

TUESDAY, FEBRUARY 12, 2019 MEETING AGENDA

8:00 a.m.

PRE-MEETING ACTIVITY

Breakfast with Kansas Association of Independent & Religious Schools
8 a.m. Capitol Plaza, Bison Room, 1717 SW Topeka Blvd., Topeka

10:00 a.m.

1. Call to Order — Chairman Kathy Busch
2. Roll Call
3. Mission Statement, Moment of Silence and Pledge of Allegiance
4. Approval of Agenda
5. Approval of January Minutes page 5
6. Commissioner’s Report — Dr. Randy Watson
7. Citizens’ Open Forum page 17
8. Updates from Kansas State School for the Blind and Kansas School for the Deaf page 19
- 11:15 a.m. Break
9. Act on recommendations of the School Mental Health Advisory Council page 21
10. Update on School Breakfast Leadership Grant page 23
- 12:05 p.m. Lunch
11. Recognition of 2019 Kansas Teacher of the Year Team page 25
12. Receive recommendations to change the requirements for a Kansas paraprofessional to become highly qualified page 27

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612
 References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
 Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.
 Website: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board. Information on live media streaming the day of the meeting is also posted there.
 Next Meeting: March 12 and 13, 2019 in Topeka

2:45 p.m. (IO)	13. Recognition of National ESEA Distinguished Schools	page 29
3:05 p.m.	Break	
3:15 p.m. (AI)	14. Act on recommendations of the Professional Practices Commission	page 31
3:25 p.m. (IO)	15. Recognition of National PTA School of Excellence Recipients from Kansas	page 47
3:45 p.m. (IO)	16. Presentation from Manhattan USD 383 and Kansas Association of Conservation and Environmental Education on federal Green Ribbon Sustainability Award	page 49
4:00 p.m. (AI)	17. Consent Agenda	
	a. Receive monthly personnel report	page 51
	b. Act on personnel appointment to unclassified position	page 53
	c. Act on recommendations for licensure waivers	page 55
	d. Act on 2019 licenses for commercial driver training schools	page 59
	e. Act on local in-service education plans	page 61
	f. Act on request from the following school districts to hold bond elections: USD 257 Iola, USD 407 Russell	page 63
	g. Act on request from the following districts for capital improvement (bond and interest) state aid: USD 257 Iola, USD 407 Russell	page 67
	h. Act on request to contract with Jones Huyett Partners for the purpose of creating AmeriCorps recruitment materials for the Kansas Volunteer Commission	page 71
	i. Act on request to contract with Kansas Department of Agriculture for Summer Food Service Program Food Safety Inspections	page 73
4:10 p.m. (IO)	18. Chairman’s Report	page 75
	a. Committee Reports, including Communications Committee presentation	
	b. Board Attorney’s Report	
	c. Requests for Future Agenda Items	
4:50 p.m. (IO)	19. Legislative Matters	page 77
5:15 p.m.	RECESS	

6:00 p.m.	<p>POST-MEETING ACTIVITY</p> <p>The State Board of Education will meet for dinner with committee members of House and Senate Education and K-12 Budget at Celtic Fox, 118 SW 8th Ave., Topeka.</p> <p>There is no set agenda and no action will be taken.</p>
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WEDNESDAY, FEBRUARY 13, 2019 MEETING AGENDA

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|------------------------|---|-----------------|
| 9:00 a.m. | 1. Call to Order | |
| | 2. Roll Call | |
| | 3. Approval of Agenda | |
| 9:05 a.m. (DI) | 4. Discussion on school bus stop arm violations | page 81 |
| 9:25 a.m. (RI) | 5. Receive proposed amendments to Emergency Safety Intervention regulations | page 83 |
| 10:00 a.m. (AI) | 6. Act to receive Final Report from Legislative Task Force on Dyslexia | page 89 |
| 10:30 a.m. | Break | |
| 10:40 a.m. (DI) | 7. Discussion on school and fire safety | page 123 |
| 11:05 a.m. (AI) | 8. Act on Board Travel | page 125 |
| 11:15 a.m. | ADJOURN | |



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
January 15, 2019**

SWEARING-IN CEREMONY AND RECEPTION

The swearing-in ceremony for new State Board members Michelle Dombrosky (District 3), Jean Clifford (District 5) and Ben Jones (District 7) along with re-elected members Janet Waugh (District 1) and Jim Porter (District 9) occurred in conjunction with the Governor’s Inauguration Monday, Jan. 14, 2019 at the Statehouse. A reception in the Board Room honoring those serving a new four-year term on the State Board of Education preceded the Oath of Office ceremony.

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Jan. 15, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed new Board members to their first participatory meeting. Other guests were education majors from Baker University who are currently student teaching.

**1/15/2019
A.M. Session
(00:00:01)**

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AMENDED AGENDA

Mr. Porter announced an amendment to the day’s agenda in order to discuss and vote separately on consent item 27 F. (recommendations of the Evaluation Review Committee) and the group of consent items 27 M-S (contracts to support the Preschool Development Grant Birth through Five). Mr. McNiece moved to approve the agenda as amended. Mrs. Busch seconded. Motion carried 10-0.

**MOTION
(00:06:10)**

APPROVAL OF THE DECEMBER MEETING MINUTES

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

**MOTION
(00:06:39)**

BOARD REORGANIZATION

Reorganization of the Kansas State Board of Education occurs every two years, which coincides with the election and/or re-election of Board members. Mr. Porter gave parting remarks in appreciation for the work of the department and his colleagues during his past two years as Board Chairman. The following action was taken during reorganization for 2019-2021:

ELECTION OF BOARD CHAIRMAN

Mr. Porter moved to nominate Kathy Busch as Chairman. Mr. McNiece seconded. There were no other nominations. Motion carried 9-1, with Mr. Roberts in opposition. Mrs. Busch accepted, then assumed leadership of the meeting.

**MOTION
(00:08:34)**

MOTIONS
(00:15:36)
(00:16:09)

ELECTION OF VICE CHAIRMAN

Mrs. Mah moved to nominate Janet Waugh as Vice Chairman. Dr. Horst seconded. Mrs. Dombrosky moved to nominate Steve Roberts as Vice Chairman. The nomination did not receive a second. There were no other nominations. Mrs. Waugh was elected on a vote of 9-1, with Mr. Roberts opposing. Mrs. Waugh accepted the position, then assumed the designated Vice Chairman's seat at the Board table.

Board members proceeded to select or confirm their preferred places at the Board table based on seniority.

ACTION ON PROPOSED CHANGE TO BOARD POLICY FOR MEMBER LEGISLATIVE COORDINATOR DESCRIPTION

State Board Policy 1009, Section B (3) references the member-elected positions of Legislative Coordinator and Assistant Legislative Coordinator. Chair Busch stated that the responsibilities in serving as liaisons with the Kansas legislature merit a proposed change in Board Policy to allow for two Legislative Liaisons rather than one Coordinator and one Assistant. Mr. Roberts moved to suspend Board practice and allow for a vote this month on an item of first review. Mr. McNiece seconded. Motion carried 10-0. Mr. Jones moved to approve a change to Board Policy that allows for the appointment of two Legislative Liaisons who shall be elected by the State Board at its organization meeting. Dr. Horst seconded. Motion carried 10-0.

MOTIONS
(00:20:44)
(00:21:34)

ELECTION OF LEGISLATIVE LIAISONS

Mr. McNiece moved to nominate Deena Horst and Jim Porter as the Board's Legislative Liaisons. Mrs. Waugh seconded. Motion carried 10-0.

MOTION
(00:23:03)

ELECTION OF BOARD POLICY COMMITTEE MEMBERS

Reorganization continued with the election of three Board members to serve on the Policy Committee. Mrs. Waugh moved to nominate Jean Clifford for the first opening. Dr. Horst seconded. For the second opening, Mr. Porter moved to nominate Deena Horst. Mr. McNiece seconded. Next, Dr. Horst moved to nominate Ann Mah for the final position on the Policy Committee. Mrs. Waugh seconded. A single vote was taken on the three-member slate, passing 10-0.

SERIES OF MOTIONS
(00:24:15)

CITIZENS' OPEN FORUM

Chairman Busch declared the Citizens' Forum open at 10:31 a.m. Speakers and their topics were: Crystal Davis, Emporia — TASN (Technical Assistance System Network) and its impact on Kansas education; Jane Groff, Topeka — support of federal funding for TASN projects, particularly family engagement; Cynthia Galemore, Olathe — Kansas Vision Coalition and proposed changes to vision screening statute; John Richard Schrock, Emporia — graduation rate across Kansas and nation, academic rationale for school consolidation. Chairman Busch declared the Citizens' Forum closed at 10:52 a.m.

(00:25:56)

ADOPTION OF RESOLUTION FOR 2019 BOARD MEETING DATES

Mr. Porter moved to adopt the Resolution establishing the 2019 calendar of Board meeting dates, time and location for the Kansas State Board of Education. Mr. Jones seconded. Motion carried 10-0. The signed resolution is provided as an attachment to the minutes.

MOTION
(00:47:21)

APPOINTMENT OF BOARD ATTORNEY AND BOARD SECRETARY

Mrs. Waugh moved to approve the designation of Mark Ferguson of Gates Shields Ferguson Swall Hammond, P.A., Overland Park, as the State Board Attorney, and approve the designation of Peggy Hill as State Board Secretary. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:50:23)

REVIEW OF APPOINTMENTS TO BE MADE BY CHAIRMAN AND COMMISSIONER

During reorganization, memberships on State Board committees become vacant as per Board Policy. Brief committee descriptions were provided for those appointments made by either the Chairman or Commissioner. Each member was asked to complete an interest survey to indicate where he or she would like to serve for the next two years. Assignments would be announced on Wednesday.

(00:51:01)

STATUS OF OTHER ELECTED POSITIONS

Board-elected positions on the Kansas State High School Activities Association’s Board of Directors and Executive Board are held by Deena Horst and Kathy Busch, and not yet expired. However, Mrs. Busch will be vacating her positions, therefore consideration for replacements will occur later in the meeting.

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

BREAK

ACTION ON NEW APPOINTMENT TO THE PROFESSIONAL STANDARDS BOARD

Mr. Porter moved to appoint Elizabeth (Libby) Clum to complete a partial term on the Professional Standards Board representing teachers of accredited K-12 non-public schools, effective from the date of appointment to June 30, 2019. Mr. Roberts seconded. Motion carried 10-0. Ms. Clum teaches at Hayden High School in Topeka.

MOTION
(00:57:00)

COMMISSIONER’S REPORT

Commissioner Randy Watson shared examples how student learning can take place in environments outside the classroom. He commented on the Horizon Award program to recognize teachers and the need to honor the profession in a variety of ways. Dr. Watson presented a summary of the state’s top regional workforce opportunities, citing a need to promote careers in teaching. Next, he talked about the Apollo phase of school redesign. The Apollo application window opens Feb. 4; participating schools will be announced in April. Finally, he encouraged attendance at the Kansans Can and Do Symposium March 4 and 5 in Manhattan.

(00:57:40)

ELECTION OF KSHSAA REPRESENTATIVES

As a result of Mrs. Busch’s decision to step down from her position on the Executive Board and Board of Directors for the Kansas State High School Activities Association (KSHSAA), there are two openings to be filled. Dr. Horst is the only State Board member eligible at the present time to serve on the Executive Board. Mr. McNiece moved that Deena Horst assume the KSHSAA Executive Board position (through June 30, 2020) vacated by Mrs. Busch. Mr. Porter seconded. Motion carried 10-0. Mrs. Waugh moved to nominate Jim McNiece to fill the remaining partial term (through June 30, 2019) on the KSHSAA Board of Directors, with an option to renew. Mr. Porter seconded. Motion carried 10-0.

MOTIONS
(01:35:30)
(01:36:03)

Chairman Busch recessed the meeting for lunch at noon.

LUNCH

RECEIVE KANSAS SPECIAL EDUCATION ADVISORY COUNCIL ANNUAL REPORT

At 1:30 p.m., Chairman Busch reconvened the meeting. KSDE Director Colleen Riley gave opening remarks and invited members present from the Special Education Advisory Council (SEAC) to introduce themselves. SEAC serves as a liaison between the statewide populace and the State Board of Education. The major responsibilities of the Council are to advise, consult and provide recommendations to the State Board regarding matters concerning special education services. Joan Macy, SEAC Chairperson for 2017-18, provided an overview of work and highlights from the past year in serving students ages 3 to 21. A copy of the SEAC 2017-18 Annual Report was provided.

P.M. SESSION
(01:37:39)

INFORMATION ON VISITING INTERNATIONAL TEACHERS PROGRAM

(01:58:36)

Dr. Regina Peszat and Sarah Perryman, KSDE consultants and coordinators of the Visiting International Teacher program, provided an overview of the cultural exchange program. KSDE has agreements to collaborate with Spain, Germany and France. They explained how KSDE facilitates the program and coordinates summer orientation. Two of the Visiting International Teachers shared comments — Nazareth Sanchez who is at Scott Dual Language Magnet School and Eduard Carbonell who is at Landon Middle School, both in Topeka. Board members' questions included program expansion, both with other countries and to rural areas of Kansas.

UPDATE ON PLANS TO STRENGTHEN EARLY CHILDHOOD IN KANSAS IN 2019

(02:25:15)

KSDE Director of Early Childhood Amanda Petersen described the plans to implement federal funds awarded for a Preschool Development Grant Birth through Five. The one-year planning grant will aid in the strategic direction to build and enhance Kansas' early childhood infrastructure. KSDE is the lead agency for the grant, but will collaborate with multiple early childhood partners. Kansas will receive approximately 71 percent of the original \$6.3 million grant application. She gave an overview of planned activities in 2019. Questions and comments centered on getting communities and families involved, scope of work for contracted partners and the grant period.

ACTION ON CONSENT ITEMS FOR SUPPORT OF PRESCHOOL DEVELOPMENT GRANT

MOTION
(02:51:11)

Following the amended agenda recommendation, a vote on consent items 27 M-S (contracts to support the Preschool Development Grant Birth through Five) was conducted separately from the rest of the routine consent items. Mrs. Mah moved to authorize proceeding with the contract requests listed below. Mr. Porter seconded. Discussion followed concerning the "do not exceed" amounts and awarded funding. Motion carried 9-1, with Mrs. Dombrosky in opposition.

- enter into a contract with the University of Kansas Center for Research, Inc. for the purpose of supporting the Preschool Development Grant Birth through Five, in an amount not to exceed \$4,457,996;
- enter into a contract with Wichita State University for the purpose of supporting the Preschool Development Grant Birth through Five, in an amount not to exceed \$185,767;
- enter into a contract with the Kansas Department of Health and Environment for the purpose of supporting the Preschool Development Grant Birth through Five, in an amount not to exceed \$707,586;
- enter into a contract with the Kansas Department for Children and Families for the purpose of supporting the Preschool Development Grant Birth through Five, in an amount not to exceed \$69,694;
- enter into a contract with Kansas Families and Schools Together, Inc. for the purpose of supporting the Preschool Development Grant Birth through Five, in an amount not to exceed \$262,287;
- enter into a modified contract with Utah State University for the purpose of supporting the Preschool Development Grant Birth through Five, in an amount not to exceed \$31,600;
- enter into a contract with the Kansas Children's Cabinet and Trust Fund for the purpose of supporting the Preschool Development Grant Birth through Five, in an amount not to exceed \$508,711.

BREAK

Board members took a 10-minute break at 2:45 p.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chair of the Professional Practices Commission, participated remotely to bring forth four cases that the PPC recommended for licensure approval. Mr. Roberts moved to adopt the findings of the Professional Practices Commission and its recommendation for the issuance of licenses for Shelby Bucher, Colby Gottschalk, Michael Onderko and Mary Scholl. Mr. Jones seconded. Motion carried 10-0.

MOTION
(02:57:33)

Mrs. Sieck then presented the next set of cases. Dr. Horst moved to adopt the findings of the PPC and its recommendation for the revocation of licenses for Kevin Johnson, Patricia Linn and Christopher Young. Mrs. Waugh seconded. Motion carried 10-0.

MOTION
(02:58:40)

ACTION ON CHANGE IN OPERATING PROCEDURE FOR PROFESSIONAL PRACTICES COMMISSION

General Counsel Scott Gordon presented information on behalf of the Professional Practices Commission (PPC) regarding a proposed procedural change for breach of contract cases that come before the PPC. Mr. Porter moved to authorize a change in the operating procedure of the PPC for breach of contract cases, allowing the presiding Hearing Officer to determine whether a settlement provision or liquidated damages clause exists in local policy or in the contract of the employee. Mr. Roberts seconded. Board Attorney Mark Ferguson explained the term liquidated damages and potential consequences for breaking contracts. Motion carried 10-0.

MOTION
(03:04:29)

INFORMATION ON FEDERAL INVESTMENTS AND PURPOSE REGARDING SPECIAL EDUCATION AND TITLE SERVICES

The KSDE Special Education and Title Services team utilizes required federal set-aside funds to provide coordinated monitoring and technical assistance to local school districts in order to meet the state's obligations for general supervision oversight under several federal laws. Director Colleen Riley and Assistant Director Tate Toedman described the two federal pieces of legislation that govern work of the agency and support various programs. They gave an overview of responsibilities of the state education agency as well as some of the resources supported by federal investments.

(03:08:23)

REPORT ON MENTAL HEALTH INTERVENTION PILOT PROGRAM

Deputy Commissioner Dale Dennis gave introductory remarks. The Mental Health Intervention Program was passed by the 2018 Legislature as a one-year pilot. Nine school districts are participating during the 2018-19 school year. Board members heard presentations from pilot participants about their work to treat and track the behavioral health needs of youth. Community Mental Health Centers, in coordination and cooperation with the participating school districts, are leading these efforts. Highlights included the addition of therapists and social workers, internal referral processes, additional screening resources, and supports to parents. A time for questions and answers followed.

(03:35:20)

RECEIVE RECOMMENDATIONS FROM SCHOOL MENTAL HEALTH ADVISORY COUNCIL

Established by the Kansas State Board of Education in July of 2017, the Kansas School Mental Health Advisory Council is a statewide collaborative that coordinates with legislators and stakeholders to identify unmet needs in school mental health within Kansas. Three of the Council members presented information to the Board: Holly Yeager, Bert Moore and Jane Groff. They covered early work of the Council, the focus on suicide awareness and prevention, and consideration for child abuse, sexual abuse and neglect. KSDE Education Program Consultant Myron Melton and Council Chair Kathy Busch assisted with the presentation. The Council's recommendations were outlined, centering on suicide awareness and prevention training, and training for how to conduct mandated reporting. These recommendations will be brought to the Board for action in February. There was Board discussion on delivery of services, resources for smaller school districts and school partners.

(04:08:11)

BREAK

There was a 10-minute break at 4:40 p.m.

(04:41:11)

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis provided a printout of 2019 committee assignments for both the House and Senate. Other legislative matters included arrival of the Governor's budget recommendations, partial federal government shutdown, new meeting time for the K-12 education budget committee and creation of a Senate Select Committee on Education Finance.

(04:49:00)

CONSENT AGENDA DISCUSSION

Consent item 27 F. (recommendations of the Evaluation Review Committee) was discussed. Susan Helbert and Catherine Chmidling from the Teacher Licensure and Accreditation team were present to answer questions and provide an overview of the ERC functions. Peer review processes evaluate information to determine accreditation status of the Kansas teacher education units and the teacher education programs which institutions of higher education offer. Recommendations from the ERC are then brought to the State Board. Board members asked for more clarification regarding the review process and terminology. The vote on 27 F. was postponed until the next day.

MOTION

(05:07:17)

ACTION ON REMAINING CONSENT AGENDA ITEMS

Mrs. Waugh moved to approve the remaining items on the Consent Agenda, excluding 27 F. until additional information was provided. It was noted that items 27 M-S (contracts to support the Preschool Development Grant Birth through Five) were approved earlier in the meeting. Dr. Horst seconded. Motion carried 10-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for December.
- confirmed the unclassified personnel appointments of Eric Dehner as Technology Support Consultant on the Information Technology team, effective Dec. 3, 2018, at an annual salary of \$36,108.80; Matthew Preston as Applications Developer on the Information Technology team, effective Dec. 30, 2018, at an annual salary of \$58,198.40.
- approved, with modifications, the in-service education plans for USD 255 South Barber, USD 263 Mulvane, USD 265 Goddard, USD 303 Ness City, USD 335 North Jackson, USD 351 Macksville, USD 383 Manhattan, USD 417 Morris County, USD 465 Winfield.
- issued Calendar Year 2019 licenses to the following recommended commercial Kansas driver training schools: Behind the Wheel Defensive Driving School, Wichita; and Wichita Driving School of Derby, Derby, for the period Jan. 15, 2019 to Dec. 31, 2019.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* — Jessica Knox, USD 305; Valerie Lamont, USD 491. *High Incidence Special Education* — Bridget Costello, USD 230; Angela Smith, Sara Johnson, USD 259; Quintin Dougherty, USD 512; Jason Duvall, Megan McGuire, D0707. *Library Media Specialist* — Elizabeth Tackett, USD 259. *Low Incidence Special Education* — Gail Moore, USD 259; Alexia Wells, D0620. *Math - extension on the number of days under an emergency substitute license* — Gwendolyn Mathis, USD 497. *Physical Education — extension on the number of days under an emergency substitute license* — Cierra Hilton, USD 497.
- accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3233 Audrey Green, 3243 Maleca Delao, 3244 Rebekah Stigers, 3245 Brooke Brittain, 3246 Marissa Foore, 3247 Shannon Schlessman, 3248 Kevin Dierks, 3249 Precious Clark, 3251 Eve Orf, 3252 LaMarcus Hunter, 3253 Anne Armitage. *Denied Case* — 3230 Steffany Jaramillo.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 205 Bluestem, USD 331 Kingman.

- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 205 Bluestem, USD 331 Kingman.

authorized the Commissioner of Education to negotiate and

- enter into updated contracts and data sharing agreements with qualified providers for a cumulative five-year amount not to exceed \$90,945,008 to be paid out of funds received under ESEA and IDEA for the period July 1, 2020 through June 30, 2025;
- enter into a contract with Wichita State University for Mentor Kansas strategic planning in an amount not to exceed \$23,000;
- enter into a contract with the Kansas Association of Education Service Centers for registration for The Kansas Buck Institute, in an amount not to exceed \$15,000.

CHAIRMAN’S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Committee Reports — Mrs. Mah reported on meetings of the Kansas Learning First Alliance and the Broadband Committee. Mr. Porter updated members on the Dyslexia Task Force and subcommittee work. He briefed members on recommendations to be outlined in the Task Force’s Final Report (i.e. pre-service training, professional learning, screening/evaluation, etc). The State Board will consider accepting the report in February. Mr. McNiece reported on the stakeholder group working to clarify definitions, meaning and interpretation of key words within Emergency Safety Intervention regulation language. These recommendations will be presented to the State Board in February.

(05:08:11)

Those wishing to provide individual Board reports did so in writing.

Chairman Busch reminded members of the Wednesday schedule, including the evening State of the State Address.

Requests for Future Agenda Items —

- Early College Academy at Northwest High School (Mr. McNiece)
- Laws regarding school safety drills and State Fire Marshal rules (Mr. Porter)
- Discussion on violations of school bus stop arm law (Mr. Porter)
- Suite 1886 new program at Wyandotte High School for student entrepreneurs (Mrs. Waugh)

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch and Mr. Porter — Jan. 30 Governor’s Education Council; Mrs. Mah and Dr. Horst — Feb. 15 KEEN awards luncheon; committee meetings pertaining to new assignments. Mrs. Waugh moved to approve the travel requests and additions. Mr. Porter seconded. Motion carried 10-0.

RECESS

At 6:15 p.m., Chairman Busch recessed the meeting until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

MOTION
(05:04:11)

RECESS

RESOLUTION

Be It Resolved that:

The Kansas State Board of Education will conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month with the exception of January, April and October (2019) when said meetings will be held on the third Tuesday and Wednesday of the month. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. Therefore, the Kansas State Board of Education regular meetings and legislative conference calls shall comply with the following schedule:

2019 Dates	Meeting	Location
January 15-16	Regular Board Meeting	LSOB, Topeka
January 25	Legislative Conference Call - 4 p.m.	LSOB, Topeka
February 12-13	Regular Board Meeting	LSOB, Topeka
February 22	Legislative Conference Call – 4 p.m.	LSOB, Topeka
March 12-13	Regular Board Meeting	LSOB, Topeka
March 29	Legislative Conference Call – 4 p.m.	LSOB, Topeka
April 16	Regular Board Meeting	LSOB, Topeka
April 17	Annual visit KS School for Blind / School for Deaf	Kansas City / Olathe
May 14-15	Regular Board Meeting	LSOB, Topeka
June 11-12	Regular Board Meeting	LSOB, Topeka
July 9-10	Regular Board Meeting	LSOB, Topeka
August 13-14	Regular Board Meeting	LSOB, Topeka
September 10-11	Regular Board Meeting	LSOB, Topeka
October 15-16	Regular Board Meeting	LSOB, Topeka
November 12-13	Regular Board Meeting	LSOB, Topeka
December 10-11	Regular Board Meeting	LSOB, Topeka

If the regular meeting date occurs on a legal holiday or on a holiday specified by the Board, such regular meeting shall be held the following day, commencing at the same hour.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 15th day of January, 2019.



 Peggy Hill

Secretary, Kansas State Board of Education

Word/calendars/annual resolution

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
Jan. 16, 2019**

PRE-MEETING ACTIVITY — SEAC BREAKFAST

The Special Education Advisory Council (SEAC) hosted its annual Get-Acquainted Breakfast for Board members in Room 509 of the Landon State Office Building prior to the start of the meeting.

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Jan. 16, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

**1/16/2019
A.M. Session
(00:00:04)**

ROLL CALL

Nine Board members were present at the opening:

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

Member Jim McNiece attended the SEAC meeting and joined the group at 9:40 a.m.

APPROVAL OF AMENDED AGENDA

The Wednesday agenda was amended to include action on Consent Item 27 F. (recommendations of the Evaluation Review Committee) held over from the previous day. Mrs. Waugh moved to approve the amended agenda. Dr. Horst seconded. Motion carried 9-0, with Mr. McNiece absent.

**MOTION
(00:00:51)**

CAREER TECHNICAL STUDENT ORGANIZATION REPORTS AND OFFICER PRESENTATIONS

In observance of Citizenship Day, Assistant Director Stacy Smith announced that student leaders with nine Kansas Career and Technical Student Organizations would be speaking to the Board. Remarks focused on ways these CTSOs benefit participants with career preparation, hands-on learning and leadership skills. These organizations were represented: Business Professionals of America, DECA, Educators Rising, Future Business Leaders of America, FCCLA, FFA, HOSA, Skills USA and Technology Student Association. A question and answer period followed.

(00:01:08)

Board members took a break until 9:40 a.m.

BREAK

RETREAT ON BOARDMANSHIP

Dr. Doug Moeckel, Deputy Executive Director with the Kansas Association of School Boards, led a session for members focusing on board development and the role of policymaking boards. He facilitated small group discussions that tasked members with teamwork activities and modeling attributes of an effective governance system. He also addressed serving internal and external publics, working toward common goals, and developing quality relationships.

**NOT
STREAMED**

ACTION ON CONSENT AGENDA ITEM

KSDE staff Susan Helbert and Catherine Chmidling provided additional information, which had been requested the previous day, regarding Consent item 27 F. (recommendations of the Evaluation Review Committee). The ERC recommendations were discussed and options for Board action considered. The agenda item contained recommendations for accreditation and recommendations for

**SERIES OF
MOTIONS**

program approval for education preparation providers and teacher education programs for institutions of higher education. Mr. McNiece moved to accept the recommendations of the ERC for accreditation of MidAmerica Nazarene University through Dec. 31, 2025. Mrs. Dombrosky seconded. Motion carried 9-0-1 with Mr. Roberts abstaining. Mr. McNiece moved to accept the recommendations of the ERC for accreditation of Washburn University through Dec. 31, 2025. Dr. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining. Board Attorney Mark Ferguson explained the Board's authority in this situation, the need for justifying any decision that departs from the ERC recommendations, and the practice of notice and opportunity. More discussion followed. Mrs. Waugh moved to accept recommendations of the ERC for educator preparation provider accreditation with stipulation for Tabor College, with an amended expiration date of 24 months from Jan. 16, 2019. Mr. McNiece seconded. Motion carried 7-1-1, with Mr. Jones in opposition, Mr. Roberts abstaining, and Mr. Porter absent for the vote. Mrs. Waugh moved to accept the recommendations of the ERC for program approval for Fort Hays State University, Kansas State University, Pittsburg State University and University of Saint Mary. Dr. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

ANNOUNCEMENT OF COMMITTEE ASSIGNMENTS

Chairman Busch announced the selection of Board members to serve on the various committees with State Board representation. The chart of assignments is attached to the minutes.

ADJOURNMENT

The business of the meeting concluded at 11:55 a.m. Afterwards, Board members were guests of the Career Technical Student Organizations at the Capitol Plaza for the annual luncheon and roundtable discussions. Dr. Horst and Mr. Jones attended the recognition lunch for Superintendent of the Year Glen Suppes.

The next State Board meeting is Feb. 12 and 13, 2019 in Topeka.

Kathy Busch, Chairman

Peggy Hill, Secretary

2019-21 State Board of Education Committee Assignments

NAME	ELECTED	APPOINTED
Kathy Busch	Chair	Governor’s Education Council Kansas Alliance for Educational Advocacy School Mental Health Advisory Council School Redesign Advisory Committee Teacher Vacancy and Supply Committee
Jean Clifford	Policy Committee	Interstate Migrant Education Council Teacher Vacancy and Supply Committee
Michelle Dombrosky		Charter and Virtual Education Advisory Council Kansas Learning First Alliance KSD/KNEA Bargaining Team Liaison to Kansas School for the Deaf
Deena Horst	KSHSAA Bd of Directors to 6-30-20 KSHSAA Exec. Board to 6-30-20 Legislative Liaison Policy Committee, Chair	Kansas Prescription Drug & Opioid Advisory Com. Kansas Teacher of the Year / KS Foundation for Excellence
Ben Jones		Agriculture in the Classroom Communications Committee (Board) Kansas Alliance for the Arts in Education Kansas Master Teacher Selection Comm. (ESU) Liaison to Kansas State School for the Blind
Ann Mah	Policy Committee	ESEA / ESSA Advisory Council Kansas Advisory Committee for Career and Technical Education School Redesign Advisory Committee
Jim McNiece	KSHSAA Bd of Directors to 6-30-19	Communications Committee (Board) Education Commission of the States Special Education Advisory Council ex-officio

Jim Porter	Legislative Liaison	Capital Improvement Bond & Interest Review Governor’s Education Council Kansas Fire Marshal Advisory Committee Professional Standards Board Liaison Task Force on ESI (Stakeholders) Transition Work Group addressing underserved populations of adults
Steve Roberts		Kansas Council for Economic Education Kansas Volunteer Commission Legislative Broadband Committee Student Voice Committee (Board)
Janet Waugh	Vice Chair	Confidence in Kansas Public Ed. Task Force Juvenile Justice Oversight Committee Kansas Association for Conservation and Environmental Education

Dsktp/2019-21 Committee Assignments cumulative

Subject: Citizens' Open Forum

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

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

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



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

www.KSSDB.org

KANSAS SCHOOL FOR THE DEAF

450 EAST PARK ST. · OLATHE, KS 66061-5497
PHONE: 913-791-0573 FAX: 913-791-0577

KANSAS STATE SCHOOL FOR THE BLIND

1100 STATE AVE. · KANSAS CITY, KS 66102-4411
PHONE: 913-281-3308 FAX: 913-281-3104

To: Commissioner Randy Watson
From: Luanne Barron, Jon Harding
Subject: Receive updates from Kansas State School for the Blind and Kansas School for the Deaf

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

School Superintendents Jon Harding (School for the Blind) and Luanne Barron (School for the Deaf) will provide an update every other month to the State Board on activities and goal progress at their respective schools.



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Myron Melton

Commissioner:

Randy Watson

Meeting Date: 2/12/2019

Item Title:

Act on recommendations of the School Mental Health Advisory Council

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations from the School Mental Health Advisory Council and instruct Kansas State Department of Education to take necessary action to put each recommendation into place.

Explanation of Situation Requiring Action:

The Kansas State Board of Education formed the School Mental Health Advisory Council in July of 2017. A primary function of the Council is to identify and advise the Kansas State Board of Education on unmet needs in school mental health. Kathy Busch serves as Council Chair.

On Jan. 15, 2019, the Council presented recommendations to the Kansas State Board of Education regarding the Jason Flatt Act and mandated child abuse and neglect reporter training. The Council is requesting the Kansas State Board of Education take action to approve these recommendations and instruct Kansas State Department of Education to take necessary action to put each recommendation into place.

School Mental Health Advisory Council; Recommendations to the Kansas State Board of Education

The recommendations of the School Mental Health Advisory Council regarding suicide awareness and prevention support and align with requirements of the Jason Flatt. Requirements of the Jason Flatt Act, K.A.R. 91-31-32(c)(12)), include:

- A) At least one hour of training each calendar year based on programs approved by the state board of education. The training requirement may be met through independent self-review of suicide prevention training material; and
- B) a building crisis plan developed for each school building. The building crisis plan shall include the following:
 - (i) Steps for recognizing suicide ideation;
 - (ii) appropriate methods of intervention; and
 - (iii) a crisis recovery plan.

Required Suicide Awareness and Prevention Training

- 1) State Board of Education provides guidance to districts on the implementation of the Jason Flatt Act that includes:
 - Initial overview for all new staff, and staff who would benefit from a comprehensive training as determined by administration
 - Differentiated training provided for successive years, based on years of experience and role of the employee
 - Districts develop and implement suicide protocols embedded in a crisis plan, with the support of materials and resources provided by KSDE
- 2) Direct KSDE to revisit how they monitor the implementation of the suicide prevention requirements within the accreditation regulations (K.A.R. 91-31-32(c)(12)) and provide support and resources to districts for families, students, community and others related to suicide awareness and prevention
- 3) Recommend The Kansas Communities that Care Survey be promoted, and aligned to the Attorney General's Youth Suicide Prevention Task Force recommendations

Mandated Reporter Training

- 1) Require staff training on mandated reporting requirements and procedures, with guidance and resources provided by KSDE
- 2) Required training would include signs of abuse and neglect, to include child sexual abuse, with guidance and resources provided by KSDE
- 3) Recommend that districts institute, revisit or revise policies related to mandated reporting, with guidance and resources provided by KSDE



Kansas State Department of Education

Landon State Office Building
900 SW Jackson Street, Suite 307
Topeka, Kansas 66612-1212

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Cheryl Johnson
Subject: Update on School Breakfast Leadership Grant

The simple act of feeding kids a healthy school breakfast can have a dramatic impact on their academic, health and economic futures. There is a large gap in Kansas between the number of kids who are eligible for free or reduced price meals at school and those who are actually accessing these meals. Kansas was awarded a School Breakfast Leadership Grant from Share Our Strength No Kid Hungry to help bridge this gap and ensure more Kansas students are able to start the day with a healthy breakfast and be ready to learn.

Members of the Kansas Breakfast Leadership Team (Jim Porter, Jill Ladd, Cheryl Johnson, David Paul and Robyn Stuewe) will share progress on achieving the goal of a 5 percent state-wide increase in breakfast participation due to significant progress on the Kansas Implementation Plan and recognize schools awarded grant funds from Share Our Strength and Midwest Dairy. A snapshot of current Kansas breakfast data and examples of best practices in Kansas schools will be shared. School leaders from Wichita and Erie will be present to detail their strategies and accomplishments to date.

Kansans Can help children grow and achieve by ensuring all children have the opportunity to consume a healthy breakfast through the School Breakfast Program. Kansans Can lead the world in student success by focusing on the needs of students, thinking forward, being innovative and making sure supports, such as reducing the stigma of the School Breakfast Program, are in place. The Kansas Breakfast Leadership Team appreciates the partnership with the State Board of Education, KSDE, school districts and community partners to ensure that all children can start the day ready to learn.



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www.ksde.org

To: Commissioner Randy Watson
From: Denise Kahler
Subject: Recognition of 2019 Kansas Teacher of the Year Team

At its February meeting, the Kansas State Board of Education will have the opportunity to hear from the eight members of the 2019 Kansas Teacher of the Year Team.

2019 Kansas Teacher of the Year

Whitney Morgan, a high school English language arts and English for Speakers of Other Languages teacher at Wyandotte High School, Kansas City USD 500

2019 Kansas Regional Teachers of the Year

- Jennifer S. Brown, a first-grade teacher at Sheridan Elementary School in Junction City, Geary County USD 475
- Megan Clark, an elementary art teacher at Clear Creek Elementary School in Shawnee, De Soto USD 232
- Signe A. Cook, a fifth-grade mathematics and science teacher at Park Elementary School, Great Bend USD 428
- Nicole L. Corn, a kindergarten teacher at Sunset Hill Elementary School, Lawrence USD 497
- Lan T. Huynh, a third-grade teacher at Christa McAuliffe Academy, Wichita USD 259
- Sharon L. Kuchinski, a high school social studies teacher at Leavenworth Senior High School, Leavenworth USD 453
- Tim "T.J." Warsnak, a high school social studies teacher at Halstead High School, Halstead-Bentley USD 440

These exemplary teachers will briefly introduce themselves and then share with Board members one issue that is important to them as a classroom teacher. They will be available to respond to questions from Board members.



KANSAS

Teacher of the Year Program



2019 KANSAS TEACHER OF THE YEAR

Whitney Morgan

*Grades 9-12 English Language Arts and
English for Speakers of Other Languages*

Kansas City USD 500
Wyandotte High School
2501 Minnesota Ave.
Kansas City, KS 66102

(913) 627-7755

whitney.morgan@kckps.org

2019 KANSAS REGIONAL TEACHERS OF THE YEAR



Jennifer S. Brown

Grade 1

Geary County USD 475
Sheridan Elementary School
401 W. Ash St.
Junction City, KS 66441

(785) 717-4670

jenniferbrown@usd475.org



Lan T. Huynh

Grade 3

Wichita USD 259
Christa McAuliffe Academy
2055 S. 143rd St. E.
Wichita, KS 67230

(316) 973-9985

lhuynh@usd259.net



Megan Clark

Kindergarten-Grade 5 Art

De Soto USD 232
Clear Creek Elementary School
5815 Monticello Rd.
Shawnee, KS 66226

(913) 422-8700

megclark@usd232.org



Sharon L. Kuchinski

Grades 9-11 Social Studies

Leavenworth USD 453
Leavenworth Sr. High School
2012 10th Ave.
(Mailing Address: 200 N. 4th St.)
Leavenworth, KS 66048

(913) 684-1550

sharon.kuchinski@lvpioneers.org



Signe A. Cook

Grade 5 Mathematics and Science

Great Bend USD 428
Park Elementary School
1801 Williams St.
Great Bend, KS 67530

(620) 793-1505

signe.cook@usd428.net



T. J. Warsnak

Grades 9-12 Social Studies

Halstead-Bentley USD 440
Halstead High School
521 W. 6th St.
Halstead, KS 67056

(316) 835-2682

twarsnak@usd440.com



Nicole L. Corn

Kindergarten

Lawrence USD 497
Sunset Hill Elementary School
901 Schwarz Rd.
Lawrence, KS 66049

(785) 832-5880

ncorn@usd497.org



Communications and Recognition Programs
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 102
Topeka, KS 66612-1212

(785) 296-2551

www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson Street, Suite 102, Topeka, KS 66612-1212, (785) 296-3204.



Kansas State Department of Education

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To: Commissioner Randy Watson
From: Tate Toedman
Subject: Receive recommendations to change the requirements for a Kansas paraprofessional to become highly qualified

The Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) requires the state of Kansas to have in place requirements for paraprofessionals to be highly qualified to be paid with Title I funds in a Targeted Assistance Title building, or any instructional paraprofessional in a schoolwide Title I building.

Kansas currently has the following in place for this requirement:

- Have a high school diploma or a GED certificate and
- Complete 48 hours at an institution of higher education OR
- Obtain an associate's (or higher) degree OR
- Pass a state approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness).

The three tests are the ParaPro Assessment, ParaEducator PD Now! and the WorkKeys by ACT, Inc. The previous requirements Kansas required under the WorkKeys need to be updated based on changes made by ACT.

KSDE is recommending the following updated requirements for paraprofessionals to become highly qualified using the WorkKeys test:

- Workplace Documents (Level 4 score to pass)
- Applied Math (Level 4 score to pass)
- Graphic Literacy (Level 3 to pass)

Board action on the recommendations is anticipated in March.



Kansas State Department of Education

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(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Tate Toedman
Subject: Recognition of National ESEA Distinguished Schools

The Kansas State Board of Education will have the opportunity to hear from the two 2018 ESEA Distinguished Kansas Schools:

- Kathryn O'Laughlin McCarthy Elementary School, Hays USD 489, Principal Vicki Gile
- Roesland, Shawnee Mission USD 512, Principal Jennifer Woolever

They are two of 100 schools across the nation to be recognized as National ESEA (Elementary and Secondary Education Act) Distinguished Schools, formerly known as the National Title I Distinguished Schools Program. The principals from the above-named schools will briefly introduce themselves and share with Board members the factors they have found to be most significant in raising student achievement at their schools and their experience at the ESEA conference. They will be available to respond to questions from Board members.

Distinguished schools must qualify under one of the following categories:

- Category 1: Exceptional student performance for two or more consecutive years
- Category 2: Closing the achievement gap between student groups
- Category 3: Excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 a.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/12/2019

Scott Gordon

Scott Gordon

Randy Watson

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation to issue the license for Ashley Knier.

Explanation of Situation Requiring Action:

Ashley Knier

18-PPC- 49

Ms. Knier applied for an Initial Out-of-State Teaching License. A hearing of the Professional Practices Commission was held on Nov. 30, 2018. At that time, the Commission heard evidence of Ms. Knier's previous licensure by the Kansas State Board of Nursing and the circumstances which resulted in the revocation of that license. Ms. Knier provided testimony and evidence of rehabilitation since 2012. The Commission voted 5-1 to recommend that the Kansas State Board of Education issue Ms. Knier's Initial Out-of-State license and any other licensure for which she may apply assuming she meets all other requirements.

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

In the Matter of
the Application of
Ashley Knier

18-PPC-49

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon Ashley Knier's application for an Initial out of state license.

The hearing on this matter was held on November 30, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Bill Anderson, Jennifer Holt, Maret Schrader and Sylvia Ramirez. R. Scott Gordon appeared as counsel for KSDE. Ms. Knier appeared and testified on her own behalf.

FINDINGS OF FACT

1. Ashley Knier applied for an Initial Out of State License. She is not currently licensed.
2. In September of 2011, Ms. Knier was employed by Pioneer Manor, Stevens County Long Term Care Unit located in Hugoton, Kansas. Ms. Knier was charged with diverting controlled substances for her personal use.
3. On November 2011, Ms. Knier tested positive for multiple controlled substances for which she did not have a personal prescription.
4. Ms. Knier was suspended from her employment on November 25, 2011 pending UA.
5. Ms. Knier self-terminated due to violation of policy and random UDS on the 30th day of November, 2011.
6. On the 15th day of June, 2012, Ms. Knier was referred to the Kansas Nurses Assistance Program ("KNAP") for evaluation pursuant to decision by the Kansas State Board of Nursing.

7. Ms. Knier completed her evaluation on the 24th of July, 2012.
8. Ms. Knier was offered a three (3) year contract with KNAP and she has refused.
9. Ms. Knier's KNAP case was closed due to non-compliance.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for misconduct or other just cause including denial, revocation, cancellation, or suspension of a license in another state on grounds similar to any of the grounds described in this subsection. K.A.R. 91 22 1a(a)(13) and (b).
3. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Ms. Knier was not a licensed educator or employed in a position of public trust at the time of her offense.
6. The Professional Practices Commission believes Ms. Knier has shown evidence of rehabilitation, a recognition of the wrongfulness of her drug use, and avoidance of opportunities to repeat the behavior for which her nursing license was revoked. Additionally, the Professional Practices Commission has no reason to believe that Ms. Knier is not eligible to be licensed as a nurse.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 5 – 1 that Ashley Knier receive an Initial Out of State License and any other license for which she may be applying assuming she meets all other requirements.

This Initial Order is made and entered this November 30, 2018.

PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chairman

Order signed on _____, 2019.

NOTICE TO APPLICANT

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of January, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Ashley Knier
415 South Main Street
Hugoton, Kansas 67951

And via interoffice mail to:

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

Gwen Kramer
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 b.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/12/2019

Scott Gordon

Scott Gordon

Randy Watson

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for the denial of licenses for Jessica Atkinson and Eric Brinkman.

Explanation of Situation Requiring Action:

1. Jessica Atkinson

18-PPC-50

Ms. Atkinson is not currently licensed by the Kansas State Board of Education. She applied for an Emergency Substitute Teaching License. On Nov. 19, 2003, Ms. Atkinson was convicted of misdemeanor Endangering a Child and Driving Under the Influence. Ms. Atkinson did not reveal these convictions on her application, and was unable to provide evidence of rehabilitation during a hearing conducted by Professional Practices Committee. The Committee voted 6-0 to recommend denial of her application.

2. Eric Brinkman

18-PPC-51

Mr. Brinkman is not currently licensed by the Kansas State Board of Education. He applied for an Emergency Substitute Teaching License. Mr. Brinkman has been convicted of drug offenses on more than one occasion. Mr. Brinkman has previously had an application for licensure denied by the Kansas State Board of Education. He did not disclose either his drug convictions or denial on his current application. Mr. Brinkman was informed of the Professional Practices Committee hearing date and time but chose to not attend. The Committee voted 6-0 to recommend denial of his application.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Jessica Atkinson

18-PPC-50

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon Jessica Atkinson's application for an Emergency Substitute Teaching License.

The hearing on this matter was held on November 30, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Bill Anderson, Jennifer Holt, Maret Schrader and Sylvia Ramirez. R. Scott Gordon appeared as counsel for KSDE. Ms. Atkinson appeared and testified on his own behalf.

FINDINGS OF FACT

1. Jessica Atkinson applied for an Emergency Substitute Teaching License. She is not currently licensed.
2. On November 19, 2003, Atkinson pleaded guilty to one count misdemeanor Disorderly Conduct, in violation of K.S.A. 21-4101, two counts of misdemeanor Endangering a Child, in violation of K.S.A. 21-3608(a), and one count of misdemeanor Driving Under the Influence in violation of K.S.A. 8-1567 in the District Court of Reno County, Kansas.
3. The offenses for which she was convicted took place in 2003. Ms. Atkinson was twenty-six (26) years old at the time. She was not licensed by the Kansas State Board of Education at the time.
4. Ms. Atkinson did not disclose her offenses at the time of her application.

CONCLUSIONS OF LAW

1. Ms. Atkinson was not a licensed educator or employed in a position of public trust at the

time of her offense.

2. The Kansas State Board of Education shall not knowingly issue a license to or renew the license of any person who has been convicted of any act described in any section of Article 36 of Chapter 21 of the Kansas Statutes Annotated, prior to their repeal without first determining that the person has been rehabilitated for a period of at least five years from the date of conviction of the offense or commission of the act. (*See* K.S.A. 72-2165(b)(4),(c)).

3. Factors for the State Board to consider include the nature and seriousness of the offense or act, the conduct of the person subsequent to the commission of the offense or act, the time elapsed since the commission of the offense or act, the age of the person at the time of the offense or act, whether the offense or act was an isolated or recurring incident, and discharge from probation, pardon or expungement. (K.S.A. 72-2165(c)).

4. During the hearing, Ms. Atkinson testified as to the events which resulted in her criminal conviction. She testified that approximately 15 years ago she had attended the Kansas State Fair with her husband. They had both been drinking all day at the fair. After an argument, she left her husband at the State Fair and drove to another location to pick up her children who she subsequently drove home. She further testified to being woken by law enforcement and subsequently arrested for DUI and Endangering a Child.

5. During the hearing, Ms. Atkinson testified that she did not disclose the convictions for Endangering a Child on her licensure application because she did not believe they would show up on her criminal record. It was unclear from her testimony whether she believed her record was clear or she did not know she had been convicted.

6. Any license issued by the State Board may be denied for misconduct or other just cause such as a conviction of any misdemeanor involving a minor, conviction of any act defined in any section of Article 36 of Chapter 21 of the Kansas Statutes Annotated, or for attempting to obtain a license

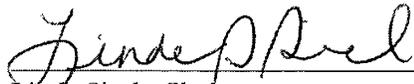
by fraudulent means or through misrepresentation of material facts.

7. The evidence shows Ms. Atkinson misrepresented material facts on her application and is not suitable to be placed in a position of trust.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 6 – 0 that Jessica Atkinson’s application for Emergency Substitute Teaching License be denied.

This Initial Order is made and entered this November 30, 2018.

PROFESSIONAL PRACTICES COMMISSION


Linda Sieck, Chairman
Order signed on Jan. 25, 2019.

NOTICE TO LICENSEE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 25th day of January, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Jessica Atkinson
607 W. 8th
Hutchinson, Kansas 67501

And via interoffice mail to:

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



Gwen Kramer
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Eric Brinkman

18-PPC-51

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon Eric Brinkman's application for an Emergency Substitute Teaching License.

The hearing on this matter was held on November 30, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Bill Anderson, Jennifer Holt, Maret Schrader and Sylvia Ramirez. R. Scott Gordon appeared as counsel for KSDE. Mr. Brinkman did not appear.

FINDINGS OF FACT

1. Eric Brinkman applied for an emergency substitute license. He is not currently licensed.
2. In September, 1999, Brinkman was convicted of the misdemeanor offense of Possession of a Controlled Substance in Case No. 1999 CM 001452 in the Circuit Court of Winnebago County, Wisconsin.
3. In May, 2001, Brinkman was convicted of the misdemeanor offenses of Possession of THC and Possession of Drug Paraphernalia in Case No. 2001 CM 000345 in the Circuit Court of Winnebago County, Wisconsin.
4. Mr. Brinkman was not licensed by the Kansas State Board of Education at the time of these offenses.
5. On July 3, 2003, Mr. Brinkman submitted an application for an Emergency Substitute Teaching License to the Kansas State Board of Education.

6. On December 1, 2003, the Professional Practices Commission recommended that the State Board of Education deny Mr. Brinkman's application and found that Mr. Brinkman's conduct in failing to disclose his previous convictions was a misrepresentation of material facts.
7. On January 13, 2004, the State Board of Education denied Mr. Brinkman's application for an Emergency Substitute Teaching License as a consequence of his prior conduct which resulted in convictions for drug-related crimes and his failure to disclose on his application the material fact that he had been convicted of crimes involving a controlled substance.
8. Mr. Brinkman did not disclose his convictions nor his previous denial of a teacher's license at the time of his current application.

CONCLUSIONS OF LAW

1. Mr. Brinkman was not a licensed educator or employed in a position of public trust at the time of his offense.
2. The Kansas State Board of Education shall not knowingly issue a license to or renew the license of any person who has been convicted of any act described in any section of Article 36 of Chapter 21 of the Kansas Statutes Annotated, prior to their repeal without first determining that the person has been rehabilitated for a period of at least five years from the date of conviction of the offense or commission of the act. (*See* K.S.A. 72-2165(b)(4),(c)).
3. Factors for the State Board to consider include the nature and seriousness of the offense or act, the conduct of the person subsequent to the commission of the offense or act, the time elapsed since the commission of the offense or act, the age of the person at the time of the offense or act, whether the offense or act was an isolated or recurring incident, and discharge from probation, pardon or expungement. (K.S.A. 72-2165(c)).
4. Any license issued by the State Board may be denied for misconduct or other just cause such as a conviction of any misdemeanor involving a minor, conviction of any act defined in any

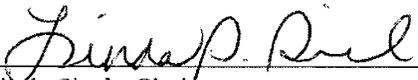
section of Article 36 of Chapter 21 of the Kansas Statutes Annotated, or for attempting to obtain a license by fraudulent means or through misrepresentation of material facts.

5. Mr. Brinkman did not appear, nor did he provide any evidence to support rehabilitation from his prior convictions.
6. The evidence shows Mr. Brinkman misrepresented material facts on his application and is not suitable to be placed in a position of trust.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 6 – 0 that Eric Brinkman’s application for an Emergency Substitute Teaching License be denied.

This Initial Order is made and entered this November 30, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman
Order signed on Jan. 25, 2018.

NOTICE TO LICENSEE

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

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below

within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 25th day of January, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Eric Brinkman
825 S 23rd Street
St. Joseph, Missouri 64507

And via interoffice mail to:

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



Gwen Kramer
Secretary, Professional Practices Commission



Great students. Great teachers. Great leaders. Great citizens.

Janet Waugh
District 1

Steve Roberts
District 2

Michelle Dombrosky
District 3

Ann Mah
District 4

Jean Clifford
District 5

Deena Horst
District 6

Ben Jones
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

To: Kansas State Board of Education

Subject: Recognition of National PTA School of Excellence Recipients from Kansas

The National PTA School of Excellence is a recognition program that supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students. The program also reiterates the importance of a joint commitment between PTA and school leaders to work together to achieve PTA's National Standards for Family-School Partnerships.

The honorees from Kansas for the two-year distinction (2018-2020) are:

- Shawnee Mission North High School, Shawnee Mission USD 512
- Mill Creek Elementary, Shawnee Mission USD 512
- Eisenhower Middle School, Kansas City Kansas USD 500

Members of Kansas State PTA, honored schools and their local PTAs will be in attendance.



Kansas State Department of Education

Landon State Office Building
900 SW Jackson Street, Suite 307
Topeka, Kansas 66612-1212

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Lizette Burks
Subject: Presentation from Manhattan USD 383 and Kansas Association of Conservation and Environmental Education on federal Green Ribbon Sustainability Award

The Manhattan-Ogden Unified School District 383 is among six districts across the country to be designated a 2018 U.S. Department of Education Green Ribbon School District Sustainability awardee.

The announcement was made this school year by the U.S. Department of Education. Across the country, 46 schools, six districts and six postsecondary institutions were honored for their innovative efforts to reduce environmental impact and utility costs; improve health and wellness; and ensure effective sustainability education.

Manhattan-Ogden USD 383 was named from a pool of candidates nominated by 25 states and the U.S. Department of Defense Education Activity. The Kansas State Department of Education (KSDE) and the Kansas Association for Conservation in Environmental Education (KACEE) worked with Manhattan-Ogden USD 383 on the nomination process.

Lucas Shivers, director of elementary education, will be joined by others in his school district and KACEE to discuss how they created a long-lasting vision to educate each student to be a contributing citizen in a changing, diverse society by championing responsible and ethical decision-making to highlight long-term zero waste goals.



Kansas State Department of Education

Landon State Office Building
900 SW Jackson Street, Suite 307
Topeka, Kansas 66612-1212

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Candi Brown, Wendy Fritz
Subject: Personnel Report

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4	2	3	5	2	2	1					
Unclassified	3	2	3	5	2	2	1					
Unclassified Regular (leadership)	1	0	0	0	0	0	0					
Total Separations	7	1	1	1	2	2	0					
Classified	0	0	0	0	0	0	0					
Unclassified	7	1	1	1	2	2	0					
Unclassified Regular (leadership)	0	0	0	0	0	0	0					
Recruiting (data on 1st day of month)	11	11	6	4	5	4	2					
Unclassified	11	11	6	4	5	4	2					
Unclassified Regular (leadership)	0	0	0	0	0	0	0					

Total employees 246 as of pay period ending 1/12/2019. Count does not include Board members. It also excludes classified temporaries and agency relocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 2/12/2019

Item Title:

Act on personnel appointment to unclassified position

Recommended Motion:

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

Explanation of Situation Requiring Action:

The following personnel appointment is presented this month:

- Tiffany Hester to the position of Education Program Consultant on the Special Education Title Services team, effective Jan. 27, 2019, at an annual salary of \$ 56,118.40. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 2/12/2019

Item Title:

Act on recommendations for Licensure Waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

Licensure Waivers

Item 17 c. Attachment

District	Dist Name	First	Last	Subject	Recomm.
D0200	Greeley County Schools	Brittany	Hemann	High Incidence Special Education	Approved*
D0200	Greeley County Schools	Deborah	Kreie	High Incidence Special Education	Approved
D0200	Greeley County Schools	Elizabeth	Warrick	High Incidence Special Education	Approved
D0200	Greeley County Schools	Jaxon	Autry	High Incidence Special Education	Approved**
D0200	Greeley County Schools	Kaci	Bell	High Incidence Special Education	Approved
D0200	Greeley County Schools	Kara	Delaretis	High Incidence Special Education	Approved
D0200	Greeley County Schools	Linda	Steele	High Incidence Special Education	Approved*
D0200	Greeley County Schools	Lisa	Schultz	High Incidence Special Education	Approved*
D0200	Greeley County Schools	Shiela	Fowler	High Incidence Special Education	Approved*
D0200	Greeley County Schools	Tessa	West	High Incidence Special Education	Approved**
D0200	Greeley County Schools	Wendy	Byrne	High Incidence Special Education	Approved*
D0202	Turner-Kansas City	Courtnie	Adam	High Incidence Special Education	Approved
D0230	Spring Hill	Shelly	Stringer	High Incidence Special Education	Approved
D0253	Emporia	Scott	Starr	High Incidence Special Education	Approved
D0259	Wichita	Robert	Miller	High Incidence Special Education	Approved
D0259	Wichita	Kayla	Nott	High Incidence Special Education	Approved
D0260	Derby	Amy	Hajdukovich	Low Incidence Special Education	Approved
D0260	Derby	Robin	Wallace	High Incidence Special Education	Approved
D0305	Salina	Monica	Zier	High Incidence Special Education	Approved
D0336	Holton	Jessica	Bienhoff	High Incidence Special Education	Approved
D0345	Seaman	Jennifer	Gibbs	Early Childhood Special Education	Approved
D0363	Holcomb	Allyson	Knoll	General Science - extension on number of days under an emergency substitute license	Approved
D0383	Manhattan-Ogden	Lisa	Mechels	Gifted	Approved
D0383	Manhattan-Ogden	Karen	Phillips	Low Incidence Special Education	Approved
D0383	Manhattan-Ogden	Chloe	Pyle	High Incidence Special Education	Approved
D0407	Russell County	Brenda	Zahm	High Incidence Special Education	Approved
D0497	Lawrence	Llara	Baska	Gifted	Approved
D0497	Lawrence	Alyssa	Willhite	High Incidence Special Education	Approved*
D0497	Lawrence	Katharine	Ritter	High Incidence Special Education	Approved
D0500	Kansas City	Ashley	Bosworth	Early Childhood Special Education	Approved
D0500	Kansas City	Megan	Chappell	Early Childhood Special Education	Approved*
D0500	Kansas City	Stephanie	Long	Early Childhood Special Education	Approved
D0500	Kansas City	April	Frederick	High Incidence Special Education	Approved**
D0500	Kansas City	Cole	Younger	High Incidence Special Education	Approved
D0500	Kansas City	Molly	Maher	High Incidence Special Education	Approved
D0500	Kansas City	Reginia	O'Dell	High Incidence Special Education	Approved
D0500	Kansas City	Sarah	Folse	High Incidence Special Education	Approved
D0500	Kansas City	Siel	Snowden	High Incidence Special Education	Approved
		*First Renewal		**Final Renewal	

					Page 2
D0500	Kansas City	Betty	Thomas	High Incidence Special Education	Approved*
D0500	Kansas City	Christopher	Wheat	High Incidence Special Education	Approved*
D0500	Kansas City	Robert	Ewing	High Incidence Special Education	Approved
D0500	Kansas City	Kelly	Meyer	High Incidence Special Education	Approved
D0500	Kansas City	Marsha	Corzan	High Incidence Special Education	Approved
D0500	Kansas City	Patty	Ratliff	High Incidence Special Education	Approved
D0500	Kansas City	Benjamin	Phillips	High Incidence Special Education	Approved*
D0500	Kansas City	Michael	Carpenter	High Incidence Special Education	Approved
D0500	Kansas City	Sara	Meis	High Incidence Special Education	Approved**
D0500	Kansas City	Scott	Snively	High Incidence Special Education	Approved*
D0500	Kansas City	Stefanie	Boice	High Incidence Special Education	Approved
D0500	Kansas City	Tara	Chalfant	High Incidence Special Education	Approved
D0500	Kansas City	Micaela	Espinoza	Early Childhood Special Education	Approved*
D0501	Topeka Public Schools	Robert	Brown	High Incidence Special Education	Approved
D0501	Topeka Public Schools	Stephanie	Hamilton	High Incidence Special Education	Approved
D0501	Topeka Public Schools	Amanda	Tucker	Early Childhood Special Education	Approved**
D0501	Topeka Public Schools	Gina	Mangiaracino	Early Childhood Special Education	Approved
D0501	Topeka Public Schools	Suzanne	Carlgrén	High Incidence Special Education	Approved
D0501	Topeka Public Schools	Jacqueline	Franklin	Gifted	Approved
D0605	South Central KS Special Educ. Coop	Jenni	Henson	Early Childhood Special Education	Approved
D0609	Southeast KS Educational Service Center	Quinten	McDowell	High Incidence Special Education - extension on number of days under an emergency substitute license	Approved
D0618	Sedgwick Co Area Educ. Services	Abigail	Easter	Low Incidence Special Education	Approved*
D0620	Three Lakes Educational Cooperative	Jacob	Neiman	High Incidence Special Education	Approved
D0620	Three Lakes Educational Cooperative	Sandra	Howe	Early Childhood Special Education	Approved
D0725	Cowley Co. Special Services Cooperative	Caitlyn	Hecker	High Incidence Special Education	Approved
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/12/2019

Robyn Meinholdt

Mischel Miller

Randy Watson

Item Title:

Act on 2019 licenses for commercial driver training schools

Recommended Motion:

It is moved that the Kansas State Board of Education issue Calendar Year 2019 licenses to the following recommended commercial Kansas driver training schools to be licensed from date of approval to Dec. 31, 2019:

Horizons Driving Academy, Salina
Suburban Driving Academy, Kansas City

Explanation of Situation Requiring Action:

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training schools will be able to provide driving instruction to each qualified enrollee. The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. Each year the commercial schools must be audited by the Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/12/2019

Lynn Bechtel

Mischel Miller

Randy Watson

Item Title:

Act on local in-service education plans

Recommended Motion:

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

Explanation of Situation Requiring Action:

In the provisions of K.S.A.72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective." K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

KSDE staff have reviewed the five-year in-service education plans of the educational agencies listed below using the standards and criteria determined by the State Board of Education and recommend they be approved with modifications:

- USD 230 Spring Hill
- USD 356 Conway Springs
- USD 357 Belle Plaine
- USD 360 Caldwell
- USD 375 Geary County
- USD 382 Pratt
- USD 428 Great Bend

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f. (1)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/12/2019

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 257, Iola, Allen County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 257, Iola, Allen County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 257, Iola, Allen County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 257 plans to use the bond proceeds to: **Proposition 1** -- (1) construct, furnish and equip a new pre-Kindergarten through Grade 5 elementary school to be constructed within the district and (2) acquire and improve a site for the proposed elementary school. **Proposition 2** – (1) construct, furnish and equip a new STEM and Career Prep Center with new kitchen, cafeteria and storm shelter area to be constructed near and serve both the Iola Middle School and Iola High School and (2) acquire and improve certain parcels of property adjacent to this site for parking improvements. **Proposition 3** – (1) acquire and install upgrades and improvements to the HVAC system at the existing Iola Middle School.

This application does not contain any non-instructional-related items.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The community was involved in the process of the building proposal.
2. All required forms were properly filed with us, along with an appropriate notice for the election.
3. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
4. An outside consultant was utilized in determining the school district needs.
5. The age of the existing building(s) appears to justify a bond election.
6. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
7. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 257-Iola	County: Allen
---	----------------------

1. Current equalized assessed tangible valuation *	<u>\$61,661,767</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$8,632,647</u>
4. State Aid Percentage	<u>35%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$35,085,000</u>	<u>56.9</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$35,085,000</u>	<u>56.9</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$8,632,647</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$26,452,353</u>	<u>42.9</u>

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

January 11, 2019
Date

January 11, 2019
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f. (2)

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 2/12/2019

Item Title:

Act on request from USD 407, Russell, Russell County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 407, Russell, Russell County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 407, Russell, Russell County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 407 plans to use the bond proceeds to: (1) construct, furnish and equip electrical and HVAC improvements, updates and upgrades; (2) construct, furnish and equip new classrooms at Simpson Elementary School; and (3) construct, furnish and equip improvements, updates and upgrades related to ADA accessibility.

This application does not contain any non-instructional-related items.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 407-Russell	County: Russell
--	------------------------

1. Current equalized assessed tangible valuation *	<u>\$78,766,715</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$11,027,340</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$17,500,000</u>	<u>22.2</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$17,500,000</u>	<u>22.2</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$11,027,340</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$6,472,660</u>	<u>8.2</u>

Forms Requested

- | | |
|--|---|
| <ul style="list-style-type: none"> (X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation | <ul style="list-style-type: none"> (X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities |
|--|---|

January 8, 2019
Date

January 8, 2019
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g. (1)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/12/2019

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 257, Iola, Allen County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 257, Iola, Allen County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 257, Iola, Allen County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 257 plans to use the bond proceeds to: **Proposition 1** -- (1) construct, furnish and equip a new pre-Kindergarten through Grade 5 elementary school to be constructed within the district and (2) acquire and improve a site for the proposed elementary school. **Proposition 2** – (1) construct, furnish and equip a new STEM and Career Prep Center with new kitchen, cafeteria and storm shelter area to be constructed near and serve both the Iola Middle School and Iola High School and (2) acquire and improve certain parcels of property adjacent to this site for parking improvements. **Proposition 3** – (1) acquire and install upgrades and improvements to the HVAC system at the existing Iola Middle School.

This application does not contain any non-instructional-related items.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The community was involved in the process of the building proposal.
2. All required forms were properly filed with us, along with an appropriate notice for the election.
3. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
4. An outside consultant was utilized in determining the school district needs.
5. The age of the existing building(s) appears to justify a bond election.
6. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
7. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for State Aid

Unified School District 257-Iola	County: Allen
---	----------------------

1. Current equalized assessed tangible valuation *	\$61,661,767
2. Percentage of bond debt limit	14.00%
3. Amount of bond debt limit	\$8,632,647
4. State Aid Percentage	35%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0
6. Amount of bond indebtedness requested	\$35,085,000	56.9
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$35,085,000	56.9
8. Estimated amount of bond indebtedness authorized without approval	\$8,632,647	14.0
9. Amount of bond indebtedness above bond debt limit requested	\$26,452,353	42.9

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

January 11, 2019
Date

January 11, 2019
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g. (2)

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/12/2019

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 407, Russell, Russell County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 407, Russell, Russell County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 407, Russell, Russell County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 407 plans to use the bond proceeds to: (1) construct, furnish and equip electrical and HVAC improvements, updates and upgrades; (2) construct, furnish and equip new classrooms at Simpson Elementary School; and (3) construct, furnish and equip improvements, updates and upgrades related to ADA accessibility.

This application does not contain any non-instructional-related items.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for State Aid

Unified School District 407-Russell	County: Russell
--	------------------------

1. Current equalized assessed tangible valuation *	<u>\$78,766,715</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$11,027,340</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$17,500,000</u>	<u>22.2</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$17,500,000</u>	<u>22.2</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$11,027,340</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$6,472,660</u>	<u>8.2</u>

Forms Requested

- | | |
|--|---|
| (X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation | (X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities |
|--|---|

January 8, 2019
Date

January 8, 2019
Date

Craig Neuenswander
Director, School Finance

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/12/2019

Jessica Noble

Mischel Miller

Randy Watson

Item Title:

Act on request to contract with Jones Huyett Partners for the purpose of creating AmeriCorps recruitment materials for the Kansas Volunteer Commission

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with Jones Huyett Partners in an amount not to exceed \$12,500 for the purpose of creating AmeriCorps recruitment materials for the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission (KVC) will collaborate with Jones Huyett Partners to create AmeriCorps print and electronic recruitment materials that can be customized by the AmeriCorps subgrantees.

Timeline: March 1, 2019 to June 30, 2019.

Contract amount is not to exceed \$12,500. Funding is provided by the Corporation for National and Community Service.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/12/2019

Cheryl Johnson

Cheryl Johnson

Randy Watson

Item Title:

Act on contract with the Kansas State Department of Agriculture for Summer Food Service Program Food Safety Inspections

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$36,000.

Explanation of Situation Requiring Action:

In order to participate in the Summer Food Service Program (SFSP) and receive funds for its operation, federal regulations require KSDE to ensure that food safety inspections of food preparation facilities and food service sites are conducted. The Kansas Department of Agriculture (KDA) is the state agency with the authority to conduct food safety inspections in Kansas. Funding for school food safety inspections is provided by the license fee.

Many short-term summer feeding sites are not required to purchase a license from KDA. KSDE is allowed to request funds from USDA for health inspections to assure appropriate and needed inspections are completed. KSDE has requested funds from USDA to pay for the inspection of unlicensed summer feeding sites.

The proposed contract with KDA would begin May 20, 2019 and would not exceed four months duration. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements.



Great students. Great teachers. Great leaders. Great citizens.

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

To: Kansas State Board of Education
Subject: Chair's Report & Requests for Future Agenda Items

These updates will include:

- a. Committee Reports, including Communications Committee presentation
- b. Board Attorney's Report
- c. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.



Kansas State Department of Education

Landon State Office Building
900 SW Jackson Street, Suite 307
Topeka, Kansas 66612-1212

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Dale Dennis
Subject: Legislative Matters

GOVERNOR'S BUDGET RECOMMENDATIONS AND EDUCATION LEGISLATION

The Governor's budget recommendations for Fiscal Year 2019 and Fiscal Year 2020 will be reviewed with the State Board as well as a status report on education legislation to date and requests from education committees.

WEDNESDAY, FEBRUARY 13, 2019 MEETING AGENDA

- | | |
|------------------------|---|
| 9:00 a.m. | 1. Call to Order |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (DI) | 4. Discussion on school bus stop arm violations |
| 9:25 a.m. (RI) | 5. Receive proposed amendments to Emergency Safety Intervention regulations |
| 10:00 a.m. (AI) | 6. Act to receive Final Report from Legislative Task Force on Dyslexia |
| 10:30 a.m. | Break |
| 10:40 a.m. (DI) | 7. Discussion on school and fire safety |
| 11:05 a.m. (AI) | 8. Act on Board Travel |
| 11:15 a.m. | ADJOURN |



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To: Commissioner Randy Watson
From: Keith Dreiling
Subject: Discussion on school bus stop arm violations

Kansas law KSA 8-1556 requires all motorists to stop when approaching or overtaking a stopped school bus displaying its flashing red lights and activated stop arm. KSDE staff members with the School Bus Safety Unit will provide information on the school bus stop arm law, survey information regarding illegal passing of stopped school buses, and options for increasing student safety. This will be a discussion topic for Board members.

The School Bus Safety Unit provides information to schools, contract transportation operations and patrons in all aspects of safely transporting students to and from school and activities.



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To: Commissioner Randy Watson
From: Laura Jurgensen, Colleen Riley
Subject: Receive proposed amendments

In November 2018 the Special Education Advisory Council took action requesting the State Board chair and State Board-SEAC liaison work with the Technical Assistance System Network (TASN) and other stakeholders to clarify the definition of seclusion within the ESI regulations. The stakeholder group agreed upon proposed changes to the definition of seclusion and SEAC approved these changes at its January 2018 meeting. Staff will present the proposed changes to these regulations for review.

K.A.R. 91-42-1. Definitions. As used in this article, each of the following terms shall have the meaning specified in this regulation:

- (a) "Administrative review" means review by the state board upon request of a parent.
- (b) "Chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.
- (c) "Commissioner" means commissioner of education.
- (d) "Complaint" means a written document that a parent files with a local board as provided for in this article.
- (e) "Department" means the state department of education.
- (f) "District" means a school district organized under the laws of this state that is maintaining a public school for a school term pursuant to K.S.A. 72-1106 (K.S.A. 2017 Supp. 72-3115), and amendments thereto. This term shall include the governing body of any accredited nonpublic school.
- (g) "Emergency safety intervention" means the use of seclusion or physical restraint.
- (h) "Enclosed area" means any separate space, regardless of its size, configuration, whether it is a temporary or permanent enclosure, whether the door is left open or closed, or even regardless of whether the area has a door.
- (i) "Hearing officer" means the state board's designee to conduct an administrative review as specified in K.A.R. 91-42-5. The hearing officer shall be an officer or employee of the department.
- (j) "Incident" means each occurrence of the use of an emergency safety intervention.
- (k) "Isolation" means no school personnel is meaningfully engaging with the student to provide instruction or to assist in the de-escalation of the student during any of the following:
 - (1) removal of a student from the learning environment by school personnel;
 - (2) separation from all or most peers and adults from the learning environment by school personnel; or
 - (3) placing the student within enclosed area of the learning environment by school personnel.
- (l) "Local board" means the board of education of a district or the governing body of any accredited nonpublic school.
- (m) "Mechanical restraint" means any device or object used to limit a student's movement.
- (n) "Parent" means any of the following:
 - (1) A natural parent;
 - (2) an adoptive parent;
 - (3) a person acting as a parent, as defined in K.S.A. 72-1046 (K.S.A. 2017 Supp. 72-3122) and amendments thereto;
 - (4) a legal guardian;
 - (5) an education advocate for a student with an exceptionality;
 - (6) a foster parent, unless the foster parent's child is a student with an exceptionality; or
 - (7) a student who has reached the age of majority or is an emancipated minor.
- (o) "Physical escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.
- (p) "Physical restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.
- (q) "School" means any learning environment, including any nonprofit institutional day or residential school or accredited nonpublic school, that receives public funding or which is subject to the regulatory authority of the state board.
- (r) "Seclusion" means placement of a student in a location where all the following conditions are met:
 - (1) The student is placed in an enclosed area by school personnel.
 - (2) The student is purposefully isolated from adults and peers.

(3) The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.

(s) "State board" means Kansas state board of education.

(t) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017, amended _____, 2019.)

K.A.R. 91-42-2. Standards for the use of emergency safety interventions. (a) An emergency safety intervention shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect such physical harm. Less restrictive alternatives to emergency safety interventions, including positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before the use of any emergency safety interventions. The use of an emergency safety intervention shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

(b) Use of an emergency safety intervention for purposes of discipline or punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

(c)(1) A student shall not be subjected to an emergency safety intervention if the student is known to have a medical condition that could put the student in mental or physical danger as a result of the emergency safety intervention.

(2) The existence of the medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which shall be provided to the school and placed in the student's file. The written statement shall include an explanation of the student's diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger and any suggested alternatives to the use of emergency safety interventions. (3) Notwithstanding the provisions of this subsection, a student may be subjected to an emergency safety intervention, if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

(d) Seclusion.

(1) Seclusion shall consist of one of the following circumstances:

(A) Having the student go to another location;

(B) Removing other students and adults from that student's location; or

(C) Using any method by which a student comes to be in an area where all the other elements of seclusion are met.

(2) When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

(3) When a student is placed in seclusion, the student shall be presumed to reasonably believe the student is prevented from leaving.

(4) ~~(e) If the enclosed area is equipped~~ ~~Each seclusion room equipped~~ with a locking door, ~~such door~~ shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in cases of emergency, including fire or severe weather.

(5) ~~(f)~~ Each seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Each room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

(e) The following types of restraint shall be prohibited:

(1) Prone, or face-down, physical restraint;

- (2) supine, or face-up, physical restraint;
 - (3) any restraint that obstructs the airway of a student;
 - (4) any restraint that impacts a student's primary mode of communication;
 - (5) chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments; and
 - (6) the use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.
- (f) The following shall not be deemed an emergency safety intervention, if its use does not otherwise meet the definition of an emergency safety intervention:
- (1) Physical escort; and
 - (2) time-out. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017, amended _____, 2019.)

Item Title:

Act to receive Final Report from Legislative Task Force on Dyslexia

Recommended Motion:

It is moved that the Kansas State Board of Education act to receive the Report of the Legislative Task Force on Dyslexia.

Explanation of Situation Requiring Action:

The Legislative Task Force on Dyslexia was created by 2018 Substitute for House Bill 2602. The purpose was to advise and make recommendations to the Governor, the Legislature and the State Board of Education regarding matters concerning the use of evidence-based practices for students with dyslexia. Jim Porter, State Board of Education, served as Chairperson of the Task Force; Rep. Brenda Dietrich, served as Vice Chairperson.

Pursuant to KSA 72-8193, the Task Force shall prepare a report and submit it to the Governor, the Legislature and the State Board of Education by Jan. 30, 2019. A copy is provided.

Report of the Legislative Task Force on Dyslexia to the 2019 Kansas Legislature

CHAIRPERSON: Jim Porter

VICE-CHAIRPERSON: Representative Brenda Dietrich

LEGISLATIVE MEMBERS: Senators Bruce Givens and Ty Masterson

NON-LEGISLATIVE MEMBERS: Jennifer Bettles, Sarah Brinkley, Jaime Callaghan, Tally Fleming, David Hurford, Jennifer Knight, Alisa Matteoni, Christina Middleton, Jeanine Phillips, Jeri Powers, Angie Schreiber, and Sonja Watkins

EX OFFICIO MEMBERS: Mike Burgess, Laura Jurgensen, and Lori McMillan

CHARGE

Pursuant to 2018 Sub. for HB 2602, the Task Force is to advise and make recommendations to the Governor, the Legislature, and the State Board of Education regarding matters concerning the use of evidence-based practices for students with dyslexia. Specifically, the bill provides the Task Force's recommendations and resource materials shall:

- Research and recommend evidence-based reading practices to address dyslexia or characteristics of dyslexia for use by schools;
- Research and recommend high-quality pre-service and in-service professional development activities to address reading difficulties like dyslexia, including identification of dyslexia and effective reading interventions to be used in schools and within degree programs, such as education, reading, special education, speech-language pathology, and psychology;
- Study and examine current state and federal laws and rules and regulations, and the implementation of such laws and rules and regulations that affect students with dyslexia; and
- Identify valid and reliable screening and evaluation assessments and protocols that can be used and the appropriate personnel to administer such assessments in order to identify children with reading difficulties, such as dyslexia or the characteristics of dyslexia as part of an ongoing reading progress monitoring system, multi-tiered system of supports, and Child Find special education eligibility for students.

January 2019

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Legislative Task Force on Dyslexia

REPORT

Conclusions and Recommendations

The Task Force largely organized its recommendations around the structure of its subcommittees on Pre-service and In-service Professional Development, Screening and Evaluation Process, and Evidence-based Reading Practices. The Subcommittee on Current State and Federal Law recommended the Task Force target all recommendations to the appropriate audience and request necessary resources for the implementation of all Task Force recommendations.

Pre-service:

- The Kansas State Board of Education (KSBE) should modify the Educator Preparation Program Standards to include the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading;
- KSBE should require candidates for K-6 teaching licenses, English Language Arts endorsements, reading specialist teaching licenses, and special education teaching licenses to pass an examination of their knowledge of the science of reading. KSBE should study and approve a test or multiple tests to satisfy this requirement; and
- The Legislature should provide funding to train college of education professors who teach reading to become cognizant in the science of reading. Training could include conference participation, educational experiences, webinars, and relevant education materials.

Professional Learning:

- KSBE should require school systems to provide evidence-based and consistent professional development opportunities consisting of training regarding the nature of dyslexia, an introduction in procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures. The content of the professional development should include those areas listed in Appendix A;
- KSBE should encourage colleges of education in Kansas to develop a course of study with a specialization in dyslexia and dyslexia-like characteristics. This course should be geared toward a Science of Reading endorsement (English for Speakers of Other Languages endorsement could be used as a model for the structure of this endorsement). This course of study should align with the IDA Knowledge and Practice Standards. This course of study should include practica experiences working with students with dyslexia or characteristics of dyslexia with appropriate supervision and leadership development skills such that the person who graduates with this endorsement can train other classroom teachers and reading specialists within their school district. The training for classroom teachers should be consistent with the IDA document, *Dyslexia in the Classroom: What Every Teacher Needs to Know* (Appendix B); and
- The Legislature should provide funding for school districts to train appropriate staff on dyslexia and recognizing dyslexia and the use of screening, diagnostic, and progress monitoring tools that are sensitive to the characteristics of dyslexia.

Screening and Evaluation Process:

- KSBE should require every accredited school district to screen and identify students at risk of dyslexia or demonstrating the characteristics of dyslexia;
- KSBE should amend the Kansas Education Systems Accreditation model to require districts to implement a rigorous tiered system of supports subject to external review;
- KSBE should develop and provide to school districts criteria for vetting and approving tools and materials for screening and assessing students for characteristics of dyslexia; and
- The Legislature should provide additional funding to districts for the purpose of acquiring screening, diagnostic, and progress monitoring tools that are sensitive to the characteristics of dyslexia. KSBE should provide recommendations to districts on appropriate screening, diagnostic, and progress monitoring tools.

Evidence-based Reading Practices:

- KSBE should require each accredited school district to utilize structured literacy as the evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia. KSBE should utilize the “Components of Structured Literacy Checklist” from *The New Jersey Dyslexia Handbook* (Appendix C) to evaluate structured literacy programs for accreditation purposes. KSBE should ensure school districts are made aware of information concerning structured literacy training and information currently available from the Kansas Technical Assistance System Network (Appendix D);
- KSBE should direct the creation of a dyslexia handbook for use by schools in Kansas. The creation of the handbook should involve input from a broad array of stakeholders; and
- KSBE should identify a dyslexia coordinator within the Kansas State Department of Education.

Other:

- **Task Force continuation.** The Legislature should reappoint the Legislative Task Force on Dyslexia (Task Force) to meet once per year for three years to monitor progress of implementation of the recommendations. The reappointed Task Force should include the same members and also include the consulting conferees participating in the November 28, 2018, and January 10, 2019, meetings of the Task Force; and
- **Dyslexia definition.** The Task Force concluded the definition of “dyslexia” used by schools and policymakers should be the definition provided by the IDA, which states dyslexia is “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Proposed Legislation: None

BACKGROUND

The Task Force was created by 2018 Sub. for HB 2602, codified at KSA 72-8193, to advise and make recommendations to the Governor, Legislature, and Kansas State Board of Education (KSBE) on or before January 30, 2019, regarding matters concerning the use of evidence-based practices for students with dyslexia. The Task Force was specifically required to:

- Research and recommend evidence-based reading practices to address dyslexia or characteristics of dyslexia for use by schools;
- Research and recommend high quality pre-service and in-service professional development activities to address reading difficulties like dyslexia, including identification of dyslexia and effective reading interventions to be used in schools and applicable degree programs;
- Study and examine state and federal law, rules and regulations, and the implementation of such laws and rules and regulations that affect students with dyslexia; and
- Identify valid and reliable screening and evaluation assessments and protocols that can be used, as well as the appropriate personnel to administer such assessments, in order to identify children with reading difficulties, such as dyslexia or the characteristics of dyslexia.

The Task Force is composed of the following 16 voting members:

- One Senate member and one elementary school classroom teacher appointed jointly by the chairperson and ranking minority member of the Senate Committee on Education;
- One House member and one elementary school classroom teacher appointed jointly

by the chairperson and ranking minority member of the House Committee on Education;

- One member from the KSBE appointed by the KSBE, who will serve as the Task Force chairperson;
- One professor employed by a state educational institution with specialized expertise in effective evidence-based reading practices for dyslexia appointed by the President of the Kansas Board of Regents;
- One public school principal appointed by the United School Administrators of Kansas;
- Four parents of children with a diagnosis of dyslexia to be individually appointed by Keys for Networking, Inc.; Families Together, Inc.; Decoding Dyslexia Johnson County; and the International Dyslexia Association Kansas Missouri Branch, who should be appointed with an effort to provide statewide representation, if possible;
- One member appointed by the Kansas Association of Special Education Administrators;
- One elementary school building-level reading specialist appointed by the KSBE;
- One elementary school special education teacher appointed by the KSBE;
- One licensed psychologist or speech-language pathologist who diagnoses dyslexia as a part of such person's practice appointed by the Task Force chairperson; and
- One member identified as a non-profit service provider for children diagnosed

with dyslexia appointed by the chairperson of the Task Force.

The Task Force also includes the following three ex officio, non-voting members:

- One Kansas State Department of Education (KSDE) licensed attorney appointed by the KSDE;
- One licensed attorney familiar with dyslexia appointed jointly by the chairpersons of the House Committee on Education and Senate Committee on Education; and
- One member appointed by the Disability Rights Center of Kansas.

The statute allowed the Task Force to meet up to six times and meet at any time and at any place within Kansas on the call of the Chairperson and, if approved by the Legislative Coordinating Council, members would be paid for expenses, mileage, and subsistence.

The Task Force chairperson was required to call an organizational meeting of the Task Force on or before July 15, 2018.

Further information concerning the Task Force, including the minutes of its meetings, documents presented to the Task Force, and Subcommittee reports, may be found at http://www.kslegislature.org/li_2018/b2017_18/committees/ctte_tf_dyslexia_1/documents/.

COMMITTEE ACTIVITIES

The Task Force met five times during the 2018 Interim: July 12, 2018; September 13, 2018; November 9, 2018; November 28, 2018; and January 10, 2019. In accordance with its statutory charge, the Task Force's work focused on matters concerning the use of evidence-based practices for students with dyslexia.

July 12, 2018

The Task Force Chairperson, appointed by the

KSBE, accepted nominations from the body for a vice-chairperson as required by statute. The body elected Representative Dietrich. The Chairperson asked Task Force members to describe the basis for their appointment to the Task Force and their own experiences with dyslexia.

Upon receiving input from the Task Force members, the Chairperson created four subcommittees and assigned members to the subcommittees. Subcommittees included Current State and Federal Law, Evidence-based Reading Practices, Pre-service and In-service Professional Development, and Screening and Evaluation Process. Chairpersons were appointed for the subcommittees and the subcommittees were instructed to meet upon the call of their chairpersons and make recommendations to the Task Force in their respective areas.

September 13, 2018

The Task Force received a presentation from Dr. David Hurford on the nature of dyslexia and the science of reading. A representative of KSDE presented the agency's recommendations in reference to dyslexia and information on the agency's comprehensive strategy for teaching reading and intervening when reading struggles emerge.

The Task Force also received status updates and initial draft recommendations from the four subcommittees created at the July 12 meeting of the Task Force.

November 9, 2018

The Task Force met at the offices of the Kansas Association of School Boards to receive a presentation from Dr. Jack Fletcher, the Hugh Roy and Lillie Cranz Cullen Distinguished University Chair of Psychology at the University of Houston, on his own work studying dyslexia and the education of children with dyslexia. Dr. Fletcher stated the quality of core reading skills for all children must be the central focus, the brain's neural systems must be programmed in order to read, and explicit phonics (building from the part to the whole) is the answer. He further provided a review of the recommendations of the subcommittees of the Task Force and recommended specific changes to some of those

recommendations.

November 28, 2018

At the Task Force's fourth meeting, the Chairperson introduced individuals who participated in the Task Force's final two meetings to provide additional perspectives that were not included in the Task Force membership. The individuals included Dr. Barbara Bradley, representing colleges of education at Kansas Board of Regents universities; Lynette Cross, representing the Kansas Independent College Association; Deb Farr, representing the Kansas National Education Association; Heath Peine, representing Kansas Multi-Tiered System of Supports and Alignment; and Dr. Joan Robbins, a retired Special Education Director.

Mr. Peine, Assistant Superintendent of USD 353 Wellington, presented information on Kansas Multi-Tiered System of Supports and Alignment as administered by the Kansas Technical Assistance System Network. Mr. Peine presented information on how that system could be effective for serving students indicating characteristics of dyslexia.

The Task Force also received final recommendations from each subcommittee and discussed converting those recommendations into Task Force recommendations.

January 10, 2019

At the final meeting of the Task Force, the Chairperson presented a set of draft recommendations for the Task Force assembled by the Chairperson and the chairpersons of the subcommittees. The Task Force debated and amended those recommendations before unanimously approving the amended recommendations. The Task Force also unanimously approved a definition of dyslexia used by the International Dyslexia Association (IDA).

Subcommittee Activities

Current State and Federal Law

The Subcommittee on Current State and Federal Law met on August 15, September 11, October 4, October 11, October 25, and November

5 to examine and review current laws and consider the fit of recommendations of other subcommittees into the existing legal framework.

August 15. The Subcommittee members discussed their individual prior research in the area and requested Kansas Legislative Research Department (KLRD) staff update a 50-state survey on laws concerning education of students with dyslexia. The Subcommittee also discussed the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Kansas Act for Exceptional Children, and Kansas special education regulations.

September 11. The Subcommittee reviewed the updated 50-state survey provided by KLRD staff of laws concerning education of students with dyslexia. The Subcommittee also discussed possible future meeting topics.

October 4. The Subcommittee heard from representatives of KSDE concerning teacher licensure and teacher education program standards. The Subcommittee discussed possible changes to these standards to achieve recommendations of other subcommittees. The Subcommittee specifically noted careful consideration of the appropriate standards to adjust and which licensees should have standards adjusted must be given by the Task Force.

October 11. The Subcommittee heard from representatives of KSDE concerning various state and federal funding options for general and special education. The representatives informed the Subcommittee existing funding sources are currently fully allocated to other educational efforts and any new legislation would require new funding or stripping funding from other educational efforts. They also noted even using existing training resources, such as the Technical Assistance System Network, may require a new appropriation of state funds.

October 25. The Subcommittee met with representatives of teacher preparation programs at Kansas public and private institutions of higher education. The representatives expressed frustration they had not been included in the Task Force's work. They indicated a framework already exists into which improvements to teacher

preparation for dyslexia education could be placed. They further indicated much work is already being done to train teachers to educate students with dyslexia, but more could be done within the existing framework. The Subcommittee also reviewed the option of using the Early and Periodic Screening, Diagnostic and Treatment component of Medicaid as an avenue for dyslexia screening and services.

November 5. The Subcommittee discussed its report to the Task Force.

Evidence-based Reading Practices

The Subcommittee on Evidence-based Reading Practices met on September 5 and October 5 to review the reading practices of other states and make recommendations for Kansas.

September 5. The Subcommittee discussed evidence-based practices adopted by other states, as well as possible recommendations to the Task Force.

October 5. The Subcommittee adopted tentative recommendations to the Task Force.

Pre-service and In-service Professional Development

The Subcommittee on Pre-service and In-service Professional Development met four times *via* an online program that allowed sharing of materials and interaction between the members. The dates of the meetings were July 27, August 13, August 27, and September 7.

The Subcommittee discussed what aspects of the knowledge base of the science of reading should be covered in pre-service training and what the ramifications of implementing potential suggestions would be for institutions of higher education, particularly for colleges of education and teacher preparation programs. The Subcommittee discovered some in-service teachers' lack of training at the pre-service level resulted in a continued lack of understanding of the science of reading and how to implement appropriate science-based identification and intervention strategies.

Screening and Evaluation Process

The Subcommittee on Screening and Evaluation Process met on August 21, October 24, and January 3 to consider screening and evaluation processes currently used by Kansas schools and possible alternatives.

August 21. The Subcommittee met and discussed various dyslexia screening tools and protocols, as well as possible recommendations to the Task Force.

October 24. The Subcommittee met and discussed the use of multi-tiered system of support for screening for dyslexia and adopted tentative recommendations to the Task Force.

January 3. The Subcommittee met and revised its recommendations to the Task Force.

CONCLUSIONS AND RECOMMENDATIONS

Prior to the January 10, 2019, meeting of the Task Force, the Chairperson and the chairpersons of the Subcommittees met and formulated draft recommendations for the Task Force. The Task Force modified those recommendations at the January 10 meeting and adopted the following modified recommendations, largely organized around the structure of the subcommittees.

Pre-service

KSBE should modify the Educator Preparation Program Standards to include the IDA's Knowledge and Practice Standards for Teachers of Reading.

KSBE should require candidates for K-6 teaching licenses, English Language Arts endorsements, reading specialist teaching licenses, and special education teaching licenses to pass an examination of their knowledge of the science of reading. KSBE should study and approve a test or multiple tests to satisfy this requirement.

The Legislature should provide funding to train college of education professors who teach reading to become cognizant in the science of reading. Training could include conference participation, educational experiences, webinars,

and relevant education materials.

Professional Learning

KSBE should require school systems to provide evidence-based and consistent professional development opportunities consisting of training regarding the nature of dyslexia, an introduction in procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures. The content of the professional development should include those areas listed in Appendix A.

KSBE should encourage colleges of education in Kansas to develop a course of study with a specialization in dyslexia and dyslexia-like characteristics. This course should be geared toward a Science of Reading endorsement (English for Students of Other Languages endorsement could be used as a model for the structure of this endorsement). This course of study should align with the IDA Knowledge and Practice Standards. This course of study should include practica experiences working with students with dyslexia or characteristics of dyslexia with appropriate supervision and leadership development skills such that the person who graduates with this endorsement can train other classroom teachers and reading specialists within their school district. The training for classroom teachers should be consistent with the IDA document, *Dyslexia in the Classroom: What Every Teacher Needs to Know* (Appendix B).

The Legislature should provide funding for school districts to train appropriate staff on dyslexia and recognizing dyslexia and the use of screening, diagnostic, and progress monitoring tools that are sensitive to the characteristics of dyslexia.

Screening and Evaluation Process

KSBE should require every accredited school district to screen and identify students at risk of dyslexia or demonstrating the characteristics of dyslexia.

KSBE should amend the Kansas Education Systems Accreditation model to require districts to implement a rigorous tiered system of supports subject to external review.

KSBE should develop and provide to school districts criteria for vetting and approving tools and materials for screening and assessing students for characteristics of dyslexia.

The Legislature should provide additional funding to districts for the purpose of acquiring screening, diagnostic, and progress monitoring tools that are sensitive to the characteristics of dyslexia. KSBE should provide recommendations to districts on appropriate screening, diagnostic, and progress monitoring tools.

Evidence-based Reading Practices

KSBE should require each accredited school district to utilize structured literacy as the evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia. KSBE should utilize the “Components of Structured Literacy Checklist” from *The New Jersey Dyslexia Handbook* (Appendix C). For information concerning structured literacy training and information currently available from the Kansas Technical Assistance System Network (Appendix D).

KSBE should direct the creation of a dyslexia handbook for use by schools in Kansas. The creation of the handbook should involve input from a broad array of stakeholders.

KSBE should identify a dyslexia coordinator within the KSDE.

Other

Task Force continuation. The Legislature should reappoint the Task Force to meet once per year for three years to monitor progress of implementation of the recommendations. The reappointed Task Force should include the same members and also include the consulting conferees participating in the November 28, 2018, and January 10, 2019, meetings of the Task Force.

Dyslexia definition. The Task Force concluded the definition of “dyslexia” used by schools and policymakers should be the definition provided by the IDA, which states dyslexia is “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with

accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities

and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

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Appendix B – Dyslexia in the Classroom: What Every Teacher Needs to Know,
International Dyslexia Association

Appendix C – Components of Structured Literacy Checklist, The New Jersey Dyslexia
Handbook

Appendix D – Kansas Technical Assistance System Network – Kansas LETRS Training
Guide

Appendix A

Professional Learning Content

- a. Overview of science and how science works to solve problems and create solutions, including the scientific method.
- b. Information concerning the meaning of the terms research-based and science-based and how to identify programs that are science-based.
- c. Definition of dyslexia.
- d. Characteristics of dyslexia.
- e. Potential outcomes if students are not taught explicitly to become competent readers, including results of additional socio-emotional difficulties.
- f. Information regarding writing systems, including the differences between transparent and opaque writing systems.
- g. Information concerning how the English writing system contributes to reading failure.
- h. Dyslexia identification procedures.
- i. Dyslexia intervention strategies and how to implement them.
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Dyslexia In the Classroom

What Every Teacher Needs to Know



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INTRODUCTION

The degree of difficulty a child with dyslexia has with reading, spelling, and/or speaking varies from person to person due to inherited differences in brain development, as well as the type of teaching the person receives. The brain is normal, often very “intelligent,” but with strengths in areas other than the language area.

This “difference” goes undetected until the person finds difficulty when learning to read and write. Each individual with dyslexia is unique, but the multisensory approach is flexible enough to serve a wide range of ages and learning differences. A multisensory approach can be valuable to many; to the dyslexic child it is essential. The expertise of the teacher is the key.

The intent of this toolkit is to provide classroom teachers with basic information about dyslexia, dispel some of the myths and misconception surrounding it and be a resource that will increase their capacity to ensure the success of the diverse group of learners in their classrooms.

ABOUT IDA

The International Dyslexia Association (IDA) was founded in 1949 as The Orton Society to honor and further the work and passion of Dr. Samuel Torrey Orton. IDA serves individuals with dyslexia, their families, and professionals in the field. We have more than 9,000 members, 42 branches throughout the United States and Canada and have 27 global partners in 23 countries. Together we are working to help those with and affected by dyslexia.

We believe that all individuals have the right to achieve their potential, that individual learning abilities can be strengthened, and that social, educational and barriers to language acquisition and use must be removed.

IDA actively promotes effective teaching approaches and related clinical educational intervention strategies for individuals with dyslexia. We support and encourage interdisciplinary research. We facilitate the exploration of the causes and early identification of dyslexia and are committed to the responsible and wide dissemination of research and evidence based knowledge.

The purpose of IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write...in a way that creates hope, possibility, and partnership, so that every individual has the opportunity to lead a productive and fulfilling life, and society benefits from the resource that is liberated.

WHAT IS DYSLEXIA?

The formal definition of dyslexia is:

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

But what does that mean exactly?

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, and/or extra support services.

What causes dyslexia?

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a person with dyslexia develops and functions. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, students with dyslexia can learn successfully.

Dyslexia occurs in people of all backgrounds and intellectual levels. People with dyslexia can be very bright. They are often capable or even gifted in areas such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports. In addition, dyslexia runs in families; having a parent or sibling with dyslexia increases the probability that you will also have dyslexia. For some people, their dyslexia is identified early in their lives, but for others, their dyslexia goes unidentified until they get older.

What are the effects of dyslexia?

The impact that dyslexia has is different for each person and depends on the severity of the condition and the timeliness and effectiveness of instruction or remediation. The core difficulty involves word recognition and reading fluency, spelling, and writing. Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

People with dyslexia can also have problems with spoken language, even after they have been exposed to excellent language models in their homes and high quality language instruction in school. They may find it difficult to express

themselves clearly, or to fully comprehend what others mean when they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people. The effects of dyslexia reach well beyond the classroom.

What misconceptions exist regarding dyslexia?

It is equally important to understand what dyslexia isn't. There are great misconceptions and myths about dyslexia which make it that much more difficult for someone with dyslexia to receive help and generally be understood.

It is a myth that individuals with dyslexia "read backwards." Their spelling can look quite jumbled at times not because they read or see words backwards, but because students have trouble remembering letter symbols for sounds and letter patterns in words.

Dyslexia is not a disease and, therefore, there is no cure. With proper diagnosis, appropriate and timely instruction, hard work, and support from family, teachers, friends, and others, individuals who have dyslexia can succeed in school and later as adults.

Individuals with dyslexia do not have a lower level of intelligence. In fact, more often than not, the complete opposite is true.

SIGNS AND SYMPTOMS OF DYSLEXIA

It is crucial to be able to recognize the signs of symptoms of dyslexia. The earlier a child is evaluated, the sooner he or she can obtain the appropriate instruction and accommodations he or she needs to succeed in school.

General problems experienced by people with dyslexia include the following:

- Learning to speak
- Learning letters and their sounds
- Organizing written and spoken language
- Memorizing number facts
- Reading quickly enough to comprehend
- Keeping up with and comprehending longer reading assignments
- Spelling
- Learning a foreign language
- Correctly doing math operations

Some specific signs for elementary aged children may include:

- Difficulty with remembering simple sequences such as counting to 20, naming the days of the week, or reciting the alphabet
- Difficulty understanding the rhyming of words, such as knowing that *fat* rhymes with *cat*
- Trouble recognizing words that begin with the same sound (for example, that *bird*, *baby*, and *big* all start with *b*)
- Pronunciation difficulties

- Trouble easily clapping hands to the rhythm of a song
- Difficulty with word retrieval (frequently uses words like “stuff” and “that thing” rather than specific words to name objects)
- Trouble remembering names of places and people
- Difficulty remembering spoken directions

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

An individual can have more than one learning or behavioral disability. For example, in various studies as many as 30% of those diagnosed with a learning or reading difference have also been diagnosed with ADHD. Although disabilities may co-occur, one is not the cause of the other.

SOCIAL AND EMOTIONAL CONNECTION

Samuel T. Orton, M.D., was one of the first researchers to describe the emotional aspects of dyslexia. According to his research, the majority of preschoolers who were later diagnosed as having dyslexia are happy and well adjusted. Their emotional problems begin to develop when early reading instruction does not match their learning needs. Over the years, the frustration mounts as classmates surpass the student with dyslexia in reading skills.

Stress and Anxiety

Jerome J. Schultz’s informative IDA fact sheet “[The Dyslexia-Stress-Anxiety Connection](#)” is a must read for those wanting guidance on understanding the relationship between dyslexia and emotional and social difficulties, as well as the implications for academic performance and social interactions. Dr. Schultz explains his DE-STRESS model in a step-by-step guide for addressing stress, anxiety, and dyslexia.

Stress and anxiety increase when we’re in situations over which we have little or no control (e.g., a car going off the road, tripping on the stairs, reading in public). All people, young and old, can experience overwhelming stress and exhibit signs of anxiety, but children, adolescents, and adults with dyslexia are particularly vulnerable. That’s because many individuals do not fully understand the nature of their learning disability, and as a result, tend to blame themselves for their own difficulties. Years of self-doubt and self-recrimination may erode a person’s self-esteem, making them less able to tolerate the challenges of school, work, or social interactions and more stressed and anxious.

Many individuals with dyslexia have experienced years of frustration and limited success, despite countless hours spent in special programs or working with specialists. Their progress may have been agonizingly slow and frustrating, rendering them emotionally fragile and vulnerable. Some have been subjected to excessive pressure to succeed (or excel) without the proper support or training. Others have been continuously compared to siblings, classmates, or co-workers, making them embarrassed, cautious, and defensive.

Individuals with dyslexia may have learned that being in the company of others places them at risk for making public mistakes and the inevitable negative reactions that may ensue. It makes sense, then, that many people

with dyslexia have become withdrawn, sought the company of younger people, or become social isolates. (Schultz, 2013, p. 2)

This fact sheet can be found on the IDA website, www.DyslexiaIDA.org.

Self-Image

Dyslexia can also affect a person's self-image. Students with dyslexia often end up feeling "dumb" and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a student may become discouraged about continuing in school.

If children succeed in school, they will develop positive feelings about themselves and believe that they can succeed in life. If children meet failure and frustration, they learn that they are inferior to others, and that their effort makes very little difference. Instead of feeling powerful and productive, they learn that their environment controls them. They feel powerless and incompetent.

Researchers have learned that when typical learners succeed, they credit their own efforts for their success. When they fail, they tell themselves to try harder. However, when learners with dyslexia succeed, they are likely to attribute their success to luck. When they fail, they simply see themselves as stupid.

Research also suggests that these feelings of inferiority develop by the age of 10. After this age, it becomes extremely difficult to help the child develop a positive self-image. This is a powerful argument for early intervention.

Depression

Depression is also a frequent complication in dyslexia. Depressed children and adolescents often have different symptoms than do depressed adults. The depressed child is unlikely to be lethargic or to talk about feeling sad. Instead he or she may become more active or misbehave to cover up the painful feelings. In the case of masked depression, the child may not seem obviously unhappy. However, both children and adults who are depressed tend to have three similar characteristics:

- They tend to have negative thoughts about themselves, that is, a negative self- image.
- They tend to view the world negatively. They are less likely to enjoy the positive experiences in life. This makes it difficult for them to have fun.
- Most depressed youngsters have great trouble imagining anything positive about the future. The depressed child with dyslexia not only experiences great pain in his present experiences, but also foresees a life of continuing failure.

So how can you help?

Children are more successful when early in their lives someone has been extremely supportive and encouraging, and when they have found an area in which they can succeed. Teachers can create an incredible support system by:

- Listening to children's feelings. Anxiety, anger and depression can be daily companions for children with dyslexia. However, their language problems often make it difficult for them to express their feelings. Therefore, adults must help them learn to talk about their feelings.
- Rewarding effort, not just "the product." For students with dyslexia, grades should be less important than progress.

- When confronting unacceptable behavior, do not inadvertently discourage the child with dyslexia. Words such as “lazy” or “incorrigible” can seriously damage the child’s self-image.
- Helping students set realistic goals for themselves. Many students with dyslexia set perfectionistic and unattainable goals. By helping the child set an attainable goal, teachers can change the cycle of failure.

Above all, it is critical that school personnel, parents, and outside professionals working with the child with dyslexia communicate on an on-going basis to provide the support needed, so he or she can become a happy and successful student, and eventually, a happy and successful adult.

CLASSROOM STRATEGIES, TIPS AND TOOLS

Schools can implement academic accommodations and modifications to help students with dyslexia succeed. For example, a student with dyslexia can be given extra time to complete tasks, help with taking notes, and work assignments that are modified appropriately. Teachers can give taped tests or allow students with dyslexia to use alternative means of assessment. Students can benefit from listening to books on tape and using text reading and word processing computer programs.

Teaching students with dyslexia across settings is challenging. Both general education and special education teachers seek accommodations that foster the learning and management of a class of heterogeneous learners. It is important to identify accommodations that are reasonable to ask of teachers in all classroom settings. The following accommodations provide a framework for helping students with learning problems achieve in general education and special education classrooms. They are organized according to accommodations involving materials, interactive instruction, and student performance.

Accommodations Involving Materials

Students spend a large portion of the school day interacting with materials. Most instructional materials give teachers few activities or directions for teaching a large class of students who learn at different rates and in various ways. This section provides material accommodations that enhance the learning of diverse students. Frequently, paraprofessionals, volunteers, and students can help develop and implement various accommodations. Material accommodations include the following:

- **Clarify or simplify written directions.** Some directions are written in paragraph form and contain many units of information. These can be overwhelming to some students. The teacher can help by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful.
- **Present a small amount of work.** The teacher can tear pages from workbooks and materials to present small assignments to students who are anxious about the amount of work to be done. This technique prevents students from examining an entire workbook, text, or material and becoming discouraged by the amount of work.

- **Block out extraneous stimuli.** If a student is easily distracted by visual stimuli on a full worksheet or page, a blank sheet of paper can be used to cover sections of the page not being worked on at the time. Also, line markers can be used to aid reading, and windows can be used to display individual math problems. Additionally, using larger font sizes and increasing spacing can help separate sections.
- **Highlight essential information.** If an adolescent can read a regular textbook but has difficulty finding the essential information, the teacher can mark this information with a highlight pen.
- **Use a placeholder in consumable material.** In consumable materials in which students progress sequentially (such as workbooks), the student can make a diagonal cut across the lower right-hand corner of the pages as they are completed. With all the completed pages cut, the student and teacher can readily locate the next page that needs to be corrected or completed.
- **Provide additional practice activities.** Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets.
- **Provide a glossary in content areas.** Students often benefit from a glossary of content-related terms.
- **Develop reading guides.** A reading guide helps the reader understand the main ideas and sort out the numerous details related to the main ideas. A reading guide can be developed paragraph-by-paragraph, page-by-page, or section-by-section.
- **Use an audio recording device.** Directions, stories, and specific lessons can be recorded. The student can replay the tape to clarify understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape.
- **Use of assistive technology.** Assistive technology products such as tablets, electronic readers/dictionaries/spellers, text to speech programs, audio books, and more can be very useful tools.

Accommodations Involving Interactive Instruction

The task of gaining students' attention and engaging them for a period of time requires many teaching and managing skills. Teaching and interactions should provide successful learning experiences for each student. Some accommodations to enhance successful interactive instructional activities are:

- **Use explicit teaching procedures.** Many commercial materials do not cue teachers to use explicit teaching procedures; thus, the teacher often must adapt a material to include these procedures. Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).
- **Repeat directions.** Students who have difficulty following directions are often helped by asking them to repeat the directions in their own words. The student can repeat the directions to a peer when the teacher is unavailable. If directions contain several steps, break down the directions into subsets. Simplify directions by presenting only one portion at a time and by writing each portion on the chalkboard as well

as stating it orally. When using written directions, be sure that students are able to read and understand the words as well as comprehend the meaning of sentences.

- **Maintain daily routines.** Many students with learning problems need the structure of daily routines to know and do what is expected.
- **Provide a copy of lesson notes.** The teacher can give a copy of lesson notes to students who have difficulty taking notes during presentations.
- **Provide students with a graphic organizer.** An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.
- **Use step-by-step instruction.** New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction.
- **Simultaneously combine verbal and visual information.** Verbal information can be provided with visual displays (e.g., on an overhead or handout).
- **Write key points or words on the chalkboard/whiteboard.** Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard/whiteboard.
- **Use balanced presentations and activities.** An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.
- **Use mnemonic instruction.** Mnemonic devices can be used to help students remember key information or steps in a learning strategy.
- **Emphasize daily review.** Daily review of previous learning or lessons can help students connect new information with prior knowledge.

Accommodations Involving Student Performance

Students vary significantly in their ability to respond in different modes. For example, students vary in their ability to give oral presentations; participate in discussions; write letters and numbers; write paragraphs; draw objects; spell; work in noisy or cluttered settings; and read, write, or speak at a fast pace. Moreover, students vary in their ability to process information presented in visual or auditory formats. The following accommodation involving mode of reception and expression can be used to enhance students' performance:

- **Change response mode.** For students who have difficulty with fine motor responses (such as handwriting), the response mode can be changed to underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards/whiteboards.
- **Provide an outline of the lesson.** An outline enables some students to follow the lesson successfully and make appropriate notes. Moreover, an outline helps students to see the organization of the material and ask timely questions.

- **Encourage use of graphic organizers.** A graphic organizer involves organizing material into a visual format. To develop a graphic organizer, the student can list the topic on the first line, collect and divide information into major headings, list all information relating to major headings on index cards, organize information into major areas, place information under appropriate subheadings, and place information into the organizer format.
- **Place students close to the teacher.** Students with attention problems can be seated close to the teacher, chalkboard/whiteboard, or work area and away from distracting sounds, materials, or objects.
- **Encourage use of assignment books or calendars.** Students can use calendars to record assignment due dates, list school related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments.
- **Have students turn lined paper vertically for math.** Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing math problems.
- **Use cues to denote important items.** Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
- **Design hierarchical worksheets.** The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.
- **Allow use of instructional aids.** Students can be provided with letter and number strips to help them write correctly. Number lines, counters, calculators, and other assistive technology can help students compute once they understand the mathematical operations.
- **Display work samples.** Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.
- **Use peer-mediated learning.** The teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve.
- **Use flexible work times.** Students who work slowly can be given additional time to complete written assignments.
- **Provide additional practice.** Students require different amounts of practice to master skills or content. Many students with learning problems need additional practice to learn at a fluency level.
- **Use assignment substitutions or adjustments.** Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format.

EFFECTIVE READING INSTRUCTION

Early identification and treatment is the key to helping individuals with dyslexia achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained in a structured literacy approach. Many individuals with dyslexia need one-on-one help so that they can move forward at their own pace. In addition, students with dyslexia often need a great deal of structured practice and immediate, corrective feedback to develop automatic word recognition skills. For students with dyslexia, it is helpful if their outside academic therapists work closely with classroom teachers.

What is a Structured Literacy approach?

Structured Literacy instruction is marked by several elements:

Phonology. Phonology is the study of sound structure of spoken words and is a critical element of *Structured Language* instruction. Phonological awareness includes rhyming, counting words in spoken sentence, and clapping syllables in spoken words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds, which are called phonemes. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. For example, the word *cap* has three phonemes (/k/, /ă/, /p/), and the word *clasp* has five phonemes (/k/, /l/, /ă/, /s/, /p/).

Sound-Symbol Association. Once students have developed the awareness of phonemes of spoken language, they must learn how to map the phonemes to symbols or printed letters. Sound-symbol association must be taught and mastered in two directions: visual to auditory (reading) and auditory to visual (spelling). Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds. The instruction of sound-symbol associations is often referred to as phonics. Although phonics is a component of *Structured Literacy*, it is embedded within a rich and deep language context.

Syllable Instruction. A syllable is a unit of oral or written language with one vowel sound. Instruction includes teaching of the six basic syllable types in the English language: closed, vowel-consonant-*e*, open, consonant-*le*, *r*-controlled, and vowel pair. Knowledge of syllable types is an important organizing idea. By knowing the syllable type, the reader can better determine the sound of the vowel in the syllable. Syllable division rules heighten the reader's awareness of where a long, unfamiliar word may be divided for great accuracy in reading the word.

Morphology. A morpheme is the smallest unit of meaning in the language. The *Structured Literacy* curriculum includes the study of base words, roots, prefixes, and suffixes. The word *instructor*, for example, contains the root *struct*, which means *to build*, the prefix *in*, which means *in* or *into*, and the suffix *or*, which means *one who*. An instructor is one who builds knowledge in his or her students.

Syntax. Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.

Semantics. Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

Structured Literacy is distinctive in the principles that guide how critical elements are taught:

Systematic and Cumulative. *Structured Literacy* instruction is systematic and cumulative. Systematic means that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.

Explicit Instruction. *Structured Literacy* instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce these concepts on their own.

Diagnostic Teaching. The teacher must be adept at individualized instruction. That is instruction that meets a student’s needs. The instruction is based on careful and continuous assessment, both informally (for example, observation) and formally (for example, with standardized measures). The content presented must be mastered to the degree of automaticity. Automaticity is critical to freeing all the student’s attention and cognitive resources for comprehension and expression.

SCREENING, EVALUATION, AND DIAGNOSIS

Early identification and intervention with students who show the warning signs of dyslexia are critically important for better outcomes later on. Researchers have identified the specific skill weaknesses that predict later reading difficulties, making early testing, identification, and remediation possible. For most children, problems can be remediated with programs at the kindergarten and first-grade levels that take about 30-45 minutes per day.

Before second grade, it is more important to focus an evaluation on the precursors of reading development. Measures of language skills, phonological awareness, memory, and rapid naming are more suggestive of being at-risk for dyslexia among young children than are measures of word reading, decoding, and spelling. Therefore, measures of phonological awareness, memory, and rapid naming are typically included in Kindergarten and beginning first grade screening tests that can identify children who need targeted intervention to improve these critical skills so these children can meet grade- level benchmarks.

How is dyslexia diagnosed?

A comprehensive evaluation typically includes intellectual and academic achievement testing, as well as an assessment of the critical underlying language skills that are closely linked to dyslexia. These include receptive (listening) and expressive language skills, phonological skills including phonemic awareness, and also a student’s ability to rapidly name letters and names. A student’s ability to read lists of words in isolation, as well as words in context, should also be assessed. If a profile emerges that is characteristic of readers with dyslexia, an individualized intervention plan should be developed, which should include appropriate accommodations, such as extended time. The testing can be conducted by trained school or outside specialists.

Why is evaluation important?

An evaluation is the process of gathering information to identify the factors contributing to a student’s difficulty with learning to read and spell. First, information is gathered from parents and teachers to understand development and the educational opportunities that have been provided. Then, tests are given to identify strengths and weaknesses that lead to a diagnosis and a tentative road map for intervention. Conclusions and recommendations are developed and reported.

When should a child be evaluated?

It is possible to identify potential reading problems in young children even before the problems turn into reading failure. Screenings should be used with all children in a school, beginning in kindergarten, to locate those students who

are “at risk” for reading difficulty. Preventive intervention should begin immediately, even if dyslexia is suspected. How the child responds to supplementary instruction will help determine if special education services are justified and necessary.

There are numerous types of screeners; one simple one we recommend is the Colorado Learning Disabilities Questionnaire – Reading Subscale (CLDQ-R) School Age Screener. If the risk factors are present, teachers should follow the protocols set-up within their school’s policies to meet with parents regarding further evaluation.

The Colorado Learning Disabilities Questionnaire – Reading Subscale (CLDQ-R) is a screening tool designed to measure risk of reading disability (i.e. dyslexia) in school-age children (Willcutt et al., 2011). Normative scores for this questionnaire were developed based on parent-reports of their 6-to-18- year- old children, as well as actual reading testing of these children. Willcutt, et al. (2011) found that the CLDQ-R is reliable and valid. It is important to note that the CLDQ-R is only a screener and does not constitute a formal evaluation or diagnosis.

School Age Dyslexia Screener – CLDQ-R

Please read each statement and decide how well it describes the child. Mark your answer by circling the appropriate number. Please do not leave any statement unmarked.

	Never/ not at all	Rarely/ a little	Sometimes	Frequently/ quite a bit	Always/ a great deal
1. Has difficulty with spelling	1	2	3	4	5
2. Has/had difficulty learning letter names	1	2	3	4	5
3. Has/had difficulty learning phonics (sounding out words)	1	2	3	4	5
4. Reads slowly	1	2	3	4	5
5. Reads below grade level	1	2	3	4	5
6. Requires extra help in school because of problems in reading and spelling	1	2	3	4	5

Scoring Instructions:

Add up the circled numbers and record that as the Total Score _____

The following cutoffs apply:

- Total Score <16 = Minimal Risk
- Total Score 16-21 = Moderate Risk
- Total Score >21 = Significant Risk

See below for details for each Risk Group.

Minimal Risk: The score indicates that there is little in the child’s developmental history to indicate that he/she is at risk for a reading disability (dyslexia). However, if there are concerns about the child’s reading progress, an evaluation with the school or a licensed child psychologist is recommended to examine the nature of these difficulties.

Moderate Risk: The score indicates that there are features of the child’s developmental history (e.g. difficulty learning letters, required extra reading help) that may be consistent with a reading disability (dyslexia). Reading disability constitutes a very common learning disability, affecting approximately 5% of the United States population. Reading disability is characterized by slow or effortful reading, difficulty sounding out new words, and problems with spelling. If there are concerns about the child’s reading progress, an evaluation with the school or a licensed child psychologist is recommended to examine the nature of these difficulties.

Significant Risk: The score indicates that there are several features of your child’s developmental history (e.g. difficulty learning letters, required extra reading help) that are consistent with a reading disability (dyslexia). Reading disability constitutes a very common learning disability, affecting approximately 5-10% of the United States population. Reading disability is characterized by slow or effortful reading, difficulty sounding out new words, and problems with spelling. The results of this questionnaire indicate that your child may be experiencing some or all of those symptoms. A formal evaluation with the school or a licensed child psychologist is strongly recommended, so that your child can get the reading support he/she needs, if appropriate.

ADDITIONAL RESOURCES AND FURTHER INFORMATION

There are a great many resources available for a deeper understanding of dyslexia, co-morbidities, treatments as well as specific topics including neuroscience, comprehension, fluency, other learning disabilities, response to intervention and much more.

We encourage you to go to our website, www.DyslexiaIDA.org and explore a variety of information including:

- [IDA Fact Sheets](#)
- [FAQs](#)
- [IDA Provider Directory](#)
- [IDA Knowledge and Practice Standards for Teachers of Reading](#)

There are numerous publications and books available, including those listed in the Recommended Reading for Professionals Fact Sheet, but here are some useful resources to get you started:

Moats, L., & Dakin, K. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: International Dyslexia Association.

Moats, L., Dakin, K., & Joshi, R. M. (2012). *Expert perspectives on interventions for reading. A collection of best-practice articles from the International Dyslexia Association*. Baltimore, MD: International Dyslexia Association.

Tridas, E. (2007). *From ABC to ADHD: what parents should know about dyslexia and attention problems*. Baltimore, MD: International Dyslexia Association.

Further, there are extraordinary workshops, conferences, and trainings available all over the United States and Canada hosted by IDA branches; conferences all over the world hosted by our Global Partners; and the Annual IDA Conference hosted by IDA Headquarters. Please go to www.DyslexiaIDA.org to find the next event near you!

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Appendix C

Components of Structured Literacy Intervention Checklist

This rubric is designed to help educators evaluate intervention programs. It identifies the necessary components of structured literacy interventions and will help to identify areas that may need to be supplemented with additional evidence-based instructional practices.

Intervention Name:	Date:
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Does the intervention program include all components of structured literacy instruction?

Yes	No	Phonological Awareness
		Segmenting Sentences Into Words
		Syllable Segmentation and Blending
		Phonemic Awareness - Segmentation, Blending & Manipulation

Yes	No	Sound-Symbol Association
		Sounds & Letters Connected for Both Reading (visual) and Spelling (auditory) to Mastery
		Blending of Sounds & Letters into Words to Mastery
		Segmenting Whole Words into Individual Sounds to Mastery

Yes	No	Syllable Instruction
		6 Basic Syllable Types: Identify the Sound of the Vowel Within a Syllable
		Syllable Division Rules: Enhance Accuracy for Reading Unknown Words to Mastery

Yes	No	Orthography
		Focus on Spelling Patterns and Rules as well as Word Meanings, Parts of Speech and Word Origins
		Explicit Instruction in Letter Formation

Yes	No	Morphology
		Study of Base Words, Roots, Prefixes and Suffixes

Yes	No	Grammar/Syntax
		Focus on Grammar & Sentence Variations
		Study of Mechanics of Language & Function of Word Order to Convey Meaning

YES	NO	Vocabulary
		Words Taught Explicitly in Multiple Settings
		Synonyms, Antonyms and Multiple Meanings Integrated into Discussions
		Essential Features with Visual Representations for Concepts Identified During Discussions
		Idioms Integrated When Appropriate to Situations

Yes	No	Fluency
		Attention to Accuracy, Rate and Prosody
		Use of Normative Data to Ensure Adequate Progress

Yes	No	Reading Comprehension
		Process of Deriving Meaning & Establishing a Coherent Mental Model of the Text's Content
		Attention to Integration of Ideas Within Text and Between Texts
		Use of Text Structure to Accomplish a Goal (i.e., explaining main idea or recalling details)
		Purposeful Teaching of Strategies Related to the Text Structure with Opportunities to Apply in New Situations
		Access Background Knowledge & Identify Language in Text that May be Problematic (indirect meanings, figurative language, complex sentences, pronoun referents, new vocabulary)
		Use of Graphic Organizers

Yes	No	Delivery of Instruction
		Training Standards and Fidelity of Implementation Measures Defined
		Explicit Instruction is Provided One Language Concept at a Time
		Sequence of Instruction is Systematic and Cumulative
		Provides Multisensory Instruction
		Includes Assessments for Diagnostic Teaching (Pre/Post Tests, Mastery Checks)
		Establishes Guidelines for Student Grouping (Size, Homogenous Needs)

Notes

Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices.

[Login \(/users/sign_in\)](/users/sign_in)

Kansas LETRS Training Cadre

- **Kansas LETRS Training Cadre Home (/letrs/kansas-letrs-training-cadre)**
- Trainer List & Contact Information (/letrs/kansas-letrs-trainer-contact-information)
- Training Registration (/letrs/kansas-letrs-training)



LETRS® (Language Essentials for Teachers of Reading and Spelling) professional development responds to the need for high-quality literacy educators. Developed by literacy expert Louisa C. Moats, Ed.D. LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle.

Why LETRS? Because teachers, not programs – teach students to read. • LETRS is based in real-world experience and the science of reading • LETRS training prepares educators to diagnose why some students fail to learn to read, spell or write. • LETRS training provides strategies and activities that can be implemented immediately. • LETRS increases effectiveness of any core or supplemental program.

For more information about LETRS, including the research base, go to [www.LETRS.com](http://www.lettrs.com/) (<http://www.lettrs.com/>)

LETRS and the Common Core State Standards (http://ksdetasn.org/cms/images/_utahstate_media/documents/LETRS/LETRS_Common_Core_Standards.pdf)

About the Training LETRS is divided into 12 Core Modules:

- **Foundations:** LETRS Foundations is a teacher's first step into the deeper, more comprehensive content of the core modules. LETRS

Foundations is professional development for teachers of reading who are beginning to implement the components and principles of scientifically based reading instruction. This first module introduces the science of how children learn to read; the importance of oral language, phoneme awareness, phonics, fluency, vocabulary, and comprehension in reading instruction; and how to put LETRS concepts to work in the classroom.

- **Module 1:** Overview of the science of teaching reading, why students struggle, where instructional emphasis needs to be placed (appropriate for teachers of all grades)
- **Modules 2,3:** Phonology; Phonics; and Spelling (appropriate for teachers of all grades—emphasis on foundational skills)
- **Modules 4-6:** Vocabulary; Comprehension; and Fluency (appropriate for teachers of all grades)
- **Modules 7-9:** Systematic Phonics Instruction; Assessment; and Writing Instruction (appropriate for teachers of all grades)
- **Module 10:** Multisyllabic Words and Advanced Decoding (appropriate for teachers of upper elementary and beyond)
- **Teaching English Learners:** Teaching English Learners addresses the key principles of effective instruction for ELLs. This manual provides a framework for understanding critical components of ELL reading instruction that link directly to observable instructional behaviors in the classroom. Teaching English Learners is for instructional leaders who have a responsibility to establish policies involving effective instruction for ELLs.
- **LETRS for Early Childhood Educators:** Designed specifically for early childhood educators, this interactive module prepares teachers to provide instruction that is proven to build a strong foundation in early literacy skills. The program explores language and literacy in ways that create a deeper understanding of these important processes. This module is for educators working with preschool and kindergarten children or early elementary children who are experiencing difficulty with the literacy process.
- **ParaReading:** ParaReading prepares today’s paraprofessionals for the increasing demands placed on them in the reading classroom. To be effective, paraeducators and reading tutors need training that incorporates current, scientifically based research on student learning. This is the single best resource available to any potential tutor who wants to become an integral part of the reading instruction process. Based on key LETRS concepts, ParaReading not only increases the effectiveness of reading tutors, but also grounds them in a proven, research-based system of teaching.

Training in modules may occur separately (1-2 days per module), or up to three modules may be provided in approximately 4-5 days.

Training in Modules 1-10 is available now. Training in the English Learners Module and the Early childhood Module is also available. Check back often for more information regarding training opportunities!

Training may be accessed only through certified Kansas LETRS trainers. Trainers are affiliated with service centers and districts around the state. For more information about how to access training, contact a trainer in your area, or contact Kevin Davis, TASN Coordination at kevin.davis@usu.edu (mailto:kevin.davis@usu.edu)

Funded by KSDE Special Education and Title Services (SETS). (<http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/SpecialEducation.aspx>)

Administered by the Pittsburg State University, Center for Technical Assistance for Excellence in Special Education (TAESE) and Keystone Learning Services.

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To: Commissioner Randy Watson
From: Dale Dennis
Subject: Discussion on School and Fire Safety

Mr. Doug Jorgensen, Kansas State Fire Marshal, will be present to discuss the school district fire inspections required by law conducted by staff of the State Fire Marshal.



Great students. Great teachers. Great leaders. Great citizens.

Janet Waugh
District 1

Steve Roberts
District 2

Michelle Dombrosky
District 3

Ann Mah
District 4

Jean Clifford
District 5

Deena Horst
District 6

Ben Jones
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

To: Board Members
From: Peggy Hill
Subject: Board Member Travel

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

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

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
1/27/2019	2/09/2019	2/07/2019	2/22/2019
2/10/2019	2/23/2019	2/21/2019	3/08/2019
2/24/2019	3/09/2019	3/07/2019	3/22/2019