

KESA Compliance: 2024/2025



Kansas leads the world in the success of each student.

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

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

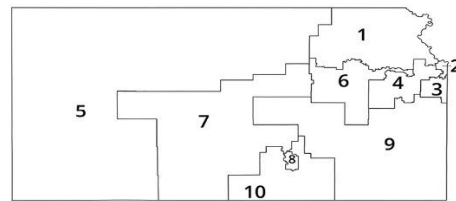
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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Kansas leads the world in the success of each student.

Jan. 25, 2024

KESA Compliance

Compliance: Definitions, Review Process, and Role in Accreditation

General Definitions:

- In compliance - all required components as defined by the compliance area are in place
- Working towards compliance - “warning”; a system has two years to resolve their compliance issues.
 - Two years maximum for “working towards compliance”; if, on the third year, the system hasn’t improved, the status will change to “not in compliance.”
 - Example - October 2022 Working Towards, October 2023 Working Towards, October 2024 Not In Compliance
 - Note - For some compliance areas, you must be in compliance or working toward compliance annually. If you are not in compliance within the school year, you will be marked as out of compliance.
- Not in compliance - compliance issues still exist after two years of “working towards compliance” or the system has not resolved compliance within the school year as called for in certain compliance areas (e.g. Special Education, Title, and Child Nutrition and Wellness)

Who is ultimately responsible for making the decision on “In, Working Towards, Not” Compliance?

- The Lead for each compliance area will make the annual determination in the fall regarding each system’s compliance standing. Systems marked as ‘working toward compliance’ will be reexamined in the spring to ensure compliance is met in every area by each system.

What will be the Accreditation & Design Team’s response to “Not in compliance”?

- Once a system is marked as Not in compliance and the A & D is made aware, as soon as possible, the AD team will submit the system to the Accreditation Review Council (ARC) for a review. If the system in question is currently fully accredited, our guidance to the ARC would be to recommend the system be moved to conditionally accredited.

Compliance Areas Reviewed for Accreditation

ACT and WorkKeys Participation

Anti-Bullying Policy and Plan & Child Abuse and Neglect Mandated Reporter Training & Jason Flatt Act

Assessments

Child Nutrition and Wellness

Dyslexia

Educator Mentoring and Induction Plan

Individual Plan of Study (IPS)

KIDS - Data Quality Certified

KIDS Reporting

Kindergarten Readiness Snapshot

Licensure

Professional Development Plan

Special Education (IDEA)

Title Services

Note -

While there are many more things that a system must do to meet state and federal requirements, the areas outlined above and described in detail throughout this document, are the areas that can impact a system's accreditation status if the system is out of compliance.

Compliance Area	Primary Contact	Secondary Contact
ACT and WorkKeys Participation	Julie Ewing (jewing@ksde.org)	Lee Jones (ljones@ksde.org)
Anti-Bullying Policy and Plan & Child Abuse and Neglect Mandated Reporter Training & Jason Flatt Act	Shanna Hailey	Kent Reed (kreed@ksde.org)
Assessments	Hayley Steinlage (hasteinlage@ksde.org)	Julie Ewing (jewing@ksde.org)
Child Nutrition and Wellness	Kelly Chanay (kchanay@ksde.org)	Karen Campbell (kcampbell@ksde.org) Emily Bonilla (ebonilla@ksde.org)
Dyslexia	Dr. Laurie Curtis (lcurtis@ksde.org)	
Educator Mentoring and Induction Plan	Ed Kalas (ekalas@ksde.org)	Shane Carter (scarter@ksde.org)
Individual Plan of Study (IPS)	Natalie Clark (ndclark@ksde.org)	Helen Swanson (hswanson@ksde.org)
KIDS - Data Quality Certified	Kathi Grossenbacher (kgrossenbacher@ksde.org)	Melanie Scott (mscott@ksde.org)
Student Data Submissions	Kathi Grossenbacher (kgrossenbacher@ksde.org)	Kyle Lord (klord@ksde.org)
Kindergarten Readiness Snapshot	Amanda Petersen (apetersen@ksde.org)	Stacy Clarke (kansasicc@ksde.org)
Licensure	Shane Carter (scarter@ksde.org)	Leslie Bruton (lbruton@ksde.org)

Professional Development Plan	Ed Kalas (ekalas@ksde.org)	Shane Carter (scarter@ksde.org)
Special Education (IDEA)	Bert Moore (bmoore@ksde.org)	Brian Dempsey (bdempsey@ksde.org)
Title Services	Tate Toedman (ttoedman@ksde.org)	Doug Boline (dboline@ksde.org)

Compliance Areas, Contacts, Rationale, and Expectations

Compliance Area - ACT & WorkKeys Participation

Contacts -

Primary: Julie Ewing (jewing@ksde.org)

Secondary: Lee Jones (ljones@ksde.org)

Compliance Expectation:

Systems offer the opportunity for students to participate in ACT and WorkKeys.

In	Working Towards	Not
District has an active user in the ACT testing portal and has either tested students or verified no testing for the year.	District has an active user in the ACT testing portal, but no testing or verification of no testing has been completed.	District does not have an active user in the ACT testing portal and no testing or verification of no testing has been completed.

Compliance Area – Anti-Bullying Policy & Plan / Child Abuse & Neglect Planning / Jason Flatt Act

Contacts -

Primary: Shanna Hailey

Secondary: Kent Reed (kreed@ksde.org)

Compliance Expectation:

- Anti-bullying policy
 - Implementation of a plan to address bullying.
- Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental, or emotional abuse or neglect or sexual abuse.
 - Written Policy Developed and Implemented
- 72-6284
 - Suicide awareness and prevention programming to all school staff
 - Parent or legal guardian notification that training materials at trainings are available.
 - Programming to include at a minimum: at least one hour of training each calendar year.
 - A building crisis plan developed for each school building that includes: steps for recognizing suicide ideation, appropriate methods of interventions, and a crisis recovery plan.

In	Working Towards	Not
District has indicated through assurances that requirements have been met on SO66.	District is working with KSDE staff on specific pieces of the requirements and did not indicate met requirements on SO66.	District did not mark assurances on SO66 and is not cooperating or working with KSDE staff to gain compliance.

Compliance Area - Assessments

Contacts -

Primary: Hayley Steinlage (hasteinlage@ksde.org)

Secondary: Julie Ewing (jewing@ksde.org)

Compliance Expectation:

In	Working Towards	Not
<ol style="list-style-type: none">1. Participation (95%) based on Section 1111(c)(4)(E) of ESEA has been met.2. Students are taking statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies (K.S.A. 72-6479 (c)).	<p>As compliance is based on the previous year of testing, systems will either be "In Compliance" or "Not in Compliance".</p> <p>Systems will be in "Not in Compliance" status for the following year in which they do not meet these requirements.</p> <p>Systems can work towards establishing testing and increasing participation to move to "In compliance" status in the following year.</p>	<ol style="list-style-type: none">1. Federal requirement of 95% participation for statewide assessments of all students has not been met.2. State requirement of statewide testing in core academic areas has not been met.

Compliance Area – Child Nutrition and Wellness

Contacts -

Primary: Kelly Chanay (kchanay@ksde.org)

Secondary: Emily Bonilla

Karen Campbell (kcampbell@ksde.org)

Compliance Expectation:

Progress toward implementation of Kansas Wellness Policy Model Guidelines per KSA 72-5128.

- In compliance with all federal guidelines for Child Nutrition Programs administered which can include National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Child & Adult Care Food Program, At Risk After School Meals, Summer Food Service Program, Seamless Summer Option, Special Milk Program, Fresh Fruit & Vegetable Program.
- Meet Kansas Food Safety Training Requirements.

Wellness Policy Model Guidelines:

<https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-21-local-school-wellness-policies>

Here is the link for Food Safety Requirements:

<https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-22-food-safety-sanitation>

In	Working Towards	Not
<ol style="list-style-type: none">1. USDA School Nutrition Program Administrative Review is Closed -School District is in Compliance, and2. The School District has made progress in at least one area of the Kansas School Wellness Policy Model Guidelines, and3. Food Safety Training is up to date per state requirement.	<ol style="list-style-type: none">1. USDA School Nutrition Program Administrative Review is open with corrective action due required by due date, or2. School District is working toward implementing at least one new school wellness policy, or3. Employees are scheduled to take the required food safety class but not complete to date.	<ol style="list-style-type: none">1. USDA School Nutrition Program Administrative Review is Open and not able to be closed due to a required nutrient analysis or recalculation of meals served from the previous school year, or2. Wellness Impact Tool shows no progress toward implementing the KansasSchool Wellness Policy Model Guidelines, or3. Food Safety Training has not been completed as required.

Compliance Area - Dyslexia

Contacts -

Primary: Dr. Laurie Curtis (lcurtis@ksde.org)

Secondary: Joann McRell (jmcrell@ksde.org)

Rationale:

To identify students who may be at risk for reading failure, systems will use a universal screener that provides specific sub scores relative to determining risk. K-3 utilizes specific screeners to report spring scores: K - Phoneme Segmentation, 1st – Nonsense Word Fluency, 2nd – Oral Reading Fluency (rate and accuracy), 3rd - Oral reading fluency (rate and accuracy), and 8th grade comprehension.

To provide professional development centered on dyslexia, structured literacy, and/or tiered frameworks of support is required.

Compliance Expectation:

Universal Screening (Dyslexia Initiative) Spring Data uploaded to KIDS

In	Working Towards	Not
<p>All students K-8 are screened three times a year on a nationally normed, valid and reliable universal screener that provides the subtests that have been identified by the SBOE (letter/sound naming, phoneme segmentation, nonsense word fluency, oral reading fluency, comprehension)</p> <p>Scores (high risk/ some risk (40th percentile) all scores are uploaded in the spring for the following grades.</p> <p>K- Phoneme Segmentation 1- Nonsense Word Fluency 2 -Oral Reading Fluency (rate and accuracy) 3- Oral Reading Fluency (rate and accuracy) 8 Comprehension</p>	<p>All students K-8 (fall 9th grade) are screened three times a year on a nationally normed, valid and reliable universal screener that provides the subtests that have been identified by the SBOE (letter/sound naming, phoneme segmentation, nonsense word fluency, oral reading fluency, comprehension)</p> <p>Scores (high risk/ some risk (40th percentile) some scores are uploaded in the spring for the following grades.</p> <p>K- Phoneme Segmentation 1- Nonsense Word Fluency 2 -Oral Reading Fluency (rate and accuracy) 3- Oral Reading Fluency (rate and accuracy) 8 Comprehension</p>	<p>Universal screening scores are not provided for students and there is evidence that screening of K-8 +9th grade (fall) students was not conducted.</p>

Compliance Area - Dyslexia (continued)

KSDE Required Training for Dyslexia

In	Working Towards	Not
<p>All new teachers (or teachers new to a district) who have not previously received the KSDE initial required training and who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>received the KSDE Required Dyslexia Training Online Modules as found here and are reported on the SO66 report.</p>	<p>Not all of the new teachers (or teachers new to a district) who have not previously received the KSDE 6 hour required training and who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>received the KSDE Required Dyslexia Training Online Modules here and/ OR report of training is not noted on the SO66 report</p>	<p>The new teachers (or teachers new to a district) who have not previously received the KSDE required initial training and who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>were not provided the KSDE Required Dyslexia Training Online Modules as found here.</p> <p>The question related to the above training is not completed on the SO66 report.</p>

KSDE Required Annual Structured Literacy Training

In	Working Towards	Not
<p>All teachers who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>are documented as participating in annual structured literacy/ dyslexia training as determined by their district and defined here and reported on the SO66 report.</p>	<p>Not all of the teachers who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>were provided annual structured literacy/ dyslexia training as determined by their district as defined here and/ OR report of training is not noted on the SO66 report.</p>	<p>There was no annual structured literacy training provided for teachers who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>as defined here.</p> <p>The question related to the above training is not completed on the SO66 report.</p>

Compliance Area – Educator Mentoring and Induction Planning

Contacts -

Primary: Ed Kalas (ekalas@ksde.org)

Secondary: Shane Carter (scarter@ksde.org)

Rationale:

All districts must submit a mentoring plan for the purpose of providing a mentor program for upgrading an initial to a professional license for their teachers/school specialists and administrators (NOT just those whose mentor will be receiving stipends). The district can designate that they are using an outside their district provider for their mentoring or that they are using a district developed plan.

Compliance Expectation:

In	Working Towards	Not
<p>The following four plans, whether separate or combined, are KSDE-approved:</p> <ul style="list-style-type: none"> • Teacher • Specialist • Building Leader • District Leader <p>Any KSDE-approved plan from an outside provider (educational service centers or approved mentoring service) is current.</p>	<p>Not all of the four mentoring plans (teacher, specialist, building leader, and district leader) are KSDE-approved.</p> <p>Any plan from an outside provider (educational service center or approved mentoring service) is not current.</p> <p>Examples of actions for this designation: KSDE still reviewing plan.</p>	<p>Not all of the four mentoring plans (teacher, specialist, building leader, and district leader) are KSDE-approved.</p> <p>Any plan from an outside provider (educational service center or approved mentoring service) is not current.</p> <p>Examples of actions for this designation: KSDE still reviewing plan.</p>

Compliance Area – Individual Plan of Study

Contacts -

Primary: Natalie Clark (ndclark@ksde.org)

Secondary: Helen Swanson (hswanson@ksde.org)

Rationale:

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

Compliance Expectation:

There are four minimum components of a student's IPS:

- A graduated series of strengths finder and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.

Question 7 (7-11).

What level of implementation is your building at?

7. Relating Academic/Interests Assessment to Career
8. Interest, Ability, Profilers and Skills Assessments
9. Course Mapped to Interests
10. Postsecondary Plan
11. Exportable, Electronic Portfolio

No Evidence = 0 / Implementing = 1 / Transitioning = 2 / Modeling = 3

Compliance Area – Individual Plan of Study (continued)

In	Working Towards	Not
<p>All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members, and family members.</p> <p>Compliance Expectation: There are four minimum components of a student's IPS:</p> <ul style="list-style-type: none"> • A graduated series of strengths finder and career interest inventories to help students identify preference toward career clusters. • Eighth- through 12th-grade course-builder function with course selections based on career interests. • A general postsecondary plan (workforce, military, certification program, two- or four-year college). • A portable electronic portfolio. <p>The vision requires that every middle and high school student in Kansas will have an IPS.</p> <p>All four minimum components of a student's IPS are in place for every</p>	<p>A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up. The survey results are cleaned and analyzed by R and E. The CTE Team reviews the survey results to determine buildings/districts that may have a score below a 1.0 on required elements or any zeros on required elements.</p> <p>Districts are contacted and asked to participate in IPS Technical Assistance to work on components with one or more zeros identified by the IPS Spring Survey. If the districts do not respond when contacted or do not sign up and participate to work towards improvement, they would be categorized as working towards compliance.</p>	<p>A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up. The survey results are cleaned and analyzed by R and E. The CTE Team reviews the survey results to determine buildings/districts that may have zeros on required elements. Districts that responded with all zeros are not compliant.</p> <p>Districts are contacted and asked to participate in IPS Technical Assistance to work on components identified by the IPS Spring Survey with all zeros.</p>

<p>middle and high school student. [A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up.]</p>		
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Compliance Area – KIDS - DQC

Contacts -

Primary: Kathi Grossenbacher (kgrossenbacher@ksde.org)

Secondary: Melanie Scott (mscott@ksde.org)

Compliance Expectation:

In	Working Towards	Not
<p>District has completed data quality certification training for all staff collecting and reporting student data.</p> <p>District staff complete recertification annually beginning the year after initial certification.</p> <p>Training information and registration is located in the KSDE Training Portal</p> <p>Information is also sent via the KIDS Listserv on a weekly basis. To be added to the listserv, send a request to KIDS@ksde.org</p>	<p>District is scheduled for a data quality certification training</p> <p>Some staff have not completed annual recertification. District has a plan in place to recertify staff who have completed the initial data quality training.</p> <p>Staff are in the process of completing recertification</p>	<p>District has not completed data quality certification training for all staff collecting and reporting student data.</p> <p>No staff have completed annual recertification</p>

Compliance Area – Student Data Submission

Contacts -

Primary: Kathi Grossenbacher (kgrossenbacher@ksde.org)

Secondary: Kyle Lord (klord@ksde.org)

Compliance Expectation:

The KIDS Submission Details Documents for each collection are here:

<https://kidsweb.ksde.org/Documents>

In	Working Towards	Not
<p>Student data submissions (KIDS Collection) are submitted on or before the deadline of each collection</p> <p>Student data submissions appear accurate</p> <p>All student data submission criteria is met</p> <p>*Examples include:</p> <ul style="list-style-type: none"> • Reviewing assessment data during the correction window and submitting KIDS records to correct errors • Logging in to Dropout Graduation Summary Report (DGSR) and submitting KIDS records to correct errors then signing off on the data • Reviewing KIDS Reports to ensure data is accurately reported 	<p>Student data submissions (KIDS Collection) are not submitted on or before the deadline of each collection; however, district has a plan in place to ensure future deadlines are met</p> <p>Student data submissions contain discrepancies that district is working to correct</p> <p>Some student data submission criteria isn't met; however, district has a plan in place to ensure all student data submission criteria is met</p>	<p>Student data submissions are not submitted nor is corrective action being taken in the district</p> <p>Student data is inaccurately reported</p> <p>Student data submission criteria is not met</p>

Compliance Area – Kindergarten Readiness Snapshot (ASQ)

Contacts -

Primary: Amanda Petersen (apetersen@ksde.org)

Secondary: Stacy Clarke (kansasicc@ksde.org)

Rationale:

Engaging families as children transition into kindergarten supports kindergarten readiness and later student success. All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas Kindergarten Readiness Snapshot (the ASQ-3 and the ASQ:SE-2), as outlined in K.A.R. 91-31-32: Each education system seeking accreditation shall meet the following requirements...have in place a method of data collection approved by the state board for collecting kindergarten-entry data.

Questionnaires should be completed by the September Count Day. KSDE will establish an October deadline for systems to finalize data in the ASQ Online system. Beginning in the 2023-2024 school year, KSDE will make its analysis of a system's Kindergarten Readiness Snapshot data, including the system's participation rate for incoming kindergarten students, available to the system in the new Kindergarten Readiness Snapshot authenticated application. A system's compliance status will then be updated in the KESA authenticated application.

In	Working Towards	Not
<p>All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas Kindergarten Readiness Snapshot (the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)).</p> <p>A system will be "in compliance" 50% or more of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.</p>	<p>Between 25% and 50% of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.</p>	<p>Participation rate of less than 25% of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.</p>

Compliance Area - Licensure

Contacts -

Primary: Leslie Bruton (lbruton@ksde.org)

Secondary: Shane Carter (scarter@ksde.org)

Compliance Expectation:

In	Working Towards	Not
<p>Fall Vacancy Report (FVR): District submits the FVR survey <i>on time</i> (on or before September 25 of reporting year).</p> <p>Spring Vacancy Report (SVR): District submits the SVR (as part of the Licensed Personnel Report) <i>on time</i> (on or before May 1 of reporting year).</p> <p>Licensed Personnel Report (LPR): District submits the LPR <i>on time</i> (on or before May 1 of reporting year)</p> <p>Teacher Licensure: At least 95% of core content (math, English, science, and history/government/social studies) courses are covered by a "Licensed - Qualified" educator. At least 88% of NON-core-content (everything but math, English, science, and history/government/social studies) classes are covered by a "Licensed - Qualified" educator.</p>	<p>District submits FVR late.</p> <p>District submit LPR late. The SVR is part of the LPR.</p> <p>District submits LPR late.</p> <p>District does not meet the specified percentage of classes covered by a Licensed-Qualified educator AND has shown at least a 5% increase in the number of classes covered by a Licensed-Qualified educator within two reporting years.</p>	<p>District <i>does not submit</i> the FVR survey..</p> <p>District <i>does not submit</i> the LPR. The SVR is part of the LPR.</p> <p>District <i>does not submit</i> the LPR.</p> <p>District does not meet the specified percentage of classes covered by a Licensed-Qualified educator AND has not shown at least a 5% increase in the number of classes covered by a Licensed-Qualified educator within two reporting years.</p>

Compliance Area – Professional Development Plan

Contacts -

Primary: Ed Kalas (ekalas@ksde.org)

Secondary: Shane Carter (scarter@ksde.org)

Rationale:

Required by Kansas statute and regulations.

Compliance Expectation:

In	Working Towards	Not
<p>The State Board of Education (BOE) approved the plan, and it is current.</p> <p>Any KSDE-approved plan from an outside provider (educational service center) is current.</p> <p>You are given this status if your system has met all the above requirements.</p>	<p>The plan has expired or the State Board of Education (BOE) did not approve a plan.</p> <p>Any plan from an approved outside provider (educational service center) is not current.</p> <p>You are given this status if your system is working on earning the 'In Compliance' status.</p> <p>Examples of actions considered in assigning this status include the following:</p> <ul style="list-style-type: none"> • The system has turned in its plan(s) and KSDE is still reviewing. • The system is working with KSDE to finalize a plan for approval. • The system and KSDE determine deadlines/timelines. • Continuous communication between the system and KSDE. • The system is deciding to change from an outside provider plan to one of its own. 	<p>The plan has expired or the State Board of Education (BOE) did not approve a plan.</p> <p>Any plan from an approved outside provider (educational service center) is not current.</p> <p>You are given this status if your system is working on earning the 'In Compliance' status.</p> <p>Examples of actions considered in assigning this status include the following:</p> <ul style="list-style-type: none"> • The system has not submitted plans to KSDE after KSDE requested them. • The system is not working with KSDE to finalize a plan for approval. • The system misses multiple deadlines/timeframes that they agreed to with KSDE. • Little or no communication from the system to KSDE. • The system left its outside provider plan and did not create one of its own.

Compliance Area – Special Education (IDEA)

Contacts -

Primary: Bert Moore (bmoore@ksde.org)

Secondary: Brian Dempsey (bdempsey@ksde.org)

Rationale:

Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements.

Compliance Expectation:

- Districts correct all identified noncompliance through correction of noncompliance process within one year of identification for the following file reviews, Federal Fiscal, Indicator 13 Secondary Transition, Indicator 11 Initial Evaluation, Indicator 12, Transition C to B, and IDEA/Gifted.
- Meet special education timely and accurate data submissions and internal controls.
- Substantially compliant for the following State Performance Plan (SPP) compliance indicators:
 - Indicator 4B: Suspension/Expulsion
 - Indicator 9: Disproportionate Representation
 - Indicator 10: Disproportionate Representation-Disability Category
 - Indicator 11: Initial Evaluation timeline
 - Indicator 12: Preschool Transition, Part C to Part B
 - Indicator 13: Secondary Transition

In	Working Towards	Not
Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements by timely correcting all identified noncompliance through correction of noncompliance process within one year of identification of noncompliance, including identification of noncompliance through due process and targeted or focused monitoring.	Correcting identified noncompliance through an approved plan within one year of the identified noncompliance.	The district did not correct the identified noncompliance within one year of identification.

In	Working Towards	Not
All monitoring information concerning IDEA programs is completed in the Kansas Integrated Accountability System (KIAS), i.e. Alternate Assessment, Fiscal File Review, IDEA and Gifted File Review, Indicator 11-Child Find/Initial Evaluation, Indicator 12-Early Childhood Transition and Indicator 13-Secondary Transition.	All monitoring activities that address self-reported or randomly selected items in the KIAS system are in process.	The district has not submitted required documentation or a plan to address self-reported or randomly selected items.

In	Working Towards	Not
Substantially compliant for the State Performance Plan (SPP) Compliance Indicators: Indicator 4B-Suspension/Expulsion, Indicator 9-Disproportionate Representation, Indicator 10-Disproportionate Representation by Disability Category, Indicator 11-Child Find/Initial Evaluation, Indicator 12-Early Childhood Transition and Indicator 13-Secondary Transition.	Actively engaged in the required processes, such as root cause or policy analysis, within one year.	The district has not conducted a root cause analysis or policy review within one year, or the district is not actively engaged in the required processes.

In	Working Towards	Not
Meet special education timely and accurate data submissions and internal controls.	If identified as substantially noncompliant, actively engaged in a review of policies and procedures for deficient areas and working toward an approved correction of identified policies and procedures.	The district is not actively engaged in a review of policies and procedures, or the district is not working toward an approved correction of identified policies and procedures.

Compliance Area – Title Services

Contacts -

Primary: Tate Toedman (ttoedman@ksde.org)

Secondary: Doug Boline (dboline@ksde.org)

Compliance Expectation:

Improving Academic Achievement of Disadvantaged Students, Public Law 114-95 the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized by Every Student Succeeds Act of 2015 (ESSA), schools identified for ESSA and requirements being met.

- ESEA programs include: Title I, Title I Part C - Migrant, Title I Part D - Neglected or Delinquent, Title IIA, Title III, Title III Immigrant, Title IVA, Title IVB, Title V-RLIS, Title V-SRSA, Title VIII-Equitable participation in ESEA programs, and Title IX McKinney-Vento.

In	Working Towards	Not
All parts of the Local Consolidated Plan (LCP) Suite have been submitted accurately and on time. This includes Assurances, LCP Application, Consortium Assignments, LCP Annual Report, Revision and Carryover, Final Expenditure, and Revision and Carryover Final Expenditure.	All sections of the LCP are in process but are not up to date.	The district is not in the process of completing the required parts of the Local Consolidated Plan System.
All monitoring information concerning ESEA programs is completed in the Kansas Integrated Accountability System (KIAS), i.e. Fiscal File Review and ESEA Consolidated Review.	All monitoring activities that address self-reported or randomly selected items in the KIAS system are in process.	The district is not in the process during their required year to complete their monitoring in the KIAS system.

For more information, contact:

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