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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

Meeting Agenda Tuesday, August 13, 2024

TIME	ITEM	PRESENTER
10:00 a.m.	1. Call to order and Roll Call 2. Mission Statement, moment of silence, pledge of allegiance 3. Approval of agenda 4. Approval of minutes for June 9 & 10, 2024	Melanie Haas, Chair
10:05 a.m. (IO)	5. Commissioner's Report	25 min Dr. Randy Watson
10:30 a.m. (IO)	6. Citizen's Open Forum	15 min
10:45 a.m. (IO)	7. Introduction: Blue Ribbon Task Force on Screentime in Schools	20 min Dr. Randy Watson
11:05 a.m.	Break (10 min)	
11:15 a.m. (IO)	8. Parent Perception Survey	35 min Kristin Brighton, Founder, HirePaths
11:50 a.m. (IO)	9. KSDE Great Ideas in Education Conference	10 min Pat Bone, coordinator of Great Ideas Conference, Division of Learning Services
12 NOON	Lunch	1.5 hour
1:30 p.m. (IO)	10. Panther Robotics Team from Paola with the robot "Bolts and Roses"	30 min Mary Ure, teacher/sponsor and the Panther Robotics Team
2:00 p.m.	Break for pictures, etc. (10 min)	
2:10 p.m. (AI)	11. Act on nominations for the Professional Standards Board	15 min Shane Carter, Director, Teacher Licensure
2:25 p.m. (RI)	12. Receive info on State Board selection of school district personnel to the Education Funding Task Force	25 min Dr. Frank Harwood
2:50 p.m. (AI)	13. Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approvals	10 min Dr. Catherine Chmidling, Teacher Licensure
3:00 p.m.	Break (10 min)	

3:10 p.m.	(RI)	14. Receive recommendations of the Evaluation Review Committee for higher education accreditation and program approvals	15 min	Dr. Catherine Chmidling, Teacher Licensure
3:35 p.m.	(AI)	15. Act on the CTE 2023-2024 Cluster Reviews	20 min	Natalie Clark, Assistant Dir, Career Standards & Assessment
3:55 p.m.	(IO)	16. Child Nutrition and Wellness (CNW): Kansans Can Recognition Award	15 min	Kelly Chanay, Director, CNW
4:10 p.m.		Break (10 min) and pictures		
4:20 p.m.	(AI)	17. Act on Narcan Policy at the Kansas State Schools for the Deaf and Blind	15 min	Superintendents Luanne Barron and Jon Harding
4:35 p.m.	(RI)	18. Receive Item: Evaluation Updates from the Board Policy Committee	40 min	Betty Arnold, District 8 State Board Member
5:15 p.m.		Recess until Wednesday		



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Meeting Agenda Wednesday, August 14, 2024

TIME	ITEM	PRESENTER
9:00 a.m.	1. Call to Order	Melanie Haas, Chair
9:05 a.m. (IO)	2. All In for Kansas Kids, early childhood strategic plan update 45 min	Amanda Peterson, Director, Early Childhood KSDE
9:50 a.m. (RI)	3. Receive item on higher ed program standards for world languages educator preparation 15 min	Dr. Catherine Chmidling
10:05 a.m.	Break (10 min)	
10:10 a.m. (IO)	4. Curriculum procedure on the local school district level and agency support for choosing high quality instructional material 30 min	Dr. Proctor and district curriculum leaders
10:40 a.m. (AI)	5. Act/Receive redetermination recommendations on conditionally accredited systems 30 min	Jay Scott, Director, Accreditation and Design
11:10 a.m.	6. Act on ESSER III Change Requests for use of Federal Covid-19 Relief funds 10 min	Doug Boline, Asst. Director, Special Ed & Title Services
10:20	Break (10 min)	
11:30 a.m. (AI)	7. Consent Agenda 15 min	
	a. Receive monthly personnel report and personnel appointments to unclassified positions	Wendy Fritz, Director, HR
	b. Act on the Kansas School of the Deaf negotiations Kansas National Educators Association (KNEA) approving the NA and Memo of Understanding (MOU)	Mark Ferguson, Board Attorney

	c. Act on recommendations for visiting scholar licenses	Shane Carter
	d. Act on recommendations for funding of McKinney-Vento Education of Homeless Children and Youth Grants	Maureen Tabasko, Homeless Students program consultant, KSDE
	e. Act on award of Promoting Advancement in Computing Knowledge (PACK)	Dr. Stephen King, Program Consultant, STEM
	f. Act to authorize the funding necessary for the development of a Perkins Accountability Application	Natalie Clark, Career, Standards, and Assessment
	g. Act on out of state student contracts for the Kansas School for the Deaf	Superintendent Luanne Barron, Kansas School for the Deaf
11:45 a.m. (AI)	8. Chair Report 30 min a. Remarks from the Chair b. Remarks from the Board Attorney c. Act on board travel requests d. Committee reports e. Requests for future agenda items	
12:15 p.m.	Adjourn	

MINUTES

Kansas State Board of Education
Tuesday, July 9, 2024



Call to Order

Chair Melanie Haas called the meeting of the Kansas State Board of Education to order at 10:00 a. m. Tuesday, July 9, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St. , Topeka, Kansas.

00:04:36

Roll Call

The following board members were present:

Mrs. Betty Arnold
Mrs. Michelle Dombrosky
Mrs. Melanie Haas, Chair
Mrs. Cathy Hopkins
Dr. Deena Horst
Mrs. Ann Mah
Mr. Jim McNiece
Mr. Jim Porter, Vice Chair
Mr. Danny Zeck

Mr. Dennis Hershberger was not present. He was attending the National Association of State School Boards conference in Washington, DC.
The Board Attorney, Mr. Mark Ferguson, and Commissioner Dr. Randy Watson were both in attendance at the board table.

Kansas State Board mission statement, Kansans Can Vision statement, moment of silence, Pledge of Allegiance

Chair Haas read both the board's mission statement and Kansans Can Vision statement. She asked for a moment of silence after which all recited the Pledge of Allegiance.

Approval of the Agenda

Chair Haas asked for a motion to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrosky requested the removal of items b, e, f, g, h, l, and n, from the consent agenda to vote on separately (as one group).

Mrs. Arnold made a motion to approve the agenda for Tuesday and Wednesday with b, e, f, g, h, l, and n, being removed from consent. Dr. Horst seconded the motion. Motion carried 9-0.

Motion
00:07:08

Approval of the June 11 & 12, 2024 minutes

The Chair asked for a motion to approve the minutes of June 11 & 12, 2024.

Mrs. Dombrosky moved to accept the minutes of May 14 and 15, 2024 as written.
Mr. McNiece seconded the motion. Motion carried 8-0-1. Mrs. Arnold abstained because she was not present at the meeting.

Motion
00:07:34

Commissioner's Report: Focus on KESA and Screen Time

Dr. Watson
00:08:06

Dr. Watson gave a history of accreditation in Kansas. Prior to 1992, schools were accredited based on things like how many books were in the library, where the flagpole was set, and whether all the teachers were licensed. In 1992, outcomes based accreditation came into use; it was called Quality Performance Accreditation. In 2001, No Child Left Behind Act was put into action across the United States, testing math and English language arts. There was a transition time, after No Child Left Behind, then KESA 1.0 came into effect in 2018.

The Commissioner compared KESA 1.0 and KESA 2.0. In the original version, there was a great deal of paperwork, and it was focused on buildings, not districts. It was a five-year cycle. KESA 2.0 focuses on the district rather than buildings. There are two major things that are different in KESA 2.0: 1) the entire direct learning services and many of the fiscal staff have been brought into the development of the system, and 2) there were thirty-nine sessions from January – June to get input from across the state. There is a great deal of input from KSDE staff, and the school administrators across Kansas. The challenge is to incentivize school systems to improve and then to effectively support them.

Henry Ford, inventor of the Model-T, had a vision of building a car that all Americans could afford. Dr. Watson described the beginning of travel in cars, how filling stations were born, interstate systems, and roads and bridges. Technology since the Model-T has made improvements, but Henry Ford created a new world.

Another inventor, Alexander Graham Bell, patented the telephone, which revolutionized our culture. In the early years of phone use, live conversation was the sole purpose. In the early seventies, bag phones and flip phones came into use, but they were still focused on conversation. In 2007, the smart phone was invented. iPhone 3G was introduced in 2008 and technology became fast enough to allow for data. The smart phone is hardly a phone at all, it is a computer device that everyone walks around with. Dr. Watson challenged the board to gather with their family and look at the screen time use calculations for each phone. Young people spend a great deal of time on the smart phone. Last week the Surgeon General came out with a warning against social media for

young people. Since the development of smart phones, teen depression, self-harm rates, and overdose deaths have all risen dramatically.

Citizen's Forum

Chair Haas opened the Citizen's Forum at 10:34. No one was present to speak.
Chair Haas closed the forum.

Forum
00:38:01

High Quality Instructional Materials (HQIM)

Dr. Ben Proctor, Deputy Commissioner, Direct Learning Services shared that he has now worked at KSDE for over two years, and he is grateful for the time, for the support of the staff, and all the state-wide experiences he has had with schools. In preparation for sharing his presentation on HQIM, he described the Kansas School Improvement Model, using the Fundamentals, Structures, Lead Indicators and Measures of Progress.

HQIM
00:39:00

Up to ninety-nine percent of elementary teachers find their own curriculum. Ninety-four percent report turning to Google to find ELA lesson plans and instructional materials. Teachers spend up to seven hours a week trying to find the best materials to use. Developing high quality curriculum recommendations supports teachers and building leaders. Curriculum needs to be well-aligned to state standards, content rich and knowledge building.

Dr. Proctor shared the data that was collected by TNTP about curriculum and instructional materials being used in Kansas. Ninety-seven percent of the school districts and eighty-two percent of private schools responded. He passed out a hard-copy report of TNTP's findings to the board members. There were five considerations recommended as KSDE works to support districts with curriculum recommendations:

1. Conduct annual data collection on core instructional materials.
2. Identify and/or develop guidance, tools, and resources that districts and/or schools can use to select and implement HQIMs.
3. Leverage third-party reviews and information (e. g. EdReports, The Reading League, Louisiana Believes, etc.) to understand the quality of instructional materials and how the materials reflect the Kansas curricular standards and the necessary instructional shifts.
4. Target content areas and/or grade bands that may need additional support to move away from using lower-quality or older instructional materials.
5. Identify approaches that create requirements or incentives for districts and/or schools to select and implement higher-quality instructional materials.

Report on Three-Cueing in Curriculum and Instructional Materials

Dr. Proctor continued focusing on the issue of schools which are using three-cueing to teach reading. He described three-cueing as an approach to foundational reading skills, in K-2, which emphasizes *three cues* readers use to identify words in a text: 1) context, 2) grammar, and 3) spelling patterns.

Eight school systems reported using three-cueing which is part of “balanced literacy” a learning to read strategy that is not part of the “science of reading” method that is now the Kansas standard. In the survey, several schools answered that they use three-cueing, but looking further at their curriculum, the staff felt that they do not use three-cueing. Following up, the schools changed their answers, many saying they do not know what three cueing is. At present, fifty-one school districts and thirty private accredited schools have confirmed they are using three-cueing. Dr. Proctor noted that those school systems need support to move from balanced literacy to the science of reading. This survey report was send to the legislature as they requested.

Receive Narcan Policy at the Kansas State Schools for the Deaf and the Blind

Superintendent Luanne Barron, Kansas School for the Deaf (KSD)

Superintendent Jon Harding, Kansas State School for the Blind (KSSB)

Superintendent Barron began the presentation to the board. She introduced KSD head nurse, Cathy Reynolds. She explained what Narcan is and how it is used to stop an overdose. Ms. Barron gave the history of opioid use and how it presently affects youth. She stated it is important to have Narcan on the campus so trained staff can use it. After describing the way it would be used, she urged the board to approve this policy. Superintendent Harding explained his school has some unique needs but understands that it is good to have a joint policy. He plans to ask parents if they support the use of Narcan. The police and security forces are already trained, so the training would be for the KSSB health staff.

Narcan
01:45:00

Receive Redetermination Recommendations on Conditionally Accredited Systems

Jay Scott, Director, Accreditation and Design, gave the ARC recommendations for redeterminations. He noted that this accreditation system is still under KESA 1. 0. Anytime a school system is conditionally accredited, the following year there is a review, called a redetermination. There are five systems that have been determined to be accredited after having been conditionally accredited:

ARC
02:05:28

Ulysses

LeRoy-Gridley

Burrton

Kinsley-Offerle

Liberal

As this is a receive item, the board will vote on this in August.

Presentation on Behavior Issues in Schools

Jim Porter, School Board member representing District 9

Rocky Nichols, Disability Center of Kansas

Lesli Girard, Families Together

Tonia Wade, Parent

Lee Stickle and Linda Wilkerson, TASN and MTSS

Bert Moore, Director, Special Education & Title Services

Trish Backman, School Mental Health Services Coordinator, KSDE

Mr. Porter introduced the presentation, and he explained that he wanted to bring the rest of the board up to date with the history of the Kansas Schools, ESI regulations, and student behavior. He proposed that the board needs to reevaluate behavior issues, and that a new group needs to be gathered, to investigate the present situation, especially the issue of room clearing. He recommends Dr. Amanda Martell be part of that group. He explained the presentation today. The first group will be explaining how policy got to where it is. The second group is from TASN and MTSS and will focus on how schools can be supported in this area, and the third is the KSDE department staff from Special Education with a report on the larger picture.

Rocky Nichols shared that his agency, the Disability Center of Kansas, advocates for persons with disability. He noted that since 2023 the policies this State Board approved have been very successful and since then complaints to his agency have dropped fifty percent. He went through the last twenty years, which included struggles with previous State Boards, who did not support changes to the restraint and seclusion policies. There were attempts by the legislature to make changes, but the board did not support regulations against the restraint and seclusion practices that were being used in schools. The legislature passed the 2015 law because the need was undeniable. The board in 2023 created a workgroup and closed the loopholes by changing the regulations.

Behavior
03:34:53

Tonia Wade spoke as a representative of Kansas parents who experienced how horrible things were prior to the 2015 law. She spoke about her daughter, who is now twenty-five years old and has profound autism and is mostly non-verbal. She told the story of how her child was forced into a small box, about three feet wide. When Tonia came to the school, she found her daughter lying naked on a cold, hard, dirty floor, as she been traumatized by being in the box and had taken off her clothes and had defecated and urinated upon herself. She kept saying, "Mommy, no breath. " The experience gave her terrible anxiety, she lost her ability to be toilet trained, could not sleep alone, and is still afraid of dark, enclosed spaces. She urged the board to be vigilant so that this type of situation will never be repeated.

Lesli Girard, who is part of Families Together, explained that her agency supports families that include a child with a disability, exceptionality, or special needs. She noted that the calls to her agency have been less since the board passed the regulations in 2023.

Lee Stickle, who works for Technical Assistance Support Network (TASN) which support students that receive Title services and students with disabilities. Ms. Stickle's focus is children who have autism and the schools who educate them. She noted that ESI is a last resort. Early de-escalation is what teachers and schools need to focus on. She gave some examples of how to teach with low-intensity strategies. There are many resources on the TASN website. She mentioned four areas: Low-Intensity Strategies, Escalation Cycle, De-escalation Modules, and Universal Checklist.

Linda Wilkerson, is a co-director of Multi-Tiered Systems of Support (MTSS), explained how her organization collaborates with schools when they have difficult behavior situations. TASN does systems work. They go into a school system and try to focus on:

- 1) Creating a positive school climate and culture
- 2) Building positive relationships with students
- 3) Developing, teaching, and providing student feedback on school-wide structured expectations

There are strategies that schools, administrators, and teachers can engage in to keep from getting into difficult situations. She noted that ESI is the last resort and not a situation that anyone wants to be in. They are committed to kids NOT getting to the need for ESI.

Trish Backman, coordinator, Special Ed & Title Services, talked about how KSDE supports the field. She explained the concept of LRE, least restrictive environment, which means all students are entitled to a learning environment that is both open and appropriate, but distractions need to be looked at which are causing the loss of academic time in the classroom. She went through the resources KSDE offers. There is school data that must be turned in, and KSDE is responsible for reviewing the data.

Restraint data: 7990, average per building per year

Average duration of restraint is one minute

Average age of student receiving restraint: eight to twelve years old

Seclusion: 11,765

Average duration was six minutes

Average age: eight

Mrs. Backman explained the process of a dispute between a school and a family. She finished by saying there are many successes. Using techniques like restorative practices are powerful.

Act on FY 2025-2026 Budget Recommendations

Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services, led the board through a series of actions on the 2025-26 budget which will be offered as a recommendation to the Governor.

Budget
04:51:16

Per Pupil Funding

Mrs. Mah moved to recommend the funding necessary to implement the Base Aid for Student Excellence (BASE) as established in state law and approved by the Kansas Supreme Court estimated to be \$5,618 for the 2025-2026 school year.
Mrs. Arnold seconded the motion. Motion carried 8-1. Mr. Zeck voted no.

Many
Motions
were
introduced

Supplemental State Aid (LOB)

Mrs. Arnold moved to recommend the funding necessary to provide Supplemental State as established in state law estimated to be \$625,000,000 for the 2025-2026 school year. Dr. Horst seconded the motion. Motion carried 8-1.
Mr. Zeck voted no.

Bond and Interest State Aid

Mrs. Mah moved to recommend the funding necessary to provide Capital Improvement State Aid as established in state law estimated to be \$207,500,000 for the 2025-2026 school year. Mrs. Arnold seconded the motion. Motion carried 9-0.

Capital Outlay State Aid

Dr. Horst moved to recommend the funding necessary to provide Capital Outlay State Aid as established in state law estimated to be \$105,000,000 for the 2025-2026 school year. Mrs. Hopkins seconded the motion. Motion carried 8-1. Mr. Zeck voted no.

Juvenile Detention Facilities

Mrs. Mah moved to recommend the funding necessary for Juvenile Detention Facilities as established in state law estimated to be \$5,060,528 for the 2025-2026 school year. Mrs. Arnold seconded the motion. Motion carried 9-0.

Special Education

3-year option

Mrs. Mah moved to recommend the funding necessary to provide Special Education State Aid at 92% of excess costs as established in state law with a **three-year** phase-in with an estimated additional cost of \$87,574,215 for the 2025-2026 school year and each of the next two years. Dr. Horst seconded the motion. Motion carried 8-1. Mr. Zeck voted no.

CTE Transportation

Dr. Horst moved to recommend the funding necessary to provide 100% reimbursement for Career and Technical Education Transportation with an estimated additional cost of \$517,662 for the 2025-2026 school year. Mrs. Arnold seconded the motion. Motion carried 8-1. Mrs. Dombrosky voted no.

Mentor Teacher Program

Mrs. Mah moved to recommend the funding necessary to fully fund the Mentor Teacher Program as established in state law with an estimated additional cost of \$1,000,000 for the 2025-2026 school year. Mr. McNiece seconded the motion. Motion carried 9-0.

Professional Development

Mrs. Arnold moved to recommend the funding necessary to fully fund Professional Development State Aid as established in state law with an estimated additional cost of \$3,855,000 for the 2025-2026 school year. Mr. McNiece seconded the motion. Motion carried 7-2. Mrs. Dombrosky and Mr. Zeck voted no.

National Board Certification

Dr. Horst moved to recommend the funding necessary for the National Board Certification Program as established in state law estimated to be \$360,693 for the

2025-2026 school year. Mr. McNiece seconded the motion. Motion carried 6-3. Mrs. Dombrosky, Mr. Zeck and Mrs. Hopkins voted no.

School Lunch

Mrs. Arnold moved to recommend the funding necessary to meet federal maintenance of effort requirements for School Lunch estimated to be \$2,510,486 for the 2025-2026 school year. Mr. McNiece seconded the motion. Motion carried 7-2. Mrs. Dombrosky and Mr. Zeck voted no.

Parents as Teachers

Mrs. Arnold moved to recommend funding Parents as Teachers at the current level. Mr. McNiece seconded the motion. Motion carried 7-1-1. Mr. Zeck voted no. Mrs. Dombrosky abstained.

Pre-K Pilot

Mrs. Arnold moved to recommend funding the Pre-K Pilot at current the level. Mr. McNiece seconded the motion. Motion carried 7-2. Mr. Zeck and Mrs. Dombrosky voted no.

Safe and Secure Schools

Mr. McNiece moved to recommend the funding necessary to fully fund the Kansas Safe and Secure Schools Grant Program with an estimated additional cost of \$10,000,000 for the 2025-2026 school year. Dr. Horst seconded the motion. Motion carried 7-0-2. Mr. Zeck and Mrs. Dombrosky both abstained.

E-Rate

Mrs. Arnold moved to recommend the funding necessary to replace State Fiscal Recovery Funds to provide the state match for school district applications for the federal E-Rate Broadband Infrastructure program estimated to be \$1,000,000 for the 2025-2026 school year. Mr. McNiece seconded the motion. Motion carried 8-1. Mrs. Dombrosky voted no.

KSDE Operating Budget

Mrs. Mah moved to recommend the funding necessary to replace funding from KBOR for the KSDE's administrative work in supporting school districts with the E-Rate funding process estimated to be \$70,000 for the 2025-2026 school year. Mrs. Arnold seconded the motion. Motion carried 7-1-1. Mrs. Dombrosky voted no. Mr. Zeck abstained.

(For the following motion, it was suggested that the legislative priorities include this recommendation for Safe and Secure schools funding.) To request

additional funding for the KSDE Agency Operating Budget for the creation of a new School Safety Auditor position at an estimated cost of \$90,000.

Mrs. Arnold moved to request additional funding for the KSDE Agency Operating Budget for the addition of six FTE staff members needed to comply with new reporting and accountability requirements approved as part of House sub for Senate Bill 387 at an estimated cost of \$626,500. Mr. McNiece seconded the motion. Motion carried 7-1-1. Mrs. Dombrosky voted no. Mr. Zeck abstained.

State School Board Member Compensation

Mrs. Arnold moved to recommend changes to state statute to make compensation rate for members of the Kansas State Board of Education equal to the compensation rate for members of the Kansas Legislature while they are in session with an initial estimated cost increase of \$170,000. Mr. McNiece seconded the motion. Motion carried 7-1-1. Mr. Zeck voted no. Mrs. Dombrosky abstained.

(Dr. Harwood and the Commissioner assured the board that there will be more options brought to the board about how this could be requested, in terms of whether the daily rate could increase, or a salary could be requested.)

Act on Appointments to Professional Standards Advisory Board

Joe Midgley, Teacher Licensure, presented applicants who are willing to serve on the Professional Standards Advisory Board.

Dr. Horst moved that the Kansas State Board of Education act on the following recommended new appointments to the Professional Standards Board, effective upon appointment through June 30, 2027.

- Dr. Kelly Feldman to her first term representing Higher Education (Public).
- Michelle Smotherman to her first term representing Administrator, Spec. Ed.
- Kristin Schmitz to her first term representing Administrator, Nonpublic School.

Mrs. Arnold seconded the motion. Motion carried 9-0.

Receive recommendations of the Evaluation Review Committee (ERC) for higher education accreditation and program approvals

Dr. Catherine Chmidling, Teacher Licensure, presented the recommendations of the ERC to be voted on in September. She described the Higher Ed Accreditation process. There are five accreditation standards:

1. Content and Pedagogical Knowledge
2. Clinical Partnerships and Practice

Advisory
06:54:07

Motion
06:59:32

ERC
07:01:00

3. Candidate Quality, Recruitment, Selectivity
4. Program Impact
5. Provider Quality, Continuous Improvement and Capacity

Dr. Chmidling described the accreditations for:

- Baker University
- Friends University
- MidAmerica University
- Tabor College
- Washburn University

Screentime and Social Media in Schools

Dr. Jake Steel, KSDE Special Projects

Payton Lynn, Intern

Gabrielle Hull, Fiscal and Administration

Screentime
07:36:05

Dr. Steel introduced the subject noting screen time is defined in this instance as “non educational” screen use. Some of the issues are cell phones in schools, parent oversight of district devices, use in school and at home.

Social media is defined as a platform which has user profiles, networking, user-generated content, and interactivity. Often when people think about the negative effects of screen time, they are talking about social media.

Peyton Lynn presented statistics describing current screen time use. Since 2020, children’s screen time has risen by fifty-two percent. They average seven to ten hours of noneducational screen time, five are spent on social media. Forty-two percent of children say they are online almost constantly. There is little professional guidance for children over the age of five. There is a high correlation between depression, anxiety and social anxiety and mental health. High users show less curiosity, self-control, and emotional stability. There is, however, some evidence that this is not a correlation, for instance, depressed children may spend more time on social media because of their emotional state.

U. S. Surgeon General Murthy stated more than three hours a day on social media doubles the risk of mental health problems.

Parents can model, mentor and monitor. Adults from 25-34 average about 7 hours, 35-44 average about 6 hours. Parents of young children often have high screen times.

In *The Anxious Generation*, currently a widely read book on this subject, the author, Jonathan Haidt, recommends no smart phones prior to high school, no social media before age 16, and encourages free play, independent play, and time in nature.

District devices, devices that are issued by schools, are an issue because students can use them for non-educational activities. There are some programming that give parents the ability to turn off internet access, set screen limits, or to block some websites.

Cell phones in schools, seventy-seven percent have a policy prohibiting cell phones for nonacademic use, however ninety seven percent of students use their phones during the school day. There are often policies that are outdated, and they are not often enforced. Teachers say it is difficult to enforce on the classroom level. Parents often want their children's cell phones to be available. Over fifty percent of parents (in one study) say they want their children to have access to their phones. In one study more than fifty percent of parents felt that cell phones are positive for their children.

There has been legislative action across the country; California and Florida have acted with policy banning phones in classrooms. In Kansas, HB 2641 was introduced in 2024, which would have required local boards of education to adopt policies and procedures to prohibit students' use of privately owned cell phones. It died in committee.

Guidance may be more effective than bans. For instance, guidance might be given for time limits and recommending blocking all commercial social media sites.

Miss Lynn ended her presentation by asking, "What is the role of KSDE and the State Board of Education?" This was followed by a robust discussion.

The Chair recessed the meeting until Wednesday, July 10th, at 9:00 a. m.

Recess
08:31:50



Kansas State Board of Education
Wednesday, July 10, 2024

Chair Haas called the meeting to order at 9:00 a. m. All members were present except for Mr. Hershberger who was attending a conference in Washington D. C.

00:04:00

Discussion and possible action on proposed amendment to accreditation regulation 91-31-35 (minimum high school graduation requirements) regarding FAFSA

FAFSA
00:04:10

Scott Gordon presented the possibility of striking the FAFSA part of the graduation requirements, noting that he will have to research the best way to make this happen. Dr. Proctor shared that this could be put into the Accreditation process, to assure that families are aware of the FAFSA and the benefits of filling out the application. Much board discussion occurred.

Mrs. Hopkins moved that the Kansas State Board of Education approve the submission of an amendment to K. A. R. 91-31-35 through the formal regulatory adoption process, striking the requirement as presented. Mrs. Dombrosky seconded the motion. The motion passed 6-3. Mr. McNiece, Mr. Porter, and Mrs. Arnold voted no.

Motion
00:31:55

Receive CTE 2023-2024 Cluster Reviews

CTE Clusters
00:32:40

Natalie Clark, Assistant Director, Career and Technical Education presented the board with posters showing the basic pathways/clusters of the CTE program. The clusters are reviewed every five years. This presentation will be for the 2024-25 school year. In the past year ninety-five percent of Kansas school districts have at least one career pathway.

Shannon Bohm, Chair of the Kansas Advisory Council for Career and Technical Education (KACCTE) described the committee of sixteen members. The purpose is to receive input from business and industry for continuous improvement for CTE programs. They meet quarterly.

The relevant committee reviews each course, introductory, technical and application level courses are all scrutinized. There are sixteen clusters overall. This year there are changes in seven of the areas. In total there are two hundred and seven members who are part of the cluster review process. Mrs. Mah, from the State Board, serves on this cluster review committee. After the review, the department of labor responds with information about the labor market in Kansas, and KBOR also responds. The Kansas Chamber was involved, there was a Kansas Commerce Report, the Board of Regents came presented on

program alignment with higher education in Kansas. Mrs. Clark explained the complex and complete process each cluster goes through in the review process.

Mrs. Clark presented the Agriculture cluster and the changes in this area.

Kevin Bronson, EPC, CSAS, shared the changes in Design, Production & Repair, and shared the changes were in Architecture & Construction. There were many business partners involved in this process, as well as the instructors who teach these courses.

Eryn Knecht, EPC, CSAS, is the education consultant for Arts, AV Technology, Communications and Information Technology. She went through the pre-review design sheets and then shared the changes. Graphic Design and Digital Media is a high need, high income career, which has been changed into Media Design, which is a one stop career model that many businesses need.

Taylor Spangler, EPC, CSAS, the family consumer sciences consultant, spoke about Public Services in Education & Training. Many universities were involved, as well as early childhood development pathway. (LISTEN) The biggest addition was to add a course called "Introduction to Education." Early childhood development and services is similar but focuses on younger children and families.

Kathy Camerena, EPC, CSAS, is the education program consultant in Business and Government. This year's cluster under review was business finance. Business partners, higher education departments and instructors were involved.

Mr. Bronson spoke about the Design, Production & Repair, focused this past year on Engineering. The pathways are aviation production, energy pathway, engineering/applied mathematics, and a new pathway for automation engineering. He explained how the new pathway was created in response to the changes in automation in industry.

Mrs. Knecht presented the Health Science pathway, which is responding to the shortages in Kansas healthcare needs. The Biomedical, Biochemistry and Biotechnology in Agriculture were merged into one pathway named Biotechnology.

Mrs. Clark reviewed the National Career Cluster Framework which is in the process of being modernized. This will be finalized in October 2024. She went over a few of the changes but this will be shared with the board when available.

Act on School Improvement and KESA 2.0

Dr. Jay Scott and Dr. Ben Proctor presented together, sharing a check-in summary, the private school systems, a systems activity timeline for year one, and then the request for action, on the actionable model of KESA 2.0.

KESA 2.0
01:39:42

Dr. Scott shared data from the check-ins. There were more than three hundred in-person check-ins from January 2024-June 2024. The feedback for these sessions showed a high satisfaction with the visits.

Dr. Scott spent time with those schools in the private systems and shared that they have worked out the district vs. building model with those organizations. These systems are building based, so there was some discussion about how to use the KESA model which is district based.

Dr. Proctor went through a hypothetical walk-through of what a school system scan expect in year one (2024-25). He chose Hesston USD 460 as an example. Dr. Proctor was previously the school superintendent in this district, so he knows it very well. He described a scenario with six steps:

- 1. Activates the DLT (district leadership team) and BLT (building leadership team) for the collaboration and the DLT attends the KESA Informational Session.
- 2. BLT and DLT meet regularly and the KESA Check in is held on January 30, 2025, with regional executive Mindy Bruce.
- 3. The DLT attends the *School Improvement Day* with Remington, Haven, and Hillsboro on March 3rd with 2025 KESA facilitators.
- 4. The DLT engages the BLT and Board of Education along with students, families, and community to finalize the action plan.
- 5. The DLT meets to finalize and submit the district’s action plan to KSDE by mid-May. KSDE will provide feedback on the action plan.
- 6. Implementation begins in the 2025-2026.

Mrs. Arnold moved that the Kansas State Board of Education accept the proposed KESA 2.0 actionable model as presented today to go into effect beginning with the 2024-2025 school year with updates on a quarterly basis. Mr. Porter seconded the motion. Motion passed 7-2. Mrs. Dombrosky and Mr. Zeck voted no.

Motion
03:15:41

Consent Agenda

Mr. Porter moved to approve the items on the consent agenda. Mrs. Arnold seconded. Motion carried 9-0.

Consent
03:19:53

Personnel Report

Local professional development plans

Licensure Review Committee

Visiting scholar licenses

Act on request from USD 255 Ellinwood, bond election, capital improvement state aid

KSD assurances, Part VI-B funds for curriculum and assessment coordinator

Kansas Youth Transition Network contract from 2023 Disability Innovation funds

Taken off the consent and voted on separately

c. KIAS suite ongoing maintenance and development

Item c & l

l. Approve contract for Kansas Youth Transition Network

Mrs. Arnold moved to approve items c and l. Mr. Porter seconded the motion. Motion carried 6-2-1. Mr. Zeck and Mrs. Dombrosky voted no. Mrs. Hopkins abstained.

b. SEAC member continuation and new member approval

After some comments and a request for this item to be put on the regular agenda in the future:

Item b

Mrs. Hopkins moved to approve item b. Mrs. Arnold seconded. Motion carried 9-0.

i. Safe and secure school grants for 2024-2025

Items i & j

j. Sprout Creative contract for webpage and digital design to update CTE

Mr. McNiece moved to approve items i and j. Mrs. Arnold seconded the motion. Motion carried 7-2. Mrs. Dombrosky and Mr. Zeck voted no.

Board Attorney

Ferguson
3:21:37

Mark Ferguson asked, in the context of the July 2024 board meeting issue of the land transfer, if the board wanted to review/amend the board guidelines as they relate to transfers.

He reported on a June 2024 Kansas case of the open meetings act which involved the Shawnee Mission schools. Mr. Ferguson encouraged the board to be aware of any situations that might create a “behind closed doors” situation.

Addressing the abstention vote, he remarked that using the abstention needs to be confined to conflict of interest or lack of knowledge (i. e. not attending the meeting where the issue being voted on was discussed).

The minimum six person vote (needed for an item to pass) is another subject he wanted to address. Using today’s FAFSA discussion as an example, he noted that the robust discussion was important for the board members to be on the record as to why they voted yes or no. The business of a public board is to be conducted in public session. As a lawyer, he urged open discussion. When it comes to things like a change in direction of the board, something that has a momentous change, such as not approving federal funds for school lunch programs, it needs to have a great deal of discussion. If it fails for lack of six votes, then there needs to be more discussion about why members vote against or for something. For example, legislative priorities, there need to be contingency plans for how to deal with major board policy shifts, such as how would federal funds for school lunches be replaced? Also, there needs to be additional planning with the legislature for setting up litigation funds, for the kind of costs that the board will face if these types of major policy changes are put in place.

Thinking about social media and policy development, he noted that Kansas has joined in suits against META and other major companies, to challenge practices that are destructive to children. This is like the cases against the tobacco companies that resulted in fines that were distributed nationally. This might be included in legislative priorities that the board chooses, stating that you would work with the Kansas Attorney General to be part of this challenge.

He suggested the board add to its agenda, in open meeting, discussion on what things the board might do in the event that certain funding mechanisms voted down or have an extended executive session to discuss with legal counsel what the options are if that were to happen. Specifically, he noted that litigation might be triggered by board actions and this needs to be acknowledged and planned for.

Chair Report

Chair Haas asked Dr. Watson if he had a recommendation on the screentime/cellphone conversation. He suggested a Blue Ribbon task force led by a student and a principal, and have it happen asap. It could be up and going by August, and report by November. He recommended having two board members on this task force. The focus would be non-academic screentime, cell phone and social media.

Chair
03:25:30

Board Travel

Chair Haas asked that if there are any travel additions, please send them to the board secretary.

Mrs. Arnold moved to accept the board travel report and approve all the travel as presented. Mrs. Hopkins seconded the motion. Motion carried 9-0.

Travel
03:39:00

Motion
03:40:00

Committee Reports

Mrs. Arnold gave a report on the policy committee. There will be no more Tuesday lunch meetings during board meetings. The Policy Committee will work via zoom. Presently, the focus of the committee is evaluations of the Commissioner, Board Secretary and Board Attorney. This will be a receive item in August.

Reports
03:41:15

She also commented the Whole Child conference in Washington DC which she attended last month. The topic was the transformation of school districts. She had an opportunity to reflect on how this board does not have much of an opportunity to vision and suggested they might have a board retreat. The present educational system was created to meet needs of a culture from many decades past. The question needs to be asked: How to create and shape the educational system to meet the needs of today's world. She encouraged the board members to participate in these types of conferences which encourage thought provoking discussions.

Mrs. Dombrosky spoke about the negotiations with KNEA and the KSD. There were two robust three hour sessions. There is a tentative agreement for the coming year. KSD is a residential school and is open year round, so there are some unique situations. There are weekend and overnight staff, and through the summer. The memorandum of understanding will be circulated and put onto the agenda in August.

Requests for future agenda items

Mrs. Hopkins asked for the citations from Payton's presentation. They will be included in the Friday notes. Mrs. Hopkins asked if any Kansas school districts presently have policies. Gabrielle Hull will investigate this and report it in the Friday notes. Mrs. Hopkins brought up the issue of school staff using social media, like snap chat, to connect to students. She questioned the wisdom of this practice.

Mr. Zeck would like a presentation from Susan Dunaway, Clinical Psychologist, on the changes in children's brains caused by cell phones and other screen time devices.

Mrs. Hopkins asked about the Educational Funding Task Force. Dr. Watson stated It will be an item for next month.

Mrs. Dombrosky requested more information on High Quality Instructional Materials.

Mr. Zeck would like to have PowerPoints well in advance of the meeting so he can be prepared.

The Chair adjourned the meeting at 12:53 p.m.

ADJOURN
03:53:39

Agenda Number: 7

Meeting Date: 8/13/2024



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

Item Title: Introduction: Blue Ribbon Task Force on Screentime in Schools

From: Randy Watson

Dr. Watson will preview with the State Board the work of the Blue Ribbon Task Force on Screen Time. This information will include the following:

Meeting dates

Meeting times

Number of times to meet

Deadline for presentation to the State Board

Possible action date for the State Board

Membership of the Task Force

Co-Chairs of the Task Force

Public viewing of all meetings

Answer question from the State Board

Kansas leads the world in the success of each student.

Agenda Number: 8

Meeting Date: 8/13/2024



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

Item Title: HirePaths Parent Perception Survey of Post-High School Career Options

From: Denise Kahler

Kristin Brighton, founder of HirePaths, will present the board with the results of the 2024 Parent Perception Survey of Post-High School Career Options. This study was created in 2019 in partnership between the Kansas State Department of Education (KSDE) and New Boston Creative Group, LLC, of Manhattan to ask Kansas parents/guardians of children 18 years of age or younger about their current perceptions about various post-high school opportunities. In other words, how they define success for their children.

The survey was first administered in 2019 and readministered in 2024 to parents/guardians to measure if and to what extent parents'/guardians' definitions of success for their children had changed.

HirePaths is a Kansas-based marketing campaign to inform and excite young Kansans, their parents and guardians, and their K-12 teachers about options they can pursue after high school to quickly and affordably launch a successful, well-paying career. The goal of the program is to retain Kansas youth in the state after the completion of their formal education.

To learn more about HirePaths, please visit www.hirepaths.com.

Kansas leads the world in the success of each student.

Agenda Number: 9

Meeting Date: 8/13/2024



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

Item Title: 2024 Great Ideas in Education Conference: Lighting the Path Forward

From: Pat Bone

The KSDE Conference began in 1999. Its purpose is to provide professional development opportunities and allow school personnel to build their professional network.

A brief presentation will highlight the features of the 2024 conference.

Kansas leads the world in the success of each student.



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

Item Title: Panther Robotics Team from Paola with the Robot "Bolts and Roses"

Panther Robotics competes through a robotics program called FIRST. FIRST is an acronym meaning For Inspiration and Recognition of Science and Technology. FIRST offers programs for students in pre-K to 12th grade. We compete in the FIRST Robotics Competition (FRC) which is the "varsity" level competition for high school students with teams from around the world. Each year in January, a new game is announced, and teams spend the next 2 months designing, building and programming a 125-pound robot that will be able to complete tasks to play the game such as picking up game pieces and shooting balls through high or low goals.

Our team is FIRST Robotics Competition Team 1108, Panther Robotics and we are located in Paola, Kansas. FRC Team 1108 was founded in 2003 through a few students and teachers that wrote a grant to NASA. Our rookie season was very successful, resulting in the team receiving two awards that allowed them to participate in the World Championship. Since then, FRC Team 1108 has gone on to start and mentor more than 26 FIRST teams in the Kansas City area and we continue to design, build and compete in Regional Competitions every year. This year, our team qualified for World Championships in Houston, Texas by winning the Colorado Regional as well as winning the Impact award at the Greater Kansas City Regional for the impact our team has on our community, this is the highest award in FIRST. At the World Championships this year, our students played matches with students from 5 different countries. Through the FIRST program we have over 100 alumni that have gone on to STEM careers such as physicians, engineers, nurses, architects, graphic designers and teachers. Our alumni report that the technical, business, and leadership skills they learned through FIRST robotics enabled them to become successful leaders in our community and across the country. In the past 3 years, 100% of our students graduated high school and are pursuing higher education in a STEM field, of those 60% are pursuing an engineering career.

Members of our team also mentor elementary school students competing in the FIRST LEGO League Explore program at our local elementary school. This program serves as an introduction to robotics and programming to elementary school students.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda
Number:**

11

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

**Meeting
Date:**

8/13/2024

Item Title:

Act on Appointments to Professional Standards Advisory Board

Recommended Motion:

It is moved that the Kansas State Board of Education act on the following recommended new appointments to the Professional Standards Board, effective upon appointment through June 30, 2027:

Kelly Whittaker, to her first term representing Administrator, Public High School.

Kerri Lacy to her first partial term representing Administrator, Public Elementary School.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

Recommended nominees to fill category vacancies are:

Kelly Whittaker, High School Principal, USD 290 Ottawa, (SBOE District 9).

Kerri Lacy, Elementary Principal, USD 489 Hays, (SBOE Districts 4).

Nomination forms and candidate resumes are attached as well as the PSB roster.

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Kelly Whittaker	District 9	290 Ottawa	N/A	N/A	Professional Standards Board	401-1200

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
USA-Kansas	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/no ne - Which of the following do you teach?
PreK-12	Administrator	N/A	High School Principal	Building	High School	N/A

Please state briefly, your qualifications for this appointment as set forth...

I am currently serving as the principal of Ottawa High School, USD290. This would begin my potential two three-year terms on the Professional Standards Board through KSDE.

Work experience - Please state, briefly, your working and educational experience which might...

Over the last 18 years, I have held various educational positions, from elementary and middle school special education teacher to high school administrator. I would have a lot to offer the Professional Standards Board as we work to develop and provide guidance for the professional standards governing educator preparation and admission. As a high school principal, I collaborate with many certified positions, allowing for a unique perspective. I am a leader and always willing to be part of conversations pushing our profession forward while keeping a high standard.

Kelly J. Whittaker

PROFESSIONAL SUMMARY:

Innovative-servant educational leader with a growth mindset who promotes success for all students through an understanding of educational reform models, data driven planning and decision making, Professional Learning Communities and the use of student support and interventions.

Areas of Leadership and Professional Experience

- School improvement planning and goal setting
- Extensive Special Education knowledge
- Instructional coaching and observation
- Evidence-based best practices and strategies
- Professional development leader
- Professional Learning Communities
- Interviewing and hiring of teaching candidates
- Developing a positive teacher/student culture

EDUCATION AND CREDENTIALS:

E.D.D. Educational Leadership, Baker University, Baldwin, KS

Current

M.A. Ed. Educational Leadership, Ball State, Muncie, IN

July 2013

- B.S. Education, University of Southern Indiana, Evansville, IN

December 2005

Kansas Building Level Administrator License, PRK-12

- Kansas Elementary Education, K-6
- Kansas High-Incidence Special Education, K-6 and 5-8

ADMINISTRATIVE EXPERIENCE:

Principal, Ottawa High School, USD 290

July 2018- present

Rural high school of 728 students 14% students with disabilities, 51% economically disadvantaged

- Led and planned Professional Development in collaboration with instructional coach & building leaders
- Oversaw the creation of the master schedule
- Evaluated and provided critical feedback to academic instructors
- Led and organized Building Leadership Team and SITE council
- Oversaw and built capacity through Professional Learning Communities
- Mentored new administrators to USD 290
- Oversaw and supported a robust Alternative Program
- Managed the building district and athletic budgets
- Implemented innovative programming: Cyclone Hour & Advisory
- Supported efforts toward climate and culture through Jostens Renaissance

Assistant Principal, Shawnee Heights High School, USD 450

August 2016 – 2018

Suburban high school of 1164 students, 28% diversity, 34% economically disadvantaged

- Monitored student academic progress, attendance, and behavior for students O-Z
- Special Education Coordinator for Shawnee Heights High School: High Incidence, Life Skills, and Mild Disability programs
- Planned and led deeper learning track for teachers on SAMR
- Testing Coordinator: State Assessments and NWEA
- Conducted Teacher Evaluations for Special Education and Foreign Language departments
- Collaborated with Special Education and Foreign Language departments during CT meetings
- Led and participated on interviewing committees for teachers and para-educators
- Assisted with 1:1 technology program, iPADS
- Organized clubs and activities – Planned and Executed Student Activity Fair
- Planned and organized incoming 9th grade activities
- Monitored school wide tardy policy- collaborated with students and families
- Organized Summer School efforts utilizing Edgenuity
- Member of AVID implementation team

Assistant Principal, Goshen High School, Goshen Community Schools July 2012 – 2016

Urban high school of 1811 students, 48% diversity, 62% Free/Reduced Meals

- Monitored student academic progress, attendance, and behavior for freshman cohort
- Monitored school accountability data and progress toward school goals
- Organized and led attendance intervention for at-risk students in the evenings
- Special Education Coordinator for Goshen High School: ED, Life Skills, and Mild Disability Programs
- Planned and led multiple professional development sessions for the Leadership Team regarding school goals, data, and peer coaching
- Presented at School Board Meetings
- Assisted with Master Schedule Planning
- Collaborated with principal and master teachers to lead and plan staff professional development
- Organized Biology PLC utilizing 8-Step data analysis process and common assessment writing
- Completed over 100 rubric based teacher evaluations through the TAP program
- Developed an alternative program for freshman students
- Led and participated on interviewing committees for both teachers, administrators, and coaches
- Leader of the Early College planning and implementation committee
- Organized the SRI, Scholastic Read 180 program and APEX lab
- Assisted with standardized assessments: End of Course Assessments, AccuPlacer, and NWEA
- Assisted with 1:1 technology program, laptops
- Organized implementation of Restorative Justice Practices and recognition of teachers
- Monitored School International Bachelorette (IB) Program and implementation of MYP
- Organized and led multiple groups of at risk students through “Why Try” Program

TEACHING EXPERIENCE:

Emotional Disabled Teacher, Goshen Middle School

August 2010-July 2012

- Implemented Robert Marzano’s Six Step Process to building background knowledge and learning goals into daily instruction through collaboration with my professional learning community and TAP cluster
- Led the school-wide Positive Behavior Intervention Supports (PBIS) committee

Special Education Teacher, Jimtown Jr. High, Baugo Community Schools

August 2009-July 2010

- Led 7th grade team meetings

- Guided general education teachers in differentiating their instruction, assignments, and assessments through the RTI process

Emotional Disable Teacher, IPS School #107, Indianapolis Public Schools August 2006 – July 2009

- Differentiated instruction and behavior management for students with behavioral and social emotional issues while maintaining a strong emphasis on Indiana Academic Standards
- Member of PL22 School Improvement Team, PBIS/Climate Committee, and Master Scheduling Team

Teacher at St. Anns Bay Primary, Jamaica

Summer 2005

TRAINING/SEMINARS/Associations:

- | | |
|---|-----------------------|
| • Kansas Principals Association | 2016 –current |
| • Kansas Principals Association Vice Present | 2024- current |
| • Kansas Principals Association Region Chair | 2021-2024 |
| • Presented at Women’s Leadership Conference | 2024 |
| • Presented at USA Conference | 2024 |
| • Innovative Schools Conference | June 2024 |
| • Solution Tree PLC Conference | June 2022 & June 2023 |
| • Frontier League President | 2023-2024 |
| • Frontier League Secretary | 2020-2023 |
| • Published Article for USA Kansas | 2022 & 2023 |
| • Presented at KPA Conference | 2022 & 2023 |
| • KSHAA Board of Directors | 2019-2022 |
| • Kansas City Bullying Symposium | February 2017 |
| • AVID National Conference | December 2016 |
| • KASB- Student Discipline Workshop | July 2016 |
| • Leadership Training- “Leading Change: Resistance to Assistance” | February 2016 |
| • International Baccalaureate Diploma Program – Head of School | November 2015 |
| • NWEA Training | August 2015 |
| • Restorative Justice Training | May 2015 |
| • TAP State and National Conventions | March 2014,2015 |
| • National Association of Secondary Principals | August 201- Present |
| • 8 Step Process Implementation (Data Utilization Training) | February 2014 |
| • Ventures Certified Interviewer | August 2013 |
| • Early College Implementation | July 2013 |
| • Indiana Principal Association | August 2013 |
| • TAP Core Training, Certified Evaluator | July 2012 - 2016 |
| • Scholastic Read 180 and SRI trained instructor | August 2010-2012 |
| • Positive Behavior Supports Training | 2009-2012 |
| • Nonviolent Crisis Prevention Intervention | 2006 – 2016 |

Awards and Recognitions:

- | | |
|-------------------------------------|-----------|
| • USD 290 Administrator of the year | 2019-2021 |
| • KPA Area 1 Principal of the year | 2021 |

COACHING/EXTRA-CURRICULAR EXPERIENCE:

- | | |
|---|-----------|
| Key Club Sponsor- Goshen High School | 2012-2016 |
| Varsity Assistant Girls Basketball Coach, Goshen High School | 2009-2012 |

Girls/Boys Cross Country and Track Coach, Goshen Middle School	2009-2011
Yearbook Sponsor, Jimtown Jr. High	2009-2010
Varsity Assistant Cross Country and Track Coach, Northwest High School	2007-2009
Elementary Girls/Boys Basketball Coach	2007-2009

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Kerri Lacy	District 4	489 Hays	N/A	N/A	Professional Standards Board	2501-5000

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
USA-Kansas	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/n one - Which of the following do you teach?
PreK-12	Administrator	N/A	Elementary Principal	Building	Elementary	N/A

Please state briefly, your qualifications for this appointment as set forth...

I hold a current license in Kansas that includes building administrator, building leadership, elementary k-9, English 5-9 and English for speakers of other languages k-12. I have been involved in education at every level k-12 and also teach part-time at Fort Hays State University teaching "Professionalism in Education"

Work experience - Please state, briefly, your working and educational experience which might...

I have just completed my 33rd year as an educator in the state of Kansas. I spent the first 14 years as a middle school teacher, 9 years as a k-8 principal, returned to the classroom for 5 years and now have served as an elementary principal for the past 5 years. I firmly believe that going back to the classroom after being an administrator gave me a new insight on education and how to lead a building in a positive, effective manner. I will bring a wide range of ideas to this committee and am excited for this opportunity. I was recently named the Kansas State Elementary Principal of the year. I believe I was awarded this award because of the awesome people I am surrounded by every day. I consider myself a team captain on a team where each member has the same end goal in mind, doing what is best for students, every student, every day.

KERRI LACY

CONTACT



SKILLS

- Skilled analysis of data including academic and attendance data to help drive goal setting.
- Building wide goal setting and professional development
- MTSS research and programming development
- Building rapport with staff, students and family to all reach common goals of success.
- Team player for not only school but throughout district, offering support and help where needed.

ACCOMPLISHMENTS

- Kansas Principals Association 2024

Elementary Principal of the year.

-Named "Region 4 Kansas Principal of the Year"

-2024 Meritorious Service Award USA

Volleyball August 2023

-Awarded the School Challenge Award

April 2022

-Solomon Elementary Schools Standards of Excellence Awards: 2004-2010

-Invited to the State MTSS Conference as a presenter, 2011

-QAR Chair for various elementary schools around the state 2008-2011

-Who's Who Among American Teachers

-Who's Who Among American Women Leaders

Passionate educator with experience developing and implementing diverse curriculums covering wide range of subjects. Highly skilled at motivating students through positive encouragement and reinforcement .Successful in improving test scores for all sub groups. Skilled in creating and maintaining a positive culture for students, staff and families.

WORK HISTORY

July 2018 - Current

PRINCIPAL K-5 *Lincoln Elementary School USD489*, Hays, KS

- Increased parent involvement in their children's education by maintaining open communication channels, hosting regular parent-teacher conferences and other family engagement opportunities.
- Supported students' social-emotional growth by fostering safe and inclusive school environment where all voices were valued and respected.
- Developed strong relationships with students by demonstrating empathy, understanding, and patience in addressing their academic and personal challenges.
- Increased community involvement by promoting community partnerships with every classroom.

August 2014 - June 2018

5TH GRADE TEACHER *Lincoln Elementary School USD489*, Hays, KS

- Encouraged parental involvement in student learning through regular communication and parent-teacher conferences.
- Developed strong rapport with students, fostering a positive and supportive learning environment.
- Collaborated with colleagues to develop interdisciplinary lessons, connecting subject matter across various topics.

August 2013 - June 2014

6TH/7TH GRADE TEACHER *Hays Middle School USD489*, Hays, KS

- Fostered a positive classroom environment by establishing clear expectations and promoting mutual respect among students.
- Established strong relationships with parents to involve them in their child's educational journey, addressing concerns and celebrating achievements together.
- Participated in professional development opportunities, continuously improving instructional techniques to stay current with educational trends.

June 2010 - June 2013

Principal K-8 *USD #393, Solomon Public Schools*, Solomon, KS

- Developed strong relationships with students, parents, and colleagues to foster supportive learning environment.
- Collaborated with teachers and therapists to develop individualized educational plans for each student, ensuring optimal progress.
- Worked with staff members and teachers to design comprehensive and individualized plans to optimize student education.

Professional Organizations

- National Association of Elementary Principals
- Kansas Association of Elementary School Principals
- Kansas United School Administrators (KS USA)

COMMUNITY INVOLVEMENT

- Owner, director of Western Kansas Elite Volleyball Club 2017-Present
- Travel Youth Softball Coach, Abilene Fast Pitch - 2005- 2014
- Abilene Recreation Volunteer Basketball Coach - 2006- 2012
- Big Brothers/ Big Sisters of Dickinson County
- Board of Directors - 2009- 2014. -Kansas Special Olympic Volunteer

HOBBIES

I love spending time with my granddaughter and my grown children. I enjoy long walks with my dog Zoe. My reading time is usually an audio book while walking or driving and spending time with our friends as often as possible keeps me young.

August 2004 - January 2010

Principal K-6 USD #393, Solomon Public Schools, Solomon, KS

- Conducted skilled analysis of academic data as well as attendance data which drives building wide goal setting and professional development visions.
- Studied current MTSS research and successfully developed programming throughout Solomon Elementary and Solomon Middle Schools with total staff focus and implementation.

EDUCATION

January 2000

Masters of Science Educational Administration

Fort Hays State University, Hays, KS

January 1991

Bachelors of Science Elementary Education

Fort Hays State University, Hays, KS

Fort Hays State University, Hays, KS

Endorsements:

- PK-12 Building Leadership
- Kansas Administration Professional Licensure
- English 5-9
- Physical Education K-12
- Social Sciences 5-9
- English Language Learners

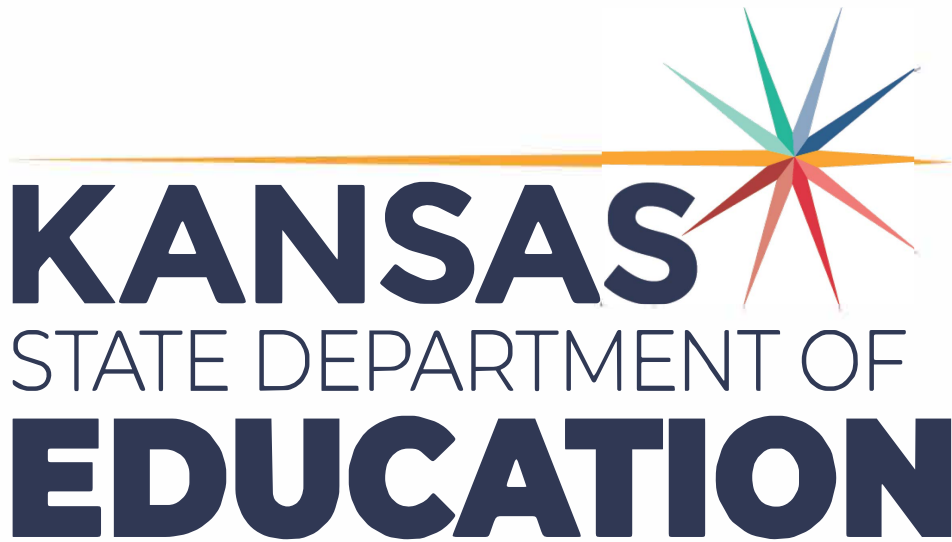
Awards:

Fall 2022 - Shifting School Culture, Kansas Schools of Character Recognition Program.

Spring 2022- KSDE Challenge Award, KSDE Confidence in Public Education Task Force for Kansas Schools.

Professional Standards Board

KSBE Liaison <div><div>Ann Mah KSBE District 4 DEC 31, 2024</div><div>Cathy Hopkins KSBE District 5 2026</div></div>	Higher Ed (1 KBOR, 1 Private) <div><div>Amy Hogan Ottawa U. 2027 KSBE District 4</div><div>Kelli Feldman KU 2027 KSBE District 4</div></div>	Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public) <div><div>John Wyrick USD 506 2025 KSBE District 9 Admin-District</div><div>Stacey Green USD 271 2027 KSBE District 5 Admin-Middle</div><div>Vacant USD ### 20## (1) KSBE District # Admin-Elem</div><div>Michelle Smotherman USD 232 2027 KSBE District 4 Admin-SPED</div><div>Kristin Schmitz Wichita Catholic Diocese 2027 KSBE District 7,8,9,10 Admin-Private</div><div>Vacant USD ### 20## (4) KSBE District # Admin-HS</div><div>Vacant USD ### 20## (5) KSBE District # Admin-CTE</div></div>	KS PTA Member (1) <div><div>Patty Jurich 2026</div></div>	Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public) <div><div>Karen Wilson USD 489 2026 KSBE District 5 Teacher</div><div>Elizabeth "Libby" Schmitz Private 2025 KSBE District # Private</div><div>Jill Bergerhofer USD 229 2027 KSBE District 2,3 Secondary</div><div>Jori Nelson USD 512 2027 KSBE District 2,3,4 Elementary</div><div>Kim Raeazin USD 101 2026 KSBE District 9 Teacher</div><div>Michael Reed USD 361 2027 KSBE District 7,10 CTE</div><div>Phillip Wrigley USD 501 2026 KSBE District 1,4,6 Secondary</div><div>Vacant USD ### 20## (6) KSBE District # Teacher</div><div>Roy Freeman USD 308 2025 KSBE District 7 Middle</div><div>Sara McCarter USD 320 2025 KSBE District 1,6 SPED</div></div>	Board of Education of a School District <div><div>Emily Riner USD 343 2025 KSBE District 1,6 School Board</div></div>
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Individuals second term is up or they are stepping down after June 2025

Individuals first term is up and will start second term July 2025

Individuals that have 2025 as an end date are finishing their partial term and start first full term July 2026

As of 7/17/2024

Agenda Number: 12

Meeting Date: 8/13/2024



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Item Title: Recieve information on the State Board selection of school district personnel to the Education Funding Task Force

From: Randy Watson

Dr. Frank Harwood will brief the State Board on the legislative action to create an education funding task force. Part of that task force is to have the State Board act on the following:

One member of the State Board, selected by the State Board;

One member, who shall be a superintendent of a rural school district, appointed by the State Board of Education;

One member, who shall be a superintendent of an urban school district, appointed by the State Board of Education.

Dr. Harwood will review the qualifications of a "rural" and an "urban" school district and discuss the process we will use to solicit applications.

The vote to approve the three positions will be at the October State Board meeting.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

8/13/2024

Item Title:

Act on ERC recommendations for higher education accreditations and program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation accreditations for Baker University and Friends University, and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, and Washburn University.

Explanation of Situation Requiring Action:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation accreditations for Baker University and Friends University, and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, and Washburn University.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as needed.

The accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as needed.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were

submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider's license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations were presented as a Receive item in July 2024.



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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Baker University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Baker University School of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2031.

Standards RA1-RA3

Areas for Improvement

None

Standard R1

AFI R1.1 The EPP provided limited evidence and interpretation of data that candidates are able to apply critical concepts and principles of learner development, learning differences, and creating safe and supportive learning environments to work effectively with diverse P-12 students and their families (component R1.1).

Rationale R1.1 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

AFI R1.2 The EPP provided limited evidence and interpretation of data that candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students (component R1.2).

Rationale R1.2 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

AFI R1.3 The EPP provided limited evidence and interpretation of data that candidates are able to assess, plan instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students (component R1.3).

Rationale R1.3 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

AFI R1.4 The EPP provided limited evidence and interpretation of data that candidates engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others to work effectively with diverse P-12 students and their families (component R1.4).

Rationale R1.4 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

Standard R2

AFI R2.1 The EPP provided limited evidence that P-12 partners are engaged in an ongoing collaborative process. (component R2.1)

Rationale R2.1 The evidence provided does not document systematic partner engagement in decision making or collaborative development, review, or revision of instruments (other than peer review for content validity), evaluations, or placement processes. Partner relationships are one-one one and ad-hoc rather than systematic.

AFI R2.2 The EPP provided limited evidence that partners co-select, prepare, evaluate, and support high quality clinical educators. (component R2.2)

Rationale R2.2 The evidence provided does not include sufficient data supporting the quality of clinical educators. No evidence of systematic training or support for clinical educators is provided. Insufficient evidence is provided to support systematic collaborative engagement in the review and analysis of data about clinical educators.

AFI R2.3 The EPP provided limited evidence that the EPP works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence and duration to ensure candidates demonstrate their developing effectiveness. (component R2.3)

Rationale R2.3 Evidence of systematic partner involvement in the design and implementation of clinical experiences is insufficient.

Standard R3

AFI R3.2 The EPP provided limited evidence as to how the EPP advised and supported candidates who are not progressing at transition points, including determining if the cohort average meets or exceeds 3.0 at a transition point (component R3.2).

Rationale R3.2 There was no clear evidence that the process for how the EPP advises and supports candidates who are not progressing is systematized. The EPP has not determined a point at which the cohort GPA average of 3.0 is verified.

AFI R3.3 The EPP provided limited evidence as to how the EPP triangulates multiple sources of evidence to verify that candidates are prepared for certification at completion (component R3.3).

Rationale R3.3 Some individual analyses of key assessments are provided (e.g., K-CAT, journal reflections); however, there is little evidence to suggest how the data are reviewed comprehensively to determine whether candidates are prepared for certification at completion (R3.3).

Standard R4 and RA4

AFI R4.2 The EPP provided limited evidence of employer satisfaction with completers. (component R4.2)

Rationale R4.2 Three cycles of data are not presented. Only one cycle of data is submitted.

AFI R4.3 The EPP provided limited evidence of completer satisfaction with preparation. (component R4.3)

Rationale R4.3 Data are not disaggregated by program or other demographics. Subsequent analyses of the survey results are not completed nor submitted.

AFI RA4.1 The EPP provided limited evidence of employer satisfaction with completers. (component RA4.1)

Rationale RA4.1 Three cycles of data are not presented and data are not representative of completer employers, there are no data for employers of district leaders and one response for special education. Subsequent analyses of the survey results are not submitted.

AFI RA4.2 The EPP provided limited evidence of completer satisfaction with preparation.(component RA4.2)

Rationale RA4.2 Three cycles of data are not presented and data are not disaggregated by program or other demographics. Subsequent analyses of the survey results are not submitted. Means are present but no analysis.

Standard R5 and RA5

AFI R5.2 The EPP provided limited evidence that the QAS had drawn on verifiable, representative, and actionable measures to ensure interpretation of data are valid.(component R5.2)

Rationale R5.2 At the time of the visit, the Quality Assurance System had not generated data from EPP-created rubrics that meet CAEP criteria for assessments. The criteria for determining validity have not met the CAEP Criteria for Evaluation of EPP-Created Assessments & Surveys that relate to the content of the assessment and the scoring and have resulted in assessments that do not meet all of these criteria. Not all rubrics were aligned or analyzed by standards. Therefore, data presented for EPP-created assessments cannot result in valid interpretation of candidate performance including candidates' preparation for certification at completion.

AFI R5.3 The EPP provided limited evidence of how external stakeholders are involved in program design and evaluation. (component R5.3)

Rationale R5.3: Interviews with external stakeholders did not confirm that they were involved in program design and evaluation.

AFI R5.4 The EPP provided limited evidence how the EPP regularly, systematically and continuously assessed performance against the goals and relevant standards, tracked results over time, documented modifications and/innovations and their effects on EPP outcomes. (component R5.4)

Rationale R5.4 Data from EPP-created assessments were not aligned with relevant standards and discussion of the performance of demographic groups was surface level. There was limited evidence of the use of data for program modifications and analysis.

AFI RA5.2 The EPP provided limited evidence that the QAS had drawn on relevant, verifiable, representative, and actionable measures to ensure interpretation of data are valid. (component RA5.2)

Rationale RA5.2 The criteria for determining validity had not met the specific CAEP Criteria for Evaluation of EPP-Created Assessments & Surveys. Not all rubric components were tagged to or analyzed.

Therefore, data presented for EPP-created assessments cannot result in valid interpretation of candidate performance.

AFI RA5.3 The EPP provided limited evidence that external stakeholders are involved in program design, evaluation, and the continuous improvement process. (component RA5.3)

Rationale RA5.3 Interviews with the Education Advisory Council indicated that they had not been involved in data analysis, program design and the continuous improvement process. There were no other systems or mechanism to involve external stakeholders in program design, evaluation, and the continuous improvement process.

AFI RA5.4 The EPP provided limited evidence how the EPP regularly, systematically and continuously assessed performance against the goals and relevant standards, tracked results over time, documented modifications and/innovations and their effects on EPP outcomes. (component RA5.4)

Rationale RA5.4 In interviews the faculty did not confirm that they analyzed and acted upon data on a systematic basis.

Standard R1-R5, RA1-RA5

Stipulations

None

Standards	Initial	Advanced
R1/A1: Content and Pedagogical Knowledge	Met	Met
R2/A2: Clinical Partnerships and Practice	Met	Met
R3/A3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4/A4: Program Impact	Met	Met
R5/A5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next visit: Fall 2030.

Previous Areas for Improvement (AFI)

March 13, 2018 KSBE Decision

Areas for Improvement (AFIs)

Standards 1-5

None

Stipulations

Standards 1-5

None



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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Friends University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Friends University Education Division.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2031.

Standard R1, RA1-2, RA4
Areas for Improvement
None

Standard 2

AFI R2.2 The EPP provided limited evidence of systematic evaluation of clinical educators (component R2.2).

Rationale R2.2 The EPP submitted evidence of the use of one assessment instrument (Student Teacher Rating of Mentor Teacher/University Supervisor form) without evidence of data analysis or a process for data usage.

Standard 3, A3

AFI R3.1 The EPP provided limited evidence of how they routinely monitored local, state, regional, or national needs for hard-to-staff schools and shortage fields (component R3.1).

Rationale R3.1 The EPP provided minutes and presentations associated with the shortage. However, state, regional, and local aggregate data were not available for the Site Visit.

AFI RA3.1 The EPP provided limited evidence of how they routinely monitored local, state, regional, or national needs for hard-to-staff schools and shortage fields (component RA3.1).

Rationale RA3.1 The EPP provided minutes and presentations associated with the shortage. However, state, regional, and local aggregate data were not available for the Site Visit.

Standard 4

AFI R4.1 The EPP provided limited evidence of completer effectiveness. (component R4.1)

Rationale R4.1 The EPP provided reading results as evidence for effectiveness of completers without regard to the program or certification even though reading may not be the focus of the instruction for teachers for which it was reported. Observation data was provided but it was not broken by the program or other demographic characteristics.

AFI R4.3 The EPP provided limited disaggregated data for the satisfaction of completers by program/certification/demographics. (component R4.3).

Rationale R4.3 The EPP provided data for completer satisfaction and for more than three cycles but there was a several year break in the evidence. It was not disaggregated by demographics. The EPP needs to collect demographic information and consistently use the data for programmatic decision making.

Standard 5, A5

AFI R5.2 The EPP provided limited evidence of reliability indices for key evaluation measures.
Component R5.2)

Rationale R5.2 EPP created key assessments do not have formal evidence of interrater reliability to be used in supporting programmatic decisions.

AFI RA5.2 The EPP provided limited evidence of establishing reliability for key evaluation measures.
(component RA5.2)

Rationale RA5.2 EPP created key assessments do not have formal evidence of interrater reliability to be used in supporting programmatic decisions.

Standard R1-R5, RA1-RA5

Stipulations

None

Standards	Initial	Advanced
R1/A1: Content and Pedagogical Knowledge	Met	Met
R2/A2: Clinical Partnerships and Practice	Met	Met
R3/A3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4/A4: Program Impact	Met	Met
R5/A5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next visit: Fall 2030.

Previous Areas for Improvement (AFI)

June 12, 2018 KSBE Decision

Areas for Improvement (AFIs)

Standards 1-5

None

Stipulations (AFIs)

ACCREDITATION REVIEW PROCESS

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

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke

accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.³ Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

³Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.



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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Bethel College

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approvals for Bethel College.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Bethel College programs through December 31, 2030.

Art PreK-12, I, continuing

Areas for Improvement
Standards 1-7
None

Health PreK-12, I, continuing

Areas for Improvement
Standards 1-5
None

Physical Education PreK-12, I, continuing

Areas for Improvement
Standards 1-7
None



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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for MidAmerica Nazarene University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approvals for MidAmerica Nazarene University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved-with Stipulation" status for the following MidAmerica Nazarene University program through **December 31, 2026**.

Innovative Elementary Education Unified Plus, I, K-6, New Program

Areas for Improvement

Standards 1-11, Science of Reading

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

Recommend removing the new-program stipulation and **extending program approval** through **December 31, 2030**.

(Next continuing programs' review: Fall 2030)

Restricted, I, PreK-12, progress report

Areas for Improvement:

Standards 3-10

None

Standard 1 (Met)

AFI 1.2: Assessment 5a course EDUC 6445 does not align with the grade range of the program.

Rationale 1.2: Course EDUC 6445 is specific to Elementary grades but the program is for grades 6-12.

The syllabus references the Master's of Elementary Unified and the course content standards table quotes the Elementary Unified K-6 standards. Post-rejoinder: EDUC 6445 course description removed reference to elementary grades, however, the course objectives are only aligned to standard 4 and standard 5 – there is no alignment of the course to standard 1.

AFI 1.3: Assessment 5a is not aligned to standard 1.

Rationale 1.3: With course syllabus revisions, assessment 5a no longer meets standard 1 – course objectives in the course syllabus uploaded as appendix H are now aligned to standard 4 & 5 (see page 3). There is no alignment of this course syllabus to Standard 1. The objective 1, 2, & 4 info listed in the rejoinder are learning outcomes listed on page 5 of the syllabus. These learning outcomes do not meet standard 1 focused on learner development.

Standard 2 (Met)

AFI 2.2: Assessment 5a course EDUC 6445 is not aligned to standard 2.

Rationale 2.2: Appendix H is course syllabus for EDUC 6445 – the goals/objectives of this course are aligned to standard 4 & 5 as presented on page 3 of the course syllabus. The course description does have one statement that alludes to language used in standard 1 & 2 “discover strategies and methodologies used plan, instruct and assess the learning of exceptional students;” however, the course goals/objectives are aligned to standard 4 & 5. The objectives 5, 6, & 7 info listed in the rejoinder are learning outcomes listed on page 5 of the syllabus. These learning outcomes do not meet standard 2 focused on learner differences.

Recommend “Approved” status for the following MidAmerica Nazarene University programs through December 31, 2030.

Elementary Education Unified K-6, I, continuing

Areas for Improvement

Standards 1-11, Science of Reading

None

English Language Arts 6-12, I, continuing

Areas for Improvement

Standards 1-7, Science of Reading

None

School Counselor PreK-12, A, continuing

Areas for Improvement

Standards 1-8

None



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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed applications for program approvals for Pittsburg State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University **continuing programs** through **December 31, 2030.**

Art PreK-12, I, continuing

Areas for Improvement
Standards 1-7
None

Elementary Education Unified K-6, I, continuing

Areas for Improvement
Standards 1-11, Science of Reading
None

Library Media Specialist PreK-12, A, continuing

Areas for Improvement
Standards 1-6
None

Mathematics 5-8, I, continuing

Areas for Improvement
Standards 1-7
None

Restricted 6-12, PreK-12, I, continuing

Areas for Improvement
Standards 1-10, ELA Science of Reading
None

Speech/Theatre 6-12, I, continuing

Areas for Improvement

Standards 1-6

None



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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Tabor College

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approval for Tabor College.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Tabor College programs through December 31, 2030.

Biology 6-12, I, continuing

Areas for Improvement
Standards 1-10
None

Chemistry 6-12, I, dormant

Areas for Improvement
Standards 1-8
None

Elementary PreK-6, I, continuing

Areas for Improvement
Standards 1-7, Science of Reading
None

Music PreK-12, I, continuing

Areas for Improvement
Standards 1-7
None

Vocal Music PreK-12, I, continuing

Areas for Improvement
Standards 1-7
None



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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Washburn University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approval for Washburn University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Washburn University programs through December 31, 2030.

Elementary PreK-6, I, continuing

Areas for Improvement
Standards 1-7, Science of Reading
None

English Language Arts 5-8, I, continuing

Areas for Improvement
Standards 1-7
None

English Language Arts 6-12, I, continuing

Areas for Improvement
Standards 1-7, Science of Reading
None

Mathematics 5-8, I, continuing

Areas for Improvement
Standards 1-7
None

Music PreK-12, I, continuing

Areas for Improvement
Standards 1-7
None

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

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

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

(a) Application.

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

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

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

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

(c) Program review process.

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

forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

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

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

(e) Request for hearing.

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

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

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

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

(a) Application for program renewal.

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

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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

(f) Approval status.

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

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

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

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

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

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

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



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Item Title: Receive item: ERC recommendation for higher education accreditation and program approvals

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation accreditation for Central Christian College, and program approvals for Newman University.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider's license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations are planned to be submitted to the September 2024 State Board agenda as an Action item.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 8/13/2024

Item Title:

Act on the CTE 2023-2024 Cluster Reviews

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Career and Technical Education (CTE) 2023-2024 Cluster and Pathway Review recommendations approved by the Kansas Advisory Committee for Career and Technical Education.

Explanation of Situation Requiring Action:

The number of approved CTE Pathways in Kansas:

2023-2024	3,577
2022-2023	3,502
2021-2022	3,493

96.5% of school districts have at least one approved CTE Pathway.

55,302 CTE Participants 2022-2023

Participant: A student who has earned one (1) but less than two (2) secondary level credits in a single career and technical education (CTE) pathway.

30,934 CTE Concentrators 2022-2023

Concentrator: A student who has earned two (2) or more secondary level credits in a single CTE pathway, with those credits within any combination of two levels AND has met at least 70% proficiency on the technical skills across those 2.0 credits through several technical skill measures.

Academic Proficiency* - Concentrators

2022-2023

29.35% Reading

24.83% Math

32.17% Science

*Proficient: Scoring in level 3 or 4 on the State Assessments

Four-Year Graduation Rate 2022-2023

CTE Concentrators 98.53%

Post-Secondary Credits Concentrators Who Graduated 2022-2023

70.05% Attained Post-Secondary Credits

Career Clusters and Pathways

1. Standards-aligned and Integrated Curriculum

2. Sequencing and Articulation of Courses

INTRODUCTORY LEVEL COURSES: An introduction to a specific or multiple clusters or pathways that require similar foundation knowledge and skills.

TECHNICAL LEVEL COURSE: A course that builds on the knowledge and skills learned in the introductory level course, with a focus on acquiring practical technical skills specific to the cluster/ pathway.

APPLICATION-LEVEL COURSE: An advanced level course that builds on the technical level course and includes opportunities for the learner to demonstrate knowledge learned through practical application of skills. It should include work-based learning experiences such as an internship, health science clinical, SAE, work simulation or school-based endeavor (store, etc.).

3. Student Assessment

Formative and summative assessments are integrated throughout the program of study to validate student learning gains, including both classroom/school-based and standardized, third-party assessments, as appropriate.

4. Prepared and Effective Program Staff

State-Approved Pathway Application with three-year improvement goals that include professional development. The licensed personnel guide includes the teaching endorsement or technical certificate for each course in CTE Pathways.

5. Engaging Instruction

6. Access and Equity

Strategies are implemented to eliminate barriers to participation in CTE Pathways and extended learning experiences, such as work-based learning and articulated credit for all students including special populations.

7. Facilities, Equipment, Technology and Materials

The physical environment, facilities, equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.

8. Business and Community Partnerships

Partnerships for student involvement in the community and workplace with local and regional businesses. Partnerships are also connections with all educational partners, including fellow teachers, parents, the community, organizations, and postsecondary institutions/faculty as well as business and industry.

9. Student Career Development

All students, beginning in middle school, will develop an Individual Plan of Study based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members and family members.

10. Career and Technical Student Organizations

Organization activities develop and reinforce relevant technical, academic and employability knowledge and skills.

11. Work-based Learning.

Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills. Work-based learning experiences are intentionally aligned with each student's education and career goals.

12. Data and Program Improvement

Labor market information is used to inform program of study decision-making and support program improvement. Perkins V builds on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for "high-skill, high-wage, or in-demand occupations".

Association for Career and Technical Education (ACTE) has developed a research-based framework to describe the key components of a high-quality CTE program of study. The above 12 components reflect the High Quality CTE Framework.

Goal for Pathway Course Competencies

Keep Pathway competencies relevant, rigorous and reflective of current Business/Industry standards or practices.

The Kansas Advisory Committee for Career and Technical Education approved the CTE 2023-2024 Cluster Reviews. Cluster review committees began work in the fall of 2023 and were made up of Secondary Educators representing different sizes of school districts and different geographic locations across the State of Kansas, Post-Secondary Educators representing two and four-year colleges and business/industry representatives reflective of the Cluster/Pathways under review. The Kansas Advisory Committee for Career and Technical Education respective business/industry committee member representing the reviewed Cluster served as chair and the committee was facilitated by a KSDE Education Program Consultant. Once final approval is received, changes will begin with the 2025-2026 school year.

The Career Clusters are reviewed on a five-year schedule.

Career and Technical Education (CTE) 2023-2024 Cluster Reviews:

Agriculture, Food and Natural Resources
Architecture and Construction
Arts, A/V Technology and Communications
Education and Training
Engineering
Finance
Health and Bio Sciences

Additional Pathways included in the review included:

Web and Digital Communications Pathway
Network Systems Pathway
Early Childhood and Development Services Pathway

Information regarding the Cluster/Pathway reviews was presented to the State Board of Education July 10, 2024 as a receive item.

Cluster Review Timeline:

March 1, 2024
Pathway Must Be Posted for Public Comment for Thirty Days and sent on the CTE Listservs

April 17, 2024
Kansas Advisory Council for Career and Technical Education
Receive Item

June 18, 2024
Kansas Advisory Council for Career and Technical Education
Action Item

July 10, 2024
Kansas State Board of Education
Receive Item

August 13, 2024
Kansas State Board of Education
Action Item

The following information was reviewed by the Cluster Review Committees:
Labor Market Information, [Kansas Labor Information Center \(KLIC\) - LMI Home Page \(ks.gov\)](#)
Business/Industry Feedback regarding Trends and Skills
Kansas Chamber Competitiveness Analysis
Kansas Commerce Report
Kansas Career and Technical Education Comparison Report
Kansas Board of Regents Program Alignment, [Program Alignment \(kansasregents.org\)](#)
National Career Clusters® Framework
Pathway Course Competencies and Indicators, [CTE Course Competencies and Indicators \(ksde.org\)](#)
Reviewed Industry Standards and Certifications
Reviewed the Industry Recognized Certifications (IRC) and Assessments, [Kansas Pathway Assessments, Credentials, and Certifications \(K-PAC\) List - 2023-2024 \(ksde.org\)](#)
Pathway Inclusion of Work-Based Learning (WBL) Elements
[Kansas Work-Based Digital Reference Guide \(ksde.org\)](#)
[Kansas Work-Based Learning: Personalized Learning Plan Guidance Document \(ksde.org\)](#)

The linked documents and resources below were shared during the Cluster Review process in

addition to presentations given by the Kansas Department of Commerce and Kansas Chamber during the January 31, 2024 KACCTE meeting.

[Kansas Career Cluster Guidance Handbook 2024-2025 \(ksde.org\)](https://ksde.org)

[CTE Course Competencies and Indicators \(ksde.org\)](https://ksde.org)

Nadira Hazim-Patrick, Assistant Secretary for Department of Commerce, presented to the KACCTE January 31, 2024, Kansas Department of Commerce [Key Industries \(kansascommerce.gov\)](https://kansascommerce.gov)

[Sector Development | Kansas Office of Innovation \(kansascommerce.gov\)](https://kansascommerce.gov)

[Framework for Growth Report by Kansas Department of Commerce - Issuu](https://kansascommerce.gov)

[Building a More Economically Competitive Kansas \(kansaschamber.org\)](https://kansaschamber.org) was shared by Alan Cobb, President, Kansas Chamber, at the January 31, 2024 KACTE Meeting.

The Kansas Department of Labor presented labor market information to each Cluster Review Committee. The Kansas Board of Regents was invited to each meeting to share Program Alignment information.



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Item Title: Presentation of Kansans CAN 2023-2024 Best Practice Awards to Child Nutrition Program Recipients

From: Kelly Chaney, Director, Child Nutrition and Wellness

The KSDE Child Nutrition & Wellness Kansans CAN 2023-2024 Best Practice Awards reward outstanding practices in Child Nutrition & Wellness Programs that support the Kansans CAN vision. The following

Child Nutrition & Wellness Program Sponsors will be honored for outstanding and/or innovative practices:

- **USD 292 Wheatland** - Kansans Can Serve Local Foods
- **USD 207 Ft. Leavenworth** - Kansans Can Provide Outstanding Customer Service
- **Patterson Family Child Care Center** - Kansans Can Provide Outstanding Customer Service
- **Envision Child Development Center** - Kansans Can Impact Wellness

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17

Directors:

Superintendent Luanne Barron
Superintendent Jon Harding

Commissioner:

Randy Watson

Meeting Date: 8/13/2024

Item Title:

Act on Narcan/Naloxone policy for the Kansas State Schools for the Blind and Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education approve the joint Narcan/Naloxone policy for the Kansas State Schools for the Blind and Deaf as presented.

Explanation of Situation Requiring Action:

1. The Kansas School for the deaf requests approval of a Naloxone/Narcan policy. KSD wishes to prevent opioid related overdoses by making Naloxone readily available in secondary school buildings.

It is the policy of the KSD/KSSB to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort to include the use of Naloxone, combined with rescue breaths, to revive the victim of any apparent drug overdose.

2. The Kansas State School for the Blind wishes to adopt a Naloxone policy that is similar to KSD's policy but with adaptations that align with our school's unique needs.

**KANSAS SCHOOL FOR THE DEAF
KANSAS SCHOOL FOR THE BLIND
NALOXONE ADMINISTRATION FOR OPIOID OVERDOSE
POLICY**

6/20/24

PURPOSE:

KSD and KSSB wish to prevent opioid related overdoses by making Naloxone readily available in school buildings.

DEFINITION:

Opioid overdose occurs when the opioid levels in an individual's body are so high that they become unresponsive and their breathing becomes inadequate. Lack of oxygen affects vital organs which leads to unconsciousness, coma, and even death. It only takes 3-5 minutes without oxygen for brain damage to occur.

Naloxone (Narcan) is indicated for the reversal of an opioid overdose with signs of respiratory depression or unresponsiveness and acts by displacing the opiates from the receptor sites that control breathing. If the individual has not overdosed on an opioid, the naloxone will have no effect on the body.

Opioids are illegal drugs, like heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin, Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.

POLICY:

It is the policy of KSD and KSSB to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent drug overdose.

This policy is to be used as an adjunct to *K.S.A. 65-16,127 (Emergency opioid antagonists; dispensing, storing and administering; duties of the state board of pharmacy and first responder agencies; rules and regulations) and in conjunction with the State of Kansas's "Naloxone Access Law" to provide treatment to unresponsive individuals in the school setting. (*see attached)

TRAINING:

- Before administering Naloxone, designated staff must go through training provided by a Pharmacist, Medical Director, or trained RN. This will allow them to be able to recognize an opioid related overdose, respond with proper judgment, administer Naloxone successfully, and to promptly seek further medical attention.
- Upon completion of Naloxone Administration training, a form signed by the designated staff will be placed in their file.
- A list of trained employees will be added to the emergency file folder and maintained.

STAFF THAT MAY BE DESIGNATED

- ☐ Nurses
- ☐ Coaches
- ☐ SRO + Police Officers
- ☐ Security staff

After appropriate training, designated individuals will use the four R's: Recognize, Respond, Reverse and Refer.

Signs and Symptoms of an opioid overdose include:

- **Small, constricted “pinpoint” pupils**
- **Falling asleep or loss of consciousness**
- **Slow, shallow breathing**
- **Choking or gurgling sounds**
- **Limp body**
- **Pale, blue, or cold skin**
- **Slowed pulse/heart beat**
- **Speech infrequent/signs incomprehensible**

EQUIPMENT:

NARCAN Nasal Spray

- Needle-Free and easy to use with no inhalation required.
- Narcan Nasal Spray is safe and effective in children for known/suspected opioid overdose.
- First FDA approved Nasal formulation of Naloxone.

STORAGE OF NALOXONE:

- Naloxone will be stored in a secure compartment in accordance with the manufacturer's instructions. Designated, trained staff will be made aware of its location and will be able to access it as needed. Naloxone will only be administered on the premises of KSD or KSSB.

NARCAN ADMINISTRATION

1. RECOGNIZE

Observe for signs of overdose:

- Pale, clammy skin
- Signs Incomprehensible
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2. RESPOND

Immediately call for help:

- Call for help- Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the **seal around the mouth and nose is secure**
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

4. REFER

- Have the individual transported to nearest medical facility, **even if symptoms seem to get better**
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

3. REVERSE

Administer Intra-Nasal Narcan:

- Tilt head back and give spray (4 mg) into one nostril
- If additional doses are needed, give in the other nostril

Give NARCAN Nasal Spray

Remove NARCAN Nasal Spray from the box.

Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



Graphic credit: (ADAPT Pharma, 2015)

- Place person in recovery position (**lying on their side**)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

Report of Naloxone Administration

Student Demographics and Health History

School District: _____ Name of School: _____

Age: _____ Type of Person: ☐ Student ☐ Staff ☐ Visitor Gender: ☐ M ☐ F ☐ Transgender

Ethnicity: Spanish/Hispanic/Latino: ☐ Yes ☐ No

Race: ☐ American Indian/Alaskan Native ☐ African American ☐ Asian

☐ Native Hawaiian/other Pacific Islander ☐ White ☐ Other

Signs of Overdose Present

☐ Blue lips ☐ Breathing slowly ☐ Shallow breathing ☐ Slow pulse ☐ Unresponsive
☐ Weak pulse ☐ Other (specify) _____

Suspected Overdose on What Drugs?

☐ Heroin ☐ Benzos/Barbituates ☐ Cocaine/Crack ☐ Alcohol
☐ Methadone ☐ Suboxone ☐ Don't Know ☐ Other (specify) _____

Naloxone Administration Incident Reporting

Date of occurrence: _____ Time of occurrence: _____

Vital signs: BP _____ / _____ Temp _____ Pulse _____ Respiration _____

Location where student was found:

☐ Classroom ☐ Cafeteria ☐ Health Office ☐ Playground ☐ Bus ☐ Other (specify): _____

How was the naloxone given: ☐ Injected into muscle ☐ Sprayed into nose

Naloxone lot #: _____ Expiration date: _____

Naloxone administered by: (Name) _____

Was this person formally trained? ☐ Yes ☐ No ☐ Don't know

Parent notified of naloxone administration: (time) _____

Was a second dose of naloxone required? ☐ Yes ☐ No ☐ Unknown

If yes, was that dose administered at the school prior to arrival of EMS? ☐ Yes ☐ No ☐ Unknown

Approximate time between the first and second dose _____

Naloxone lot #: _____ Expiration date: _____

Person's Response to Naloxone

☐ Combative ☐ Responsive/Angry ☐ Responsive but sedated ☐ Responsive and Alert ☐ No response to naloxone

Post-Naloxone Observations (Check all that apply)

☐ None ☐ Seizure ☐ Vomiting ☐ Difficulty breathing ☐ Other (specify): _____

Other Actions Taken

☐ Sternal rub ☐ Recovery position ☐ Rescue breathing ☐ Chest compressions ☐ Automatic defibrillator
☐ Yelled ☐ Shook the person ☐ Oxygen ☐ Other (specify): _____

Disposition

EMS notified at: (time) _____

Transferred to ER: ☐ Yes ☐ No ☐ Unknown

If yes, transferred via: ☐ Ambulance ☐ Parent/Guardian ☐ Other

Parent: ☐ At school ☐ Will come to school ☐ Will meet student at hospital ☐ Other: _____

Hospitalized: ☐ Yes ☐ If yes, discharged after _____ days ☐ No

Name of hospital: _____

Student/Staff/Visitor outcome:

School Follow-up

Did a debriefing meeting occur? ☐ Yes ☐ No

Recommendation for changes: ☐ Protocol change ☐ Policy change ☐ Educational change ☐ Information sharing ☐ None

Comments (include names of school staff, parent, others who attend debriefing):

Form completed by: _____ Date: _____

Title: _____

Phone number: (_____) _____ - _____ Ext.: _____

School District: _____

School address: _____

Kansas State Board of Education

Annual Performance Review of the Board Attorney

The process used to review the performance of the Board Attorney is composed of a rating of selected duties and responsibilities and general comments on performance.

Scope of work:

The board anticipates the appointed attorney will act as general counsel to the Board, attend board meetings, and provide advice and representation in matters relevant to the board's supervisory duties over the state educational system and its specific governance duties for the Kansas State School for the Blind and the Kansas State School for the Deaf. This representation requires knowledge of multiple practice areas, including, but not limited to, administrative law; contract law; education law; employment law; general civil litigation; regulatory compliance; special education law; state constitutional law; and workers compensation. Representation may include the preparation of contracts, pleadings, motions, memoranda, briefs, and other documents as requested by the board. Representation may also require participation in all stages of litigation, including initial or responsive pleadings, discovery, trial, and appeal, in administrative hearings and the state and federal courts. In addition, the Board attorney is expected to advise the board on issues related to statutory and regulatory interpretation, open meetings, open records, and parliamentary procedure.

Other areas of knowledge and experience:

- Familiarity with the Kansas Administrative Procedures Act, the Kansas Open Records Act; and the Kansas Open Meetings Act;
- Familiarity with the Kansas constitution, statutes, and administrative regulations pertaining to the board in particular and education in general;
- Experience with civil litigation, including experience at the appellate level;
- Familiarity with federal education statutes and regulations such as IDEA, FERPA, ESEA, ESSA, National School Lunch Act; McKinney-Vento Homeless Assistance Act.

Duties and Responsibilities of the Board Attorney

- The board is kept informed about the status of legal matters involving the board.
- The Board Attorney promptly complies with reasonable requests for information.
- The Board Attorney provides sufficient explanation of legal matters involving the board so that we can make informed decisions about those matters.
- The Board Attorney is reasonably accessible to assist.
- The Board Attorney provides adequate follow up to questions or issues raised.
- The Board Attorney keeps the business of the board confidential.
- The Board Attorney is discrete in dealing with matters involving the State Board.
- The Board Attorney consistently anticipates legal issues that may arise.
- The Board Attorney conducts themselves in a manner that reflects favorably on the board with constituents, legislators, governmental officials or the press.
- The Board Attorney remains objective in the legal advice and opinions offered to the board as a whole or to you individually.
- The Board Attorney possesses the necessary legal knowledge and skill to protect the legal interests of the board.

As a Board member, please respond to the following:

Does the Board Attorney meet the duties and responsibilities of his/her position?

Yes (Comments are optional)

No (Comments are required)

Please be as specific as possible.

Kansas State Board of Education
Annual Performance Review of the Board Secretary

The process used to provide input to the Commissioner on the performance of the Board Secretary is composed of an evaluation of duties and responsibilities and general comments on performance.

Job Description: The secretary for the ten-member elected Kansas State Board of Education has duties and responsibilities directly related to the function of the state board. The secretary takes the official minutes of each board meeting, prepares agendas for those meetings and ensures that the official actions and requests are conveyed to the appropriate Kansas State Department of Education staff members and other interested parties and completes follow-up action in a timely manner. The board conducts monthly meetings; therefore, the secretary is responsible for ensuring any routine state board business is handled when the board is not in session.

Duties and Responsibilities:

- Attends monthly board meetings and is available if there are any problems.
- Serves as secretarial staff to board members, including helping with any committees.
- Supports members with anything they need to be prepared for the board meeting (documents, connections to staff, PowerPoints, etc.).
- Takes concise and accurate minutes of the board meetings and makes sure they are available for the board and ultimately for the public to access.
- Writes a follow-up summary of board action after each meeting and disseminates it to board members and KSDE staff. Uses summary to create the next agenda, especially the requests of the board members for future presentations.
- Maintains and updates board information on the agency website. Acts as a resource to the public in matters pertaining specifically to the board. Provides phone and office coverage for board inquires.
- Keeps track of board payroll days and travel. Turns in payroll every two weeks to the HR department and turns in travel requests once a month to the fiscal department. Communicates with board members about travel/payroll. Prepares payment voucher for board attorney expenses.
- Coordinates with KSDE staff and board leadership to prepare the state board meeting agenda and organize the presentations and details for the meeting.
- Gathers and creates the board packet.
- Prepares purchase authorizations and payment vouchers for purchases made from board funds and obtains supplies and equipment for board office.

PLEASE RESPOND BELOW:

Do you feel, as a board member, the Board Secretary has met the duties and responsibilities of his/her position?

Yes (Comments are optional)

No (Comments are required)

Please be as specific as possible.

Kansas State Board of Education

Annual Performance Review of the Kansas Commissioner of Education

The performance review process used to evaluate the Commissioner of Education is composed of three parts:

- 1) an evaluation of whether the Commissioner is aligned with and working towards the yearly goals of the State Board,
- 2) a review of progress on performance objectives based on the Commissioner's own evaluation report, and
- 3) a rating of selected duties and responsibilities.

PART ONE

Each year the State Board works jointly with the Commissioner to establish annual goals. This section evaluates the performance of the Commissioner in reaching these specific goals. We ask you to be as detailed as possible.

Goals for May 2023 – December 2024

- A. **Goal 1:** Enhance the number and quality of educators in every district.
- B. **Goal 2:** To prepare each student for postsecondary opportunities and successes.
- C. **Goal 3:** Enhance engagement and partnerships with families, communities, business, and policy stakeholders.
- D. **Goal 4:** Provide a safe and secure environment to attend school.

PART TWO
Alignment with Commissioner's progress report

Please respond to the questions as related to the progress report submitted by the Commissioner.

- A. Is there an area of performance of notable progress that you would like to highlight with additional comments?
- B. Is there an area lacking sufficient progress that you would like to highlight with additional comments?
- C. Are there objectives that you would recommend as future board goals for the Commissioner?

(add an option in each "box" to check and indicate "No Additional Comment")

PART THREE
General Duties and Responsibilities

The State Board is asked to rate the Commissioner on the duties and responsibilities listed below using the following scale:

- 4. Exceeds expectations (excellent performance)
 - 3. Meets expectations (satisfactory performance)
 - 2. Approaching expectations (performance is inconsistent)
 - 1. Does not meet expectations (needs major improvement)
-
- A. ____ Maintains an honest and transparent relationship by keeping board members well informed on relevant matters.
 - B. ____ Identifies potential problems confronting the State Board of Education, assesses alternative solutions, and recommends appropriate actions.
 - C. ____ Keeps the Board informed of relevant issues that have bearing on the climate and culture for the staff within the Kansas State Department of Education.
 - D. ____ Reports progress on defined goals and other relevant information as part of the monthly Commissioner's Report.

- E. ____ Stays current on educational trends and promotes student success for all students.
- F. ____ Provides general oversight for the Kansas School for the Deaf and Kansas School for the Blind.
- G. ____ Establishes and maintains positive relationships with the legislative and executive branches of state government.
- H. ____ Communicates effectively with the community at large, constituents, and stakeholders.
- I. ____ Leads the Department of Education by example (ethical, trustworthy, and professional).

REQUEST AND RECOMMENDATION FOR BOARD ACTION			Agenda Number:	18
Staff Initiating: Deborah Bremer	Board Member: Betty Arnold	Commissioner: Randy Watson	Meeting Date:	8/13/2024

Item Title:

Receive item from State Board Policy Committee: Evaluation Format Updates

Recommended Motion:

To be voted on in September

It is moved that the Kansas State Board of Education approve the updated Evaluation Forms for the Commissioner, the Board Attorney and the Board Secretary, as presented by the Kansas State Board of Education Policy Committee.

Explanation of Situation Requiring Action:

The Board of Education Policy Committee has reviewed the existing evaluation forms and procedures and is offering updated evaluations for the board's consideration. This is a receive item and will be presented for a vote in September.

Agenda Number: 2

Meeting Date: 8/14/2024



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

Item Title: All In For Kansas Kids early childhood strategic plan update

From: Amanda Petersen

Early childhood lays the foundation for student success. Since 2018, the Kansas State Department of Education has worked together with the Kansas Children’s Cabinet and Trust Fund, the Kansas Department of Health and Environment, the Kansas Department for Children and Families, and many other early childhood partners to comprehensively assess and address statewide early childhood needs. Thousands of Kansans from across the state and in every county informed the first comprehensive needs assessment of early care and education programs and services, which led to adoption of the statewide *All In For Kansas Kids* strategic plan in 2020.

The Kansas Children’s Cabinet and Trust Fund applied for and received subsequent federal Preschool Development Birth through Five grants to implement the strategic plan, and to update it. The Kansas Children’s Cabinet and Trust Fund board will consider adoption of the updated *All In For Kansas Kids* strategic plan for early childhood on August 2, 2024. The draft 2024 *All In For Kansas Kids* strategic plan is organized into three pillars: Ecosystem, Workforce and Work Environments, and Experiences of Children and Families. More information is available at kschildrenscabinet.org.

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

Kansas leads the world in the success of each student.

Kansas Educator Preparation Program Standards for World Languages Grades PreK-12

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

Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational

Candidates in world language teacher preparation programs possess proficiency in the target languages they will teach. They possess receptive and productive skills in the target language at a minimum proficiency level that equates to Advanced-Low on the ACTFL rating scale or 3+ on the ASLPI rating scale.

Function 1: Converse in the interpersonal mode of communication at the minimum levels described above.

Content Knowledge

- 1.1.1 CK Candidates are aware of the levels of proficiency of the interpersonal mode of communication.
- 1.1.2 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to have direct and virtual contact with native speakers/signers of the target language.

Professional Skills

- 1.1.3 PS Candidates initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to complications or unforeseen events.
- 1.1.4 PS Candidates engage in a variety of formal and informal conversations on practical, social, professional, and abstract topics, using native-like discourse strategies in the target language.

Function 2: Interpret printed texts, speech, sign, fingerreading, and video by demonstrating literal, figurative, and symbolic comprehension.

Content Knowledge

- 1.2.1 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to encounter authentic nonfiction texts, web content, videos, and literature.

Professional Skills

- 1.2.2 PS Candidates as listeners understand short conventional narration and description with a clear underlying structure, though comprehension may be uneven. The listener understands the main facts, distinctive viewpoints, and some supporting details.
- 1.2.3 PS Candidates understand conventional narrative and descriptive texts with a clear underlying structure though comprehension may be uneven. Candidates

understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics.

Function 3: Present oral, written*, signed, and/or published-signed information to audiences.

Content Knowledge

1.3.1 CK In speaking or signing, candidates demonstrate control of vocabulary, grammatical structures, signed-production/pronunciation, and fingerspelling/spelling.

Professional Skills

1.3.2 PS Candidates express their own ideas on practical, social, and professional topics in formal and informal registers in the target language. Candidates deliver presentations without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak or sign in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension.

Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts

Candidates select and make accessible authentic and relevant products, practices, and perspectives from the target culture appropriate to the developmental needs and interests of learners.

Function 1: Demonstrate understanding of cultures relevant to the target language and facilitate comparison of cultures through the products, practices, and perspectives of those cultures.

Content Knowledge

2.1.1 CK Candidates understand cultural realities as dynamic and complex.

2.1.2 CK Candidates understand the need to expand their knowledge base of language, art, religion, politics, daily living and customs, social sciences (e.g. history, geography, economics), literature, and the origins of the target language.

2.1.3 CK Candidates understand the value of first-hand experiences in the target culture.

Professional Skills

2.1.4 PS Candidates develop authentic situations for exploring culture to increase pragmatic, semantic, sociological, and aesthetic understandings.

2.1.5 PS Candidates engage learners in acquiring, updating, and re-evaluating their knowledge of the target culture.

Function 2: Demonstrate an understanding of linguistics, the dynamic nature of language, and language systems.

Content Knowledge

2.2.1 CK Candidates understand language as dynamic and complex.

Professional Skills

2.2.2 PS Candidates present language and culture in contextually meaningful situations.

2.2.3 PS Candidates facilitate comparison and contrast of learners' knowledge of language with the target language.

Function 3: Use the national and state standards and current technology to select, adapt, and integrate authentic sources on cultural themes as well as interdisciplinary topics.

Content Knowledge

2.3.1 CK Candidates are aware of developmentally appropriate authentic sources for texts.

Professional Skills

2.3.2 PS Candidates scaffold learners' study of authentic sources, providing vocabulary or contextual support for comprehension.

Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning

Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.

Function 1: Demonstrate an understanding of the theories of second language acquisition.

Content Knowledge

3.1.1 CK Candidates understand how articulated language acquisition models (e.g. FLES, FLEX, immersion) lead to different language outcomes.

3.1.2 CK Candidates understand that the language acquisition process is long-range and sequential.

Professional Skill

3.1.3 PS Candidates select and employ a language acquisition model appropriate to the learners and the learning context.

3.1.4 PS Candidates explain language learning theories and strategies to learners to assist them in becoming better language learners.

Function 2: Apply appropriate and effective instructional methods.

Content Knowledge

3.2.1 CK Candidates know a variety of evidence-based instructional methods for teaching language.

3.2.2 CK Candidates understand the role that comprehensible input plays in the language acquisition process.

Professional Skills

3.2.3 PS Candidates employ appropriate instructional methods to improve learners' specific linguistic skills.

3.2.4 PS Candidates provide meaningful target language input (ACTFL goal is 90%) and scaffold instruction to assist learners in understanding this input.

3.2.5 PS Candidates present specific information on gestures and rhythmic properties and how to negotiate meaning.

3.2.6 PS Candidates immerse learners in target language speaking or signing through

informative, directive, expressive, imaginative, and other interactive means.

Standard 4: Planning and Instruction

Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners' knowledge and skills towards meeting the Kansas World Language Standards.

Function 1: Demonstrate understanding of the Kansas World Language Standards and sequence learning experiences appropriately.

Content Knowledge

- 4.1.1 CK Candidates know content standards and how they are organized in the curriculum.
- 4.1.2 CK Candidates know how content standards relate to other disciplines relevant to their learners' interests and levels.
- 4.1.3 CK Candidates know how content builds and relates through short-term and long-term learning experiences.

Professional Skills

- 4.1.4 PS Candidates explicitly communicate objectives to learners and involve learners in identifying pathways to goal achievement.
- 4.1.5 PS Candidates integrate cross-disciplinary skills that engage learners in meaningful application of content knowledge.
- 4.1.6 PS Candidates systematically plan lessons and units with short term and long term goals.

Function 2: Integrate the goals of the state standards in the design of engaging instructional practices and classroom experiences.

Content Knowledge

- 4.2.1 CK Candidates understand interpersonal, interpretive, and presentational modes.
- 4.2.2 CK Candidates know how to evaluate a range of evidence-based instructional strategies, resources, and technological tools for quality, accuracy, and effectiveness.
- 4.2.3 CK Candidates understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, memorization and recall) and how these processes can be stimulated.

Professional Skills

- 4.2.4 PS Candidates integrate interpersonal, interpretive, and presentational modes in instruction.
- 4.2.5 PS Candidates effectively plan and implement appropriate strategies, resources, and technological tools to meet the instructional goals.
- 4.2.6 PS Candidates engage all learners in developing higher level questioning and meta-cognitive processes, asking questions that serve different purposes (e.g. probing for understanding, helping learners articulate their ideas, stimulating curiosity, and developing their own questions).

- 4.2.7 PS Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of the learning experience.

Standard 5: Assessment of Learning

Candidates design formative and summative assessments using authentic sources, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.

Function 1: Design and use ongoing authentic performance assessment using a variety of assessment models appropriate for all learners.

Content Knowledge

- 5.1.1 CK Candidates understand informal and formal, formative and summative assessments.
- 5.1.2 CK Candidates know how to design assessments that clearly evaluate critical knowledge or skills and performance levels.

Professional Skills

- 5.1.3 PS Candidates balance the use of formative and summative assessment to support, verify, and document learning.
- 5.1.4 PS Candidates design assessments that align with learning objectives and methods while avoiding bias that can distort results.
- 5.1.5 PS Candidates design a variety of assessments to allow learners to demonstrate their knowledge and skill.
- 5.1.6 PS Candidates prepare learners for assessments and provide accommodations in assessments and testing conditions appropriate for all learners.

Function 2: Reflect on and analyze the results of assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

Content Knowledge

- 5.2.1 CK Candidates know how and when to gather specific data for analysis of learner progress towards objectives.
- 5.2.2 CK Candidates know how to aggregate and disaggregate formative and summative data, identify patterns, and plan for scaffolding, enrichment, or acceleration for individuals or groups of learners.
- 5.2.3 CK Candidates know how to effectively and confidentially report specific descriptive feedback on learners' progress to guide learners' progress toward the learning goals.

Professional Skills

- 5.2.4 PS Candidates engage learners in assessing their own learning and use this to support learners in developing objectives and pathways to progress toward specific objectives.
- 5.2.5 PS Candidates adjust lesson plans based on assessment information and learner responses.

- 5.2.6 PS Candidates collaborate with colleagues in using summative data to evaluate instruction and to inform grade level or content area planning at the building or district level.

Standard 6: Learner Development and Diverse Needs

Candidates understand patterns of child and adolescent development, recognize individual differences in learners' learning profiles, and provide world language learning opportunities that address the diverse needs of learners.

Function 1: Monitor progress and adjust instruction to address learner strengths and weaknesses.

Content Knowledge

- 6.1.1 CK Candidates describe the physical, cognitive, emotional, and social development of PreK-12 learners.
- 6.1.2 CK Candidates know how to identify diverse learners' language levels, language backgrounds, learning styles, exceptionalities, and interests.
- 6.1.3 CK Candidates understand how culture and diversity can affect learners' communication in the classroom.

Professional Skills

- 6.1.4 PS Candidates access professional partners, family, community, and online resources to implement relevant learning experiences suitable to diverse learners.
- 6.1.5 PS Candidates use multiple forms of communication, models, and representations of concepts and skills.
- 6.1.6 PS Candidates provide opportunities for learners to demonstrate knowledge and skills in a variety of products, practices, and perspectives.
- 6.1.7 PS Candidates access specialized professionals (e.g. special educators, related service providers, language learning specialists, media specialists, etc.) to design and deliver appropriate and effective learning experiences to meet diverse learner needs.

Function 2: Address individual needs of learners with exceptionalities.

Content Knowledge

- 6.2.1 CK Candidates know IEP, 504, and/or other learner plan accommodations.
- 6.2.2 CK Candidates know evidence-based instructional strategies to support the needs of individual learners.

Professional Skills

- 6.2.3 PS Candidates provide accommodations.
- 6.2.4 PS Candidates use differentiated instruction.

Standard 7: Creating a Supportive Learning Environment

Candidates create a safe and supportive learning environment that fosters active learning and positive social interaction.

Function 1: Create a safe and supportive environment.

Content Knowledge

7.1.1 CK Candidates know how to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

Professional Skills

7.1.2 PS Candidates manage the learning environment to actively and equitably engage all learners in self-directed and collaborative learning experiences.

7.1.3 PS Candidates organize, allocate, and coordinate resources of time, space, and learners' engagement in an equitable manner.

7.1.4 PS Candidates promote positive face-to-face and virtual interaction.

Function 2: Foster learning through engaging activities.

Content Knowledge

7.2.1 CK Candidates understand the relationship between learning and engagement.

7.2.2 CK Candidates know a variety of evidence-based instructional strategies related to language learning.

Professional Skills

7.2.3 PS Candidates develop learning experiences that actively engage learners in developing their language skills.

7.2.4 PS Candidates promote responsible use of interactive technologies.

Function 3: Build positive relationships within the classroom.

Content Knowledge

7.3.1 CK Candidates know how to design learning experiences that build learner self-direction and ownership of learning.

7.3.2 CK Candidates know how to help learners work productively and cooperatively with each other to achieve learning goals.

Professional Skills

7.3.3 PS Candidates collaborate with learners, families, and colleagues to build a safe, positive learning environment.

7.3.4 PS Candidates collaborate with learners to develop respectful interactions.

Standard 8: Professional Development, Advocacy, and Ethics.

Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.

Function 1: Engage in continuous professional learning opportunities to strengthen their linguistic, cultural, and pedagogical competence and promote reflection.

Content Knowledge

8.1.1 CK Candidates understand the value of collaborative growth through interactions.

8.1.2 CK Candidates understand the importance of maintaining and advancing their skills.

8.1.3 CK Candidates know how to use a variety of self assessment and problem-solving strategies to analyze and reflect.

Professional Skills

8.1.4 PS Candidates engage in structured professional learning opportunities.

8.1.5 PS Candidates continue to develop second-language skills.

8.1.6 PS Candidates seek professional, community, and technological resources as support for analysis, reflection, and problem solving.

Function 2: Advocate for the acquisition and learning of languages and cultures.

Content Knowledge

8.2.1 CK Candidates know how to access current research and data about the benefits of second language acquisition and learning.

8.2.2 CK Candidates know how to access resources and data relevant to the importance of second language acquisition and learning in the current global community.

8.2.3 CK Candidates understand the importance of ongoing alliances to promote the goal of language acquisition and learning.

Professional Skills

8.2.4 PS Candidates use technological tools and a variety of communication strategies to build local and global learning communities.

8.2.5 PS Candidates promote the value of second language acquisition and learning by sharing relevant data with stakeholders.

8.2.6 PS Candidates disseminate advocacy messages to all stakeholders in support of language acquisition and learning.

Function 3: Collaborate ethically and equitably with all stakeholders.

Content Knowledge

8.3.1 CK Candidates understand schools as organizations within a historical, cultural, political, and social context and know how to collaborate to support learners.

8.3.2 CK Candidates understand that collaboration among stakeholders enhances student learning.

Professional Skills

8.3.3 PS Candidates engage professionally with stakeholders to build a shared vision, establish expectations, and communicate progress toward shared goals.

8.3.4 PS Candidates seek appropriate opportunities to advocate for learners, strengthen the learning environment, and enact positive system changes.

Glossary:

See Gallaudet University student standards for L1: <https://aslstandards.org/glossary/>.

Fingerreading: The act of receiving (or comprehending) a fingerspelled word (C-A-T) or lexicalized sign (#B-A-N-K). (<https://aslstandards.org/glossary/>)

Fingerspelling: The act of producing or creating a word or other expression by rendering its

written form letter by letter in a manual alphabet. (<https://aslstandards.org/glossary/>)

Publish / published: Use of published in ASL refers to any media that is compressed and edited via video software (e.g., QuickTime, YouTube, etc.). It is not to be confused with published usage in English referring to written work on paper or printed.

(<https://aslstandards.org/glossary/>)

*Written includes print and published-signed.

Crosswalk: 2017 versus 2024 World Languages PreK-12 Program Standards

General Information about this Revision:

- Expanded to include American Sign Language (ASL)
- Updated language

Standard 1

2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational</p> <p>Candidates in foreign language teacher preparation programs possess proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts both in written and oral forms at a minimum level. Minimum level of oral proficiency for French, German, Hebrew, Italian, Portuguese, Russian, & Spanish is “Advanced Low” as measured by the ACTFL Proficiency scale, “B2” in the European Frameworks, or “2” on the FSI/ILR scale, or the equivalent. Minimum level of oral proficiency for Arabic, Chinese, Japanese, and Korean is “Intermediate High” as measured by the ACTFL</p>	<p>Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational</p> <p>Candidates in world language teacher preparation programs possess proficiency in the target languages they will teach. They possess receptive and productive skills in the target language at a minimum proficiency level that equates to Advanced-Low on the ACTFL rating scale or 3+ on the ASLPI rating scale.</p>	<ul style="list-style-type: none"> • Expanded to include ASL. • Updated language.

Proficiency scale, “B1” in the European Framework or “1+” on the FSI/ILR scale, or the equivalent. Minimum proficiency in written interpersonal and interpretive areas will be the cut off scores determined by the state for the assessment in each language.		
Standard 2		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts</p> <p>Candidates select and make accessible authentic and relevant perspectives, products, and practices from the target culture appropriate to the developmental needs and interests of learners.</p>	<p>Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts</p> <p>Candidates select and make accessible authentic and relevant products, practices, and perspectives from the target culture appropriate to the developmental needs and interests of learners.</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.

Standard 3		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning</p> <p>Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.</p>	<p>Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning</p> <p>Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.
Standard 4		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 4: Planning and Instruction</p> <p>Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners' knowledge and skills towards meeting the Kansas World Language Standards.</p>	<p>Standard 4: Planning and Instruction</p> <p>Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners' knowledge and skills towards meeting the Kansas World Language Standards.</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.
Standard 5		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 5: Assessment of Learning</p> <p>Candidates design formative and summative assessments</p>	<p>Standard 5: Assessment of Learning</p> <p>Candidates design formative and summative assessments using</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.

using authentic target language materials, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.	authentic sources, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.	
Standard 6		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 6: Learner Development & Meeting Diverse Needs</p> <p>Candidates understand patterns of child and adolescent development, recognize individual differences in learners' learning profiles, and provide foreign language learning opportunities that address the diverse needs of learners.</p>	<p>Standard 6: Learner Development and Diverse Needs</p> <p>Candidates understand patterns of child and adolescent development, recognize individual differences in learners' learning profiles, and provide world language learning opportunities that address the diverse needs of learners.</p>	<ul style="list-style-type: none"> • Expanded to include ASL. • Updated language.
Standard 7		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 7: Creating a Supportive Learning Environment</p> <p>Candidates create a safe and supportive learning environment motivating learners to engage in positive social interaction and active learning.</p>	<p>Standard 7: Creating a Supportive Learning Environment</p> <p>Candidates create a safe and supportive learning environment that fosters active learning and positive social interaction.</p>	<ul style="list-style-type: none"> • Expanded to include ASL. • Updated language.

Standard 8		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 8: Professional Development, Advocacy, and Ethics.</p> <p>Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.</p>	<p>Standard 8: Professional Development, Advocacy, and Ethics.</p> <p>Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.</p>	<ul style="list-style-type: none">• Expanded to include ASL.• Updated language.

Agenda Number: 3

Meeting Date: 8/14/2024



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

Item Title: Receive item: Educator Preparation Provider standards for World Languages

From: Catherine Chmidling

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

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

Attached are the revised standards for World Languages PreK-12 and a crosswalk showing changes from the 2017 World Languages preparation standards. Staff members and representatives from the standards revision committee will explain the process, present the standards and answer questions. These revisions are planned to be submitted to the September 2024 State Board agenda as an Action item.

Kansas leads the world in the success of each student.

Agenda Number: 4

Meeting Date: 8/14/2024



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

Item Title: Curriculum Procedure on the local school district level and agency support for choosing High Quality Instructional Materials

From: Randy Watson

Dr. Proctor will introduce a school district that will walk the State Board through the process they use in choosing curriculum in their district. Dr. Proctor will also discuss with the State Board what the agency is developing in order to assist school districts in making good decisions about choosing a curriculum.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5 a.

Staff Initiating:

Rue Huereca-Retana

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date:

8/14/2024

Item Title:

ARC Redetermination Recommendations for Conditionally Accredited Systems-Action

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations of the Accreditation Review Council as presented here today.

Explanation of Situation Requiring Action:

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

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

USD 214 Ulysses

USD 245 Leroy-Gridley

USD 347 Kinsley-Offerle

USD 369 Burrton

USD 480 Liberal

This school year, 2023-2024, twenty-nine systems that were previously conditionally accredited are up for a redetermination of their status. Of these 29 systems, two were conditionally accredited during the 2021-2022 school year, while the remaining twenty-seven were conditionally accredited during the 2022-2023 school year.

Beginning in March 2024 and through September 2024, it is expected that the State Board will receive the Accreditation Review Council's (ARC) redetermination recommendations for the 29 systems currently conditionally accredited. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the redetermination recommendation. Staff will be available for any questions.

Redetermination of System Accreditation Status

System: Accelerated Schools

Review Date: July 2024

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

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

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

ARC Consideration

In writing your response, please provide information related to:

- The system has shown, as well as demonstrated, that they have a better understanding of the KESA process. They have worked with the State Department of Education, Cognia, and Greenbush Service Center to accomplish a plan to improve their processes, procedures, and policies.

Accreditation Review Council Response

AFI #1: Code of Ethics

The system demonstrated that they are adhering to the Kansas Educator Code of Conduct as listed by the Professional Standards Board. IT showed handbooks, and policies put in place.

AFI #2 Mentoring/Coaching with Staff

The system showed that they are working with a service center to participate in Curriculums, Instruction, and Assessments leader meetings, as well and Teacher Mentoring programs.

AFI #3 & 5

3_Strategic Student Intervention Process

The Leadership Team, who meets quarterly, regularly discusses the results of the ELEOT scores identifying areas of success and celebration as well as areas of improvement. In addition to ELEOT observations, the system is starting to utilize the Teacher Observation application provided by Cognia. This tool will allow administration to observe five dimensions of effective teaching practices: Culture and Climate, Learning, Essentials, Agency, and Relationships. They also collect both short-range and long-range data from student DRCs and uses this data to drive future decisions for individual students and for the school. While the staff uses this data day-to-day, we had not looked at the data longitudinally, until this started.

5_Post-Secondary Effectiveness

The system has hired a new Career and Vocational Counselor to work with both middle and high school students. The new Career Counselor has updated the school's Individual Plan of Study which tracks student's educational history, classes/credits, Career Interests, Career Pathways, work, and volunteer options etc. Students will meet with the Career and Vocational counselor at least yearly (juniors and seniors will meet more frequently) to assure that students are taking classes that support their college and career goals. Students will also be adding to a physical 'portfolio' at least twice yearly to see evidence of academic progress.

AFI #4 Collective System for Use of Data

The system has always housed real-time student scores from MAP, KAP, DRCs, etc., as well as school-wide data in the form of staff, parent and student surveys, PD planning and strategic planning.

They have now improved by compiling long-range planning data by developing:

- Developed a 5-year PD plan with Greenbush
- Created a Longitudinal DRC comparison sheet
- Created a Longitudinal MAP comparison sheet per student
- Created a Longitudinal KAP comparison sheet per student
- Created a Longitudinal staff, parent, and student comparison sheet per year

These new developments have allowed them to see students, school-wide and parent/staff trends over a longer period.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _Accelerated Schools of Overland Park_____ be accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 403 Otis Bison

Review Date: 07/17/2024

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

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

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

USD 403 Otis-Bison was conditionally accredited based on the following areas of concern with Graduation Rate and Post-Secondary success. The system comprises Otis-Bison Junior/Senior High School, Otis Bison Academy, and Otis Bison Elementary. Due to the graduation rate remaining stagnant in the 69-67% range over the last five years, an AFI was written to address the low/stagnant graduation rate. Additionally, the system's post-secondary effectiveness five-year effective average was 34.9% and continued to remain stagnant with limited to no growth. An additional AFI was developed to address the system's post-secondary effectiveness.

ARC Consideration

In writing your response, please provide information related to:

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

Accreditation Review Council Response

AFI #1: Graduation Rate:

The district analyzed data on the graduation rate between the two buildings within the Otis-Bison system—Otis-Bison Junior/Senior High School and Otis Bison Academy, the system's virtual school. In disaggregating the data, the system determined the discrepancy between the sites impacted the overall system graduation rate. Further analysis targeted system-level procedures and processes at the virtual academy, affecting the system's overall rate. The system identified the procedures within the virtual academy that impacted data entry and accurately tracked students in transition between facilities. The district adjusted staffing and restructured positions to support accuracy in student tracking.

Additionally, the system provided professional development for staff within the virtual school about processes and practices of virtual school teaching and learning through the support of TASN. Additional communication was put in place with students and families, and scheduling frequent check-ins to monitor progress and graduation requirements to improve the overall graduation rate. While the system is still below the state average, its graduation rate improved from 42.9% in 2022 to 69.2% in 2023. The

responsibilities for corrective action regarding AFI #1-Graduation Rate have been addressed.

AFI #2: Post-Secondary Effectiveness

The second area of improvement is addressing post-secondary effectiveness. The system's post-secondary effectiveness rate has been averageing in and around 35% over the last 5 years. While the district has a total population at the secondary level of 143 students 7-12, the system did not provide sufficient evidence to support redetermination, or those areas of need or improvement had been found. The system indicated a lack of follow-through with the virtual academy and district demographics. Still, no additional information was submitted to determine the appeal, nor was a plan developed to target this area further. While the system discussed the rural nature of the district and that many enter the workforce or family farming operation, the district provided no further insight, analysis, process, or evidence on how this area is being further targeted by the system and, therefore, conditional accreditation is the continued recommendation for the system.

The system needs to outline the following related to Post-Secondary Effectiveness:

1. The system needs to further analyze and develop a process supporting post-secondary effectiveness for all students. What current processes has the system employed that have effectively supported students, and what areas need further improvement? The system indicates a "lack of follow-through" at Otis Bison Academy.
2. While the demographics and nature of the system's patrons are understood, the system needs to outline a specific and detailed plan for improving and growing this area for the system to the ARC.
3. The system needs to provide qualitative or quantitative data to support the system's plan and process to the ARC.

The items addressed above should be submitted by June 2025 for redetermination on conditional accreditation.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD __403____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted, that USD _____ be accredited.

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

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 399 Paradise-Natoma-Waldo

Review Date: June 2024

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

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

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

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
 - **Each AFI was address in a complete and full manner.**
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
 - **Their data while not reaching their goal was sufficient to show growth.**

Accreditation Review Council Response

AFI #1: Clarify the goal and provide evidence from both the Needs Assessment (beginning) and current data (end) to show growth. (Relevant artifact shows a blank for the "2019-20"--which prevented us from determining whether there was a typo in your written goal--and no data for this year.)

Goal 1: USD 399 will decrease the number of students in grades 2-12 scoring at some or high risk on SAEBS by 10% by the Spring of 2024.

Action step 1. *We have implemented the SEL Cloud9 curriculum Pre-K - 12th grade and are working with students through this program.*

NOTE: NA* due to COVID suspension of in-person school.

****The communities within our district suffered two significant natural disasters during 2021. A flood devastated the town of Natoma before the end of school in May, which displaced several students, and the school became the central location for supplies to the town. In December of 2021, rural wildfires impacted the counties that are a part of our district. Many of our high school students, were impacted by the fires because of family farms and other close connections. These events likely negatively impacted the social-emotional health of our students.**

They did not reach our goal of 10% decrease, but we did show improvement. In the Spring of 2024, the elementary school did not have any students in the high-risk category. The 6-12 building did show over a 10% decrease from 2023 to 2024. When we look at the Spring of 2019 to the Spring of 2024, the 6-12 building had a decrease of 7% and the elementary school had a decrease of 5.5%.

Action step 2: Training the staff on implementing the Fastbridge Screener to determine skills for intervention.

Evidence: Fastbridge Training at our In-service on Thursday, August 11, 2022. The Fastbridge Essentials Training was conducted by Monica Worthington. Fastbridge training on administering assessments and interpreting the results with evidence was submitted.

Action step 3: The system will continue to use our Cloud9 curriculum Pre-K-12th Grade and work on establishing relationships with students individually.

AFI 2. Provide evidence used to indicate 100% of students are now considered in "Good Standing" and provide the definition for what this term represents.

Goal 2: In grades 6-12, 85% of the students will be in "Good Standing" in all but two weeks each semester when measured with the Student in Good Standing guidelines.

USD 399 defines a student in "Good Standing" as:

- A student who performs at 65% or above academically (a student becomes ineligible to participate in extracurricular activities when they fall below 65%),
- A student who misses less than 6 days per semester (excluding school activities or a medical appointment with a note from a medical provider), and
- A student who has no more than 2 unexcused tardies per quarter.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD 399 be accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 465 Winfield

Review Date: July 17

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

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

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

ARC Consideration

In writing your response, please provide information related to:

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

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

Accreditation Review Council Response

Winfield was asked to do further work around Post Secondary Effectiveness measures and they have done this work. In their root cause analysis they have identified academic success and chronic absenteeism as the cause of a lower than desired post secondary effectiveness score. They have identified measurable goals with benchmarks to meet their goals.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 465 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: 205 bl

Review Date: July 17, 2024

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

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

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

ARC Consideration

In writing your response, please provide information related to:

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

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

Accreditation Review Council Response

It is clear that the system is engaging in the work and now has SMART goals that will allow them to move forward successfully. They have included more stakeholders and have comprehensively reviewed all data as evidenced by artifacts that have been submitted.

A caution for the system is that all of the documents are "owned" by an individual outside of the system. USD 205 is encouraged to ensure that the work remains part of the culture of USD 205 rather than an outside organization.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 205 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 291 Grinnell & 292 Wheatland

Review Date: 7/17/24

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

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

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

Accreditation Review Council Response

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

Yes. The system submitted multiple files containing evidence of progress and growth in these areas.

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?

Goal 1

Goal 1 was revised to a SMART goal–USD 291& USD 292 will move 5% of students performing in Level 1 to Level 2 in ELA by June of 2024.

This was specific and measurable in the area of need.

Data originally showed that students scoring in Levels 3 & 4 in ELA were significantly lower than the State average. The system implemented four action steps to address the need:

1. Began work with TASN to perform more intentional data analysis through training.
2. Training and implementation of the Fastbridge Screen were added to help determine skills for intervention.
3. MTSS was implemented to improve tiered interventions for students in need.
4. Greater effort was given to analysis of data to drive instruction.

Goal 2

Goal 2 was revised to a SMART goal–USD 291 & USD 292 will increase family engagement and student opportunities for post-secondary success from 50%-60% by June of 2024. This was specific and measurable.

The system implemented three action steps to address this goal:

1. Utilize the IPS process to improve student empowerment in student-led conferences.

2. Implement STEAM and PBL activities throughout the curriculum based on IPS areas of interest and cross-curricular engagement.
 3. Staff integrated cross-curricular units from 0-4 units per year to provide more student opportunity to explore post-secondary applications.
- What about the evidence led to your decision?

Goal 1

The system included multiple pieces of evidence to substantiate the action steps. Benchmark data was included that showed growth from fall to winter particularly in high risk students. MTSS data indicates student movement from Tier III to Tier II or Tier I in every grade level from fall to spring, showing student growth in the area of reading.

Goal 2

The system included multiple pieces of evidence to substantiate the action steps. As a result of these efforts, family attendance at parent-teacher conferences improved from 50% in 2020 to 96% by the end of the cycle in 2022. In the KCTC data, the system saw an increase of 7% regarding student attachment to the area and an increase to 95% of students indicating they want to remain in the area after graduation. Example lesson plans were provided as evidence of implementation of Action Step 3.

The system addressed the ARC recommendations by revising goals into SMART goals and putting action steps into place in the areas of need. Evidence was provided of these actions, and they have already begun to see progress in some of the targeted areas.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 291 & 292____ be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 292 Wheatland

Review Date: 7/17/24

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

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

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

ARC Consideration

In writing your response, please provide information related to:

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

Yes. The system submitted multiple files containing evidence of progress and growth in these areas.

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?

Goal 1

Goal 1 was revised to a SMART goal–USD 292 will move 5% of students performing in Level 1 to Level 2 in ELA by June of 2024. This was specific and measurable in the area of need.

Data showed that students scoring in Levels 3 & 4 in ELA were significantly lower than the State average.. The system implemented four action steps to address the need:

1. Began work with TASN to perform more intentional data analysis through training.
2. Training and implementation of the Fastbridge Screen were added to help determine skills for intervention.
3. MTSS was implemented to improve tiered interventions for students in need.
4. Greater effort was given to analysis of data to drive instruction.

Goal 2

Goal 2 was revised to a SMART goal–USD 292 will increase family engagement and student opportunities for post-secondary success from 50%-60% by June of 2024. This was specific and measurable.

The system implemented three action steps to address this goal:

1. Utilize the IPS process to improve student empowerment in student-led conferences.
2. Implement STEAM and PBL activities throughout the curriculum based on IPS areas of interest and cross-curricular engagement.
3. Staff integrated cross-curricular units from 0-4 units per year to provide more student opportunity to explore post-secondary applications.

- What about the evidence led to your decision?

Goal 1

The system included multiple pieces of evidence to substantiate the action steps. Benchmark data was included that showed growth from fall to winter particularly in high risk students. MTSS data indicates student movement from Tier III to Tier II or Tier I in every grade level from fall to spring, showing student growth in the area of reading.

Goal 2

As a result of these efforts, family attendance at parent-teacher conferences improved from 50% in 2020 to 96% by the end of the cycle in 2022. In the KCTC data, the system saw an increase of 7% regarding student attachment to the area and an increase to 95% of students indicating they want to remain in the area after graduation. Example lesson plans were provided as evidence for implementation of Action Step 3.

- Is there any other information needed to help you make your decision?

No

- Is there a need for clarity of information provided?

No.

Accreditation Review Council Response

AFI #1:

AFI #2

AFI #3

AFI #4

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 291 & 292 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: 334 Southern Cloud

Review Date: July 2024

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

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

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

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
 - The information was good on the student learning goals. Three separate instructional goals in Math, Reading, and Chronic absenteeism.
 - The System did establish a DLT for the system with parents, staff, administration, and constituents being involved.
- What about the evidence led to your decision?
 - There was no data to show information on the student learning goals.
- Is there any other information needed to help you make your decision?

- The system has spent quite some time on trying to find the best solution for all students, staff, and communities.
 - However, with changing from a K-12 in two towns to a K-5 in each town there was no data to show.
- Is there a need for clarity of information provided?

BIG CHANGES:

1. Meetings for each town will be set up at the special BOE meeting scheduled for March 5th. These meetings were set up, one to be held in Miltonvale and one in Glasco. Students and members of the community were invited to attend. Budget and cost savings were shared comparing all the options. The next regularly scheduled BOE meeting was March 18th and at that meeting the BOE decided to vote to put grades 6th -12th in Glasco and the K-5th grades in Miltonvale. This caused quite a disturbance in the communities.
2. Then at the next BOE meeting held on April 8, 2024, there was another vote after discussing financial options and cost saving measures. This vote was for there to be a K-5 in each town and to dissolve the 6th - 12th grades in the district. This would allow the 6th - 12th grades to attend other schools. With the new open enrollment out, the USD 334 students would have schools to attend. This decision caused even more disturbance among our school patrons and the community members.
3. April 29, 2024: The Site Council once again stepped up to try and continue to help the district figure out ways to be positive. The Site Council wanted to help the school community by asking several questions to see what they could do to help.
4. The plan is for the Site Council meetings to be set up quarterly (Sept., Nov., Feb., April) during the school year of 24-25. They will meet more as needed if the four scheduled dates are not able to fulfill the requirements of the needs of the school community.

Accreditation Review Council Response

AFI #1: System needs two measurable, student-centered learning goals.

The system established three separate instructional goals in Math, Reading, and Chronic absenteeism.

AFI #2: Involve stakeholder groups throughout the KESA process

The system reestablished a site council representing both newly-configured K-5 schools.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted, that USD 334 Southern Cloud continue to be conditionally accredited.
 - By June 1, 2025
 - Continue to develop the DLT/BLT/Site Council model for the new configuration of 334.
 - What impact has the newly-structured stakeholder engagement model had on school improvement?
 - Need to share progress toward each of the three system goals.
 - Math
 - Reading
 - Chronic absenteeism

Redetermination of System Accreditation Status

System: West Elk USD 282

Review Date: July 17, 2024

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

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

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

ARC Consideration

In writing your response, please provide information related to:

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

Accreditation Review Council Response

AFI #1:

“The original goal lacked intention and a student outcome purpose, as the original goal was exclusively focused on Capital Improvements.”

West Elk USD 282 has taken significant steps to address this Area for Improvement. During the 23-24 school year, the system developed a district team consisting of various stakeholders (administration, teachers, students, parents, and community members) to conduct a Root Cause Analysis related to low student performance. Through this process the district team identified factors which may impact student learning outcomes and progress toward post-secondary success.

Factors include: learning environment, inconsistent curriculum, time constraints, socioeconomic status, lack of school wide focus, virtual school, and professional development.

Since conducting the Root Cause Analysis, the system has implemented several key initiatives to address educational challenges. USD 282 relocated elementary students to new classrooms in December, facilitating greater teacher collaboration, grade-level meetings, and data sharing. This move also allowed for better alignment and collaboration among middle and high school classrooms. The district identified inconsistent curriculum implementation as another issue and focused on ensuring teachers followed the curriculum effectively through grade-level meetings and curriculum evaluations. To tackle time constraints hindering data evaluation, the district plans to integrate more collaboration time into schedules. Addressing socioeconomic challenges, with 65% of students qualifying for free and reduced lunch, the district is expanding support programs and planning an early childhood learning center. Additionally, efforts to improve schoolwide focus include enhanced data analysis and intervention strategies, prioritizing high-quality instruction and local assessment data. The district also aims to improve virtual school outcomes and enhance professional development, focusing on the Science of Reading and utilizing data-driven tools like STAR Reading, DIBELS, Lexia, and IXL to support student achievement.

The system has developed a new SMART goal for cycle two focused on structured literacy and tiered intervention:

By May 2025 given the use of structured literacy and tiered intervention in all age groups, students will be able to increase their state assessment scores by 5%. The district will focus on phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and writing skills.

AFI #2:

“Assessment scores continue to decline, which can have significant impacts on graduation rate and post-secondary effectiveness. Assessment scores are considerably below state averages and should be a focus going forward.”

For cycle two, West Elk USD 282 has developed a structured literacy and tiered intervention goal. This is the result of a Root Cause Analysis which involved various district and community stakeholders during the 23-24 school year.

Since conducting the Root Cause Analysis, the system has implemented several key initiatives to address educational challenges. USD 282 relocated elementary students to new classrooms in December, facilitating greater teacher collaboration, grade-level meetings, and data sharing. This move also allowed for better alignment and collaboration among middle and high school classrooms. The district identified inconsistent curriculum implementation as another issue and focused on ensuring teachers followed the curriculum effectively through grade-level meetings and curriculum evaluations. To tackle time constraints hindering data evaluation, the district plans to integrate more collaboration time into schedules. Addressing socioeconomic challenges, with 65% of students qualifying for free and reduced lunch, the district is expanding support programs and planning an early childhood learning center. Additionally, efforts to improve schoolwide focus include enhanced data analysis and intervention strategies, prioritizing high-quality instruction and local assessment data. The district also aims to improve virtual school outcomes and enhance professional development, focusing on the Science of Reading and utilizing data-driven tools like STAR Reading, DIBELS, Lexia, and IXL to support student achievement.

The information submitted is sufficient to make a clear determination regarding West Elk USD 282's accreditation status. The system did follow a process through Root Cause Analysis to address AFI #1 related to SMART goal development focused on student achievement. The system acknowledged lack of student data to address progress toward AFI #2. Growth data is developed over time, and there has not been enough time to document growth in student learning outcomes. However, because of the Root Cause Analysis, the system has implemented and will continue to implement district strategic interventions through cycle two. The positive changes to practices and procedures will impact student learning goals.

Accreditation is recommended for West Elk USD 282. There is limited evidence provided by the system to make this determination; however, the evidence is considered sufficient to address AFI #1 and AFI #2. It is critical during the next KESA cycle the following be developed to support continued growth:

- Development of a purposeful, detailed professional learning plan to accompany goal area(s) during cycle two. This plan should include a timeline for implementation, roles, responsibilities, and systematic procedures for data collection and determining district growth toward goal attainment.
- Develop a plan for gathering and analyzing data annually to determine what changes to practices and procedures are necessary to achieve the goal. This plan should address both universal screening data and state assessment data.

- Develop a plan for continued curriculum review with a focus on depth of knowledge/rigor, continued vertical and horizontal alignment, and continuity between Tier 1 and Tier 2/3 instruction.
- Develop a comprehensive plan to focus on Tier 1, 2, and 3 instruction. This plan should include practices and procedures for determining level of need, specific intervention, and a process for determining growth.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that West Elk USD 282 be accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 462 Central

Review Date: 7/15/24

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

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

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

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?

- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1: "With the state assessment scores being at or below the state average a root cause analysis should be conducted to identify why this data is low or declining. Identify benchmarks the system intends to reach in one year and three year increments. Engage all staff in developing strategies to impact this data, implement strategies and monitor effectiveness in improving this student outcome. Careful attention should be paid to the district's Postsecondary Effectiveness Rate as significant declines are being seen, with the predicted effectiveness rate being well below the confidence interval. The district needs to set actionable improvement steps with data benchmarks and evaluation."

ARC Response:

This system has undergone a systematic review of items related not only to Post-Secondary Success which their AFI is written around, but also to curriculum, their MTSS process, and teacher professional development. They used classroom data and walkthrough data in order to collectively make decisions as an admin team to move the system forward. At the elementary level they've adopted a whole-group phonics program, their primary teachers will be trained in LETRS by the end of the 24-25 school year. In addition they have implemented core instruction protocols to ensure that the classroom teachers are utilizing their classroom time appropriately and that they are implementing highly-effective instructional strategies. The system is currently working on their curriculum map to determine holes in instruction in which they have identified some shortcomings that have negatively impacted their assessment scores. At the secondary level they have bolstered their IPS, implemented the KITE mini-tests, trained teachers in the Writing Revolution Model, in addition to adding a second intervention time at the secondary level to ensure the effective implementation of the aforementioned items. They have also continued to grow their CTE program and have identified attendance as an inhibiting factor relating to missing instruction time and have set goals to increase attendance. Though their data isn't necessarily where they want it to be, they have a plan and structures in place in order to increase their data measures.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 462 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Agenda Number: 5 b.

Meeting Date: 8/14/2024



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

Item Title: ARC Redetermination Recommendations for Conditionally Accredited Systems-Receive

From: Jay Scott

This school year, 2023-2024, twenty-nine systems that were previously conditionally accredited are up for a redetermination of their status. Of these 29 systems, two were conditionally accredited during the 2021-2022 school year, while the remaining twenty-seven were conditionally accredited during the 2022-2023 school year.

Beginning in March 2024 and through September 2024, it is expected that the State Board will receive the Accreditation Review Council's (ARC) redetermination recommendations for the 29 systems currently conditionally accredited. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the redetermination recommendation.

In July, the ARC met and took its action on the accreditation redetermination for nine systems. These nine systems are:

USD 205 Bluestem

USD 291 Grinnell/USD 292 Wheatland

USD 334 Southern Cloud

USD 399 Paradise

USD 403 Otis-Bison

USD 462 Central of Burden

USD 465 Winfield

Accelerated Schools

Attachments:

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:

Doug Boline

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 8/14/2024

Item Title:

Act on ESSER III Change Requests for Use of Federal COVID-19 Relief Funds

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Agenda Number: 7 a.

Meeting Date: 8/14/2024



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

Item Title: KSDE Human Resources Reports

From: Wendy Fritz

Personnel Count

Report on Personnel

Kansas leads the world in the success of each student.



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

Item Title: Personnel Report

From: Kaley Taylor for Wendy Fritz

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

Total employees 272 as of pay period ending 7/6/2024. Count includes Board members and part-time employees. It 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).



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

Item Title: Report on personnel filling unclassified positions.
From: Kaley Taylor, Wendy Fritz

The following personnel appointments are presented this month:

Melissa Valenza to the position of Coordinator on the Special Education, & Title Services team, effective July 1, 2024, at an annual salary of \$68,674.06. This position is funded by the State General Fund and the IDEA Fund.

Chelsea Pelfrey to the position of Coordinator on the Career, Standards, & Assessment Services team, effective July 2, 2024, at an annual salary of \$68,674.06. This position is funded by the Federal Assessment Fund.

Ben Thursby to the position of Safety Specialist on the School Finance team, effective July 8, 2024, at an annual salary of \$62,004.80. This position is funded by the State General Fund.

Cordell Neely to the position of Program Consultant on the Child Nutrition and Wellness team, effective July 8, 2024, at an annual salary of \$55,036.80. This position is funded by the Federal CNP Administration.

Julie Henry to the position of Part-time Public Service Executive on the Child Nutrition and Wellness team, effective July 12, 2024, at an annual salary of \$72,800. This position is funded by the Federal CNP Administration and the Technology Innovation Grant.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda
Number:

7 b.

Staff Initiating:

Deborah Bremer

Director:

Mark Ferguson,
Board Attorney

Commissioner:

Randy Watson

**Meeting
Date:**

8/14/2024

Item Title:

Act on the Kansas School of the Deaf negotiations with Kansas National Educators Association approving the NA and Memo of Understanding

Recommended Motion:

TBD

Explanation of Situation Requiring Action:

This item is still being negotiated and will be shared/updated as soon as possible.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 c.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 8/14/2024

Item Title:

Act on recommendations for Visiting Scholar Licenses

Recommended Motion:

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

Explanation of Situation Requiring Action:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify for a Visiting Scholar license:

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

Outstanding distinction or exceptional talent in the field.

Significant recent occupational experience which is related to the field.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Janet Graham

Blue Valley USD 229 requests that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2024-25 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management.

Ms. Graham will be teaching the CAPS full schedule of morning and afternoon schedule. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past 11 school years.

Ms. Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2024-25 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Hesston USD 460 and Joel Garber

Hesston USD 460 requests Joel Garber be granted a Visiting Scholar license valid for the 2024-2025 school year. Mr. Garber will teach a full schedule of vocal music courses to students at Hesston Middle School and Hesston High School.

Mr. Garber earned a Bachelor of Arts in Music from Bethel College in 2007. He earned a Master of Music from the University of Missouri in 2009, and he earned a Doctor of Music Arts from the University of Oklahoma in 2017.

Mr. Garber taught choral music at the post-secondary level for a total of nine years. He has served at Denison University in Grantville, OH, the University of Oklahoma, and at Oklahoma Panhandle State University. In addition to his teaching experience at universities, Mr. Garber served as a music director for numerous churches in Kansas and Missouri over the last thirteen years.

Mr. Garber meets the criteria of an advanced degree in the content area, has related occupational experience in teaching. I recommend approval of the Visiting Scholar license valid for the 2024-2025 school year for Mr. Garber based on meeting two of three established criteria for a Visiting Scholar license.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda
Number: 7 d

Staff Initiating:
Maureen Tabasko

Director:
Bert Moore

Commissioner:
Randy Watson

Meeting
Date: 8/14/2024

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title

Act on recommendations for funding of McKinney Vento Education of Homeless Children and Youth Grants

Recommended Motion

It is moved that the Kansas State Board of Education approve recommendations for funding the 2024-2025 McKinney Vento Education of Homeless Children and Youth Grants.

Explanation of Requested Action

The Kansas State Department of Education received \$587,125 for the 2024-2025 federal McKinney Vento Education for Children and Youth Homeless Grants. The 2024-2025 grants are formula funded competitive grants from the United States Department of Education.

Purpose: McKinney Vento Education of Homeless Children and Youth Grants

The purpose of the Education of Homeless Children and Youth Grants is to ensure that children and youth experiencing homelessness have equal access to the same free and appropriate education, including public preschool education, provided to other children. The grant program provides direct services to enable children and youth experiencing homelessness to enroll and achieve success in school. Services are provided through programs on school grounds or at other facilities and shall, to the extent practical, be provided through existing programs and mechanisms that integrate children experiencing homelessness with housed children and youth. Services provided shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the schools' regular academic programs.

History of the McKinney Vento Act

The first Federal law to directly impact the education of students experiencing homelessness was enacted in 1987 as part of the Stewart B. McKinney Homeless Assistance Act. The McKinney Act, which originally contained 15 programs designed to address the needs of homeless persons, contained a subtitle with the purpose of ensuring that children and youth experiencing homelessness could enroll in school without barriers. Since the initial passage, the homeless

education law has been reauthorized with stronger and more specific requirements for State educational agencies (SEAs) and LEAs to ensure the immediate enrollment, school stability, and academic support needed to increase the educational success of homeless children and youth. (Source: National Coalition for the Homeless Fact Sheet)

The intent of the McKinney Vento subgrants is to remove education barriers for students identified as experiencing homelessness as defined by the McKinney Vento Act. The McKinney Vento definition of homelessness is students who are lacking a regular, fixed and adequate nighttime residence. The allowable uses of the McKinney Vento subgrant funds include, but are not limited to, fees to participate in classes, tutoring, before and after school programs, school supplies and clothing, and costs associated with obtaining school and immunization records.

The total number of McKinney Vento identified students in Kansas for the 2022 - 2023 school year was 8,160. The districts recommended for subgrant awards represent approximately 54% of the 8,160 total.

For the 2024-2025 school year, the following districts and amounts are recommended for approval:

USD 233	Olathe	\$60,000
USD 259	Wichita	\$60,000
USD 261	Haysville	\$60,000
USD 290	Ottawa	\$60,000
USD 320	Wamego	\$15,000
USD 353	Wellington	\$10,000
USD 383	Manhattan-Ogden	\$60,000
USD 409	Atchison	\$15,000
USD 428	Great Bend	\$15,000
USD 445	Coffeyville	\$15,000
USD 457	Garden City	\$37,125
USD 475	Geary County	\$60,000
USD 500	Kansas City	\$60,000
USD 501	Topeka	\$60,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 e.

Staff Initiating:

Stephen King

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 8/14/2024

Item Title:

PACK Act grants 2024-2025

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process for ESSDACK, Kansas State University, Orion, and Wichita State University Tech in an amount not to exceed \$1,000,000 for the period August 15, 2024 - June 30, 2025.

Explanation of Situation Requiring Action:

Enrolled in 2022, the Promoting Advancement in Computing Knowledge (PACK) Act, HB 2466, requires computer science education in each secondary school operated by a Kansas school district, and provides funding for professional development to support that requirement. For FY 2024-2025, the legislature appropriated \$1,000,000 for this fund. The committee reviewed the grant applications received and makes the following recommendations to the Board of Education:

Recommended Awards:

ESSDACK: \$154,898

Kansas State University: \$685,466

Orion Education Service Center: \$41,640

WSU Tech: \$117,996

Total Recommended Awards: \$1,000,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 f.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 8/14/2024

Item Title:

Act to authorize the funding necessary for the development of a Perkins Accountability Application

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to authorize the funding to contract with a vendor to develop, maintain and improve the development of a Perkins Accountability Application and System Data Collection necessary to support the oversight of Perkins V in an amount not to exceed \$140,000.00 for a period of four years ending June 30, 2028.

Explanation of Situation Requiring Action:

This request is made to enable the State to address a variety of application needs and forms that have been designed, implemented, and maintained by KSDE. Existing applications have historically met the needs of the agency, but changes in technology now require a transition to a more adaptive and interoperable system. The data collection application would be a web-based system with the capability to collect, store, report, calculate, track data elements, conduct verification checks, and develop award dissemination processes necessary to administer the Perkins V grants.

Source of Funds for Payment: W00705 Career and Technical Education - Perkins CTE State Leadership 100%

[20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION \(house.gov\)](#) Full Text

2344. State leadership activities

(a) General authority

From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or

leadership development programs; and

(D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)(A) of this title, and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title.

(b) Permissible uses of funds

The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(5) for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State

(including under title II of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6601 et seq.] and title II of the Higher Education Act of 1965 [20 U.S.C. 1021 et seq.]), including programming that—

(A) promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)] and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;

(B) prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; and

(C) increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;

(6) supporting eligible recipients in eliminating inequities in student access to—

(A) high-quality programs of study that provide skill development; and

(B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;

(7) awarding incentive grants to eligible recipients—

(A) for exemplary performance in carrying out programs under this chapter, which awards shall be based on—

(i) eligible recipients exceeding the local level of performance on a core indicator of performance established under section 2323(b)(4)(A) of this title in a manner that reflects sustained or significant improvement;

(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

(iii) the integration of academic and technical standards;

(iv) eligible recipients' progress in closing achievement gaps among subpopulations who participate in programs of study; or

(v) other factors relating to the performance of eligible recipients under this chapter as the eligible agency determines are appropriate; or

(B) if an eligible recipient elects to use funds as permitted under section 2355(c) of this title;

(8) providing support for—

(A) the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or

(B) consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—

(i) pose an unwarranted barrier to entry into the workforce for career and technical education students; and

(ii) do not protect the health, safety, or welfare of consumers;

(9) the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;

(10) support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;

(11) the creation, evaluation, and support of competency-based curricula;

(12) support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency under section 5191 of title 42;

(13) partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(14) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(15) support for the integration of employability skills into career and technical education programs and programs of study;

(16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

(18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;

(19) integrating and aligning programs of study and career pathways;

(20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 3111 of title 29 or local workforce development boards;

(21) making all forms of instructional content widely available, which may include use of open educational resources;

(22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

(23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7114(b)(3)(A)(i)(IV)], in the case of any such program that is part of a career and technical education program of study;

(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 2354(c) of this title; and

(25) other State leadership activities that improve career and technical education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 g.

Staff Initiating:

Sarah Thompson

Director:

Superintendent
Luanne Barron

Commissioner:

Randy Watson

**Meeting
Date:**

8/14/2024

Item Title:

Authorize Out-of-State Tuition Contracts for students attending the Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2024-2025 school year for students attending the Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In order to prepare for the 2024-2025 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition with the school districts listed below.

KSD will receive payments from:

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

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

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

Lone Jack School District, Lone Jack, Missouri - 1 Day Student - \$40,000

Midway R-1 School District, Cleveland, Missouri - 1 Day Student - \$40,000

North Kansas City School District, Kansas City, Missouri - 2 Day Students - \$80,000