: \$11,415

[Click here for State Financial Accountability.](#)



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.19	33.74	40.98	30.48	33.33	38.75	25.56	28.40	32.83
Level 2	36.80	32.51	16.39	43.29	38.78	30.00	39.77	37.50	37.31
Level 3	21.47	28.22	29.50	20.73	24.24	23.75	27.84	27.27	20.89
Level 4	3.68	3.68	9.83	5.48	3.63	7.50	6.81	6.81	8.95

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	44.82	41.37	53.12	32.92	36.58	32.43	30.39	39.21	40.00
Level 2	37.93	32.18	15.62	45.12	41.46	40.54	41.17	30.39	34.28
Level 3	13.79	19.54	21.87	19.51	18.29	21.62	24.50	22.54	11.42
Level 4	1.14	4.59	9.37	2.43	3.65	5.40	3.92	7.84	14.28

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	42.30	N/A	31.81	47.82	N/A	43.75	53.12	N/A
Level 2	26.92	30.76	N/A	45.45	21.73	N/A	31.25	28.12	N/A
Level 3	11.53	15.38	N/A	18.18	26.08	N/A	18.75	12.50	N/A
Level 4	3.84	3.84	N/A	4.54	4.34	N/A	6.25	6.25	N/A

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	30.76	46.15	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	46.15	38.46	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	23.07	15.38	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

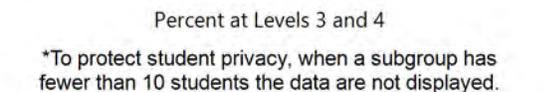
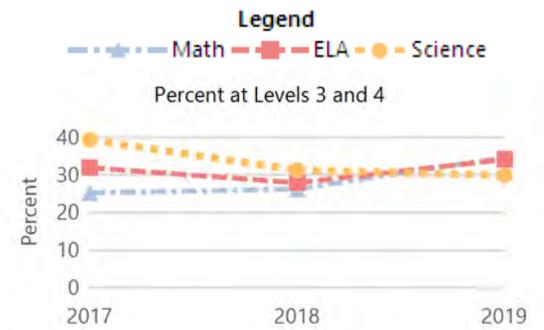
ACT Performance (2019 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

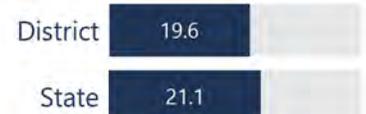
Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



Accreditation Summary

Date: 04/22/2020

System: D0491 Eudora (0000)

City: Eudora

Superintendent: Steve Splichal

OVT Chair: Joe Kelly

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

All compliance requirements were met as verified by KSDE.

2. Foundational areas are **generally** addressed.

ARC Comment

Evidence provided by the OVT and the system indicated that the system addressed several of the Foundational areas. Foundational Areas such as Tiered Framework of Supports, Post-Secondary, Stakeholder Engagement, and Communication Skills all fell into the assuredly category, while the remaining areas fell into the general or not evident rating based on the OVT report.

3. Evidence is **generally** documented that **Goal 1 (Relationships)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system demonstrated increases in community and parent involvement at elementary school, middle school, high school, and district levels as evidenced by the addition of new parent and community programming and documentation of involvement.

4. Evidence is **assuredly** documented that **Goal 2 (Relevance)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system has created a well-developed goal and action plan. They have also implemented their strategies as evidenced by the hiring of an MTSS coordinator and additional social worker to respond to the needs of struggling students, implementation of screening practices prior to kindergarten, and screening at the freshman level to implement tiered practices.

The system has also addressed alignment needs through continued use of subject area committees and coordinating council. A number of CTE pathways were added to respond to student interests and needs and IPS classes were added at the eighth-grade level to begin to specifically focus on career pathways, graduation, and postsecondary planning.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

Based on the evidence provided by the system and OVT, the system effectively works with its local school board to ensure all needed procedures and policies to support improvement efforts are

instituted and sustainable. According to the evidence provided the system has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. New personnel were hired to meet the needs of students in their tiered system of support.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The OVT and System reported data that all State BOE goals are at or above expectations or showing a positive incline. This was verified through the Accountability Report. According to the evidence provided, the system understands and can explain its data results. The system demonstrated evidence, data and a viable plan reflecting that all five (5) State BOE goals will result in change.

Board Outcomes

Social-Emotional Growth	All 3 buildings are using multiple screening tools to show social and emotional needs and to identify target areas to implement interventions in an ongoing effort to make improvements.
Kindergarten Readiness	Using multiple screening tools to identify categories of needs for incoming students.
Individual Plans of Study	Beginning in 8th grade, all students take a nine week course on Individual Plans of Study and complete their plan. Grades 9-12 continue to use and modify these plans. The system uses these plans to make program changes.
High School Graduation Rate	Graduation Rate exceeds the state average by 6%.
Postsecondary Success	Their effective rate is slightly below their predicted effectiveness rate, but has shown improvement.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Multiple examples of volunteerism and engagement from students, parents, and community were established. For example, parent participation in student-led conferences has increased each year. Work on the district strategic plan and with district and building site councils was noted. The system however, did not demonstrate connection between volunteerism and their continuous improvement process. It should also be noted how the system is pushing to ensure that there is equity in representation in its system.

8. System leadership was **generally** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Evidence of work between the school and OVT chair was provided in the OVT Chair report. The OVT chair also noted that the district was dedicated to continuous improvement.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

Regular visits were held; and the system in good faith, attempted to meet the needed work required for continuous improvement. The final System Yearly Update indicated that they had met with their district and building leadership teams and site councils.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The system met the requirements of the KESA process. They have a continuous improvement process in place, and their performance data is improving.

Strengths

The system has a data-driven culture that is focused on significant school improvement, as evidenced by the Year Five reports of both the OVT and System. Additional evidence of this is how the system indicated that they knew the direction their data was headed, and were aware of their need to look at interventions to improve. The system has seen significant recent improvement in their graduation rate, had a large number of stakeholders from the community work on their strategic direction, and are committed to collaborative decision making at all levels.

Challenges

The system faces difficulty in measuring what interventions are working at what levels of instruction as well as aligning their stakeholder involvement with their continuous improvement process.

The system has a Five-Year Effective rate that is below the Predicted Effectiveness Rate, as reported on their report card. However, the system is showing gains in their Effective Rate recently with improvement in the graduation rate.

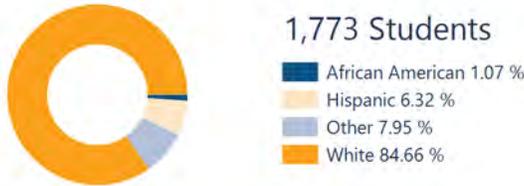


Eudora USD 491

1310 Winchester Road, Eudora, KS 66025-0500
 (785) 542-4910
 www.eudoraschools.org

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **Meeting**
 Grades: **PK-12,NG**
 Superintendent: **Steve Splichal**

Demographics

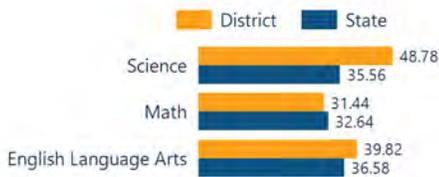


District Kansans Can Star Recognition

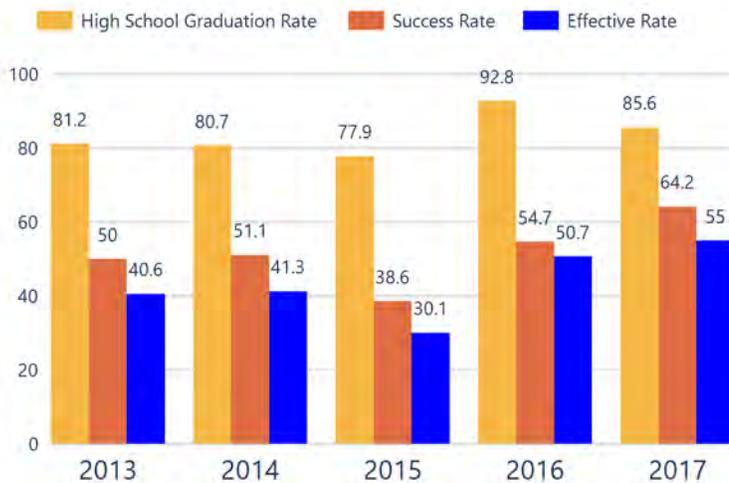
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				★
Graduation Rate				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
 Graduation **95%**
 Effective Rate 70-75%

Five-Year Graduation Avg **84%**

Five-Year Success Avg **52%**

Five-Year Effective Avg **44%**

95% Confidence Interval for the Predicted Effectiveness Rate **51.2 - 53.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State: **94.7%** District ESSA Expenditures Per Pupil 87.5

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$9,594

State: **94.9%** 94.5

[Click here for State Financial Accountability.](#)

State: **\$11,415**

State: **8.6%** 13.9

State: **1.0%** 1.4



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.94	23.43	19.47	25.16	19.84	18.22	23.48	24.42	23.86
Level 2	38.55	34.34	26.36	40.28	38.14	29.42	45.07	35.74	27.34
Level 3	27.64	32.39	33.49	27.26	32.30	33.85	26.20	30.18	33.24
Level 4	8.53	9.39	19.95	7.28	9.70	18.48	5.24	9.64	15.54

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.75	34.54	29.78	32.38	30.15	22.46	36.33	36.33	32.75
Level 2	41.51	35.45	30.49	44.44	41.26	36.23	43.72	36.01	31.03
Level 3	18.18	24.84	29.78	19.36	20.63	28.98	18.97	23.79	24.13
Level 4	4.24	4.84	9.21	3.80	7.93	12.31	0.96	3.85	12.06

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	61.37	57.93	44.44	60.00	56.29	45.90	63.46	64.96	64.28
Level 2	24.82	26.89	37.03	30.37	32.59	32.78	27.56	24.84	19.64
Level 3	8.27	11.03	12.96	6.66	7.40	14.75	7.05	7.64	12.50
Level 4	4.82	3.44	3.70	2.96	3.70	6.55	1.92	2.54	3.57

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.81	34.69	20.00	27.27	21.42	28.57	33.33	28.12	32.00
Level 2	30.61	26.53	48.00	50.90	33.92	33.33	42.42	29.68	24.00
Level 3	20.40	28.57	12.00	10.90	33.92	23.80	15.15	31.25	32.00
Level 4	8.16	10.20	20.00	10.90	10.71	14.28	9.09	10.93	12.00

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

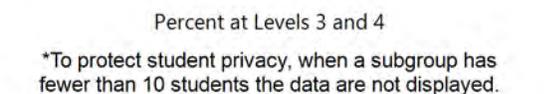
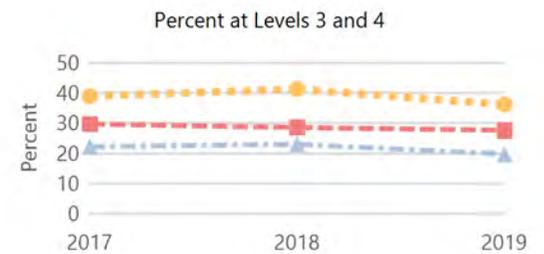
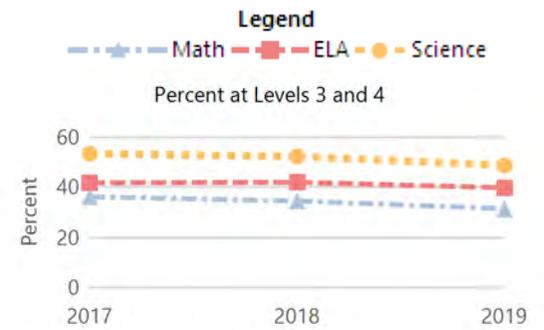
ACT Performance (2019 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

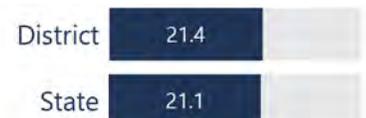
Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



Accreditation Summary

Date: 11/20/2019

System: S0610 School for Deaf (0000)

City: Olathe

Superintendent: Luanne Barron

OVT Chair: Larry Finn

Executive Summary/AFI

1. Compliance areas are **generally** addressed.

ARC Comment

All compliance requirements were met as verified by KSDE.

2. Foundational areas are **generally** addressed.

ARC Comment

While Kansas School for the Deaf (KSD) has unique needs and populations, they have worked hard to address all foundational areas. This was apparent with their development of a program to address post-secondary transition as well as developing a diversity statement.

3. Evidence is **generally** documented that **Goal 1 (Relationships)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

While the goal statement written was very specific, KSD did show data to support the goal. KSD created and implemented a 3 stage assessment for measuring vocabulary for their K- 6 grade students. KSD showed improvement in 2 areas with a slight drop in the third area. KSD will continue this assessment one time per year and use the data to guide their instruction and interventions with students.

4. Evidence is **generally** documented that **Goal 2 (Rigor)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Again, KSD's goal was very specific which comes from the school doing 2 accreditation programs at the same time. KSD showed progress toward this goal by revamping their weekly schedule to provide time for students and staff to connect over social-emotional skills. KSD also showed a decrease in the total number of students falling behind in classes along with a decrease in student tardies. KSD has created committees to plan interventions specifically based on student needs in the social-emotional areas.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

KSD has shown that they see the importance of sustainability by expanding their outreach services, increasing technology and assessment of students in areas that are unique to their situation.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas

Vision for Education and State Board Outcomes.

ARC Comment

While KSD is unique in its needs, plans and outcomes due to the demographics of their population, the school has assessed where they are in relation to each Board goal and made adjustments and plans to address each area.

Board Outcomes

Social-Emotional Growth	KSD has adjusted their weekly schedule to allow time specifically for social-emotional areas with their secondary students. They also are consistently looking at their data to make changes or adjustments when needed.
Kindergarten Readiness	This area is a very hard one for KSD- which they readily admitted. Due to the fact that a large portion of their students come from hearing families and when students are young (pre-school age) often the parents cannot communicate adequately with their own children, this makes administering the ASQ difficult for those parents. KSD deals with a very small number of kindergarten students each year and they have made adjustments so that they can get the information needed to be compliant. With all of that being addressed- they do have excellent communication and information on each student before they enter school.
Individual Plans of Study	KSD employs a full-time transition facilitator that works with each student and their families starting in 7th grade. Students also take career classes throughout their secondary course work. Since every student has an IEP (Individualized Education Plan) this guarantees that every student has a transition plan.
High School Graduation Rate	In 2017, 2018 and 2019 KSD had a 100% graduation rate. They readily admit that their numbers per graduating class are very small, which allows them to closely monitor each student's success toward graduation.
Postsecondary Success	There was no 95% confidence interval available for KSD, and their postsecondary effectiveness is well below where the state would like to see it, however KSD has taken steps to address this and both the success rate and effectiveness rate are on the rise. KSD developed and implemented the KSTAR (Kansas Student Transition and Academic Readiness) program. This program allows students to move into apartments on campus after they graduate. This allows the student more independent living while either working or pursuing a degree at a post-secondary institution. This program checks in with students often. Post-secondary success will look different for KSD but they are working to do what is in the best interest of each student individually.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

KSD worked through the CEASD (Conference of Educational Administrators of School and Programs for the Deaf) accreditation program. Information from that team showed that stakeholders from many

different areas were involved in the accreditation process.

8. System leadership was **generally** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Since KSD followed the CEASD process alongside KESA, KSD was shown to be responsive to the visiting team from CEASD. The team spent 3 days on campus in November.

9. The system has **generally** followed the KESA process with an expected level of fidelity.

ARC Comment

KSD followed the process alongside the CEASD. KSD did all aspects of KESA that was asked of them.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The ARC sees that KSD has adequately gathered, broken down and addressed areas of data. KSD has already made changes for the betterment of their students which the ARC expects will continue into the next KESA cycle. While addressing the recommendations from the CEASD, KSD will be making great strides into the future for best outcomes for their students.

Strengths

The implementation of the KSTAR program showed that KSD was looking at, adjusting to and developing programs using their data. KSD has also increased their outreach to other districts across the state along with younger children and families.

Challenges

KSD is working with the state Legislature to expand their LAP(Language Assessment Program), it would be encouraged to continue seeking ways to expand that program.

It was noted that KSD needs to look at possibly increasing the professional development for staff.

KSD sees that their state assessment data is not where they would like it to be in regards to ELA and Math.

KSD shows data that some teachers are teaching outside of their endorsed areas on their license.



School for Deaf - S0610

450 East Park Street, Olathe, KS 66061
(913) 210-8111
www.ksdeaf.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12**
Superintendent: **Luanne Barron**

Demographics



136 Students

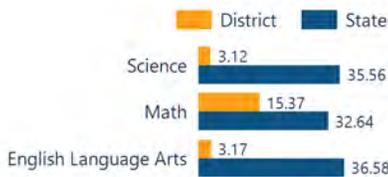
- African American 11.03 %
- Hispanic 18.38 %
- Other 19.12 %
- White 51.47 %

District Kansans Can Star Recognition

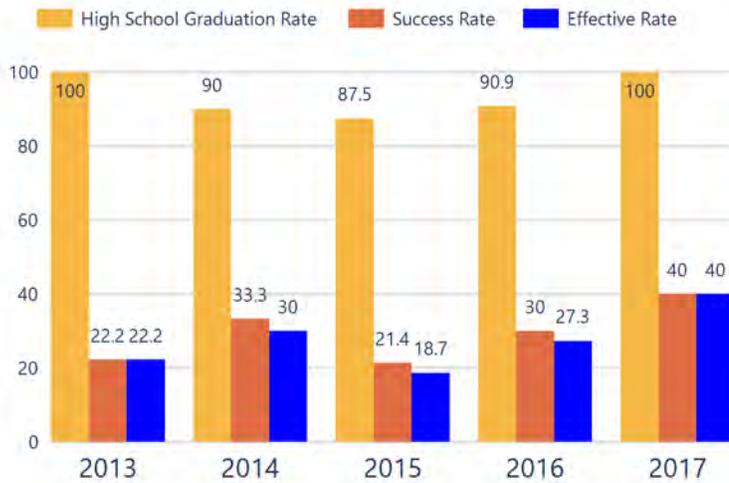
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				
Graduation Rate				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
93%

Five-Year Success Avg
29%

Five-Year Effective Avg
27%

95% Confidence Interval for the Predicted Effectiveness Rate
%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

State: **100.0%** District ESSA Expenditures Per Pupil 87.5

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

State: **93.1%** Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

State: **18.7%** [Click here for State Financial Accountability.](#)

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State: **N/A** 1.4



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	85.18	94.33	85.71	81.81	88.88	73.68	67.69	79.36	84.37
Level 2	12.96	3.77	14.28	16.36	11.11	26.31	16.92	17.46	12.50
Level 3	0.00	1.88	0.00	1.81	0.00	0.00	12.30	3.17	3.12
Level 4	1.85	0.00	0.00	0.00	0.00	0.00	3.07	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	93.33	93.10	85.71	88.00	92.00	N/A	79.41	81.81	80.00
Level 2	3.33	3.44	14.28	12.00	8.00	N/A	14.70	15.15	20.00
Level 3	0.00	3.44	0.00	0.00	0.00	N/A	5.88	3.03	0.00
Level 4	3.33	0.00	0.00	0.00	0.00	N/A	0.00	0.00	0.00

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	85.18	94.33	85.71	81.81	88.88	73.68	67.69	79.36	84.37
Level 2	12.96	3.77	14.28	16.36	11.11	26.31	16.92	17.46	12.50
Level 3	0.00	1.88	0.00	1.81	0.00	0.00	12.30	3.17	3.12
Level 4	1.85	0.00	0.00	0.00	0.00	0.00	3.07	0.00	0.00

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	90.90	81.81	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	0.00	9.09	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	9.09	9.09	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	100.00	100.00	N/A	86.66	93.33	N/A	64.70	87.50	N/A
Level 2	0.00	0.00	N/A	13.33	6.66	N/A	29.41	12.50	N/A
Level 3	0.00	0.00	N/A	0.00	0.00	N/A	5.88	0.00	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	0.00	0.00	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

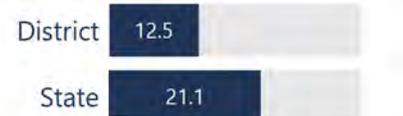
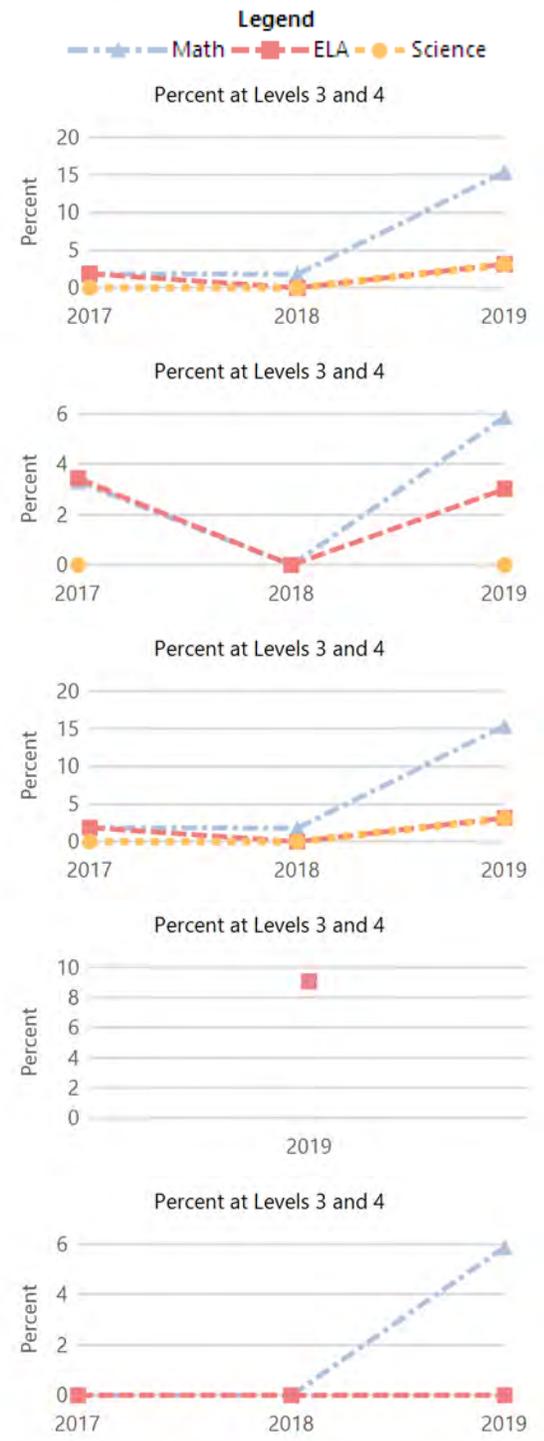
ACT Performance (2019 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on the recommendations of the Professional Practices Commission (suspension)

Recommended Motion:

It is moved that the Kansas State Board of Education suspend the license of 19-PPC-29 through April 26, 2021 or until she successfully completes her diversion, whichever occurs later.

Explanation of Situation Requiring Action:

The Licensee was charged with and subsequently entered into a diversion agreement for felonious use of a computer. The Kansas State Department of Education entered into a settlement agreement with the Licensee whereby both parties agree that suspension until she completes her natural term of diversion is appropriate. The Professional Practices Commission reviewed a proposed initial order and adopted those findings to make its recommendation to the State Board.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Licensee

19-PPC-29
20-ED-02

**Initial Order based upon
Stipulated Findings of Fact and
Conclusions of Law**

The above-captioned case is before the Professional Practices Commission ("Commission") of the Kansas State Board of Education ("State Board") upon the Complaint filed by the Kansas State Department of Education ("KSDE") regarding the professional teaching license of Sheryl Servatius-Brown ("Licensee").

This matter convenes on April 17, 2020 on stipulated Findings of Fact and Conclusions of Law. Appearing for the Commission were Chairwoman Linda Seick and a quorum of members. The KSDE appears by and through its attorney R. Scott Gordon. The Licensee appears by and through counsel Thomas Lemon.

Findings of Fact

1. Licensee has been licensed by the Kansas State Board of Education since 1979.
2. On the 5th day of September, 2018, Licensee was charged with one count of Computer Unlawful Acts; Exceed authorization with damage < \$100,000 under KSA 21-5839(a)(3) & (b)(1).
3. On April 26, 2019, Licensee entered into a Diversion Agreement with the Franklin County Attorney's Office whereby she agreed to comply with certain terms of her diversion. Within that diversion agreement, Licensee stipulated to committing the crime of Unlawful Acts Concerning Computers against her previous employer, U.S.D. 290. Licensee is currently on diversion until April 26, 2021.
4. For purposes of these proceedings only, both parties agree and stipulate that substantial, competent evidence exists which warrants suspension of Licensee's license.

Conclusions of Law

1. Pursuant to K.S.A. 72-8501, the Legislature has declared teaching and school administration to be professions in Kansas with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. An educator is in a position of public trust.
2. The State Board may revoke a license for misconduct or other just cause including entering into a criminal diversion agreement after being charged with any offense involving a felony. K.A.R. 91-22-1a(a)(1) and (11).
3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.
4. The Commission finds that substantial, competent evidence supports the suspension of

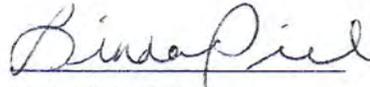
Licensee's professional teaching license and any endorsement which may be attached to it until the later of April 26, 2021 or the completion of her diversion.

5. The Commission recommends to the State Board it suspend Licensee's license as described in #4.
6. The Licensee acknowledges and understands the Commission can only make recommendations to the State Board.
7. Both KSDE and the Licensee agree to not present any evidence or information other than as stipulated to by the parties, nor will either party ask the Commission or the State Board for discipline other than that recommended in this Initial Order.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Licensee _____'s license be suspended as described within this Initial Order.

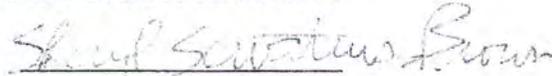
This Initial Order of the Professional Practices Commission is not a final order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

This Initial Order is made and entered into this 17th day of April, 2020.

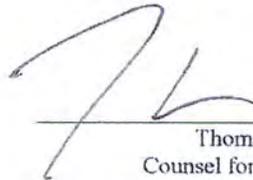


Linda Sieck, Chairwoman
Professional Practices Commission

AGREED TO AND APPROVED BY:



Sheryl Servatius-Brown
Licensee



Thomas Lemon
Counsel for Licensee



R. Scott Gordon
Kansas State Department of Education

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 b.

Staff Initiating:
Scott Gordon

Director:
Scott Gordon

Commissioner:
Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on the recommendations of the Professional Practices Commission (revocation and denial)

Recommended Motion:

It is moved that the Kansas State Board of Education denies or revokes the licenses in the cases of 19-PPC-14, 19-PPC-35, 19-PPC-42, 19-PPC-43, 19-PPC-44 and 19-PPC-46.

Explanation of Situation Requiring Action:

Complaints were filed against the following Licensees. None of the Respondents participated in the proceedings of the Professional Practices Commission.

19-PPC-14

The Applicant had previously been licensed by the Kansas State Board of Healing Arts ("KSBHA"). The KSBHA suspended the Applicant's professional license for failing to respond to a Complaint and failing to follow that body's directives. Although the Applicant requested a hearing in response to a Complaint filed by KSDE, he stopped participating in the proceedings. The PPC recommends denial of 19-PPC-14's application.

19-PPC-35

The Licensee was caught on surveillance video forcibly grabbing a young student by the arm and yanking the child out of the bottom of a book shelf where the child had been hiding. Upon resistance from the child, Licensee then intentionally kicked the young student in the back. A Complaint was filed and mailed to the Licensee but she filed neither a request for a hearing or an answer. The PPC recommends revocation of 19-PPC-35's license.

19-PPC-42

The Licensee was convicted of felony theft while licensed by the Kansas State Board of Education. A Complaint was filed and mailed to the Licensee but she filed neither a request for a hearing or an answer. The PPC recommends revocation of 19-PPC-42's license.

19-PPC-43

The Licensee was convicted of felony possession of controlled substances while licensed by the Kansas State Board of Education. A Complaint was filed and mailed to the Licensee but she filed neither a request for a hearing or an answer. The PPC recommends revocation of 19-PPC-43's license.

(continued)

19-PPC-44

The Licensee entered into a diversion agreement upon being charged with felony Battery of a Correctional Officer while licensed by the Kansas State Board of Education. A Complaint was filed and mailed to the Licensee but she filed neither a request for a hearing or an answer. The PPC recommends revocation of 19-PPC-44's license.

19-PPC-46

The Licensee entered into a diversion agreement upon being charged with felony Aggravated Battery, felony Interference with a Law Enforcement Officer, and felony Damage to Property while licensed by the Kansas State Board of Education. A Complaint was filed and mailed to the Licensee but she filed neither a request for a hearing or an answer. The PPC recommends revocation of 19-PPC-46's license.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the Application of

19-PPC-14



INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of Applicant application for a substitute teaching license.

The hearing on this matter was held on December 9, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for a substitute teaching license. He is not currently licensed.
2. On December 20th, 2013, Applicant's license to practice chiropractic medicine in the State of Kansas was suspended indefinitely by the Kansas State Board of Healing Arts ("KSBHA").
3. According to the KSBHA Summary Order, Applicant's license was suspended for failure to appear at an administrative hearing to determine whether he should be ordered to undergo a drug and alcohol evaluation. As a result of that hearing, Applicant was ordered to undergo a mental health evaluation to determine if he was unable to practice with reasonable skill and safety. According to the Summary Order, Applicant did not complete said evaluation and was found to have violated an order of the KSBHA.
4. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Applicant's last known address. It was delivered September 20, 2019. Applicant did request a hearing and did submit an Answer to the Complaint.
5. On October 4, 2019, the Office of Administrative Hearings (OAH) granted a proposed default order for Applicant's failure to follow an order by OAH and failure to participate in the

adjudicative process. KSDE provided Applicant with discovery, and Applicant failed to respond.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. Any license issued by the State Board may be suspended or revoked, or the license holder may be publicly censured by the State Board for misconduct or other just cause. K.A.R. 91-22-la(a).
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Any person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of K.A.R. 91-22-la may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas Professional Practices Commission. The evidence shall demonstrate that the grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation are listed in K.A.R. 91-22-la(g). Here, Applicant submitted no evidence of rehabilitation.
5. If a party fails to participate in the adjudicative process, the party may be found in default. K.S.A. 77-520.

THEREFORE the Professional Practices Commission, by vote of 7-0, recommends the Kansas State Board of Education deny the application of Applicant for a substitute license, based on his criminal misconduct, having a professional license suspended indefinitely with the KSBHA without evidence of rehabilitation, and failure to participate in the administrative hearing.

This Initial Order is made and entered this April 21, 2020.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on April 21, 2020.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Licensee

19-PPC-35

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education (“KSDE”)

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Kirstin Harden, Legal Intern, supervised by General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. On September 19th, 2019, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee’s professional license. The Complaint was mailed by certified mail to Licensee’s last known address on September 23rd, 2019.
2. The envelope was returned to KSDE and marked as unclaimed.
3. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.
4. The Complaint alleges that in or about January or February 2019, Licensee forcibly grabbed a child’s arm and pulled the child out of the bottom of a bookcase. While the child was lying on the ground, Licensee intentionally kicked the child in the back.

CONCLUSIONS OF LAW

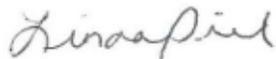
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for professional misconduct or other just cause including the commission of any act that injures the health or welfare of a minor through physical abuse. K.A.R. 91-22-1a(a)(7).
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Licensee's license be revoked immediately, based on her professional misconduct, being physical abuse towards a minor, and failure to participate in the administrative hearing.

This Initial Order is made and entered this April 21, 2020.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on April 21, 2020.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Licensee

19-PPC-42

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education (“KSDE”)

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Kirstin Harden, Legal Intern, supervised by General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. On November 20th, 2019, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee ’ emergency substitute license. The Complaint was mailed by certified mail to Licensee ’ last known address on November 22nd, 2019.
2. Complaint was delivered to Licensee last known address on November 25, 2019.
3. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.
4. The Complaint alleges that Licensee was convicted of felony theft in 2018 and was sentenced to 24 months’ probation after she stole cash totaling \$37,160.67 from the City of Johnson City.

CONCLUSIONS OF LAW

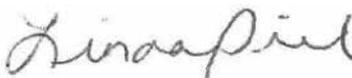
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for professional misconduct or other just cause including being convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Licensee ' license be revoked immediately, based off her criminal misconduct, conviction of felony theft, and failure to participate in the administrative hearing.

This Initial Order is made and entered this April 21, 2020.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on April 21, 2020.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Licensee

19-PPC-43

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education (“KSDE”)

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Kirstin Harden, Legal Intern, supervised by General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. On November 20th, 2019, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee’s professional license. The Complaint was mailed by certified mail to Licensee last known address on November 22nd, 2019.
2. Complaint was delivered to Licensee’s last known address on November 25, 2019.
3. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.
4. The Complaint alleges that Licensee was convicted of unlawful possession of a controlled Substances, a Severity Level 5 Drug Felony.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for professional misconduct or other just cause including being convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Licensee's license be revoked immediately, based of her criminal misconduct, the Felony drug conviction, and her failure to participate in the administrative hearing.

This Initial Order is made and entered this April 21, 2020.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on April 21, 2020.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Licensee

19-PPC-44

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education (“KSDE”)

The hearing on this matter was held on January 24, 2020. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through Kirstin Harden, Legal Intern, supervised by General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. On November 20th, 2019, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee ’ professional license. The Complaint was mailed by certified mail to Licensee ’ last known address on November 22nd, 2019.
2. In January 2020, the envelope was returned to KSDE and marked as unclaimed and unable to forward.
3. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.
4. The Complaint alleges that Licensee entered into a diversion agreement after being charged with Battery Against a Correctional Officer, a severity level 5-person Felony.

CONCLUSIONS OF LAW

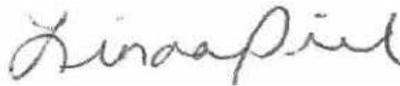
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for professional misconduct or other just cause including entering into a criminal diversion agreement after being charged with a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Licensee license be revoked immediately, based on her criminal misconduct, entering into a diversion agreement after being charged with a felony, and failure to participate in the administrative hearing.

This Initial Order is made and entered this April 21, 2020.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

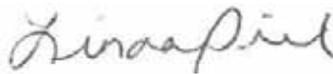
Order signed on April 21, 2020

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for professional misconduct or other just cause including entering into a criminal diversion agreement after being charged of a crime involving a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R 77-531.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Licensee license be revoked immediately, based on her criminal misconduct, entering into a diversion agreement for three felony charges, and failure to participate in the administrative hearing.

This Initial Order is made and entered this April 21, 2020.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on April 21, 2020.

NOTICE TO APPLICANT

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Report from Teacher Vacancy and Supply Committee and act on extension of High Incidence Special Education alternative pathway pilot

Recommended Motion:

It is moved that the Kansas State Board of Education approve an extension of the High Incidence Special Education Limited Apprentice pilot by allowing a new cohort to start through the program summer semester of 2020.

Explanation of Situation Requiring Action:

In the spring of 2018, the Teacher Vacancy and Supply Committee (TVSC) recommended to the State Board a two-year statewide pilot of alternative licensure pathways labeled the Limited Apprentice Pilot, which the Board approved. The pilot design included a formal evaluation process at the conclusion of the two-year pilot (spring of the 2019-20 school year). Evaluation results would be shared with the TVSC and Professional Standards Board (PSB), with recommendations regarding continuation of the pathways forwarded to the State Board for further action.

Dr. Amy Gaumer Erickson, University of Kansas, Center for Research on Learning, conducted the formal evaluation process during late winter of 2019 and early spring 2020. A completed written report was submitted to KSDE on March 23. Due to the timing and circumstances surrounding the COVID virus, which resulted in rescheduled meetings, the TVSC and PSB members have not yet had the opportunity for a full presentation and thorough discussion of the findings. Therefore, final recommendations on the pilot have not been formulated.

Based on preliminary reviews and input, along with the need and interest to continue a para-to-teacher high incidence program, the State Board is being asked to approve a continuation of the current high incidence pilot by allowing an additional cohort to start through the high incidence program summer of 2020. Extending the pilot in this manner will provide:

- LEAs the opportunity to select currently qualified paras now to fill 2020-21 positions,
- Selected qualified paras the opportunity to enroll in and complete 1st semester coursework this summer and be eligible for the LAL license,
- Additional time for the TVSC and PSB to vet the evaluation results and arrive at final recommendations to submit to the State Board.

(continued)

A brief summary of the Limited Apprentice Pilot program is provided in the attached document, as well as a summary of the design of the evaluation project. A full report on the evaluation and final recommendations will be provided to the Board later this summer.

Limited Apprenticeship Pilot design

The Limited Apprenticeship pilot offered two pathways. The first for experienced special education paraprofessionals to achieve a license for high incidence special education, and the second pathway for elementary education.

- Participant required to hold at least a bachelor's degree.
- Districts identified persons with strong potential, based on the needs of the district.
- High incidence required at least a year of experience as a paraprofessional.
- Provided with two-year plan of study for completing an approved high incidence program or an approved elementary education program.
- Specified 1st semester requirements completed:
 - High incidence - first six to nine credits from plan of study
 - Elementary – supervised field experience covering both primary and intermediate elementary levels, minimum of eight to 10 hours per week for eight weeks while enrolled in coursework from plan
- Limited Apprenticeship License issued.
- Mentor assigned and continued, collaborative support from their district and university.
- Two years to complete program while teaching under the Limited Apprenticeship License.
- New cohorts entered the program each semester, and will be allowed to complete their full program to earn their respective licenses.

Evaluation Design:

KSDE identified individuals who became the teacher of record by fall 2019 through participation in the High-Incidence Special Education Limited Apprenticeship License Program. (1st year cohorts who had already earned the LAL license). 188 individuals were identified.

Participant surveys:

From December 2019 to February 2020, 142 participants in the Limited Apprenticeship Licensure Program completed a survey regarding supports they've received as program participants and information about their current teaching role.

Program University Coordinator/Advisor Feedback:

In February 2020, five program coordinators/advisors representing all four participating universities completed a survey asking for their perceptions and suggestions for improving the program. Follow-up interviews were conducted with coordinators and/or faculty from each university. Respondents provided ratings concerning the Limited Apprenticeship License Program

LEA Coordinator Survey:

In February and March 2020, 61 administrators completed a survey regarding their perceptions of the High-Incidence Special Education Limited Apprenticeship License Pilot. A total of 52 administrators were contacted as the district/cooperative administrator listed on one or more participant applications. These administrators were asked to complete the survey with the option of sharing the survey with other knowledgeable administrators or mentors in their district. Of the respondents, the primary role identified was Special Education Administrator.



900 S.W. Jackson Street, Suite 102
 Topeka, Kansas 66612-1212
 (785) 296-3201
 www.ksde.org

Item Title: Personnel Report

From: Candi Brown, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3	3	0	3	1	1	5	1	1	1		
Unclassified	2	3	0	3	1	1	5	1	1	1		
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0		
Total Separations	4	1	2	0	4	0	1	0	2	0		
Classified	1	0	0	0	0	0	0	0	0	0		
Unclassified	2	1	2	0	4	0	1	0	2	0		
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0		
Recruiting (data on 1st day of month)	5	5	6	10	6	4	4	4	5	6		
Unclassified	5	5	6	9	6	4	4	4	5	6		
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0	0	0		

Total employees 240 as of pay period ending 04/18/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

The following personnel appointment is presented this month:

M. Kay Emerson to the position of Public Service Executive on the Teacher Licensure and Accreditation team, effective April 5, 2020, at an annual salary of \$ 47,985.60. This position is funded by the KVC Training and Technical Assistance Fund and the Kansas Commission on National and Community Services Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 5/12/2020**

Susan Helbert

Mischel Miller

Randy Watson

Item Title:

Act on recommendations for licensure waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations for licensure waivers as presented.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

The requests below have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

District	Dist Name	First	Last	Subject	Recomm.
D0261	Haysville	Jaimee	Broadus	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Melissa	McBrayer	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Katherine	Allison	Low Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:

Lynn Bechtel

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on local in-service education plans

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve, with modifications, the in-service education plans for the educational agencies listed below.

Explanation of Situation Requiring Action:

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective." K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

In the provisions of K.S.A.72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

KSDE staff have reviewed the five-year in-service education plans of the educational agencies listed below using the standards and criteria determined by the State Board of Education and recommend they be approved with modifications:

USD 262 Valley Center

USD 315 Colby

USD 396 Douglass

USD 435 Abilene

USD 449 Easton

USD 511 Attica

USD 512 Shawnee Mission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Catherine Chmidling

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on recommendations of the Evaluation Review Committee for higher education program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Benedictine College, Friends University, Newman University, Ottawa University and University of Kansas.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the teacher education programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program approval status.

A copy of the regulations covering this process is also attached.

April 16, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Benedictine College

Introductory Statement:

On April 07, 2020, the Evaluation Review Committee reviewed applications for program approvals for Benedictine College.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “Approved” status for the following programs through December 31, 2026:

Art I, PreK-12 continuing

Areas for Improvement:

Standards 1-7

None

Biology I, 6-12 continuing

Areas for Improvement:

Standards 1-4, 6, 8-16, 18

None

Standard 5 (MET)

AFI 5.1: BIOL 3354 cannot be used to assess the standard.

Rationale 5.2: BIOL 3354 is not a required course. Since it is not a required course, it cannot be used to assess the standard.

Standard 7 (MET)

AFI 7.1: Assessment 6 and 7 does not address the standard to its entirety.

Rationale 7.1: Assessment 6 and 7 does not address processes related to health issues and human sexuality.

AFI 17.1: Assessment 3 is not fully aligned to the standard.

Rationale 17.1: Assessment 3 does not address laboratory safety.

Building Leadership, A PreK-12 continuing

Areas for Improvement:

Standards 1-6

None

Elementary I, K-6 continuing

Areas for Improvement:

Standards 1-7

None

English Language Arts I, 6-12 continuing

Areas for Improvement:

Standards 1-7

None

Foreign Language I, PreK-12 (French, Spanish) continuing

Areas for Improvement:

Standards 1-8

None

Health I, PreK-12 continuing

Areas for Improvement:

Standards 1-2, 4

None

Standard 3 (MET)

AFI 3.1: Assessment 3 CFAST criteria F & H do not align with the standard.

Rationale: The criteria address collaboration and candidate response to feedback, but do not address candidates' ability to communicate with P12 students: "uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement". [AFI 3.1 not addressed in rejoinder.]

High Incidence A, K-6, 6-12 continuing

Areas for Improvement:

Standards 1-8

None

History, Government, and Social Studies I, 6-12 continuing

Areas for Improvement:

Standards 1-10

None

Physical Education I, PreK-12 continuing

Areas for Improvement:

Standards 1-7

None

Physics I, 6-12 continuing

Areas for Improvement:

Standards 1-7

None

April 16, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On April 07, 2020, the Evaluation Review Committee reviewed an application for new program approval for Friends University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**New Program Approved with Stipulation**” status for the following program through **June 30, 2022**:

History Government Social Studies I, 6-12 new

Areas for Improvement:

Standards 1-10

None

New programs may be approved-with-stipulation for 2 years during which they are operationalized. A progress report is due after the second semester of operation to address the new program stipulation.

April 16, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Newman University

Introductory Statement:

On April 07, 2020, the Evaluation Review Committee reviewed an application for program approval for Newman University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “Approved” status for the following program through June 30, 2026:

History Government Social Studies I, 6-12 continuing

Areas for Improvement:

Standards 2, 4-6, 8-10

None

Standard 1 (MET)

AFI 1.1: Data are not disaggregated for all assessments.

Rationale 1.1: The report cites part 1 of Assessment 2 specifically as meeting this standard, but the data are for the assessment as a whole. Rejoinder Note: Disaggregated data for Assessment 2 could not be found.

Standard 3 (MET)

AFI 3.1: Data are not disaggregated for all assessments.

Rationale 3.1: The report cites part 1 of Assessment 2 specifically as meeting this standard, but the data are for the assessment as a whole. Rejoinder Note: Disaggregated data for Assessment 2 could not be found.

Standard 7 (NOT MET)

AFI 7.1: Standard is not covered in its entirety.

Rationale 7.1: The course in American government course cited in Assessment 5 does not clearly cover governmental systems beyond the United States. Rejoinder Note: It is unclear how adding the statement “is ‘at standard’ for all criteria on the candidate’s final submission” to the bottom of the Assessment 2 satisfies AFI 7.1.

April 16, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Ottawa University

Introductory Statement:

On April 07, 2020, the Evaluation Review Committee reviewed applications for program approvals for Ottawa University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “Approved” status for the following programs through June 30, 2026:

Biology I, 6-12 continuing

Areas for Improvement:

Standards 1-5, 7-10

None

Standard 6 (Not Met)

AFI 6.1: Assessment 2 does not align to the standard.

Rationale 6.1: Assessment 2 does not address practices of engineering or technology.

AFI 6.2: Assessment 6 does not align to the standard.

Rationale 6.2: Assessment 6 does not address practices of engineering or technology.

History Government Social Studies I, 6-12 continuing

Areas for Improvement:

Standards 1-5, 8-10

None

Standard 6 (NOT MET)

AFI 6.1: The standard is not covered in its entirety.

AFI 6.1 Rationale: While the rejoinder explained that current professional issues are covered in the lesson planning activities in EDU 34500, neither the cited assessments nor the syllabus submitted make this clear.

Standard 7 (NOT MET)

AFI 7.1: HPS 13353 American Government does not cover the standard in its entirety.

“Governmental systems of ... other nations” is not addressed.

AFI 7.1 Rationale: The course speaks to the structure of the government of the United States. There is one assignment which relates to another nation. While the rejoinder notes that the textbook includes some information about other governmental structures, there are no assessments aligned to it other than one sub-score from Praxis II. This will create a problem for the program when it comes up for review again and must provide data from assessments. Assessment 1 (Praxis sub-scores) can be cited but cannot stand alone. If there are no other assessments to provide data, the standard will not be met.

April 16, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for University of Kansas

Introductory Statement:

On April 07, 2020, the Evaluation Review Committee reviewed applications for program approvals for the University of Kansas.

Documents that were received and considered include the Institutional Program Reports and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**Approved**” status for the following programs through December 31, 2026:

Art I, PreK-12 continuing

Areas for Improvement:

Standards 1-7

None

English Language Arts I, 6-12 continuing

Areas for Improvement:

Standards 1-7

None

Low Incidence A, PreK-12 continuing

Areas for Improvement:

Standards 1-7

None

Mathematics I, 6-12 continuing

Areas for Improvement:

Standards 1-7

None

Music I, PreK-12 continuing

Areas for Improvement:

Standards 1-7

None

Physical Education I, PreK-12 continuing

Areas for Improvement:

Standards 1-7
None

School Psychologist A, PreK-12 continuing
Areas for Improvement:
Standards 1-7
None

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee need approval of the State Board of Education. Licenses will be issued to those applicants whose appeals are granted.

Case 3302

Applicant requested an initial teaching license with endorsement for elementary education. Review was required due to an alternative preparation pathway. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a professional level license with endorsement for elementary education, K-6, based on: completing five years of documented teaching experience; completion of a comparable program to achieve a Texas license; and presentation of evidence, including relevant teaching experiences, of meeting all professional education standards and elementary education program standards 1-7. Moved by Ashlie Jack, seconded by Gwen McDonald, and approved unanimously.

Case 3306

Applicant requested an initial teaching license with endorsement for elementary education. Review was required due to an alternative preparation pathway. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a two-year provisional license for elementary education, K-6 with upgrade to a standard license based on completing methods coursework for English language arts, science, mathematics, and social studies in order to address deficiencies related to elementary education program standards 2 -5. Moved by Ashlie Jack, seconded by Marc Williams, and approved unanimously.

Case 3312

Applicant requested a professional level teaching license for music PreK-12 and an initial license for building leadership PreK-12. Review was required due to an alternative pathway for the teaching license and to allow review of years of non-accredited experience to equate to accredited experience needed to meet experience requirements for the leadership license and for issuance of

(continued)

the teaching license at the professional license level if approved. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a professional level teaching license for music, PreK-12, and an initial leadership license for building leadership, based on: completion of an appropriate alternative teaching program; achievement of an Arkansas teaching license; four years of non-accredited experience as appropriate and equivalent towards meeting the experience requirements for the building leadership license. Moved by Gwen McDonald, seconded by Ashlie Jack, and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g.

Staff Initiating:

Jessica Noble

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on recommendations for funding the 2020-2021 AmeriCorps Kansas Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2020–2021 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The mission of the Kansas Volunteer Commission (KVC) is to empower all Kansans to meet community needs through service. The KVC's primary role is to provide resources and leadership to support local initiatives that tackle community needs. As the state service commission, the KVC directs effective national service programs, promotes volunteerism and provides volunteer management training opportunities. The KVC also serves as the intermediary for the Corporation for National and Community Service (CNCS) in the state of Kansas.

AmeriCorps Kansas is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities. The KVC conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes.

The KVC conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers and KVC Commissioners reviewed the applications, developed clarification questions and examined the applicants' responses. The KVC considered the review committee's recommendation and subgrantees' past performance and compliance in determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendation for the 2020-2021 Kansas AmeriCorps subgrantees and program grant funding amount. (See next page for list)

<u>AmeriCorps Kansas Program Grant</u>	<u>Funding Amount</u>
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Boys & Girls Club of Lawrence	\$ 665,597
Harvesters – The Community Food Network	\$ 108,353
Kansas Department of Wildlife, Parks and Tourism	\$ 358,253
International Rescue Committee, Inc.	\$ 108,350
Rosedale Development Association	\$ 77,579
USD 260 Derby	\$ 247,649
United Way of Douglas County	\$ 232,185
Wichita State University	\$ 80,558

<u>Kansas AmeriCorps Planning Grant</u>	<u>Funding Amount</u>
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Kansas State University	\$ 20,000
Total Funding	\$1,898,524

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h.

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on request to approve Preschool-Aged At-Risk programs for 2020-21

Recommended Motion:

It is moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) programs for 2020-2021. In districts operating approved programs, 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending on Sept. 20, 2020 will automatically count as a half student (0.5 FTE) in calculating a district's enrollment and accompanying weightings. Districts that meet the qualifications to participate in the February 20 MILT count will include preschool-aged at-risk students in their enrollment counts.

Explanation of Situation Requiring Action:

See attached list of school districts for 2020-2021.

The Preschool-Aged At-Risk Program (also known as the State Pre-K 4 Year Old At-Risk Program and the State Pre-Kindergarten Program) provides school districts with funding to support preschool programs. Each preschool-aged at-risk student who is enrolled in a school district and receiving services is counted as a half student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

K.S.A. 72-5132 defines "Preschool-aged at-risk student" as an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs. Preschool-Aged At-Risk eligibility criteria are:

Poverty (qualifies for free meals under the National School Lunch Program)

Single parent families

Kansas Department for Children and Families referral

Teen parents

Either parent is lacking a high school diploma or GED

Limited English Proficiency

Lower than expected developmental progress in at least one of the following areas:

cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills

Child qualifying for migrant status

Child experiencing homelessness

(continued)

In previous years the Kansas State Department of Education allocated slots to districts prior to the start of the school year and then reallocated unused slots during the year. This will change beginning in the 2020-2021 school year to fund all qualifying students who are four years old on or before Aug. 31, 2020. While state statute allows the Kansas State Board of Education to select qualifying three-year-olds as preschool-aged at-risk, the Kansas State Department of Education does not anticipate that sufficient funding will be available to serve 3-year-old students during the 2020-2021 school year. Students who are age-eligible for kindergarten (5 years old on or before Aug. 31 of the current school year) are not eligible for Preschool-Aged At-Risk funding.

Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) programs for 2020-2021

USD	County	District Name
256	Allen	Marmaton Valley
257	Allen	Iola
258	Allen	Humboldt
365	Anderson	Garnett
479	Anderson	Crest
377	Atchison	Atchison Co Comm Schools
409	Atchison	Atchison Public Schools
254	Barber	Barber County North
255	Barber	South Barber
428	Barton	Great Bend
431	Barton	Hoisington
234	Bourbon	Fort Scott
235	Bourbon	Uniontown
415	Brown	Hiawatha
430	Brown	South Brown County
206	Butler	Remington-Whitewater
375	Butler	Circle
385	Butler	Andover
394	Butler	Rose Hill Public Schools
396	Butler	Douglass Public Schools
402	Butler	Augusta
490	Butler	El Dorado
492	Butler	Flinthills
284	Chase	Chase County
285	Chautauqua	Cedar Vale
286	Chautauqua	Chautauqua Co Community
404	Cherokee	Riverton
493	Cherokee	Columbus
499	Cherokee	Galena
508	Cherokee	Baxter Springs
219	Clark	Minneola
220	Clark	Ashland
379	Clay	Clay Center
333	Cloud	Concordia
243	Coffey	Lebo-Waverly

USD	County	District Name
244	Coffey	Burlington
245	Coffey	LeRoy-Gridley
300	Comanche	Comanche County
462	Cowley	Central
463	Cowley	Udall
465	Cowley	Winfield
470	Cowley	Arkansas City
246	Crawford	Northeast
247	Crawford	Cherokee
248	Crawford	Girard
249	Crawford	Frontenac Public Schools
250	Crawford	Pittsburg
294	Decatur	Oberlin
393	Dickinson	Solomon
435	Dickinson	Abilene
481	Dickinson	Rural Vista
487	Dickinson	Herington
111	Doniphan	Doniphan West Schools
114	Doniphan	Riverside
348	Douglas	Baldwin City
491	Douglas	Eudora
497	Douglas	Lawrence
347	Edwards	Kinsley-Offerle
502	Edwards	Lewis
282	Elk	West Elk
283	Elk	Elk Valley
489	Ellis	Hays
112	Ellsworth	Central Plains
363	Finney	Holcomb
457	Finney	Garden City
381	Ford	Spearville
443	Ford	Dodge City
459	Ford	Bucklin
287	Franklin	West Franklin
288	Franklin	Central Heights
289	Franklin	Wellsville
290	Franklin	Ottawa
475	Geary	Geary County Schools

New Preschool-Aged At-Risk programs for 2020-2021 are listed in **bold text**.

Approved Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) programs for 2020-2021

USD	County	District Name
291	Gove	Grinnell Public Schools
293	Gove	Quinter Public Schools
281	Graham	Graham County
214	Grant	Ulysses
102	Gray	Cimmaron-Ensign
371	Gray	Montezuma
476	Gray	Copeland
477	Gray	Ingalls
200	Greeley	Greeley County Schools
386	Greenwood	Madison-Virgil
389	Greenwood	Eureka
390	Greenwood	Hamilton
494	Hamilton	Syracuse
361	Harper	Anthony-Harper
511	Harper	Attica
369	Harvey	Burrton
373	Harvey	Newton
439	Harvey	Sedgwick Public Schools
440	Harvey	Halstead
374	Haskell	Sublette
507	Haskell	Satanta
335	Jackson	North Jackson
336	Jackson	Holton
337	Jackson	Royal Valley
338	Jefferson	Valley Falls
339	Jefferson	Jefferson County North
341	Jefferson	Oskaloosa Public Schools
342	Jefferson	McLouth
343	Jefferson	Perry Public Schools
107	Jewell	Rock Hills
230	Johnson	Spring Hill
232	Johnson	De Soto
233	Johnson	Olathe
512	Johnson	Shawnee Mission Pub School District
215	Kearny	Lakin
216	Kearny	Deerfield

USD	County	District Name
331	Kingman	Kingman - Norwich
332	Kingman	Cunningham
422	Kiowa	Kiowa County
503	Labette	Parsons
504	Labette	Oswego
505	Labette	Chetopa-St. Paul
506	Labette	Labette County
482	Lane	Dighton
449	Leavenworth	Easton
453	Leavenworth	Leavenworth
458	Leavenworth	Basehor-Linwood
464	Leavenworth	Tonganoxie
469	Leavenworth	Lansing
298	Lincoln	Lincoln
299	Lincoln	Sylvan Grove
344	Linn	Pleasanton
346	Linn	Jayhawk
252	Lyon	Southern Lyon County
253	Lyon	Emporia
397	Marion	Centre
398	Marion	Peabody-Burns
408	Marion	Marion-Florence
410	Marion	Durham-Hillsboro-Lehigh
411	Marion	Goessel
364	Marshall	Marysville
380	Marshall	Vermillion
498	Marshall	Valley Heights
400	McPherson	Smoky Valley
418	McPherson	McPherson
419	McPherson	Canton-Galva
423	McPherson	Moundridge
448	McPherson	Inman
225	Meade	Fowler
226	Meade	Meade
367	Miami	Osawatomie
416	Miami	Louisburg
272	Mitchell	Waconda
273	Mitchell	Beloit
436	Montgomery	Caney Valley

New Preschool-Aged At-Risk programs for 2020-2021 are listed in **bold text**.

Approved Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) programs for 2020-2021

USD	County	District Name
445	Montgomery	Coffeyville
446	Montgomery	Independence
447	Montgomery	Cherryvale
417	Morris	Morris County
217	Morton	Rolla
218	Morton	Elkhart
113	Nemaha	Prairie Hills
115	Nemaha	Nemaha Central
101	Neosho	Erie-Galesburg
413	Neosho	Chanute Public Schools
106	Ness	Western Plains
303	Ness	Ness City
212	Norton	Northern Valley
420	Osage	Osage City
421	Osage	Lyndon
434	Osage	Santa Fe Trail
454	Osage	Burlingame Public School
456	Osage	Marais Des Cygnes Valley
392	Osborne	Osborne County
240	Ottawa	Twin Valley
495	Pawnee	Ft Larned
110	Phillips	Thunder Ridge Schools
326	Phillips	Logan
321	Pottawatomie	Kaw Valley
322	Pottawatomie	Onaga-Havensville-Wheaton
382	Pratt	Pratt
438	Pratt	Skyline Schools
308	Reno	Hutchinson Public Schools
309	Reno	Nickerson
310	Reno	Fairfield
311	Reno	Pretty Prairie
312	Reno	Haven Public Schools
313	Reno	Buhler
109	Republic	Republic County
426	Republic	Pike Valley
376	Rice	Sterling

USD	County	District Name
401	Rice	Chase-Raymond
405	Rice	Lyons
444	Rice	Little River
383	Riley	Manhattan-Ogden
384	Riley	Blue Valley
269	Rooks	Palco
270	Rooks	Plainville
271	Rooks	Stockton
403	Rush	Otis-Bison
399	Russell	Paradise
407	Russell	Russell County
305	Saline	Salina
307	Saline	Ell-Saline
466	Scott	Scott County
259	Sedgwick	Wichita
260	Sedgwick	Derby
261	Sedgwick	Haysville
262	Sedgwick	Valley Center Pub Sch
263	Sedgwick	Mulvane
264	Sedgwick	Clearwater
265	Sedgwick	Goddard
266	Sedgwick	Maize
267	Sedgwick	Renwick
268	Sedgwick	Cheney
480	Seward	Liberal
483	Seward	Kismet-Plains
345	Shawnee	Seaman
372	Shawnee	Silver Lake
437	Shawnee	Auburn Washburn
450	Shawnee	Shawnee Heights
501	Shawnee	Topeka Public Schools
352	Sherman	Goodland
349	Stafford	Stafford
350	Stafford	St John-Hudson
351	Stafford	Macksville
452	Stanton	Stanton County
209	Stevens	Moscow Public Schools
210	Stevens	Hugoton Public Schools
353	Sumner	Wellington

New Preschool-Aged At-Risk programs for 2020-2021 are listed in **bold text**.

Approved Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) programs for 2020-2021

USD	County	District Name
356	Sumner	Conway Springs
357	Sumner	Belle Plaine
358	Sumner	Oxford
359	Sumner	Argonia Public Schools
360	Sumner	Caldwell
509	Sumner	South Haven
315	Thomas	Colby Public Schools
316	Thomas	Golden Plains
208	Trego	Wakeeney
329	Wabaunsee	Mill Creek Valley
224	Washington	Clifton-Clyde
467	Wichita	Leoti
387	Wilson	Altoona-Midway
461	Wilson	Neodesha
484	Wilson	Fredonia
366	Woodson	Woodson
202	Wyandotte	Turner-Kansas City
203	Wyandotte	Piper-Kansas City
204	Wyandotte	Bonner Springs
500	Wyandotte	Kansas City

New Preschool-Aged At-Risk programs for 2020-2021 are listed in **bold text**.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i.

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on recommendations for funding Kansas Preschool Pilot grants for 2020-2021

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Preschool Pilot for 2020-2021. If a program is unable to spend funds awarded or exceeds their per-student authorized expenditure, the Kansas State Department of Education is authorized to reallocate funding among programs in an amount not to exceed \$8,332,317.

Explanation of Situation Requiring Action:

See attached list of programs and grant amounts awarded for 2020-2021.

Grantees may receive up to \$2,500 for each eligible Kansas Preschool Pilot student who is enrolled in an approved program on Sept. 20, 2020 and who is reported in the KIDS Collection System or Foundations for School Success. (*Districts that meet the qualifications to participate in the February 20 MILT count will include preschool students in their MILT enrollment counts.*) Eligible Kansas Preschool Pilot students can include:

- Three-year-old students who meet Preschool-Aged At-Risk at-risk criteria;
- Three- and four-year-old students who qualify for reduced-price meals under the National School Lunch Program;
- Three- and four-year-old students with Individualized Education Plans (IEPs) who meet Preschool-Aged At-Risk at-risk criteria or who qualify for reduced-price school meals;
- Full-day four-year-old students who meet Preschool-Aged At-Risk at-risk criteria (fill Preschool-Aged At-Risk slots). These students’ preschool year must consist of at least the same number of calendar days as the kindergarten classroom in the district; days must last a minimum of 6.5 clock hours.
- Three- and four-year-old students who do not meet at-risk criteria. These students cannot make up more than 50 percent of the students enrolled in the Kansas Preschool Pilot.

Applicants could request a per-child expenditure in excess of \$2,500 per student. KSDE recommendations for authorizing expenditures in excess of \$2,500 per student are included in the attached list. At the end of the 2020-2021 school year, if grantees received more than their authorized cost per student, their final payment will be reduced and/or they will be required to refund the additional cost.

(continued)

In 2020, 119 entities requested \$14,336,902 in funding for the 2020-2021 school year.

The state budget passed in March 2020 includes \$4.2 million in Kansas Preschool Pilot funding from the Children's Initiatives Fund for fiscal year 2021. The Kansas State Department of Education is working with the Kansas Department for Children and Families to finalize an agreement for KSDE to receive up to \$4,132,317 in Temporary Assistance for Needy Families (TANF) funds for the Kansas Preschool Pilot for 2020-2021. This is the same amount of funding authorized for each funding source as the 2019-2020 school year.

As part of the *All in for Kansas Kids* strategic plan, state agencies that implement early childhood care and education programs will *map requests for proposals, funding strategies and requirements, scopes of work, programming priorities, eligibility, and reporting requirements across state agencies that fund early childhood care and education programs to identify areas of efficiency and alignment (Tactic 1.2.1)*. The Kansas State Department of Education, in consultation with the Kansas Children's Cabinet and Trust Fund and the Kansas Department for Children and Families, will develop a proposal to scale lessons learned from the Kansas Preschool Pilot and to increase efficiency and alignment for these sources of state preschool funding for the Kansas State Board of Education to consider when making fiscal year 2022 budget recommendations.

USD	County	Name	2019-2020 Grant Award (as of April 2020)	2020-2021 Grant Award	
257	Allen	Iola	\$139,160.00	\$180,000.00	
365	Anderson	Garnett	\$59,630.00	\$44,400.00	
428	Barton	Great Bend	\$26,700.00	\$18,000.00	
431	Barton	Hoisington	\$123,500.00	\$95,100.00	
234	Bourbon	Fort Scott	\$62,400.00	\$80,000.00	
430	Brown	South Brown County	\$0.00	\$60,000.00	
206	Butler	Remington-Whitewater	\$31,160.00	\$28,500.00	
375	Butler	Circle	\$112,476.00	\$90,000.00	
402	Butler	Augusta	\$65,100.00	\$54,000.00	
490	Butler	El Dorado	\$45,376.00	\$24,000.00	
492	Butler	Flinthills	\$85,000.00	\$30,000.00	
499	Cherokee	Galena	\$76,360.00	\$22,500.00	
379	Clay	Clay Center	\$0.00	\$22,500.00	
243	Coffey	Lebo-Waverly	\$58,800.00	\$37,200.00	
244	Coffey	Burlington	\$34,390.00	\$30,000.00	
245	Coffey	LeRoy-Gridley	\$15,950.00	\$10,000.00	
462	Cowley	Central	\$0.00	\$15,000.00	
465	Cowley	Winfield	\$0.00	\$24,000.00	
470	Cowley	Arkansas City	\$56,100.00	\$37,500.00	
246	Crawford	Northeast	\$56,136.00	\$36,000.00	
248	Crawford	Girard	\$153,926.00	\$102,000.00	
	Crawford	Family Resource Center USD 249 - Frontenac Public Schools USD 250 - Pittsburg	\$212,400.00	\$178,760.00	Authorized to spend more than \$2,500 per eligible student in 2020-2021
294	Decatur	Oberlin	\$0.00	\$52,500.00	
393	Dickinson	Solomon	\$61,676.00	\$30,000.00	
435	Dickinson	Abilene	\$0.00	\$37,500.00	
487	Dickinson	Herington	\$0.00	\$19,500.00	
348	Douglas	Baldwin City	\$38,110.00	\$54,000.00	
491	Douglas	Eudora	\$38,800.00	\$30,000.00	
502	Edwards	Lewis	\$21,050.00	\$19,500.00	
363	Finney	Holcomb	\$40,646.00	\$43,190.00	
457	Finney	Garden City	\$207,806.00	\$277,800.00	
443	Ford	Dodge City	\$41,932.00	\$34,500.00	
459	Ford	Bucklin	\$10,000.00	\$10,000.00	
289	Franklin	Wellsville	\$50,596.00	\$30,000.00	
475	Geary	Geary County Schools	\$358,626.00	\$336,300.00	

Kansas Preschool Pilot grants for 2020-2021

USD	County	Name	2019-2020 Grant Award (as of April 2020)	2020-2021 Grant Award
291	Gove	Grinnell Public Schools	\$5,000.00	\$2,500.00
477	Gray	Ingalls	\$0.00	\$15,000.00
386	Greenwood	Madison-Virgil	\$43,726.00	\$45,000.00
361	Harper	Anthony-Harper	\$25,740.00	\$60,000.00
373	Harvey	Newton	\$31,986.00	\$19,500.00
439	Harvey	Sedgwick Public Schools	\$0.00	\$30,000.00
440	Harvey	Halstead	\$45,230.00	\$45,000.00
507	Haskell	Satanta	\$13,450.00	\$10,000.00
335	Jackson	North Jackson	\$12,100.00	\$22,500.00
343	Jefferson	Perry Public Schools	\$68,100.00	\$24,000.00
512	Johnson	Shawnee Mission Pub Sch	\$213,360.00	\$163,500.00
216	Kearny	Deerfield	\$0.00	\$31,500.00
605	Various	South Central Kansas Special Education Cooperative #605 USD 254 - Barber - Barber County North USD 255 - Barber - South Barber USD 300 - Comanche - Comanche County USD 361 - Harper - Anthony-Harper USD 511 - Harper - Attica USD 331 - Kingman - Kingman - Norwich USD 332 - Kingman - Cunningham USD 422 - Kiowa - Kiowa County USD 382 - Pratt - Pratt USD 350 - Stafford - St John-Hudson	\$408,066.00	\$387,500.00
605	Kingman	South Central Kansas Special Education Cooperative #605 20031 St. Patricks' Catholic School	\$0.00	\$42,970.00
503	Labette	Parsons	\$73,150.00	\$52,740.00
505	Labette	Chetopa-St. Paul	\$0.00	\$60,000.00
506	Labette	Labette County	\$65,640.00	\$112,500.00
449	Leavenworth	Easton	\$26,686.00	\$26,660.00
458	Leavenworth	Basehor-Linwood	\$0.00	\$48,000.00
469	Leavenworth	Lansing	\$33,946.00	\$22,500.00
252	Lyon	Southern Lyon County	\$60,876.00	\$135,000.00
397	Marion	Centre	\$61,766.00	\$25,000.00
398	Marion	Peabody-Burns	\$26,700.00	\$18,000.00
380	Marshall	Vermillion	\$51,006.00	\$56,630.00
400	McPherson	Smoky Valley	\$22,000.00	\$42,000.00
418	McPherson	McPherson	\$51,626.00	\$64,060.00
423	McPherson	Moundridge	\$70,310.00	\$78,000.00

Kansas Preschool Pilot grants for 2020-2021

USD	County	Name	2019-2020 Grant Award (as of April 2020)	2020-2021 Grant Award	
448	McPherson	Inman	\$57,110.00	\$39,000.00	
225	Meade	Fowler	\$34,650.00	\$30,000.00	
367	Miami	Osawatomie	\$49,956.00	\$54,500.00	
272	Mitchell	Waconda	\$97,010.00	\$37,500.00	
273	Mitchell	Beloit	\$53,380.00	\$45,000.00	
445	Montgomery	Coffeyville	\$21,230.00	\$15,620.00	
446	Montgomery	Independence	\$52,616.00	\$48,000.00	
417	Morris	Morris County	\$0.00	\$60,000.00	
218	Morton	Elkhart	\$75,620.00	\$51,000.00	
101	Neosho	Erie-Galesburg	\$61,876.00	\$67,500.00	
413	Neosho	Chanute Public Schools	\$88,276.00	\$75,000.00	
106	Ness	Western Plains	\$34,626.00	\$24,000.00	
420	Osage	Osage City	\$0.00	\$19,010.00	
434	Osage	Santa Fe Trail	\$0.00	\$52,500.00	
392	Osborne	Osborne County	\$58,850.00	\$42,000.00	
495	Pawnee	Ft Larned	\$0.00	\$43,770.00	
322	Pottawatomie	Onaga-Havensville-Wheaton	\$71,970.00	\$78,270.00	
382	Pratt	Pratt	\$48,320.00	\$54,140.00	
308	Reno	Hutchinson Public Schools	\$161,436.00	\$120,000.00	
309	Reno	Nickerson	\$135,016.00	\$105,000.00	
310	Reno	Fairfield	\$54,820.00	\$30,000.00	
311	Reno	Pretty Prairie	\$52,030.00	\$18,000.00	
312	Reno	Haven Public Schools	\$0.00	\$36,230.00	
313	Reno	Buhler	\$163,136.00	\$162,550.00	
109	Republic	Republic County	\$51,646.00	\$31,500.00	
383	Riley	Manhattan-Ogden	\$468,500.00	\$269,500.00	Authorized to spend more than \$2,500 per eligible student in 2020-2021
269	Rooks	Palco	\$3,200.00	\$10,000.00	
270	Rooks	Plainville	\$0.00	\$49,500.00	
271	Rooks	Stockton	\$0.00	\$45,000.00	
403	Rush	Otis-Bison	\$29,370.00	\$40,200.00	
399	Russell	Paradise	\$10,000.00	\$16,500.00	
305	Saline	Salina	\$128,806.00	\$202,500.00	
307	Saline	Ell-Saline	\$8,106.00	\$10,000.00	
259	Sedgwick	Wichita	\$106,470.00	\$60,000.00	

Kansas Preschool Pilot grants for 2020-2021

USD	County	Name	2019-2020 Grant Award (as of April 2020)	2020-2021 Grant Award	
261	Sedgwick	Haysville	\$59,430.00	\$47,360.00	
262	Sedgwick	Valley Center Pub Sch	\$43,450.00	\$30,000.00	
263	Sedgwick	Mulvane	\$64,356.00	\$45,000.00	
267	Sedgwick	Renwick	\$0.00	\$33,000.00	
268	Sedgwick	Cheney	\$61,050.00	\$60,000.00	
	Sedgwick	The Opportunity Project (TOP) Early Learning Centers USD 259 - Wichita USD 260 - Derby	\$380,940.00	\$380,940.00	
	Sedgwick	Kansas Children's Service League USD 259 - Wichita USD 261 - Haysville USD 266 - Maize Rainbows United YMCA of Greater Wichita Z0031 Catholic Diocese of Wichita	\$558,560.00	\$441,327.00	Authorized to spend more than \$2,500 per eligible student in 2020-2021
480	Seward	Liberal	\$37,270.00	\$30,000.00	
483	Seward	Kismet-Plains	\$0.00	\$42,000.00	
	Shawnee	United Way of Greater Topeka USD 345 - Seaman USD 372 - Silver Lake USD 437 - Auburn Washburn USD 501 - Topeka Public Schools Countryside United Methodist Preschool Patterson Family Child Care, LLC	\$696,396.00	\$699,380.00	
349	Stafford	Stafford	\$9,160.00	\$45,160.00	
452	Stanton	Stanton County	\$36,356.00	\$34,800.00	
356	Sumner	Conway Springs	\$0.00	\$24,000.00	
315	Thomas	Colby Public Schools	\$0.00	\$51,000.00	
208	Trego	Wakeeney	\$23,760.00	\$25,800.00	
329	Wabaunsee	Mill Creek Valley	\$41,006.00	\$39,000.00	
224	Washington	Clifton-Clyde	\$22,250.00	\$34,800.00	
387	Wilson	Altoona-Midway	\$69,440.00	\$33,000.00	
461	Wilson	Neodesha	\$44,000.00	\$54,000.00	
484	Wilson	Fredonia	\$49,200.00	\$30,000.00	
366	Woodson	Woodson	\$56,250.00	\$39,150.00	
202	Wyandotte	Turner-Kansas City	\$0.00	\$60,000.00	
500	Wyandotte	Kansas City	\$119,621.00	\$175,000.00	
Total Awarded				\$8,332,317.00	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17.j.

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on recommendations for funding Kansas Parents as Teachers grants for 2020-2021

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the parent education program (Kansas Parents as Teachers) for 2020-2021. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.

Explanation of Situation Requiring Action:

See attached list of programs and grant amounts awarded for 2020-2021.

K.S.A. 72-4162 authorizes the board of every school district to: (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program; and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

K.S.A 72-4161 defines a “parent education program” as a program developed and operated by a board of education of any school district for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

Per K.S.A. 72-4163, the Kansas State Board of Education shall be responsible for awarding grants to school districts. In 2020, 65 programs requested \$9,433,603 in state funding for the 2020-2021 school year.

(continued)

The state budget passed in March 2020 includes \$8,437,635 in parent education program funding from the Children's Initiatives Fund for fiscal year 2021 and reappropriates any unencumbered balance in the parent education program account in excess of \$100 as of June 30, 2020 for fiscal year 2021.

Due to COVID-19, the Kansas State Department of Education used the 2019-2020 Kansas Parents as Teachers grant applications and award levels as the baseline for the 2020-2021 school year. This provided stable funding to existing grantees and reduced administrative time needed to develop and submit grant applications. However, funds were not available to fulfill requests for new and expanded services, including three requests to begin new programs in USD 102 Cimarron Ensign, USD 466 Scott County, and Southwest Plains Consortium (USD 226 Meade, USD 422 Kiowa County and USD 494 Syracuse). These three new applicants requested a total of \$150,469.

Expenditures from the parent education program account for each grant must be matched by the school district in an amount that is equal to not less than 50 percent of the grant.

Kansas Parents as Teachers grants for 2020-2021

USD	County	District Name	Grant Award
428	Barton	Great Bend	\$ 51,031.00
394	Butler	Rose Hill Public Schools	\$ 34,890.00
490	Butler	El Dorado	\$ 24,584.00
465	Cowley	Winfield	\$ 101,385.00
435	Dickinson	Abilene	\$ 105,963.00
473	Dickinson	Chapman	\$ 34,348.00
348	Douglas	Baldwin City	\$ 119,210.00
497	Douglas	Lawrence	\$ 162,822.00
489	Ellis	Hays	\$ 62,386.00
363	Finney	Holcomb	\$ 50,000.00
457	Finney	Garden City	\$ 229,390.00
443	Ford	Dodge City	\$ 40,819.00
475	Geary	Geary County Schools	\$ 145,070.00
102	Gray	Cimarron Ensign	\$ -
337	Jackson	Royal Valley	\$ 41,580.00
229	Johnson	Blue Valley	\$ 494,651.00
231	Johnson	Gardner Edgerton	\$ 85,158.00
232	Johnson	De Soto	\$ 103,953.00
512	Johnson	Shawnee Mission Public Schools	\$ 383,686.00
482	Lane	Dighton	\$ 20,000.00
458	Leavenworth	Basehor-Linwood	\$ 44,391.00
469	Leavenworth	Lansing	\$ 86,613.00
380	Marshall	Vermillion	\$ 19,000.00
498	Marshall	Valley Heights	\$ 66,990.00
445	Montgomery	Coffeyville	\$ 75,925.00
239	Ottawa	North Ottawa County	\$ 27,600.00
240	Ottawa	Twin Valley	\$ 24,458.00
495	Pawnee	Ft Larned	\$ 24,441.00
320	Pottawatomie	Wamego	\$ 30,030.00
321	Pottawatomie	Kaw Valley	\$ 31,420.00
323	Pottawatomie	Rock Creek	\$ 40,330.00
383	Riley	Manhattan-Ogden	\$ 227,579.00
305	Saline	Salina	\$ 80,789.00
306	Saline	Southeast of Saline	\$ 37,495.00
466	Scott	Scott County	\$ -
259	Sedgwick	Wichita	\$ 210,738.00
260	Sedgwick	Derby	\$ 230,256.00
261	Sedgwick	Haysville	\$ 154,806.00
262	Sedgwick	Valley Center Public School	\$ 62,530.00
263	Sedgwick	Mulvane	\$ 23,619.00
265	Sedgwick	Goddard	\$ 73,724.00
266	Sedgwick	Maize	\$ 146,184.00
437	Shawnee	Auburn Washburn	\$ 101,363.00
501	Shawnee	Topeka Public Schools	\$ 521,366.00

Kansas Parents as Teachers grants for 2020-2021

USD	County	District Name	Grant Award
349	Stafford	Stafford	\$ 22,419.00
350	Stafford	St John-Hudson	\$ 26,411.00
210	Stevens	Hugoton Public Schools	\$ 27,776.00
204	Wyandotte	Bonner Springs	\$ 18,837.00

Consortiums				
379	Clay	Clay Center	\$	60,435.00
334	Cloud	Southern Cloud		
333	Cloud	Concordia	\$	89,680.00
109	Republic	Republic County		
426	Republic	Pike Valley		
108	Washington	Washington County Schools		
224	Washington	Clifton-Clyde		
609	Crawford	Southeast Kansas Education Service Center	\$	732,120.00
256	Allen	Marmaton Valley	436	Montgomery Caney Valley
257	Allen	Iola	446	Montgomery Independence
258	Allen	Humboldt	447	Montgomery Cherryvale
479	Anderson	Crest	417	Morris Morris County
234	Bourbon	Fort Scott	101	Neosho Erie-Galesburg
235	Bourbon	Uniontown	413	Neosho Chanute Public Schools
284	Chase	Chase County	434	Osage Santa Fe Trail
404	Cherokee	Riverton	454	Osage Burlingame Public School
493	Cherokee	Columbus	456	Osage Marais Des Cygnes Valley
499	Cherokee	Galena	461	Wilson Neodesha
508	Cherokee	Baxter Springs	484	Wilson Fredonia
243	Coffey	Lebo-Waverly	366	Woodson Woodson
244	Coffey	Burlington	203	Wyandotte Piper
245	Coffey	LeRoy-Gridley		
246	Crawford	Northeast		
247	Crawford	Cherokee		
248	Crawford	Girard		
249	Crawford	Frontenac Public Schools		
250	Crawford	Pittsburg		
290	Franklin	Ottawa		
230	Johnson	Spring Hill		
503	Labette	Parsons		
504	Labette	Oswego		
506	Labette	Labette County		
252	Lyon	Southern Lyon County		
253	Lyon	Emporia		

Kansas Parents as Teachers grants for 2020-2021

Consortiums			
USD	County	Name	Grant Award
487	Dickinson	Herington	\$ 48,796.00
393	Dickinson	Solomon	
481	Dickinson	Rural Vista	
373	Harvey	Newton	\$ 84,427.00
440	Harvey	Halstead	
460	Harvey	Hesston	
608	Jefferson	Keystone Learning Services	\$ 530,158.00
377	Atchison	Atchison County Community Schools	
409	Atchison	Atchison Public Schools	
111	Doniphan	Doniphan West Schools	
114	Doniphan	Riverside	
429	Doniphan	Troy Public Schools	
491	Douglas	Eudora	
336	Jackson	Holton	
338	Jefferson	Valley Falls	
339	Jefferson	Jefferson County North	
341	Jefferson	Oskaloosa Public Schools	
342	Jefferson	McLouth	
343	Jefferson	Perry Public Schools	
449	Leavenworth	Easton	
464	Leavenworth	Tonganoxie	
113	Nemaha	Prairie Hills	
345	Shawnee	Seaman	
450	Shawnee	Shawnee Heights	
233	Johnson	Olathe	\$ 1,350,543.00
207	Leavenworth	Ft Leavenworth	
453	Leavenworth	Leavenworth	
202	Wyandotte	Turner-Kansas City	
500	Wyandotte	Kansas City Kansas	
626	Kiowa	Southwest Plains	\$ -
494	Hamilton	Syracuse	
422	Kiowa	Kiowa County	
226	Meade	Meade	
410	Marion	Durham-Hillsboro-Lehigh	\$ 93,854.00
397	Marion	Centre	
398	Marion	Peabody-Burns	
408	Marion	Marion-Florence	
411	Marion	Goessel	

Kansas Parents as Teachers grants for 2020-2021

USD	County	Name	Grant Award
368	Miami	Paola	\$ 189,739.00
365	Anderson	Garnett	
288	Franklin	Central Heights	
344	Linn	Pleasanton	
346	Linn	Jayhawk	
362	Linn	Prairie View	
367	Miami	Osawatomie	
416	Miami	Louisburg	
273	Mitchell	Beloit	\$ 119,491.00
107	Jewell	Rock Hills	
298	Lincoln	Lincoln	
299	Lincoln	Sylvan Grove	
272	Mitchell	Waconda	
382	Pratt	Pratt	\$ 21,522.00
438	Pratt	Skyline Schools	
308	Reno	Hutchinson Public Schools	\$ 182,815.00
309	Reno	Nickerson-South Hutchinson	
313	Reno	Buhler	
405	Rice	Lyons	\$ 61,212.00
376	Rice	Sterling	
237	Smith	Smith Center	\$ 36,233.00
392	Osborne	Osborne County	
110	Phillips	Thunder Ridge Schools	
359	Sumner	Argonia Public Schools	\$ 67,533.00
463	Cowley	Udall	
357	Sumner	Belle Plaine	
358	Sumner	Oxford	
360	Sumner	Caldwell	
509	Sumner	South Haven	
602	Thomas	Northwest Kansas Educational Service Center	\$ 41,061.00
294	Decatur	Oberlin	
291	Gove	Grinnell Public Schools	
292	Gove	Wheatland	
293	Gove	Quinter Public Schools	
274	Logan	Oakley	
314	Thomas	Brewster	

Total Awarded: \$8,437,635.00

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 k.

Staff Initiating:

Kerry Haag

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 5/12/2020

Item Title:

Act on request to extend Special Education and Title Services contracts for Technical Assistance System Network (TASN)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the continued funding and extension of the contracts of the TASN projects listed below to Dec. 31, 2020, in a total amount not to exceed \$488,847.

Explanation of Situation Requiring Action:

The Special Education and Title Services team requests the extension of current TASN projects in order to avoid service disruption and proceed with the Kansas Department of Administration competitive bidding process. The current contracts will terminate June 30, 2020.

The Kansas State Board of Education approved continued funding for all TASN projects for the period July 1, 2020 - June 30, 2025. The Kansas State Department of Administration approved eight TASN projects as exceptions to the competitive bidding process as sole source providers or governmental entities. KSDE is in the process of finalizing these awards prior to the June 30, 2020 contract termination date.

The Kansas State Department of Administration did not approve awarding the TASN proposals in the priorities areas listed below because they did not meet an exception to the competitive bidding process. KSDE will proceed with the competitive bidding award process with an anticipated timeline to award of approximately four to six months. The priority areas for competitive bidding are as follows:

- Evidence-Based Professional Development System Evaluation
- Kansas Special Education Personnel Recruitment and Retention Programs
- Installation of High Quality Instruction within Inclusive Learning Environments
- Scaling Up Family, School and Community Partnerships



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Item Title: Legislative Matters

From: Dale M. Dennis

KSDE staff plan to update the State Board of Education on the latest issues being discussed by the U.S. Congress, the Kansas Legislature and the Governor.



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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Subject: Chair's Report & Requests for Future Agenda Items

These updates will include:

- a. Committee Reports
- b. Board Attorney's Report
- c. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.



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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Act on Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
04/19/2020	05/02/2020	04/30/2020	05/15/2020
05/03/2020	05/16/2020	05/14/2020	05/29/2020
05/17/2020	05/30/2020	05/28/2020	06/12/2020