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Kathy Busch  
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Ann E. Mah  
District 4  
Jim Porter  
District 9

Jean Clifford  
District 5  
Jim McNiece  
District 10

## TUESDAY, NOVEMBER 10, 2020 MEETING AGENDA - ONE DAY ONLY

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of October Minutes	pg 5
10:05 a.m. (AI)	6. Act on Resolution honoring all school personnel during American Education Week	pg 25
10:10 a.m. (AI)	7. Act on recommendations for Kansas Education Systems Accreditation	pg 27
10:20 a.m. (RI)	8. Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation	pg 57
10:35 a.m.	9. Citizens' Open Forum	pg 67
10:45 a.m. (AI)	10. Act on proposed revisions to School Wellness Policy Model Guidelines	pg 69
11:00 a.m. (IO)	11. Update on work to strengthen the Kansas early childhood system	pg 87
11:15 a.m.	Break	
11:25 a.m. (AI)	12. Act on recommendations of the Professional Practices Commission	pg 89
11:35 a.m. (RI)	13. Receive update on Dyslexia initiative, including proposed handbook	pg 95
12:10 p.m.	Lunch	
1:30 p.m. (IO)	14. Recognition of National Finalists from Kansas for the Presidential Awards for Excellence in Mathematics and Science Teaching	pg 143

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612  
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only  
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.  
Website: Electronic versions of the agenda and meeting materials are available at [www.ksde.org/Board](http://www.ksde.org/Board). Information on live media streaming the day of the meeting is also posted there.  
Next Meeting: Dec. 8 and 9, 2020 in Topeka

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

2:00 p.m. (IO)	15. Report from E-Cigarette / Vaping Task Force	pg 145
2:15 p.m. (RI)	16. Receive recommendations for increasing flexibility of school operations during pandemic	pg 147
3:15 p.m.	Break	
3:30 p.m. (AI)	17. Consent Agenda	
	a. Receive monthly personnel report	pg 159
	b. Act on personnel appointments to unclassified positions	pg 161
	c. Act on recommendations for licensure waivers	pg 163
	d. Act on recommendations of the Licensure Review Committee	pg 171
	e. Act on request from USD 512 Shawnee Mission for capital improvement (bond and interest) state aid	pg 175
	f. Act on acceptance of Kansas School for the Deaf Strategic Plan 2020-2023	pg 177
3:35 p.m. (AI)	18. Act on Board Travel	pg 207
3:45 p.m. (IO)	19. Chairman's Report and Requests for Future Agenda Items	pg 209
	(AI) a. Act to accept updates to Navigating Change document since Oct. 13	pg 211
	b. Committee Reports	
	a. Board Attorney's Report	
	b. Requests for Future Agenda Items	
4:10 p.m. (IO)	20. Demonstration of Kansas Teaching and Leading Project	pg 215
4:40 p.m. (DI)	21. Discussion on microcredentials and individualized professional development for licensed educators	pg 217
5:00 p.m.	22. Executive session for personnel matters of non-elected personnel	pg 219
5:30 p.m.	<b>ADJOURN</b>	



# 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

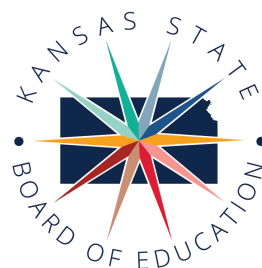
A successful Kansas high school graduate has the

- 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, October 13, 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, Oct. 13, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:01:03)

### **ROLL CALL**

All Board members participated, either in person or by video conference:

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 AGENDA**

Mrs. Dombrosky asked for discussion on Consent Agenda Item 19 f. (Kansas Integrated Accountability contract). Mr. McNiece moved to approve the Tuesday agenda. Dr. Horst seconded. Motion carried 9-0, with Mr. Jones absent for the vote.

**MOTION**  
(00:03:36)

### **APPROVAL OF THE SEPTEMBER MEETING MINUTES**

Mrs. Mah moved to approve the minutes of the September Board meeting. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(00:04:11)

### **ANNUAL REPORT FROM KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION**

Bill Faflick, Executive Director of the Kansas State High School Activities Association, presented the organization's annual report of operation to the State Board. In his overview of the past year, Mr. Faflick commented on new opportunities such as girls wrestling, a two-day golf championship tourney, game day dance event held virtually, and football jamboree. He also addressed the challenges of a summer moratorium of activities due to COVID-19, working to minimize risks and responding to the global health crisis. Risk minimization also includes crisis drills, continued tracking of concussion data, and mandatory CPR/AED training. The presentation was paused to allow for Citizens' Open Forum at the appointed time.

(00:04:44)

### **CITIZENS' OPEN FORUM**

Chairman Busch declared the Citizens' Forum open at 10:30 a.m. Speakers and their topics were: Allison Winters, Shawnee — correlation between dyslexia and mental health; Angie Schreiber, Emporia — support to end trauma and low self-esteem of students who struggle to read. Chairman Busch declared the Citizens' Forum closed at 10:38 a.m.

(00:31:07)

### **CONTINUATION OF KSHSAA PRESENTATION**

KSHSAA Executive Director Bill Faflick welcomed questions from Board members following his annual report. He responded to inquiries about programs that educate about proper football techniques to reduce injury, adjusted fall sports schedules and considerations about mitigation during winter sports season.

(00:40:10)

### **ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

At the September State Board meeting, members received the Executive Summary and accreditation recommendation for St. Patrick Elementary, a private system in the Kansas City Catholic Diocese. There was discussion about areas for improvement, particularly implementation of Individual Plans of Study, and the timeline to remedy. Chairman Busch read the motion for Mr. McNiece, in which he moved to accept the recommendation of the Accreditation Review Council and award the status of conditionally accredited to Z0029-8421 St. Patrick Elementary. Mr. Jones seconded. Motion carried 10-0.

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

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

These four public systems were presented for accreditation consideration: USD 229 Blue Valley (Overland Park), USD 267 Renwick, USD 298 Lincoln and USD 313 Buhler. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council (ARC). An Executive Summary was prepared for each system outlining evidence of goals and identifying both strengths and challenges. Accountability report data was also provided. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo answered questions. The State Board will act on the recommendations in November.

(01:17:32)

Board members took a break from 11:05 to 11:15 a.m.

**BREAK**

### **COMMISSIONER'S ANNUAL REPORT AND PROGRESS ON STATE BOARD OUTCOMES**

Dr. Randy Watson provided his annual progress summary of the past year to the State Board. He shared a draft of the 2019-20 KSDE Annual Report titled "Together" and spoke in general about the contents. He commented on the challenges brought on by the COVID-19 pandemic which impact both schools and the agency, adding that such challenges won't stop work toward the Kansans Can vision. He announced two updates to the Navigating Change guidance document for schools. Commissioner Watson then commended the 40 school districts that met every qualitative measure for the Star Recognition Award. He summarized work on the State Board outcomes, with the Individual Plans of Study as central to preparing students for their future. Board members then asked questions or provided comments.

(01:17:32)

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

**LUNCH**

### **RECOGNITION OF CONFIDENCE IN PUBLIC EDUCATION RECIPIENTS OF 2020 ABC AWARD**

Chairman Busch reconvened the Board meeting at 1:30 p.m. The Confidence in Kansas Public Education Task Force is a non-profit corporation that strives to increase awareness of the positive aspects of public education in Kansas. Each year, the Task Force presents the ABC Award to an individual or organization that has provided a long-term contribution, had a significant impact or demonstrated an uncommon commitment to public education across the state. Task Force Chair G.A. Buie, who joined the meeting via video conference, announced multiple recipients for the 2020 award. Honorees are: Cindy Couchman - Superintendent at Buhler USD 313 and 2009 former Kansas Teacher of the Year; Cory Gibson - Superintendent at Valley Center USD 262 and 2020 Kansas Superintendent of the Year; Dyane Smokorowski - Coordinator for Digital

**P.M. SESSION**  
(03:32:36)

Literacy with Wichita USD 259 and 2013 Kansas Teacher of the Year; Shannon Ralph - teacher at Gardner Edgerton High School and 2015 Kansas Teacher of the Year; and Tabatha Rosproy - Winfield Early Learning Center and 2020 National Teacher of Year. These individuals were instrumental in leading the development of Continuous Learning Plans for Kansas schools and "Navigating Change: Kansas' Guide to Learning and School Safety Operations" — the guidance document to aid schools during the COVID-19 pandemic. Each recipient shared brief remarks, including their support of educators putting into practice what their group put on paper.

#### **RECOGNITION OF ANTI-BULLYING AWARENESS WEEK IN KANSAS**

Education Program Consultant Kent Reed presented information regarding Anti-Bullying Awareness Week in Kansas Oct. 5-11. This year's campaign emphasized the theme "Choose Peace." Mr. Reed shared examples of anti-bullying activities and reported on baseline bullying data gathered through the Kansas Integrated Accountability System. Fewer bullying incidents were reported during the time students were at home while school buildings were closed to slow the spread of COVID. Board members commented on addressing key items of proposed legislation regarding bullying, the Kansas Communities That Care survey students are asked to complete, concerns about suicide ideation and impact of school closings.

(03:44:32)

#### **RECOGNITION OF COMPLETE HIGH SCHOOL AS 2020 NATIONAL SCHOOL OF CHARACTER**

Each year, many Kansas schools apply for the Kansas Schools of Character recognition awards as well as the National School of Character Recognition Award. The National Award is sponsored by Character.org. Complete High School Maize, USD 266, was named a 2020 National School of Character. CHS is the first school in Kansas to receive the national honor twice. School Principal Dr. Kristy Custer and several CHS students joined the meeting virtually to talk about ways they promote character development. A video was shown that captured comments about positive school culture from current students and one former student who now teaches at Complete High.

(03:52:55)

#### **REQUIREMENTS AND EXPECTATIONS FOR SYSTEMS OPTING TO POSTPONE KESA ACTIVITY**

Board members received a report on what will and will not be required from systems that choose to pause/postpone KESA activities for one year because of the pandemic. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo explained that this would mean the first cycle of accreditation would be completed by the 2022-23 school year instead of 2021-22. Reporting of academic progress, social-emotional supports and maintaining continuous improvement process are among the requirements still in place. Public and private schools were surveyed. Responses indicated that 68 percent desire to postpone. The purpose of the postponement is to help systems focus on the logistical issues related to mitigating the spread of COVID-19 and to maintain the health and safety of students and staff.

(04:22:00)

#### **ACTION ON EXTENDING POSTPONEMENT OF KESA ACTIVITY**

At its September Board meeting, the State Board took action to help alleviate stress caused by the COVID-19 pandemic on school systems by allowing them, as a voluntary option, to suspend Kansas Education Systems Accreditation activities through the fall semester of 2020 or to continue in the KESA process as normal. Because of the timeliness of activities during the 2020-21 school year, the Board was asked to consider extending the voluntary suspension through June 30, 2021, at the conclusion of the current school year. Mr. McNiece moved to allow public and private systems, as a voluntary option, to suspend Kansas Education System Accreditation activities through June 30, 2021 or to continue in the KESA process as normal. The Board directed KSDE to have systems account for social-emotional and academic data in their narrative reports and further directed KSDE staff to report back to the State Board in July 2021. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition.

**MOTION**  
(04:51:07)

### **ACTION ON DECLARATION EXTENSION OF SUBSTITUTE TEACHER ELIGIBILITY**

Due to the COVID-19 pandemic, Kansas school systems have asked to be provided more flexibility than standard law allows regarding the use of substitute teachers. As a response, Teacher Licensure and Accreditation has asked the State Board to declare a time of emergency in order to alleviate restrictions on the number of days a substitute teacher may teach in any one position.

(04:52:21)

The declaration is as follows:

WHEREAS on Sept. 11, 2020, Governor Laura Kelly extended the current state of disaster emergency,

WHEREAS a significant number of school districts throughout the state of Kansas need additional staff to keep students socially distanced while providing instruction,

WHEREAS the already difficult task of hiring qualified teaching staff has been exacerbated by the current state of affairs,

Mrs. Mah moved that the Kansas State Board of Education, pursuant to K.A.R. 91-31-34(b)(5)(B), declare a time of emergency whereby any person holding a five-year substitute teaching license or an emergency substitute teaching license or certificate with a baccalaureate degree may teach through June 30, 2021. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(04:55:47)

Members took a break from 2:56 to 3:10 p.m.

**BREAK**

### **UPDATE ON TEACHER VACANCY AND SUPPLY COMMITTEE AND HIGHLIGHTS OF ANNUAL LICENSED PERSONNEL REPORT**

Presenters from the department of Teacher Licensure and Accreditation were Susan Helbert, Assistant Director, and Shane Carter, Data Systems Coordinator. They reported on continued work of the Teacher Vacancy and Supply Committee, plus participation numbers in the Limited Apprentice Licensure pilots for High Incidence Special Education and Elementary. Then they summarized licensed personnel data collected from Aug. 17, 2020 to Sept. 28, 2020. Data is again collected in the spring. COVID-19 created an unprecedented end to last school year and the start of the current school year, impacting vacancy data. Categories of the top five teacher vacancies have remained consistent, and in no particular order are: science, math, English Language Arts, Special Education and elementary. There was discussion about alternative pathways to licensure, waivers in special education, retention, mentoring, entrance and exit data, and opportunities to attract new teachers. The annual Retention Summit will be virtual this year and is Nov. 23.

(05:12:05)

### **RECEIVE PROPOSED REVISIONS TO SCHOOL WELLNESS POLICY MODEL GUIDELINES**

Cheryl Johnson, Director of Child Nutrition and Wellness (CNW), presented proposed updates to the policy model guidelines for School Wellness. She was joined by Mark Thompson, Education Program Consultant for Health and Physical Education, and Jill Ladd, CNW Assistant Director. They explained why the revisions were timely and outlined additional supports for nutrition promotion and education. Mrs. Johnson shared information from the Rudd Center indicating that steady increases have been seen over time for creating healthy school environments in Kansas. Board action on the model guidelines is anticipated in November.

(05:54:03)

### **ACTION ON CONSENT AGENDA**

Mrs. Dombrosky presented her questions about the bidding process for Item 19 f. (Kansas Integrated Accountability contract). Dr. Horst moved to approve the Consent Agenda. Mr. Jones seconded. Motion carried 10-0. In the Consent Agenda, the Board:

**MOTION**  
(06:19:42)

- received the monthly Personnel Report for September.
- confirmed the unclassified personnel appointment of Joshua Bailey as Applications Developer on the Information Technology team, effective Sept. 1, 2020, at an annual salary of \$55,099.20.
- approved issuance of Visiting Scholar licenses for the 2020-21 school year for Chase Brazzle, Barnes-Hanover-Linn, USD 223; and Norman Schmidt, Central Heights USD 288.
- accepted the following recommendations for licensure waivers valid for one school year:  
*Deaf or Hard of Hearing* -- Olivia Fellhoelter, D0602. *Early Childhood Special Education* -- Denise Koelzer, Joan Donovan-Thomas, USD 372; Melissa Keuchel-Edmonds, Sharon Wilkes, USD 458; Amanda Vander Linden, Gena Jones, D0701. *Early Childhood/Preschool* -- Lydia Brown, USD 259; Elizabeth Tice, D0620. *English as a Second Language* -- Jessica Vogt, USD 259; Patricia Mills, USD 475. *Gifted* -- Cody Swartz, Erika Roberts, USD 259; Sarah Reynolds, USD 330; Lewis Toole, Megan Curtis, D0611; Andria Harris, D0613; Logan Brown, Michelle Lewis, D0618; Gina Peak, Kimberly Kasson, D0636; Gerald Schwinn, Hillary Raple, D0638. *High Incidence Special Education* — Colette Berak, USD 229; Brent Fales, Kendra Walsh, Morgan Kerfes, Maximo Penichet, USD 230; Kelsey Demott, USD 234; Denise Roberts, Heather Brown, Jacqueline Bishop, Janet Ralston, Joanne Fluker, Kimberly Giesen, Kirk Merwin, Megan Plant, Nathaniel Ames, Priscilla Kralicek, Rebecca Hamilton, Reno Ferris, Saffron Hibbard, Sonya Adams, Amanda Cook, Amani Ross, Angela Smith, Ashley Dowell, Aubrey Heier, Bethany Ensign, Britney Purdom, Chelle Fraley, Esmeralda Gutierrez, Jessica Holdt, Kaitlyn Bumgarner, Kelsey Jones, Marsha Geer, Montana Severe, Robert Tinker, Shelley Louthan, Susan Sterling, Taylor Buford, Janet Tull, Jennifer Laflamme, Heather Crump, Mariah Reimer, Shannon Balthrop, USD 259; Mickenzi Rutter Evers, USD 263; Deborah Stoughton, Derek Racette, USD 308; Kasi Kraus, USD 330; Mandy Saxton, Jessica Bienhoff, USD 336; Ryan Swiggart, USD 353; Kiara Rolfs, Angela Mitchell, Jenessa Maldonado, Rebecca Ryan, USD 418; Megan Mejia, Audry Annis, USD 458; Amity Ihrig, Colby Soldan, D0602; Rachel Hough, Simona Finney, Lisa Meise, Rachel Gutschenritter, Shandi Kepley, Anne Millis, Jessica Hall, Kyle Groff, D0607; Jessica Wobus, D0608; Abigail Clemmons, Chelsea Parsons, Courtney Harwager, Kara Delauretis, Makala Leichtenberg, Priscilla Hollingsworth, Taylor Walker, D0611; Deborah Davis, Thomas Shields, D0613; Alexis Vincent, Lorie Schaller, Melissa Smith, Melissa Brady, Julie Rader, Logan Harpool, Cameron Peak, D0618; Nancy Robinson, D0620; John Lambert, D0636; Kristi Visor, Amy Dieter, Hannah Mason, D0638; Kelly Kimerer, D0700; Mindy Woods, D0701; Cynthia Leniton, Kylee Brenn, D0725. *Library Media Specialist* — Lara Dodson, Amber Waterbury, Amy Beckmann, Christina Kindle, Elizabeth Tackett, Jessica Schmidt, Julia Duggin, Kelly Cotton, Kelly Kelly, Krista May-Shackelford, Krista Schrag, Kristi Grant, Rachel Johnson, Rebecca Janssen, Renee Franklin, USD 259; Torrie Ellis, USD 343; Eric Dickens, Haley Fairbank, USD 475. *Low Incidence Special Education* — Rachel Young, USD 229; Jennifer House, USD 230; Abigail Myril Semple, Adam Jilka, Ali Wagner, Andrea Adams, Brandi Hendrix, Camalia Finton, Jeffrey Mork, Jennifer Talkington-Sy, Kayla Nott, Lindsay Gress, Lucas Young, Mar Jean Valenzuela, Melissa Baysinger, Teresa Martinez, Alexandra Kimmel, Aubrie Ellis, Christopher Brown, Darla Saindon, Jessica Aaby, Nicolle Herman, Rachel Veloza, Samantha Teed, Sarah Warren, Shara Splichal, Stacy Satterfield, Whitney Steele, Amy Woodard, USD 259; Ada Farringer, USD 353; Jessica Childress, D0607; Tessa Hiatt, D0613; Mary Winger, Briana Talley, Ginny Nickel, D0618; Ranae Gifford, D0701; Alyxandra Rush, D0725. *Math* — Alicia Holland, USD 259. *Visual Impaired* — Lisa Bohlen, USD 308.
- accepted recommendations of the Evaluation Review Committee for higher education program approvals as follows: **Benedictine College** - Chemistry 6-12 continuing program

through Dec. 31, 2026; **McPherson College** - Art PreK-12, Chemistry 6-12, ESOL undergraduate and ESOL graduate, English Language Arts 6-12, Mathematics 6-12, Music PreK-12, Music instrumental, music vocal, speech/theatre 6-12, all continuing programs through June 30, 2027; **Ottawa University** - Elementary Education Unified K-6, English Language Arts 6-12, both new programs through Dec. 31, 2022; **University of Kansas** - Elementary Education Unified K-6, new program through Dec. 31, 2022, and Biology 6-12, Chemistry 6-12, Earth and Space Science 6-12, History/Government/Social Studies 6-12, Physics 6-12, all continuing programs through Dec. 31, 2026.

*authorized the Commissioner of Education to negotiate and*

- amend and increase the Kansas Integrated Accountability contract by an amount not to exceed \$43,020;
- amend and extend the dates of the current Microsoft Imagine Academy contract through Nov. 30, 2024.

Board members took a 10-minute break at 4:20 p.m.

**BREAK**

#### **CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Action to accept Navigating Change document updates** — Dr. Watson reviewed updates to *Navigating Change Kansas' Guide to Learning and School Safety Operations* earlier during in his report to the Board. These included replacement of the daily remote learning logs with an assurances form and an additional resource regarding youth mental health and COVID-19. Ms. Busch read the motion for Mrs. Waugh, in which she moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Sept. 8. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(06:31:50)

**Assignments** — Chairman Busch announced the assignment of Jim McNiece and Ben Jones to the Spring Break Calendar Alignment Work Group, and the assignment of Mr. McNiece to the Education Commission of the States P-3 Policy Academy team for Kansas.

**Committee Reports** — Mr. Porter commented on the recent NASBE Governmental Affairs Committee call; asked members to submit their legislative priority suggestions to him or Dr. Horst; and reported that the new chair of the Professional Standards Board would be Dean Cameron Carlson from Newman. Mr. Jones welcomed feedback from members regarding the NASBE Chair-Elect nominees. Mr. McNiece reported on the Special Education Advisory Council meeting including efforts to fill specific requirements for SEAC membership. Mrs. Mah commented on the Career Technical Education committee.

**Board Attorney's Report** — Board Attorney Mark Ferguson plans to attend the virtual annual conference of state education attorneys hosted through NASBE. He reported on an upcoming hearing before the civil service board. Mr. Ferguson also provided a refresher on open records and open meetings rules.

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

- Presentation about Kansas Communities That Care Coalition survey to students, including consideration of different questions for younger students. (Mrs. Mah)
- Discussion on teacher licensure transition for those serving in the military. (Mr. Porter)
- Mental Health – gauging how districts are doing with general morale of adults and students, and how mental health is impacting academics. (Mrs. Dombrosky)

- Retreat or work session on lessons learned from pandemic moving forward and how experiences shape future of mission and vision (Mr. McNiece)
- Discuss ways to take birthdate out of the equation for students, particularly in regards to math instruction (Mr. Roberts)
- Discuss crafting a system in which teachers can negotiate their own salaries (Mr. Roberts)
- Additional discussion on microcredentialing (Mr. Porter)
- Report from Commissioner Watson on options for waiving hours of instruction and easing reporting requirements other than KESA (general)
- Consider charges from Kansas Teacher of the Year team regarding support to schools and families during the pandemic; invite group back for more conversation (Ms. Busch)

**Chairman's Report** - Chairman Busch updated members on the School Mental Health Advisory Committee subgroup work to put recommendations from the Blue Ribbon Task Force on Bullying into an operational form. She also distributed annual evaluation forms for the positions of Commissioner, Board Attorney and Board Secretary. These are due back to Ms. Busch by Oct. 28. The next State Board meeting is Nov. 10 and will be a one-day meeting because the 11th is Veteran's Day, a state holiday.

#### **BOARD MEMBER TRAVEL**

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

**MOTION**  
(07:13:08)

#### **RECESS**

Chairman Busch recessed the meeting at 5:15 p.m. until 9 a.m. Wednesday.

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Kathy Busch, Chairman

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Peggy Hill, Secretary





## MINUTES



Kansas State Board of Education

Wednesday, October 14, 2020

### **CALL TO ORDER**

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Oct. 14, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:07:58)

### **ROLL CALL**

All Board members participated, either in person or by video conference.

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

### **APPROVAL OF AGENDA**

Dr. Horst moved to approve the Wednesday agenda as presented. Mr. Jones seconded. Motion carried 9-0 with Mr. McNiece not available for the vote.

**MOTION**  
(00:08:19)

### **DISCUSS OPPORTUNITIES FOR MICROCREDENTIALING AND INDIVIDUALIZED PROFESSIONAL DEVELOPMENT OF LICENSED EDUCATORS**

The Professional Standards Board, in conjunction with KSDE staff, has been researching and exploring options to use competency-based microcredentials as a means of personalized professional learning for educators. Guest presenters were Dr. Paul Erickson, Principal at Buhler schools, and Dr. Debbie Mercer, Dean of the College of Education at Kansas State University. Together, along with KSDE staff, they talked about a voluntary microcredential pilot in which 50 Kansas educators initiated the process and 21 finished. Other discussion centered on relicensure of educators based on personalized professional learning, components of the process, that the process is suitable for various educator levels, and other considerations. Additional discussion on this topic will occur at a future meeting.

(00:09:15)

### **DISCUSSION WITH KANSAS TEACHER OF THE YEAR TEAM ON IMPACT OF COVID-19**

The pandemic created by COVID-19 caused interrupts to the 2019-20 and current school years. Board members had an opportunity to converse with the 2020 Kansas Teacher of the Year team via video conference to talk about their experiences in and out of the classroom since March 2020, when the virus began to significantly disrupt the school system. The group acknowledged both the positive and the negative symbolized by roses, thorns and buds of hope. Participants were:

(00:52:44)

Tabatha Rosproy, Winfield USD 465 (2020 KTOY and 2020 National Teacher of the Year)  
Kara Belew, Andover USD 385  
Amy Hillman, Olathe USD 233  
Shawn Hornung, Wamego USD 320  
Stefanie Lane, Clay Center, USD 379

Julie Loevenstein, Basehor-Linwood USD 458  
Melissa Molteni, Shawnee Mission USD 512

Team member Lara McDonald, Auburn-Washburn USD 437, was not able to participate. Among their concerns were: equity, mental health, missed chance to say goodbyes at the abrupt closure of school buildings in the spring, creating a safe place for teachers, more frequent testing, valuing teachers as front-line workers. In contrast, they were encouraged by opportunities to involve students in leadership, to form connections within the community and support families, and inspire educator-led initiatives.

There was a break until 10:45 a.m.

**BREAK**

**COMMISSIONER'S REMARKS ON SUPPORTING SCHOOLS AND FAMILIES DURING PANDEMIC**

Dr. Randy Watson commented on the uncertainty schools experience in determining which learning environment to utilize — in-person, remote or hybrid. The decision is impacted by multiple factors. Flexibility for the long-term is not easy because there are competing interests about how to set up schools safely. He talked about the Navigating Change guidance to schools and the importance of following medical advice for safety of all. Board members discussed ways to assist schools and families. There was discussion about the 1,116 hour school term required by statute, counting professional development as a full credit toward the total hours, evaluating what constitutes a school day for remote learners, use of outdoor areas or other facilities to space students during instruction and easing reporting requirements. The Board asked Commissioner Watson to research options and report back next month.

(02:06:08)

**ADJOURNMENT**

Chairman Busch adjourned at noon. The next meeting is one day only, Tuesday, Nov. 10 in Topeka.

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Kathy Busch, Chairman

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Peggy Hill, Secretary

## MINUTES



Kansas State Board of Education

Tuesday, September 8, 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, Sept. 8, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She commended schools for their diligent work to make adjustments for this year.

(00:08:14)

### ROLL CALL

All Board members participated, either in person or remotely:

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 these adjustments to the day's agenda: addition in the morning of possible action on optional suspension of KESA activity for fall 2020, and postponement until the afternoon of action on recommendations of the Teacher Vacancy and Supply Committee. Mr. Roberts requested that consent item 18 f. (licensure waivers) be pulled for discussion. Dr. Horst moved to approve the agenda as amended. Mrs. Waugh seconded. Motion carried 10-0.

**MOTION**  
(00:13:11)

### APPROVAL OF THE AUGUST MEETING MINUTES

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

**MOTION**  
(00:13:48)

### COMMISSIONER'S REPORT

Dr. Randy Watson commented on concerns about social emotional impact of COVID on students and families, academic regression, and services reaching early learners and students with disabilities. He addressed minor changes to the *Navigating Change* document over the past month and explained the differences between last spring's continuous learning plans and this fall's structure of multiple learning environments. He noted specific requirements for remote learning to ensure student/teacher engagement. Lastly, Dr. Watson commented on lessons learned during recent in-person school visits in western Kansas. The majority of school districts were in session before Labor Day, but most students (reflective of high populations in urban and suburban districts) returned after Labor Day. Among the challenges are keeping school open with minimal disruptions, handling high stress levels, shuffle of staff and students in quarantine, and managing remote or hybrid learning.

(00:14:06)

### **CITIZENS' OPEN FORUM**

Chairman Busch declared the Citizens' Forum open at 10:34 a.m. Speakers and their topics were: Joey and Vinny Matteoni, Overland Park — support for literacy and opposition to delaying dyslexia recommendations; Alisa Matteoni, Overland Park — support for early intervention and opposition to delaying dyslexia recommendations; Cathy Denesia, Overland Park — support for structured literacy and opposition to delaying dyslexia recommendations; Angie Schreiber, Emporia — funding dyslexia coordinator position, lack of communication; Ben Schreiber, Manhattan — importance of reading to employment; Kim Poirier, Overland Park — opposition to delaying dyslexia recommendations. Chairman Busch declared the Citizens' Forum closed at 10:56 a.m.

(00:41:30)

### **ACTION ON RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

At the August State Board meeting, members reviewed Executive Summaries for three education systems scheduled for accreditation. Board action follows an examination of information provided in the summaries and recommendations from the Accreditation Review Council. Members asked about timelines for systems to remedy improvement concerns and procedure for advancing from conditionally accredited to accredited. Mr. Roberts moved to accept recommendations of the Accreditation Review Council and award the status of accredited to USD 490 El Dorado, and the status of Conditionally Accredited to USD 368 Paola and Z006-9021 Hope Lutheran. Mr. Jones seconded. Motion carried 9-0-1 with Mr. Porter abstaining.

**MOTION**  
(01:10:58)

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

St. Patrick Elementary, Wyandotte County, was presented for accreditation consideration. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council (ARC). An Executive Summary was prepared outlining evidence of goals and identifying both strengths and challenges. Accountability report data was also provided. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo answered questions, particularly about the school's appeal of the decision to receive conditionally accredited status.

(01:12:16)

Board members took a break until 11:20 a.m.

**BREAK**

### **ACTION ON HIGHER EDUCATION PROGRAM STANDARDS FOR READING SPECIALIST**

In August, proposed revisions to the educator preparation program standards for Reading Specialist were presented. Institutions of higher education utilize these standards to develop their educator preparation programs and professional learning requirements for licensure renewal. Dr. Kathleen Sanders from Fort Hays State University gave an overview of the changes and answered questions. Mr. Jones moved to approve the new educator preparation program standards for Reading Specialist PreK-12. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(01:35:17)

### **ACTION ON OPTIONAL SUSPENSION OF KESA ACTIVITY**

Commissioner Watson introduced to the Board a recommendation that would allow school districts, in light of the pandemic, to pause their accreditation visits and to take an extra year in the KESA process if they so choose. He explained that the timeliness of Outside Visitation Team visits this fall may conflict with current school year interruptions, adding that some districts need relief. Board members requested a report in October outlining requirements and expectations for those systems choosing to postpone KESA activities. They also asked for narratives from all districts on how the pandemic has impacted normal practices and continuous improvement goals.

(01:36:23)

Mr. Porter moved to temporarily suspend Board rules and allow for a vote on this item today. Mr.

**MOTION**  
(10:47:20)

McNiece seconded. Motion carried 10-0. Mrs. Clifford then made the following motion: Because of the pandemic caused by COVID-19, it is moved that the Kansas State Board of Education allow public and private systems, as a voluntary option, to suspend Kansas Education System Accreditation activities through the fall semester of 2020 or to continue in the KESA process as normal. The Board directs KSDE to have systems report social-emotional and academic data this fall into their narrative reports for this year and further directs KSDE to report back to the State Board in January 2021. Dr. Horst seconded. Additional discussion followed. Motion carried 10-0.

**MOTION**  
(01:47:48)

#### **RECOGNITION OF MEDICAL PROFESSIONALS SERVING AS RESOURCES FOR NAVIGATING CHANGE**

State Board members wanted to publicly express their appreciation to the medical professionals who volunteered their time and expertise with the preparation of *Navigating Change* guidance documents for PreK-12 schools and gating criteria to address the safety of staff and students in reopening schools. Among the groups assisting with input were the Kansas Department of Health and Environment, University of Kansas medical system (Wichita pediatrics), Kansas Academy of Family Physicians, Kansas Chapter American Academy of Pediatrics, Wesley Children's Hospital, Kansas School Nurse Organization and county health offices. Individuals from these organizations connected remotely to be recognized for their contributions. Members acknowledged the importance of incorporating Kansans' expertise from both rural and urban centers.

(01:52:21)

The meeting recessed for lunch at 12:03 p.m.

**LUNCH**

#### **RECOGNITION OF KANSANS CAN AWARDS TO CHILD NUTRITION PROGRAM RECIPIENTS**

Chairman Busch reconvened the Board meeting at 1:15 p.m. KSDE's Child Nutrition and Wellness division created Kansans Can Best Practice Awards four years ago to recognize outstanding practices in child nutrition and wellness programs that support the Kansans Can vision. These awards were especially relevant implementing emergency feeding during the height of the pandemic. CNW Director Cheryl Johnson and Assistant Director Jill Ladd described each category of merit. They then introduced the 2019-20 recipients who were recognized virtually. Those honored for their outstanding and/or innovative practices were: USD 320 Wamego, USD 312 Haven, USD 283 Elk Valley, USD 501 Topeka Public, USD 418 McPherson, USD 266 Maize, First Choice Support Services Inc., USD 252 Southern Lyon County, USD 480 Liberal, Quality Care Services Inc. and St. John's Missionary Baptist Church. In addition, the Navigating Change 2020 Food Service Operations Committee was recognized: Jessica Younker (chair), USD 489 Hays; Nancy Coughenour, USD 512 Shawnee Mission; Connie Kimzey, USD 247 Cherokee; Lori Campbell, USD 372 Silver Lake; Tracy Moerer, USD 244 Burlington; Megan Barnard, USD 266 Maize. Praise was given for increased breakfast participation, curbside pickup and delivery, additional support services and adapting to new circumstances.

**P.M. SESSION**  
(03:22:51)

#### **ACTION ON RECOMMENDATIONS FOR UPDATING DYSLEXIA TRAINING AND TIMELINE**

Dr. Brad Neuenswander restated the recommendations provided by the Kansas Legislative Taskforce on Dyslexia, noting which ones are on track and those that could be potentially delayed. The recommended modified timeline would impact hiring of a dyslexia coordinator, professional learning requirements, universal screening and implementation of structured literacy. Certain supports will continue to be available through other sources. Members discussed training within college of education programs, funding considerations, moving forward to meet student needs, alternative opportunities for training, importance of screenings for youngest learners, and that a delay in process does not mean an end to the process. Mrs. Waugh made the following motion: Because of the pandemic created by COVID-19, it is moved that the Kansas State Board of Education approve recommendations of KSDE on changing the existing timelines on Dyslexia, but

(03:48:08)

**MOTION**  
(04:35:25)

school districts would still have the option to adhere to all existing timelines without mandate. This issue will be revisited in January. Mr. McNiece seconded. During discussion Mrs. Mah commented that it was premature to approve delays now and suggested a substitute motion that no action be taken this month, but revisit in October and see if a compromise can be found. There was no second. Chairman Busch called for a vote on Mrs. Waugh's original motion, which had already received a second. The motion failed on a 5-5 vote, which lacked the six votes necessary for passage. Mr. Roberts, Mrs. Dombrosky, Mrs. Mah, Mr. Porter and Mrs. Clifford were in opposition.

**SUBSTITUTE**  
(04:36:55)

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

Professional Practices Commission co-chair Jennifer Holt brought forth the recommendations of the PPC on four cases this month. Mr. Jones moved to adopt the findings of the PPC and deny or revoke the licenses in the cases of 19-PPC-47, 20-PPC-12, 20-PPC-15 and 20-PPC-17. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(04:46:55)

Ms. Holt then presented a case recommended for public censure. Mr. Roberts moved to issue a Professional Teaching License, with public censure, to Applicant 19-PPC-45. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(04:48:11)

#### **ACTION ON PROPOSED AMENDMENTS TO THE PROFESSIONAL PRACTICES COMMISSION REGULATIONS (91-22-1A THROUGH 91-22-25)**

KSDE General Counsel Scott Gordon explained proposed amendments to Professional Practices Commission regulations 91-22-1a through 91-22-25, including clarifications and consistent language edits since initial review last month. These regulations guide the process by which the State Board of Education determines that a license to teach should be denied, suspended, revoked or publicly censured. Mr. Gordon answered questions. Dr. Horst moved to authorize submission of the proposed regulatory amendments to the Budget Division, the Department of Administration, and the Office of the Attorney General for the formal adoption process. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(04:51:34)

#### **REVIEW RESULTS OF SURVEY ON BROADBAND INTERNET ACCESS FOR KANSAS STUDENTS**

KSDE conducted a survey of all public unified school districts to determine how many of their students did not have broadband internet access. Deputy Commissioner Dale Dennis reported on the survey responses, noting that school districts estimate 48,587 students do not have access to broadband internet in their home. This is 9.73 percent of student population statewide.

(05:00:19)

#### **ACTION ON RECOMMENDATIONS FROM THE TEACHER VACANCY AND SUPPLY COMMITTEE ON LIMITED APPRENTICE LICENSE**

Mischel Miller, Director of Teacher Licensure and Accreditation, and Susan Helbert, Assistant Director, reported on the Limited Apprentice License program that provides alternative licensure pathways for elementary education or high-incidence special education. They explained that the program has resulted in 272 limited apprentice licenses, with the majority issued for high incidence special education. Interest in the program continues to grow.

(05:06:06)

Mr. Porter moved to accept the recommendation of the Teacher Vacancy and Supply Committee to continue to provide a Limited Apprentice License special education paraprofessional-to-teaching pathway, modeled after the Limited Apprentice High Incidence Pilot, but with adjustment to the program of study, and to accept the recommendation of the TVSC to continue to explore and then pilot an alternative pathway to earn an elementary education license for bachelor degreed individuals to transition to teaching, while prioritizing the design and development of an option of already licensed teachers to add an elementary education endorsement to

**MOTION**  
(05:07:50)

their existing license. Mrs. Clifford seconded. Motion carried 8-2, with Mr. Roberts and Mrs. Dombrosky in opposition.

Members took a break from 3:03 to 3:15 p.m.

**BREAK**

### **ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve the Consent Agenda, excluding item 18 f. (licensure waivers), which would be voted on separately. Mr. McNiece seconded. Motion carried 10-0. In the Consent Agenda, the Board:

**MOTION**  
(05:26:18)

- received the monthly Personnel Report for August.
- confirmed the unclassified personnel appointments of Michael Welchans as Communications Specialist on the Communications and Recognition Programs/Graphic Arts team, effective Aug. 10, 2020, at an annual salary of \$52,000; Marissa Seele as Administrative Specialist also on the CRP/Graphics Arts team, effective Aug. 19, 2020, at an annual salary of \$36,504.
- approved, with modifications, the in-service education plans for USD 300 Comanche County, USD 311 Pretty Prairie, USD 329 Mill Creek Valley, USD 333 Concordia, USD 336 Holton, USD 348 Baldwin City, USD 418 McPherson, USD 419 Canton-Galva, USD 457 Garden City, USD 460 Hesston, USD 468 Healy, USD 470 Arkansas City, USD 489 Hays, USD 497 Lawrence.
- approved issuance of a Visiting Scholar license for the 2020-21 school year for Tracy Bedgood, Manhattan Catholic Schools.
- accepted recommendations of the Licensure Review Committee. *Approved cases:* 3287, 3318, 3319, 3320, 3334, 3335, 3336, 3337, 3338, 3339.
- approved 2020 supplemental funds for Kansas Volunteer Generation Fund subgrantees as follows: United Way of Franklin County Association, Flint Hills Volunteer Center, Barton County College/RSVP, Kansas Humane Society, Sunflower CASA Project Inc., Wichita Habitat for Humanity, with \$6,000 awarded to each organization.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 416 Louisburg and USD 511 Attica.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 416 Louisburg and USD 511 Attica.

*authorized the Commissioner of Education to negotiate and*

- initiate the contract process for State Advisor to the Business Professionals of America in an amount not to exceed \$57,500 for the period Oct. 1, 2020 to June 30, 2024;
- approve amendments to the Striving Readers subcontract with the University of Kansas in an amount not to exceed \$74,059, and to extend the effective date until Aug. 31, 2021;
- enter into a contract with the Kansas Association of Education Service Agencies to provide relevant and timely professional development support to build capacity for effectively implementing key components of the Navigating Change guidance, in an amount not to exceed \$110,000 for the period Sept 14, 2020 to June 30, 2021.

### **INDIVIDUAL ACTION ON CONSENT ITEM**

Mr. Roberts requested to pull consent item 18 f. (licensure waivers) for a separate vote. Mr. Roberts commented about qualifications to receive a license. Mr. McNiece moved to accept the

recommendations for licensure waivers. Mrs. Clifford seconded. Motion carried 8-2, with Mrs. Dombrosky and Mr. Roberts in opposition.

**MOTION**  
(05:32:41)

The following recommendations for licensure waivers valid for one school year are: *Deaf or Hard of Hearing* - Jerri Haymaker, D0609. *Early Childhood Special Education* - Stephanie Withrow, D0637; Amanda Crouch, D0720. *Early Childhood Special Education – extension on the number of days under an emergency substitute license* – Rosa Rosales Castorena, USD 457. *Elementary – extension on the number of days under an emergency substitute license* -- Jamie Weishaar, USD 429; Tabitha Pestock, USD 464. *Gifted* - Kristina McClellan, USD 385; Allison Johnston, D0609; Jill Selland, D0615; Amber Coulter, Melissa George, Robert Bovaird, D0720. *High Incidence Special Education* - Garrett Tatro, Rachel Hillestad, USD 229; Dawn Graham, Katie Gude, Kristine Carr, Kristie Strecker, USD 457; Angela Ewing, D0619; Tyler Buche, Christopher Duke, Jess Lewis, Richard Smith, D0620; Kevin Nelson, D0637; Kaitlyn Isch, Alyssa Smith, Sharon Huband, D0702; Erin Davis, Megan Russell, Jessea Chapman, D0720. *High Incidence Special Education – extension on the number of days under an emergency substitute license* - Kimberly Blackwolf, USD 453. *Journalism* - Jordan Roquemore, USD 416. *Library Media Specialist* - Ashley Nottingham, USD 373. *Low Incidence Special Education* - Riley Long, Kendra Madden, USD 229; Shawn Moore, USD 232; Richard Wright, D0619; Jacob Teats, D0637. *Music – extension on the number of days under an emergency substitute license* - Ashley Boe, USD 225; Holly McDermott, USD 361. *Physical Science – extension on the number of days under an emergency substitute license* - Andrew Bradshaw, USD 450. *Visual Impaired* - Codie Berntsen, D0619.

#### **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. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(05:37:23)

#### **CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Action to accept Navigating Change document updates** — Dr Watson reviewed updates to the *Navigating Change Kansas' Guide to Learning and School Safety Operations* earlier during his Commissioner's Report. Ms. Busch moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval Aug. 11. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(05:38:37)

**Committee Reports** — Dr. Horst commented on recent KSHSAA Board meetings and the approval of an optional spring season for fall sports. Mrs. Mah reported on the School Redesign Advisory Committee meeting and schedule of professional development.

**Board Attorney's Report** — None.

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

- Narrative reports from all districts describing how the pandemic has impacted their KESA goals, explaining how they are addressing social-emotional needs of students and staff, and to share academic data (Mrs. Waugh)
- Revisit conversation on dyslexia timelines and training (Mrs. Mah)
- Update from E-Cigarette and Vaping Task Force (Mrs. Dombrosky)
- A retreat or workshop focusing on high school graduation, postsecondary transition and competency-based learning (Ms. Busch)



### **EXECUTIVE SESSION FOR PERSONNEL**

Mrs. Waugh moved to 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 KOMA, in order to protect the privacy interest of the individuals(s) to be discussed. The session would begin at 3:40 p.m. for 15 minutes and the open meeting would resume at 3:55 p.m. in the Board Room. Commissioner Watson was invited to join this Executive Session. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(05:45:53)

Members returned to open session at 3:55 p.m.

### **ACTION ON PERSONNEL MATTERS**

Mrs. Waugh moved to accept the retirement of Deputy Commissioner Dale Dennis with regret effective Sept. 30, 2020, expressing the Board's sincere gratitude for 53 years of service to public education as an employee of KSDE, for his commitment to school leaders and students, State Board members, legislators, agency staff and many others through his remarkable career. Mr. Porter seconded. Motion carried 10-0.

**MOTION**  
(06:04:24)

Mr. Porter moved to confirm the personnel appointment and promotion of School Finance Director Craig Neuenswander to Deputy Commissioner of Fiscal and Administrative Services effective Oct. 1, 2020, and to authorize the Commissioner of Education to fill the School Finance Director vacancy with a qualified candidate. The recommended salary \$161,800. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(06:05:47)

### **ADJOURN**

Chairman Busch adjourned the meeting at 3:58 p.m. until 9 a.m. Wednesday at which time Board members will conduct their annual joint meeting with the Kansas Board of Regents. The meeting will occur through video conference.

### **POST-MEETING ACTIVITY**

Retirement well wishes were shared through video conference to Mr. Dale Dennis, who dedicated 60 years to public education, including 53 years at the State Department of Education. He began as state school finance administrator in 1967 and was named Deputy Commissioner in 1976. Mr. Dennis also served as interim commissioner of education multiple times. Guests providing a tribute included Governor Laura Kelly, Lt. Governor Lynn Rogers, former State Board of Education members, former Commissioners of Education, and other state dignitaries. Remarks centered on Mr. Dennis' knowledge of school finance, his dedication as a public servant, special memories, his integrity, service to the students of Kansas, and midwestern work ethic.

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Kathy Busch, Chairman

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Peggy Hill, Secretary



## MINUTES



Kansas State Board of Education

Wednesday, September 9, 2020

### CALL TO ORDER

The Board of Directors for the Kansas Board of Regents and the Kansas State Board of Education convened a joint meeting to discuss topics of mutual interest and to strengthen the K-12 / Higher Education continuum. The meeting occurred in a blended format with some members participating virtually and others present in the Regents Board Room, 1000 Jackson, Topeka, Kansas. State Board Chair Kathy Busch conducted the meeting, with assistance from Regents Chair Bill Feuerborn.

(Times not recorded)

### ROLL CALL

The following State Board of Education members participated, either in person or through video conference:

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

### REPORTS ON REOPENING PLANS

Following introductions of both Boards, Commissioner of Education Randy Watson reported on reopening plans for K-12 schools. He talked about creation of Continuous Learning Plans when school buildings were closed last spring. He then described the development of a Navigating Change framework to guide school systems with a return to school this fall, focusing on academic rigor through multiple learning environments. Next, Wichita State University President Jay Golden commented on reintegration at various higher ed institutions, sharing best management practices and estimated declines in enrollment. Next, Cowley College President Dennis Rittle described the reopen adjustments at community colleges, measures to mitigate the spread of COVID-19 and an increased opportunity to work together with other institutions. Lastly, Manhattan Tech President Jim Genandt commented on increased collaboration, challenges of not being able to teach all courses virtually, and students' transition to new protocols. A time for Q & A followed. There were questions about handling quarantines, contact tracing, athletics and testing for the virus.

### DISCUSSION AGENDA

**Aligning spring breaks for entire Kansas public education system** — By consensus, the Boards agreed to form a workgroup to advance conversations on aligning spring breaks for the entire Kansas public education system. Representation would include State Board of Education, Board of Regents, KSHSAA and independent/private colleges. The goal is for alignment to occur by the 2022-2023 school year, with transition starting before then.

There was a break from 10:24 to 10:35 a.m.

**BREAK**

**Demonstration on Kansas DegreeStats and potential for integration into Individual Plans of Study** — Elaine Frisbie, Regents vice president of finance and administration, demonstrated how to locate information available through Kansas DegreeStats on the Kansas Regents website. The interactive online tool is useful for reviewing costs and wage earning data for undergraduate degrees from Kansas institutions. The plan is to integrate DegreeStats within Individual Plans of Study process for middle and high school students.

**Goals for concurrent enrollment in high schools** — High schools already provide concurrent enrollment, but there is a need to research other ways to finance the costs. Research has shown that the return on postsecondary completion is higher if students earn at least some college credit hours while in high school. There was discussion about potential for an early college high school model. It was agreed that Commissioner Randy Watson and President Blake Flanders would identify next steps in achieving the goal of high school students earning at least five core college credit hours at no cost through concurrent enrollment.

**ADJOURNMENT**

The meeting adjourned at 11:46 a.m.

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Kathy Busch, Chairman

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Peggy Hill, Secretary

**Item Title:**

Act on Resolution honoring all school personnel during American Education Week

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept a Resolution expressing support for all the dedicated school personnel in Kansas in recognition of their hard work, sacrifices and commitment for the benefit of students, community and state, especially during the time of COVID-19.

**Explanation of Situation Requiring Action:**

The week of Nov. 16-20, 2020 is designated as American Education Week by the National Education Association. The State Board of Education chose to mark the observance by expressing support for all school personnel who work to make a difference in Kansas schools, especially during the time of the current global pandemic. The Resolution to be signed by the State Board Chair and Vice Chair is provided.

# RESOLUTION

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## KANSAS STATE BOARD OF EDUCATION

November 10, 2020

This Resolution expresses support for all the dedicated school personnel in Kansas in recognition of their hard work, sacrifices and commitment for the benefit of students, community and state.

WHEREAS Kansas schools have been greatly impacted by the COVID-19 pandemic;

WHEREAS administrators, educators, paraprofessionals, nurses, food service workers, custodians, maintenance workers, bus drivers, counselors, social workers, librarians, local boards of education, administrative staff and many others are the backbone of Kansas schools;

WHEREAS the Kansas State Board of Education fully recognizes the extraordinary efforts of all frontline educational workers to ensure every Kansas student remains safe and engaged in quality learning during this time of challenge and uncertainty;

WHEREAS Kansas educators are delivering education via multiple learning environments in order to provide for the safety and unique needs of their students as created by the pandemic;

WHEREAS Kansas parents, families and communities have stepped up to support their schools and student learning during this difficult and unprecedented time in history;

WHEREAS the week of Nov. 16-20, 2020 is designated as “American Education Week” by the National Education Association and serves as an appropriate time to duly recognize the heroes of Kansas education;

Now, therefore, be it *Resolved*, that the Kansas State Board of Education supports and honors all the individuals who work to make a difference in our state’s schools, especially during the time of COVID-19.

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Kathy Busch, Chair

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Janet Waugh, Vice Chair

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

**Staff Initiating:**

Jeannette Nobo

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 11/10/2020

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### **Item Title:**

Act on Accreditation Review Council 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 229 Blue Valley, USD 267 Renwick, USD 298 Lincoln and USD 313 Buhler.

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

In the 2019-2020 school year there were 29 systems scheduled for accreditation. Due to COVID-19, not all systems were able to complete their visits and they were provided an extension of their Year Five visit (Accreditation Year Visit) until October 2020. Consequently, systems to be accredited in 2019-2020 will be forwarded for review and action each month through December 2020.

During the October State Board meeting, four additional systems scheduled for an accreditation recommendation in 2019-2020 were presented to the State Board as a receive item. These systems are now brought forward to the State Board of Education for action. The systems and their Accreditation Review Council's accreditation recommendation are:

- USD 229 Blue Valley - Accredited
- USD 267 Renwick - Accredited
- USD 298 Lincoln - Accredited
- USD 313 Buhler - Accredited

Included for documentation are the Executive Summaries presented to the State Board at their October meeting.





# Accreditation Summary

**Date:** 11/19/2019

**System:** D0229 Blue Valley (0000)

**City:** Overland Park

**Superintendent:** Tonya Merringan

**OVT Chair:** Brad Wilson

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

All Foundational areas are addressed by the OVT Chair.

Tiered System of Supports was addressed and in place for elementary, middle, and high school levels. At the elementary level, screeners are in place for reading and math with progress monitoring assessments embedded in the program. Reading data shows reading gains for students. Times for interventions are built into the elementary schedule and data decision points have been identified. At the middle school level, reading interventions have been designed and implemented to meet student needs at the secondary level. Middle schools utilize a flex-time for these interventions. At Tier 3, there are classes for deeper support within the students' school day. High Schools use Power Hour time to provide reading interventions that have been designed and implemented to meet student needs. Both middle and high schools utilize MAP as a universal screener and they are working with Acadience to be a progress monitoring tool. Evidence in Read 180 at the MS and HS level shows over a year of academic growth within a course.

#### Stakeholder Engagement:

A wide variety of stakeholder engagement was noted by the OVT. The system-wide practice of engaging all stakeholders occurs regularly and is embedded in the overall culture of the system. Stakeholder engagement includes 12 advisory committees that meet monthly to quarterly. All curricular changes, financial purchases, building projects, etc. are vetted through these committees and the committees drive change in the system. More than 100 volunteers provided input into the development of the Strategic Plan.

#### Diversity and Equity:

The system demonstrates significant effort and improvement in addressing diversity and equity issues. They are embedding these actions in a way that is impacting the overall culture of the system. All students and personnel are involved in diversity and equity activities. Listening groups with staff, students, and parents have been created to make sure the system is truly capturing the feelings, realities, and themes of what's occurring with their community and schools in reference to underrepresented groups. Examples of committees, clubs, professional learning, and how the system is evaluating and revising curricular resources to better represent diverse perspectives. The system is planning on working with teachers on teaching diverse viewpoints.

#### Communication and Basic Skills (Literacy):

Curricula, instructional practices, and professional learning that support the structures in communication and basic skills are evident. Examples of programs were provided that indicate the system is providing a literacy curriculum that weaves literacy skills with science and social studies, expansion of phonological awareness instruction, and dyslexia screening and training.

#### Civic and Social Engagement:

Curricula that support the structures in civic and social engagement are evident. Examples include the use of inquiry design model and addresses civic and social engagement, tracking community service hours to redefine the purpose and definition of community service to focus on depth or quality of service, We the People course, KAYS club, Community Service, Youth Court, and America Decides course.

#### Physical and Mental Health:

Curricula, programs, practices, and policies that support the structures in physical and mental health are evident. Each building continues to have a counselor and partnership with Children 's Mercy Hospital, social workers, and support services to better meet the mental and physical needs of students. The system is using the ecological approach (Harvard University) to embed social-emotional learning into classroom lessons and everyday practice of teachers, including transparent practices by teachers. Social Emotional Learning data is collected through various tools at all levels such as Panorama, Resilience, and KCTC.

#### Arts and Cultural Appreciation:

Curricula, extra-curricular programs, community support, and policy that support the structures in arts and cultural appreciation are evident. Arts and cultural appreciation are evident strengths of the system which include providing high levels of art coursework and Pre-K through 12 visual and performing arts classes. System resources are allocated to the arts in an extra-curricular capacity. The Board of Education, education foundation, and school parent groups support the arts through Fine Arts Days, Marching Band Festivals, Speakers, Performers, Clinicians, and Special Events.

#### Postsecondary and Career Preparation:

Curricula, special programs, and community support that support the structures in postsecondary and career preparation are evident at the elementary and secondary levels. The system continues to offer programs, internships, and partnerships opportunities that align with the professional studies and coursework for college-ready students. A partnership was created to open up an automotive strand within their career strands. A culinary strand is being prepared in the near future. Graduates for the first time will graduate with both a high school diploma and an associate's degree through this partnership. A partnership is being created with local fire departments to develop a Fire Safety program. two new electives offered at the BV Academy in the fall of 2020 to open up career options for some students. This will create options for students who are ready to explore career options but are not quite ready for the independence of the community college program. At the elementary level, a pilot was launched to integrate Project Lead the Way at four buildings. This project should expand to more units and across all buildings. At the middle level, they have created an extra elective to allow more options for students in CTE areas such as drafting and STEM.

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

#### ARC Comment

STRATEGIC OBJECTIVE: Design rigorous, relevant, and extraordinary learning experiences rooted in meaningful relationships.

Measurement includes Integrated Elementary Curriculum reading scores for grades 2-5 and Acadience scores for grades K-1. The use of Instructional Design Coaches to measure Program effectiveness in

2019-20 through the use of surveys of the IDCs. Student academic test scores were used as a measure of job-embedded and relevant professional learning, Student-Centered Future Ready (SCFR) Instructional Framework, and Collaborative Learning Environments. The Chinese Immersion Program is measured by the results of the STAMP Language Proficiency Test. The system has a 98% retention rate in its Chinese Immersion Program. Blended Learning is measured by the Blended learning impact study. Embedding ISTE standards into the curriculum is measured by the number of curricular areas that embed ISTE standards.

Evidence indicates that the quality of these actions and the processes used to support them are of high quality. The system is aligned with school "Blueprints" supporting the system's strategic plan. The school Blueprints drive professional development and much of that professional learning is job-embedded through Professional Learning Communities and Instructional Coaches. The system appears to have a lot of initiatives that they are implementing, but have a robust system of support to ensure the success of these initiatives. The impact on student learning seems inevitable, but the system is early in the implementation of these initiatives and results will be tracked to determine effectiveness. The measurability of this goal is embedded in the strategies and initiatives which support the broad goal. The system has aligned this goal to several of the State's Board Outcomes as evidenced through the connection between those outcomes, the system's plan, and individual building Blueprints.

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

#### **ARC Comment**

STRATEGIC OBJECTIVE: Ensure ALL learners best-in-class programming and support to enhance each individual's overall health and well-being.

The system's focal points and corresponding measurements included the Integration of Social Workers into all buildings to measure the percentage of students who meet their goals for improvement. The system implemented career options and career-readiness programming which is measured by the increase in the number of CTE offerings, and determination and evaluation of the KSDE effective rate for CAPS students. Relevant learning experiences are measured by an increase in the number of opportunities available for students and families to learn about physical and mental health. SEL measurement tool/data is measured by Panorama and WE data to evaluate the system's current progress in SEL. The use of SEL data to drive intervention and instruction for "personal growth" is measured by the number of curricula where SEL is explicitly embedded.

The quality of these actions and the processes used to support them are of high quality. The system is aligned with school "Blueprints" supporting the district strategic plan. The school Blueprints drive professional development and much of that professional learning is job-embedded through Professional Learning Communities and Instructional Coaches. The system has a lot of initiatives that they are implementing, but have a robust system of support to ensure the success of these initiatives. The impact on student learning seems inevitable, but the system is early in the implementation of these initiatives and results will be tracked to determine effectiveness. The measurability of this goal is embedded into the strategies and initiatives which support the broad goal. The system has aligned this goal to several of the State's Board Outcomes as evidenced through the connection between those outcomes, the district's plan, and individual building Blueprints.

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**

According to the OVT report from the onsite visit, the system has made significant progress in several areas. The system has aligned many of the elementary, middle, and high school building to an overall district plan. The visiting team was impressed with the culture of continuous improvement and system

alignment. During the visit, the system was focused on ways it could do even more for students. The team noted that the culture appeared to be developing over time and permeated throughout the district. Systems unity across roles and departments was evident and contributed to the consistent implementation of the district initiatives.

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

### **ARC Comment**

The evidence provided in the system report indicated that there has been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes. •

### **Board Outcomes**

#### **Social-Emotional Growth**

The system has gone from no system-wide measurements of Social-Emotional Factors to adopting Resilience surveys (K-2) Panorama (3-5), KCTC (6-8), and WE (9-12) to assess social-emotional growth. To aid teachers embedding SEL into their daily practice, the system has embedded the SECD/CASEL standards into their curricula. Due to COVID-19, growth data was not able to be collected at the end of year 5, so it will be available for the next KESA improvement cycle.

#### **Kindergarten Readiness**

Through a strong network where local pediatricians, local pre-schools, and the system's Parents as Teachers partner with system to identify students with special needs before they enter Kindergarten. Participation in the Ages & Stages Questionnaires (ASQ) from year 1 to year 2 of implementation increased from 48% to 55%. Kindergarten incoming achievement as measured by the Acadience reading assessment demonstrates 76% of incoming kindergartners at or above grade level.

#### **Individual Plans of Study**

The system has 100% participation on IPS starting in 6th grade. In middle school, students write goals, discover their learning styles, and complete career and interest inventories. In grades 9-12, students further their research on both college and career, create a four-year high school course plan, complete a strengths finder assessment, write a resume, and continually re-evaluate their four-year plan. Students also assess, review, and rewrite their goals, update their college lists, learn about and complete the college application process, and search for scholarships.

#### **High School Graduation Rate**

Graduation rate continues to remain steady and well above the state average. Graduation has remained at 96.6%.

#### **Postsecondary Success**

Post-secondary effectiveness rates are 1.5 standard deviations above what the confidence interval predicts The Post-secondary effectiveness rates continues to remain steady showing a large number of students continuing their education after high school.

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

**ARC Comment**

Feedback is gathered through many different groups. The system sought feedback from stakeholders through the use of surveys, committees, and advisory council. It was clearly stated that the system seeks parent and community involvement when making changes.

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

**ARC Comment**

The OVT Chair Annual Summary Report reflected the sharing of information and evidence. Comments in the reports reflected a mutual effort to tell the system's story. The system has been extremely responsive to any and all recommendations from the OVT as reported by the OVT chair.

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

**ARC Comment**

Reports reflected the use of district and building level committees working on the two goals, the collection of data to drive decisions, and the use of stakeholders to provide feedback to the system. The system has reflected on their practices and made changes to improve when necessary. The system has followed the KESA process with fidelity and integrity, with an earnest focus on improvement. The system has been very open about its perceived faults and has shared its successes.

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

**Strengths**

The system is analyzing data to find areas of growth and is addressing those areas with significant effort and exemplary results. The system finds innovative ways to provide learning opportunities for students.

**Challenges**

Monitoring data trends to make sure there are no dips. Moving into the next accreditation cycle the ARC suggest that data are more user friendly and easily accessible for review. Data should be included in the system and OVT reports. Goals statements need be stated in measurable terms.



## Blue Valley USD 229

15020 Metcalf Ave., Overland Park, KS 66223-2200  
 (913) 239-4000  
[www.bluevalleyk12.org](http://www.bluevalleyk12.org)

District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation: **Exceeding**  
 Grades: **PK-12,NG**  
 Superintendent: **Todd White**

### Demographics

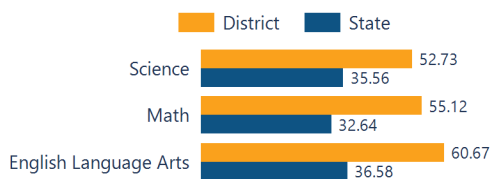


22,771 Students

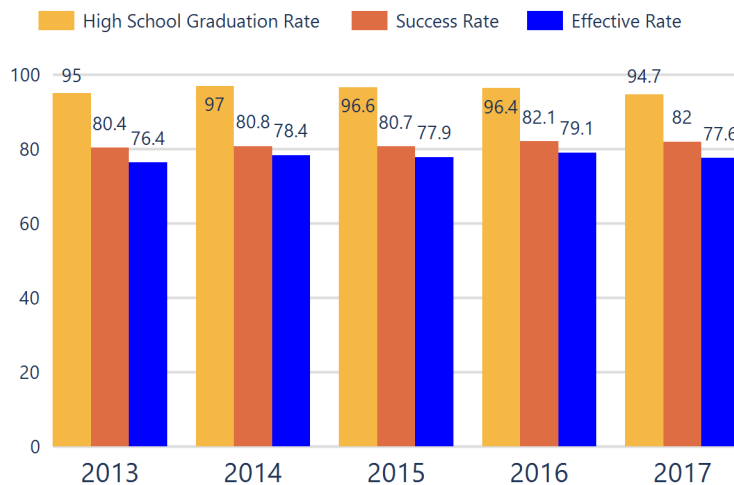
African American 3.34 %  
 Hispanic 6.05 %  
 Other 18.70 %  
 White 71.91 %

### 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

**96%**

Five-Year Success Avg

**81%**

Five-Year Effective Avg

**78%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**66.3 - 70.4%**

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

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
  - 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.

**96.1%**

State: **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.

**\$10,748**

State:  
**\$11,415**

**92.7%**

State:  
94.5

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

**11.3%**

State:  
13.9

**0.2%**

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	9.53	8.77	16.48	11.98	10.67	17.84	11.91	12.16	22.33
Level 2	29.20	24.88	23.50	30.95	26.27	25.86	32.95	27.15	24.92
Level 3	35.89	42.25	33.18	34.53	41.92	32.36	33.41	41.08	30.42
Level 4	24.31	22.92	25.67	22.52	21.13	23.93	21.71	19.59	22.31

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.48	21.04	31.38	27.59	24.86	34.80	29.26	28.68	40.39
Level 2	42.36	33.66	29.03	43.61	34.13	30.14	44.40	35.13	27.68
Level 3	23.89	33.66	25.29	20.99	32.27	21.56	18.98	28.91	22.19
Level 4	8.63	8.81	11.24	7.79	8.72	13.48	7.34	7.25	9.72

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.09	37.31	48.13	43.66	40.39	48.56	43.16	41.01	50.42
Level 2	36.68	29.65	25.31	35.75	29.03	29.80	38.42	31.27	27.56
Level 3	16.20	22.79	16.62	15.45	22.99	15.67	12.60	21.26	13.24
Level 4	5.69	7.92	6.69	5.12	7.57	5.96	5.80	6.43	8.76

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.17	27.97	42.03	31.23	27.52	41.11	30.31	30.95	43.38
Level 2	41.43	29.36	28.66	40.55	35.60	31.66	42.29	32.43	30.15
Level 3	22.37	31.02	19.74	22.16	28.03	17.77	20.53	28.25	17.46
Level 4	6.35	9.69	7.64	6.04	8.83	9.44	6.84	8.35	8.99

#### HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.62	17.87	23.75	20.34	16.30	28.00	21.51	21.92	33.64
Level 2	37.62	31.01	28.01	38.25	32.16	26.00	38.75	28.57	25.30
Level 3	29.77	34.12	30.49	29.36	35.95	28.00	27.86	35.21	27.16
Level 4	13.33	14.32	16.66	12.03	15.57	18.00	11.86	14.28	13.88

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

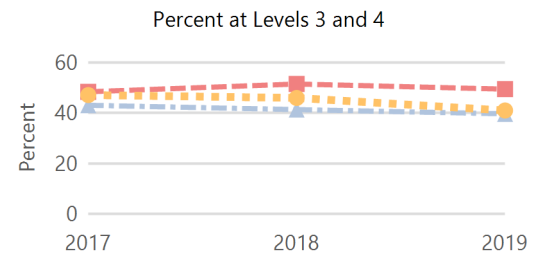
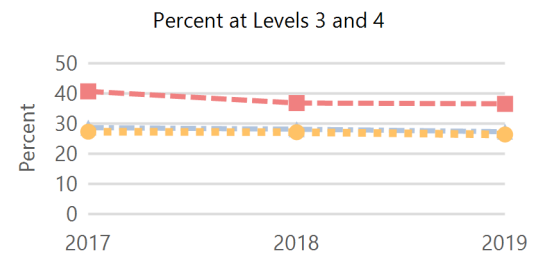
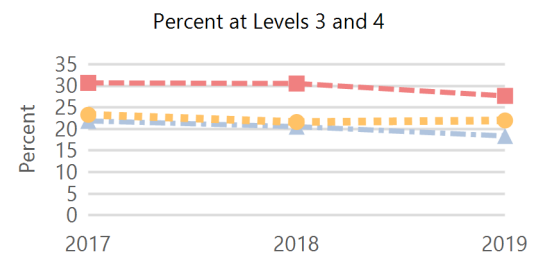
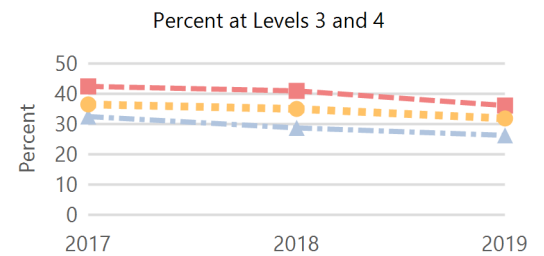
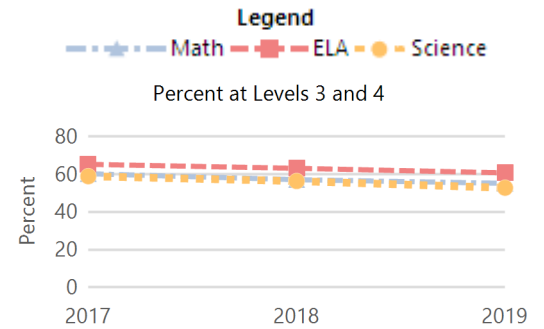
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	25.0
State	21.1





# Accreditation Summary

**Date:** 12/19/2019

**System:** D0267 Renwick (0000)

**City:** Andale

**Superintendent:** Mindy Bruce

**OVT Chair:** Cindy Couchman

## 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

Tiered Framework of Supports- MTSS has been implemented at all buildings. Grade banding supports by skill level at grades 3-5 has been implemented and has showed promising results. Next year, the system will expand the grade banding supports to grades K-2. At the high school level a structured peer tutoring system has been implemented during seminar and an at-risk paraprofessional was added to focusing on building relationships and supports for students at tier three.

Stakeholder Engagement- Documentation from both the system and the OVT chair indicates very high stakeholder involvement that includes representation from all factions in the buildings. Within the redesign buildings, math and science parent nights have been offered to engage parents. The system will continue to work towards increased parent participation. The system is strong in the area of internships and is proud of the way that they have been able to engage area businesses.

Diversity and Equity- The OVT noted that for a system located in a diverse community with two buildings. This system has a very high stakeholder involvement rate as well as high academic performance rates and graduation rate for all student populations.

Communications and Basic Skills- The system has a strong curriculum and instructional skills with the implementation of designated data days and the addition of an instructional coach assisting staff with curriculum, standards and student learning. The system has a higher percentage of students at levels 3 and 4 on math, ELA, and science assessment with 53.48% for math, 48.48% for ELA, and 43.86% for science.

Civic and Social Engagement- The system has intentionally connected their civic and social engagement efforts to their stakeholder engagement at all levels. The community service projects that have been coordinate through school families.

Physical and Mental Health- The system has implemented wellness days, trauma-informed practices, zones of regulation, relationship mapping, and added two full-time counseling positions.

Arts and Cultural Preparation- The system offers arts through band, vocal, and arts at all levels. Band starts at 5th grade and students are involved in musicals and plays.

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

### ARC Comment

Expanding Opportunities- The system has documented its accomplishment in the expansion of student opportunities through increased student programs, increased extracurricular activities, increases in student job shadows, internships, and certificates opportunities through local business partnerships, increased CTE pathways, and the addition of career classes developed for individualized learning and exploration of college or career choices. Students also have an opportunity to participate in WSU Tech Apprenticeships.

Individualized Instruction- The system has implemented student lead parent-teacher conferences in order to show ownership in their learning. During the conference, students utilize their information in Xello, which focuses on their career and college choices. Data sources included student surveys, post-secondary data, Work Keys scores, and enrollment into internship programs, pathway courses, internships and job shadows. Each building continues to add additional opportunities through STEM labs, Project Lead the Way, project-based learning initiatives.

Technology Strategies- Technology supports the system's 7-12th grades 1:1 device initiative and 15 devices in each class K-5th grades. The system has also implemented online access for core curriculum areas. The system utilized I-Ready curriculum for tier instruction with Reading and Math from September to December and showed significant growth as the students increase the percentage from 38% to 56 % at or above grade level, 37% to 35% one grade level below, and 25% to 9% two or more grade levels below. Reading growth data shows Tier 1 from 20% to 32%, Tier 2 from 62%-56%, Tier 3 18% to 12%. Specifically, math growth data shows Tier 1 from 12%-24%, Tier 2 from 74%-68%, and Tier 3 from 14%-7%. Teachers and administrators found the teaching methods to be beneficial to all involved and look to increase the process in the other buildings.

Kindergarten Readiness- Through the KESA process the system has developed a community collaboration to develop three community-based preschools. One of the preschools hosts the system's special education preschoolers instead of sending these preschoolers out of district to another preschool in the special education cooperative. They have also supported through grants two additional preschools and hope to expand in the future. The system has also implemented the Ages and Stage screener and has adopted a new preschool curriculum that aligns with the identified student needs.

Social Emotional- The system has increased counseling staff, provided multiple trainings on trauma informed practices, has implemented zones of regulation, implemented K-8 school families, increased instructional strategies that meet student sensory needs, and implemented relationship mapping to identify students who need more connects and develop staff to student relationships.

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

### ARC Comment

The system exceeds the state in all academic assessment areas with 100% of students assessed. In math the system had 53.48% of students score at levels three and four as compared to the state average of 32.64%. In ELA the system had 48.48% of students score at levels three and four as compared to the state average of 36.58%. In science the system had 43.86% of students score at levels three and four as compared to the state average of 35.56%. In history/government the system had 53.36% of students score at levels three and four as compared to the state average of 40.72%. The

system's ACT average composite has also met or exceeded the state average since 2015. The system has been able to sustain its level of academic rigor through curriculum review, STEM, redesign efforts, grade banding, project-based learning, and efforts to increase career pathways while aligning them to student interest areas.

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**

Renwick has shown systematic improvements over the past 3 years while adapting to new leadership throughout the cycle. This type of turnover could have hindered their improvement process, but the system continued to show growth. KESA goals of Relevance and Rigor have been embedded into their strategic priorities, which ensure longevity in both policy and improvement.

The system has invested a significant amount of time, resources, and money in their systematic improvement process that has led to consistent growth in all areas.

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**

All state board outcomes are represented and are accompanied by strong data that indicates student success in all areas including: graduation rate, effective rate, pre-k enrollment, and focus on social emotional learning.

#### **Board Outcomes**

##### **Social-Emotional Growth**

The system has increased counseling staff, provided multiple trainings on trauma informed practices, has implemented zones of regulation, implemented K-8 school families, increased instructional strategies that meet student sensory needs, and implemented relationship mapping to identify students who need more connects and develop staff to student relationships.

##### **Kindergarten Readiness**

Through the KESA process the system has developed a community collaboration to develop three community-based preschools. One of the preschools hosts the system's special education preschoolers instead of sending these preschoolers out of district to another preschool in the special education cooperative. They have also supported through grants two additional preschools and hope to expand in the future. In 3 years, preschool 3-year-old enrollment increased from 28 to 51 students and 4-year old from 71 to 98 students. The system has also implemented the Ages and Stage screener and have adopted a new preschool curriculum that aligns with the identified student needs.

### **Individual Plans of Study**

The system has implemented student lead parent-teacher conferences in order to show ownership in their learning. During the conference, students utilize their information in Xello, which focuses on their career and college choices. Data sources included student surveys, post-secondary data, Work Keys scores, and enrollment into internship programs, pathway courses, internships and job shadows. Each building continues to add additional opportunities through STEM labs, Project Lead the Way, project-based learning initiatives, increases in student job shadows, internships, and certificates opportunities through local business partnerships, increased CTE pathways, and the addition of career classes developed for individualized learning and exploration of college or career choices. Students also have an opportunity to participate in WSU Tech Apprenticeships.

### **High School Graduation Rate**

Although the system's graduation data fluctuates slightly, it stays well above the state average and has exceeded 96% the last two years. Five-year graduation average is at 97%. The dropout rate is below 1% with a decrease in 2018 to .2%.

### **Postsecondary Success**

The system has earned a 5-year success average of 74%, which is, outperforms their predictive rate of 61%-64%. They have expanded their CTE offerings to 16 in the last two years.

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

### **ARC Comment**

Documentation from both the system and the OVT chair indicates very high stakeholder involvement that includes representation from all factions in the buildings. Within the redesign buildings, math and science parent nights have been offered to engage parents. The system will continue to work towards increased parent participation. The system is strong in the area of internships and is proud of the way that they have been able to engage area businesses.

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

### **ARC Comment**

The OVT documentation repeatedly praised the system for asking the hard questions, their forward thinking, and consistent focus on improvement. The OVT commended the system for its use of multiple data sources in their decision-making process and willingness to make the changes needed to benefit students. Finally, the system's continued efforts to individualize learning were noted by the OVT to be a driving force as the system enters into the next accreditation cycle.

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

### **ARC Comment**

The OVT reports, system reports, and improvement data indicates that the system has 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.

# 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 system has demonstrated systematic improvements through documented growth measures and efforts in all KESA requirements.

## Strengths

The system has demonstrated continued growth each year because of their systematic improvement process, continuity of philosophy, and commitment to success. KESA goals of Relevance and Rigor have been embedded into their strategic priorities, which ensure longevity in both policy and improvement.

## Challenges

Renwick has had to adapt to new leadership throughout their improvement cycle. The first year of the cycle (year 3) there was a 50% turnover in administration and the second year of this cycle (year 4) all district level administration were new to their positions. Due the strong improvement process in place.

The ARC recommends that for the next improvement cycle the system writes the goal statements in measurable terms.



## Renwick USD 267

600 West Rush, Andale, KS 67001  
(316) 444-2165  
www.usd267.com

District Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation: **Exceeding**  
Grades: **PK-12,NG**  
Superintendent: **Mindy Bruce**

### Demographics

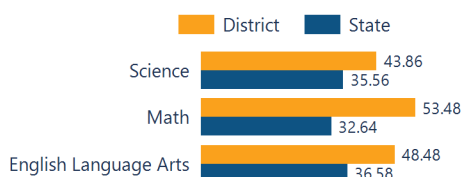


1,797 Students

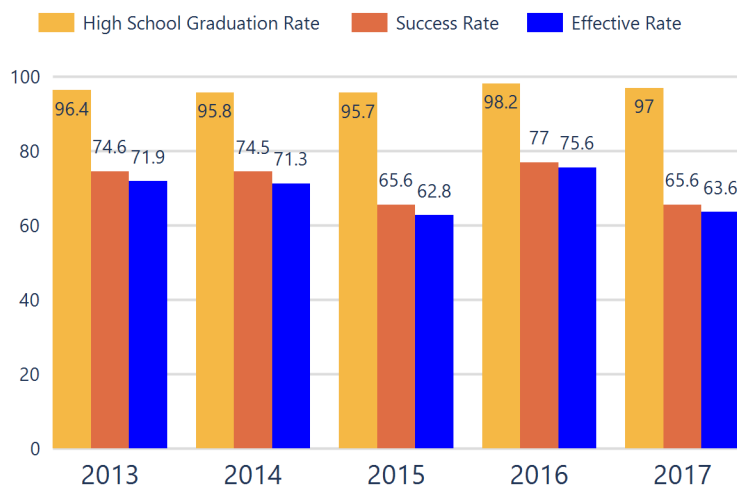
African American 0.45 %  
Hispanic 4.51 %  
Other 2.11 %  
White 92.93 %

### Academically Prepared for Postsecondary Success

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



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**97%**

Five-Year Success Avg

**72%**

Five-Year Effective Avg

**69%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**63.8 - 67.3%**

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

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

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

1. Student earned an Industry  
Recognized Certification while in  
High School.
2. Student earned a  
Postsecondary Certificate.
3. Student earned a Postsecondary  
Degree.
4. Student enrolled in Postsecondary  
in both the first and second year  
following High School graduation.

**Effective Rate:** The calculated  
Graduation Rate multiplied by the  
calculated Success Rate.

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

**99.2%**

State:  
87.5

### District ESSA Expenditures Per Pupil

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

**\$10,237**

State:  
**\$11,415**

**96.0%**

State:  
94.5

**5.2%**

State:  
13.9

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

**0.3%**

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	12.74	12.43	16.44	15.23	13.05	15.48	14.49	15.53	25.23
Level 2	34.12	34.73	33.78	34.09	36.78	30.71	32.01	35.97	30.89
Level 3	38.54	40.18	36.03	35.85	38.75	33.24	38.37	37.01	30.42
Level 4	13.77	11.92	13.28	14.81	11.39	20.55	15.11	11.47	13.44

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	21.81	17.57	17.46	27.90	21.70	31.25	28.57	25.56	33.33
Level 2	36.36	42.42	38.09	41.86	41.08	35.41	39.09	37.59	38.88
Level 3	31.51	29.69	34.92	24.03	34.88	22.91	27.06	31.57	20.37
Level 4	7.27	7.87	9.52	6.20	2.32	10.41	5.26	5.26	7.40

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.44	37.28	36.84	37.32	35.21	31.81	43.05	44.44	55.55
Level 2	41.52	41.52	39.47	44.36	44.36	45.45	40.27	34.72	24.07
Level 3	15.25	16.10	13.15	13.38	15.49	18.18	11.80	18.05	11.11
Level 4	3.38	2.54	5.26	4.92	4.92	4.54	4.86	2.77	9.25

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	19.64	17.85	16.00	15.90	13.63	18.18	12.76	25.53	26.66
Level 2	32.14	32.14	36.00	29.54	38.63	27.27	31.91	27.65	33.33
Level 3	23.21	33.92	40.00	40.90	34.09	36.36	40.42	38.29	20.00
Level 4	19.64	10.71	8.00	13.63	13.63	18.18	14.89	8.51	20.00

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

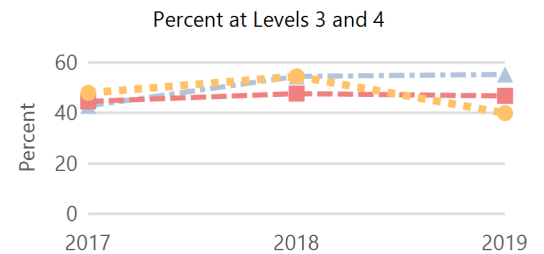
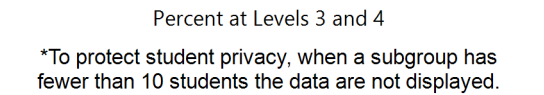
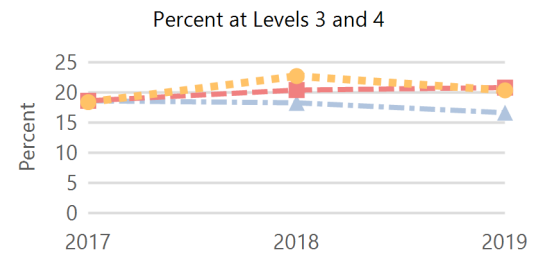
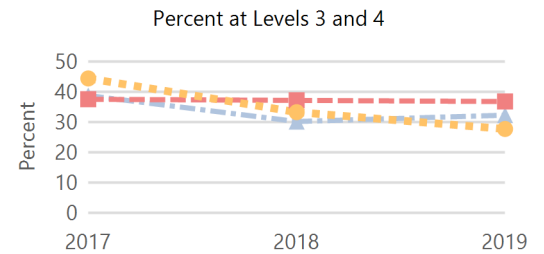
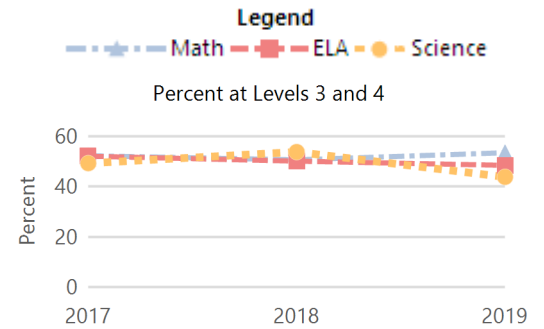
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	21.5
State	21.1





# Accreditation Summary

**Date:** 12/19/2019

**System:** D0298 Lincoln (0000)

**City:** Lincoln

**Superintendent:** Scott Crenshaw

**OVT Chair:** Charlene Larimore

## Executive Summary/AFI

---

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

### ARC Comment

All compliance areas were met as verified as KSDE

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

### ARC Comment

After reviewing all Foundational Structures, the following was shared providing support in the following areas: (this system was only on cycle for year 4 and 5 with superintendent change between year 4 and 5)

Tiered Systems of Supports:

Applied for and was approved to have TASN for MTSS support. Information was provided in reference to Smoky Hill Education Service Center consultants providing support for MTSS programs to being K- 6 and 7-8. The final report provided evidence for Implementing.

Stakeholder engagement:

The district provided several opportunities for stakeholder engagement that included staff and community involvement with district and building level committees. Students and community serve on Chamber Events, Meals on Wheels, and work-study programs. Evidence provided supported implementation.

Diversity/Equity:

A community professional development session, in reference to poverty, was held by the district in order to understand communication differences with socio-economic groups. The district also has a 1:1 technology plan in place to support all learners.

Communication/Basic Skills:

The district continues to align their district curriculum to the state curriculum.

Civic and Social Engagement:

Only provided a statement that they have an excellent civic and social engagement program. No evidence was found for their work or statement.

Physical and Mental Health:

Evidence was provided to demonstrate involvement in staff training in trauma-informed practices and simulation. At the elementary level, there was evidence of Social Emotional Learning provided through school counselors weekly.

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

#### **ARC Comment**

Sub Goal 1 Add Additional Professional Development

The board did provide an additional PD day to calendar staff development days to focus on data, state assessment, and staff collaboration.

Sub Goal 2 Add Staff

Over a two-year period, a student advocate position was added at the elementary school. The following year a full-time counselor at the secondary level was added to support Character Education.

Sub Goal 3 Increase Community Partnership; build relationships

The sub-goal was implemented by providing an opportunity for stakeholders to discuss the impact of poverty on community, families, and students.

Sub Goal 4 DLT/BLT take shared responsibility for improving communication.

The system added teams at all levels to collaborate. These groups meet on a regular basis. This is new in the system.

Sub Goal 5 Improve staff/staff; student/staff; student/student; and staff to family's relationships

Several approaches have been implemented to improve relationships from student-led conferences in the spring. The IPS (Individual Plan of Study) that involves both students, staff, and parents. Staff and Students work together to improve relationships through a program called "Leopard Teams". By improving relationships chronic absenteeism rate has decreased by 3%.

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

#### **ARC Comment**

Sub Goal 1 Align Curriculum, instruction, and assessment:

Data from the state assessments, ACTAspire, and AIMSWeb Plus have guided staff to review data-driven instruction as well as implement classroom interventions. This is seen through the staff 's implementation of MTSS. The system provided training in LETRS to ensure that the ELA curriculum and instruction focused on evidence-based practices.

Sub Goal 2 Student Engagement:

K-8 schedules have been developed to provide more interventions for students to move forward and be successful by providing interventions during core instruction. All staff, including paras, are participating in the LETRS foundation. Student interventions are being matched to student reading needs instead of a general intervention. The IXL Software Program was purchased to use with personalized remediation and enrichment. High School student engagement ranges from Paw Print and Woods/Metals project-based learning partnerships with the community and district. Strong use of IPS to support student goals.

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 district's board of education approved both staffing positions along with programs to be implemented. The system has policies, procedures, and practices in place to address the five State Board of Education goals.

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 system goals appear to be impacting the state board goals in an effective manner as evidenced by the growth in the state board goal areas.

### **Board Outcomes**

#### **Social-Emotional Growth**

The system indicated that the social-emotional needs of their students are being met. This is evidenced by the statements indicating that their students are doing a better job of recognizing when they need support and seeking help. Additionally, the increase in referrals for student support along with the decrease in chronic absenteeism can serve as evidence.

The data showed that Chronic Absenteeism rates decreased by 7% from 2017-2018 to 2019-2020. A decrease of approximately 3 – 4 % each year.

#### **Kindergarten Readiness**

The Kindergarten Readiness is supported by programs and initiatives including Parents as Teachers (PAT). Currently, the PAT program is serving 26 children. Last year, they served 26% of the Kindergarten population in Lincoln. Last summer, Lincoln's PAT program received the "Blue Ribbon" Affiliate Award for meeting Kindergarten Readiness and social/emotional growth. In addition to the PAT program, Lincoln provides Science, Technology, Engineering, and Math (STEM) activities for their preschool children.

#### **Individual Plans of Study**

Individual Plans of Study (IPS) were developed during advisory time at LJSHS and reviewed each year with parents as the focus of the spring conference. The IPS consists of college and career-ready information from Xello (formerly known as Career Cruising) awards, and work habits. Students enter information into Xello to generate college and career matches which might interest the student. Their goal is to increase 7-12 Parent/Teacher Conferences with the use of the IPS.

#### **High School Graduation Rate**

The system is slightly above the state graduation rate at 90.1% the 4-year cohort goal is at 90% graduation rate.

#### **Postsecondary Success**

Data shows that the system's five-year average is 92% which is close to the state goal of 95%. Due to the small class sizes, they have in their district, data varies each year but the trend from 2013 to date is upward. The five-year effectiveness average is 56% which is above the confidence interval. They are pleased with this and hope that as they move forward their focus on relationships and relevance will continue to improve the success rate.

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

#### **ARC Comment**

Community stakeholders are involved in the system. Strong business partnerships appear to be established to support the system as a whole e.g. Lincoln County Cattleman Association, banks, masonry and construction companies. This area can be improved through more purposeful communication regarding student learning and the accreditation process.

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

#### **ARC Comment**

This system experienced district administration turnover during the KESA cycle. Each year of its cycle there was turnover that created challenges. Consequently, it is very important that this system look at how they ensure their building and teacher deep involvement in their continuous improvement process so that if turnover persists, there is so grassroots level work that will move the system forward.

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

#### **ARC Comment**

The system did follow the KESA process. Despite the system leadership turnover, the system continued with their KESA reports and had their OVT visits.

## **ARC Recommendation**

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

### **Justification**

Although the system report and OVT chair report were inconclusive, the artifacts within the KESA application provided the necessary evidence to demonstrate that the system had been working toward meeting their established goals as per their entry into the KESA. Artifacts demonstrate that the system made attempts to complete their action plans as established.

### **Strengths**

The strengths of the system include their IPS, preschool programs, addition of staff to focus on Social Emotional Learning and their use of the Artifacts for documentation.

### **Challenges**

This system has seen much turnover. There is a need to ensure that all buildings and staff be active participants in the accreditation work so to ensure that leadership turnover does not cause major disruption in their process. It is evident that the system level turnover had a big impact on the accreditation process work. Although at this time, the system relies on good data, turnover and inconsistency can cause the data to slide and an inability to provide evidence of continued growth. Therefore, it would be very important that at the system future goals be written in measurable terms and that the goals are selected to be rigorous and robust so that the work of said goals could be maintained and evaluated throughout the five-year KESA process. Building plans and teacher involvement in the accreditation process is critical and needs to continue to be developed.

The system should look at developing a data collection system that can help with providing documentation of the data on an annual basis. This data needs to be more evident within the System Yearly Updates as well as the OVT reports for easy few and access.



## Lincoln USD 298

133 E Lincoln Ave, Lincoln, KS 67455  
(785) 524-4436  
www.usd298.com

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

### Demographics

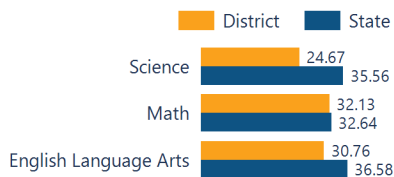


345 Students

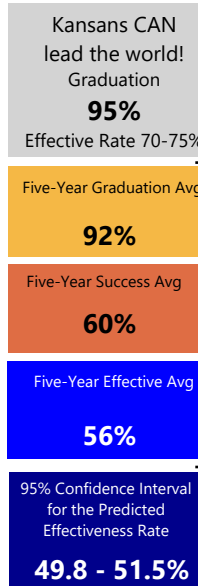
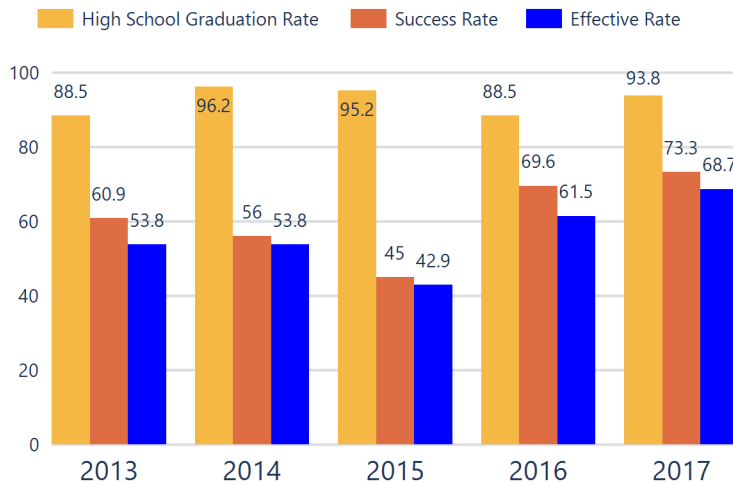
African American 0.87 %  
Hispanic 10.72 %  
Other 2.03 %  
White 86.38 %

### Academically Prepared for Postsecondary Success

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



### District Postsecondary Effectiveness



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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

State: **88.5%** District ESSA Expenditures Per Pupil  
State: **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.

State: **94.6%**  
State: **94.5**

State: **15.5%**  
State: **13.9**

State: **1.4%**  
State: **1.4**

**\$14,024**

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	19.20	31.07	23.94	31.39	31.39	25.35	27.97	34.91	51.94
Level 2	53.10	36.72	35.21	42.44	39.53	32.39	39.88	34.31	23.37
Level 3	22.59	27.11	23.94	19.76	23.83	35.21	23.80	19.52	16.88
Level 4	4.51	4.51	15.49	6.39	5.23	7.04	8.33	11.24	7.79

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.21	36.89	36.58	38.54	40.62	28.94	36.55	40.42	65.85
Level 2	54.36	41.74	36.58	39.58	34.37	31.57	36.55	34.04	14.63
Level 3	14.56	18.44	17.07	17.70	20.83	31.57	19.35	20.21	14.63
Level 4	4.85	2.91	9.75	4.16	4.16	7.89	7.52	5.31	4.87

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.03	59.25	N/A	60.86	73.91	N/A	77.77	78.57	84.61
Level 2	51.85	22.22	N/A	34.78	17.39	N/A	11.11	14.28	15.38
Level 3	7.40	11.11	N/A	4.34	8.69	N/A	11.11	7.14	0.00
Level 4	0.00	3.70	N/A	0.00	0.00	N/A	0.00	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	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	33.33	41.66	N/A	53.84	46.15	N/A	42.85	40.00	N/A
Level 2	58.33	58.33	N/A	38.46	38.46	N/A	42.85	26.66	N/A
Level 3	8.33	0.00	N/A	7.69	15.38	N/A	14.28	20.00	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	0.00	13.33	N/A

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

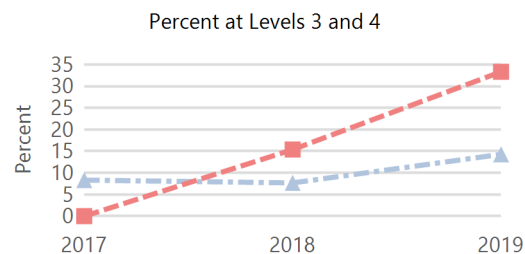
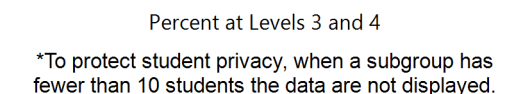
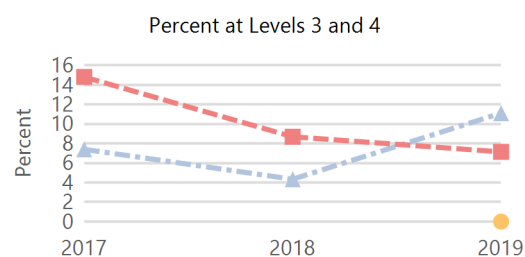
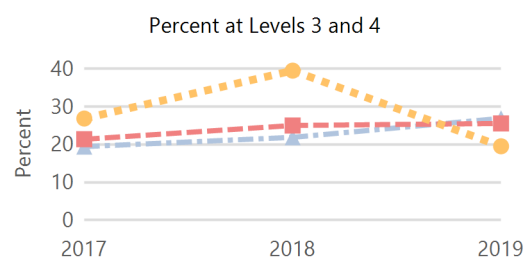
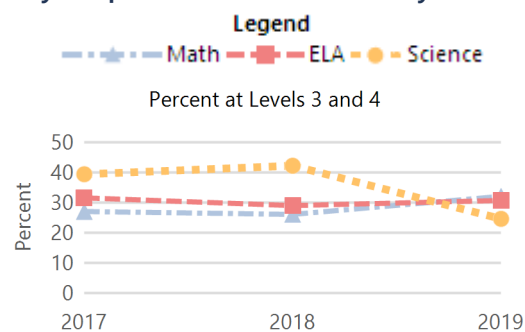
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	20.9
State	21.1

# Accreditation Summary

**Date:** 06/09/2020

**System:** D0313 Buhler (0000)

**City:** Buhler

**Superintendent:** Cindy Couchman

**OVT Chair:** Darla Smith

## 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 the OVT and the system indicated that the system addressed, monitored, and made progress in all Foundational areas. The OVT provided strong evidence for communication and basic skills. Some examples include dual credit classes in speech, STUCO, class meetings at the elementary, Badges class, PBL-projects, and Passion Pursuits. The system identified that they need to additionally address and research tiered systems of support at the secondary level, physical and mental health for both student and staff along with post-secondary/career prep foundational areas. The OVT provided several examples where the system provides many opportunities at all levels for students to engage with the community. The OVT shared that the system is performing above its expected success rate and that success has increased over the past three measured years in regard to postsecondary success.

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

### ARC Comment

The system reports that they used several different ways to address this goal area. The system reported that social media was effective in their district. Also, the system reported that their Virtual Ed Camp had strong participation and they administered the TASN Parent Engagement Survey. The survey was helpful in addressing areas of concern. The system also shared some of their building activities and professional development that they felt help build relationships. The InSpired Leadership program was implemented through professional development. The district is working on using a former school building as an early childhood center.

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

### ARC Comment

Three main activities shared with the OVT, from the system's perspective, are credited as key to the district's efforts in this goal area. One was the professional development that staff participated in around trauma-informed practices. Staff attended local, state, and national training on trauma-informed practices. At the local level, one example is the book studies (Help for Billy and Deeper Wells). Many examples provided to the OVT team support this: Boys Cru,

strengthening of MTSS supports for both academics and behavior, wrap-around support for families, the addition of counselors at each building, Buhler Blob (teaming with local pastors), Restorative Circles, etc. Professional development opportunities allowed staff to develop a culture within their buildings that promotes staff ownership of ALL students and skills to better respond to the needs of all students. A second activity was their work on curriculum alignment. During this current KESA cycle, the district purchased new series in math and reading, but more importantly, they aligned standards in all of their courses. One important example shared with the OVT was the work done in their Math curriculum at the high school.

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 chair and the system reports that they continually are reviewing their improvement work. This is evident by the system identifying what they need to do differently regarding SEL during the next cycle.

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

#### **ARC Comment**

The OVT looked at data supporting the state board outcomes, as well as extensive data supporting each of the priorities for each goal: relationships and responsive culture. The OVT and system reported data for all State BOE goals are at or above expectations. If the OVT or system identified an area that they felt needed to continue to be a focus, that was noted.

#### **Board Outcomes**

<b>Social-Emotional Growth</b>	The SRSS was administered at the elementary level. The system indicated that the data has been helpful in identifying students who may need additional supports. The system self-identified that this is an area for to continue to be a focus at all levels.
<b>Kindergarten Readiness</b>	The system reported that they have implemented the Ages and Stages assessment. They had good participation with over 95% of incoming Kindergartners participating. This will give the system a baseline going forward.
<b>Individual Plans of Study</b>	The system and OVT report that the system is collecting data regarding participation in student-led conferences. Over the past three years, participation has increased.
<b>High School Graduation Rate</b>	The system's graduation rate is averaging above 90% but below the state goal of 95%. The system has identified changes that they feel will make a positive difference in the graduation rate. The system was awarded with the Kansans Can Award for High School Graduation Rate.
<b>Postsecondary Success</b>	The system was recognized with the Silver Star in the area of Postsecondary Success in the Kansans Can program. The system has identified an area that will help show tremendous growth during the next cycle.



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

#### **ARC Comment**

The system indicated increased involvement with stakeholders in several of the areas, but not necessarily involvement in the KESA process.

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

#### **ARC Comment**

The OVT reported that the system worked well with the team on feedback that was provided and the system had already identified areas where they felt needed to be a focus in the next cycle.

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

#### **ARC Comment**

The OVT reported that the system has been able to go through accreditation, taking a look at needs, and having conversations without indictment has allowed them to look forward to the challenges of the next cycle with optimism and the mindset of continually improving. From the evidence presented by the system and the OVT, the KESA process was followed.

## **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 learning plan and has shown a continuous review of its system and adjustment to meet the needs of their students.

### **Strengths**

The MTSS system is a “highly oiled machine” at the elementary level, and supports are in place both academically and behaviorally at the middle and high school levels. Also, the system's commitment to quality Early Childhood education was impressive.

### **Challenges**

The system self-identified that social-emotional curriculum and screeners at all levels needed to be a focus. Also, additional outside stakeholder involvement is an area to continue to focus on in the next cycle.

Though not a challenge yet, it may be worth tracking sub-populations in assessment data, in particular the African-American population in the area of ELA where there was an uncharacteristically noted drop in the 2019 data. Realizing that there is not yet enough data to indicate a consistent downward trend, it may be important to continue tracking sub-populations from year-to-year.



## Buhler USD 313

406 W 7th, Buhler, KS 67522  
(620) 543-2258  
www.usd313.org

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

### Demographics

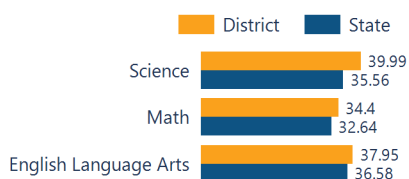


2,295 Students

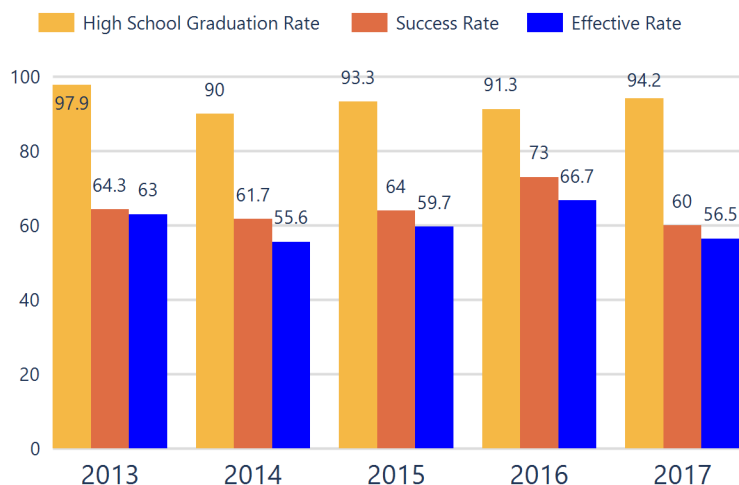
African American 1.18 %  
Hispanic 7.49 %  
Other 3.36 %  
White 87.97 %

### 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

**64%**

Five-Year Effective Avg

**60%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**56.2 - 58.4%**

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

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

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

1. Student earned an Industry  
Recognized Certification while in  
High School.
2. Student earned a  
Postsecondary Certificate.
3. Student earned a Postsecondary  
Degree.
4. Student enrolled in Postsecondary  
in both the first and second year  
following High School graduation.

**Effective Rate:** The calculated  
Graduation Rate multiplied by the  
calculated Success Rate.

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

**91.0%**

State:  
87.5

### District ESSA Expenditures Per Pupil

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

**\$10,211**

State:  
**\$11,415**

**95.7%**

State:  
94.5

**7.8%**

State:  
13.9

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

**0.7%**

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	19.34	21.94	20.57	18.29	22.08	22.77	15.87	23.26	26.07
Level 2	40.99	37.00	30.19	42.57	38.84	33.26	49.71	38.77	33.92
Level 3	31.00	30.82	32.69	31.78	31.93	24.55	28.25	30.93	29.01
Level 4	7.13	8.63	15.38	7.34	7.14	19.40	6.15	7.02	10.98

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.85	29.40	26.51	22.92	27.33	26.56	23.48	33.17	33.74
Level 2	44.48	40.80	29.83	48.90	41.86	40.62	51.62	40.32	35.58
Level 3	26.05	24.40	29.83	24.45	24.94	20.83	21.62	23.04	25.15
Level 4	3.00	4.60	13.25	3.71	5.85	11.97	3.25	3.45	5.52

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.61	54.32	41.09	47.65	53.33	50.00	49.10	56.54	60.34
Level 2	30.86	23.45	31.50	34.89	30.66	36.53	43.11	26.19	22.41
Level 3	9.87	11.72	16.43	15.43	11.33	11.53	6.58	14.88	17.24
Level 4	4.93	7.40	8.21	2.01	4.66	1.92	1.19	2.38	0.00

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.36	52.63	N/A	35.00	57.14	N/A	25.00	33.33	N/A
Level 2	42.10	36.84	N/A	45.00	28.57	N/A	50.00	58.33	N/A
Level 3	10.52	5.26	N/A	20.00	14.28	N/A	16.66	8.33	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	8.33	0.00	N/A

#### HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.03	32.75	22.22	25.00	34.78	52.17	16.66	25.00	43.33
Level 2	37.93	37.93	33.33	48.52	42.02	30.43	61.90	47.61	26.66
Level 3	22.41	20.68	44.44	22.05	18.84	13.04	21.42	23.80	26.66
Level 4	6.89	6.89	0.00	4.41	4.34	4.34	0.00	3.57	3.33

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

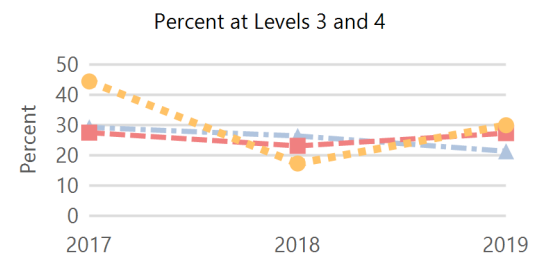
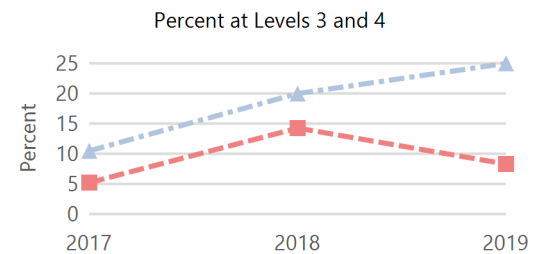
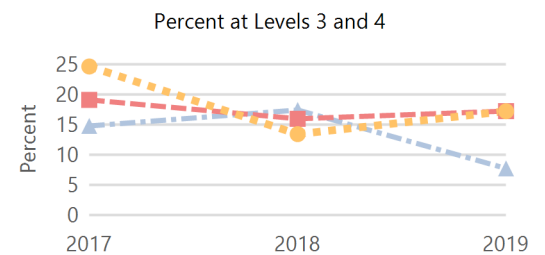
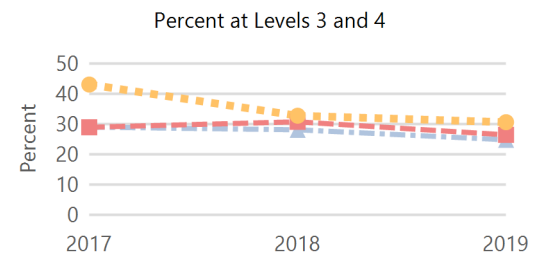
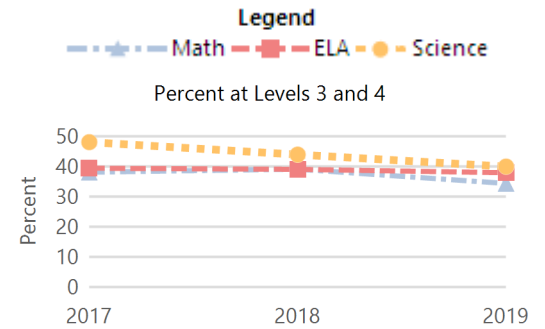
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	21.0
State	21.1





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

**Item Title:** Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation

**From:** Jeannette Nobo, Mischel Miller

In the 2019-2020 school year, 29 systems were scheduled for accreditation. Due to COVID-19, system's accreditation visits were delayed. Consequently, each month from now through December, KESA staff will bring to the State Board, for their review and/or action, systems who were to receive an Accreditation Review Council (ARC) accreditation recommendation for the 2019-2020 school year. The State Board will have the opportunity to review the ARC's Accreditation Summary Report (Executive Summary) the month prior to taking action on the ARC's recommendation.

During October, the last seven systems scheduled for an accreditation recommendation were reviewed by the ARC. Once the ARC reviews a system for the purpose of determining an accreditation recommendation, the system has the opportunity to either accept or appeal their recommendation. Until KSDE hears back from the system with its decision, the ARC's recommendation is not forwarded to the State Board. Therefore, this month one system is being forwarded for review along with its accreditation recommendation:

- USD 450 Shawnee Heights - Accredited

Staff will be available to answer any questions.



# Accreditation Summary

**Date:** 10/13/2020

**System:** D0450 Shawnee Heights (0000)

**City:** Tecumseh

**Superintendent:** Matt Hirsch

**OVT Chair:** Deborah Hamm

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

**Tiered Framework of Supports** – It was reported and verified that additional social workers and behavioral interventionists were hired to support students with social-emotional concerns. MTSS is being implemented. Summer school was provided for grades K-6 and HS. Summer tutoring provides for 1:1 or 1:2 learning support for over 30 hours.

**Stakeholder Engagement** – The system implemented a parent university with the purpose of educating parents regarding hot topics (drugs, social media, etc. The Parent University was not as successful as they had hoped, so the system is in the process of reorganizing this program. The system leadership has been focused on getting parents involved academically in the schools. The system uses the Remind application to communicate with parents.

**Diversity and Equity** – The system is implementing a system-wide plan and has increased the number of minority students in AP and honor courses.

**Communication and Basic Skills** – The system remains system remains focused on academic skills. To support students developing proficiency in communication, the system offers Kagan training though it is not required for all teachers.

**Civic and Social Engagement** – The system is implementing a system-wide plan and is providing numerous opportunities for students and staff to participate in service-learning.

**Physical and Mental Health** – The system increased the number of Social Workers by 2.5 FTE (HS, MS, ES). Grace Med is scheduled to partner with them during the 5th year in order to expand programs to all elementary schools. Teachers are encouraged to use brain breaks and to provide activity breaks when in the classroom.

**Arts and Cultural Appreciation** – Music is taught daily at the elementary level. There are vocal music electives at 7-12. Band and orchestra are available for students in grades 5-12. Art instruction is provided for students in grades 5 and 6. Electives in art are available 7-12. This is an area that needs to be expanded in future cycles.

**Postsecondary and Career Preparation** – The system instituted Reality U and Financial U for students. These opportunities were viewed as a big success. Student-led conferences were conducted with high school students, which focused on their planning for postsecondary career or college. Individual plans of study are implemented for all students 7-12. Shawnee Heights will be unique in the state in offering the AP Capstone. They have transitioned to using Xello.

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

### **ARC Comment**

Although this goal was not listed as a measurable goal, the system did have data to show growth. During the three periods of this accreditation cycle, the Shawnee Heights district has purposely: Intentionally increased parent communication through newsletters. "Family Nights" activities have increased participation in parent-teacher conferences, and student-led assemblies and conferences. They are utilizing the KPIRC survey data to adjust and make modifications to their efforts. Utilizing that data, they have made parent-teacher conferences more meaningful for students and families. They are utilizing a variety of feedback options to evaluate their engagement efforts.

While all schools have worked hard to address this goal, one idea that was shared seemed particularly noteworthy. The staff at Tecumseh North implemented the "One School, One Book" strategy. This provides a common set of experiences and vocabulary for every member of the school community.

Recognizing that parent-teacher conferences are an important opportunity for parents to engage with teachers regarding the academic and social-emotional success of students, the district has focused on making sure that the conferences are value-added. Examples provided by the DLT included: 1) middle school conferences in the spring focused on assisting parents and students in enrolling for high school – this increased parent involvement; 2) teachers and administrators have increased communication with parents regarding advanced classes; and 3) conducting parent perception survey after parent-teacher conferences seeking input on quality as well as suggestions for improvement. The district reported that 39% of families returned the survey.

Additionally, there was evidence that a number of social media sites were used to communicate with parents. The district is also considering other technologies such as Remind to address the needs to communicate while protecting teachers' and administrators' privacy.

Other opportunities are provided to families, as well as the broader community, to participate and engage in student experiences. Reality U was one example that was shared. However, the system expressed that this was going to be reworked due to a lack of success as evidenced by the participation of only 90 students and 58 adults outside the system.

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

### **ARC Comment**

Although no baseline data was available for this goal, the OVT did indicate that the goal was successfully implemented. Teachers were expected to have goals related to the district goals and staff members from each building shared their successes to the OVT in achieving this goal. The elementary and middle schools reported on "goal notebooks" and "goal setting" which was a part of each student's experience. The schools expanded the goal setting to include social-emotional goals and found this to be a positive addition to the academic goals' students were setting. The high school staff members shared their successful transition from Career Cruising to Xello and acknowledged that there was more



work to do in fully utilizing the data and resources of this system. It was acknowledged that 100% of all students 7-12 have Individual Plans of Study in Xello. As an added opportunity, the reports available on Xello have been used to determine course offerings and staffing needs.

To ensure that everyone is accountable for addressing the goal, parents are surveyed in the fall and asked to respond to the question: Did a teacher show you evidence that your student had written an academic goal this year; and students are graphing their goals. Staff members reported that the students' struggles are evident and there is power in the conversation between the student and the teacher. They have found that goal setting for high-stakes testing works but only when the goal setting is a part of the students' regular classroom experience.

Other topics shared included: 1) respect circles which are used as a part of the social-emotional curriculum, 2) students generate ideas for community service projects and do the planning and implementing of the projects, 3) flexible seating is being embraced across the district, 4) multiple STEM activities are available, and 5) there is an increased emphasis on leadership opportunities for all students.

Schools reported that student-led conferences have increased family participation at conferences with the greatest improvements seen at the secondary level - from 28% to 68.9% participation in three years at Shawnee Heights High School.

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

#### **ARC Comment**

The system has policies and procedures in place as evident through the hiring process.

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

#### **ARC Comment**

The system is making progress towards the Kansas State Board Outcomes.

#### **Board Outcomes**

##### **Social-Emotional Growth**

The district utilizes data from the Kansas Communities that Care survey. Between 66% and 76% of students in the district report that they have never been bullied. Between 76% and 92% of students report that they feel safe at school. The system added 2.5 social workers with additional staff this year. The system also hired a behavioral interventionist.

##### **Kindergarten Readiness**

The system uses ASQ. The data is collected the first few weeks of each school year. The systems also partner with preschools in the area for successful transition.

**Individual Plans of Study**

All students 7th -12th grade have an IPS in place. Student-led conferences allow students to discuss with their parents' course selection or career plans. Over a 3-year period parent teacher conference at the high school grew from 28% attendance to 69%. There are currently 13 career-technical programs in the district, two were introduced this year. One was a vocational agriculture program because of student interest.

**High School Graduation Rate**

HS graduation rate in 2017 was 91.7. This increase to 96.6 in 2019.

**Postsecondary Success**

District is below their predicted effectiveness rate. The district is predicted to have a 70-75% effectiveness rate. Their current rate is 53.4 – 55.8. This is an area the district needs to focus some attention.

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

**ARC Comment**

Stakeholders have been a part of the KESA process through various program implementation. The system has evaluated the success of their programs and is working on improving in this area.

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

**ARC Comment**

Team was very responsive to the outside visitation team requests.

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

**ARC Comment**

The system has demonstrated that they are following the KESA process with a level of fidelity. They understand this is a continuous improvement process and are seeking way to improve their processes.

## ARC Recommendation

---

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

**Justification**

The system has demonstrated progress in meeting the KESA requirements for accreditation.

**Strengths**

The district has focused on improving stakeholder communication, increasing parents' awareness of the academic goals, and progress toward those goals. This system is looking at improvement in a systemic manner.

## **Challenges**

The system needs to continue to demonstrate the effective implementation of a tiered-system support system. They also need to work on improving their postsecondary effectiveness rates. As they move to their next cycle of accreditation, they should be looking at their needs assessment in light of the State Board Outcomes and identify how as a system they can make improvements. Goals need to be written in a way to be measured with baseline data identified.



## Shawnee Heights USD 450

4401 SE Shawnee Heights Rd, Tecumseh, KS 66542-9799  
(785) 379-5800  
www.usd450.net

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

### Demographics

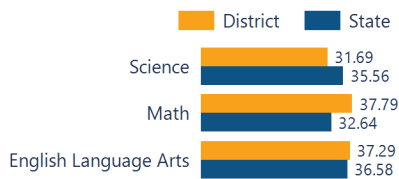


3,574 Students

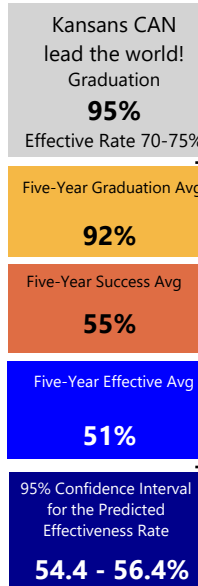
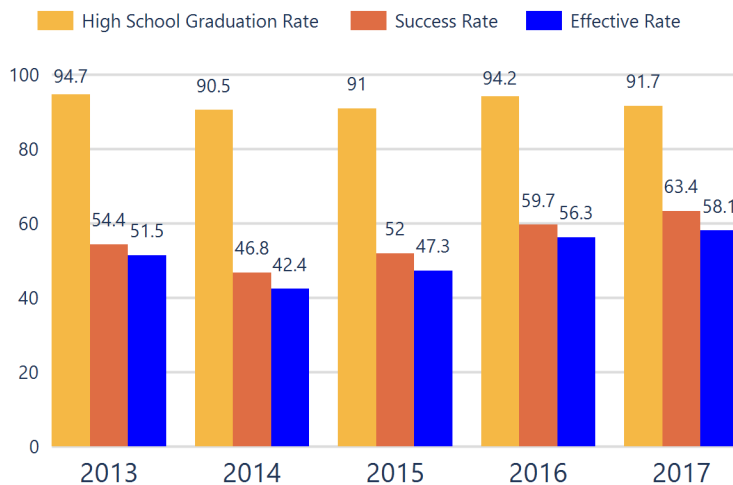
African American 5.82 %  
Hispanic 17.74 %  
Other 8.70 %  
White 67.74 %

### Academically Prepared for Postsecondary Success

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



### District Postsecondary Effectiveness



- 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: 96.6%	District ESSA Expenditures Per Pupil
87.5	
State: 95.6%	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.
94.5	
State: 8.5%	
13.9	
State: 0.6%	
1.4	

**\$10,239**

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	22.46	22.89	32.46	20.84	24.40	27.52	21.20	25.45	35.16
Level 2	42.19	37.03	30.74	43.07	34.74	32.00	40.99	37.24	33.13
Level 3	26.33	31.06	25.92	27.58	32.67	28.14	28.58	30.38	22.60
Level 4	8.11	8.11	9.38	8.48	8.16	12.32	9.21	6.91	9.09

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.94	30.84	41.36	29.79	34.26	38.65	30.24	35.45	44.48
Level 2	44.08	40.20	29.13	46.46	34.85	29.78	43.84	39.21	35.29
Level 3	20.29	23.68	21.22	19.46	26.14	25.17	21.12	21.56	15.44
Level 4	3.21	3.80	6.11	4.27	4.72	6.38	4.77	3.76	4.77

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	52.30	53.13	50.53	54.50	58.36	56.66	51.42	62.44	74.75
Level 2	31.38	25.52	23.65	31.33	28.32	32.22	35.10	22.85	12.62
Level 3	10.04	13.38	15.05	11.58	10.72	8.88	10.61	11.02	11.65
Level 4	2.51	4.18	3.22	2.57	2.57	2.22	2.85	3.67	0.97

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.22	42.22	56.25	39.36	45.74	59.37	40.74	48.59	54.34
Level 2	35.55	34.44	22.91	44.68	31.91	25.00	42.59	32.71	32.60
Level 3	14.44	14.44	16.66	13.82	19.14	12.50	15.74	16.82	8.69
Level 4	2.22	3.33	2.08	2.12	3.19	3.12	0.92	1.86	4.34

#### HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.79	30.34	44.71	27.37	29.47	34.05	25.37	30.90	39.74
Level 2	47.05	37.15	28.45	48.70	37.57	41.30	48.33	39.39	42.30
Level 3	21.98	27.86	20.32	19.88	27.74	21.73	22.05	27.27	15.38
Level 4	1.85	4.33	4.87	4.03	5.20	2.89	4.22	2.42	2.56

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

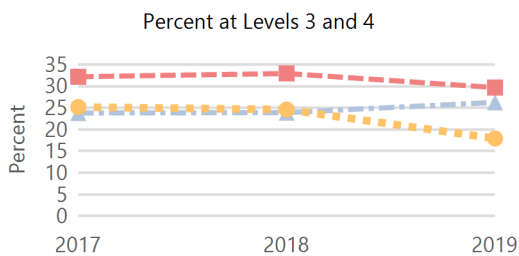
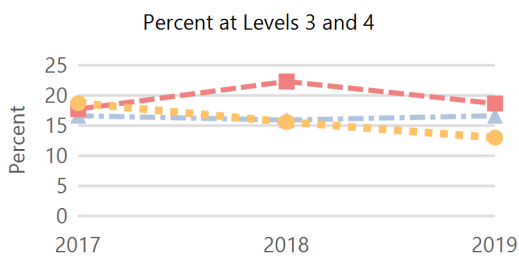
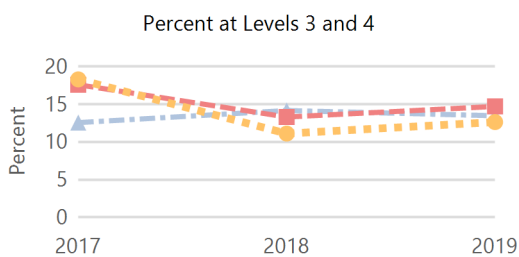
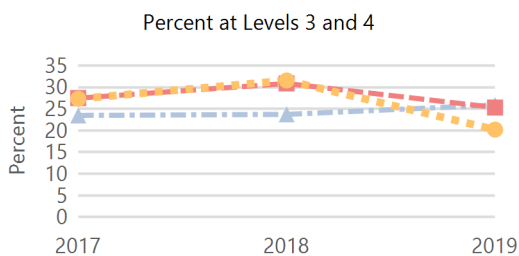
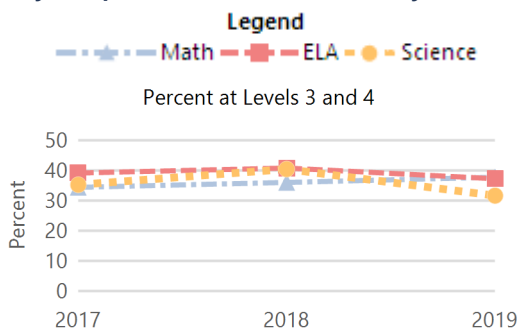
### ACT Performance (2019 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	21.0
State	21.1

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

**Item Title:** Citizens' Open Forum

During the Citizens' Open Forum, the State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board.

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

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

**Notes about Citizens Open Forum and Safety Protocol:**

- Masks or face coverings must be worn within the Landon State Office Building.
- There is a self-screening station at the public entrance for temperature checks.
- Audience capacity within the Board Room will not exceed the county's limitations on mass gatherings. Individuals are to be safely distanced.





## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

**Staff Initiating:**

Cheryl Johnson

**Director:**

Cheryl Johnson

**Commissioner:**

Randy Watson

**Meeting Date:** 11/10/2020

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**Item Title:**

Act on proposed revisions to School Wellness Policy Model Guidelines

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the revised Kansas School Wellness Policy Model Guidelines.

**Explanation of Situation Requiring Action:**

The Child Nutrition and Wellness team has been working since October 2019 on the revision of the Kansas School Wellness Policy Model Guidelines. The Kansas School Wellness Policy Model Guidelines were last reviewed and updated in May 2017. Input for revisions has been obtained from more than 400 school personnel, content experts, community members, industry and stakeholders throughout Kansas. The draft of the revised Kansas School Wellness Policy Model Guidelines is attached.





# Kansas School Wellness Policy Model Guidelines

Child Nutrition & Wellness  
Kansas State Department of Education

## Kansas School Wellness Policy Model Guidelines

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This publication has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service. The contents of this publication do not necessarily reflect the views or policies of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



**Child Nutrition & Wellness, Kansas State Department of Education**, Landon State Office Building, 900 SW Jackson Street, Suite #251, Topeka, Kansas 66612. 785-296-2276, Fax 785-296-0232, [www.kn-eat.org](http://www.kn-eat.org). For further information, please contact Cheryl Johnson, Director, Child Nutrition & Wellness at the phone number above or [csjohnson@ksde.org](mailto:csjohnson@ksde.org).

Published September 2014.

Revision, approved by Kansas State Board of Education May 2017.



In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

The following person has been designated to handle inquiries regarding the non-discrimination policies at the Kansas State Department of Education: Office of General Counsel, Landon State Office Building, 900 SW Jackson St, Suite #102, Topeka, KS 66612, (785) 296-3201.

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# Kansas School Wellness Policy Model Guidelines

## Healthy School Environments Enhance Academic Success

**We can't make kids smarter, but with improved nutrition and physical activity, we can put a better student in the chair.**

**-Robert Murray, MD, Department of Pediatrics, The Ohio State University**



The academic achievement and physical well-being of our students in Kansas today will impact the success of our communities, our state and the nation in the future. For all our sakes, we must provide these students with the tools they need to achieve and succeed. The good health that results from good nutrition and physical activity, and the learning that is made possible as a result, is primary among those tools

Research continues to demonstrate the positive correlation between health and learning. Good health that results from adequate nutrition and physical activity is a pre-requisite, **perhaps the pre-requisite**, for optimal learning.

Health promoting behaviors cultivated in students can and must be turned into life-long positive habits.

Good nutrition supports cognitive development. Nutrition also affects daily cognition in the classroom. Research links poor nutrition quality with absenteeism, hunger symptoms and psychosocial problems.

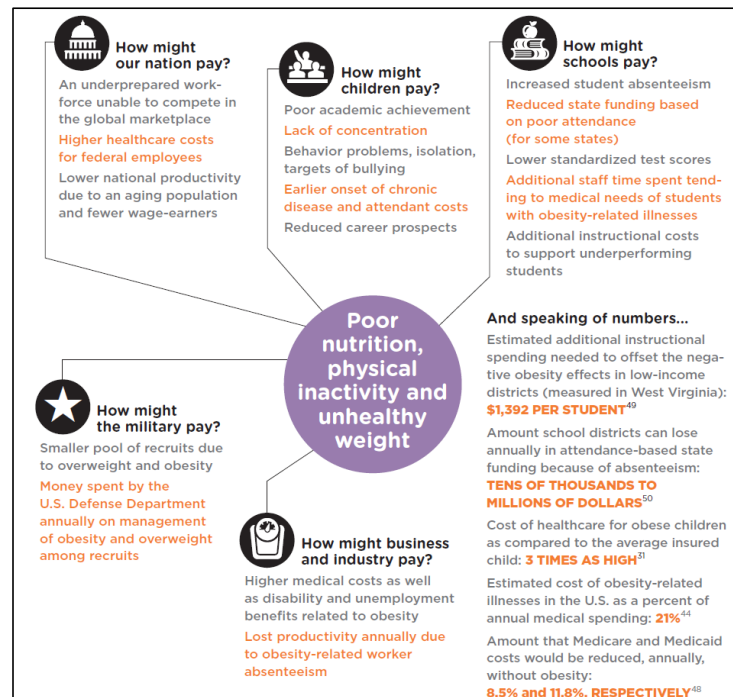
Physical activity, regardless of whether it's during recess, in the classroom or in physical education class, may improve school performance and achievement. Student fitness has been linked to higher test scores and lower absenteeism in Kansas schools.

Students with health-promoting behaviors perform better academically than those with poor health behaviors. Simply put healthy students are better students.

**School wellness – that environment in which every child can access good nutrition and regular physical activity – is achievable. IT'S TIME TO ACT!**

## Picking up the Tab – Everyone Pays the Price

The costs of ignoring school wellness are virtually incalculable. Everybody pays the price when nutrition and physical activity are ignored, though in different ways. At the end of the day, someone pays. It's just a question of who and how.



**The Bottom Line...**Many of these costs could very possibly be reduced, halted or reversed with the right attention put toward creating health-promoting school environments – and many schools are already doing just that.

## School Wellness Policies – Laws and Regulations

### Federal Law

Public Law 108-265 reauthorized federal Child Nutrition Programs which include the National School Lunch Program and School Breakfast Program. Section 204 of this law required that not later than the beginning of the 2006-2007 school year, local educational agencies participating in the school meal programs establish a local school wellness policy.

Section 204 of the Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296) added a new section 9A to the Richard B. Russell National School Lunch Act which expands the scope of wellness policies; brings additional stakeholders into the development, implementation and review of local school wellness policies; and requires public updates on the content and implementation of the wellness policies. Local educational agencies are required to establish local school wellness policies which, at a minimum, include:

- Goals for nutrition, nutrition promotion and education, physical activity, and integrated school-based activities that promote student wellness;
- Nutrition guidelines for all foods available on each school campus during the school day consistent with USDA's meal pattern requirements and the nutrition standards for competitive foods, and designed to promote student health and reduce childhood obesity;
- Designate one or more school officials to ensure that each school complies with the local wellness policy;

- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy, and
- Periodically measure and make available to the public an assessment on the implementation of the local school wellness policy.

### State Law

The 2005 Kansas Legislature passed SB154 which is now KSA 72-5128. This law supports the federal requirement for local wellness policies by directing the Kansas State Board of Education to “develop nutrition guidelines for all foods and beverages made available to students in Kansas public schools during the school day...In developing such guidelines, particular attention shall be given to providing healthful foods and beverages, physical activities and wellness education with the goals of preventing and reducing childhood obesity.”

The state law also requires that “When establishing the wellness policy of the school district, the board of education of each district shall take into consideration the guidelines developed by the state board...”

The Kansas State Board of Education approved the updated Kansas School Model Wellness Policy Guidelines in May 2017.

## Wellness Policies: A Collaborative Effort

Child Nutrition & Wellness of the Kansas State Department of Education (KSDE) began working in January 2005 to develop model wellness policy guidelines that were:

- Built upon the best wellness policies from across our state and the nation;
- Reflected input from more than 120 national and Kansas experts in the fields of school food service, nutrition education, physical education and health;
- Considered feedback from the many groups impacted by the wellness policy guidelines; and
- Provided for consensus, flexibility and local control.

In school year 2005-2006, KSDE and partners provided a series of 15 regional workshops on local wellness policies for school personnel. Districts sent teams of representatives to these workshops to begin working on their local wellness policies. By school year 2006-2007, all Kansas school districts had a local wellness policy in place. Annual updating of this policy is incorporated into each district's School Nutrition Program renewal agreement with KSDE through the use of the Wellness Policy Builder. Beginning in 2009, KSDE developed reports to show change as reported by local school districts in the Wellness Policy Builder.

In school years 2012-13 and 2013-14, KSDE provided a total of 12 regional Recharging School Wellness Workshops for more than 680 school personnel to get feedback on updating the Kansas School Wellness Policy Model Guidelines and to provide training and technical assistance on implementation of requirements in the Healthy Hunger Free Kids Act.

A Wellness Policy Summit was held in March 2014 to obtain input from Kansas stakeholders on revision of the Kansas School Wellness Policy Model Guidelines. The Kansas State Board of Education reviewed a draft of the updated guidelines at the May 2014 State Board Meeting and approved at the June 2014 State Board Meeting.

In school years 2014-15, 2015-16 and 2016-17, technical assistance and training on implementation of wellness policies was provided by regional Wellness Coaches and KSDE Child Nutrition & Wellness staff members. Regional School Wellness Policy Workshops were conducted to provide training to Kansas school staff on implementation of wellness policies.

A second Wellness Policy Summit was held February 2017 to obtain input or needed updates from Kansas stakeholders. The Kansas State Board of Education reviewed and approved the updated guidelines at the May 2017 state board meeting.

The entire effort is designed to support schools in creating healthier environments for students based on evidenced-based research, guidelines, flexibility and local needs.



## What are the Kansas School Wellness Policy Model Guidelines?

The Kansas School Wellness Policy Model Guidelines were developed to assist Sponsors in establishing and implementing local school wellness policies that meet minimum standards designed to support a school environment that promotes sound nutrition and student health, reduces childhood obesity and provides transparency to the public on school wellness policy content and implementation.

State law requires that each school board consider these guidelines when developing local wellness policies.

The model guidelines are divided into four categories of policy statements:

- Nutrition
- Nutrition Promotion and Education
- Physical Activity
- Integrated School Based Wellness

Each policy statement falls within one of three levels:

- The policy statements at the **IMPLEMENTING** level meet all requirements of current federal and state laws, regulations and policies. Policy statements **IN BOLD** are those required by federal and/or state law.
- The policy statements at the **TRANSITIONING** level show growth from the implementing level.
- The policy statements at the **MODELING** level reflect highly effective practices.

## How can schools use the guidelines?

The guidelines can serve as the foundation for establishing a local wellness policy by selecting which policy statements to include in the local wellness policy. The steps to build and implement a local wellness policy include:

- Recruit Wellness Committee members and identify a Wellness Committee chairperson.
- Review the Kansas School Wellness Policy Model Guidelines and assess the existing situation.
- Use the Kansas Wellness Impact Tool to create the wellness policy by selecting one of three status options for each policy statement:
  - Not in Policy
  - Developing Policy
  - Policy in Place
- Print the local school wellness policy from the Wellness Impact Tool and present to the local board of education for approval.
- At a minimum, annually assess compliance and report on the progress toward achieving Sponsor goals of the local wellness policy and progress toward achieving the Kansas School Model Wellness Policy Guidelines.
- Post current Wellness Policy Statement on school and/or district website for public access.

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## Kansas School Wellness Policy Model Guidelines

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## Kansas School Wellness Policy Guidelines – Nutrition

	Implementing	Transitioning	Modeling
<b>General Guidelines</b>	All school food service personnel receive required food safety training at a minimum of every 5 years. Continuing education training for all food service personnel meets federal and state requirements.	All school food service personnel receive required food safety training at a minimum of every 3 years.	All school food service personnel receive food safety training annually.
	The dining area has seating to accommodate all students during each serving period.	The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.	High School: Closed campus. Students must remain at school during lunch periods.
	The dining area has adequate adult supervision.	Food service personnel and supervisory staff use positive communication cues with students to promote consumption of foods served as part of Child Nutrition Programs.	Adults model healthy eating in the dining areas and encourage students to taste new and/or unfamiliar foods.
	The students are allowed to converse with one another at least part of the mealtime.	Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.	The students are allowed to converse during the entirety of the mealtime.
	Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as a disciplinary action.	<del>Students being disciplined are NOT seated at tables separated from other students in the dining area.</del> Students are not disciplined by separating from other students in the dining area.	<del>Students being disciplined are NOT seated in a separate location.</del> Students are not disciplined by being seated in a separate location.
	<del>One "Smarter Lunchroom" or Behavioral Economics technique is used on the serving line to encourage healthy choices by students.</del>	<del>Two "Smarter Lunchroom" or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.</del>	<del>Three "Smarter Lunchroom" or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.</del>
	Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving line(s).	One or more Kansas food products <del>that are</del> served as a part of the school meals program and <del>are</del> identified at the beginning <del>or on</del> of the serving line each week.	Two or more <del>A</del> Kansas food products <del>is</del> served as a part of the school meals program and identified at the beginning of the serving line each week. <del>at least one time per week.</del>
<b>Other Child Nutrition Programs</b>	Meals and snacks served under the <a href="#">USDA At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit &amp; Vegetable Program, and/or Summer Food Service Program</a> comply with all federal regulations and state policies.	Participate in one of four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program or Summer Food Service Program)	Participate in two or more of the four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program, or Summer Food Service Program)
<b>During the School Day</b>	Students have access to free drinking water throughout the school day, including during meal service. Hygiene standards for all methods delivering drinking water will be maintained.	Students are allowed to have clear/translucent individual water bottles in the classroom where appropriate.	Students have clear/translucent individual water bottles in the classroom where appropriate.
	District develops nutritional standards for non-sold food and beverages made available on school campus during the school day.	District adopts <a href="#">Smart Snacks in School "All Foods Sold in Schools" Standards</a> for non-sold food and beverages made available on school campus during the school day.	Non-sold foods and beverages meet <a href="#">Smart Snacks in School "All Foods Sold in Schools" Standards</a> . The focus of classroom celebrations is not on food.
	Schools provide staff information on non-food rewards.	Schools begin incorporating non-food rewards.	Food is not used as a reward in district schools unless the food meets <a href="#">Smart Snacks in School "All Foods Sold in Schools" Standards</a> .
	<del>Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not</del>	<del>Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages</del>	<del>No meals purchased at fast food outlets are consumed at mealtime in cafeteria.</del>

**Commented [CSJ1]:** Smarter Lunchroom/Behavioral Economics research was not validated and has been removed from USDA Team Nutrition information and resources.

**Commented [CSJ2]:** A model guideline regarding the marketing of less healthy foods is already included under Nutrition Education. Smart Snacks guidelines do not restrict caffeinated beverages.

## Kansas School Wellness Policy Guidelines – Nutrition

	allowed in sack lunches to be consumed in the cafeteria. (Elementary/Middle School)	are not allowed in sack lunches to be consumed in the cafeteria. (High School)	
	<b>Implementing</b>	<b>Transitioning</b>	<b>Modeling</b>
<b>Breakfast</b>	All school breakfasts comply with <a href="#">USDA regulations</a> and <a href="#">state policies</a> .	At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.	At least five different fruits are offered each week. At least two fruits per week are served fresh.
	Students have the opportunity to eat breakfast.	District offers at least 15 minutes "seat time" for students to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go breakfast options are available.	District has implemented alternative 2 <sup>nd</sup> Chance Breakfast service options. <a href="#">"Breakfast in the Classroom"</a> or <a href="#">"Breakfast After First Period"</a> is available.
<b>Lunch</b>	All school lunches comply with <a href="#">USDA regulations</a> and <a href="#">state policies</a> .	At least three different fruits are offered each week. Two fruits per week are served fresh.	At least five different fruits are offered each week. Four fruits per week are served fresh.
		One additional 1/2 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).	An additional 1 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).
	*Schools may offer the additional 1/2 cup or 1 cup offerings, respectively, or they may spread the amount out over the course of the week with a minimum of at least 1/8 cup of the vegetable at a time. This can be met without adding to the total offerings required by the current meal pattern by offering Dark-Green, Red/Orange, and Dry Beans and Peas subgroup offerings as some of the "additional vegetables" needed to meet weekly total meal pattern requirements. Schools may also offer Dark-Green, Red/Orange and Dry Beans and Peas subgroup vegetables in place of vegetables from the "Other Vegetables" subgroup.		
	Students have at least 15 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.	Students have at least 20 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.	Students are offered recess before lunch and at least 20 minutes seat time to eat.
<b>All Foods Sold in Schools (a la carte, fundraising, school store)</b>	All foods and beverages sold in schools are in compliance with <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> from the midnight before to 30 minutes after the end of the official school day.	All foods and beverages sold in schools are in compliance with <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> from the midnight before to 5 pm.	All foods and beverages sold in schools are in compliance with <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> 24 hours a day.
	No energy drinks are sold on school property from the midnight before to 30 minutes after the end of the official school day.	No energy drinks are sold on school property from the midnight before to 5 pm after the end of the official school day.	<a href="#">USDA's Smart Snacks in School Beverage Standards</a> for middle schools apply to high school (only 100% juice, water, milk).
	Fundraising within the school day meets <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> (sans the exempted fundraisers).	Fundraising within the school day and until 5 PM meets <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> (sans the exempted fundraisers).	No exempted fundraisers. All fundraisers involving foods or beverages meet the <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a>
		Fundraising activities involving the sale of food or beverages that meet <a href="#">USDA's Smart Snacks in School "All Foods Sold in Schools" Standards</a> and/or exempted fundraisers will not take place until after the end of the last lunch period.	Fundraising activities support nutrition, nutrition education and physical activity messaging.

## Kansas School Wellness Policy Guidelines – Nutrition Promotion and Education

	Implementing	Transitioning	Modeling
Nutrition Promotion	Students provide input on foods offered in the cafeteria.	Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus <u>annually</u> .	A student advisory council is formed and meets with a food service representative and school administration twice a year to provide input.
	District promotes participation in the <a href="#">National School Lunch Program (NSLP)</a> and <a href="#">School Breakfast Program (SBP)</a> if applicable and to choose nutritious foods and beverages throughout the day. Menus are posted on school website and/or distributed to families via another method.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to school staff, teachers, parents, and students.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to the community.
	<b>District allows marketing* (oral, written, or graphics) of only those foods and beverages sold on the school campus during the school day that meet the requirements set forth in the <a href="#">Smart Snacks Rule</a>. (Schools are not required to allow food or beverage marketing on campus)</b>	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the <a href="#">Smart Snacks Rule</a> on the school campus during school activities <del>at all times</del> .	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the <a href="#">Smart Snacks Rule</a> on the school campus at all times.
	<i>*School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings, athletic fields, school buses, parking lots, or other facilities).</i>		
Nutrition Education	<del>All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings,</del> will have the opportunity to participate in culturally relevant activities, as appropriate, and a variety of learning experiences that support development of healthful eating habits that are based on the most recent <a href="#">Dietary Guidelines for Americans</a> and evidence-based information.	District administrators inform teachers and other school personnel about opportunities to participate in professional development on nutrition and on teaching nutrition.	<u>The wellness committee</u> , teachers and other school personnel participate in nutrition education-related professional development at least once a year.
	Include nutrition education as part of physical education/health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development.	Active <u>classroom</u> learning experiences are provided such as involving students in food preparation or other hands-on activities at least once a semester.	Active <u>classroom</u> learning experiences are provided such as involving students in food preparation or other hands-on activities at least once each quarter.
	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/year.	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/semester.	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/quarter.
	Integrate age-appropriate nutrition education into at least one core subject such as math, science, language arts, and social sciences, as well as into at least one non-core/elective subject.	Integrate age-appropriate nutrition education into at least two core subjects such as math, science, language arts, and social sciences as well as in two or more non-core/elective subjects.	Integrate age-appropriate nutrition education into three or more core subjects such as math, science, language arts, and social sciences as well as in three or more non-core and elective subjects.

## Kansas School Wellness Policy Guidelines – Nutrition Promotion and Education

	Implementing	Transitioning	Modeling
Nutrition Education (continued)	Include nutrition and health posters, signage, or displays in the cafeteria food service and dining areas that are rotated, updated or changed quarterly.	Include nutrition and health posters, signage, or displays in classrooms, hallways, gymnasium, and/or bulletin boards that are rotated, updated or changed quarterly.	School personnel collaborate with the school nutrition staff to use the cafeteria as a nutrition learning laboratory that allows students to apply critical thinking skills.
	Offer information to families at least once per semester that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.	Offer information to families at least once per quarter that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.	Offer information to families at least once per month that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.

## Kansas School Wellness Policy Guidelines – Physical Activity

	Implementing	Transitioning	Modeling
<b>General Guidelines</b>	All students in grades K-12, <del>including those with disabilities, special health care needs and in alternative education settings</del> , have the opportunity to participate in moderate to vigorous physical activity at least 2 times per week during the entire school year.	All students in grades K-12, <del>including those with disabilities, special health care needs and in alternative education settings</del> , have the opportunity to participate in moderate to vigorous physical activity 3 or more times per week during the entire school year.	All students in grades K-12, <del>including those with disabilities, special health care needs and in alternative education settings</del> , have the opportunity to participate in moderate to vigorous physical activity every day during the entire school year.
	District prohibits the use of physical activity as a punishment. District prohibits withholding physical activity, including recess and physical education, as punishment.	District encourages extra physical activity time as an option for classroom rewards.	District uses extra physical activity time as a classroom reward.
<b>Physical Education</b>	Physical education is taught by teachers licensed by the Kansas State Department of Education.	Physical education teachers are licensed and participate in physical education and/or physical activity specific professional development every 2 years.	Physical education teachers are licensed and have advanced certification and/or education.
	The physical education curriculum is sequential and consistent with Kansas State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12.	Physical Education teaches basic motor skills, enhances knowledge of concepts related to movement needed to achieve and maintain health for lifetime physical activity.	District offers lifetime sports and fitness classes/opportunities.
	Elementary students receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Elementary students receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Elementary students receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.
	Middle school students are offered physical education at all grade levels and receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Middle school students are offered physical education at all grade levels and receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Middle school students are offered physical education at all grade levels and receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.
	<b>High school students are provided structured physical education in at least 1 course required for graduation.</b>	Additional opportunities for physical education as an elective are offered.	High school students are provided structured physical education in at least 2 courses required for graduation.
	Physical education curriculum encourages a multi-dimensional fitness assessment.	Physical education curriculum includes fitness assessment of at least 50% of all students enrolled in physical education and student fitness reports are available to parents.	Physical education curriculum includes fitness assessment of at least 90% of all students enrolled in physical education and student fitness reports are available to parents.

**Commented [CSJ3]:** Students would be defined in an added “Definitions” page that has been requested to be added to this booklet by numerous educators and administrators.

## Kansas School Wellness Policy Guidelines – Physical Activity

	Implementing	Transitioning	Modeling
<b>Throughout the Day</b>	Elementary school students have at least 15 minutes a day of supervised recess (not including time spent getting to and from the playground), preferably outdoors. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day (not including time spent getting to and from the playground), totaling at least 20 minutes. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day, totaling at least 30 minutes (not including time spent getting to and from the playground), with one being offered in the morning. Supervisory staff encourage moderate to vigorous physical activity.
	School policy outlines guidance on conditions regulating indoor and outdoor recess during extreme weather conditions.	Each school provides equipment, instruction, and supervision for active indoor recess.	Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities.
	Structured physical activity opportunities, in addition to recess and physical education, are encouraged for all students.	Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 1 time daily. School staff are encouraged to participate.	Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 2 times daily. School staff are encouraged to participate.
	Professional development on integrating physical activity into core/non-core subjects is provided to licensed physical education teachers, school nurses, and building administrators.	Professional development on integrating physical activity into core/non-core subjects is provided to most staff.	Professional development on integrating physical activity into core/non-core subjects is provided to all staff.
	Structured physical activities are <b>approved planned</b> by a licensed physical education teacher and integrated into health education and at least one core subject, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.	Structured physical activities are <b>approved planned</b> by a licensed physical education teacher and integrated into at least two core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.	Structured physical activities are <b>approved planned</b> by a licensed physical education teacher and integrated into three or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.
<b>Before &amp; After School</b>	Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered.	Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered with input from students, and meet the needs, interest and abilities of a diverse student body.	Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered through partnerships with community organizations and resources.
	An assessment on walking and/or biking to school has been completed to determine safety and feasibility.	The school has developed a walk and/or bike to school plan and encourages students to walk and/or bike to school based on a safety and feasibility assessment.	The school has implemented a walk and/or bike to school plan or implemented an alternative plan based on a safety and feasibility assessment and has communicated it to the community.
<b>Family &amp; Community</b>	Community members are provided access to the district's outdoor physical activity facilities.	Community members are provided access to the district's indoor and outdoor physical activity facilities at specified hours.	Community members are encouraged to access the district's indoor and outdoor physical activity facilities at specified hours.
	Offer information via multiple channels at least once per semester to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per quarter to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per month to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.



## Kansas School Wellness Policy Guidelines – Integrated School Based Wellness

	Implementing	Transitioning	Modeling
<b>General Guidelines</b>	Annual staff wellness activities and/or professional development opportunities related to nutrition, physical activity, <a href="#">mental health</a> , and abstaining from tobacco <del>and e-cigarettes</del> are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Each semester, provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity, <a href="#">mental health</a> , and abstaining from tobacco <del>and e-cigarettes</del> are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Each quarter, provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity, <a href="#">mental health</a> , and abstaining from tobacco <del>and e-cigarettes</del> are provided to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .
	<del>District staff are aware of Team Nutrition and the HealthierUS School Challenge Award opportunity.</del>	<del>District staff collaborate to achieve Bronze or Silver HealthierUS School Challenge Award in some schools. All schools are enrolled as a Team Nutrition school.</del>	<del>District staff collaborate to achieve Gold or Gold with Distinction HealthierUS School Challenge Award in some schools.</del>
	Complete the <a href="#">CDC School Health Index</a> biannually.	Results of the <a href="#">CDC School Health Index</a> are shared with the district administration and local school board.	Results of the <a href="#">School Health Index</a> are shared with the public.
	Annually, offer district-sponsored wellness family activities that address one or more components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Each semester, offer district-sponsored wellness family activities that address one or more components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .	Quarterly, offer district-sponsored wellness family activities that address one or more components of the <a href="#">Whole School, Whole Community, Whole Child Model</a> .
	Annually partner with local health agencies and community organizations.	Each semester, partner with local health agencies and community organizations.	Quarterly, partner with local health agencies and community organizations.
	District Wellness Committee will discuss the development of a <a href="#">farm to school program</a> .	Facilitate the integration of a <a href="#">farm to school program</a> and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in 50% of the schools.	Facilitate the integration of a <a href="#">farm to school program</a> and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in <del>75%</del> <b>100%</b> of the schools.
	Farm to school activities conducted annually in <del>some</del> <b>one or more</b> schools.	Farm to school activities conducted each semester in <del>some</del> <b>one or more</b> schools.	Farm to school activities are integrated into <del>some</del> <b>one or more</b> core subjects.
	Each semester, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.	Quarterly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.	Monthly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.
	The local district wellness policy committee meets at least twice per year.	The local district wellness policy committee or subcommittee(s) meets at least once per quarter.	The local district wellness policy committee or subcommittee(s) meets at least once per month during the school year.
	<b>The school wellness committee makes appropriate updates or modification to wellness policy based on assessment and an update on the progress toward meeting the State Model Wellness Policy is made available to the public, including parents, students and the community.</b>	The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to school and district staff.	The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to and approved by the local school board.

**Commented [CSJ4]:** HealthierUS School Challenge is no longer a program offered by USDA.

# Eat Smart. Play Hard. Healthy Kids Learn Better!

Child Nutrition & Wellness  
Kansas State Department of Education  
Landon State Office Building  
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Topeka, KS 66612  
785-296-2276

For more information visit:

[www.ksde.org](http://www.ksde.org)  
[www.kn-eat.org](http://www.kn-eat.org)

Portions of the information found on pages 2-5 are excerpted from:

GENYOUth Foundation. (2013) *The Wellness Impact: Enhancing Academic Success through Healthy School Environments*. Retrieved from [http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The\\_Wellness\\_Impact\\_Report.pdf](http://www.genyouthfoundation.org/wp-content/uploads/2013/02/The_Wellness_Impact_Report.pdf).

Healthy Kansas Schools. (2013) *Results from the Kansas Fitness Information Tracking (K-FIT) System: 2011-2012 School Year*. Retrieved from [http://www.kshealthykids.org/HKS\\_Docs/K-FIT/K-FIT\\_Report\\_Year\\_1.pdf](http://www.kshealthykids.org/HKS_Docs/K-FIT/K-FIT_Report_Year_1.pdf).

U.S. Department of Agriculture, Food and Nutrition Service. (2016) *Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010 – Final Rule*. Federal Register Vol. 81, No. 146



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

**Item Title:** Quarterly update on work to strengthen the Kansas early childhood system

**From:** Amanda Petersen

Early childhood lays the foundation for student success, and Kansas has the opportunity and federal grant funding to shape its future direction for early childhood over the next few years. Thousands of Kansans from across the state and in every county informed a comprehensive needs assessment of early care and education programs and services, which led to development of a statewide strategic plan. The *All in for Kansas Kids* strategic plan has seven goal areas:

- Goal 1: State-level Collaboration
- Goal 2: Community-level Collaboration
- Goal 3: Family Knowledge and Choice
- Goal 4: Private Sector Collaboration
- Goal 5: Capacity and Access
- Goal 6: Workforce
- Goal 7: Quality and Environments

The Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas State Department of Education, and other partners are working together to make progress in these areas. Funds for *All in for Kansas Kids* activities are provided through the Preschool Development Grant Birth through Five. More information is available at <https://kschildrencabinet.org/early-childhood>.

The Kansas State Board of Education will receive an update regarding the status of these activities, and how they will inform strategies to ensure that each Kansas student enters kindergarten at age 5 socially, emotionally and academically prepared for success.

In addition, the State Board will receive an update regarding Grants to Support School-Age Children. These grants of emergency support for remote learning are possible through the Kansas Office of Recovery from the federal Coronavirus Relief Fund. More information is available at <https://kschildrencabinet.org/remote-learning-support/>.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 11/10/2020

---

### **Item Title:**

Act on recommendations of the Professional Practices Commission (revocation)

### **Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law from the Professional Practices Commission and revoke the license of 20-PPC-20.

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

#### **20-PPC-20**

Licensee engaged in misconduct including but not limited to several sexually-explicit messages via social media, attempting to engage in sexual relations with students, and engaged in sexual actions with students during the 2019-2020 school year. A Complaint filed by the Kansas State Department of Education was mailed to Licensee's last known address. The Licensee did not respond to the Complaint. The Professional Practices Commission voted unanimously to revoke the license immediately.



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

In the Matter of  
the License of  
[REDACTED]

20-PPC-20

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commission (“Commission”) of the Kansas State Board of Education (“State Board”) upon the Complaint filed by the Kansas State Department of Education (“KSDE”) seeking revocation of [REDACTED] (“Licensee”) teaching license. The hearing on this matter was held on October 2, 2020. Appearing for the Commission were Acting Chairperson Jennifer Hold and members William Anderson, Aaron Edwards, Nathan Reed, Eric Filippi, Caroline Spaulding, Kimberly Gilman, and Staff Ruff. KSDE appeared by and through its attorney, R. Scott Gordon. The Licensee did not appear.

**FINDINGS OF FACT**

1. Licensee has been licensed by the State Board since 2004.
2. During the 2019-2020 school year, Licensee was employed by the Emporia school district as a teacher at Emporia High School.
3. KSDE alleges that multiple times during the 2019-2020 school year, the Licensee intentionally engaged in misconduct including but not limited to several sexually-explicit messages via social media, attempting to engage in sexual actions with students, and engaging in sexual actions with students.
4. KSDE mailed a copy of a Complaint to the Licensee’s last known address via certified mail. According to USPS tracking, two efforts were made to deliver the Complaint without success. No forwarding address was available. Applicant did not request a hearing nor did he submit an Answer to the Complaint.

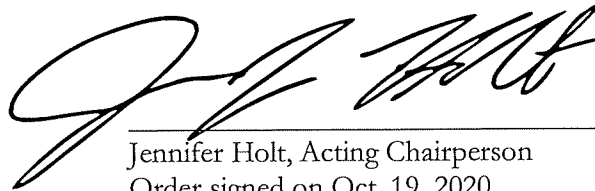
## CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*
4. One of the obvious goals of education is to “instill respect for the law.” Hainline at 224.
5. Applicant’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Applicant’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny his license.

THEREFORE the Professional Practices Commission, by unanimous vote, recommends the Kansas State Board of Education revoke Licensee’s license based on the uncontested allegations of misconduct and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this \_\_\_\_\_October\_\_\_\_\_, 2020.

PROFESSIONAL PRACTICES COMMISSION



\_\_\_\_\_  
Jennifer Holt, Acting Chairperson  
Order signed on Oct. 19, 2020.



### **NOTICE TO LICENSEE**

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

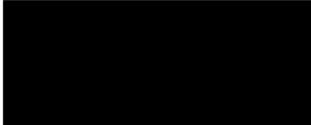
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar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

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

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

### CERTIFICATE OF SERVICE

I hereby certify that on this 20th day of October, 2020, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

R. Scott Gordon  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

*Candi Brown*

\_\_\_\_\_  
Candi Brown  
Secretary, Professional Practices Commission



**Agenda Number:** 13

**Meeting Date:** 11/10/2020



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**Item Title:** Receive progress update on Dyslexia initiative, including proposed handbook

**From:** Cynthia Hadicke

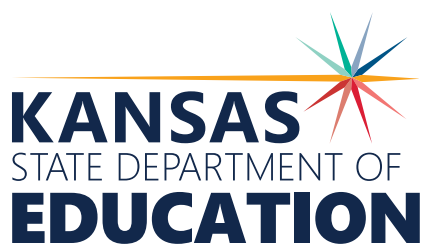
At its November 2019 meeting, the State Board of Education unanimously approved the recommendations of the Dyslexia Committee regarding pre-service teacher programs, professional learning, screening and evaluation, and evidence-based reading practices. These recommendations aim to identify, intervene and remediate dyslexia in Kansas schools.

This month, KSDE staff will provide an update on the current status of the dyslexia recommendations. Members will also receive a draft of the proposed Dyslexia Handbook for discussion. The handbook was developed to provide guidance and information to a broad spectrum of educators and stakeholders. Specifically, this publication is a response to the Kansas Legislative Task Force on Dyslexia and its recommendations. The purpose of the manual is to help inform educators and families about practices that support students with dyslexia and other reading difficulties. The draft version is attached.

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



# Dyslexia Handbook



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

OCT. 22, 2020

## DYSLEXIA HANDBOOK

# Acknowledgments

To ensure that many Kansas voices were heard in the development of this handbook, the Kansas State Department of Education engaged a diverse group of individuals with expertise in reading difficulties and dyslexia to develop this document. We would like to acknowledge the following individuals for their contributions to this dyslexia handbook:

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**Laurie Winter**

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Language and Literacy Consulting Inc.*

# DYSLEXIA HANDBOOK

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# Introduction

The Kansas State Department of Education's Dyslexia Handbook was developed to provide guidance and information to a broad spectrum of educators and stakeholders. Specifically, this publication is a response to the Kansas Legislative Task Force on Dyslexia and its recommendations. Many students in Kansas continue to struggle with reading despite being provided the learning opportunities necessary to become successful readers. Reading, writing or spelling difficulties may be caused by dyslexia or characteristics of dyslexia. The vision of Kansas education is to ***"lead the world in the success of each student."*** With this vision in mind, this handbook seeks to foster an understanding of dyslexia and related challenges to reading. This manual explains how to identify and educate students with dyslexia and other reading difficulties. This manual also informs educators and families about practices that support students with dyslexia and other reading difficulties.



The purpose of the KSDE Dyslexia Handbook is to provide procedures to be used by school districts, administrators, specialists, teachers, higher education faculty, students and parents/guardians in early identification of, instruction for, and accommodations for students who struggle to read, have characteristic of dyslexia or students with dyslexia. This handbook will be used by school districts for developing written procedures, instructional methodologies, and evidence-based practices regarding students with dyslexia. Kansas school districts have considerable autonomy in making decisions about diagnostic tools and instructional programs. KSDE does not endorse specific diagnostic tools or instructional programs. The programs in this handbook, therefore, are recommended and not mandated.

About 15-20% of our population have characteristics of dyslexia, which could include inaccurate or slow reading, poor spelling, poor writing or mixing up words that are similar.

- Shaywitz & Shaywitz, 2020.

Not all children who have these symptoms have dyslexia, but they are likely to struggle with many aspects of academic learning and are highly likely to benefit from systematic, explicit, instruction in reading and writing. Dyslexia occurs in people of all backgrounds and intellectual levels. People with dyslexia can be very intelligent and are often capable or gifted in the arts, computer science, mathematics, engineering, sales and sports. Also, research indicates that dyslexia is hereditary; parents with dyslexia are very likely to have children with dyslexia.<sup>1</sup>

Kansas children may struggle in learning to read for many different reasons. Some reasons for this could include weak oral language development in the early years, growing up in a family that has faced economic hardships, weak skills in the English language, low general intellectual ability or lack of motivation and interest.<sup>2</sup> The good news is that human brains are malleable and with evidence-based screening practices, evidence-based literacy instruction, and ongoing progress monitoring, reading improvement is possible.

---

1 Olson, Keenan, Byrne, & Samuelson, 2014

2 Snow, Burns, & Griffin, 1998

# Dyslexia Defined

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

- Adopted by the International Dyslexia Association Board of Directors, Nov. 12, 2002, and the Kansas State Board of Education, November 2020.

# Characteristics of Dyslexia

The problems displayed by individuals with dyslexia and/or students at risk of reading difficulties involve struggles in acquiring and using written language. It is a myth that individuals with dyslexia “read backward,” although spelling can look quite jumbled at times because students have trouble remembering letter symbols for sounds and decoding words.<sup>3</sup> Other problems experienced by people with dyslexia could include the following:<sup>4</sup>

- Learning to speak.
- Retention of phonological and phonemic awareness tasks.
- Learning letters and their sounds.
- Reading words in isolation.
- Organizing written and spoken language.
- Decoding words.
- Memorizing number facts.
- Reading quickly enough to comprehend (reading with appropriate accuracy, rate and prosody).
- Persisting with and comprehending longer reading assignments.
- Spelling.
- Learning a foreign language.
- Correctly doing math operations.

Not all students who have difficulties with these skills have dyslexia. Formal testing of reading, language and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phoneme manipulation, single-word reading, reading fluency and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

The following are the predominate reading/spelling characteristics of dyslexia:<sup>5</sup>

- Difficulty reading words in isolation.
- Difficulty accurately decoding unfamiliar words.
- Difficulty with oral reading (slow, inaccurate or labored without prosody).
- Difficulty spelling.

It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above. The reading/spelling characteristics are most often associated with the following:<sup>6</sup>

- Segmenting, blending and manipulating sounds in words (phonemic awareness).
- Learning the names of letters and their associated sounds.
- Holding information about sounds and words in memory (phonological memory).
- Rapidly recalling the names of familiar objects, colors or letters of the alphabet (rapid automatic naming).

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension.
- Variable difficulty with aspects of written language.
- Limited vocabulary growth due to reduced reading experience.

<sup>3</sup> Francis, et al., 1996

<sup>4</sup> International Dyslexia Association, 2020

<sup>5</sup> Berninger and Wolf, 2009

<sup>6</sup> Kilpatrick, 2015

# Characteristics by Grade Level

Individuals with dyslexia have trouble with reading, writing, spelling and/or math even though they have the ability to learn and have had many exposures to the content.

The following characteristics identify risk factors associated with dyslexia at different grade levels or stages of life. If the following characteristics are unexpected for an individual's age, educational level or cognitive abilities, they may be at risk for dyslexia. A person with dyslexia usually has several of these characteristics that persist over time. The list below was compiled from resources from the International Dyslexia Association:

## **PRESCHOOL**

- Delays in learning to talk.
- Difficulty learning to pronounce new vocabulary.
- Difficulty following multistep directions.
- Difficulty retelling a familiar story in order.
- Difficulty with rhyming.
- Difficulty pronouncing words.
- Poor auditory memory for knowing rhymes or chants.
- Inability to recall the right word when speaking.
- Trouble learning and/or remembering the letters in his/her name.

## **KINDERGARTEN AND FIRST GRADE**

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty breaking words into smaller parts or breaking words into syllables (e.g. "sunflower" can be broken into three syllables "sun," "flow" and "er").
- Difficulty identifying and manipulating sounds in one syllable words (e.g. "bat" can be broken into the sounds of /b/ /ă/ /t/).
- Difficulty remembering the names of letters of the alphabet and recalling the sounds associated with those letters.
- Difficulty reading single words.
- Difficulty spelling words the way they sound or remembering letter sequences in very common words often seen in print (e.g. "the" "and", etc.).

## **SECOND AND THIRD GRADE**

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty recognizing common high frequency words (e.g. "been" "said").
- Difficulty decoding single words, including nonsense words.
- Difficulty organizing written language.
- Difficulty copying from provided text.
- Difficulty recalling the correct sounds for the letters and letter patterns in reading.
- Difficulty connecting speech sounds and appropriate letter or letter combinations and omitting letters in words for spelling (e.g. "later" spelled "lettr").
- Difficulty reading fluently (e.g. reading slow, inaccurate, and/or without expression).
- Reliance on picture clues, story theme or guessing at words while reading.
- Difficulty with written expression.

## FOURTH AND FIFTH GRADE

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty reading aloud (e.g. fear of reading aloud in front of peers).
- Avoidance of reading or reading activities.
- Low levels of vocabulary acquisition because of reduced independent reading.
- Use of less complicated words in writing and more reliance on words that are easier to spell (e.g. "pretty" instead of "beautiful").
- Reliance on listening rather than reading for comprehension.

## MIDDLE AND HIGH SCHOOL

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty keeping pace with the volume of reading and written work assigned.
- Frustration with the amount of time and energy required for reading tasks.
- Difficulty with written assignments.
- Difficulty in learning a foreign language.
- Difficulty with word retrieval.
- Difficulty with note taking.
- Difficulty remembering sequences.

## OTHER COMMON CHARACTERISTICS IN STUDENTS

The following characteristics can often occur when an individual is showing several of the above characteristics of dyslexia:

- Difficulty naming colors or objects.
- Difficulty naming letters in a sequence rapidly.
- Difficulty remembering directions or facts.
- Need to see or hear concepts many times in order to learn them.
- Inconsistent school work.
- Difficulty with proofreading.
- Letter and number reversals.
- Distracted by external visual or auditory stimuli.

## OTHER RELATED ACADEMIC DIFFICULTIES AND OTHER CONDITIONS

The characteristics in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension and mathematics, as well as other conditions and/or behaviors. Some common co-occurring disorders with dyslexia are:

- Dysgraphia (handwriting) – This can include poor handwriting, messy and unorganized papers, difficulty copying, poor fine motor skills and difficulty remembering the movement needed to form letters.
- Dyscalculia (mathematics) – This can include difficulty counting with accuracy, misreading numbers frequently, difficulty retrieving math facts and repeated calculation errors.
- Attention Deficit Hyperactivity Disorder (ADHD) – This can include inattention, distractibility, impulsivity and hyperactivity.
- Executive Functioning – This can include losing papers, poor time management, forgetfulness, unorganized desk or materials, overwhelmed by too much input, and slow work production.

# Screening

The early identification of individuals who struggle to read, have characteristics of dyslexia or with dyslexia, which includes early intervention, will have a significant impact on their future academic success. Screening tools allow teachers to predict which children are at risk of reading difficulty before they begin learning to read.<sup>7</sup>

Research has shown the connections of brain growth for individual's birth to age 8 as a critical period for literacy development.<sup>8</sup> According to Torgesen (1998), it is imperative to "catch them before they fail," thus the importance of screening is critical in the early literacy development years.

If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.

- Ferrer, et al., Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence, 2015

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7 Susan Hall, 2004

8 Nevills & Wolfe, 2009

## What is Screening?

Screening measures are usually brief assessments of skills that are highly predictive of a later outcome. Screening should quickly differentiate students into groups - those who need targeted intervention and those who do not. A screening measure needs to focus on specific skills of reading. Tools used for screening should have the following characteristics:

- Quick and targeted assessment of discrete skills.
- Alternative equivalent forms (for administration more than one time per year).
- Standardized protocols for test administration and scoring.
- Reliability and validity.

## Why Conduct a Screening?

Screening results should identify specific students who could be at risk for reading difficulties. Research states that early intervention for students with reading difficulties is critical for intervention to be successful.

“Deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge have been shown to be robust precursors of dyslexia in children as young as age three.”<sup>9</sup> In their book, “Straight Talk About Reading,” Susan Hall and Louisa Moats (1999) state that,

“Inexpensive screening measures identify at-risk children in mid-kindergarten with 85 percent accuracy.”<sup>10</sup>

Research continues to support the need for early identification and assessment.<sup>11</sup> Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills.<sup>12</sup>

It is essential to screen students for dyslexia and related reading disorders early in their academic life. Screening can serve multiple purposes for reading instruction including: determining a student's risk for dyslexia and other reading difficulties, assisting in creating data-based decisions for intervention instruction, and to aid in determining if progress is adequate or if a different intervention is required.

<sup>9</sup> Gabb, 2017

<sup>10</sup> p. 279

<sup>11</sup> Nevills & Wolfe, 2009

<sup>12</sup> Sousa, 2005



# Types of Assessment

Assessments have multiple purposes. Universal screening is conducted to determine a student's risk for reading difficulty and the need for possible instructional intervention. Once the universal screening is complete, the data is to be analyzed for areas of weakness as it relates to reading competencies. If areas of weakness are identified, then an informal diagnostic

may be administered so that a data-based intervention plan can be created to address the identified weakness(es) in reading. If a student has an intervention plan, then ongoing progress monitoring assessments (i.e. intervention assessments) should be conducted to evaluate the impact of the instruction and the student's achievement towards reading goals.

## Universal Screeners

Universal screening tools are quick and targeted assessments of distinct skills that indicate whether students are making adequate progress in reading achievement. Universal screeners are to be administered to all students in kindergarten through 12th grade at a minimum of three times per year and serve as your progress monitoring tool for all students. Since research has shown the rapid growth of the brain and its response to reading instruction in the primary years,<sup>13</sup> the critical time for initial universal screening would be when a student is in preschool or kindergarten. Additionally, Eden (2015) states that "when appropriate intervention is applied early,

it is not only more effective in younger children, but also increases the chances of sparing a child from the negative secondary consequences associated with reading failure, such as decline in self-confidence and depression." Universal screeners should have alternate equivalent forms so that they can be administered at least three times per year with unique questions each time. There should be standardized directions for administration and scoring of these assessments. Finally, universal screeners should have established reliability and validity measures.

<sup>13</sup> Nevills & Wolfe, 2009

## Informal Diagnostics

Upon completion of the universal screener, student data should be analyzed for areas of weakness, as it relates to the reading competencies. In order to isolate the areas of reading in need of intervention, an informal diagnostic instrument may need to be utilized. In some cases, the universal screener is able to isolate the area in need of reading intervention. When the universal screener does not identify the target area, an informal diagnostic could be used. Informal diagnostic assessments should focus on measuring the language/reading skills that influence reading outcomes (i.e. phonemic

awareness, phonics, fluency, vocabulary and comprehension).<sup>14</sup> "Informal diagnostic assessments take more time to administer and should only be given to students at risk."<sup>15</sup> Based on results of the informal diagnostic assessment, intervention plans should be developed by the teacher, or a student intervention team, utilizing evidence-based practices to influence reading competency development. During the course of the intervention, assessment data should be collected and examined.

## Progress Monitoring

Intervention assessment data, gathered through the progress monitoring tools of your universal screener, reveals how students have performed on skill progression. The intervention process is entirely driven by data, characterized by increased intensity and individualization of reading deficits. Progress monitoring is a key component of an intervention plan. Prior to delivering the intervention instruction, school teams should develop a progressing monitoring plan which outlines the progress monitoring instructional tool, student goal, and frequency of data collection and review. During delivery of the

intervention instruction, educators should collect and graph frequent progress monitoring data. After sufficient data is collected, it is graphed and evaluated against the student's instructional goal to determine whether the student is making satisfactory progress. If progress toward the student's instructional goal is evident, the teacher continues to implement the intervention. However, if the student's progress is unsatisfactory, the teacher should consult with team members to determine how to intensify or change the instructional intervention.

<sup>14</sup> Torgesen, 2005

<sup>15</sup> Moats & Tallman, 2019, p.72

# Criteria for Dyslexia Screening Tools

KSDE requires that all accredited school systems in Kansas provide dyslexia screening to all students in kindergarten through 12th grade. It is important that the screening tool be accurate and comprehensive. However, it should be noted that these screenings are not as extensive as a comprehensive evaluation. While the school selected screening instrument will be expected to measure skills, it is important that individuals who administer the screening instrument observe and take anecdotal notes on students' behaviors (listed below) during the administration of the screener. This is not an exhaustive list, but some key red flags that may require more detailed diagnostic assessment are:<sup>16</sup>

- Lack of automaticity.
- Difficulty sounding out words left to right.
- Guessing.
- Inability to focus on the reading task.
- Avoidance behavior.

**Screening is not a formal evaluation.** The results of the screenings conducted in schools across Kansas should be utilized to determine each individual students' need for immediate and timely intervention as recommended by the Kansas Multi-Tiered System of Supports. Students who score below benchmark on the screening tool may need to be further assessed in the skills listed below (Gersten, et al., 2008):

- Phonological awareness
- Phonemic awareness
- Sound-Symbol recognition
- Fluent word recognition
- Nonword Reading (pseudo word reading)
- Decoding skills
- Spelling
- Oral reading rate (second grade and above)
- Oral reading accuracy (second grade and above)

## Common Screening Practices

The use of screeners is a process for gathering additional information to determine if characteristics of dyslexia are present. Schools should consider gathering additional information if a student performs below benchmark expectations. This includes other progress monitoring data, work samples, formative literacy assessment data and other assessment data which assess the skills listed above. The determination of existing characteristics of dyslexia should be based on multiple sources of data. As schools determine the timing of the selected screener, the following questions should be considered:

- Has the student had adequate time for instruction?
- How will the timing of the administration of the screener fit in with the timing of other required assessments in the school?

A school must ensure what appropriately trained and qualified individuals administer and interpret the results of the selected screening tool. Please note that an educational aide or a paraprofessional is not eligible to administer the dyslexia screening tool unless the educational aide or paraprofessional has been trained to use the assessment with fidelity or has a certification with the selected screener. Under no circumstances should an educational aide or paraprofessional interpret the results of a universal screening tool. Individuals who interpret the screening tool must be a classroom teacher who has a valid Kansas teaching license for kindergarten through sixth grade or an individual who has a valid reading specialist endorsement. It is considered best practice that the individual who administers the screening tool be the student's classroom teacher.

<sup>16</sup> Modified from the Texas Department of Education Dyslexia Handbook, 2018, p.13

## Interpreting Screening Results

The importance of early intervention cannot be overstated. Intervening early, before difficulties become intractable, offers the best hope for successful outcomes and prevention of long-term deficits. The purpose of screening is to help identify, as early as possible, the students at risk for dyslexia or other reading difficulties so that targeted intervention can be provided.<sup>17</sup> Screening alone will never improve outcomes for students. The screening must lead to effective instruction for it to be useful. Therefore, once the screening has been administered the next steps are to analyze results, identify the level of risk for each student, and make informed decisions. The next steps are broadly categorized as: continue with core instruction, implement targeted intervention, and/or refer for evaluation.

There are several important factors to consider when interpreting screening results. First, it is important to remember that there is no definitive test score that invariably identifies dyslexia. Dyslexia is a neurobiological disorder that exists along a continuum of severity. This makes the identification of dyslexia more challenging than identifying other forms of disability.

As with any assessment tool, it is important that schools administer and interpret the screening tool with fidelity. Screening tools use norm-referenced criteria to establish cut points derived by the publisher of the tool. Cut points are used to group students into categories (e.g., at risk or not at risk) based on the results of the screening tool. All accredited Kansas schools must adhere to the cut points established by the published screening instrument.

In general, students scoring below the publisher-determined cut point are considered “at risk” for reading difficulties or dyslexia, while those who score above the cut point are considered “not at risk” for reading difficulties or dyslexia. However, it is important to realize that risk falls on a

continuum and there will always be false positives (students who screen at risk when they are not) and false negatives (students who screen not at risk when they are). Consequently, continual progress monitoring and an ongoing review of data is important.

Students falling well below the cut point have a much higher probability of being at risk for reading difficulties or dyslexia while students scoring well above the cut point have lower probability of reading difficulties or being at risk for dyslexia. The decision for what to do next is easiest for students whose scores fall at the extreme ends of the continuum. Students falling well above the cut point can be considered at low risk for dyslexia and are much less likely to need additional intervention or evaluation. Students scoring far below the cut point should be considered at high risk for dyslexia.

For students who are identified as having reading difficulties or at risk for dyslexia, the school should provide targeted intervention provided by the appropriate staff as determined by the district. Individual districts may use instructional aides or paraprofessionals in this role only if these instructors have received specific professional development on the skill deficit and intervention protocols. It is important to note that the use of a tiered intervention process, such as the Kansas MTSS process must not be used to delay or deny an evaluation for a suspected learning disability especially when parent or teacher observations support this.

For students who score close to the cut point, more information may be needed to make an informed decision regarding implementation of targeted interventions with progress monitoring, or continuation of core instruction only. Data gathering will provide this additional information.

<sup>17</sup> Petscher, et al., 2019

# Considerations for English Language Learners

Another factor to consider when interpreting screening results is the student's linguistic background. The nature of the writing system of a language impacts the reading process. This impacts the identification of students with dyslexia in languages other than English. Assessments for dyslexia in linguistically diverse populations must differentiate language disadvantages from reading difficulties.

Transparent written language has a close letter/sound correspondence.<sup>18</sup> Since English is an opaque language, one with a more complex phoneme (sound) grapheme (letter) correspondence, learning the English writing system can be challenging for English Language Learners (ELs).<sup>19</sup> Teachers must recognize the first language impact of their ELs students when acquiring the English opaque language system.

## DYSLEXIA IN TRANSPARENT AND OPAQUE ORTHOGRAPHIES

OPAQUE (ENGLISH)	TRANSPARENT
Early and marked difficulty with word-level reading.	Less difficulty with word-level reading.
Fluency and comprehension often improve once decoding is mastered.	More difficulty with fluency and comprehension.

## CHARACTERISTICS OF DYSLEXIA IN ENGLISH VS. SPANISH

ENGLISH	SPANISH
Phonological awareness weaknesses.	Phonological awareness weaknesses may be less pronounced.
Rapid Automatic Naming	Rapid Automatic Naming
Regular/irregular word decoding difficulties	Decoding fewer irregular words in Spanish.
Fluency often a key indicator	Fluency often a key indicator
Frequent spelling errors	Spelling may show fewer errors in English, but still more than students that do not have dyslexia.
Reading comprehension may be a weakness in both English and Spanish.	Reading comprehension may be a weakness in both English and Spanish.

"Research shows that early reading measures, administered in English can be used to screen English learners for reading problems."<sup>20</sup> Screening should begin for ELs as soon as they enter the school system rather than following the common practice of screening ELs when they have reached a reasonable level of English proficiency. It has been consistently proven that foundational reading measures administered in English are an excellent means for screening ELs.<sup>21</sup> Research supports guidance in the interpretation of phonological awareness test scores.<sup>22</sup> Therefore, careful consideration should be given to assessments and intervention plans for students who are culturally and linguistically diverse.

When determining phonological awareness deficits, evaluation personnel should examine subtest scores, including subtle phonological awareness skills, instead of limiting interpretation to composite scores since a deficit in even one skill will limit reading progress for EL students. When an EL student exhibits weakness in reading and spelling a determination should be made whether these difficulties are unexpected in relation to the student's other abilities, sociocultural factors, and/or language difference.

<sup>18</sup> Joshi & Aaron, 2006

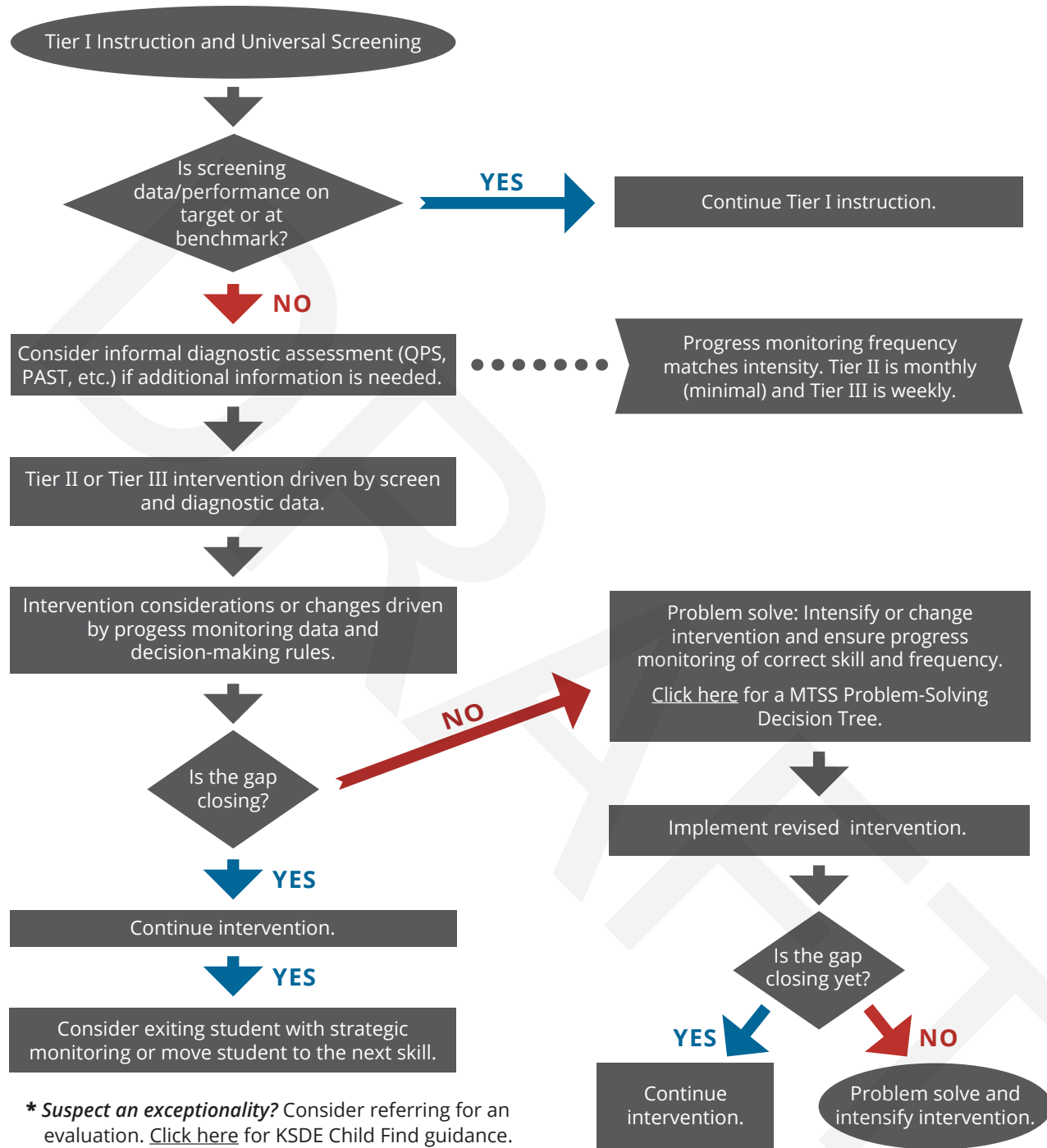
<sup>19</sup> Spencer, 2000

<sup>20</sup> Gersten, et al., 2007

<sup>21</sup> Chiappe & Siegel, 1999; Chiappe, Siegel & Wade-Woolley, 2002; Lesaux & Siegel, 2003; Limbos & Geva, 2001

<sup>22</sup> Gersten, et al., 2007

# Screening Flowchart



Access to the full document is available in [Appendix B](#).<sup>23</sup>

Resources:

- MTSS Problem-Solving Decision Tree (<https://drive.google.com/file/d/1bdzS0Cnbu4hvFZvzxbENwFkfebZV3jH8/view>)
- KSDE Child Find guidance (<https://www.ksde.org/Portals/0/SES/PH/PH-Ch02.pdf?ver=2019-05-21-102539-847>)

<sup>23</sup> See page 29.

# Screening Rubric

Access to the full document is available in [Appendix C<sup>24</sup>](#) and by clicking [here<sup>25</sup>](#).

## Rubric

Description	Yes	No
All students in kindergarten were screened in Letter Naming Frequency. • Fall (F), Winter (W), Spring (S)		
All students in grades K-1 were screened in Letter Word Sounds. • Kindergarten: F, W, S • Grade 1: F, W, S		
All students in grades K-2* were screened in Nonsense Word. • Kindergarten: S • Grade 1: F, W, S • Grade 2: F*		
All students in grades 1-5 were screened in Oral Reading Fluency. • Grade 1: W, S • Grades 2 - 5: F, W, S		
All students in grades 6-12 not reading at benchmark on a nationally normed reading comprehension assessment were screened using an Oral Reading Fluency assessment.		
Was the screener reliable?		

\*NWF see Appendix A

The screening programs listed are not **required or recommended screeners** for dyslexia by KSDE. The screeners listed below are what most schools in Kansas use. Your system may select any screener, as long as it screens for the items in the table to the left.

School name	Screener name	Sub-test used

<sup>24</sup> See page 32.

<sup>25</sup> <https://drive.google.com/file/d/1nulpj3tZGUmYW1qhoSsA0t37Omz-yTY/view>

# Kansas State Department of Education

## Screening Recommendations

All accredited schools in Kansas are required to administer screening for dyslexia to all students in grades kindergarten through 12th grade. The screener should be administered at least three times per year and aligned with national normed benchmark outcomes.

When schools/districts determine the appropriate screening tool to use for dyslexia screening, decisions should be based on the following assessment criteria for the critical components of reading. The Kansas State Board of Education approved the following assessments for dyslexia screening in January 2020. Refer to [Appendix C<sup>26</sup>](#) or the [previous page](#) for specifics about each assessment and for recommended grade levels for screening.

- Letter Naming Fluency (LNF)
- Letter Word Sounds Fluency (LWSF)
- Phoneme Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)
- Oral Reading Fluency (ORF)

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<sup>26</sup> See page 32.



# Evidence-Based Reading Instruction

Learning to read and write is not a natural process and requires mastery of fundamental language skills. For the majority of students, explicit instruction in reading, spelling, writing, and language must be taught on a continuum for reading to take place. Many students with dyslexia or characteristics of dyslexia can be taught in the general education classroom with skilled teaching. Successful classroom instruction delivered by an informed educator, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems. Possible reading problems can be identified as early as preschool and kindergarten. Therefore, research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be improved in the early grades and get students on the road to academic achievement.

A series of studies have substantiated that good teachers, effective teachers, matter much more than the particular program or materials.<sup>27</sup> Expertise matters when it comes to effective reading instruction. Exemplary teachers routinely provide reading instruction which is explicit, systematic, multisensory and executed in a gradual release format. The skilled teacher should deliver instruction to dyslexic students in such a manner until skill automaticity is reached.

The International Dyslexia Association (IDA) defines what all teachers of reading need to know and be able to do to teach all students to read proficiently. In the IDA Knowledge and Practice Standards for Teachers of Reading outlines standards for classroom teachers. Please refer to this resource for more detailed information regarding the complex skills surrounding being a skilled, effective teacher of reading.

There is evidence that blending skills develop sooner than analysis skills, and that students can have good blending skills and inadequate reading development. Only when both blending and analysis skills are mastered do we see benefits for reading development.

- David Kilpatrick,  
Essentials of Assessing,  
Preventing, and  
Overcoming Reading  
Difficulties, 2015

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27 Allington & Johnston, 2002; Darling-Hammond, 1999; Pressley, et al, 2001; Taylor, Pearson, Clark & Walpole, 2000

# Theoretical Models of Reading

“Teaching reading is rocket science.”

- Louisa Moats

Teaching a student to read requires more than knowledge of what to teach. According to Holly Lane of the University of Florida, “Effective teachers understand how to identify their students’ instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.” (2014, p.25)

As teachers and reading specialists design literacy instruction to meet the needs of students with dyslexia or characteristics of dyslexia, it will be important for key implications documented by researchers to be recognized and woven into the district or school level intervention plans. Structured literacy interventions can assist teachers in using evidence when evaluating programs and teacher training for implementation.

The National Reading Panel (2000) emphasized that phonemic awareness and phonics (decoding) should be included in all reading instruction that focuses on language comprehension such as vocabulary, fluency, and reading and/or listening comprehension so that a complete reading program is created.

Gough and Tunmer, 1986, and Hoover and Gough, 1990, described reading as the product of word recognition (decoding) and language comprehension. They add that these components work together in an interdependent balance and that when there is a disconnection between these components, reading failure can occur. This model is referred to as the **Simple View of Reading**:

Decoding X Language Comprehension = Reading Comprehension

Hollis Scarborough, a leading researcher in literacy, expands the Simple View of Reading and communicates that reading is a multifaceted skill that is gradually acquired through years of instruction and practice (see image below). Scarborough’s Reading Rope, illustrates how the many skills that are required to comprehend texts are intertwined and become more complex. The strands weave together over many years and enable a student to become a skilled reader.

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

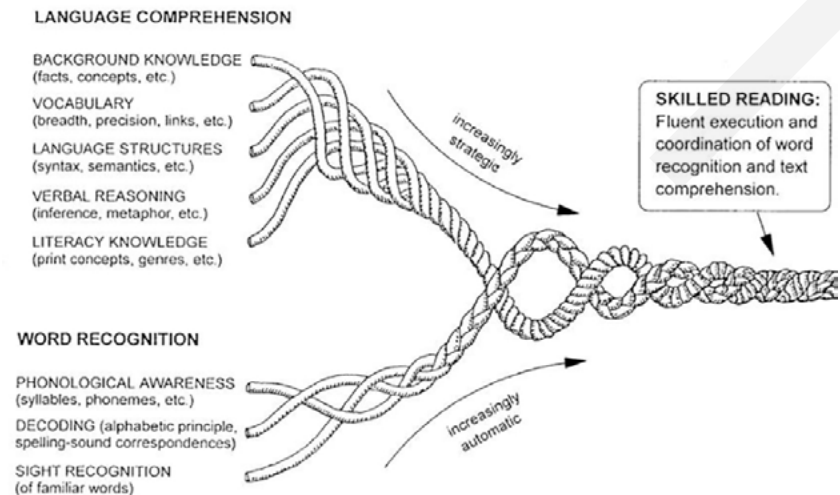


Image Source: Scarborough, 2001

# The Structured Literacy Framework

## Structured Literacy Instruction

### Principles

All students can benefit from evidence-based core reading instruction. When all students receive this evidence-based reading instruction, success in reading is more likely. This type of instruction, also called multisensory structured literacy, when provided with sufficient corrective feedback, will result in the highest level of reading achievement.<sup>28</sup>

For students who have not benefited from evidenced based core reading instruction, providing intervention by a skilled teacher using direct, systematic and sequential instruction, focused on the structure of language will enable students who struggle to read, students with dyslexia and students with characteristics of dyslexia to make significant progress in reading.

Some popularly used reading approaches, such as guided reading or balanced literacy, are not in and of themselves, sufficient for students with dyslexia, characteristics of dyslexia, or struggling readers. These approaches do not provide sufficient or appropriate instruction in decoding and the essentials of the structure of the English language.<sup>29</sup>

Structured literacy is instruction that is:

- Explicit
- Systematic
- Cumulative
- Multisensory

<sup>28</sup> Moats, 1994, 2004.

<sup>29</sup> For more information see Effective Reading Instruction for Students with Dyslexia. (2020, March 31), from <https://dyslexiaida.org/effective-reading-instruction-for-students-with-dyslexia/>

This type of intervention emphasizes the structure of language including the speech sound system (phonology), sound/symbol association, the writing system (orthography), the structure of sentences (syntax), the meaningful parts of word (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. Multisensory instructional strategies involve simultaneous use of visual, auditory, tactile-kinesthetic sensory systems and/or articulatory motor components while linking, listening, speaking, reading and writing.

For students with dyslexia, characteristics of dyslexia or for struggling readers, instruction in structured literacy plays an essential role to develop the skills needed to be a successful reader.

### Explicit Instruction

The skilled, effective reading teacher will deliver instruction in an explicit manner. Teaching using explicit instruction required that new skills are clearly modeled or demonstrated. New concepts should be presented with examples and non-examples such that students are not inferring what is to be learned. The process of modeling the new skill is repeated until such time that the student(s) can apply the skill independently.<sup>30</sup> As the student is demonstrating mastery of the new skill, the teacher provides corrective feedback.

### Systematic and Cumulative Instruction

Systematic and cumulative instruction requires that the sequence of instruction begin with the simplest concepts (concepts that the student does not know) and progress to more difficult concepts. An example of a sequence for instruction is shown in the Sample Scope and

Sequence Chart in Appendix D of this handbook. When teaching students with reading difficulties or dyslexia a carefully planned sequence for instruction is considered systematic. The goal of systematic instruction is to maximize outcomes for students learning new material based on the students' levels of background knowledge, level of complexity, and should be designed prior to lessons being taught.<sup>31</sup>

### Multisensory Instruction

"Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning."<sup>32</sup> When learning to read, a student will use many senses; visual feedback to learn letters and words on a page, auditory feedback to learn sounds of language (phonemes), Kinesthetic movement and tactile feedback to anchor learning in working memory, and speaking, to feel the movements in the mouth as sounds are said, to learn the sounds of our language. Teaching using a multisensory approach means to engage more than one sense at a time. Every lesson taught using this approach won't use all of a child's senses. Most multisensory lessons engage students in material in more than one way.

### Automaticity

Skilled teachers will instruct students until a new skill becomes automatic. Automaticity refers to the ability to produce reading skills without occupying working memory as a result of repetition and practice. When a skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner.<sup>33</sup> In order for teachers to determine if automaticity has been reached, diagnostic testing and continual monitoring of skill mastery is required.

<sup>30</sup> Mather & Wendling, 2012

<sup>31</sup> The New Jersey Dyslexia Handbook, 2017

<sup>32</sup> Birsh, 2018. p. 26

<sup>33</sup> Berninger & Wolf, 2009.

# Structured Literacy Instruction

## Elements

### Phonological Awareness

Phonological Awareness is the understanding of internal linguistic structure of words (onset and rime, syllables, phonemes). An important aspect of phonological awareness is the ability to segment words into their component phonemes. A phoneme is the smallest unit of sound in a given language that can be discriminated as being distinct from other sounds. For example, in the word ship, the sounds /sh/ /i/ /p/ are the three phonemes that make up the written word, ship. The importance of recognizing phonological awareness as a foundation for decoding cannot be overemphasized. Students who exhibit difficulty in acquiring phonemic awareness skills typically will experience difficulty learning the alphabetic principle.

“The level of phonemic awareness that children possess when first beginning reading instruction and their knowledge of letters are the two best predictors of how well they will learn to read during the first two years of formal reading instruction.”

- National Reading Panel Report, 2000

### Sound-Symbol Association

Sound-Symbol Association is the ability to associate letter or letter combinations with their sounds. In reading, students must read/ say the correct sound when they see the letter in which it is associated. Additionally, students must be able to blend sounds into words for reading. In spelling, students must spell/write the correct letter for which they hear the sound. Next, students must segment the sounds in words and write the associated letter(s) in order to spell words. There are 44 (sounds) phonemes in the English language represented by letters or combinations of letters (graphemes) of the 26 letters of the English alphabet. The table below gives a few examples of sound-symbol associations for consonants in English.

“Weakness in phonemic awareness characterizes children with reading problems across a span of general verbal ability. Their primary problem in learning to read involves learning to translate between printed and oral language.”

- Torgesen, 2002

Phoneme (sound)	/b/	/g/	/m/	/k/	/ch/
Grapheme (Letter representation)	b, bb	g, gg, gh	m, mm	c, cc, k, lk, q	ch, t

# Syllable instruction

Syllable instruction is breaking down words into parts (syllables) with one vowel sound or pattern. There are six syllable types in the English language as listed below:

SYLLABLE TYPE	EXAMPLE
Closed (CVC)	bat, trip, mash, crust, bend
Vowel-consonant-e (VCe)	ripe, gate, stripe, mope
Open (VC)	hi, be, no, she
Consonant-le	table, circle, beetle, eagle
Vowel-r	yard, germ, dirt, turn
Vowel digraphs/ diphthongs	trout, noise, joy, oil

# Orthography

Orthography refers to the written spelling patterns and rules in a language. For example, the sound /j/ immediately following a short vowel in a one syllable word is spelled with -dge. Students must be taught the regular and irregular orthographic patterns of a language in an explicit and systematic manner. Orthography instruction should be integrated with phonology, sound-symbol knowledge, and morphology.

# Morphology

Morphology is the set of rules that govern how morphemes (base words, prefixes, roots, and suffixes) can be combined to form words. A morpheme is the smallest unit of meaning in a language. Learning frequently used morphemes in a systematic manner to automaticity not only helps spelling but also provides students with strategies for decoding.

“Even the most obscure and complicated appearing words can be broken down into more manageable units and deciphered if the reader is aware of their derivation or roots.”

- Shaywitz, 2006

# Syntax

Syntax is the set of rules that govern the sequence and function of words in a sentence in order to convey meaning. Syntax is the proper order of words in a sentence or phrase and is a tool used in writing proper grammatical sentences. Some examples of syntax, or grammar, could be; parts of speech, rules for correct word order, sentence length, sentence types, and sentence constructions.

# Vocabulary

Vocabulary is the knowledge of words and their meanings in oral language and in print. Vocabulary can be receptive (understanding) and expressive (productive). Vocabulary knowledge plays a significant role in comprehension. Explicit vocabulary instruction is critical for struggling readers and students with dyslexia.

# Reading comprehension

Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development, background knowledge, use of appropriate strategies and motivation.

# Reading fluency

Reading fluency “is the ability to read text with sufficient speed and accuracy to support comprehension” (Moats & Dakin, 2008, p.52). Fluency also has the component of prosody, which is the pitch, tone, volume, emphasis and rhythm in speech and oral reading.

# Reading Intervention Recommendations

Even with the best core reading instruction, there are still some students, including those with the characteristics of dyslexia, who will require additional support to learn to read proficiently. In Kansas, maintaining a tiered system of support is part of the accreditation process. In addition to receiving high-quality core instruction (Tier 1) that includes a structured literacy program, some students will need to be provided additional Tier 2 or even Tier 3 intervention instruction. This additional intervention instruction occurs in small groups three to five times per week for 30-60 minutes per day, depending on the building schedule, age of the student, and intensity of student need.

While teaching in an intervention setting, the instruction provided to the struggling reader should have the following evidence-based practices for effectiveness:

- Fidelity to instructional protocols of programming.
- Explicit and direct instruction.
- Scaffolded instruction which includes a gradual release of responsibility (I do, we do, you do).
- Frequent opportunities to respond.
- Sufficient questioning and check for understanding.
- Frequent opportunities for skill practice.

Intervention instruction should match the individual student's reading deficits and additional informal diagnostic tools may sometimes be used to determine where, within the reading continuum the student continues to struggle. These groups receive a carefully selected evidence-based curriculum designed to address the specific skill deficits and progress is monitored to determine if and how the student is responding to the intervention.

Reading intervention at the secondary level begins with common instructional strategies across content areas for ALL students. When an adolescent demonstrates below benchmark comprehension skills, the problem-solving team administers an oral reading fluency probe to determine if the student's issues are at the word reading level (inaccuracy and/or dysfluency) or if the issue exists primarily in the areas of vocabulary and comprehension. Secondary students who are struggling readers or at risk for dyslexia require instruction with a focus on parallel tracks: they need instruction to close the gap with their reading deficits and scaffolding and differentiation for access to their core content classes.



# Progress Monitoring

“Ninety percent of children with reading difficulties will achieve grade-level reading if they receive help by the first grade. Seventy-five percent of children whose help is delayed to age nine or later continue to struggle throughout their school careers.”

-Vellutino, et al, 1996

All accredited schools in Kansas should continue to monitor students for common risk factors of dyslexia. Screening three times per year provides that first level of progress monitoring. However, students who are receiving Tier 2 or Tier 3 supports need to receive more frequent progress monitoring. Evidence and research strongly suggest districts use the same assessment system to progress monitor as they use for screening.

Ongoing progress monitoring allows educators to assess student academic performance in order to evaluate student response to evidence-based instruction. Progress can be monitored weekly, but no less than one time per month. Progress monitoring probes can be general outcome measures, such as those used for universal screening, or skills-based measures that focus on a specific set of skills that will be taught in the intervention setting.

KSDE recommends progress monitoring measures for grades kindergarten through 12th grade as referenced in the table below:

Grade	Possible Progress Monitoring Measures
Kindergarten	<ul style="list-style-type: none"><li>• Phoneme Segmentation</li><li>• Letter Sound Fluency</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Letter Sound Fluency (real-word reading)</li><li>• Nonsense Word Fluency</li><li>• Oral Reading Fluency (connected text)</li></ul>
Grades 2 - 12	<ul style="list-style-type: none"><li>• Oral Reading Fluency (connected text)</li></ul>

Once sufficient data has been gathered, grade level teams should be able to evaluate whether the student is not only making progress, but whether they are making enough progress to close the gap in achievement with peers. Those progress monitoring data points should be evaluated on a graph. Most assessment systems provide that graph as progress monitoring data is entered and will begin to generate a projection or trend line. Generally, trend lines fall into three categories: inconsistent data, making progress or not making progress.

If the data is wildly inconsistent, the team may want to consider the validity of the data, as well as giving the intervention a little more time so a trend line can be established.

Students who are making good progress with an intervention are a cause for celebration! Closing the gap for a student’s reading is a change in that child’s trajectory.



Some general considerations when the trend line is showing good progress might be:

- How close is this student's progress to the next benchmark goal?
- Should the intervention continue or should the student be moved to a group targeting the next skill need for this student?
- Could this successful intervention be duplicated with other students showing similar needs?
- Could this student exit from intervention? How will we ensure the growth made is sustained?

Some students will show progress, but not enough to close the achievement gap with peers. Often a small adjustment in the intervention instructional practices is enough to see the progress monitoring slope take a more positive turn.

Some general considerations when the trend line is showing some, but not enough, progress might be:

- How is the student's attendance? Have there been interruptions in this intervention? (teacher absence, intervention cancelled for other activities, etc.)
- How consistent has instruction been? Has the intervention curriculum been used as designed?
- Are we monitoring the correct skill? (Students with word-level reading difficulties are often inaccurate readers - progress monitoring should focus on increasing accuracy before

increasing rate).

- Is the pace of instruction too slow? How many opportunities to respond is this student getting?
- How does this student's performance compare to other members of the same intervention group?

For some students, we may see virtually no progress or response to the intervention and their trend line appears almost flat and the achievement gap is widening with peers. These students require deeper problem-solving and customization of the intervention.

- Some general considerations for these students could include (in addition to those outlined above):
- Is the goal for this student appropriate?
- Have we given the intervention enough time to have an impact?
- What will it take to enable learning for this student?
- Does this student have some unique needs we have not considered?

Even with adjustments or customizations, there may still be students who are not responding to the interventions provided. If regular progress monitoring reflects a persistent difficulty with fluent word recognition, accurate decoding, and/or reading comprehension, it may be appropriate to evaluate for dyslexia. Educators should be aware that a student may have reached middle school or high school without ever being screened, evaluated or identified.

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DYSLEXIA HANDBOOK

# Appendices

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## APPENDIX A

### Information for Parents and Families

If you suspect your child may have dyslexia, trust yourself. You know your child better than anyone. Here are some tips and steps from the American Brain Society that you can take to find out.

<https://americanbrainsociety.org/suspect-your-child-has-dyslexia-heres-what-to-do-next/>

1. Educate yourself using trustworthy references.
2. Early intervention - Dyslexia is not something your child will naturally outgrow. The earlier the interventions are started, the more impact they will have.
3. Work closely with your child's school - In the United States, schools have a legal obligation to create an action plan to help children with dyslexia and other learning challenges.
4. Be an advocate for your child. Stay informed, ask questions, tap into resources and know your child's rights.
5. Keep learning fun. Find ways to make reading enjoyable.
6. Be supportive and patient. Your child looks to you for comfort, love and encouragement.
7. Focus on the bright side. Many successful and famous people are dyslexic.
8. Seek support from other parents and caregivers.
9. Find other ways for your child to shine. Get your child engaged in art, music, sports or hobbies where your child can develop confidence.

Having a child who is struggling to learn to read can be confusing, and if a child is identified as having dyslexia, it can feel overwhelming. Rest assured, you are not alone and with the right instruction, almost all people with dyslexia can learn to read. It doesn't have to stop your child from reaching their full potential.

#### Resources

The resources listed below may provide parents and families with more information:

- [The International Dyslexia Association](#) has multiple Fact Sheets, many of which are translated into Spanish.<sup>34</sup>
- [Why are Dyslexia Screeners Important? from the Kansas Parent Information Resource Center](#)<sup>35</sup>
- [Parents Guide to Dyslexia](#) from [Childmind.org](#)<sup>36</sup>
- [The Yale Center for Dyslexia and Creativity](#)<sup>37</sup>

<sup>34</sup> <https://dyslexiaida.org/fact-sheets/>

<sup>35</sup> [https://drive.google.com/file/d/1XG4LAZi7TkPYmEUF4acGRMI\\_V9dvLzGj/view](https://drive.google.com/file/d/1XG4LAZi7TkPYmEUF4acGRMI_V9dvLzGj/view)

<sup>36</sup> <https://childmind.org/guide/parents-guide-to-dyslexia/>

<sup>37</sup> <http://dyslexia.yale.edu/resources/parents/>

## APPENDIX B

# Screening Information for Students with Reading Difficulties

(INCLUDING DYSLEXIA)

The recommendations from the Kansas State Board of Education and the Dyslexia Task Force include the universal screening of students for potential reading difficulties including, but not limited to, characteristics of dyslexia. These recommendations may leave a district with some questions. It is the intent of this quick reference tool to provide further information and guidance around these new recommendations.

## Why Screen?

Screeners have been used for years in the medical field as a way to rapidly identify potential risk. When a doctor's office takes blood pressure, temperature and weight, this information does not tell the physician WHAT is wrong, but is a quick way to determine what potential health concerns MAY exist. None of us would want our caregivers to administer long, detailed, and sometimes painful assessments every time we walk through their door. Good physicians administer just enough assessment to determine potential health concerns and the best course of treatment to begin.

Likewise, universal screening of students for potential reading difficulties including, but not limited to characteristics of dyslexia, allows schools to identify these students early and intervene quickly. We know that early intervention is our best response to characteristics of dyslexia, so identifying essential skills will allow schools to quickly and efficiently identify needs to respond instructionally.

## What is the difference between a Universal Screener and other assessments we give in our district?

While state assessments and other achievement measures look at summative growth, screeners are designed to be quick assessments that are easy to administer and formative in nature. In other words, they should provide a teacher with practical information that allows for rapid response in the form of instructional adjustments.

A good universal screener should be available in multiple forms so progress monitoring can occur to determine if those instructional adjustments are closing the gap for each student. A rubric outlining the other important components of a strong universal screener, along with a list of assessments currently being used in Kansas schools that fit those requirements, is available in a document on the KSDE website titled "Dyslexia Screening Rubric."

## Does this mean that students who are identified by the screener are dyslexic and need special education services?

**The short answer is no.** Just like high blood pressure signals potential for health concerns, a student who the screener identifies as below benchmark is potentially at risk for not developing as a proficient reader. The screening data allows a school to respond immediately with evidence-based interventions that address reading deficits, with or without an official diagnosis, and regardless of whether the student has been identified as an exceptional learner.

## We've given the screener to students. Now what?

The flowchart on the following page gives a visual pathway for schools to use the universal screening data and respond appropriately for each student based on the results of their screening assessment. Students who score within the benchmark range are considered on track for continuing to develop as proficient readers. Students who score below benchmark, however, are demonstrating a need for some sort of skill-based intervention. In some cases, additional informal diagnostics - for example, but not limited to, a Quick Phonics Screener (QPS) or a Phonological Awareness Skills Test (PAST) - may be needed to determine what specialized instruction a particular student may need. When assessment data is used to make instructional decisions, there needs to be a high degree of reliability in the measurement. Teacher-created instruments do not qualify as an informal assessment instrument that is valid and reliable.

Screeners are simply part of the general education intervention (GEI) process and districts will want to identify this when asked about their GEI system. As always, districts are tasked through Child Find to refer any student for an evaluation should they suspect an exceptionality.

## Where can I go for more information about selecting and/or using a screener effectively?

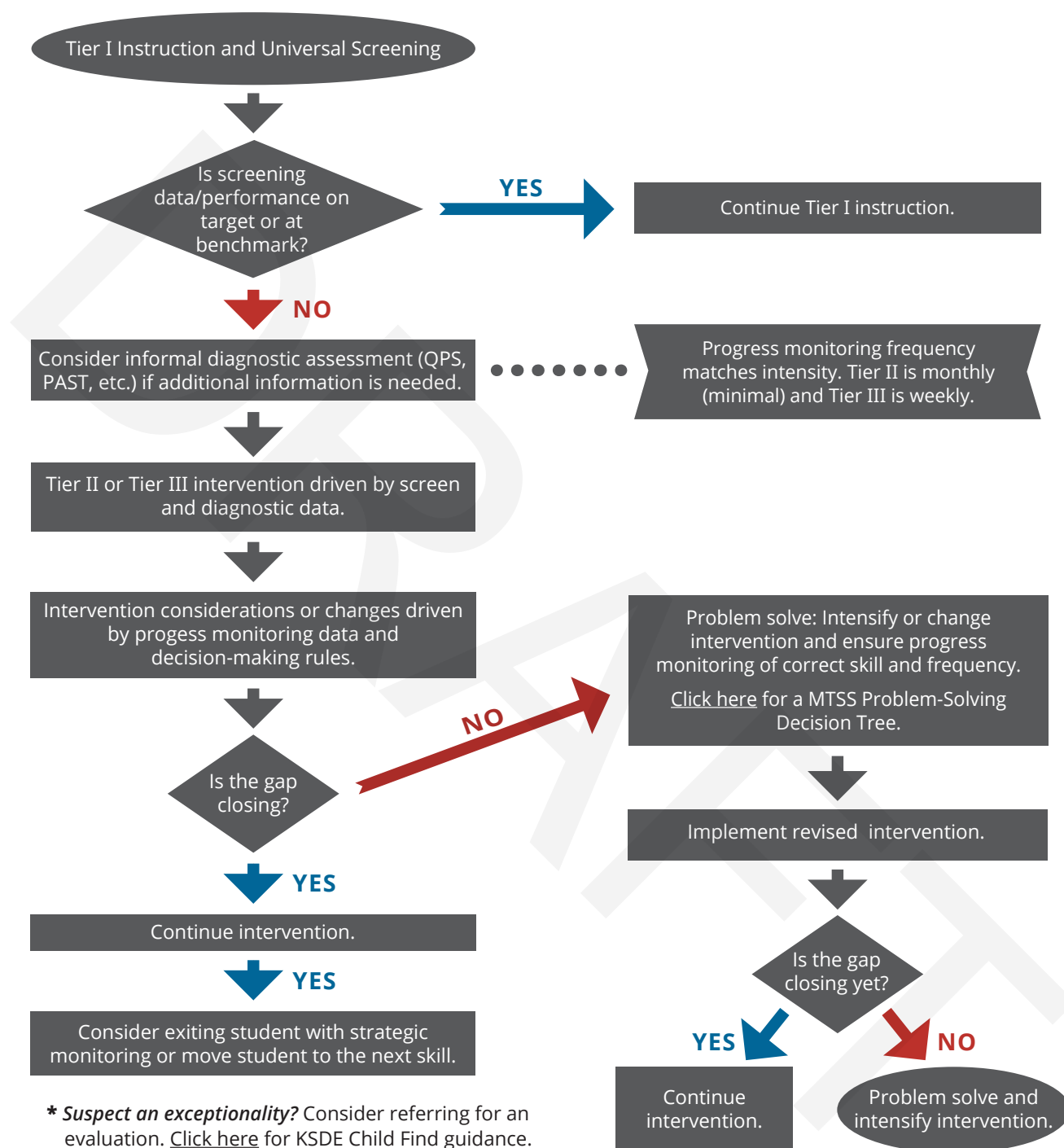
The Kansas Department of Education has released several documents that can be helpful. In addition, KSDE staff members are just an email away. Districts should contact

Cindy Hadicke  
Elementary Education Program Consultant  
Career, Standards and Assessment Services  
(785) 296-2749  
[chadicke@ksde.org](mailto:chadicke@ksde.org)

The Technical Assistance System Network (TASN) is another great resource for schools. Specific questions can be posted by pushing the "Request Assistance" blue button found at <https://www.ksdetasn.org>.

The Kansas MTSS project can help your school build a framework to systematically respond to screening data, provide evidence-based interventions and measure the effectiveness of all three tiers of support. More information on this project and contact information can be found at <https://www.ksdetasn.org/mtss>

# Screening Flowchart



## Resources:

- MTSS Problem-Solving Decision Tree, <https://drive.google.com/file/d/1bdzS0Cnbu4hvFZvzxbENwFkfebZV3jH8/view>
- KSDE Child Find guidance, <https://www.ksde.org/Portals/0/SES/PH/PH-Ch02.pdf>

## APPENDIX C

# Screening Tool Rubric

### Overview

The path to leading the world in the success of each student depends on the ability to read at grade level. When students enter kindergarten, teachers should be keenly aware of each child's oral language ability and ability to learn the written language of English.

Dyslexia is defined as “a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.”

- International Dyslexia Association, 2002

In accordance with the Kansas State Board of Education vote in November 2019, all schools must screen students for dyslexia or characteristics of dyslexia. Common characteristics around reading that some children may display include: segmenting, blending, and manipulating sounds, learning names of letters and their associated sounds, holding information about sounds and words in memory, rapidly recalling the names of letters of the alphabet. All of these characteristics impede a student's ability to comprehend written text at grade level.

The early identification of individuals with characteristics of dyslexia will have a significant impact on their future academic success. Therefore, it is imperative that we catch them before they fail through the screening process.

KSDE has developed this rubric to help schools adhere to the recommendations set forth by the State Board of Education. This completed rubric shall be published and used in accountability measures in KESA and for EOYA reporting.

Screening tools must be reliable and valid to identify students at risk of reading difficulties. Reliable screeners refer to the consistency with which a tool classifies from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test. Validity is a measure of how well a given scale measures what it actually intends to measure, leaving nothing out and including nothing extra. In the case of reading screeners, it is validity that indicates how completely and accurately the assessment captures the reading performance of all students who take it.



## Rubric

Description	Yes	No
All students in kindergarten were screened in Letter Naming Fluency. • Fall (F), Winter (W), Spring (S)		
All students in grades K-1 were screened in Letter Word Sound Fluency. • Kindergarten: F, W, S • Grade 1: F, W, S		
All students in grades K-2* were screened in Nonsense Word Fluency. • Kindergarten: S • Grade 1: F, W, S • Grade 2: F*		
All students in grades 1-5 were screened in Oral Reading Fluency. • Grade 1: W, S • Grades 2 - 5: F, W, S		
All students in grades 6-12 not reading at benchmark on a nationally normed reading comprehension assessment were screened using an Oral Reading Fluency assessment.		
Was the screener reliable?		

\*NWF see Appendix A

\* NWF see [page 35](#) for more information.

The screening programs listed are not **required or recommended screeners** for dyslexia by KSDE. The screeners listed below are what most schools in Kansas use. Your system may select any screener, as long as it screens for the items in the table to the left.

School name	Screener name	Sub-test used

## Subtest Skills Defined

SUBTEST SKILLS	DEFINITION
Letter Naming Fluency (LNF)	<p>A one-minute timed assessment to screen the student's ability to name the letter on a page, both upper and lower case, in random order. Letter naming fluency identifies a student at possible risk of reading difficulties. This measure is highly predictive of reading success through grade 1. The screener your school chooses must:</p> <ul style="list-style-type: none"> <li>• Screen for the above skills.</li> <li>• Use valid and reliable measures.</li> <li>• Allow for intervention and progress monitoring of letter naming skill.</li> </ul> <p>If the screener being used meets the above requirements, then it is considered approved for LNF.</p>
Letter Word Sounds Fluency (LWSF)	<p>A one-minute timed assessment to screen the student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. This task is similar to the general developmental progression from letter-sound correspondence to oral word reading. Letter word sounds fluency can also measure the level of automaticity of the skills named above. The screener your school chooses must:</p> <ul style="list-style-type: none"> <li>• Screen for the above skills.</li> <li>• Use valid and reliable measures.</li> <li>• Allow for intervention and progress monitoring of letter word sound skills.</li> </ul> <p>If the screener being used meets the above requirements, then it is considered approved for LWSF.</p>
Phoneme Segmentation Fluency (PSF)	<p>A one-minute timed assessment that assesses the student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure is an excellent predictor of later reading achievement. The PSF task is administered by the examiner orally presenting words of three or four phonemes and then the student verbally produces the individual phonemes in each word. For example, if the examiner says "cat" and the student says "/k/ /a/ /t/", he or she segmented the word correctly. The screener your school chooses must:</p> <ul style="list-style-type: none"> <li>• Screen for the above skills.</li> <li>• Use valid and reliable measures.</li> <li>• Allow for intervention and progress monitoring of phoneme segmentation skills.</li> </ul> <p>If the screener being used meets the above requirements, then it is considered approved for PSF.</p>

## SUBTEST SKILLS

## DEFINITION

## Nonsense Word Fluency (NWF)

A one-minute timed assessment that assesses the student's ability to utilize the alphabetic principle. The alphabetic principle is the ability to associate sounds with letters and use these sounds to form words; therefore, the alphabetic principle is a prerequisite to word identification. It has two parts: alphabetic understanding and phonological blending. In alphabetic understanding, letters represent sounds in words. In phonological blending, letter sounds can be blended together; and knowledge of the systematic relationships between letters and phonemes can be used to read/decode words. The screener your school chooses must:

- Screen for the above skills.
- Use valid and reliable measures.
- Allow for intervention and progress monitoring of nonsense word fluency.

If the screener being used meets the above requirements, then it is considered approved for NWF.

\* If the screener your system uses does not have a valid and reliable screening tool for NWF in second grade, then follow this procedure. After giving the ORF, those students not reaching benchmark with ORF (according to your testing system) should be given the NWF. Systems would need to use the Spring 1st Grade NWF screener to those students needing further screening.

## Oral Reading Fluency (ORF)

A one-minute timed assessment that assesses accuracy and fluency with connected text. The ability to effortlessly translate letters to sounds and sounds to words is the hallmark of reading with automaticity. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention to the details of words in the text. Such capacity then enables readers to allocate their attention to the comprehension and meaning of text. The screener your school chooses must:

- Screen for the above skills.
- Use valid and reliable measures.
- Allow for intervention and progress monitoring of oral reading fluency.

If the screener being used meets the above requirements, then it is considered approved for ORF.

## Critical Screening Elements

\* **This is not an approved list from KSDE.** These assessments have been identified as those that districts in Kansas currently use that meet the subtest component. If your system is using an assessment that meets the recommendation, we will be happy to add that assessment to the chart below.

Screening component:	Grade levels to be screened:	Other subtests that may measure this:	Assessment systems that currently include a way to measure this component being used in Kansas.*
Letter Naming Fluency (LNF)	Kindergarten: Fall (F), Winter (W), Spring (S)		<ul style="list-style-type: none"> <li>• DIBELS 8th Ed.</li> <li>• FASTBridge</li> <li>• AIMS+</li> <li>• easyCBM</li> <li>• Acadience</li> </ul>
Letter Word Sound Fluency (LWSF)	Kindergarten and Fall 1st Grade <ul style="list-style-type: none"> <li>• Kindergarten: F, W, S</li> <li>• 1st grade: F, W, S</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Sound Fluency</li> <li>• Word Reading Fluency</li> <li>• Sight Word Fluency</li> <li>• First Sound Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS 8th Ed. (NWF, WRF)</li> <li>• Acadience (NWF)</li> <li>• FASTBridge (LS, WS, SW, NW)</li> <li>• AIMS+ (LWSF, NWF)</li> <li>• easyCBM (LS, WRF)</li> </ul>
Phoneme Segmentation Fluency (PSF)	Kindergarten First Grade <ul style="list-style-type: none"> <li>• Kindergarten: W, S</li> <li>• Grade 1: F, W, S</li> </ul>	<ul style="list-style-type: none"> <li>• Word segmenting</li> <li>• Phoneme segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS 8th Ed.</li> <li>• Acadience</li> <li>• FASTBridge</li> <li>• AIMS+</li> <li>• easyCBM</li> </ul>
Nonsense Word Fluency (NWF)	Grades K-2. <ul style="list-style-type: none"> <li>• Kindergarten: S</li> <li>• Grade 1: F, W, S</li> <li>• Grade 2: F*</li> </ul>		<ul style="list-style-type: none"> <li>• DIBELS 8th Ed.</li> <li>• Acadience</li> <li>• FASTBridge</li> <li>• AIMS+</li> </ul>
Oral Reading Fluency (ORF)	Grades 1-5 <ul style="list-style-type: none"> <li>• Grade 1: W, S</li> <li>• Grades 2-5: F, W, S</li> </ul>	<ul style="list-style-type: none"> <li>• cbmReading</li> <li>• Passage Reading Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS 8th Ed. (1st-8th)</li> <li>• Acadience (Winter 1st-9th)</li> <li>• FASTBridge (1st-12th)</li> <li>• AIMS+ (1st-12th)</li> <li>• easyCBM (1st-6th)</li> </ul>
Comprehensive Measure (Kansas MTSS recommendation)	Grades 6-12, used as a "gate" to determine if ORF should be given to students demonstrating risk in grades 6-12.	<ul style="list-style-type: none"> <li>• aReading</li> <li>• Maze</li> <li>• Dave</li> <li>• Reading Comprehension</li> <li>• Multiple Choice Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS 8th Ed. (2nd-8th)</li> <li>• Acadience (3rd-9th)</li> <li>• AIMS+ (2nd-12th)</li> <li>• FASTBridge (1st-12th)</li> <li>• easyCBM (2nd-6th)</li> <li>• STAR Reading (9th-12th)</li> <li>• NWEA Map (9th-12th)</li> </ul>

\* NWF see [page 35](#) for more information regarding 2nd grade.

## APPENDIX D

# Sample Scope and Sequence of Phonogram Instruction

\* Structured literacy instruction is systematic and cumulative. This is a sample document and should be considered an illustration of possible skill sequence. This is not a comprehensive sample.

### Beginning Level

- a /ă/, b, c, f, h, i /ī/, j, k, m, p, t
- g, o /ō/, r, l, n, u /ū/, e /ē/, s, d, w, y (consonant), v, x, z, q, th, sh, ch, wh
- Ending Rimes -all, -ing, -ong, -ang, -ung, -ang, -ink, -ank, -onk, -unk
- Suffixes -s /s/ /z/, -ed /d/ /t/ /ed/
- Floss Letters -ff, ll, ss, zz
- Concepts - blending, digraph, short and long vowel sounds, trigraph
- Vowel teams - ai, ay, ee, ea, oi, oy, oo, ow, ie, ou, y (vowel)
- Syllable types closed (one and two syllable words), open, and vowel-consonant-e

### Middle Level

- r-controlled vowels - ar, or, ir, er, ur
- Suffixes -es, -er, -est, -ly, -y, -ful, -less, -en, -ment
- Prefixes un-, dis-, mis-, in-, non-, pre-, re-
- Concepts - diphthong, compound word, base word, tense (present, past), singular, plural, contraction
- Syllable types - r-controlled, vowel teams
- Intermediate Level
- Vowel teams - ea /ē/ and /ā/, oe, igh, ew, au, aw, ue, ou, eu, hard and soft c and g
- Suffixes -able, -ive, -ion
- Prefixes anti-, con-, de-, ex-, inter-, per-, pre-, pro-, semi-, sub-, super-
- Latin Roots - cept, dict, duct, fort, ject, port, rupt, sists, spect, vert, flex, fic, fin, gen, mit, pos, plic, scribe, vis
- Syllable types consonant -le

### Advanced Level

- Vowel sounds - ei, eigh, ey, schwa
- Silent letters -wr (wreck), kn (knee), gn (gnat), mb (lamb), gh (ghost), stle (castle), ps, pn, alk, ough, augh
- Suffixes - -lure, -ous, -al, -ic, -ure, -age, -an, -able, -ible, -ate, -ite, -ine, -ology
- Prefixes - uni-, bi-, micro-, sy-, hyper, hydro-, tele-, phone-, auto-

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# 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

## SUCCESS DEFINED

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

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

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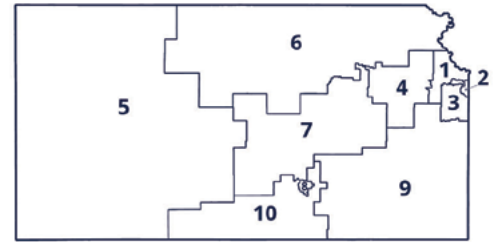


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# KANSAS STATE DEPARTMENT OF EDUCATION

**COMMISSIONER OF  
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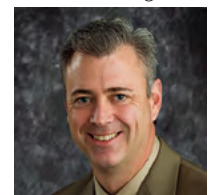
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DRAFT

For more information, contact:

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

**From:** Denise Kahler

At its November meeting, the Kansas State Board of Education will have the opportunity to hear from the 2019 National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching. Each Kansas finalist received a \$10,000 unrestricted award from the National Science Foundation.

The 2019 recipients are Luke Henke, a math teacher at Columbus Unified High School, Columbus USD 493, and Margaret "Meg" Richard, who was at the time of the award a science teacher at Summit Trail Middle School, Olathe USD 233. She is currently employed by the Kansas State Department of Education as an education program consultant.

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

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



**Agenda Number:** 15

**Meeting Date:** 11/10/2020



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**Item Title:** Report from E-Cigarette / Vaping Task Force

**From:** Mark Thompson

The E-Cigarette/Vaping Task Force will provide an update on the work of the Task Force. This will include exploring the use of Project ECHO (Extension for Community Healthcare Outcomes) for a series of trainings on different aspects of e-cigarettes/vaping for school staff across the state, sharing a flyer on available cessation resources for distribution to schools, and highlighting challenges posed by remote learning environments as it relates to student vaping/e-cigarette use.



**Agenda Number: 16**

**Meeting Date: 11/10/2020**



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**Item Title:** Receive recommendations for increasing flexibility of school operations during pandemic

Board members engaged in discussion during their October State Board meeting about ways to assist schools and families during the COVID-19 pandemic. The Board asked Commissioner of Education Randy Watson and the Kansas State Department of Education to research options that could allow flexibility or provide additional supports to school districts. Commissioner Watson will address the extensions or relaxed requirements already in place and lead discussion about other considerations.





## Flexibility During the COVID Pandemic

### Assessments

#### *Interim Assessments*

During typical circumstances, AAI delivers interim predictive assessments in a controlled school-based environment in order to minimize exposure of the test content. Due to the constraints of the COVID-19 pandemic including various schedules and schooling locations, students may need to take interim predictive tests at home. AAI recommends (and KSDE agrees) a temporary decrease in the security policy for interim predictive tests to allow students to take the test at home if they cannot take it in the school building. This approach will prevent students from missing opportunities to test during these unusual circumstances and ensure that teachers have as much information as possible about how their students are learning during the year. When the pandemic ends and students are able to resume regular, school-based instruction and assessment, AAI recommends revisiting the security policy and potentially reinstating Daily Access Codes.

#### *History, Government and Social Studies Assessment*

The entire state is released from the implementation of the History, Government and Social Studies (HGGS) Assessments for this school year and the timeline was shifted back by a full-year, allowing for an additional field test year as last year was intended to be.

### Carl Perkins

The following deadlines were extended:

- Spring FY20 Perkins Progress Report
- KACTE Perkins Reserve Application deadline
- FY 21 Perkins Application
- Final FY20 Perkins Report
- Fall FY Perkins Progress Report

### Early Childhood

KSDE has provided flexibility or supports to districts in the following areas related to early childhood during the COVID-19 pandemic.

#### *Adjusted assurances (requirements) for approved Preschool-Aged At-Risk programs and Kansas Preschool Pilot grantees for the 2019-2020 school year:*

- Removed the requirement that preschool programs deliver a minimum of 465 instructional hours during the school year in all classrooms; instead required preschool programs to include preschool students in a continuous learning plan that met the Kansas requirement for a waiver. Programs were not required to submit separate waiver or documentation to KSDE early childhood team.
- Removed the requirement that preschool programs implement an evidence-based assessment to measure children's development upon exit of the program; most preschool assessments could not be administered remotely. Programs were not required to submit aggregate assessment data for the 2019-2020 school year.

*Adjusted assurances (requirements) for Kansas Parents as Teachers grantees for the 2019-2020 school year.*

- Aligned Kansas assurances to Parents as Teachers National Center updates to the affiliate model to extend the deadline for the Quality Endorsement and Improvement Process self-study and to allow programs the option of providing virtual home visits and group connections in lieu of in-person home visits.

*Extended deadlines and provided extensive support to Kansas Preschool Pilot grantees to submit their 2019-2020 End of Year reports.* These reports detail how grantees spent funds and the number of children served.

*Provided individual outreach and support to assist Kansas Preschool Pilot grantees and Kansas Parents as Teachers grantees included early childhood students in their End of Year Accountability (EOYA) reports.*

*Simplified the process to approve Preschool-Aged At-Risk programs for the 2020-2021 school year.*

- Allowed districts to indicate that they would like to renew their approved Preschool-Aged At-Risk program for the 2020-2021 school year without completing a full application.
- Extended deadlines for programs unable to meet the original deadline (April 3).
- KSDE staff assisted district staff in entering in basic data (contact information, etc.) to complete the request to renew programs.

*Replaced competitive grants for 2020-2021 Kansas Parents as Teachers funding with renewal of 2019-2020 award levels.*

- This allowed program coordinators to focus on service delivery instead of writing a grant application for competitive funding.
- Since state funding was flat for the 2020-2021 school year, additional funds were not initially available to support program expansions. However, language in the state budget allowed for the carryover of unspent 2019-2020 funds. KSDE was able to provide funding to additional grantees with these funds. This may create a challenge in 2021-2022 if programs spend all of the funds awarded in 2020-2021 and the state budget does not increase the amount of funds allocated.

*Extended the deadline to apply for Kansas Preschool Pilot grants for the 2020-2021 school year.*

- Extended the application deadline from April 3 to April 17, and worked with programs unable to meet the extended deadline.
- KSDE staff assisted district staff in entering applications into the application portal.

*Kansas Kindergarten Readiness Snapshot:*

- Moved the beginning of the statewide collection window to July 1 (from August 1) to give schools additional time to engage with families and complete the questionnaires.
- Developed an introductory letter from Dr. Randy Watson to Kansas parents and caregivers of incoming kindergarten students, in English and in Spanish, addressing the unique nature of this start of school year.
- Extended deadlines for entering data into the ASQ Online system and provided individual outreach to buildings to encourage them to submit data and offer to provide support.

*Adjusted the format for sharing KSDE Early Childhood program updates with the field during the 2020-2021 school year.* In previous years, the team shared program updates in a monthly webinar with a question-and-answer format. This year, the team is recording regular updates for Lunchtime Hot Topics and following up with written monthly updates. School-based early childhood professionals can join a monthly interactive Zoom to ask questions of KSDE staff and engage with their peers on timely topics.

*Collaborated with other state agencies to provide support in the following areas:*

- Gathered and shared relevant resources for families and early childhood providers at the Kansas Children’s Cabinet and Trust Fund website (<https://kschildrenscabinet.org/>) and the Kansas Quality Network (<https://ksqualitynetwork.org/>).
- Developed the guidance “[Supporting Families during COVID-19: Home Visiting Best Practices](#).”
- Provided personal outreach to encourage Kansas Parents as Teachers programs to apply for Technology for Families grants (more information available [here](#)), and supported the review of applications.
- Replaced an in-person annual Kansas Parents as Teachers Coordinators’ Meeting with a Home Visiting Virtual Forum that brought together home visitors of any home visiting models.
- Dedicated the August 12 *All in for Kansas Kids* biweekly webinar to a clear explanation of the public health guidance for early childhood care and education programs, with a panel of home- and center-based child care providers sharing lessons learned from their previous operations. Click [here](#) for key takeaways and a link to the recording.
- Rescheduled the Kansas Kindergarten Readiness Summit from the springtime to November.
- Continue to participate in weekly Zoom meetings hosted by the Kansas Head Start Association to connect and share updates with state Head Start directors, state agency partners, and federal Head Start partners.

Moving forward, potential areas of flexibility could include:

- Provide districts the option of administering the Kansas Kindergarten Readiness Snapshot (the ASQ) in the springtime, when incoming kindergarteners are enrolling. **The KSDE Early Childhood Team recommends this adjustment even absent the context of the pandemic.** Engaging families to complete the ASQ is an important opportunity to help schools and families build relationships and get ready for the start of the kindergarten year. Districts have clearly and consistently reported that this would be a helpful change.
- K.A.R. 91-37-4 requires that each parent education program (Kansas Parents as Teachers grantee) submit both a mid-year and end-of-year report. While the mid-year report is not lengthy, the KSDE Early Childhood Team does not believe it provides valuable information that is not already contained in other separate processes required of Parents as Teachers affiliates by the Parents as Teachers National Center.
- Approved Preschool-Aged At-Risk programs and Kansas Preschool Pilot grantees are required to report aggregate assessment data at the end of the year detailing the number of participating students who demonstrated improvement in the areas of literacy, mathematics, and social-emotional development. The KSDE Early Childhood team does **not** recommend waiving this End of Year reporting requirement.
- Delinking this year’s Kansas Preschool Pilot reported enrollment from reductions in grant awards. In an effort to strengthen accountability and equity in per-child grant awards, the application for the 2020-2021 Kansas Preschool Pilot outlined a plan to reduce grant awards for districts that reported an excess of \$2,500 in grant award funding per child served. **The KSDE Early Childhood Team recommends that the agency not reallocate funding as originally planned (based on the number of children reported as participating on Count Day).** The pandemic seriously disrupted estimates of the number of preschool students, and many communities around the country report that preschool programs are underenrolled this school year. In addition, the pandemic created additional pressure in regards to reporting accurate data, and the team is not confident in the accuracy of data reporting children served.

## KESA

2019-2020 School Year:

- Extended OVT onsite visit timelines
- Allowed for virtual visits

2020-2021 School Year:

- Any system who did not have their 2019-2020 visit was allowed to not conduct an OVT visit.
- Provided systems to voluntarily pause their KESA activities per State Board action.
- Systems pausing do not need to complete in totality their System Yearly Update. (Only need to answer the “Tell Your Story” question for the purpose of KSDE completing a report for the State Board.)

## Kansas Volunteer Commission

The Kansas Volunteer Commission:

- Provided a match waiver to AmeriCorps and Volunteer Generation Fund subgrantees, as well as all mini-grant recipients, which waived their regulatory match for FY19 and FY20.
- Provided additional grant funds to Volunteer Generation Fund subgrantees to continue grant activities in Oct, Nov and Dec 2020.
- Redistributed funds to provide two separate COVID-19 Recovery and Response mini-grants to the field. In total, \$96,554 was granted to 62 organizations.

## Redesign

Mercury-Gemini I (L1)

- Spring 2020- Elementary and Secondary PLCs were no longer required. Instead, ALL schools were invited to attend weekly open office hours with the redesign project team to ask questions and/or collaborate with other [redesign] schools.
  - Spring 2020- Redesign schools could still request one-on-one support from the Redesign Team.
- 2020-2021: All schools, Mercury through Gemini II (launched schools) are encouraged to adjust their redesign plan to create goals and strategies around what is “wildly important” right now, given the current challenges.
  - Focus on students’ social-emotional learning and support, and academic growth.
- 2020-2021: All Launched Redesign Schools (Mercury-Gemini II and some Apollo schools) will participate in monthly PLC meetings. We are making these optional but strongly encouraged. We are also hosting once monthly open office hours, and a once monthly ‘EduCamp’ where educators can come and talk about topics relevant to them at the moment.

Gemini I & II (L2)

- Spring 2020- Coaches offered to continue coaching support, but it was no longer required.
- Spring 2020- Schools were invited to attend monthly open office hours with the redesign project team to ask questions and/or collaborate with other redesign schools
- 2020-2021: All schools, Mercury through Gemini II (launched schools) are encouraged to adjust their redesign plan to create goals and strategies around what is “wildly important” right now, given the current challenges.
  - Focus on students’ social-emotional learning and support, and academic growth.

- 2020-2021: All Launched Redesign Schools (Mercury-Gemini II and some Apollo schools) will participate in monthly PLC meetings. We are making these optional but strongly encouraged. We are also hosting once monthly open office hours, and a once monthly 'EduCamp' where educators can come and talk about topics relevant to them at the moment.

#### Apollo

- Spring 2020- The 'Plan Year' ended early, but schools could still connect with their coach.
- 2020-2021: Schools were given the option of when to launch and the flexibility to present to a launch readiness committee at any time. They will have coaching support until they choose to 'Show and Launch'.

#### Apollo II

- The application deadline was delayed from early April until July, 2020.
- 2020-2021: Each regional service center has adjusted their meeting plan. One region started on time, the other two delayed. Each has the flexibility to decide, with their schools, whether to meet on-side, virtually, or in a hybrid model.

#### All

- Fall 2020- The redesign pre-conference was recreated into an asynchronous, virtual conference featuring redesign schools and guest speakers on topics relevant to redesign and the pivots needed for 2020-2021.

### Special Education and Title Services

The reporting requirements that SETS oversees are nearly entirely driven by federal and state statutes, regulations, and reporting requirements. As a result, SETS had very little flexibility to offer reporting flexibility without changes to statute, regulation, or U.S. Department of Education reporting requirements. Where SETS had flexibility, while still meeting requirements, we offered global timeline extensions or worked individually with districts who need an extension. Below is a table illustrating reporting flexibility provided on state and federal reporting requirements overseen by SETS.

<u>Data Collection</u>	<u>Federal or State Requirement?</u>	<u>Flexibility Offered</u>
Youth Outcomes Driven Accountability	Federal	We suspended the process for the 2019–20 school year and continued to offer technical assistance to those districts who requested it. We have not yet begun the process for the 2020–21 school year. It typically begins in early September, but we are cognizant of the difficulties school districts are facing and will determine the best way to meet this federal requirement.
Significant Disproportionality	Federal	We permitted identified districts to pause their timelines for this required process for up to four months.

<u>Data Collection</u>	<u>Federal or State Requirement?</u>	<u>Flexibility Offered</u>
SPEDPro (special education data reporting requirements)	Federal	At the end of the 2019–20 school year we only required districts to submit the federally-required end of year data and provided two different options for how this could be done. We also extended the due date for the end of year reporting requirements.
Discipline Data Collection	Both	We opened the data collection one month early to allow districts more time to submit data.
ESI Data Collection	State	We opened the data collection one month early to allow districts more time to submit data.
IDEA and Gifted Requirements File Review	Both	In the spring of 2020, we extended the timeline for those districts required to submit updated data after noncompliance was found.
Categorical Aid Personnel System	State	SETS is taking advantage of the substitute flexibility the State Board passed in October to allow more FTE for substitutes this year and there is no penalty (other than not getting categorical aid reimbursement in October) to districts not submitting any information. The districts have no penalty (other than not getting categorical aid reimbursement earlier) as long as districts submit at least 95% of the FTE for reimbursable personnel by April 1, 2021. Districts would get most of their categorical aid reimbursement at that time and the rest on the final payment.
Targeted Improvement Plan	Federal	The timeframe for expending 2019–20 Targeted Improvement Plan funds was extended from June 30 to December 31, 2020.

<u>Data Collection</u>	<u>Federal or State Requirement?</u>	<u>Flexibility Offered</u>
<p>Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs), including the portions of the SEA's Title I, Part A award used to carry out section 1003 school improvement, section 1003A direct student services, if applicable, and Title I, Part D, Subpart 2</p> <p>☐☐Title I, Part B of the ESEA (State Assessment Formula Grants)</p> <p>☐☐Title I, Part C of the ESEA (Education of Migratory Children)</p> <p>☐☐Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)</p> <p>☐☐Title II, Part A of the ESEA (Supporting Effective Instruction)</p> <p>☐☐Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)</p> <p><i>Kansas leads the world in the success of each student.</i></p> <p>☐☐Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)</p> <p>☐☐Title IV, Part B of the ESEA (21st Century Community Learning Centers)</p> <p>☐☐Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)</p> <p>☐☐McKinney-Vento Education for Homeless Children and Youth Program</p>	<p>Federal</p>	<p>Carryover limitation in section 1127(b) of the Elementary and Secondary Education Act of 1965 (ESEA) for Federal fiscal year (FY) 2019 Title I, Part A funds (i.e., the Title I, Part A funds that will become carryover funds on October 1, 2020): the requirement that limits an SEA's ability to grant to its LEAs a waiver of the 15 percent Title I, Part A carryover limitation in section 1127(a) more than once every three years.</p> <p>Period of availability of funds in section 421(b) of the General Education Provisions Act (GEPA): to extend the period of availability of FY 2018 funds for programs in which the SEA participates under its approved consolidated State plan until September 30, 2021.</p>

<u>Data Collection</u>	<u>Federal or State Requirement?</u>	<u>Flexibility Offered</u>
Title IV, Part A of the ESEA	Federal	<p>Needs assessment requirements in section 4106(d) for the 2019-2020 school year.</p> <p>Content area spending requirements in section 4106(e)(2)(C), (D), and (E): the requirements to use a minimum percentage of Title IV, Part A funds for activities under sections 4107, 4108 and 4109 for FY 2019 funds and any available FY 2018 carryover funds.</p> <p>Spending limitation in section 4109(b): the 15 percent limit on the use of funds under section 4109 to purchase technology infrastructure for FY 2019 funds and any available FY 2018 carryover funds.</p> <p>The definition of professional development in section 8101(42) of the ESEA for the 2019-2020 school year.</p>
Working with CSI, TSI and ATS schools	Federal	<p>The Kansas Learning Network (KLN) has received a directive from the Kansas State Department of Education (KSDE) to postpone any upcoming meetings so that districts and buildings may focus on their Continuing Learning Plan. This introductory Zoom meeting (original message pasted below for your convenience) is officially cancelled. The KLN will follow up at a later date with any additional information received from the KSDE on a new timeline for the introductory meeting and supports.</p>
Title IV, Part A of the ESEA	Federal	<p>Needs assessment requirements in section 4106(d) for the 2019-2020 school year.</p> <p>Content area spending requirements in section 4106(e)(2)(C), (D), and (E): the requirements to use a minimum percentage of Title IV, Part A funds for activities under sections 4107, 4108 and 4109 for FY 2019 funds and any available FY 2018 carryover funds.</p> <p>Spending limitation in section 4109(b): the 15 percent limit on the use of funds under section 4109 to</p>



		<p>purchase technology infrastructure for FY 2019 funds and any available FY 2018 carryover funds.</p> <p>¶¶The definition of professional development in section 8101(42) of the ESEA for the 2019-2020 school year.</p>
Title IV, Part A	Federal anticipated	<p>Needs assessment requirements in section 4106(d) for the 2020-2021 school year.</p> <p>Content area spending requirements in section 4106(e)(2)(C), (D), and (E): the requirements to use a minimum percentage of Title IV, Part A funds for activities under sections 4107, 4108 and 4109 for FY 2019 funds and any available FY 2018 carryover funds.</p> <p>¶Spending limitation in section 4109(b): the 15 percent limit on the use of funds under section 4109 to purchase technology infrastructure for FY 2019 funds and any available FY 2018 carryover funds.</p>





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**Item Title:** Personnel Report

**From:** Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	3	2	1	1								
Unclassified	3	2	1	1								
Unclassified Regular (leadership)	0	0	0	0								
<b>Total Separations</b>	5	1	9	5								
Classified	0	0	0	0								
Unclassified	5	1	7	5								
Unclassified Regular (leadership)	0	0	2	0								
<b>Recruiting (data on 1st day of month)</b>	7	7	9	11								
Unclassified	7	7	9	11								
Unclassified Regular (leadership)	0	0	0	0								

Total employees 234 as of pay period ending 10/17/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

**Staff Initiating:**

Marisa Seele

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date: 11/10/2020**

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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:

Anna Riffey to the position of Administrative Specialist on the Information Technology team, effective Oct. 5, 2020, at an annual salary of \$36,504. This position is funded by the State General Fund.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 11/10/2020

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### **Item Title:**

Act on recommendations for licensure waivers

### **Recommended Motion:**

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

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

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

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





**Licensure Waivers**
**Item 17 c. Attachment**

<b>District</b>	<b>Dist Name</b>	<b>First</b>	<b>Last</b>	<b>Subject</b>	<b>Recomm.</b>
D0202	Turner-Kansas City	Ashley	Pieper	High Incidence Special Ed.	Approved**
D0202	Turner-Kansas City	Margaret	Seggar	High Incidence Special Ed.	Approved
D0204	Bonner Springs	Bennett	Ratzloff	High Incidence Special Ed.	Approved
D0204	Bonner Springs	Cherice	Benton	Early Childhood/Pre-School	Approved*
D0207	Ft Leavenworth	Catherine	Hutchens	Low Incidence Special Ed.	Approved*
D0230	Spring Hill	Brooke	McCullough	High Incidence Special Ed.	Approved
D0230	Spring Hill	Kara	Standridge	High Incidence Special Ed.	Approved*
D0231	Gardner Edgerton	Tracy	Steele	Low Incidence Special Ed.	Approved*
D0231	Gardner Edgerton	Marguerite	Hunting	Gifted	Approved*
D0231	Gardner Edgerton	Sara	Reimer	Gifted	Approved*
D0231	Gardner Edgerton	Amber	Nichols	High Incidence Special Ed.	Approved*
D0231	Gardner Edgerton	Amy	Bloodgood	High Incidence Special Ed.	Approved*
D0233	Olathe	Gretchen	Norris	Low Incidence Special Ed.	Approved
D0233	Olathe	Katherine	Kashka	Low Incidence Special Ed.	Approved
D0233	Olathe	Macy	Carbajo	Low Incidence Special Ed.	Approved
D0233	Olathe	Catherine	Hanson	High Incidence Special Ed.	Approved
D0233	Olathe	Dana	Spoor	High Incidence Special Ed.	Approved
D0233	Olathe	Kelsey	Meadows	High Incidence Special Ed.	Approved*
D0233	Olathe	Stacey	Martin	High Incidence Special Ed.	Approved*
D0233	Olathe	Mary	Vanhooser	Low Incidence Special Ed.	Approved
D0253	Emporia	Robert	Dunlap	High Incidence Special Ed.	Approved
D0259	Wichita	Eva	Arevalo	Low Incidence Special Ed.	Approved*
D0259	Wichita	Trisha	Peaster	Library Media Specialist	Approved
D0261	Haysville	Kent	Hicks	Gifted	Approved*
D0261	Haysville	Ashley	Garten	High Incidence Special Ed.	Approved*
D0261	Haysville	Angelia	Hilt	Visual Impaired	Approved
D0305	Salina	Jessica	Knox	Early Childhood Special Ed.	Approved**
D0305	Salina	Kerry	Ingram	Visual Impaired	Approved**
D0305	Salina	Kendra	Baumberger	High Incidence Special Ed.	Approved*
D0305	Salina	Monica	Zier	High Incidence Special Ed.	Approved**
D0305	Salina	Richelle	Ross	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 2
D0321	Kaw Valley	Damien	Eck	High Incidence Special Ed.	Approved*
D0321	Kaw Valley	Alexis	Hanson	High Incidence Special Ed.	Approved**
D0321	Kaw Valley	Miranda	Luke	Gifted	Approved
D0364	Marysville	Jessica	Palmer	Low Incidence Special Ed.	Approved*
D0364	Marysville	Kathryn	Totten	High Incidence Special Ed.	Approved*
D0364	Marysville	Brooke	Heiman	High Incidence Special Ed.	Approved
D0372	Silver Lake	Sara	Corbin	High Incidence Special Ed.	Approved**
D0383	Manhattan-Ogden	Jenny	Birk	High Incidence Special Ed.	Approved*
D0383	Manhattan-Ogden	Danyel	Bowers	Low Incidence Special Ed.	Approved
D0383	Manhattan-Ogden	Victoria	Gellott	Low Incidence Special Ed.	Approved*
D0383	Manhattan-Ogden	Katie	Rhodes	Gifted	Approved**
D0383	Manhattan-Ogden	Jana	Winter	High Incidence Special Ed.	Approved*
D0383	Manhattan-Ogden	Tamara	Wildes	High Incidence Special Ed.	Approved*
D0389	Eureka	Christina	Harrison	Early Childhood Special Ed.	Approved
D0402	Augusta	Jamie	Klem	Library Media Specialist	Approved
D0453	Leavenworth	Nicole	Lance	High Incidence Special Ed.	Approved*
D0453	Leavenworth	Robert	Arnold	High Incidence Special Ed.	Approved**
D0453	Leavenworth	Hannah	Harrity	Low Incidence Special Ed.	Approved*
D0453	Leavenworth	Kyla	Riddle	Early Childhood Special Ed.	Approved*
D0453	Leavenworth	Amber	Lovejoy	High Incidence Special Ed.	Approved*
D0453	Leavenworth	Megan	Taylor	High Incidence Special Ed.	Approved
D0457	Garden City	Rebecca	Kilgore	Low Incidence Special Ed.	Approved
D0457	Garden City	Tommy	Nichols	High Incidence Special Ed.	Approved
D0457	Garden City	Madison	Thompson	Early Childhood/Pre-School	Approved
D0469	Lansing	Bruce	Lapham	High Incidence Special Ed.	Approved**
D0469	Lansing	Kayla	Driskill	Low Incidence Special Ed.	Approved**
D0469	Lansing	Joshua	Yoakam	Gifted	Approved**
D0475	Geary Co. Schools	Jillian	Kay	Gifted	Approved**
D0475	Geary Co. Schools	Evan	Goehl	High Incidence Special Ed.	Approved**
D0475	Geary Co. Schools	Graham	Weaver	High Incidence Special Ed.	Approved
D0475	Geary Co. Schools	Sonia	Camerlinck	High Incidence Special Ed.	Approved*
D0475	Geary Co. Schools	Bailee	Flaming	High Incidence Special Ed.	Approved**
D0475	Geary Co. Schools	Emilia	Mendiola-Walsh	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 3
D0475	Geary Co. Schools	Brenda	Eckart	High Incidence Special Ed.	Approved
D0497	Lawrence	Katharine	Ritter	High Incidence Special Ed.	Approved**
D0497	Lawrence	Samantha	Hershberger	High Incidence Special Ed.	Approved**
D0497	Lawrence	Seth	Swartzendruber	High Incidence Special Ed.	Approved
D0497	Lawrence	Macey	Conrad	Low Incidence Special Ed.	Approved*
D0497	Lawrence	Lacy	Davison Symmonds	High Incidence Special Ed.	Approved**
D0497	Lawrence	Jaclynn	Williams	Gifted	Approved
D0497	Lawrence	Kristina	Bubna	Gifted	Approved**
D0497	Lawrence	Michelle	King	Gifted	Approved*
D0497	Lawrence	Angela	Mathews	High Incidence Special Ed.	Approved**
D0497	Lawrence	Carolina	Pierce	High Incidence Special Ed.	Approved
D0497	Lawrence	Erica	Wheat	High Incidence Special Ed.	Approved*
D0500	Kansas City	Jami	Knight	High Incidence Special Ed.	Approved*
D0500	Kansas City	Matthew	Greenberg	High Incidence Special Ed.	Approved
D0500	Kansas City	Shawn	Agnew	High Incidence Special Ed.	Approved*
D0500	Kansas City	Stefanie	Boice	High Incidence Special Ed.	Approved**
D0500	Kansas City	Jane	Jackson	Early Childhood Special Ed.	Approved**
D0500	Kansas City	Kelly	Scarrow	High Incidence Special Ed.	Approved*
D0500	Kansas City	Shelly	Roehrman	High Incidence Special Ed.	Approved*
D0500	Kansas City	Sharon	Simwinga	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Jonathan	Riley	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Megan	Kerr	Gifted	Approved*
D0512	Shawnee Mission Public Schools	Melissa	McBrayer	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Shannon	Johnson	High Incidence Special Ed.	Approved**
D0512	Shawnee Mission Public Schools	Suzanne	Snell	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Catherine	Sheridan	Low Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Kendra	Greenwood	Low Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Marissa	Albracht	Low Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 4
D0512	Shawnee Mission Public Schools	Natalie	Heins	Low Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Katherine	Marx	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Shaun	Bouley	High Incidence Special Ed.	Approved*
D0512	Shawnee Mission Public Schools	Sage	Kelly	Low Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Abbi	Peoples	Library Media Specialist	Approved
D0512	Shawnee Mission Public Schools	Christine	Campbell	Library Media Specialist	Approved
D0512	Shawnee Mission Public Schools	Jodi	Miller	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Kasey	Orlik	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Kimberly	Taylor	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Mary	Paris	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Melissa	Calvin	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Shelda	Goodwin	High Incidence Special Ed.	Approved
D0512	Shawnee Mission Public Schools	Twyla	Lomen	High Incidence Special Ed.	Approved
D0603	ANW Special Education Coop	Amanda	Crabtree	High Incidence Special Ed.	Approved*
D0603	ANW Special Education Coop	Amy	Welch	High Incidence Special Ed.	Approved**
D0605	South Central KS Spec Ed Coop	Brandee	Randels	Low Incidence Special Ed.	Approved*
D0605	South Central KS Spec Ed Coop	Desiree	Miller	Early Childhood Special Ed.	Approved*
D0605	South Central KS Spec Ed Coop	Rebecca	Buckle	Early Childhood Special Ed.	Approved
D0605	South Central KS Spec Ed Coop	Susan	Clayton	High Incidence Special Ed.	Approved*
D0605	South Central KS Spec Ed Coop	Diana	Albright	Gifted	Approved*
D0605	South Central KS Spec Ed Coop	Phillip	Sill	High Incidence Special Ed.	Approved
D0607	Tri County Special Education Coop	Tiffany	Hare	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 5
D0610	Reno County Education Coop	Amy	Weeks	High Incidence Special Ed.	Approved*
D0613	Southwest Kansas Area Coop	Lucas	Fitzmorris	High Incidence Special Ed.	Approved*
D0613	Southwest Kansas Area Coop	Lorena	Carrillo	Low Incidence Special Ed.	Approved
D0613	Southwest Kansas Area Coop	Alicia	Birney	High Incidence Special Ed.	Approved**
D0613	Southwest Kansas Area Coop	Daniel	Kliger	High Incidence Special Ed.	Approved**
D0613	Southwest Kansas Area Coop	Karin	Good	High Incidence Special Ed.	Approved**
D0616	Doniphan Co Education Coop	Danielle	Johnson	Early Childhood Special Ed.	Approved*
D0617	Marion County Special Education	Duncan	Whitlock	High Incidence Special Ed.	Approved
D0617	Marion County Special Education	Kaitlyn	Frese	High Incidence Special Ed.	Approved**
D0618	Sedgwick Co Area Educational Servs	Tammy	Cook	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Educational Servs	Sara	Kinsey	High Incidence Special Ed.	Approved
D0702	Twin Lakes Education Coop	Kaitlyn	Isch	Early Childhood Special Ed.	Approved
D0702	Twin Lakes Education Coop	Kaitlyn	Isch	High Incidence Special Ed.	Approved*
D0707	Barton Co Coop. Program of Special Services	Jason	Duvall	High Incidence Special Ed.	Approved**
D0707	Barton Co Coop. Program of Special Services	Tammy	Cline	High Incidence Special Ed.	Approved**
D0724	Special Services Coop of Wamego	Diane	Breiner	High Incidence Special Ed.	Approved*
D0724	Special Services Coop of Wamego	Margaret	Strait	High Incidence Special Ed.	Approved**
D0724	Special Services Coop of Wamego	Skyler	Suther	High Incidence Special Ed.	Approved**
D0724	Special Services Coop of Wamego	Andrew	Mosby	Gifted	Approved
D0724	Special Services Coop of Wamego	Justin	Smith	High Incidence Special Ed.	Approved
D0725	Cowley Co. Special Services Coop	Maronda	Blankenship	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 6
D0725	Cowley Co. Special Services Coop	Rachel	Ghram	Deaf or Hard of Hearing	Approved
D0725	Cowley Co. Special Services Coop	Brandi	Gibbs	Gifted	Approved
D0725	Cowley Co. Special Services Coop	Julie	Crowe	High Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

**Staff Initiating:**

Susan Helbert

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 11/10/2020

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### **Item Title:**

Act on recommendations of the Licensure Review Committee

### **Recommended Motion:**

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

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

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

### **Case 3323**

Applicant requested an initial Kansas teaching license for elementary education, K-6. Review was required due to alternative preparation pathway in Missouri. Applicant met in person with the Committee in August. During the discussion in August, applicant noted that she was really interested in a Kansas license for art, not elementary education and had been hired to teach art. LRC moved to table the review case to allow applicant time to gather and present information relative to a Kansas license for art, including verification of art certification in Missouri. Applicant submitted requested verification. The Licensure Review Committee recommends approval of an initial teaching license for PK-12 art, based on completion of appropriate coursework, experience teaching art, and achievement of art certification in Missouri. The LRC further recommends non-approval of an elementary education endorsement based on lack of experience in elementary education and lack of evidence of meeting elementary program standards 2-5, 7. Moved by Ashlie Jack, seconded by Brittany Ford, and approved unanimously.

### **Case 3333**

Applicant requested the addition of an elementary endorsement to a Kansas license. Review was required because the endorsement was added based on testing only to a Missouri certificate. Kansas requires completion of an elementary program through a college/university plus content testing. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of the addition of an elementary education K-6 endorsement based on educational background, achievement of licensure in Missouri, and clarification of self-contained classroom teaching experiences as appropriate to meet elementary program standards 2, 3, 4, 6 and 7. Moved by Brittany Ford, seconded by Anita White and approved unanimously.

(continued)

**Case 3341**

Applicant requested the addition of an endorsement for elementary education to a valid Kansas license. Elementary education was added to a Colorado license by test only. Kansas requires completion of an approved elementary education program through a college/university plus content testing to add an elementary education endorsement to a Kansas license. The Licensure Review Committee recommends approval of the addition of an endorsement for elementary education to a valid Kansas license, based on elementary education coursework completed, plus three years of special education and one year of elementary education teaching experience. Moved by Bruce Major, seconded by Brittany Ford, and approved unanimously.

**Case 3342**

Applicant requested a Kansas professional level teaching license for secondary English based on considering non-accredited teaching experience as appropriate and equivalent to experience required by regulation. Review was required due to not having sufficient years of “accredited” teaching experience to be issued the professional level teaching license despite having completed an alternative route. (Five years of accredited experience, three of which are consecutive in the same district). The Licensure Review Committee recommends approval of a professional level teaching license, based on prior years of experience teaching English in both accredited and non-accredited schools in Florida. Moved by Dan Brungardt, seconded by Bruce Major, and approved unanimously.

**Case 3343**

Applicant requested a Kansas teaching license for K-6 and 6-12 high incidence special education. Review was required due to alternative preparation program in Nevada. The Licensure Review Committee recommends approval of a Kansas teaching license for K-6 and 6-12 high incidence special education, based on achievement of special education licensure in Nevada through an alternative route and three years of special education teaching experience. Moved by Brittany Ford, seconded by Anita White, and approved unanimously.

**Case 3344**

Applicant requested an initial Kansas teaching license with endorsement for PK-3 early childhood. Review was required due to alternative preparation program in Oklahoma. The Licensure Review Committee recommends approval of an initial Kansas teaching license for PK-3 early childhood, based on completion of the alternative route to achieve the Oklahoma license, and three years of teaching experience. Moved by Bruce Major, seconded by Brittany Ford, and approved unanimously.

**Case 3345**

Applicant requested a Kansas teaching license for PK-12 physical education and health. Review was required due to an alternative preparation program in Oklahoma. The Licensure Review  
(continued)



Committee recommends approval of a professional license for PK-12 physical education, based on educational background that includes a degree in physical education, completion of the Oklahoma alternative placement program, and six years of experience teaching physical education. Moved by Brittany Ford, seconded by Bruce Major, and approved unanimously.

**Case 3346**

Applicant requested the addition of an endorsement for 6-12 high incidence special education to a valid Kansas license. The special education endorsement was added to a Missouri certificate by testing only. Kansas requires completion of a special education program through a college/university plus content testing to add the endorsements to a Kansas license. The Licensure Review Committee recommends approval of the addition of an endorsement for 6-12 high incidence special education to a valid Kansas license, based on educational background in special education, content testing, and nine years of experience teaching special education. Moved by Dan Brungardt, seconded by Anita White, and approved unanimously.

**Case 3347**

Applicant requested the addition of an endorsement for K-6 and 6-12 visually impaired endorsement to a valid Kansas license. Applicant met minimum state requirements for achievement of a Missouri certificate. Kansas requires completion of a visually impaired program through a college/university plus content testing to add the endorsement to a Kansas license. The Licensure Review Committee recommends approval of the addition of an endorsement for K-6 and 6-12 visually impaired to a valid Kansas license, based on relevant coursework in visual impairments and special education, plus 15 years of special education experience and three years of visually impaired experience. Moved by Dan Brungardt, seconded by Brittany Ford, and approved unanimously.

**Case 3351**

Applicant requested the addition of an endorsement for PK-12 high incidence special education to a valid Kansas license. The special education endorsement was added to a Texas certificate by testing. Kansas requires completion of a special education program through an approved college/university program plus content testing to add the endorsement to a Kansas license. The Licensure Review Committee recommends approval of an endorsement for PK-12 high incidence special education to a valid Kansas license, based on educational background and achievement of the endorsement in Texas, plus three years of special education teaching experience. Moved by Brittany Ford, seconded by Anita White, and approved unanimously.

**Case 3352**

Applicant requested the addition of an endorsement for PK-12 high incidence special education endorsement to a valid Kansas license. The special education endorsement was added to a Texas certificate by testing. Kansas requires completion of a special education program through a

(continued)

college/university plus content testing to add the endorsement to a Kansas license. The Licensure Review Committee recommends approval of an endorsement for PK-12 high incidence special education to a valid Kansas license, based on achievement of licensure in Texas and four years of documented experience teaching elementary education and special education in Texas. Moved by Dan Brungardt, seconded by Cody Calkins, and approved unanimously.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 11/10/2020

Craig Neuenswander

Craig Neuenswander

Randy Watson

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### **Item Title:**

Act on request from USD 512 Shawnee Mission, Johnson County, to receive Capital Improvement (Bond and Interest) State Aid

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 512 Shawnee Mission, Johnson County, to receive capital improvement (bond and interest) state aid as authorized by law.

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

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 512 Shawnee Mission, Johnson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid is scheduled for Oct. 30.

USD 512 plans to use the bond proceeds to pay the costs to: Purchase and improve sites, to acquire, construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, including the addition of new school buildings and other improvements.

Based upon the following criteria, staff recommends that this application for capital improvement (bond and interest) state aid be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the state board of education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

## Summary of Appeal to State Board of Education for State Aid

<b>Unified School District 512 Shawnee Mission</b>	<b>County: Johnson</b>
--	------------------------

1. Current equalized assessed tangible valuation *	<u>\$4,434,625,477</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$620,847,566</u>
4. State Aid Percentage	<u>0%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$269,835,000</u>	<u>6.1</u>
6. Amount of bond indebtedness requested	<u>\$264,220,000</u>	<u>5.9</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$534,055,000</u>	<u>12.0</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$620,847,566</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$0</u>	<u>0.0</u>

### Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

October 27, 2020  
Date

October 27, 2020  
Date

Vacant  
Director, School Finance

Craig Neuenswander  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

**Staff Initiating:**

Marva Thompson

**Superintendent:**

Luanne Barron

**Commissioner:**

Randy Watson

**Meeting Date:** 11/10/2020

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**Item Title:**

Act on acceptance of Kansas School for the Deaf Strategic Plan 2020-2023

**Recommended Motion:**

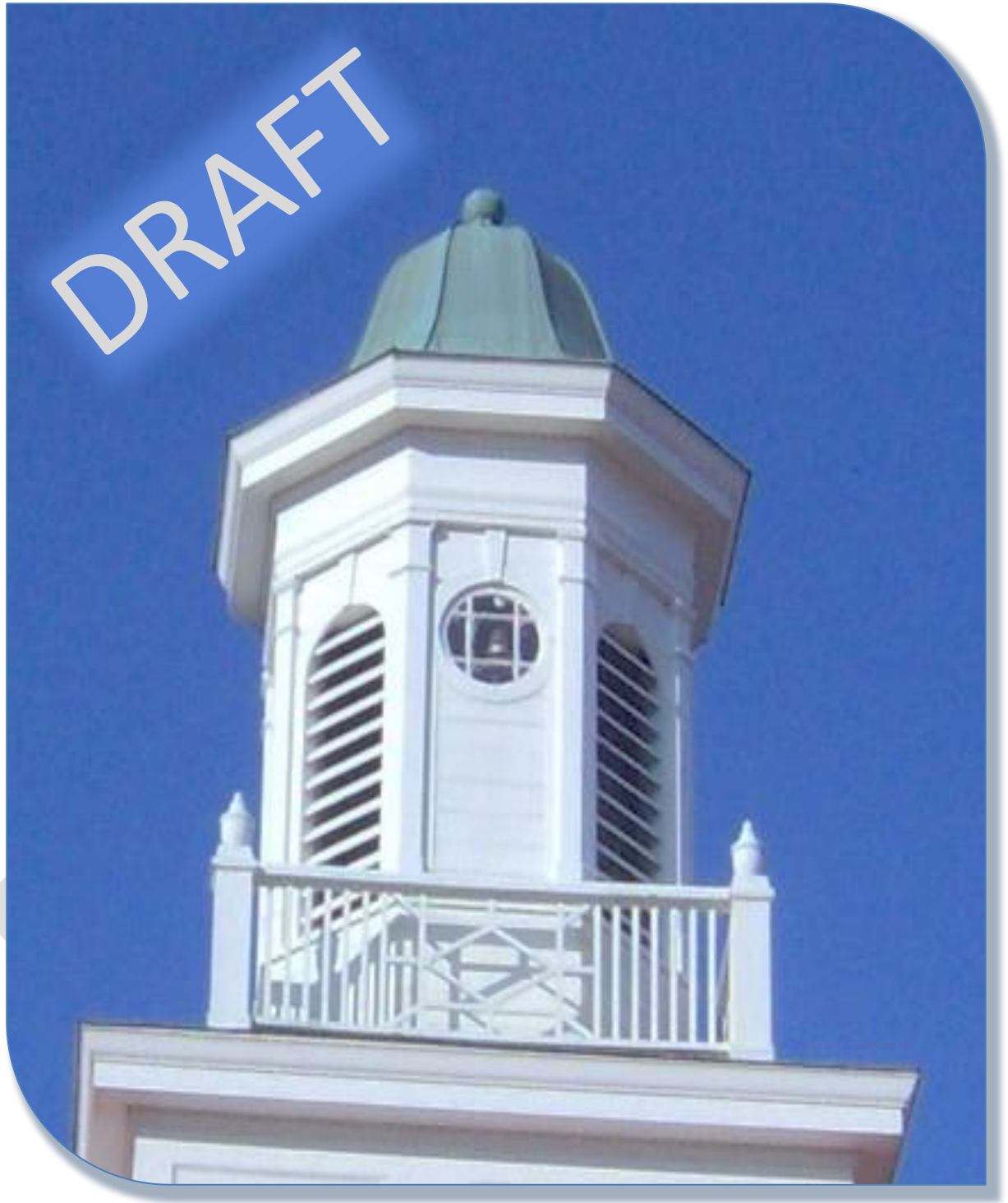
It is moved that the Kansas State Board of Education approve the Kansas School for the Deaf Strategic Plan 2020-2023.

**Explanation of Situation Requiring Action:**

The Kansas School for the Deaf has developed a comprehensive strategic plan to map school improvement goals in the areas of Instruction, Outreach, Community Engagement and Technology.

The Strategic Plan will be monitored by the KSD Superintendent and the target goal chairs. There will be a bi-annual review of the action plans to ensure progress is being made. A draft of the plan is provided.





# **KANSAS SCHOOL FOR THE DEAF**

## **STRATEGIC PLAN 2020-2023**

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# Kansas School for the Deaf Strategic Plan 2020-2023

## Introduction

Kansas School for the Deaf has completed its comprehensive strategic plan 2020-2023, and it incorporates four source documents. During the course of the planning work, the school mission, vision, and core beliefs were intertwined within the target goals and interventions. Planning activities and source documents to be incorporated into the plan include: identified areas for improvement in the CEASD Accreditation Self Study, the Kansas Association of School Boards Personnel Study, the CEASD Viability Study conducted several years ago, and the Outreach strategic plan. This strategic plan aligns all planning efforts in a systematic approach to school improvement and KSDE Board outcomes.

The process was interrupted during the pandemic. Several in-person meetings with the internal and external stakeholders occurred from January – March 2020 then the stakeholders agreed to transfer the responsibility of completing the plan to the four chairs, who continued to solicit feedback remotely, so that KSD could move forward with the plan during the 2020-2021 school year.

The planning process consisted of:

1. Collecting feedback from their stakeholders including community, parents, staff, and students. Most of the feedback was retrieved from the CEASD survey and KESA report.
2. Stakeholders identified four target goals and initiatives.
3. Each target area was then subdivided into specific tasks/goals to accomplish. Those goals will be limited to a doable number and each goal will be assigned to a designated staff member(s) who will monitor the goal(s).

The Strategic Plan will be monitored by the Superintendent and the target goal chairs. There will be a bi-annual review of the action plans to ensure progress is being made.

## KSD's Mission, Vision and Diversity Statements, and Core Beliefs

### Mission

To ensure that all students we serve achieve their full potential in a language-rich environment.

### Vision

Every student, who is Deaf or Hard of Hearing in Kansas will achieve personal success and become a responsible and productive citizen.

### Diversity

The Kansas School for the Deaf values the diversity of the students we serve. We believe all students must be able to understand, appreciate, work with and learn from people with cultures and backgrounds different from their own.

# Kansas School for the Deaf Strategic Plan 2020-2023

## Core Beliefs

KSD believes that:

- Each student has the right to a safe educational environment.
- Each student has the right to an academically rigorous program.
- Each student has the right to full access to ASL and English. Both languages are crucial to a student's development and are equally valued.
- Each student, and their family, should be given the opportunity to be exposed to and experience Deaf culture.
- Individuals, ages birth to 21, throughout the state of Kansas who are Deaf or Hard of Hearing, deserve quality outreach services, resources, and support. By collaborating with families, communities, and professionals we can provide comprehensive and unbiased information that addresses their specific, unique needs.
- Each student and their family have the right to transition services to understand student's needs, access available services, and utilize programs for the benefit of the student's educational career and into post-secondary life.

## Programming

KSD is the hub of expertise for the education of students who are D/HH, from birth to age 21, across the state of Kansas. Instructional services are the key foundation to these specialized services. Our 159-year history of educational services has ensured that thousands of students and youth who are D/HH have become active, productive, and independent citizens of the state. Over the years, our services have continuously improved to meet the changing needs of education and society. Instructional services are responsible to provide specially designed instruction (SDI) and extracurricular programs. Our Student Life program is an extended day program that offers room and board for students who do not live close enough to be transported to and from home and school daily; however, they go home every weekend. This program also includes an intensive focus on ASL and English acquisition and daily living skills to help our students successfully function in a postsecondary environment. Both our instructional and student life programs are actively involved in our transition and career education program.

In addition, KSD offers statewide outreach services that provide the highest quality of services, resources, and support to children aged birth to 21 who are D/HH by collaborating with their families, their communities, and the professionals that serve them.

## Serving Children Who are Deaf or Hard of Hearing

Research validates that D/HH children can acquire two languages, ASL and English, simultaneously if exposed to them in early life. There is no evidence that exposing D/HH children to two languages may cause language delay and/or language confusion. Research also shows that, without appropriate access to opportunities to learn language both explicitly and

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incidentally, children who are D/HH will fall behind their hearing peers in communication, cognition, reading, and social emotional development. Such delays may result in inadequate readiness to begin kindergarten, lower educational levels, potential increased risk for mental health issues, and fewer employment opportunities in adulthood.

### Early Language Access

It is estimated that 95% of babies who are D/HH are born to parents who are hearing. These parents typically have no experience or knowledge of their infant's unique needs, especially in the area of language development. This can be an emotional time for parents faced with an unfamiliar scenario they might not have expected. It is critical they receive accurate, evidence-based, and comprehensive information about raising a child who is D/HH. Through early intervention and appropriate services supporting the development of ASL and English, the expectation for a successful school experience should be the same as it would be for any child.

Leading linguistic experts universally accept ASL as a language; it has its own syntax and semantics. ASL is an accessible and complete visual language that plays to the strength of a child. Utilizing ASL from birth, or as soon as it is confirmed the child is D/HH, is essential to guarantee the child has complete access to language in a visual modality since they cannot fully access it auditorily (even with assistive hearing devices). A National Science Foundation grant, which funded a 5-year research project called "Visual Language and Visual Learning" at Gallaudet University in Washington, D.C., verified that D/HH children who have received early exposure to two languages do not experience developmental language delays. On the contrary, children who were exposed to ASL and English demonstrated higher language skills as they grew. Studies also indicate that there are optimal learning times and conditions necessary for bilingual language mastery.

Language is the basis for all learning and leads directly to literacy. This is true for students and youth who are D/HH. The earlier a student who is D/HH has daily access to a visual language like ASL, the more effectively and efficiently the child/student will develop linguistic and literacy skills within their educational experience.

Early diagnosis of hearing loss, and early intervention, supports normal language development and better reading outcomes. A strong language foundation, whether it is spoken or signed, is critical for reading success. For children who use hearing aids or cochlear implants, early exposure to sign language will not impede the child's development of spoken language. Acquiring a complete first language (whether a signed or a spoken language) during early childhood, is critical for later reading comprehension (Visual Language and Visual Learning Science of Learning Center, June 2012).

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### KSD Supports Bilingualism for Students who are D/HH

For over twenty years, KSD teachers and students have participated in national research projects investigating the most effective educational strategies for students who are D/HH. This has allowed KSD to be on the leading edge of educational reform in Deaf Education and to serve as a model program for other schools throughout the United States. As a bilingual school, KSD has continued to strengthen its ASL/English Bilingual Program with a focus on developing language and academic proficiency in both ASL and English (literacy and listening/spoken language) for students who are D/HH in order for social, cognitive, and academic advantages to accrue. Ultimately, the goal is for all students who are D/HH to be proficient in both ASL and English. The pace of each child's language development varies as it depends on how early they acquired and learned the languages, and how frequently they use the languages for social and academic purposes.

KSD maintains a focus that is always on the linguistic needs of the student and where those needs can be served most efficiently and effectively, regardless of the student's age or where they are located in the state. It is our intent to support students by providing both an educational placement option at a school-based program in Olathe, Kansas as well as Outreach services to families, students, and professionals throughout the state in order to ensure students are: meeting developmental/linguistic milestones so as to be ready to enter kindergarten, progressing appropriately in their social/emotional development, building world knowledge to learn of various career opportunities, increasing their chance at successful graduation from high school, and developing skills to successfully complete postsecondary work.

Our students do utilize, or are encouraged to use, assistive hearing devices such as hearing aids and/or cochlear implants, if appropriate. Currently, 66% of our student population use some type of personal amplification; over 47% of those students have, or have had, cochlear implants. Some students with cochlear implants benefit from listening/spoken language while others detect only environmental sounds. Parents recognize the need for their child to have complete access to both a visual language and listening/spoken language, if possible, in order to maximize their educational experience.

Many times, these students have had no, or virtually no, formal ASL (and English) instruction. The challenge for KSD is getting students immersed in ASL to establish a linguistic foundation and build world knowledge while also addressing English skill development. At KSSD, students are exposed to both explicit instructions as well as accessible incidental learning due to the language-rich environment where communication and language are developed beyond the school day. This is a critical component, especially for students who are significantly language delayed. The Instructional, Student Life, and Support staff members are dedicated to support/facilitate the complete development of both languages. Some students may not be enrolled at KSSD until a

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later age. These students' academic performance and social/emotional development are typically significantly below their age/grade level compared to their hearing peers.

### Conclusion

Kansas School for the Deaf (KSD) serves as a center-based educational option to provide a free and appropriate public education in the least restrictive environment (i.e., the most accessible environment) to students who are D/HH throughout Kansas. Additionally, KSD has an Outreach department to serve as a statewide resource center for students, families, agencies, programs, and educational placements serving students who are D/HH in their local school districts. KSD is an accredited school which is committed to the education of students who are D/HH. The school must maintain compliance with all state standards, assessments, and performance standards just like any other public school in Kansas.

KSD has a strong commitment to the education of students in Kansas who are deaf and hard of hearing. This commitment extends not only to students attending the campus-based program but also to those in programs throughout the state. There has been a growing focus on developing services for students who are D/HH regardless of where they live or go to school in the state through KSD Outreach services.

# Kansas School for the Deaf Strategic Plan 2020-2023

## Target Goal #1

Create a dynamic learning environment that maximizes student achievement and personal growth.

Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>1.1 Implement a consistent instructional framework to guide and support teacher performance.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Research instructional frameworks</li> <li>• Implement training and support for the selected instructional framework.</li> </ul>	<p>1.2 Establish a school-wide battery of formative and summative assessments which accurately measures student achievement and drives instruction.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify appropriate evidence-based assessments to be integrated in a school-wide assessment program.</li> <li>• Collect and publish student achievement data for staff, parents and community members.</li> <li>• Instructional staff will regularly monitor assessment data to drive instruction.</li> </ul>	<p>1.3 Provide effective, research-based professional development activities which maximize student learning.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Ensure professional development activities include regular collaboration between staff.</li> <li>• Establish effective channels of communication between instructional and student life staff.</li> <li>• Ensure newly hired staff are thoroughly oriented and mentored.</li> </ul>

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Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>1.4 Create a school-wide language plan to address language allocation and needed support for American Sign Language (ASL) and English.</p> <p style="text-align: center;"><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Provide a consistent school-wide bilingual environment including: <ul style="list-style-type: none"> <li>* Campus-wide language planning</li> <li>* Classroom language planning</li> <li>* Individual language planning</li> </ul> </li> </ul>	<p>1.5 Using behavioral and counseling data as a guide, provide resources to address the full range of social, emotional and behavioral needs.</p> <p style="text-align: center;"><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify and prioritize social emotional needs by regular reviews of behavioral and counseling data.</li> <li>• Implement a pedagogy where Instructional and student life staff teach and then apply targeted social emotional standards across both instructional and residential programs.</li> </ul>	<p>1.6 Students will successfully transition to college/technical training, career/employment and independent living.</p> <p style="text-align: center;"><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Provide students K-12 with a consistent transition-based career and independent living curriculum.</li> <li>• Integration into all classes and Student Life programs specific social emotional character standards that support successful post-secondary training, employment and independent living.</li> </ul>

# Kansas School for the Deaf Strategic Plan 2020-2023

## INSTRUCTIONAL PROGRAM ACTION PLAN

### 1.1 Implement a consistent instructional framework to guide and support teacher performance.

#### Initiatives:

- Research instructional frameworks
- Implement training and support for selected instructional framework

Responsible Party	Timeline	Activities	Resources	Evaluation
Curriculum Coordinator	2020 - 2021 School Year	1. Research different instructional frameworks and summarize the results into a working document.	Copies of different Instructional Frameworks	Completed working document
Curriculum Coordinator	Summer 2021	2. Meet with a select group of Instructional Staff from both the Elementary and Secondary programs. Present the instructional frameworks and solicit feedback from the staff.		
Curriculum Coordinator and Elementary and Secondary Head Teachers	Summer 2021	3. Meet with the Head Teachers of the Elementary and Secondary programs to present the summaries and feedback. The Head Teachers and Curriculum Coordinator will select the framework to be implemented.		
Curriculum Coordinator	2021-2022 School Year	4. Selected teachers will pilot the instructional framework across different departments		Finished Framework
Elementary and Secondary Head Teachers	2022 Summer	5. The pilot teachers will meet with the committee in the summer to refine the framework		



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Curriculum Coordinator and Elementary and Secondary Head Teachers	2022-23 School Year	<p>6. A training schedule will be developed including initial training in the fall followed by regular refreshers throughout the year.</p> <p>5. The Head Teachers will observe and document use of the instructional plan across the entire curriculum.</p> <p>6. The Curriculum Coordinator and Head Teachers will provide ongoing support throughout the year on an individual or small group basis.</p>		<p>Documentation of use of the Instructional Frameworks by the teaching staff</p> <p>Increase in local, district and state Assessment scores</p>
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# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.2 Establish a school-wide battery of formative and summative assessments which accurately measures student achievement and drives instruction.

### Initiatives:

- Identify appropriate evidence-based assessments to be integrated in a school-wide assessment program.
- Collect and publish student achievement data for staff, parents and community members.
- Instructional Staff will regularly monitor assessment data to drive instruction.

Responsible Party	Timeline	Activities	Resources	Evaluation
Curriculum Coordinator	2020 -2021 School Year	1. The Curriculum Coordinator will compile a list of currently used assessments in both the Elementary and Secondary programs.	List of assessments currently being used	
Curriculum Coordinator and selected staff from both departments	2021 Summer	2. Each current assessment will be evaluated on a standard-based rubric including: <ul style="list-style-type: none"> <li>• Does it match our needs?</li> <li>• Is it practical to administer?</li> <li>• Is there any culture or gender bias?</li> <li>• Does it truly measure what it purports to measure?</li> <li>• Are scores consistent?</li> <li>• Are norms adequate and appropriate?</li> <li>• What do the score reports look like?</li> <li>• Will the assessment drive instruction?</li> </ul>	Development of a rubric that meets the needs of our population	Results of the assessment rubric
Head Teachers	2021 Summer	3. Following the analysis of our current assessments, other assessments will be evaluated as well using the same rubric.		Results of the assessment rubric

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Curriculum Coordinator	2021 Summer	<p>4. Once a battery of assessments are identified, they will be separated into assessment types:</p> <ul style="list-style-type: none"> <li>• Diagnostic</li> <li>• Formative</li> <li>• Summative</li> <li>• Criterion Referenced</li> <li>• Norm Referenced</li> </ul> <p>Different purposes will be identified for each group of assessments. (Example: Assessments for IEP PLEPS, Assessments for class placement, etc.)</p>		
Curriculum Coordinator and Head Teachers	2021-2022 School Year	<p>5. Once the battery of assessments have been grouped into different types and purposes, a school-wide assessment program will be developed and communicated to staff and parents.</p>		<p>School-wide Assessment Program communicated to staff and parents</p>
Curriculum Coordinator	2022 Summer	<p>6. Training will be developed for each selected assessment.</p>		<p>Training schedule</p>
Curriculum Coordinator	Ongoing	<p>7. Assessment results will be collected, organized, analyzed and disseminated to stakeholders including staff, parents, advisory council and state board of education.</p>	<p>Software to collect and store the results over time</p>	<p>Process for collecting the results and analyzing them Process for sharing the results with our stakeholders</p>

# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.3 Provide effective, evidenced-based professional development activities which maximize student learning.

### Initiatives:

- Ensure professional development activities include regular collaboration between staff.
- Establish effective channels of communication between Instructional Staff and Student Life Staff.
- Ensure newly hired staff are thoroughly oriented and mentored.

Responsible Party	Timeline	Activities	Resources	Evaluation
Curriculum Coordinator	2020-2021 School Year	1. Increase the collaboration between Student Life Staff and Instructional Staff: <ul style="list-style-type: none"> <li>• Schedule time for staff to work together in person</li> <li>• Develop a communication protocol between Student Life and the Instructional Staff</li> </ul>	List of state requirements for new employees	An increase in the amount of time that Student Life and Instructional Staff communicate
Curriculum Coordinator, Head Teachers, Dean of Students, Director of Operations	2020-2021 School Year	2. Revise the orientation program for new staff including: <ul style="list-style-type: none"> <li>• Human Resources Department</li> <li>• Instructional Department</li> <li>• Student Life Department</li> <li>• Operations Department</li> </ul>		
Curriculum Coordinator, Head Teachers, Dean of Students, Director of Operations	2020-2021 School Year	3. The Curriculum Coordinator will meet with the supervisors of each department to develop: <ul style="list-style-type: none"> <li>• The information and training that a new employee needs to be successful prior to beginning work.</li> <li>• An ongoing mentoring program for the new employee.</li> </ul>		A completed list of information and training needed for new employees in each of the different departments

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Curriculum Coordinator, Head Teachers, Dean of Students, Director of Operations	2020-2021 School Year	4. A timeline and person(s) responsible for the initial training and mentoring will be developed for each department.		A completed timeline and persons responsible for the training and mentoring in each of the different departments
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### 1.4 Create a school-wide language plan to address language allocation and needed support for American Sign Language (ASL) and English.

#### Initiatives:

- Provide a consistent school-wide bilingual environment including
  - Campus-wide language planning
  - Classroom language planning
  - Individual language planning

Responsible Party	Timeline	Activities	Resources	Evaluation
Bilingual Coordinator, Head Teachers, Selected Staff	2020-2021 School Year	Establish a Language Planning Committee to make recommendations for a consistent bilingual environment.	Clerc Center	Development of a comprehensive plan which addresses Instruction, Student Life and Operations.

# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.5 Using behavioral and counseling data as a guide, provide resources to address the full range of social, emotional and behavioral needs.

### Initiatives:

- Identify and prioritize social-emotional needs by regular reviews of behavioral and counseling data.
- Implement a pedagogy where Instructional and Student Life Staff teach and then apply targeted social-emotional standards across both Instructional and Student Life programs

Responsible Party	Timeline	Activities	Resources	Evaluation
School Social Worker, Counselor and Curriculum Coordinator	2021 Summer	1. Review current behavioral and social-emotional data collection instruments.	Current data	Report on the current SEL data collected
	2021 Summer	2. Identify a set of evidence-based instruments to collect useful behavioral and social emotional data.	List of evidence-based instruments	List of evidence-based instruments
	2021 Summer	3. Select consistent instruments and develop procedures to regularly collect behavioral and social-emotional data in the Instructional and Student Life programs.		Plan for school-wide collection of social-emotional data
	2021-2022 School Year	4. Collect data using the new instruments 5. Analyze the collected data and prioritize the social-emotional needs to be addressed.	State Social-Emotional Standards	
School Social Worker, Counselor, Curriculum Coordinator and Head Teachers	2022 Summer	6. Develop a plan and pedagogy to address the identified social-emotional needs in both the Instructional and Student Life programs.	Different SEL curriculums and programs	Written plan to address SEL in both Instructional and Student Life programs
School Improvement Coordinator	2022 Summer	7. Implement a training program for staff in order to successfully teach and apply the targeted social - emotional standards.		Annual training program schedule

# Kansas School for the Deaf Strategic Plan 2020-2023

## 1.6 Students will successfully transition to college/technical training, career/employment and independent living.

### Initiatives:

- Provide students K-12 with a consistent transition-based career and independent living curriculum.
- Integration into all classes and residential programs specific social emotional character standards that support successful post-secondary training, employment and independent living.

Responsible Party	Timeline	Activities	Resources	Evaluation
Transition Coordinator, Secondary and Elementary Head Teacher, Director of Student Life, Social Worker and Case Manager and Curriculum Coordinator	Summer 2021	1. Identify specific career and transition standards for grades K - 12.	State Transition Standards	Selection of grade level standards
	Summer 2021	2. Select formative and summative assessment tools to measure the standards.	Examples of assessment tools	Selected valuation tools
	Summer 2021	3. After identifying the standards, develop a scope and sequence of skills and objectives for each grade level and content area.		Scope and Sequence of career and SEL skills and objectives by grade level.
	2021-2022 School Year	4. Select materials and pedagogy to integrate the objectives cross -curriculum from grades K - 12.	Different transition, career and SEL curriculums	Cross curriculum teaching pedagogy
	Summer 2022	5. Create a training schedule for instructional and student life staff.		Training schedules
	Fall 2022	6. Provide training and begin implementation of the curriculum.		
	Ongoing Summers	7. Annually review data and make changes if necessary.		Data from selected evaluation tools

## Target Goal #2

Provide the highest quality of statewide services, resources, and support for educational programs, professionals, and families resulting in student achievement.

Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>2.1 Conduct statewide needs assessment to gather input from districts, coops/interlocals, families, and professionals as to what supports and resources they deem necessary.</p> <p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>• Develop a comprehensive needs assessment to solicit input from various stakeholders.</li> <li>• Disseminate and collect responses by Fall, 2020.</li> <li>• Prioritize top areas in the development of a new 5-year action plan.</li> </ul>	<p>2.2 Develop training materials for statewide Language Assessment Program (LAP) Specialists.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify and obtain all testing materials needed by each specialist.</li> <li>• Develop a training itinerary which includes content knowledge as well as application skills.</li> </ul>	<p>2.3 Provide a variety of opportunities for parent/family support for families with DHH children from birth to age 21.</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Host at least four (4) family events at various locations throughout the state.</li> <li>• Provide ASL supports to families, students, and professionals to encourage more fluent communication at home and in the community.</li> <li>• Support parent meetings to allow for parents to network and provide support for each other.</li> </ul>



## STATEWIDE RESOURCES ACTION PLAN

### **2.1 Conduct statewide needs assessment to gather input from districts, coops/interlocals, families, and professionals as to what supports and resources they deem necessary.**

#### Initiatives:

- Develop a comprehensive needs assessment to solicit input from various stakeholders.
- Disseminate and collect responses by Fall, 2020.
- Prioritize top areas in the development of a new 5-year action plan.

Responsible Party	Timeline	Activities	Resources	Evaluation
Outreach Coordinator, SLP, Early Intervention Specialist, Audiologist,	Fall 2020	1. Survey developed by 9/1/2020 2. Disseminated to families, professionals, community members by 9/11/2020 with deadline for submission by 10/2/2020 3. Analysis and prioritization complete by 10/16/ 2020	Past assessments, trend data	Return rate

## STATEWIDE RESOURCES ACTION PLAN

### 2.2 Develop training materials for statewide Language Assessment Program (LAP) Specialists.

#### Initiatives:

- Identify and obtain all testing materials needed by each specialist.
- Develop a training itinerary which includes content knowledge as well as application skills.

Responsible Party	Timeline	Activities	Resources	Evaluation
Angie Walker (LAP Coordinator)	Fall 2020 & ongoing	1. Conduct initial training 8/5/2020 to 8/7/2020 2. ASL Receptive Test - 10/16/2020 to 10/19/2020 3. Standardize delivery of ASL signs used for assessments 4. Collaboration with IHE for data collection and analysis	LAP Assessment Training Itinerary and materials	Number of staff trained  Expansion of LAP

## STATEWIDE RESOURCES ACTION PLAN

### 2.3 Provide a variety of opportunities for parent/family support for families with DHH children from birth to age 21.

#### Initiatives:

- Host at least four (4) family events at various locations throughout the state.
- Provide ASL supports to families, students, and professionals to encourage more fluent communication at home and in the community.
- Support parent meetings to allow for parents to network and provide support for each other.

Responsible Party	Timeline	Activities	Resources	Evaluation
Deaf Mentor Coordinator, Parent Liaison, SLP and Head Interpreter	Ongoing	<ol style="list-style-type: none"> <li>Four (4) activities have been reserved for the year. Developments with health and safety recommendations will determine if those events happen.</li> <li>Family Signs Kansas, Deaf Mentor, ASL Community Classes, ASL Immersion Camp, Blended Learning opportunities</li> <li>PATHS family events, Supporting You! programs</li> </ol>	<p>Public venues &amp; health guidelines</p> <p>Curricula for ASL class and Deaf Mentor</p> <p>PATHS leaders</p> <p>KDHE Supporting You! materials</p>	Attendance & satisfaction surveys

### Target Goal #3

Enhance community engagements and partnerships through marketing and communication avenues.

Priority Outcomes	Priority Outcomes	Priority Outcomes
<p>3.1 Expand our capacity to share resources and more efficiently coordinate KSD's actions in the community both internally and externally</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Develop and sustain an effective internal infrastructure to support and coordinate community engagement among staff and families.</li> <li>• Develop and maintain an effective external infrastructure by harnessing the school's resources to provide resources to K-12 education in Kansas</li> </ul>	<p>3.2 Generate an integrated marketing plan that brings together all aspects of KSD in support of the branding and messaging</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Create focused publications to promote signature programs and key components of KSD</li> <li>• Redesign the website to better serve the needs of our audiences and allow for greater mobiles and tablet capability (increase online user experience, increase the number of new leads)</li> <li>• Create an online enrollment for potential students</li> <li>• Create a branded annual fund campaign program through Endowment</li> </ul>	<p>3.3 Create materials for each constituency to raise awareness of resources provided by KSD</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Identify key stakeholders from the state legislature, school districts, hospitals and medical professionals, early intervention providers and local communities</li> <li>• Develop a plan for bringing key state decision makers to the campus</li> </ul>

## COMMUNITY ENGAGEMENT ACTION PLAN

### 3.1 Expand our capacity to share resources and more efficiently coordinate KSD’s actions in the community both internally and externally

#### Initiatives:

- Develop and sustain an effective internal infrastructure to support and coordinate community engagement among staff and families.
- Develop and maintain an effective external infrastructure by harnessing the school’s resources to provide resources to K-12 education in Kansas.

Responsible Party	Timeline	Activities	Resources	Evaluation
Superintendent, KSDLT	Ongoing	1. Maintain an internal and external communication infrastructure using PowerSchool Swift K-12, KSD website, Social Media, KSDLT meetings and KSD Advisory Council	PowerSchool Technology Support	Employee and Stakeholder Satisfaction Rate of 90% and above
All Supervisors (mid-managers)		2. “Pass on” communication from KSDLT to departments and parents (consistency and frequency, timelessness, follow through and clarity/usefulness of information)		Surveys sent out to parents and staff (May 2021); satisfaction rate of 80% or above (No baseline as of 2020)
Outreach Team	Ongoing	Create focused publications to promote signature programs and key components of KSD <ul style="list-style-type: none"> <li>• Public and family activities hosted for networking and education</li> <li>• <i>Kansas Contact</i> monthly newsletter</li> <li>• Consults, evaluations, professional development, and blended learning opportunities</li> </ul>		1. Attendance and satisfaction surveys 2. Open/Read data 3. Number of delivered services and location

## COMMUNITY ENGAGEMENT ACTION PLAN

### 3.2 Generate an integrated marketing plan that brings together all aspects of KSD in support of the branding and messaging

#### Initiatives:

- Redesign the website to better serve the needs of our audiences and allow for greater mobiles and tablet capability (increase online user experience, increase the number of new leads)
- Create an online enrollment for potential students
- Create a branded annual fund campaign program through Endowment

Responsible Party	Timeline	Activities	Resources	Evaluation
Superintendent, Program Administrators, IT Coordinator	March-July 2020	1. Select one website design via School In-Sites 2. Review and update contents within individual programs 3. Launch newly revised website by Aug. 1, 2020	School In-Sites Technology support	Completed – August 1, 2020; review in May 2021
Outreach Coordinator, Administrative Assistant, IT	Fall 2020	Initiate online enrollment via PowerSchool	PowerSchool & current enrollment data	Completion date: August 2020
Superintendent, KSDLT, KSD Advisory Council, Endowment Board	Fall 2022	1. Study the past branded events and its successes and failures 2. Explore other schools & programs for the D/HH's signature events 3. Consider if KSD should hire a campaign coordinator 4. Determine one annual fund event 5. Identify programs needed additional funds (STEM, ASL Immersion Family Camp, LAP)	Current schools and/or programs with successful revenues via fundraising activities	Success rate of the program

## COMMUNITY ENGAGEMENT ACTION PLAN

### 3.3 Create materials for each constituency to raise awareness of resources provided by KSD

Initiatives:

- Identify key stakeholders from the state legislature, school districts, hospitals and medical professionals, early intervention providers and local communities
- Develop a plan for bringing key state decision makers to the campus

Responsible Party	Timeline	Activities	Resources	Evaluation
Superintendent and Outreach Team	Fall 2020	1. Needs assessment to determine areas of priority for stakeholders 2. Develop plans for certain groups of stakeholders and its needs	Needs assessment	Return rate
Superintendent	Fall 2021	1. Identify legislators where our students are located 2. Reestablish an annual Legislative Forums and plan for a tour of the campus and do presentation about campus-based and outreach programs 3. Restart Annual Reports	Update list of legislators after Nov. election	Number of legislators attended

#### Target Goal #4

Create and implement a technology system that supports and enhances learning and innovation for all students that we serve, both on and off campus.

Priority Outcomes	Priority Outcomes	
<p>4.1 Restructure all aspects of the Information Technology department</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"><li>• Hire a Technology Coordinator to lead the department in developing a new Technology Plan and an enhanced service and delivery model</li><li>• Pursue single sign-on initiative to enable ease of use, while maintaining required security protocols and practices</li></ul>	<p>4.2 Establish effective professional development in the area of technology resources, access and effective use</p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"><li>• Focus on Digital Learning and the necessary training and support to enable effective instruction</li><li>• Ensure professional development activities that will include training on software services, apps and other user applications</li><li>• Ensure professional development activities include regular collaboration and support from information technology staff and vendors</li></ul>	



## TECHNOLOGY ACTION PLAN

### 4.3 Restructure all aspects of the Information Technology department

#### Initiatives:

- Hire a Technology Coordinator to lead the department in developing a new Technology Plan and an enhanced service and delivery model
- Pursue single sign-on initiative to enable ease of use, while maintaining required security protocols and practices

### 4.4 Establish effective professional development in the area of technology resources, access and effective use

#### Initiatives:

- Focus on Digital Learning and the necessary training and support to enable effective instruction
- Ensure professional development activities that will include training on software services, apps and other user applications
- Ensure professional development activities include regular collaboration and support from information technology staff and vendors

Responsible Party	Timeline	Activities	Resources	Evaluation
Chief Operating Officer  Technology Coordinator and IT Department Staff  Organization's Department Leaders and Stakeholders External Technical Experts/Consultants/Vendors	2020 Summer  2020-2021 School Year	Hire Technology Coordinator and training selected professional  Evaluate current policies, practices and system capabilities of information infrastructure and services  Meet with stakeholders, technical experts and vendors on options to consider  Conduct cost analysis on options  Meet with stakeholders on implementing desired outcomes and put in motion  Implement initiatives and activities Follow-up and survey effectiveness of deployed solutions	Interview Team  Professional time of staff, consultants and vendors	Completed  More efficient use and management of user sign-on  Effective training, support and use of digital learning





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

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

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
10/18/2020	10/31/2020	10/29/2020	11/13/2020
11/01/2020	11/14/2020	11/12/2020	11/27/2020
11/15/2020	11/28/2020	11/26/2020	12/11/2020





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District 8

Jim Porter  
District 9

Jim McNiece  
District 10

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

These updates will include:

- a. Act to accept updates to Navigating Change document since Oct. 13

**Recommended Motion**

I move to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Oct. 13.

<https://www.ksde.org/Portals/0/Communications/Navigating%20Change/Operations.pdf>

(pages 1066 and 1067)

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

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



**Item 19 a. Attachments**

# Operations:

- The use of the words “face shield” have been edited to indicate that they are only effective in addition to a mask (Aug. 5, 2020)
- The K-5th/6th face covering requirement has been removed from the Health section (Aug. 5, 2020).
- Introductory section (Page 1044):
  - Hybrid Learning Environments: The word "virtually" was replaced with "remotely." Added statement, "For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements." (Aug. 27, 2020.)
  - Remote Learning Environments: Added statement, "For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements." (Aug. 27, 2020.)
- Page numbers and table of contents updated due to pages added to Grade Band 6-8 (Sept. 1, 2020).
- Facilities section:
  - Additional content added to introductory paragraph, page 1066 (Oct. 26, 2020).
  - Additional text added to Ventilation, page 1067 (Oct. 26, 2020).

# FACILITIES

The following are recommendations regarding school facilities for safely reopening schools for the 2020-21 school year.

COVID-19 is thought to spread mainly through close contact from person-to-person via large respiratory droplets when a person coughs, sneezes, talks or sings. It may also be possible that a person may infect themselves after touching a surface contaminated with the virus and then touching their own eyes, nose or mouth. In addition to close contact with infected people and contaminated surfaces, new emerging evidence suggests that spread of SARS-CoV-2 may also occur via airborne particles (aerosols) in indoor environments, in some circumstances beyond the 6 feet range encouraged by physical distancing recommendations.

The following are recommendations regarding school facilities for safely reopening schools for the 2020-21 school year. These recommendations include increasing ventilation with outdoor air and air filtration as part of a larger strategy that includes social distancing, wearing cloth face coverings or masks, surface cleaning and disinfecting, handwashing, and other precautions. By themselves, measures to reduce airborne exposure to the virus that causes COVID-19 are not enough since airborne transmission is not the only way exposure to SARS-CoV-2 could potentially occur.

## Building Related Recommendations and Considerations

### Clear Barrier/Sneeze Guard

- Clear barriers or sneeze guard can help prevent the spread of COVID-19 where 6-foot social distancing is difficult to achieve.
- Consider placing plastic or plexiglass shields at school offices/reception desk areas to separate secretarial and reception staff from visitors entering the school/building.
- Consider placing shields at other locations, such as cafeteria areas where students and food service workers come in close proximity (cashier's stations and open serving areas).
- Consider other locations where close public contact can be expected; such as concession or ticket taker areas if extracurricular activities are resumed.
- If barrier shields are not used, staff interacting with multiple noncohort students or the public should be encouraged to wear masks or cloth face coverings. Face shields may be added, but are not a replacement for masks.

#### *Financial/Cost impact:*

Free standing, mounted and hanging shields of varying sizes are commercially available. Costs vary based on size and type. Some smaller standard size shields are available starting around \$60 to \$80 per shield. If practical, consider purchasing plexiglass sheets and fabricating your own shields to save costs.

#### *Possible Sources:*

Multiple vendors can be found on line by searching Plexi-glass shields or sneeze guards.

### Handwashing

Handwashing for 20 seconds or more is the preferred method for cleaning and sanitizing, and it is an important part of reducing the spread of disease.

- Ensure there are enough accessible sinks or hand-washing stations to accommodate frequent handwashing by entire classes.
- Portable handwashing stations are an option if additional handwashing locations are needed.

### Hand sanitizer

Hand sanitizer and/or hand sanitizer stations should be available in multiple locations throughout the school/building to encourage frequent use.

- Typical areas may include building entryways, classrooms, cafeterias, gymnasiums and offices.
- Consider placing signage at these locations to encourage use.
- At a minimum, hand sanitizer stations should be available at strategically identified locations that represent high traffic areas.

#### *Financial/Cost impact:*

Shop around and check online ordering. High demand has sanitizer at high cost (recently around 40 cents per ounce). Consider purchasing bulk product supplies and refilling bottles with pumps or other dispenser types.



**Possible Sources:**

Cleaning supply companies, local retail stores or online sources.

**Other considerations:**

If alcohol-based hand sanitizing products are being used, the Kansas State Fire Marshal has issued guidance restricting the location and storage of alcohol-based, hand rub dispensers. Individual dispensers should be no larger than 68 ounces (2L). Various storage limitations also apply. Please refer to a notice from the Office of the State Fire Marshal dated May 13, 2020, for additional reference and guidance.

**Social Distancing Markers**

Social distance markers such as floor decals or signage to encourage 6 feet of separation between occupants.

- Decals or signage to designate traffic flow patterns within the building. This may be especially helpful for public spaces such as corridors, cafeterias, front offices, etc.
- Signs encouraging frequent hand-washing and/or use of hand sanitizer may be placed strategically around the building.
- Specific COVID-19 related decals and signage are commercially available or could be self-made.

**Financial/Cost Impact:**

Commercially available decals are of varying sizes and costs. Average costs appear to start in the \$7 to \$10 per item range.

**Possible Sources:**

Multiple online sources are available. Office supply retailers also offer these.

**Other Considerations:**

On VCT or other flooring that have waxed surfaces, the decals may be “waxed in,” placed with a coating or two of wax over the surface. This may be helpful where frequent sweeping or mopping occurs. Otherwise adhesively applied decals on floors will require close monitoring and attention during cleaning and housekeeping routines.

**Trash Receptacles**

Trash receptacles can be high touch points with increased risk of speeding pathogens.

- Determine if the school district has the appropriate number and type (no-touch) of trash receptacles and that they are placed appropriately to minimize exposure.
- Monitor the frequency that trash receptacles are emptied. Changes to various procedures could require more frequent attention.

**Ventilation**

Indoor areas with poor ventilation and air flow can pose a high risk for spread of the virus. Potential airborne spread can be impacted by the design and layout of a building, the occupancy and the type of heating, ventilation, and air conditioning (HVAC) system. Although improvements to ventilation and air cleaning cannot on their own eliminate the risk of airborne transmission of the SARS-CoV-2 virus, Environmental Protection Agency (EPA) recommends precautions to reduce the potential for airborne transmission of the virus.

The CDC and American Society of Heating, Refrigeration and Air Conditioning Engineers recommend that the introduction of outside air be increased in air handling operations for

Covid-19 considerations. They also recommend using air filters with a Minimum Efficiency Rating Value (MERV) of 13 or higher. In addition, they recommend that ventilation be performed on a 24-hour, seven days per week basis.

- Consider increasing outside air ventilation.
- Check and change HVAC unit filters frequently.
- Opening available windows to increase available ventilation should be considered when weather conditions are favorable.

**Other Considerations:**

The introduction of additional outside air will probably affect HVAC system performance and may result in increased cooling costs for air conditioning. Introducing additional volumes of hot/humid outside air will require that the air be cooled more to maintain the same temperature for occupants. Humidity removal may be more difficult to achieve. Be careful in considering the use of a higher MERV air filter. The higher the rating the more restrictive the filter is in allowing air to pass through the air handling unit. Too much filtration could affect system performance. It may be advisable to consult with an HVAC contractor that has familiarity in servicing or repairing your specific equipment or a controls contractor that installed the controls for your HVAC. Consider consultation with an engineer that may have been involved in designing or specifying the equipment used in the buildings.

If windows are opened, consider how much heat and humidity will be introduced into the available rooms. Also, be aware of any security issues open windows may introduce (maybe open second-floor windows only, etc.).





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**Item Title:** Demonstration of Kansas Teaching and Leading Project

**From:** Brad Neuenswander

Deputy Commissioner Brad Neuenswander will introduce and demonstrate features of the newly developed Kansas Teaching and Leading Project website, a collection of free resources for Kansas educators and school leaders. The Kansas Association of Education Services Agencies, in collaboration with the Kansas State Department of Education, created this website to provide relevant, timely and impactful professional development and support tied to the Navigating Change guidance for Kansas school districts.

Key areas include:

- Understanding the Navigating Change Document
- Social-Emotional Learning
- Competency-Based and Professional Learning
- Remote and Hybrid Teaching and Learning
- Teaching and Instructional Technology
- Leadership and Communication
- Community and Family Engagement

Each of the areas include a comprehensive glossary, Grab & Go Resources, and series of 30-minute or less training and support videos. In addition to recorded videos, there will also be live sessions scheduled throughout the year.





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**Item Title:** Discussion on microcredentials and individualized professional development for licensed educators

**From:** Mischel Miller

State Board members engaged in discussions last month about the use of competency-based microcredentials as a means of personalized professional learning for educators. They heard from members of the Professional Standards Board and KSDE staff who have been researching and exploring such options. Earning a microcredential is one way educators can choose to improve their teaching and advance in their careers by identifying a professional learning need and then acquiring new skills to demonstrate in the classroom. Teacher Licensure and Accreditation staff will aid in continued conversations this month to determine effective implementation moving forward. This will include details on how microcredentials work within the current professional development council criteria, and how to effectively implement the process at the local level.



**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 in the Board Room, Suite 102, at the designated time.