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Janet Waugh
District 1
Dr. Deena Horst
District 6

Steve Roberts
District 2
Ben Jones
District 7

Michelle Dombrosky
District 3
Kathy Busch
District 8

Ann E. Mah
District 4
Jim Porter
District 9

Jean Clifford
District 5
Jim McNiece
District 10

TUESDAY, AUGUST 11, 2020 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of July Minutes	pg 5
10:05 a.m.	6. Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum	pg 25
10:45 a.m. (AI)	8. Act on recommendations for Kansas Education Systems Accreditation	pg 27
11:00 a.m.	Break	
11:10 a.m. (RI)	9. Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation	pg 55
11:50 a.m. (IO)	10. Information on feedback from the field regarding start of 20-21 school year	pg 89
12:05 p.m.	Lunch	
1:30 p.m. (IO)	11. Update on Dyslexia training and timeline	pg 91
2:00 p.m. (RI)	12. Receive higher ed preparation program standards for Reading Specialist	pg 93
2:25 p.m. (IO)	13. Quarterly update on work of Special Education Advisory Council	pg 113
2:45 p.m. (AI)	14. Act on new appointments to the Special Education Advisory Council	pg 115

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612
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 Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board. Information on live media streaming the day of the meeting is also posted there.
Next Meeting: Sept. 8 and 9, 2020 in Topeka

Kansas leads the world in the success of each student.

2:55 p.m.	Break	
3:05 p.m. (AI)	15. Act on new appointment to the Licensure Review Committee	pg 121
3:10 p.m. (RI)	16. Receive recommendations and report from Teacher Vacancy and Supply Committee on Limited Apprentice License	pg 127
3:40 p.m. (AI)	17. Consent Agenda	
	a. Receive monthly personnel report	pg 131
	b. Act on personnel appointments to unclassified positions	pg 133
	c. Act on recommendations for Visiting Scholar licenses	pg 135
	d. Act on local in-service education plans	pg 137
	e. Act on recommendations for funding McKinney Vento Homeless Grants	pg 139
3:45 p.m. (AI)	18. Act on Professional Agreement with Kansas School for the Deaf NEA	pg 141
4:00 p.m. (IO)	19. Chairman's Report and Requests for Future Agenda Items	pg 161
4:40 p.m. (AI)	20. Act on Board Travel	pg 163
4:50 p.m.	RECESS	



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WEDNESDAY, AUGUST 12, 2020 MEETING AGENDA

9:00 a.m.

1. Call to Order
2. Roll Call
3. Approval of Agenda

9:05 a.m. (AI)

4. Act on recommendations of the Professional Practices Commission

pg 167

9:15 a.m. (RI)

5. Receive proposed amendments to regulations of the Professional Practices Commission

pg 173

9:40 a.m. (IO)

6. Update on work to strengthen the Kansas early childhood system

pg 191

10:00 a.m. (DI)

7. Discuss high school graduation requirements, Individual Plans of Study and postsecondary credentialing

pg 193

Break

Continue discussion on HS graduation requirements, IPS and postsecondary credentialing

11:30 a.m.

ADJOURN



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



MINUTES



Kansas State Board of Education

Wednesday, July 22, 2020

CALL TO ORDER

Chairman Kathy Busch called the special meeting of the Kansas State Board of Education to order at 10 a.m. Wednesday, July 22, 2020. The meeting was conducted by video conference and was livestreamed for the public to observe and listen.

(00:03:44)

ROLL CALL

All Board members participated:

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

STATE BOARD MISSION STATEMENT AND PLEDGE OF ALLEGIANCE

Chairman Busch read both the Board's Mission Statement and Kansans Can Vision Statement. She then led members in the Pledge of Allegiance.

APPROVAL OF AGENDA

Mr. Jones moved to approve the agenda. Mr. Roberts seconded. Motion carried 10-0. Chairman Busch explained the flow of the meeting and order of presenters.

MOTION
(00:07:14)

DISCUSSION OF PROPOSED EXECUTIVE ORDER 20-58

Scott Gordon, General Counsel for the Kansas State Department of Education, summarized prior events that prompted the special meeting. House Bill 2016 became law in June 2020. In that law, Section 7 states:

(00:07:42)

"Notwithstanding any other provision of law to the contrary, no executive order issued by the governor pursuant to K.S.A. 48-925, and amendments thereto, that has the effect of closing public or private school attendance centers in this state shall be effective unless and until such order has been affirmed by the state board of education by adoption of a resolution by a majority of the members of the state board. Prior to issuing any such executive order, the governor shall submit such proposed executive order to the state board of education. Upon receipt of such proposed executive order, the state board shall meet as soon as reasonably possible to review such proposed order and, if a majority of the members of the state board determines such order is in the best interests of the students in this state, to adopt a resolution affirming such proposed executive order."

On July 20, 2020, Governor Laura Kelly announced proposed Executive Order 20-58 which has the effect of closing public or private school attendance centers in the state of Kansas. The same day, Gov. Kelly also issued Executive Order 20-59 (requiring COVID-19 mitigation procedures in K-12 schools). Order 20-59 is not subject to prior approval or review by the State Board. Only 20-58 is before the Board for affirmation. Mr. Gordon reviewed specifics of that document, including the temporary closure of public and private schools through Sept. 8, and exceptions for instruction. He then answered questions. Next, Will Lawrence who serves as Chief of Staff for the Governor,

stated the rationale for proposing the delay of school this fall. These included more time for schools to prepare for reopening and a rise in COVID-19 cases in the state. He then answered questions. Secretary Dr. Lee Norman, Kansas Department of Health and Environment, cited current COVID-19 statistics, explained the science and public health perspective, and told what is known about the metrics. He talked about transmission and shared a graph showing trend lines. He then answered questions.

Chairman Busch acknowledged that more than 10,400 written public comments were received through an online submission form. Additional input was received from callers and general email to Board members. She also mentioned that feedback was received from medical doctors, educational associations and chairs of the Navigating Change guidance.

Each State Board member, in order of Board district, provided their statements. They cited considerations, the decision-making process and constituent input from their areas. Additional discussion followed.

ACTION ON RESOLUTION REGARDING EXECUTIVE ORDER 20-58

MOTION
(01:58:52)

Mr. Porter moved to affirm proposed Executive Order 20-58 by resolution that this Executive Order is in the best interests of the students in Kansas. Mrs. Mah seconded. Motion failed on a 5-5 vote, which lacked the required 6 votes necessary for simple majority passage. The Order was not affirmed. The roll call vote was recorded as follows:

Mrs. Waugh, Dist. 1	"yes"	Dr. Horst, Dist. 6	"no"
Mr. Roberts, Dist. 2	"no"	Mr. Jones, Dist. 7	"no"
Mrs. Dombrosky, Dist. 3	"no"	Ms. Busch, Dist. 8	"yes"
Mrs. Mah, Dist. 4	"yes"	Mr. Porter, Dist. 9	"yes"
Mrs. Clifford, Dist. 5	"no"	Mr. McNiece, Dist. 10	"yes"

ADJOURNMENT

Chairman Busch recessed the meeting at 11:57 a.m.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Tuesday, July 14, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, July 14, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed all those viewing the meeting online.

(00:14:18)

ROLL CALL

The following Board members participated, either in person or remotely via Zoom:

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

Board member Michelle Dombrosky was absent.

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

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

APPROVAL OF AMENDED AGENDA

Chairman Busch announced that additional grant awards were recommended for inclusion in Consent Item 19 j. (Mental Health Intervention Team program). Updated copies of the proposed allocations and grantees were provided. Dr. Horst moved to approve the day's agenda as amended. Mr. McNiece seconded. Motion carried 9-0.

MOTION
(00:18:43)

APPROVAL OF THE JUNE MEETING MINUTES

Mr. McNiece moved to approve the minutes of the June Board meeting. Mr. Jones seconded. Motion carried 9-0.

MOTION
(00:19:23)

COMMISSIONER'S REPORT

During his report, Dr. Randy Watson announced the Civic Advocacy Network Award winners for 2020. They are Bernadine Sitts Intermediate, Garden City USD 457; Derby North Middle School, Derby USD 260; Fredonia Jr/Sr High, Fredonia USD 484; Halstead High, Halstead USD 440; Lakeside Elementary, Pittsburg USD 250; Maize High, Maize USD 266; North Fairview Elementary, Seaman USD 345; Prairie Ridge Elementary, DeSoto USD 232; Winfield High, Winfield USD 465. Promising Practice recognition was given to Atchison County Jr/Sr High, USD 377; Derby High, USD 260; and Winfield Middle, USD 465. He also spoke about postponement of an in-person event to celebrate the STAR Recognition Program honorees. Qualitative criteria was gathered in the categories of preparation for high school graduation, graduation rate, postsecondary effectiveness, and a Commissioner's Award for schools that outperformed their predicted postsecondary effective rate. Dr. Watson then gave a overview of the work by nearly 1,000 Kansans to provide guidance to schools as they make plans to reopen this fall. He stressed that school districts will make the guidance their own and that the guidance enables families to maximize multiple learning options.

(00:19:49)

CITIZENS' OPEN FORUM

Chairman Busch acknowledged the receipt of written public comment submitted in advance of the meeting. Enclosures were from Jennifer Luna, support for remote instruction; John Richard Schrock, COVID-19 response in foreign countries and science literacy. Citizens' Open Forum ended at 10:37 a.m.

RECEIVE NAVIGATING CHANGE 2020

(00:51:36)

Board members received the most recent draft of *Navigating Change: Kansas Guide to Learning and School Safety Operations*. Dr. Brad Neuenswander and Craig Neuenswander led the Board through development of the document and explained changes made since the prior draft. Nearly 1,000 contributors who are educators, parents, health officials and others, along with KSDE staff, worked to develop the guidance for Kansas schools to consider when reopening school buildings to students this fall. The goal of this guidance is to help schools be prepared to reopen safely, to adapt to the unique needs of their school community while working with local health officials, and to transition quickly if the school year is again interrupted. The instruction and assessment section focuses on grade-banded competencies aligned to academic standards, suitable whether on-site learning or remote learning is utilized, or a combination of the two.

Dr. Neuenswander explained the difference between remote learning and a virtual school. He also noted that the 1,116 hours required by statute still apply, but may be calculated differently. The instructional content constitutes about 95 percent of the document, with facilities/operations making up the remainder. Categories for the operations section were common spaces, transitions, classroom spaces, facilities, transportation, food service and extra/co-curricular. Questions were answered throughout the discussion.

BREAK

Board members took a break from 11:17 to 11:27 a.m.

Discussion resumed on development of contingency plans, organization of student instruction, opportunity for alternate venues and preparation for remote learning.

LUNCH

The meeting recessed for lunch at 12:15 p.m.

KANSANS CAN HIGHLIGHT: REDESIGN SCHOOLS IN BELOIT AND WELLINGTON SHARE SUCCESSES OF CONTINUOUS LEARNING PLANS

P.M. SESSION
(03:45:23)

Chairman Busch reconvened the Board meeting at 1:30 p.m. The next item was a report from two schools in the Kansans Can School Redesign Project — Kennedy Elementary In Wellington USD 353 and Beloit Junior-Senior High in Beloit USD 273. Representatives from each school reported on how their current work with redesign aided them with implementing Continuous Learning plans for their students this spring when the Governor's Executive Order closed school buildings during the Coronavirus pandemic. Presenters described academic and behavior supports, addressing obstacles, student engagement, expectations and collection of feedback.

ANNOUNCEMENT OF APOLLO II PARTICIPANTS IN KANSANS CAN SCHOOL REDESIGN

(04:29:00)

Apollo II is the latest cohort of schools to engage in school redesign as part of the Kansans Can vision. The Kansans Can School Redesign Project began in August 2017 with the first group of schools, named Mercury 7. They committed to redesign an elementary and secondary school around the five outcomes established by the State Board, the five elements identified as defining a successful high school graduate, and what Kansans said they want from their school system. The other cohorts are Gemini I, Gemini II and Apollo I.

Following the most recent application process, these schools/districts were selected for Apollo Phase II: Central Heights Secondary, Central Heights USD 288; Lincoln Elementary, Clay County USD 379; Walnut Elementary, Village Elementary, Emporia Middle School, Emporia USD 253; Marshall Elementary, Eureka USD 389; Flint Hills Primary, Intermediate and Middle/High, Flint Hills USD 492; Lincoln Elementary, Hays USD 489; Lincoln Elementary, Hutchinson USD 308; Marais Des Cygnes Valley Elementary and Jr/Sr High, USD 456; Wamego High, USD 320; Winfield High, USD 465.

PRESENTATION OF GEMINI II AND APOLLO I REDESIGN PLANS FOR ACCEPTANCE

Schools accepted for the Kansans Can School Redesign Project participate in multiple trainings. Once ready to advance, their redesign launch plans are presented to a third-party launch readiness committee made up of representatives from KSDE and educational service centers. Final recommendations are made to the State Board. Mr. Jones moved to accept the Gemini II and Apollo I schools identified as a "Go" for launch for the 2020-21 school year. Dr. Horst seconded. Motion carried 9-0. Plans were accepted for these Gemini II schools: Clay County Middle School, Clay County USD 379; Haven Middle School, Haven USD 312; Lyons High School, Lyons USD 405; Stafford Elementary, Stafford USD 349. Plans were accepted for these Apollo I schools: North Elementary, Goodland USD 352 and Rossville Grade, Kaw Valley USD 321.

(04:40:34)

MOTION
(04:43:59)

There was a break until 2:45 p.m.

BREAK

DISCUSS ELEMENTS OF STATE'S ACCREDITING MODEL FOR CONTINUOUS IMPROVEMENT

The Kansas Education Systems Accreditation (KESA) is the state's continuous improvement process for school systems. Board members received an overview of the various processes involved with preparing accreditation reports for the State Board. KSDE staff Mischel Miller, Jeannette Nobo and Scott Gordon covered how data is collected and used, an increased emphasis on evaluation, and how a system might appeal a recommendation from the Accreditation Review Council. Consideration is given to whether a program is impacting change and improving student success. There was discussion about transparency and objectivity concerning makeup of the Outside Visitation Team, which has a role in the accreditation process.

(05:00:43)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KESA

Accreditation recommendations on four school systems were presented to the State Board for consideration: USD 202 Turner, USD 303 Ness City, USD 389 Eureka and Heartspring in Wichita. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council. Timing is also based on placement in the five-year cycle. An Executive Summary was prepared for each system, outlining evidence of goals and identifying both strengths and challenges. Accountability report data is also provided. Board members will act on the recommendations at the August meeting.

(05:42:28)

UPDATE ON COMPUTER SCIENCE EDUCATION IMPLEMENTATION

Dr. Stephen King, Education Program Consultant for Computer Science, reported on the current status of the five recommendations approved at the February 2020 State Board meeting for the Computer Science Implementation Plan. Three of the five initial recommendations are yet to be implemented. Dr. King informed members of summer professional development sessions.

(05:47:57)

ACTION ON APPOINTMENTS TO THE LICENSURE REVIEW COMMITTEE

The seven-member Licensure Review Committee reviews the qualifications of applicants who desire to be licensed in Kansas, but who do not satisfy all the requirements of licensure as specified in regulations. Mr. Jones moved to reappoint Daniel Brungardt to his second term, and appoint Brittany Ford and Anita White to their first terms on the Licensure Review Committee effective July 1, 2020 through June 30, 2023. Mr. Roberts seconded. Motion carried 9-0.

MOTION
(06:04:42)

MOTION
(06:06:34)

ACTION ON APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD

The Professional Standards Board (PSB) is responsible for developing and recommending for adoption rules and regulations for professional standards governing educator preparation and admission to and continuance in the profession of teaching and school administration. There are 21 members on the PSB. Mrs. Mah moved to reappoint Elizabeth 'Libby' Clum and Patty Jurich to their first full terms; reappoint Dayna Miller, Kristy Oborny and Alicia Young to their second terms; and appoint Phillip Wrigley to his first term on the Professional Standards Board effective from date of appointment through June 30, 2023. Mrs. Clifford seconded. Motion carried 9-0.

MOTION
(06:08:05)

ACTION ON APPOINTMENTS TO THE PROFESSIONAL PRACTICES COMMISSION

The role of the nine-member Professional Practices Commission is to conduct evidentiary hearings and make recommendations concerning allegations regarding misconduct. Mrs. Mah moved to appoint Kimberly Gilman to a first full term on the Professional Practices Commission effective from date of appointment through June 30, 2023, filling one open teacher position. Mrs. Waugh seconded. Motion carried 8-1 with Mr. Jones in opposition.

MOTION
(06:09:46)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

KSDE General Counsel Scott Gordon brought forth the recommendations of the Professional Practices Commission on one case this month and offered to answer questions. Mr. Roberts moved to adopt the findings of the PPC and revoke the license of the individual in case 18-PPC-44. Dr. Horst seconded. Motion carried 9-0.

MOTION
(06:10:45)

ACTION ON CONSENT AGENDA

Dr. Horst moved to approve the Consent Agenda as presented, including additional grantees for the Mental Health Intervention Team program. Mr. McNiece seconded. Motion carried 9-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for June.
- confirmed the unclassified personnel appointment of John Hess as Director on the Fiscal Services and Operations team, effective May 31, 2020, at an annual salary of \$109,671.12.
- approved, with modifications, the in-service education plans for USD 314 Brewster, USD 327 Ellsworth, USD 347 Kinsley-Offerle, USD 373 Newton, USD 385 Andover, Marion County Special Education Cooperative and Sumner County Education Interlocal.
- approved issuance of Visiting Scholar licenses for the 2020-21 school year as follows: Alisa Morse, Robin Bacon, Marjorie Holloway, Michael Farmer, Janet Graham and Scott Franklin, all Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Carson Norton, Wichita County USD 467; Jerry Simmons, Haviland USD 474; Norman Schmidt, Central Heights USD 288.
- accepted recommendations of the Evaluation Review Committee for accreditation for Haskell Indian Nations University through Dec. 31, 2026, and program approval as follows:
Benedictine College - Music PreK-12, continuing program through Dec. 31, 2026; **Kansas State University** - Mathematics 6-12, new program through June 30, 2022; **McPherson College** - Elementary K-6, Health PreK-12, History Government Social Studies 6-12, Physical Education PreK-12, all continuing programs through June 30, 2027; **University of Kansas** - English for Speakers of Other Languages K-6, 6-12, Building Leadership PreK-12, District Leadership PreK-12, Early Childhood Unified B-K, Early Childhood Unified B-3, Elementary K-6, Foreign Language PreK-12, Mathematics 5-8, Reading Specialist PreK-12, all continuing programs through Dec. 31, 2026; **Washburn University** - Mathematics 5-8, Science 5-8, both new programs through Dec. 31, 2022.

- adopted and set cut scores for licensure assessments as presented for Reading Specialist and Middle School Science.
- approved maintaining the current licensure fees for 2020-21.
- authorized USD 205 Bluestem to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized USD 205 Bluestem to receive capital improvement (bond and interest) state aid as authorized by law.
- approved the recommended grant allocations to school districts in the amount of \$5,071,456 and grants for Local Community Mental Health Centers in the amount of \$2,519,010 for the Mental Health Intervention Team Program for the 2020-21 school year.
- approved USD 323 Rock Creek to operate a Preschool-Aged At-Risk program for 2020-21.
- approved the Interlocal Agreement entered into by participating districts to form the Northeast Kansas Education Service Center aka Keystone Learning Services.
- approved Articles of Agreement signed by participating districts to continue the Flint Hills Special Education Cooperative.
- accepted recommendations of the Licensure Review Committee: *Approved cases* — 3307, 3309, 3314, 3315, 3316, 3317, 3321, 3322, 3324, 3325, 3326, 3327, 3328, 3329, 3330.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Office of Administrative Hearings to provide hearing officer services in an amount not to exceed \$80,000 through June 30, 2025.
- enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$51,000.
- enter into a contract with Measurement in Practice, LLC to provide professional learning and technical assistance for districts with the Literacy Network of Kansas (LiNK) grant in an amount not to exceed \$43,443 from date of approval in July 2020 to June 30, 2021.
- authorize contracts for out-of-state tuition for the 2020-2021 school year for students attending the Kansas School for the Deaf.
- authorize contracts for out-of-state tuition for the 2020-2021 school year for students attending the Kansas State School for the Blind.
- authorize the Superintendent of the Kansas State School for the Blind (KSSB) to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts for Kansas individuals with disabilities in an amount not to exceed \$134,000.
- authorize the Superintendent of KSSB to renew a contract with Baer Wilson and Company, LLC to provide counseling/evaluation services for students who attend KSSB.
- authorize the Superintendent of KSSB to renew a contract with Providence Medical Center for physical therapy and occupational therapy services in an amount not to exceed \$95,000.
- authorize the Superintendent of KSSB to renew a contract with Supplemental Health for nursing services in an amount not to exceed \$175,000.

BREAK

There was a break until 4:05 p.m.

MOTION
(06:23:34)

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Designation of State Board member to NASBE delegate assembly for 2020 — Mr. McNiece moved to designate Ben Jones as the state's voting delegate and Jim Porter as the alternate delegate for the annual business meeting of the National Association of State Boards of Education (NASBE). Dr. Horst seconded. Motion carried 9-0.

MOTION
(06:24:11)

Action on NASBE Membership Dues for 2021 — NASBE is the only national membership whose members are solely from state boards of education. Mr. Jones moved to approve payment of calendar year 2021 dues and retain membership in NASBE and its affiliate the National Council of State Education Attorneys. Mr. Porter seconded. Motion carried 9-0.

Committee Reports — Mr. Porter commented on the NASBE Sustainability Committee, which he chairs and Mr. Jones is a member. Mrs. Mah commented on work of the three-member committee looking at high school graduation requirements and qualified admissions. Other members submitted written reports with committee and activity updates.

Board Attorney's Report — Mark Ferguson provided an update on professional negotiations for the Kansas State School for the Deaf NEA. The State Board anticipates taking action at the August meeting.

Requests for Future Agenda Items —

- Discuss opportunities for microcredentialing and individualized professional development (Mr. Porter)

Chairman's Report — Ms. Busch commented on work of the School Mental Health Advisory Council and her service on the NASBE Whole Child study group.

MOTION
(06:53:37)

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mr. Roberts moved to approve the travel requests and updates. Dr. Horst seconded. Motion carried 9-0.

RECESS

RECESS

Chairman Busch recessed the meeting at 4:40 p.m. until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, July 15, 2020

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on July 15, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:03:49)

ROLL CALL

The following Board members participated, either in person or remotely via Zoom:

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

Board member Steve Roberts was absent.

APPROVAL OF AGENDA

Mr. McNiece moved to approve the Wednesday agenda as presented. Dr. Horst seconded. Motion carried 9-0.

MOTION
(00:06:23)

DISCUSSION AND ACTION ON NAVIGATING CHANGE 2020

Teams of practitioners and health professionals, along with input from a multitude of other contributors, prepared a guidance document titled *Navigating Change: Kansas Guide to Learning and School Safety Operations* in order to provide resources and guidance for the safe return of students and staff in the fall of 2020. Valley Center Superintendent Cory Gibson, who served as one of the project leaders, described content of the document and how it was prepared. He noted that districts of all sizes can use elements of the guidance that best fit their needs. Shannon Ralph, science teacher at Gardner-Edgerton and former Kansas Teacher of the Year, reviewed the competencies and instructional component of the guidance document, which cover essential learning elements of the standards, and can be adapted to different learning environments. DeSoto Superintendent Frank Harwood reviewed the recommendations for considerations pertaining to operations and facilities. Ashley Goss, Deputy Secretary with the Kansas Department of Health and Environment, spoke on issues from a health perspective that schools will consider when reopening. There was time for Q&A, comments and additional discussion.

(00:06:56)

Dr. Horst moved to accept the guidelines for *Navigating Change 2020* to assist schools in their preparations for the 2020-21 school year. Mrs. Clifford seconded. Motion carried 9-0.

MOTION
(01:33:15)

There was a break from 10:34 to 10:55 a.m.

BREAK

LEGISLATIVE MATTERS AND ACTION ON BUDGET RECOMMENDATIONS

Deputy Commissioner Dale Dennis and Director of School Finance Craig Neuenswander reviewed budget options for consideration for education state aid programs for Fiscal Year 2022. Mr. Dennis also explained the Governor's allotments.

(01:58:51)

**SERIES OF
MOTIONS**
(02:26:24)

Action on the following recommendations for state Fiscal Year 2022 occurred:

- Mrs. Mah moved to fund the law for Base Aid for Student Excellence (BASE) to comply with court order. Mr. McNiece seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mr. McNiece moved to fund the law for Supplemental General State Aid (local option budget) to comply with court order. Dr. Horst seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mrs. Mah moved to fund the law for both Capital Improvement State Aid and Capital Outlay State Aid to comply with court order. Mr. McNiece seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mrs. Mah moved to fund the law for Juvenile Detention Facilities, which is tied to BASE per pupil. Dr. Horst seconded. Motion carried 9-0.
- Mrs. Mah moved to fund Special Education at 72 percent of excess cost. Mr. McNiece seconded. Motion carried 8-1 with Mr. Porter in opposition.
- Mrs. Mah moved to fund Parents As Teachers at the 2020-21 level. Dr. Horst seconded. Motion carried 9-0.
- Mrs. Mah moved to fund first two years of the Mentor Teacher Program at an additional cost of \$1 million. Mr. McNiece seconded. Motion carried 8-1 with Mr. Jones in opposition.
- Dr. Horst moved to fund Professional Development at the 2020-21 level. Mr. Jones seconded. Motion carried 8-1 with Mrs. Dombrosky in opposition.
- Mr. Jones moved to fund current law for Transportation. Dr. Horst seconded. Motion carried 7-2 with Mr. Porter and Mrs. Dombrosky in opposition.
- Mrs. Mah moved to meet federal maintenance of effort requirements for School Lunch. Dr. Horst seconded. Motion carried 9-0.
- Mr. Jones moved to fund National Board Certification at current level. Mr. McNiece seconded. Motion carried 9-0.
- Dr. Horst moved to fund Pre-K Pilot at current level. Mrs. Mah seconded. Motion carried 9-0.
- Mrs. Mah moved to fund Career and Technical Education Transportation at the 2020-21 appropriation level. Mr. McNiece seconded. Motion carried 8-1 with Mr. Jones in opposition.
- Mrs. Mah moved to fund Discretionary Grants (after school programs) at 2020-21 appropriation level. Dr. Horst seconded. Motion carried 9-0.
- Mr. Jones moved to fund Information Technology Education Opportunities (JourneyEd contract) at 2020-21 appropriation level. Mr. McNiece seconded. Motion carried 9-0.
- Mrs. Mah moved to fund Juvenile Transitional Crisis Pilot (Beloit) at same level as current year as modified by the Governor's allotments. Mr. McNiece seconded. Motion carried 8-1 with Dr. Horst in opposition.
- Mr. Jones moved to fund Mental Health Intervention Team Pilot Program at 2020-21 level as modified by the Governor's allotments. Dr. Horst seconded. Motion carried 9-0.
- No action was taken to make new recommendations for Kansas Safe and Secure Schools.
- Dr. Horst moved to fund anticipated costs of ACT and WorkKeys Assessment program in 2021-22. Mr. McNiece seconded. Motion carried 9-0.
- Mr. Porter moved to fully fund the salary and operating expenses for one new Education Program Consultant to serve as the state dyslexia coordinator. Mrs. Dombrosky seconded. Motion carried 9-0.

ADJOURNMENT

Chairman Busch adjourned the meeting at noon.

ADJOURN

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Tuesday, June 9, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, June 9, 2020. The meeting was conducted virtually by video conference and was broadcast livestream for the public as concerns for COVID-19 continue. Ms. Busch welcomed everyone listening online.

(00:00:08)

ROLL CALL

The following Board members participated:

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

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

Chairman Busch read both the Board's Mission Statement and Kansans Can Vision Statement. Vice Chair Janet Waugh was granted a moment of personal privilege to read a joint statement from the Chair and Vice Chair regarding current events and commitment to all students. Ms. Busch then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Mr. Roberts moved to reject the day's agenda and instead have a workshop amongst the Board members. Mrs. Dombrosky seconded. Motion failed on a 2-8 vote, which lacked the 6 required votes necessary for passage. Ms. Busch, Dr. Horst, Mrs. Mah, Mr. McNiece, Mrs. Waugh, Mr. Porter, Mr. Jones and Mrs. Clifford voted in opposition. Mr. McNiece moved to approve the day's agenda as presented. Dr. Horst seconded. Motion carried 9-1, with Mr. Roberts in opposition.

MOTION
(00:07:36)

MOTION
(00:08:38)

APPROVAL OF THE MAY MEETING MINUTES

Mr. Porter moved to approve the minutes of the May State Board meeting. Mr. Jones seconded. Motion carried 10-0.

MOTION
(00:09:44)

COMMISSIONER'S REPORT

In his monthly report, Commissioner Randy Watson referenced several historical events from 1968 and his personal recollection of tensions in the U.S. that parallel tensions of today and divisions among society. He commented on the deep-seeded work underway in education and accomplishments since the *Kansans Can* vision was enacted in 2015. Dr. Watson recounted the increased level of rigor to the standards, emphasis on student success skills, focus on social-emotional growth, increased civic engagement, and tracking of students' postsecondary routes.

(00:10:07)

CITIZENS' OPEN FORUM

No written public comments were submitted for the meeting.

Kansas leads the world in the success of each student.

ACTION ON RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION (KESA)

(00:42:16)

The State Board of Education approved the KESA in 2016 as the new model to accredit schools in Kansas. The KESA shifts accreditation from schools to the district/system level as well as moves accreditation from a yearly event to a five-year improvement model approach. Four systems in the current cycle for accreditation review were presented for action. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo answered questions about the accreditation process. Comments included annual review visits (not just every five years), availability of data at any time, and systems' work to remedy any identified deficiencies. The Accreditation Review Council is a group of field representatives responsible for reviewing documentation, data and progress reports, and recommending a status to the State Board. Mr.

MOTION

(00:55:22)

McNiece moved to accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 259 Wichita, USD 393 Solomon, USD 491 Eudora and Kansas School for the Deaf. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition. (See "Requests for Future Agenda Items" section regarding proposed discussion topics).

UPDATE FROM KANSAS SCHOOL FOR THE DEAF

(01:00:52)

Luanne Barron, Superintendent for Kansas School for the Deaf, summarized activities for KSD students during the pandemic, including the school's Continuous Learning Plan and multiple learning opportunities for use at home. She reported on survey feedback received from parents and students reflecting on online learning. Her update also included the following:

- preparations for returning to school this fall
- extended school year conducted virtually for three weeks this summer
- traditional graduation ceremony for seniors moved to June 22
- first Seal of Biliteracy recipient who was recognized for skills in both English and American Sign Language
- review of district policies, which will be combined into one handbook with KSSB.

BREAK

Board members took a break from 11:25 to 11:35 a.m.

UPDATE FROM KANSAS STATE SCHOOL FOR THE BLIND

(01:26:21)

Jon Harding, Superintendent for Kansas State School for the Blind, briefed members on KSSB's Continuous Learning Plan implementation, extended school year program, and preparations for return to the school campus this fall. Mr. Harding commented on accomplishments during the time of remote learning, such as positive experiences with podcasting and parent engagement, as well as lessons learned. He also reported on the following:

- Resident program policies
- Aug. 17 KSSB playground opening
- Preschool enrichment program
- Staffing additions
- Mobile STEM unit

ACTION ON APPOINTMENTS TO SPECIAL EDUCATION ADVISORY COUNCIL

(01:45:46)

One of the major functions of the Special Education Advisory Council (SEAC) is to serve as a liaison between the statewide populace and the State Board of Education. The requirements of membership and representation on the SEAC are identified in the Individuals with Disabilities Education Act and Kansas Statute. KSDE Director Bert Moore presented the Council leadership's recommendations to fill vacancies on the SEAC. Mr. McNiece moved to reappoint Dr. Chelle Kemper and Laura Thompson to a second term and to appoint Jennifer Kucinski, Trisha Backman, Amy Zimmerman, Marvin Miller and Jennifer Kurth to the Special Education Advisor Council with their

MOTION

(01:54:17)

terms effective July 1, 2020 through June 30, 2023. Mr. Porter seconded. Discussion included fulfilling majority requirements and other current vacancies. Motion carried 9-0-1 with Mr. Roberts abstaining.

At 12:10 p.m., Chairman Busch recessed the meeting for lunch.

LUNCH

At 1:05 p.m., Chairman Busch reconvened the video conference meeting.

RECOGNITION OF KANSAN TABATHA ROSPROY AS NATIONAL TEACHER OF THE YEAR

On May 21, Tabatha Rosproy, 2020 Kansas Teacher of the Year, was announced as the 2020 National Teacher of the Year. She is a preschool teacher for Winfield Early Learning Center's Cumbernauld Little Vikes program in Winfield USD 465. She becomes the first early childhood educator to be named National Teacher of the Year. Mrs. Rosproy joined the Board via video conference to be recognized for this honor. During her remarks, she noted that she will be advocating at the national level on two main messages: early childhood education as a foundational element and support of instilling social-emotional themes like empathy and self-regulation. At present, she is already scheduled for 150 speaking engagements. The National Teacher of the Year program is run by the Council of Chief State School Officers.

P.M. SESSION
(02:02:52)

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR BUILDING LEADERSHIP AND DISTRICT LEADERSHIP

Institutions of higher education utilize program standards to develop their preparation programs and ensure continuous monitoring and improvement. KSDE's Dr. Catherine Chmidling and Dr. Mischel Miller explained the revisions to the standards for building and district leadership. Several of the changes were reflective of Board member feedback last March to include social-emotional well-being, inclusiveness, and collaboration with families and communities. Board members asked questions or commented on the content and process for implementation. Dr. Cheryl Redding from the University of Saint Mary was available to help answer questions about the revisions. Mr. Jones moved to approve the new educator preparation program standards for Building Leadership PreK-12 and District Leadership PreK-12. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts voting in opposition.

(02:21:27)

MOTION
(02:42:54)

UPDATE ON MENTAL HEALTH INTERVENTION PILOT PROGRAM

The Mental Health Intervention Team Program was originally passed by the 2018 Legislature as a one-year pilot and then was approved for an additional year. A total of 32 school districts are participating, up from nine the first pilot year. The program focuses on behavioral health partnership between the school district and Community Mental Health Center(s) to benefit students and families. The program reports 3,009 students received services in 2019-20, just one of several measurable data points. In addition to the staff update, two school districts — Leavenworth USD 453 and Wabaunsee USD 329 — shared how the program has benefitted their students with availability of a school-based therapist, intervention services, crisis response and reduction in office referrals. Additional districts will be able to apply for program funding this summer.

(02:43:43)

Mr. Roberts exited the Zoom meeting for the remainder of the afternoon.

UPDATE ON WORK OF THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL

Education Program Consultant Myron Melton provided an update on work of the School Mental Health Advisory Council, which was formed by the State Board of Education in July 2017. His report focused on progress addressing recommendations from the Kansas Blue Ribbon Task Force on Bullying. Among the Council's initial actions are assigning subgroups to tackle specific areas

(03:19:38)

such as cyberbullying, utilizing Kansas Communities That Care survey data and identifying gaps in resources. Board members discussed schools' accountability for reduced bullying incidents, the need for a common bullying definition, importance of training and involvement of parents.

BREAK

There was a 10-minute break at 2:53 p.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

MOTION
(03:53:31)

Linda Sieck, Chair of the Professional Practices Commission, represented the PPC in presenting a single case for consideration this month. Mr. Porter moved that the State Board of Education deny the application for an Emergency Substitute license in case 19-PPC-50. Mrs. Dombrosky seconded. Motion carried 9-0 with Mr. Roberts absent for the vote.

REPORT ON WORK-BASED LEARNING PILOT PROGRAM

(03:55:04)

The Scale High Quality Work-Based Learning Pilot involves five workforce regions providing students opportunities to grow through experience. Among the many partners are a regional workforce center or local workforce board, community and/or technical colleges and school districts. Presenters were Bob Kreutzer Work-Based Learning Coordinating Council Co-Chair, providing an overview of the program; Jack Frederick, Chair of the Kansas Advisory Committee for Career and Technical Education, sharing personal experiences with work-based learning; KSDE's Natalie Clark, who talked about the continuum areas of career awareness, exploration and preparation. She described pilot project examples and highlights from each of the five regions. Scaling the WBL pilot involves modeling for other secondary schools utilizing a regional work-based learning intermediary and providing professional development content training.

INFORMATION FROM HAYSVILLE USD 261 ON RECESS MODEL

(04:27:55)

Haysville USD 261 Superintendent Dr. John Burke and Assistant Superintendent Jennifer Reed described a new initiative in the district's elementary schools based on research finding that increased physical activity throughout the day enhances academic achievement. Recreation, Engagement, Communication, Exploration Social-Emotional, Success are combined into R.E.C.E.S.S. The purpose of the program is to bridge the gap between academic engagement and social emotional learning by providing four 15-minute recesses throughout the day. Students will be encouraged to engage in imaginative play and positive interaction with peers. Expected benefits are increased attention in the classroom and improved student wellness.

ACTION ON CONSENT AGENDA

MOTION
(04:45:54)

Dr. Horst moved to approve the Consent Agenda as presented. Mrs. Clifford seconded. Motion carried 9-0 with Mr. Roberts absent. In the Consent Agenda, the Board:

- received the monthly Personnel Report for May.
- confirmed the unclassified personnel appointment of Marcia Fiorentino as Education Program Consultant on the Career, Standards and Assessment Services team, effective May 18, 2020, at an annual salary of \$56,118.40.
- approved, with modifications, the in-service education plans for USD 106 Western Plains, USD 206 Remington-Whitewater, USD 233 Olathe, USD 242 Weskan, USD 267 Renwick, USD 305 Salina, USD 345 Seaman, USD 353 Wellington, USD 408 Marion-Florence, Southeast Kansas Educational Service Center (Greenbush), Sedgwick County Interlocal, ESSDACK, Southwest Plains Regional Service Center.
- approved the Interlocal Agreement entered into to create the South Central Kansas Education Service Center, aka Orion Education and Training.

- approved recommendations for funding continuation Kansas 21st Century Community Learning Centers Grants for 2020-21 as follows: USD 101 Erie \$88,457; USD 108 Washington County \$95,000, Washington County HS \$100,000; USD 209 Moscow Public Schools \$82,600; USD 210 Hugoton \$65,000; USD 214 Ulysses \$64,998; USD 218 Elkhart \$65,000; USD 225 Fowler Public Schools \$70,161; USD 235 Uniontown \$103,387; USD 244 Burlington \$64,571; USD 248 Girard \$64,984; USD 250 Pittsburg \$74,562; USD 252 Southern Lyon \$94,929; USD 257 Iola (Jefferson) \$65,000; USD 257 Iola (McKinley/Lincoln) \$70,000; USD 259 Wichita (Adams) \$59,632; USD 259 (Cleaveland) \$50,000; USD 259 Wichita (Linwood) \$69,541; USD 259 Wichita (Ortiz) \$50,000; USD 259 Wichita (Park) \$57,760; USD 259 Wichita (Spaght) \$98,257; USD 259 Wichita (Washington) \$99,580; USD 259 Wichita (White) \$98,257; USD 261 Haysville (Middle School) \$64,958; USD 282 West Elk \$92,099; USD 286 Chautauqua \$105,081; USD 290 Ottawa (Garfield) \$57,540; USD 290 Ottawa (Sunflower/Lincoln) \$67,439; USD 305 Salina (Oakdale) \$75,000; USD 315 Colby \$75,000; USD 322 Onaga \$124,860; USD 349 Stafford (Elementary) \$70,000; USD 349 Stafford (Middle School) \$71,344; USD 352 Goodland \$64,999; USD 361 Chaparral \$116,509; USD 367 Osawatomie \$99,613; USD 374 Sublette \$77,624; USD 379 Clay County (Lincoln/Garfield) \$64,956; USD 383 Manhattan-Ogden (Bergman) \$65,000; USD 383 Manhattan-Ogden (Ogden) \$70,000; USD 386 Madison-Virgil \$70,000; USD 387 Altoona-Midway \$104,933; USD 435 Abilene \$65,000; USD 443 Dodge City \$69,914; USD 445 Coffeyville \$65,000; USD 445 Coffeyville (Preschool) \$72,342; USD 446 Independence \$65,000; USD 461 Neodesha \$66,564; USD 466 Scott City \$70,000; USD 475 Geary County (Seitz) \$99,985; Geary County (Ware) \$70,000; USD 475 Geary County (Washington/Grandview) \$70,000; USD 475 Geary County (Westwood) \$99,750; USD 498 Valley Heights \$73,267; USD 499 Galena \$65,000; USD 500 Kansas City (New Stanley) \$65,000; USD 500 Kansas City (Silver City) \$65,000; USD 500 Kansas City (Whittier) \$65,000; USD 501 Topeka (Quincy) \$65,000; USD 501 Topeka (Robinson) \$65,000; USD 506 Labette County \$99,992; Boys & Girls Club of Lawrence (Cordley) \$75,000; Boys & Girls Club of Lawrence (Hillcrest) \$65,000; Boys & Girls Club of Lawrence (Kennedy) \$65,000; Boys & Girls Club of Lawrence (Teen Center) \$100,000; Boys & Girls Club of Lawrence (Woodlawn) \$65,000; Boys & Girls Club of Manhattan (Eisenhower) \$75,000; Boys & Girls Club of Manhattan (Lee) \$65,000; Boys & Girls Club of Manhattan (Roosevelt) \$65,000; Boys & Girls Club of Hutchinson (AAA) \$100,000; Boys & Girls Club of Lawrence (Prairie Park) \$100,000; Boys & Girls Club of Lawrence (Schwegler) \$75,000; Boys & Girls Club of Manhattan (Bluemont) \$75,000; Boys & Girls Club of Manhattan (Northview) \$75,000; Boys & Girls Club of Topeka (Montara) \$75,000; Boys & Girls Club of Topeka (Tecumseh South) \$70,000; Boys & Girls Club of Topeka (Tecumseh North) \$70,000; Catholic Charities of Wichita (St. Anne's) \$68,927; KCK Community College (Schlagle HS/Central MS) \$65,000; KCK Community College (Wyandotte HS) \$70,000; YMCA of SW Kansas (DCASA) \$75,000; YMCA of SW KS (Y LRNS) \$75,000; YWCA of NE KS (Ross) \$75,000; YWCA of NE KS (Williams Magnet) \$64,833. Total award amount: \$6,374,195.
- approved recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2020-2021 as follows: Boys & Girls Club of Greater Kansas City (Breidenthal) \$101,957; Boys & Girls Club of Greater Kansas City (Olathe) \$100,966; Boys & Girls Club of Lawrence (New York) \$75,000; Boys & Girls Club of Lawrence (Pinckney) \$75,000; USD 459 Bucklin \$114,889; USD 436 Caney Valley \$101,765; USD 349 Clay County (Wakefield) \$68,597; USD 216 Deerfield \$97,597; USD 457 Garden City (Wilson, Ornelas) \$102,000; USD 367 Osawatomie \$99,987; USD 504 Oswego \$117,523; USD 235 Uniontown (K-3) \$115,112. Total award amount: \$1,170,393.
- approved recommendations for funding continuation of the Kansas Middle School After School Advancement Grants for the 2020-21 school year as follows: Boys & Girls Club of Hutchinson \$16,375; Boys & Girls Club of Lawrence \$16,375; Boys & Girls Club of Manhattan

\$16,375; Boys & Girls Club of Topeka (Teen Center) \$16,375; Cherry Street Youth Center \$10,375; USD 491 Eudora \$16,375; USD 457 Garden City \$16,375; USD \$500 Kansas City Kansas \$16,375. Total award amount: \$125,000.

- approved recommendations for funding the Kansas After School Enhancement Grants for the 2020-21 school year as follows: Boys & Girls Club of SC KS (Wichita) \$11,700; Boys & Girls Club of Hutchinson \$15,006; Boys & Girls Club of Lawrence \$14,206; Boys & Girls Club of Manhattan \$15,006; Cherry Street Youth Center \$9,000; USD 396 Douglass \$15,006; USD 310 Fairfield \$5,495; USD 457 Garden City \$11,700; Greater Wichita YMCA \$14,388; USD 446 Independence \$8,573; USD 500 Kansas City Kansas \$9,000; Kansas Reading Roadmap \$12,522; USD 373 Newton \$15,006; USD 335 North Jackson \$5,559; USD 498 Valley Heights \$10,327; USD 259 Wichita \$15,006. Total award amount: \$187,500.
- approved IDEA Title VI-B Special Education Targeted Improvement Plan grants for 2020-2021 as follows: USD 115 Nemaha Central (Marshall/Nemaha Co. Ed. Services Coop) \$16,675; USD 202 Turner-Kansas City \$31,443; USD 207 Ft. Leavenworth \$14,386; USD 229 Blue Valley \$121,200; USD 230 Spring Hill \$14,761; USD 231 Gardner-Edgerton \$24,887; USD 232 De Soto \$29,134; USD 233 Olathe \$150,814; USD 234 Ft. Scott \$16,986; USD 244 Burlington (Coffey County SpEd Coop) \$17,741; USD 253 Emporia (Flint Hills SpEd Coop) \$59,356; USD 259 Wichita \$351,381; USD 260 Derby \$47,609; USD 261 Haysville \$33,813; USD 263 Mulvane \$18,094; USD 273 Beloit SpEd Coop \$22,801; USD 282 West Elk (Chautauqua and Elk Co. SpEd Services) \$17,225; USD 290 Ottawa \$21,229; USD 305 Salina (Central Kansas Coop in Education) \$111,383; USD 308 Hutchinson \$42,846; USD 320 Wamego Special Services Coop \$25,870; USD 321 Kaw Valley \$12,978; USD 330 Mission Valley \$10,865; USD 333 Concordia (Learning Coop of North Central KS) \$35,407; USD 336 Holton SpEd Coop \$30,887; USD 345 Seaman \$27,035; USD 353 Wellington \$18,708; USD 364 Marysville (Marshall County SpEd Coop) \$14,402; USD 368 Paola (East Central KS SpEd Coop) \$68,962; USD 372 Silver Lake \$11,420; USD 373 Newton (Harvey Co. SpEd Coop) \$39,845; USD 379 Clay Center (Twin Lakes Education Coop) \$26,142; USD 383 Manhattan-Ogden \$43,550; USD 389 Eureka \$12,315; USD 405 Lyons (Rice Co. Special Services Coop) \$22,084; USD 407 Russell County \$11,693; USD 409 Atchison Public Schools \$18,908; USD 418 McPherson (McPherson County SpEd Coop) \$38,785; USD 428 Great Bend (Barton Co. Coop Program of Special Services) \$39,231; USD 437 Auburn-Washburn \$37,066; USD 450 Shawnee Heights \$27,193; USD 453 Leavenworth \$24,953; USD 457 Garden City \$54,589; USD 458 Basehor-Linwood \$16,283; USD 465 Winfield (Cowley County Special Services Coop) \$53,477; USD 469 Lansing \$19,440; USD 475 Geary County Schools \$51,398; USD 480 Liberal \$33,084; USD 489 Hays (Hays West Central KS SpEd Coop) \$34,343; USD 495 Ft. Larned (Tri -County Special Services Coop) \$17,136; USD 497 Lawrence \$76,744; USD 500 Kansas City (Wyandotte Comprehensive SpEd Coop) \$171,825; USD 501 Topeka Public Schools \$113,195; USD 512 Shawnee Mission Public Schools \$211,822; D0 602 Northwest KS Ed. Service Center - Oakley \$57,958; D0 603 ANW SpEd Coop—Humboldt \$54,770; D0 605 South Central KS SpEd Coop - Pratt \$63,264; D0 607 Tri-County SpEd Coop \$71,443; D0 608 Northeast KS Ed. Service Center \$42,460; D0 610 Reno County Ed. Coop - Hutchinson \$41,148; D0 611 High Plains Ed. Coop - Ulysses \$76,130; D0 613 Southwest KS Area Coop - Ensign \$77,120; D0 614 East Central KS Coop - Baldwin City \$27,097; D0 615 Brown County KS SpEd Coop- Hiawatha \$20,703; D0 616 Doniphan County Ed. Coop - Troy \$16,093; D0 617 Marion County SpEd Coop - Marion \$26,637; D0 618 Sedgwick County Area Ed. Services - Goddard \$118,123; D0 619 Sumner Co. Educational Service - Wellington \$19,012; D0 620 Three Lakes Ed. Coop - Lyndon \$33,019; D0 636 North Central Kansas SpEd Coop Interlocal - Phillipsburg \$37,736; D0 637 Southeast KS SpEd Interlocal - Pittsburg \$96,564; D0 638 Butler Co. SpEd Interlocal - El Dorado \$96,827; S0 507 State Hospital Training Center-Parsons \$3,705; S0 521 Dept. of Corrections \$19,440; S0 604 KS School for the Blind \$4,300; S0 610 KS School for the Deaf \$10,235. Total award amount: \$3,629,183.

authorized the Commissioner of Education to negotiate and

- enter into a contract with Diane Gjerstad to provide assistance with the Mental Health Intervention Team Pilot program in an amount not to exceed \$60,000 for Fiscal Year 2021.

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Committee reports were given on Virtual and Charter School Advisory Committee by Mrs. Dombrosky, Confidence in Kansas Public Education Task Force and KACEE by Mrs. Waugh, Coordinating Council by Ms. Busch and Mrs. Clifford. Individual written reports of member activities were provided electronically.

(04:46:29)

Board Attorney Mark Ferguson reported on Kansas School for the Deaf NEA negotiations. He also noted continued conversations were occurring as part of KSSB mediation with an employee.

Requests for Future Agenda Items —

- Discuss structure and protocol of Outside Visitation Teams working with KESA (Mr. Porter)
- KESA discussion, including distinction between process and product (Mr. Jones) and proactive measures to stop bullying (Mrs. Mah)
- Federal and state regulations concerning career and technical ed programs (Mr. Jones)

APPOINTMENT OF TEMPORARY COMMITTEE

Chair Report—Ms. Busch commented on the recent Coordinating Council meeting with KSDE and the Board of Regents. A temporary committee will convene to study high school graduation requirements and compare to Board of Regents' changes in college admissions. Assignees from the State Board are Mr. McNiece, Mrs. Mah and Mr. Porter. They will join a representative from KBOR and two high school principals on the committee. The committee will then prepare a report for the State Board.

(04:57:55)

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mr. Porter moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 9-0.

MOTION
(05:04:22)

RECESS

Chairman Busch recessed the meeting at 4:15 p.m. until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, June 10, 2020

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on June 10, 2020. The meeting was conducted virtually by video conference and was broadcast livestream for the public.

(00:00:08)

ROLL CALL

The following Board members participated:

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

APPROVAL OF AGENDA

Dr. Horst moved to approve the Wednesday agenda as presented. Mrs. Clifford seconded. Motion carried 8-1 with Mr. Roberts voting in opposition and Mr. Jones absent for the vote.

MOTION
(00:01:06)

DISCUSSION ON GUIDANCE FOR REINTEGRATION AND REOPENING SCHOOL FOR FALL

Dr. Brad Neuenswander and Craig Neuenswander reported on current work to prepare schools for safely reopening buildings this fall and to give districts instructional options in the event that school is disrupted again. When the COVID-19 pandemic resulted in school buildings being closed this spring, emergency Continuous Learning Plans were developed to complete the remainder of the school year. Guidance being created now has a different focus and is regarded as an accountability model.

(00:02:35)

Approximately 700 volunteers — led by educators, health officials, KSDE staff and others — began in Stage 1 planning guidance for operations and instruction. Stage 2 involves an Oversight Committee, led by Valley Center Superintendent Cory Gibson and 2015 Kansas Teacher of the Year Shannon Ralph. Stage 3 involves guidance for implementation, including professional development and training.

Dr. Neuenswander explained that options for competency-based learning are organized by grade bands, focusing on STEAM (science, technology, engineering, arts and math) and the humanities. The operations side focuses on areas such as sanitation, transportation, spacing in classrooms, co-curricular activities, etc. Once the document “Navigating Change 2020” is complete and has been vetted, the information will be presented to the State Board at the July meeting before being released to school districts. During discussion, Board members asked about protection against litigation from Coronavirus claims, accountability for quality remote learning, inclusion of social-emotional support and auditing seat time. Commissioner Watson assisted with answering questions and providing clarification. Schools and local boards of education will decide how to use the “Navigating Change 2020” information.

BREAK

Board members took a break from 10:37 to 10:47 a.m. Board member Jean Clifford disconnected from the meeting.

LEGISLATIVE MATTERS

(01:39:17)

Members took a preliminary look at budget options for education state aid programs in Fiscal Year 2022. Deputy Commissioner Dale Dennis explained that most major financial decisions were made by the courts and legislature. Mr. Dennis and Director of School Finance Craig Neuenswander reviewed each of the many categories of aid, provided a historical record of funding, and budget options for consideration. These program options for FY 2022 will be discussed next month as the State Board makes final budget recommendations to the Governor as required by statute.

EXECUTIVE SESSION

MOTION
(02:22:35)

Mrs. Waugh moved to enter into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed. The session would begin at 11:42 a.m. for 20 minutes and the open meeting would resume via video conference at 12:02 p.m. Commissioner Randy Watson was invited to join the session. Mr. Roberts seconded. Motion carried 9-0 with Mrs. Clifford absent for the vote.

ADJOURN

The open meeting resumed at 12:02 p.m. and Chairman Busch immediately adjourned the meeting.

The next State Board meeting is July 14 and 15.

Kathy Busch, Chairman

Peggy Hill, Secretary



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

Item Title: Citizens' Open Forum

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:

Jeannette Nobo

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 8/11/2020

Item Title:

Act on recommendations for Kansas Education Systems Accreditation

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 202 Turner, USD 303 Ness City, USD 389 Eureka and X0758-1881 Heartspring.

Explanation of Situation Requiring Action:

The State Board of Education approved the Kansas Education Systems Accreditation (KESA) in 2016 as the new model to accredit schools in Kansas. The KESA shifts accreditation from schools to the district/system level as well as moves accreditation from a yearly event to a five-year continuous improvement model approach. When a district/system moves through the KESA process and obtains an accreditation status, that accreditation status encompasses all buildings within that system.

This 2019-2020 school year, there are 29 systems scheduled for accreditation. Due to COVID-19, not all systems were able to complete their visits and therefore they have been given until the end of October 2020 to complete their visits. Consequently, systems to be accredited this year will be forwarded for review and action each month through December 2020.

In June, the Accreditation Review Council (ARC) reviewed the documentation of eight systems, both public and private, for the purpose of determining an accreditation recommendation. Upon review of the documentation, data and process reports, the ARC forwards four systems' Executive Summaries to the State Board with the recommendation of approving them for an accreditation status of Accredited. These executive summaries were presented to the State Board for review at their July State Board meeting.

Attachments: Executive Summaries for USD 202 Turner, USD 303 Ness City, USD 389 Eureka and X0758-1881 Heartspring

Accreditation Summary

Date: 06/10/2020

System: D0202 Turner-Kansas City (0000)

City: Kansas City

Superintendent: Jason Dandoy

OVT Chair: Mary Jean Grindel

Executive Summary/AFI

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

ARC Comment

The system has worked on new testing procedures to help bring their assessment participation rates into compliance. All compliance requirements were met as verified by KSDE.

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

ARC Comment

All foundational areas have been addressed and evidence was provided.

Tiered Framework of Support - The district is using the MTSS model and have implementation guides and assessments at each level.

Stakeholder Engagement – Evidence is noted that Turner was able to pass a bond with 70% voter approval. They also publish monthly newsletters on their website to keep stakeholders informed.

Diversity and Equity – Turner sends out communication in both, English and Spanish to meet their Hispanic family's needs. They also started a Hispanic Chapter of Turner's PTA. Additionally, they also have a Special Education Parent Teacher Association (SEPTA).

As to the other foundational structures focused on the Rose Capacities, they have curriculum and standards in place to address each of the academic areas utilizing best practices such as Communication/Basic /skills English Language Arts 150 min a day K-5, 90 min 6-7, 50 min 8-12; a counselor and social worker assigned to work with students in every building, and dual credit opportunities for students.

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

ARC Comment

Three main strategies were incorporated into this goal: Personalized Learning, Fidelity to Curriculum and 21st Century Authentic Learning. Under personalized learning, the system wanted to increase parent contact regarding student achievement. To do this the district utilized a program called Schoology to meet the goal. Also, greater cohesion and structure for their MTSS process was made a focus.

The second strategy was dedication to fidelity in the curriculum. The district adopted resources according to the curriculum rotation, providing new resources in mathematics at the secondary level and science, social studies and English Language Arts at the elementary level during this cycle. They implemented curriculum mapping teams in the core subject areas they met to revise pacing guides and curriculum maps.

The third strategy focused on 21st Century authentic learning, with an emphasis on data collection, analysis and action. The focus/emphasis on data collection is clear. Turner is using NWEA MAP, other assessments, and their classroom common assessment aligned to the standards-based curriculum as their data focus, along with locally developed maps and pacing guides. However, how authentic learning is being implemented was not clear from the reports.

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

ARC Comment

In the area of Relationship Turner focused on Staff and Community. In regards to staff, the focus was on employee support. Strategies implemented for this were recognition and rewards program, improvements in mentoring and onboarding programs, and professional development. Staff are surveyed and asked about these programs providing Turner with the opportunity to adjust as needed. Additionally, Turner's Board of Education allocated new money to the salary schedule to be more competitive in the Kansas City Metro area.

The second component of the goal is developing community connections. The OVT reported that the system has made multiple positive additions that have led to increased community connections and partnerships. Both, the system and OVT provided evidence that documents activities and strategies were identified, implemented and produced reasonable results such as survey results, community interaction via email, phone calls, and walkthrough data from system administrators.

The system invested in social media to provide information to the community regarding recognitions, reminders of system events, and general system news. This has yielded positive results as evidenced by the increase in social media followers; an increase of 1300 from July 2019 to May 2020. The system attributes its social media with the successful passing of its bond vote. Turner has been very active in the community as evidenced by various events held such as working with senior citizens, forming partnerships with Kansas City Farm School, and firefighters visiting the elementary schools.

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

When Kansas implemented a systems approach to accreditation with KESA, USD 202 aligned their Strategic Plan with each of the Criteria within each of the Components of each of the KESA Rubrics. The Turner School District's Five-Year Strategic Plan, together with the improvement structures the system has in place, will provide the strength to support their improvement programming moving forward. All building school improvement plans are aligned to the district's strategic plan. It was stated that the district has a culture of continuous learning engaging all stakeholders.

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

ARC Comment

The evidence indicates growth in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

All buildings completed the Student Risk Screening Scale. Building teams analyzed the data. The number of Due Process hearings has declined from a high of 106 in the 2017-18 school year to 58 in the 18-19 school year to just 36 hearings at the end of the third quarter. In the analysis of data at the conclusion of the 2018-2019 school year, behavior events had declined in seven of the eight schools. Data review and analysis helped teachers intervene and provide supports to students in crises decreasing the number of students showing signs of suicide. This is an indicator of the district's focus on a positive learning environment.

Kindergarten Readiness

Two thirds of the four-year-old Pre-K students start kindergarten in Turner. Their focus is on engaging birth to PK children by reaching out to childcare providers and offering professional learning opportunities. A Kansas Health Foundation grant allowed Turner to hire an early literacy specialist to work with parents and childcare providers. Turner plans to improve literacy skills prior to students arriving to Pre-School.

Individual Plans of Study

All students begin exploring careers and their own interests in sixth grade. This exploration continues in 7th and 8th grade with more components. All 9th grade students must enroll in the semester course Future 101. Throughout the next three years, students complete skill lessons in Xello (a college and career readiness program) and build their plan of study. They participate in a mock job interview, learn about building resume's, Pathways, Dual Enrollment, and look at the college application process. Employability-skills are implicitly taught through lessons including social skills or character lessons.

High School Graduation Rate

Thirty-three percent of the non-graduates in 2019 were students that transferred to the district during middle or high school. In order to improve this data, a New Student Day structure has been put in place for these new students. The expectation is that results of this intervention will be seen during the next cycle. Additionally, the district reformed the long-term suspension alternative program with the position of Dean of Students. The Dean oversees truancy efforts and meets regularly with students along with a counselor. The intent is to address the chronic absenteeism present in the system. Preliminary results are positive with students attending earning more credits than in previous years.

Postsecondary Success

The system has a five-year effectiveness rate of 28%. The effectiveness rate falls within the 95% Confidence Interval. Although Turner is considered average compared to similar districts, they hope that the interventions being put in place to improve graduation rates as well as their individual plans of study progress will help and show an increase in postsecondary effectiveness rates each of the next five years of its accreditation cycle.

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

ARC Comment

Many stakeholders are involved in the goal setting review and reflective practices and attainment process. District and building site councils, Employee Support Committee, PTAs and other stakeholders provide feedback. A needs Assessment survey is used to gather information from teachers, parents and community members. The 5 Essentials Survey (a survey of learning conditions) is given annually to provide feedback to the system. Examples of changes made as a result of the feedback was provided.

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

ARC Comment

The System Yearly Update Report: Year Five and the OVT Chair Annual Summary Report reflected the sharing of information and evidence. The reports reflected a mutual effort to tell the system's story.

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

ARC Comment

The reports reflected the use of district and building level committee working on the two goals, the collection of data to drive decisions, and the use of stakeholders to provide feedback to the system. The system has reflected on their practices and made changes to improve when necessary.

ARC Recommendation

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

Justification

The system has addressed all components of the KESA process with fidelity. Evidence indicated that the system is competent and credible.

Strengths

The KESA process was completed with fidelity for this cycle. The System was responsive to their data and input from their OVT. Challenges experienced by the district were addressed and acted upon to provide continuous improvement for all students and staff. The systems strategic plan along with an alignment of its school plans to that of the district is commended. Their community engagement efforts are also a strength.

Challenges

Additional clarity in their data collection and analyses would benefit their improvement process. Writing clear and concise goal statements for the next cycle. Need to look at fidelity of implementation more closely. Now that they have curriculum, standards and implementation guides how will they hold the schools accountable to its fidelity of implementation and how will they know it is happening? What will be the evidence that indicates fidelity of implementation is taking place? Although authentic learning was part of their goals, it was not clear how this was being done. More clarity around authentic learning would be of benefit.

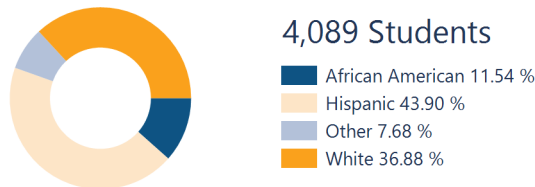


Turner-Kansas City USD 202

800 South 55th Street, Kansas City, KS 66106-1566
(913) 288-4100
<http://www.turnerusd202.org>

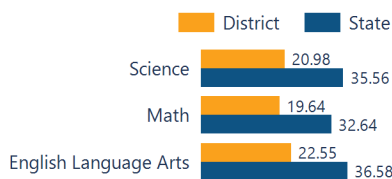
District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12,NG**
Superintendent: **Jason Dandoy**

Demographics

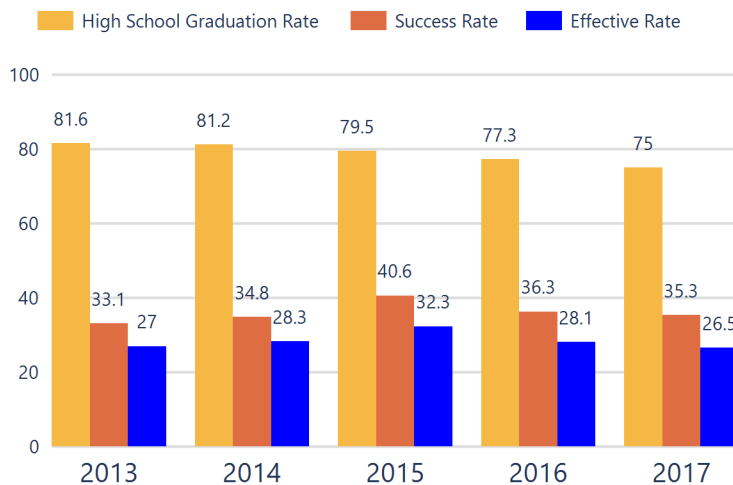


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: 73.7%	District ESSA Expenditures Per Pupil
87.5	
State: 92.8%	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.
94.5	
State: 21.4%	Click here for State Financial Accountability.
13.9	
State: 3.4%	
1.4	

\$10,221

State:
\$11,415



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.72	43.93	44.27	43.32	45.60	55.66	42.03	41.89	50.90
Level 2	36.21	29.71	25.50	38.31	33.62	27.22	38.31	35.54	28.10
Level 3	13.64	19.16	14.04	14.33	17.64	13.13	15.04	18.80	16.76
Level 4	3.13	3.32	3.65	4.02	3.12	3.97	4.60	3.75	4.22

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.05	45.77	47.84	45.35	48.80	56.63	43.81	44.94	55.70
Level 2	36.79	30.24	24.41	37.81	32.31	26.05	39.17	36.21	26.91
Level 3	12.95	17.65	12.79	13.69	16.55	13.78	13.14	16.52	14.65
Level 4	2.31	2.81	2.99	3.14	2.31	3.52	3.86	2.31	2.72

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	73.85	72.61	60.95	74.50	79.20	80.41	77.08	75.52	82.75
Level 2	14.52	14.52	10.47	20.39	16.00	14.43	17.91	20.25	10.34
Level 3	3.31	5.80	2.85	3.52	4.80	5.15	2.91	2.95	6.89
Level 4	1.65	0.82	0.95	1.56	0.00	0.00	2.08	1.26	0.00

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.32	49.38	57.44	55.37	58.84	81.01	54.23	57.20	65.68
Level 2	34.56	31.68	15.95	35.53	27.57	13.92	37.28	30.08	23.52
Level 3	11.11	12.34	10.63	7.85	12.34	5.06	7.62	11.44	8.82
Level 4	0.82	1.23	1.06	1.23	1.23	0.00	0.84	1.27	1.96

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.51	44.31	44.41	40.50	44.58	54.35	41.67	41.45	55.92
Level 2	38.06	30.44	25.41	40.71	34.90	29.55	39.73	38.14	25.77
Level 3	13.88	18.30	14.24	15.32	17.97	13.19	14.91	17.41	15.46
Level 4	2.38	2.92	3.07	3.46	2.53	2.90	3.67	2.99	2.83

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

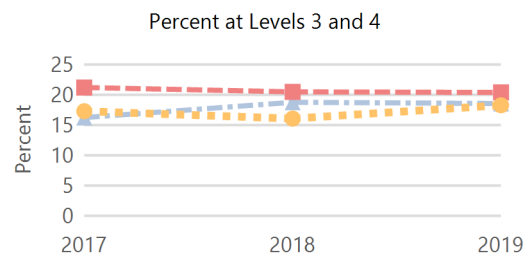
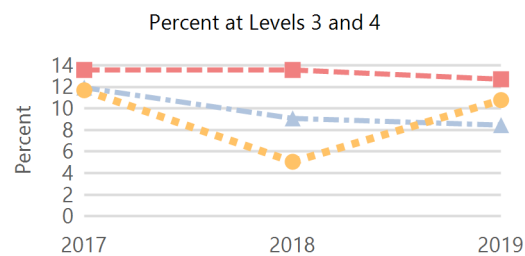
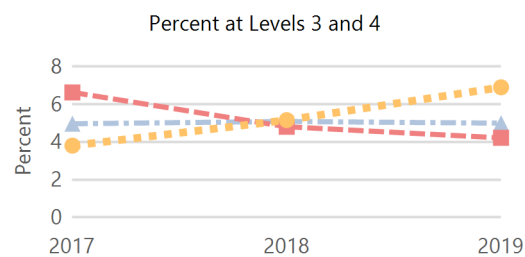
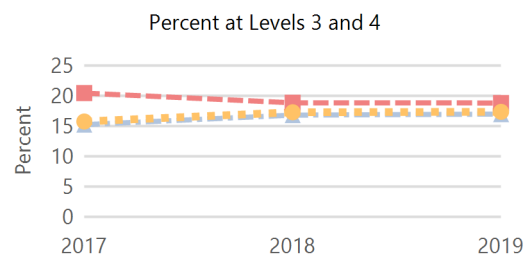
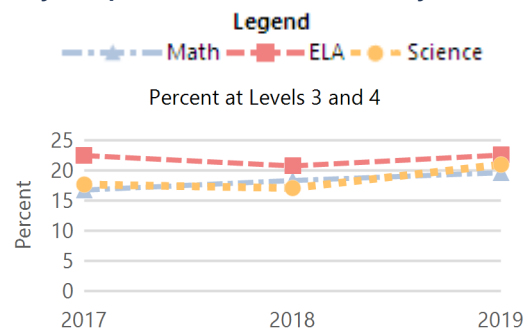
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	16.9
State	21.1

Accreditation Summary

Date: 06/10/2020

System: D0303 Ness City (0000)

City: Ness City

Superintendent: Derek Reinhardt

OVT Chair: Kelly Arnberger

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Evidence indicated that the system addressed, monitored, and made progress in many Foundational areas. The system identified that they find themselves in a situation of adjustment in all of the Foundational areas, due to the ever-changing population of students and turnover of staff.

Tiered Framework of Supports: Adjustments by the system are evident in the tiered framework. The system identified that at the HS level the seminar time was not effective, eliminated it, and added scheduled tier 2 and tier 3 classes at both the middle school and high school.

Stakeholder Engagement: Stakeholder engagement initiatives are reported to be high, and several examples were provided indicating many opportunities at all levels for students to engage with the community.

Diversity/Equity: The system has recognized a shift in demographics. In response, they have invested in several interventions throughout the district, such as ESOL endorsements. Currently, over 50% of the staff have earned those endorsements.

Communication/Basic Skills: The system aligned the ELA curriculum to the state standards. The staff has received training in literacy, vocabulary, and writing programs. The system has also implemented an instructional coaching model that has included video recording lessons to share as exemplars with all staff.

Civic and Social Engagement: The system has made efforts to increase the opportunities for civic and social engagement for students. One highlight of programming is the development and growth of relationships with local veterans.

Physical and Mental Health: Physical education and extensive co-curricular activities demonstrate a strong connection to physical health. The system has implemented consistent social-emotional learning lessons. The high school has developed a designated advisory time twice a week to incorporate this instruction.

Arts and Cultural Appreciation: The system provides a great number of opportunities for students to engage in fine arts. Students attend music classes daily in grades K-8 and band is offered in grades 5-12.

Postsecondary and Career Preparation: The system is performing above its expected success rate and that success has increased over the past three measured years. The system has made intentional efforts which are evidenced by an increase in the percentage of students completing CTE pathways, students participating in initial certification programs, and earning dual credits.

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

ARC Comment

The system identified relationships as their first goal area. This was in response to a high level of perceived bullying among students, parents, and community members through the KCTC survey data. Early in the cycle, staff determined that change would only happen with a focus on emphasizing and improving relationships among all members of the school community-- student-to-student, student-staff, and school-community. Throughout the cycle, the staff has continued to feel that relationships are the cornerstone in building an education system, and they have effectively taken several steps to grow and strengthen relationships among students, teachers, and community members.

The system implemented the Kansas Social, Emotional, and Character Development (SECD) standards which included training teachers and staff, allocating time for weekly SECD lessons and goal setting K-12, and publishing a two-page document which defined bullying and other inappropriate behavior and outlined what parents, staff, and students could and would do to deal with it.

A recommendation for the next cycle is for the system to establish a clear goal statement with a baseline measure providing growth measures and data points.

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

ARC Comment

The system has begun to realign their curriculum. They started with ELA and now are working on math. The system is realigning the curriculum to be more relevant to the students. Also, the system has increased community resources. The system made an intentional effort to tie into the community resources. At the secondary levels, the system has identified new course offerings based on their IPS data. They have increased dual credit opportunities for students based on the IPS data. Although the system did not provide KCTC or IPS data, the system accountability report shows a 100% graduation rate and a continual increase in postsecondary success. The system has earned Kansans Can Star Recognition of Gold for graduation and Silver for postsecondary success.

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

ARC Comment

The system is continually reviewing their improvement work. This is evident by their review and change of the tool the system uses to measure their growth and success on Social Emotional Learning. The system was using a tool they developed and found that it didn't provide them with the information that was needed. They settled on the Kansas Community That Cares survey and Social Academic and Emotional Behavior Risk Screener. Also, the system reports that they identified that their tiered system was not addressing the needs of the students and they adjusted what they were doing to meet the needs of the students.

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's accountability report indicated that they are at or above expectation in all State Board of Education (SBOE) goals. Some areas were identified by the OVT as being at the level of expectation and suggested for future planning toward improvement.

Board Outcomes

Social-Emotional Growth

The system has implemented the Kansas Social, Emotional, and Character Development (SECD) Standards which include training teachers and staff. The system has allocated time weekly for SECD lessons and goal setting. Their strategy to teach all stakeholders to properly define bullying and provide them with a proper and strong process for reporting concerns resulted in more open, calm conversations with parents and less negativity on social media in regards to bullying. Their emphasis on building relationships among all members of the school community--student-to-student, student-staff, and school-community--created connections that helped stakeholders develop greater social-emotional awareness, stronger conflict resolution skills, and the ability to tackle and overcome obstacles. Their intentional focus on relationships helped them make recognizable progress toward changing the culture of their school and community and gained them strong momentum moving toward their next step. Finally, the system has implemented Social Academic and Emotional Behavior Risk Screener (SAEBRS) this past year. A solid baseline was established, allowing for subsequent administrations of the survey to provide growth information. A recommendation for the next cycle is for the system to provide greater clarity of growth measures from data points.

Kindergarten Readiness

The system has a goal that 90% of their students will receive at least one year of early childhood programming prior to entering Kindergarten. The preschool graph demonstrates an understanding of the benefit of "kindergarten readiness" and brain development. The system has invested in early childhood and it demonstrates a true understanding of student success. A high number of children in the district take advantage of early learning opportunities. The system reports that they have received grants to support their early childhood goal. The system reports that they changed their registration process to strengthen their outreach process to parents. A recommendation for the next cycle is for the system to provide clear growth measures data points to support their statements of progress.

Individual Plans of Study

This was noted as an area of focus by the OVT. Although the OVT noted that the growth in post-secondary opportunities is commendable, they suggested developing offerings, schedule flexibility, and more focus on standards/competencies in order to improve the IPS. One highlight is that the system has increased off-campus opportunities for students. The system has increased their communication and involvement of their parents through the IPS process. This is noted in the change they made to an advisory-based structure and parent/teacher conferences.

High School Graduation Rate

The system's graduation rate for year five is outstanding at 100% as reported on the KSDE Accountability Report. The system had an average of a 97% graduation rate. The system received a gold star from KSDE on the Kansans Can Star Recognition program.

Postsecondary Success

The system's postsecondary success demonstrates performance above its expected success rate, and the success rate has increased over the past three reported years. The system shows a postsecondary success rate of over 60% in spite of significant shifts in student demographics and staffing. The system conducts its own annual alumni survey. The system has earned the Silver Star in the Kansans Can Star Recognition program.

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

ARC Comment

Some relevant stakeholder groups are represented, and are active participants that provide input to the system on their KESA process. Although site council meetings were held, attendance and participation were lacking. Efforts to improve engagement were evident, but the success of those efforts was limited. It is recommended that the system gather and analyze data to determine why events to involve stakeholders have not shown the success desired.

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

ARC Comment

The OVT chair indicated that during their visit that the system provided the information that was needed to complete the process. Evidence of responsiveness by the system to OVT recommendations was not clearly reported. A recommendation for the next cycle is for the system and OVT Chair to more directly provide the data in their report.

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

ARC Comment

The OVT and system both documented that the system met the requirements of the KESA process. The provided reports indicate discussions, activities and processes the system has completed. A recommendation for the next cycle is for the system and the OVT Chair to provide the specific report measures and/or growth evidence.

ARC Recommendation

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

Justification

The OVT and system both documented that the system met the requirements of the KESA process. The system has a continuous learning plan and has shown a continuous review of their system and adjustment to meet the needs of its students. Based on the KSDE Accountability Report, the system has continual progress on graduation rates and postsecondary success rates.

Strengths

A strength of this system is their graduation rate, effective rate, and success rate. All three scores are commendable and indicate the district is performing higher than expected when risk factors are figured into the formula. The system understands the need to make adjustments for their ever-changing population and commit to a process of continuous school improvement.

Challenges

The system has difficulty getting involvement from all stakeholders, despite continued efforts. The system struggles at times to connect data to actionable initiatives for school improvement. The district has self-identified chronic absenteeism and academic success as challenges and is making efforts through curriculum alignments and community outreach. The system will need to continue to work to get more community involvement in the district and building site council meetings.



Ness City USD 303

414 E Chestnut St, Ness City, KS 67560-1695
(785) 798-2210
www.nesscityschools.org

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

Demographics

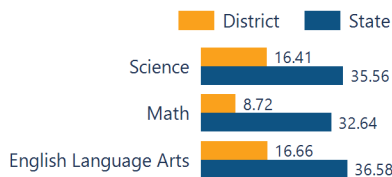


292 Students

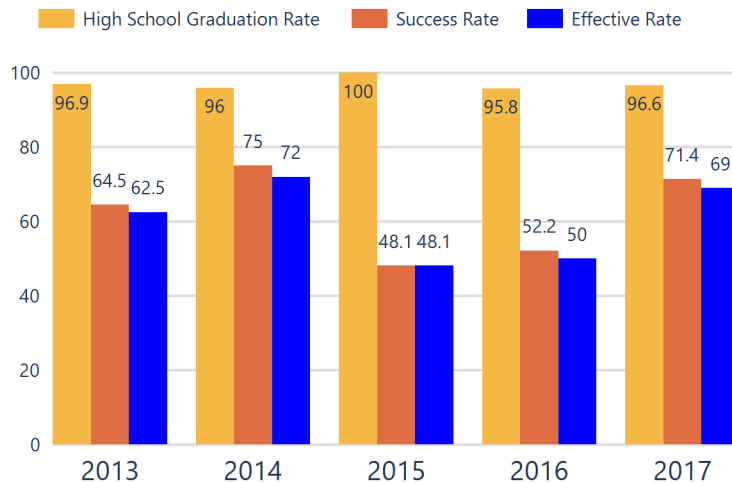
African American 0.00 %
Hispanic 27.05 %
Other 1.71 %
White 71.23 %

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

97%

Five-Year Success Avg

62%

Five-Year Effective Avg

61%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.2 - 58.5%

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

Graduation Rate: The 4-year
adjusted cohort graduation rate is the
number of students who graduate in
four years with a regular high school
diploma divided by the number of
students who entered high school as
9th graders four years earlier (adjusting
for transfers in and out).

Success Rate: A student must meet
one of the four following outcomes
within two years of High School
graduation.

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.

100.0%

State:
87.5

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.

\$12,292

State:
\$11,415

ATTENDANCE RATE

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

93.2%

State:
94.5

CHRONIC ABSENTEEISM

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

21.8%

State:
13.9

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:
1.4

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



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.17	35.22	42.85	38.84	46.76	49.36	57.14	45.23	53.73
Level 2	45.56	40.88	34.28	52.51	35.25	34.17	34.12	38.09	29.85
Level 3	13.92	18.23	15.71	8.63	15.82	12.65	7.93	16.66	16.41
Level 4	3.79	1.88	4.28	0.00	2.15	3.79	0.79	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.30	38.46	43.58	40.57	50.72	58.62	54.54	45.45	70.37
Level 2	41.02	34.61	35.89	50.72	31.88	31.03	33.33	39.39	22.22
Level 3	12.82	17.94	15.38	8.69	13.04	6.89	10.60	15.15	7.40
Level 4	2.56	3.84	5.12	0.00	4.34	3.44	1.51	0.00	0.00

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	66.66	N/A	87.50	75.00	75.00	73.33	73.33	N/A
Level 2	28.57	19.04	N/A	12.50	18.75	25.00	20.00	13.33	N/A
Level 3	9.52	4.76	N/A	0.00	6.25	0.00	0.00	13.33	N/A
Level 4	4.76	0.00	N/A	0.00	0.00	0.00	6.66	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	40.47	52.38	51.42	57.14	60.00	59.09	47.72	70.58
Level 2	47.61	42.85	33.33	45.71	31.42	40.00	31.81	45.45	11.76
Level 3	9.52	9.52	9.52	2.85	11.42	0.00	6.81	6.81	17.64
Level 4	0.00	0.00	4.76	0.00	0.00	0.00	2.27	0.00	0.00

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

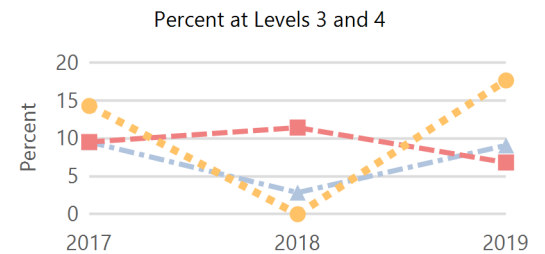
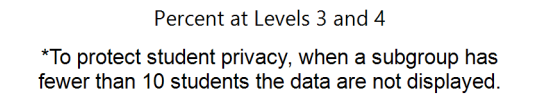
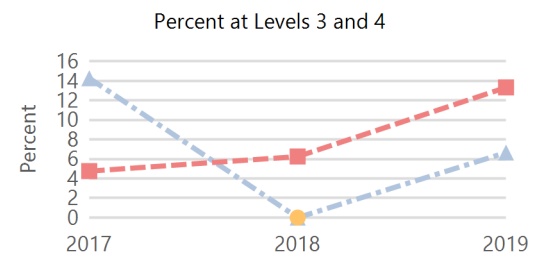
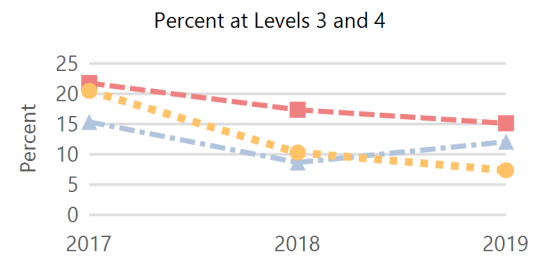
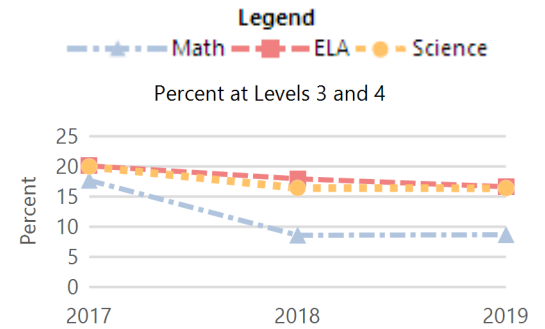
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.8
State	21.1

Accreditation Summary

Date: 06/10/2020

System: D0389 Eureka (0000)

City: Eureka

Superintendent: Scott Hoyt

OVT Chair: Tony Helfrich

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

All of the Foundational structures have been addressed by the system. The System has moved from developing to implementing in most areas.

The System has made strides in working on their Tiered Framework of Support: Eureka Elementary continues to reflect upon their data to make good choices for their students in the tiers through MTSS. Eureka Jr/Sr High provides classes for their struggling students through seminar and study skills classes.

The system has made great strides in Stakeholder engagement. Their staff collaborates weekly to discuss students, data, or curriculum. The System has built strong building and district site councils that discuss items through the accreditation process. The System has an effective plan in place to allow all levels to improve community involvement.

Diversity: The System, like many small rural communities, lacks a lot of diversity in its population. The diversity that comes from within is socioeconomic status and a very small ELL population.

Civic and Social Engagement: The system students go into the community to provide community service projects from reading books to the elderly to having high school students participate in a community-wide community service project.

Social and Emotional: The System has weekly sessions in the elementary and High School curriculum, also collaborates with outside agencies for mental health issues.

Post Secondary and Career Prep: The System curriculum follows the Kansas Curricular Standards and State Recognized Standards. It also offers a Board of Regents Curriculum allowing students to meet qualified admission and scholarship programs.

Individual Plans of Study are implemented in grades 7-12. The System utilizes Career Cruising but plans on moving to Xello, and also offers dual credit for their high school students as well as allowing students access to technology certifications at Flint Hill Tech.

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

ARC Comment

The system has a purposeful continuous improvement plan that addresses response culture. The staff has a tremendous sense of ownership, understanding, shared vision, shared leadership, and pride. Staff/student ownership and staff/student engagement are very evident in every aspect of the plan.

There is a major emphasis on stakeholder engagement at all levels. The elementary teachers have very active Professional Learning Communities (PLC) where time is committed each week, where teachers are actively engaged in professional development. The upper level utilizes its advisory times and planning times for additional collaborative and professional development opportunities. Further evidence of professional development opportunities can be found in shared decision making, extensive professional development, providing quality time for strategic planning, data analysis, curriculum planning, and coordination of multi-level activities.

Effective and active communication is evident at all levels, utilizing frequent newsletters, conducting multiple surveys throughout the year, and informing the stakeholders on multiple social media platforms. The system has placed emphasis on data-driven decisions to enhance the opportunities for professional dialogue and address school improvement and student-specific issues.

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

ARC Comment

The System identified two areas of focus within Relevance, one for elementary and one for secondary.

The elementary building has been implementing research-based curriculum practices and updating its curriculum. The staff has spent the time to scope and sequence writing, reading, and math curriculum. The elementary staff has spent a lot of time working collaboratively in PLC's to ensure the curriculum is seamless and taught with fidelity. The staff is comfortable with the math series that they have also taken it upon themselves to create and share resources among themselves during the PLC time that they have.

At the upper level, their priorities have been to help students become college and career ready through the utilization of Xello (a college and career planning program), ACT, and furthering opportunities through CTE programs. The HS has focused more during this cycle on the ACT. This is the first year that the HS has used ACT Test Method Prep. Underclassmen had a specific time for ACT test prep each week during this past school year. IPS and senior portfolios have created student ownership in their high school endeavors and academics that has deepened the connection to their post-graduation success. In 2018 and 2019 100% of students completed their IPS.

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

ARC Comment

The system has a strategic plan that aligns its policies and procedures to address needs within the improvement process. The strategic plan addresses budgeting for the needs of the improvement process. The system has experienced some weather-related issues that have caused their budget and needs to change during this cycle.

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 evidence indicates that there has generally been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes. The system can explain its data results for some of the Kansas Vision and State Board Outcome areas.

Board Outcomes

Social-Emotional Growth	The system has implemented the use of 7 Habits and Franklin Covey Company. The system staff has a better understanding of how to connect with students and how to teach habits that are effective for social-emotional relationship interactions. The system understands and is working on tracking data. The system has incorporated time for weekly collaboration and also works with outside mental health agencies.
Kindergarten Readiness	The System is modeling the implementation practices of kindergarten readiness by implementing the SQS3 & SQSE screeners for all our pre-k students going into kindergarten. The system is disaggregating the ASQ data to drive instruction. The system uses classroom teachers, resource teachers, school psychologists, speech pathologists, and principals to implement these for all incoming students.
Individual Plans of Study	The system has sufficient data to track students starting in grade 7. The system uses student, peer, and teacher-led activities to guide students to potential careers, paths, and schooling. The system started using Career Cruising and have since switched to Xello. 100% of students grades 7-12 have active IPS plans.
High School Graduation Rate	The system has an excellent graduation rate of 97.8 % average for the last three years, well above the state average.
Postsecondary Success	Eureka has been recognized with a Copper Star for postsecondary success. The system has a predicted effectiveness rate of 44.1% to 46.2%, with a confidence interval of 95%. The system's effectiveness average is 42% from 2013 to 2017. However, between 2016 and 2017 they had a 3% increase in their effectiveness rate. The system expressed confidence in the ability to continue this upward trend, based on the data and strategies currently in place.

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

ARC Comment

Many stakeholders are involved in the goal-setting review and reflective practices. The system and building site councils, established Marshall Learning Community/Professional Learning Community (MLC/PLC) meeting time, the system continues looking to use this time for the purpose of improvement. Evidence shows all staff within buildings continue the practice of leadership skills, PTAs, and other stakeholders provided feedback to the system about their improvement efforts. Attendance sheets and meeting notes were made available to the OVT to document these statements. A needs assessment survey is used to gather information from teachers, parents, and community members. Originally the system developed their own surveys, but have switched to a research-based survey that they have started implementing in the fall to start collecting data from parents, students, and staff.

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

ARC Comment

The OVT chair indicated that the system leadership, staff, students, and teachers were available to the OVT at all times during the visit, they provided the System Yearly Update report in a timely manner, and that requests for documentation when available were given to the OVT. As evidenced by the OVT Chair's statement: "The system has followed its action plans and submitted evidence of meeting agendas to support the establishment of regular procedures to maintain progress."

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

ARC Comment

The system used assessment results to demonstrate they made growth and tracked progress. The system showed both qualitative and quantitative data to reinforce this OVT's belief that the System is a strong educational system deserving of accreditation, as stated in the OVT chair's year 5 report. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all buildings. The system Action Plan exists and is aligned with building needs. Evaluation of strategies is in place, but the evaluation of the success of its improvement process is not evident.

ARC Recommendation

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

Justification

The system has shown that they have a process in place and understand their next steps. Evidence of moving forward with a new technology program and continued work within the State Board outcomes were discussed. State Board goals are generally showing growth.

Strengths

By all indication, it is evident that the system has been putting processes in place for each of the State Board outcomes that will help them identify their areas that are in need of improvement.

Challenges

Due to the size of the system data can be easily influenced by only one or two students. In the next cycle, the system could better utilize data to promote initiatives and decisions. The system needs to be mindful of including and demonstrating that data is used in an effective and intentional manner, particularly with regard to social-emotional growth.

Diversity should be looked at beyond students of color and ELL populations, including poverty and other factors.



Eureka USD 389

216 N Main Street, Eureka, KS 67045
(620) 583-5588
www.usd389.net

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

Demographics

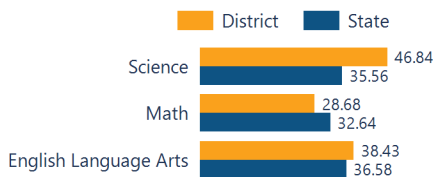


664 Students

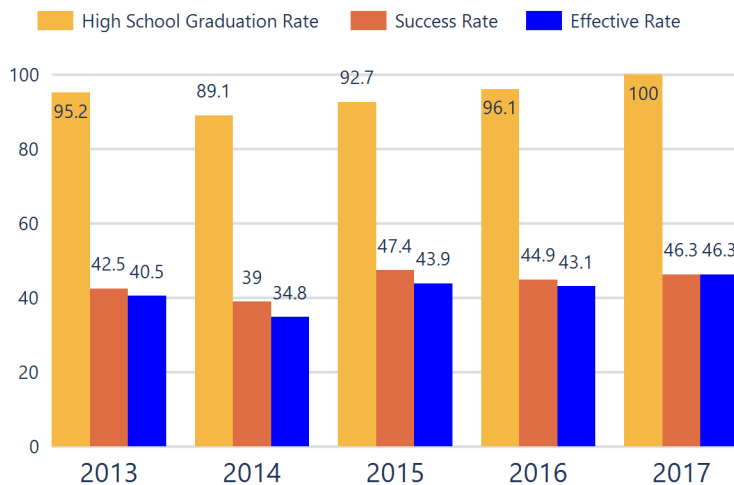
African American 0.00 %
Hispanic 6.63 %
Other 6.78 %
White 86.60 %

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

95%

Five-Year Success Avg

44%

Five-Year Effective Avg

42%

95% Confidence Interval
for the Predicted
Effectiveness Rate

44.1 - 46.2%

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

95.7%

State:
87.5

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.

\$12,280

State:
\$11,415

95.3%

State:
94.5

11.4%

State:
13.9

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

N/A

State:
1.4



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.67	20.62	18.62	22.62	19.49	17.44	26.66	19.65	18.88
Level 2	46.74	33.89	26.89	44.97	42.61	38.25	44.63	41.90	34.26
Level 3	25.49	36.44	42.06	24.86	29.52	34.89	23.18	32.08	31.46
Level 4	6.51	8.47	11.72	7.54	8.35	9.39	5.50	6.35	15.38

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.73	26.34	21.33	26.54	25.94	21.17	29.90	23.41	24.35
Level 2	48.38	34.94	33.33	45.02	42.45	42.35	46.07	43.90	37.17
Level 3	20.43	30.64	36.00	22.74	25.00	28.23	18.13	29.26	26.92
Level 4	5.37	6.98	8.00	5.68	6.60	8.23	5.88	3.41	11.53

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.00	62.00	53.84	47.36	42.10	35.00	46.66	51.11	54.54
Level 2	34.00	26.00	15.38	42.10	34.21	40.00	40.00	31.11	27.27
Level 3	8.00	12.00	30.76	7.89	23.68	20.00	11.11	15.55	18.18
Level 4	0.00	0.00	0.00	2.63	0.00	5.00	2.22	2.22	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	19.04	18.18	9.09	20.00	20.00	25.00	15.78	25.00	N/A
Level 2	57.14	31.81	36.36	56.00	56.00	58.33	68.42	40.00	N/A
Level 3	19.04	45.45	36.36	24.00	12.00	16.66	10.52	35.00	N/A
Level 4	4.76	4.54	18.18	0.00	12.00	0.00	5.26	0.00	N/A

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

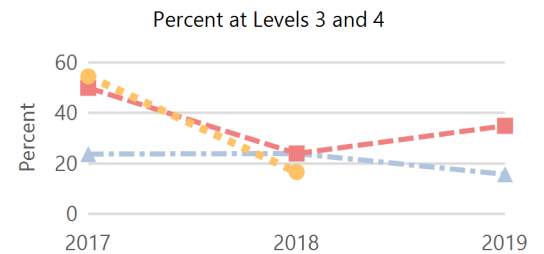
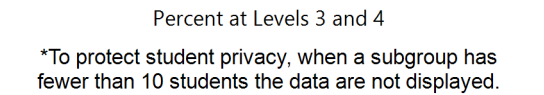
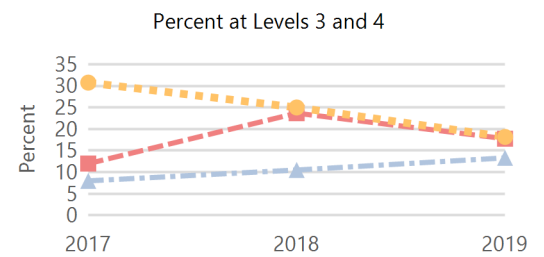
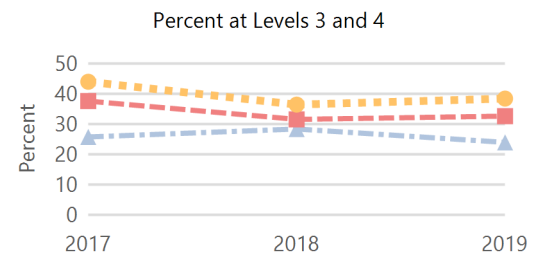
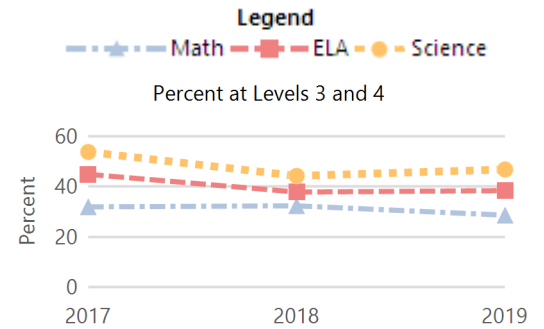
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.8
State	21.1

Accreditation Summary

Date: 06/10/2020

System: X0758 Heartspring (1881)

City: Wichita

Superintendent:

OVT Chair: Chris Perry

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

According to the OVT visits, Heartspring has addressed each of the foundational areas in their own unique way in order to meet the needs of their student population. One item to note, although many of the foundational areas look different at Heartspring, they have taken a look at their Emergency Safety Intervention numbers and have had a dramatic decrease in that area. Since January 2018, an average restraints per student are down 60% and average seclusions per student are down 55%.

Tiered Framework of Support: The system also uses MTSS within the confines of what works for their student population.

Stakeholder engagement: The system communicates with parents on a consistent basis along with the home districts of their students. All individual plans for students have input from all relevant stakeholders.

Diversity/Equity: Their diversity and equity really come from the students recommended to them by other districts, as they do not have their own boundaries. Individual diversity is a major emphasis on this system along with staff diversity.

Communications/ Basic Skills: While over 60% of their population is non-vocal, they worked hard to use adaptive technology to communicate with those students.

Civic/Social Engagement: The system started a store and partnered with local businesses to make this happen. The system works to get individual students involved in the community when it is appropriate for each student.

Physical and Mental Health: The system has hired a trauma-informed specialist to work with the students and parents. They also have physicians and therapists that work with their students on a regular basis.

Arts/ Cultural Appreciation: The system does work in music therapy when appropriate for the students.

Postsecondary and Career Preparation: All students have a transition plan in place by the age of 14 along with career preparation for those students where that is appropriate.

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

ARC Comment

It was documented that there were major changes for Heartspring throughout this accreditation cycle, with emphasis on their professional development and PLC (Professional Learning Communities). Heartspring has not only worked and collected data on their PLC's and the impact they are having in the classroom, but they have also created a walk-through tool to collect data on their evidence-based practices. Worthy to note is their priority of a mentoring program to hire, maintain, and also grow their own professionals. It was noted several times that the changes in this system from the beginning of the cycle to the end were outstanding, as the system now functions as a whole unit and also collects and uses data to drive their decisions.

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

ARC Comment

As the Heartspring staff has become more intentional with their instructional efforts, so has their collection and usage of data. The system has shown ample areas where they have addressed using their data to support decisions. In an environment where every student is on an Individualized Education Plan (IEP), it is worth note that students have made gains over the accreditation cycle even with the unique needs of the student body. The OVT feels that the Heartspring KESA Team has provided ample evidence to support the successful completion of this goal, and envision that data collection and analysis are now an integral part of the operations of their school system.

In future cycles, we recommend that the system and the OVT chair would provide growth measure data points in their reports specific to the goal statement.

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

ARC Comment

Documentation has been given to support the fact that the changes being made are planned for long-term sustainability. The system has also invested in new staff to meet the needs of their student body, along with an improved staff mentoring program.

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

ARC Comment

While the unique needs of their students and parents drive the decisions that are made by the system, when taken as a whole the system does seek to "lead the world in the success of each student." In their situation, the path to success looks very different. Much of the data needed to support some of these outcomes is actually collected at the home district of the students, as all students are from other districts or in some cases other states.

This being said the system has provided ample data to support their findings in each area.

Board Outcomes

Social-Emotional Growth

Goal areas in behavior and social skills are within the IEP's of each student. The system also hired a trauma-informed specialist to help support staff and students with the needs of students. From 2018-2019, 69% of students demonstrated social-emotional behavioral and skill gains, under IEP goal statements, up from 61% the year before.

Kindergarten Readiness

Students do not attend Heartspring until after the time that this would take place. Students are placed at the school with an IEP already in place from their home system. The intake at Heartspring is worked between this system and the home system, while they do not give the ASQ they would use all comprehensive assessment data provided to write an appropriate IEP for each student.

Individual Plans of Study

Every student is on an IEP at Heartspring, this ensures that every student is being met annually and the discussion of transition beyond high school begins in the middle grades. The goals written meet the needs of each student on an individual basis. Over 60% of their population is non-vocal, this creates its own challenges. However, every student has goals that are unique to their needs. Over the 5 year cycle 88% of students have shown gains/mastery on their ELA goals and 86% of students have shown gains/mastery on their Math goals. The transition plan is embedded in the IEP before the student's 14th birthday.

High School Graduation Rate

Official graduation data does not populate for this system due to the fact that all students belong to a home district. The system does maintain data on all of its students with 100% of them successfully completing high school. This means that every student either received a diploma from their home district, received a certificate of completion from their home district, or was successfully reintegrated into their home district prior to graduation.

Postsecondary Success

Postsecondary success is also calculated at a student's home district rather than for this system. The system does have data that has been collected about each of their students after they leave Heartspring. Almost all of their students return post-graduation for continued services until they age out at 21. The system also follows up with past students and parents to discover what services are being utilized after the student leaves, such as home-bound services. While postsecondary success is not quantitative for this system from the state, they have provided ample data to support that they are tracking and looking at the data for students after they leave the system.

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

ARC Comment

The OVT verified that parent involvement was noted and the system communicates often with parents. In this case, communication with the home districts was also noted.

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

ARC Comment

It was noted that the system was responsive to the needs of the OVT along with being open to new ideas that were discussed. All KESA reports from the OVT chair and the system have been completed.

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

ARC Comment

While the system has its own unique challenges and student population, the system has worked hard to meet the fidelity of the KESA Process. It was noted that over the course of the accreditation cycle, the system began to work more as a system instead of just individual classrooms. They have worked hard to collect, analyze, and use data to guide decisions at a system level. The improvements in this system over this cycle of accreditation are plentiful while they also understand that they will need to keep improving as they move into the next cycle.

ARC Recommendation

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

Justification

When looking at Heartspring as a special program you see that the unique needs of the system are intensive, however, they have begun a systematic overhaul of their data decision making process throughout this accreditation cycle. Heartspring takes the needs of their student population along with parental needs into account while writing their IEP goals. They have provided extensive data to support the claims of their success. While this data does look different than a traditional system, the ARC recognizes that the system has made every effort to match their goals and provide the data to back up their successes.

Strengths

Their extensive data collections on so many unique areas allows for them to show growth in multiple ways, especially since they do not have data that populates on the state accountability report. The system has shown growth in many areas since the beginning of this accreditation cycle.

Challenges

We would encourage the system to collect data on the postsecondary success of their students. The unique challenges of their student population are significant and we would encourage them to continue with their process of individualized growth.

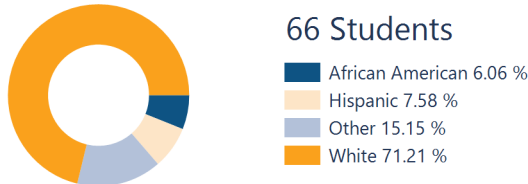


Heartspring - X0758

8700 E 29th Street N, Wichita, KS 67226-2169
(316) 634-8752
www.heartspring.org

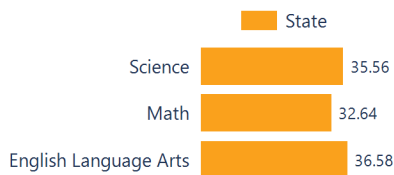
District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **1-12,NG**
Superintendent:

Demographics

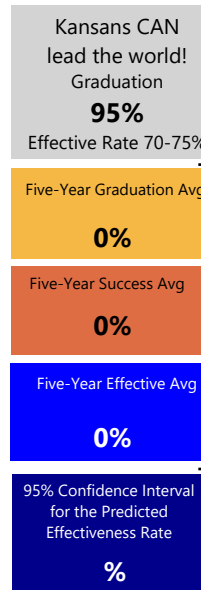
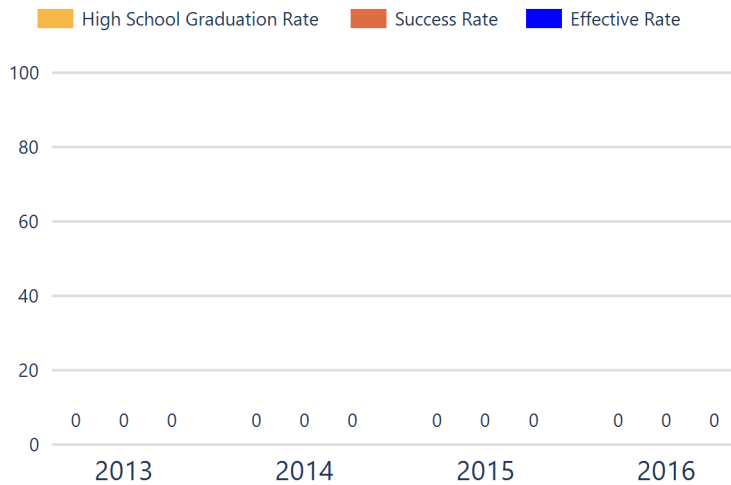


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State:	87.5	District ESSA Expenditures Per Pupil
0.0%		
State:	94.5	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.
100.0%		N/A
State:	13.9	State:
%		\$11,415
State:	1.4	Click here for State Financial Accountability.
5.0%		



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	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

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	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.

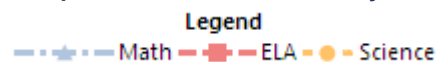
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

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.

District

State

21.1



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 Accreditation

From: Jeannette Nobo, Mischel Miller

This school year, 2019-2020, twenty-nine (29) systems are scheduled for accreditation. Each month from June - December, KESA staff will bring to the State Board, for their review and/or vote, those systems ready with an Accreditation Review Council (ARC) accreditation recommendation.

The State Board will have the opportunity to review the ARC's Accreditation Summary Report (Executive Summary) the month prior to taking a vote on the ARC's recommendation.

Last month four of the eight systems reviewed by the ARC in June were presented and discussed. This month for the Board's consideration are three additional systems the ARC has reviewed. These systems were not brought forward in July because they had not yet responded to the ARC's recommendation. Each system receiving an accreditation recommendation has 15 calendar days to either accept or appeal the ARC's recommendation.

The systems presented as a "receive" item are:

- USD 368 Paola
- USD 490 El Dorado
- Z0026 - 9021 Hope Lutheran

Their Executive Summaries are provided. Staff will be available to answer any questions.

Accreditation Summary

Date: 06/09/2020

System: D0368 Paola (0000)

City: Paola

Superintendent: Matt Meek

OVT Chair: Nancy Damron

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Four of the eight foundational structures were discussed in the final year visit: tiered framework of supports, stakeholder engagement, physical and mental health, and postsecondary/career preparation.

There were noticeable changes in the tiered framework of supports within the middle school by implementing the Read Right intervention program. MTSS has been implemented at the elementary schools. All schools have been trained on MAP assessment and looking at student achievement as an indicator of areas of growth.

The system has established plans for gathering stakeholder data for the next accreditation cycle. In preparation for the new strategic plan, the system has conducted a patron survey, for the first time, and the district received a "B" rating according to the metrics of the survey.

The system has implemented additional supports for social-emotional learning at all buildings. The system highlighted the middle school and its implementation of the Second Step in year 5. The system has partnered with the local mental health organization and has offered mental health support within the system. The social workers are continuing to seek out reliable measurement tools for assessing social-emotional learning to streamline the data collection and reporting in all buildings within the system.

Postsecondary and Career Preparation: The high school has added 4 additional career pathways during the KESA process.

The other four areas were referenced and addressed by the system in the annual report but were not recurring areas of emphasis throughout the system's accreditation. In future cycles, we recommend addressing all the foundational structures individually with growth measured data points documenting progress.

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

ARC Comment

This goal area was chosen to promote and build relationships both within the system and with the community.

Elementary:

In the 2018-2019 school year, the system implemented a social-emotional curriculum resource, presentations were given to staff and a survey was completed by the students for baseline data purposes. There is also a program for students to ask for help called "Ok to Ask 4 Help." Data collection has not been offered to show the connection between baseline data and lessons that were taught. There is no evidence to show the impact of "Ok to Ask 4 Help."

Middle:

The Second Step program continues to be implemented as the curriculum resource, lessons were provided via teleconferencing during COVID-19. The Yellow Ribbon program continues to be implemented. The system has shown improvement, within the middle school, on discipline referrals. The data highlighted the new program's ability to decrease data over the past year. This program had elements of celebration and award recognition.

Attendance data for the MS was described as continuing to improve; however, there is no data provided to show the improvement.

High:

The Paola Adult Education program has been working towards a collaborative relationship between the high school and the students who are seeking alternative options to reach their goals. Through the advancement of CTE courses, Paola has worked to create community partnerships as well as relationships with students and families who engage in CTE courses.

Paola communicated about providing 28 activities within the school and community but struggled with finding a way to measure the impact of the events on relationships.

The ARC recommends the system work toward finding ways to narrow their focus on activities, while at the same time better assessing progress and demonstrating the effectiveness of the remaining activities more clearly.

Areas For Improvement

Comment	Lack of a stated and measurable goal
Rationale	The system has provided events and programs as the initiating changes within the goal area; however, the system lacks a measurable goal that demonstrates improvement. The system can measure the success of a few of the implemented programs and activities. yet it is unclear if the system has an understanding of the relationship between its goals and the successful implementation of the State BOE Outcomes.
Tasks	Utilizing needs assessment data, develop a measurable goal (1 of at least 2 required goals), identify the activities, programs, data collection/analysis, and processes that support the goal area. The outcome of the goal should lead to expected improvements in one or more areas of the State Board Outcomes.
Timeline	04-30-2021
System Response	<p>3. Goal 1 Relationships</p> <ul style="list-style-type: none">• In the KESA authenticated website, nowhere does it ask for the actual goal. It states Goal area which we said was relationships as this was the goal area discussed.• Actual goal for relationships was: "To increase engagement with families" which was stated in the initial action plan that was provided to the Chair.

- S.O.S. Serving our Students back to school event for needy families.
 - Implemented in 2017 yearly attendance has averaged 200 students, as indicated in Final System Report.
 - Data from district wide community survey, during year 4 of KESA, conducted by a third party using statistical methods for a confidence interval of +/-5%, indicated that overall communication, efforts to involve citizens, fulfilling promises to the community all were positive as shown in uploaded USD 368 Community Telephone Survey.
 - Other family engagement and relationship activities outlined in Final Analysis Needs Assessment and 6.1 comments of Final System Report.
-
- Night at the Museum had attendance of over 1000 attendees.
 - Parent survey indicated that 82.5% scored the district at a level 4 or 5 (out of 5) regarding relationship and communication of teachers regarding school work and answering questions.

Comments for #2

2. Foundational areas are generally address:

- Accreditation summary stated only four of the eight foundational structures were discussed. Evidence of the other four areas were provided in year system final report. OVT did not discuss or ask any questions regarding any of the other areas. As a system we did not interject as they had the system reports at their disposal.

General Comments regarding being conditionally accredited KSDE and the State Board of Education is to be commended for the vision to move Kansas Education forward. With change comes struggle. KESA is no exception to this. However, I believe that the Paola School District being recommended for Conditionally Accredited is unfair. With change also needs to come grace. As educators, if we change the rules of the classroom during the year, we must reteach and help students be successful due to changes out of their control. KESA should be no different. The accreditation process has gone through major changes and has been compared to building the airplane in the air. This is not fair to have prior systems accredited that if they were in for accreditation this year would be conditionally accredited. Accredited should mean the same thing for all systems, not dependent on when you were up for accreditation.

Regardless, we decided to start at year three at the request of KSDE when they asked districts to stagger their start year. We felt we were half way into a district strategic plan and starting with year three would allow us to align our strategic plan with KESA. Looking back on this, we should have started in year one like the majority of districts. We have come under more scrutiny than can or will be possible in two years when hundreds of systems are up for accreditation. It constantly felt like we were trying to put a square peg in a round hole. Trying to mesh the two was extremely difficult.

The ARC has made the recommendation for conditional accredited based on the KESA process, but it appears little consideration was given to our accountability report. As I compare the district

accountability reports for Paola USD 368 to Eudora USD 491 I show little difference. In fact, Paola has a higher Effectiveness rate and although we are below our confidence interval, it is less than Eudora's difference. Our post-secondary success rates are similar as are other measureable factors. My point in comparing Paola to Eudora is that Eudora was just approved by the State Board as Accredited. Since our accountability report is similar, it must be the difference in the KESA process. Eudora played the game better, but in the end, the results show we are just as good of a system. KESA was not to be a dog and pony show like the old accreditation system and was not to be only about test scores. It appears that KESA is about playing the games correctly while the rules are being made up and changed while the game is going on. I understand that these changes needed to be made, but no grace has been given to us as a system.

As the saying goes, as educational leaders we must get off the dance floor and get onto the balcony. Looking at our system accreditation summary from the dance floor, I will be the first to admit we need to get better at the process which will be easier to start from scratch and not trying to mesh two systems into one. But if we get onto the balcony and see all the things we have implemented and are in the beginning stages of measuring we have accomplished a lot in three years.

- Implemented IPS for every 7-12 student, including hiring a career counselor.
- Adopted ASQ and better communication between elementary, Parents as Teachers, Head Start, early childhood, and daycare centers for improved Kindergarten readiness.
- Partnership with local mental health to have a case manager in all elementaries.
- Implementation of SEL curricula and suicide prevention programs.
- Expanded programs for postsecondary success, especially in career and tech education programs.
- Measurable community feedback that is statistically reliable and valid.
- Host a GED program for our students who drop out so they can at least get a diploma. Although this is not ideal, we continue to work with our community to help them become educated.

I could continue, but I hope you have got the point. We did not take five years to do this. We did it in three. The view from the balcony looks a lot different than on the dance floor. I hope you can agree.

Finally, I leave you with this. The justification for the recommendation of Conditionally Accredited states nothing about the accountability report. If results matter, then why are we not rewarded for having results that are above the state average and better than many of our accredited colleagues

Below is the Paola response for the areas listed as generally addressed. I would appreciate continued dialogue and feedback to my concerns listed.

You all are in a tough spot and although I have shown my passion and disappointment towards the ever changing process, I truly want to be part of the solution as well.

All the best,
Matt Meek
USD 368 Superintendent

**Appeal Team
Response**

The appeal documentation did not provide any new data or information that would highlight the need to remove the AFI. The OVT Team communicated the need of an actual goal, the system did not create a goal. The data is baseline and did not provide any substance of continuous growth/improvement. The system provided an array of activities, but those did not connect back to show meaningful change.

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

ARC Comment

The system's needs assessment determined the focus should be directed to the following areas: professional development, data, interventions, and career and technical educational offerings (CTE).

The system implemented a classroom walkthrough instrument to improve instructional practice and to assist with the implementation of new programming. The system also attended a training on NWEA Fusion to support the implementation of MAP assessment. The attendees presented the information to staff to support understanding of the assessment tool and its purpose for MTSS. Tiered courses have been implemented in the secondary setting to support the MTSS framework. The system has revamped courses and their placement within departments and schools. The number of course offerings has been increased through "core classes" and "CTE classes."

The system did not provide data, connection of the walkthrough and the ability to measure improvement, or its impact on professional learning.

Areas For Improvement

Comment

Lack of a stated and measurable goal

Rationale

The system has provided events and programs as the initiating change within the goal area; however, the system lacks a measurable goal that demonstrates improvement. The system can measure the success of a few of the implemented programs and activities and it is unclear if the system has an understanding of the relationship between its goals and the successful implementation of the State BOE Outcomes.

Tasks

Utilizing needs assessment data, develop a measurable goal (2 of at least 2 required goals), identify the activities, programs, data collection/analysis, and processes that support the goal area. The outcome of the goal should lead to expected improvements in one or more areas of the State Board Outcomes.

Timeline

04-30-2021

System Response**4. Goal 2 Rigor**

- In the KESA authenticated website, nowhere does it ask for the actual goal. It states Goal area which we said was relationships as this was the goal area discussed.
- Actual goal for relationships was: "To increase rigor for career and technical education" which was stated in the initial action plan that was provided to the Chair.
- As discussed with OVT and Chair, our walk-through tool is not electronic and is subjective with no specific measurable indicators and is tied to negotiated agreement and could not be changed at this time and is qualitative in nature. Required number of walk-throughs conducted weekly by administrators increased from two to five as a directive from the superintendent.
- As indicated on USD 368 Community Telephone Survey, parents scored the district at a "B" on "Preparing students to be college and/or career-ready."
- Added Career Counselor for the secondary level.
- Increased number of AP offerings and added three additional pathways, education, early childhood, and restaurant and event management. Added post-secondary programs for students to participate in: Automotive, HVAC, Construction Trades, and Welding.
- New collaboration with Flint Hills Technical College as indicated in uploaded action plan.
- New schedule for middle school for increased course offerings as indicated on action plan.
- Individual Plans of Study on file for each student in grades 7-12 and in fall 2020 middle school hosted first annual career fair for all 7th and 8th grade students to align with IPS.

Appeal Team Response

The appeal documentation did not provide any new data or information that would highlight the need to remove the AFI. The OVT Team communicated the need of an actual goal, the system did not create a goal. The evidence presented showed programming, but did not provide any quantitative data to show student growth/proliferation. The data that was presented did not have clear connection to systemic growth/change within the system. Some of the activities in the documentation did not have a clear purpose or alignment to the goal area "rigor".

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 has developed structures to ensure sustainability including the district's strategic plan (accountability ensured through the system's Board of Education) and district and building leadership teams. Advisory councils, community feedback surveys, and the system's leadership team's involvement in community organizations create natural points of collaboration.

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

ARC Comment

The system has limited data for some of the State Board goals, particularly the qualitative areas, and is beginning to collect evidence and data on the rest of the outcomes. The system is working on a plan to address those goals and create change. The system obtained a Copper Kansans Can Star Recognition for their assessment data in the area of Academically Prepared for Postsecondary Success; however, the scores for some sub-groups showed significant declines over time while most others were relatively unchanged.

Board Outcomes

Social-Emotional Growth	The system highlighted social-emotional programs that have been implemented in the elementary and middle school. The system has partnered with a local mental health organization to provide social-emotional support at the school site. The staff has been trained on Youth Mental Health First Aid. The ARC was unable to identify data or other evidence for this state board outcome.
Kindergarten Readiness	The system has been implementing the Ages and Stages Questionnaire (ASQ). The participation rate was less than 60% one year and slightly higher the next school year. Parents as Teachers is a service the system provides to families. The system stated they are aware of needed growth in Kindergarten Readiness.
Individual Plans of Study	The system has hired a career counselor to support Individual Plans of Study (IPS); all middle and high school students have an IPS through an online provider. There has been a systemic plan created where all students can develop an Individual Plan of Study, which was not present before this accreditation cycle.
High School Graduation Rate	The system has a graduation rate that is higher than the state average. The system has developed a 21 Credit Diploma Program for students who are considered "at-risk" for graduating. The system stated nearly all students who enter this program are successful in completing it. The ARC was unable to identify data to see the impact of the program.
Postsecondary Success	The system has increased the number of certifications available to students. Job internships and shadowing have been increased. The system is below their 95% Confidence Interval for Predicted Effectiveness Rates, and has shown a drop from 2016 to 2017 of 11%.

Areas For Improvement

Comment	Data collection and analysis for Kansas Vision and State Board Outcomes
Rationale	Many programs and activities have been implemented to focus on and improve the Kansas Vision and State Board Outcome areas; however, there has been limited data collection, analysis, and reporting to determine progress in these areas.

Tasks

Provide evidence or develop/identify new/existing strategies, and show connections between interventions and results on the Kansas Vision and State Board Outcomes specifically:

1. Social-Emotional - Provide data or evidence to show progress in strategies for social-emotional growth.
2. Kindergarten Readiness - Identify and implement strategies to improve kindergarten readiness.
3. Individual Plans of Study - Demonstrate that data from IPS is used to inform curricular decisions.
4. Graduation Rate - Provide evidence of the effectiveness of the 21 credit graduation program for at-risk students.
5. Postsecondary success - Provide a plan to maintain and/or increase the postsecondary success rate, and consider this area as a goal for the next KESA cycle.

Timeline

05-31-2021

System Response

6.
Social-Emotional – as indicated at multiple KSDE meetings this area did not have a great quantitative measure and we are in the first year of our SEL curriculums that are measurable qualitatively. Initial data was collected the fall of 2019. Due to COVID-19, spring data could not be collected. However, as a result of our Yellow Ribbon Suicide Awareness Program implementation, one suicide attempt was prevented. This should be the most meaningful measure as we saved a life.

Kindergarten Readiness – We recognize that ASQ participation needs to improve and we have changed Kindergarten Round-up to include ASQ data collection from parents. As a side note, KSDE has informed the field not to harass parents about completing ASQ as this may be the first experience with the school system. As a result, we have implemented a new strategy for better completion.

Individual Plans of Study – Additional pathways were added as a result of students IPS. As stated in the accreditation summary, “Demonstrate that data from IPS is used to inform curricular decision”, we are not sure how to demonstrate this as described. Career counselor meets with students to ensure that program of study aligns with curricular decisions and when enough interest in an area shows a new course/pathway offering, it is added as shown by adding automotive, welding, HVAC, culinary and education pathways.

Graduation Plan – The 21 credit diploma option was implemented on July 8, 2019. At the time of the final OVT visit, we were in the first year of implementation of the 21 credit option and it was stated that students who qualified were making progress. However, given the timing of the visit, we did not yet have a graduate of the program. It should be reminded that we continue to have a high five year graduation rate above the state average.

Postsecondary Success – Postsecondary success was increasing until 2017. One year cannot be reflective on the progress being made. The comment stating that there was a drop from 2016-2017 of 11% for the District Postsecondary Success measure, although true, is NOT fair in the need to show improvement. This was before the accreditation process began and also goes against the reason for a

five-year average. All mid to small school districts have classes that are more academic than others. Due to smaller enrollment these numbers can fluctuate more due to the smaller sample size. I request this narrative be removed from the report as it is not reflective of the KESA timeline for our accreditation cycle.

Comments regarding #7, #8, #9 Areas

7. There is no negative comment in this area and as a system we believe we have met all areas for ASSUREDLY as we meet the three areas. Due to COVID-19 the OVT requested that the outside groups not be part of the final meeting. We respectfully ask that this be changed to ASSUREDLY.

8. It is stated that the system was not responsive to the OVT guidance on creating measurable goals. This was not true. It was the result of our school system getting caught in a new accreditation model that consistently changed during the three years of our cycle as we tried to integrate the KESA model into our existing strategic plan and Board of Education goals. If we were to do this over again, we would have started at year one instead of year three. Some of the data needing collected, especially in the area of social-emotional, did not have a good collection method invented when started. We relied heavily on the Community Survey as it was statistically relevant and reliable, unlike regular homemade surveys. The OVT also found the process ever changing and trying to keep up with the changes. To say we ignored their input is incorrect. We did not want to back track, but plow ahead to finish our district strategic plan so they could be aligned with KESA in the next cycle.

9. While the data collection may have been limited, the fact that we are performing at a higher rate than our peers who have been accredited is troublesome. Our data indicates that we are above the state average in almost every measurable category and we continue to make improvement.

**Appeal Team
Response**

The system did provide new information; however, the information provided did not give a clear process of data collection or disaggregation. For an example the IPS appeal information provided qualitative data, but did not provide any quantitative data to show an impact on student outcomes, curricular decision-making, program completion, or equity of pathway enrollment.

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

ARC Comment

The system has created partnerships with other stakeholders within the district. The system has a district leadership team, meetings are held with local officials with businesses and economic development. Data from district staff communicates an improvement of civic engagement and stakeholder involvement. The strategic planning process continues in the district and surveys and meetings have been held to gather information on community perspectives. It should be noted the system has had new district leadership (Superintendent and Asst. Superintendent) in the year 2018-2019. The system communicated a continued focus on stakeholder engagement in the next cycle.

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

ARC Comment

The system was responsive to sharing information and holding meetings with the OVT. However, system leadership was not responsive to the OVT guidance on creating measurable goals in each goal area as a requirement of KESA. This was consistently communicated to the system; however, there was no development of goal statements. The system also did not follow the guidance of the OVT on collecting more data around the goal area to show systemic improvement. The system needs to be responsive to suggestions from the OVT.

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

ARC Comment

The system has generally followed the KESA process; however, has not fully implemented action plans to create systemic change. Data collection has been limited; however, a variety of activities have been implemented to engage stakeholders, students, and staff in the KESA process.

ARC Recommendation

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

Justification

The ARC has recommended conditional accreditation for the Paola School District. The system has identified goal areas; however, they have not created goals that are measurable. There was a disconnect in events, activities, and programs in alignment with the goal areas. Additionally, the system has not systemically or consistently collected data to progress to monitor their goal areas to ensure continuous improvement is ongoing.

The OVT articulated the need for measurable goals and coordination of data analysis and collection beginning in year 3. These recommendations were consistently provided in year 4 and year 5 from the OVT. The system did not respond to these recommendations.

Strengths

Paola is a system that is focused on creating processes where students are offered a variety of support and programs, as evidenced by their increase of CTE courses, social-emotional programming, and increasing staff in the district.

Challenges

Paola implemented a variety of programs in the KESA process; this has caused a lack of continuous data collection to communicate systemic improvement. The system has not created a cohesive plan to evaluate effectiveness programs or the improvement process.

The system selected all members of the OVT, presumably due to a level of trust with their professional judgment and their level of skills and knowledge about continuous school improvement. Despite this connection, the system did not address the recommendations from the OVT regarding KESA requirements in each of the last three years.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

Our responses were uploaded in the spaces above and documents attached above as it did not state that once I hit appeal a new box would be given. This system is very cumbersome and not very user friendly.

Paola response and supporting documents attached.

Appeal Team Accreditation Recommendation

Based on the review of the appeal documentation, the Appeal Team recommends the continued status of **Conditionally Accredited** for this system.



Paola USD 368

1115 E 303rd Street, Paola, KS 66071
(913) 294-8000
usd368.org

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

Demographics

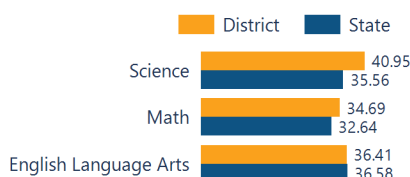


1,958 Students

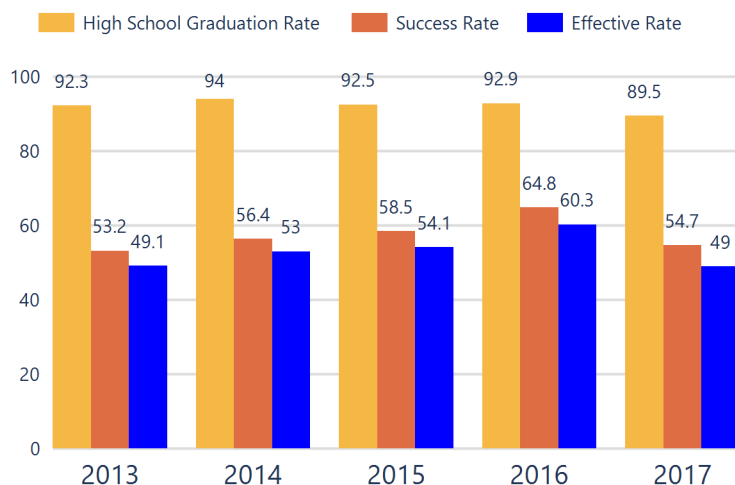
African American 1.63 %
Hispanic 4.95 %
Other 4.90 %
White 88.51 %

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%

Five-Year Success Avg

57%

Five-Year Effective Avg

53%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.0 - 58.4%

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

Graduation Rate: The 4-year
adjusted cohort graduation rate is the
number of students who graduate in
four years with a regular high school
diploma divided by the number of
students who entered high school as
9th graders four years earlier (adjusting
for transfers in and out).

Success Rate: A student must meet
one of the four following outcomes
within two years of High School
graduation.

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.

91.7%

State:
87.5

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.

\$11,798

State:
\$11,415

95.1%

State:
94.5

10.3%

State:
13.9

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

0.5%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.82	23.18	27.69	27.37	26.11	26.21	22.39	28.31	29.39
Level 2	43.83	36.25	29.59	40.01	36.69	34.80	42.90	35.26	29.63
Level 3	24.16	31.96	27.27	24.50	29.47	24.59	26.28	29.78	28.91
Level 4	8.78	8.20	14.16	8.10	7.71	14.38	8.41	6.63	12.04

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.62	34.79	39.35	37.21	36.93	31.05	30.03	37.17	38.39
Level 2	42.89	38.40	29.67	39.77	37.21	41.61	44.08	37.17	28.57
Level 3	16.53	21.39	20.64	18.75	21.59	18.01	22.04	22.11	24.10
Level 4	4.90	4.38	7.09	4.26	4.26	9.31	3.83	3.52	8.92

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.73	55.14	50.00	52.20	55.88	50.98	50.00	53.12	60.37
Level 2	33.82	24.26	25.92	33.08	26.47	39.21	35.93	30.46	22.64
Level 3	9.55	16.91	20.37	11.02	13.23	7.84	9.37	14.06	11.32
Level 4	5.14	2.94	1.85	3.67	4.41	1.96	4.68	2.34	5.66

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	37.03	40.00	44.44	33.33	N/A	46.66	46.66	N/A
Level 2	51.85	33.33	33.33	50.00	44.44	N/A	46.66	40.00	N/A
Level 3	11.11	25.92	13.33	5.55	22.22	N/A	6.66	13.33	N/A
Level 4	3.70	3.70	6.66	0.00	0.00	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.71	39.28	40.00	36.73	34.69	45.83	28.88	37.77	33.33
Level 2	46.42	37.50	32.00	38.77	44.89	33.33	35.55	33.33	33.33
Level 3	10.71	21.42	24.00	18.36	16.32	12.50	24.44	22.22	20.83
Level 4	7.14	1.78	4.00	6.12	4.08	8.33	11.11	6.66	12.50

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

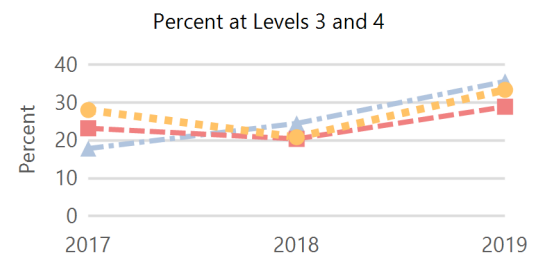
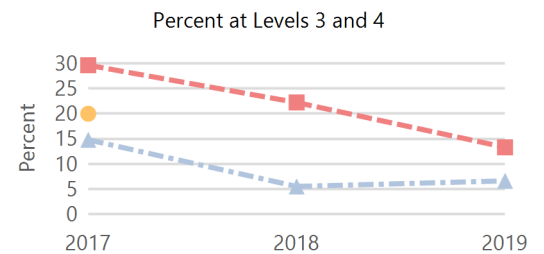
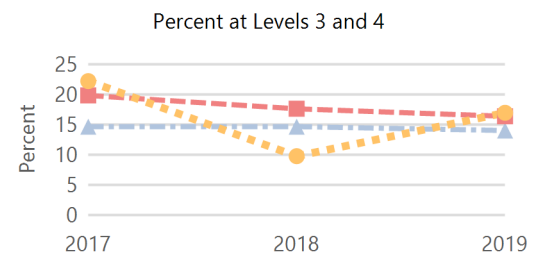
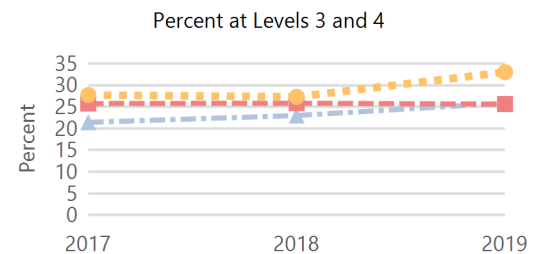
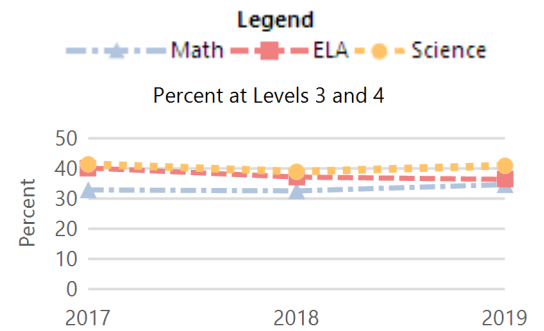
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District 21.3

State 21.1

Accreditation Summary

Date: 06/10/2019

System: D0490 El Dorado (0000)

City: El Dorado

Superintendent: Teresa Tosh

OVT Chair: Richard Proffitt

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Evidence supports the foundational structures have been addressed. The areas of equity and diversity are evidenced by the Tiered framework of support. The system is making progress in physical and mental health, civic and social engagement, and arts and cultural appreciation. The system has developed mentoring programs with the community for 9-12 grades. The system also has put into place mental and physical health factors in partnering with services available in their area. Evidence of progress is demonstrated through the professional development of the system; focusing on frameworks, Special Education, and crisis plans.

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

ARC Comment

The system improved participation rate of 38% to 50% on the family survey. Evidenced by the use of an action plan to involve more parents, students, and teachers.

Areas For Improvement

Comment

The System does not indicate how the reciprocal communication is being addressed and or how it has changed

Rationale

The goal statement indicates that the system will: Improve two-way family communication by 2021 as measured by a 90% average positive rating on reciprocal communication questions on the family survey given a 50% participation rating. While the system and OVT report indicated that the system met the 50% participation rating, there was no data reported to indicate if the reciprocal communication questions on the family survey made progress towards the 90% average positive rating target set in the goal action plan.

Tasks

The system needs to provide data and evidence to demonstrate any progress made toward the goal of a 90% average positive rating as set in the action plan. If the goal has not been achieved, the system needs to address why they feel that is the case and what steps would be taken to move in that direction going forward.

Timeline	09-30-2020
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 1 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.

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

ARC Comment

The system used multiple data points to direct instruction and increase student self-efficacy as evident by using NWEA, Aimsweb, Lexia, Navigator, behavior Positive Behavioral Interventions and Support (PBIS), and Panorama. These assessment tools evaluate students in reading, math, science, social-emotional, and behavior which are done two to three times a year. The system uses flexible grouping, data-driven interventions, and communication that enhances self-efficacy in student performance. Results specifically addressing progress toward the stated goal could not be found in the System or OVT reports.

Areas For Improvement

Comment	Relevance
Rationale	The action plan in artifacts indicates baselines for math, reading, and language usage and target to be 85% of students meeting projected rate of growth. The system or OVT reports did not address the number of students meeting 85% of projected rate of growth. There was an artifact that indicated growth in math but not reading or language, but the ARC could not find direct discussions where the system analyzed or explained results.
Tasks	Provide data and evidence to support progress towards the set target of 85% of students meeting the projected rate of growth in NWEA reading and math. If the data demonstrate less progress than the target of 85%, discuss and describe the possible causes of the lower performance, as well as potential ways to attempt to show progress in the future.
Timeline	09-30-2020
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 4 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.

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

ARC Comment

The system has a strategic plan which aligns policies and procedures to address needs within the improvement process. The strategic plan included budgeting and bond-related projects for long term sustainability as evidenced by the conversion of the former Middle school into the system's Performing Arts Center. This center now provides great resources and opportunities for the students to demonstrate different avenues of performance. The system improved professional development goals by implementing wellness policies, mental health processes, and physical health and wellness activities within the district for both staff and students. The system partnered with Susan B. Anthony Hospital, Butler County, and South-Central Mental health. The System showed evidence of financial and human resources to sustain the improvement process. The System has had a leadership change in 2019-2020 with a new Superintendent.

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

ARC Comment

The system has focused on the five board outcomes during this KESA cycle. The system has implemented a variety of processes; however, associated improvement data is not observed at this time.

Board Outcomes

Social-Emotional Growth

The system actively collects data on social-emotional growth in the district. Currently, the system is utilizing Panorama as the assessment tool to disaggregate data collected on Grit, Self-Management, Social Awareness, Self-efficacy, and Emotional Regulation. The system utilizes this data to assess the needs of the students and communicate needed changes within their leadership teams. The whole child philosophy is present at all levels to create systems where student needs are at the center of decision-making. Tiered systems of support are used to address social and academic needs and the interventions are tracked within Panorama. Explicit instruction is taking place in the elementary school focusing on social-emotional regulation in response to the Panorama data. The system has also partnered with Susan B. Anthony Hospital, Butler County, and South-Central Mental health to improve services for students in the social-emotional growth area.

Kindergarten Readiness

The system utilizes the ASQ, Ages and Stages Questionnaire, which allows the parents to give input on their child's developmental abilities. The system continues to grow preschool programs in order to help serve more children in the community. Creating additional 4-year old at-risk programs addresses the needs of the children in the community. These programs allow identification of students with developmental delays to provide adequate interventions for school readiness. No evidence was available to identify how the data of the ASQ was being used to meet the needs of their Kindergarten students.

Individual Plans of Study

At El Dorado Middle School, the 7th-grade students begin the process of developing Individual Plans of Study. They take career interest inventory surveys to measure career interests and aptitude. In 8th grade, students develop their career interests into clusters based on survey data based on the areas of work values and career interests. In addition, students attend the Futures Fair sponsored by Communities in Schools, exposing them to the concepts of career readiness and financial fitness. At the high school, 9th-grade students update their individual plans of study to reflect evolving interests, skills, and work values.

Throughout the students' high school careers, a combination of Counselors and Seminar teachers work together to support students in the development of the IPS. Parent-Teacher conferences are now wrapped around the IPS in the fall, while the spring Parent-Teacher conferences focus on enrolling in the appropriate courses for the next year based utilizing the IPS data as guidance. The system collaborated with the local Chamber of Commerce to create a Career Expo focused on student interests and possible career options for all students to attend. To finalize the high school experience, students focus on graduation requirements, feeding into plans for post-secondary education and future careers. At this point, a 6-year plan of study is completed in preparation for graduation.

High School Graduation Rate

Graduation rates for the system have grown from 85.6% in 2013 to 90.1% in 2018 and then dipped to 84.8% in 2019. The system noted that in 2019 the graduation rate was lower due to having a smaller graduation class and a collection of students who chose to drop out just prior to graduation. The system continues to implement individual plans of study focusing on post-secondary options for the students. High chronic absenteeism is evident that was not discussed and therefore connections to dropout and graduation could not be formally established.

Postsecondary Success

Effectiveness rating in 2013 was 38.6%, rose to 39.4%, and then fell again to 38.1% in 2017. The system indicated a need for a more intentional and focused plan on post-secondary readiness. The system has increased the availability of postsecondary opportunities during this academic year, including dual credit courses and early college academies.

Areas For Improvement

Comment	High School Graduation Rate
Rationale	The system does not provide evidence about why students are dropping out nor their inconsistencies in the graduation rate. The smaller class size can contribute to variability, but what became of those students that did not graduate. The inability to account for this provides evidence of work that needs to be done to improve graduation rates overall.
Tasks	Provide evidence of, or rationale for graduation data. Provide clarification of dropout rate causes, and discuss the next steps needed to improve in this area. Provide data and analysis related to chronic absenteeism rates. Provide a plan on how these will be addressed during the next KESA cycle.
Timeline	12-31-2020
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 6 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.
Comment	Postsecondary Success
Rationale	The system indicates the need for a more intentional and focused plan on postsecondary readiness. This is a clear indication that the system has not looked at its data to determine their needs and how they will address this issue and others related to postsecondary success.
Tasks	The system needs to provide a plan for how they will improve postsecondary success and include evidence of their data and its analysis. Goals for the system should reflect a direct alignment to this board outcome.
Timeline	08-01-2021
System Response	Since the graphs/pictures will not upload into this response area, our response is located in the Artifacts section under "490 Appeal of ARC Recommendation" (located at the bottom of the list of artifacts). This response begins on Page 9 of the document.
Appeal Team Response	The evidence submitted by the system for the purpose of the appeal was determined to be sufficient and complete. There was enough information to demonstrate that the "Area for Improvement" was sufficiently met and no longer needed.

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

ARC Comment

With the initial action steps taken by the group to increase participation among district parents and patrons, the overall participation rate among survey participants has increased from 38% to 50%. This increase has allowed district personnel to feel confident that they are getting a wider view from district stakeholders. District teachers and administration are now reviewing the questions that are on the survey to refine what types of input the district needs from its parents and patrons. An increased effort in stakeholder involvement was part of this system's KESA process this cycle.

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

ARC Comment

The System and Outside Visitation Team communicated well, the system was responsive to suggestions and open to improvement throughout the cycle. All forms and processes appeared to be completed in a timely manner.

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

ARC Comment

The KESA process has been implemented with the expected level of fidelity. Evidence between the school and team was provided by the OVT chair report. All system and OVT documentation have been submitted.

ARC Recommendation

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

Justification

The systems did not connect the documentation of data to its goals. Consequently, the system did not show evidence of a planning process to improve the system. Data based decision making was lacking. A lack of a plan to move towards consistent growth in graduation rate, post-secondary success, relevance, and kindergarten readiness was demonstrated.

Strengths

The system's new superintendent has a new vision, plan, and improvement of goals in many aspects of the system. The system improved professional development goals by implementing wellness policies, mental health processes, and physical health and wellness activities within the district for both staff and students. The System showed evidence of financial and human resources to sustain the improvement process.

Challenges

AFI areas need to be addressed. The System has data that has not been analyzed. The system has a high absentee rate that is not addressed in plans or goals. The system has not addressed the dis-aggregated data of specific populations of students. This is a question of equity. The rigor of the system's goals and their ability to create an impact on student learning was lacking.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

Our entire response can be found in the 490 Appeal of ARC Recommendation document beginning on Page 11. Thank you for considering our appeal.

From Teresa Tosh, Superintendent: My perspective on the USD 490 KESA process is a unique one. Sue Givens, previous superintendent for 12 years, asked me to be a member of the OVT team as the district embarked on this new KESA journey and I was delighted to join! Fast forward two years and I find myself stepping into the role of superintendent for this same district. In relation to KESA, I know the USD 490 system from two vantage points both outside and now inside the system.

I was excited to know that this district had a strong strategic plan and had been working that process for more than 10 years. Systemic change was how they did business. As they embarked on KESA, they were able to pull from that experience to build a solid foundation for KESA. They had recently completed a book study on the Four Disciplines of Execution. They had implemented that work with WIG teams, WIG goals, and a strong cadence of accountability. Teams met quarterly, or more often if needed, to implement the work for their goal area. When the overall justification notes that "data-based decision, making was lacking", I would point out the district scorecard located at <https://sites.google.com/eldoradoschools.org/strategicplan/home>. Data drives everything in the district prior to me and I will say that as a new superintendent that data has been incredibly helpful to guide conversations.

As one of the OVT members, I can confidently say that the work of the district was not well supported by the OVT. I recall sitting upstairs with the OVT during our Year 3 visit and asking if we had some suggestions for the team. I was told that we would not be giving recommendations because they were doing great things. I absolutely agreed that the district was doing great work, but the OVT needed to support and nudge that work forward. For example, USD 490 had begun conversations around chronic absenteeism. It would have been the perfect area for the OVT to support their work and encourage them to continue to explore in that area. As an OVT, we did not do that. Instead as the incoming superintendent, I emailed the team a few resources similar to the United Way Attendance Works website. I wanted to find a way to help them keep that work moving forward; which it is. This WIG team will begin a book study next year on Absenteeism & Truancy: Interventions and Universal Procedures by Drs. William Jensen and Randy Sprick.

There was a question above regarding Kindergarten Readiness. Let me take a moment to describe the work that the USD 490 system has been doing specifically in that area. The district utilizes the ASQ: SE- 2 and ASQ: 3 questionnaires which allow families to give input on their child's developmental abilities. The results are shared with families along with suggested at-home activities to encourage cognitive, motor, and social-emotional development. Teachers utilize this data along with Panorama SEL survey data to help guide instruction and class climate to promote optimal developmental achievement. It is also used by the building SIT team as discussion points when determining appropriate supports for students who are not meeting benchmark targets. As a result of USD 490 Kindergarten Readiness WIG Committee suggestions, additional early learning opportunities were added:

Fall 2017 - The district began a new Parents as Teachers program to provide additional support via in-home visits and connection groups for families in the USD 490 community in order to prepare students to be kindergarten ready.
Fall 2018 - An additional 4-year old Preschool Aged program was added to better address the need of supporting students in being kindergarten ready.

Because of these added supports, we anticipate being better able to monitor utilizing ASQ questionnaires from entry into the PAT program through the fall of their Kindergarten year which provides teachers the ability to intervene in a more timely manner and with more thorough long-reaching data.

Stepping into this new role and then to navigate the COVID challenges, I must admit that things may not have been as seamless as they probably were the year before. Of the 13 administrative positions in the district, 5 were new to their positions this year. With that being said, the staff did an excellent job continuing the work of our strategic plan as well as our KESA plan. When I approached the DLT and the Board with the idea of combining Years 4 and 5, I knew it could be a challenge, but I knew that they were up to it. I felt confident that they had the data to show their work. The DLT worked on the Year 5 report as well as doing our own self-reflection using the rubric utilized by the ARC which led to good conversations about things we would like to tweak in our next 5-year process. Not only did I ask them to pull that work together, but I also pushed them to evaluate their work. No, they may not be the results they hoped for, but they knew where they were based on the data and where they were headed based on their goals.

We definitely felt a disconnect with our OVT. When I started in this role, I had to reach out for help getting the OVT Year 3 Report finalized and uploaded into the authenticated app. This was the report that I assisted with as an OVT member. As we began Year 5, we stressed the importance of following through and getting the Year 5 report uploaded in a timely fashion. On 4-20-2020, I was contacted by KSDE when our OVT Chair left a critical section blank on the final report. Upon further review, the notes our Board Clerk was asked to take that day were copied without any changes being made. I reached out to the Chair on 4-20-2020 to ask if those sections could be completed. That part was completed, but there were still issues on the OVT report that needed to be addressed. On 4-21-2020, I sent a PDF with the areas highlighted in yellow that still needed further attention. As a district, we felt like there were areas that the Year 5 OVT report did not adequately address or acknowledge the work that we had accomplished to this point. Therefore, we intentionally included additional data in the artifact section to show a more complete picture of the work we have accomplished. Unfortunately, it appears that the goal areas may have been confused which I think painted an even more confusing picture overall.

So, let me take a moment to describe where USD 490 is headed. This year, the district wrapped up the current strategic plan. Amid the challenges of COVID-19, we will be launching into our new strategic plan. We are working with KASB to assist us in the design of that plan. The foundational work included a community survey with over 500+ responses, face-to-face meetings (limited to 45 due to social distancing guidelines), and rewriting our mission and vision statements. The team will also be defining our portrait of a graduate. We have identified 5 key themes and will be weaving those into the foundational work of our KESA plan as well. The goal has always been to align our KESA plan and our strategic plan, because we believe they should be one and the same. Next, we will select goal areas aligned to the strategic plan and directly to the KS State Board Outcomes. Since our current strategic plan was written prior to any KESA work, those goals were not as clearly articulated as they need to be in the future. We know that and are working to address it in this new strategic planning process.

This section was difficult for me to write. -- The remainder of this document can be found on Page 11 of the 490 Appeal of ARC Recommendation.

Appeal Team Accreditation Recommendation

Based on the review of the appeal documentation, the Appeal Team recommends a status of **Accredited** for this system.



El Dorado USD 490

124 West Central Avenue, El Dorado, KS 67042-2138
(316) 322-4800
www.eldoradoschools.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Teresa Tosh**

Demographics

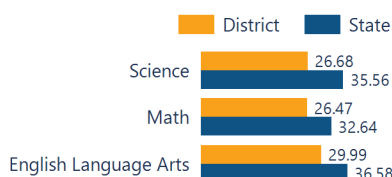


1,952 Students

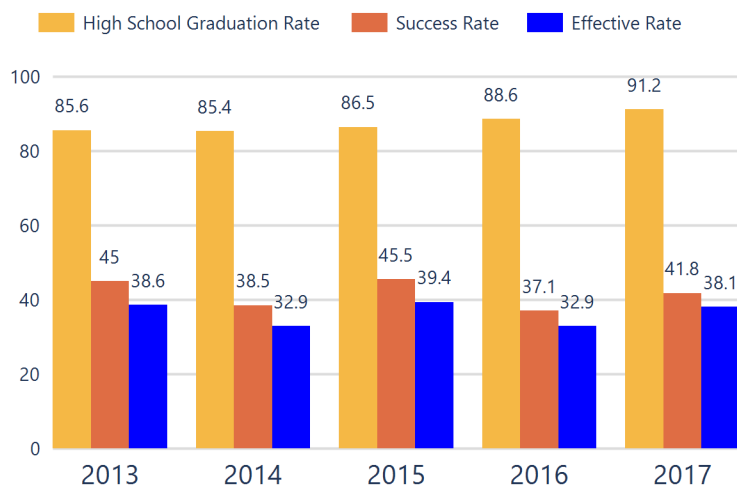
African American 1.69 %
Hispanic 9.48 %
Other 8.76 %
White 80.07 %

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

87%

Five-Year Success Avg

42%

Five-Year Effective Avg

36%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.6 - 44.5%

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

Graduation Rate: The 4-year
adjusted cohort graduation rate is the
number of students who graduate in
four years with a regular high school
diploma divided by the number of
students who entered high school as
9th graders four years earlier (adjusting
for transfers in and out).

Success Rate: A student must meet
one of the four following outcomes
within two years of High School
graduation.

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.

84.8%

State:
87.5

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.

\$11,013

State:
\$11,415

94.9%

State:
94.5

13.5%

State:
13.9

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

1.9%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.94	31.90	42.09	33.84	34.15	35.57	33.33	35.00	38.94
Level 2	38.24	34.96	28.46	39.58	36.92	34.61	40.18	35.00	34.37
Level 3	22.49	26.60	21.65	20.10	23.48	22.83	20.65	25.20	18.75
Level 4	4.60	5.81	6.81	6.46	5.43	6.97	5.82	4.79	7.93

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.16	41.37	52.53	38.02	41.68	43.28	40.46	42.70	41.89
Level 2	37.52	34.48	23.04	40.95	35.10	31.84	39.92	35.76	36.03
Level 3	16.39	17.60	18.89	16.81	19.56	19.90	16.57	17.79	16.21
Level 4	4.00	5.62	3.68	4.20	3.65	4.97	3.03	3.73	5.85

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	61.01	60.45	60.00	62.79	66.08	58.73	64.14	62.62	70.66
Level 2	22.59	23.16	20.00	23.83	16.95	23.80	22.72	23.23	16.00
Level 3	11.86	12.99	8.75	9.88	15.20	17.46	10.10	11.61	13.33
Level 4	3.38	2.25	8.75	3.48	1.75	0.00	3.03	2.52	0.00

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.13	30.43	N/A	57.14	38.09	N/A	73.33	66.66	N/A
Level 2	47.82	52.17	N/A	42.85	42.85	N/A	26.66	33.33	N/A
Level 3	13.04	17.39	N/A	0.00	19.04	N/A	0.00	0.00	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.57	38.02	71.42	39.24	39.24	59.45	34.56	38.27	39.02
Level 2	33.33	30.98	21.42	37.97	29.11	18.91	39.50	23.45	36.58
Level 3	20.28	26.76	0.00	16.45	27.84	16.21	22.22	32.09	21.95
Level 4	5.79	4.22	7.14	6.32	3.79	5.40	3.70	6.17	2.43

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

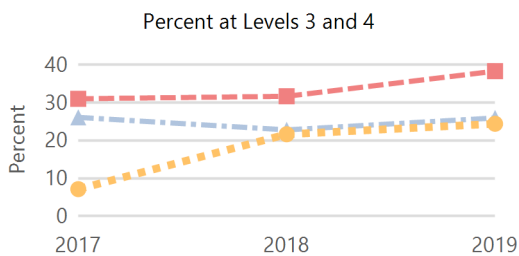
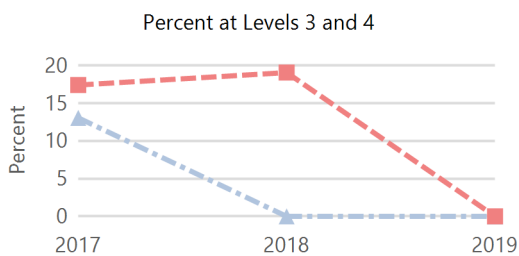
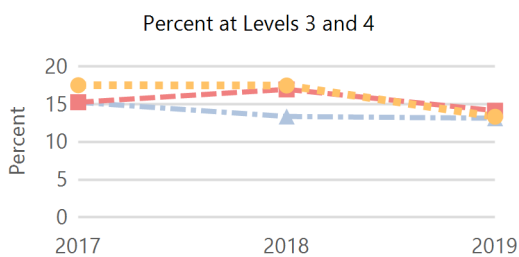
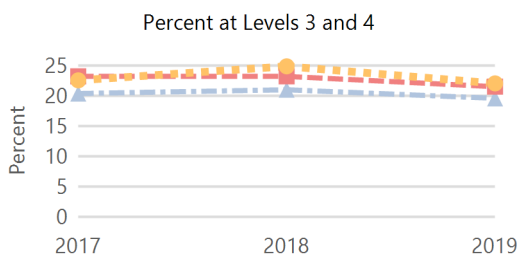
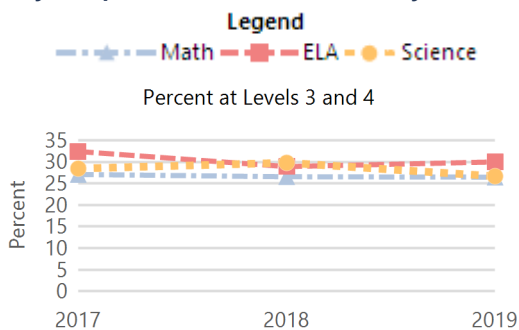
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.7
State	21.1

Accreditation Summary

Date: 05/06/2020

System: Z0026 Lutheran Schools (Topeka) (9021)

City: Topeka

Principal: Nancy Jankowski

Superintendent: James Bradshaw

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

All compliance areas were met as verified by KSDE.

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

ARC Comment

The system indicated that tiered framework of supports was in place in the building. Specific steps of the process were stated. The school collaborates with the local public school for services. However, no data is provided regarding how placement is determined, number of students moving in and out of the tiers, or overall student performance. A tutor in special education is available to work with students. It was mentioned that stakeholders were included in the development of their school improvement plan which was updated in March 2020. In the area of Postsecondary and Career, there was evidence of Individual Plans of Study in place with 7th and 8th graders. The school worked to provide STEM time for all students, in conjunction with the community, as well as discussions of careers.

Responses in the areas of Diversity and Equity, communication and basic skills, civic and social engagement, and arts and cultural appreciation were not addressed at this time because this system came for accreditation in 2017-2018 and at that time these areas were met adequately and no further response was needed.

Areas For Improvement

Comment	Foundational Structures of MTSS is not addressed adequately.
Rationale	Foundational Structures are the building blocks of KESA. They are programs, models or practices which address how the system is working to improve. The ARC in 2017-18 provided the system with a letter outlining its concerns regarding foundation structures and these were only partially addressed.
Tasks	Provide evidence of the implementation of a tiered framework of supports for mental and behavioral supports including any data to support your implementation.
Timeline	05-31-2021
System Response	

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

ARC Comment

The system did respond to the ARC's request of a Strategic Plan with improvement priorities. However, it is unclear what specific goal areas (R's) were selected for the building to improve upon for KESA. All the AdvancEd/Cognia improvement priorities in the strategic plan have goals and timelines. It should be noted that in 2018 the strategic plan was put into place, but there is no evidence if the improvement priorities in that plan were selected based on data or just stakeholder involvement of suggested improvements. Additionally, in March 2020 the system met to update their plan and chose three additional priorities without clear indication of data or impact on student learning. It is recommended that the system identify critical factors influencing student learning. Additionally, both quantifiable and qualitative data are important to be used for the purpose of evidence and growth.

Areas For Improvement

Comment	Clearly stated goals based on data and student driven.
Rationale	The KESA process requires that each system identify at least two goal areas along with specific goal statements indicating areas for improvement. Due to the AdvancEd/Cognia process, the system priorities outlined in its strategic plan and the KESA goals do not show alignment. A thoughtful improvement process is important. It should include both qualitative and quantitative data and the plan should be a working document in which all teachers and stakeholders are involved.
Tasks	A workable student-focused improvement plan that identifies data, goal areas, goal statements, interventions, timelines, and professional development. Progress needs to be shown over time, including data trends.
Timeline	01-31-2021
System Response	

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

ARC Comment

The system did respond to the ARC's request of a Strategic Plan with improvement priorities. However, it is unclear what specific goal areas (R's) were selected for the building to improve upon for KESA. All the AdvancEd/Cognia improvement priorities in the strategic plan have goals and timelines. It should be noted that in 2018 the strategic plan was put into place, but there is no evidence if the improvement priorities in that plan were selected based on data or just stakeholder involvement of suggested improvements. Additionally, in March 2020 the system met to update their plan and chose three additional priorities without clear indication of data or impact on student learning. It is recommended that the system identify critical factors influencing student learning. Additionally, both quantifiable and qualitative data are important to be used for the purpose of evidence and growth.

Areas For Improvement

Comment	Clearly stated goals based on data and student driven.
Rationale	The KESA process requires that each system identify at least two goal areas along with specific goal statements indicating areas for improvement. Due to the AdvancEd/Cognia process, the system priorities outlined in its strategic plan and the KESA goals do not show alignment. A thoughtful improvement process is important. It should include both qualitative and quantitative data and the plan should be a working document in which all teachers and stakeholders are involved.
Tasks	A workable student-focused improvement plan that identifies data, goal areas, goal statements, interventions, timelines, and professional development. Progress needs to be shown over time, including data trends.
Timeline	01-31-2021
System Response	

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

ARC Comment

It was reported that the school wrote a grant to secure a full-time counselor and part-time nurse. It does appear that the board has made a financial commitment to maintain a full-time counselor and part-time nurse for the school. The school does have regular board meetings that address policies and procedures. For example, the installation of additional security cameras was noted as completed.

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

In the report provided to the ARC the improvement plan addressed the priorities established during the Advanced Ed visit. The goals outlined their processed but did not discuss specific student improvements.

Board Outcomes

Social-Emotional Growth	The school appears to be grounded in their mission and vision as being Christ-centered. They have hired a counselor as well as a school nurse to meet student needs.
Kindergarten Readiness	ASQ has been utilized since 2018 and is reported to KSDE. However, no examples of specific use of the ASQ is mentioned to know how the school uses the data secured from results.
Individual Plans of Study	Individual Plans of Study has been implemented in 6-8 grade students. K-8 have lessons on career readiness through their social studies curriculum. Grades 6-8 take aptitude tests to inform career readiness. Eighth graders transition to the high school with their IPS file.

High School Graduation Rate	As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism. The system can look at the enrollment of their former students in higher level courses in high school.
------------------------------------	---

Postsecondary Success	As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building. Much like the high school graduation information, alternative and predictive data can be used to reply to this area of performance. It is recommended that the system track and report on the high school graduation rate of their former students.
------------------------------	--

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

ARC Comment

In 2017-2018 stakeholder engagement was not identified as an area for improvement to which the system needed to respond. However, it is to be noted that stakeholders were mentioned when addressing their response to updating the school improvement plan. The report noted that 20 people were working on the plan in 2017. In 2020, four parents represented outside stakeholders. The school, with the community, identified careers and STEM opportunities for learners.

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

ARC Comment

The school was responsive to AdvancEd/Cognia. However, the school did not respond to the letter from KSDE sent in 2018 in a timely manner. Throughout the following two years, KSDE contacted the system via email, phone calls, and in person. The system's administrator did have special circumstances that caused delay in her response in 2018. The system did meet with KSDE staff in person to review the ARC's request in the Fall 2019. A written response was submitted in April 2020.

9. The system has **not** followed the KESA process with an expected level of fidelity.

ARC Comment

Hope Lutheran does appear to fulfill the requirements for Advanced Ed but does not seem to understand that the KESA process needs to be in place as well. For example, in the response letter all areas of improvement priorities for AdvancEd/Cognia were identified, but KESA goal areas were not seen.

Areas For Improvement

Comment	Improved system alignment with the KESA process.
Rationale	The system is currently undertaking three processes of improvement which may be causing some discordance with understanding how they interface/align.
Tasks	Seek and document professional learning opportunities to ensure understanding of the KESA process.
Timeline	05-31-2021
System Response	

ARC Recommendation

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

Justification

Hope Lutheran has a school improvement process. Working with AdvancEd/Cognia the school has identified improvement priorities. The school also identified having a strong social-emotional program in place for their students. However, very little student data was used as those decisions were made nor was the work tied to KESA. Data regarding student achievement was not provided. Additionally, goals for the KESA process were not evident. Specific goals, with measurable targets, were not seen in the report.

Strengths

Hope Lutheran does have a Strategic Plan in place. It has been updated at least two times during the last three years. The school does utilize assessments to monitor student academic improvement. They have implemented career studies in Social Studies, enhanced STEM time, and added a tutor. The school has also added a full-time counselor and part-time school nurse. There is a partial tiered framework of supports in place and professional development is said to be driven by student progress.

Challenges

The challenge is that the use of data does not seem to be driving the school improvement work. No evidence of this was seen in the report. Student data was not reported. There does seem to be a disconnect between the process used by AdvancEd/Cognia and KESA. A bridge needs to be provided so the school understands that connection between the two processes. The importance of actual student data and information in the report cannot be over-stated. Data of students must be reported. Finally, the system needs to be sure that it is making every effort to be in full compliance with KSDE requirements, including the licensing of staff.



Hope Lutheran - Lutheran Schools (Topeka) - Z0026

6308 Quivira Rd, Shawnee, KS 66216-2744
 (913) 631-6940
 www.hopeschoolkc.org
 Principal: **Nancy Jankowski**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation:
 Grades: **K-8**
 Superintendent: **James Bradshaw**

Demographics

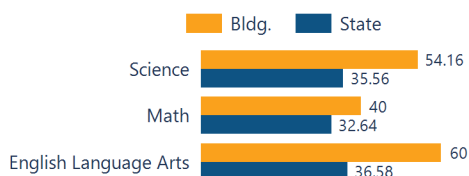


121 Students

African American 11.57 %
 Hispanic 5.79 %
 Other 10.74 %
 White 71.90 %

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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

Kansans CAN
lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

%

Five-Year Success Avg

%

Five-Year Effective Avg

%

95% Confidence Interval
for the Predicted
Effectiveness Rate

%

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

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

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.

N/A

State: School ESSA Expenditures Per Pupil

87.5

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

N/A

State:
\$11,415

96.1%

State:
94.5

5.6%

State:
13.9

26.7%

State:
1.4

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



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.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.57	7.14	4.76	16.17	7.24	10.00	13.75	10.00	12.50
Level 2	41.42	22.85	23.80	35.29	31.88	16.66	46.25	30.00	33.33
Level 3	37.14	45.71	42.85	36.76	43.47	46.66	27.50	35.00	33.33
Level 4	10.00	24.28	23.80	11.76	17.39	26.66	12.50	25.00	20.83

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	25.00	N/A	33.33	25.00	N/A	31.25	25.00	N/A
Level 2	66.66	25.00	N/A	41.66	25.00	N/A	43.75	43.75	N/A
Level 3	25.00	50.00	N/A	8.33	25.00	N/A	12.50	18.75	N/A
Level 4	0.00	0.00	N/A	16.66	25.00	N/A	12.50	12.50	N/A

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	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.

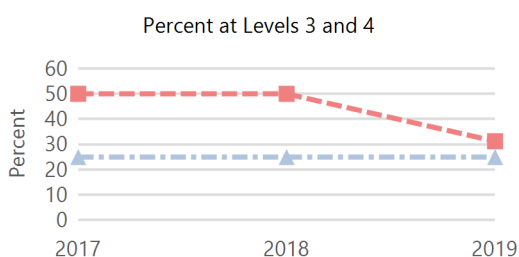
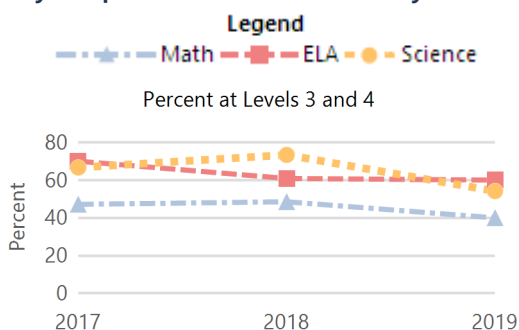
ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Building

State

21.1

Agenda Number: 10

Meeting Date: 8/11/2020



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

Item Title: Information on feedback from the field regarding start of 2020-21 school year

From: Brad Neuenswander

State Board of Education members unanimously approved the document “Navigating Change – Kansas’ Guide to Learning and School Safety Operations” at their July 15 regular Board meeting. The purpose of the guidance document is to assist schools in their preparations for the 2020-21 school year following the disruption of the prior school year due to the COVID-19 pandemic. The goals are to help schools be prepared to reopen safely, to adapt to the unique needs of their school communities, and to transition quickly if the school year is again interrupted because of the pandemic. Districts are preparing to implement multiple learning environments in order to meet the needs of students, while keeping students and staff safe.

As the reopen dates near for districts across the state, Board members requested feedback from educators and administrators on use of the guidance document, progress of preparations and general insight moving forward.

Kansas leads the world in the success of each student.



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Item Title: Update on Dyslexia training and timeline

From: Brad Neuenswander, Cynthia Hadicke

The recommendations of the Kansas Legislative Taskforce on Dyslexia were approved by the Kansas State Board of Education in November 2019. The work of these recommendations has begun without funding for a paid position in the agency. Training has been developed by KSDE and made available to all education service centers. There are three or four service centers currently offering this training for schools. The training developed and delivered by KSDE since March has been free for schools and offered virtually via ZOOM. There are many resources developed and available for schools on the KSDE website. Due to a lack of funding to continue this work and until such time that a secured position can be funded, the following recommendations for a revised timeline are being presented. KSDE staff will provide the update to Board members and be available to answer questions.

Recommended new timelines for dyslexia work:

- Professional learning - move to the end of the 2021 school year rather than the beginning.
- Universal screening - move to the beginning of the 2022 school year rather than the 2021 school year.
- Tiered systems of support - move to the beginning of the 2022 school year rather than the 2021 school year.
- Evidence-based literacy (structured literacy) - move to the beginning of the 2022 school year rather than the 2021 school year.
- Dyslexia handbook - move July 2021 rather than July 2020.
- Dyslexia paid position at KSDE - move to July 2021 rather than July 2020.



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Item Title: Receive higher education preparation program standards for Reading Specialist

From: Catherine Chmidling

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Institutions of Higher Education (IHEs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education approval. Once approved, the IHEs have access to develop new programs around the standards and to revise their current programs to align to the updated standards.

Attached are the revised standards for Reading Specialist PreK-12. A crosswalk document for the standards provides a comparison summary between the previous standards and the proposed new standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the September Board meeting.

Crosswalk: Previous versus New READING SPECIALIST Standards

General Information about this Revision:

- » Additions of all IDA Substandards to the standards and functions.
- » Updated wording per ILA 2017 Standards to the standards and functions.

Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. (Previously Standard 3)	Standard 1: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of reading literacy specialist in schools. (ILA S1) (IDA S1)	Additions to: Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (Previously Standard 4)	Standard 2: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. (ILA S2) (IDA S4)	Additions to: Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

Standard 3

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing	Standard 3: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnosis, and	Additions to: Additions of all IDA Substandards to Functions in this standard.

instruction. (Previously Standard 5)	measure student literacy achievement; inform instruction and evaluate interventions; assist teachers to their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. (ILA S3) (IDA S3)	Updated wording per ILA 2017 Standards to the standard and functions.
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Standard 4

PREVIOUS STANDARD	NEW STANDARDS	WHAT CHANGED?
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. (Previously Standard 1)	Standard 4: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. (ILA S4) (IDA S2)	Additions to: Additions of all IDA Substandards to Functions in this standard. Updated wording per ILA 2017 Standards to the standard and functions.

Standard 5

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (Previously Standard 2)	Standard 5: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (ILA S5)	Additions to: Updated wording per ILA 2017 Standards to the standard and functions.

Standard 6

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Candidates recognize the importance of, demonstrate, and facilitate professional	Standard 6: Candidates demonstrate the ability to be reflective literacy	Additions to: Additions of all IDA Substandards to Functions in this standard.

learning and leadership as a career-long effort and responsibility. (Previously Standards 6)	professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities. (ILA S6) (IDA S5)	Updated wording per ILA 2017 Standards to the standard and functions.
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Standard 7

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
NONE; No previous standard	Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors. (ILA S7)	Additions to: New standard added per 2017 ILA Standards. New standard and functions.

Kansas Licensure Standards for Reading Specialist Educators

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools. (ILA S1) (IDA S1)

Function 1.1: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g. concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy. (ILA 1.1)

Content Knowledge:

1.1.1 CK Understand the research about various learners (e.g., English learners, those with difficulties learning to read, the gifted).

Professional Skills:

[none]

Function 1.2: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy. (ILA 1.2)

Content Knowledge:

1.2.1 CK Understand the research and literature about foundational aspects of writing, especially as they relate to enhancing the reading and writing skills of students experiencing difficulty with reading and writing tasks.

Professional Skills:

[none]

Function 1.3: Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy. (ILA 1.3)

Content Knowledge:

1.3.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills:

[none]

Function 1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist. (ILA 1.4)

Content Knowledge:

1.4.1 CK Given the ways in which the role of the reading/literacy specialist has evolved through the years, candidates have a knowledge of the research and literature about the instructional and leadership dimensions of the role and understand the research that identifies the importance of relationships among the cultural context of the school, the community, and literacy learning.

Professional Skills:

[none]

Function 1.5: Candidates understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. (IDA 1.1)

Content Knowledge:

1.5.1 CK Understand that oral language comprises interrelated components (i.e., phonology, morphology, semantics, syntactics, and pragmatics).

Professional Skills:

[none]

Function 1.6: Candidates understand that learning to read, for most people, requires explicit instruction. (IDA 1.2)

Content Knowledge:

1.6.1 CK Understand the relationship between language acquisition and learning to read and the ways in which young readers develop concepts of print.

Professional Skills:

[none]

Function 1.7: Candidates understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge. (IDA 1.3)

Content Knowledge:

1.7.1 CK Understand the underlying research and literature about various components of reading, including foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension.

Professional Skills:

[none]

Function 1.8: Candidates identify and explain aspects of cognition and behavior that affect reading and writing development. (IDA 1.4)

Content Knowledge:

1.8.1 CK Understand how the theories of motivation, new literacies, digital learning, and the connections and the potential integration of reading with other aspects of literacy influence reading instruction throughout the grades and in the academic disciplines.

Professional Skills:

[none]

Function 1.9: Candidates identify (and explain how) environmental, cultural, and social factors contribute to literacy development. (IDA 1.5)

Content Knowledge:

1.9.1 CK Understand that students, influenced by their culture and family, come to school with marked differences in language, and understand the effect that these differences have on students' instructional needs.

Professional Skills:

[none]

Function 1.10: Candidates explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. (IDA 1.6)

Content Knowledge:

1.10.1 CK Understand the underlying research and literature about the development of language, speaking, and listening, and their importance as prerequisites for learning to read and write.

Professional Skills:

[none]

Function 1.11: Candidates understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). (IDA 1.7)

Content Knowledge:

1.11.1 CK Understand the research underlying the ways to effectively teach diverse learners (e.g., English learners, those with difficulties learning to read, the gifted) across the grades and in the academic disciplines.

Professional Skills:

[none]

Function 1.12: Candidates know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. (IDA 1.8)

Content Knowledge:

1.12.1 CK Understand the underlying research and literature about how writing develops and the importance of experiences in communicating in writing through a variety of styles and genres (e.g., narrative, expository, persuasive).

Professional Skills:

[none]

Function 1.13: Candidates understand the changing relationships among the major components of literacy development in accounting for reading achievement. (IDA 1.9)

Content Knowledge:

1.13.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills:

[none]

Standard 2: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. (ILA S2) (IDA S4)

Function 2.1: Candidates use foundational knowledge to design, select critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners. (ILA 2.1)

Content Knowledge:

2.1.1 CK Demonstrate foundational knowledge to create literacy curricula.

Professional Skills:

2.1.2 PS Create evidence-based literacy curricula in a field placement experience and mentoring other educators.

Function 2.2: Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen speak, view, or visually represent. (ILA 2.2)

Content Knowledge:

2.2.1 CK Demonstrate knowledge of evidence-based literacy instruction. .

Professional Skills:

2.2.2 PS Apply appropriate evidence-based literacy instruction in a field placement experience and mentoring other educators.

Function 2.3: Candidates select adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs: such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of student, especially those who experience difficulty with read and writing. (ILA 2.3)

Content Knowledge:

2.3.1 CK Demonstrate knowledge of multiple types of evidence-based literacy instruction.

Professional Skills:

2.3.2 PS Apply and scaffold appropriate types of evidence-based literacy for all students in a field experience and mentoring other educators.

Function 2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum. (ILA 2.4)

Content Knowledge:

2.4.1 CK Demonstrate knowledge of collaboration and coaching of appropriate literacy instruction and curriculum.

Professional Skills:

2.4.2 PS Apply collaboration and coaching skills of appropriate literacy instructional practices and curriculum in a field experience and mentoring other educators.

Function 2.5: Substandard A Essential Principles and Practices of Structured Literacy

Instruction: Candidates understand/apply in practice the general principles and practices of structured language and literacy teaching; candidates understand/apply in practice the rationale for multisensory and multimodal language-learning techniques; and candidates understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. (IDA 4 A.1-3)

Content Knowledge:

2.5.1 CK Understand components of structured literacy principles and practices.

Professional Skills:

2.5.2 PS Apply appropriate components of structured literacy principles and practices in a field placement.

Function 2.6: Substandard B Phonological and Phonemic Awareness: Candidates understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English; candidates understand/apply in practice considerations for levels of phonological sensitivity; candidates understand/apply in practice consideration for phonemic-awareness difficulties; candidates know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade; candidates know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction; candidates know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory=verbal; candidates know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English. (IDA 4 B.1-7)

Content Knowledge:

2.6.1 CK Understand components of phonological and phonemic awareness.

Professional Skills:

2.6.2 PS Apply appropriate components of phonological and phonemic awareness in a field placement.

Function 2.7: Substandard C Phonics and Word Recognition: Candidates know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading; know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills; know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan; know/apply in practice considerations for using multisensory routines to enhance student engagement and memory; know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed; know/apply in practice considerations for teaching irregular words in small increments using special techniques; know/apply in practice considerations for systematically teaching the decoding of multisyllabic words; know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers. (IDA 4 C.1-8)

Content Knowledge:

2.7.1 CK Understand components of phonics and word recognition.

Professional Skills:

2.7.2 PS Apply appropriate components of phonics and word recognition in a field placement.

Function 2.8: Substandard D Automatic, Fluent Reading of Text: Candidates know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read; know/apply in practice considerations for varied techniques and methods of building reading fluency; know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring

practices; know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency. (IDA 4 D.1-4)

Content Knowledge:

2.8.1 CK Understand components of automatic, fluent reading of text.

Professional Skills:

2.8.2 PS Apply appropriate components of automatic, fluent reading of text in a field placement.

Function 2.9: Substandard E Vocabulary: Candidates know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension; know/apply in practice considerations for the sources of wide differences in students' vocabularies; know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction; know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. (IDA 4 E.1-4)

Content Knowledge:

2.9.1 CK Understand components of vocabulary instruction.

Professional Skills:

2.9.2 PS Apply appropriate components of vocabulary instruction in a field placement.

Function 2.10: Substandard F Listening and Reading Comprehension: Candidates know/apply in practice considerations for factors that contribute to deep comprehension; know/apply in practice considerations for instructional routines appropriate for each major genre – informational text, narrative text, and argumentation; know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension; know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research; know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes. (IDA 4 F.1-5)

Content Knowledge:

2.10.1 CK Understand components of reading comprehension.

Professional Skills:

2.10.2 PS Apply appropriate components of reading comprehension in a field placement.

Function 2.11: Substandard G Written Expression: Candidates understand the major skill domains that contribute to written expression; know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive; know/apply in practice considerations for research-based principles for teaching written spelling and punctuation; know/apply in practice considerations for the developmental phases of the writing process; know/apply in practice considerations for the appropriate uses of assistive technology in written expression. (IDA 4 G.1-5)

Content Knowledge:

2.11.1 CK Understand components of written expression.

Professional Skills:

2.11.2 PS Apply appropriate components of written expression in a field placement.

Standard 3: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. (ILA S3) (IDA S3)

Function 3.1: Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools. (ILA 3.1)

Content Knowledge:

3.1.1 CK Demonstrate knowledge of the purposes, attributes, formats, strengths/limitations and influences of assessment tools.

Professional Skills:

3.1.2 PS Apply knowledge of the purposes, attributes, formats, strengths/limitations and influences of appropriate assessment tools in a field experience and mentoring other educators.

Function 3.2: Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students. (ILA 3.2)

Content Knowledge:

3.2.1 CK Demonstrate knowledge to administer, interpret, and use data for assessment decisions for all students.

Professional Skills:

3.2.2 PS Apply ability to collaborate with colleagues to administer, interpret, and use data for assessment decisions for all students in a field experience and mentoring other educators.

Function 3.3: Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools. (ILA 3.3)

Content Knowledge:

3.3.1 CK Demonstrate knowledge of participating in professional learning experiences.

Professional Skills:

3.3.2 PS Apply knowledge of participating in and leading professional learning experiences in a field experience and by mentoring other educators.

Function 3.4: Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students administrators, teachers, other educators, and parents/guardians. (ILA 3.4)

Content Knowledge:

3.4.1 CK Demonstrate knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders.

Professional Skills:

3.4.2 PS Apply knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders in a field experience and by mentoring other educators.

Function 3.5: Candidates understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. (IDA 3.1)

Content Knowledge:

3.5.1 CK Demonstrate knowledge of the differences among and purposes for assessments.

Professional Skills:

3.5.2 PS Apply knowledge of the differences among and purposes for assessments in a field placement.

Function 3.6: Candidates understand basic principles of test construction and formats (e.g., reliability validity, criterion, normed). (IDA 3.2)

Content Knowledge:

3.6.1 CK Demonstrate knowledge of basic principles of test construction and formats.

Professional Skills:

3.6.2 PS Apply knowledge of basic principles of test construction and formats in a field placement.

Function 3.7: Candidates interpret basic statistics commonly utilized in formal and informal assessment. (IDA 3.3)

Content Knowledge:

3.7.1 CK Demonstrate knowledge of basic statistics used in formal and informal assessments.

Professional Skills:

3.7.2 PS Apply knowledge of basic statistics used in formal and informal assessments in a field placement.

Function 3.8: Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties. (IDA 3.4)

Content Knowledge:

3.8.1 CK Demonstrate knowledge of screening tests.

Professional Skills:

3.8.2 PS Apply knowledge of screening tests in a field placement.

Function 3.9: Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs). (IDA 3.5)

Content Knowledge:

3.9.1 CK Demonstrate knowledge of progress-monitoring and reporting with CBMs.

Professional Skills:

3.9.2 PS Apply knowledge of progress-monitoring and reporting with CBMs in a field placement.

Function 3.10: Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing. (IDA 3.6)

Content Knowledge:

3.10.1 CK Demonstrate knowledge of informal literacy diagnostic surveys.

Professional Skills:

3.10.2 PS Apply knowledge of informal literacy surveys in a field placement.

Function 3.11: Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators. (IDA 3.7)

Content Knowledge:

3.11.1 CK Demonstrate knowledge of how to read and interpret common literacy diagnostic tests.

Professional Skills:

3.11.2 PS Apply knowledge of how to read and interpret common literacy diagnostic tests in a field placement.

Function 3.12: Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers. (IDA 3.8)

Content Knowledge:

3.12.1 CK Candidates demonstrate knowledge of the meaning of educational assessment data.

Professional Skills:

3.12.2 PS Apply knowledge of the meaning of educational assessment data and appropriate sharing with various stakeholders in a field placement.

Standard 4: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. (ILA S4) (IDA S2)

Function 4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction. (ILA 4.1)

Content Knowledge:

4.1.1 CK Demonstrate knowledge of foundational theories about culturally responsive instruction.

Professional Skills:

4.1.2 PS Apply knowledge of culturally responsive instruction in a field experience and by mentoring other educators.

Function 4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community. (ILA 4.2)

Content Knowledge:

4.2.1 CK Demonstrate knowledge of people as cultural beings both within and outside the school community.

Professional Skills:

4.2.2 PS Apply knowledge of people as cultural beings both within and outside the school community in a field experience and by mentoring other educators.

Function 4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society. (ILA 4.3)

Content Knowledge:

4.3.1 CK Demonstrate knowledge of an inclusive and affirming classroom.

Professional Skills:

4.3.2 PS Create an inclusive and affirming classroom in a field experience and by mentoring other educators.

Function 4.4: Candidates advocate for equity at school, district, and community levels. (ILA 4.4)

Content Knowledge:

4.4.1 CK Demonstrate knowledge of equity at school, district, and community levels.

Professional Skills:

4.4.2 PS Advocate for equity at school, district, and community levels in a field experience and by mentoring other educators.

Function 4.5: Candidates recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof. (IDA 2.1)

Content Knowledge:

4.5.1 CK Demonstrate knowledge of the tenets of the current definition of dyslexia.

Professional Skills:

4.5.2 PS Apply knowledge of the tenets of the current definition of dyslexia in a field placement.

Function 4.6: Candidates know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. (IDA 2.2)

Content Knowledge:

4.6.1 CK Demonstrate knowledge of federal and state laws pertaining to learning disabilities.

Professional Skills:

4.6.2 PS Apply knowledge of federal and state laws pertaining to learning disabilities in a field placement.

Function 4.7: Candidates identify the distinguishing characteristics of dyslexia. (IDA 2.3)

Content Knowledge:

4.7.1 CK Demonstrate knowledge of the distinguishing characteristics of dyslexia.

Professional Skills:

4.7.2 PS Apply knowledge of the distinguishing characteristics of dyslexia in a field placement.

Function 4.8: Candidates understand how reading disabilities vary in presentation and degree. (IDA 2.4)

Content Knowledge:

4.8.1 CK Demonstrate knowledge of the varying presentation and degree of reading disabilities.

Professional Skills:

4.8.2 PS Apply knowledge of the varying presentation and degree of reading disabilities in a field placement.

Function 4.9: Candidates understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction. (IDA 2.5)

Content Knowledge:

4.9.1 CK Demonstrate knowledge of how and why symptoms of reading difficulties change over time.

Professional Skills:

4.9.2 PS Apply knowledge of how and why symptoms of reading difficulties change over time in a field placement.

Standard 5: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (ILA S5)

Function 5.1: Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors. (ILA 5.1)

Content Knowledge:

5.1.1 CK Demonstrate knowledge of how to meet the developmental needs of all learners.

Professional Skills:

5.1.2 PS Apply knowledge of how to meet the developmental needs of all learners in a field experience and by mentoring other educators.

Function 5.2: Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners. (ILA 5.2)

Content Knowledge:

5.2.1 CK Demonstrate knowledge of collaborating with educators to provide opportunities, to engage and to motivate all learners.

Professional Skills:

5.2.2 PS Collaborate with other educators to provide opportunities, to engage and to motivate all learners in a field experience and by mentoring other educators.

Function 5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts. (ILA 5.3)

Content Knowledge:

5.3.1 CK Demonstrate knowledge of integrating appropriate digital technologies into literacy instruction.

Professional Skills:

5.3.2 PS Integrate appropriate digital technologies into literacy instruction in a field experience and by mentoring other educators.

Function 5.4: Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions. (ILA 5.4)

Content Knowledge:

5.4.1 CK Demonstrate knowledge of efforts to foster a positive literacy-rich environment.

Professional Skills:

5.4.2 PS Foster appositve literacy-rich environment in a field experience and by mentoring other educators.

Standard 6: Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities. (ILA S6) (IDA S5)

Function 6.1: Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice. (ILA 6.1)

Content Knowledge:

[none]

Professional Skills:

6.1.1 PS Demonstrate ability to be critical consumers of research, policy, practice and belong to a professional literacy organization in a field experience and by modeling for other educators.

Function 6.2: Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms. (ILA 6.2)

Content Knowledge:

[none]

Professional Skills:

6.2.1 PS Apply knowledge of adult learning by collaborating with colleagues in all aspects of literacy decisions in a field experience and by modeling for other educators.

Function 6.3: Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups. (ILA 6.3)

Content Knowledge:

[none]

Professional Skills:

6.3.1 PS Develop, refine and demonstrate leadership in a field experience and by modeling for other educators.

Function 6.4: Candidates consult with and advocate on behalf of teachers, students, families and communities for effective literacy practices and policies. (ILA 6.4)

Content Knowledge:

[none]

Professional Skills:

6.4.1 PS Advocate for effective literacy practices and policies in a field experience and by modeling for other educators.

Function 6.5: Candidates strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders. (IDA 5.1)

Content Knowledge:

[none]

Professional Skills:

6.5.1 PS Act in the best interests of struggling readers in a field placement.

Function 6.6: Candidates maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. (IDA 5.2)

Content Knowledge:

[none]

Professional Skills:

6.6.1 PS Provide accurate information about best literacy practices in a field placement.

Function 6.7: Candidates avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments. (IDA 5.3)

Content Knowledge:

[none]

Professional Skills:

6.7.1 PS Avoid misrepresenting the efficacy of literacy treatments in a field placement.

Function 6.8: Candidates respect objectivity by reporting assessment and treatment results accurately, and truthfully. (IDA 5.4)

Content Knowledge:

[none]

Professional Skills:

6.8.1 PS Objectively and accurately report assessment and treatment results in a field placement.

Function 6.9: Candidates avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. (IDA 5.5)

Content Knowledge:

[none]

Professional Skills:

6.9.1 PS Avoid making unfounded claims about those providing literacy services in a field placement.

Function 6.10: Candidates respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA. (IDA 5.6)

Content Knowledge:

[none]

Professional Skills:

6.10.1 PS Respect established organizations supported by CERI and IDA in a field placement.

Function 6.11: Candidates avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur. (IDA 5.7)

Content Knowledge:

[none]

Professional Skills:

6.11.1 PS Avoid and/or acknowledge conflicts of interest in a field placement.

Function 6.12: Candidates support treatment of individuals with dyslexia and related learning difficulties. (IDA 5.8)

Content Knowledge:

[none]

Professional Skills:

6.12.1 PS Support treatments of individuals with learning difficulties in a field placement.

Function 6.13: Candidates respect confidentiality of students or clients. (IDA 5.9)

Content Knowledge:

[none]

Professional Skills:

6.13.1 PS Respect all confidentiality in a field placement.

Function 6.14: Candidates respect the intellectual property of others. (IDA 5.10)

Content Knowledge:

[none]

Professional Skills:

6.14.1 PS Respect intellectual property in a field placement.

Standard 7: Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors. (ILA S7)

Function 7.1: Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidates' own classroom, literacy clinic, other school, or community settings. (ILA 7.1)

Content Knowledge:

[none]

Professional Skills:

7.1.1 PS Work with individuals and groups to assess, develop interventions, implement instruction, create supportive literacy environments, and assess the impact on student learning in a variety of field experiences.

Function 7.2: Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices. (ILA 7.2)

Content Knowledge:

[none]

Professional Skills:

7.2.1 PS Collaborate with and learn from other educators in field experiences.

Function 7.3: Candidates have ongoing opportunities for authentic, school-based practicum experiences. (ILA 7.3)

Content Knowledge:

[none]

Professional Skills:

7.3.1 PS Take advantage of opportunities for authentic field experiences.

Function 7.4: Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and preferable, have experience as reading/literacy specialists. (ILA 7.4)

Content Knowledge:

[none]

Professional Skills:

7.4.1 PS Accept supervision and feedback in all field experiences as a reading/literacy specialist.

Agenda Number: 13

Meeting Date: 8/11/2020



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Topeka, Kansas 66612-1212
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www.ksde.org

Item Title: Quarterly update on work of Special Education Advisory Council

From: Bert Moore

The State Board of Education will receive an update regarding work that the Special Education Advisory Council (SEAC) is involved in for the current school year. The update will include information from SEAC's July 23, 2020 meeting. Presenters will be Bert Moore, Director of Special Education and Title Services at KSDE, and Heath Peine, current Chair of 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. State Board member Jim McNiece is an ex-officio member of SEAC, serving as liaison between the two groups.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Bert Moore

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 8/11/2020

Item Title:

Act on new appointments to the Special Education Advisory Council

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint two new members to the Special Education Advisory Council with their terms of service from date of appointment through June 30, 2023.

Explanation of Situation Requiring Action:

The mission of Kansas' Special Education Advisory Council (SEAC) is to work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas.

One of the major functions of the SEAC is to serve as a liaison between the statewide populace and the Kansas State Board of Education. Citizens of Kansas are encouraged to communicate with the SEAC. This may be accomplished through contact with any Council member or the Secretary of the Council. Local education agency personnel, school patrons, students, lay community persons, private sector, public and private agencies, and educators at all levels are encouraged to submit relevant issues, questions and problems to the Council for consideration and action.

It is requested that the Board ratify the two nominees to fill the following open positions:

- Brandon Gay, representing Adult Corrections (Colby Community College, contract manager of Correctional Education) - State Board District 5
- Tobias Wood, representing State Agency (Kansas Board of Regents) - State Board District 4



Special Education Advisory Council Members

2020-2021



Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region	Voting Member	Address
Heath Peine (Chair)	6/30/2021 (1 st Term)	Local education official	Yes	10	Yes	USD 259 Wichita 903 South Edgemoor Street Wichita, KS 67235 (620) 326-4300 hpeine@usd259.net
Jennifer King (Chair-Elect)	6/30/2021 (1 st Term)	Representative of public charter schools	Yes	6	Yes	3250 Pin Oak Cr. St. George, KS 66535 931-980-8433 jennifer.king@usd480.net
Rebekah Helget (Past Chair)	6/30/2021 (1 year extension)	Administrator of program for exceptional children	Yes	6	Yes	Learning Cooperative of North Central Kansas 421 E. 3 rd Minneapolis, KS 67467 (785) 488-8153 rebekah.helget@usd333.com
Mike Martin	6/30/2022) (2 nd Term)	Parent of an exceptional child ages birth through 26 years	Yes	9	Yes	2009 Carline Road Girard, KS 66743 (620) 249-4793 mmartin@frontenac249.org
Dr. Heidi Cornell	6/30/2021 (1 st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	8	Yes	Wichita State University 1845 N Fairmount, Box 28 Wichita, KS 67226-0028 316-978-6067 Heidi.cornell@wichita.edu
Tina Gibson	6/30/2021 (2 nd Term)	Teacher (general education)	No	4	Yes	USD 345 Seaman 1124 NW Lyman Road Topeka, KS 66608 (785) 575-8700 tgibson@usd345.com
Dr. Chelle Kemper	6/30/2023 (2 nd Term)	Administrator of program for exceptional children	Yes	5	Yes	100 Mexico Ave., Montezuma, KS 67867 620-789-5050 ckemper@skacd.org

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region	Voting Member	Address
Rachel Marsh	6/30/2021 (1 st Term)	Representative from state agency responsible for foster care of children	No	4	Yes	Topeka, KS 620-200-0635 rachel.marsh@st-francis.org
Dr. Troy Pitsch	6/30/2022 (1 st Term)	Local education official who carries out activities under the federal McKinney-Vento homeless education act, 42 U.S.C. § 11431 et seq.	No	1	Yes	USD 500 KCK troy.pitsch@kckps.org
Sarah Schaffer	6/30/2021 (2 nd Term)	Individual with a disability	Yes	4	Yes	3409 Trail Road Lawrence, KS 66049 (785) 760-4672 s081s504@ku.edu
Laura Thompson	6/30/2023 (2 nd Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	7	Yes	123 N. Eisenhower Junction City, KS 66441 785-717-4334 laurathompson@usd475.org
Amy Wagoner	6/30/2022 (1 st Term)	Representative of private schools	No	7	Yes	Holy Cross Catholic School 2633 Independence Road, Hutchinson, KS 67502 (620) 665-6168 awagoner@holycross-hutch.com
Kari Wallace	6/30/2022 (1 st Term)	Representative of a vocational, community or business organization, concerned with the provision of transition services to children with disabilities	Yes	9	Yes	PO Box 466 Lebo, KS 66856 (620) 340-3813 Kari.wallace@usd253.net

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region	Voting Member	Address
Becci Werner	6/30/2022 (2 nd Term)	Administrator of program for exceptional children	No	8	Yes	USD 259 Wichita 903 S Edgemoor Wichita, KS 67218 316-973-4438 rwerner@usd259.net
Deb Young	6/30/2021 (2 nd Term)	Individual with a disability	Yes	4	Yes	625 Folks Rd. Apt 128 Lawrence, KS 66049 (785) 766-9324 dyoung@sunflower.com
Jennifer Kucinski.	7/1/2020- 6/30/2023 (1 st Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	3	Yes	16100 W. 141st Street, Olathe, KS 66062 913-227-4349 jkucinski@kssdb.org
Trisha Backman	7/1/2020- 6/30/2023 (1 st Term)	Representative from the state juvenile corrections agency	No	4	Yes	413 Eagle St. Silver Lake, KS 66539 785 806 5047 TrishaBackman@lghs.smokyhill.org
Amy Zimmerman	7/1/2020- 6/30/2023 (1 st Term)	Parent of a gifted child	No	5	Yes	1109 N. Tulane Ave. Liberal, KS 67901 620-655-9629 amy.zimmerman@usd480.net
Marvin Miller	7/1/2020- 6/30/2023 (1 st Term)	Teacher (special education)	Yes	10	Yes	10808 W. Harvest Lane Wichita, KS 67212 316-765-3145 mjmiller@abilityed.com
Jennifer Kurth	7/1/2020- 6/30/2023 (1 st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	4	Yes	University of Kansas Lawrence, KS 785.864.4954 jkurth@ku.edu
Tobias Wood	7/1/2020- 6/30/2023 (1 st Term)	State Agency official		4	Yes	9400 SW Hoch Rd Auburn, KS 66402 785-302-0584 twood@ksbor.org

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region	Voting Member	Address
Brandon Gay	7/1/2020-6/30/2023 (1 st Term)	Representative from the state adult corrections agency	No	5	Yes	Colby Community College brandon.gay@colbycc.edu
Lesli Girard	ex officio	Official Parent Training and Information Center for Kansas			No	Families Together, Inc. 5611 SW Barrington Court South, Suite 120 Topeka, KS 66614 (785) 233-4777 lesli@famielstogetherinc.org
Jim McNiece	ex officio	Kansas State Board of Education		10	No	1213 Manchester Court Wichita, KS 67212 jmcniece@ksde.org
Rocky Nichols/ Mike Burgess	ex officio	Official Protection and Advocacy System for Kansas			No	rocky@drckansas.org mike@drckansas.org
	ex officio	Senate Education Chair or Designee			No	
	ex officio	House Education Chair or Designee			No	

* These representatives fulfill the requirement in K.S.A. 72-3408 (b)(2) that a majority of Council members be individuals with disabilities or parents of children with disabilities ages birth through 26.

New Recommendations for approval

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Leah Zeller

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 8/11/2020

Item Title:

Act on new appointment to the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint Cody Calkins to his first term on the Licensure Review Committee effective from date of appointment through June 30, 2023.

Explanation of Situation Requiring Action:

The Kansas State Board of Education is responsible for approving appointments to the Licensure Review Committee. The LRC was created under K.A.R. 91-1-211 and is composed of seven members appointed for up to two three-year terms of office. Membership composition is outlined in regulation.

The LRC reviews the qualifications of applicants who desire to be licensed in the state of Kansas, but who do not satisfy all the requirements for licensure.

It is requested that the Kansas State Board of Education ratify these nominees to fill the following open positions:

- Cody Calkins, Lakin Middle School, USD 215 Lakin, representing building level administrators - State Board District 5

Attachments provided:

Nomination form and resume for appointee

Licensure Review Committee roster



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

- ☐ Professional Standards Board
 ☒ Licensure Review Committee
 ☐ Professional Practices Commission
☐ Regulations Committee
 ☐ Evaluation Review Committee
 ☐ Policies and Procedures Committee

Nominated by (organization) United School Administrators of Kansas Date June 17, 2020

Nominee's Name Cody Calkins Occupational Title Middle School Principal
 Place of employment (Facility) Lakin USD 215 Address 1201 W Kingman
 City Lakin State Kansas Zip 67860
 Home address _____
 City Lakin State Kansas Zip 67860-
 Home e-mail _____ Work e-mail cody.calkins@usd215.org
 Work Phone () - 620-355-6973 Home Phone () - _____
 Fax Number () - _____
 State Board District (that you work in) 5

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.**

Cody holds a building level leadership licence, he active in the Kansas Principals Association and serves as mentor for new principals in the Southwest corner of the state.

Working and educational experience which might be pertinent to this appointment.

In many ways Cody has learned the hard way, serving as a teacher in a small school district and a principal in the same small district, Cody serves as the curriculum director, professional development coordinator, staffing coordinator and other duties as needed. As items arise Cody and other administrators in the district serves a researcher and experets for the district.

Nominee represents school district or post-secondary institution size of:

- ☒ 0-400
 ☐ 400-1200
 ☐ 1200-2500
 ☐ 2500-5000
 ☐ 5000 and over

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

Resume

Cody Calkins

1768 Road 120

Lakin, Ks. 67860

Phone Number- 620-290-4887

Email address- cody.calkins@usd215.org

Professional strengths:

- Collaborative Leadership
- Knowledge of curriculum and Kansas College Career Ready standards development
- Possess in-depth knowledge of budget, curriculum and performance standard development
- Leadership Qualities and relationship building
- Knowledge of E4E classroom evaluation tool
- Communication skills
- Administering MAPS and Kansas Assessment and disaggregating of data
- Keep kids first
- Have excellent classroom management and organizational skills
- Have introduced new policies on school eligibility

Professional Experience:

Lakin Middle School

2016-Present

Middle School Principal

Lakin Middle School

2013-2016

Social Studies Teacher

- 7th grade World Geography/History and Kansas History
- 8th grade U.S. History
- PLC Leader
- Middle School FCA Leader
- SIT Team Member
- Wrote Donors.choose grant to gain classroom materials.
- Handled administrative tasks when principal was gone prior to hiring a Lead Teacher
- Attended conferences with parents, teachers and students
- Constantly collaborate with other teachers regarding cross-curricular activities
- District Leadership Team
- Work with Southwest Plains to evaluate academic and behavior needs, come up with and implement plans of improvement for students

Lakin Middle School

2012-2013

7-8 At-Risk Teacher

- Taught ELL and At-Risk students Core English Language Arts and Math Interventions during a 3-hour Block time.
- Implemented Read 180 program and the Accelerated Reader Program.

Kiowa County High School

2010-2012

9-12 History/Government/Geography Teacher

- Taught Freshmen/Sophomores- World Geography
- Taught Juniors- U.S. History
- Taught Seniors- U.S. Government
- Middle School Football Coach- 2011-2012

Educational Summary:

- Bachelor of Arts, Adams State College, December, 2009,
- Master of Science in Education, ESOL and Curriculum and Instruction, Newman University, May, 2015
- Building Leadership Licensure, Newman University December, 2015

Personal Details:

- Date of Birth: 06/05/1987
- Employment status: Full time
- Marital status: Married

Reference:

Kelley Gillespie,
Education Keynote, Coach, Author
Phone: 620-728-1022
e-mail: drkellyfromks@gmail.com

Mischel Miller
Director, Teacher Licensure and Accreditation
Kansas State Department of Education
Phone:
e-mail: mmiller@ksde.org

Jason Johnson,
Holcomb High School Principal
Phone: 620-290-2621
e-mail: jason.johnson@usd363.com

Tim Robertson
Remington Middle School Principal
Phone: (316) 799-2131
e-mail: tlrobertson@usd206.org

Tod Anthony
Leoti United Methodist Church Pastor
Phone:
e-mail:

Licensure Review Committee

Membership Set by Regulation

7 Members

Updated 7/17/2020

Current Members	Position	Size of District	Term Ends	Board District
Brungardt, Daniel Superintendent Bonner Springs USD 204	Administrator, District Level		June 30, 2023 (2 nd)	1
Jack, Ashlie Wichita State University	Chairperson of a Department of Education of a Teacher Education Institution	NA	June 30, 2022 (1 st full term)	NA
Major, Bruce Durham-Hillsboro-Lehigh USD 410	Classroom Teacher, Secondary Level	577	June 30, 2021 (2 nd)	7
Schneider, Ruth Special Education Teacher Rose Hill Middle School USD 394	Classroom Teacher, Special Education	242	June 30, 2021 (1 st)	9 & 10
Ford, Brittany Pratt USD 382	Classroom Teacher, Elementary	400-1200	June 30, 2023 (1 st)	5
White, Anita Pittsburg High School USD 250	Classroom Teacher, Middle level	2500-5000	June 30, 2023 (1 st)	9
VACANT	Administrator, Building Level			



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Item Title: Receive recommendations and report from Teacher Vacancy and Supply Committee on Limited Apprentice License

From: Susan Helbert, Mischel Miller

At the start of the 2018-19 school year, a two-year statewide pilot of alternative licensure pathways for elementary education and high-incidence special education was launched. The Limited Apprentice License program pilot design was recommended by the Teacher Vacancy and Supply Committee (TVSC), and included a formal evaluation process at the conclusion of the pilot during the spring of the 2019-20 school year. Dr. Amy Gaumer Erickson, University of Kansas Center for Research on Learning, conducted the formal evaluation process during late winter of 2019 and early spring, 2020. Evaluation results were shared, and the TVSC has formulated final recommendations related to the pilot programs.

Attached is a reminder summary of the pilot design. During the State Board meeting, staff will review the evaluation design and results. Final TVSC recommendations to continue a para-to-teacher high incidence program with modifications will be presented, along with recommendations for elementary education options. A recommendations document is also attached.

Limited Apprentice Pilot design

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

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

Recommendations

Based on High Incidence and Elementary pilot programs

High Incidence Special Education

Continue to provide a special education paraprofessional to teacher pathway called the Limited Apprentice License (LAL) program.

This new pathway should be designed as an alternative pathway that allows the candidates to start teaching prior to completing the full program. The candidates would be issued a Limited Apprentice License after they complete an initial prescribed set of program coursework. They can be assigned as the teacher when the license issued, and can teach under the LA license while completing the remainder of the LAL program requirements. The endorsement on the LA license will be High Incidence Special Education. Appropriate assignment under the LAL license is providing Support Services.

Qualifications of candidates:

- **Bachelor's degree** (from a regionally accredited university)
- **GPA** requirement of 2.50 on a 4.0 scale for the most recent 60 semester credit hours earned by the candidate (same as the GPA requirement for the current Restricted license candidates)
- **Minimum of one full school year as a full-time special education paraprofessional** under the supervision of a SPED teacher
 - Extensive long-term special education substitute experience will be considered on an individual basis for equivalency to the described paraprofessional experience.
- **Verification that a local education agency (LEA) will employ and support them** in an appropriate SPED assignment during the completion of the program under the LAL license.

Responsibilities of LEA/Teacher Education institution:

Support and supervision of the candidate must be provided collaboratively by both the LEA and the institution.

In addition:

- Hiring LEA must:
 - Assign a mentor and provide an approved mentor program
 - Place the candidate in an appropriate assignment
- University must:
 - Provide a plan of study:
 - that allows for completion of the program within a two-year timeframe.
 - a third year to complete may be approved on an individual basis if a candidate can verify extenuating circumstances.
 - that specifically designates the coursework and other requirements to be completed each semester.
- The LEA mentor and university advisor must share their contact information for collaboration purposes.

Program/Plan of Study:

Convene a Committee to identity and develop a program that is appropriate to address the unique needs of the special education paraprofessionals completing this licensure pathway.

Why this recommendation: the pilot program utilized existing approved High Incidence programs –programs designed for individuals who have completed teacher preparation for a general education subject, and are already licensed teachers. The HI program delivers only the special education competencies. The LAL program needs to provide necessary foundational knowledge and skills in addition to the special education competencies.

Licensure after program completion:

- **Issue a standard Initial teaching license**
 1. If the teacher held a LAL license and taught for two full years and was mentored under the LAL License:
 - require 1 additional year of mentoring prior to being upgraded to the professional license.
 2. If the teacher held a LAL license for less than two full years and/or did not have two full year of teaching/mentoring during a LAL license:
 - require 2 additional years of mentoring prior to being eligible to upgrade to the professional license.
- **Teaching subject endorsements can be added** to the standard Initial or subsequent Professional license based on passing the appropriate content test.

Elementary Education

1. **Priority should be given to create an opportunity for teachers who are already licensed to teach other subjects, to add the elementary education endorsement in a more efficient, streamlined manner.**
 - a. Currently, licensed teachers are required to complete a full, approved elementary education teacher preparation program plus the test. No provisional license is available to allow them to begin teaching in an elementary classroom during completion of the program.
 - b. Convene a committee to: identify the critical knowledge and skill competencies for transitioning from a license to teach a specific subject to teaching in an elementary classroom assignment; and make recommendations about the requirements and process to accomplish the added endorsement for elementary education.
2. **Continue to explore an alternative pathway for bachelor degreed individuals to transition to teaching and earn an elementary education teaching license.**



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Item Title: Personnel Report

From: Candi Brown, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3											
Unclassified	3											
Unclassified Regular (leadership)	0											
Total Separations	5											
Classified	0											
Unclassified	5											
Unclassified Regular (leadership)	0											
Recruiting (data on 1st day of month)	7											
Unclassified	7											
Unclassified Regular (leadership)	0											

Total employees 242 as of pay period ending 07/11/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 8/11/2020

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

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

Explanation of Situation Requiring Action:

The following personnel appointments are presented this month:

Kyleen Harris to the position of Public Service Executive on the Child Nutrition and Wellness team, effective July 20, 2020, at an annual salary of \$ 54,995.20. This position is funded by the Federal Food Assistance fund.

Meg Richard to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective July 22, 2020, at an annual salary of \$ 56,118.40. This position is funded by Title VI State Assessments and the State General Funds.

Jim Green to the position of Safety Specialist on the School Finance team, effective July 27, 2020, at an annual salary of \$ 62,836.80. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 8/11/2020

Item Title:

Act on recommendations for Visiting Scholar licenses

Recommended Motion:

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

Explanation of Situation Requiring Action:

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program William Allen Skeens

Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2020-21 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course. The CAPS program provides students with the opportunity to explore career opportunities in many core areas. Students are exposed to a broad overview of the criminal justice system through a case study approach and exposure to “real experts” while participating in field visits.

The course receives college credit through Johnson County Community College, College Now Program. The CAPS schedule offers morning and afternoon sessions (six periods) every day for a full semester, replicated second semester. Mr. Skeens participated in appropriate professional learning in both education and the legal professional while employed in this position during the last seven school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

Lawrence USD 497 Kelly Welch

The Lawrence school district requests that Kelly Welch be granted renewal of a Visiting Scholar license valid for the 2020-21 school year. Ms. Welch will be assigned as a full-time FACS teacher at
(continued)

Lawrence High School. Kelly was employed under a Visiting Scholar license teaching FACS for Geary County Schools USD 475 for two years, and transferred to USD 497 for the 2019-20 school year. The Lawrence school district has verified appropriate professional learning during this past school year.

Kelly Welch's educational background and studies along with her almost two decades of teaching experience in family studies and human ecology at the postsecondary level provide a unique learning experience to the students at Lawrence High School. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2020-21 school year for Kelly Welch be approved, based on continuing to meet two of the established criteria, and appropriate professional learning during the last three years of teaching as a Visiting Scholar.

Criteria for a Visiting Scholar license:

1. Advanced course of study or extensive training in the area of licensure requested
2. Outstanding distinction or exceptional talent in the field
3. Significant recent occupational experience which is related to the field

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:

Lynn Bechtel

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 8/11/2020

Item Title:

Act on local in-service education plans

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

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

USD 270 Plainville

USD 288 Central Heights

USD 369 Burrton

USD 403 Otis-Bison

USD 438 Skyline

USD 445 Coffeyville

USD 487 Herington

USD 495 Ft. Larned

620 Three Lakes Educational Cooperative

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Bert Moore

Director:

Pat Bone

Commissioner:

Randy Watson

Meeting Date: 8/11/2020**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 2020-2021 McKinney Vento Children and Youth Homeless grants.

Explanation of Situation Requiring Action:

The Kansas State Department of Education received \$508,689 for the 2020-2021 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	\$ 46,575
USD 259 Wichita	\$ 160,132
USD 261 Haysville	\$ 30,500
USD 289 Wellsville	\$ 11,000
USD 290 Ottawa	\$ 24,500
USD 383 Manhattan-Ogden	\$ 29,250
USD 457 Garden City	\$ 24,773
USD 475 Geary County	\$ 27,300
USD 500 Kansas City	\$ 116,000
USD 501 Topeka	\$ 38,659

Total grant awards:	\$ 508,689
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Item Title:

Act on Professional Agreement with Kansas School for the Deaf NEA

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the Professional Agreement between the Kansas School for the Deaf NEA and the Kansas State Board of Education for the term Aug. 1, 2020 to July 31, 2022.

Explanation of Situation Requiring Action:

The negotiations bargaining team has been working to finalize a two-year Professional Agreement between the Kansas School for the Deaf NEA and the Kansas State Board of Education. The Agreement is presented this month for State Board approval.

Attachments provided:

Professional Agreement

2020-21 Professional Salary Schedule

2021-22 Professional Salary Schedule

Supplemental Contract List

Professional Agreement

Between

Kansas School for the Deaf NEA

And

Kansas State Board of Education

August 1, 2020 – July 31, 2022

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Article 1. Definitions

- A. **Association:** Kansas School for the Deaf NEA, affiliated with Kansas National Education Association and the National Education Association
- B. **Bargaining Unit:** all classroom teachers, transition facilitator, counselors, library media specialists, school psychologists, speech pathologists, and social workers employed by the Board and assigned full or part time to the Kansas School for the Deaf
- C. **Board:** the Kansas State Board of Education
- D. **Days:** working days
- E. **Educator:** all members of the bargaining unit
- F. **School:** Kansas School for the Deaf
- G. **Seniority:** the period of continuous service in the school
- H. **State:** the state of Kansas
- I. **Superintendent:** superintendent of the Kansas School for the Deaf or designee
- J. **Supervisor:** person designated by the Superintendent to perform supervisory, disciplinary, and evaluative duties over a member of the bargaining unit

Article 2. General Provisions

A. Modification of Agreement

This agreement may be amended at any time by mutual consent. However, no amendment to this agreement shall be binding unless executed in writing and ratified by both the Board and the bargaining unit represented by the Association.

B. Savings Clause

Nothing in this agreement shall be construed to limit the statutory power and duty of the Board to make, amend, or execute decisions and policies that are necessary to operate and maintain the teaching program and school and to otherwise carry out its lawful rights and responsibilities. Any portion of this agreement which is contrary to law shall be null and void but the remainder of the agreement shall remain in full force and effect.

Article 3. Salary

- A. Salary shall be based upon the rate of compensation paid to educators employed by the Olathe District Schools for the preceding school year as per K.S.A. 76-11a17 and amendments.
- B. Educators shall be placed on the salary schedule in the cell that provides the highest salary to which their years of experience, highest degree, additional semester hours, and professional development points entitle them.
- C. Proof of completion (i.e. grade card) of college hours may be submitted to the Human Resources office for salary schedule column advancement. College hours that will result in column advancement in the current contract year will be credited only if official transcripts are submitted by the second paycheck of the current contract year. Failure to meet the deadline for official transcript submission after submitting proof of completion of college hours will result in retroactive salary adjustment. Transcripts for college hours submitted after the second paycheck will be credited in the following contract year.
- D. Professional development points earned during the contract year must be submitted by May 1 for salary schedule column movement the following contract year. Professional development points earned after April 30 that will result in column advancement the following contract year will be accepted if submitted by the second paycheck of the following contract year.
- E. College credits and professional development points will be counted from the date of the last highest degree conferred. After a master's degree, professional development points start over towards movement on the salary columns.
- F. The Superintendent shall determine the initial placement of a newly hired educator on the salary schedule.
- G. Career Increment Payment
 - 1. Educators who have completed at least fifteen but less than twenty years of service at the School shall have \$200 added to the annual salary.
 - 2. Educators who have completed at least twenty but less than twenty-five years of service at the School shall have \$300 added to the annual salary.
 - 3. Educators who have completed at least twenty-five or more years of service at the School shall have \$500 added to the annual salary.

4. Career increment payments shall be made on the final pay period in December.
- H. The 2020-2021 and 2021-2022 salary schedules are attached as Appendix A and B.

Article 4. Supplemental Assignments

A. Supplemental Assignments

Supplemental contracts are those for coaching, new teacher orientation, supervising, directing and assisting extracurricular activities, chaperoning, ticket taking, cafeteria supervision and other similar and related activities.

Educators cannot be required to accept supplemental duties in order to maintain a primary teaching contract. Educators can resign supplemental duties without affecting their primary contracts.

Supervision of the cafeteria is a supplemental and cannot be involuntarily assigned. However, other supervisory duties during the lunch period but outside the cafeteria may be assigned.

B. Issuance of Supplemental Contracts

1. Supplemental contracts will be issued within one (1) month of approval of the Professional Agreement by the teachers and the Kansas State Board of Education.
2. Payment of a supplemental contract will be made upon completion of the duties covered.
3. A supplemental contract will be issued only when duties are assigned.

- C. The supplemental salary schedule is attached as Appendix C.

Article 5. Disciplinary Procedure

- A. Disciplinary action may result from a violation of Board policy, rules, regulations, or other good cause. Disciplinary action, with the exception of non-renewal/termination, is not meant to address an

educator's effectiveness with students. Such professional issues should be addressed through the evaluation procedure.

- B. The underlying principal of discipline is correction rather than punishment. Discipline, short of discharge, should help the educator correct unacceptable actions. In these situations, the supervisor will make every effort to counsel the educator and/or suggest behavioral changes. If such counseling or suggestions fail to have a constructive effect, the supervisor shall follow this policy.
- C. In most cases, disciplinary action for repeated violations shall be progressively more severe. However, the severity of the violation will determine the initial action taken from the following options:
 - 1. Verbal reprimand (no written record will be placed in the educator's personnel file)
 - 2. Written reprimand
 - 3. Suspension with pay
 - 4. Suspension without pay for up to five (5) days
 - 5. Non-renewal/termination
- D. Prior to any disciplinary action, the supervisor will confer with the educator. The educator may be accompanied by a representative and/or Level 4 or 5 interpreter of choice at any and all levels of the disciplinary procedure. Discussion of disciplinary actions between the educator and the supervisor shall occur within five (5) days of written notice from the supervisor or until a Level 4 or 5 interpreter is obtained.
- E. A written reprimand or letter of suspension will be placed in the educator's official Human Resource file. A copy will be provided to the educator. The educator has the right to respond in writing within ten (10) days and the response shall be attached to the reprimand/suspension documentation in the file.
- F. Any disciplinary action taken, with the exception of a verbal reprimand or non-renewal/termination, shall be subject to the grievance procedure.

1. A grievance in regard to a written reprimand shall be filed at Step One of the grievance procedure with the appropriate supervisor.
2. A grievance in regard to a suspension shall be filed at Step Two of the grievance procedure with the Director of Human Resources.

Article 6. Grievance Procedure

A. Definition

A grievance is a statement of dissatisfaction over any condition of work which allegedly has an adverse effect on the educator. The procedure may also be used to provide redress for grievances alleging discrimination on the basis of race, color, ancestry, national origin, age, sex, sexual harassment, sexual orientation, disability, political affiliation, or veteran's status. In addition to the right to file the grievance under this procedure, all employees retain the right to file civil rights complaints with the appropriate enforcement agencies.

B. Procedure

1. Step One. An educator must file a grievance with the appropriate supervisor within ten days of the event causing the dispute or within ten days of the educator's knowledge of the occurrence of the event causing the dispute. The supervisor will meet with the educator and provide a written response within five days of receiving the grievance.
2. Step Two. If the educator is not satisfied with the response of the supervisor, the educator may file the grievance with the Director of Human Resources within ten days of the supervisor's response. The HR Director will meet with the educator and provide a written response within ten days of receiving the grievance.
3. Step Three. If the educator is not satisfied with the response of the Director of Human Resources, the educator may file the grievance with the Superintendent within ten days of the Director's response. Within ten days of receiving the grievance, the Superintendent will meet with the educator and/or appoint one or more persons as a hearing panel to gather pertinent statements and information and make recommendations to the Superintendent. Within fifteen days of receiving the grievance, the Superintendent will provide a written response.
4. Step Four. If the educator is not satisfied with the response of the Superintendent, the educator may request advisory

mediation by notifying the Superintendent within ten days of the Superintendent's response. The request for advisory mediation will be jointly forwarded to the Federal Mediation Conciliation Service (FMCS) unless both parties agree to use an alternate resolution process.

C. General Provisions

1. The educator may be accompanied to a representative of choice at any and all levels of the grievance procedure. Up to two non-participating observers, chose by the educator, may attend. Disruptive behavior may be reason to terminate the meeting.
2. Discussion of a grievance between the educator and the supervisor, HR Director, or Superintendent shall occur at such times as the parties mutually agree.
3. Time limits as designated in this article may be extended by mutual agreement.

Article 7. Temporary Leaves

A. Personal Leave

KSD will annually grant three (3) days of personal time to be used during the regular school year. These Personal Days shall not be accumulative and will be forfeited at the end of each school year. Administration asks that personal leave requests be made a minimum of three (3) days in advance, if possible, to allow for the development of lesson plans and related activities and to allow for ample time to secure a substitute teacher. Administration will make every effort to approve leave requests that are submitted in a timely manner.

Personal leave is not available under the following conditions unless authorized by the Superintendent:

1. The orientation period at the beginning of the school year
2. The last five (5) contract days of the school year
3. The last contract day prior to Thanksgiving break, winter break, spring break, or a holiday
4. The first contract day following Thanksgiving break, winter break, spring break, or a holiday
5. Any professional development professional preparation days identified on the school calendar.

B. School Closure

The KSD Administration has the exclusive right to declare when KSD is closed for any reason.

C. School Absences

Educators are encouraged to report for work to ensure adequate supervision of students. However, if the employee finds it is not possible to report to work, the educator who chooses to remain at home must promptly notify his/her immediate supervisor. The missed day will be deducted from one of the following: a) personal leave, b) sick leave, c) discretionary day, or d) unpaid leave.

Article 8. Professional Day

A. Duty Day

Full time staff members are expected to be at work by 7:45 a.m. and end at 3:45 p.m. If special situations or appointments require a late arrival or early departure, arrangements may be made with the supervisor in advance.

B. Plan Time

1. Educators assigned full-time to the secondary school (grades 7-12 and post-graduates) will have at least 242 minutes per week within the regular student contact hours for the purpose of planning, preparation, and evaluation of instructional activities.
2. Educators assigned full-time to the elementary school (early childhood through grade 6) will have at least 225 minutes per week within the regular student contact hours excluding recess, for the purpose of planning, preparation, and evaluation of instructional activities.
3. Speech therapists, school psychologists, social workers, counselors, and library media specialists may schedule time as needed and available for the purpose of planning and preparation.

C. Professional Meetings

Department meetings, professional learning community meetings, and professional development meetings may be scheduled on Friday

afternoon. Educators will attend any meetings scheduled during this time.

D. Duty Free Lunch

Educators shall have a daily uninterrupted lunch period free of assigned responsibility for a period of at least twenty-five minutes duration.

E. Flex Time

In years when there is early dismissal of students on the Wednesday before Thanksgiving, educators may remain at work until 3:45 or may leave after student dismissal. Those who choose to leave early will make up four hours at another time for professional development, and/or assist with school events. Educators who choose the flex time will inform their supervisor of their plan.

F. Compensation Time

One hour of compensation time shall be granted to the counselor, school psychologist, and school social worker for each hour spent outside the defined duty day in response to an administration approved request for services. Compensation time shall accumulate through the school year and may be used at the discretion of the educator with the approval of his/her supervisor. Accumulated compensation time shall be taken in no less than one-hour increments with no more than eight hours (one contract day) taken at any one time. Accumulated compensation time not used by the end of the school year will be forfeited except for any hours earned during the last week of the school year. Any hours earned during the last week of school may be carried over to the following school year.

G. Additional Endorsements – Upon accepting a position at KSD, newly hired staff are informed that they must obtain two endorsements, content area and deaf education, in order to achieve “highly qualified” status. If KSD administration asks a teacher to obtain additional endorsements beyond the required two, KSD will cover the costs of endorsement tests. If a teacher wishes to acquire extra endorsements for their own professional growth, costs will be borne by the teacher.

- H. Extra Duties- Teachers may be asked to consider two extra duties each school year with the goal of spreading out duties amongst staff. Teachers will have the election to acquire a third duty if they choose to do so. No extra duties will be asked of first- and second-year teachers if possible. If needed, duties will be limited to one.

Article 9. Contract Year

A. Basic Contract Year

The educators' contract year shall be for 181 days for returning educators and 183 days for new hire educators. There shall be 170 student contract days.

B. Calendar Parameters

1. Two days shall be designated as new staff orientation
2. Two days shall be designated as professional development days; one shall be scheduled prior to the first day of school.
3. Six days shall be designated as professional preparation days; one shall be scheduled prior to the first day of school, one at the end of each quarter and an additional day during the school year.
 - a. All days designated as a "professional preparation day" are to be used at the discretion of the educator for activities related to instructional purposes.
4. Two half days shall be designated for parent teacher conferences.

Article 10. Association Rights

- A. The Association shall have the right to post notices of activities and matters of Association concern on official employee bulletin boards.
- B. The Association shall have access to teacher mailboxes and to school e-mail addresses for communication of Association business.
- C. The Association shall have access to school facilities when such facilities are not otherwise in use.
- D. The Association shall be provided with the names and assignments of all bargaining unit members and each September shall be provided with the placement of each on the salary schedule.
- E. The Association shall be provided up to five days of Association leave per year at no cost to the Association. The Association president shall provide notification of such leave at least one week prior to the leave.

Article 11. Reduction in Force

In the event of severe budget constraints and/or severe declines in enrollment, a reduction in force other than what can be achieved by normal attrition may be necessary to ensure the viability of the School. In that situation, the Board has the right to determine if it is in the best interest of the School to reduce its work force. This decision shall be made after consultation between the Board and the School administration.

A. Procedure

1. Reduction of professional educators shall first be accomplished by normal attrition through resignation or retirement of educators.
2. If further reduction is necessary, probationary educators (as defined by KSA 76-11a13) will be non-renewed before any non-probationary educators are non-renewed due to a reduction in force.
3. If further reduction is necessary, the Board shall consider the following factors in determining which educators shall be non-renewed due to a reduction in force:
 - a. Licensure/endorsement
 - b. Educator qualifications
(including highly qualified status, American Sign Language/English Bilingual Professional Development [AEBPD] training, other professional development experience)
 - c. American Sign Language and written English skills
 - d. Seniority
 - e. Recent evaluations
4. The Board shall indicate to any educator selected for non-renewal due to a reduction in force the reasons why he/she was selected based upon the above factors.
5. An educator selected for non-renewal may appeal the decision as per KSA 76-1106 et seq.

B. Recall of Professional Educators

1. If a vacancy occurs within two (2) years for which any educator who was non-renewed due to a reduction in force is qualified, the position shall be offered to the most recently reduced educator.
2. No educator will forfeit or lose the right to recall because the educator has secured other employment during the period in which they have a right to recall.

3. Any professional educator who has been displaced due to reduction in force may apply for assignment as a substitute teacher and have first consideration for filling substitute teacher positions.

In the event of a re-hire, the educator's length of service will commence from the original hire date minus the time of the reduction in force.

Article 12. Educator Evaluation

Licensed KSD educators adhere to the Kansas Educator Evaluation Protocol Greenbush, a teacher evaluator model that aligns with the Kansas State Department of Education requirements.

Article 13. Access to Files

An educator has the right to examine his/her own personnel file. Educators may review their files only while in the presence of someone from the Human Resource department. Nothing may be added or deleted without making a written request to the Human Resource Director and approved by the Superintendent.

A copy of the file contents may be obtained by making a written request to the Human Resources office.

Article 14. Duration

This shall be a two-year agreement.

Kathy Busch, Kansas State Board of Education Chair
Kansas State Board of Education Chair

Date

Nancy Frazier, KSD NEA President
KSD NEA President

Date

APPENDIX:A
KANSAS SCHOOL FOR THE DEAF
PROFESSIONAL PAY SALARY SCHEDULE
and PLACEMENT CHART
2020-2021 (181 DAYS)

Bachelor Columns			
Level	BS Salary	BS+12 Salary	BS+24 Salary
1	(0) \$40,736	(0) \$41,323	(0) \$41,920
2	(1) \$41,284	(1) \$41,881	(1) \$42,486
3	(2) \$41,762	(2) \$42,365	(2) \$42,977
4	(3) \$42,245	(3) \$42,854	(3) \$43,474
5	(4+) \$42,594	(4) \$43,350	(4) \$43,977
6		(5) \$43,851	(5) \$44,486
7		(6-7) \$44,444	(6-7) \$45,088
8		(8) \$44,959	(8) \$45,610
9		(9-11) \$45,479	(9-11) \$46,139
10		(12+) \$45,692	(12-14) \$46,674
11			(NA) \$47,216
12			(15-16) \$47,855
13			(17+) \$48,402

Master Columns							
Level	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	Doctorate Salary
MAX-17	(0) \$46,809	(0) \$50,883	(0) \$54,139	(0) \$56,664	(0) \$58,428	(0) \$60,930	(0) \$61,882
MAX-16	(1) \$47,489	(1) \$51,624	(1) \$54,928	(1) \$57,491	(1) \$59,281	(1) \$61,822	(1) \$62,773
MAX-15	(2) \$48,315	(2) \$52,525	(2) \$55,889	(2) \$58,498	(2) \$60,319	(2) \$62,906	(2) \$63,858
MAX-14	(3) \$48,923	(3) \$53,188	(3) \$56,596	(3) \$59,237	(3) \$61,084	(3) \$63,704	(3) \$64,655
MAX-13	(4) \$49,540	(4) \$53,859	(4) \$57,311	(4) \$59,987	(4) \$61,857	(4) \$64,511	(4) \$65,463
MAX-12	(5) \$50,163	(5) \$54,539	(5) \$58,036	(5) \$60,748	(5) \$62,641	(5) \$65,330	(5) \$66,282
MAX-11	(6-7) \$51,038	(6-7) \$55,492	(6-7) \$59,052	(6-7) \$61,813	(6-7) \$63,741	(6-7) \$66,478	(6-7) \$67,430
MAX-10	(8) \$51,682	(8) \$56,194	(8) \$59,801	(8) \$62,597	(8) \$64,550	(8) \$67,322	(8) \$68,274
MAX-9	(9-11) \$52,333	(9-11) \$56,905	(9-11) \$60,558	(9-11) \$63,390	(9-11) \$65,369	(9-11) \$68,177	(9-11) \$69,129
MAX-8	(12-16) \$52,994	(12-16) \$57,624	(12-16) \$61,324	(12-16) \$64,195	(12-16) \$66,199	(12-16) \$69,044	(12-16) \$69,995
MAX-7	(17-20) \$53,662	(17-21) \$58,353	(17-21) \$62,102	(17-21) \$65,009	(17-21) \$67,039	(17-21) \$69,921	(17-21) \$70,873
MAX-6	(NA) \$54,600	(22-24) \$59,376	(22-26) \$63,192	(22-26) \$66,151	(22-26) \$68,219	(22-26) \$71,152	(22-26) \$72,104
MAX-5	(21-22) \$55,290	(NA) \$60,127	(N/A) \$63,994	(27-28) \$66,990	(27-28) \$69,085	(27-30) \$72,056	(27-30) \$73,008
MAX-4	(23-24) \$55,989	(25-26) \$60,890	(NA) \$64,805	(NA) \$67,841	(NA) \$69,963	(NA) \$72,973	(NA) \$73,925
MAX-3	(NA) \$56,698	(NA) \$61,660	(27-28) \$65,628	(NA) \$68,704	(29-30) \$70,852	(NA) \$73,901	(NA) \$74,854
MAX-2	(N/A) \$57,523	(N/A) \$62,562	(N/A) \$66,589	(29-30) \$69,710	(N/A) \$71,893	(31-32) \$74,987	(31-32) \$75,938
MAX-1	(NA) \$58,532	(NA) \$63,661	(NA) \$67,760	(NA) \$70,937	(NA) \$73,158	(NA) \$78,228	(NA) \$79,179
MAX	(25+) \$60,855	(27+) \$65,984	(29+) \$70,083	(31+) \$73,260	(31+) \$75,481	(33+) \$80,551	(33+) \$81,502

NOTE: Educators off table will continue placement at no less than their previous salary and may return to max step within applicable column in the event that such placement is higher in salary than previous placement.

Contracts longer than 181 days are calculated based on this schedule's daily rate.

APPENDIX B:
KANSAS SCHOOL FOR THE DEAF
PROFESSIONAL PAY SALARY SCHEDULE
and PLACEMENT CHART
2021-2022 (181 DAYS)

Bachelor Columns			
Level	BS Salary	BS+12 Salary	BS+24 Salary
1	(0) \$41,897	(0) \$42,485	(0) \$43,082
2	(1) \$42,446	(1) \$43,042	(1) \$43,647
3	(2) \$42,923	(2) \$43,526	(2) \$44,139
4	(3) \$43,406	(3) \$44,016	(3) \$44,635
5	(4+) \$43,756	(4) \$44,511	(4) \$45,139
6		(5) \$45,013	(5) \$45,648
7		(6) \$45,605	(6) \$46,250
8		(7-8) \$46,120	(7-8) \$46,772
9		(9) \$46,641	(9) \$47,300
10		(10+) \$46,854	(10-12) \$47,835
11			(13-15) \$48,377
12			(NA) \$49,016
13			(16+) \$49,564

Master Columns							
Level	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	Doctorate Salary
MAX-17	(0) \$47,971	(0) \$52,045	(0) \$55,301	(0) \$57,825	(0) \$59,590	(0) \$62,092	(0) \$63,043
MAX-16	(1) \$48,650	(1) \$52,785	(1) \$56,090	(1) \$58,653	(1) \$60,442	(1) \$62,983	(1) \$63,935
MAX-15	(2) \$49,477	(2) \$53,686	(2) \$57,051	(2) \$59,659	(2) \$61,481	(2) \$64,067	(2) \$65,020
MAX-14	(3) \$50,085	(3) \$54,349	(3) \$57,757	(3) \$60,399	(3) \$62,246	(3) \$64,866	(3) \$65,816
MAX-13	(4) \$50,701	(4) \$55,020	(4) \$58,473	(4) \$61,149	(4) \$63,019	(4) \$65,673	(4) \$66,624
MAX-12	(5) \$51,325	(5) \$55,701	(5) \$59,198	(5) \$61,910	(5) \$63,803	(5) \$66,492	(5) \$67,433
MAX-11	(6) \$52,200	(6) \$56,654	(6) \$60,214	(6) \$62,974	(6) \$64,903	(6) \$67,640	(6) \$68,591
MAX-10	(7-8) \$52,843	(7-8) \$57,356	(7-8) \$60,962	(7-8) \$63,758	(7-8) \$65,712	(7-8) \$68,484	(7-8) \$69,435
MAX-9	(9) \$53,495	(9) \$58,066	(9) \$61,719	(9) \$64,551	(9) \$66,531	(9) \$69,338	(9) \$70,291
MAX-8	(10-12) \$54,156	(10-12) \$58,785	(10-12) \$62,486	(10-12) \$65,356	(10-12) \$67,360	(10-12) \$70,225	(10-12) \$71,156
MAX-7	(13-17) \$54,824	(13-17) \$59,514	(13-17) \$63,264	(13-17) \$66,171	(13-17) \$68,200	(13-17) \$71,083	(13-17) \$72,034
MAX-6	(18-21) \$55,762	(18-22) \$60,537	(18-22) \$64,354	(18-22) \$67,313	(18-22) \$69,380	(18-22) \$72,314	(18-22) \$73,265
MAX-5	(NA) \$56,452	(23-25) \$61,288	(23-27) \$65,155	(23-27) \$68,152	(23-27) \$70,246	(23-27) \$73,218	(23-27) \$74,169
MAX-4	(22-23) \$57,151	(NA) \$62,051	(NA) \$65,966	(28-29) \$69,003	(28-29) \$71,124	(28-31) \$74,135	(28-31) \$75,087
MAX-3	(24-25) \$57,859	(26-27) \$62,822	(NA) \$66,789	(NA) \$69,865	(NA) \$72,014	(NA) \$75,063	(NA) \$76,015
MAX-2	(N/A) \$58,685	(N/A) \$63,724	(28-29) \$67,750	(NA) \$70,872	(30-31) \$73,054	(NA) \$76,149	(NA) \$77,099
MAX-1	(NA) \$59,693	(NA) \$64,822	(NA) \$68,921	(30-31) \$72,099	(NA) \$74,319	(32-33) \$79,389	(32-33) \$80,341
MAX	(26+) \$62,016	(28+) \$67,145	(30+) \$71,244	(32+) \$74,422	(32+) \$76,642	(34+) \$81,712	(34+) \$82,664

NOTE: Educators off table will continue placement at no less than their previous salary and may return to max step within applicable column in the event that such placement is higher in salary than previous placement.

Contracts longer than 181 days are calculated based on this schedule's daily rate.

APPENDIX C
KSD
SUPPLEMENTAL CONTRACTS BY DEPARTMENT

GENERAL: ALL DEPARTMENTS

Position	Annual Salary	
New Teacher	\$150	per day
Cafeteria Supervision	\$500	
Mentor: First Year Collegial	\$1,000	
Mentor: Second Year Collegial	\$500	
Summer Curricular Work & ESY	\$150	per day

HIGH SCHOOL

ATHLETICS

Position	Annual Salary
Head Football Coach	\$3,980
Head Volleyball Coach	\$3,980
Head Basketball Coach	\$4,674
Head Track Coach	\$3,314
Head Cheerleader Coach (including Pep Club)	\$3,430
Assistant Football Coach	\$2,625
Assistant Volleyball Coach	\$2,625
Assistant Basketball Coach	\$3,012
Assistant Track Coach	\$2,165
Assistant Cheerleader Coach (including Pep Club)	\$2,245
Football Assistant (over 25 athletes)	\$2,625
Volleybal Assistant (over 25 athletes)	\$2,625
Basketball Assistant (over 25 athletes)	\$3,012
Track Assistant (over 25 athletes)	\$2,165

ACADEMIC SUPPORT

Position	Annual Salary
Sponsor: Senior Class	\$100
Sponsor: Junior Class	\$100
Sponsor: Head SBC	\$875
Sponsor: Assistant SBC	\$610
Sponsor: Jr.KAD	\$300
Head: Scholars (Academic Bowl)	\$2,000
Assistant: Scholars (Academic Bowl)	\$1,320
Head: Drama	\$350
Head: Yearbook	\$350
Head: ASL Bowl	\$1,000
Head: Secondary Oratorical	\$500
Assistant: ASL Bowl/Oratorical	\$610
Special Olympics (per sport)	\$100
BIPOC Coordinator	\$300
Graduation Coordinator	\$300
Robotics - Head	\$2,000
Robotics - Assistant	\$1,320

**APPENDIX C
KSD
SUPPLEMENTAL CONTRACTS BY DEPARTMENT**

MIDDLE SCHOOL

ATHLETICS

Position	Annual Salary
Head Football Coach	\$2,361
Head Volleyball Coach	\$2,361
Head Basketball Coach	\$2,745
Head Track Coach	\$1,903
Assistant Football Coach	\$1,139
Assistant Volleyball Coach	\$1,139
Assistant Basketball Coach	\$1,845
Assistant Track Coach	\$1,060

ACADEMIC SUPPORT

Position	Annual Salary
Sponsor: MSSBC	\$150
Special Olympics (per sport)	\$100
Battle of the Books	\$1,000
Math Bowl	\$1,000

ELEMENTARY SCHOOL

ACADEMIC SUPPORT

Position	Annual Salary
Special Event	\$100
Youth Activity (per sport)	\$300
Special Olympics (per sport)	\$100



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

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

These updates will include:

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

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



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Item Title: Act on Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
07/26/2020	08/08/2020	08/06/2020	08/21/2020
08/09/2020	08/22/2020	08/20/2020	09/04/2020
08/23/2020	09/05/2020	09/03/2020	09/18/2020



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Kathy Busch
District 8

Ann E. Mah
District 4
Jim Porter
District 9

Jean Clifford
District 5
Jim McNiece
District 10

WEDNESDAY, AUGUST 12, 2020 MEETING AGENDA

9:00 a.m.

1. Call to Order
2. Roll Call
3. Approval of Agenda

9:05 a.m. (AI)

4. Act on recommendations of the Professional Practices Commission

9:15 a.m. (RI)

5. Receive proposed amendments to regulations of the Professional Practices Commission

9:40 a.m. (IO)

6. Update on work to strengthen the Kansas early childhood system

10:00 a.m. (DI)

7. Discuss high school graduation requirements, Individual Plans of Study and postsecondary credentialing

Break

Continue discussion on HS graduation requirements, IPS and postsecondary credentialing

11:30 a.m.

ADJOURN

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 8/12/2020

Item Title:

Act on recommendations of the Professional Practices Commission (revocation)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and revoke the professional teaching license in 20-PPC-18.

Explanation of Situation Requiring Action:

20-PPC-18

The Kansas State Department of Education filed a Complaint alleging that between Aug. 1, 2019 and March 22, 2020, the Licensee took several pictures of at least one child between the ages of 9 and 10 years old in compromising positions without her knowledge for his personal sexual gratification. The Licensee received the Complaint but did not request a hearing nor did he file an Answer contesting the allegations. The matter was reviewed by the Professional Practices Commission on Aug. 3, 2020 at which time the Professional Practices Commission voted unanimously to revoke the license and any endorsements which may be attached.

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

In the Matter of
the License of

20-PPC-18

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [REDACTED] [Licensee] Professional Teaching license.

The hearing on this matter was held on August 3, 2020. Appearing for the Commission were chairperson, Sylvia Ramirez, and members, William Anderson, Aaron Edwards, Jennifer Holt, Nathan Reed, Eric Filippi, Caroline Spaulding, Kimberly Gilman, and Stan Ruff. The KSDE appeared by and through its attorney, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee holds a professional teaching license issued by the Kansas State Board of Education.
2. The Kansas State Department of Education alleges that between August 1, 2019 and March 22, 2020, Licensee took several pictures of at least one young student, between the ages of 9 and 10 years old, in compromising positions without her knowledge for his personal sexual gratification.
3. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Licensee at his last known address. Licensee did not request a hearing nor did he submit an Answer to the Complaint.

(continued on next page)

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*
4. One of the obvious goals of education is to “instill respect for the law.” Hainline at 224.
5. Licensee’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. Licensee’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 revoke his license.

THEREFORE the Professional Practices Commission, by vote of 9-0, recommends the Kansas State Board of Education revoke the professional teaching license of the Licensee based on the uncontested allegations of misconduct and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this _____, 2020.

PROFESSIONAL PRACTICES COMMISSION

Sylvia Ramirez, Chairman
Order signed on _____, 2020.

NOTICE TO LICENSEE

This Order 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. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

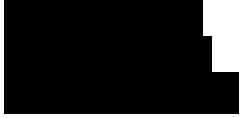
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar 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.

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 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 upon 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

I hereby certify that on this _____ day of _____, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Candi Brown
Secretary, Professional Practices Commission

Agenda Number: 5

Meeting Date: 8/12/2020



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Topeka, Kansas 66612-1212
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www.ksde.org

Item Title: Receive proposed amendments to the Professional Practices Commission regulations (91-22-1a through 91-22-25)

From: Scott Gordon

The Kansas State Department of Education's Office of General Counsel (OGC) has been working toward updating this set of regulations since 2017. In response to feedback and recent legislative changes, OGC submits the most recent version of regulations which guide the process by which the Kansas State Board of Education determines that a license to teach should be denied, suspended, revoked or publicly censured.

91-22-1a. Denial, ~~suspension, or revocation~~ of license; ~~public censure~~; grounds; report.

(a) Any license issued by the state board may be ~~suspended, or revoked, or the license holder may be publicly censured by the state board denied,~~ for misconduct or other just cause, including any of the following reasons:

(1) ~~Conviction of any crime punishable as a felony; Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed:~~

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) ~~conviction of any crime involving a minor; commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;~~

(3) ~~conviction of any misdemeanor involving theft; engaging in any sexual activity with a student;~~

(4) ~~conviction of any misdemeanor involving drug-related conduct; engaging in any behavior that can reasonably be construed as involving an inappropriate and overly~~

personal and intimate relationship with, conducts toward, or focus on a student;

(5) ~~conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;~~ engaging in bullying as defined in K.S.A. 72-6147, and amendments thereto;

(6) ~~conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;~~ engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;

(7) ~~commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;~~ failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223, and amendments thereto for a period not to exceed five years from the failure to report;

(8) ~~engaging in any sexual activity with a student;~~ engaging in academic dishonesty;

(9) breach of an employment contract with an education agency by abandonment of the position;

(10) ~~conduct resulting in a finding of contempt of court in a child support proceeding;~~ failing to notify the commissioner of education as required in subsection (i);

(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;

(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or

(13) denial, revocation, cancellation, or suspension of a any professional license in ~~another~~ any state on grounds similar to any of the grounds described in this

subsection.

~~(14) A license may be denied by the state board to any person who fails~~ failure to meet the licensure requirements of the state board ~~or for any act for which a license may be suspended or revoked pursuant to subsection (a)~~ K.A.R. 91-1-200 through K.A.R. 91-1-220.

(c) Any individual with a criminal or civil record described in this regulation may submit a petition to the board for an informal, advisory opinion concerning whether the individual's civil or criminal record may disqualify the individual from licensure. Each petition shall include the following:

(1) The details of the individual's civil or criminal record, including a copy of court records or the settlement agreement;

(2) an explanation of the circumstances that resulted in the civil or criminal record; and

(3) a check or money order in the amount of \$50.00.

~~(e) (d)~~ A certified copy of a journal entry of conviction or other court document indicating that an ~~applicant or license holder~~ individual ~~has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed, of~~ a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the ~~applicant or license holder~~ individual to deny, suspend, or revoke a license.

~~(d) (e)~~ In any proceeding instituted against an ~~applicant or license holder~~ individual to deny, suspend, or revoke a license for conduct described in subsection (a)

~~of this regulation, the fact that the applicant or license holder~~ individual has appealed a conviction shall not ~~operate to bar or otherwise stay the~~ prevent any proceeding concerning denial, ~~suspension, or revocation~~ of the license.

~~(e) (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.~~

~~(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may make an application for a new license at the end of the suspension period~~

~~(3) Revocation of a license shall be permanent, except as provided in subsection (g) of this regulation.~~

~~(f) (g) Any applicant for licensure~~ An individual whose professional license has been denied, suspended, canceled, revoked, or surrendered in ~~another~~ any state on grounds similar to any of the grounds described in subsection (a) shall not be eligible for licensure in ~~Kansas~~ by the state board until the ~~applicant~~ individual is eligible for licensure in the state in which where the denial, suspension, cancellation, revocation, or surrender occurred.

~~(g) (h)~~ (1) Except as provided in K.S.A. ~~72-1397~~ 72-2165 and amendments thereto, any person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the

grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

(2) a person who has been denied a license or who has had a license revoked for conduct described in subsection (a) ~~of this regulation~~ shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act or acts resulting in the denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.

~~(h)~~ (i) Before any license is denied, ~~suspended, or revoked~~ by the state board for any act described in subsection (a) ~~of this regulation~~, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices

commission in accordance with ~~the provisions of~~ the Kansas administrative procedure act.

~~(i) The chief administrative officer of a public or private school accredited by the state board shall promptly notify the commissioner of education of the name, address, and license number of any license holder who is dismissed, resigns or is otherwise separated from employment with a school for any act described in subsection (a) of this regulation. (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8506~~ 72-2155, 72-2165, 72-2313 and 74-120; effective May 19, 2000; amended P-_____.)~~

91-22-1ab. ~~Denial, s~~ Suspension, or revocation of license; public censure; grounds; report.

(a) Any license issued by the state board may be suspended or revoked, or the ~~license holder~~ licensee may be publicly censured by the state board, for misconduct or other just cause, including any of the following reasons:

(1) ~~Conviction of any crime punishable as a felony; Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed:~~

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) ~~conviction of any crime involving a minor;~~ commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;

(3) ~~conviction of any misdemeanor involving theft;~~ engaging in any sexual activity with a student;

(4) ~~conviction of any misdemeanor involving drug-related conduct;~~ engaging in

any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conducts toward, or focus on a student;

(5) ~~conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;~~ engaging in bullying as defined in K.S.A. 72-6147, and amendments thereto;

(6) ~~conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;~~ engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;

(7) ~~commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;~~ failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223, and amendments thereto for a period not to exceed five years from the failure to report;

(8) ~~engaging in any sexual activity with a student;~~ engaging in academic dishonesty;

(9) breach of an employment contract with an education agency by abandonment of the position;

(10) ~~conduct resulting in a finding of contempt of court in a child support proceeding;~~ failing to notify the commissioner of education as required in subsection (i);

(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;

(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or

(13) denial, revocation, cancellation, or suspension of a any professional license

in ~~another~~ any state on grounds similar to any of the grounds described in this subsection.

~~(b)~~ A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).

~~(c)~~ (b) A certified copy of a journal entry of conviction or other court document indicating that an applicant or license holder individual has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed, of a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the applicant or license holder individual to deny, publicly censure, suspend, or revoke a license.

~~(d)~~ (e) In any proceeding instituted against an applicant or license holder individual to deny, publicly censure, suspend, or revoke a license for conduct described in subsection (a) of this regulation, the fact that the applicant or license holder individual has appealed a conviction shall not operate to bar or otherwise stay the prevent any proceeding concerning denial, public censure, suspension, or revocation of the license.

~~(e)~~ (f) (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.

(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may ~~make~~ submit an application for a new license

~~at the end of the suspension period~~ which may only be issued after the suspension period.

~~(3)~~ (4) Revocation of a license shall be permanent, except as provided in subsection (g) of this regulation.

~~(f) Any applicant for licensure whose license has been suspended, canceled, revoked, or surrendered in another state shall not be eligible for licensure in Kansas until the applicant is eligible for licensure in the state in which the suspension, cancellation, revocation, or surrender occurred.~~

~~(g) (1) Except as provided in K.S.A. 72-1397 and amendments thereto, any person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:~~

~~(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;~~

~~(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;~~

~~(C) the present fitness of the person to be a member of the profession;~~

~~(D) the actions of the person after the denial or revocation;~~

~~(E) the time elapsed since the denial or revocation;~~

~~(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;~~

~~(G) the number of incidents of improper conduct; and~~

~~(H) discharge from probation, pardon, or expungement.~~

~~(2) a person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act or acts resulting in the denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.~~

~~(h)~~ (i) Before any license is ~~denied~~, suspended, or revoked by the state board for any act described in subsection (a) ~~of this regulation~~, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with ~~the provisions of the Kansas administrative procedure act~~.

~~(i)~~ (j) The chief administrative officer of a public or private school accredited by the state board shall ~~promptly~~ notify the commissioner of education within 30 days of the name, address, and license number of any ~~license holder~~ licensee who resigns or is dismissed, resigns suspended, placed on administrative leave, or is otherwise separated from employment with a school for any act described in subsection (a) ~~of this regulation~~. (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8506~~ 72-2155, 72-2165, 72-2313 and 74-120; effective May 19, 2000; amended P-

_____.)

91-22-2 Commission procedure.

(a) A majority of the full membership of the commission shall constitute a quorum for the purpose of conducting business. A majority vote of the full membership of the commission shall be required for the passage of any motion or resolution.

(b) Secretary. ~~Upon receiving a complaint, the chairperson shall be notified by the commission's secretary. The chairperson shall determine and give authorization for the secretary to initiate processing procedures.~~ An accurate file of all votes, official acts, and proceedings of the commission shall be kept by the secretary. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)

91-22-5a Complaints.

(a) The commission, on its own motion, or a member of the teaching or school administration profession may initiate proceedings before the commission by filing a complaint in writing alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied, suspended, or revoked under K.A.R. 91-22-1a or 91-22-1b and amendments thereto. The complaint shall be filed with the commission's secretary.

(b) Each person filing a complaint shall set forth in the complaint the following information:

- (1) The name and address of the complainant;
- (2) the name ~~and last known address~~ of the license holder or applicant charged;
- (3) the act or acts for which the license is sought to be denied, suspended, or revoked; and
- (4) the relief sought.

The complaint shall be typed, signed, and verified by the complainant or accompanied by an affidavit attesting to the veracity of the contents of the complaint. Written instruments or documents under the control of or known to a complainant that are relevant to the charges shall be ~~attached as exhibits or, if unavailable,~~ referenced in the complaint and made available to the license holder or applicant upon request.

(c) A complaint that does not state a good faith or prima facie case shall be tabled by the commission. The complainant shall be notified in writing of the action. The complainant shall be permitted to withdraw or amend the complaint. If the complainant

decides to file an amended complaint, that complaint shall be filed within 10 days after service of the notice of action by the commission.

(d) A complaint or amended complaint that states a good faith cause of action shall be served on the person charged in the complaint by certified mail, return receipt requested.

(e) Surrender of license. A member of the teaching or school administration profession may voluntarily surrender the member's license to the commission. The action of surrender ~~shall~~ may be investigated by the commission or, at the discretion of the complainant, may be taken directly to the state board for disposition.

(f) Complainant motivated by malice. A complainant who is found by the commission to have been maliciously motivated in filing a complaint or to have acted fraudulently may be disciplined by the state board by public censure or by the suspension, cancellation, or revocation of the complainant's license. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective May 1, 1979; amended May 19, 2000.)

91-22-22 Hearing procedure.

(a) Except as otherwise provided for in these regulations. All hearings before the commission shall be conducted in accordance with the provisions of the Kansas administrative procedure act. The chair-person to the commission, or another member designated by the chairperson, shall serve as the presiding officer.

(b) Continuance; extensions of time and adjournments.

(1) Upon showing good cause in a timely manner, any ~~person having a substantial interest in the outcome of the proceedings~~ party to a complaint shall be entitled to one continuance or extension of time. Additional continuances may be granted by the chairperson. When the commission is not in session or conducting a prehearing or hearing, the ~~interested person~~ requesting party shall send a written motion for a continuance or extension of time to the commission's ~~chairperson or secretary~~. When sending the motion, the ~~interested~~ requesting party shall allow sufficient time to postpone any hearing that has been set.

(2) While the commission is in session and conducting a prehearing or hearing, the presiding officer may entertain oral motions for continuances, extensions of time, and adjournments. Oral motions may be granted or denied by the presiding officer or the commission. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506 and 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; amended May 19, 2000.)

91-22-25 Decision of the commission; review by state board.

(a) Following a hearing, an initial order shall be entered by the commission, in accordance with the provisions of the Kansas administrative procedure act, setting forth its decision and recommended action. The evidence may be deliberated upon by the commission and its decision may be voted upon by the commission in the presence of all parties, or it may recess into executive session to deliberate and then vote upon the matter in open session. The decision in each case shall include a recommended disposition of the case, which may be any of the following:

- (1) imposition of no discipline;
- (2) dismissal of the complaint if based upon an allegation of breach of contract;
- (3) denial, suspension, or revocation of the respondent's license; or
- (4) public censure of the respondent.

(b) The initial order of the commission shall be delivered by the commission's secretary to the commissioner of education, to be placed on the state board's agenda. A final order, in accordance with K.S.A. 77-527 and amendments thereto, shall be made by the state board. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)



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Item Title: Update on work to strengthen the Kansas early childhood system

From: Amanda Petersen, Melissa Rooker

Early childhood lays the foundation for student success, and Kansas has the opportunity and federal grant funding to shape our state's future direction for early childhood over the next few years. Thousands of Kansans from across the state and in every county informed a comprehensive needs assessment of early care and education programs and services, which led to development of a statewide strategic plan. The *All in for Kansas Kids* strategic plan has seven goal areas:

- Goal 1: State-level Collaboration
- Goal 2: Community-level Collaboration
- Goal 3: Family Knowledge and Choice
- Goal 4: Private Sector Collaboration
- Goal 5: Capacity and Access
- Goal 6: Workforce
- Goal 7: Quality and Environments

The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas State Department of Education, and other partners are working together to make progress in these areas. Funds for *All in for Kansas Kids* activities are provided through the Preschool Development Grant Birth through Five. More information is available at <https://kschildrenscabinet.org/early-childhood>

The Kansas State Board of Education will receive an update regarding the status of these activities, and how they will inform strategies to ensure that each Kansas student enters kindergarten at age 5 socially, emotionally and academically prepared for success.

Kansas leads the world in the success of each student.



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Item Title: Discuss high school graduation requirements, Individual Plans of Study and postsecondary credentialing

From: Brad Neuenswander

The Kansans Can vision is to lead the world in the success of each student. The State Board has identified outcomes for measuring progress toward the vision. Three of these outcomes will be discussed individually and as they relate to each other:

- Individual Plan of Study – a tool and process to personalize learning based on a student’s strengths, interests and talents, and to help guide career exploration and planning.
- High School Graduation – an examination of high school course offerings, graduation requirements and other credentialing while working toward the State Board’s definition of a successful high school graduate as one who 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.
- Postsecondary completion/attendance – Postsecondary success looks different for each student. For those college-bound, the Kansas Board of Regents last fall approved changes to the undergraduate admissions standards for public universities. State Board members will discuss these changes and the potential impact to pre-college curriculum, high school course offerings and high school graduation requirements.

KSDE staff members will facilitate the discussion and provide information on each of the outcomes.