

MINUTES



Kansas State Board of Education  
Tuesday, September 10, 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, September 10, 2024, in the Boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

00:01:01

**Roll Call**

The following Board members were present:

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

The Board attorney, Mr. Mark Ferguson was on Zoom and Commissioner Dr. Randy Watson was 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 stood, faced the flag, and 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. Arnold moved to approve the agenda for Tuesday and Wednesday. Mr. McNiece seconded the motion. Motion carried 9-1. Mr. Zeck voted no.

Motion  
00:03:05

**Approval of the August 13 & 14, 2024 minutes**

Chair Haas asked for a motion to approve the minutes of August 13 & 14, 2024.

Dr. Horst moved to accept the minutes of August 13 and 14, 2024 as written. Mr. McNiece seconded the motion. Motion carried 10-0.

Motion  
00:04:05

### Commissioner's Report:

Over the past few years, the Board, the department, and all of Kansas educators have been focusing on an elevated level of engagement on the issue of literacy. Therefore today Dr. Watson is reporting today on the state of literacy education in Kansas.

Using the metaphor of looking only at the final score in a football game, Dr. Watson explained that focusing only on the summative assessment scores of students does not tell the whole story, and it does not help educators understand the success and obstacles in the process of teaching students to read.

Dr. Watson used Board goal #2 to demonstrate.

Board Goal #2: "To enhance each student for post-secondary opportunities and success" and the outcomes attached to that:

Outcome: Increase graduation rate toward 95%

Outcome: Increase postsecondary effectiveness toward 70-75%

Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in level 3 and 4 on the State Assessments.

There are sub-measures that influence the final scores/outcomes such as chronic absenteeism (17-18 days per year of non-school related absences) which was 21.8% in 2023. This statistic influences the ability to teach children to read. This is the first question schools need to ask because if a child is not present, it is not possible to teach them. So, to increase reading and math skills, schools must make phone calls to parents and say, "Hey, we really missed your child today. We really need him!" This sub-measure affects the final outcome, so it must be addressed.

Academics matter to a child's future success in life. Kansas evaluates students in terms of four levels: limited, basic, effective, and excellent. (Students demonstrate a(n) \_\_\_\_\_ ability to use and understand the academic skills and knowledge needed for postsecondary success.) Using data from students who graduated in 2017, 2018 and 2019, divided into these four levels, there is a clear difference in the post-secondary effectiveness of students who graduated in each level. Level one students have a much lower effectiveness rate than students in levels 2, 3, and 4. This is not effectiveness only in terms of higher education, it also affects opportunities in the military, and in the workplace. Kansas Can Competencies (Intrapersonal, Cognitive, Interpersonal) also make a dramatic difference. If students do not learn social skills, ethics, self-care, and other competencies, they will not succeed in the workplace.

Dr. Watson  
00:04:30

Dr. Watson focused on literacy, comparing the state scores from 2022 with 2023. Level 1 went down from 33.94% to 32.89%. Level 3 & 4 went up. He referred to the Kansas Education Framework for Literacy document, handed to the Board for this presentation. He shared the LETRS® training opportunities that are being used state-wide to train teachers and staff. LETRS® is the gold standard for the method that has been adopted statewide for all reading instruction: the science of reading. The efforts of the Board to put this new reading method into practice in every classroom in Kansas have been immense. The Board has endorsed the science of reading, funded the training of teachers and administrators up to \$25 million, changed the licensure standards for teachers to include training in the science of reading by 2028 for pre-k and elementary teachers, administrators and school psychologists, expanded LETRS® training into 2026, and worked tirelessly to support this momentous shift in how we teach all children (including those who have the struggle of dyslexia) to read.

Science based reading instruction is now the standard and needed to be licensed as a Kansas teacher. Dr. Watson explained there are levels in this area. Just as the medical field has stackable levels (CNA, LPN, RN) where employees can obtain one level while working on the next, so the teaching field also has stackable credentials, for teachers and staff. LETRS® is the foundation, level one, which gives educators the knowledge. However, there must be a level two of applying that knowledge in the classroom. There will be more levels created in future. There might be levels of coaching, mentoring, and other options that higher education can bring to help educators establish the applications. Level three might be deepening the experience of application in the classroom, and level four might be becoming a reading specialist.

He stated that the Board crafts policy which supports the work of educators and schools in literacy, STEM, and all the areas which our students need. This past year the Board has taken some positions that were not always popular, but they were necessary, and in literacy the Board has made sure that Kansas schools are making huge efforts to improve the literacy skills of our students.

#### Citizen's Forum

There were no citizens who wanted to speak to the Board.

Citizen's  
Forum  
00:34:15

## School Improvement: Report on At Risk List Update and Pilot Districts

### Deputy Commissioners Dr. Proctor and Dr. Harwood

School  
Improvement  
00:34:45

Dr. Proctor shared that he has spent much of his time out in the school districts collaborating directly with the school improvement process. He and his team are finding success in the training of KESA facilitators. He thanked the Board for all the discernment in developing the work in school improvement which is now coming to fruition. The KESA model is working very well and the KSDE staff is out working across the state watching that model take hold.

Dr. Proctor gave an overview of the evidence based at-risk list. He shared that the at-risk list has been updated, through the meticulous analysis of each 175 items, all items that did not meet the requirements were removed, leaving 151 programs and practices. There is a provisional application that allows a district to ask to continue using at risk funds for programs/practices that are working for a particular system. The district must show that there is a direct correlation between improvement in at risk student success with the program they are using.

In December, his department will formally submit the at-risk list to the Board for a vote in January. Dr. Harwood and his department have created clear district guidance on how to use at-risk funds. He believes this will be an annual practice, as the list is constantly updated, and can be shared with the Board every December for approval in January. There have been questions about why some programs were on the list or taken off. Dr. Proctor emphasized that a program/practices presence on this list is not an endorsement by the Board or KSDE. It is a list of programs that are backed up by evidence (data) showing they have helped at risk students improve. KSDE is simply saying that these programs qualify for at-risk spending, and the actual choice to use a particular program/practice is left up to the local school board.

Dr. Harwood explained the process outlined in House Substitute for Senate Bill 387 to create the pilot program for the at-risk accountability plan in 2024-2025 and implement it in 2025-2026. The State Board will select the ten school districts (diverse group), and he listed the present volunteer districts: Wakeeney, Hodgeman County, Fort Scott, Goddard, Burrton, Sterling, Riley County, Andover, Altoona-Midway, Bucklin, Liberal, Hays and Kansas City. These districts will be on the consent calendar for the October Board meeting.

Starting in 2026-2027, all districts will be required to submit an At-Risk Accountability plan that shall:

- Demonstrate that the school district is using evidence-based instruction (as defined in KSA 72-5153 and amendments thereto) for the education of students who are identified as eligible to receive at-risk programs and services;
- Measure longitudinal academic improvement in a quantitative manner;
- Establish quantitative student academic improvement goals for certain identified student cohort groups and strive to meet such goals through the provision of evidence-based instruction that is provided to such student cohort groups above and beyond regular educational services;
- Ensure that at-risk education fund moneys are expended in accordance with the law by providing services beyond regular educational services;
- Show academic improvement in certain student cohorts and students identified as eligible for at-risk programs. (Consequences for not meeting academic goals could begin in the 2030-2031 school year.)

The pilot program will be an opportunity to put these practices into use prior to the entire state engaging in the procedures.

## Overview of Legislative Requirements for Reports and Trainings

### Dr. Frank Harwood and Gabrielle Hull

Deputy Commissioner Dr. Harwood went over the list of twenty required staff and student trainings that have been mandated by the Kansas Legislature: Bullying, Sexual Harassment, Suicide Prevention & Awareness, Education for the Homeless Title IX, Emergency Safety Intervention ESI, Bloodborne Pathogens, Negotiations, Professional Development Council (PDC), Juvenile Justice, Reasonable Suspicion, First Aid (CPR), Abuse Prevention & Mandated Reporting, 12 Hours Behind the Wheel, 10 Safety Meetings for bus staff, First Aid (CPR) for bus staff, Defensive Drive for bus staff, Structured Literacy and/or Dyslexia, Concussion, Emergency Medication Administration, and Cardiac Emergency Response.

Mrs. Hull, KSDE Legislative Coordinator, went through twenty one reports required to be submitted to the legislature by KSDE staff. She went through each and stopped for questions from the Board.

1. Early Retirement Incentives Programs of Local School Districts (KSA 72-2291)
2. Longitudinal Data System (KSA 72-6320)
3. Tax Credit for Low Income Students Scholarship Program (KSA 72-4355)
4. USD Bond Elections (KSA 72-5462)

Reports and  
Trainings  
01:19:15

5. Emergency Safety Interventions (KSA 72-6154(c))
6. School District Safety and Security Reports (KSA 72-6143(g))
7. School District Financial Accountability Reports (KSA 72-5171)
8. Legal Services Challenging Constitutionality of School Finance System (KSA 72-5171)
9. Kansas Uniform Financial Accounting and Reporting Act (KSA 72-1167)
10. School District Accreditation System Legislative Update (KSA 72-5170)
11. Mental Health Intervention Team Pilot Program (Proviso)
12. Performance Accountability Reports (KSA 72-5178(a) and (c))
13. Foster Care Report Card (KSA 72-9944)
14. ACT, Pre-ACT, and WorkKeys exam data (KSA 72-5179)
15. Kansas Registered Apprenticeship Program Evaluation (KSA 74-50,234)
16. Pack Act Update (KSA 72-3257)
17. Open Enrollment Data (KSA 72-3123)
18. State Licensure Report (KSA 48-3406)
19. At-Risk Accountability Plans (2024 House Sub for SB 387)
20. Special Education District Level Excess Costs (2024 House Sub for SB 387)
21. Annual Report of Assessment Data (2024 HB 438)

#### Kansas Future Teachers Academy (KFTA)

Todd Roberts and Amy Hillman, Co-Directors

Students: Taryn Clark (Mission Valley High School), Karla Diaz (Olathe East High School), Hailey Frances (Olathe East High School), Molly Gorman (Seaman High School), Vendell Harris (JC Harmon High School), Colt Hughey (Olathe East High School), Reddi Johnson (Washington High School), Jonas Lonergan (Topeka High School), Sha-Win Schimmel (Haskell Indian Nations University)

As the KFTA staff and students began their presentation, the Boardroom was full of excitement, music, dancing, greetings, and high fives. Directors Todd Roberts and Amy Hillman led the presentation and shared the history of KFTA and how it has grown dramatically in the past three years.

Kansas Future Teacher Academy (KFTA) is a five-day intensive program, where participants share in a variety of activities that will help them to better understand what teachers do. Students learn from Kansas Teacher of the Year winners, Horizon Award winners, and other respected Kansas educators. The focus is on Social Emotional Learning, Project Based Learning, Active Engagement, and building an Inclusive Classroom for all students to thrive.

KFTA  
03:31:00

KFTA provides students with an opportunity to build a community based on relationships, connections, and finding their purpose. KFTA has grown from sixty students and forty high schools in 2022 to 142 students and eighty-two high schools in 2024.

Reddi Johnson, Washington High School, nickname "Red," is sixteen years old and on the teacher pathway. She spoke about Mr. Burrows who inspired her to become a teacher. Red is grateful for the purpose that she found at KFTA. She felt at home. She ended by saying "Teaching needs to be done with a purpose."

Jonas Lonergan, Topeka High School, wants to go into education because he believes it is the most important vocation. Male teachers are a minority in the field of education. He believes it is important for young men to have male mentors in their lives. He wants to become a high school social worker. KFTA is a wonderful environment, with friendships, activities, opportunities, and connections with likeminded individuals.

Taryn Clark, Mission Valley High School, Eskridge, is part of the CTE *Family, Community and Consumer Services Pathway* and the *Teaching Pathway*. She hopes to attend Emporia University and study teaching, with a focus on special education, and then get her building and district administration degree and be a special education director. She grew up in an education family.

Katelyn Pedigo, Olathe East High School alumna, is presently at Emporia, studying elementary education with a specialty in special education. She created a video that shares what the KFTA experience is, with a soundtrack entitled "You gotta find your people."

Molly Gorman, Seaman High School, wants to attend Emporia and wants to study upper primary education. At KFTA and she met friendship and a future for herself. At the end of the week, students were put into teams. Doing that project showed her how important it is to be part of a team that has a similar goal.

Vendell Harris, JC Harmon High School, Senior, in Kansas City, Kansas (KCK). He is going into education because he has been inspired by teachers and he wants to pass that on to others. Community is what he found at KFTA. At first, he thought he did not fit in, he was outside his comfort zone, but he found people who had the same interests and goals as he did. After high school he would like to get an education scholarship to study at Emporia, UMKC or Baker. He hopes to return to the KCK school system as a teacher.

Karla Diaz, Olathe East High School, wants to study early childhood education. She shared that there are so many different people in the world, but she found the people at KTFA were much like her even if they looked different. She found a sense of belonging.

Amy Hillman shared the data from a recent survey sent to recent students. When asked "What is your reason for becoming a Kansas Educator?" students answered:

- 1- To have a positive impact on student's lives;
- 2- To be a support system for students;
- 3- Passion for helping students reach their full potential;
- 4- Desire to create a safe and inclusive learning environment;
- 5- Inspired by past teachers and firsthand experiences;
- 6- Love for teaching and specific subjects.

KFTA listed the top six reasons campers enjoyed and grew from their time at Kansas Future Teachers Academy: friendship, teamwork, and inclusion; growth in confidence and public speaking skills; passion for teaching; firsthand teaching experience; learning about diversity; belonging and inclusion; and inspiration from educators.

Haley France and CJ Hughey spoke together. They are both from Olathe East and involved in 21<sup>st</sup> Century program. Haley plans to attend Emporia to major in education. CJ wants to go to UMKC for a social work degree. They described the process of being involved in the *Teaching Pathway*. This involves being placed in classrooms to learn and observe. In their senior year they are given three placements where they operate as a teaching assistant. In April of their senior year, they interview with district superintendents and if approved they can get a "future" contract to come back to Olathe after they earn their degree.

Todd introduced an Educators Rising student Ainsley Schimmel, now known as Sha-Win Schimmel. She changed her name Ainsley to her actual given name "Sha-Win," because at KFTA she gained confidence about being her true self. This is an example of what happens at the Academy. Students find themselves at the Academy.

The students and the Board members took some time to talk individually, and there was some more celebrating, dancing and clapping.



**Student Showcase: Akshay Nair, Blue Valley USD 229 and Elise Davies, De Soto USD 232**

Elise Davies and Akshay Nair both experienced a science wilderness camp, in the Monongahela National Forest in West Virginia.

Student  
Showcase  
04:57:05

Miss Davies explained two delegates are selected from each state, along with international delegates. There was an extensive process to apply. At the camp there were morning and evening lectures, directed studies and field trips. Outdoor experiences in caving backpacking, swimming and survival skills were experienced. There were music, dancing writing and crafts.

Early in the camp they had to figure out how to supply water, which had been depleted through a drought in West Virginia. The daily schedule was always a surprise, and this was intended to help students live in the moment. Phones were only for taking pictures. Elise shared how deeply her life has been impacted, friendships formed, and future directions made clear.

She stated, "The need for scientist and engineers who are ethical educators, leaders and policy makers is growing STEM professionals who can educate other will be increasingly valuable to society." She strongly encourages others to apply. She thanked all her STEM teachers.

Akshay Nair shared he was very honored to be sharing his experience. He is a senior at Blue Valley West High School, interested in Aerospace Engineering, and captain of FIRST tech challenge and a member of Robotics team. He plays the drums, also. Every day at the camp was different, but the STEM lectures happened most days. There were overnight hikes, sports, as there was limited access to Wi-Fi, and he found that refreshing because it helped his generation believe they could interact without internet.

He shared there were leadership opportunities, in the events like caving, the leaders were very hands off and allowed the students to find their own way. He made friends and lasting connections and spent lots of time outside which helped his appreciation of nature.

**Act on Evaluation Updates from the Board Policy Committee**

**Mrs. Arnold, Chair of the Board Policy Committee**

Mrs. Arnold presented the new evaluations for the Commissioner, Attorney and Secretary, that the policy committee has been working on. The evaluations are designed to be used

Policy  
05:37:49

easily on a computer or cell phone. These documents were a receive item in August and now ready for the Board to vote on.

Mr. Hershberger moved that the Kansas State Board of Education approve the evaluation updates as presented by the Board Policy Committee. Dr. Horst seconded the motion. Motion carried 9-1. Mr. Zeck voted no.

Motion  
05:39:45

#### Act on Professional Practices Commission Items

Scott Gordon, KSDE General Counsel

PPC  
05:40:12

Mr. Gordon presented the cases for this month, which will be either denied or revoked. In each of the cases filed with the Professional Practices Commission, KSDE mailed Complaints to the last known address of the Applicant/Licensees. In some instances, failures to deliver certified mail came back with updated addresses. When an updated address was provided, the Complaints were mailed a second time. No requests for hearings or answers were filed. If no answer is filed within the prescribed time of 15 days, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action, and the Complaint shall proceed directly to the State Board for default findings per K.A.R. 91-22-9(a).

Mrs. Hopkins moved that the Kansas State Board of Education revoke or deny the following licenses as described in the proposed orders for 24-PPC-7, 24-PPC-8, 24-PPC-9, 24-PPC-11 through 15, and 24-PPC-20. Dr. Horst seconded the motion. Motion carried 10-0.

Motion  
05:46:10

Preview of Kansas Assessment Program (KAP) enhanced and refreshed instructional mini tests, interim and summative assessments, and reports

Beth Fultz, Director KSDE Career, Standards and Assessment

Julie Ewing, KSDE Assistant Director for Assessments

Susan Dressler Martin, Director, Assessment Technology Solutions at KU

Matt Copeland, Associate director, Assessment Technology Solutions at KU

KAP  
05:55:48

Director Fultz introduced the speakers on assessments. She shared about how competitive assessment grants were, but last week KSDE got an email saying Kansas has been awarded the grant to develop a partnership to review student performance in multiple measures.

Mrs. Julie Ewing shared the history of the assessment program in Kansas. For many years, prior to 2020, KSDE worked with KU annually to provide the assessments in Kansas. KU was given a five year contract in 2020 which included:

- Delivery of the current test through 2024 on the KITE® platform;
- New assessments in 2025 in ELA, Math, and Science aligned to adopted Kansas content standards; and
- Refreshing the mini-test item bank.

Work began on developing a blueprint for the 2025 assessments, while continuing to administer the current assessment (2015-2024). Presently, they are ready to administer the refreshed and enhanced assessments for the 2025 year.

Matt Copeland, Associate Director of Assessment & Technology Solutions, Kansas University (KU), explained that his group has been working with KSDE and listening to administrators, teachers, and students across Kansas.

The KAP Balanced Assessment System offers a coherent and unified assessment experience:

- One platform;
- Consistent look and feel across assessments;
- Reports that share their learning journey; and
- Data that empowers personalized assessment and growth.

There are three components: mini-tests, interim assessments and the summative (required for class levels) assessments. These are all designed to improve student learning.

*Instructional mini-tests* are available all year for math, ELA, and science. They are aligned to standards in topical groupings, enhanced with metadata such as Lexile, text complexity, and can be used for any grade level, multiple times. Educators construct their own assessment to measure what they are teaching when they are teaching it. These tests offer standard-level data that can be used as pre-checks, post-checks, progress checks, and as class learning opportunities. There is flexibility to wrap around instruction based on local scope and sequence.

*Interim Assessments* are aligned to Kansas learning standards, test forms with refreshed idea, items reviewed by Kansas educators, and are timely reporting tools to help educators use information.

*Summative assessments* are now brand new forms, with refreshed items. The items have been reviewed by Kansas educators and field tested with Kansas students. There is a range of accessibility features.

This KAP system focuses on student learning, by helping educators individualize instruction, collaborate with colleagues, inform instructional planning and pacing and track progress toward important goals. The goal is to foster a culture of continuous improvement.

Susan Dressler Martin, Director, Assessment Technology Solutions at KU, explained that the Kite® platform has been used for several decades. It unites all the classroom level, interim and summative assessment, and it includes students and parents. One platform allows educators to be comfortable and knowledgeable about the platform. It offers different accessibility accommodations, and the ability to integrate data from various sources. The platform is supported on Chromebooks, and Macs.

The Kite® reporting suite (individual student reports, feedback reports, interactive educator reports portal, and standards-based reports) provides data and information needed to evaluate student progress, and allows rich conversations with students, parents, and administrators. Dr. Dressler Martin stated that the guiding principles of the Kite® Reporting Suite are:

- Student learning is at the center;
- Data is timely;
- Data is flexible;
- Data offers multiple levels of insights; and
- Data aggregates student performance over time at the standard level.

She described further how there is a feedback aspect to the tests that assist both teachers and students with the learning journey.

As Beth Fultz mentioned, the Competitive Grant for State Assessments (CGSA) was awarded to KSDE following the U.S. Department of Education's 2024 competition. The grant will fund PRISM, a project that will focus on expanding the current assessment system through:

- Integration of a connected visual system for displaying related content and available resources;
- Additional assessment literacy material;
- Generation of high-quality assessments;
- Enhancement of the Kite® assessment systems displays and interactivity; and
- Development of quality professional development on making data-based decisions.

Chair Haas recessed the meeting until Wednesday, August 14th, at 9:00 a.m.



Kansas State Board of Education  
Wednesday, September 11, 2024

00:04:15

Chair Haas called the meeting to order at 9:00 a.m. All members were present; Mrs. Dombrosky was on Zoom.

**School Improvement LETRS® training for teachers and staff**  
**Dr. Ben Proctor, Deputy Commissioner, Direct Learning Services**

LETRS®  
00:04:30

Dr. Proctor started the conversation on LETRS® training within the context of school improvement and the scaffolding of KESA. His team is seeing districts using the LETRS® training for teaching structured literacy. It is good to see districts commit to the time and cost of the program. His team is working to provide literacy leadership across the state to support this training.

A goal will be to train local LETRS® facilitators who would:

- Build capacity and sustainability of structured literacy;
- Improve communication and coherence for structured literacy; and
- Support the Kansas School Improvement Model through professional learning and literacy coaching in structured literacy and quality instruction.

Planned action:

- Train local LETRS® facilitators;
- Develop KSDE Literacy Leadership Cadre that will communicate directly with the KSDE Early Literacy/Dyslexia Team; and
- Provide ongoing PD for literacy leaders to help teachers implement structured literacy.

Those local LETRS® facilitators would need leadership qualities, coaching ability, and a strong desire to bring research into practice. It requires a current teaching license, 3+ years of teaching experience, and the facilitators must be currently working with PK-12 students who are learning to read. They need a good foundation for literacy and must have completed all eight units of the 3<sup>rd</sup> edition of LETRS® training for Early Childhood at the mastery level of 80%. There will be responsibilities/requirements for these KSDE Kansas Literacy Leaders. They need to complete the LETRS® symposium each year, check twice a month to assess the progress of participants, and must be willing to participate monthly in zoom sessions with the KSDE Early Literacy/Dyslexia Team.

KSDE needs to continue funding LETRS® for the next two years, fund local facilitator training for selected educators, hold monthly virtual meetings on relevant literacy topics and create

an annual KSDE Literacy Summit to bring members together for learning and state-wide planning. Dr. Proctor explained that small districts would have one or two trainers, and that would expand up to districts like Wichita, which would need twenty-four trainers.

Mr. Porter commented that the Legislature needs to be made aware of the work the Board and the department has been doing to support literacy in Kansas. There has been a lengthy process of building a new system, structured literacy, and the Board needs to be acknowledged for providing a strong leadership role.

#### Act on higher education standards for world languages

Dr. Catherine Chmidling, Teacher Licensure

Superintendent Luanne Barron, Kansas School for the Deaf

Dr. Petra-Horn Marsh, Edwards Campus, Kansas University

Keri Haberer, teacher of ASL, USD 260

Dr. Chmidling explained the two types of program standards: professional education standards and content program standards. One of the exciting changes to the higher education standards for world languages is the addition of American Sign Language (ASL). ASL is becoming a desired course in high school, so to assure that those high school classes are taught by well-trained teachers, the higher education courses that prepare those teachers, need to be set at a high level. When the high school students arrive at post-secondary institutions and want to study ASL, they will be prepared to enter courses with a strong background from their high school study.

Superintendent Barron expanded on the standards that will be in place for American Sign Language. She noted that this month is deaf awareness month, so it is significant that ASL might be added to the world language recognition list in Kansas. There are some changes in the standards vocabulary that will accompany adding ASL to the list. For instance, there is terminology such as native readers, and because ASL is not read, the term native signers will be added. ASL has its own grammar, syntax, rules, and it is visual, not written, but in every respect, it is a language, and it is signed around the world.

Dr. Petra-Horn Marsh emphasized that ASL is a distinct language and within Kansas there is a high demand to take courses in high school. However, often instructors are brought in who have not been trained in teaching even though they may be able to sign ASL at a high level. High school students need to take courses that teach them the all-encompassing language elements. They need a highly qualified instructor to prepare them for post-secondary study.

Mrs. Haberer stated that the standards are very consistent and inclusive of all languages taught. The wording of the standards should be very consistent in Higher Education, so it is easy and clear to understand what is being assessed.

World  
Languages  
00:28:19

Mrs. Arnold moved that the Kansas State Board of Education approve the new educator preparation program standards for World Languages PreK-12. Dr. Horst seconded the motion. Motion carried 10-0.

Motion  
00:39:25

#### Act on redeterminations for conditionally accredited school systems

Dr. Jay Scott, Director, Accreditation

There were nine systems that were conditionally accredited in either 2021-2022 or 2022-2023 and are now being redetermined for accreditation status.

Accreditation  
01:01:19

Recommendations are:

Bluestem: Accredited

West Elk: Accredited

Grinnell/Wheatland :Accredited

Southern Cloud: Conditionally Accredited

Paradise: Accredited

Otis-Bison: Conditionally Accredited

Central of Burden: Accredited

Winfield: Accredited

Accelerated Schools of Overland Park: Accredited

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council as presented here today. Mr. Porter seconded the motion. Motion carried 10-0.

Motion  
01:05:14

#### Act on nominations for Professional Standards Board

Shane Carter, Director, Teacher Licensure

Mr. Carter asked for action on the nominations for the Professional Standards Board. He introduced the nominees, Candace Landers, Darnell Vargo, Dylan Graves, and Sarah Byarlay.

PSB  
nominations  
01:07:51

Mrs. Arnold moved that Candace Landers be appointed to serve on the Professional Standards Board representing a Public School Classroom Teacher-At-Large position, effective upon appointment through June 30, 2027. Mr. Mc Niece seconded the motion.

Motion  
1:11:25

Motion carried 6-4. Mrs. Hopkins, Mr. Hershberger, Mr. Zeck and Mrs. Dombrosky voted no.

#### Act on recommendations from the ERC for higher education accreditation and program review

Dr. Catherine Chmidling, Teacher Licensure

Dr. Chmidling explained the process of the Evaluation Review Committee when making recommendations on higher education institutions. Today's recommendations are for Central Christian College (probationary accreditation status through December 31, 2026, with a focused visit) and Newman University (recommend removing the new-program

Evaluation  
Review  
01:14:35

stipulation and extending program approvals through June 30, 2026).

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation accreditation for Central Christian College and Program approvals for Newman University. Mr. Porter seconded the motion. Motion carried 10-0.

Motion  
01:29:25

### Consent Agenda

The following items were on the consent agenda:

Receive monthly personnel report and personnel appointments to unclassified positions

Act on recommendations of the Licensure Review Committee

Act on teacher licensure waivers

Act on request from USD 261 Haysville for capital improvement (bond and interest) state aid

Act on request from USD 261 Haysville to hold a bond election.

Act on request from USD 273 Beloit for capital improvement (bond and interest) state aid

Act on request from USD 339 Jeff County North for capital improvement (bond and interest) state aid

Act on request from USD 339 Jeff County North to hold a bond election

Act on request from USD 340 Jeff County West for capital improvement (bond and interest) state aid

Act on request from USD 340 Jeff County West to hold a bond election

Act on request from USD 394 Rose Hill for capital improvement (bond and interest) state aid

Act on request from USD 394 Rose Hill to hold a bond election

Act on request from USD 500 Kansas City for capital improvement (bond and interest) state aid

Act on request from USD 500 Kansas City to hold a bond election

Act on new member for the Special Ed Advisory Committee (SEAC)

Act on request to consent to initiate the contract bid process for an Education Technology Coordinator for E-Rate

Notification to Kansas State Board of Education of the intention of one private school to participate in the TCLISSP

Consent  
01:29:50

Mr. Porter moved that the Kansas State Board of Education approve those items on the Consent Agenda. Dr. Horst seconded the motion. Motion carried 8-2. Mr. Zeck and Mrs. Dombrosky voted no.

Motion  
01:30:00

### Chair's Report

### Board Attorney

Mr. Ferguson shared that he will not be able to attend the annual COSA (Counsel of School Attorneys) Conference this year. He referenced that behind the scenes he works with Scott



Gordon, KSDE General Counsel, and other staff at KSDE, on issues, for instance META and TikTok litigation (multi state litigation).

**Act on Board Travel**

Mrs. Hopkins moved that the Kansas State Board of Education approve the Board travel requests as presented. Mr. McNiece seconded the motion. Motion carried 10 – 0.

Motion  
01:30:03

Chair Haas adjourned the meeting.

There was a Board retreat in the afternoon from 1:00 – 3:00. It was an open public meeting, but not recorded.

---

Melanie Haas, Chair

---

Deborah Bremer, Board Secretary