

# KESA

## Compliance Guide:

### 2025 - 2026



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



## KESA Compliance

# Compliance: Definitions, Review Process, and Impact on Accreditation

### General Definitions:

- In compliance – meeting the standards in each KESA Compliance area.
- Not in compliance – not meeting the standards in each KESA Compliance area.

Who is ultimately responsible for making the decision on a system's compliance status?

- The primary lead team for each compliance area will make the **annual determination** regarding each system's compliance status.

How will being "Not in compliance" impact a system's accreditation status?

- A snapshot of each system's accreditation status will be taken each year on June 1<sup>st</sup>. Any system that is not in compliance as of June 1<sup>st</sup> each year will be notified via an auto-email that will be sent to the Superintendent.
- If a system is "not in compliance" in a compliance area and it's the first year, the ARC will be notified but the system's accreditation status will not be affected.
- If a system is "not in compliance" in a compliance area and it's the second consecutive year, the ARC will review the system at a deeper level and determine its recommendation of accreditation status for the system (accredited or accredited with conditions).
- Being "not in compliance" in the same area for two consecutive years could result in the ARC recommending a system to be "accredited with conditions".

# 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 persistently not in compliance (2 consecutive years).

Compliance Area	Primary Contact	Secondary Contact
ACT and WorkKeys Participation	Julie Ewing ( <a href="mailto:Julie.Ewing@ksde.gov">Julie.Ewing@ksde.gov</a> )	Lee Jones ( <a href="mailto:Lee.Jones@ksde.gov">Lee.Jones@ksde.gov</a> )
Anti-Bullying Policy and Plan & Child Abuse and Neglect Mandated Reporter Training & Jason Platt Act	Trish Backman ( <a href="mailto:Trish.Backman@ksde.gov">Trish.Backman@ksde.gov</a> )	Kent Reed ( <a href="mailto:Kent.Reed@ksde.gov">Kent.Reed@ksde.gov</a> )
Assessments	Hayley Steinlage ( <a href="mailto:Hayley.Steinlage@ksde.gov">Hayley.Steinlage@ksde.gov</a> )	Julie Ewing ( <a href="mailto:Julie.Ewing@ksde.gov">Julie.Ewing@ksde.gov</a> )
Child Nutrition and Wellness	Kelly Chanay ( <a href="mailto:Kelly.Chanay@ksde.gov">Kelly.Chanay@ksde.gov</a> )	Karen Campbell ( <a href="mailto:Karen.Campbell@ksde.gov">Karen.Campbell@ksde.gov</a> ) Emily Bonilla ( <a href="mailto:Emily.Bonilla@ksde.gov">Emily.Bonilla@ksde.gov</a> )
Dyslexia	Dr. Laurie Curtis ( <a href="mailto:Laurie.Curtis@ksde.gov">Laurie.Curtis@ksde.gov</a> )	
Educator Mentoring and Induction Plan	Ed Kalas ( <a href="mailto:Edward.Kalas@ksde.gov">Edward.Kalas@ksde.gov</a> )	Shane Carter ( <a href="mailto:Shane.Carter@ksde.gov">Shane.Carter@ksde.gov</a> )
Individual Plan of Study (IPS)	Natalie Clark ( <a href="mailto:Natalie.Clark@ksde.gov">Natalie.Clark@ksde.gov</a> )	Helen Swanson ( <a href="mailto:Helen.Swanson@ksde.gov">Helen.Swanson@ksde.gov</a> )
KIDS - Data Quality Certified	Ryan Kurtenbach ( <a href="mailto:Ryan.Kurtenbach@ksde.gov">Ryan.Kurtenbach@ksde.gov</a> )	Phil Watkins ( <a href="mailto:Phil.Watkins@ksde.gov">Phil.Watkins@ksde.gov</a> )
Student Data Submissions	Ryan Kurtehbach ( <a href="mailto:Ryan.Kurtenbach@ksde.gov">Ryan.Kurtenbach@ksde.gov</a> )	Kyle Lord ( <a href="mailto:Kyle.Lord@ksde.gov">Kyle.Lord@ksde.gov</a> )
Kindergarten Readiness Snapshot	Amanda Petersen ( <a href="mailto:Amanda.Petersen@ksde.gov">Amanda.Petersen@ksde.gov</a> )	Stacy Clarke ( <a href="mailto:Stacy.Clarke@ksde.gov">Stacy.Clarke@ksde.gov</a> )
Licensure	Leslie Bruton ( <a href="mailto:Leslie.Bruton@ksde.gov">Leslie.Bruton@ksde.gov</a> )	Shane Carter ( <a href="mailto:Shane.Carter@ksde.gov">Shane.Carter@ksde.gov</a> )

Professional Development Plan	Ed Kalas ( <a href="mailto:Edward.Kalas@ksde.gov">Edward.Kalas@ksde.gov</a> )	Shane Carter ( <a href="mailto:Shane.Carter@ksde.gov">Shane.Carter@ksde.gov</a> )
Special Education (IDEA)	Bert Moore ( <a href="mailto:Bert.Moore@ksde.gov">Bert.Moore@ksde.gov</a> )	Brian Dempsey ( <a href="mailto:Brian.Dempsey@ksde.gov">Brian.Dempsey@ksde.gov</a> )
Title Services	Twyla Sprouse ( <a href="mailto:Twyla.Sprouse@ksde.gov">Twyla.Sprouse@ksde.gov</a> )	Joe Jewett ( <a href="mailto:Joe.Jewett@ksde.gov">Joe.Jewett@ksde.gov</a> )

# Compliance Areas, Contacts, Rationale, and Expectations

## Compliance Area - ACT & WorkKeys Participation

### Contacts -

Primary: Julie Ewing ([Julie.Ewing@ksde.gov](mailto:Julie.Ewing@ksde.gov))

Secondary: Lee Jones ([Lee.Jones@ksde.gov](mailto:Lee.Jones@ksde.gov))

### Compliance Expectation:

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

In	Not
District has an active user in the ACT testing portal and has either tested students or verified no testing for the year.	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

### Contacts -

Primary: Trish Backman ([Trish.Backman@ksde.gov](mailto:Trish.Backman@ksde.gov))

Secondary: Kent Reed ([Kent.Reed@ksde.gov](mailto:Kent.Reed@ksde.gov))

### 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	Not
District has submitted a link to their district website that demonstrates policies, procedures, and practices in these required areas	District does not have one or more components of the Jason Flatt requirements listed in the left column.



## Compliance Area – Child Abuse & Neglect Training / Jason Flatt Act

Contacts -

Primary: Trish Backman ([Trish.Backman@ksde.gov](mailto:Trish.Backman@ksde.gov))

Secondary: Kent Reed ([Kent.Reed@ksde.gov](mailto:Kent.Reed@ksde.gov))

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	Not
District has submitted a link to their district website that demonstrates policies, procedures, and practices in these required areas	District did not mark assurances on SO66 and is not cooperating or working with KSDE staff to gain compliance.

## Compliance Area – Jason Flatt Act

Contacts -

Primary: Trish Backman ([Trish.Backman@ksde.gov](mailto:Trish.Backman@ksde.gov))

Secondary: Kent Reed ([Kent.Reed@ksde.gov](mailto:Kent.Reed@ksde.gov))

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	Not
<p>District has submitted a link to their district website that demonstrates policies, procedures, and practices in these required areas:</p> <p>Jason Flatt Regulation</p> <p>The district trained each employee or staff who engages with their students in at least 1 hour of suicide prevention training that addresses risk and protective factors for prevention signaling, screening protocols and expectations, safe reintegration practices, and postvention measures.</p> <p>Each building in the district has identified members of their School Mental Health Team as well as the lead of the District Mental Health Team.</p> <p>The district has a plan for prevention, intervention, reintegration, and postvention approved by the local Board of Education and</p>	<p>District does not have one of more components of the Jason Flatt requirements listed in the left column.</p>

available, either in print or electronically, for parents to view.	
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## Compliance Area - Assessments

### Contacts -

Primary: Hayley Steinlage ([Hayley.steinlage@ksde.gov](mailto:Hayley.steinlage@ksde.gov))

Secondary: Julie Ewing ([Julie.Ewing@ksde.gov](mailto:Julie.Ewing@ksde.gov))

### Compliance Expectation:

In	Not
<ol style="list-style-type: none"><li>1. Participation (95%) based on Section 1111(c)(4)(E) of ESEA has been met.</li><li>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)).</li></ol>	<ol style="list-style-type: none"><li>1. Federal requirement of 95% participation for statewide assessments of all students has not been met.</li><li>2. State requirement of statewide testing in core academic areas has not been met.</li></ol>

## Compliance Area – Child Nutrition and Wellness

### Contacts -

Primary: Kelly Chanay ([Kelly.Chanay@ksde.gov](mailto:Kelly.Chanay@ksde.gov))

Secondary: Emily Bonilla ([Emily.Bonilla@ksde.gov](mailto:Emily.Bonilla@ksde.gov))

Karen Campbell ([Karen.Campbell@ksde.gov](mailto:Karen.Campbell@ksde.gov))

### 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	Not
1. USDA School Nutrition Program Administrative Review is Closed -School District is in Compliance, and	1. USDA School Nutrition Program Administrative Review is Closed -School District is in Compliance, and
2. The School District has made progress in at least one area of the Kansas School Wellness Policy Model Guidelines, and	2. The School District has made progress in at least one area of the Kansas School Wellness Policy Model Guidelines, and
3. Food Safety Training is up to date per state requirement. 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, or	3. Food Safety Training is up to date per state requirement. 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, or
4. Wellness Impact Tool shows no progress toward implementing the KansasSchool Wellness Policy Model Guidelines, or	4. Wellness Impact Tool shows no

<p>5. Food Safety Training has not been completed as required.</p>	<p>progress toward implementing the KansasSchool Wellness Policy Model Guidelines, or</p> <p>5. Food Safety Training has not been completed as required.</p>
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## Compliance Area - Dyslexia

### Contacts -

Primary: Dr. Laurie Curtis ([Laurie.Curtis@ksde.gov](mailto:Laurie.Curtis@ksde.gov))

Secondary: None

### 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	Not
All students are screened according to KSDE Screening protocol for Universal Screening for Reading Risk  Spring data is uploaded to KIDS/ KEDS according to KSDE Screening for Reading Risk/ Dyslexia requirements	Students are not screened according to KSDE Screening protocols for Universal Screening for Reading Risk/ Dyslexia  Spring data is not uploaded or uploaded data is not complete according to KSDE Screening for Reading Risk/ Dyslexia requirements.

## Compliance Area - Dyslexia (continued)

### KSDE Required Training for Dyslexia

In	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> <p>Elementary education</p> <p>Early childhood unified</p> <p>High incidence SPED (K-12)</p> <p>ELA 5-12</p> <p>Reading Specialist</p> <p>School Psychologist</p> <ul style="list-style-type: none"> <li>received the KSDE Required Dyslexia Training Online Modules as found at the <a href="#">KSDE Dyslexia</a> page and are reported on the SO66 report.</li> </ul>	<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"> <li>Elementary education</li> <li>Early childhood unified</li> <li>High incidence SPED (K-12)</li> <li>ELA 5-12</li> <li>Reading Specialist</li> <li>School Psychologist</li> </ul> <p>were not provided the KSDE Required Dyslexia Training Online Modules as found <a href="#">here</a>.</p> <p>The question related to the above training is not completed on the SO66 report.</p>

### KSDE Required Annual Struct

In	Not
<p>All teachers who are endorsed:</p> <ul style="list-style-type: none"> <li>Elementary education</li> <li>Early childhood unified</li> <li>High incidence SPED (K- 12)</li> <li>ELA 5-12</li> <li>Reading Specialist</li> <li>School Psychologist</li> </ul> <p>are documented as participating in annual structured literacy/ dyslexia training as determined by their district and defined <a href="#">here</a> and reported 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"> <li>Elementary education</li> <li>Early childhood unified</li> <li>High incidence SPED (K- 12)</li> <li>ELA 5-12</li> <li>Reading Specialist</li> <li>School Psychologist as defined <a href="#">here</a>.</li> </ul> <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 ([Edward.Kalas@ksde.gov](mailto:Edward.Kalas@ksde.gov))

Secondary: Shane Carter ([Shane.Carter@ksde.gov](mailto:Shane.Carter@ksde.gov))

### 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	Not
<p>The following four plans, whether separate or combined, are KSDE-approved:</p> <ul style="list-style-type: none"><li>• Teacher</li><li>• Specialist</li><li>• Building Leader</li><li>• District Leader</li></ul> <p>Any KSDE-approved plan from an outside provider (educational service centers or approved mentoring service) is current or KDHE is working with or reviewing a plan/s for approval.</p>	<p>Not all of the four mentoring plans (teacher, specialist, building leader, and district leader) are KSDE-approved. Any plan from an outside provider(educational service center or approved mentoring service) is not approved.</p>

## Compliance Area – Individual Plan of Study

### Contacts -

Primary: Natalie Clark ([Natalie.Clark@ksde.gov](mailto:Natalie.Clark@ksde.gov))

Secondary: Helen Swanson ([Helen.Swanson@ksde.gov](mailto:Helen.Swanson@ksde.gov))

### 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	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:</p> <p>There are four minimum components of a student's IPS:</p> <ul style="list-style-type: none"> <li>• A graduated series of strengths finder and career interest inventories to help students identify preference toward career clusters.</li> <li>• Eighth- through 12th-grade course-builder function with course selections based on career interests.</li> <li>• A general postsecondary plan (workforce, military, certification program, two- or four-year college).</li> <li>• A portable electronic portfolio.</li> </ul> <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 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>	<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>

## Compliance Area – KIDS - DQC

### Contacts -

Primary: Ryan Kurtenbach ([Ryan.Kurtenbach@ksde.gov](mailto:Ryan.Kurtenbach@ksde.gov))

Secondary: Phil Watkins ([Phil.Watkins@ksde.gov](mailto:Phil.Watkins@ksde.gov))

### Compliance Expectation:

In	Not
District has completed data quality certification training for all staff collecting and reporting student data.	District has not completed data quality certification training for all staff collecting and reporting student data.
District staff complete recertification annually beginning the year after initial certification.	No staff have completed annual recertification
Training information and registration is located in the <a href="#">KSDE Training Portal</a>	
Information is also sent via the KIDS Listserv on a weekly basis. To be added to the listserv, send a request to <a href="mailto:KIDS@ksde.org">KIDS@ksde.org</a>	

## Compliance Area – Student Data Submission

### Contacts -

Primary: Ryan Kurtenbach ([Ryan.Kurtenbach@ksde.gov](mailto:Ryan.Kurtenbach@ksde.gov))

Secondary: Kyle Lord ([klord@ksde.org](mailto:klord@ksde.org))

### Compliance Expectation:

The KIDS Submission Details Documents for each collection are here:

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

In	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"><li>• Reviewing assessment data during the correction window and submitting KIDS records to correct errors</li><li>• Logging in to Dropout Graduation Summary Report (DGSR) and submitting KIDS records to correct errors then signing off on the data</li><li>• Reviewing KIDS Reports to ensure data is accurately reported</li></ul>	<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 ([Amanda.Petersen@ksde.gov](mailto:Amanda.Petersen@ksde.gov))

Secondary: Stacy Clarke ([Stacy.Clarke@ksde.gov](mailto:Stacy.Clarke@ksde.gov))

### 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	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 &amp; Stages Questionnaires®, Third Edition (ASQ-3) and Ages &amp; 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>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 ([Leslie.Burton@ksde.gov](mailto:Leslie.Burton@ksde.gov))

Secondary: Shane Carter ([Shane.Carter@ksde.gov](mailto:Shane.Carter@ksde.gov))

### Compliance Expectation:

In	Not
<b>Fall Vacancy Report (FVR):</b> System submits the FVR on or before September 25 of the reporting year.	System did not submit the most recent report on or before the due date.
<b>Licensed Personnel Report (LPR):</b> System submits the LPR on or before March 1 of the reporting year.	
<b>Spring Vacancy Report (SVR):</b> System submits the SVR (as part of the LPR) on or before March 1 of the reporting year.	

## Compliance Area – Professional Development Plan

### Contacts -

Primary: Ed Kalas ([ekalas@ksde.org](mailto:ekalas@ksde.org))

Secondary: Shane Carter ([scarter@ksde.org](mailto:scarter@ksde.org))

### Rationale:

Required by Kansas statute and regulations.

### Compliance Expectation:

In	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>— Any of the following:</p> <ul style="list-style-type: none"><li>• The system has turned in its plan(s), and KSDE is still reviewing.</li><li>• The system is working with KSDE to finalize a plan for approval.</li><li>• The system and KSDE determine deadlines/timelines.</li><li>• Continuous communication between the system and KSDE.</li><li>• The system is deciding to change from an outside provider plan to one of its own</li></ul>	<p>The plan has expired, or the State Board of Education (BOE) did not approve a plan.</p> <p>— The plan from an approved outside provider (educational service center) is not current.</p> <p>— Any of the following:</p> <ul style="list-style-type: none"><li>• The system has not submitted plans to KSDE after KSDE requested them.</li><li>• The system is not working with KSDE to finalize a plan for approval.</li><li>• The system misses multiple deadlines/timeframes that they agreed to with KSDE.</li><li>• Little or no communication from the system to KSDE.<ul style="list-style-type: none"><li>• The system left its outside provider plan and did not create one of its own.</li></ul></li></ul>



## Compliance Area – Special Education (IDEA)

### Contacts -

Primary: Bert Moore ([bmoore@ksde.org](mailto:bmoore@ksde.org))

Secondary: Brian Dempsey ([bdempsey@ksde.org](mailto: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	Not
<p>LEAs must meet all compliance indicators in the State Performance Plan/Annual Performance Report. LEAs have one year from the date of notice of non-compliance, to meet compliance for identified areas of deficiency. These areas include:</p> <ol style="list-style-type: none"> <li>1. Indicator 4B: Suspension/Expulsion with significant discrepancy by race/ethnicity;</li> <li>2. Indicator 9: Disproportionate Representation of racial/ethnic groups due to inappropriate identification;</li> <li>3. Indicator 10: Disproportionate Representation of racial/ethnic groups in specific disability categories due to inappropriate identification;</li> <li>4. Indicator 11: Child Find percent of children evaluated within 60 school days of parental consent;</li> <li>5. Indicator 12: Early Childhood Transition</li> </ol>	<p>Any LEA identified as non-compliant that requires corrective action that is not corrected within one year from the identification of non-compliance.</p>

<p>percent of children found Part B eligible with IEP implemented by 3rd birthday;</p> <p>6. Indicator 13: Secondary Transition percent of youth ages 14+ with measurable, annual IEP goals and appropriate transition assessments, services, and courses.</p> <p>Additional compliance areas include correction of any file review discrepancies, as well as dispute resolution findings requiring corrective action. Also, if the agency conducts any on-site review due to a credible allegation of non-compliance.</p>	
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## Compliance Area – Title Services

### Contacts -

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Secondary: Joe Jewitt ([Joe.Jewitt@ksde.gov](mailto:Joe.Jewitt@ksde.gov))

### 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	Not
All parts of the Local Consolidated Plan (LCP) for the system are currently up to date.	The district is not in the process of completing the required parts of the Local Consolidated Plan System.
All monitoring information is completed in the Kansas Integrated Accountability System (KIAS).	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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