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Janet Waugh
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Melanie Haas
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Michelle Dombrosky
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Ann E. Mah
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Jean Clifford
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Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

TUESDAY, AUGUST 9, 2022

MEETING AGENDA

- | | |
|-----------------|--|
| 10:00 a.m. | 1. Call to Order – Chair Jim Porter |
| | 2. Roll Call |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance |
| | 4. Approval of Agenda |
| | 5. Approval of Minutes (July 12 and 13) |
| 10:05 a.m. | 6. Commissioner's Report – Dr. Randy Watson |
| 10:30 a.m. | 7. Citizens' Open Forum |
| 10:45 a.m. (AI) | 8. Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds |
| 11:00 a.m. | Break |
| 11:10 a.m. (AI) | 9. Act on Math Assessment Standard Setting Cut Scores Information |
| 11:40 a.m. (IO) | 10. Update on Vaping ECHO for Education Project |
| Noon | Lunch <i>(State Board Policy Committee meets)</i> |
| 1:30 p.m. (IO) | 11. Recognition of the 2020 Presidential Awards for Excellence in Math and Science Teaching National Finalists |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: September 13 and 14, 2022

Kansas leads the world in the success of each student.

1:45 p.m. (IO)	12. Presentation of Kansans CAN Best Practices Awards to Child Nutrition Program Recipients
2:00 p.m. (AI)	13. Act on KESA Recommendations Received in June
2:10 p.m. (RI)	14. Receive Accreditation Review Council Recommendation(s) for KESA
2:15 p.m. (RI)	15. Receive information on Appointing Members to the New Kansas Children's Vision Health and School Readiness Commission
2:35 p.m.	Break
2:45 p.m. (AI)	16. Act on Recommendations of the Professional Practices Commission
2:55 p.m. (IO)	17. Special Education Advisory Council Quarterly Update
3:15 p.m. (DI)	18. Discussion on Building a Culture of Safety in Schools
4:15 p.m.	19. Consent Agenda <ul style="list-style-type: none"> a. Receive Monthly Personnel Report b. Act on Personnel Appointments for Unclassified Positions c. Act on Recommendations for Funding McKinney Vento Homeless Grants d. Act on NASBE Membership Dues e. Act on Recommendation for a Visiting Scholar License f. Authorize Out-of-State Tuition Contract for student attending the Kansas School for the Deaf
4:20 p.m.	20. Chair Report and Requests for Future Agenda Items <ul style="list-style-type: none"> (AI) a. Act on Board Travel b. Graduation Requirements Task Force c. Policy Committee d. Committee Reports e. Board Attorney Report f. Requests for Future Agenda Items
4:50 p.m.	RECESS



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, July 12, 2022

CALL TO ORDER

(00:15:02)

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, July 12, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

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

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

APPROVAL OF AGENDA

MOTION
(00:16:50)

Chairman Porter asked to vote on consent agenda items c, d, j, k and i separately. Dr. Horst moved to approve the day's agenda as amended. Mrs. Haas seconded. Motion carried 8-0.

APPROVAL OF THE JUNE 14 AND 15 MEETING MINUTES

MOTION
(00:17:45)

Mrs. Mah moved to approve the minutes of the June 14 and 15 regular Board meeting. Mrs. Waugh seconded. Motion carried 8-0.

COMMISSIONER'S REPORT

(00:18:00)

Dr. Randy Watson highlighted a number of topics in his monthly report to the State Board, many of which would be covered on the agenda. He started by highlighting the 15th Anniversary of the Kansas City STEM Alliance and how the Advanced Placement program has found that students do better in AP History courses of which students are learning through project-based curriculum verses traditional curriculum. The KC STEM Alliance has based their programs on this principle. Tomorrow he will present to the Board additional information on the data collected during the Kansans Can Success Tour and how it provides us with a clear picture of what Kansans feel is

necessary in order to prepare children for a successful future. Dr. Watson also briefed the Board on the recent success of the "Campout with the Commissioner" at Milford Lake that was part of KSDE's Sunflower Summer program. Lastly, he shared what he recently learned about the health assessment "Life's Essential 8" and how that philosophy relates to the STAR recognition quantitative and qualitative measures that determine the likelihood of success of Kansas students. He concluded with maps showing how Kansas school districts are doing in relation to the 8 STAR recognition measures.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:31 a.m. There were no speakers this month. Chairman Porter declared the Citizens' Forum closed at 10:32 a.m.

(00:46:32)

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Tate Toedman reported on the most recent ESSER Task Force recommendations, which included thirteen ESSER II change requests. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds. Mrs. Haas seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. As for ESSER III, one of the conditionally approved districts, USD 461 Neodesha, has met all of the stakeholder pieces so their funds are going to be released. There are still nine conditionally approved districts that the need to finish that piece in order to receive their funds. Sixteen new districts have submitted ESSER III plans with a total value \$18.9M. There is one ESSER III change request from USD 447 Cherryvale for an HVAC project. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

MOTION
(00:52:24)

MOTION
(01:01:10)

ACTION ON FINANCIAL LITERACY STANDARDS

In June, Helen Swanson, an Education Program Consultant and Nathan McAlister, Humanities Program Manager both from the Career Standards and Assessments Services team at the department, provided an update to the Board on the Financial Literacy Standards that are in place. Ms. Swanson and Mr. McAlister reviewed the previous standards and gave a brief summary for the recommended updated financial literacy standards. The data shown throughout their presentation focused on grades K-8. The 2021 standards replace previous separate standards from both organizations, including National Standards in K-12 Personal Finance Education which were adopted by the Kansas State Department of Education. A group of Kansas teachers, higher education specialists, and professional organizations from across the state came together to create a new crosswalk document, teacher resources and plan for future professional development opportunities. Dr. Horst moved to approve the Financial Literacy Standards as presented and Mr. McNiece seconded. Motion carried 9-1, with Mrs. Dombrosky opposing.

(01:01:55)

MOTION
(01:11:20)

PRESENTATION ON ALL IN FOR KANSAS

(01:24:52)

Melissa Rooker, the Executive Director of the Kansas Children's Cabinet and Trust Fund provided an update to the State Board of Education on the "All in for Kansas Kids" work; which is funded by the three-year renewal of the federal Pre-School Development Grant B-5. She also gave a brief overview of the Kindergarten Readiness subgrants, the ASQ, Dolly Parton's Imagination Library and other projects of interest.

RECOGNITION OF THE 2022 KANSAS PRINCIPAL OF THE YEAR

(03:45:02)

2022 Kansas Principal of the Year, Caleb Smith (Newton High School, USD 373 Newton), shared some of the things being done in his school to meet the State Board of Education's outcomes for measuring progress toward achieving the board's vision of "Kansas leads the world in the success of each student." He faced the challenge of accepting the position of Principal during the initial Covid-19 outbreak when schools were closed and everything was done virtually. He immediately focused on building a culture of family amongst his staff and believes that is key to the success of Newton High School. He is also extremely proud of the Individual Plan of Study efforts in his school including their Health/Science and Agriculture academies.

ACTION ON ACCREDITATION REVIEW COUNCIL'S KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) RECOMMENDATIONS

(03:57:45)

During the State Board meeting in June, Jay Scott, Director of Accreditation and Design, presented information on twenty-nine systems that were ready for review of an accredited status recommendation. The twenty-nine systems presented to the Board for accredited status were USD 217 Rolla, USD 218 Elkhart, USD 225 Fowler, USD 251 North Lyon County, USD 254 Barber County North, USD 257 Iola, USD 281 Graham County, USD 285 Cedar Vale, USD 286 Chautauqua County Community, USD 321 Kaw Valley, USD 325 Phillipsburg, USD 352 Goodland, USD 357 Belle Plaine, USD 371 Montezuma, USD 372 Silver Lake, USD 374 Sublette, USD 384 Blue Valley, USD 394 Rose Hill, USD 404 Riverton, USD 405 Lyons, USD 411 Goessel, USD 415 Hiawatha, USD 421 Lyndon, USD 426 Pike Valley, USD 429 Troy, USD 461 Neodesha, USD 493 Columbus, Z0029-8572 Hayden, and Z0031 Wichita Diocese. Jay Scott brought these twenty-nine systems back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the twenty-nine systems as presented. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(04:02:20)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

(04:05:05)

The Accreditation Review Council (ARC) has recommended an accreditation status for the next thirty-four systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the twenty-seven public systems and five private systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in August. The systems that were received by the Board in July are USD 103 Cheylin, USD 215 Lakin,

USD 246 Northeast, USD 247 Cherokee, USD 248 Girard, USD 255 South Barber, USD 264 Clearwater, USD 265 Goddard, USD 266 Maize, USD 271 Stockton, USD 283 Elk Valley, USD 305 Salina, USD 310 Fairfield, USD 315 Colby, USD 316 Golden Plains, USD 326 Logan, USD 344 Pleasanton, USD 373 Newton, USD 400 Smoky Valley, USD 436 Caney Valley, USD 438 Skyline, USD 447 Cherryvale, USD 467 Leoti, USD 476 Copeland, USD 487 Herington, USD 501 Topeka, USD 511 Attica, Z0006-9001 Brookridge Day School, Z0029-8434 Bishop Ward High School, Z0029-8999 St James Academy, Z0029-9892 Corpus Christi Catholic School and Z0030-0000 Salina Diocese. The Board also received two systems that are recommended for conditional accreditation, USD 209 Moscow and USD 480 Liberal.

ACTION ON LICENSURE RECOMMENDATIONS FOR RETIRED TEACHERS

(04:10:45)

Shane Carter, Director of Teacher Licensure, discussed options during the June meeting for easing the burden of the renewal process as an incentive for retired teachers with lapsed licenses to renew. Mrs. Arnold moved that the Kansas State Board of Education authorize any person that is retired after a career of teaching, whose license has expired, to receive a transitional teaching license for the 2022/2023 school year upon submitting an application and successfully passing a KSDE background check. Mr. McNiece seconded and the motion carried 10-0.

MOTION
(04:21:24)

PRESENTATION FROM KANSAS ART EDUCATION ASSOCIATION (KAEA)

(04:27:46)

Elizabeth Madden (outgoing KAEA President), and Katie Morris (KAEA Board Member) presented to the State Board on visual arts being an essential part of a well-rounded education. They maintain that visual arts provide opportunities for students to develop communication, collaboration, creativity, critical thinking and problem solving which are essential, as outlined by the Partnership for 21st Century Learning, for increasingly complex life and work environments in today's world. They also touched on the social/emotional communication benefits of art education in addition to many other positive aspects. They asked the Board to not reduce the Fine Arts credit requirement for graduation.

ACTION ON PROPOSED AMENDMENTS TO EMERGENCY SAFETY INTERVENTION REGULATIONS

(05:04:27)

In June 2022, the Kansas State Department of Education's General Counsel, Scott Gordon, shared proposed new language for the pending amendments to K.A.R. 91-42-1 and 91-42-2. Since that time, there have been no comments or suggested changes to the proposed language which is attached in the following pages. Any changes between last month and this month are formatting in nature and do not reflect any changed language. Mrs. Haas moved that the Kansas State Board of Education authorize the Kansas State Department of Education to submit the proposed amendments to K.A.R. 91-42-1 and 91-42-2 through the formal regulatory adoption process. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(05:05:25)

RECEIPT OF MATH ASSESSMENT STANDARD SETTING CUT SCORES INFORMATION

Beth Fultz, Assistant Director for Career Standards and Assessment Services, and Dr. Neal Kingston, Director of the Achievement and Assessment Institute (AAI), presented performance level and cut score recommendations for the grade 10 math assessment. The performance levels and cut score

(05:06:00)

recommendations were developed during a virtual standards-setting meeting on June 29 and 30. Twelve Kansas high school math educators with a range of 5-30 years of experience were led through the standard setting process by staff at the Achievement and Assessment Institute (AAI) at the University of Kansas as detailed in the assessment contract. Dr Kingston explained the process used to determine performance levels and cut scores. Mrs. Arnold and Mr. McNiece voiced concerns over the difficulty in explaining this information to stakeholders and the lay person. These recommendations will be on the agenda for action by the Board in August.

ACTION ON BUDGET RECOMMENDATIONS TO THE GOVERNOR for FY 2024

Dr. Neuenswander then reviewed the process for the Board to consider possible options for education

(06:21:07)

state aid programs as required by statute. Action for the following recommendations for state Fiscal Year 2024 occurred:

- Mrs. Mah moved to recommend amount of Base Aid for Student Excellence (BASE) as presented for 2023-24 at \$5,006. (BASE amount established in state law and approved by the Kansas Supreme Court). Mrs. Haas seconded. Motion passed unanimously.
- Mrs. Haas moved to recommend amount of Supplemental State Aid as presented to fund the law. Dr. Horst seconded. Motion passed unanimously.
- Mrs. Mah moved to recommend Capital Improvement State Aid estimate as presented to fund the law. Mr. McNiece seconded. Motion passed unanimously.
- Dr. Horst moved to recommend amount allocated for Capital Outlay State Aid to fund the law. Mrs. Haas seconded. Motion passed 9-1 with Mrs. Dombrosky opposing.
- Mrs. Waugh moved to recommend the amount allocated for Juvenile Detention Facilities as presented to fund the law. Mr. McNiece seconded. Motion carried 9-1 with Mrs. Dombrosky opposing.
- Mr. Jones moved to recommend a five-year phase-in for Special Education State Aid at an additional cost of \$76,829,711 each of the five years to reach 92 percent of excess costs, which is current law. Mrs. Mah seconded. Motion passed 9-1 with Mr. Porter opposing.
- Mr. Jones moved to recommend funding current law for Transportation (2.5 miles) at no additional cost. Mrs. Mah seconded. Motion passed 7-3 with Mrs. Waugh, Mrs. Arnold and Mr. McNiece opposing.
- Mr. McNiece moved to recommend funding Career and Technical Education Transportation at 100 percent (2019- 2020 level) at an estimated cost of \$1,482,338. Dr. Horst Seconded. Motion passed 9-1 with Mrs. Dombrosky opposing.
- Mrs. Haas moved to recommend fully funding Mentor Teacher Program at an additional cost of \$1 million. Mr. McNiece seconded. Motion passed unanimously.
- Mrs. Mah moved to recommend fully funding Professional Development at an additional cost of \$1.9 million Mr. McNiece seconded. Motion passed 8-2 with Dr. Horst and Mrs. Dombrosky opposing.
- Mr. Jones moved to recommend funding the National Board Certification scholarships for teachers at current level. Mr. Porter seconded. Motion passed unanimously.
- Mr. McNiece moved to recommend meeting federal maintenance of effort requirements for

**SERIES OF
MOTIONS**
(06:25:07)

School Lunch at no additional cost. Mrs. Mah seconded. Motion passed 9-1 with Mrs. Dombrosky opposing.

- Mr. Porter moved to support KS Children's Cabinet's recommendation for an additional \$1,300,337 allocation for Parents as Teachers. Mrs. Waugh seconded. Motion passed 9-0-1 with Mrs. Dombrosky abstaining.
- Mrs. Waugh moved to support amount allocated as presented to fund Pre-K Pilot at current level. Mr. Jones seconded. Motion passed 9-1 with Mrs. Dombrosky opposing.
- Mrs. Waugh moved to not recommend Discretionary Grant funding. No recommendation was made with a 5-4-1 vote.
- No motion was made to fund the Juvenile Transitional Crisis Pilot (Beloit).
- Mr. Jones moved to recommend additional cost of \$1M (for a total of \$5M which will replace ARPA SFRF with SGF for Kansas Safe and Secure Schools. Mr. McNiece seconded. Motion passed 9-0-1 with Mrs. Dombrosky abstaining.
- Mr. McNiece moved to recommend expanding Mental Health Intervention Team Pilot Program in 2023-24 at an additional cost of \$3 million to expand program. Mrs. Haas seconded. Motion passed 9-1 with Mrs. Dombrosky opposing.
- Mr. Jones moved to recommend funding in the amount of \$35,000 EACH for Kansas Communities in Schools and Kansas Foundation for Agriculture in the Classroom. Mrs. Clifford seconded. Motion passed unanimously.

ACTION ON CONSENT AGENDA

Mrs. Arnold moved to approve Consent Agenda items 19 a, b, e, f, g, h, i, m, n, o, p, and q. Dr. Horst seconded. Motion carried 10-0. In this action, the Board:

- received the monthly Personnel Report for June.
- confirmed the unclassified personnel appointments of Mia Weiler to the position of Intern on the Special Education and Title Services team, effective June 2, 2022, at an annual salary of \$4,320.00 (Three-month program); Barbara Hughes to the position of Executive Secretary on the Office of the Commissioner team, effective June 13, 2022, at an annual salary of \$50,003.20; Janis Tolly to the position of Education Program Consultant on the Special Education and Title Services team, effective June 13, 2022, at an annual salary of \$56,118.40; Andrea Pagan to the position of Administrative Specialist on the Accreditation and Design team, effective June 12, 2022, at an annual salary of \$41,600.
- approved recommendations for Visiting Scholar licenses.
- approved recommendations of the Licensure Review Committee.
- approved recommendations of the Evaluation Review Committee for higher education accreditation and program approval.
- approved cut scores for licensure tests.
- approved Mental Health Intervention Team Program grants and applications for school year 2022-23.
- approved request from USD 311 Pretty Prairie to receive Capital Improvement (Bond and Interest) State Aid.
- approved request from USD 460 Hesston to hold a bond election (postponed/revised projects).

MOTION
(07:23:32)

- approved request from USD 460 Hesston to receive Capital Improvement (Bond and Interest) State Aid (postponed election/revised projects).
- approved request from USD 498 Valley Heights to hold a bond election.
- approved request from USD 498 Valley Heights to receive Capital Improvement (Bond and Interest) State Aid.

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chairman Porter asked to vote consent items 19 c, d, j, k, and l as one group, but separate from the other submissions. Mr. Jones moved to approve consent agenda items 19 c, d, j, k and l. Mrs. Haas seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the Board:

MOTION
(07:23:55)

- approved RFP request for Annual Conference Keynote Presenters.
- approved a Preschool-Aged At-Risk program for USD 314 Brewster for 2022-2023.
- approved request for KSDE to Contract with a third-party entity to conduct a study of the effectiveness of the Mental Health Intervention Team (MHIT) pilot program and suggest improvements to the program (As required by Sen. Sub for HB 2567 passed by 2022 legislature).
- approved Safe and Secure School grants and applications for school year 2022-23.
- approved request from USD 311 Pretty Prairie to hold a bond election.

CHAIRMAN'S REPORT

(07:24:20)

Action on Board Travel —

Mrs. Waugh had an addition to the travel requests. Dr. Horst moved to approve travel requests and updates. Mr. Jones seconded. Motion carried unanimously.

MOTION
(07:24:51)

Committee Reports —

(07:25:19)

Updates were given on the following:

- Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG) (Mrs. Mah) – The working group had their first meeting on Wednesday, June 29 with all but one position filled. The group is working on an application for tribes outside of Kansas wanting to fill that position with a representative. The group will next meet on August 19. Mrs. Mah also provided a written report to the Board.
- Policy Committee (Mrs. Clifford) — The Board's Policy Committee met during the lunch break at the June meeting to confirm the changes from the April meeting and review the next section. Will next meet over lunch on Tuesday, August 9.

Board Attorney's Report —

Board Attorney Mark Ferguson presented a written report to the Board and shared briefly about Supreme Court cases relating to education and also locally in Kansas any court cases that should be on the Board's radar as far as impact.

Requests for Future Agenda Items —

(07:23:32)

Mrs. Mah brought up discussing last session's bills that affect the Board and their decisions. Mrs.

Arnold requested more information on the history of the Math Assessment Cut Scores. Dr. Watson suggested he start by sending out information to Board members in an email. Mrs. Clifford inquired a lookback at ESSER money and its impact on schools more from a global sense and not a district level.

RECESS

The meeting recessed at 5:15 p.m. until 9 a.m. Wednesday.

Jim Porter, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, July 13, 2022

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, July 13, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:11:34)

ROLL CALL

The following Board Members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim Porter
Melanie Haas	Janet Waugh
Deena Horst	

Jim McNiece was absent as he was traveling to Washington D.C. representing the Board at the Education Commission of the States.

REVOTE ON CONSENT AGENDA

During the Consent Agenda vote on June 12, 2022, the Board inadvertently removed the wrong items for separate action due to clerical error with item lettering so a revote was warranted. Dr. Horst moved to approve all consent items minus c, d, i, j, and k. Mr. Jones seconded. Motion carried 9-0. Following that vote, Mr. Jones moved to approve items c, d, i, j and k. Mrs. Mah seconded. Motion carried 8-1 with Mrs. Dombrosky opposing.

MOTION
(00:12:12)

APPROVAL OF AGENDA

Dr. Horst moved to approve the day's agenda as presented. Mrs. Arnold seconded. Motion carried 9-0.

MOTION
(00:13:30)

RECEIPT AND ACTION ON REDESIGN SCHOOLS READY FOR LAUNCH AND UPDATE ON REDESIGN PROGRAM

Jay Scott, Director of Accreditation and Design, and Sarah Perryman, Coordinator on the Accreditation and Design Team, gave what was the final official Redesign update as KSDE is now ready to transition to "Design" efforts through KESA. They gave a brief history and overview of the Redesign Project. Additionally, they presented the final group of schools for the board to approve

(00:14:00)

for launch. After having participated in regional Redesign workshops and persevered through the complexities of COVID to maintain their redesign planning work, the following schools have been "cleared for launch" by a third-party Launch Readiness Committee made up of representative from the Kansas State Department of Education (KSDE) and Education Service Centers and the Committee recommended the State Board of Education approve them for launch:

Apollo Schools

eCademy, South Breeze, Frank Layden, Rossville Jr/Sr High, Hillcrest, Perry High School, Santa Fe Trail High School, Maple Hill

Apollo II Schools

Lincoln, Village

Apollo III Schools

Park, Timmerman, Graber, Hutchinson Middle School 8, Morgan, Whittier, Lowell
Winfield Early Learning Center

These schools have also been approved by their local board of education to launch their redesign plans effective immediately, joining another 180 plus schools in 80 districts approved by the State Board for the launch of the Kansans Can Redesign Project plans. After discussion that the item was originally on the agenda as a "receive information" item and not an "action" item, it was decided to suspend Board Policy so that the vote can be held. Mr. Jones moved that the Board suspend its policy and allow a vote on the eighteen schools at the same time as receiving them for approval. Mrs. Mah seconded. Motion carried 9-0. Mr. Jones next moved to approve the launch of the Redesign schools as presented. Dr. Horst seconded. Motion carried 9-0.

MOTION
(00:28:15)

MOTION
(00:28:33)

PRESENTATION FROM THE KANSAS ASSOCIATION FOR CONSERVATION AND ENVIRONMENTAL EDUCATION

(01:00:50)

Laura Downey, the Executive Director of the Kansas Association for Conservation and Environmental Education (KACEE), provided the State Board of Education with an update on environmental education programs and projects in Kansas. She provided an update on the Kansas Green Schools program, the micro credentials offered, a natural resource leadership summit pilot in Garden City, KS and other upcoming projects and events.

CONTINUED DISCUSSION ON THE KANSANS CAN SUCCESS TOUR DATA

(01:33:20)

Commissioner Watson and Hayley Steinlage (Senior Education Research analyst) continued their presentation to the Board on the Kansans CAN Success tour data (originally provided to the State Board of Education in January 2022) and led Board members in a discussion about the findings of the three research teams that the tour data independently: R12 Comprehensive Center (McRel), Kansas State University and the Kansas State Department of Education. The three entities collaborated and by consensus, identified five core themes that Kansans feel are necessary in supporting schools' needs in producing successful high school graduates:

- Community Relations and Engagement
- Educator-Centered Supports
- System-wide Needs
- Leadership and Policy
- Enhance Student Learning and Success

ADJOURNMENT

Chairman Porter adjourned the meeting at 12:28 p.m.

The next regular meeting for the State Board of Education is August 9 and 10, 2022

Jim Porter, Chair

Barbara Hughes, Board Secretary



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Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Citizens' Open Forum

During the 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.

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012) The speaker's card should be completed prior to 10:30 a.m.

If written material is submitted, 13 copies should be provided.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 8**Staff Initiating:**

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:**8/9/2022****Item Title:**

Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III expenditure plans and the ESSER II change requests as presented for use of federal COVID-19 relief funds.

Explanation of Situation Requiring Action:

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic. The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 9**Staff Initiating:**

Beth Fultz

Director:

Tierney Kirtdoll

Commissioner:

Randy Watson

Meeting Date:**8/9/2022**

Item Title:

Act on Math Assessment Standard Setting Cut Scores Information

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended performance levels and cut scores for the math grade 10 state assessment.

Explanation of Situation Requiring Action:

In July 2022 the Kansas State Board of Education received a presentation from Dr. Neal Kingston at the Assessment and Achievement Institute at the University of Kansas on performance level and cut score recommendations for the grade 10 math state assessment. If approved, these performance levels and cut scores will be applied to the grade 10 math assessment administered for the first-time spring 2022.

Agenda Number: 10

Meeting Date: 8/9/2022



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

Item Title: Update on Vaping ECHO for Education Project

From: Mark Thompson

The initial Vaping ECHO for Education project that involved teams from 21 schools wrapped up in Spring 2022. A second cohort of schools will participate in a Vaping ECHO Summit and a series of Vaping ECHO Sessions during the 2022-2023 school year. This presentation would provide an overview of the first year of the project as well as the outlook and composition of the schools expected to participate in Cohort 2.

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Item Title: Recognition of the 2020 National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching

From: Tamla Miller

Recognition of the 2020 National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching

The Kansas State Board of Education will have the opportunity to hear from the 2020 National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

Callie Harris and Zerrin Oelze were among more than 100 educators recognized as national finalists for the 2020 (PAEMST) program – the nation’s highest honor for math and science teaching. Each finalist received a \$10,000 unrestricted award from the National Science Foundation.

Callie Harris, was a mathematics teacher at Maize Elementary School, Maize USD 266 at the time of her nomination. She currently serves as assistant principal at Pray-Woodman Elementary School in Maize. Zerrin Oelze, is a science teacher at McLean Science and Technology Magnet Elementary School, Wichita USD 259.

They will be sharing some of the innovative programs they use in mathematics, technology and science instruction to foster student achievement. They will be available to respond to questions from the Board following the presentation.

(Note: The Presidential Awards for Excellence in Mathematics and Science Teaching national finalists are announced by the White House. This process is currently one year behind schedule.)

Kansas leads the world in the success of each student.

Agenda Number: 12

Meeting Date: 8/9/2022



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

Item Title: Presentation of Kansans CAN Best Practice Awards to Child Nutrition Recipients for SY2021-2022

From: Cheryl Johnson

The KSDE Child Nutrition & Wellness Kansans CAN 2021-2022 Best practice Awards reward outstanding practices in Child Nutrition & Wellness Programs in Kansas that support the Kansans CAN vision. The following Child Nutrition & Wellness Program Sponsors will be honored for outstanding and/or innovative practices:

USD 466 Scott County - Kansans CAN Serve Local Foods

USD 312 Haven- Kansans CAN Lead

USD 266 Maize- Kansans CAN Implement Innovative Meal Pattern Strategies

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Jay Scott

Director:

Commissioner:

Randy Watson

Meeting Date:

8/9/2022

Item Title:

Act on KESA Recommendations Received in June

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to: USD 103 Cheylin, USD 215 Lakin, USD 246 Northeast, USD 247 Cherokee, USD 248 Girard, USD 255 South Barber, USD 264 Clearwater, USD 265 Goddard, USD 266 Maize, USD 271 Stockton, USD 283 Elk Valley, USD 305 Salina, USD 310 Fairfield, USD 315 Colby, USD 316 Golden Plains, USD 326 Logan, USD 344 Pleasanton, USD 373 Newton, USD 400 Smoky Valley, USD 436 Caney Valley, USD 438 Skyline, USD 447 Cherryvale, USD 467 Leoti, USD 476 Copeland, USD 487 Herington, USD 501 Topeka, USD 511 Attica, Z0006-9001 Brookridge Day School, Z0029-8434 Bishop Ward High School, Z0029-8999 St James Academy, Z0029-9892 Corpus Christi Catholic School, Z0030-0000 Salina Diocese.

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of Conditionally Accredited to: USD 209 Moscow and USD 480 Liberal.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, two (2) systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

The following systems are once again being presented for action on an accreditation status:

USD 103 Cheylin

USD 215 Lakin

USD 246 Northeast

USD 247 Cherokee

USD 248 Girard

USD 255 South Barber

USD 264 Clearwater

USD 265 Goddard

USD 266 Maize

USD 271 Stockton

USD 283 Elk Valley

USD 305 Salina

USD 310 Fairfield

USD 315 Colby

USD 316 Golden Plains

USD 326 Logan

USD 344 Pleasanton

USD 373 Newton

USD 400 Smoky Valley

USD 436 Caney Valley

USD 438 Skyline

USD 447 Cherryvale

USD 467 Leoti

USD 476 Copeland

USD 487 Herington

USD 501 Topeka

USD 511 Attica

Z0006-9001 Brookridge Day School

Z0029-8434 Bishop Ward High School

Z0029-8999 St James Academy

Z0029-9892 Corpus Christi Catholic School

Z0030-0000 Salina Diocese

These two systems are recommended for Conditional Accreditation:

USD 209 Moscow

USD 480 Liberal

This school year (2021-2022) there are 95 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation. Staff will be available for any questions.



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

Item Title: Receive Accreditation Review Council Recommendations for Kansas Education Systems (KESA)

From: Jay Scott

This school year, 2021-2022, ninety-two (92) systems (80 public, 1 state, and 11 private) are scheduled for accreditation. Of these 92 systems, 37 entered the KESA process as year one. Thirty-five did not take a pause year, while two systems paused and then requested to be accredited with their cohort. All remaining systems, entered as year two systems; meaning if the pause would not have been available, they would have been scheduled for accreditation in 2020-2021.

Beginning this month and through the month of August, it is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 92 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

In July, the ARC met and took its action on the accreditation recommendation for three (3) public systems and one (1) private system. These four systems are:

USD 260 Derby

USD 381 Spearville (Redetermination)

USD 456 Marais Des Cygnes Valley (Redetermination)

Sacred Heart Elementary, Emporia

Kansas leads the world in the success of each student.



Derby USD 260

1550 E. Walnut Grove Rd, Derby, KS 67037-1489
(316) 788-8400
<http://www.derbyschools.com>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Heather Bohaty**

Demographics

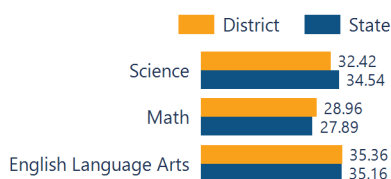


7,227 Students

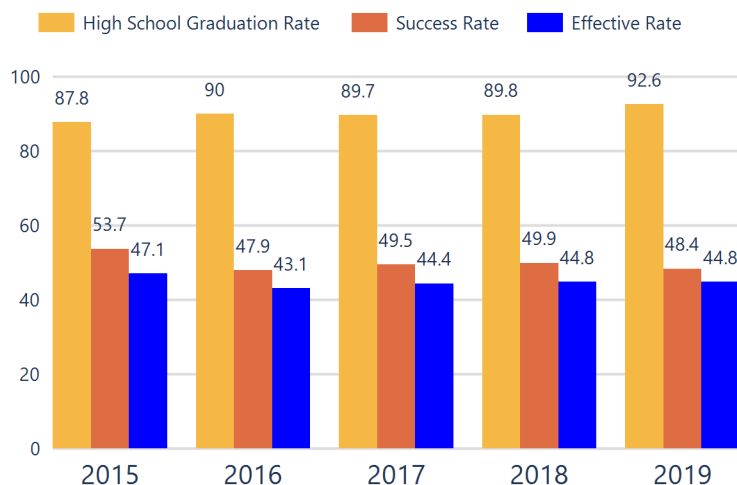
African American 4.25%
Hispanic 16.04%
Other 12.85%
White 66.86%

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

90.0%

Five-Year Success Avg

49.8%

Five-Year Effective Avg

44.8%

95% Confidence Interval
for the Predicted
Effectiveness Rate

40.6 - 45.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. 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.

91.1%

State: 88.1

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.

\$10,654

State:
\$12,863

ATTENDANCE RATE

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

93.8%

State: 93.8

CHRONIC ABSENTEEISM

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

17.6%

State: 17.5

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.

1.7%

State: 1.7

[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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.23	30.67	34.87	N/A	N/A	N/A	32.21	29.51	41.14
Level 2	42.03	34.61	28.32	N/A	N/A	N/A	38.81	35.11	26.42
Level 3	23.17	26.84	26.97	N/A	N/A	N/A	20.84	28.36	23.44
Level 4	8.55	7.85	9.82	N/A	N/A	N/A	8.12	7.00	8.98

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.00	40.28	44.91	N/A	N/A	N/A	40.98	37.46	49.45
Level 2	43.10	34.35	29.01	N/A	N/A	N/A	38.89	35.97	25.42
Level 3	17.83	20.50	20.61	N/A	N/A	N/A	15.46	22.44	19.81
Level 4	5.05	4.85	5.44	N/A	N/A	N/A	4.65	4.11	5.30

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	63.56	66.04	61.87	N/A	N/A	N/A	66.24	56.10	69.80
Level 2	25.46	20.82	23.75	N/A	N/A	N/A	24.86	26.93	18.31
Level 3	7.99	9.94	11.60	N/A	N/A	N/A	5.98	13.46	9.40
Level 4	2.97	3.18	2.76	N/A	N/A	N/A	2.90	3.49	2.47

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.41	45.39	50.72	N/A	N/A	N/A	46.05	41.49	57.74
Level 2	43.29	30.67	23.18	N/A	N/A	N/A	38.15	32.65	22.53
Level 3	16.46	19.01	21.73	N/A	N/A	N/A	14.47	21.08	18.30
Level 4	1.82	4.90	4.34	N/A	N/A	N/A	1.31	4.76	1.40

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.73	40.66	48.32	N/A	N/A	N/A	41.95	40.03	49.60
Level 2	42.50	34.00	29.73	N/A	N/A	N/A	36.43	33.88	21.60
Level 3	19.54	20.50	16.72	N/A	N/A	N/A	16.87	22.75	19.60
Level 4	5.21	4.83	5.20	N/A	N/A	N/A	4.73	3.32	9.20

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

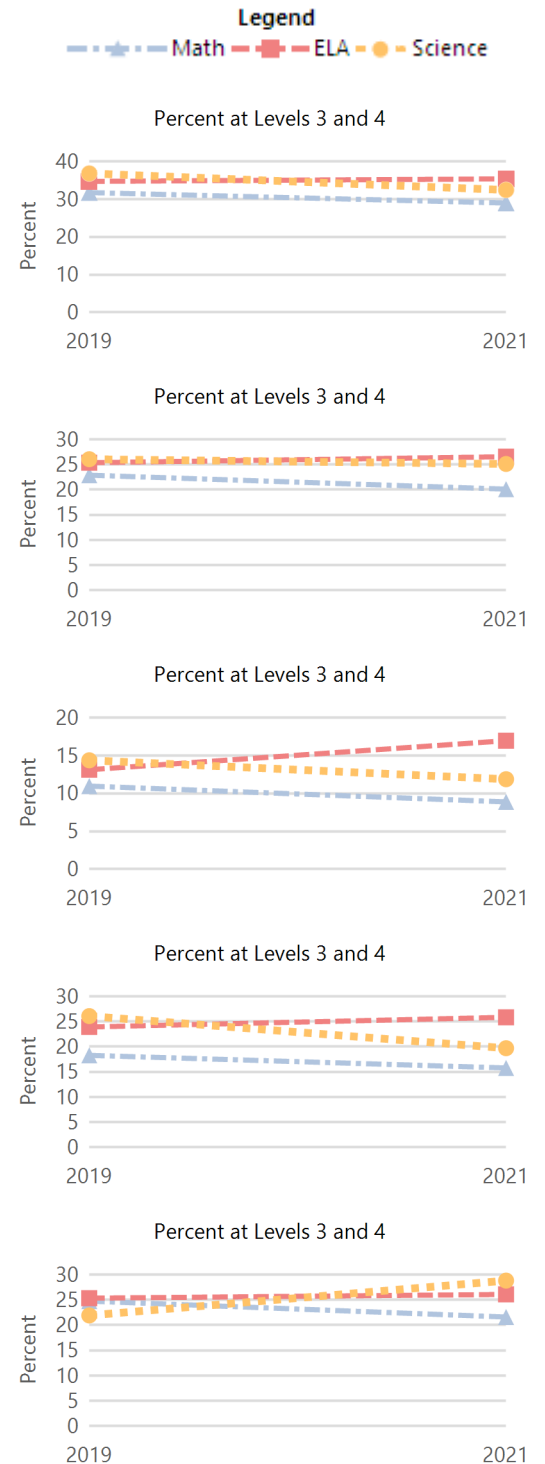
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.6
State	19.8

Accreditation Summary

Date: 06/15/2022

System: D0260 Derby (0000)

City: Derby

Superintendent: Heather Bohaty

OVT Chair: Jamie Finkeldei

Executive Summary/AFI

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

ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

The OVT reviewed the MTSS data and system to verify if systems were in place for all students. The OVT found positive results and concluded that Derby has a robust, data-driven, and well-supported MTSS system. The system has data to highlight relationships with the community and families; however, the system is still looking for ways to create partnerships within their community. The system has had three schools win the KSDE Challenge award for closing the achievement gap with low-income students. There is evidence that all the work on Equity had a direct impact on student achievement. District leaders and teachers were educated on the six proven practices. All schools have a written Civic engagement plan based on the KSDE Rubric.

- 2018 - two elementary schools won KSDE civic engagement awards
- 2019 - one elementary school won the KSDE civic engagement award
- 2020 - one middle school and the high school won the KSDE promising practices award.

The system has practices in place to ensure that physical/mental health, arts, and cultural appreciation are embedded in the curriculum.

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

ARC Comment

There is evidence to state that all K-12 core classes now have pacing guides that include standards and depth of knowledge suggested instructional activities. There are K-12 core class common assessments, and collaborative planning time to discuss formative and summative data has been added. Teacher surveys show that pacing guides made it easier. The pacing guides have allowed the district to provide instructional support and materials to all teachers. When reviewing grade-level data, it has allowed the district to identify courses or skills that need support and provide PD or supplemental programming to help (i.e. IXL for middle school and Labster for High school science). Dibbles and CBM Math data have shown a positive impact based on these changes made within the system.

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

ARC Comment

The system has implemented regular meetings ensuring that data is a focal point for educator collaboration which has become an expected practice. These collaborative meetings provide support to apply new instructional resources, review data, and share (or research) best practices. The common data expectations and standards for when progress monitoring occurs or assessment cycles occur have helped facilitate conversations as well as the grouping of students for support and MTSS groups. The process of data collection is included as an artifact for rigor. The PLC meetings where teachers are analyzing data collaboratively and planning have increased over the five-year cycle. The system has had three schools recognized by the KSDE with the Challenge Award.

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 system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement 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 is aware of its strengths and areas for improvement, and they are making an attempt to address those areas with intentional programming and staffing. The system speaks to their needs and how they will continue to monitor those in the years to come.

Board Outcomes

Social-Emotional Growth

The system added a 20 minute SEL block for all 6th graders, a director of alternative learning, social-emotional training in middle and high school, increased social-emotional supports, and adopted a new curriculum at varying levels. The system recognized their students are needing more supports, so they have reconnected with local agencies and plan to continue to focus on this measure within their next accreditation cycle.

Kindergarten Readiness

Early childhood program offerings were expanded during the KESA cycle by increasing the number of KPP slots with the local TOPS (Opportunity Project) partner and additional Wee Panther Pal (PAT parent and student classes). ASQ data collection has increased due to the restructuring of gathering and communicating the importance of the data to families. The system plans to find more options to increase early learning opportunities for students in the future.

Individual Plans of Study

Over the 5-year KESA cycle, Derby Public Schools has experienced a considerable amount of growth in how the IPS process is embedded in the coursework and the level of consistent implementation has shown improvement. The creation of the IPS Advisory Committee to make recommendations (such as IPS-focused conferences paired with parent education sessions) helped to partner with families and students to explore career and post-secondary interests.

System data:

- High School Xello participation improved from 29.1% to 98.4%
- Middle school Xello participation improved from 38.6% to 96.1%

High School Graduation Rate

The 4-year graduation data shows a slight decrease from 92.6% in 2019 to 91.4% in 2020 (a decline of 1.2% points). The 91.4% reported from 2020 represents an increase in the rate of 4-year graduates over the last five years (2015-87.8%, 2016-90%, 2017-89.7% and 2018- 89.8%). The system created strategies to support student graduation rates to increase, or during the pandemic maintain current graduation rates.

Postsecondary Success

The post-secondary success data shows that there has been a decrease in the success rate throughout the KESA cycle by -2.6% (2017 success rate was 58.6% in 2018 -57.6% and in 2019 - 55.9%). The system has identified this as a weakness and plans to be more intentional about helping students plan their electives in areas of interest to impact the number of industry recognized credentials.

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

ARC Comment

The system is intentional with its communication and engagement with stakeholders. The system recently hired a communications director to focus on this from a district level and engage building principals in the process.

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

ARC Comment

The system was responsive to the KESA process and implemented the different aspects of the process with fidelity. They used goals, inputs from the OVT, and systemic efforts to ensure the goals were progress monitoring their improvement process.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through use of data, feedback loop exists.

ARC Recommendation

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

Justification

When reviewing the different elements of the system's report it is evident that the system is aware of its strengths and weaknesses and has plans to address them. Within those plans were goals and action items to ensure there is a direct impact on student achievement data. The system has observed progress within subsections of their district. While there is still work to be done, the system has created continuous feedback loops to ensure the work does not stop. The system was responsive to the OVT and what recommendations were given throughout the process.

Strengths

With the bond issue that built new schools in the lowest income areas, coupled with the KSDE Challenge awards, commitment to equity was demonstrated. The amount of work and time dedicated to KESA is noticeable. The committee work, the school goals, the stakeholder engagement, and the evidence collection were evident.

- Community engagement was noticed throughout the review.

- Staff supports are noticed within the staffing plan and resources allocated to the schools.

Challenges

Develop strategies to address SEL needs of students which data indicates is a growing need in the district.

The system needs to become more intentional with their IPS and CTE process in their secondary schools.



Spearville USD 381

304 E Avenue B, Spearville, KS 67876-0338
(620) 385-2676
usd381.org

System Accreditation Status: **Conditionally Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Daryl Stegman**

Demographics

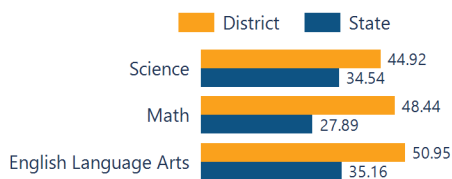


320 Students

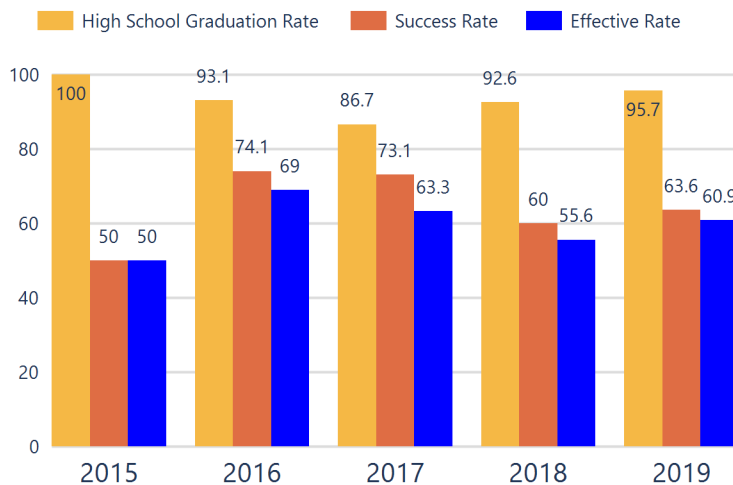
African American 0.00%
Hispanic 12.81%
Other 2.19%
White 85.00%

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

92.8%

Five-Year Success Avg

65.5%

Five-Year Effective Avg

60.8%

95% Confidence Interval
for the Predicted
Effectiveness Rate

61.5 - 65.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. 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.

95.8%

State:
88.1

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.

\$14,625

State:
\$12,863

95.1%

State:
93.8

11.9%

State:
17.5

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

0.7%

State:
1.7



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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.20	19.88	22.36	N/A	N/A	N/A	15.52	11.61	20.28
Level 2	43.01	34.80	28.94	N/A	N/A	N/A	36.02	37.41	34.78
Level 3	30.72	37.56	35.52	N/A	N/A	N/A	31.05	36.12	30.43
Level 4	10.05	7.73	13.15	N/A	N/A	N/A	17.39	14.83	14.49

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.07	32.72	40.90	N/A	N/A	N/A	20.00	22.85	35.71
Level 2	46.29	36.36	13.63	N/A	N/A	N/A	42.50	31.42	35.71
Level 3	25.92	29.09	45.45	N/A	N/A	N/A	32.50	31.42	7.14
Level 4	3.70	1.81	0.00	N/A	N/A	N/A	5.00	14.28	21.42

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.07	61.53	N/A	N/A	N/A	N/A	16.66	N/A	N/A
Level 2	61.53	15.38	N/A	N/A	N/A	N/A	41.66	N/A	N/A
Level 3	7.69	23.07	N/A	N/A	N/A	N/A	33.33	N/A	N/A
Level 4	7.69	0.00	N/A	N/A	N/A	N/A	8.33	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.45	36.36	36.36	N/A	N/A	N/A	41.66	33.33	N/A
Level 2	36.36	45.45	27.27	N/A	N/A	N/A	33.33	37.50	N/A
Level 3	13.63	18.18	36.36	N/A	N/A	N/A	8.33	16.66	N/A
Level 4	4.54	0.00	0.00	N/A	N/A	N/A	16.66	12.50	N/A

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

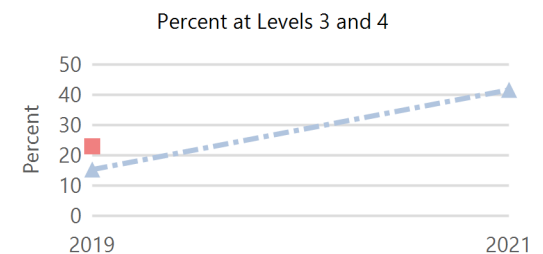
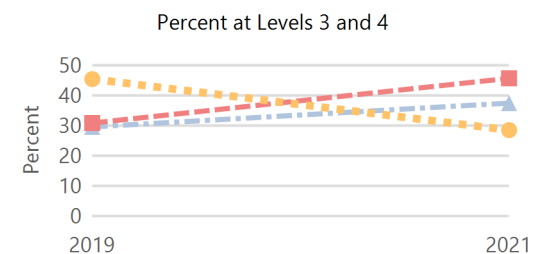
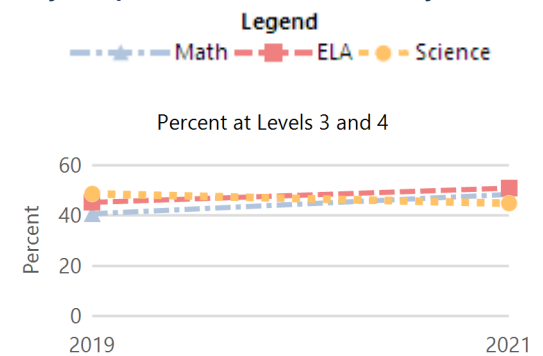
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

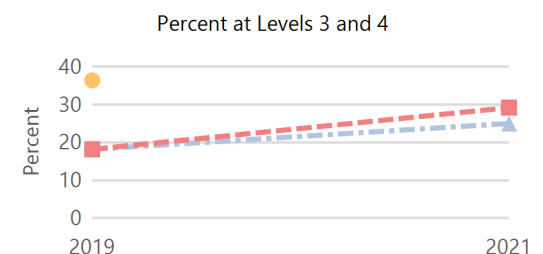


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



District	18.1
State	19.8

Redetermination of System Accreditation Status

System: Spearville

Review Date: 7.11.22

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1:

___ District has identified clear goals for the upcoming cycle with specific measurements.

AFI #2

_ District has identified clear goals for the upcoming cycle with specific measurements.

AFI #3

_ Spearville has designed a clear process to be used by students when completing their IPS beginning in 8th grade. _____

AFI #4

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 381 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to Myron Melton at mmelton@ksde.org



Marais Des Cygnes Valley USD 456

105 SW Main, Melvern, KS 66510
(785) 549-3521
www.usd456.org

System Accreditation Status: **Conditionally Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Joe Sample**

Demographics

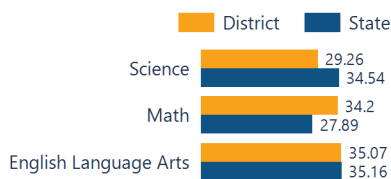


217 Students

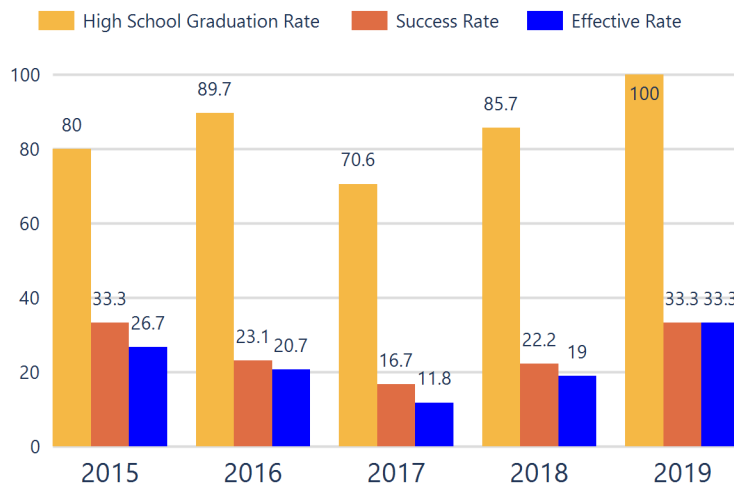
African American 0.46%
Hispanic 2.30%
Other 5.07%
White 92.17%

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				★
Civic Engagement				
High School Graduation				
Postsecondary Success				

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

Five-Year Graduation Avg

84.4%

Five-Year Success Avg

26.1%

Five-Year Effective Avg

22.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

43.0 - 46.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. 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.

70.0%

State: 88.1

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.

\$18,492

State:

\$12,863

ATTENDANCE RATE

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

92.3%

State: 93.8

CHRONIC ABSENTEEISM

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

27.0%

State: 17.5

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.

1.0%

State: 1.7

[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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.03	34.18	32.20	N/A	N/A	N/A	29.82	35.08	43.90
Level 2	30.17	39.31	38.98	N/A	N/A	N/A	35.96	29.82	26.82
Level 3	22.41	17.09	20.33	N/A	N/A	N/A	22.80	25.43	17.07
Level 4	16.37	9.40	8.47	N/A	N/A	N/A	11.40	9.64	12.19

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.20	40.67	52.00	N/A	N/A	N/A	34.61	42.30	56.52
Level 2	29.31	37.28	32.00	N/A	N/A	N/A	44.23	40.38	21.73
Level 3	25.86	18.64	12.00	N/A	N/A	N/A	15.38	17.30	13.04
Level 4	8.62	3.38	4.00	N/A	N/A	N/A	5.76	0.00	8.69

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	55.17	55.17	66.66	N/A	N/A	N/A	71.42	52.38	N/A
Level 2	31.03	34.48	25.00	N/A	N/A	N/A	19.04	38.09	N/A
Level 3	10.34	6.89	0.00	N/A	N/A	N/A	4.76	9.52	N/A
Level 4	3.44	3.44	8.33	N/A	N/A	N/A	4.76	0.00	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	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

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

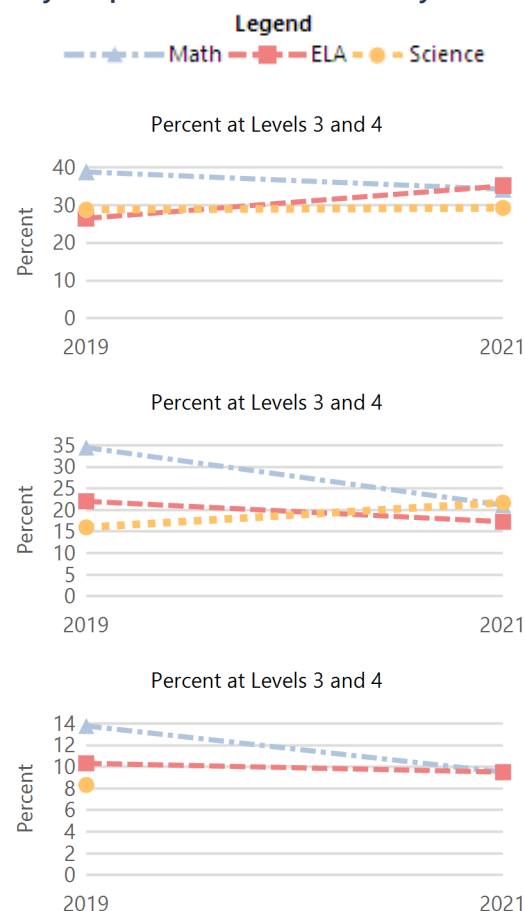
ACT Performance (2021 School Year)

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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

District	13.7
State	19.8

Redetermination of System Accreditation Status

System: Marais Des Cygnes Valley USD 456

Review Date: 6-7-2021

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1:

AFI Area # 1 Foundational Areas: Postsecondary and Career Preparation

Rationale: The system's five-year graduation average of 82% and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Tasks: The system needs to provide evidence of progress towards meeting the state board outcomes in high school graduation rate and postsecondary success.

Redetermination Response: The system's five-year graduation average increased from 82% to 84.4% and the system's five-year effectiveness average increased from 19 to 22%. While the system's state assessment scores, graduation rate, and effectiveness rates continues to fall below the state average, the state targets, and the system's predicted effectiveness confidence interval the request for progress has been made. The system will need to continue to focus in these areas in order to continue to make progress.

AFI #2

AFI Area #2 System Goal 2 Rigor: High School Graduation Rate, Postsecondary Success, & Assessment Scores

Rationale: Levels 1 and 2 showed to be increasing in both the 2017-18 and 2018-19 math and reading assessment results. The system's five-year graduation average of 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Tasks: The system needs to provide evidence of progress towards meeting the state board outcomes in high school graduation rate and postsecondary success as well as progress in district math and ELA assessment scores.

Redetermination Response: The system's 2020-2021 state accountability report indicates an increase in students scoring a level 3 or above in ELA and Science. The system had a slight decrease in students scoring a level 3 or higher in math, but they did achieve a decrease in students scoring in level 1. The system's five-year graduation average increased from 82% to 84.4% and the system's five-year effectiveness average increased from 19 to 22%. While the system's state assessment scores, graduation rate, and effectiveness rates continues to fall below the state average, the state targets, and the system's predicted effectiveness confidence interval the request for progress has been made. The system will need to continue to focus in these areas in order to continue to make progress.

AFI #3

AFI Area #3 State Board Outcomes: High School Graduation Rate & Postsecondary Success

Rationale: The system's five-year graduation average of 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Tasks: The system needs to provide evidence of progress towards meeting the state board outcomes in high school graduation rate and postsecondary success.

Redetermination Response: The system's five-year graduation average increased from 82% to 84.4% and the system's five-year effectiveness average increased from 19 to 22%. While the system's state assessment scores, graduation rate, and effectiveness rates continues to fall below the state average, the state targets, and the system's predicted effectiveness confidence interval the request for progress has been made. The system will need to continue to focus in these areas in order to continue to make progress.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD 456 be accredited.

Please email this completed form to Myron Melton at mmelton@ksde.org

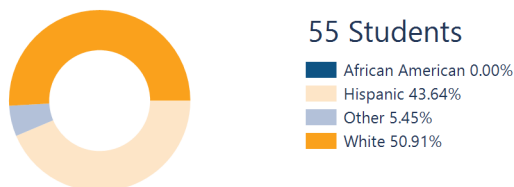


Sacred Heart Elem [Emporia] -
Kansas City Catholic Diocese - Z0029

102 Cottonwood St, Emporia, KS 66801-3848
 (620) 343-7394
 www.shsemporia.org
 Principal: **Darby O'Neill**

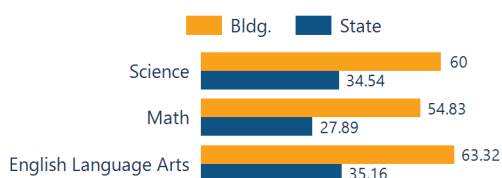
System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2021 data not required**
 Grades: **K-5**
 Superintendent: **Vincent Cascone**

Demographics



Academically Prepared for Postsecondary Success

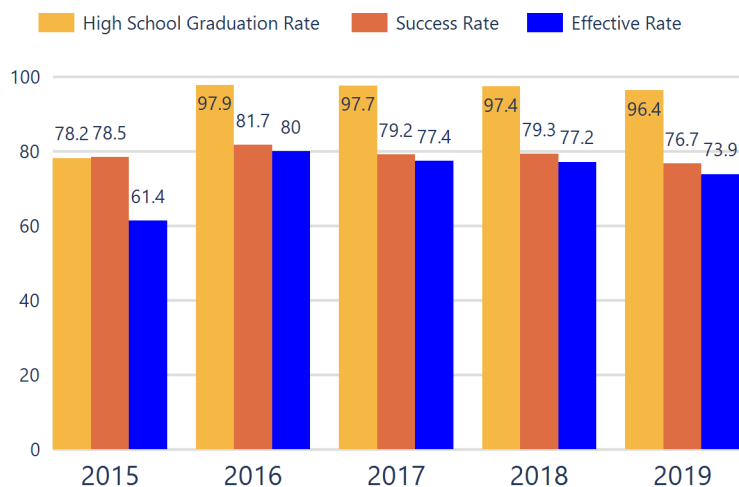
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			★	
Civic Engagement				
High School Graduation	★			
Postsecondary Success	★			

District Postsecondary Effectiveness



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

Five-Year Graduation Avg
93.5%

Five-Year Success Avg
79.1%

Five-Year Effective Avg
73.9%

95% Confidence Interval for the Predicted Effectiveness Rate
61.0 - 67.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

- 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.

N/A	State: 88.1	School ESSA Expenditures Per Pupil
95.9%	State: 93.8	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.
7.3%	State: 17.5	Click here for State Financial Accountability.
N/A	State: 1.7	

N/A
 State: \$12,863



School Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	9.37	21.87	N/A	N/A	N/A	N/A	9.67	13.33	20.00
Level 2	31.25	31.25	N/A	N/A	N/A	N/A	35.48	23.33	20.00
Level 3	28.12	25.00	N/A	N/A	N/A	N/A	48.38	46.66	60.00
Level 4	31.25	21.87	N/A	N/A	N/A	N/A	6.45	16.66	0.00

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.00	41.66	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	41.66	41.66	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	25.00	8.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	8.33	8.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	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

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	15.38	23.07	N/A	N/A	N/A	N/A	14.28	30.76	N/A
Level 2	46.15	38.46	N/A	N/A	N/A	N/A	42.85	15.38	N/A
Level 3	30.76	23.07	N/A	N/A	N/A	N/A	35.71	38.46	N/A
Level 4	7.69	15.38	N/A	N/A	N/A	N/A	7.14	15.38	N/A

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

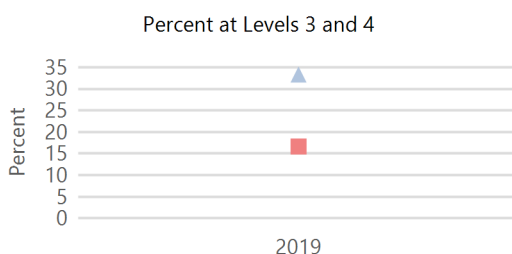
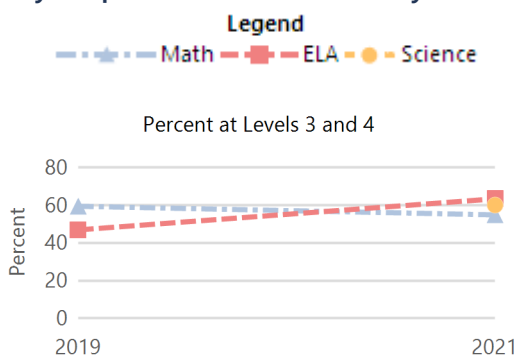
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

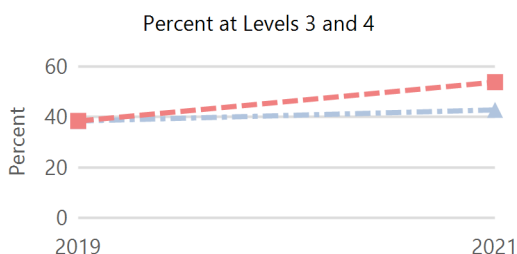


Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



Building

State 19.8

Accreditation Summary

Date: 07/08/2022

System: Z0029 Kansas City Catholic Diocese (1444)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and has defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support

The system received Improving and Impacting in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. The school is encouraged to create formal processes for reviewing formative and summative assessments through professional learning communities on an ongoing basis.

Family, Communities, and Business Partnerships

Sacred Heart received Impacting level in governance and leadership and is committed to establishing and adhering to policies designed to support the school's effectiveness, including following a strict code of ethics. Interviews with school district administrators, parents, students, teachers, staff, and commission members showed commitment to the mission and growth of the school. The community, led by a valued leadership team, provides a student-centered education, allowing all students to experience success.

Teachers respect each other, collaborate willingly, and enjoy spending time together. They work as a team to support and invest in all students they encounter, not just those in their classes. The team also reviewed the survey data and analysis provided by the school regarding school culture. It determined that the entire process showed that fidelity was both a useful reinforcement of the school's efforts and a clear indication that the leadership was listening to the community. Parents provided examples of how the school leadership was committed to using their feedback to the community.

Diversity, Equity, and Inclusion

The school is improving with learners who have equitable opportunities to develop skills and achieve the content and learning opportunities established by the system. The system has a formal structure to ensure learners develop positive relationships and have adults/peers that support their educational experiences. Eleot observations received a 3.56 out of 4.0 in the area that learners engage in differentiated learning opportunities and/or activities that meet their needs.

Communication and Basic Skills

Observation from Eleot finds the system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. Learners demonstrate and/or are able to describe high-quality work. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher-order thinking (e.g., analyzing, applying, evaluating, synthesizing).

Civic and Social Engagement

There is significant emphasis placed on giving and service at Sacred Heart School. Students begin participating in service projects in kindergarten and can give or help multiple times each year. There is a service project almost monthly at the school where students can bring in items, volunteer to help at our soup kitchen, or provide direct, supervised, service to the community. During Catholic Schools Week each year, students collect and package items for families in need and then can directly give these items to the people they are serving so that they can put faces behind the actions.

Physical and Mental Health

The system provides access to information, resources, and materials to support the curriculum, programs, and needs of students, staff, and the system.

Arts and Cultural Appreciation

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. This includes wide opportunities for students to explore the arts and culture of the community.

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

ARC Comment

Relevance: Improve Teaching and Learning

A high priority is to improve teaching and learning through comprehensive professional development. Over the past year, several new processes at the school have been implemented through the utilization of comprehensive professional development aimed at identifying specific student needs and providing them with specific skill plans. The school contracted with Orion Education to guide the process and provide support and PD along the way. A system was set up for a new MTSS process utilizing all teachers and a wide array of data.

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

ARC Comment

Develop and integrate technology throughout the curriculum.

The goal is to grow in the utilization and integration of technology in all areas. In addressing this goal, the system has previously identified the following outcomes designed to ensure effective achievement.

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 institution, the school board, and staff engage in a continuous improvement process. Some measurable results support student learning. Data was limited. The school council and leadership provide a strategic plan that includes the use of resources that supports the institution's direction.

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

Evidence submitted generally showed gains. There was a strong emphasis on the culture of the school. Generally, the State Board outcomes were evident in specific areas. Some of the programs seemed to be recently implemented.

Board Outcomes

Social-Emotional Growth

Sacred Heart School continued to focus on the social and emotional well-being of all students and staff members. To help continue to build up the emotional toll that the pandemic had on everyone, the school has built on the progress that began last year with the implementation of the Friendly Social Emotional program. This program focuses on traits and skills necessary to build up a student's social-emotional resilience and emphasizes the need to verbalize struggles and challenges in order to receive the support they need. This program includes student and staff surveys conducted throughout the year to help gain perspective into students' feelings and beliefs and to measure growth in any problem areas. Further, Sacred Heart implemented the Fastbridge SABRES inventories this year to generate further information regarding students' and teachers' perspectives on the social, academic, and emotional behaviors of students in grades 3-5. All data has continued to show that students at Sacred Heart are generally very positive and feel that the school provides a healthy and safe environment.

Kindergarten Readiness

The review of ASQ data has revealed some obvious trends that have been targeted in the formation of those kindergarten students. Students tend to enter kindergarten from a select few categories. Most are students who have attended the school's Child Care Center. These students and families tend to be prepared and developmentally ready for the Kindergarten program. Further, they take the ASQ during their 4-year-old year, so the school can assess that data prior to enrollment to have a better idea of what to expect and what needs they might have. Another large segment of the kindergarten enrollment comes from one of the other religious-based preschool programs in the area. These students and families tend to fall into the same category as those who come from the school's Child Care Center. The exception is that there is no previous ASQ data to work with prior to enrollment. However, the institution can assess their data early in the school year to determine if there are any red flags or specific areas to account for. The remainder of their students come from either the head start program, the public preschool, or have no prior school experience. These students vary significantly in their preparedness for kindergarten and often have a more immediate need for intervention to prepare them or accelerate their acclimation to the classroom environment.

Individual Plans of Study

Sacred Heart is a K-5 school, so they do not have Individual Plans of Study. The school recognizes the need to make sure that students continue to have opportunities to begin exploring career opportunities. This year the school is again able to get back to doing some of the things that they had done in the past to expose students to different vocational opportunities. This has included having speakers come in to discuss careers, including military, entrepreneurship, different farming careers, and religious life. Students in younger grades listened to a speaker discuss vocation and how every person has a unique opportunity to discover what they are being called to do.

High School Graduation Rate

K-5 school... N/A.

Postsecondary Success

Students from Sacred Heart almost all attend Emporia Middle School and then Emporia High School. Students tend to be very successful in both schools and often end up in leadership roles. Sacred Heart offers small class sizes that allow teachers to individualize lessons to meet student needs to ensure they are where they need to be prior to finishing 5th grade. Students are also virtuously formed, providing them the skills necessary to navigate the social and emotional challenges of middle and high school. Further, potential indicators of high school graduation are reviewed in order to create plans for students who might not be on track. The school partners with the local school district to provide IEPs to students with exceptional needs to ensure that they are getting the support they need in elementary school and that those plans will move with them as they transition to middle school.

7. System stakeholders relevant to each part of the KESA process were **generally** involved

during the accreditation cycle.

ARC Comment

Parents and focus groups expressed great satisfaction with how student progress was communicated and with staff availability. Surveys indicated that parents were satisfied with the progress of the school. Students interviewed noted how much they appreciated the opportunity to talk to teachers about their progress and to set learning goals.

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

ARC Comment

The team was welcomed in a professional and respectful way. The school was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

As a school using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity. The school council had been informed of the accreditation process through Cognia. Surveys, reports, and data were reported to the council.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported both significant Impact and Improving areas in the accreditation process which will carry into the next cycle.

Strengths

The system establishes policies and supports practices that ensure effective administration of the school. Well-respected and trusted administrators have developed a climate of mutual respect with internal and external stakeholders, creating a climate of trust with the school administration. Interviews from students, faculty, parents and board members provided a positive view and impact of the current school leadership. Stakeholders feel that the school is led by a valued leadership team that provides a student-centered education, allowing all students to experience success. The institution has a strong tradition of commitment to its mission and vision. Governance is supportive of all local and state requirements.

Challenges

The school accomplished a lot, adding platforms to support both Goals 1 & 2. However, the outcomes were never really stated, but assessments and observations seem to indicate a strong direction. What specifically needs to be done is to formalize the process in the two goals. Further, there is a need to understand what data implies through a formalized process to identify goals in the next cycle. There has been some indication from shareholders, of a need to improve communications engaging the community in more meaningful ways.



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

Item Title: Receive Information on Appointing Members to the New Kansas Children's Vision Health and School Readiness Commission

From: Sherry Root

Presented by:

Craig Neuenswander, Deputy Commissioner, Fiscal & Admin Services

Dale Brungardt, School Finance Director

One of the requirements in Senate Bill 62, passed this spring and signed by the Governor, is for the State Board of Education to establish a Kansas Children's Vision Health and School Readiness Commission.

The duties of the commission, as specified in the bill, are as follows:

- (1) Overseeing revision of state vision screening requirements and guidelines no fewer than once every seven years;
- (2) providing standardized vision screening referral letters and eye professional examination reports as referenced in the Kansas vision screening requirements and guidelines;
- (3) identifying state resources that assist in providing opportunities to offer free or low-cost eye exams for students who fail vision screenings and are unable to afford an examination on their own; and
- (4) establishing a system to collect data from school health personnel concerning the results of the original screenings and referral outcomes, as well as issuing an annual report to the secretary of health and environment and the commissioner of education.

The commission shall be comprised of:

- (1) One optometrist;
- (2) one ophthalmologist;
- (3) one representative of a health organization dedicated to preventing blindness;
- (4) one representative of the department of education;
- (5) one representative of the department of health and environment;
- (6) one school nurse;
- (7) one public health nurse; and
- (8) one school administrator.

The bill specifies that members of the commission shall not be reimbursed for meeting expenses.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

8/9/2022

Item Title:

Act on Recommendations of the Professional Practices Commission

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny the application in case 21-PPC-16.

Explanation of Situation Requiring Action:

The Applicant in case 21-PPC-16 applied for an emergency substitute teaching license. Prior to his application, he was arrested on November 9, 2020 and eventually charged with one count of Aggravated Battery, a level 8 person felony. On April 7, 2021, the Applicant entered into a diversion agreement with the Johnson County District Attorney's Office. On November 3, 2021, the Kansas State Department of Education filed a Complaint seeking denial of the Application based on the felony diversion.

The Professional Practices Commission conducted an evidentiary hearing on April 29, 2022. A recording of that hearing may be viewed online at

<https://mediastream.ksde.org/Media/PPC/04292022PPCMeetingEDITED.mp4>

The Professional Practices Commission recommends denial of the pending application for reasons described in the Initial Order. The Applicant submitted a brief asking that the recommendations not be followed/that he be given another opportunity for a hearing. The Kansas State Department of Education filed a response to Applicant's brief asking the State Board to follow the Commission's recommendations. Those pleadings are attached and may be found after the Initial Order as well as the original complaint and all exhibits that were made available to the Professional Practices Commission.

Neither party has requested to present oral argument.

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

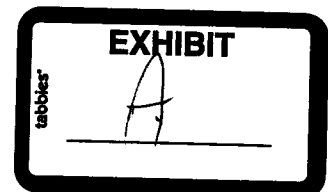
In the Matter of
the Application of
[REDACTED]

21-PPC-16__

COMPLAINT

COMES NOW on this 3rd day of November, 2021, Mischel Miller, Director of Teacher Licensure and Accreditation, Kansas State Department of Education (KSDE), 900 SW Jackson St., Topeka, Kansas 66612, and alleges the following:

1. [REDACTED] (Applicant), last known address [REDACTED] submitted an application for an Emergency Substitute Teaching license. [Exhibit A]
2. On April 9, 2021, the Applicant entered into a diversion agreement in Johnson County District Court after having been charged with Aggravated Battery, a level 8 person felony. The term of the diversion is 12 months from April 9, 2021. [Exhibit B]
3. According to the Amended Complaint filed in 20DV1558, the Applicant committed the crime of Aggravated Battery on or about November 5, 2020. The Applicant was licensed by the Kansas State Board of Education at the time of that offense. [Exhibit C]
4. The Kansas State Board of Education (State Board) is responsible for licensing Kansas educators and may deny an application for licensure for misconduct or other just cause such as entering into a criminal diversion agreement after being charged with any crime punishable as a felony. K.A.R. 91-22-1a(1),(11)
5. By law, the Applicant is not eligible to receive a license from the Kansas State Board of Education after having entered into a criminal diversion agreement after having been charged with a felony described in article 54 of chapter 21 of the Kansas Statutes Annotated unless and until the State Board determines, following a hearing, that the person has satisfied the terms and conditions of the agreement. K.S.A. 72-2165(b)(2) and (c)
6. Pursuant to K.S.A. 72-2308, 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.
7. Applicant's conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Applicant's conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny his application.



8. It is requested that the State Board deny Mr. Alibadi's application.

NOTICE

Pursuant to K.A.R. 91-22-1a(h) and K.S.A. 77-512, notice is hereby given of this complaint and request to deny applicant's application.

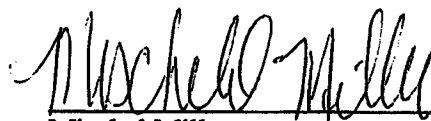
RIGHT TO A HEARING

Applicant has a right to request a hearing on the above issues and request for denial in accordance with the provisions of the Kansas Administrative Procedures Act. To obtain a hearing, a written request for a hearing must be filed with the Secretary of the Professional Practices Commission within fifteen [15] days of the date of service of this notice at the following address:

Marisa Seele
Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St., Suite 102
Topeka, Kansas 66612-1182

Applicant has twenty [20] days from the date of service of this notice to file a written answer to this complaint. If no answer is filed within 20 days, Applicant is deemed to have admitted the allegations contained in the complaint and acquiesced in the proposed action. An Initial Order will be entered denying the application for the reasons stated in the complaint and that notice of the denial will be provided to all education agencies in the State of Kansas and to the agency responsible for issuing educator licenses/certificates in all other states.

Any answer shall type written or legibly printed. The answer must be signed and contain a statement under oath or affirmation that the statements made in the answer are true. The answer must be notarized and filed with the Secretary of the Professional Practices Commission by certified mail, return receipt requested, or by personal delivery to the address listed above. For more guidance regarding the answer, see K.A.R. 91-22-9.



Mischel Miller

Director, Teacher Education and Licensure

VERIFICATION

STATE OF KANSAS

SS:

COUNTY OF SHAWNEE

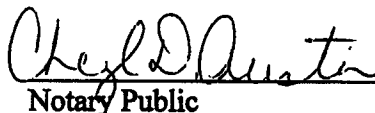
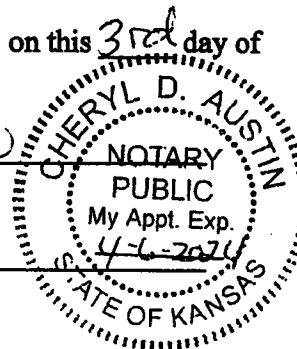
Mischel Miller, of lawful age, being first duly sworn, on oath deposes and states: She is the Complainant in the above-captioned action; she has read the above and foregoing Complaint knows and understands the contents thereof, and the statements and allegations contained therein are true and correct, according to her knowledge, information, and belief.



Mischel Miller

Director, Teacher Education and Licensure

SUBSCRIBED AND SWORN TO before me, the undersigned authority, on this 3rd day of November, 2021.

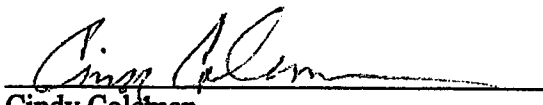
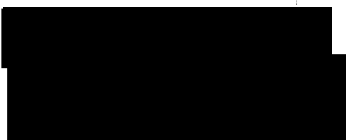

Notary Public

My appointment expires:

4-6-2024

CERTIFICATE OF SERVICE

I hereby certify that on this 3rd day of November, 2021, a true and correct copy of the above and foregoing was filed with the Secretary for the Professional Practices Commission and one (1) copy was mailed by certified mail, return receipt requested, to:



Cindy Coleman

Teacher Education and Licensure

Marisa Seele

From: [REDACTED]
Sent: Tuesday, November 16, 2021 9:49 AM
To: Marisa Seele
Subject: Appeal Right for case 21-PPC-16

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

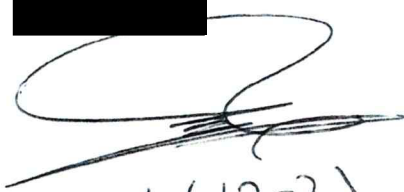
Hello Marisa,

I hope you doing well. In the reflect on Kansas Board of education that they denied renew my sub-teacher license on 3rd of November, 2021, I like to clarify that I did mistake during the sub-teacher application process that I answered about question number (3) by (yes) it suppose to be (No) because I am not convected for any felony or any theft, drugs or a child. I have a diversion agreement (see attached) but I do not convected for that charge.

If you have any questions please contact me on [REDACTED] or on phone number [REDACTED]

Thank you for your help and support.

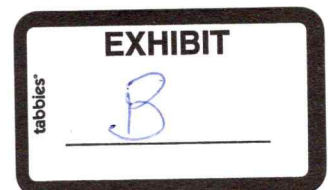
Best regards,

[REDACTED]

11/16/2021

RECEIVED

NOV 16 2021

KANSAS STATE DEPT OF EDUCATION
Human Resources



IN THE DISTRICT COURT OF JOHNSON COUNTY, KANSAS

STATE OF KANSAS,

Plaintiff,

VS.

AMENDED COMPLAINT

No. 20DV1558

Div. 18

[REDACTED]
Defendant.

STATE OF KANSAS, JOHNSON COUNTY, ss:

I, Aubrey Sample, Assistant District Attorney of said County, upon information and belief, state under oath to the court that

DHEYAA ALWAN ABDUL AL-IBADI

did the following:

COUNT I - That on or about the 5th day of November, 2020, in the County of Johnson and State of Kansas, [REDACTED] did then and there unlawfully, feloniously and recklessly cause bodily harm to another person, to-wit: [REDACTED] in any manner whereby great bodily harm, disfigurement or death could have been inflicted, a severity level 8 person felony, which constitutes a domestic violence offense, in violation of K.S.A. 21-5413, K.S.A. 21-6804, K.S.A. 21-6807 and K.S.A. 22-4616. (aggravated battery)

I declare under penalty of perjury that the foregoing is true and correct.

Executed by and on this date.

/s/ AUBREY SAMPLE
Dated: 01/04/21

Aubrey Sample #26418
Assistant District Attorney
100 North Kansas Avenue
Olathe, Kansas 66061
(913)715-3000

WITNESSES:

[REDACTED]
Officer N. Moeller
Sgt L Larison
911 Dispatch Personnel
Dana Gouge

Nada Fouad Wafi
Mays Jasim
MPO Lewis
Mark Blackwell

Amendments: Count I amended to SL8 Aggravated Battery.

Clerk of the District Court, Johnson County Kansas
01/04/21 01:47pm TS

[REDACTED] 21-PPC-16 005

EXHIBIT

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C

APPEARANCE BOND

THE STATE OF KANSAS, JOHNSON COUNTY, SS.

Case 20DV01558

Appear in Division 18

Receipt 2006009

On the 9th day of November, 2020, [REDACTED] has been arrested and is in custody. They desire to give bond for their appearance before the JOHNSON COUNTY DISTRICT COURT, OLATHE, KANSAS. Therefore, [REDACTED] acknowledges the State of Kansas is owed the sum of \$2,500.00, CASH, to be levied on their goods and chattels, lands, and tenements if there is default in the conditions of this appearance bond.

The conditions of this appearance are:

- ☒ DA Electronic monitoring
- ☒ DA No use of illegal drugs or controlled substances/submit to testing when directed by court
- ☒ DA No alcohol
- ☒ DA No firearms
- ☒ DA No contact victim(s)/witnesses, their residence/ employment whether or not they post bond
- ☒ DA Mohamed alman soori may retrieve def. personal items
- ☒ DA Any defendant entitled to an attorney pursuant to KSA 22-4503 is required by law to pay a \$100 BIDS fee to the Clerk of the District Court unless waived by the Court. Failure to pay this fee may be considered a violation of the conditions of your release.

If [REDACTED] shall personally be and appear before the JOHNSON COUNTY DISTRICT COURT on the 19th day of November, 2020 at 10:00am, or when ordered by the Court, then and there to answer to the charge(s) as set out in the complaint and to abide by the judgment of said Court, then this recognizance will remain in full force and effect. If the defendant leaves the jurisdiction of the named Court without its approval or violates any conditions imposed by the Court, then this appearance bond shall become forfeit.

WARNING: Intimidation of a witness or victim by you or on your behalf will subject you to full sanction of the law (see KSA 21-5909)

Signed

[REDACTED] [Signature]

Taken and acknowledged before me on this day and year first above written.

PSN

[Signature]
Deputy Clerk of the District Court

CLERK OF DISTRICT COURT
JOHNSON COUNTY, KS

2020 NOV 10 AM 9:00

21-PPC-16

006

EXHIBIT

tabbles

IN THE DISTRICT COURT OF JOHNSON COUNTY, KANSAS
CRIMINAL COURT DEPARTMENT

STATE OF KANSAS
Plaintiff

vs.

Case No. 20DV01558
Court No.

[REDACTED]
Defendant

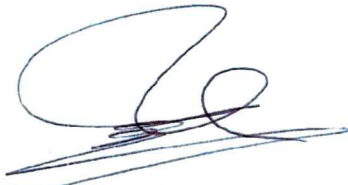
NO CONTACT ORDER

The Court orders that:

X Defendant shall have NO CONTACT with:

[REDACTED] whether or not defendant is in custody.

THIS ORDER IS EFFECTIVE WHEN MADE. LAW ENFORCEMENT AGENCIES SHALL ENFORCE THE ORDER IMMEDIATELY UPON RECEIPT. THE DEFENDANT IS HEREBY PUT ON NOTICE THAT VIOLATIONS OF THE NO CONTACT ORDER(S) MAY CONSTITUTE THE VIOLATION OF A PROTECTIVE ORDER AS PROVIDED IN K.S.A. 21-5924.



/s/ DANIEL W. VOKINS
DISTRICT MAGISTRATE JUDGE

Defendant's Signature

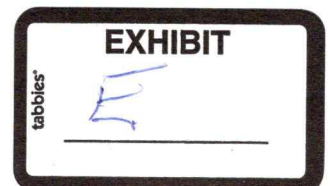
RETURN OF SERVICE

I hereby certify that I am an agent of the Johnson County Sheriff's Office, Olathe, Kansas, and that I have served a copy of the above and foregoing No Contact Order to the above-named defendant, personally. I hereby certify under penalty of perjury that the foregoing is true and correct.

19 Nov 12 70
Johnson County Sheriff's Office
Dated: 11/7/20

CLERK OF DISTRICT COURT
2020 NOV 10 AM 8:44

[REDACTED] 21-PPC-16 007



FILED DATE 2020-11-10 08:17

IN THE DISTRICT COURT OF JOHNSON COUNTY, KANSAS
CRIMINAL COURT DEPARTMENT

STATE OF KANSAS,

Plaintiff,

VS.

Case No. 20DV01558
Division 18

Defendant.

DIVERSION AGREEMENT

The District Attorney's Office of Johnson County, Kansas, does by this instrument enter into an agreement of diversion from the criminal justice system with [REDACTED]

[REDACTED] White, Male; hereinafter referred to as "Defendant", who has been charged with the crime(s) of: 21-6413(b)(2)(b) Agg Battery/reck/bodily Harm F 8 .

I. General Provisions

- a. The Defendant by this agreement does acknowledge that the Defendant is charged with the above alleged crime, which occurred on or about 11/05/20 to 11/06/20, as indicated in the State's Information, filed on 11/07/20 in this case.
- b. The Defendant acknowledges that the Defendant has reviewed the affidavit, as well as any police and lab reports made available through the discovery process in this case.
- c. The Johnson County District Attorney's Office, after examining all the reports concerning this incident, believes that it is in the best interest of all parties concerned that prosecution of this matter not now proceed, and that the Defendant be diverted from the criminal justice system.
- d. Upon request, the Defendant shall provide sworn truthful testimony against co-Defendants or other individuals associated with the Defendant's case. The Defendant waives any privileges or rights which would prevent him/her from testifying as requested as part of this diversion agreement.

II. Waiver of Rights

- a. The Defendant understands and acknowledges that he/she has the right to demand a prompt, full and complete evidentiary hearing and trials in this matter as provided by the laws of the State of Kansas. The Defendant should consult with an attorney as to all of the Defendant's legal rights and entitlements before

PA

MY INITIALS INDICATE I HAVE FULLY READ AND UNDERSTOOD THE TERMS OF THE DIVERSION AGREEMENT AS LISTED ON PAGE 1.

Clerk of the District Court, Johnson County Kansas
04/09/21 09:26am TS

signing and entering into this agreement. The Defendant fully understands that the prosecution of this matter is now being deferred under the provisions of K.S.A. 22-2906 et. seq.

- b. The Defendant specifically waives all rights under the laws or the Constitution of Kansas or of the United States to arraignment, preliminary examination, and a speedy trial. If the Defendant has not already waived his statutory right for a preliminary hearing, then he/she does so at this time
- c. The Defendant understands that by signing this diversion agreement, he/she is specifically waiving the right to file any pre-trial motions or challenge the admissibility of any evidence in this case.
- d. The Defendant acknowledges that he/she has been advised and understands that if he/she is not a citizen of the United States, a diversion or conviction for a criminal offense may result in deportation from the United States, exclusion from admission to the United States, and/or denial of naturalization
- e. The Defendant hereby authorizes the District Attorney's Office to release any information in the District Attorney's file pertaining to the offense for which the Defendant is charged and is being diverted, any information obtained during the diversion conference and a copy of the diversion agreement to the chosen counselor. The Defendant further authorizes said person, agency or organization to release and provide upon request, periodic evaluation reports on the Defendant to the District Attorney's Office.
- f. The Defendant agrees to waive any and all civil rights claims based on 42 U.S.C.A., section 1983 that may arise from this agreement.

III. Performance While On Diversion

- a. The Defendant understands and agrees that the diversion agreement is being offered in exchange for him/her fully performing all conditions and obligations as listed in the diversion agreement. The Defendant understands and agrees that all conditions of the diversion agreement are material to said agreement. The Defendant understands and agrees that failure to fully complete any of the conditions of the agreement will form a sufficient basis for the diversion agreement to be revoked and prosecution resumed as outlined in said agreement.
- b. Additionally, the Defendant understands and agrees that all conditions and obligations must be met within the time parameters set forth in the diversion agreement. The Defendant understands and agrees the time parameters contained within the diversion agreement are material to said agreement.
- c. The Johnson County District Attorney's Office agrees that if the Defendant fully performs all obligations under this agreement within the time set forth in the diversion agreement, the District Attorney's Office will dismiss the case with prejudice.

DA MY INITIALS INDICATE I HAVE FULLY READ AND UNDERSTOOD THE TERMS OF THE DIVERSION
AGREEMENT AS LISTED ON PAGE 2
Clerk of the District Court, Johnson County Kansas
04/09/21 09:26am TS

IV. Law Violations and Previous Criminal Record

- a. The Defendant shall not during the diversion term violate the laws of the State of Kansas, any other state, municipality, or nation.
- b. The Defendant shall provide written notification to the Johnson County District Attorney's Office Diversion Department of any arrest or citation within 96 hours. If he/she is incarcerated for more than 96 hours as a result of any arrest, written notification must be provided to the District Attorney's Office Diversion Department of such arrest within 96 hours of his/her release from custody. These provisions include arrests, citations, and incarcerations in Johnson County.
- c. The Defendant certifies that the information provided in the diversion application pertaining to "Previous Criminal Record" remains true as of the date of the signing of this diversion agreement. The Defendant affirms that he/she has fully disclosed to the District Attorney's Office any arrests, charges, pending criminal cases or convictions that may have occurred since the time of the original application. The Defendant understands that failure to fully disclose such information shall be grounds for revocation of this diversion agreement.

V. Diversion Fee and Court Costs

- a. The Defendant agrees to pay all costs as listed below as part of the diversion agreement.
 1. **Diversion Fee:** \$150.00 due at the signing of this agreement. Money order or cashier's check made payable to the DA Trust Account including your case number.
 2. **Court Cost:** \$204.50 due on or before 05/15/21. Court costs are payable to the Clerk of the District Court in the form of a money order or cashier's check. (Defendant shall pay additional costs due in this matter as directed by the Diversion Case Manager.) Mailing address: Clerk of the District Court, 150 W Santa Fe Olathe, Kansas 66061. Case number must be included on all forms of payment. Court costs may also be paid at www.jocccourts.org.
 3. **Attorney Fee (if applicable):** The Defendant is required to pay the Clerk of the District Court, in the form of a money order or cashier's check, for the services of the Court Appointed Attorney. The Diversion Coordinator will notify the Defendant of the amount due if applicable, within the term of diversion. Attorney fees may also be paid at www.jocccourts.org.

VI. Term of Diversion Agreement

- a. The term of diversion extends for a period of 12 months from the filed stamp date issued by the Clerk of the District Court for this agreement.

DA MY INITIALS INDICATE I HAVE FULLY READ AND UNDERSTOOD THE TERMS OF THE DIVERSION AGREEMENT AS LISTED ON PAGE 2 of the District Court, Johnson County Kansas
04/09/21 09:26am TS

- b. The Defendant agrees to abide by the terms of this agreement once he/she signs this agreement. The Defendant agrees that any violations of this diversion agreement which occur after he/she signs the agreement, but before the actual agreement is filed with the clerk's office shall constitute a sufficient basis to revoke the agreement and resume prosecution.

VII. Defendant's Residential Address, Telephone Number, Email Address & Place of Employment

- a. The Defendant understands and agrees that a condition of the diversion agreement the defendant must provide the District Attorney's Office their current residential address, telephone number, email address, and name of employer, which will be kept on file. Defendant acknowledges that the information in the diversion application is correct at the time of signing the diversion agreement. Defendant must update any changes at the time of signing the diversion agreement.
- b. If the District Attorney's Office intends to revoke this agreement, notification of revocation shall be provided to the Defendant by certified mail to the last known address.
- c. All non-compliance notifications shall be sent via mail to the last known address.
- d. The Defendant shall notify their Diversion Case Manager by email within 7 days of any change in address, telephone number, email address or employment. Correspondence must include case number.
- e. The Defendant shall obtain/maintain full-time employment, full-time enrollment in school, or a combination of both requirements for the entire term of this diversion, unless retired or disabled.

VIII. Diversion Case Manager

- a. The Diversion Case Manager is Letitia Ferwalt, Phone: 913-716-3099, Email: LETITIA.FERWALT@jocogov.org. The Diversion Case Manager shall be the Defendant's point of contact during the term of the diversion agreement. The Defendant shall include their case number in all written and verbal correspondence.
- b. The Defendant shall meet with the Diversion Case Manager as directed. The Defendant shall be notified via mail or email of any required meetings with the diversion case manager. Notifications shall be sent to the Defendant's last known mailing address or email address.

DA MY INITIALS INDICATE I HAVE FULLY READ AND UNDERSTOOD THE TERMS OF THE DIVERSION AGREEMENT AS LISTED ON PAGE 4 of the District Court, Johnson County Kansas
04/09/21 09:26am TS

IX. Mandatory Counseling/Treatment

- a. Defendant shall contact Associates Of Hope Harbor, Phone 913-710-8744 within 7 days of the signing this agreement for the purpose of enrolling directly in Batterer's Intervention Program (BIP) at his/her expense. Defendant is not required to obtain a Domestic Violence Assessment. Batterer's Intervention Program must be completed within 8 months of signing the diversion agreement.

X. Drug/Alcohol Use and Testing

- a. The Defendant agrees to submit to drug and alcohol testing through breath, blood, saliva, or urine at any time during the diversion term if requested to do so by the District Attorney, Chief of Diversion, Diversion Coordinator, Diversion Case Manager, Judge, Diversion Monitor, Department of Revenue or any Law Enforcement Officer.
- b. The Defendant stipulates that failure to submit to any such test as requested by those listed herein shall cause this diversion agreement to be revoked. The Defendant acknowledges and understands that he/she will pay for all drug and alcohol testing expenses.

XI. Diversion Revocation and Subsequent Hearings

- a. The Defendant agrees that the District Attorney shall have 30 days following the expiration of the diversion agreement to discover violations of the diversion agreement and to proceed thereon.
- b. In addition to waivers and stipulations previously mentioned in this diversion agreement, the Defendant also stipulates to the admission of and waives any evidentiary objections, including hearsay, to the following at a hearing to revoke the diversion agreement:
1. Statements made by a provider regarding treatment and/or drug testing.
 2. Sworn affidavits on matters relevant to the revocation of the diversion agreement.
- c. The Defendant understands and agrees that if the Defendant violates the terms and conditions of this diversion agreement and a revocation motion is filed and sustained by the District Court, then:
1. The Defendant freely and voluntarily waives his/her right to confront witnesses and cross-examine witnesses, or present witnesses or evidence of his/her behalf;
 2. The Defendant stipulates to the charges and facts as they are contained in the affidavit, as well as any police and lab reports made available through the discovery process;
 3. The Defendant stipulates that the crime which he/she is currently charged occurred in Johnson County, Kansas; and he/she is the individual arrested and charged herein;

OA MY INITIALS INDICATE I HAVE FULLY READ AND UNDERSTOOD THE TERMS OF THE DIVERSION AGREEMENT AS LISTED ON PAGE 5 of the District Court, Johnson County Kansas
04/09/21 09:26am TS

4. If this case is captioned as Domestic Violence (DV), the Defendant stipulates that the charge(s) in this case are Domestic Violence Offenses as defined in K.S.A. 21-5111(i) and (j) and are subject to the provisions of K.S.A. 22-4618;
5. This case will proceed to trial solely on the stipulations contained herein,
6. Any proceedings on appeal shall be conducted solely on the stipulations contained herein; and,
7. Any affidavits or official documents as described by law

/s/ PETER R GLASSER

Dated: 04/09/21

Date

Peter R. Glasser /lf, Sup. Ct. #22285

Assistant District Attorney for

Stephen M. Howe, Sup. Ct. #13785

District Attorney

P.O. Box 728

Olathe, Kansas 66061

Pete.Glasser@jocogov.org

I have read the above and foregoing Diversion Agreement and understand and agree by signing below to the provisions thereof. I ask that I be granted diversion in accordance with this agreement.

DEFENDANT DATE: 4/7/2021

I, the undersigned, attorney of record for the above-named Defendant, have explained to Defendant the provisions of this agreement and the Defendant's rights and obligations under this agreement.

Wendel Toth

ATTORNEY FOR DEFENDANT

DATE: 4-7-21

SUPREME COURT NO. 13789

DA MY INITIALS INDICATE I HAVE FULLY READ AND UNDERSTOOD THE TERMS OF THE DIVERSION AGREEMENT AS LISTED ON PAGE 1

Clerk of the District Court, Johnson County Kansas
04/09/21 09:26am TS

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

[REDACTED]

OAH Case No.: 22ED0005 ED
KSDE Case No.: 21-PPC-16

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 6 to 0 recommends to the Kansas State Board of Education (State Board) that the Complaint filed by KSDE seeking to deny the application for a teaching license submitted by [REDACTED] ([REDACTED]) be affirmed.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on November 3, 2021 seeking denial of [REDACTED]'s application for an emergency substitute teaching license.

The hearing was held on April 29, 2022. Appearing for the Commission were Chairperson, Jennifer Holt, and members Caroline Spaulding, Jamie Wetig, Darrin San Romani, Eric Filippi, and Charrica Osborne.

[REDACTED] appeared in person without an attorney.

KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through F and requested they be admitted as evidence. [REDACTED] had no objection. Exhibits A through F were admitted.

[REDACTED] offered a document identified as Exhibit 1 and requested it be admitted as evidence. KSDE objected to the admission of Exhibit 1 because [REDACTED] had failed to adhere to the deadlines imposed by the ALJ for listing and exchanging exhibits. Having considered KSDE's objections, Exhibit 1 was admitted.

Findings of Fact

1. [REDACTED] submitted an application to KSDE for an emergency substitute teaching license. (Exhibit A to the original Complaint). The exact date of the application is unknown to the PPC.
2. On or about November 9, 2020 [REDACTED] was arrested and ordered to appear before the Johnson County District Court in case number 20DV1558. (KSDE Exhibit D).
3. On November 10, 2020 a No Contact Order was issued in Johnson County District Court, case number 20DV1558, prohibiting [REDACTED] from having contact with [REDACTED]. (KSDE Exhibit E).
4. On or about January 4, 2021 an Amended Complaint was filed in Johnson County District Court, case number 20DV1558, charging [REDACTED] with one (1) count of aggravated battery in violation of K.S.A. 21-5413(b), a level 8 person felony. (KSDE Exhibit C). The Amended Complaint related to events occurring on or about November 5, 2020 involving [REDACTED].
5. On or about April 7, 2021 [REDACTED] entered into a Diversion Agreement with the Johnson County District Attorney's Office in Johnson County District Court case number 20DV1558. (KSDE Exhibit F).
6. On April 13, 2022 an Order of Dismissal-Diversion was filed in Johnson County District Court case number 20DV1558. (Exhibit 1). According to the order, [REDACTED] had complied with the terms of the diversion agreement and the case was dismissed.
7. On November 3, 2021 KSDE filed a Complaint against [REDACTED], requesting that the application for emergency substitute teaching license be denied. (KSDE Exhibit A).
8. On November 16, 2021 [REDACTED] requested a hearing before the PPC suggesting his application was denied because he had mistakenly answered a question on the application "yes" when it should have been "No." (KSDE Exhibit B). The question [REDACTED] suggested he answered wrong, Question 3: "Have you ever entered into a criminal diversion agreement, after being charged with any offense described in question 1 [a felony] or 2 [ANY crime involving theft, drugs, or a child]?"
9. Despite his suggestion otherwise, [REDACTED] correctly answered question 3.
10. When testifying, [REDACTED] again suggested he had answered the question incorrectly because he was not convicted.

11. When questioned, ██████ state that his wife called the police but refused to answer any questions concerning the events leading up to the felony aggravated battery charge. ██████ testified that he had done nothing wrong since coming to the United States and that these were just the normal kinds of problems.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.¹

“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” including: “entry into a criminal diversion agreement after being charged with an offense or act described in this subsection.”²

Kansas regulation allows for denial, suspension or revocation of a teaching license if an individual has been convicted “of any crime punishable as a felony”³

The Commission concluded ██████ was eligible to receive an emergency substitute teaching license, but the question was whether he should be issued a license?

The Commission was provided with court documentation concerning the criminal case filed against ██████. Based upon events occurring on or about November 5, 2020, Alibadi was charged with aggravated battery, a level 8 person felony, after which he entered into a criminal diversion agreement. ██████’s testimony that he answered the question on the application about a diversion was wrong. Based upon the evidence presented, ██████ had entered into a diversion agreement after being charged with aggravated battery, a level 8 person felony according to the laws of the State of Kansas.

██████ refused to talk about or answer any questions regarding the criminal charge and subsequent criminal diversion agreement. However, during his testimony ██████ did acknowledge that something occurred, his wife called the police, and that he had entered into diversion agreement that had been completed on or before April 13, 2022.

The Commission, in determining whether to recommend to the Board that an individual’s application should be granted, is required to determine the extent of the applicant’s efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.⁴ Included in that analysis is looking at “[t]he nature and seriousness of the conduct.”

¹ Kan. Const., Art. VI and K.S.A. 72-255.

² K.A.R. 91-22-1a(a)(11).

³ K.A.R. 91-22-1a(a)(1) and (b).

⁴ *Wright v. State Bd. of Educ.*, 46 Kan.App.2d 1046, 1052, 268 P.3d 1231 (2012).

It was noted by the Commission that [REDACTED] refused to provide any information concerning the conduct that led to his criminal charge and criminal diversion. [REDACTED] suggested he had answered a question incorrectly on the application; however, based upon the record, [REDACTED] answered the questions correctly. The concern for the Commission was whether [REDACTED] had taken responsibility for his actions, had any remorse for his actions, or was fit for a teaching license. As [REDACTED] was unwilling to discuss the events or provide any details, the Commission was unable to ascertain [REDACTED]'s fitness to be a member of the teaching profession.

The Commission also noted the recentness of the criminal activity that resulted in the criminal diversion.

On a vote of six (6) in favor and zero (0) opposed, the Commission recommends to the State Board that the Complaint filed by KSDE seeking to deny the issuance of an emergency substitute teaching license to [REDACTED] be affirmed.

IT IS SO ORDERED.


Jennifer Holt, Chairperson
Professional Practices Commission

Notice

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.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **ten calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Marisa Seele
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On June 2, 2022, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and, I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

A handwritten signature in cursive script that reads "Mariša Seele".

Mariša Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

In the Matter of
the License of

[REDACTED]

Re: OAH case No.: 22ED0005ED

KSDE Case no.: 21-PPC- 16

To: **Kansas State Board of Education**

From: [REDACTED]

I would like to inform you by this memorandum which I am writing to explain some facts regarding to the Initial Order that has been issued by Professional Practices Commission on June 2, 2022:

1. I mentioned in that hearing firstly that the English is my second language.
2. I did not realize during the hearing I have right to bring attorney, regarding to this point I would like to inform you, I will nominate an attorney for next hearing.
3. You mention in the Initial Order, I was not willing to discuss the evidence or provided any details to the commission. At this point, I like to clarify that I do not have any legal a knowledge to discuss this staff with the commission.
4. Since that event had happened, I know and understand it was big mistake and wrong act that suppose never ever happened between any couples. I toke responsibility for that act. I have been completed successfully all the Diversion agreement requirement without any mistakes.
5. Right now, my wife and I having a healthy relationship and we able to pass that point and learned a lot from that.
6. With you permission, I need another opportunity to explain my conduct during that event and avoid any misunderstanding that I had.
7. I feel remorse for my action, and I like to prove my good faith toward my family and the society where I am living.
8. Finally, I have received the Order Dismissal – Diversion from The District Court of Johnson County, Kansas Criminal Department, regarding to this matter (see attached please).

For all above, I ask you with your permission to give me another chance to review the initial Order and I believe you give me the opportunity to renew my emergency license.

Thank you for your help and supports

Regards,

[REDACTED]

June 20, 2022

IN THE DISTRICT COURT OF JOHNSON COUNTY, KANSAS
CRIMINAL DEPARTMENT

STATE OF KANSAS,

Plaintiff,

VS.

No. 20DV01558

Div. 18



Defendant.

ORDER OF DISMISSAL--DIVERSION

On the date entered below, this matter comes on before the Court on a motion by the State of Kansas.

The Court is advised that the defendant has complied with the terms of the diversion agreement filed herein and that the court costs have been paid. The Court further finds that the State's motion to dismiss this case with prejudice should be and is hereby sustained.

All evidence and property held by the investigating agency relating to this case may be disposed of pursuant to KSA 22-2512.

IT IS SO ORDERED.

/s/ TIMOTHY MCCARTHY
Dated: 04/13/22

Judge of the District Court

Submitted by:

/s/ XAVIER ANDREWS
Dated: 04/13/22

Xavier Andrews, Sup. Ct. #26559
Assistant District Attorney for
Stephen M. Howe, Sup. Ct. #13785
District Attorney
P.O. Box 728
Olathe, Kansas 66051

Clerk of the District Court, Johnson County, Kansas
04/13/22 04:10pm ES

CERTIFICATE OF MAILING/DELIVERY

I hereby certify that a copy of the foregoing document was delivered to counsel of record by (1) depositing in the U.S. mail, postage prepaid, or (2) depositing in the designated attorney's box in the clerk's office, or (3) by e-mail attachment via the Johnson County District Court E-Filing System within 24 hours of the file stamp date below or (4) depositing in the U.S. mail, postage prepaid, to the address listed below



/s/ XAVIER ANDREWS
Dated: 04/13/22

Xavier Andrews, Sup. Ct. #26559
Assistant District Attorney for
Stephen M. Howe, Sup. Ct. #13785
District Attorney
P.O. Box 728
Olathe, Kansas 66061

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Application
of [REDACTED]

21-PPC-16

Kansas State Department of Education
Response to Respondent's Brief

In determining whether to adopt the recommendations of the Professional Practices Commission and deny the licensure application in this case, the Kansas State Board of Education ("State Board") need address only one straightforward issue – all else being peripheral: Has the Applicant demonstrated that the past misconduct has ceased to be a factor in his fitness to be a licensed teacher?

Pursuant to regulations adopted by the State Board, any license [to be] issued by the State Board may be denied for misconduct or other just cause such as entry into a criminal diversion agreement after being charged with any felony offense. K.A.R. 91-22-1a(b), 91-22-1a(a)(1),(11). Although not required, the State Board generally uses factors listed in K.A.R. 91-22-1a(g) to determine whether evidence exists that past misconduct has ceased to be an issue in the fitness of a potential licensee. Here, the Professional Practices Commission found it was not able to determine that such past misconduct had ceased to be a factor for two reasons; the Applicant refused to discuss the past misconduct and failed to provide any evidence that he was not likely to engage in similar misconduct if licensed.

On April 29, 2022, an evidentiary hearing was conducted virtually whereby the Applicant appeared on his own behalf. This hearing was originally scheduled for January 21, 2022 but was continued at Applicant's request. Prior to the evidentiary hearing, a prehearing conference took place on December 13, 2021. At that time, the Applicant appeared on his own behalf. He appeared to understand everything that was explained to him, and he was able to request a continuance on his own. There was no request for or indication of the need of an attorney at any time prior to the evidentiary hearing.

During the April 29th evidentiary hearing, the Applicant understood the questions that were asked of him. The answers he provided were responsive. At no time did the Applicant indicate he did not understand what he was being asked. The Applicant *understood* what was being asked – he just didn't *like* the questions and he *chose* to not answer them. He does not now have a right to a second chance to explain himself.

Aside from avoiding questions he did not like, Applicant did not provide any evidence of mitigation, rehabilitation, or even remorse. When asked why the police had been called, he brushed it off as being “a normal problem”. He went on to say that he’s done nothing wrong since coming to the United States, but just “doing nothing wrong” is insufficient to prove that someone is worthy of a professional teaching license. Applicant did not provide even so much as a letter of recommendation from someone familiar with his character.

For these reasons, the Kansas State Department of Education respectfully requests the State Board to follow the recommendations of the Professional Practices Commission and deny the pending application.



R. Scott Gordon
KSDE General Counsel
KS Supreme Ct. #23858

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of June, 2022, a true and correct copy of the above and foregoing was filed online with the Secretary for the State Board of Education and one copy was mailed by standard mail, prepaid postage to:



A handwritten signature in blue ink that reads "Cheryl Austin". The signature is written in a cursive style and is positioned above a horizontal line.

Cheryl Austin
Legal Assistant



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

Item Title: Special Education Advisory Council Quarterly Update

From: Bert Moore

The State Board of Education will receive an update on current work of the Special Education Advisory Council (SEAC). Presenter will be Tobias Wood, Chair-elect for SEAC.

SEAC's mission is to work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas.

The purpose of the SEAC is to provide policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. The Council meets as mandated by both the state and federal legislation. Council membership is made up of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education approves appointments to vacated positions on the Council.



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Item Title: Discussion on Building a Culture of Safety in Schools

From: Sherry Root

Information only - no action required.

Presented by John Calvert, Safe and Secure Schools Unit

Handouts

1. Report on Indicators of School Crime and Safety: 2021 (*2021 School Crime and Safety.pdf*)
Prepared by the National Center for Education Statistics for the U.S. Department of Education and the U.S. Department of Justice, Office of Justice Programs
2. Preliminary Report on the Ulvalde Robb Elementary School Shooting
(*Ulvalde School Shooting summary.pdf*)
Includes a link to the 81-page Interim report of the Investigative Committee on the Robb Elementary Shooting of the Texas House of Representatives. This report provides factual findings of the events of and leading to the May 24, 2022, tragedy. Multiple other investigations remain ongoing.

Kansas leads the world in the success of each student.

Report on Indicators of School Crime and Safety: 2021

NCES 2022-092
U.S. DEPARTMENT OF EDUCATION

NCJ 304625
U.S. DEPARTMENT OF JUSTICE
OFFICE OF JUSTICE PROGRAMS

A Publication of the National Center for Education Statistics at IES



Report on Indicators of School Crime and Safety: 2021

June 2022

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Amy L. Solomon
Principal Deputy Assistant Attorney General

Bureau of Justice Statistics

Doris J. James
Acting Director

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

The Bureau of Justice Statistics (BJS) is the primary federal entity for collecting, analyzing, publishing, and disseminating statistical information about crime, its perpetrators and victims, and the operation of the justice system at all levels of government. It fulfills a congressional mandate to provide valid statistics on crime and justice systems, support improvement to justice information systems, and participate with national and international organizations to develop and recommend national standards for justice statistics.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this product, we would like to hear from you. Please direct your comments to

NCES, IES, U.S. Department of Education
Potomac Center Plaza
550 12th Street SW
Washington, DC 20202

June 2022

This report was prepared for the National Center for Education Statistics under Contract No. ED-IES-12-D-0002 with American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

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This publication is only available online. To download, view, and print the entire report as a PDF file, go to <https://nces.ed.gov> or <https://bjs.ojp.gov>.

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Foreword

Report on Indicators of School Crime and Safety: 2021 provides the most recent national indicators on school crime and safety. The information presented in this report serves as a reference for policymakers and practitioners so that they can develop effective programs and policies aimed at violence and school crime prevention. Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies.

This is the 24th edition of *Indicators of School Crime and Safety*, a joint effort of the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES). This report provides summary statistics to inform the nation about current aspects of crime and safety in schools.

Report on Indicators of School Crime and Safety includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System,

sponsored by CDC; the K-12 School Shooting Database, sponsored by the U.S. Department of Defense; the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Surveillance System, sponsored by CDC; the School Survey on Crime and Safety, Fast Response Survey System, *EDFacts*, and National Teacher and Principal Survey, all sponsored by NCES; the Teaching and Learning International Survey, sponsored by the Organization for Economic Cooperation and Development; and the Campus Safety and Security Survey, sponsored by the U.S. Department of Education.

This report is available as a PDF file at <https://nces.ed.gov> or <https://bjs.ojp.gov>. BJS and NCES continue to work together in order to provide timely and complete data on the issues of school-related violence and safety.

Peggy G. Carr

Commissioner

National Center for Education Statistics

Doris J. James

Acting Director

Bureau of Justice Statistics

Acknowledgments

The authors are grateful to the sponsoring agencies, the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), for supporting this report.

From BJS, we wish to thank Doris James, Kevin Scott, Joseph Conklin, Heather Brotsos, and Brigit Baron, who served as reviewers, and Rachel Morgan, who verified data from the National Crime Victimization Survey. Outside of NCES and BJS, Nancy Brener and Tia Rogers of the Centers for Disease Control and Prevention

generously provided data and performed a review of data documentation. We also value the review of this report and the continued support provided by the Office of Safe and Healthy Students.

The authors would like to thank the many individuals who completed the survey instruments that make this report possible. This report would not have been possible without their cooperation.

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Introduction

It is important to establish reliable indicators of the current state of school crime and safety across the nation—and to regularly update and monitor these indicators as new data become available. These indicators can help inform policymakers and practitioners of the nature, extent, and scope of the problem being addressed as they develop programs aimed at violence and school crime prevention. This is the purpose of Indicators of School Crime and Safety, a joint effort by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS).

The 2021 edition of the *Report on Indicators of School Crime and Safety* is the 24th in a series of annual publications. Beginning with the 2020 edition, this report has been redesigned with the intention of increasing its usability for a wider audience. This report does so by highlighting selected findings from 23 indicators on various school crime and safety topics. By synthesizing findings in this way, the report allows users to more efficiently gauge the breadth of the content and make connections across indicators. As in previous editions, the full set of 23 indicators—with each indicator presented as an independent, more detailed analysis of a crime and safety topic—can be [accessed in the online Indicator System](#). Each indicator can be found on the website, and readers can download PDFs of the individual indicators. Indicators online are hyperlinked to tables in the *Digest of Education Statistics*, where readers can obtain the underlying data. The PDF version of the report, however, has been transformed into the *Report on Indicators of School Crime and Safety*, which highlights and synthesizes key findings from the full set of 23 indicators online.

This report covers a variety of topics on school crime and safety. It first examines different types of student victimization, including violent deaths and school shootings, nonfatal criminal victimization, and bullying victimization. Then, the report presents data on measures of school conditions—such as discipline problems, gangs, hate-related speech, possession of weapons, and use and availability of illegal drugs—as well as data that reflect student perceptions about their personal safety at school. This report wraps up the discussion on crime and safety issues at the elementary and secondary level by examining the percentages of teachers who reported having been threatened or attacked by their students.

To minimize these issues that students and teachers could experience, schools across the United States have implemented preventive and responsive measures. This report covers topics such as security practices,

disciplinary actions, and whether schools have plans for scenarios such as active shooters, natural disasters, or a pandemic disease.

In addition to practices and measures addressing specific crime and safety concerns, many schools provide mental health services to promote student well-being and improve school climate. This report examines the prevalence of mental health services in public schools, as well as the limitations to providing mental health services that schools may encounter.

Finally, at the postsecondary level, this report discusses the number of criminal incidents against persons and property that were reported to police and security agencies, as well as hate crime incidents such as those motivated by biases associated with race, sexual orientation, and religion.

A variety of data sources are used to present information on these topics, including national and international surveys of students, teachers, principals, and postsecondary institutions. Users should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources.

In this report, where available, data on victimization that occurred away from school are offered as a point of comparison for data on victimization that occurred at school. Indicators of crime and safety are compared across different population subgroups and over time. Across indicators, the year of the most recent data collection varied by survey, ranging from 2016 to 2021. In 2020—and to a lesser extent in 2021¹—schools across the country suspended or modified in-person classes in accordance with federal, state, and local guidance related to the risks associated with the coronavirus pandemic. Students might have spent less time at school than in previous years due to these modified procedures. Thus, readers are encouraged to interpret the 2020 and 2021 data in the context of these pandemic-related modifications.

Findings described with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level, meaning the probability that the difference occurred by chance is less than 5 percent. Additional information about methodology and the datasets analyzed in this report may be found online in the [Reader's Guide](#) and [Guide to Sources](#).

¹ For data on student enrollment by type of instruction (remote, hybrid, and in-person) in spring 2021, see <https://ies.ed.gov/schoolsurvey/mss-dashboard/>.

Highlights

Overall, throughout the last decade, several crime and safety issues have become less prevalent at elementary and secondary schools. For instance, between 2009 and 2020, the rate of nonfatal criminal victimization (including theft and violent victimization) decreased for students ages 12-18, from 51 to 11 victimizations per 1,000 students. Although the victimization rate at school was already decreasing prior to the coronavirus pandemic,² changes to school procedures related to the pandemic coincided with a decrease of more than 60 percent in the victimization rate at school from 2019 to 2020. In addition to the decrease in criminal victimization, student behaviors at school that targeted fellow students were also generally less prevalent compared with a decade ago. Lower percentages of public schools in 2019-20 than in 2009-10 reported that each of the following discipline problems occurred at least once a week: student bullying (15 vs. 23 percent), student sexual harassment of other students (2 vs. 3 percent), and student harassment of other students based on sexual orientation or gender identity (2 vs. 3 percent).

In contrast, there were a total of 93 school shootings with casualties at public and private elementary and secondary schools in 2020-21—the highest number since 2000-01. It is important to note, however, that during the coronavirus pandemic, “school shootings” include those that happened on school property during remote instruction. In addition, cyberbullying and student discipline problems related to teachers and classrooms have become more common over time. Specifically, a higher percentage of public schools reported cyberbullying in 2019-20 than in 2009-10 (16 vs. 8 percent). In addition, higher percentages of public schools in 2019-20 than in 2009-10 reported student verbal abuse of teachers (10 vs. 5 percent), student acts of disrespect for teachers other than verbal abuse (15 vs. 9 percent), and widespread disorder in the classroom (4 vs. 3 percent).

To maintain and promote discipline, order, and safety, schools across the United States have implemented preventive and responsive measures. For example, in 2019-20, about 52 percent of public schools reported having a written plan for procedures to be performed in the event of a pandemic disease. This percentage was higher than the percentage reported in 2017-18 (46 percent). Additionally, between 2009-10 and 2019-20, the percentage of public schools reporting the use of the following safety and security measures

increased: controlling access to school buildings (from 92 to 97 percent), the use of security cameras (from 61 to 91 percent), and requiring faculty and staff to wear badges or picture IDs (from 63 to 77 percent). During the same period, the percentage of public schools that reported having one or more security staff present at school at least once a week also increased (from 43 to 65 percent). Meanwhile, the overall percentage of schools taking at least one serious disciplinary action for at least one reported offense was lower during the 2019-20 school year than during the 2009-10 school year (35 vs. 39 percent).³

In 2019-20, about 55 percent of public schools provided diagnostic mental health assessment services to evaluate students for mental health disorders, and 42 percent offered mental health treatment services. Both types of services were more common in 2019-20 than in 2017-18. In 2019-20, the majority of schools (54 percent) reported that their efforts to provide mental health services to students were limited in a major way by inadequate funding.⁴ Forty percent reported inadequate access to licensed mental health professionals as a major limitation.

Regarding safety issues on campuses of postsecondary institutions, between 2009 and 2019, the rate of crime decreased from 23.0 to 18.7 incidents per 10,000 full-time-equivalent students. Despite the general downward trend over this period, the rate of reported forcible sex offenses on campus increased from 1.7 incidents per 10,000 students in 2009 to 8.0 incidents per 10,000 students in 2019.⁵ Forcible sex offenses constituted 43 percent of all criminal incidents reported on campus in 2019.

In 2019, a total of 757 hate crimes were reported on the campuses of postsecondary institutions. More than half of hate crimes at postsecondary institutions were motivated by race or ethnicity.

³ Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, removals with no services for the remainder of the school year, and transfers to alternative schools.

⁴ The survey collected data on limitations in public schools' efforts to provide mental health services regardless of whether the school actually provided mental health services.

⁵ In years prior to 2014, schools only reported a total number of forcible sex offenses, with no breakdowns for specific types of offenses. Beginning in 2014, schools were asked to report the numbers of two different types of forcible sex offenses—rape and fondling—and these were added together to reach the total number of reported forcible sex offenses. Although changes in the reporting guidelines for forcible sex offenses in 2014 likely contributed to the largest single-year percentage increase in that year (36 percent, from 5,000 to 6,800), the number of reported forcible sex offenses on campus continued to increase steadily between 2014 and 2018, from 6,800 to 12,400 (an 83 percent increase, or an average increase of about 16 percent per year). In 2019, the number of reported forcible sex offenses was 5 percent lower than in 2018.

² Victimization rate at school decreased from 51 to 30 victimizations per 1,000 students between 2009 and 2019.

Violent Deaths and School Shootings

Violent deaths and shootings at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. Based on the most recent data released by the School-Associated Violent Death Surveillance System (SAVD-SS), there were a total of 39 school-associated violent deaths⁶ in the United States in the 2018-19 school year.⁷ This included 29 homicides and 10 suicides.⁸ Of these 39 school-associated violent deaths, 10 homicides and 3 suicides were of school-age youth (ages 5-18). (*Violent Deaths at School and Away From School and School Shootings*)

In the K-12 School Shooting Database (K-12 SSDB), school shootings are defined as incidents in which a gun is brandished or fired on school property or a bullet hits school property for any reason, regardless of the number of victims, time of day, day of the week, or reason. During the coronavirus pandemic, this definition includes

shootings that happen on school property during remote instruction. Between 2000-01 and 2020-21, the number of school shootings with casualties per year at public and private elementary and secondary schools ranged from 11 to 93 (figure 1). In 2020-21, there were a total of 93 school shootings with casualties—the highest number since 2000-01. This included 43 school shootings with deaths and 50 school shootings with injuries only. In addition, there were 53 reported school shootings with no casualties. Fifty-nine elementary schools and 57 high schools⁹ had shootings (including those with and without casualties) in 2020-21.¹⁰ An additional 21 middle or junior high schools and 8 schools of other types also had school shootings. The year 2020-21 was the first since data collection began in which fewer than half of schools that had shootings were high schools. (*Violent Deaths at School and Away From School and School Shootings*)

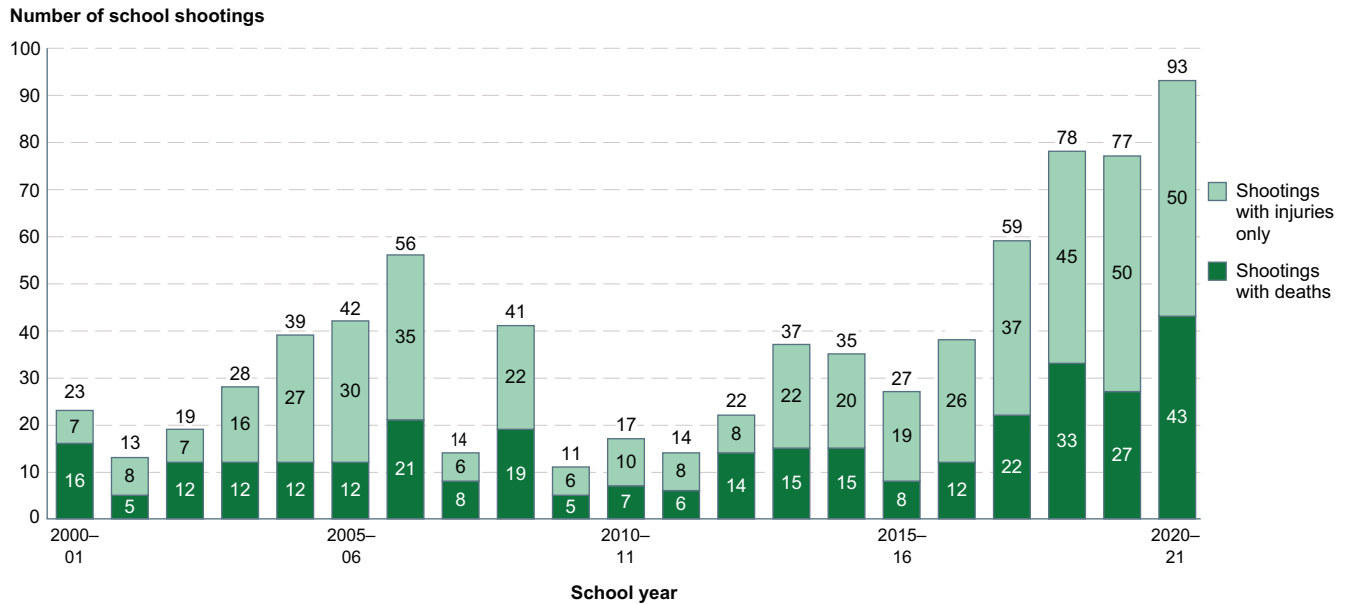
⁶ The SAVD-SS defines a school-associated violent death as “a homicide, suicide, or legal intervention death (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States.” School-associated violent deaths also include those that occurred while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths may include not only students and staff members but also others at school, such as students’ parents and community members.

⁷ Defined as the period from July 1, 2018, through June 30, 2019.

⁸ Data are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case.

⁹ Including other schools ending in grade 12.

¹⁰ Schools that had multiple shootings in a single year are counted only once in that year’s total.

Figure 1. Number of school shootings with casualties at public and private elementary and secondary schools: 2000–01 through 2020–21

NOTE: "School shootings" include all incidents in which a gun is brandished or fired or a bullet hits school property for any reason, regardless of the number of victims (including zero), time, day of the week, or reason (e.g., planned attack, accidental, domestic violence, gang-related). All data are reported for the school year, defined as July 1 through June 30. Data in this figure were generated using a database that aims to compile information on school shootings from publicly available sources into a single comprehensive resource. For information on database methodology, see *K–12 School Shooting Database: Research Methodology* (<https://www.chds.us/ssdb/resources/uploads/2020/09/CHDS-K12-SSDB-Research-Methods-Sept-2020.pdf>). Due to school closures caused by the coronavirus pandemic, caution should be used when comparing 2019–20 and 2020–21 data with data from earlier years. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Defense, Naval Postgraduate School, Center for Homeland Defense and Security, K–12 School Shooting Database. Retrieved September 16, 2021, from <https://www.chds.us/ssdb/>. See *Digest of Education Statistics 2021*, table 228.12.

Criminal Victimization Experienced by Students

Data from the National Crime Victimization Survey (NCVS) provide insights on nonfatal criminal victimization experienced by students ages 12-18, according to students' own reports.¹¹ Nonfatal criminal victimization includes theft¹² and violent victimization, the latter of which includes rape, sexual assault, robbery, aggravated assault, and simple assault. In 2020, students ages 12-18 experienced 285,400 victimizations at school¹³ and 380,900 victimizations away from school. This translates to a rate of 11 victimizations per 1,000 students at school¹⁴ and a rate of 15 victimizations per 1,000 students away from school (figure 2). (*Incidence of Victimization at School and Away From School*)

Between 2009 and 2020, the total victimization rate decreased for students ages 12-18, both at school and away from school (figure 2). Specifically, the total victimization rate at school first decreased from 51 to 30 victimizations per 1,000 students between 2009 and 2019. From 2019 to 2020, the total victimization rate at school continued to decline to 11 victimizations per 1,000 students in 2020—an annual decrease of more than 60 percent.¹⁵ The total victimization rate away from school decreased from 33 to 20 victimizations per 1,000 students between 2009 and 2019. The total victimization rate away from school in 2020 (15 victimizations per 1,000 students) was not statistically different from the rate in 2019. (*Incidence of Victimization at School and Away From School*)

¹¹ “Students” refers to those ages 12-18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school.

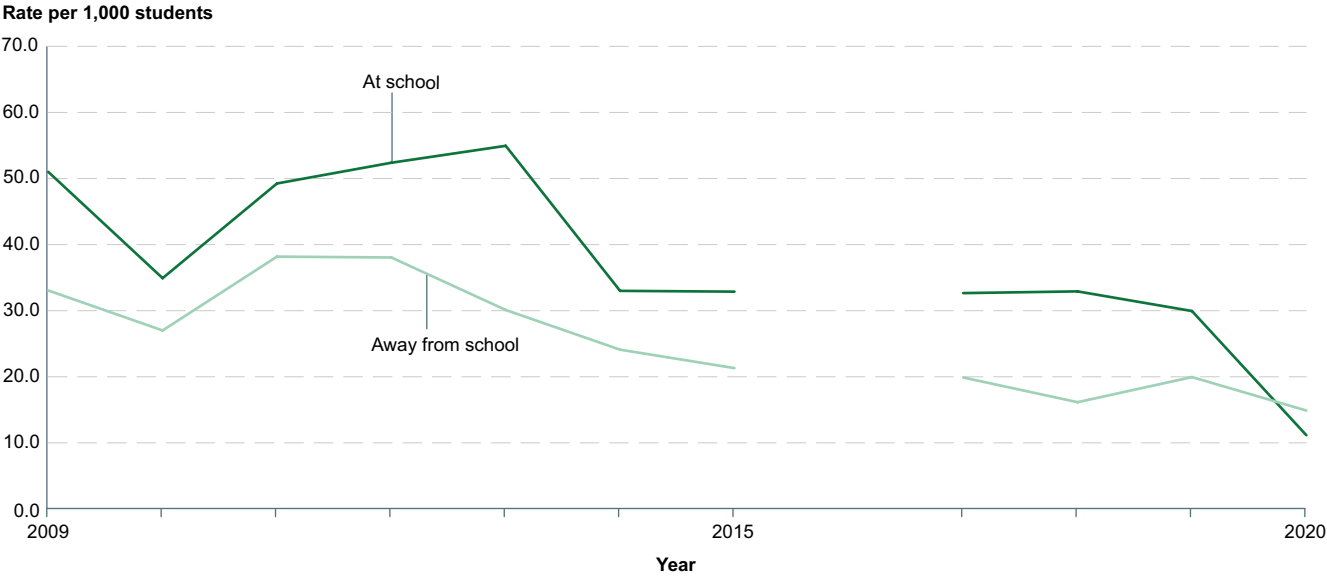
¹² “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

¹³ “At school” is defined to include in the school building, on school property, on a school bus, and going to and from school.

¹⁴ Data on the *percentage of students* ages 12-18 who reported being victimized at school during the previous 6 months are available from the School Crime Supplement (SCS) to the NCVS. The latest year for which SCS data are available is 2019. See *Prevalence of Victimization at School* for changes over time in the percentage of students reporting victimization at school, as well as how the percentage varied by selected student and school characteristics.

¹⁵ In 2020, schools across the country suspended or modified in-person classes in accordance with federal, state, and local guidance related to the risks associated with the coronavirus pandemic. Students may have spent less time at school than in previous years due to these modified procedures.

Figure 2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location: 2009 through 2020



NOTE: Every 10 years, the National Crime Victimization Survey (NCVS) sample is redesigned to reflect changes in the population. Due to a sample increase and redesign in 2016, victimization estimates among students ages 12–18 in 2016 were not comparable to estimates for other years. Nonfatal victimization includes theft, rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes in the school building, on school property, and on the way to or from school. The population size for students ages 12–18 was 25,587,500 in 2020. Estimates may vary from previously published reports.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2009 through 2020. See *Digest of Education Statistics 2021*, table 228.20.

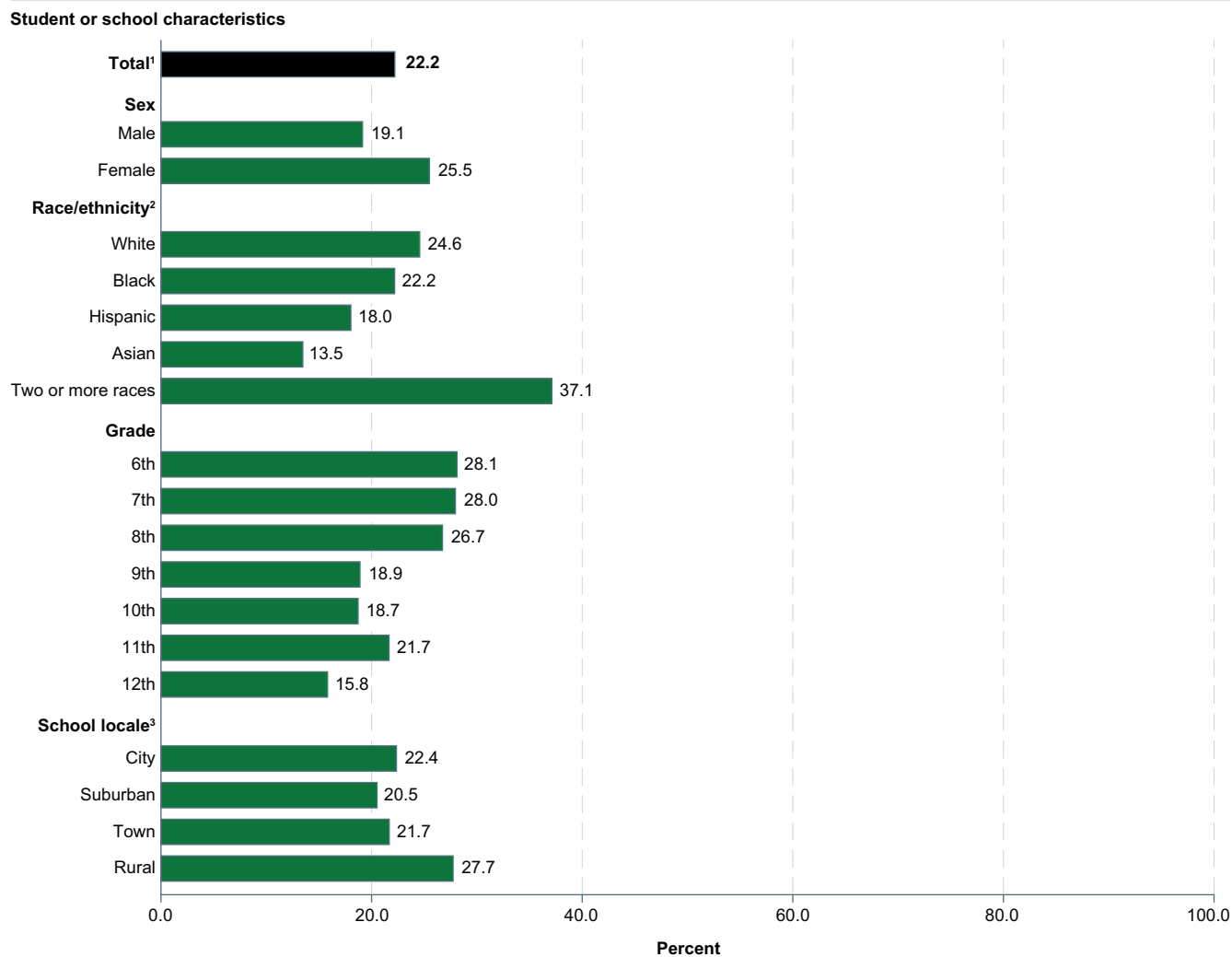
Student Reports of Bullying Victimization

Another type of student victimization that is important to understand is bullying. Previous research has found that students who are bullied are more likely to experience depression and anxiety, have more health complaints, and skip or drop out of school (Swearer and Hymel 2015; Hornor 2018). The involvement of young bullying victims in recent suicides and school shootings has also heightened concerns regarding the public health implications of bullying (Hornor 2018).

According to data from the School Crime Supplement (SCS), during the school year in 2019, about 22 percent of students ages 12-18 reported being bullied¹⁶ at school. This was lower than the percentage who reported being bullied in 2009 (28 percent). Students' reports of being bullied varied based on student and school characteristics in 2019 (figure 3). For instance, a higher percentage of

female students than of male students reported being bullied at school during the school year (25 vs. 19 percent). The percentage of students who reported being bullied at school during the school year was higher for students of Two or more races (37 percent) than for White students (25 percent) and Black students (22 percent); all these percentages were in turn higher than the percentage of Asian students (13 percent). Higher percentages of 6th-, 7th-, and 8th-graders reported being bullied at school during the school year in 2019 (ranging from 27 to 28 percent), compared with 9th-, 10th-, and 12th-graders (ranging from 16 to 19 percent). A higher percentage of students enrolled in schools in rural areas (28 percent) than in schools in other locales (ranging from 21 to 22 percent) reported being bullied at school during the school year. (*Bullying at School and Electronic Bullying*)

¹⁶ “Bullying” includes students who reported that another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; tried to make them do something they did not want to do; excluded them from activities on purpose; destroyed their property on purpose; or pushed, shoved, tripped, or spit on them. In the total for students bullied at school, students who reported more than one type of bullying were counted only once.

Figure 3. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: 2019

¹ Total includes race categories not separately shown.

² Race categories exclude persons of Hispanic ethnicity. Data for Pacific Islander and American Indian/Alaska Native students did not meet reporting standards in 2019; therefore, data for these two groups are not shown.

³ Excludes students with missing information about the school characteristic.

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019. See *Digest of Education Statistics 2020*, table 230.40.

According to data from the Youth Risk Behavior Surveillance System (YRBSS), about 16 percent of students in grades 9–12 reported being electronically¹⁷ bullied during the previous 12 months in 2019. The percentage of students who reported being electronically bullied was

higher for gay, lesbian, or bisexual students (27 percent) than for students who were not sure about their sexual identity (19 percent), and both percentages were higher than the percentage for heterosexual students (14 percent).¹⁸ (*Bullying at School and Electronic Bullying*)

¹⁷ Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017 and 2019.

¹⁸ Since 2015, the YRBSS has included a question on students' sexual identity by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure." In this report, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Students were not asked whether they identified as transgender on the YRBSS.

Incidents and Discipline Problems Reported by Public Schools

Incidents and discipline problems at school are important measures of the school environment. The School Survey on Crime and Safety (SSOCS) asked public school principals to report the numbers of various types of criminal incidents that occurred at their school¹⁹ and to indicate how often certain disciplinary problems happened in their school.²⁰ Such school-reported data can complement those data covering similar issues based on students' experience and observation, such as those collected through SCS and YRBSS. These data generally reflect lower percentages of public schools reporting discipline problems that target fellow students *at school* in 2019-20 than in 2009-10, as well as lower percentages of schools reporting more serious criminal incidents in 2019-20 than in 2009-10.

During the 2019-20 school year,²¹ some 77 percent of public schools recorded that one or more incidents of crime²² had taken place, amounting to 1.4 million incidents, or a rate of 29 incidents per 1,000 students enrolled (figure 4). During the same school year, 47 percent of schools reported one or more incidents of crime to sworn law enforcement, amounting to 482,400 incidents, or a rate of 10 incidents per 1,000 students enrolled. The percentage of public schools that recorded one or more incidents of crime was lower in 2019-20 than in 2009-10 (77 vs. 85 percent); the same pattern can be observed for the percentage of public schools that reported one or more criminal incidents to sworn law enforcement (47 vs. 60 percent). (*Criminal Incidents Recorded by Public Schools and Those Reported to Sworn Law Enforcement*)

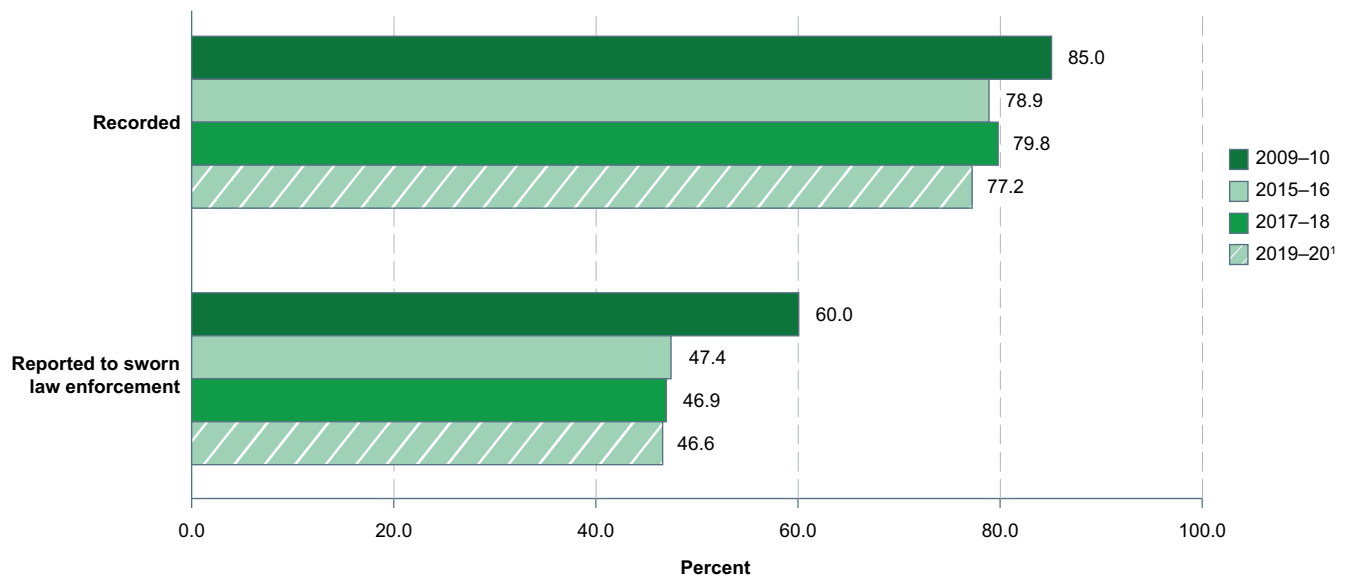
¹⁹ In SSOCS, "at school" was defined for respondents as including activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. In the survey questions about criminal incidents, respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

²⁰ Respondents were instructed to include discipline problems only for those times that were during normal school hours or when school activities or events were in session.

²¹ The coronavirus pandemic affected the 2019-20 data collection activities. The change to virtual schooling and the adjusted school year may have impacted the data collected by SSOCS. Readers should use caution when comparing 2019-20 estimates with those from earlier years. For more information, see *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019-20: Findings From the School Survey on Crime and Safety* (NCES 2022-029; forthcoming).

²² In SSOCS, incidents of crime include violent incidents, thefts of items valued at \$10 or greater without personal confrontation, and other criminal incidents. "Violent incidents" include rape or attempted rape; sexual assault other than rape; physical attacks or fights with or without a weapon; threat of physical attacks with or without a weapon; and robbery with or without a weapon. "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism. Note that when referring to criminal incidents, the word "recorded" refers to all incidents that were documented by the school, while "reported" is used to identify incidents that were reported to sworn law enforcement.

Figure 4. Percentage of public schools recording one or more incidents of crime at school and percentage reporting incidents to sworn law enforcement: Selected years, 2009–10 through 2019–20



¹ The coronavirus pandemic affected the 2019–20 data collection activities. The change to virtual schooling and the adjusted school year may have impacted the data collected by the School Survey on Crime and Safety. Readers should use caution when comparing 2019–20 estimates with those from earlier years. For more information, see *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019–20: Findings From the School Survey on Crime and Safety* (NCES 2022-029; forthcoming). NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined as including activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020. See *Digest of Education Statistics 2021*, table 229.10.

In 2019-20, lower percentages of elementary schools and combined/other schools recorded incidents of violent crime²³ (58 and 60 percent, respectively), compared with middle schools (91 percent) and secondary/high schools (90 percent).²⁴ Similarly, lower percentages of elementary schools and combined/other schools than of middle schools and secondary/high schools reported incidents of violent crime to sworn law enforcement. (*Criminal Incidents Recorded by Public Schools and Those Reported to Sworn Law Enforcement*)

Within the category of noncriminal incidents, student bullying²⁵ and cyberbullying²⁶ were among the most prevalent discipline problems reported by public schools in 2019-20 (figure 5). Specifically, 15 percent of public schools reported that bullying occurred among students at least once a week, and 16 percent reported that cyberbullying occurred among students at least once a week. Student disrespect and verbal abuse of teachers were also relatively common. Ten percent of public schools reported student verbal abuse of teachers, and 15 percent reported acts of student disrespect for teachers other than verbal abuse. In addition, 4 percent of public schools reported widespread disorder in the classroom,

and 4 percent reported student racial/ethnic tensions. Also, 2 percent reported sexual harassment²⁷ of other students and 2 percent reported harassment of other students based on sexual orientation or gender identity.²⁸ (*Discipline Problems Reported by Public Schools*)

A higher percentage of public schools reported cyberbullying in 2019-20 than in 2009-10 (16 vs. 8 percent; figure 5). In addition, higher percentages of public schools in 2019-20 than in 2009-10 reported student discipline problems related to teachers and classrooms, including student verbal abuse of teachers (10 vs. 5 percent), student acts of disrespect for teachers other than verbal abuse (15 vs. 9 percent), and widespread disorder in the classroom (4 vs. 3 percent). In contrast, behaviors at school that targeted fellow students were generally less prevalent. Lower percentages of public schools in 2019-20 than in 2009-10 reported student bullying (15 vs. 23 percent), student sexual harassment of other students (2 vs. 3 percent), and student harassment of other students based on sexual orientation or gender identity²⁹ (2 vs. 3 percent) at school. (*Discipline Problems Reported by Public Schools*)

²³ See previous footnote for the definition of “violent incidents.”

²⁴ Elementary schools are defined as schools that enroll students in more of grades K through 4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5 through 8 than in higher or lower grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

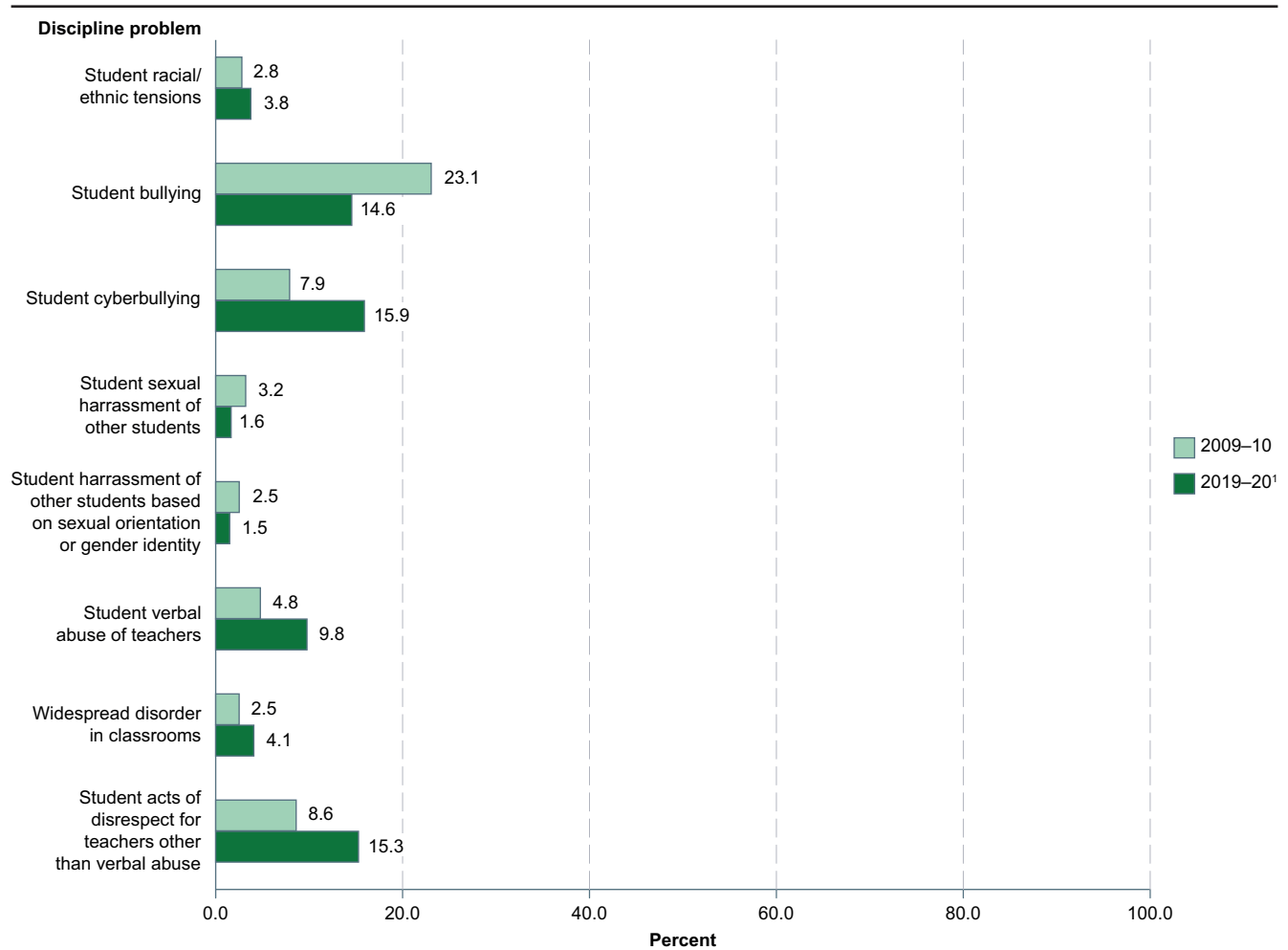
²⁵ The SSOCS questionnaire defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying occurs among youth who are not siblings or current dating partners.”

²⁶ “Cyberbullying” was defined for respondents as “occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”

²⁷ Harassment is defined as “conduct that is unwelcome and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as nonverbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.”

²⁸ Sexual orientation means one’s “emotional or physical attraction to the same and/or opposite sex.” Gender identity means one’s “inner sense of one’s own gender, which may or may not match the sex assigned at birth.”

²⁹ Prior to 2015-16, the questionnaire asked about “student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)” in one single item. The 2015-16, 2017-18, and 2019-20 questionnaires had one item asking about “student harassment of other students based on sexual orientation,” followed by a separate item asking about “student harassment of other students based on gender identity.”

Figure 5. Percentage of public schools reporting selected discipline problems that occurred at least once a week: School years 2009–10 and 2019–20

¹ The coronavirus pandemic affected the 2019–20 data collection activities. The change to virtual schooling and the adjusted school year may have impacted the data collected by the School Survey on Crime and Safety. Readers should use caution when comparing 2019–20 estimates with those from earlier years. For more information, see *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019–20: Findings From the School Survey on Crime and Safety* (NCES 2022-029; forthcoming).

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include discipline problems only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. For all items except "student cyberbullying," respondents were instructed to include problems that occur at school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. For the "student cyberbullying" item, respondents were instructed to include cyberbullying "problems that can occur anywhere (both at your school and away from school)." Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 and 2019–20 School Survey on Crime and Safety (SSOCS), 2010 and 2020. See *Digest of Education Statistics 2021*, table 230.10.

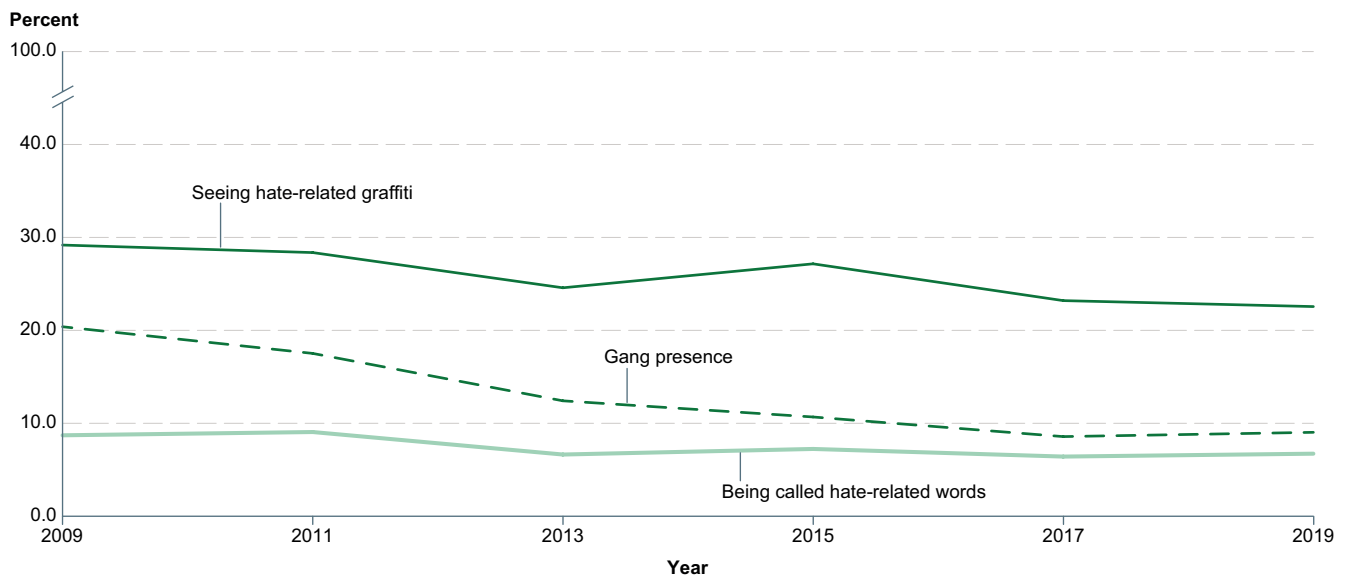
Gangs and Hate-Related Speech

Another measure of the school environment is the extent of unfavorable conditions, such as the presence of gangs and hate-related³⁰ words and graffiti. These data are captured in the SCS based on student reports of conditions at school during the school year.

In 2019, about 9 percent of students ages 12-18 reported a gang presence at their school during the school year, 7 percent reported being called hate-related words, and

23 percent reported seeing hate-related graffiti. These unfavorable conditions were less prevalent than they were a decade prior in 2009 (figure 6), when 20 percent of students reported a gang presence, 9 percent reported being called hate-related words, and 29 percent reported seeing hate-related graffiti. (*Students' Reports of Gangs at School; Students' Reports of Hate-Related Words and Hate-Related Graffiti*)

Figure 6. Percentage of students ages 12–18 who reported a gang presence, being called hate-related words, and seeing hate-related graffiti at school during the school year: Selected years, 2009 through 2019



NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009 through 2019. See *Digest of Education Statistics 2020*, tables 230.20 and 230.30.

In 2019, there were differences in the reports of these unfavorable conditions by student and school characteristics. For instance, higher percentages of 9th-through 12th-graders (ranging from 10 to 12 percent) than of 6th- through 8th-graders (ranging from 5 to 6 percent) reported observing a gang presence at their school. In contrast, the percentages of students who reported being called a hate-related word at school were lower for 10th- and 12th-graders (5 and 4 percent, respectively) than for 7th- and 8th-graders (8 and 9 percent, respectively), and there were no measurable differences by students' grade level in the percentage of students who reported seeing hate-related graffiti at school. (*Students' Reports of Gangs at School; Students' Reports of Hate-Related Words and Hate-Related Graffiti*)

Students who reported being called hate-related words at school during the school year were asked to indicate whether the derogatory word they were called referred to their race, ethnicity, religion, disability, gender, or sexual orientation. In 2019, race was the most frequently reported characteristic referred to by hate-related words. A lower percentage of White students (2 percent) reported being called a hate-related word referring to their race than of students of any other race/ethnicity for which data were available (ranging from 4 percent of Hispanic students to 9 percent of students of Two or more races). (*Students' Reports of Hate-Related Words and Hate-Related Graffiti*)

³⁰ "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

Fights, Weapons, and Illegal Substances

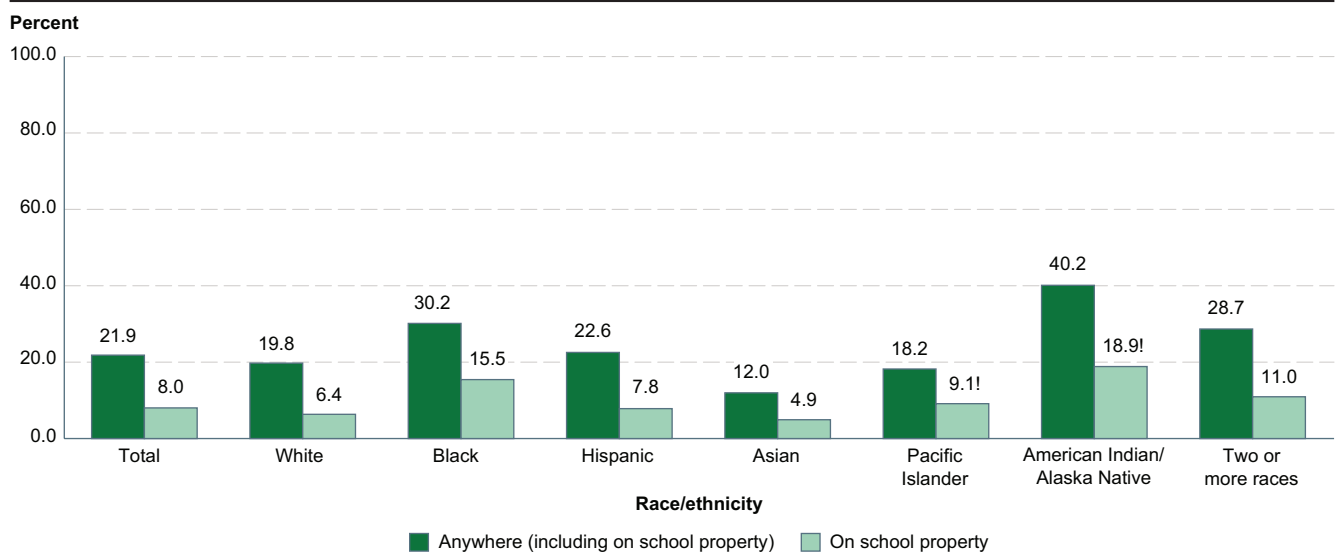
Guns, fights, alcohol, and drugs are other indicators of disorder and incivility at school. Using data mostly from the YRBSS, these indicators examine how the prevalence of these issues has changed over the past decade and whether there are differences by student characteristics such as gender, race/ethnicity, sexual identity, and grade level.

The YRBSS asked students in grades 9-12 about their involvement in physical fights, both anywhere³¹ and on school property, during the 12 months preceding the survey. Involvement in physical fights includes both aggressors and unwilling participants or victims. The percentage of students in grades 9-12 who reported having been in a physical fight anywhere during the previous 12 months was lower in 2019 than in 2009 (22 vs. 31 percent), and the percentage who reported having been in a physical fight on school property in the

previous 12 months was also lower in 2019 than in 2009 (8 vs. 11 percent). The percentage of students who reported having been in a physical fight on school property during the previous 12 months in 2019 was higher for male students than for female students (11 vs. 4 percent); higher for students who were American Indian/Alaska Native (19 percent), Black (15 percent), and of Two or more races (11 percent) than for students who were White (6 percent) and Asian (5 percent; figure 7); higher for Black students than for students of Two or more races and Hispanic students (8 percent); and higher for 9th-graders (11 percent) and 10th-graders (8 percent) than for 11th-graders and 12th-graders (6 percent each). There were no measurable differences by sexual identity in the percentages of students who reported having been involved in a physical fight on school property in 2019. (*Physical Fights on School Property and Anywhere*)

³¹ “Anywhere” includes occurrences on school property. The term “anywhere” is not used in the YRBSS, and the survey did not define “on school property” for respondents.

Figure 7. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by race/ethnicity and location: 2019



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: The term "anywhere" is not used in the Youth Risk Behavior Surveillance System (YRBSS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.

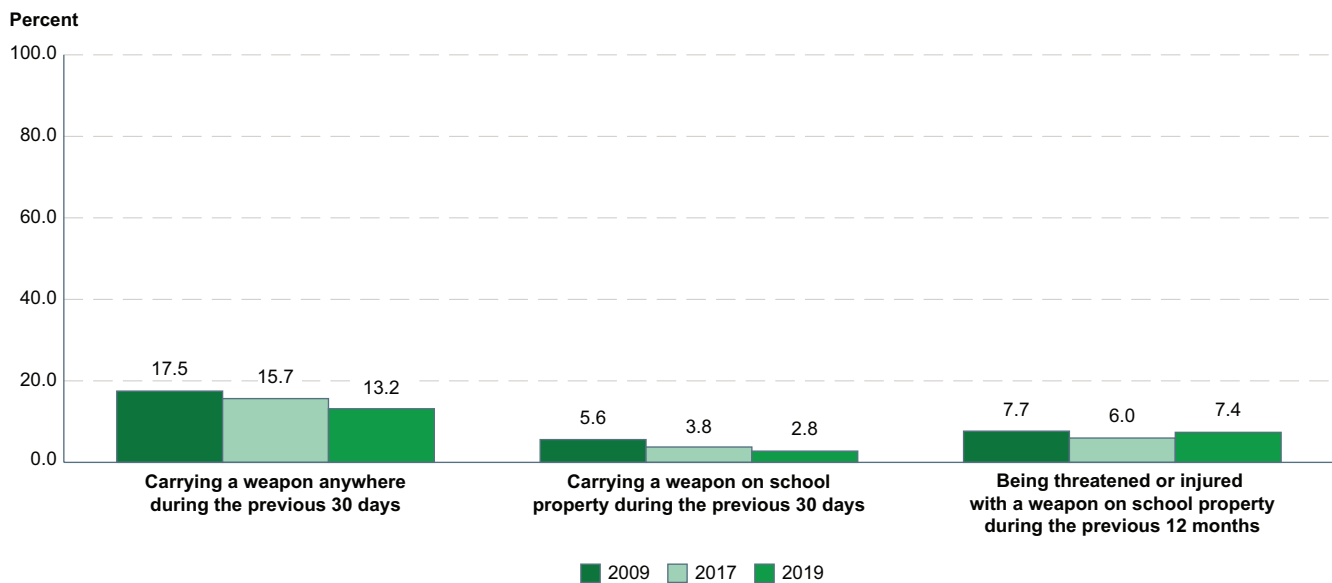
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2019. See *Digest of Education Statistics 2020*, table 231.10.

On the topic of weapons, data are available for the percentages of students in grades 9–12 who reported carrying a weapon³² anywhere and on school property during the previous 30 days and for the percentage of students who reported having been threatened or injured with a weapon on school property during the previous 12 months. An examination of these data over the past decade shows that, between 2009 and 2019, the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days decreased (from 17 to 13 percent), as did the percentage of students who reported carrying a weapon on school

property (decreased from 6 to 3 percent; figure 8). However, for threats and injuries with weapons on school property, there was not a consistent trend from 2009 to 2019. The percentage of students who reported being threatened or injured with a weapon on school property during the previous 12 months decreased from 8 percent in 2009 to 6 percent in 2017; the percentage in 2019 (7 percent) was higher than that in 2017 but not measurably different from the percentage in 2009. (*Students Carrying Weapons and Students' Access to Firearms; Threats and Injuries With Weapons on School Property*)

³² Examples of weapons provided for respondents include guns, knives, or clubs.

Figure 8. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day anywhere and on school property during the previous 30 days, and percentage who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months: 2009, 2017, and 2019

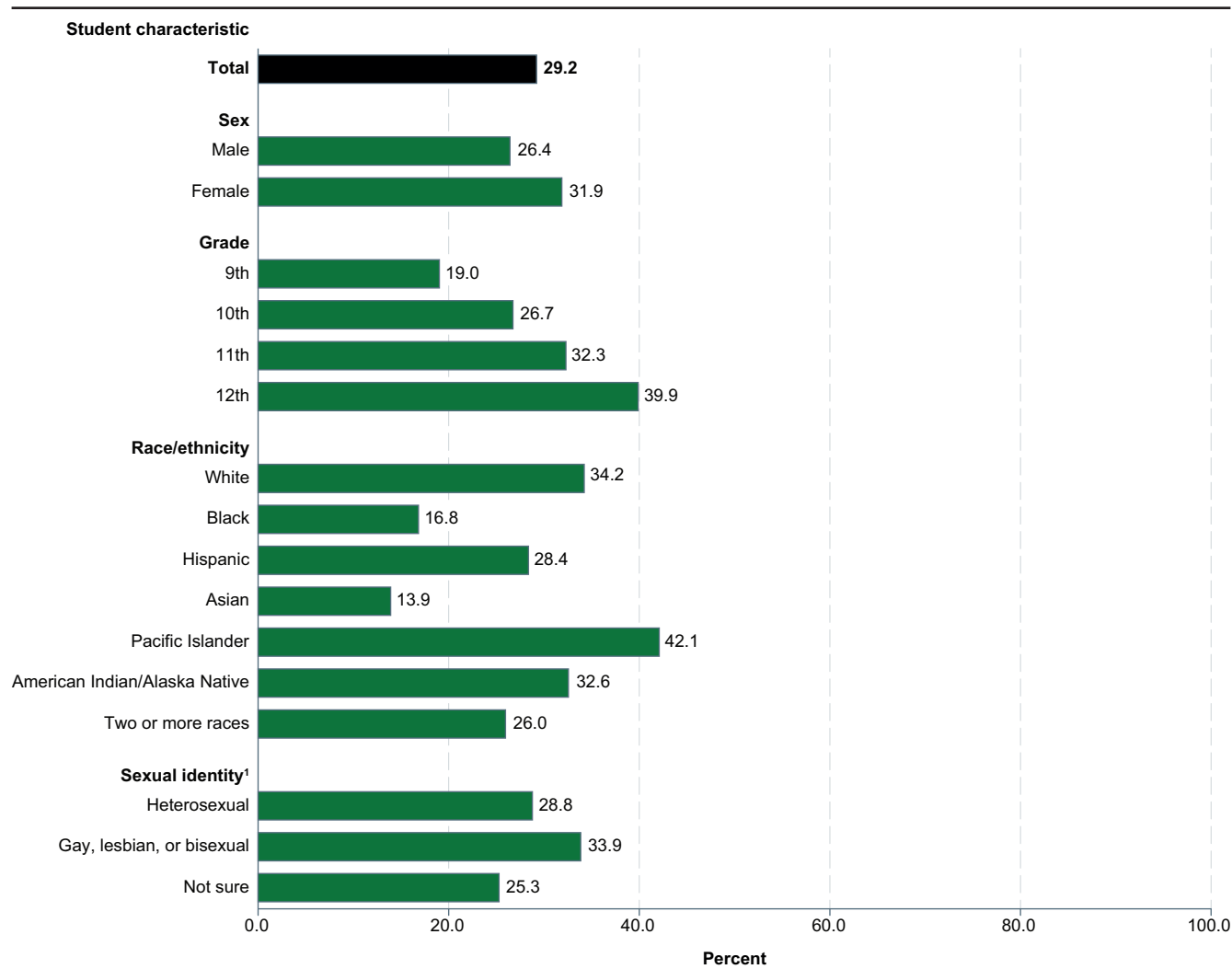


NOTE: Examples of weapons provided for respondents include guns, knives, or clubs. The term “anywhere” is not used in the Youth Risk Behavior Surveillance System (YRBSS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. “On school property” was not defined for respondents. SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009, 2017, and 2019. See *Digest of Education Statistics 2020*, tables 228.40 and 231.40.

In the United States, the purchase or public possession of alcohol anywhere is illegal until age 21, except in the company of a parent or legal-age spouse in certain states. Adolescent alcohol use is associated with various negative educational and health outcomes (French and Maclean 2006; Mason et al. 2010; Schilling et al. 2009). The percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 42 to 29 percent between 2009 and 2019. In 2019, the percentage of students in grades 9–12 reporting this behavior was lower for male students than

for female students (26 vs. 32 percent; figure 9); lower for Asian students (14 percent) and Black students (17 percent) than for students of all other racial/ethnic groups; and lower for heterosexual students (29 percent) and students who were not sure about their sexual identity (25 percent) than for gay, lesbian, or bisexual students (34 percent). In 2019, the percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days increased with grade level. (*Students’ Use of Alcohol*)

Figure 9. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by selected student characteristics: 2019



¹ Students were asked which of the following—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Race categories exclude persons of Hispanic ethnicity.

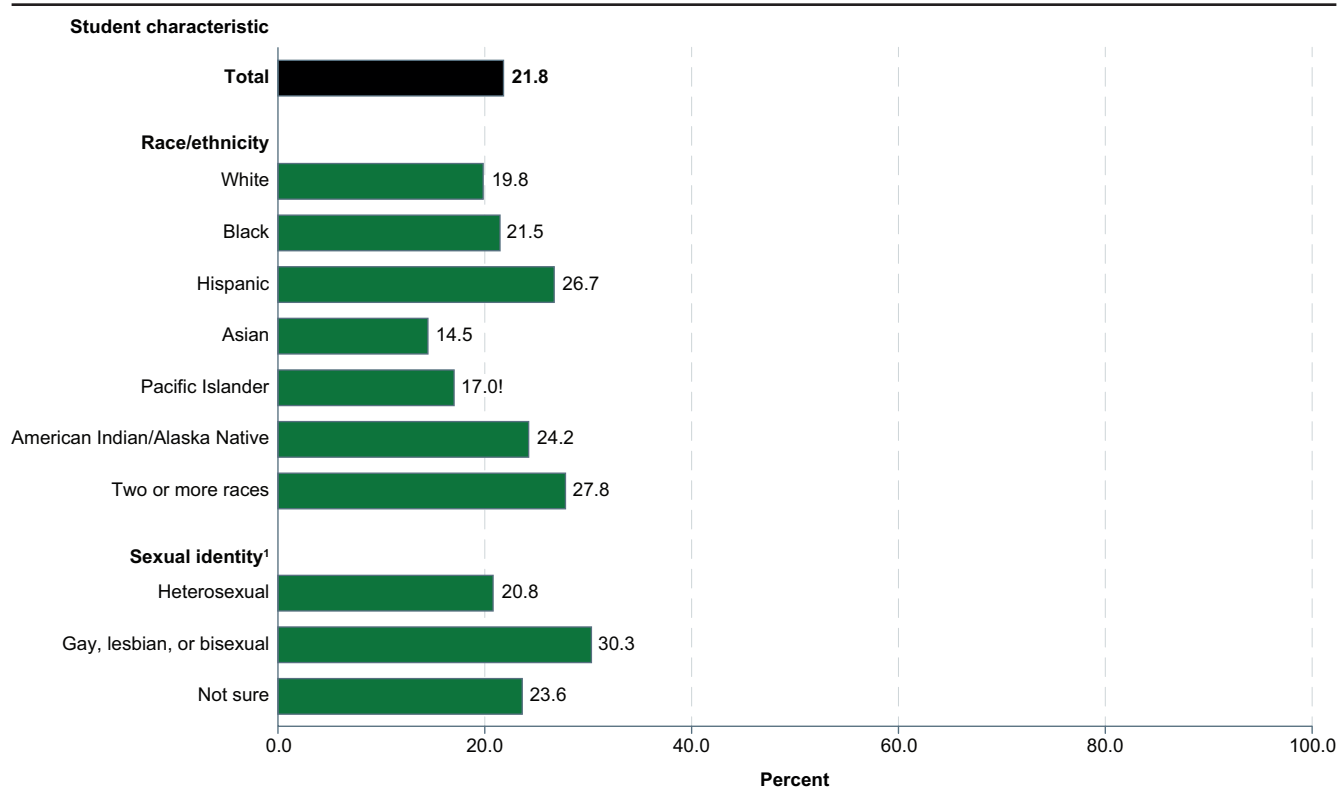
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2019. See *Digest of Education Statistics 2020*, table 232.10.

The YRBSS asked students in grades 9–12 about their current use of marijuana anywhere as well as the availability of illegal drugs on school property. In 2019, about 22 percent of students in grades 9–12 reported using marijuana at least 1 time during the previous 30 days; the percentage of students who reported that someone had offered, sold, or given them an illegal drug on school property in the previous 12 months was also 22 percent in 2019. These percentages were not measurably different from their corresponding percentages in 2009.

In 2019, student reports of marijuana use and illegal drug availability varied by student characteristics. For instance, an examination of the data on the availability of illegal drugs on school property reveals differences by student

race/ethnicity and sexual identity. Higher percentages of students of Two or more races (28 percent) and Hispanic students (27 percent) than of Black students (21 percent) and White students (20 percent) reported that illegal drugs were offered, sold, or given to them on school property (figure 10); all these percentages were higher than the corresponding percentage of Asian students (14 percent). Additionally, a higher percentage of gay, lesbian, or bisexual students (30 percent) than of students who were not sure about their sexual identity (24 percent) and students who were heterosexual (21 percent) reported that illegal drugs were offered, sold, or given to them on school property in 2019. (*Marijuana Use and Illegal Drug Availability*)

Figure 10. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity and sexual identity: 2019



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Students were asked which of the following—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Students were asked if anyone offered, sold, or gave them an illegal drug on school property during the previous 12 months. "On school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2019. See *Digest of Education Statistics 2020*, table 232.70.

Student Perceptions of School Safety

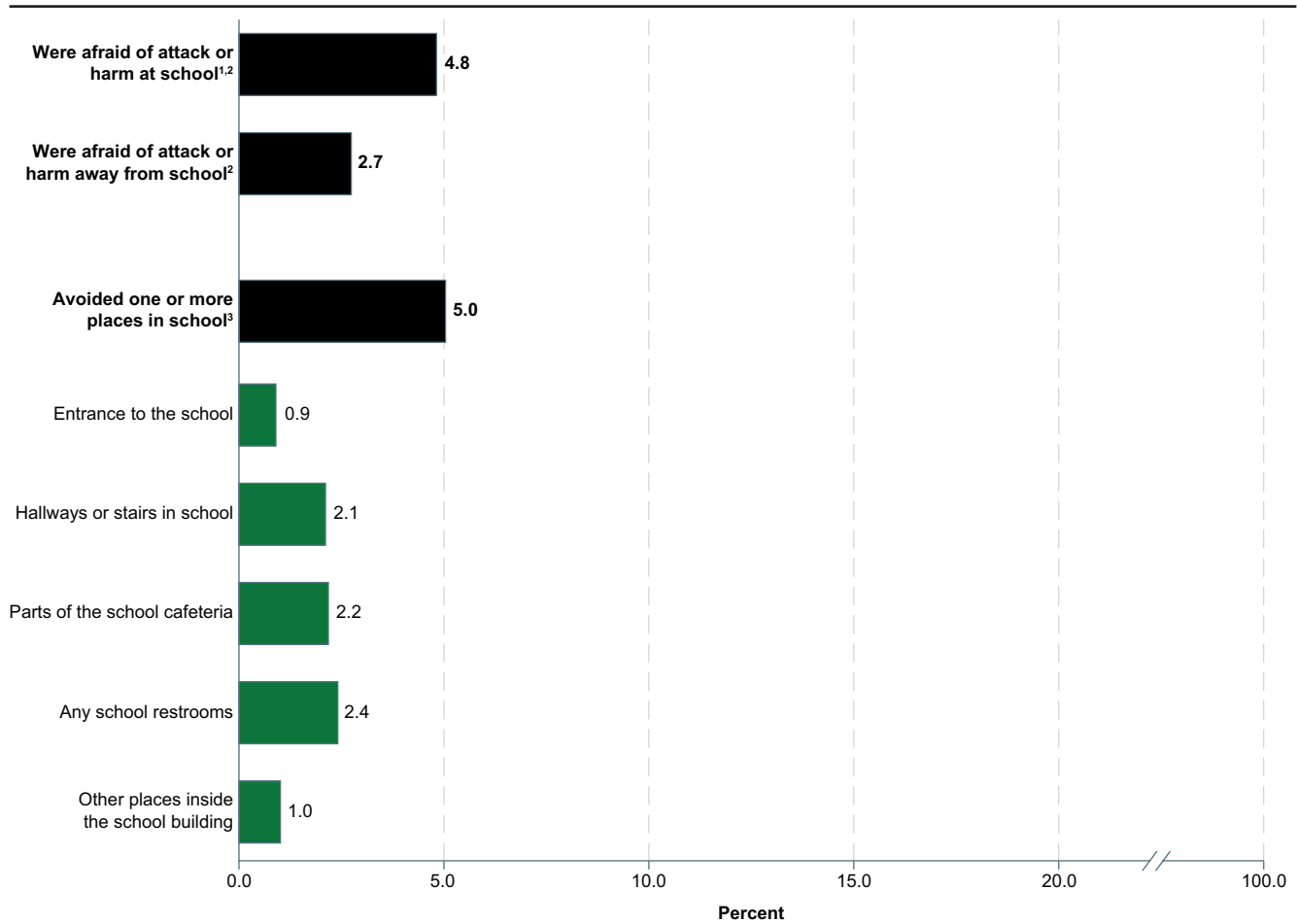
The SCS collected data on student perceptions of school safety by asking students ages 12-18 about their fear of attack or harm at and away from school. In 2019, about 5 percent of students ages 12-18 reported that they had been afraid of attack or harm³³ at school during the school year, which was higher than the percentage of students who reported that they had been afraid of attack or harm away from school (3 percent; figure 11). The percentages of students who reported being afraid of attack or harm at school and away from school in 2019 were not measurably different from those in 2009. The SCS also asked students whether they avoided one or more places in school³⁴ because they were fearful that someone might attack or harm them. In 2019, the percentage of students who reported avoiding one or more places in school during the school year because they thought someone might attack or harm them was 5 percent, which was higher than the percentage who did so in 2009 (4 percent). (*Students' Perceptions of Personal Safety at School and Away From School; Students' Reports of Avoiding School Activities or Classes or Specific Places in School*)

In 2019, there were some measurable differences by student and school characteristics in the percentages of students ages 12-18 who reported fear and avoidance. For example, the percentage of students who reported avoiding one or more places in school because of fear of attack or harm was higher for students of Two or more races (11 percent) than for Hispanic (5 percent), Asian (4 percent), and White (4 percent) students; higher for Black students (7 percent) than for White students; and higher for 7th-, 8th-, and 9th-graders (5, 6, and 7 percent, respectively) than for 12th-graders (3 percent). The percentage of students who reported avoiding one or more places in school was higher for those enrolled in schools in cities than for those enrolled in schools in rural areas (6 vs. 4 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (5 vs. 2 percent). (*Students' Reports of Avoiding School Activities or Classes or Specific Places in School*)

³³ Students were asked if they were “never,” “almost never,” “sometimes,” or “most of the time” afraid that someone would attack or harm them at school or away from school. Students responding “sometimes” or “most of the time” were considered afraid.

³⁴ “Avoided one or more places in school” includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

Figure 11. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, and percentage who reported avoiding one or more places in school because of fear of attack or harm during the school year: 2019



¹ "At school" includes in the school building, on school property, on a school bus, and going to and from school.

² Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid.

³ Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019. See *Digest of Education Statistics 2020*, tables 230.70 and 230.80.

Teacher Reports of Victimization and School Order

In addition to evaluating student reports of victimization and perceptions about personal safety at school, it is also important to understand issues of school order and safety from the perspective of teachers. According to data on public school teachers³⁵ from the 2015-16 National Teacher and Principal Survey (NTPS), threats of injury were more common than actual physical attacks. Additionally, both percentages were higher in 2015-16 than in 2007-08: the percentage of public school teachers who reported being threatened with injury by a student from their school was 10 percent in 2015-16, compared with 8 percent in 2007-08; the percentage who reported being physically attacked by a student from their school was 6 percent in 2015-16, compared with 4 percent in 2007-08.³⁶ During the 2015-16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student from their school (figure 12).³⁷ (*Teachers Threatened With Injury or Physically Attacked by Students*)

In the Teaching and Learning International Survey (TALIS) administered in 2018, lower secondary teachers (grades 7-9 in the United States) were asked to rate their ability to manage student classroom behaviors, including controlling disruptive behavior in the classroom, making expectations about student behavior clear, getting students to follow classroom rules, and calming a student who is disruptive or noisy. Eighty percent or more of lower secondary teachers in public schools in the United States reported that they were able to manage various aspects of student behavior quite a bit or a lot in 2018.³⁸ In general, lower percentages of teachers with less than 3 years of teaching experience reported being able to manage various aspects of student behavior quite a bit or a lot. (*Teachers' Reports on Managing Classroom Behaviors*)

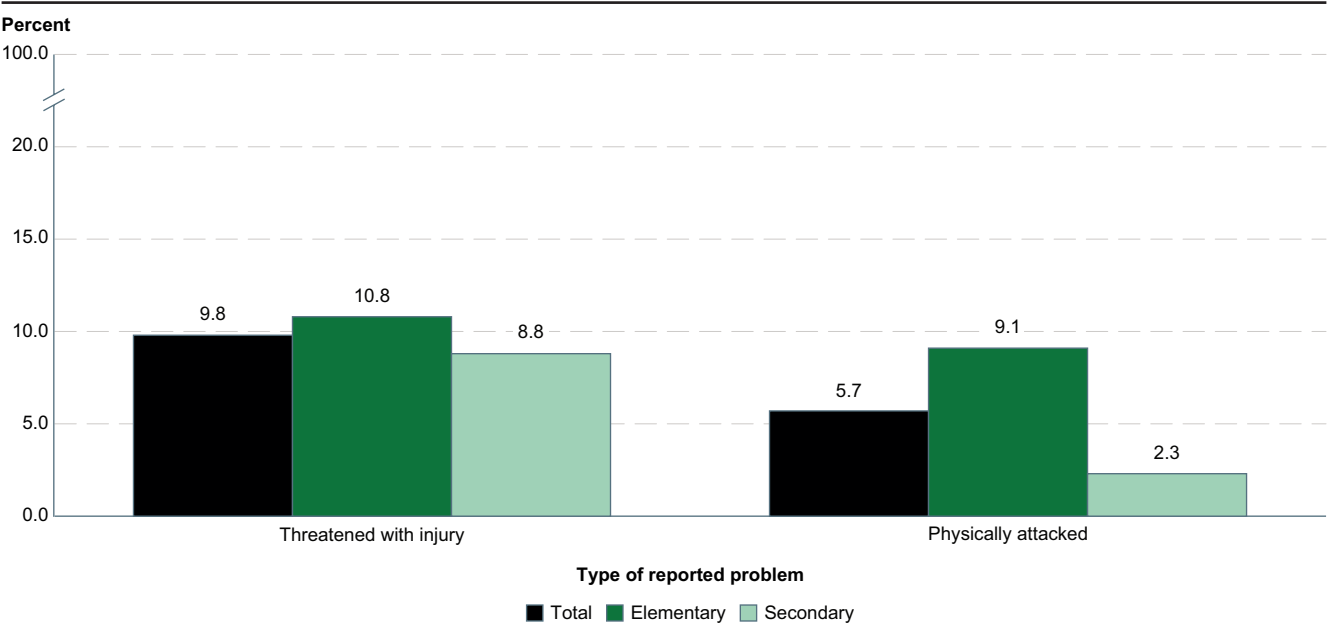
³⁵ Public school teachers surveyed by NTPS include those that teach both in traditional public and public charter schools.

³⁶ The 2007-08 data were collected in the Schools and Staffing Survey (SASS). The NTPS was designed to allow comparisons with SASS data.

³⁷ Instructional level divides teachers into elementary or secondary based on a combination of grades taught, main teaching assignment, and structure of teachers' class(es), rather than the level of school in which teachers taught. Teachers with only ungraded classes were classified based on their main teaching assignment and the structure of their class(es). Among teachers with regularly graded classes, elementary teachers generally include those teaching prekindergarten through grade 6 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

³⁸ Teachers were asked "In your teaching, to what extent can you do the following?" For each item, teachers could select one option: "not at all," "to some extent," "quite a bit," or "a lot." This report combines the percentages for "quite a bit" and "a lot."

Figure 12. Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from their school during the previous 12 months, by instructional level: School year 2015–16



NOTE: Teachers who taught only prekindergarten students are excluded. Includes teachers in both traditional public schools and public charter schools. Instructional level divides teachers into elementary or secondary based on a combination of grades taught, main teaching assignment, and structure of teachers' class(es), rather than the level of school in which teachers taught. Teachers with only ungraded classes were classified based on their main teaching assignment and the structure of their class(es). Among teachers with regularly graded classes, elementary teachers generally include those teaching prekindergarten through grade 6 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

SOURCE: National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. See *Digest of Education Statistics 2020*, table 228.70.

Discipline, Safety, and Security Practices

To maintain school discipline, order, and safety, schools across the United States have implemented preventive and responsive measures. Data on school practices were collected through SSOCS by asking public school principals about their school's use of safety and security measures,³⁹ whether their school had written procedures for responding to certain scenarios, and the number of disciplinary actions their school had taken against students for specific offenses. Overall, the percentage of public schools reporting certain safety and security measures in 2019-20 was either higher than or not measurably different from 2009-10, while the percentage reporting taking at least one serious disciplinary action was lower.

The use of certain safety and security measures in public schools has become more prevalent over time. Between 2009-10 and 2019-20, the percentage of public schools reporting the use of the following safety and security measures increased: controlling access to school buildings (from 92 to 97 percent), the use of security cameras (from 61 to 91 percent), and requiring faculty and staff to wear badges or picture IDs (from 63 to 77 percent). The percentage of public schools that reported requiring students to wear badges or picture IDs was also higher in 2019-20 than in 2009-10 (10 vs. 7 percent), although there was no consistent pattern of change throughout the period. (*Safety and Security Practices at Public Schools*)

Between 2009-10 and 2019-20, the percentage of public schools that reported having one or more security staff⁴⁰ present at school at least once a week increased from 43 to 65 percent. In 2019-20, greater percentages of secondary/high schools (84 percent) and middle schools (81 percent) reported having any security staff, compared with elementary schools (55 percent) and combined/other schools (53 percent). The percentage of schools reporting the presence of any security staff was greater for schools with higher enrollment sizes; for instance, 96 percent of schools with 1,000 or more students enrolled reported having one or more security staff present, compared with 48 percent of schools with less than 300 students enrolled. (*Safety and Security Practices at Public Schools*)

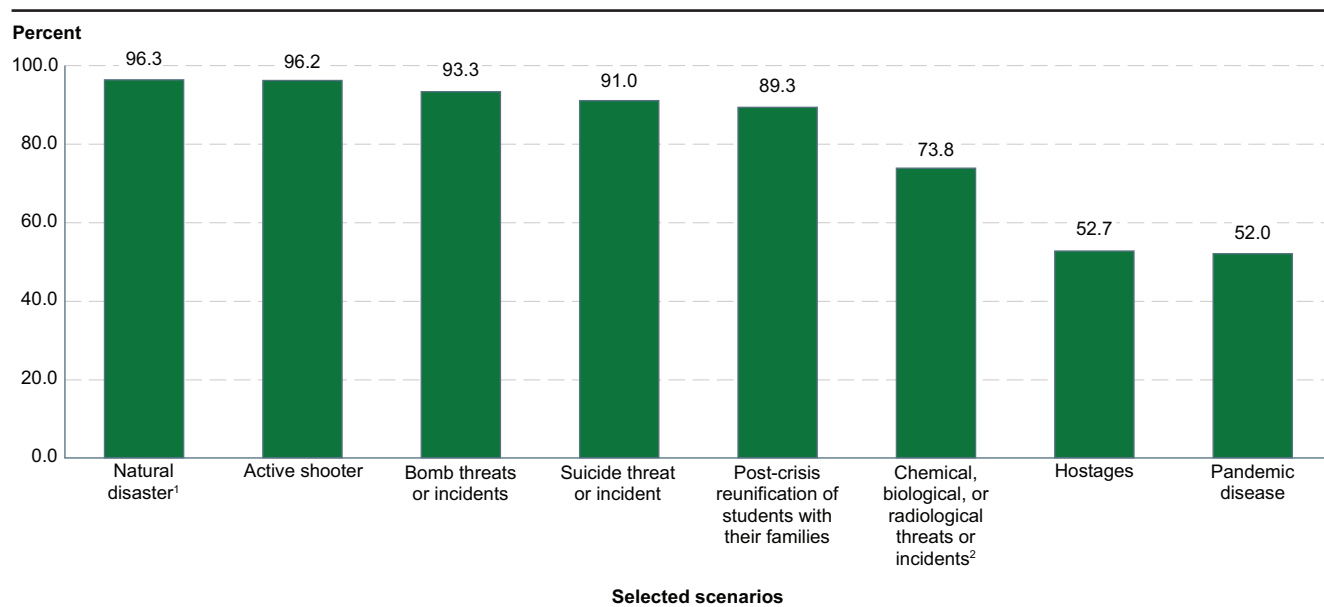
In 2019-20, about 52 percent of public schools reported having a written plan for procedures to be performed in the event of a pandemic disease (figure 13). This percentage was higher than the percentage reported in 2017-18 (46 percent).⁴¹ In comparison, in 2019-20, over 90 percent of public schools had a written plan for procedures to be performed in the event of each of the following events: a natural disaster (96 percent),⁴² an active shooter (96 percent), bomb threats or incidents (93 percent), and a suicide threat or incident (91 percent). (*Safety and Security Practices at Public Schools*)

³⁹ In addition to data collected at the school level from SSOCS, data based on student reports of safety and security measures are available from the SCS. The latest year for which SCS data are available is 2019. For information based on students' awareness of a particular measure rather than on documented practice, see *Students' Reports of Safety and Security Measures Observed at School*.

⁴⁰ Includes security officers, security personnel, School Resource Officers (SROs), and sworn law enforcement officers who are not SROs. "Security officers" and "security personnel" do not include law enforcement. SROs include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations.

⁴¹ The first year in which this item was collected in SSOCS was 2017-18.

⁴² For example, earthquakes or tornadoes.

Figure 13. Percentage of public schools with a written plan for procedures to be performed in selected scenarios: School year 2019–20

¹ For example, earthquakes or tornadoes.

² For example, release of mustard gas, anthrax, smallpox, or radioactive materials.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

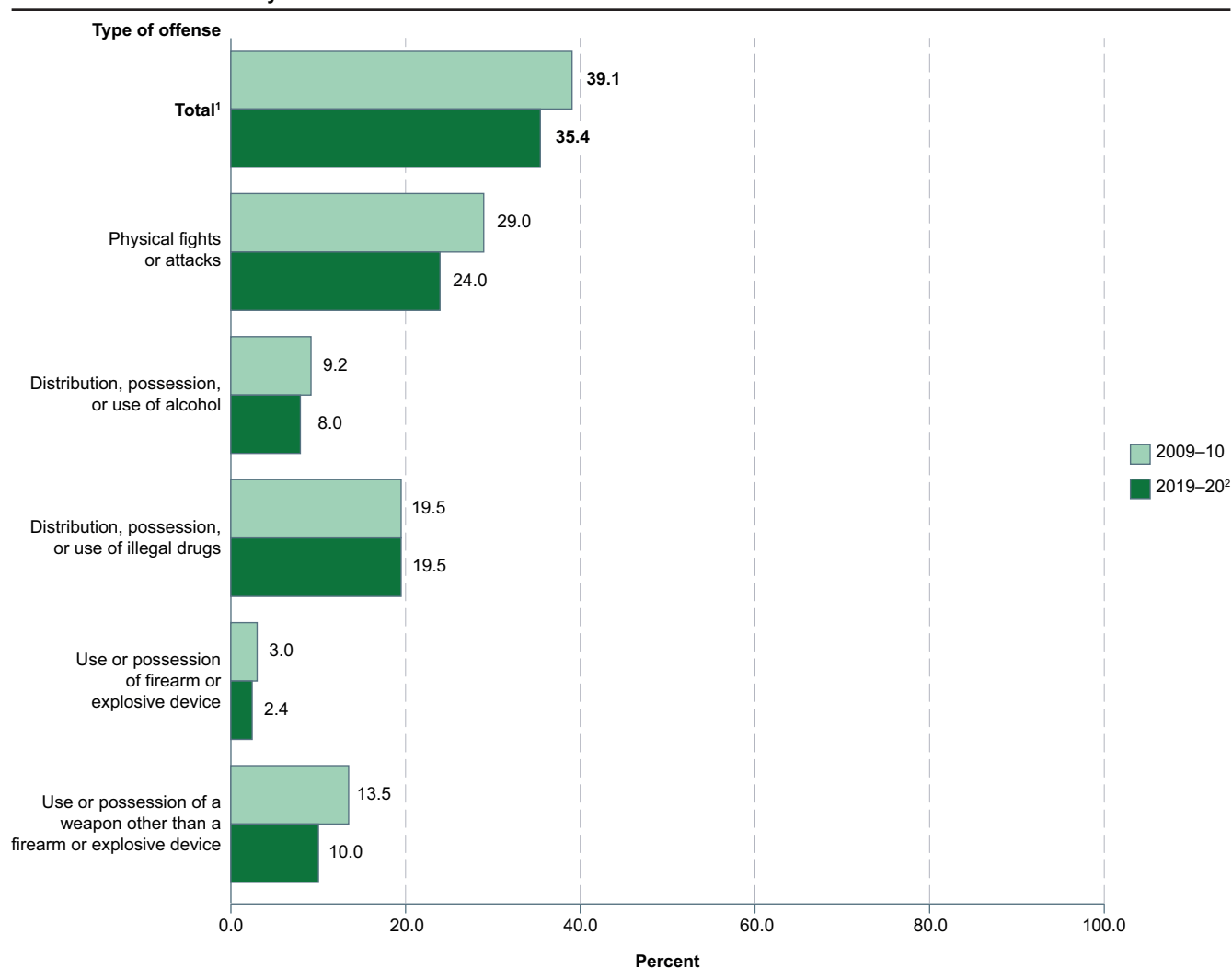
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020. See *Digest of Education Statistics 2021*, table 233.65.

In 2019–20, about 35 percent of public schools (29,500 schools) took at least one serious disciplinary action⁴³ for specific student offenses (figure 14). Out of all offenses reported, physical attacks or fights prompted the largest percentage of schools (24 percent) to respond with at least one serious disciplinary action. In response to other offenses by students, 19 percent of schools took serious disciplinary actions for the distribution, possession, or use of illegal drugs, and 10 percent did so for the use or possession of a weapon other than a

firearm or explosive device. Eight percent of public schools took serious disciplinary actions for the distribution, possession, or use of alcohol, and 2 percent did so for the use or possession of a firearm or explosive device. The overall percentage of schools taking at least one serious disciplinary action was lower during the 2019–20 school year than during the 2009–10 school year (35 vs. 39 percent). (*Serious Disciplinary Actions Taken by Public Schools*)

⁴³ Serious disciplinary actions refer to those more exclusionary actions and are defined to include out-of-school suspensions lasting 5 or more days but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to alternative schools for disciplinary reasons. Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in this total.

Figure 14. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense: School years 2009–10 and 2019–20



¹ Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

² The coronavirus pandemic affected the 2019–20 data collection activities. The change to virtual schooling and the adjusted school year may have impacted the data collected by the School Survey on Crime and Safety. Readers should use caution when comparing 2019–20 estimates with those from earlier years. For more information, see *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019–20: Findings From the School Survey on Crime and Safety* (NCES 2022-029; forthcoming).

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to alternative schools for disciplinary reasons. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 and 2019–20. School Survey on Crime and Safety (SSOCS), 2010 and 2020. See *Digest of Education Statistics 2021*, table 233.10.

Mental Health Services Provided by Public Schools

In addition to practices and measures addressing specific crime and safety concerns, many schools provide mental health services to evaluate and treat students for mental health disorders. Previous studies show that school mental health resources may facilitate mental health service use for children with mental health disorders (Green et al. 2013).

Based on data from the 2019-20 SSOCs survey, 55 percent of public schools (or 45,600 schools) reported providing diagnostic mental health assessment⁴⁴ services to evaluate students for mental health disorders.⁴⁵ Fewer public schools (42 percent, or 35,200 schools) offered mental health treatment⁴⁶ services to students for mental health disorders. The percentages of public schools providing either diagnostic services or treatment services were higher in 2019-20 than in 2017-18 (55 vs. 51 percent for diagnostic services and 42 vs. 38 percent for treatment services). (*Prevalence of Mental Health Services Provided by Public Schools and Limitations in Schools' Efforts to Provide Mental Health Services*)

In 2019-20, both types of mental health services were more prevalent among middle schools and secondary/

high schools than among elementary schools (figure 15). In addition, the percentages of public schools providing these services were often higher for schools with larger enrollment sizes. Also, diagnostic services were more prevalent in schools in cities and suburban areas than in towns and rural areas: 61 percent of schools in cities and 60 percent of schools in suburban areas reported providing diagnostic services to students, compared with 50 percent of schools in towns and 44 percent of schools in rural areas. However, there were no measurable differences by locale in the percentages of schools reporting treatment services. (*Prevalence of Mental Health Services Provided by Public Schools and Limitations in Schools' Efforts to Provide Mental Health Services*)

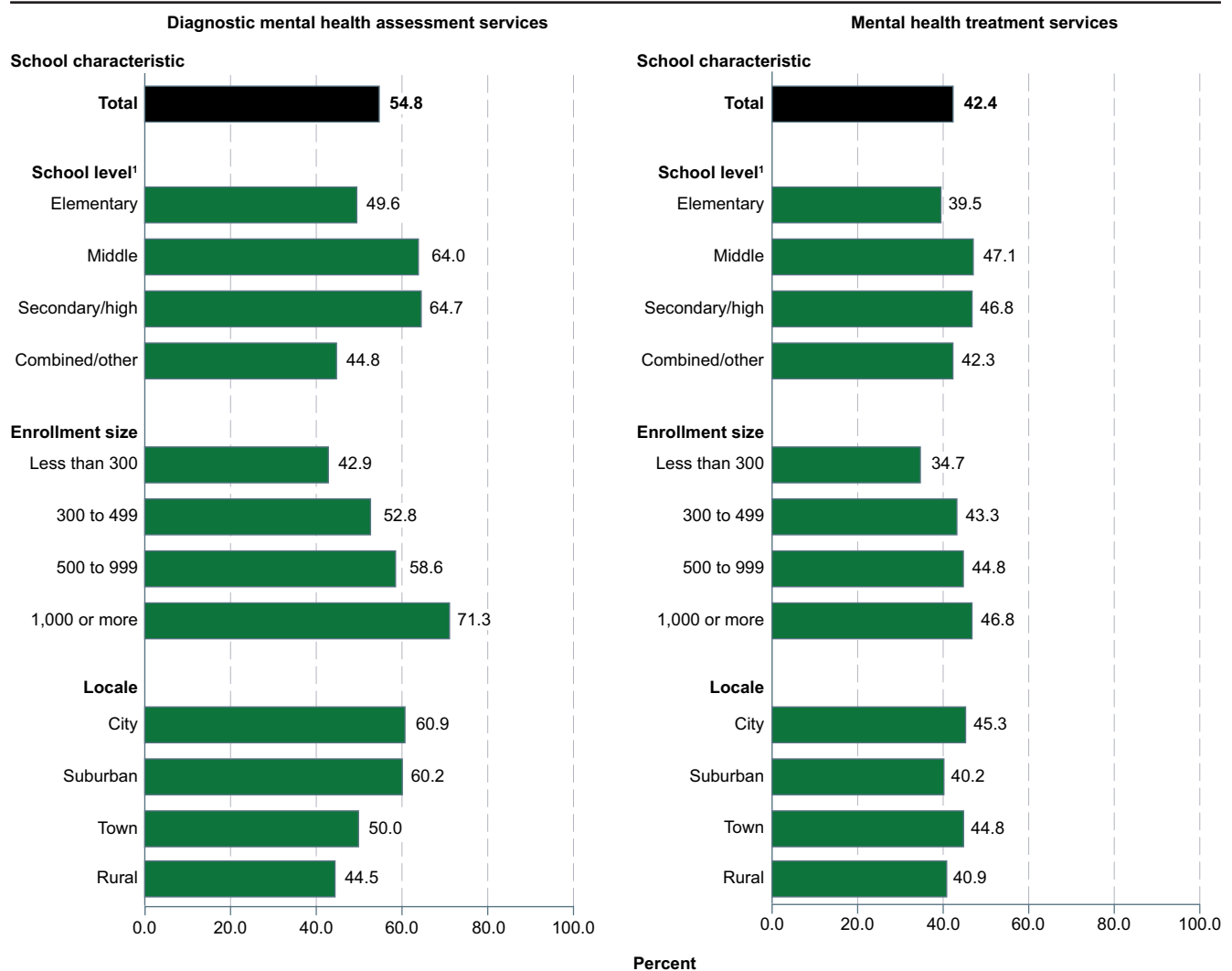
In 2019-20, the majority of schools (54 percent) reported that their efforts to provide mental health services to students were limited in a major way by inadequate funding.⁴⁷ Forty percent reported inadequate access to licensed mental health professionals as a major limitation. (*Prevalence of Mental Health Services Provided by Public Schools and Limitations in Schools' Efforts to Provide Mental Health Services*)

⁴⁴ A diagnostic mental health assessment is an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses.

⁴⁵ Mental health disorders collectively refer to all diagnosable mental disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.

⁴⁶ Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder.

⁴⁷ The survey collected data on limitations in public schools' efforts to provide mental health services regardless of whether the school actually provided mental health services.

Figure 15. Percentage of public schools providing diagnostic mental health assessments and treatment to students, by selected school characteristics: 2019–20

¹ Elementary schools are defined as schools that enroll students in more of grades K through 4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5 through 8 than in higher or lower grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

NOTE: A diagnostic mental health assessment is an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis. Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder. Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. Mental health professionals were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services may include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors. Mental health disorders collectively refer to all diagnosable mental disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020. See *Digest of Education Statistics 2021*, table 233.69a.

Postsecondary Campus Safety and Security

At the postsecondary level, a total of 27,300 criminal incidents against persons and property on campuses of postsecondary institutions were reported to police and security agencies in 2019 (figure 16).⁴⁸ This translates to 18.7 on-campus crimes reported per 10,000 full-time-equivalent (FTE) students.⁴⁹ Among the various types of on-campus crimes reported in 2019, 43 percent—or 8.0 incidents per 10,000 students—were forcible sex offenses. Other commonly reported crimes included burglaries⁵⁰ (33 percent of crimes, or 6.1 incidents per 10,000 students) and motor vehicle thefts (11 percent of crimes, or 2.1 incidents per 10,000 students). (*Criminal Incidents at Postsecondary Institutions*)

Between 2009 and 2019, the overall number of reported on-campus crimes decreased by 20 percent (from 34,100 to 27,300 incidents; figure 16). In addition, the rate of crime, or the number of crimes per 10,000 FTE students, also decreased from 2009 to 2019 (from 23.0 to 18.7 incidents per 10,000 FTE students). Despite the general downward trend over this period, the rate for forcible sex offenses increased from 1.7 incidents per 10,000 students in 2009 to 8.0 incidents per 10,000 students in 2019.⁵¹ Although changes in the

reporting guidelines for forcible sex offenses in 2014⁵² likely contributed to the largest single-year percentage increase in that year (36 percent, from 5,000 to 6,800 incidents), the number of reported forcible sex offenses on campus continued to increase steadily between 2014 and 2018, from 6,800 to 12,400 incidents (an 83 percent increase, or an average increase of about 16 percent per year). In 2019, the number of reported forcible sex offenses was 5 percent lower than in 2018. (*Criminal Incidents at Postsecondary Institutions*)

A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against the victim(s) based on race, ethnicity, religion, sexual orientation, gender, gender identity, or disability.⁵³ In 2019, of the criminal incidents that occurred on the campuses of postsecondary institutions and were reported to police or security agencies, 757 incidents were classified as hate crimes. The three most common types of hate crimes reported by institutions were intimidation (340 incidents); destruction, damage, and vandalism (295 incidents); and simple assault (85 incidents; figure 17). (*Hate Crime Incidents at Postsecondary Institutions*)

⁴⁸ The *Clery Act* of 1990 specifies seven types of crimes that all Title IV institutions are required to report through the Campus Safety and Security Survey: murder, sex offenses (forcible and nonforcible), robbery, aggravated assault, burglary, motor vehicle theft, and arson.

⁴⁹ The base of 10,000 FTE students includes students who are enrolled exclusively in distance learning courses and who may not be physically present on campus.

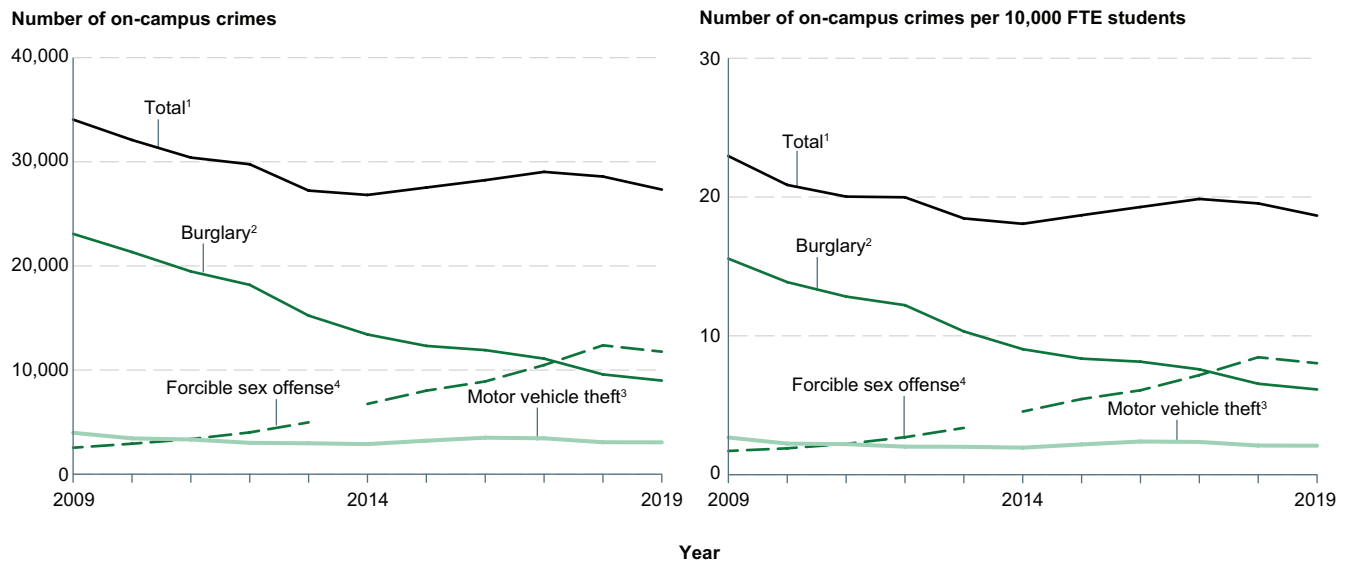
⁵⁰ Refers to the unlawful entry of a structure to commit a felony or theft.

⁵¹ The number of reported forcible sex offenses on campus increased by 363 percent, from 2,500 in 2009 to 11,800 in 2019.

⁵² In years prior to 2014, schools only reported a total number of forcible sex offenses, with no breakouts for specific types of offenses. Beginning in 2014, schools were asked to report the numbers of two different types of forcible sex offenses—rape and fondling—and these were added together to reach the total number of reported forcible sex offenses. For instance, 6,200 rapes and 5,600 fondling incidents were reported in 2019.

⁵³ In addition to reporting data on hate-related incidents for the seven types of crimes already specified in the *Clery Act*, a 2008 amendment to the *Clery Act* requires campuses to report hate-related incidents for four additional types of crimes: simple assault; larceny; intimidation; and destruction, damage, and vandalism.

Figure 16. Number of on-campus crimes reported and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by selected type of crime: 2009 through 2019



¹ Includes other reported crimes not separately shown.

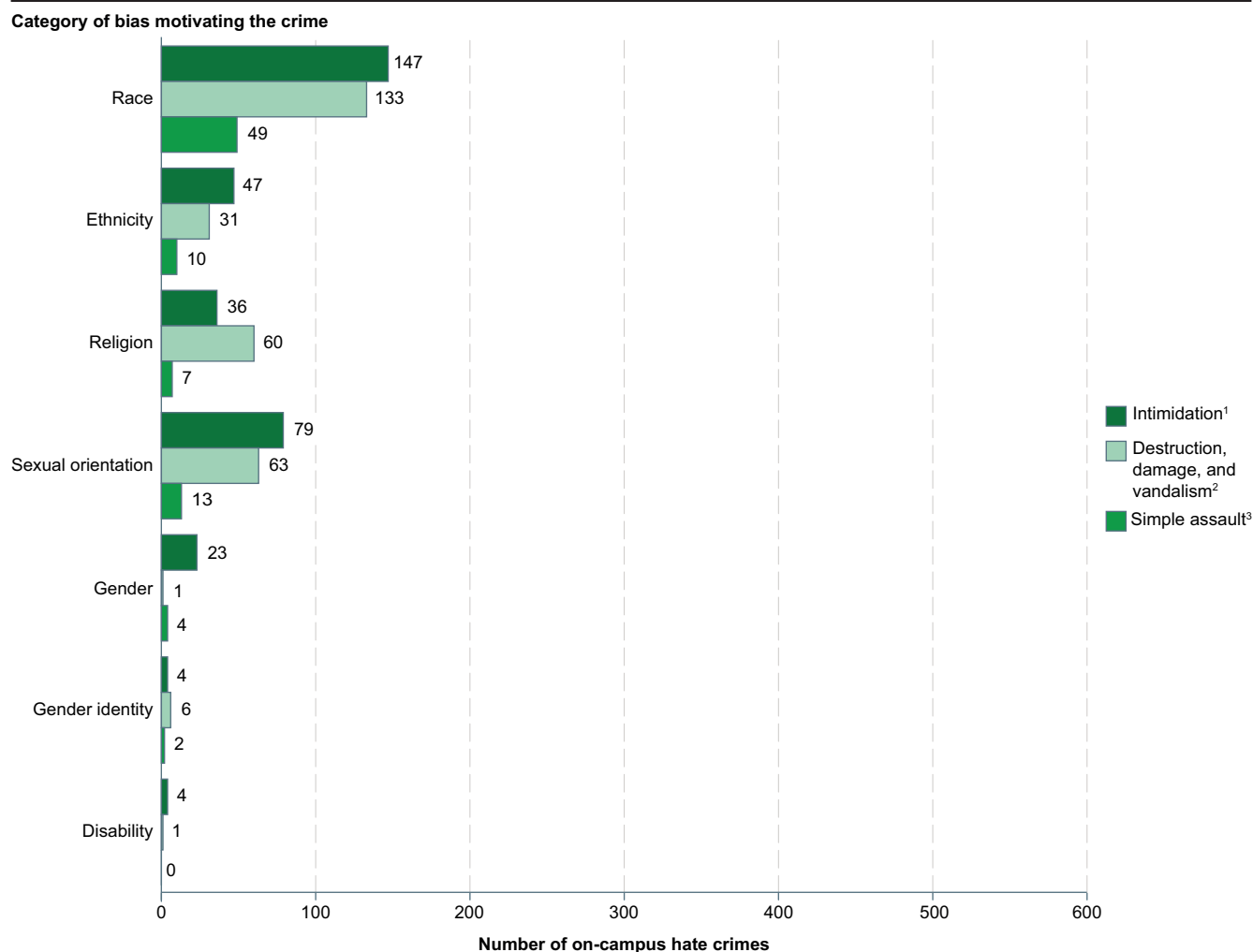
² Unlawful entry of a structure to commit a felony or theft.

³ Theft or attempted theft of a motor vehicle.

⁴ Any sexual act directed against another person forcibly and/or against that person's will. Data on reported forcible sex offenses have been collected differently since 2014. Beginning in 2014, schools were asked to report the numbers of two different types of forcible sex offenses, rape and fondling, and these were added together to reach the total number of reported forcible sex offenses. In years prior to 2014, schools only reported a total number of reported forcible sex offenses, with no breakouts for specific types of offenses.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report *Clery Act* data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Crimes include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes even if they involve college students or staff. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2009 through 2019; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 through Spring 2020, Fall Enrollment component. See *Digest of Education Statistics 2021*, tables 329.10 and 329.20.

Figure 17. Number of on-campus hate crimes at degree-granting postsecondary institutions, by category of bias motivating the crime and type of crime: 2019

¹ Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

² Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.

³ Physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs.

Some institutions that report *Clery Act* data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and guests. Excludes off-campus crimes and arrests even if they involve students or staff.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2019. See *Digest of Education Statistics 2021*, table 329.30.

Race and sexual orientation were the top two categories of motivating bias associated with hate crimes at postsecondary institutions in 2019, accounting for about two-thirds of hate crimes. Race was the motivating bias in 45 percent of reported hate crimes (341 incidents), while an additional 12 percent (94 incidents) were motivated by ethnicity. Together, more than half of hate crimes at

postsecondary institutions were motivated by race or ethnicity. Sexual orientation was the motivating bias in 22 percent of reported hate crimes (167 incidents). The third most common motivating bias was religion, which accounted for 14 percent of reported hate crimes (106 incidents) in 2019. (*Hate Crime Incidents at Postsecondary Institutions*)

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[School Safety](#)

Uvalde Preliminary Report Details 'Systemic Failures' in School Shooting Response

The report describes 'lackadaisical' responses by multiple law enforcement agencies and inadequate safety practices at Robb Elementary.

INVESTIGATIVE COMMITTEE ON THE
ROBB ELEMENTARY SHOOTING

TEXAS HOUSE OF REPRESENTATIVES

INTERIM REPORT 2022

July 18, 2022 [Amy Rock](#) [Jump to Comments](#)

UVALDE, Texas — The scathing preliminary report on the [Robb Elementary School](#) shooting and the subsequent response was released to the victims' families and the public Sunday, detailing what officials describe as "systemic

failures and egregious poor decision-making” by nearly everyone involved who was in a position of power.

The [81-page report](#), compiled by the Texas House [investigative](#) committee, was released five days after the *Austin American Statesmen* and KVUE released 77 minutes of security video from the May 24 mass shooting at the Uvalde school. The video shows dozens of law enforcement officers entering the school and inexplicably waiting to breach the adjoining classrooms where a gunman shot and killed 19 students and two teachers.

The surveillance video only showed a fraction of the officers who [responded](#). According to the report, 376 law enforcement personnel descended on the chaotic scene which lasted for more than an hour. The group was “void of leadership,” lacked basic communication and an urgency to take down the gunman, and took “an overall lackadaisical approach” in their response.



Related: [Honoring the Victims and Heroes of the Robb Elementary School Tragedy](#)

“For many, that was because they were given and relied upon inaccurate information. For others, they had enough information to know better,” reads the report.

Prior to the report’s release, blame was largely placed on local law enforcement, particularly Uvalde Consolidated Independent School District

(UCISD) Police [Chief Pete Arredondo](#), who was supposed to be the incident commander during the shooting. However, the preliminary report takes a closer look at the inaction of state and federal law enforcement, determining that 149 responders were U.S. Border Patrol and 91 were from the Texas Department of Public Safety (DPS). There were 25 Uvalde police officers, 16 sheriff's deputies, and five UCISD police officers on the scene. The remaining responders were from neighboring county law enforcement, U.S. marshals, and federal Drug Enforcement Administration officers.

Investigators said someone else on the scene with more experience should have taken over as incident commander.

"These local officials were not the only ones expected to supply the leadership needed during this tragedy," the report says. "Hundreds of responders from numerous law enforcement agencies — many of whom were better trained and better equipped than the school district police — quickly arrived on the scene."



Learn more about active shooter and active assailant response at the 2022 Campus Safety Conferences. This summer's CSCs will address a wide range of topics related to active shooters and active assailants, including lessons learned from the Ft. Detrick shooting, active incident response, college campus concealed weapons policies, and more. Register today at CampusSafetyConference.com.

Report: Officers Prioritized Their Own Safety

Surveillance video from the school shows law enforcement officers approaching the classrooms where the gunman was located and retreating after coming under fire. All officers who responded had undergone [active shooter](#) training which prioritizes stopping the loss of innocent lives.

"...all officers must be willing to risk their lives without hesitation," the report urges. "At Robb Elementary, law enforcement responders failed to adhere to

their active shooter training, and they failed to prioritize saving the lives of innocent victims over their own safety.”

Arredondo also did not adhere to the district’s active shooter response plan. In June, he told [The Texas Tribune](#) that he did not consider himself the incident commander even though he was one of the first officers to enter the school. He said he assumed another officer outside would fill that role.

The committee cited the district’s active shooter response plan, co-authored by Arredondo, which says the chief will “become the person in control of the efforts of all law enforcement and first responders that arrive at the scene.” However, the report concludes the flawed response extends far beyond Arredondo.



Related: [Stoneman Douglas Safety Commission Releases 407-Page Report](#)

“In this crisis, no responder seized the initiative to establish an incident command post,” the report says. “Despite an obvious atmosphere of chaos, the ranking officers of other responding agencies did not approach the Uvalde CISD chief of police or anyone else perceived to be in command to point out the lack of and need for a command post, or to offer that specific assistance.”

In interviews conducted or obtained by the committee, other responding officers said they assumed Arredondo was in command or did not know who was in charge. Ultimately, at 12:51 p.m., Border Patrol agents breached the

classroom without permission from Arredondo and killed the gunman more than an hour after he entered the school.

Notably, some responding officers attempted to confront or suggested confronting the gunman without permission from a commander. When officers were first driven back by gunfire after approaching the classrooms, Uvalde Police Department Lieutenant Javier Martinez attempted to confront the shooter again. Video shows Martinez advance up the hallway in “an evident desire to maintain momentum and ‘stop the killing.’” No officers followed him and he stopped. Several law enforcement officers told the committee they believed he might have made it to the classroom and engaged with the shooter had others followed him as backup.

DPS Agent Luke Williams disregarded a request to assist in securing an outside perimeter and instead entered the building to help clear rooms, the report says. He found a student hiding in a bathroom stall with his legs up so they couldn’t be seen. The student refused to come out until Williams showed his badge.

After evacuating the student, Williams encountered a group of officers at the end of the hallway where the shooter was and overheard someone ask, “Ya’ll don’t know if there’s kids in there?” Body camera footage shows Williams responded, “If there’s kids in there, we need to go in there.” An officer told Williams that whoever was in charge would figure that out.

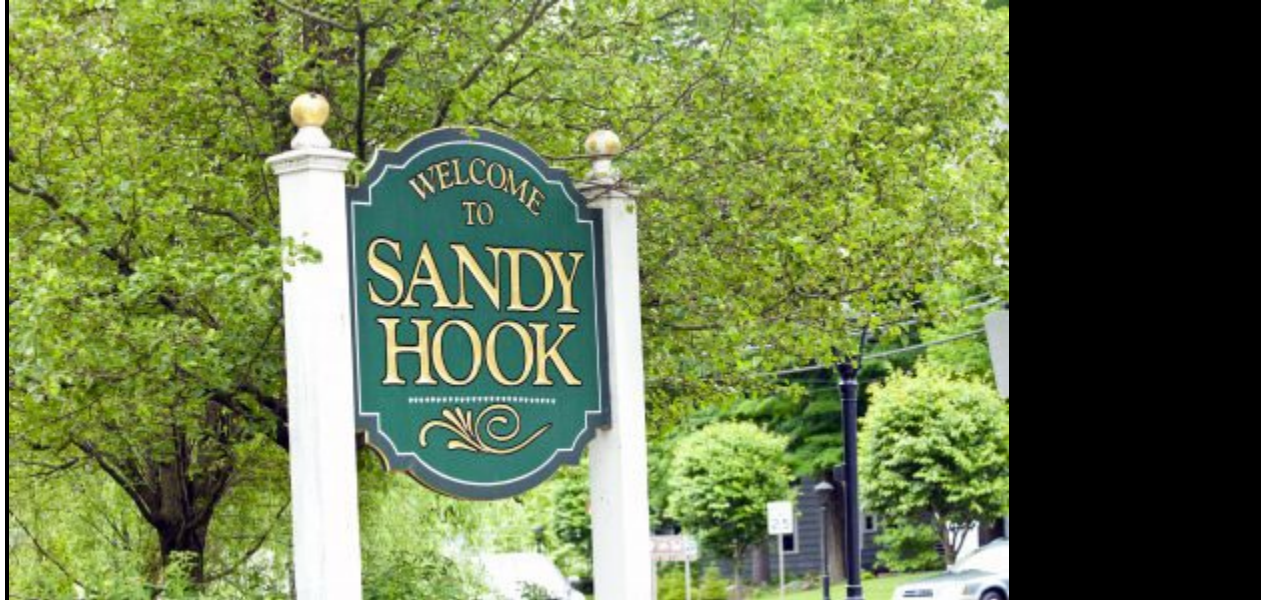
Inadequate Safety Practices at Robb Elementary

Robb Elementary did not adequately prepare for the risk of an armed intruder, the committee’s report found. The gunman was able to jump a five-foot exterior fence and “there was a regrettable culture of noncompliance by school personnel,” who frequently ignored security procedures by propping doors open and deliberately circumventing locks, the report said.

School policy requires that outside doors be locked at all times but none of the three doors into the school’s west building were locked, giving the gunman unimpeded access.

“Had school personnel locked the doors as the school’s policy required, that could have slowed his progress for a few precious minutes — long enough to receive alerts, hide children, and lock doors; and long enough to give police more opportunity to engage and stop the attacker,” says the report.

Multiple witnesses told the committee that employees often left interior and exterior doors propped open using rocks, wedges and magnets — partly because of a shortage of keys.



Related: [7 Lessons Learned from the Sandy Hook School Shooting](#)

“In fact, the school actually suggested circumventing the locks as a solution for the convenience of substitute teachers and others who lacked their own keys,” the report continues.

The killings happened in Rooms 111 and 112. The door to Room 111, where the gunman likely entered, had a faulty lock that needed extra effort to ensure it was engaged. The teacher in that room, Arnulfo Reyes, told school administrators several times about the issue but no work order was placed. Reyes was shot twice but survived.

The report also found some faculty and staff did not initially take the intruder alert seriously due to alarm fatigue associated with a recent increase in “bailouts.” The report describes bailouts as “the term used in border communities for the increasingly frequent occurrence of human traffickers trying to outrun the police, usually ending with the smuggler crashing the vehicle and the passengers fleeing in all directions.”

School officials told the committee there were 47 “secure” or “lockdown” events between February and May of 2022 — 90% of which were due to

bailouts. There has never been an incident of school violence related to the bailouts, according to [The Texas Tribune](#).

Alerts sent out to teachers and faculty using a smartphone app were also impeded by several factors, including low-quality internet service and poor mobile phone coverage. The school principal was unable to communicate the lockdown alert using the app due to a bad Wi-Fi signal and she did not attempt to use the school's intercom.

'Loss of Trust in Government'

The three committee members, Rep. Dustin Burrows, R-Lubbock, Rep. Joe Moody, D-El Paso, and former state Supreme Court Justice Eva Guzman, said their goal of the report was to create a comprehensive account the Legislature can use to create policies to prevent future mass shootings.

The group also said they wanted to present an accurate narrative to the public, contrary to the [many conflicting and retracted accounts](#) provided by other officials in the weeks following the massacre.

"Problems with the flow of information have plagued government, media, and public discussion about what happened at Robb Elementary from the outset—damaging public trust, inflicting a very real toll on the people of Uvalde, and creating an imperative to provide a reliable set of facts," the committee members wrote.

The day after the shooting, a press conference was to be led by a Uvalde police lieutenant who had been at the scene, but that officer "literally passed out" while waiting in the hallway beforehand, the members wrote. The briefing was instead held by DPS Regional Director of South Texas Victor Escalon, who "did not witness a bulk of the day's events, leading him to depend on secondhand knowledge acquired from other law enforcement officers who had been part of the response."

Governor Greg Abbott and other leaders also relied on that information during their own press conferences, which repeated false narratives that the attack only lasted forty minutes thanks in large part to responding officers successfully executing a plan.

The next day, during another press conference held outside Robb Elementary, authorities said the door the gunman entered through was propped open by a teacher. It was later confirmed by video that the teacher

did prop open the door but saw the attacker approaching and slammed the door shut as she called 911. However, the door had either already unlocked or the lock failed to engage, something the teacher could not have known because the doors lock from the outside.

“An uncertain narrative also opens the door much wider for conspiracy theories, many of which have been harmful. The fear of a coverup is palpable here, and while most see it as simply part of an intragovernmental “blame game,” others have made wild accusations that authorities are sweeping some major scandal under the rug,” reads the report. “Most fundamentally, there has been a loss of trust in government.”



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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

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

Total employees 249 as of pay period ending 7/09/2022. 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: 19 b.

Staff Initiating:

Marisa Seele

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 8/9/2022

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 appointments are presented this month:

Jake Steel to the position of Intern on the Accreditation and Design team, effective July 1, 2022, at an annual salary of \$70,000.00 (Ten-month program). This position is funded by the Indirect Costs Fund.

Sarah Reed to the position of Administrative Specialist on the Special Education and Title Services team, effective July 11, 2022, at an annual salary of \$39,520.00. This position is funded by the IDEA Admin and State General Fund.

Frederick Richter to the position of Quality Assurance Technician on the Information Technology team, effective July 18, 2022, at an annual salary of \$51,12640. This position is funded by the Consolidated Pool and the IDEA Admin Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 19 c.****Staff Initiating:**

Maureen Ruhlman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:**8/9/2022****Item Title:**

Act on recommendations for funding McKinney Vento Homeless Grants

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding the 2022-2023 McKinney Vento Children and Youth Homeless grants.

Explanation of Situation Requiring Action:

The Kansas State Department of Education received \$643,394 for the 2022-2023 federal education for McKinney Vento Homeless Children and Youth Program. The grants are continuation grants from federal formula funds from the United States Department of Education.

The purpose of the Education of Homeless Children and Youth Program is to ensure that all homeless children and youth have equal access to the same free and appropriate education, including public preschool education, provided to other children. The grant program provides direct services to homeless children and youth enabling homeless students to enroll and achieve success in school. Services are provided through programs on school grounds or at other facilities and shall, to the extent practical, be provided through existing programs and mechanisms that integrate homeless children and youth with non-homeless children and youth. Services provided shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the schools' regular academic programs. Professional development opportunities for the training of local homeless liaisons will be provided.

The following districts and amounts are recommended for approval:

USD 233 Olathe \$ 50,300

USD 259 Wichita \$ 209,619

USD 260 Derby \$ 10,138

USD 261 Haysville \$ 40,000

USD 289 Wellsville \$ 10,000

USD 290 Ottawa \$ 30,000

USD 348 Baldwin \$ 17,900

USD 383 Manhattan-Ogden \$ 35,200

USD 457 Garden City	\$ 22,200
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USD 475 Geary County	\$ 20,000
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USD 500 Kansas City	\$ 156,000
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USD 501 Topeka	\$ 42,037
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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 d.

Staff Initiating:
Barbara Hughes

Director:

Commissioner:
Randy Watson

Meeting Date: 8/9/2022

Item Title:

Act on payment of NASBE Membership Dues for 2023

Recommended Motion:

It is moved that the Kansas State Board of Education approve payment of calendar year 2023 dues and retain membership in the National Association of State Boards of Education and the National Council of State Education Attorneys.

Explanation of Situation Requiring Action:

The National Association of State Boards of Education (NASBE), founded in 1958, is the only national membership organization whose members are solely from the state boards of education. NASBE is a nonpartisan, nonprofit organization that works to elevate state board members' voices in national and state policymaking. Among the member benefits are education research and analysis, state board development, discounted registration and governance opportunities.

NASBE's affiliate organizations are:

- The National Council of State Boards of Education Executives (NCSBEE), serving individuals who provide administrative and other support to state boards.
- The National Council of State Education Attorneys (NCOSEA), composed of attorneys who represent and advise state boards.

NASBE dues are based on student population (increments per 100,000). The membership rate for Kansas has remained the same since 2011 at \$24,835 annually, and \$130 for NCOSEA membership.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date:

8/9/2022

Item Title:

Act on Recommendation for a Visiting Scholar License

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

Criteria for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested

Outstanding distinction or exceptional talent in the field

Significant recent occupational experience which is related to the field

Woodson School District, USD 366 and Trevor Hoag

The Woodson School District requests that Trevor Hoag be granted a Visiting Scholar license valid for the 2022-23 school year. The district will assign Mr. Hoag to teach a full schedule of English courses.

Trevor Hoag earned a bachelor's of arts in English in 2004 from Emporia State University. He earned a master's of arts in Philosophy in 2007 from the Ohio University, and master's of arts in English from the University of Texas at Austin in 2010. He earned a PhD in English from the University of Texas at Austin in 2013.

Mr. Hoag served as an assistant instructor for the University of Texas at Austin's department of rhetoric and writing from August 2009 thru May 2013. He became an assistant professor of English at Christopher Newport University from August 2013 through 2019.

Mr. Hoag has published one book, published 13 scholarly journal articles, and presented at more than 18 professional conferences related to writing and literacy. In addition to his publications, Mr. Hoag has received numerous awards of distinction while serving as a professor.

He meets the criteria of an advanced degree in the subject and related experiences teaching in the subject. I recommend a Visiting Scholar license valid for the 2022-23 school year for Trevor Hoag be approved, based on meeting two of the established criteria for a Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 19 f.**Staff Initiating:**

Sarah Thompson

Director:

Sarah Thompson

Commissioner:

Randy Watson

Meeting Date:**8/9/2022****Item Title:**

Authorize Out-of-State Tuition Contract for student attending the Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2022-2023 school year for students attending the Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In order to prepare for the 2022-2023 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition with the school districts listed below.

KSD will receive tuition payments from:

Excelsior Springs School District, Excelsior Springs, Missouri - 1 Day Student - \$40,000

North Kansas City School District, North Kansas City, Missouri - 1 Day Student - \$40,000



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Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

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

These updates will include:

- A. Act on Board Travel
- B. Graduation Requirements Task Force
- C. Policy Committee
- D. Other Committee Reports
- E. Board Attorney's Report
- F. Requests for Future Agenda Items

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



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Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

WEDNESDAY, AUGUST 10, 2022

MEETING AGENDA

9:00 a.m.

1. Call to Order – Chair Jim Porter
2. Roll Call
3. Approval of Agenda

9:05 a.m. (IO)

4. Recognition of the Washburn Rural High School Debate Team – National Champions

9:20 a.m. (RI)

5. Receive Proposed Amendment from KSHSAA to K.S.A 2014 Supp. 72-7114

11:10 a.m.

6. Executive Session 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.

11:30 a.m.

ADJOURN

Agenda Number: 4

Meeting Date: 8/10/2022



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Item Title: Recognition of the Washburn Rural High School Debate Team's National Championship

From: Scott Gordon

Since 2016, Washburn Rural High School has had 9 teams finish in the top 6 at the National Speech and Debate Association's National Speech and Debate Tournament, with three teams winning the coveted National Championship. This past June, Washburn debaters brought home the 5th place and 1st place trophies. The Kansas State Board of Education will take this opportunity to congratulate and recognize Washburn Rural High School's years of competitive success.

Kansas leads the world in the success of each student.

Agenda Number: 5

Meeting Date: 8/10/2022



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Item Title: Receive proposed amendment from KSHSAA to K.S.A. 72-7114

From: Scott Gordon

The State Board will conduct a public hearing to consider proposed changes to the Kansas State High School Activities Association's Rule 5 - classification of senior high schools. The purpose of the proposed rule change is to apply an enrollment multiplier factor when determining classification numbers of private schools. Factors for determining the multiplier include school location, socio-economic status, and championship factor.

Interested persons will be given an opportunity at the hearing to present their views or arguments, either orally or in writing, in regard to the proposed rule. Notice of the hearing, a copy of which follows, has been provided to all interested parties.

Kansas leads the world in the success of each student.

Notice of Hearing on Proposed Changes to KSHSAA Rule

The State Board of Education will conduct a public hearing at 9:20 a.m., or as soon thereafter as possible, on Wednesday, August 10, in the board room in Landon State Office Building, 900 SW Jackson St. Suite 102, Topeka, KS, to consider proposed changes to the Kansas State High School Activities Association's Rule 5 – classification of senior high schools. The purpose of the proposed rule change is to apply an enrollment multiplier factor when determining classification numbers of private schools. Factors for determining the multiplier include school location, socio-economic status, and championship factor. A copy of the proposed rule change may be obtained by contacting the Secretary to the Kansas State Board of Education at the address above prior to the date of the hearing or by email to bhughes@ksde.org.

All interested persons will be given a reasonable opportunity at the hearing to present their views or arguments, either orally or in writing, in regard to the proposed rule. The hearing shall be conducted in compliance with the public hearing procedures of the State Board of Education.

All interested parties wishing to give oral testimony during the hearing must register with the Secretary of the Kansas State Board of Education by email to bhughes@ksde.org or by letter to the address given above. Registrations must be received no later than 5 p.m., Friday, August 5. When requesting to speak, please include the following information:

1. Speaker's name
2. Organization represented, if any
3. Identify whether the testimony is as a Proponent, Opponent, or Neutral regarding the proposed rule change

Those who wish to submit written testimony may do so by mailing to the address or email address given above. All written testimony must be received no later than 5 p.m. Friday, August 5th.

Any individual with a disability may request an accommodation in order to participate in the public hearing, and may request the proposed regulation and economic impact statements in an accessible format. Requests for accommodation to participate in the hearing should be made at least five working days in advance of the hearing by contacting Wendy Fritz at (785) 296-5363 (or TDD 785-296-8172) or by e-mail to wfritz@ksde.org. The north entrance to the Landon State Office Building is accessible. Handicapped parking is located at the south end of the Landon State Office Building, across the street from the north entrance to the building, and on Ninth Street, just around the corner from the north entrance to the building.



KSHSAA Member School Leaders:

On April 29, 2022, the KSHSAA Board of Directors considered changes to KSHSAA **Rule 5 – Classification of Senior High Schools**. Following discussion and deliberation, the Board supported the first step in a process to change school classification. This proposal introduces a “multiplier” for private schools which inflates their enrollment number for classification purposes. Per Board approval, the next step in the process was to assess the opinion of member schools in the Association. This was initiated on May 6, 2022, via a ballot distributed to all Principals and Superintendents of member schools via e-mail. Ballot submission from each member school was due June 14, 2022. **KSHSAA Bylaw Article XII, Section 4** requires the majority of the membership to approve a classification proposal (in this case, 178 of the 354 member schools), and to be supported with by a majority of schools from the majority of classifications impacted (in this case, 4 out of the 6 enrollment classifications).

Results from the member school voting follow:

Voting Results were as follows:

Class 6A

Yes = 6 (16.7%) No = 30

Class 5A

Yes = 17 (47.2%) No = 19

Class 4A

Yes = 30 (83.3%) No = 6

Class 3A

Yes = 46 (71.9%) No = 18

Class 2A

Yes = 43 (67.2%) No = 21

Class 1A

Yes = 74 (63.2%) No = 43

Total Number of Member School Votes

Yes = 216 (61.2%) No = 139

Accordingly, the proposal has passed this step of the process.

Please note: With this approval by member schools, a change must now be made to Kansas State Statute to allow for more than just student attendance to affect KSHSAA classifications. State of Kansas Identifying Statutes need to be approved by both the State Board of Education and the State Legislature prior to implementation. Without these approvals, the school approved amendment would not be permissible. As previously written and proposed to the KSHSAA Board of Directors, changes to K.S.A. 2014 Supp. 72-7114 will be presented by KSHSAA staff to both groups for amendment in the days ahead.

Excerpt from the April 29, 2022 KSHSAA Board of Directors MINUTES:

A motion was made by Hines, seconded by Whittaker, to modify **Rule 5 Classification of Senior High Schools, Section 2**, by adding an additional **Article 5**:

NOTE: *State of Kansas Identifying Statutes would need to be approved by both the State Board of Education and the State Legislature prior to implementation of any changes to classification. Without these approvals, amendments to Rule 5 would not be permissible.*

State Of Kansas Identifying Statutes

K.S.A. 2014 SUPP. 72-7114. High school activities association; board of directors, executive board, appeal board; articles and bylaws; reports; classification system; executive director and personnel; application of open meetings law and open records law.

- (a) Any association with a majority of the high schools of the state as members and the purpose of which association is the statewide regulation, supervision, promotion and development of any of the activities defined in K.S.A. 72-7117, and amendments thereto, and in which any public high school of this state may participate directly or indirectly shall:
- (1) On or before September 1 of each year make a full report of its operation for the preceding calendar year to the state board of education. The report shall contain a complete and detailed financial statement under the certificate of a certified public accountant.
 - (2) File with the state board a copy of all reports and publications issued from time to time by such association.
 - (3) Be governed by a board of directors which shall exercise the legislative authority of the association and shall establish policy for the association.
 - (4) Submit to the state board of education, for its approval or disapproval prior to adoption, any amendments, additions, alterations or modifications of its articles of incorporation or bylaws. If any articles of incorporation, bylaws or any amendment, addition or alteration thereto is disapproved by the state board of education, the same shall not be adopted.
 - (5) Establish a system for the classification of member high schools according to student attendance and other means.
 - (6) Be subject to the provisions of the Kansas open meetings law.
 - (7) Be subject to the provisions of the open records law.

Rule 5

Classification of Senior High Schools

Section 2: Senior High Regulations

Art. 5: Private schools will be subject to an enrollment multiplier factor when determining classification numbers. Factors for determining the multiplier include school location, socio-economic status, and championship factor. To calculate the multiplier number, the following criteria will be applied:

Any private school that has won five or more state team championships in the most recent five school years will have a multiplier applied to their classification enrollment count. These select private schools will begin with a 1.0 multiplier. The following factors will be added to the multiplier for each select private school.

Championship Factor - cumulative state championships over the previous 5-year period (not activity specific, team activities only).

10+ championships: + 0.30

5-9 championships: + 0.15

NOTE: If a private school has won less than 5 championships in the previous five-year period, the multiplier remains 1.0.

Geographic Population Factor – public school attendance area in which the private school is located.

Within a 5A/6A community: + 0.30

Within a 3A/4A community: + 0.15

Within a 1A/2A community: + 0

NOTE: If a private school does not meet the Championship Factor, the Geographic Population Factor would not take effect.

Socio-Economic Population Factor

0-20% Free/Reduced students reported: + 0.15

>20% Free/Reduced students reported: + 0

NOTE: If a private school does not meet the Championship Factor, the Socio-Economic Population Factor would not take effect.

NOTE: The multiplier impacts classification for all school activities and will be applied to both general and football classification numbers. Schools cannot move up more than one classification based upon the multiplier. The multiplier enrollment count will not force a school to move from 8-person to 11-person football or from 6-person to 8-person football. Geographic location is determined by the physical address of the private school. If Free/Reduced data is not collected and/or reported, it is assumed to be zero. There is no process for appeal to change a classification that has already been changed by the multiplier.

The proposal was approved by a vote of 43 in favor, 21 opposed. Note, as classification issues are subject to ***Bylaw XII Classification of Senior High Schools***, this item will be forwarded to the member high schools for approval (more than 50% of all classifications and more than 50% of the total number of member schools must approve the recommendation) before it is passed to the state.