

**KANSAS STATE BOARD OF EDUCATION**

**MEETING MINUTES**

**June 13, 2000**

**CALL TO ORDER**

Chairman Voth called the meeting to order at 10:00 a.m. on Tuesday, June 13, 2000, in the Board Room of the State Board of Education Building, 120 SE 10<sup>th</sup> Avenue, in Topeka, Kansas.

**ROLL CALL**

Members present were:

Steve Abrams

Linda Holloway

John Bacon

I.B. "Sonny" Rundell

Mary Douglass Brown

Harold Voth

Val DeFever

Bill Wagnon

Scott Hill

Janet Waugh

**APPROVAL OF AGENDA**

Chairman Voth asked for approval of the agenda. Dr. Abrams asked that item 9 l., a contract with Families Together, Inc., be pulled from the consent agenda. Mrs. Brown asked that item 9 i., renewal of the assessment contract with the University of Kansas, be pulled from the consent agenda. Mr. Hill asked to pull item 9 h., waivers for a QPA pilot project. Mrs. Waugh moved, with a second by Mrs.

Holloway, that the agenda be approved as amended. The motion carried.

## **APPROVAL OF THE MINUTES**

Chairman Voth asked for approval of the minutes of the May, 2000 meeting. Mrs. DeFever moved, with a second by Mrs. Brown, that the minutes be approved. The motion carried.

## **REPORT RECOMMENDATIONS**

### **Special Education Biennial Performance Report**

Dr. Alexa Pochowski, Team Leader, Student Support Services, presented recommendations arising from the Kansas Biennial Performance Report for Students with Disabilities which was presented to the Board in March. Dr. Pochowski reported that the recommendations focused on improvements in several areas. The first area she reviewed was participation by students with disabilities in the state assessments. She indicated that approximately two-thirds of students with disabilities participated in the state assessments in the 1998-99 school year. She reported that as a part of the Student Support Services Continuous Improvement Monitoring (CIM) process, schools will be required to show an increase in the total number of students with disabilities participating in regular assessments over the next few years, with a target of 85% in 2000-2001 to a target of 98%. Dr. Pochowski reviewed ways the Department could assist districts in meeting those participation goals, as well as efforts currently underway, including providing training for trainers on the alternate, modified and regular state assessment process and procedures; piloting alternate and modified state assessments; development of modified state reading and mathematics assessments; and evaluating and refining the state writing assessment rubric as part of the assessment with modifications.

To achieve the goals of improving the scores of students with disabilities on the state assessments for mathematics and reading, Dr. Pochowski indicated that schools as part of CIM would be required to document that they are using appropriate curriculum and effective instructional strategies that promote and enhance the literacy and reading skills, and mathematical skills for students with disabilities. To assist schools, Dr. Pochowski recommended the Department promote early literacy and numeracy skills for preschool students with disabilities; expand the delivery of special education and related services for early childhood students in daycare and preschool environments; provide staff development to assist all special education staff in knowing and using the state reading and mathematics standards as benchmarks in IEPs in teaching students with special needs to read and do mathematics; research and evaluate effective reading strategies to use with middle and high school students with disabilities; research and evaluate the use of manipulatives and other effective mathematics teaching strategies to use with students with disabilities; and focus on continuous professional development initiatives coordinating those efforts with School Improvement and Accreditation training for teachers.

To achieve the goal of writing scores and writing skills of students with disabilities, Dr. Pochowski reported that schools will be required to focus on the improvement of writing skills in all aspects such as

narrative, expository, persuasive and technical writing. To provide assistance to schools in achieving that goal, the Department would provide staff development to assist special education staff in learning and using the six-trait writing rubric; research and evaluate effective writing instruction strategies for students with disabilities; focus continuous professional development initiatives that increase the knowledge and skills of all teachers to improve student writing skills; and investigate the use of assistive technology.

Dr. Pochowski reported that overall attendance and graduation rates for students with disabilities in Kansas were high and that the drop-out rate was low, as well, and schools through the CIM process would be required to maintain those levels by increasing the graduation/completion rate to a level commensurate with the general education population. She reported there were plans to evaluate post-school activities to determine if students with disabilities were employed, pursuing further education or involved in significant life-skills activities. She also noted that a five-year study of post-high school outcomes for students with disabilities was being planned. To address over-representation of students with disabilities by Black/African-American students and to a lesser degree, Hispanics, efforts would be made to decrease levels by emphasizing the use of general education interventions within the general education environment; providing staff development for all school staff members to address diverse learning needs and strengths in a student population that is growing increasingly ethnically and racially diverse; recruiting and retaining staff who have effective training to work with culturally, racially and linguistically diverse student populations; providing jargon-free information to parents/families which has been translated into the language spoken in the home; and using multiple and varied methods of assessment to identify and determine effective instructional strategies to be used with students with disabilities within the general education environment. Lastly, Dr. Pochowski addressed recommendations regarding non-academic needs of students with disabilities who have been suspended or expelled from school, such as positive behavioral supports and the focus on a behavior intervention plan. She indicated that schools should strive to prevent suspensions/expulsions by developing positive behavior supports; assessing functional behaviors at school, in the home and in the community; determining other preventive and intensive support systems for students who may need to be suspended or expelled; developing partnerships with local mental health agencies to work with the family as a unit and to provide those services at schools; providing students with mentors; offering curriculum with a real-life future employment emphasis; and by establishing alternative programs with structure and behavior supports as ongoing components of the program. Board discussion followed.

### **Kansas Training Information Program K-TIP Report and the Kansas Technical Education Accountability Report**

Dr. Merlyne Hines-Starr, Team Leader for Technical Education, reported on recommendations arising from the Kansas Training Information Program (K-TIP) and the Kansas Technical Education Accountability Reports to improve and enhance technical education programs and services that receive Carl D. Perkins vocational and technical education funding. She indicated these are programs that serve secondary and postsecondary students which respond to labor market needs in the state and link education and training to Kansas economic development. Dr. Hines-Starr reviewed recommendations regarding occupational training at Kansas community colleges, area vocational technical schools,

technical colleges and some four-year institutions, which should be forwarded to the Board of Regents, the entity responsible for postsecondary technical education. They included recommendations that the Board of Regents should: 1) conduct a survey of employers regarding the job skills of employee graduates of area vocational technical school, technical college and community college programs to clarify and provide greater detail regarding ratings of "very good", "good" and "poor" found in the K-TIP and Technical Education Accountability reports; 2) review areas of training for low salary occupations that could be phased out and replaced with high wage/high skill occupations through more intense counseling and guidance efforts at the area vocational technical schools, technical colleges and community colleges; and 3) review labor market projections to compare training needs to placement and salaries offered. Board discussion followed regarding the Department's responsibility to continue to produce the reports and the responsibility of the Board of Regents to act on the recommendations arising from the reports.

## **CITIZENS' OPEN FORUM**

Chairman Voth opened the citizens' open forum at 10:26 a.m. Because of the number wishing to speak, he asked that speakers limit their presentations to two minutes. Addressing the Board were: Mary Rickley, Chapman, Carla Dill, Junction City, Pamela Britt, Talmage, Stan Thomas, Talmage, Superintendent Tony Frieze, Chapman, Doug Lindahl, Enterprise, Donna Davis, Chapman, Becky Cheney, Chapman, Dick Hall, Chapman, Dana Livingston, Chapman, and Victor Jacobson, Junction City all representing USD 475, Chapman; Gregg Noel, Talmage, Danny Wuthnow, Manchester, Tanya Hagedorn, Talmage, Debbie Marsteller, Abilene, Debbie Taylor, Talmage, Milo Wilcox, Talmage, Larry Bathurst, Abilene, Sharon Chase, Abilene; Dale Bathurst, Abilene, and Randall Bathurst, representing the area requesting transfer to USD 435, Abilene; Debra James, and Jim Fennema, Abilene, representing USD 435; and Representative Joann Freeborn, Concordia. Chairman Voth declared the open forum closed at 11:25 a.m. Because the forum had exceeded the scheduled time, Chairman Voth indicated there would not be time to hear four additional individuals, but that their printed comments would be reproduced and distributed to Board members. They were Gwen Beegle, PhD, Topeka, representing faculty of Special Education, the Special Education Advisory Council, and KASEA; Harry McDonald, Olathe; and John Calvert, Lake Quivera, and Jody Sjogren, Overland Park, representing the Intelligent Design Network, Inc. The Board took a short break until 11:40 a.m.

## **PANEL DISCUSSION AND STATE BOARD CHARGE TO THE SCHOOL ACCREDITATION STUDY COMMITTEE**

Deputy Director Dale Dennis introduced members of the Kansas Teacher of the Year (KTOY) Team who had agreed to discuss with the Board suggestions for improving the Quality Performance Accreditation (QPA) process. Present were Julie Bervert, high school teacher, Seaman, Topeka; Nancy Jo Bradley, elementary teacher, Manhattan; Tammy Lalicker, elementary teacher, Garden City; Beverly McWilliams, elementary/middle school teacher, Circle/Towanda; Susan Rippe, high school teacher, Wichita; Karen Wall, high school teacher, DeSoto; and Gayle Newman, elementary teacher, Blue Valley. Ms. Newman handed out notebooks to the Board which summarized QPA topics and issues. Speaking on behalf of the team, Ms. Newman shared comments, criticisms and recommendations from

the group and from educators across the state, regarding the QPA process. She reported that most teaching staff who have completed a QPA cycle are appreciative of fact that the process has helped produce a more diagnostic classroom teacher. The KTOY Team credited the process with: 1) promoting more active involvement of building staff; 2) aligning curriculum with staff development; 3) producing greater accountability across the state; 4) producing a heightened awareness across all discipline areas in a school building of the goals of a school's improvement plan; and 5) the emphasis on data analysis to drive instruction. She also noted four areas of concerns: 1) the time commitment of building personnel in record keeping throughout the process; the loss of instructional time and the amount of time required to be devoted to assessments; and the diversion of professional development from other areas besides those related to the QPA outcomes; 2) the lack of consistency in the communication of expectations to everyone involved in the process and the changes in the state standards which have required changes in curriculum and assessments; inconsistencies in the assessments and the inability of the assessments to reflect individual student growth; and 4) the cost of the process in monetary terms for curriculum alignment and the development and implementation of assessments; the cost to student learning for the time needed for assessments; the cost to teachers and the potential of teacher burn-out because of the record keeping requirements; and the cost to teachers for being held accountable for something that lacks a student accountability component, particularly at the high school level where the assessments are not taken seriously by students. She also added that schools and teachers, both, were unhappy with how the press reported assessment scores. Recommendations to simplify the process included: 1) a checklist at the beginning of a five-year cycle that could be used simplify the instructions for the process; 2) providing schools with exemplary profile samples to get more uniformity across the state; 3) simplification of information required on how staff development has been correlated with outcomes and strategies; 4) simplification of the accreditation template; 5) the inclusion of classroom teachers on the QPA Steering Committee; and 6) consistency in the standards and assessments. Discussion of the issues raised followed between the Board and the KTOY team. Mr. Hill moved, with a second by Mrs. DeFever, that the staff recommended charge to the School Accreditation Study Committee be approved as proposed and that the Committee look at ways to streamline and simply the process and reduce the amount of time involved. Questions to be asked in examination of the current process should include: what was working well in the current accreditation system; what was not working well or not needed; what can be learned from other states in making improvements in the Kansas accreditation system; and what improvements should be made to the current system. The motion carried.

The Board recessed for lunch at 12:50 p.m. and the meeting resumed at 1:47 p.m.

## **REPORTS FROM CONDITIONALLY ACCREDITED SCHOOLS**

### **Dighton High School**

Dr. Steve Adams, Team Leader, School Improvement and Accreditation, introduced Angela Lawrence, Curriculum Coordinator and QPA/NCA Chair, Dighton High School, USD 482. Dr. Adams noted that Dighton High School had made great strides with the QPA process and that accreditation without reservation was being recommended. Ms. Lawrence and other staff members presented the final report on the corrective action plan developed as a result of the high school's Cycle I conditional accreditation.

She reviewed graphs on the composition of the student body, noting an increase in the special education population, and indicated the administration was still investigating the reason for it. Ms. Lawrence also reported on the 1999-2000 inservice work which had been done in conjunction with the school's North Central Association (NCA) accreditation. Susan Irwin, Director of Special Education at the school, reviewed efforts to survey parents' views on the effectiveness of the school and its academic standards, reporting that the survey done in the fall of 1999 had a poor return rate. She reported that a spring telethon had produced better results and that a survey of students who had graduated from the high school had also been successful. Kenroy Wilson reported on the math action plan to improve problem solving across all curriculum areas and to improve math scores. He indicated several strategies had been used, including the posting of student scores on monthly assessments. He also shared data illustrating improvement in math scores since the beginning of the school year. Jesse Adcock reported on strategies to improve reading comprehension and shared data which illustrated the improvements in reading.

### **Sunset Elementary**

Representatives from Sunset Elementary, USD 305, were present to give the final report on the corrective action plan developed as a result of the elementary school's Cycle I conditional accreditation. Department staff was recommending accreditation for the school without reservation. Kendra McNeal, QPA Chair, introduced Principal Sue McCormick. Ms. McNeal indicated the staff of Sunset had performed the Kansas Department of Education's QPA Self-Assessment had found it a valuable tool in assessing staff involvement in the QPA process. Laura Tiffany and Sue Blakey, Mathematics Co-Chairs, reported on the corrective action plan for mathematics that was implemented in the fall of 1998 and reviewed student assessment scores in mathematics. Rachel Lorsch and Melinda Gray reported on reading strategies and associated staff development, and assessment scores in reading. Jeannie Hrabe and Debbie Webb reported on writing strategies and scores. Kendra McNeal concluded the presentation and indicated that she and her QPA Co-Chair were comfortable with the level of staff understanding of the QPA process. Dr. Wagnon asked how new teachers would be introduced to the QPA process. Ms. McNeal indicated that mentor teachers would be used and the school would continue the active use of QPA committees.

### **Crest High School**

Representatives from Crest High School, USD 479, presented their end of cycle report on the corrective action plan developed as a result of the high school's Cycle I conditional accreditation. Department staff was recommending full accreditation without reservation. The school's self-evaluation process and the decision to assign every staff member a specific task during the conditional year to help them gain ownership of the QPA process through their active involvement was described. It was reported that the staff has learned the use of data for decision making in evaluating and diagnosing student learning and for improving instructional practice. Action steps taken by the school, including evaluation of instruction and strategies, and results-based staff development were described. It was reported that specific strategies used to meet the school's improvement goals were integrated into every curriculum area and included the use of the state problem-solving model and graphic organizers for its problem-solving goal,

and QAR (Questions Answer Relationship), graphic organizers and reading response journals to improve reading comprehension. Data from assessments used to measure the success of instructional strategies, as well as CTBS/Terra Nova and the state summative assessments was summarized. It was reported that communication, morale and commitment had improved greatly among staff members and in the student body, as well. It was also reported that plans to improve the academic environment of the high school and efforts to better align the curriculum to fit student needs would continue. Dr. Wagnon inquired if the community and the school board were supportive. The response was that the school board was proud and supportive; that several students had shared with staff their appreciation; and that teachers looked forward inservice time.

### **Field Kindley High School**

Michael Spear, Steering Committee Chair, Field Kindley High School, USD 445, reported on the progress that had been made in assessing data, developing target area goals and interventions that would provide success for the entire student population. He reported that once begun, the momentum was sustained throughout the year and that staff is six months ahead of schedule and ready to begin implementation of interventions in math, reading and writing in August. Mr. Spear indicated that Field Kindley High School, as well as other schools in the district, has adopted the UCIC problem-solving model as the first part of the action plan focusing on computational and problem-solving skills. He reported that the second part of the action plan would deal with the placement of students in the appropriate math courses and that test scores, math grades and teacher recommendations will be reviewed to assure proper placement in math classes. Mr. Spear reported that, after analyzing assessment data, interventions to improve reading comprehension would include continued implementation of the QAR Reading strategy and a focus on the instruction and use of a variety of graphic organizers. Additionally, districtwide communication has begun in order to coordinate strategies. A reading guide will be developed that can be adapted to every course and will include reading comprehension strategies, various graphic organizers and sample activities. In the school's third targeted area, Mr. Spear reported that after reviewing assessment data, writing interventions would include the use of the 5-Step Writing Process, the 6-Trait Analytic Model, and technical writing in all curricular area, with the belief that each intervention will integrate effectively across the curriculum and will enhance each of the targeted areas. Mr. Spear reported on the district's support of results-based staff development, the inservice activities already offered, as well as plans for the coming school year. Additionally, activities to address the dropout and graduation rate were reported. Two alternative educational programs were discussed. The first was a performance-based alternative high school that incorporates online learning and was designed for students 18 years or younger who are considered at-risk and who have not achieved success in the traditional school environment. The second alternative program is one designed for students 18 years and older and is designed as a dropout recovery program. It was reported that many of the 31 students enrolled had not attended school in many years. Mr. Spear also reported on community involvement in district activities involving the city of Coffeyville, Coffeyville Community College, the Chamber of Commerce and the district.

Linda Handshumaker, Chair of the Writing Committee reported on a new focus on curriculum in the district and the realignment of the K-12 curriculum based on written outcomes for each course and grade

level and the alignment where applicable with state and national standards. She reported that coordination and communication forms an integral part of the new focus and that several district committees had been created to ensure the coordination of the school improvement process districtwide. She indicated that the District Steering Committee, comprised of representatives from each building in the district, was in charge of writing district goals and action plans, standardizing districtwide surveys and formats for action plans, school profiles and results-based staff development plans. She reported that a Curriculum Council was in charge of coordinating the implementation of the newly aligned curriculum, notifying staff regarding scope and sequence, communicating with schools about course changes and updates in the state standards and assessments. A third committee, the Scout Team, was comprised of teachers trained in development of assessments and rubrics, and would serve as trainers and a support team to ensure that all staff members were prepared to develop and incorporate performance assessments in the classroom. Lastly, Ms. Handshumaker indicated that a Professional Development Council had been formed and was working on a results-based staff development model that would focus on helping teachers apply new knowledge into their classroom work. Ms. Handshumaker reported that those main committees, as well as others in the district, shared a common goal of preparing students for life through education and within the staff of Field Kindley High School there had been total involvement and commitment to the school improvement process during the past year to accomplish that goal. Further, she reported that staff was receptive to change and optimistic about the direction the school and the district were going.

The Board took a short recess at 3:45 p.m. and returned at 4:00 p.m.

## **CONSENT AGENDA**

Dr. Wagon asked for an explanation of the QPA pilot project for which the Kansas City Archdiocese was requesting waivers for its school. Dr. Steve Adams, Team Leader for School Improvement and Accreditation explained that the project would allow nonpublic schools to select their areas of improvement based solely on their building data and select as one of their required targeted goals a goal that would fit within their school's mission. He also explained that because the schools use the Kansas North Central Association model for school improvement, state requirements not waived will be met. Dr. Adams also explained that some additional public and private schools using the Kansas North Central model will be offered the opportunity to participate in the pilot project. Dr. Wagon indicated that the item could be returned to the consent agenda for action. Mrs. Brown asked that approval for continuation of the assessment contract with the University of Kansas be voted on separately, expressing her concern about the quality of the product and services provided by the University. In the discussion that followed, Mrs. DeFever reported on the discussion with the external assessment review contractors that had been held for Board members the previous Friday. She reported that during the meeting the contractors stated the need for better clarity about the items which will be assessed, more curriculum support from the Department, as well as more support documents and training of trainers competent and comfortable with aligning curriculum with the standards and assessments at the local level. Mrs. Brown expressed her concern that teachers will teach to the test. Discussion of public confidence in and acceptance of the state assessments followed. Mrs. Brown indicated that in a recent conversation with one of the assessment contractors, she had inquired what the cost would be to have the very best

assessment instruments for use in Kansas schools. She reported she had been told it would initially cost three times more than the state was currently spending, but that costs would come down after initial development of the testing instruments. Mrs. DeFever reported that the external reviewers had complimented the University of Kansas at the recent meeting and had indicated how fortunate the Department was to have the type of relationship it did and such ready access to its testing contractor. Dr. Abrams indicated his question about the Families Together, Inc. contract had been answered and that the item could be returned to the consent agenda for action. Mr. Rundell moved, with a second by Mr. Hill, that the consent agenda, with the exception of the item concerning continuation of the assessment contract with the University of Kansas, be approved. The motion carried.

In the consent agenda, the State Board:

- Received the monthly personnel report.
- Confirmed the appointments of special project staff for FY 2001 and established their bi-weekly salaries, effective June 11, 2000: Joan Houghton, Kimberly Hodgson, Rebecca Strohm, Mary Stattleman, Deborah Chappell, Ed Stewart, Jan Heisler, Carol Puffer, Gail Matthews, Kelly Kaberline, Zona Clennan, Christopher Renner, Ron Johnson, Lucinda Brown, Carolyn Clement, Jean Myer, Phyllis Kelly, Bonnie Kramer, Emily Ryan, Sherylyn Smith, Darrell Lang, Linda Geiger, Randy Stout, Jonathan Loppnow, Greg Rasmussen, Stacie Phillips, Dennis Sampson, Deborah Hewitt and Joyce Kemnitz.
- Approved school construction plans for Burlingame, USD 454; Elyria Christian School, McPherson; Neosho County Community College; St. Paul Lutheran Church and School, Leavenworth; Parsons, USD 503; Topeka Collegiate School; Turner-Kansas City, USD 202; West Franklin Schools, USD 287; Hiawatha, USD 415; Johnson County Community College; Kingdom-Norwich, USD 331; Ascension School, Johnson; Derby, USD 260; Cowley County Community College; Riley County Schools, USD 378; Augusta, USD 402; and Manhattan, USD 383.
- Approved the dissolution of the North Central Kansas Education Service Center Cooperative and approved a modification of the Smoky Hill/Central Kansas Education Service Center Cooperative.
- Approved a modification to the Fort Hays Educational Service Center Interlocal agreement.
- Approved Cycle I accredited status for North Beloit High School; USD 342 McLouth: McLouth Middle School; USD 454 Burlingame Public Schools: Lincoln Middle School; USD 497 Lawrence: Sunflower Elementary and Lawrence West Jr. High School; USD 345 Seaman: North Fairview Elementary; USD 482 Dighton: Dighton High School; USD 305 Salina: Sunset Elementary; USD 312 Haven Public Schools: Elreka Elementary, Yoder Elementary, and Partridge Elementary; USD 411 Goessel: Goessel Elementary; USD 259 Wichita: Emerson Open Magnet Elementary, Lewis Open Magnet Elementary and Peterson Elementary; and USD 479 Crest: Crest High School; and Cycle 2 accredited status for USD 342 McLouth: McLouth Elementary and McLouth High School; USD 437 Auburn Washburn: Washburn Rural Middle School; USD 327 Ellsworth: Kanopolis Middle School; USD 333 Concordia: Concordia Elementary and Concordia Middle School; USD 383 Manhattan: Manhattan High School West/East Campus; USD 475 Geary County Schools: Lincoln Elementary, Fort Riley Middle School

and Ware Elementary; USD 309 Nickerson: Mitchell Elementary, Nickerson Elementary, Nickerson High School, North Reno Elementary and South Hutchinson Elementary; USD 405 Lyons: Lyons Central Elementary, Lyons Park Elementary, Lyons Middle School, Lyons High School and Lyons South Elementary; USD 460 Hesston: Hesston Elementary and Hesston Middle School; USD 234 Fort Scott: Eugene Ware Elementary, Winfield Scott Elementary and Fort Scott Middle School; and USD 446 Independence: Independence Sr. High School.

- Approved requests for waiver of state QPA regulations for the 1999-2000 school year from districts to utilize the services of individuals to teach courses as follows: USD 232-Cheryl Evers to teach Adaptive Physical Education at the K-12 level; USD 259-Stephanie Walker to teach Interrelated Special Education at the middle level; Doniphan County Education Cooperative #616-Jaime Liberty to teach Interrelated Special Education at the secondary level; High Plains Educational Cooperative #611-Karen Burrows and Jill Reagle to teach Interrelated Special Education at the elementary level; Northeast Kansas Education Service Center #608-Kristin Grosche to serve as a Speech/Language Pathologist at the EC-12 level; Northwest Kansas Education Services Cooperative #602-Patricia Kennedy to teach Interrelated Special Education at the K-12 level; South Central Kansas Education Service Center #628-Carol Moehlman to teach Early Childhood Special Education; Sumner County Educational Services Cooperative #619-Pamela Ireland to teach Interrelated Special Education at the secondary level; Special Services Cooperative of Wamego-Valerie Blanding to teach Interrelated Special Education at the elementary level; Wyandotte Comprehensive Special Education Cooperative-Teresa Barnes and Teresa Quinn to teach Interrelated Special Education at the elementary level, Elaine McRobbie to teach Gifted Education at the secondary level, Carolyn Pitchlyn to teach Behavior Disorders at the elementary level, Brenda Ross to teach Interrelated Special Education at the secondary level, and Tim Urban to teach Gifted Education at the elementary level; Southwest Kansas Area Cooperative #613-Debra Berg, Shana Hawkins and Greta Shuttle to teach Interrelated Special Education at the elementary level, Wilbur Fast and Shirley Henricks to teach Interrelated Special Education at the secondary level, Marla Olson to teach Early Childhood Handicapped, Jennifer Burke to teach Severely Mentally Handicapped at the middle level, and Julie Westmacott to teach Severely Mentally Handicapped at the elementary level. Additionally, a QPA waiver was granted to Atchison Catholic Elementary Schools to postpone their accreditation visit to June 30, 2002, extending their accreditation cycle for one year.
- Approved the Quality Performance Accreditation waiver for the Kansas City Archdiocese Schools and approved the piloting study allowing schools to select target goals based solely on building data.
- Approved FY 2000-2001 four year-old at-risk program grants for USD 445 Coffeyville, USD 305 Salina, USD 253 Emporia, USD 261 Haysville, USD 409 Atchison, USD 497 Lawrence, USD 500 Kansas City, USD 501 Topeka, USD 264 Clearwater, USD 508 Baxter Springs, USD 252 South Lyon County, USD 351 Macksville and USD 259 Wichita.
- Approved FY 2001 Special Education Discretionary grants under Title VI-B, Kansas Technical Assistance Resource System (STARS) Project to: Southeast Kansas Education Service Center for *Challenging Behavior Supports* in the amount of \$70,533; University of Kansas Center for Research for *Early Childhood Support* in the amount of \$389,990; University of Kansas Center for Research for *Field-based Consultant Network* in the amount of \$84,990; Southeast Kansas

Educational Service Center for *Instructional Resource and Information Dissemination* in the amount of \$52,898; Kansas State School for the Blind for *Instructional Resources for the Blind* in the amount of \$152,900; Northeast Kansas Education Service Center for *Neurological Disabilities Support* in the amount of \$282,994; Southeast Kansas Education Service Center for *Program Evaluation and Data Analysis* in the amount of \$190,000, Southeast Kansas Education Service Center for *Recruitment and Retention Systems* in the amount of \$259,637, and Northeast Kansas Education Service Center for *Student Data, Assessment and Intervention Support* in the amount of \$363,913.

- Approved Carl Perkins Corrections grants in the amount of \$53,820 each for the Juvenile Justice Authority and the Department of Corrections.
- Approved Carl Perkins Statewide Leadership grants for the Barton County Community College in the amount of \$54,216; Pittsburg State University in the amount of \$22,244; and Washburn University in the amount of \$295,273.
- Approved FY 2000 commercial driver training school licenses for Central Christian School, Hutchinson, KS, and Harter Performance Driving, Tonganoxie, KS.
- Approved the recommendations of the School Breakfast Program Waiver Review Committee for the 2000-2001 school year.

### ***Contracts Approved:***

The Commissioner of Education was authorized to:

- Negotiate and continue a contract with Families Together, Inc., to provide the management and coordination of training and identification of persons for appointment as education advocates for children with disabilities with the contract amount not to exceed \$83,000.
- Negotiate and enter into a contract with the University of Kansas Center for Research on Learning to evaluate the State Improvement Grant for Special Education, with the contract amount not to exceed \$64,994
- Negotiate and contract with Kansas State University, Pittsburg State University, and Emporia State University for Vocational Student Organizations' activities with the amount of each contract not to exceed \$69,220.

### **ASSESSMENT CONTRACT WITH THE UNIVERSITY OF KANSAS**

Mrs. Waugh moved, with a second by Mrs. DeFever, that the Commissioner of Education be authorized to continue a contract with the University of Kansas for development and administration of the state mathematics, reading, science and social studies assessments, as well as for an alternate assessment and modifications needed for students with disabilities and students with limited English proficiency, with the contract amount not to exceed \$1,877,500. The motion carried on a vote of 9-1, with Mrs. Brown voting "no".

### **STUDY SESSION**

## **School District Finance**

Deputy Commissioner Dale Dennis reviewed materials sent to the Board regarding the school district finance formula. He noted that funding for schools represented one-half of the state general fund expenditures. Mr. Dennis reviewed and explained the components of state financial aid (SFA) to schools which included enrollment adjustments to the base state aid per pupil (BSAPP), beginning with those adjustments which resulted in an increase in aid, such as low enrollment weighting for schools having a full-time equivalent enrollment under 1,725, and correlation weighting for districts with full-time equivalent enrollment over 1,725; adjustments to compensate for the cost of providing transportation for public school students residing 2.5 miles or more from school; and adjustments for vocational education, bilingual education programs, at-risk pupils, the cost of beginning operations for new school facilities, ancillary new school facilities costs; and a weighting for schools experiencing decreasing enrollment. . Mr. Dennis noted that two-thirds of districts now use the decreasing enrollment adjustment. Mr. Dennis further explained additional adjustments to the formula which would result in a decrease in the BSAPP a school district would receive. Those include locally generated resources such as tax receipts, federal impact aid, tuition from non-resident pupils, to name a few. Mr. Dennis explained that a district's general state aid was calculated by subtracting local effort receipts from the BSAPP which had been adjusted upward by SFA modifications. There was some discussion of how low a district should be allowed to go in enrollment to remain viable. Mr. Dennis also reviewed a comparison table of what the BSAPP has been since 1993 until 2001 and what it would have been had it been adjusted for inflation based on the Consumer Price Index. He noted that for 2001 it would be \$4,377 compared to the actual BSAPP appropriated which is \$3,820.

Mr. Dennis also reviewed and answered questions about federal impact state aid; the Local Option Budget (LOB) and how it is calculated and the number of districts using it; and Bond and Interest State Aid and the formula for calculating it. Mr. Dennis explained the effect of tax cuts on the state general fund, indicating that the cumulative decrease in property tax and motor vehicle tax receipts since 1996 had resulted in an estimated \$950.526 million decrease in the state general fund. Additionally, a history of the main changes to the school finance law since 1992 was reviewed, as well as a review of issues raised about the current school finance plan, including funding for special education. Mr. Dennis pointed out that included in the additional materials provided was a computer print-out of selected 1998-1999 school data for all districts, which included FTE enrollment; weighted enrollment; pupil/teacher ratio; teacher/administrator ratio; general and supplemental weighted budget; the general and supplement FTE budget; assessed valuation; assessed valuation per pupil; mill levy rates; the square mile area of each district, the number of students per square mile, the number of attendance centers and the number of high schools; and the general and supplemental state aid per pupil.

## **Policy Options for the FY 2002 Budget**

Mr. Dennis briefly reviewed a summary of state funding approved for FY 2001, including the use of the tobacco settlement money and its potential impact on programs for FY 2002. Dr. Wagon indicated that the allocation process used by the Board last year was a good way for the Board to begin to address its

budget priorities for the FY 2002 budget request. He reminded Board members that they had decided on an estimated budget increase figure and allocated it among existing programs. He also indicated he would like the Board to consider issues affecting the funding formula, expressing his belief that a radical revision to school finance was necessary. Mr. Hill agreed with Dr. Wagnon regarding the school finance formula and expressed the need to develop policy options for the School Finance Task Force to consider. Dr. Abrams questioned whether it wasn't more important to first identify a target budget increase and determine the amount for programs. Mr. Dennis indicated that he would like to provide the Board with an overview of the budget and proceeded to review policy options for the Board. Potential new programs included funding for all-day kindergarten; a half-day early childhood education program for four-year-old at-risk children; a competitive grant program which would be for extended-year programs for first through third grade students; the technology infrastructure not funded by the 2000 legislature; reinstatement of the education excellence grant program; funding for Kansas history educational teaching materials, as requested in the FY 2001 budget, but not approved; and a scholarship program for exceptional students. At the conclusion, Dr. Abrams suggested that before the next discussion of the budget at the July meeting, that any Board members with a program or programs they wished to have considered, contact Mr. Dennis and request that he work with them in developing a budget figure for it for the Board to consider.

During the presentation and discussion of school finance and the FY 2002 budget, Mr. Bacon left at 4:30 p.m. and Mr. Hill left at 5:43 p.m.

## **EXECUTIVE SESSION**

Mrs. Waugh moved, with a second by Mrs. DeFever, that the Board recess into executive session for a period of twenty 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 that the open meeting of the Board resume at 6:10 p.m. The motion carried. At 6:10 p.m. the open meeting resumed and Dr. Wagnon moved, with a second by Mr. Rundell, that the Board extend the executive session for an additional ten minutes. The motion carried. The open meeting resumed at 6:20 p.m.

## **RECESS**

There being no further business, Chairman Voth recessed the meeting at 6:20 p.m.

Harold Voth, Chairman Penny Plamann, Secretary

**KANSAS STATE BOARD OF EDUCATION**

**MEETING MINUTES**

**June 14, 2000**

**CALL TO ORDER**

Chairman Voth called the meeting to order at 9:00 a.m. on Wednesday, June 14, 2000, in the Board Room of State Board of Education Building, 120 SE 10<sup>th</sup> Avenue, in Topeka, Kansas.

**ROLL CALL**

Members present were:

Steve Abrams

Linda Holloway

John Bacon

I.B. "Sonny" Rundell

Mary Douglass Brown

Harold Voth

Val DeFever

Bill Wagnon

Scott Hill

Janet Waugh

## **APPROVAL OF THE AGENDA**

Chairman Voth asked for approval of the agenda. Mrs. DeFever moved, with a second by Mrs. Holloway, that the agenda be approved. The motion carried.

## **TEACHER QUALITY ISSUES**

### **KCTAF Recommendations on Teacher Recruitment and Retention**

Dr. Martha Gage, Interim Team Leader for Certification and Teacher Education, introduced Dr. Karen Gallagher, Chair of the Kansas Commission on Teaching and America's Future (KCTAF), to present the Commission's recommendations on teacher recruitment and retention. She reported that in studying the supply data and recruitment methods used, the Commission identified four areas which the State of Kansas would need to look at in order to approach teacher recruitment in a much more systematic statewide fashion. She indicated that the Commission was aware that the State Board did not have the authority to enact many of the recommendations, but was in a position to influence what was needed to be done by districts, universities and professional organizations.

The first recommendation was that high standards for Kansas teacher preparation programs be developed, including the identification of common content knowledge and pedagogical content knowledge standards; assessment of teachers' content and pedagogical knowledge as a requirement for an initial license; and the granting of licenses to out-of-state national board certified teachers who move into Kansas. To accomplish the first recommendation, Dr. Gallagher reported that the KCTAF recommended that the Board adopt the Redesign of Licensure for Kansas Educators.

The second recommendation was the establishment of a statewide system to determine, evaluate and make public Kansas teacher supply and demand data. Dr. Gallagher reported this would include the design of an integrated management information system for the Kansas Department of Education; the annual analysis of Kansas teacher supply, demand and retention data and the distribution of that data to institutions of higher education, local education agencies, the State Board of Education, and local communities; and streamlining for recruitment plans and hiring practices at the local district level.

The Commission's third recommendation was the establishment of statewide policies and strategies for

teacher preparation, salary and benefits, and distribution of teachers to meet the state's need for qualified teachers. Dr. Gallagher reported that, through the implementation of several of the actions suggested to accomplish the recommendation, the Commission believed an adequate supply of teachers in high-need endorsement areas such as special education, math, and science, and in urban or rural districts unable to find a pool of qualified applicants willing to teach, could be developed. Additionally, enhancement of the total compensation package for teachers could perhaps encourage more teachers to remain in the state and in the profession. Further, addressing factors such as class size, student discipline and colleague support, would also provide the incentive to teachers to remain in the profession. Dr. Gallagher indicated that the Commission recommended that the State Board of Education work with education constituencies in the state to develop a comprehensive legislative and regulatory package to meet needs in Kansas for qualified teachers.

The Commission's fourth and final recommendation was that statewide policies and regulations be enacted to remove barriers to teacher mobility and facilitate interstate and interdistrict reciprocity. Dr. Gallagher reported that, though there existed reciprocal certification agreements among neighboring states, those agreements were based on approved teacher education programs and not common professional standards or rigorous, performance-based assessments. The Commission's recommendation was that the State Board of Education adopt the Redesign of Licensure for Kansas Educators. Discussion and questions followed.

### **Certified Personnel Report**

Dr. Gage introduced Mr. Tom Petz, Certification and Teacher Education, who presented the Certified Personnel Report 1999-2000. Mr. Petz indicated the report summarized information collected from accredited Kansas school regarding personnel within their schools during the 1999-2000 school year who held positions for which a Kansas State Board of Education certificate was required. Mr. Petz reported that once schools had submitted their reports to the Department, teaching assignments were compared to the certification database to verify the appropriate certification of personnel listed in the report. Reports were compiled to show those not certified in their assignment and were sent to the districts to give them the opportunity to submit corrections based on reporting or clerical errors. The report presented to the Board contained three tables, one of which disaggregated the data received by demographics, including gender, entrance code (the status of the teacher for the previous school year), race, teaching code, age group and total years of experience. Mr. Petz indicated that nearly 70% of reported personnel were female; approximately 83.5% were returning teachers; approximately 89% were caucasian, followed by American Indian/Alaskan at 7.7%, African American/Black at 1.7%; Hispanic at 1.2% and Asian/Pacific Islander at .7%; nearly 82% were listed as teaching regular education, 13% were teaching special education, and 3.3% were serving as administrators. Additionally, nearly 50% of the reported personnel were between the ages of 40-55, with an average age of 42.7; and approximately 55% had between 10 and 29 years of experience, with the average years of experience being 14 years. The second table broke down assignments by qualification level. Mr. Petz reported that 93.4% of reported personnel were fully qualified in their reported assignments, representing 94.4% of the assignments reported by the districts. He noted that individual subject areas that deviated from the overall average in fully qualified personnel were special education with 85.28%; ESL with 83%; science

with 91.6%; computers with 91%; and foreign language with 91.5%. Of those categories, he reported that provisionally qualified personnel were the highest in special education at 9.65% and that unqualified personnel were the highest in ESL at 14.9%. He noted that the definition for unqualified was that the staff member was certified, but did not hold the appropriate subject or grade level endorsement for their reported assignment. Mr. Petz reported that the third table was a breakdown of certification waivers from 1992 to 2000. He noted that though there was a substantial increase in the number of personnel waivers, they comprised only .4% of the reported personnel across the state. Additionally, he reported that the increase in special education waivers could be tied directly to the IDEA Reauthorization Act of 1997 which allowed for categorical aid for personnel on certification waivers. Board discussion followed. In response to a question about how the information in the report could be used, Mr. Petz responded that the information would be reported back to individual districts and problem areas pointed out, and that, in the broader sense, the study could be used in the QPA study process to be undertaken over the next two years and that the information could inform efforts to tie teacher certification to the QPA process.

### **Projected Program Completers**

Dr. Gage reported that the Projected Program Completers Report for the Next Four Years was a summary of information gained from a survey of Kansas institutions of higher education which prepare persons for certification. She noted that information should be used with caution because it only represented those working toward an education degree at the current time and that many of those individuals may not go into teaching after graduation. Dr. Gage reported the information would be shared with higher education institutions and could be used in determining the areas where there would be an over- or under-supply of teachers.

### **Teacher Survey**

Dr. Sherrill Martinez, Team Leader, Planning and Research, presented a summary of the results of a survey completed by certified individuals not currently employed in education. She reported that the purpose of the survey was to determine why those individuals were not employed in the education field. She reported that men indicated the top reasons for not being employed in a certified teaching position were: "inadequate salaries", "other career reasons", "refusal to deal with student discipline problems", "other employment", and "lack of support from colleagues". For women, who represented 79% of the survey respondents, the top reasons were: "unable to relocate to places with employment", "other career reasons", "staying home to raise children", "refusal to deal with student discipline problems", "inadequate salaries", and "lack of support from colleagues". Besides differing by gender, responses also differed by age, with those under 26 indicating: "other career reasons", "unable to relocate", "other employment", and "cannot find employment" as their top reasons. Those over 26 through age 45 indicated "unable to relocate" and "staying home to raise children" as top reasons; for those 45-55 "other career reasons" was the top response; and for those over 55, "retired" placed highest.

Asked to rate how satisfied they were with different aspects of the positions they had held, Dr. Martinez

reported that respondents who had held certified positions in the past answered that they were the most satisfied with the challenge of the job and least satisfied with salaries and the influence they had over school policies. Satisfaction with fringe benefits significantly decreased with length of service, whereas satisfaction with job security and support from administration and colleagues increased with length of service. Gender differences also accounted for satisfaction with preparation time and amount of time working with students, with men being significantly more satisfied; while women were significantly more satisfied with fringe benefits. Regarding satisfaction with the teaching profession, less than half of the respondents would definitely recommend the teaching profession to a friend; 34% indicated they did not plan to enter or return to elementary/secondary education; 45% would not consider a full-time teaching position in a rural area; and 69% indicated they would not be willing to relocate for a position. Again, Dr. Martinez reported, there were significant differences in responses based on gender and age. Dr. Martinez reviewed responses regarding willingness to accept a position different from the area in which they were certified with responses of individuals certified in areas often considered shortage areas. Only 37% of those in Industrial Arts, 29% of those in Special Education, 34% of those in Math, and 23% of those in Foreign Language did not plan on returning to elementary/secondary education. Dr. Martinez reported that about half of the respondents indicated they would not consider a position in a rural area. She noted that over 70% of the Industrial Arts and Math respondents and over 60% of the Special Education and Foreign Language respondents indicated they were unwilling to relocate for a position.

The Board took a break at 10:20 a.m. and returned at 10:38 a.m.

### **PETITION TO TRANSFER TERRITORY FROM USD 475, CHAPMAN, TO USD 435, ABILENE**

Mr. Kevin Ireland, Department of Education Attorney, and Hearing Officer on the petition from USD 435, Abilene, requesting transfer of territory from USD 475, Chapman, presented facts and issues regarding the petition that he thought important for the Board to be clear about before taking action on the petition. He reported that a great deal of information had been presented by both school districts, and, though each side had done a good job in organizing and presenting its case, much of the information presented was disputed. Further, Mr. Ireland stated that if the Board looked at the State Board Guidelines for Considering Requests for Land Transfer and applied them to the facts as he believed them to be, the issue became simple. He briefly reviewed the facts regarding the petition to transfer territory, noting that the action that directly precipitated the petition was the decision by the USD 475 Board to close an elementary school at Talmage, one of two attendance centers in the area serving elementary students. The decision to close the Talmage school was part of an overall decision by USD 475, because of declining enrollment, to move the 4<sup>th</sup> and 5<sup>th</sup> grades from the Talmage school a distance of 8 ½ miles to the Blue Ridge Elementary School, which had served K-3 students in the area, and consolidating the two attendance centers into a K-5 school in the newer Blue Ridge building, and move the 6<sup>th</sup> grade to the Chapman Middle School. This would necessitate students from the petitioned area attending the Chapman Middle School one year earlier than had been the practice, as the middle and high school have for the last 29 years served the students in grades 7-12 in the petitioned area. After reviewing the potential financial impact on the Chapman district, Mr. Ireland reported that the most

significant material loss to the district would be the loss of approximately 40 students from the transfer area who would have been attending the Blue Ridge School and the effect that loss would have on the ability of the Blue Ridge School to remain open and serve all children in the northern area of the Chapman district. Mr. Ireland also reviewed transportation issues in the transfer area. Mr. Ireland reviewed the State Board Guideline for Considering Requests for Land Transfer and discussed types of changes in circumstances that might justify a transfer of territory and concluded by stating that he did not feel that when the State Board guidelines were applied to the facts as he understood them to be, that any material changes had occurred of such a weighty nature as would justify the forceful taking of territory from one school district by another. Board discussion followed.

Mrs. DeFever expressed concern about the precedence the Board might be setting by approving a transfer of territory such as the one before it. She indicated that she had asked for a map of all state school districts to give the Board an idea of the number of transfer cases that could possibly arise if the Abilene/Chapman case was approved. She also reminded her fellow Board members that the school district boundary line study currently underway may result in legislative recommendations that would change school district configurations in the near future. Dr. Abrams expressed concern about the differing opinions as to the facts presented by the two school districts. He also indicated that he agreed with most of the findings of fact, but had reached different conclusions than those reached by the hearing officer, Mr. Ireland, concerning the weighty nature of the material changes which resulted in the transfer request. He commended Mr. Ireland for his excellent work, but because of the different conclusions he had reached from a review of the facts presented in the case, he stated he would make a motion for the Board to approve the transfer. Therefore, Dr. Abrams moved that the Board adopt the conclusions contained in a substitute order which had been passed out to Board members, and approve the transfer of territory from the USD 475, Chapman, to USD 435, as requested in the petition filed by USD 435, Abilene. The motion was seconded by Mr. Hill. Discussion followed and Mr. Ireland was asked to clarify several facts, including the numbers of students in the Chapman district who would be affected and the effect on the Blue Ridge School; transportation matters; the precedent of one taxing entity taking territory from another taxing entity; and the possibility of the State Board conducting another survey of residents in the transfer territory to clear up conflicting information received from the two districts. The motion was voted on and carried 6-4, with Dr. Wagnon, Mrs. Waugh, Mrs. DeFever and Mr. Rundell voting "no".

## **APPOINTMENTS**

### **Teaching And School Administration Professional Standards Advisory Board**

Mrs. Holloway moved, with a second by Mr. Hill, that the Board appoint Roger J. Kamps, Bishop Ward High School, Kansas City, to fill the vacancy on the Teaching and School Administration Professional Standards Advisory Board in the category of Accredited Non-Public Teachers K-12. The motion carried.

### **Certification Review Committee**

Mrs. DeFever moved, with a second by Mrs. Waugh, that the Board appoint Kay Parks Haas, Ottawa High School, to fill the vacancy on the Certification Review Committee in the category of Classroom Teacher Secondary Level. The motion carried.

### **State Advisory Council for Special Education**

Dr. Alexa Pochowski, Team Leader, Student Support Services, explained the parameters for appointments to the Advisory Council, noting that it was required that the majority of the members on the Council be individuals with disabilities or the parents of children or youth with disabilities. She further indicated that if five of the six members the Board appointed met the majority requirement, no additional positions would need to be added to be filled by majority representation in order to maintain the required composition of the Advisory Council. The following action was taken by the Board:

Dr. Wagnon moved, with a second Mr. Rundell, that the Board appoint Tom Skrtic, to fill the vacancy for a representative of Higher Education. The motion carried.

Mr. Rundell moved, with a second by that Mrs. Holloway, that Ray Petty be appointed to fill the vacancy for an Individual with a Disability. The motion carried.

Mr. Rundell moved, with a second by Mrs. Waugh, that Daniel Thornton be appointed to fill the vacancy for a Parent of a Child with a Disability. The motion carried. Dr. Wagnon moved, with a second by Mrs. Waugh that the Board reconsider its action to appoint Mr. Thornton in the category of a Parent of a Child with a Disability, noting that if he were appointed in that category, the Board would have no choice but to appoint someone who did not meet the majority requirement in the vacancy for an LEA Official, thus having to expand the size of the Council in order to accommodate two of the current six appointments as individuals not satisfying the majority. The motion to reconsider carried. Mrs. DeFever moved with a second by Mr. Hill, that Daniel Thornton be appointed to fill the vacancy for an LEA Official. The motion carried, with Mrs. Brown voting "no".

Mr. Rundell moved, with a second by Mrs. Waugh, that Valarie Snodgrass be nominated to fill the vacancy for a Parent of a Child with a Disability. Mrs. DeFever moved, with a second by Mr. Hill, that Lorna Alexander be nominated to fill the vacancy for a Parent of a Child with a Disability. Mrs. Holloway moved, with a second by Mr. Bacon, that Janice Suddath be nominated to fill the vacancy for a Parent of a Child with a Disability. Janice Suddath received a majority of the vote on the first ballot and Mr. Hill moved, with a second by Mrs. Waugh, that she be appointed to fill the vacancy for a Parent of a Child with a Disability. The motion carried.

Dr. Wagnon moved, with a second by Mr. Hill, that Karen Untereker be appointed to fill the vacancy for a Teacher. The motion carried.

The Board took a break from 11:25 a.m. and returned at 11:55 a.m.

## **ACTION ON PROPOSED EDUCATOR LICENSURE REGULATIONS**

Commissioner Tompkins briefly reviewed the information which had been provided to Board members for their discussion and review of the remaining issues regarding the proposed educator licensure regulations. He indicated changes that had been made to the proposed regulations after the Board's discussion at its May meeting and that an outline of the remaining issues to be decided could be used as a guide in the Board's discussion. Mrs. DeFever moved, with a second by Dr. Wagon, that the proposed educator licensure regulations be approved. Dr. Abrams made a motion to amend, with a second by Mr. Hill, that the endorsement for History be deleted and a new endorsement for U.S. History and Government/World History and Government be added and, further, that the endorsement for Social Studies be deleted and that endorsements for Social Studies with an emphasis in economics; Social Studies with an emphasis in geography; and Social Studies with an emphasis in sociology be added. The amendment carried on a vote of 8-2, with Dr. Wagon and Mrs. Waugh voting "no". Mr. Hill made a motion to further amend, with a second by Dr. Wagon, that the undergraduate GPA requirement throughout the regulations be changed from 2.75 to 2.50. The amendment carried on a vote of 6-4, with Mr. Bacon, Mrs. Holloway, Mr. Rundell and Mrs. Waugh voting "no". Mrs. Holloway made a motion to further amend, with a second by Dr. Abrams, that the special education endorsements be changed to include in the Adaptive endorsement **specializations in:** students with learning disabilities, students with emotional and/or behavior disorders, students with physical/health disorders, and students with mental retardation; and further, that Functional endorsement include **specializations in:** students with autism; students with emotional/behavior disorders; students with physical/health disorders; student with severe multiple disabilities; and students with mental retardation. The amendment carried on a vote of 6-3, with Mr. Rundell, Dr. Wagon and Mrs. Waugh voting "no" and Mrs. Brown abstaining, then, Mrs. DeFever's motion carried, as amended.

## **FY 2001 SALARY INCREASES FOR UNCLASSIFIED STAFF**

Dr. Wagon moved, with a second by Mr. Hill, that the Board approve the FY 2001 salary increases for unclassified staff as recommended. The motion carried.

## **BOARD REPORTS**

### **Board Attorney**

Mr. Biles reviewed his recent activity on behalf of the Board, including an update on the hearings for terminated personnel at the Kansas State School for the Deaf. He reported that the hearing for the non-tenured employee would be June 16<sup>th</sup>. The due process hearing for the tenured employee would be July 6<sup>th</sup> and 7<sup>th</sup>, with the report from that hearing received by August. He also reported on the progress of personnel training at the Kansas State School for Deaf. Mr. Biles reviewed the school finance litigation and answered Board questions. Mr. Hill moved, with a second by Mrs. Brown, that Mr. Biles' fees for services and expenses for May be paid as presented. The motion carried.

## **Legislative Coordinator**

Mrs. DeFever, Assistant Legislative Coordinator, reported on her attendance at a recent meeting of the Governor's Task Force on School Finance. She reported that though it was a good meeting, most members of the Task Force are not educators and Board members and the Department will need to educate them on the special needs of education. Mr. Hill, Legislative Coordinator, asked that Board members come to the July Board meeting with an idea about a budget increase amount from which to start making tentative decisions for the FY 2002 budget.

## **Commissioner**

Commissioner Tompkins reported on charter schools, the search for a new superintendent for the Kansas State School for the Deaf, and a progress update on Board goals. Mr. Dennis handed out a report on non-resident and out-of-state student enrollment. Commissioner Tompkins asked that Ruth Reynolds, the Secretary to the Commissioner, come forward. He indicated that she would be retiring after 35 years with the Department and 40 years with the State of Kansas. He presented her with a certificate of appreciation for all her years of service and she stood for pictures with the Commissioner and Chairman Voth. Commissioner Tompkins invited Board members to attend a reception in Mrs. Reynold's honor on June 16<sup>th</sup>.

## **Other Board Member Reports**

Mr. Rundell handed out a brochure describing the activities of the International Migrant Education Council of which he is a member. Mrs. DeFever reported on recent school visits in Ottawa, Uniontown and Louisburg. Mrs. Brown reported on CORE Knowledge school visits and visits to gifted program activities in Wichita.

## **APPROVAL OF BOARD TRAVEL**

Members reviewed the composite travel request. Dr. Wagon, Mr. Bacon and Chairman Voth asked to add their attendance at closing activities at the Governor's At-Risk Academy to their requests. Mrs. Holloway asked to add airport mileage to her request for attendance at the NASBE Leadership Conference. Dr. Wagon moved, with a second by Mrs. Brown, that the travel requests be approved as amended. The motion carried.

There being no further business the meeting adjourned at 12:30 p.m.

Harold Voth, Chairman Penny Plamann, Secretary