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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

## TUESDAY, JUNE 9, 2020 MEETING AGENDA - VIDEO CONFERENCE

- |                 |   |       |
|-----------------|---|-------|
| 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 May Minutes  | pg 5  |
| 10:05 a.m.      | 6. Commissioner's Report — Dr. Randy Watson   |       |
| 10:30 a.m.      | 7. Citizens' Open Forum — Written comments only   | pg 19 |
| 10:45 a.m. (AI) | 8. Act on recommendations for Kansas Education Systems Accreditation                                      | pg 21 |
| 11:05 a.m. (IO) | 9. Update from Kansas School for the Deaf   | pg 47 |
| 11:25 a.m.      | Break   |       |
| 11:35 a.m. (IO) | 10. Update from Kansas State School for the Blind   | pg 49 |
| 11:55 a.m. (AI) | 11. Act on appointments to the Special Education Advisory Council   | pg 55 |
| 12:05 p.m.      | Lunch   |       |
| 1:05 p.m. (IO)  | 12. Recognition of Kansan Tabatha Rosproy as National Teacher of the Year                                 | pg 61 |
| 1:30 p.m. (AI)  | 13. Act on higher education preparation program standards for building leadership and district leadership | pg 63 |

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### PLEASE NOTE:

- The meeting will be conducted entirely by video conference. The public may listen to and observe the meeting through livestreaming at: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>
- Written comments for Citizens Open Forum should be directed to the State Board secretary at [plhill@ksde.org](mailto:plhill@ksde.org).
- Electronic access to the agenda and meeting materials is available at [www.ksde.org/Board](http://www.ksde.org/Board)

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References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only  
Next Meeting: July 14-15, 2020 in Topeka

*Kansas leads the world in the success of each student.*

- 1:50 p.m. (IO) 14. Update on Mental Health Intervention Pilot Program pg 107
- 2:15 p.m. (IO) 15. Update on work of the School Mental Health Advisory Council pg 113
- 2:50 p.m. Break
- 3:00 p.m. (AI) 16. Act on recommendations of the Professional Practices Commission pg 115
- 3:10 p.m. (IO) 17. Report on Work-Based Learning Pilot Program pg 119
- 3:35 p.m. (IO) 18. Information from Haysville USD 261 on LINK recess model pg 121
- 3:50 p.m. (AI) 19. Consent Agenda
  - a. Receive monthly personnel report pg 125
  - b. Act on personnel appointments to unclassified positions pg 127
  - c. Act on local in-service education plans pg 129
  - d. Act on South Central Kansas Education Service Center Interlocal Agreement pg 131
  - e. Act on recommendations for funding continuation Kansas 21st Century Community Learning Centers Grants (CCLC) pg 151
  - f. Act on recommendations for funding new Kansas 21st CCLC Grants pg 157
  - g. Act on recommendations for funding continuation of Kansas Middle School After School Advancement Grants pg 159
  - h. Act on recommendations for funding continuation of Kansas After School Enhancement Grants pg 161
  - i. Act on FY21 awards for IDEA VI-B Special Education Targeted Improvement Plan grants pg 163
  - j. Act on request to contract with Diane Gjerstad for work with Mental Health Intervention Team Pilot program pg 167
- 4:00 p.m. (IO) 20. Chairman's Report and Requests for Future Agenda Items pg 169
- 4:30 p.m. (AI) 21. Act on Board Travel pg 171
- 4:40 p.m. **RECESS**



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## WEDNESDAY, JUNE 10, 2020 MEETING AGENDA - VIDEO CONFERENCE

- 9:00 a.m. 1. Call to Order
2. Roll Call
3. Approval of Agenda
- 9:05 a.m. (DI) 4. Discussion on guidance for reintegration and reopening school for fall **pg 175**
- 10:45 a.m. Break
- 10:50 a.m. (DI) 5. Legislative Matters **pg 177**
- A. Preliminary discussion on FY2022 budget recommendations
- B. Education legislation
- Noon 6. Executive Session for personnel matters of non-elected personnel **pg 201**
- 12:20 p.m. **ADJOURN**



# KANSAS STATE BOARD OF EDUCATION

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans CAN.

## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

## OUTCOMES FOR MEASURING PROGRESS

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



## MINUTES



Kansas State Board of Education

Tuesday, May 12, 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, May 12, 2020. The meeting was conducted virtually using interactive communication. It was broadcast livestream for the public due to restrictions prohibiting mass gatherings during the COVID-19 pandemic. Ms. Busch's opening remarks were to thank teachers, students and parents, and to congratulate seniors.

(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. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

### **APPROVAL OF AMENDED AGENDA**

Mrs. Dombrosky requested that Consent Items 17 h. (Preschool-Aged At-Risk programs), 17 i. (Preschool Pilot grants), and 17 j. (Parents as Teachers grants) be pulled for separate votes. Dr. Horst moved to approve the agenda as amended. Mr. Jones seconded. Motion carried 9-1, with Mr. Roberts opposing.

**MOTION**  
(00:06:32)

### **APPROVAL OF THE APRIL MEETING MINUTES**

Mr. McNiece moved to approve the minutes of the April 14 regular State Board meeting. Mr. Porter seconded. Motion carried 10-0.

**MOTION**  
(00:07:12)

### **COMMISSIONER'S REPORT**

Commissioner Randy Watson began his report praising efforts of workers who provided food service delivery to children, and to educators who generated and implemented Continuous Learning plans during the time school buildings were closed. Dr. Watson addressed moving forward with plans for schools being in session this fall, giving consideration to students' social-emotional welfare as well as academic needs. He stated that he is cautiously optimistic school will resume in August, but reminded listeners that only certain entities can close schools — the Governor, health officials and the Legislature. Neither the State Board nor the Commissioner can close schools. The responsibility will be to ensure that teaching and learning occur for every student even if school is interrupted again. A team of KSDE staff and Kansas educators are preparing plans to assist schools, both with academic strategies and operational best practices for spacing, sanitation, etc. A time for questions and comments followed.

(00:08:05)

**CITIZENS' OPEN FORUM**

No written public comments were submitted for the meeting. However, Chairman Busch read excerpts from a thank you letter from KNEA to the State Board regarding the Board's prompt measures in response to the Coronavirus crisis.

**BREAK**

Board members took a 10-minute break at 11:09 a.m.

**UPDATE ON CONTINUOUS LEARNING PLAN IMPLEMENTATION AND SURVEY RESULTS**

(01:10:41)

In April, the State Board approved Continuous Learning plans submitted by public school districts and private systems in Kansas. At the request of the Board, a survey was sent to all systems as a follow-up to plan implementation. Survey responses were compiled and presented in data form for the Board. Mischel Miller, Director of Teacher Licensure and Accreditation, explained that the questions were based on Board member inquiry and focused on student engagement, internet access, delivery methods for instruction, lessons learned, barriers, meal service, etc. Professional development for virtual instruction was an identified need. Chairman Busch was curious if a deeper analysis of the data would reveal more information about common trends or differences among rural, urban and suburban districts.

**POTENTIAL ACTION ON CONTINUOUS LEARNING APPLICATIONS**

Any school district(s) that made significant revisions to their original Continuous Learning plans needed to re-submit the plans for State Board approval. There were no new plans presented for the May meeting.

**REPORT ON CURRENT PARTNERSHIP INITIATIVES**

(01:27:07)

Dr. Brad Neuenswander prefaced a number of partnership initiatives established in the past several weeks, responding to circumstances of the COVID-19 pandemic, and designed to help parents and families.

Virtual ParentCamp experience — KSDE's Tammy Mitchell along with Laura Gilchrist, Vice President of ParentCamp, described the pilots marketed in Sedgwick County, which provided a platform for parents and educators to collaborate and learn from each other. Julie Pile, President of ParentCamp, and Jane Groff, Director of the Kansas Parent Information Resource Center, were also instrumental with the project. Districts interested in hosting their own virtual ParentCamp were given assistance on getting started.

Senior Leader Project — A group of 64 seniors from all across Kansas was selected to share their own stories and give guidance to their peers on how to transition from high school to postsecondary plans during the COVID-19 pandemic. Two participants in the senior project—Alyvia Zeigler, Paradise USD 399, and Annie Bogart, DeSoto USD 232, talked about plans for a senior appreciation day on May 20 utilizing social media and commentaries from notable Kansans. Other student participants were introduced to the Board. KSDE's Jay Scott noted that this tribute for seniors was a student-driven way to honor the class of 2020.

Learning Across Kansas, the Public Broadcasting Service Alliance — The objective of this new partnership is to promote the work of the KSDE Continuous Learning Taskforce and provide supplemental educational content to students and families across the state by partnering with the Public Broadcasting Service (PBS). Kansas educators and all four Kansas PBS stations coordinated to provide 30-minute segments for elementary, middle and high school students based on consistent themes across the grade bands. The stations' work was given in kind. Eugene Williams, Executive Director at KTWU in Topeka, as well as the teacher co-hosts described how the project evolved from building relationships to discovering new skills.

At 12:17 p.m., Chairman Busch recessed the meeting for lunch.

**LUNCH**

At 1:15 p.m., Chairman Busch reconvened the video conference meeting.

**ACTION ON THE KANSAS EARLY CHILDHOOD STRATEGIC PLAN**

Early Childhood Director Amanda Petersen announced that Kansas had been awarded nearly \$9 million in federal grant funding to put the early childhood strategic plan in action. Melissa Rooker, Executive Director of the Kansas Children’s Cabinet and Trust Fund, spoke about the various infrastructure improvements that the grant would support across several agencies. Many of these were identified through the needs assessment to better serve communities. The “All in for Kansas Kids Strategic Plan” was presented last month for review. The Kansas Children’s Cabinet and Trust Fund will provide oversight for early childhood systems building, including implementation of this strategic plan. Mr. Jones moved to accept the “All in for Kansas Kids Strategic Plan.” Mrs. Clifford seconded. Motion carried 8-2 with Mr. Roberts and Mrs. Dombrosky in opposition.

**P.M. SESSION**  
(00:00:10)  
(Timer restarted)

**MOTION**  
(00:12:57)

**UPDATE FROM SPECIAL EDUCATION ADVISORY COUNCIL**

The purpose of the Special Education Advisory Council (SEAC) is to provide policy guidance to the State Board of Education with respect to special education and related services for children with disabilities in the state. Bert Moore, Director of Special Education and Title Services with KSDE, reported on current activity of the Council. During the Council’s April meeting, the group discussed responses to COVID-19, implementation of Continuous Learning Plans and special education resources. Mr. Moore also talked about evaluation training for the field and gave a SEAC membership update. He then answered questions from Board members.

(00:16:56)

**ACTION ON SEAC TRANSITION IMPLEMENTATION PLAN**

The SEAC, with support from KSDE’s Special Education and Title Services team, has prepared a transition table based on recommendations of the Transition Task Force. This comprehensive plan was the result of much collaboration. It incorporates existing supports, proposed immediate action and long-term strategies. The document continues to evolve and be refined based on the needs of students and the input of stakeholders. A virtual Transition Summit will be offered on July 27. Mr. McNiece moved to approve the SEAC plan for implementation of the Transition Task Force recommendations. Mr. Porter seconded. Motion carried 9-1 with Mr. Roberts in opposition.

**MOTION**  
(00:41:18)

**RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

Accreditation recommendations on four school systems were presented to the State Board for consideration: USD 259 Wichita, USD 393 Solomon, USD 491 Eudora and the Kansas State School for the Deaf. During the 2019-20 school year, 30 systems are scheduled for accreditation based on their placement in the five-year cycle. The systems will be grouped and presented for Board consideration in May, July and November, depending on when final visitations are complete. Assistant Director Jeannette Nobo described the critical nature of the reviews, which evaluate both process and product, and the role of the Accreditation Review Council (ARC). Beth Sandness, a member of the ARC from Prairie View USD 362, talked about questions the ARC considers and reflection of feedback. Board members asked questions about focus and goals, charting academic results, refining reports, plans for improvement and chronic absenteeism data. Board members will act on the recommendations at the June meeting.

(00:44:25)

There was a break from 2:35 to 2:50 p.m. to manage technical difficulties which caused a brief interruption in livestreaming.

**BREAK**

**MOTION**  
(01:21:01)

**ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION**

Linda Sieck, Chair of the Professional Practices Commission, represented the PPC in presenting the cases for consideration this month. Dr. Horst moved that the State Board of Education suspend the license of 19-PPC-29 through April 26, 2021 or until the individual successfully completes diversion, whichever occurs later. Mr. Porter seconded. Motion carried 10-0.

**MOTION**  
(01:23:41)

Ms. Sieck then gave an overview of the next cases. Mr. Jones moved that the State Board of Education deny or revoke the licenses in the cases of 19-PPC-14 (denial), 19-PPC-35, 19-PPC-42, 19-PPC-43, 19-PPC-44 and 19-PPC-46 (revocations). Dr. Horst seconded. Motion carried 10-0.

(01:24:59)

**REPORT FROM TEACHER VACANCY AND SUPPLY COMMITTEE AND ACTION ON EXTENSION OF HIGH INCIDENCE SPECIAL EDUCATION ALTERNATIVE PATHWAY PILOT**

The Teacher Vacancy and Supply Committee (TVSC) has considered alternative licensure pathways. Mischel Miller and Susan Helbert from KSDE's office of Teacher Licensure and Accreditation reviewed specifics of the Limited Apprentice Pilot pathways the State Board approved in 2018 for two years. The Limited Apprentice Pilot allows candidates meeting certain requirements to teach while achieving their license. Following an evaluation process, the TVSC has recommended continuation of the pilots, which have recorded 269 participants. Mr. Jones moved to approve an extension of the High Incidence Special Education and Elementary Education Limited Apprentice pilots by allowing new cohorts to start through the program summer semester of 2020. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition.

**MOTION**  
(01:37:10)

**ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve the Consent Agenda, excluding Items 17 h. (Preschool-Aged At-Risk programs), 17 i. (Preschool Pilot grants), and 17 j. (Parents as Teachers grants) be pulled for separate votes. Mr. McNiece seconded. Motion carried 9-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

**MOTION**  
(01:38:26)

- received the monthly Personnel Report for April.
- confirmed the unclassified personnel appointment of M. Kay Emerson as Public Service Executive on the Teacher Licensure and Accreditation team, effective April 5, 2020, at an annual salary of \$47,985.60.
- accepted the following recommendations for licensure waivers valid for one school year:  
*High Incidence Special Education* — Jaimee Broadus, USD 261, Melissa McBrayer, USD 512.  
*Low Incidence Special Education* — Katherine Allison, D0607.
- approved, with modifications, the in-service education plans for USD 262 Valley Center, USD 315 Colby, USD 396 Douglass, USD 435 Abilene, USD 449 Easton, USD 511 Attica, USD 512 Shawnee Mission.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **Benedictine College** — Art (PreK-12), Biology (6-12), Building Leadership (PreK-12), Elementary (K-6), English Language Arts (6-12), Foreign Language (PreK-12 French, Spanish), Health (PreK-12), High Incidence (K-6, 6-12), History Government Social Studies (6-12), Physical Education (PreK-12), Physics (6-12), all continuing programs through Dec. 31, 2026; **Friends University** — History Government Social Studies (6-12), new program through June 30, 2022; **Newman University** — History Government Social Studies (6-12), continuing program through June 30, 2026; **Ottawa University** — Biology (6-12), History Government Social Studies (6-12), both continuing programs through June 30, 2026; **University of Kansas** — Art (PreK-12), English Language Arts (6-12), Low Incidence (PreK-12), Mathematics (6-12), Music

(PreK-12), Physical Education (PreK-12), School Psychologist (PreK-12), all continuing programs through Dec. 31, 2026.

- accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3302, 3306, 3312.
- approved the Kansas Volunteer Commission’s recommendations for 2020-2021 AmeriCorps subgrantees as follows: Boys & Girls Club of Lawrence \$665,597; Harvesters Community Food Network \$108,353; Kansas Department of Wildlife, Parks and Tourism \$358,253; International Rescue Committee \$108,350; Rosedale Development Association \$77,579; USD 260 Derby \$247,649; United Way of Douglas County \$232,185; Wichita State University \$80,558; Kansas State University (AmeriCorps Planning Grant) \$20,000. Total funding: \$1,898,524.
- approve the continued funding and extension of contracts for TASN projects (evidence-based professional development system evaluation, Kansas special education personnel recruitment and retention programs, installation of high quality instruction within inclusive learning environments, scaling up family/school/community partnerships) to Dec. 31, 2020, in a total amount not to exceed \$488,847.

**SEPARATE ACTION ON CONSENT AGENDA ITEMS**

Mr. McNiece moved to approve consent agenda items 17 h., 17 i., and 17 j. as presented. Dr. Horst seconded. Motion carried 8-1-1 with Mrs. Dombrosky in opposition and Mr. Roberts abstaining. In this motion, the Board:

**MOTION**  
(01:43:43)

- approved districts to operate Preschool-Aged At-Risk (State PreK four-year-old at-risk) programs for 2020-21.
- approved grant awards for the Kansas Preschool Pilot for 2020-2021 in an amount not to exceed \$8,332,317.
- approved grant awards for the parent education program (Kansas Parents As Teachers) for 2020-2021 for an total award amount of \$8,437,635.

**LEGISLATIVE MATTERS**

Deputy Commissioner Dale Dennis informed members that several legislative committee meetings are scheduled to take place during the days before May 21, the day all the legislature is to return for sine die. The dates and times were provided to members. He answered questions about the wrap-up session and concerns about balancing the budget.

(01:43:15)

**CHAIRMAN’S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

Committee reports were given on KSHSAA’s summer guidelines and anticipated first day of sports practices; Kansas Foundation for Agriculture in the Classroom virtual farm tours; School Redesign Advisory Committee and application extension for Apollo II; School Mental Health Advisory Committee subcommittee work and preparation of recommendations; and E-Cigarette/Vaping Task Force discussions of cautions related to COVID-19.

(02:07:51)

Board Attorney Mark Ferguson reported on procedure developments for Kansas School for the Deaf NEA negotiations. The next meeting is May 14.

**Requests for Future Agenda Items —**

- Deeper analysis of Continuous Learning survey data for discussion, i.e. differences experienced in rural, urban, suburban schools (Ms. Busch)

- Regular updates on progress of work associated with the Preschool Development Grant Birth through Five (Ms. Busch)
- Report from School Mental Health Advisory Council, including subcommittee activity (Ms. Busch)

**BOARD MEMBER TRAVEL**

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

**ADJOURNMENT**

Chairman Busch adjourned the meeting at 4:15 p.m. The next meeting is June 9 and 10.

**MOTION**  
(02:32:58)

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Kathy Busch, Chairman

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Peggy Hill, Secretary

# MINUTES



Kansas State Board of Education

Tuesday, April 14, 2020

## CALL TO ORDER

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

(00:16:41)

## ROLL CALL

The following Board members participated:

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

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

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

## APPROVAL OF AMENDED AGENDA

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

**MOTION**  
(00:25:39)

## APPROVAL OF THE MARCH MEETING MINUTES

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

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

## UPDATE AND REPORT ON CONTINUOUS LEARNING ENVIRONMENTS FOR SCHOOLS

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

(00:28:17)

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

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

**BREAK**

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

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

**CITIZENS' OPEN FORUM**

No written public comments were submitted for the meeting.

**LUNCH**

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

**ACTION ON RECOMMENDATIONS FROM E-CIGARETTE/VAPING TASK FORCE**

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

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

**MOTION**  
(03:10:18)

**MOTION REPEATED**  
(03:17:38)

**ACTION ON APPOINTMENTS TO KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION**

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

**MOTION**  
(03:20:06)

**RECEIVE KANSAS EARLY CHILDHOOD STRATEGIC PLAN**

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

(03:21:11)

**ANNOUNCEMENT OF KANSAS CAREER AND TECHNICAL EDUCATION SCHOLARS FOR 2020**

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

(03:56:24)

**ACTION ON CONSENT AGENDA**

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

**MOTION**  
(04:10:11)

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

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

*authorized the Commissioner of Education to negotiate and*

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

#### **SEPARATE ACTION ON CONSENT ITEMS**

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

**MOTION**  
(01:19:36)

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

**MOTION**  
(01:19:36)

**BREAK**

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

#### **ACTION ON CONTINUOUS LEARNING APPLICATIONS FROM SCHOOL DISTRICTS**

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

**MOTION**  
(04:36:31)

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

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

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

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

**MOTION**  
(04:37:37)

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

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

**MOTION**  
(04:39:15)

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

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

**MOTION**  
(04:40:10)

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

**MOTION**  
(04:41:02)

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

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

**MOTION**  
(04:41:53)

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

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

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

**MOTION**  
(04:42:41)

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

#### **ACTION ON LETTER OF SUPPORT**

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

**MOTIONS**  
(04:49:06)

(04:59:53)

#### **BOARD MEMBER TRAVEL**

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

**MOTION**  
(05:03:47)

#### **Requests for Future Agenda Items —**

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

#### **LEGISLATIVE MATTERS**

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

(05:10:33)

#### **ADJOURNMENT**

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

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Kathy Busch, Chairman

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Peggy Hill, Secretary





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

**Item Title:** Citizens' Open Forum

The State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Written comments may be emailed to [plhill@ksde.org](mailto:plhill@ksde.org) by June 5.

Because of precautions to limit the spread of COVID-19, only written comments will be accepted for the June State Board meeting.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 8**

**Staff Initiating:**  
Jeannette Nobo

**Director:**  
Mischel Miller

**Commissioner:**  
Randy Watson

**Meeting Date: 6/9/2020**

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**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 259 Wichita, USD 393 Solomon, USD 491 Eudora, and S0610 School for the Deaf.

**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 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 COVID19, 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 at three different times. An updated schedule is provided.

In April, the Accreditation Review Council (ARC) reviewed the documentation of six 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 May State Board meeting.

Of the six systems reviewed, the ARC needed additional time for discussion and review for one public and one private system. These two systems, along with seven others (five public, one special purpose and one private) will be presented in July for initial review.

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

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

**29 Systems for accreditation in total for 2019-2020**

14 Public

01 State School

01 Special Purpose School

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

# Accreditation Summary

**Date:** 11/20/2019

**System:** D0259 Wichita (0000)

**City:** Wichita

**Superintendent:** Alicia Thompson

**OVT Chair:** Teresa Tosh

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

Sub Goal #1 Improve graduation rates:

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

Sub Goal # 2 Improve Reading:

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

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

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

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

### ARC Comment

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

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

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

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

#### **ARC Comment**

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

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

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

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

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

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

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

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

#### **ARC Comment**

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

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

## **Board Outcomes**

### **Social-Emotional Growth**

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

First in the area of Safety they have implemented programs like Safe and Civil Schools and incorporated an Employee Engagement Assessment to identify teacher safety issues. Results on the Safe and Civil Schools Survey indicate a one percent increase in positive perception; from 97% to 98%. A difference of perception between teachers and students surrounding school safety was noticed. Staff shared a 90% positive perception versus the students %85 positive view of safety. The district will continue with its program and is looking to increase student perception to 90%. An additional data point in the area of safety examined was the Employee Engagement Assessment. Preliminary feedback related to the question of whether "my building has adequate security measures in place" indicates that 87% of our employees believe this is the case usually or almost always. These two data points along with the United Teachers of Wichita workload survey results (shared by the union with system annually) provided triangulation of the data. Data from this survey around the question of feeling safe in and around the building (always/most of the time) resulted in support for continued work in this area; (Elementary:89% Middle: 93% High: 86% System: 88%).

Secondly, in the area of social emotional and mental health, the district implemented the Second Step curriculum in in all elementary and middle schools (grades K through 8). This program is in its second year of implementation. For their secondary schools the system implemented restorative practices. It began with the implementation in just one high school and now has been incorporated in an additional high school. The results are positive and therefore they will be incorporating restorative practices in their other high schools.

In addition to second step and restorative practices, the system has implemented an instructional block at all elementary buildings for the implementation of their Social Emotional Character Development (SECD) curriculum. Their efforts in these areas was evident by the OVT during conversation with different focus groups and the consistency in focus and language across the groups. Each group discussed the alignment they have created in the mental health supports for students and noted the positive impact it is having on the culture of their buildings as well as the district as a whole.

The system is also working on a couple of pilot programs:

- In the area of trauma informed, they have been having professional development around the Neuro Sequential model

of mental health focused on trauma informed. This approach is pivotal to the understanding of trauma and the developing brain. It helps them shift from a trauma sensitive to a trauma informed approach. They are Piloting the model at five elementary schools.

- Another pilot area is in social emotional learning supports. The system is piloting mobile Social Emotional Learning support team throughout several sites in the district to provide mental health services within the schools.

**Kindergarten Readiness**

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

**Individual Plans of Study**

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

**High School Graduation Rate**

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

**Postsecondary Success**

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

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

**ARC Comment**

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

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

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

**ARC Comment**

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

The system has incorporated the needs assessment data throughout the system to help drive their

- goals and action plans.
9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

### **ARC Comment**

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

## **ARC Recommendation**

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

### **Justification**

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

### **Strengths**

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

### **Challenges**

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



# Wichita USD 259

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

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

## District Kansans Can Star Recognition

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

## Demographics

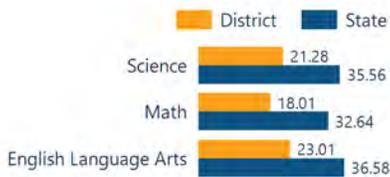


49,917 Students

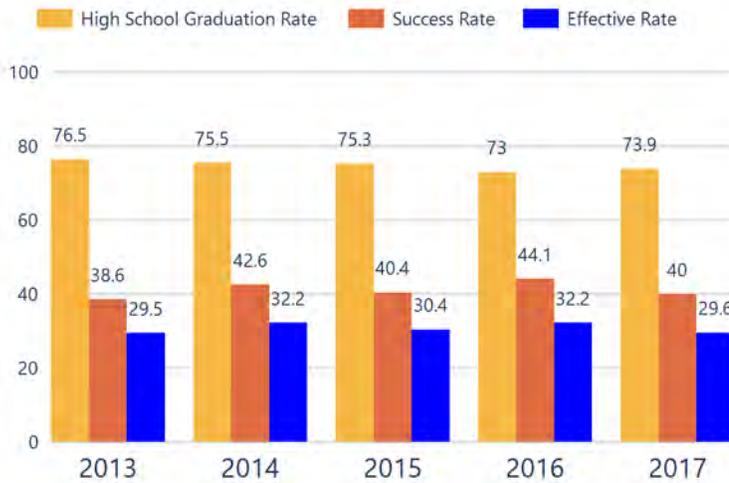
- African American 19.55 %
- Hispanic 35.26 %
- Other 13.13 %
- White 32.06 %

## Academically Prepared for Postsecondary Success

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



## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**75%**

Five-Year Success Avg  
**41%**

Five-Year Effective Avg  
**31%**

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

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

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

### GRADUATION RATE

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

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

### ATTENDANCE RATE

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

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

### CHRONIC ABSENTEEISM

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

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

State: **2.8%** 1.4

**\$12,299**

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	42.93	41.54	44.86	47.03	45.14	46.60	46.05	44.07	49.26
Level 2	35.22	32.56	28.94	34.43	32.18	30.82	35.92	32.89	29.43
Level 3	15.25	18.87	17.94	14.29	18.50	16.94	13.65	18.48	16.35
Level 4	4.61	4.56	5.13	4.22	4.16	5.62	4.36	4.53	4.93

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

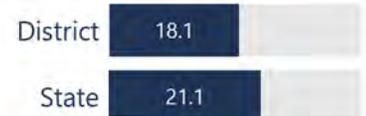
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.34	47.33	52.70	51.82	50.52	53.63	50.55	48.12	54.60
Level 2	37.30	34.16	28.36	35.44	34.08	31.53	37.06	35.67	30.43
Level 3	11.80	14.47	13.88	11.20	13.63	12.19	10.35	13.95	12.66
Level 4	2.04	1.97	2.66	1.52	1.75	2.63	2.02	2.24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

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

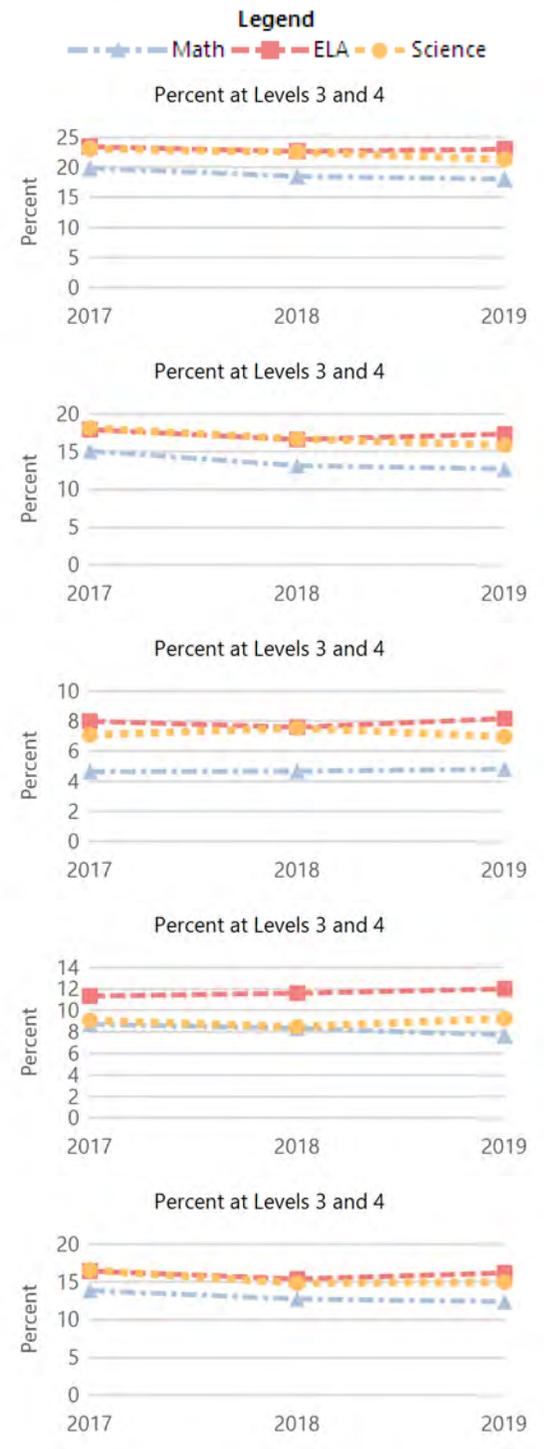
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



# Accreditation Summary

**Date:** 11/20/2019

**System:** D0393 Solomon (0000)

**City:** Solomon

**Superintendent:** Justin Coup

**OVT Chair:** Stuart Moeckel

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

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

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

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

**ARC Comment**

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

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

**ARC Comment**

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

**Board Outcomes**

**Social-Emotional Growth**

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

**Kindergarten Readiness**

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

**Individual Plans of Study**

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

### **High School Graduation Rate**

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

### **Postsecondary Success**

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

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

## **ARC Recommendation**

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

### **Justification**

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

### **Strengths**

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

### **Challenges**

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



# Solomon USD 393

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www.usd393.net

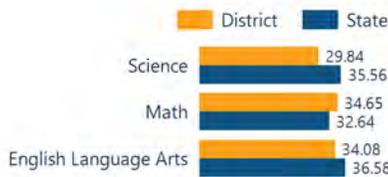
District Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation: **Meeting**  
Grades: **PK-12,NG**  
Superintendent: **Justin Coup**

## Demographics

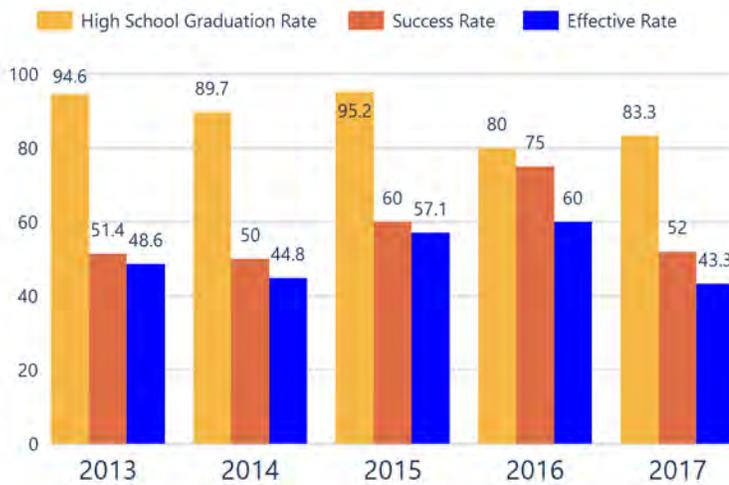


## Academically Prepared for Postsecondary Success

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



## District Postsecondary Effectiveness



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

Five-Year Graduation Avg **88%**

Five-Year Success Avg **57%**

Five-Year Effective Avg **50%**

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

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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

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

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

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

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



### District Academic Success

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

#### ALL STUDENTS

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

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

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

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

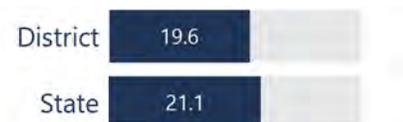
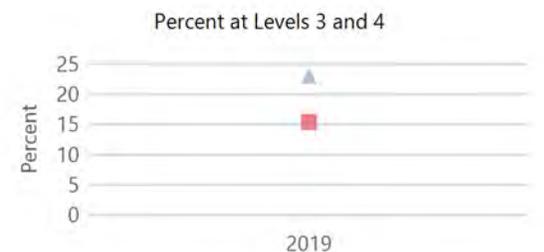
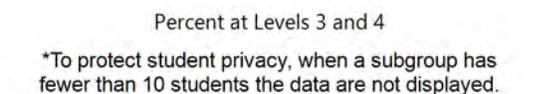
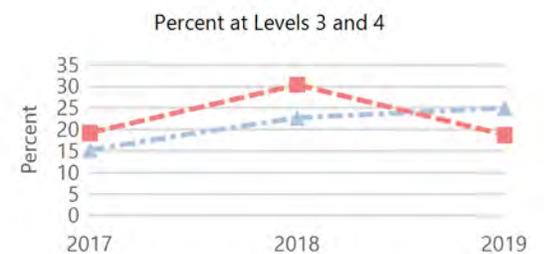
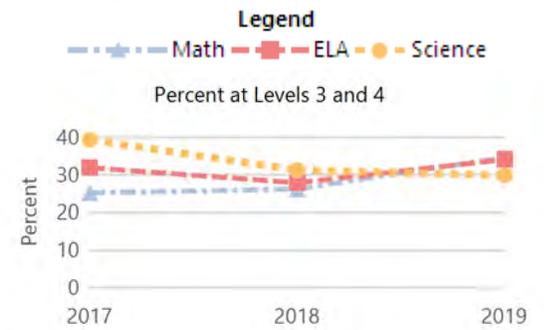
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



# Accreditation Summary

**Date:** 04/22/2020

**System:** D0491 Eudora (0000)

**City:** Eudora

**Superintendent:** Steve Splichal

**OVT Chair:** Joe Kelly

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

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

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

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

### ARC Comment

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

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

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

### ARC Comment

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

### Board Outcomes

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

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

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

## ARC Recommendation

---

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

### Justification

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

### Strengths

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

### Challenges

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

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

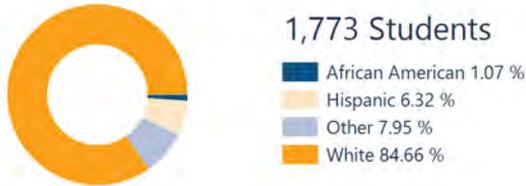


# Eudora USD 491

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

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

## Demographics

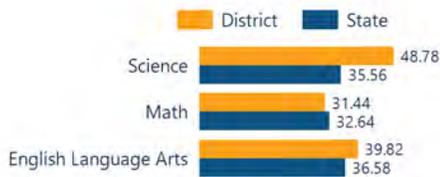


## District Kansans Can Star Recognition

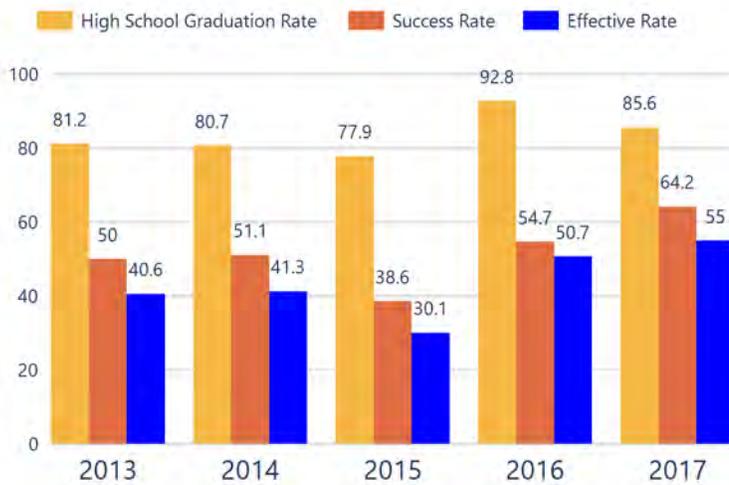
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				★
Graduation Rate				
Postsecondary Success				

## Academically Prepared for Postsecondary Success

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



## District Postsecondary Effectiveness



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

Five-Year Graduation Avg **84%**

Five-Year Success Avg **52%**

Five-Year Effective Avg **44%**

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

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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

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

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

**\$9,594**

State: **94.9%** 94.5

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

State: **\$11,415**

State: **8.6%** 13.9

State: **1.0%** 1.4



### District Academic Success

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

#### ALL STUDENTS

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

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

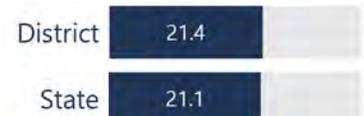
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.81	34.69	20.00	27.27	21.42	28.57	33.33	28.12	32.00
Level 2	30.61	26.53	48.00	50.90	33.92	33.33	42.42	29.68	24.00
Level 3	20.40	28.57	12.00	10.90	33.92	23.80	15.15	31.25	32.00
Level 4	8.16	10.20	20.00	10.90	10.71	14.28	9.09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

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

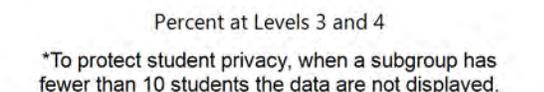
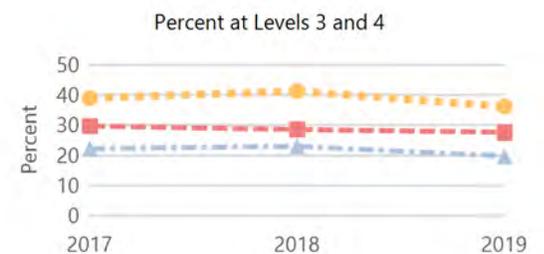
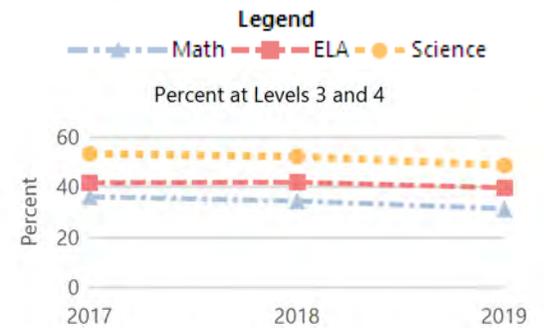
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



# Accreditation Summary

**Date:** 11/20/2019

**System:** S0610 School for Deaf (0000)

**City:** Olathe

**Superintendent:** Luanne Barron

**OVT Chair:** Larry Finn

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

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

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

### ARC Comment

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

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

Vision for Education and State Board Outcomes.

### ARC Comment

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

### Board Outcomes

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

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

### ARC Comment

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

different areas were involved in the accreditation process.

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

#### **ARC Comment**

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

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

#### **ARC Comment**

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

## **ARC Recommendation**

---

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

### **Justification**

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

### **Strengths**

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

### **Challenges**

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

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

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

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



# School for Deaf - S0610

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

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

## Demographics



136 Students

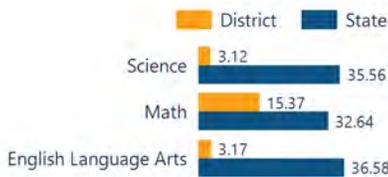
- African American 11.03 %
- Hispanic 18.38 %
- Other 19.12 %
- White 51.47 %

## District Kansans Can Star Recognition

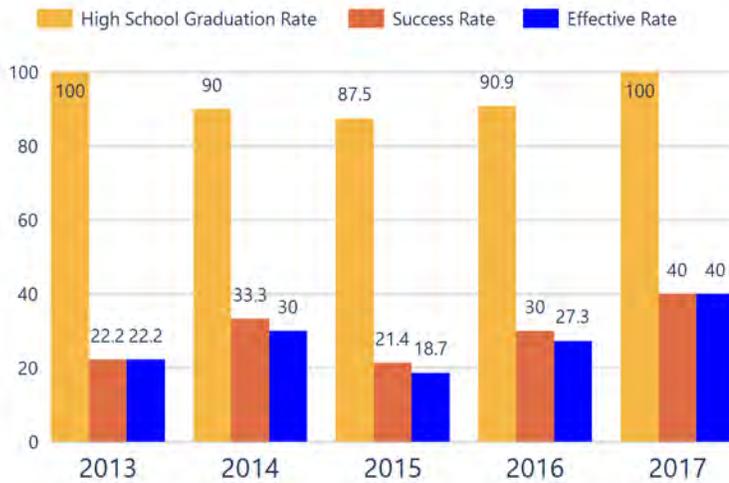
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				
Graduation Rate				
Postsecondary Success				

## Academically Prepared for Postsecondary Success

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



## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**93%**

Five-Year Success Avg  
**29%**

Five-Year Effective Avg  
**27%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**%**

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

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

### GRADUATION RATE

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

**100.0%**

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

### ATTENDANCE RATE

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

**93.1%**

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.

**N/A**

State: \$11,415

### CHRONIC ABSENTEEISM

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

**18.7%**

State: 13.9  
**Click here for State Financial Accountability.**

### DROPOUT RATE

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

**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	85.18	94.33	85.71	81.81	88.88	73.68	67.69	79.36	84.37
Level 2	12.96	3.77	14.28	16.36	11.11	26.31	16.92	17.46	12.50
Level 3	0.00	1.88	0.00	1.81	0.00	0.00	12.30	3.17	3.12
Level 4	1.85	0.00	0.00	0.00	0.00	0.00	3.07	0.00	0.00

#### FREE AND REDUCED LUNCH STUDENTS

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

#### STUDENTS WITH DISABILITIES

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

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

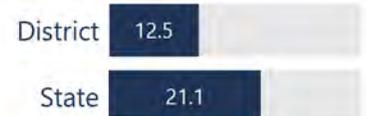
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	100.00	100.00	N/A	86.66	93.33	N/A	64.70	87.50	N/A
Level 2	0.00	0.00	N/A	13.33	6.66	N/A	29.41	12.50	N/A
Level 3	0.00	0.00	N/A	0.00	0.00	N/A	5.88	0.00	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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

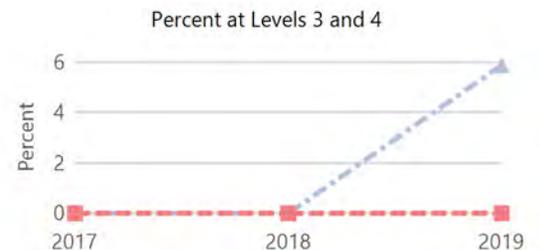
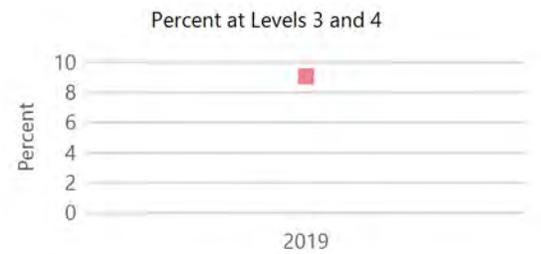
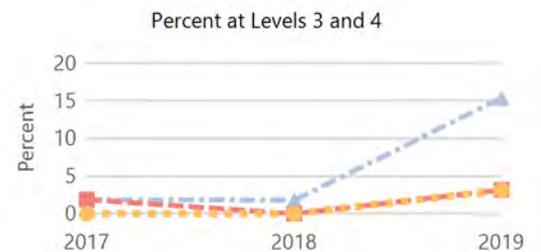
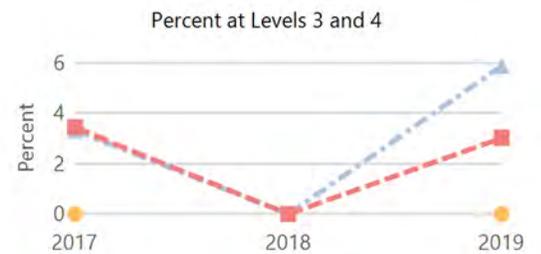
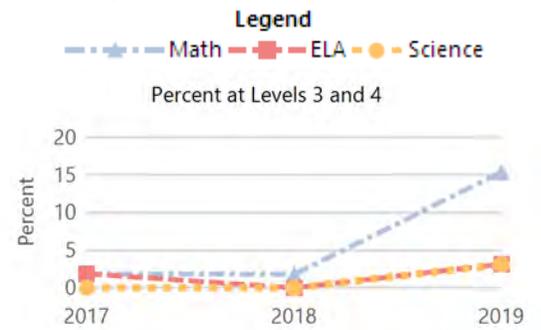
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success







## KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

[www.KSSDB.org](http://www.KSSDB.org)

### KANSAS SCHOOL FOR THE DEAF

450 EAST PARK ST. · OLATHE, KS 66061-5497

PHONE: 913-791-0573 FAX: 913-791-0577

### KANSAS STATE SCHOOL FOR THE BLIND

1100 STATE AVE. · KANSAS CITY, KS 66102-4411

PHONE: 913-281-3308 FAX: 913-281-3104

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**Item Title:** Update from Kansas School for the Deaf

**From:** Superintendent Luanne Barron

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas School for the Deaf Superintendent Luanne Barron will provide updates to the State Board on activities and initiatives at KSD.







## KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

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1100 STATE AVE. · KANSAS CITY, KS 66102-4411

PHONE: 913-281-3308 FAX: 913-281-3104

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**Item Title:** Update from Kansas State School for the Blind

**From:** Superintendent Jon Harding

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Kansas State School for the Blind Superintendent Jon Harding will update the State Board members on these topics:

- Continuous Learning Plan
- Extended School Year Program
- Fall Reopening Plans
- Progress on School Goals







# KSSB UPDATE

## CLP + ESY + UPDATES



### CLP LESSONS

KSSB has provided learning opportunities for all students, and we are tracking all SPED minutes diligently. We have learned that: all learners can be engaged; for some, remote learning is preferred; and for students with the most complex needs, nothing replaces face-to-face learning. KSSB has opened remote learning to all students in KS who are B/VI, and we are adopting accessible Learning Management Systems (Blackboard Ally and Seesaw) as we expand online offerings for the fall and beyond.

1

#### LESSONS LEARNED

- CLP increased parent engagement
- Team teaching works

2

#### PIVOTS

- Expanded role for Social Workers
- Opened classes to all

3

#### % ENGAGED

- 100% KSSB students participating
- Parents role matters

### Access



Internet/Braille/Tech provided to all students. Problem-solving access issues.



### Relationships

Regular contact with both students and families. Primary focus is the well-being of families.



### Instruction

Home Routines utilized for meaningful engagement.

## ESY

### Virtual Instruction June 8-26

KSSB will offer a three-week virtual Extended School Year for 72 students who are B/VI. The schedule follows Continuous Learning Plan guidelines for ‘screen time’ and emulates the content that we offer in our typical ESY.

### Certified Vision Pros

Certified Vision Teachers will ‘team-teach’ and deliver content in Daily Living Skills, Career Exploration, Technology, Recreation and Leisure, Braille, Literacy, Orientation and Mobility.

### Podcasting, Spanish, and more...

In addition to these core classes, we are offering an array of extra classes such as: Podcasting, Basic Spanish, Public Speaking, Cooking at Home, Book Club, and Music Time, all geared toward those who need access because of blindness or low vision.



***“You have pulled together a lot in a short period of time. As a parent, I just want to say thank you”***

### Feedback/Response Cycle

We are building an ongoing parent feedback/response loop by surveying parents every few weeks, and then offering a solution to the most pressing needs and interests. Parents will tell us what they might like to receive from KSSB on topics like: technology needs, transition needs, IDEA rights, and multiple disabilities, etc. and we will offer a webcast to address that within 2 weeks.

## WHAT STUDENTS ARE SAYING

*“I would love to have online learning integrated into the natural high school environment, seeing as I am getting so much more done in such a shorter time, and I feel like I’m actually learning the material and not just grazing over it” - JW, Senior*

*“I’m always in constant verbal communication with my teachers, I can more easily express what accommodations I need, and I can get to know my teacher a lot better than if we were just communicating over a comment thread in Google Classroom or email” RY, Junior*



## UPDATES

Extra-curricular CLP classes open to **all students who are B/VI across the state**

**"Discover Podcasting"** is student-led, student-directed and can be found here: <https://discover-podcasting.simplecast.com/> Guests include: Tyler Merren (olympic silver medal winner) ; Joe Stretchay (Apple TV); Robert Beach (KCKCC); and John Panaresa (site developer for Apple products at Mac for the Blind)

Our students submitted written reflections on remote learning to **EdWeek Magazine.**

**Virtual ESY** includes more classes, more instructors, more engagement and relationship-building. We **lowered the cost to \$300, per student,** for schools.

**New TSVIs/COMS/Braillists for 2020/2021: Kim Rhea (KSSB); Nicole Drake (KSSB); Jeannie Goodin (KSSB); Leah Enright (Northeast); Chris Gray (Wamego); Amber Hanson (Concordia); Laura DelCambre (Wichita).**

Our **Annual Report** is submitted with this update.

A **new playground** is being built, with support from KC Blind All-Stars and generous donors.

A **new preschool room** will be located in Irwin building will offer 2 day "enrichment" for 3-4 year olds.

A **new MakerSpace** will be located in Brighton building. Upgrades are underway.

A **STEM mobile unit** will visit schools and communities across KS in the fall.

**Edlund Dorm** has **two updated kitchens.**

**Brighton pool** renovations are nearly complete (pumps, drains, new floor).

**KanLovKids (Low Vision Clinics)** are using a new database.

The **Deaf-Blind Project** hosts **Discover CVI** for families and **KIRC** is still delivering braille and large-print resources to students.

**Microsoft TEALS Program** and KSSB built **the only accessible, online Computer Science** course for B/VI.

## MORE UPDATES

**New online courses in** braille and technology for 2020-2021 school year.

Partnering with **Future Communities Institute** to bring innovative data and apps to field of Blindness.

**KSSB's website** was reviewed by the Office of Civil Rights and was praised for accessibility.

**KESA** review in June, done remotely.

**Head Start** to return, likely in June, pending UG/WYCO approval.

**Infant-Toddler** services expanding. More requests to Field Services from Tiny-K networks.

**KSSB Advisory Board** updated May 1st.

**Staff return August 10th. Classes start Aug 17th.**

***“The staff that work with my son have already reached out to setup learning schedules and activities. I have been very pleased with the response and providing materials to continue his education at home and through Zoom.”- parent***

***“Thank you to all teachers and administrators for all you are doing to help our families during this time. Thank you!”- parent***



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

**Staff Initiating:**

Bert Moore

**Director:**

Bert Moore

**Commissioner:**

Randy Watson

**Meeting Date:** 6/9/2020

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### **Item Title:**

Act on appointments to the Special Education Advisory Council

### **Recommended Motion:**

It is moved that the Kansas State Board of Education act 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 Advisory Council with their terms effective July 1, 2020 through June 30, 2023.

### **Explanation of Situation Requiring Action:**

The mission of the Kansas State 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. The roles of representation of SEAC are established in the Individuals with Disabilities Education Act (IDEA) and Kansas Statute.

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 these nominees to fill the following open positions:

- Dr. Chelle Kemper, representing Administrators of programs for exceptional children
- Laura Thompson, representing other state agency involved in the financing or delivery of related services to exceptional children
- Jennifer Kucinski, representing other state agency involved in financing or delivery of services to exception children
- Trisha Backman, representing Department of Corrections – Juvenile
- Amy Zimmerman, representing Parent of a child with Giftedness
- Marvin Miller, representing Teach (Special Education)
- Jennifer Kurth, representing an Institute of Higher Education that prepares special education and related services personnel.





# 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 <sup>st</sup> Term)	Local education official	Yes	10	Yes	USD 259 Wichita 903 South Edgemoor Street Wichita, KS 67235 (620) 326-4300 <a href="mailto:hpeine@kasea.org">hpeine@kasea.org</a>
Jennifer King (Chair-Elect)	6/30/2021 (1 <sup>st</sup> Term)	Representative of public charter schools	Yes	6	Yes	3250 Pin Oak Cr. St. George, KS 66535 931-980-8433 <a href="mailto:jennifer.king@usd480.net">jennifer.king@usd480.net</a>
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 <sup>rd</sup> Minneapolis, KS 67467 (785) 488-8153 <a href="mailto:rebekah.helget@usd333.com">rebekah.helget@usd333.com</a>
Mike Martin	6/30/2022) (2 <sup>nd</sup> Term)	Parent of an exceptional child ages birth through 26 years	Yes	9	Yes	2009 Carline Road Girard, KS 66743 (620) 249-4793 <a href="mailto:mmartin@frontenac249.org">mmartin@frontenac249.org</a>
Dr. Heidi Cornell	6/30/2021 (1 <sup>st</sup> 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 <a href="mailto:Heidi.cornell@wichita.edu">Heidi.cornell@wichita.edu</a>
Tina Gibson	6/30/2021 (2 <sup>nd</sup> Term)	Teacher (general education)	No	4	Yes	USD 345 Seaman 1124 NW Lyman Road Topeka, KS 66608 (785) 575-8700 <a href="mailto:tgibson@usd345.com">tgibson@usd345.com</a>
Dr. Chelle Kemper	6/30/2023 (2 <sup>nd</sup> Term)	Administrator of program for exceptional children	Yes	5	Yes	100 Mexico Ave., Montezuma, KS 67867 620-789-5050 <a href="mailto:ckemper@skacd.com">ckemper@skacd.com</a>

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region	Voting Member	Address
Rachel Marsh	6/30/2021 (1 <sup>st</sup> Term)	Representative from state agency responsible for foster care of children	No	4	Yes	Topeka, KS 620-200-0635 <a href="mailto:rachel.marsh@st-francis.org">rachel.marsh@st-francis.org</a>
Dr. Troy Pitsch	6/30/2022 (1 <sup>st</sup> 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 <a href="mailto:troy.pitsch@kckps.org">troy.pitsch@kckps.org</a>
Sarah Schaffer	6/30/2021 (2 <sup>nd</sup> Term)	Individual with a disability	Yes	4	Yes	3409 Trail Road Lawrence, KS 66049 (785) 760-4672 <a href="mailto:s081s504@ku.edu">s081s504@ku.edu</a> .
Laura Thompson	6/30/2023 (2 <sup>nd</sup> 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 <a href="mailto:laurathompson@usd475.org">laurathompson@usd475.org</a>
Amy Wagoner	6/30/2022 (1 <sup>st</sup> Term)	Representative of private schools	No	7	Yes	Holy Cross Catholic School 2633 Independence Road, Hutchinson, KS 67502 (620) 665-6168 <a href="mailto:awagoner@holycross-hutch.com">awagoner@holycross-hutch.com</a>
Kari Wallace	6/30/2022 (1 <sup>st</sup> 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 <a href="mailto:Kari.wallace@usd253.net">Kari.wallace@usd253.net</a>

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region	Voting Member	Address
Becci Werner	6/30/2022 (2 <sup>nd</sup> Term)	Administrator of program for exceptional children	No	8	Yes	USD 259 Wichita 903 S Edgemoor Wichita, KS 67218 316-973-4438 <a href="mailto:rwerner@usd259.net">rwerner@usd259.net</a>
Deb Young	6/30/2021 (2 <sup>nd</sup> Term)	Individual with a disability	Yes	4	Yes	625 Folks Rd. Apt 128 Lawrence, KS 66049 (785) 766-9324 <a href="mailto:dyoung@sunflower.com">dyoung@sunflower.com</a>
Jennifer Kucinski.	7/1/2020- 6/30/2023 (1 <sup>st</sup> 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 <a href="mailto:jkucinski@kssdb.org">jkucinski@kssdb.org</a>
Trisha Backman	7/1/2020- 6/30/2023 (1 <sup>st</sup> Term)	Representative from the state juvenile corrections agency	No	4	Yes	413 Eagle St. Silver Lake, KS 66539 785 806 5047 <a href="mailto:TrishaBackman@lghs.smokyhill.org">TrishaBackman@lghs.smokyhill.org</a>
Amy Zimmerman	7/1/2020- 6/30/2023 (1 <sup>st</sup> Term)	Parent of a gifted child	No	5	Yes	1109 N. Tulane Ave. Liberal, KS 67901 620-655-9629 <a href="mailto:amy.zimmerman@usd480.net">amy.zimmerman@usd480.net</a>
Marvin Miller	7/1/2020- 6/30/2023 (1 <sup>st</sup> Term)	Teacher (special education)	Yes	10	Yes	10808 W. Harvest Lane Wichita, KS 67212 316-765-3145 <a href="mailto:mjmill@abilityed.com">mjmill@abilityed.com</a>
Jennifer Kurth	7/1/2020- 6/30/2023 (1 <sup>st</sup> 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
Vacant	7/1/2020- 6/30/2023 (1 <sup>st</sup> Term)	State education official				

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region	Voting Member	Address
Vacant	7/1/2020-6/30/2023 (1 <sup>st</sup> Term)	Representative from the state adult corrections agency				
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 <a href="mailto:lesli@famielstogetherinc.org">lesli@famielstogetherinc.org</a>
Jim McNiece	ex officio	Kansas State Board of Education		10	No	1213 Manchester Court Wichita, KS 67212 <a href="mailto:jmcniece@ksde.org">jmcniece@ksde.org</a>
Rocky Nichols/ Mike Burgess	ex officio	Official Protection and Advocacy System for Kansas			No	<a href="mailto:rocky@drckansas.org">rocky@drckansas.org</a> <a href="mailto:mike@drckansas.org">mike@drckansas.org</a>
	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.

2<sup>nd</sup> Term beginning with State Board Approval

New Recommendations for State Board Approval

**Members Board Regions – Voting members**

Region	2	3	4	5	6	7	8	9	10
1		1	6	2	2	2	2	2	2

**Agenda Number: 12**

**Meeting Date: 6/9/2020**



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

**Item Title:** Recognition of Kansan Tabatha Rosproy as National Teacher of the Year

**From:** Denise Kahler

On May 21, Tabatha Rosproy, 2020 Kansas Teacher of the Year, was announced as the 2020 National Teacher of the Year on *CBS This Morning*. Tabatha is a preschool teacher for Winfield Early Learning Center's Cumbernauld Little Vikes program, Winfield USD 465. She becomes the first early childhood educator to be named National Teacher of the Year.

At its June meeting, the Kansas State Board of Education will have the pleasure of hearing from Ms. Rosproy as she shares information about her platform as National Teacher of the Year and some of the opportunities coming her way, what this means for Kansas education and how the Kansas State Department of Education is supporting her and Winfield USD 465. She will be available to respond to questions from Board members.

The National Teacher of the Year program is run by the Council of Chief State School Officers (CCSSO).

*Kansas leads the world in the success of each student.*



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 13**

**Staff Initiating:**

Catherine Chmidling

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date: 6/9/2020**

**Item Title:**

Act on higher education preparation program standards for Building Leadership PreK-12 and District Leadership PreK-12

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Building Leadership PreK-12 and District Leadership PreK-12.

**Explanation of Situation Requiring Action:**

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 Specialized Professional Associations (SPAs) when 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 or to revise their current programs to align to the updated standards.

Attached are the following completed sets of revised standards for approval: Building Leadership PreK-12 and District Leadership PreK-12 (two separate license areas). Edits recommended by State Board members at their March 2020 Board meeting are identified in red font and strikethrough for ease of reading. A crosswalk document for each set of 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.



Crosswalk of Previous to New KSDE Building Leadership Standards

**General Information about the Building Leadership Revision:**

- Each standard begins with the following stem: *“Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate ...”*
- The words, “the current and future success and well-being of each student and adult” are included to emphasize the importance of attending to the education and well-being of both students and adults.
- Application of candidate of knowledge, skills and commitments are tied to every standard.
- The words “each student” are understood to be inclusive of all students in P-12 settings, including students with exceptionalities.
- New Professional Standards for Educational Leaders (PSEL) and National Educational Leadership Preparation (NELP) standards guided the revisions.

**Standard 1: Mission, Vision, and Improvement**

Previous Standards	New Standards	What Changed
<p>Standard 1: Shared School Vision of Learning: An education leader at the building level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders.</p>	<p><b>Standard 1: Mission, Vision, and Improvement:</b> <b>Candidates who successfully complete a building level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, equity, diversity, digital citizenship, and community.</b></p>	<ul style="list-style-type: none"> <li>• More explicit language regarding continuous improvement, including the social-emotional well-being a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</li> <li>• Change from stakeholders to “each student and adult.”</li> <li>• Goes beyond vision and mission to school improvement and includes a shift from organizational effectiveness to success of each student and adult.</li> </ul>

Standard 2: Ethics and Professional Norms*		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 5: Professional Ethics: An education leader at the building level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>Standard 2: Ethics and Professional Norms: Candidates who successfully complete a building level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.</p>	<p>Goes beyond the previous standards in the functions of,</p> <ul style="list-style-type: none"> <li>• Understanding and demonstrating the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</li> <li>• Modeling ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</li> <li>• There is emphasis on placing students at the center of education and accepting responsibility for their academic success.</li> </ul>
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness*		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student</p>	<p>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to <b>promote and advocate for the social emotional well-</b></p>	<ul style="list-style-type: none"> <li>• Standard 3 is a combination of functions from multiple standards in the previous building leadership standards.</li> <li>• This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to</li> </ul>

<p>learning and staff professional growth.</p> <p>Standard 4: Collaboration: An education leader at the building level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 5: Professional Ethics: An education leader at the building level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p><b>being of <u>each</u> student and adult, and promote the current and future success of each student and adult, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.</b></p>	<p>educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff.</p>
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**Standard 4: Learning and Instruction**

Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes</p>	<p><b>Standard 4: Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation</b></p>	<p>The new standard includes,</p> <ul style="list-style-type: none"> <li>• References to leadership expectations, such as supervising instruction, monitoring and evaluating,</li> </ul>

<p>the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p>program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership, including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems.</p>	<p>and supporting rigorous and coherent curriculum.</p> <ul style="list-style-type: none"> <li>• Functions language is more explicit regarding effective leaders employment of valid assessments.</li> </ul>
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**Standard 5: Community and External Leadership\***

Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 4: Collaboration: An education leader at the building level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to</p>	<p>Standard 5: Community and External Leadership Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and intentionally collaborate with families, community members, business leaders, and school personnel in order to strengthen student</p>	<p>This standard focuses on building productive relationships that lead to school improvement and increased student learning, rather than concentrating only on family and community engagement including,</p> <ul style="list-style-type: none"> <li>• A more global view of school culture and student learning</li> <li>• Two-way communication and maintaining a presence in the community as specific ways to collect meaningful data and input.</li> </ul>

<p>diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>learning, support school improvement, and advocate for the needs of their school and community.</p>	
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**Standard 6: Operations and Management**

Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	<p><b>Standard 6: Operations and Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</b></p>	<ul style="list-style-type: none"> <li>• Emphasis on the capacity to improve management, communication, technology, school-level governance, and operation systems that support each student's learning needs.</li> <li>• Application of laws, rights, policies, and regulations to promote student and adult success.</li> </ul>

Standard 7: Building Professional Capacity *		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p><b>Standard 7: Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a transformational collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</b></p>	<ul style="list-style-type: none"> <li>• Promoting the success of students through engaging staff in the development of a collaborative professional culture.</li> <li>• Engaging staff in a collaborative professional culture and professional learning</li> <li>• Improving systems of supervision, support, and evaluation that promote school improvement and student success.</li> </ul>

\* Note. New Building Leadership Standards designated with an asterisk (\*) correlate to multiple previous standards.

## KSDE Building Leadership Preparation Program Standards

Learner(s) 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 (single and/or multi), religion, and geographic origin.

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

The Kansas Building Leadership preparation standards are adapted from the Building Level National Educational Leadership Preparation Program Recognition Standards (NELP); the NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) standards.

<p><b>Standard 1: Mission, Vision, and Improvement</b>          Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, equity, diversity, digital citizenship, and community.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the ongoing capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.</p>	
<p><b>Content Knowledge</b>          Program provides evidence of candidate knowledge of</p>	<p><b>Professional Skills</b>          Program provides evidence that candidates demonstrate skills required to</p>
<p>1.1.1 CK Research to understand the role and importance of a school’s vision and mission as well as processes for evaluating a mission and vision.</p>	<p>1.1.4 PS Evaluate existing mission and vision processes and statements.</p>
<p>1.1.2 CK Processes for collaboratively developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.</p>	<p>1.1.5 PS Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.</p>

1.1.3 CK Characteristics of well-written mission and vision statements.	1.1.6 PS Develop a comprehensive plan for communicating the mission and vision to all stakeholders.
<b>Function 2:</b> Program completers understand and demonstrate the capacity to lead sustainable improvement processes that include mission coherence, data use, design, implementation, accreditation, and ongoing evaluation.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
1.2.1 CK Current research on school improvement and accreditation processes.	1.2.5 PS Evaluate existing improvement processes and cycles.
1.2.2 CK Formal processes of iterative, evidence informed improvement.	1.2.6 PS Use research and data to develop a collaborative improvement process that includes key components (i.e., diagnosis, design, implementation, and evaluation).
1.2.3 CK Data collection, analysis, and use to support data-informed decisions.	1.2.7 PS Develop an implementation process that supports the components and goals of the accreditation and improvement plans.
1.2.4 CK School improvement implementation theory and research.	
<b>Standard 2: Ethics and Professional Norms</b> Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	
<b>Function 1:</b> Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to

2.1.1 CK Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being.	2.1.5 PS Engage in reflective practice.
2.1.2 CK Practices that reflect professional norms.	2.1.6 PS Cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.
2.1.3 CK Approaches to cultivating professional norms in others.	2.1.7 PS Communicate professional norms to diverse constituencies.
2.1.4 CK Reflective practice.	2.1.8 PS Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).
<b>Function 2:</b> Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
2.2.1 CK Research on decision making.	2.2.4 PS Evaluate ethical dimensions of issues.
2.2.2 CK Decision-making processes.	2.2.5 PS Analyze decisions in terms of established ethical frameworks.
2.2.3 CK Guidelines for ethical and legal decision making.	2.2.6 PS Develop a communication plan to advocate for ethical and legal decisions.
<b>Function 3:</b> Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to

2.3.1 CK Ethical practice.	2.3.1 PS Formulate a school-level ethical leadership platform.
2.3.2 CK Approaches to cultivating ethical behavior in others.	2.3.2 PS Model ethical practice.
	2.3.3 PS Cultivate ethical behavior in others.
<p><b>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness</b>  Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to <u>promote and advocate for the social emotional well-being of each student and adult</u>, and promote the current and future success of each student and adult, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p>	
<p style="text-align: center;"><b>Content Knowledge</b>  Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b>  Program provides evidence that candidates demonstrate skills required to</p>
3.1.1 CK Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, resilient and respectful).	3.1.6 PS Evaluate school culture.
3.1.2 CK Research on inclusive school cultures.	3.1.7 PS Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture.
3.1.3 CK Processes for evaluating school culture.	3.1.8 PS Develop strategies for improving school culture.
3.1.4 CK Processes for effecting changes to school culture.	3.1.9 PS Advocate for a supportive and inclusive school culture.
3.1.5 CK Ways of engaging in advocacy.	
<p><b>Function 2:</b> Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and social emotional well-being of each student.</p>	

<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
3.2.1 CK Research on the consequences for students of equitable and inequitable use of educational resources and opportunities.	3.2.4 PS Evaluate sources of inequality and bias in the allocation of educational resources and opportunities.
3.2.2 CK Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships).	3.2.5 PS Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values.
3.2.3 CK Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	3.2.6 PS Advocate for the equitable access to educational resources, procedures, and opportunities.
<p><b>Function 3:</b> Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and social-emotional behavior support practices among teachers and staff.</p>	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
3.3.1 CK Culturally responsive instructional and behavior support practices.	3.3.5 PS Evaluate root causes of inequity and bias.
3.3.2 CK Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff.	3.3.6 PS Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.
3.3.3 CK Research on implications for students of equitable, culturally responsive, and inclusive practices.	3.3.7 PS Support the use of differentiated, content-based instructional materials and strategies.
3.3.4 CK Broader social and political concern with equity and inequality in schools.	3.3.8 PS Advocate for equitable practice among teachers and staff.

**Standard 4: Learning and Instruction**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership, including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems.

**Function 1:** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for all academic and non-academic student programs.

<p align="center"><b>Content Knowledge</b></p> <p align="center">Program provides evidence of candidate knowledge of</p>	<p align="center"><b>Professional Skills</b></p> <p align="center">Programs provide evidence that candidates demonstrate skills required to</p>
4.1.1 CK Research on the leadership of academic and non-academic programs.	4.1.5 PS Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems.
4.1.2 CK Approaches to coordinating among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.	4.1.6 PS Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs.
4.1.3 CK Evidence-based curricula, use of technology, and other supports for academic and non-academic programs.	
4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.	

**Function 2:** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

<p align="center"><b>Content Knowledge</b></p> <p align="center">Program provides evidence of candidate knowledge of</p>	<p align="center"><b>Professional Skills</b></p> <p align="center">Program provides evidence that candidates demonstrate skills required to</p>
4.2.1 CK Evidence-based instructional practices for different student populations.	4.2.5 PS Evaluate coordination and coherence among the practices, resources,

	and services that support equity, digital literacy, and the school's academic and non-academic systems.
4.2.2 CK Curricula, educational technologies, and other educational resources that support digital literacy among students and adults.	4.2.6 PS Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning.
4.2.3 CK Expertise provided by educational service providers.	
4.2.4 CK Approaches to coordinating resources and services in support of the school's academic and non-academic services.	
<b>Function 3:</b> Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and social emotional well-being.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
4.3.1 CK Research on the effective and ineffective assessment of student learning and social emotional well-being.	4.3.5 PS Use research to evaluate the quality of formative and summative assessments of learning.
4.3.2 CK Research on assessment practices that are culturally responsive and accessible for each student.	4.3.6 PS Implement formal and informal culturally responsive and accessible assessments of student learning.
4.3.3 CK Formative and summative measures of student learning and well-being.	4.3.7 PS Interpret data from formative and summative assessments for use in educational planning.
4.3.4 CK Approaches to coordinating among assessments, instructional improvement, and educational service delivery.	4.3.8 PS Cultivate teachers' capacity to improve instruction based on analysis of assessment data.
<b>Function 4:</b> Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction,	

technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
4.4.1 CK Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices.	4.4.5 PS Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices.
4.4.2 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.	4.4.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices.
4.4.3 CK Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services.	4.4.7 PS Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results.
4.4.4 CK Approaches and strategies for supporting faculty collaboration.	
<p><b>Standard 5: Community and External Leadership</b> Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and <b>intentionally</b> collaborate with families, community <b>members, business leaders</b>, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.</p>	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to

5.1.1 CK Research on the role of families in supporting student learning in and out of school.	5.1.4 PS Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning.
5.1.2 CK Research on student and family diversity.	5.1.5 PS Cultivate collaboration among staff and families in support of student learning and success.
5.1.3 CK Strategies for understanding and cultivating relationships with families and engaging them in their children's education.	5.1.6 PS Foster two-way communication with families.
<p><b>Function 2:</b> Program completers understand and demonstrate the capacity to collaboratively engage, and cultivate relationships and build partnerships with diverse community members, business stakeholders partners, and other constituencies for the benefit of school improvement and student development.</p>	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
5.2.1 CK School organizational cultures that promote community engagement.	5.2.5 PS Collaboratively engage with diverse community members, partners, and other constituencies around shared goals.
5.2.2 CK Research on how community members, partners, and other constituencies can support school improvement and student success.	5.2.6 PS Cultivate regular, two-way communication with community members, partners, and other constituencies.
5.2.3 CK Collaboration methods to develop and sustain productive relationships with diverse community partners.	5.2.7 PS Identify and use diverse community resources to benefit school programs and student learning.
5.2.4 CK Practices for accessing and integrating external resources into the school.	
<p><b>Function 3:</b> Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.</p>	

<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.	5.3.4 PS Develop a plan for identifying and accessing resources.
5.3.2 CK Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities.	5.3.5 PS Gather information about the policy and district context.
5.3.3 CK Educational policy and advocacy.	5.3.6 PS Develop targeted communication for oral, written, and digital distribution.
	5.3.7 PS Advocate for school and community needs.
<p><b>Standard 6: Operations and Management</b></p> <p>Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.</p>	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
6.1.1 CK Research on school management, operations, use of technologies, communication, and governance systems.	6.1.6 PS Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes.

6.1.2 CK Principles of systems management and continuous improvement.	6.1.7 PS Use research and evidence to analyze and identify strategic and tactical challenges for the school's systems.
6.1.3 CK Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations.	6.1.8 PS Develop and implement management, communication, assessment, technology, school-level governance, and operation systems.
6.1.4 CK Processes for developing and implementing management, communication, technology, school-level governance, and operation systems.	6.1.9 PS Develop a school's master schedule.
6.1.5 CK Use of technology to enhance learning and program management.	
<b>Function 2:</b> Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan, <b>including financial management</b> , that supports school improvement and student development.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Educational Leadership Skills</b> Program provides evidence that candidates demonstrate skills required to
6.2.1 CK School-based budgeting.	6.2.6 PS Evaluate resource needs.
6.2.2 CK Strategies for acquiring resources.	6.2.7 PS Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities.
6.2.3 CK Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems.	6.2.8 PS Advocate for resources in support of needs.
6.2.4 CK Strategies for aligning and allocating resources according to school priorities and student needs.	

6.2.5 CK Methods and procedures for managing school resources.	
<b>Function 3:</b> Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
6.3.1 CK Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults.	6.3.4 PS Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues.
6.3.2 CK Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities.	6.3.5 PS Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school.
6.3.3 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.	6.3.6 PS Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.
	6.3.7 PS Monitor and ensure adherence to laws, rights, policies, and regulations.
<p><b>Standard 7 Building Professional Capacity</b>  Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a transformational collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</p>	
<b>Function 1:</b> Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	

<p align="center"><b>Content Knowledge</b></p> <p align="center">Program provides evidence of candidate knowledge of</p>	<p align="center"><b>Educational Leadership Skills</b></p> <p align="center">Program provides evidence that candidates demonstrate skills required to</p>
7.1.1 CK Research on teacher recruitment, hiring, selection, and retention.	7.1.4 PS Evaluate school's professional staff capacity needs.
7.1.2 CK Practices for recruiting, selecting, hiring, and retaining school staff.	7.1.5 PS Evaluate applicant materials.
7.1.3 CK Strategic staffing based on student, school, and staff needs.	7.1.6 PS Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.
<p><b>Function 2:</b> Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.</p>	
<p align="center"><b>Content Knowledge</b></p> <p align="center">Program provides evidence of candidate knowledge of</p>	<p align="center"><b>Educational Leadership Skills</b></p> <p align="center">Program provides evidence that candidates demonstrate skills required to</p>
7.2.1 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.	7.2.4 PS Use research to design and cultivate a collaborative professional culture.
7.2.2 CK Effective communication.	7.2.5 PS Model and foster effective communication.
7.2.3 CK The role of relationships, trust, and well-being in the development of a healthy and effective professional culture.	7.2.6 PS Develop a comprehensive plan for providing school community members with a healthy and positive school building environment.
<p><b>Function 3:</b> Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.</p>	
<p align="center"><b>Content Knowledge</b></p> <p align="center">Program provides evidence of candidate knowledge of</p>	<p align="center"><b>Educational Leadership Skills</b></p> <p align="center">Program provides evidence that candidates demonstrate skills required to</p>

7.3.1 CK Research on teacher professional learning.	7.3.6 PS Evaluate professional staff capacity needs and management practices.
7.3.2 CK Practices for supporting and developing school staff.	7.3.7 PS Identify leadership capabilities of staff.
7.3.3 CK Practices for cultivating and distributing leadership among staff.	7.3.8 PS Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.
7.3.4 CK Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.	7.3.9 PS Engage staff in leadership roles.
7.3.5 CK How to use digital technology in ethical and appropriate ways to foster professional learning for self and others.	7.3.10 PS Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.
<b>Function 4:</b> Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Educational Leadership Skills</b> Program provides evidence that candidates demonstrate skills required to
7.4.1 CK Research-based strategies for personnel supervision and evaluation.	7.4.4 PS Observe teaching in a variety of classrooms.
7.4.2 CK Importance of, and the ability to access, specific personnel evaluation procedures for a given context.	7.4.5 PS Gather and analyze district policies on instructional expectations.
7.4.3 CK Multiple approaches for providing actionable feedback and support systems for teachers.	7.4.6. PS Provide teaching staff with actionable feedback to support improvement.
	7.4.7 PS Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Crosswalk of Previous to New KSDE District Leadership Standards

**General Information about the District Leadership Revision:**

- Each standard begins with the following stem: *“Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate ...”*
- The words, “the current and future success and well-being of each student and adult” are included to emphasize the importance of attending to the education and well-being of both students and adults.
- Application of candidate of knowledge, skills and commitments are tied to every standard.
- The words “each student” are understood to be inclusive of all students in P-12 settings, including students with exceptionalities.
- New Professional Standards for Educational Leaders (PSEL) and National Educational Leadership Preparation (NELP) standards guided the revisions.

**Standard 1: Mission, Vision, and Improvement**

Previous Standards	New Standards	What Changed
<p>Standard 1: Shared School Vision of Learning: An education leader at the district level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders.</p>	<p><b>Standard 1: Mission, Vision, and Improvement:</b> <i>Candidates who successfully complete a district level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, equity, diversity, digital citizenship, and community.</i></p>	<ul style="list-style-type: none"> <li>• More explicit language regarding continuous improvement, including the social-emotional well-being a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</li> <li>• Change from stakeholders to “each student and adult.”</li> <li>• Goes beyond vision and mission to school improvement and includes a shift from organizational effectiveness to success of each student and adult.</li> </ul>

Standard 2: Ethics and Professional Norms*		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 5: Professional Ethics: An education leader at the district level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>Standard 2: Ethics and Professional Norms: Candidates who successfully complete a district level educational leadership program understand and demonstrate the capacity to promote the current and future success and social-emotional well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.</p>	<p>Goes beyond the previous standards in the functions of,</p> <ul style="list-style-type: none"> <li>• Understanding and demonstrating the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</li> <li>• Modeling ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</li> </ul>
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness*		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 4: Collaboration: An education leader at the</p>	<p>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to <b>promote and advocate for the social emotional well-being of each student and adult</b>, and promote the current and future success of each student and adult, by applying the knowledge,</p>	<ul style="list-style-type: none"> <li>• Program completers have the knowledge of how to cultivate and advocate for a supportive and inclusive district culture</li> <li>• Program completers evaluate, cultivate, and advocate for each student in the district having equitable access to safe and nurturing schools</li> <li>• Knowledge and application of culturally responsive instructional and behavior support practices.</li> </ul>

<p>district level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 5: Professional Ethics: An education leader at the district level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.</p>	
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**Standard 4: Learning and Instruction**

Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p><b>Standard 4: Learning and Instruction: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership including: leading change; curriculum; instruction; assessments; support</b></p>	<p>The new standard includes,</p> <ul style="list-style-type: none"> <li>• References to leadership expectations, such as supervising instruction, monitoring and evaluating, and supporting rigorous and coherent curriculum.</li> <li>• Functions language is more explicit regarding effective leaders' employment of valid assessments.</li> </ul>

	systems; technology integration; and data systems throughout the district.	
<b>Standard 5: Community and External Leadership*</b>		
<b>Previous Standards</b>	<b>New Standards</b>	<b>What Changed</b>
<p>Standard 3: Management: An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 4: Collaboration: An education leader at the district level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 6: Advocacy: An education leader at the district level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p><b>Standard 5: Community and External Leadership</b></p> <p><b>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage, communicate, and intentionally collaborate with families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.</b></p>	<p>Focus on knowledge of how to represent and support schools in engaging families in strengthening student learning in and out of school and to effectively collaborate, communicate, and engage community members, partners, and other constituencies in district matters that benefit learners, schools, and the district as a whole.</p>

Standard 6: Operations and Management		
Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	<p><b>Standard 6: Operations and Management: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</b></p>	<ul style="list-style-type: none"> <li>• Emphasis on the capacity to improve management, communication, technology, school-level governance, and operation systems that support each student’s learning needs.</li> <li>• Application of laws, rights, policies, and regulations to promote student and adult success.</li> </ul>
Standard 7: Building Professional Capacity *		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p><b>Standard 7: Policy, Governance, and Advocacy Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by adapting and applying the knowledge, skills, and</b></p>	<p>Focus is specific to district level leadership.</p> <ul style="list-style-type: none"> <li>• Ability to communicate, collaborate, advocate, and cultivate a respectful and responsive relationship with a district’s board of education focused on achieving the shared mission and vision of the district.</li> <li>• Collaboration, design, communication, implementation,</li> </ul>

<p>Standard 3: Management: An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 6: Advocacy: An education leader at the district level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p><b>commitments necessary to cultivate relationships; lead district transformation, collaborative decision making, and governance; and, represent and advocate for district needs in broader policy conversations.</b></p>	<p>coordination, cultivation, and evaluating effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</p> <ul style="list-style-type: none"> <li>• Completers evaluate and engage in decision making around, implement, and appropriately communicate about policy, laws, and regulations and how to evaluate, represent, and advocate for district needs and priorities within larger policy conversations.</li> </ul>
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\* Note. New District Leadership Standards designated with an asterisk (\*) correlate to multiple previous standards.

## KSDE District Leadership Preparation Program Standards

Learner(s) 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 (single and/or multi), religion, and geographic origin.

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

The Kansas District Leadership preparation standards are adapted from the District Level National Educational Leadership Preparation Program Recognition Standards (NELP); the NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) standards.

<p><b>Standard 1: Mission, Vision, and Improvement.</b> Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the systemic capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, values, equity, diversity, digital citizenship, and community.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the systemic capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p>	
<p><b>Content Knowledge</b> Program provides evidence of candidate knowledge of</p>	<p><b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to</p>
1.1.1 CK Research on the role and importance of a district’s vision and mission.	1.1.5 PS Evaluate existing mission and vision processes and statements.
1.1.2 CK Processes for collaboratively developing a mission and vision.	1.1.6 PS Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community.
1.1.3 CK Processes for developing an actionable mission and vision attentive to such considerations as data use,	1.1.7 PS Develop a comprehensive plan for communicating the mission and vision to multiple constituencies.

technology, values, equity, diversity, digital citizenship, and community.	
1.1.4 CK The characteristics of well-written mission and vision statements.	
<b>Function 2:</b> Program completers understand and demonstrate the systemic capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, accreditation, and evaluation.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
1.2.1CK Research on and process of strategic planning, continuous improvement, and accreditation.	1.2.6 PS Evaluate existing improvement processes.
1.2.2CK Formal processes of system-wide, continuous, evidence-informed improvement.	1.2.7 PS Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation.
1.2.3 CK Research-based strategic planning processes.	1.2.8 PS Articulate a process for strategic planning.
1.2.4 CK Data collection, diagnosis, and use.	1.2.9 PS Develop an implementation plans to support the improvement and accreditation processes.
1.2.5 CK School improvement implementation processes and effective program evaluation.	
<b>Standard 2: Ethical Decisions and Professional Norms.</b> Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the systemic capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.	
<b>Function 1:</b> Program completers understand and demonstrate the systemic capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e.,	

equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
2.1.1 CK Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district system.	2.1.5 PS Engage in reflective practice.
2.1.2 CK Approaches to cultivating professional norms in others.	2.1.6 PS Cultivate professional norms among diverse constituencies.
2.1.3 CK Approaches to building organizational culture.	2.1.7 PS Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).
2.1.4 CK Reflective practice.	2.1.8 PS Use professional norms as a basis for building organizational culture.
<b>Function 2:</b> Program completers understand and demonstrate the systemic capacity to evaluate and advocate for ethical and legal decisions.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
2.2.1 CK Research on and practices for decision making.	2.2.4 PS Evaluate ethical dimensions of complex issues, including stewardship and use of district resources.
2.2.2 CK Knowledge of law and ethics.	2.2.5 PS Analyze decisions in terms of established ethical frameworks.
2.2.3 CK Guidelines for ethical and legal decision making.	2.2.6 PS Advocate for ethical decisions.
<b>Function 3:</b> Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	

<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
2.3.1 CK Ethical practice.	2.3.3 PS Model ethical behavior in their personal conduct and relationships with others.
2.3.2 CK Approaches to cultivating ethical behavior in others.	2.2.4 PS Cultivate ethical behavior in others.
<p><b>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness</b></p> <p>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to <u>promote and advocate for the social emotional well-being of each student and adult</u>, and promote the current and future success of each student and adult, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.</p>	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
3.1.1 CK Research on inclusive district cultures.	3.1.6 PS Evaluate district culture.
3.1.2 CK Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, resilient, inclusive, and respectful).	3.1.7 PS Use research and evidence to design and cultivate a supportive and inclusive district culture.
3.1.3 CK Processes for evaluating district culture.	3.1.8 PS Advocate for a supportive and inclusive district culture.
3.1.4 CK Processes for fostering cultural change.	
3.1.5 CK Strategies for advocacy.	
<p><b>Function 2:</b> Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms,</p>	

<p>teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.</p>	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
<p>3.2.1 CK Research on the consequences for students of equitable and inequitable use of educational resources and opportunities.</p>	<p>3.2.4 PS Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships.</p>
<p>3.2.2 CK Equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships.</p>	<p>3.2.5 PS Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values.</p>
<p>3.2.3 CK Broader social and political concerns with equity and inequality in the use of educational resources and opportunities.</p>	<p>3.2.6 PS Advocate for equitable access to educational resources, procedures, and opportunities.</p>
<p><b>Function 3:</b> Program completers understand and demonstrate the capacity to design, evaluate, cultivate, and advocate for a district culture that is supportive, inclusive, and implements social-emotional practices.</p>	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
<p>3.3.1 CK Culturally responsive instructional and behavior support practices.</p>	<p>3.3.5 PS Evaluate root causes of inequity and bias.</p>
<p>3.3.2 CK Characteristics and foundations of equitable and inequitable educational practice.</p>	<p>3.3.6 PS Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.</p>
<p>3.3.3 CK Research on implications for students of equitable, culturally responsive, and inclusive practice.</p>	<p>3.3.7 PS Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools.</p>

3.3.4 CK Broader social and political concerns with equity and inequity in schools and districts.	3.3.8 PS Cultivate culturally responsive instructional and behavior support practices across the district and its schools.
<p><b>Standard 4: Learning and Instruction</b>  Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent instructional leadership including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems throughout the district.</p>	
<p><b>Function 1:</b> Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.</p>	
<p style="text-align: center;"><b>Content Knowledge</b>  Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Professional Skills</b>  Program provides evidence that candidates demonstrate skills required to</p>
4.1.1 CK Research on the leadership of academic and non-academic programs.	4.1.5 PS Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports.
4.1.2 CK Research-based curricula, technologies, and other supports for academic and non-academic programs.	4.1.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.
4.1.3 CK Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support.	
4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.	
<p><b>Function 2:</b> Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and</p>	

<p>professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p>	
<p><b>Content Knowledge</b> Program provides evidence of candidate knowledge of</p>	<p><b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to</p>
<p>4.2.1 CK Research on instructional leadership at the school and district level.</p>	<p>4.2.5 PS Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders.</p>
<p>4.2.2 CK Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p>	<p>4.2.6 PS Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p>
<p>4.2.3 CK Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.).</p>	
<p>4.2.4 CK Approaches and strategies for supporting district and school collaboration.</p>	
<p><b>Function 3:</b> Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.</p>	
<p><b>Content Knowledge</b> Program provides evidence of candidate knowledge of</p>	<p><b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to</p>
<p>4.3.1 CK Research, theory, and best practice regarding effective and ineffective</p>	<p>4.3.4 PS Evaluate the quality of formative and summative assessments of student learning.</p>

assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.).	
4.3.2 CK Research on assessment practices that are culturally responsive and accessible.	4.3.5 PS Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership.
4.3.3 CK Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data.	4.3.6 PS Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible.
<b>Function 4:</b> Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Professional Skills</b> Program provides evidence that candidates demonstrate skills required to
4.4.1 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.	4.4.4 PS Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services.
4.4.2 CK Appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices.	4.4.5 PS Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems.
4.4.3 CK Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.	4.4.6 PS Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results.

**Standard 5: Community and External Leadership**  
 Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage, communicate, and **intentionally** collaborate with families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

**Function 1:** Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
5.1.1 CK Research on the role of families in supporting student learning in and out of school.	5.1.3 PS Represent the district and its schools.
5.1.2 CK Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school.	5.1.4 PS Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school.
	5.1.5 PS Make decisions about when and how to engage families.

**Function 2:** Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate, **build partnerships**, and communicate with, through oral, written, and digital means, diverse families, community members, **business stakeholders**, and other constituencies to benefit learners, schools, and the district as a whole.

<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
5.2.1 CK Research on student, family, and community diversity.	5.2.6 PS Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies.

5.2.2 CK Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success.	5.2.7 PS Collaborate with diverse community members, partners, and other constituencies.
5.2.3 CK Effective practice for communicating through oral, written, and digital means.	5.2.8 PS Foster regular, two-way communication with community members, partners, and other constituencies.
5.2.4 CK Strategies for understanding and engaging district constituents.	5.2.9 PS Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community.
5.2.5 CK Governance and decision-making processes that support family-school communications and engagement.	5.2.10 PS Engage community members, partners, and other constituents in district efforts.
<b>Function 3:</b> Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.	
<b>Content Knowledge</b> Program provides evidence of candidate knowledge of	<b>Educational Leadership Skills</b> Program provides evidence that candidates demonstrate skills required to
5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.	5.3.6 PS Conduct a needs assessment of the district, school, students, and community.
5.3.2 CK Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community.	5.3.7 PS Develop a plan for accessing resources that addresses district needs.
5.3.3 CK Strategies for cultivating relationships with members of the business, civic, and policy community.	5.3.8 PS Cultivate collaborative relationships with district constituencies.
5.3.4 CK Public relations.	5.3.9 PS Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts.

5.3.5 CK Educational advocacy.	5.3.10 PS Advocate for district and community needs.
<p><b>Standard 6: Operations and Management</b>  Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.</p>	
<p style="text-align: center;"><b>Content Knowledge</b>  Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b>  Program provides evidence that candidates demonstrate skills required to</p>
6.1.1 CK Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations.	6.1.5 PS Evaluate management and operation systems.
6.1.2 CK Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems.	6.1.6 PS Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems.
6.1.3 CK Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity.	6.1.7 PS Communicate with relevant stakeholders about the relationship between the district’s management, operation, and governance systems and the district’s mission and vision.
6.1.4 CK Use of technology to enhance learning and the management of systems.	6.1.8 PS Develop an implementation plan to support improved district systems.
<p><b>Function 2:</b> Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan, including</p>	

financial management, fiscal budgeting and planning, and support schools in developing their school-level resourcing plans.

<p align="center"><b>Content Knowledge</b></p> <p align="center">Program provides evidence of candidate knowledge of</p>	<p align="center"><b>Educational Leadership Skills</b></p> <p align="center">Program provides evidence that candidates demonstrate skills required to</p>
<p>6.2.1 CK School and district-based <b>fiscal budgeting and financial management</b>.</p>	<p>6.2.5 PS Use data to evaluate district resource needs and practices.</p>
<p>6.2.2 CK Processes for gathering, synthesizing, and evaluating data to develop resourcing plans.</p>	<p>6.2.6 PS Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs.</p>
<p>6.2.3 CK Research and best practices for allocating district- and school-level resources to support equity and excellence.</p>	<p>6.2.7 PS Communicate about district resources needs and plans.</p>
<p>6.2.4 CK Methods for accessing and integrating external resources into the district and schools.</p>	<p>6.2.8 PS Develop an implementation plan for the district's resourcing plan.</p>

**Function 3:** Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

<p align="center"><b>Content Knowledge</b></p> <p align="center">Program provides evidence of candidate knowledge of</p>	<p align="center"><b>Educational Leadership Skills</b></p> <p align="center">Program provides evidence that candidates demonstrate skills required to</p>
<p>6.3.1 CK Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff.</p>	<p>6.3.6 PS Use data to evaluate district human resources needs.</p>
<p>6.3.2 CK Strategies for engaging school and district staff in the recruitment and selection process.</p>	<p>6.3.7 PS Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel.</p>
<p>6.3.3 CK Strategic data-informed staffing based on student, school, and district needs.</p>	<p>6.3.8 PS Evaluate candidates' materials for instructional and leadership positions.</p>

6.3.4 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.	6.3.9 PS Implement systems of leadership supervision, evaluation, feedback, and support.
6.3.5 CK Strategies for cultivating leadership among school and district staff.	
<p><b>Standard 7: Policy, Governance, and Advocacy</b>  Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by adapting and applying the knowledge, skills, and commitments necessary to cultivate relationships; lead district transformation, collaborative decision making, and governance; and, represent and advocate for district needs in broader policy conversations.</p>	
<p><b>Function 1:</b> Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision.</p>	
<p style="text-align: center;"><b>Content Knowledge</b>  Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b>  Program provides evidence that candidates demonstrate skills required to</p>
7.1.1 CK Research and best practice focused on school board governance and relations.	7.1.5 PS Represent the district and its mission, strengths, and needs to the board of education.
7.1.2 CK Management Theory.	7.1.6 PS Cultivate a positive, respectful, and responsive relationship with the board.
7.1.3 CK Communication Strategies.	7.1.7 PS Advocate for board actions that will support the mission and vision of the district and meet district needs.
7.1.4 CK Negotiation Strategies.	
<p><b>Function 2:</b> Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</p>	

<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
7.2.1 CK Research and best practice concerning effective systems for district governance.	7.2.4 PS Evaluate district governance and stakeholder engagement systems.
7.2.2 CK Processes for engaging multiple and diverse community stakeholders.	7.2.5 PS Design governance systems that engage multiple and diverse stakeholder groups.
7.2.3 CK Developing and sustaining effective board relations.	7.2.6 PS Implement strategies (i.e., communication) that support stakeholder engagement in district governance.
	7.2.7 PS Cultivate and coordinate an effective and collaborative system for district governance.
<p><b>Function 3:</b> Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.</p>	
<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
7.3.1 CK Educational policy, laws, rules, and regulations.	7.3.5 PS Evaluate the implications of educational policy for district practices.
7.3.2 CK Educational policy systems, formulation, adoption, and actors.	7.3.6 PS Develop a plan for the implementation of laws, rights, policies, and regulations.
7.3.3 CK Strategies for accessing information about: (a) policy, (b) local, state, and federal contexts, and (c) the policy implications for various contexts.	7.3.7 PS Communicate about district, state, and national policy, laws, rules, and regulations.
7.3.4 CK Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders.	7.3.8 PS Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities.

**Function 4:** Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

<p style="text-align: center;"><b>Content Knowledge</b></p> <p style="text-align: center;">Program provides evidence of candidate knowledge of</p>	<p style="text-align: center;"><b>Educational Leadership Skills</b></p> <p style="text-align: center;">Program provides evidence that candidates demonstrate skills required to</p>
<p>7.4.1 CK Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts.</p>	<p>7.4.5 PS Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges.</p>
<p>7.4.2 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.</p>	<p>7.4.6 PS Represent the district and its priorities and needs at the local, state, and national level.</p>
<p>7.4.3 CK Approaches for identifying district and school needs.</p>	<p>7.4.7 PS Advocate for the needs and priorities of the district at the local, state, and national level.</p>
<p>7.4.4 CK Prioritization processes.</p>	





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**Item Title:** Update on Mental Health Intervention Pilot Program

**From:** Dale M. Dennis

The Mental Health Intervention Team Program for 2019-20 will be reviewed by KSDE staff including Craig Neuenswander, Veryl Peter, Diane Gjerstad and Dale Dennis as well as two representatives from school districts — Kimberly Knight, USD 453 Leavenworth, and Emily Henderson, USD 329 Wabaunsee County.

The following information is attached:

- Mental Health Intervention Team Program Overview for 2019-20
- Unified School Districts Participating in the program for 2019-20
- Unified School Districts and Community Mental Health Center grants for 2019-20
- State Appropriation for Mental Health Intervention Program for 2018-19 and 2019-20
- Number of Students Served

## Mental Health Intervention Program 2019-20

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The Mental Health Intervention Program was originally passed by the 2018 Legislature as a one-year pilot and passed by the 2019 Legislature for an additional year.

A total of 32 Unified School Districts are participating in the program for the 2019-20 School Year, with 28 districts being the fiscal agents and receiving the funds.

The goal was to provide treatment and track the behavioral health needs of two groups of youth referred to as the alpha group and the beta group.

- 1) The alpha group consists of youth who are Children in Need of Care (CINC) and in state custody. They have experienced multiple placements that may range from one end of the state to another or one end of a school district to the other with varying timeframes as short as just a few days.
- 2) The beta group consists of all other youth who struggle with behavioral health concerns. This group ranges from students with mental health diagnosis to students who have experienced trauma (frequent moves, death, divorce or parent incarceration). Youth who are in need of behavioral health treatment beyond the school district's capacity. Additionally, school districts and CMHCs are collaborating to deliver services when school is not in session to provide continuity of care, such as CMHC groups scheduled around summer nutrition programs.

Community Mental Health Centers (CMHCs) and the school districts will develop local plans to identify students, communicate with parent or guardian and create a schedule for service delivery. The grant enhances the behavioral health partnership between the school district and CMHC will benefit students and families.

This program was a proviso contained in Substitute for Senate Bill 423 and 61 for the 2018-19 school year and House Substitute for Senate Bill 25 for the 2019-20 school year.

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Listed below are the two separate grants for Unified School Districts for 2019-20:

- 1) School District Liaison Grant to hire staff
  - Total Appropriation \$4,000,000
- 2) School District Grant for Payments to Community Mental Health Centers for Uninsured/Underinsured Students
  - Total Appropriation \$2,100,000

## Mental Health Intervention Program

2019-20

### Unified School District Participation in the Program

<b>Pilot USDs (2018-19)</b>	<b>9</b>
<b><u>New USDs (2019-20)</u></b>	<b><u>23</u></b>
<b>Total USDs (2019-20)</b>	<b>32</b>

For the 2018-19 school year, there were 9 USDs participating, with USD 435 being the fiscal agent for 4 districts. In 2019-20, there will be 32 USDs participating, with USD 435 being the fiscal agent for 4 districts, USD 239 being the fiscal agent for 2 districts, and USD 311 being the fiscal agent for 2 districts.

USD 239	North Ottawa County – 240 Twin Valley
USD 259	Wichita
USD 262	Valley center
USD 266	Maize
USD 270	Plainville
USD 286	Chautauqua County
USD 305	Salina
USD 306	Southeast of Saline
USD 310	Fairfield
USD 311	Pretty Prairie – 312 Haven
USD 329	Wabaunsee
USD 349	Stafford
USD 382	Pratt
USD 383	Manhattan-Ogden
USD 402	Augusta
USD 435	Abilene – 393 Solomon, 473 Chapman, 487 Herington
USD 438	Skyline
USD 446	Independence
USD 453	Leavenworth
USD 457	Garden City
USD 461	Neodesha
USD 484	Fredonia
USD 489	Hays
USD 490	El Dorado
USD 500	Kansas City
USD 501	Topeka
USD 503	Parsons

## Mental Health Intervention Team Program

### 2019-2020 Applications

USD #	USD Name	Total Budget	State Aid Requested 75% of Total Budget	State Aid Approved by SBOE for School Districts	State Aid Approved by SBOE for CMHC*
239	North Ottawa County - 239, 240	59,440	44,580	44,580	14,860
259	Wichita**	1,682,635	1,261,977	1,261,977	1,049,031
262	Valley Center	60,460	45,345	45,345	15,115
266	Maize	114,027	85,520	85,520	28,507
270	Plainville	26,963	20,222	20,222	6,741
286	Chautauqua County	33,344	25,008	25,008	8,336
305	Salina	372,000	279,000	279,000	93,000
306	Southeast of Saline	45,100	33,825	33,825	11,275
310	Fairfield	43,713	32,785	32,785	10,928
311	Pretty Prairie - 311, 312	52,572	39,429	39,429	13,143
329	Wabaunsee***	49,800	37,350	37,350	12,450
349	Stafford	59,919	44,939	44,939	14,980
382	Pratt	64,988	48,741	48,741	16,247
383	Manhattan-Ogden	66,312	49,734	49,734	16,578
402	Augusta	67,530	50,648	50,648	16,883
435	Abilene -393, 435, 473, 487 **	121,372	91,029	91,029	125,750
438	Skyline	38,223	28,667	28,667	9,556
446	Independence	47,600	35,700	35,700	11,900
453	Leavenworth	52,908	39,681	39,681	13,227
457	Garden City**	78,635	58,976	58,976	55,500
461	Neodesha	60,174	45,130	45,130	15,043
484	Fredonia	56,873	42,655	42,655	14,218
489	Hays	55,966	41,975	41,975	13,992
490	El Dorado	105,600	79,200	79,200	26,400
500	Kansas City**	1,003,000	752,250	752,250	133,800
501	Topeka**	565,921	424,441	424,441	208,000
503	Parsons**	76,500	57,375	57,375	48,000
	STATE TOTALS	5,061,575	3,796,182	3,796,182	2,003,460
	*Community Mental Health Centers receive 25% of the appropriation for new or expanded programs, while the pilot CMHC's receive the amount appropriated in 2018-19.				
	**Unified School Districts in the Mental Health Intervention Team Program during 2018-2019. All other requests are for new or expanded programs.				
	***State Board approved an additional \$5,250 for USD 329 on October 15, 2019.				

## Mental Health Intervention Team Program Summary of Program

<b>MHIT Funding</b>	<b>2018-19 Expenditures</b>	<b>2019-20 Appropriations</b>
School District Liaisons	\$2,939,900	\$4,000,000
Community Mental Health Centers	\$1,541,050	\$2,100,000
KS Dept. of Health and Environment	\$2,649,726	\$2,649,726
KSDE Student Data System and Operations	<u>\$201,828</u>	<u>\$280,000</u>
<b>STATE TOTALS</b>	<b>\$7,332,504</b>	<b>\$9,029,726</b>

### **School District Information**

Number of School Districts in Program	9	32
Number of Comm. Mental Health Centers	6	14
Number of School Buildings being served	82	180
Number of School Liaisons	45	77
Number of Students Receiving Services	1,708 *	3,009 **

\* During 2018-19 School Year

\*\* Updated May 19, 2020

T:MHIT/Overall Review&Info/MHIT General Info 2 year comparison

# Students Served Report

Question	Total	Percent
1. Number of Students Served	3009	
2. Number of Students with Intake Completed but Services not Started	82	
3. Number of Students with Intake Planned but not Completed	134	
4. Number of Students with Improved Attendance	958	70.23%
5. Number of Students Showing Improved Externalizing Behavior	1266	70.61%
6. Number of Students with Improved Academic Performance	913	61.32%
7. Number of Students Showing Improved Internalizing Behavior	844	61.61%
8. Number of Students Dropping Out of School	11	0.37%
9. Number of Students Moving Out of the School District	128	4.25%
10. Number of Foster Students Served	319	10.60%
11. Number of Non-Foster Students Served	2690	89.40%
12. Number of Students Referred for Services	2829	

**Date of Report:**

5/19/2020

*The Percent column for the progress indicators shows the number who answered Yes divided by the number who answered Yes or No. Indicators that are not checked or are still Undetermined are not used for the percentage.*

**Agenda Number: 15**

**Meeting Date: 6/9/2020**



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**Item Title:** Update on work of the School Mental Health Advisory Council

**From:** Myron Melton, Kent Reed

KSDE staff will provide an update on work of the School Mental Health Advisory Council. This update will be focused on the progress of work in response to the Bullying Task Force recommendations.

The Kansas School Mental Health Advisory Council was formed by the Kansas State Board of Education at their meeting in July 2017. There are approximately 40 Council members spanning a broad representation, including state and local organizations, health care field, social workers, schools, parents and legislators.

**Purpose of the Council:**

- Advise the Kansas State Board of Education of unmet needs within the state in the area of school mental health;
- Coordinate with legislators and stakeholders to address relevant issues effectively to best meet the needs of students;
- Coordinate statewide collaborative social emotional character development partnerships with stakeholders that will benefit students.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 6/9/2020

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### **Item Title:**

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

### **Recommended Motion:**

It is moved that the Kansas State Board of Education deny the application for an Emergency Substitute license in 19-PPC-50.

### **Explanation of Situation Requiring Action:**

#### **19-PPC-50**

The Professional Practices Commission (PPC) conducted a hearing on Dec. 9, 2019 at which time it originally recommended the Applicant receive his requested license. Subsequent to that hearing, new evidence became available to KSDE. Upon remand from the State Board, the PPC conducted a second hearing on May 15, 2020. The PPC found the Applicant's underlying conduct, his failure to participate in the proceedings, and his dishonesty while testifying under oath all warrant denial of Applicant's application.



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

In the Matter of  
the Application of

19-PPC-50

**REVISED INITIAL ORDER**

The above-captioned case comes on for a second hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon [REDACTED] (Applicant) application for an Emergency Substitute License and upon the Kansas State Department of Education's (KSDE) Motion for Rehearing previously granted by the State Board.

The first hearing on this matter was held on December 9, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Aaron Edwards, Jennifer Holt, Sylvia Ramirez, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through General Counsel, R. Scott Gordon. The Applicant appeared on his own behalf. At the conclusion of that hearing, the PPC voted to recommend the Applicant's license be granted.

Following remand by the State Board, the Professional Practices Commission conducted a 2<sup>nd</sup> hearing on this matter. The second hearing was conducted on May 15, 2020. The Applicant received notice of the hearing but did not participate. KSDE appeared by and through General Counsel R. Scott Gordon.

**FINDINGS OF FACT**

1. The Applicant applied for an emergency substitute teaching license.
2. On November 26, 2013, [REDACTED] pleaded guilty and was convicted of Furnishing Alcohol to a minor and was placed on a 12-month probation.
3. [REDACTED] did not disclose his conviction although it involved a minor. The minor in possession of the alcohol was under the age of 18.
4. According to [REDACTED] December 9<sup>th</sup> testimony, he had a group of friends over including the 17-year-old minor. Mr. Tarr bought some alcohol for the group. [REDACTED] drove the minor back to her home, where her parents realized she was intoxicated and wanted to press charges against [REDACTED]. Mr. further testified to the following:
  - a. He had "friends of all age ranges" over that at his parent's place,
  - b. He knew of one girl that had been drinking and that he "honestly didn't think much of it";
  - c. He further testified that charges were "only filed because she was under the age of 18 and they were upset that he had furnished her with alcohol";
  - d. He further testified that he purchased "some of" the alcohol consumed that night;
  - e. He testified there "could have been. Honestly, more than likely" other people there drinking under the age of 21.
5. The Applicant stated during closing statement that "[the victim] was just a friend, there was never any intention of that [referring to the alleged sexual relationship] happening".
6. Subsequent to the December 9, 2019 hearing, KSDE came into possession of law enforcement records not previously known of by KSDE or the PPC. Those records include written interview summaries conducted by the Olathe Police Department as well as a video recording of an interview of the Applicant.

7. According to the Applicant's statement to law enforcement and contrary to the Applicant's previous testimony, He picked up the 17 year old child from her mother's home and drove her to his parents' house to watch a movie and drink. On the way there, they stopped at a liquor store to buy flavored vodka. The relationship between the two was generally of a romantic and sexual nature. Events of that evening were also of a romantic and sexual nature, even though by Applicant's own admission the 17-year old child was highly intoxicated. Applicant also disclosed to law enforcement that he had previously shared nude pictures of himself with the 17-year old child via text message.

**CONCLUSIONS OF LAW**

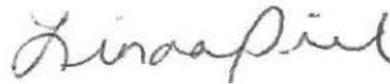
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The evidence shows the Applicant not only engaged in misconduct sufficient to justify denial of his requested license by the State Board, but he was dishonest about it while testifying under oath.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 8-0, that Applicant's request for an emergency substitute license be denied for the following reasons:

1. Applicant's conviction of a crime involving a minor child,
2. Applicant's intentional falsification of certain material facts after having been legally sworn to testify truthfully before the Professional Practices Commission, and
3. Applicant's failure to participate in the proceedings.

This Amended Initial Order is made and entered this May 15<sup>th</sup>, 2020.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on May 22, 2020.

**Agenda Number: 17**

**Meeting Date: 6/9/2020**



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**Item Title:** Report on Work-Based Learning Pilot Program

**From:** Stacy Smith, Natalie Clark

The Scale High Quality Work-Based Learning (WBL) Pilot will establish one intermediary network in each of the five workforce regions that will include one regional workforce center or local workforce board, community and/or technical colleges in each region, and one school district or cohort of districts within each of the five workforce regions. The five pilot districts or cohort of districts will serve as models for other school districts in the region to scale high quality work-based learning utilizing a regional intermediary, and forming an alignment to develop a statewide system. The pilot schools will disseminate and present information and artifacts to Kansas school districts following the pilot project.

At the June State Board meeting, members will learn more about the pilot program. Jack Frederick, Chair of the Kansas Advisory Council for Career and Technical Education, will provide an introduction. He is also the Foley Equipment Company Service Manager in Park City. Bob Kreutzer, Governor's Education Council Work-Based Coordinating Committee Co-Chair, will speak about the Scale High Quality Work-Based Learning Pilot.

Then Stacy Smith and Natalie Clark from KSDE will give an update on the WBL Pilot Districts that include Hugoton USD 210, Manhattan USD 383, De Soto USD 232, Circle USD 375, Iola USD 257 and Chanute USD 413.

A Work-Based Learning Digital Reference Guide is in the final stages of development and will be shared upon completion.

*Kansas leads the world in the success of each student.*



**Agenda Number: 18**

**Meeting Date: 6/9/2020**



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**Item Title:** Information from Haysville USD 261 on LINK recess model

**From:** Dr. Brad Neuenswander

Haysville USD 261 will provide the State Board information about a research-based activity/recess program that will be implemented in the district's elementary schools during the upcoming 2020-21 school year.

The purpose of the program is to bridge the gap between academic engagement and social emotional learning through increased activity throughout the school day. USD 261 has provided an outline of its proposal on the following pages.

*Kansas leads the world in the success of each student.*



**To:** State Board of Education & KSDE

**From:** Dr. John Burke, Superintendent of Schools, Haysville USD 261

**Re:** Recess Waiver

**Date:** June 9, 2020

**History/Relevance:** In Haysville, we believe that active kids do better. Our schools are seeing students enrolling that are not behaviorally, socially, or emotionally ready to successfully attend school. In previous years, the trend for more time in the classroom and less time at recess would result in increased academic achievement. “While the importance of classroom time for students is indisputable, it must be recognized that time spent in an increased number of specific content minutes daily is only as valuable as the quality of delivery and the willingness of children to receive the information ([Pellegri and Bohn-Gettler, 2013](#)).”

“The opportunity to play and be physically active lead to better mental acuity and socialization skills, but both have been minimized from the school day for increased classroom time and safety issues ([Turner et al., 2013](#); [Centers for Disease Control and Prevention, 2015](#)).” If students are allotted more time to be active during the school day, their brains will be more engaged and ready to learn, maximizing instructional time and increasing overall academic achievement. Additional outdoor play will also provide students with an outlet to move, play, and share which will decrease the need to use classroom time to do so. It truly exemplifies the idea that the classroom is where new instruction and learning takes place. Recess can be an extension of that learning through application.

Teachers are spending more time on classroom management with an increase in student behavior which can limit the quality instruction we aim to provide. “When students are confined to the indoors with limited time to play and socialize for much of the 7 hours they are in school, the brain becomes less receptive and many negative behaviors occur such as bullying and aggression ([Stein and Dubowitz, 2015](#); [Case et al., 2016](#)).” By providing additional recess opportunities, bullying and aggressive behaviors will decrease which will allow teachers to teach and students to learn.

**What:** We would like to offer four, 15-minute recess opportunities during the elementary school day. We would like all four recess times to count towards instruction as we believe it will be providing the best possible learning environment for students through increased physical activity and social opportunities.

**Why:** Our purpose is to bridge the gap between academic engagement and social emotional learning through increased activity throughout the school day. We believe the advantages of extra recess time will include:

- Increased attention during instruction
- Improved academics
- Increased attendance
- Improved social-emotional skills
- Decreased office discipline referrals

**Where:** Each of our six elementary schools will build their daily schedule providing four, 15-minute recesses during the day.

**When:** Students will participate in two morning recesses and two afternoon recesses. Class time will not exceed 60 minutes before students have the opportunity to go outside.

**How:** Paired with our elementary social-emotional learning curriculum, Second Step, teachers will provide explicit instruction over each lesson in the classroom. The students will then have the opportunity to practice and apply those skills during various times throughout the day at recess.

Teachers will time each recess so students are back in the classroom, ready to learn in the allotted 15 minute timeframe. Students who need a bathroom or drink break will have the opportunity to take care of those needs before they go outside. A teacher will stay back to monitor those students and will be the last one out the door. There will be no lining up when recess is over. The whistle will blow and students will re enter the building and go straight to class. The teacher that stayed back with those taking a restroom/drink break before going outside, will also be the last one in the building. Students will be explicitly taught the process & procedures during the first week of school using common language from all teachers.

**Who:** The building principal will make the schedule, including the recess time.

- K-1st Grade Teachers & Students: 2020-2021 school year
- 2nd Grade Teachers & Students: 2021-2022 school year
- 3rd Grade Teachers & Students: 2022-2023 school year
- 4th Grade Teachers & Students: 2023-2024 school year
- 5th Grade Teachers & Students: 2024-2025 school year

Grade level teachers and administration will keep data to show growth both academically and socially.

**How much:** Implementation of this initiative will come at no cost to the district.

Thank you,

Dr. John Burke  
Superintendent of Schools, Haysville USD 261



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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
<b>Total New Hires</b>	3	3	0	3	1	1	5	1	1	1	1	
Unclassified	2	3	0	3	1	1	5	1	1	1	1	
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	
<b>Total Separations</b>	4	1	2	0	4	0	1	0	2	0	1	
Classified	1	0	0	0	0	0	0	0	0	0	0	
Unclassified	2	1	2	0	4	0	1	0	2	0	1	
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	
<b>Recruiting (data on 1st day of month)</b>	5	5	6	10	6	4	4	4	5	6	2	
Unclassified	5	5	6	9	6	4	4	4	5	6	2	
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0	0	0	0	

Total employees 240 as of pay period ending 05/16/2020. 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: 19 b.**

**Staff Initiating:**

**Director:**

**Commissioner:**

**Meeting Date: 6/9/2020**

Candi Brown

Wendy Fritz

Randy Watson

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**Item Title:**

Act on personnel appointments to unclassified positions

**Recommended Motion:**

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

**Explanation of Situation Requiring Action:**

The following personnel appointment is presented this month:

Marcia Fiorentino to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective May 18, 2020, at an annual salary of \$ 56,118.40.

This position is funded by Title VI and State General Funds.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 c.

**Staff Initiating:**

Lynn Bechtel

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 6/9/2020

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### **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 as presented.

### **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 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  
609 Southeast Kansas Educational Service Center (Greenbush)  
618 Sedgwick County Interlocal  
622 Education Services and Staff Development Association of Central Kansas (ESSDACK)  
626 Southwest Plains Regional Service Center  
618 Sedgwick County Interlocal  
622 Education Services and Staff Development Association of Central Kansas (ESSDACK)  
626 Southwest Plains Regional Service Center



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 19 d.**

**Staff Initiating:**  
Scott Gordon

**Director:**  
Scott Gordon

**Commissioner:**  
Randy Watson

**Meeting Date: 6/9/2020**

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**Item Title:**

Act on South Central Kansas Education Service Center Interlocal Agreement

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the interlocal agreement entered into to create the South Central Kansas Education Service Center, aka Orion Education and Training.

**Explanation of Situation Requiring Action:**

As authorized by state law, seven (7) school districts (USDs 263, 264, 357, 358, 359, 385 and 396) have entered into an agreement to create the South Central Kansas Education Service Center (SCKESC), doing business as Orion Education and Training. The purpose of the Center is to work cooperatively to provide professional development, data processing, vocational education, career education, media services, curriculum development and in-service training for staff. The term of the Agreement is for five (5) years.

KSDE's Office of General Counsel reviewed the proposed agreement and believes it to be legally sufficient and in compliance with state law.

## INTERLOCAL AGREEMENT

This Interlocal Agreement is made pursuant to the provisions of K.S.A. 12-2901, *et seq.* and K.S.A. 72-13,100. It is made with the sincere desire of all cooperating unified school districts to work together for the mutual benefit of all children we serve and we the undersigned hereby and herein formally join together in an atmosphere of trust and confidence to form a separate legal entity known as the South Central Kansas Education Service Center, doing business as Orion Education and Training (hereinafter referred to as the "Center").

The following unified school districts, by and through their respective boards of education, have each adopted a resolution authorizing the unified school districts to enter into this Interlocal Agreement (hereinafter referred to as "Agreement"):

Unified School District No. 263  
Unified School District No. 264  
Unified School District No. 357  
Unified School District No. 358  
Unified School District No. 359  
Unified School District No. 385  
Unified School District No. 396

### PURPOSE

The purpose of the Center shall be to cooperatively provide educational services in the areas of professional development, data processing, vocational education, career education, media service, curriculum development, in-service training for staff, and any other area authorized by law, such member unified school districts desire to provide on a cooperative basis. The provision of special education services by the Center is addressed by separate interlocal agreement.

### BOARD OF DIRECTORS AND OFFICERS

The Center shall be governed by a board of directors consisting of at least one member from the board of education at each unified school district entering into the Agreement. Each board of education shall appoint its representative to the board of directors on an annual basis. The term of office of the members of the board of directors shall expire concurrently with their term of office as board of education members. Vacancies in the membership of the board of directors shall be filled within thirty (30) days from the date of the vacancy by appointment of the member by the appropriate board of education. In addition to the board member appointed to serve as a member of the board of directors for the Center, each unified school district may designate an alternate board member to represent their district on the board of directors in the absence of the appointed member. Any replacement so designated shall have the power or authority to act on behalf of the appointing board provided the Executive Director of the Center has been informed of the name of the designated alternate.

The board of directors shall meet at such times and places as may be decided by said board. The board shall elect from its members a president and vice-president who shall serve in the absence or incapacity of the president. The board shall also designate three individuals, one to act as Executive Director of the Center, one as Clerk of the Center, and one as Treasurer of the Center. The Executive Director, Clerk, and Treasurer shall receive compensation and shall perform such duties as prescribed by the board.

The board of directors shall adopt policies, rules, and regulations to implement this Agreement including, but not necessarily limited to, procedures for financing the operation of the Center, acquisition of property, employment of personnel, personnel policies and procedures, student policies and procedures, budget preparation and administration, establishment of curriculum, and such other policies, rules, and regulations normally adopted by a board of education of a unified school district.

### **METHOD OF FINANCING**

Each unified school district which is a party to this Agreement agrees to finance the operation of the Center in the manner hereinafter specified. The funds required to operate the Center shall be derived from fees charged by the Center for contracted services provided to unified school districts, community colleges, and other educational institutions, districts, and organizations, plus funds anticipated to be received from state and federal projects.

The budget of the Center shall be established by the board of directors on or before August 1 preceding the school year for which said budget is proposed.

Each unified school district which is a party to this Agreement agrees that it will levy, subject to any statutory limitations, each year an amount sufficient to pay its proportionate share of the Center's budget, as determined by the Board, should it become necessary to finance the Center, in whole or in part, from property tax sources. If the amount the board of directors of the Center determines exceeds the amount a member unified school district can legally raise, the board of directors of said Center shall immediately reduce the overall budget of said Center to an amount which will not cause any member unified school district to be assessed an amount beyond its legal authority to raise.

### **ACQUISITION AND DISPOSITION OF PROPERTY**

All property, both real and personal, acquired by the Center shall be taken in the name of the Center and shall be the property of the Center and not the property of a participating unified school district. If any such property is sold while this Agreement is in effect, the proceeds of such sale shall be paid into the treasury of the Center and may be expended in any lawful manner as directed by the board of directors of said Center. Upon complete termination of this Agreement, the board of directors shall have the authority to distribute said property as herein provided, to member unified school districts that have entered into this Agreement. If the distribution of said property cannot be agreed upon by at least two-thirds of the members of the board of directors, the board of directors shall sell such property, at either private or public sale, and the proceeds of said sale shall be paid into the treasury of the Center. All monies in the treasury of the Center at the time of complete termination shall be distributed in equal shares to each member unified school district which has entered into the Agreement and which is a member of the Center at the time of such termination.

### **COMPLETE TERMINATION OF AGREEMENT**

Complete termination of this Agreement may be accomplished by two-thirds of the member districts adopting a resolution seeking termination of this Agreement and upon approval by the Kansas State Board of Education. Upon complete termination of this Agreement, the board of directors shall have the authority to distribute any property to member school districts. A majority

of the members of the board of directors may determine the distribution of such property. After payment of all Center's legal obligations, all funds available upon complete termination shall be distributed in equal shares to each member school district which is a member of the Center at the time of termination.

### **PARTIAL TERMINATION OF AGREEMENT**

Any member district may withdraw from this Agreement by adopting a resolution stating its intent to withdraw from the Agreement and obtaining consent from the Center's Board of Directors. Any school district that withdraws from this agreement prior to complete termination shall not be entitled to any property of the Service Center or any cash refund.

### **INDEMNIFICATION**

Pursuant to K.S.A. 72-1146, each member school district shall be solely responsible for its actions or failure to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failure to act on the part of any other school district that is a party to this Agreement.

### **MANDATORY PROVISIONS**

This Agreement shall be governed by and interpreted in accordance with the laws of the state of Kansas, as required by K.S.A. 72-1147. In accordance with K.S.A. 72-1148, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference.

### **TERM**

Upon approval by the State Board of Education and the filing of this Agreement with the register of deeds in the county in which the center is located and with the Secretary of State, this Agreement shall be effective on July 1, 2020. The term of this Agreement for all purposes other than the provision of special education services is for five (5) years. As stated above, the provision of special education services by the Center is addressed by separate interlocal agreement.

This Agreement is subject to change or termination by the Legislature.

This Agreement may be changed by affirmative vote of not less than two-thirds of the contracting school districts.

This Agreement shall not be effective unless and until approved by the State Board of Education and filed with the register of deeds in the county in which the Center is located and with the Secretary of State.

EXECUTED THIS  8th  day of  April , 2020, by the presidents and clerks of the following unified school districts.

### CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

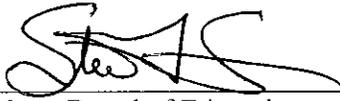
The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.



4-13-20

President, Board of Education  
Unified School District No. 263,  
Sedgwick County, Kansas

Date

ATTEST:



4-13-20

Clerk of the Board

Date

## RESOLUTION

**WHEREAS**, K.S.A. 12-2901, et seq., and K.S.A 72-8230 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

**WHEREAS**, the Board of Education of Unified School District No. 263, Sedgewick County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center.

**NOW THEREFORE**, be it **RESOLVED** that the Unified School District No. 263, Sedgewick County, Kansas Shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-8230; and

**BE IT FURTHER RESOLVED**, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 13<sup>th</sup> day of April, 2020 by the Board of Education Unified School District No. 263.



\_\_\_\_\_  
President, Board of Education

Attest:



\_\_\_\_\_  
Clerk, Board of Education

Jodi Mcbee                      5/11/2020  
President, Board of Education                      Date  
Unified School District No. 264,  
Sedgwick County, Kansas

ATTEST:

Darla Hall                      5-11-2020  
Clerk of the Board                      Date

**RESOLUTION**  
**2020-3**

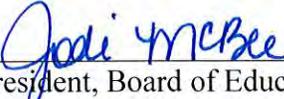
**WHEREAS**, K.S.A. 12-2901, et seq., and K.S.A 72-8230 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

**WHEREAS**, the Board of Education of Unified School District No. 264, Sedgwick County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center.

**NOW THEREFORE**, be it **RESOLVED** that the Unified School District No. 264, Sedgwick County, Kansas Shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-8230; and

**BE IT FURTHER RESOLVED** that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 11th day of May, 2020 by the Board of Education Unified School District No. 264.

  
\_\_\_\_\_  
President, Board of Education

Attest:

  
\_\_\_\_\_  
Clerk, Board of Education

Stephanie Scott 4/20/2020  
President, Board of Education Date  
Unified School District No. 357,  
Sumner County, Kansas

ATTEST:

Betty E. Shivers 04/20/2020  
Clerk of the Board Date

## RESOLUTION

**WHEREAS**, K.S.A. 12-2901, et seq., and K.S.A 72-8230 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

**WHEREAS**, the Board of Education of Unified School District No. 357, Sumner County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center.

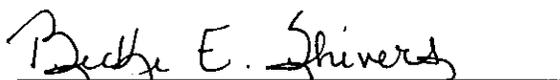
**NOW THEREFORE**, be it **RESOLVED** that the Unified School District No. 357, Sumner County, Kansas Shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-8230; and

**BE IT FURTHER RESOLVED**, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 20th day of April, 2020 by the Board of Education Unified School District No. 357.

  
\_\_\_\_\_  
President, Board of Education

Attest:

  
\_\_\_\_\_  
Clerk, Board of Education

 5-11-20

President, Board of Education      Date  
Unified School District No. 358,  
Sumner County, Kansas

ATTEST:

 5-11-2020

Clerk of the Board      Date

**RESOLUTION**

**WHEREAS**, K.S.A. 12-2901, et seq., and K.S.A 72-8230 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

**WHEREAS**, the Board of Education of Unified School District No. 358, Sumner County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center.

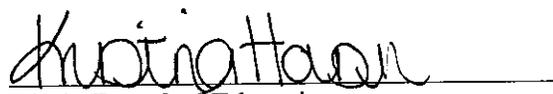
**NOW THEREFORE**, be it **RESOLVED** that the Unified School District No. 358 Sumner County, Kansas Shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-8230; and

**BE IT FURTHER RESOLVED**, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 11<sup>th</sup> day of May, 2020 by the Board of Education Unified School District No. 358.

  
\_\_\_\_\_  
President, Board of Education

Attest:

  
\_\_\_\_\_  
Clerk, Board of Education

Sarah Alvin      4-13-20  
President, Board of Education      Date  
Unified School District No. 359,  
Sumner County, Kansas

ATTEST:

Cory Lee      4/13/20  
Clerk of the Board      Date

**RESOLUTION**

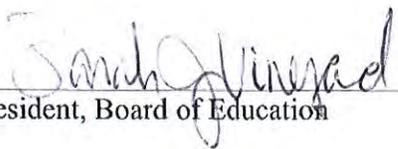
**WHEREAS**, K.S.A. 12-2901, et seq., and K.S.A 72-8230 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

**WHEREAS**, the Board of Education of Unified School District No. 359, Sumner County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center.

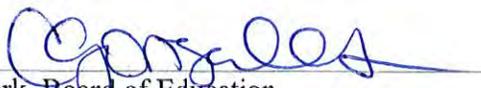
**NOW THEREFORE**, be it **RESOLVED** that the Unified School District No. 359, Sumner County, Kansas Shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-8230; and

**BE IT FURTHER RESOLVED**, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 13<sup>th</sup> day of April, 20 by the Board of Education Unified School District No. 359.

  
\_\_\_\_\_  
President, Board of Education

Attest:

  
\_\_\_\_\_  
Clerk, Board of Education



5/11/2020

\_\_\_\_\_  
President, Board of Education  
Unified School District No. 385,  
Butler County, Kansas

\_\_\_\_\_  
Date

ATTEST:



5/11/2020

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
Date

**RESOLUTION 19-20-13**

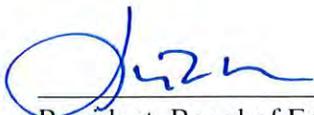
**WHEREAS**, K.S.A. 12-2901, et seq., and K.S.A 72-8230 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

**WHEREAS**, the Board of Education of Unified School District No. 385, Butler County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center.

**NOW THEREFORE**, be it **RESOLVED** that the Unified School District No. 385, Butler County, Kansas Shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-8230; and

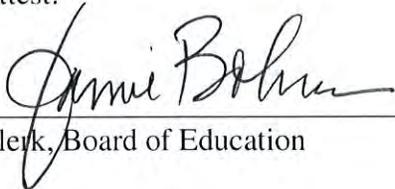
**BE IT FURTHER RESOLVED**, that the board of education of said unified school district hereby authorizes the president of the board to sign, said Interlocal agreement on behalf of the school district.

Approved this 11 day of May 2020 by the Board of Education Unified School District No.385.



\_\_\_\_\_  
President, Board of Education

Attest:



\_\_\_\_\_  
Clerk, Board of Education

David E. Asplund 4/13/2020

President, Board of Education      Date  
Unified School District No. 396,  
Butler County, Kansas

ATTEST:

Carrie L. Shover 4/13/2020  
Clerk of the Board      Date

**RESOLUTION**

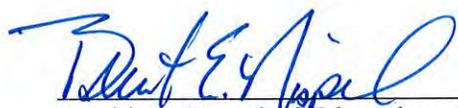
**WHEREAS**, K.S.A. 12-2901, et seq., and K.S.A 72-8230 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

**WHEREAS**, the Board of Education of Unified School District No. 396 Butler County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center.

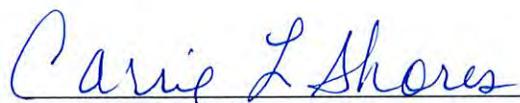
**NOW THEREFORE**, be it **RESOLVED** that the Unified School District No. 396, Butler County, Kansas Shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-8230; and

**BE IT FURTHER RESOLVED**, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 13 day of April, 2020 by the Board of Education Unified School District No. 396.

  
\_\_\_\_\_  
President, Board of Education

Attest:

  
\_\_\_\_\_  
Clerk, Board of Education

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 19 e.**

**Staff Initiating:**  
Christine Macy

**Director:**  
Bert Moore

**Commissioner:**  
Randy Watson

**Meeting Date: 6/9/2020**

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**Item Title:**

Act on recommendations for funding continuation Kansas 21st Century Community Learning Centers Grants for 2020-2021

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding continuation Kansas 21st Century Community Learning Centers Grants for 2020-2021.

**Explanation of Situation Requiring Action:**

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of \$50,000 per year and a maximum award of \$100,000 per year. A supplemental transportation allowance of up to \$25,000 may be awarded to qualifying applicants providing programming in a rural community.

Attached is the list of 21st CCLC grantees recommended for continuation funding for a total amount not to exceed \$6,500,000 for 2020-2021.

## Continuation Kansas 21st Century Community Learning Center Grants

State Fiscal Year		FY21	
USD	Grantee Name	Award Amount	
435	Abilene	\$65,000	
387	Altoona-Midway	\$104,933	
	Boys & Girls Club Lawrence (Cordley)	\$75,000	
	Boys & Girls Club Lawrence (Hillcrest)	\$65,000	
	Boys & Girls Club Lawrence (Kennedy)	\$65,000	
	Boys & Girls Club Lawrence (Teen Center)	\$100,000	
	Boys & Girls Club Lawrence (Woodlawn)	\$65,000	
	Boys & Girls Club Manhattan (Eisenhower)	\$75,000	
	Boys & Girls Club Manhattan (Lee)	\$65,000	
	Boys & Girls Club 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 Topeka (Tecumseh North)	\$70,000	
244	Burlington	\$64,571	
	Catholic Charities of Wichita (St. Anne's)	\$68,927	
361	Chaparral	\$116,509	

286	Chautauqua	\$105,081	
379	Clay County (Lincoln/Garfield)	\$64,956	
445	Coffeyville	\$65,000	
445	Coffeyville (Preschool)	\$72,342	
315	Colby	\$75,000	
443	Dodge City	\$69,914	
218	Elkhart	\$65,000	
101	Erie	\$88,457	
225	Fowler Public Schools	\$70,161	
499	Galena	\$65,000	
475	Geary County (Seitz)	\$99,985	
475	Geary County (Ware)	\$70,000	
475	Geary County (Washington/Grandview)	\$70,000	
475	Geary County (Westwood)	\$99,750	
248	Girard	\$64,984	
352	Goodland	\$64,999	
261	Haysville (Middle School)	\$64,958	
210	Hugoton	\$65,000	
446	Independence	\$65,000	
257	Iola (Jefferson)	\$65,000	
257	Iola (McKinley/Lincoln)	\$70,000	
500	Kansas City (New Stanley)	\$65,000	
500	Kansas City (Silver City)	\$65,000	

500	Kansas City (Whittier)	\$65,000	
	KCK Community College (Schlagle HS/Central MS)	\$65,000	
	KCK Community College (Wyandotte HS)	\$70,000	
506	Labette County	\$99,992	
386	Madison-Virgil	\$70,000	
383	Manhattan-Ogden (Bergman)	\$65,000	
383	Manhattan-Ogden (Ogden)	\$70,000	
209	Moscow Public Schools	\$82,600	
461	Neodesha	\$66,564	
322	Onaga	\$124,860	
367	Osawatomie	\$99,613	
290	Ottawa (Garfield)	\$57,540	
290	Ottawa (Sunflower/Lincoln)	\$67,439	
250	Pittsburg	\$74,562	
305	Salina (Oakdale)	\$75,000	
466	Scott City	\$70,000	
252	Southern Lyon	\$94,929	
349	Stafford (Elementary)	\$70,000	
349	Stafford (Middle School)	\$71,334	
374	Sublette	\$77,624	
501	Topeka (Quincy)	\$65,000	
501	Topeka (Robinson)	\$65,000	
214	Ulysses	\$64,998	

235	Uniontown	\$103,387	
498	Valley Heights	\$73,267	
108	Washington County	\$95,000	
108	Washington County (High School)	\$100,000	
282	West Elk	\$92,099	
259	Wichita (Adams)	\$59,632	
259	Wichita (Cleaveland)	\$50,000	
259	Wichita (Linwood)	\$69,541	
259	Wichita (Ortiz)	\$50,000	
259	Wichita (Park)	\$57,760	
259	Wichita (Spaght)	\$98,257	
259	Wichita (Washington)	\$99,580	
259	Wichita (White)	\$98,257	
	YMCA of SW KS (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	
	<b>Total</b>	<b>\$6,374,195</b>	



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 19 f.**

**Staff Initiating:**  
Christine Macy

**Director:**  
Bert Moore

**Commissioner:**  
Randy Watson

**Meeting Date: 6/9/2020**

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**Item Title:**

Act on recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2020-2021

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding new Kansas 21st Century Community Learning Centers grants for 2020-2021.

**Explanation of Situation Requiring Action:**

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of \$50,000 per year and a maximum award of \$100,000 per year. A supplemental transportation allowance of up to \$25,000 may be awarded to qualifying applicants providing programming in a rural community.

A Grant Review Committee evaluated the new applications based on the use of a scoring rubric. The grant applications were then rank ordered according to scores. Attached is the list of 2020-2021 new grant applicants and recommended funding for a total award amount not to exceed \$1,500,000.

## New Kansas 21st Century Community Learning Center Grants

State Fiscal Year		FY21
USD	Grantee Name	Award Amount
	Boys & Girls Club of Greater Kansas City (Breidenthal-KCK)	\$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
459	Bucklin	\$114,889
436	Caney Valley	\$101,765
349	Clay County (Wakefield)	\$68,597
216	Deerfield	\$97,597
457	Garden City (Wilson, Ornelas)	\$102,000
367	Osawatomie	\$99,987
504	Oswego	\$117,523
235	Uniontown (K-3)	\$115,112
	Total Award Amounts	<b>\$1,170,393</b>

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 19 g.

**Staff Initiating:**  
Christine Macy

**Director:**  
Bert Moore

**Commissioner:**  
Randy Watson

**Meeting Date:** 6/9/2020

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**Item Title:**

Act on recommendations for continued funding of Kansas Middle School After School Advancement Grants

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding continuation of the Kansas Middle School After School Advancement Grants for the 2020-2021 school year in an amount not to exceed \$125,000.

**Explanation of Situation Requiring Action:**

The Kansas Legislature has appropriated \$125,000 from the state general fund for grant programs that will provide middle school youth (6th - 8th grades) a safe, productive place to be after school and/or during the summer. The programs must focus on the following components:

- 1) Age-appropriate physical activity
- 2) Career and higher learning opportunities
- 3) Academic enhancement

An eligible entity may request up to \$17,000 per year with a dollar for dollar cash match. KSDE conducted a grant competition, and the applicants included in the attached document are recommended for funding for the 2020-2021 school year.

## Kansas Middle School After School Advancement Grants

USD	Grantee	Grant Award
	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
491	Eudora	\$16,375
457	Garden City	\$16,375
500	Kansas City	\$16,375
	<b>Total Award</b>	<b>\$125,000</b>

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 19 h.

**Staff Initiating:**  
Christine Macy

**Director:**  
Bert Moore

**Commissioner:**  
Randy Watson

**Meeting Date:** 6/9/2020

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**Item Title:**

Act on recommendations for continued funding of Kansas After School Enhancement Grants

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve recommendations for funding the Kansas After School Enhancement Grants for the 2020-2021 school year in an amount not to exceed \$187,500.

**Explanation of Situation Requiring Action:**

The Kansas After School Enhancement Grant funds are available to enhance existing after school programs or develop new after school programs that target low income, at-risk children. An eligible entity may request up to \$18,000 per year with a dollar for dollar cash match. Currently, \$187,500 is allocated annually to fund these grants. KSDE conducted a grant competition, and the applicants included in the attached document are recommended for funding for the 2020-2021 school year.

**Item 19 h. Attachment**

Kansas After School Enhancement Grants		
USD	Grantee	Grant Award
	B & G Club of SC KS (Wichita)	\$11,700
	B & G Club Hutchinson	\$15,006
	B & G Club Lawrence	\$14,206
	B & G Club Manhattan	\$15,006
	Cherry Street Youth Center	\$9,000
396	Douglass	\$15,006
310	Fairfield	\$5,495
457	Garden City	\$11,700
	Greater Wichita YMCA	\$14,388
446	Independence	\$8,573
500	Kansas City	\$9,000
	Kansas Reading Roadmap	\$12,522
373	Newton	\$15,006
335	North Jackson	\$5,559
498	Valley Heights	\$10,327
259	Wichita	\$15,006
	<b>Total Award</b>	<b>\$187,500</b>

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 i.

**Staff Initiating:**

Kerry Haag

**Director:**

Bert Moore

**Commissioner:**

Randy Watson

**Meeting Date:** 6/9/2020

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### **Item Title:**

Act on FY21 awards for IDEA VI-B Special Education Targeted Improvement Plan grants

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve the proposed IDEA Title VI-B Special Education Targeted Improvement Plan grants for 2020-2021.

### **Explanation of Situation Requiring Action:**

Funding per IDEA Section 34 CFR 400.704 (b)(4)(vii) is to support capacity building activities and enhance the delivery of services by LEA to improve results for children with disabilities. The continuance of 76 federal IDEA Title VI-B Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically in the areas identified in the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA).

The 2020-2021 school year is the 15th year the Targeted Improvement Plan grants have been awarded. Participants plan activities such as staff development, which include regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS *meets requirement* level of determination for compliance with IDEA receive supplemental funds in the amount of \$2,000 - \$5,000.

To be eligible for funding, LEAs must submit an application that identifies SPP Indicators to be targeted, a description of activities, a detailed budget, and annual fiscal report. Applications are reviewed and approved by Special Education and Title Services staff. Examples of allowable costs include, but are not limited to, extra-duty stipends for teachers, costs of professional development, assistance and instructional technology for students.

The list for individual special education LEA allocations is provided. Total amount of federal funds available for 2020-2021 is \$3,629,183.



## TARGETED IMPROVEMENT PLAN GRANTS

USD	District/Agency Name	FY2021 Total Allocation
D0115	Nemaha Central (Marshall-Nemaha County Education Serv Coop)	\$ 16,675
D0202	Turner-Kansas City	31,443
D0207	Ft Leavenworth	14,386
D0229	Blue Valley	121,200
D0230	Spring Hill	14,761
D0231	Gardner Edgerton	24,887
D0232	De Soto	29,134
D0233	Olathe	150,814
D0234	Fort Scott	16,986
D0244	Burlington (Coffey County Special Education Cooperative)	17,741
D0253	Emporia (Flint Hills Special Education Cooperative)	59,356
D0259	Wichita	351,381
D0260	Derby	47,609
D0261	Haysville	33,813
D0263	Mulvane	18,094
D0273	Beloit (Beloit Special Education Cooperative)	22,801
D0282	West Elk (Chautauqua & Elk County Special Education Services)	17,225
D0290	Ottawa	21,229
D0305	Salina (Central Kansas Cooperative in Education)	111,383
D0308	Hutchinson Public Schools	42,846
D0320	Wamego (Special Services Cooperative of Wamego)	25,870
D0321	Kaw Valley	12,978
D0330	Mission Valley	10,865
D0333	Concordia (Learning Cooperative of North Central Kansas)	35,407
D0336	Holton (Holton Special Education Cooperative)	30,887
D0345	Seaman	27,035
D0353	Wellington	18,708
D0364	Marysville (Marshall County Special Education Cooperative)	14,402
D0368	Paola (East Central KS Special Education Cooperative)	68,962
D0372	Silver Lake	11,420
D0373	Newton (Harvey County Special Education Cooperative)	39,845
D0379	Clay Center (Twin Lakes Education Cooperative)	26,142
D0383	Manhattan-Ogden	43,550
D0389	Eureka	12,315
D0405	Lyons (Rice County Special Services Cooperative)	22,084
D0407	Russell County	11,693
D0409	Atchison Public Schools	18,908
D0418	McPherson (McPherson County Special Education Cooperative)	38,785
D0428	Great Bend (Barton County Coop Program of Special Services)	39,231
D0437	Auburn Washburn	37,066
D0450	Shawnee Heights	27,193
D0453	Leavenworth	24,953
D0457	Garden City	54,589

D0458	Basehor-Linwood	16,283
D0465	Winfield (Cowley County Special Services Cooperative)	53,477
D0469	Lansing	19,440
D0475	Geary County Schools	51,398
D0480	Liberal	33,084
D0489	Hays (Hays West Central KS Special Education Cooperative)	34,343
D0495	Ft Larned (Tri-County Special Services Cooperative)	17,136
D0497	Lawrence	76,744
D0500	Kansas City (Wyandotte Comprehensive Special Education Coop)	171,825
D0501	Topeka Public Schools	113,195
D0512	Shawnee Mission Public Schools	211,822
D0602	Northwest KS Educational Service Center	57,958
D0603	ANW Special Education Cooperative	54,770
D0605	South Central KS Special Education Cooperative	63,264
D0607	Tri County Special Education Cooperative	71,443
D0608	Northeast KS Education Service Center	42,460
D0610	Reno County Education Cooperative	41,148
D0611	High Plains Educational Cooperative	76,130
D0613	Southwest Kansas Area Cooperative	77,120
D0614	East Central KS Cooperative in Education	27,097
D0615	Brown County KS Special Education Cooperative	20,703
D0616	Doniphan County Education Cooperative	16,093
D0617	Marion County Special Education	26,637
D0618	Sedgwick County Area Educational Services	118,123
D0619	Sumner County Educational Services	19,012
D0620	Three Lakes Educational Cooperative	33,019
D0636	North Central KS Special Education Cooperative Interlocal	37,736
D0637	Southeast KS Special Education Interlocal	96,564
D0638	Butler County Special Education Interlocal	96,827
S0507	St Hospital Training Center Parsons	3,705
S0521	Dept of Corrections	19,440
S0604	School for Blind	4,300
S0610	School for Deaf	10,235
		\$ 3,629,183

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 j.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 6/9/2020

Dale Dennis

Dale Dennis

Randy Watson

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### **Item Title:**

Act on request to contract with Diane Gjerstad for work with Mental Health Intervention Team Pilot program

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize 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.

### **Explanation of Situation Requiring Action:**

The 2020 Legislature expanded this pilot program and provided an appropriation to cover the administration of the program and its expansion. Although it was not addressed in the Fiscal Year 2021 appropriation bill, it is the agency's understanding that the sponsor of this legislation is expecting Ms. Gjerstad to continue as the contractor/coordinator for the program. Ms. Gjerstad has established relationships with school district liaisons and mental health officials, and will utilize her experience in providing assistance to school districts approved for participation in the program for Fiscal Year 2021.

The purpose of the Mental Health Intervention Team Pilot Program is to improve the social-emotional wellness and outcomes for students by increasing schools' access to counselors, social workers and psychologists statewide. The participating school districts in the pilot program will cooperate with community health centers. The intervention teams shall consist of school liaisons employed by the participating districts, and clinical therapists and case managers employed by participating community mental health centers.

The contractor will provide the following to the participating schools: technical assistance, formulate forms and review/summarize quarterly and annual reports, assist in obtaining memorandums of understanding with community mental health centers, attend any meetings scheduled by the State Department of Education and Department of Children and Families, etc.





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(785) 296-3203  
www.ksde.org

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

**Item Title:** Act on Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
05/17/2020	05/30/2020	05/28/2020	06/12/2020
05/31/2020	06/13/2020	06/11/2020	06/26/2020
06/14/2020	06/27/2020	06/25/2020	07/10/2020





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

## WEDNESDAY, JUNE 10, 2020 MEETING AGENDA - VIDEO CONFERENCE

- 9:00 a.m. 1. Call to Order
2. Roll Call
3. Approval of Agenda
- 9:05 a.m. (DI) 4. Discussion on guidance for reintegration and reopening school for fall **pg 175**
- 10:45 a.m. Break
- 10:50 a.m. (DI) 5. Legislative Matters **pg 177**
- A. Preliminary discussion on FY2022 budget recommendations
- B. Education legislation
- Noon 6. Executive Session for personnel matters of non-elected personnel **pg 201**
- 12:20 p.m. **ADJOURN**



**Agenda Number: 4**

**Meeting Date: 6/10/2020**



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212

(785) 296-3201

[www.ksde.org](http://www.ksde.org)

**Item Title:** Discussion on guidance for reintegration and reopening school for fall

**From:** Dr. Brad Neuenswander

Kansas State Department of Education staff will provide an update on the guidelines that are being developed for Kansas schools for the upcoming 2020-21 school year in the event of another disruption caused by the Coronavirus pandemic.





900 S.W. Jackson Street, Suite 102  
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**Item Title:** Legislative Matters

**From:** Dale M. Dennis

#### EDUCATION LEGISLATION

The State Board of Education will be updated on action taken by the 2020 Kansas Legislature during sine die on May 21, 2020.

#### DISCUSS FY 2022 BUDGET OPTIONS

State Board members will review the attached document, which provides a historical record and budget options for education state aid programs. These program options for FY 2022 will be discussed at the June meeting with a request that final budget recommendations be approved at the July meeting. This will allow KSDE staff adequate time to prepare the agency budget for submittal to the Division of the Budget on or before Sept. 15, 2020.

Other legislative recommendations concerning education will be discussed in the Fall.



# STATE BOARD OF EDUCATION



FISCAL YEAR 2022 BUDGET OPTIONS  
June 10, 2020



*Kansas leads the world in the success of each student.*

## FY 2022 – BUDGET OPTIONS Base Aid for Student Excellence (BASE)

HISTORY (KSA 72-5132)

2005-06	\$ 4,257		
2006-07	\$ 4,316		
2007-08	\$ 4,374		
2008-09	\$ 4,400 (Reduced from \$4,433)		
2009-10	\$ 4,012		
2010-11	\$ 3,937		
2011-12	\$ 3,780		
2012-13	\$ 3,838		
2013-14	\$ 3,838		
2014-15	\$ 3,852		
2015-16	\$ 3,852		
2016-17	\$ 3,852		
2017-18	\$ 4,006		
2018-19	\$ 4,165		
2019-20	\$ 4,436*	<u>Percent Increase</u>	<u>Increase</u>
		5.5%	\$ 160,925,000
2020-21	\$ 4,569*	3.1%	\$ 95,465,000
2021-22	\$ 4,706*	3.1%	\$ 98,371,000
2022-23	\$ 4,846*	3.1%	\$ 101,421,000

\* BASE amounts established in state law and approved by the Kansas Supreme Court.



## FY 2022 – BUDGET OPTIONS

### Base Aid for Student Excellence (BASE)

#### APPROVED

FY 2021	\$ 3,156,019,341
FY 2022	\$ 3,254,390,486

#### OPTIONS Additional Cost

FY 2021 – Fund Law (Supplemental Request)	\$ 44,863,000
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Due to an anticipated increase in the number of students qualifying for free lunch resulting from COVID-19, funding for at-risk and high-density at-risk weighting is projected to increase \$44.9 million.



## FY 2022 – BUDGET OPTIONS

### Supplemental General State Aid (Local Option Budget)

#### HISTORY (KSA 72-5145)

2008-09	\$ 280,819,012
2009-10	\$ 336,440,519 (prorated at 90%)
2010-11	\$ 385,298,517 (prorated at 91.7%)
2011-12	\$ 339,211,730 (prorated at 86.1%)
2012-13	\$ 339,222,139 (prorated at 79.0%)
2013-14	\$ 339,213,964 (prorated at 79.3%)
2014-15	\$ 452,257,384 (92.0%)
2015-16	\$ 414,832,745 (99.0%)
2016-17	\$ 470,625,852 (100.0%)
2017-18	\$ 454,500,000 (100.0%)
2018-19	\$ 494,300,000 (100.0%)
2019-20	\$ 503,300,000 (100.0%)
2020-21	\$ 513,400,000 (100.0%)



## FY 2022 – BUDGET OPTIONS Supplemental General State Aid (Local Option Budget)

### APPROVED

2021-22 \$ 521,200,000\*

\*Includes an increase of \$7.8 million over 2020-21

### OPTIONS Additional Cost

FY 2021 – Fund Law  
(Supplemental Request) \$ 6,057,000

Due to an anticipated increase in the number of students qualifying for free lunch resulting from COVID-19, and resulting increase in General State Aid, an additional estimated \$6,057,000 is needed to fully fund Supplemental General State Aid.



## FY 2022 – BUDGET OPTIONS Capital Improvement State Aid

### HISTORY (KSA 72-5462)

2011-12	\$ 104,786,506
2012-13	\$ 111,549,593
2013-14	\$ 129,726,374
2014-15	\$ 145,009,015
2015-16	\$ 163,341,697
2016-17	\$ 179,711,657
2017-18	\$ 189,764,242
2018-19	\$ 202,100,232
2019-20	\$ 208,000,000
2020-21	\$ 213,000,000



## FY 2022 – BUDGET OPTIONS Capital Improvement State Aid

APPROVED

2021-22 – Fund Law                      \$ 218,000,000\*

\*Includes an increase of \$5.0 million over 2020-21



## FY 2022 – BUDGET OPTIONS Capital Outlay State Aid

### HISTORY (KSA 72-53,126)

2008-09	\$ 22,338,828
2009-10	\$ 0
2010-11	\$ 0
2011-12	\$ 0
2012-13	\$ 0
2013-14	\$ 0
2014-15	\$ 28,927,119
2015-16	\$ 27,047,902
2016-17	\$ 58,039,060
2017-18	\$ 60,530,721
2018-19	\$ 64,961,024
2019-20	\$ 73,200,000
2020-21	\$ 75,800,000



## FY 2022 – BUDGET OPTIONS Capital Outlay State Aid

APPROVED

2021-22 – Fund Law                      \$ 78,500,000\*

\*Includes an increase of \$2.7 million over 2020-21



## FY 2022 – BUDGET OPTIONS Juvenile Detention Facilities

HISTORY (KSA 72-1173)

2013-14	\$ 4,692,480	
2014-15	\$ 4,632,405	
2015-16	\$ 4,542,828	
2016-17	\$ 4,060,366	
2017-18	\$ 4,083,589	
2018-19	\$ 3,975,243	
2019-20	\$ 5,060,528	
2020-21	\$ 5,060,528	
2021-22	\$ 5,060,528	(Fund Current Law)

This program provides funding for each student served in the amount of two times the BASE amount or actual expenditures, whichever is less.



## FY 2022 – BUDGET OPTIONS Special Education

HISTORY (KSA 72-3422) Current law provides for 92% of excess cost.

2008-09	\$ 427,718,409 (92.0%)	
2009-10	\$ 367,427,058 (88.7%)	Plus ARRA--\$ 56,517,430
2010-11	\$ 388,982,076 (92.0%)	Plus ARRA--\$ 54,453,996
2011-12	\$ 428,530,074 (88.4%)	
2012-13	\$ 430,426,151 (82.8%)	
2013-14	\$ 428,702,584 (80.1%)	
2014-15	\$ 428,360,566 (80.8%)	
2015-16	\$ 434,754,409 (80.0%)	
2016-17	\$ 435,469,632 (79.6%)	
2017-18	\$ 445,981,646 (78.5%)	
2018-19	\$ 490,366,856 (81.4%)	
2019-20	\$ 497,894,780 (75.3%)	
2020-21	\$ 505,380,818 (72.0%)	



## FY 2022 – BUDGET OPTIONS Special Education – Per Teacher Reimbursement Amount

<u>Year</u>	<u>Actual</u>
2013-14	\$27,900
2014-15	\$27,520
2015-16	\$27,955
2016-17	\$27,750
2017-18	\$28,010
2018-19	\$30,085
2019-20	\$29,800 (Estimate)
2020-21	\$29,510 (Estimate)
2021-22	\$29,210 (Estimate)



FY 2022 – BUDGET OPTIONS  
Special Education

HISTORY -- Current law provides for 92% of excess cost.

	<u>Approved in Five-Year School Finance Plan</u>	<u>Additional Cost</u>
2021-22	\$ 512,880,818 (69.2%)	\$ 7,500,000



FY 2022 – BUDGET OPTIONS  
Special Education

OPTION 1

		<u>Additional Cost</u>
2021-22	\$ 512,880,818 (69.2%)	\$ 0

Fund 5-year school finance plan.  
Recommend no additional funding.



## FY 2022 – BUDGET OPTIONS Special Education – **OPTION 2**

<u>Amount</u>	<u>Percent of Excess Cost</u>	<u>Additional Cost</u>	<u>Comments</u>
\$ 533,647,984	72%	\$ 20,767,166	Same percent as 2020-21
\$ 555,883,316	75%	\$ 43,002,498	Additional 6 percent
\$ 578,118,649	78%	\$ 65,237,831	Additional 9 percent
\$ 600,353,982	81%	\$ 87,473,164	Additional 12 percent
\$ 622,589,314	84%	\$ 109,708,496	Additional 15 percent
\$ 644,824,647	87%	\$ 131,943,829	Additional 18 percent
\$ 667,059,980	90%	\$ 154,179,162	Additional 21 percent
\$ 681,883,535	92%	\$ 169,002,717	Fully funds law



## FY 2022 – BUDGET OPTIONS Special Education

<b>OPTION 3</b>		<u>Additional Cost</u>
2021-22	\$ 576,080,818 (77.7%)	\$ 63,200,000
2022-23	\$ 639,280,818 (82.1%)	\$ 63,200,000
2023-24	\$ 702,480,818 (86.0%)	\$ 63,200,000
2024-25	\$ 765,680,818 (89.2%)	\$ 63,200,000
2025-26	\$ 828,880,818 (92.0%)	\$ 63,200,000

Five-year phase-in to fund current law. Assumes 5% annual growth in special education expenditures.



## FY 2022 – BUDGET OPTIONS

### Parents as Teachers

#### HISTORY (KSA 72-4161)

2008-09	\$ 7,521,357
2009-10	\$ 7,527,019
2010-11	\$ 7,359,130
2011-12	\$ 7,237,635
2012-13	\$ 7,237,635
2013-14	\$ 7,237,635
2014-15	\$ 7,237,635
2015-16	\$ 7,237,635
2016-17	\$ 6,639,505 (TANF)
2017-18	\$ 7,237,635
2018-19	\$ 8,162,592 (Reduced local match from 65% to 50%)
2019-20	\$ 8,437,635
2020-21	\$ 8,437,635



## FY 2022 – BUDGET OPTIONS

### Parents as Teachers

#### OPTIONS

		<u>Additional Cost</u>
2021-22	Increase number of students served by 2,000	\$ 1,875,000
2021-22	Increase number of students served by 1,000	\$ 937,500
2021-22	Fund at 2020-21 level	\$ 0



## FY 2022 – BUDGET OPTIONS

### Mentor Teacher Program

#### HISTORY (KSA 72-2561)

2008-09	\$ 1,725,503
2009-10	\$ 1,358,372
2010-11	\$ 1,417,423
2011-12	\$ 0
2012-13	\$ 0
2013-14	\$ 0
2014-15	\$ 0
2015-16	\$ 0
2016-17	\$ 0
2017-18	\$ 798,435
2018-19	\$ 1,300,000
2019-20	\$ 1,300,000
2020-21	\$ 1,300,000



## FY 2022 – BUDGET OPTIONS

### Mentor Teacher Program

#### OPTIONS

		<u>Additional Cost</u>
2021-22	Fund law	\$ 1,700,000
2021-22	Fund first two years of program	\$ 1,000,000
2021-22	Fund at 2020-21 level	\$ 0



## FY 2022 – BUDGET OPTIONS

### Professional Development

#### HISTORY (KSA 72-2544)

2008-09	\$ 1,745,037
2009-10	\$ 0
2010-11	\$ 0
2011-12	\$ 0
2012-13	\$ 0
2013-14	\$ 0
2014-15	\$ 0
2015-16	\$ 0
2016-17	\$ 0
2017-18	\$ 1,700,000
2018-19	\$ 1,700,000
2019-20	\$ 1,700,000
2020-21	\$ 1,700,000



## FY 2022 – BUDGET OPTIONS

### Professional Development

#### OPTIONS

		<u>Additional Cost</u>
2021-22	Fund 100% of law	\$ 9,000,000
2021-22	Fund 75% of law	\$ 6,325,000
2021-22	Fund 50% of law	\$ 3,650,000
2021-22	Fund at 2020-21 level	\$ 0



## FY 2022 – BUDGET OPTIONS

### Transportation (KSA 72-6487)

#### OPTIONS

		<u>Additional Cost</u>
2021-22	Decrease mileage limit from 2.5 to 2.0	\$ 9,250,000
2021-22	Decrease mileage limit from 2.5 to 1.5	\$18,550,000
2021-22	Decrease mileage limit from 2.5 to 1.25	\$22,675,000
2021-22	Fund current law (2.5 miles)	\$ 0

Legislative study recommended reducing the threshold for computing state aid from 2.5 to 1.5 miles.



## FY 2022 – BUDGET OPTIONS

### School Lunch

#### HISTORY (KSA 72-17,132)

2009-10	\$ 2,435,171 (4.3 cents per lunch)
2010-11	\$ 2,435,171 (4.3 cents per lunch)
2011-12	\$ 2,487,458 (4.3 cents per lunch)
2012-13	\$ 2,510,486 (4.6 cents per lunch)
2013-14	\$ 2,510,486 (4.7 cents per lunch)
2014-15	\$ 2,510,429 (4.7 cents per lunch)
2015-16	\$ 2,510,483 (4.7 cents per lunch)
2016-17	\$ 2,510,486 (4.8 cents per lunch)
2017-18	\$ 2,510,486 (4.6 cents per lunch)
2018-19	\$ 2,510,486 (4.5 cents per lunch)
2019-20	\$ 2,510,486 (4.4 cents per lunch)
2020-21	\$ 2,510,486 (4.3 cents per lunch)



## FY 2022 – BUDGET OPTIONS

## School Lunch

## OPTIONS

		<u>Additional Cost</u>
2021-22	\$ 3,550,486 (6.0 cents per lunch)	\$ 1,040,000
2021-22	Meet federal maintenance of effort requirements	\$ 0



## FY 2022 – BUDGET OPTIONS

## National Board Certification

## HISTORY (KSA 72-2166)

2008-09	\$ 276,400
2009-10	\$ 26,500 (scholarships only)
2010-11	\$ 24,500 (scholarships only)
2011-12	\$ 48,500 (scholarships only)
2012-13	\$ 25,500 (scholarships only)
2013-14	\$ 14,169 (scholarships only)
2014-15	\$ 242,894
2015-16	\$ 258,511
2016-17	\$ 261,115
2017-18	\$ 218,366
2018-19	\$ 244,133
2019-20	\$ 360,693
2020-21	\$ 360,693



## FY 2022 – BUDGET OPTIONS National Board Certification

### OPTIONS

		<u>Additional Cost</u>
2021-22	Fund at current level	\$ 0



## FY 2022 – BUDGET OPTIONS Pre-K Pilot

Program currently serves approximately 3,000 three- and four-year-old students, including at least 50 percent who are at-risk.

History	
2016-17	\$ 3,858,696 (TANF)
2017-18	\$ 2,942,528 (TANF)
2018-19	\$ 7,136,730 (CIF and TANF)
2019-20	\$ 8,332,317 (CIF and TANF)
2020-21	\$ 8,332,317 (CIF and TANF)



## FY 2022 – BUDGET OPTIONS

### Pre-K Pilot

#### OPTIONS

		<u>Additional Cost</u>
2021-22	Fund at 2020-21 level	\$ 0



## FY 2022 – BUDGET OPTIONS

### Career and Technical Education Transportation

#### HISTORY

2012-13	\$ 554,442
2013-14	\$ 695,558 (62.3% proration)
2014-15	\$ 650,849 (49.2% proration)
2015-16	\$ 652,608 (46.5% proration)
2016-17	\$ 650,000 (42.0% proration)
2017-18	\$ 650,000 (41.0% proration)
2018-19	\$ 650,000 (37.8% proration)
2019-20	\$ 650,000 + \$1,201,884 Transfer of Savings (91.9% proration)
2020-21	\$ 650,000 + \$392,882 Allocation Adjustment (47.4% proration)



FY 2022 – BUDGET OPTIONS  
Career and Technical Education Transportation

OPTIONS

		<u>Additional Cost</u>
2021-22	Fully fund (100% proration)	\$ 1,800,000
2021-22	Fund at 2020-21 appropriation level (\$650,000)	\$ 0



Other Programs/Legislative Initiatives  
Discretionary Grants -- \$312,500

	<u>After School Programs</u>	<u>Middle School After School Programs</u>	<u>Total</u>
2011-12	\$ 187,500	\$ 125,000	\$ 312,500
2012-13	\$ 187,500	\$ 125,000	\$ 312,500
2013-14	\$ 187,500	\$ 125,000	\$ 312,500
2014-15	\$ 187,500	\$ 125,000	\$ 312,500
2015-16	\$ 187,500	\$ 125,000	\$ 312,500
2016-17	\$ 187,500	\$ 125,000	\$ 312,500
2017-18	\$ 187,500	\$ 125,000	\$ 312,500
2018-19	\$ 187,500	\$ 125,000	\$ 312,500
2019-20	\$ 187,500	\$ 125,000	\$ 312,500
2020-21	\$ 187,500	\$ 125,000	\$ 312,500



Other Programs/Legislative Initiatives  
Discretionary Grants -- \$312,500

OPTIONS

		<u>Total Cost</u>
2021-22	Fund at 2020-21 appropriation level	\$ 312,500



Other Programs/Legislative Initiatives  
Information Technology Education Opportunities  
(JourneyEd Contract) -- \$ 500,000

This contract is bid at the request of the Legislature and approved by the State Board.

Funds testing fees for Kansas high school students seeking to obtain Microsoft Office certification.

During the 2018-2019 school year, 2,191 students received certification.



Other Programs/Legislative Initiatives  
 Information Technology Education Opportunities  
 (JourneyEd Contract) -- \$500,000

		<u>Total Cost</u>
2021-22	Fund at 2020-21 appropriation level	\$ 500,000



Other Programs/Legislative Initiatives  
 Juvenile Transitional Crisis Pilot (Beloit) -- \$ 300,000

Funding was first approved by the 2018 Legislature to develop a regional crisis center pilot project at the Beloit special education cooperative.

Founded on research and evidence-based practices designed to meet social and emotional needs of students identified as at-risk or with disabilities.

Provide individualized programming to students to obtain their high school diploma and job skills while working through the social skills program.



Other Programs/Legislative Initiatives  
 Juvenile Transitional Crisis Pilot (Beloit) -- \$ 300,000

		<u>Total Cost</u>
2021-22	Continue funding at 2020-21 level	\$ 300,000



Other Programs/Legislative Initiatives  
 Kansas Safe and Secure Schools -- \$ 5,000,000

Approved by the Legislature beginning in FY 2019.

State Board shall adopt and approve statewide standards for making public school buildings safe and secure.

School districts shall adopt a comprehensive school safety and security plan.

School districts can make application for grants to pay for building upgrades such as installing secure doors and windows, detection devices, security cameras, intercoms and other safety features.

State Board shall establish curriculum guidelines for a standardized firearm safety education program.



Other Programs/Legislative Initiatives  
 Kansas Safe and Secure Schools -- \$ 5,000,000

		<u>Total Cost</u>
2021-22	Continue funding at 2020-21 level	\$ 5,000,000



Other Programs/Legislative Initiatives  
 Mental Health Intervention Team (MHIT) Pilot Program -- \$ 12,673,886

Program initiated by Legislature beginning in FY 2019 to authorize the Kansas State Board of Education to implement the MHIT Pilot Program to improve social-emotional wellness and outcomes for students by increasing schools' access to counselors, social workers and psychologists statewide.

<u>Year</u>	<u>Expenditures/Appropriation</u>	<u>Number of Participating USD's</u>	<u>Number of Students Served</u>
2018-19	\$ 7,332,504	9	1,708
2019-20	\$ 9,029,726	32	2,900
2020-21	\$12,673,886	50	4,500



Other Programs/Legislative Initiatives  
 Mental Health Intervention Team (MHIT) Pilot Program -- \$ 12,673,886

		<u>Total Cost</u>
2021-22	Continue funding at 2020-21 level	\$ 12,673,886



Other Programs/Legislative Initiatives  
 ACT and WorkKeys Assessment (KSA 72-5179) -- \$ 2,800,000

Ongoing program approved by the Legislature which permits each junior and senior in high school the opportunity to take the ACT and/or WorkKeys assessments and allows ninth-grade students to take the pre-Act assessment one time at the state's expense.



Other Programs/Legislative Initiatives  
 ACT and WorkKeys Assessment -- \$ 2,800,000

		<u>Total Cost</u>
2021-22	Fund anticipated costs of this program	\$ 3,400,000

Under the current three year contract, which expires at the end of FY 2021, ACT calculated the fees to total \$2,992,500 for FY 2020 and \$3,185,000 for FY 2021. However, a provision in the contract limits the fees to the amount appropriated. We anticipate the cost may increase significantly since it will be necessary to re-bid the contract beginning with FY 2022.



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**Item Title:**

Executive session for the purpose of discussing personnel matters of non-elected personnel

**Recommended Motion:**

It is moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individual(s) to be discussed.

The open meeting will resume via video conference at the designated time.