### KANSAS STATE BOARD OF EDUCATION

### **MEETING MINUTES**

# February 12, 2002

### **CALL TO ORDER**

Chairman Rundell called the meeting to order at 10:00 a.m. on Tuesday, February 12, 2002 in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

#### **ROLL CALL**

Members present were:

John Bacon
Val DeFever
Sue Gamble
I.B. ?Sonny? Rundell
Carol Rupe
Harold Voth
Bill Wagnon
Janet Waugh
Bruce Wyatt

Dr. Abrams was unable to be present

#### APPROVAL OF AGENDA

Chairman Rundell asked for approval of the agenda. Mr. Wyatt asked that item 12 k., charter school implementation grants, be pulled from the consent agenda. There being no further changes, Mrs. Gamble moved, with a second by Dr. Wagnon, that the agenda be approved as amended. The motion carried.

### **APPROVAL OF THE MINUTES**

Chairman Rundell asked for approval of the minutes of the January meeting. Mr. Voth moved, with a second by Mrs. Waugh, that the minutes of the January meeting be approved as presented. The motion carried.

#### COMMISSIONER?S REPORT

Commissioner Tompkins reviewed his written report. He noted the Department had received a mix of responses, mostly positive, to Take the Test Day which was held with the Education Committees of the legislature and across the state February 4th. In an update on ESEA, he reported that the details are very complex, but that he hoped to bring a revised accreditation model to the Board in April that would incorporate the design changes required by ESEA. He indicated that options for the implementation of the restricted certificate scheduled for July were being explored. It was reported that a preliminary meeting with ETS had been held on the content assessment validation process to select the tests that were to be validated. The Department was seeking nominations from school districts and professional organizations for persons to assist with the validation study. Dr. Tompkins noted that the Board would receive them for review and to set cut scores in October or November. In response to an inquiry regarding the involvement of higher education faculty in the process, Dr. Gage, Certification and Teacher Education, explained that some higher education faculty would be invited to participate, but the majority of the validators would be teachers who had experience of seven years or less because that was how the ETS process was set up. Dr. Gage indicated that the Department has been and would continue to share the content standards with liberal arts and science faculty, reporting that numerous workshops had been held this year that had included higher education faculty. She noted that there were two more forums this spring for higher education faculty that would be connected to the content standards and that she had conducted several workshops at institutions since last August.

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Dr. Tompkins also reported that he had met with staff of the Board of Regents about the recent change made by the Regents in their Qualified Admissions program to not count Algebra I when

taken in middle school. He noted that the enactment date had been change to become effective with the graduation class of 2006. Board of Regents staff agreed to meet with several high school principals on the issue. Dr. Tompkins also noted that the universities don?t want calculus taught at the high school level and that a study would be conducted to profile students in college remedial math classes. A discussion of the need to build a working relationship with the Board of Regents followed. A dialogue between the Board and the Board of Regents regarding transitions from high school to postsecondary education, such as the need for calculus at the high school level, was suggested. Mrs. DeFever asked if the math on the TIMMS assessment still included a lot of calculus.

Lastly, Dr. Tompkins noted that the reauthorization of IDEA might be delayed one year and that would also affect the reauthorization of Carl Perkins vocational funding.

### **CITIZENS? OPEN FORUM**

Chairman Rundell declared the Citizens? Open Forum open at 10:28 a.m. Participants addressing the Board were Christy Leaving, Topeka, President of KNEA, and Doug Bowman, Perry, representing Kansas Coordinating Council on Early Childhood. Chairman Rundell declared the Open Forum closed at 11:34 a.m.

### **UPDATE ON STUDENT SUPPORT SERVICES TEAM ACTIVITY**

Bruce Passman, Team Leader of Student Support Services, updated the Board on how special education is helping students achieve Board goals. He noted the high percentage of special education students participating in state and local assessments; the training and use of student intervention teams and other building based training; assisting teachers in developing problem solving skills; enhanced family support and training for collaboration; and a focus on employment. In the area of recruitment and retention of teachers, he mentioned the Kansas Education Employment Board (KEEB); the use of personnel preparation grants; the development of a field-based consultant network; Project STAY, to support teachers and youth; and the Neurological Disabilities Network. The Board goal for redesigning schools was being addressed several ways, Dr. Passman reported, and included a focus on how special education was fitting into an integrated accreditation process; focused monitoring for improvement in student outcomes; schoolwide programs, increased local autonomy; and the regionalization of services. Dr. Passman also shared the Student Support Services? strategic vision which in addition to many of those listed above include: accountability for results and providing assistance to schools in aligning IEPs to state standards; a focus on customer service and customization of services; smoother transitions for students from birth to 5 and 14 to 21; a focus on early literacy and allowing districts the freedom to work with early intervention; development of a formula-based coherent special education funding policy; relationship building; and better collaboration. Dr. Passman was asked about the guideline document for working with gifted students that was made available last summer. He indicated that it had been widely distributed in the state and that a document for parents is now being prepared. He also answered questions about the lack of special education teachers, noting that it was important for higher education to provide teaching students with better training. He also suggested that better administrative support for special education teachers was important, as was working with parents in developing reasonable expectations for their children. Dr. Passman reported that ?grow your own? programs within districts, cooperatives and service centers could be a promising solution.

The Board took a break from 10:50 a.m. to 11:00 a.m.

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### **RECOGNITION OF THE 2002 KANSAS TEACHER OF THE YEAR TEAM**

Deputy Commissioner Dennis introduced the 2002 Kansas Teacher of the Year, Tracy Taylor Callard, fourth-grade teacher at Horace Mann Elementary Foreign Language Magnet School, USD 259 Wichita, who was also one of four finalists for 2002 National Teacher of the Year. Accompanying Ms. Callard were other members of the 2002 Teacher of the Year Team, seven of the eight 2002 Regional Teachers of the Year: Barbara L. Chamberlain, language arts teacher at Seaman High School in Topeka, USD 345 Seaman; Susan K. Hagedorn, kindergarten-grade 4 reading and mathematics teacher at Hanover Elementary School, USD 223 Barnes; Patricia A. Lira, social studies teacher at Scranton Attendance Center, USD 434 Santa Fe Trail; Linda McPherson, vocal music teacher at Mize Elementary School, USD 232 DeSoto; Linda L. Nelson, mathematics teacher at Salina Central High School, USD 305 Salina; and Sarah Pike, eighthgrade English teacher at Turner Middle School in Kansas City, USD 202 Turner. Mark A. Diskin, science teacher at Maize High School, USD 266 Maize was unable to be present. The members of the Teacher of the Year Team had been asked discuss strategies to improve student academic performance. The following suggestions resulted from their presentations and the ensuing discussion.

Hire the best teachers; identify professionalism by raising teaching salaries to achieve parity with

business and industry. Provide funding for small rural schools so they have the buying power to recruit and retain good quality teachers. Provide teachers with time to plan and collaborate. Make good staff development available. Cut down on the amount of testing each year and consider consolidating all assessments into one that will be important to students and the teaching staff. Provide assessment results and data quickly in order to inform instruction and so students can see growth. The accreditation system should focus on improvement and growth instead of where schools or students fall short. Educate the public and the media on how to evaluate school report card results and involve the public statewide as education advocates. Have high expectations for students, but structure classrooms to support improvement strategies that will reach all students. Provide early intervention and intervention resources and quality, research-based programs. Provide time for important one-on-one interaction with borderline students. Have the necessary teaching resources readily available for teachers. Make curriculum relevant to students. Focus on reading in every class at every level and consider reading improvement as a schoolwide goal. Consider reading training as a recertification requirement and require that teachers at every level, regardless of the subject area, receive training in reading instruction in their initial preparation. Show teacher specialists, such as music or physical education teachers, how to integrate reading and writing into their instruction. Consider reducing class size and using multi-age classrooms to allow children the time and attention needed for learning at their own rate, potentially avoiding the problems of retention or social promotion. Give students a safe environment.

After taking time for the presentation of certificates of recognitions and picture taking with Chairman Rundell and the Commissioner, the meeting was adjourned at 12:00 p.m. to set up tables. The discussion continued informally over lunch. The meeting resumed at 1:30 p.m.

### REPORTS FROM CONDITIONALLY ACCREDITED SCHOOLS

# **Horton High School**

Cherie Nicholson, Education Program Consultant, introduced representatives of Horton High School, South Brown County USD 420. Dave Norman, school QPA chairman, gave updates on the corrective actions being undertaken by school staff to address the visiting accreditation teams concerns that resulted in conditional status. He reported that staff has responded by implementing a corrective action plan that is student focused and developed by the entire staff. He noted that those corrective actions included involvement by every teacher in the improvement process through attendance at regular meetings and staff development opportunities devoted to improvement; student and site council involvement in implementation of the corrective action plan; and alignment among instructional strategies, assessments, staff development and data collection. He also noted that leadership facilitation and leadership

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•olvement in the school improvement process had also increased. Teacher collaboration had increased, as well. Asked about the summative assessments, he noted that regularly scheduled formative assessments were being conducted in the targeted subject areas and strategies developed or modified based on the results; summative data would be collected at the end of the year to determine possible changes in curriculum. Asked about their district board and community support, Mr. Norman reported that the Board has taken the situation very seriously and attends accreditation team visits and inservices, and is making the necessary resources available. The community is not as involved, but he has not been receiving complaints when inservice days are scheduled. He also noted that changes in instruction included the use of six-trait writing in all classes, with the whole school concentrating this year on the first three of the six traits.

### **Oskaloosa Middle School**

Stacy Lierz-Zielger introduced Vinnie Southiere, QPA Steering Committee Chair, Oskaloosa Middle School, to report on the progress made in response to the accreditation on-site visiting team?s evaluation. A copy of the school?s corrective action plan was also handed out to the Board. Mr. Southiere reported that Oskaloosa staff is involved in regular meetings devoted to school improvement topics; that all staff members are aware and involved in all aspects of their action plan; and staff members are implementing their strategies across the curriculum. He noted that teachers are documenting the use of several instructional strategies in all curricular areas and that there is improved alignment between instructional strategies and assessments, as well as with the staff development opportunities provided. The school has also been disaggregating assessment data by gender and socioeconomic status (ses). One result of the data evaluation was the conclusion that a math assessment that they had been using no longer met their needs and the decision was made to replace it. Additionally, Mr Southiere reported that staff was more knowledgeable about the use of data and looked for data trends over time. They have also received training in research-based strategies.

# Oskaloosa High School

Ms. Lierz-Ziegler introduced Robert Miller, Oskaloosa High School QPA Steering Committee Chair. He reported that the school had received conditional accreditation as a result of a lack of knowledge by the staff of what was to be gained; lack of efficient data collection; turnover in faculty and administration which had made it difficult to develop a process that would engage all the staff; interventions in areas with low student scores were absent; results-based staff development was not related to their improvement targets nor related to their strategies for improvement; the curriculum was not aligned; and assessments being used did not address QPA needs. In response to the recommendations of the visiting team, Mr. Miller reported that staff had received intensive training in understanding and using data, resulting in a change in attitudes about the use of assessments from using them to solely assess what students know to informing instruction in a timely manner. With their new knowledge, he reported that intervention strategies could be used to help individual students. He reported that the entire staff developed the student-focused corrective action plan that is in place. Mr. Miller noted that one

noticeable change was that staff has begun to use a common vocabulary about the improvement process and strategies being used, is involved in all aspects of the action plan, and have been implementing effective instructional strategies across the curriculum. Discussion followed about changes to QPA that might inform staff of the need for assistance earlier in the process.

### PROGRESS REPORT ON THE READING EXCELLENCE ACT GRANT

Norma Cregan, State and Federal Programs, updated the Board on the \$8 million Reading Excellence Act (REA) grant the Department received in January 2000. The purpose of the grant was to improve student achievement in the area of reading in grades kindergarten through third grade; provide professional development to all teachers in participating buildings; and use scientifically based reading research.

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From the \$8 million that Kansas received, \$3.2 million was awarded to USD 500, Kansas City, for five schools; \$2 million was awarded to USD 259, Wichita, for four schools; and USD 313, Buhler, received \$800,000 for two schools. The poverty rate in the districts receiving awards were 85 percent in Kansas City Public Schools, 60 percent in the Wichita schools, and 40% in the Buhler schools. Mrs. Cregan reported that enrollment in the schools ranged from 175 to 700, all were Title I schools, and the minority population in the schools ranged from 4 percent to 99 percent. Use of the REA funds had some restrictions, she reported. 50 percent of the funds must be spent on staff development activities for K-6 staff in the area of reading; limited funds could be spent on supplies; all funded activities had to be based on reading research; and that an evaluation of the grant activities must occur.

Mrs. Cregan indicated that student achievement was measured by a work sampling system for kindergarten; district measures for first grade, and the second grade diagnostic and an informal reading inventory for second and third grades. She reported the results for second and third grade on a baseline assessment done in the fall of 2000 and an assessment given at the end of the school year. She reviewed overall results and dissagregated results by gender, socio-economic levels, minority and non-minority students, special education, and students with limited English proficiency. Several conclusions could be made from the results. Significant increases in the percent of students reading at grade level

were apparent between the fall and spring assessments in both grades; and for some of the schools by the end of second grade, but for most by the end of third grade, the gaps between minority and non-minority students, poverty and non-poverty students, and students with limited English proficiency were almost nonexistent. Special needs students also showed an increase in the percent reading at grade level on the spring assessment. Mrs. Cregan also reviewed the types of professional development in which the teachers participated. They ranged from formal professional development opportunities such as being access to reading specialists who provided assistance, and opportunities to hear nationally recognized presenters, to informal opportunities, such as study groups, book study groups and peer coaching.

Mrs. Cregan reported that from the data, it could be concluded that the use of scientifically based reading research components and strategies had a positive effect on student achievement and it was necessary for professional development to be ongoing, supported and directly related to daily instruction. Her recommendations included: use of instructional strategies that are well researched and that professional development be a major part of every new strategy employed; professional development should be ongoing and job-embedded; and that to make a difference, sufficient resources needed to be provided. In the discussion that followed, Mrs. DeFever asked that data from the state fifth grade reading assessment be examined to determine if the gains noted by the end of grade were sustained.

#### **LEGISLATIVE MATTERS**

### **Redistricting Update**

Deputy Commissioner Dennis handed out map with a proposal for Senate redistricting. In the discussion that followed, Board members discussed the potential effects redistricting would have on Board districts and the Board election cycle. Mr. Biles, Board Attorney, offered clarification on Board member tenure.

### FY 2002 & FY 2003 Budget Request

Mr. Dennis reviewed the Senate Ways and Means Subcommittee budget recommendations for FY 2002 and FY 2003, comparing them to the Governor?s recommendations and the Board?s request. For FY 2002, the subcommittee recommended an increase in reimbursement for special education excess costs of \$435,411 to the Governor?s recommended amount, to correctly reflect his intention to fund it at 85 percent instead of the 89.8 percent request from the Board. The subcommittee recommended funding the Board?s supplement request of \$105,000 for attorney?s fees for school finance litigation. The Governor Page 6

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had not recommended funding for those fees. The Board?s request for an additional \$16,000 to fully fund \$1,000 bonus payments to teachers that receive national board certification was denied, both by the subcommittee and the Governor. Mr. Dennis indicated that to maintain credibility with the field, the Department should fight for the funding request. He noted that the same credibility issue was reflected in the recommendations for national board certification awards and scholarships, as well as the recommendation to eliminate funding for grants for mentor teachers in the FY 2003 budget. Additionally, the subcommittee recommended an increase in operating expenditures to fully fund the state assessment program for FY 2003

For FY 2003, the Senate subcommittee concurred with the Governor?s recommended reduction in base state aid per pupil (bsapp), from \$3,870 to \$3,712 and to leave at-risk weighting at 10 percent. The Senate subcommittee also concurred with the Governor?s recommendations to provide no funding for extended learning time and all-day kindergarten; rewarding outstanding schools; health insurance for school district staff; supplemental funds for the Board of Regent?s scholarship program to encourage students to enter the teaching field and serve in hard to fill geographic areas and high need discipline areas; Ag in the Classroom and Environmental Education; grants to ESU for national board certification and a future teachers academy; or funds to provide a substitute teacher when the Kansas Teacher of the Year (KTOY) is out of the classroom for activities associated with the KTOY program.

Areas where the Senate subcommittee?s recommendations differed from the Governor?s included a reduction in the four-year-old at-risk program; a reduction in the amount the Governor had recommended to be added to the Parents as Teachers program; a reduction in the base state aid per pupil amount for students in juvenile detention facilities; elimination of \$500,000 from the Governor?s recommendation to fund a Reading Recovery for Emporia State University; a reduction in the vision study program; and the elimination of funding for the Safe and Caring Schools program. Mr. Dennis reported that a misunderstanding existed with the four-year-old at-risk funding and because of statutory requirements, the program was fully funded in the consensus estimates for general state aid.

Mr. Dennis also reviewed state general funds estimates. He indicated that revenues could possibly be below estimates and there was discussion of the potential difficulty in addressing the needs of education, the elderly and the disabled, as well as other functions of state government dependent on the state general fund.

# **Legislative Update**

Mr. Dennis reviewed pending education bills and indicated that the House Education Committee had few hearings scheduled before the legislative turn around March 20th, after which no new bills could be introduced except in certain cases. He noted that the Senate had held hearings on several bills and the Board discussed the possibility of tax increases and proposals that had been made by individual members of the legislature. Mr. Dennis reported that Mrs. DeFever would be representing the Board at a Senate hearing the next day where she would be making a presentation on the Elementary and Secondary Education Act and how it compared to the goals the Board had established.

### **CONSENT AGENDA**

# 2002 Kansas Charter School Phase II Implementation Subgrants.

Mr. Wyatt had pulled item 12 k, regarding 2002 Kansas Charter School Phase II implementation subgrants. The list of proposed grants had not been mailed to the Board with other materials, but had been handed out during the meeting. Mr. Wyatt indicated that his questions had been answered when the materials were passed out. He also indicated he would not be voting for the item, noting that he had not voted for the charter school petitions last spring when those proposed for the Phase II grants had Page 7

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originally been approved. Mr. Wyatt moved, with a second by Mrs. Waugh, that the consent agenda be amended and the item be voted on separately. The motion carried 9-0. Dr. Wagnon moved, with a second by Carol Rupe, that the Phase II charter school implementation grants be approved as presented. The motion carried on a vote of 7-2, with Mr. Wyatt and Mrs. Gamble voting ?no?.

# **Consent Agenda Items**

Mrs. Waugh moved, with a second by Dr. Wagnon, that the consent agenda be approved as amended. The motion carried.

In the consent agenda, the State Board:

- ? Received the monthly personnel report.
- ? Confirmed the unclassified special project appointments of Ruth Mott to an Education Program Consultant position under the ESEA Consolidated Administrative Pool, effective January 14, 2002 at an annualized salary of \$43,659.20; and Jill Schalansky to an Administrative Assistant position under the Adults Who Are Deaf/Blind grant, effective January 22, 2002 at an annualized salary of \$18,595.20.
- ? Approved school construction plans for South Haven, USD 509; Wichita USD 259 (six projects); Gardner USD 231; St. Michael the Archangel, Leawood; Redeemer Presbyterian Church, Overland Park; Olathe USD 233; Dodge City USD 443; Vermillion USD 380; Christ the King Catholic Church School, Topeka; Southeast of Saline USD306; Greensburg USD 422; Cheney USD 268; Iola USD 257; Elk Valley USD 283; Nickerson USD 309; Seaman USD 345; Hays USD 489; and Fairfield USD310.
- ? Approve Cycle II accredited status for USD 512 Shawnee Mission: Rosehill Elementary, Merriam Elementary, Overland Park Elementary, Rhein Benninghoven Elementary, Tomahawk Elementary, Corinth Elementary, East Antioch Elementary, Ray Marsh Elementary, Rushton Elementary, Roeland Park Elementary, and Westridge Middle School.
- Approved requests for waivers for individuals to serve outside their area of endorsement in districts as follows: *Biology (extend days on emergency sub):* Stepheny Andrews, USD 265, *Business Education:* Susan Lofts, USD 246; *Early Childhood Special Education:* Megan Carlson, USD 320, and Angela Davis, Interlocal (IL) 613; *Director of Special Education:* Charles Wood, Special Education Cooperative (SEC) 603; *English:* Susan Hall, USD 352; *Family & Consumer Science (extend days on sub):* Joyce Stowell, USD 380; *Gifted Education:* Steven Meier, USD 273, and Kay Harrison, IL 618; *Interrelated Special Education:* Melissa Salazar, IL 610, and David Salisbury, IL 613; *Language Arts (extend days on emergency sub):* Lyle Grewing, USD 439; *Library Media Specialist:* Anthony Baker USD 453; *Mentally Retarded:* Beth Ward, USD 383; *Physics:* Gunnar Whorton, USD 405; and *Supervisor/Coordinator Special Education:* Nancy Colley, USD 500.

- ? Approve the renewal requests from Sowers Special Education Center and Levy Special Education Center, Wichita USD 259, for waivers of QPA Regulation 91-31-18(c)(2), to target "behavior" as the third target for improvement through the normal 5-year cycle.
- ? Approved the request for a 2001-2002 Visiting Scholar Certificate for Angela Schumaker, to serve as a full-time Spanish teacher in USD 259, from December 11, 2001 to June 30, 2002.

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- ? Approved the recommendations of the Evaluation Review Committee for: ?Approved? status for McPherson College through December 31, 2006; Approved with Stipulation? status for Pittsburg State University's new ESOL program through December 31, 2003, ?Approved? status for some of Wichita State University?s programs through December 31, 2007, ? Approved with Stipulation? status for Wichita State University?s Earth and Space Science, Middle Level Social Studies, Speech Communication, School Psychologist, and Middle Level Science programs through December 31, 2002,and ?Not Approved? status for Wichita State University?s Foreign Language, Physical Science, and Journalism programs.
- ? Approved an increase of \$1,800 to the current Parents as Teachers grant award of \$22,935 for Kaw Valley Schools Parents as Teachers program.
- ? Title II Assessment Academies grants in the amount of \$10,000 each for ESSDACK; Fort Hays Educational Development Center; Northeast Kansas Education Service Center; and Southeast Kansas Education Service Center.
- ? Approved Title II Substitute Teacher Best Practices grants in the amount of \$5,000 each for Northeast Kansas Education Service Center; Smoky Hill Education Service Center;

Southeast Kansas Education Service Center; and Southwest Plains Regional Service Center.

- ? Approved a Carl Perkins Statewide Leadership grant in the amount of \$66,852.00 for Barton County Community College to provide reimbursement to individuals assisting with the peer review process of the Technical Education Program Review.
- Issued an order granting the application of U.S.D. #506, Labette County, authorizing it to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

# Contracts Approved

The Commissioner of Education was authorized to continue a contract with the Kansas Department of Health and Environment for the purpose of completing on-site inspections of meal preparation and service sites for the Summer Food Service Program with the contract amount not to exceed \$11,550.

### **EXECUTIVE SESSION**

Mr. Wyatt moved, with a second by Mr. Bacon, the Board recess into Executive Session for a period of fifteen minutes for the purpose of discussing personnel matters of non-elected personnel so the privacy, confidentiality and other rights of such personnel are not violated, and for consultation with the attorney so that the attorney-client privilege can be preserved, and that the open meeting of the Board resume in this room at 4:05 p.m. The motion carried. At 4:05 p.m. the open meeting resumed and Mr. Wyatt moved, with a second by Mrs. Gamble, that the Board recess into Executive Session for a period of ten minutes for the purpose of discussing personnel matters of non-elected personnel so the privacy, confidentiality and other rights of such personnel are not violated, and for consultation with the attorney so that the attorney-client privilege can be preserved, and that the open meeting of the Board resume in this room at 4:15 p.m. The motion carried and the open meeting resumed at 4:15 p.m.

### **RECESS**

Chairman Rundell left before the end of the executive session and Vice Chairman Waugh recessed the meeting at 4:15 p.m.

February 2002 KSBE Minutes	
I.B. Rundell, Chairman	Penny Plamann, Secretary
KANSAS STATE BOARD OF EDUCATION	
MEETING M	MINUTES
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CALL TO ORDER	

Chairman Rundell called the meeting to order at 9:00 a.m. on Wednesday, February 13, 2002 in the

# http://www3.ksde.org/commiss/february2002ksbeminutes.htm (14 of 20)3/26/2007 1:12:49 PM

Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

### **ROLL CALL**

Members present were:

Steve Abrams
Val DeFever
Sue Gamble
I.B. ?Sonny? Rundell
Carol Rupe

Harold Voth
Bill Wagnon
Janet Waugh
Bruce Wyatt

Mr. Bacon was not present when the meeting opened, but arrived at 9:05 a.m.

#### APPROVAL OF AGENDA

Chairman Rundell asked for approval of the agenda. Dr. Wagnon moved, with a second by Dr. Abrams, that the agenda be approved as presented. The motion carried.

#### **BOARD REPORTS**

### Chairman

### Nominations for NASBE 2003 Officers

Chairman Rundell indicated that NASBE was accepting nominations for officers for 2003. Mrs. DeFever? s was proposed by Mrs. Gamble as a candidate for representative for the Central District. Mrs. DeFever declined the proposal and it was the consensus of the Board that they did not wish to make any nominations.

# Designation of Board Members to Attend KSSD and KSSB Graduations

Chairman Rundell asked if any Board members would like to represent the Board at graduation ceremonies at Kansas State School for the Deaf, Wednesday, May 22nd<sup>d</sup>, at 6 p.m. in the Olathe North High School Auditorium, and at the Kansas State School for the Blind, Friday, May 24<sup>th</sup> at 1 p.m. in the Johnson Building Gymnasium. Mrs. Gamble volunteered for the Kansas State School for the Blind and Dr. Abrams volunteered for the Kansas State School for the Deaf.

# **Legislative Coordinator**

Mrs. DeFever reported on her activities attending hearing and meeting with members of the legislature regarding the Board?s budget and goals. She encouraged other Board members to meet with their Senators and Representatives, personally, and give them facts about the budget and goals. She noted that the Board?s legislative brochure was very helpful. She suggested other strategies that Board members might use to help educate legislators and the public about current needs of education and those that will be developing in the near future, to meet the requirements of ESEA.

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# **Board Attorney**

Mr. Biles updated the Board on recent activity. He reported that the Marsh appeal had been transferred to the Kansas Supreme Court and that a final decision might be made before the Court?s August break. He noted that the an appeal had been filed to transfer the state school finance case to the Kansas Supreme Court and that in the federal case, oral arguments were completed before the U.S. 10<sup>th</sup> Circuit Court of Appeals on the issue of the state?s immunity from lawsuits in federal courts. In the Tort Claims Act case against the School for the Deaf involving a pedestrian/automobile accident, the Johnson County District Court had dismissed cross motions for summary judgment, but the court decided to postpone the April trial date in order for either side to appeal his ruling. Mrs. Gamble moved, with a second by Mr. Wyatt, that Mr. Biles?s fees for January be paid as submitted. The motion carried.

### Other Board Member Reports

Mr. Wyatt reported on recent activities of the Business-Education Coalition on which he represented the Board. He reported that a subcommittee comprised of representatives from state agencies was working on a report that would compile a list of all technical education programs available at the secondary and postsecondary level. He noted that it would be useful for students wishing to enter certain areas of study and could serve as an employment pool for employers. Mr. Wyatt asked Susan Peck and Karmey Olson of the Department to speak briefly on what was currently happening with secondary vocational education. Ms. Peck, also Staff Facilitator for the Business-Education Coalition, handed out copies of the 2002 Coalition directory. Ms. Olson handed out U.S. Department of Education (USDOE) information on career clusters currently being used by some high schools to provide some focus to students? studies in order for them to make a smooth transition into postsecondary training or into the workforce. Discussion followed.

Mrs. Waugh reported on her attendance at a recent meeting of the Confidence in Public Education Task Force. She reported that the group was exploring the idea of developing an award program for schools that do an outstanding job in very difficult and challenging conditions. Dr. Wagnon reported on the NASBE group studying the restructuring of high school and the reports and presentations the group had heard. He indicated that many of the recommendation would be in the study group?s report that would be presented at the NASBE annual meeting in October. Mrs. Gamble reported on her participation with the NASBE study group studying low-performing schools and with the Kansas Technology Advisory Board, K-TAB. She also reported on a group launching a campaign to educate political candidates about the needs of children. Mrs. DeFever reported on presentations she had recently made and the general feeling that schools were going to have to lower the caliber of education available because of budgetary shortfalls. Mr. Bacon reported on difficulties faced at the KSSD during the recent ice storm.

### **Requests for Future Agenda Items**

There were no requests for future agenda items.

### APPROVAL OF BOARD TRAVEL

Mrs. Waugh asked that the Kansas Association of School Board Government Relations Network meeting, to be held February 20<sup>th</sup> and 21st, be added to her request. Mrs. Waugh moved, with a second by Mr. Voth, that the requests for travel be approved as amended. The motion carried.

The Board took a break from 9:55 a.m. until 10:00 a.m.

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#### STUDY SESSION ON REDESIGNING SCHOOLS TO ENSURE SUCCESS FOR ALL STUDENTS

Dr. Steve Wyckoff, new projects and school improvement specialist at the ESSDACK service center in Hutchinson, and Milt Dougherty, superintendent in Little River, were asked to share with the Board their presentation on learning for the 21st century, which they had presented to the Kansas House Education Committee in January. The presentation was planned as a follow up to the presentation on educational innovation by Dr. George Thompson from the Center for Leadership in School Reform that the Board heard in December and to gain an additional perspective on redesigning schools. Following the presentation, a panel composed of Kansas district superintendents, Gloria Davis, Gary Price, Winona Winn and Randy Weisman, commented on the ideas presented and suggestions provided, as well as offering suggestions of their own.

Dr. Wyckoff discussed the challenges faced by educators in making the changes necessary to respond to what is demanded of graduates by employers in an information-based society. He noted that the model upon which the current school design is based met the needs of a society where an unskilled or semi-skilled workforce could earn a decent living. He pointed out that only 4 percent of newly-created jobs today did not require postsecondary training. Dr. Wyckoff reported that employers wanted graduates who are able to apply the knowledge they had acquired to real-world unpredictable problems, but that schools do not adequately prepare students for that. The focus of schools has remained stable over time, but the needs of society and of the students have changed dramatically, he reported. Using a comparison of the principals that have guided industrial organizations and those that guide organizations in an information age, Dr. Wyckoff pointed out several changes necessary to keep up with the educational needs that will have the most value. Included among them would be the elimination of fixed starting and ending school dates and times, and same-age students grouped regardless of readiness, doing the same work. Teachers would no longer work in isolation by content or location. Curriculum would not be segregated and there would no longer be a centralized location where every student attends every day. E-learning is one of the trends that is influencing changes, he noted, as is a better understanding, because of current brain research, how learning takes place. The education system would move from a time-based system to an achievement-based system, where individualized, customized self-directed learning would take place. He noted that when students are linked to their

future through their educational experience, they become more authentically engaged in their learning. He pointed out the success in the Colby school district having students use the sixteen USDOE career clusters as a focus for their work.

The Board took a break from 11:00 a.m. until 11:05 a.m. while changes in the room set up were made for the transition to the panel discussion.

In the remarks and the discussion that followed, several other issues were raised. The importance of the knowledge base of the classroom teacher in order to inspire creativity and actively engage students in their own learning was discussed, as well as the compensation to attract the best teachers. The need to focus more energy and resources on quality professional development was mentioned; and the importance of making changes in higher education programs that are preparing teachers for the classroom. There is a need for dedicated people within the system to be the fundamental drivers of change and to have the ability to assess what pieces of the vision of change are in place and if they have made a measurable difference. Establishing a learning environment where students move ahead to the next learning level when they are ready and teachers are able to respond to the varying learning needs of their students; making virtual learning more effective and used appropriately by students; having more vocational programs in schools; rewarding innovation by teachers; developing an achievement-based, rather than a time-based system that moves away from passage through grade levels to the achievement of Page 4

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competencies; developing a good validation system to ensure that competencies are met; and providing extended learning time to help all students meet the competencies that are established were just a few of the ideas discussed. It was noted that flexibility, awareness of public expectations and needs, technical assistance, adequate funding, networks of support and successful models would be essential to ensure a successful transition from the current system to any alternative.

### **ADJOURNMENT**

There being no further business, Chairman Rundell adjourned the meeting at 12:55 p.m.

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I.B. Rundell, Chairman	Penny Plamann, Secretary