



900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212  
(785) 296-3203  
[www.ksde.org](http://www.ksde.org)

Danny Zeck  
District 1

Melanie Haas  
District 2

Michelle Dombrosky  
District 3

Ann E. Mah  
District 4

Cathy Hopkins  
District 5

Dr. Deena Horst  
District 6

Dennis Hershberger  
District 7

Betty J. Arnold  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

## TUESDAY, FEBRUARY 14, 2023 MEETING AGENDA

- |            |  |
|------------|--|
| 10:00 a.m. | 1. Call to Order – Chair Melanie Haas  |
|            | 2. Roll Call   |
|            | 3. Mission Statement, Moment of Silence and Pledge of Allegiance   |
|            | 4. Approval of Agenda  |
|            | 5. Approval of Minutes (January 10-11, 2023)   |
| 10:05 a.m. | 6. Commissioner's Report – Dr. Randy Watson  |
| 10:30 a.m. | 7. Citizens' Open Forum  |
| 10:45 a.m. | 8. Recognition of the 2022 National ESEA Distinguished Schools   |
| 11:15 a.m. | (AI) 9. Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds |
| 11:30 a.m. | (AI) 10. Act on Licensure Regulations K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, and 91-1-209      |
| Noon       | <b>Lunch</b>   |
| 1:30 p.m.  | (IO) 11. Legislative Matters: Report on the Upcoming Kansas Legislative Session                                  |
| 2:00 p.m.  | (IO) 12. Presentation on Kansas Science of Reading   |

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Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.  
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only  
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.  
Website: Electronic access to the agenda and meeting materials is available at [www.ksde.org/Board](http://www.ksde.org/Board)  
Next Meeting: March 14-15, 2023

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

- |           |  |
|-----------|--|
| 2:30 p.m. | (AI) 13. Act on Accreditation Review Council's January Recommendations for KESA  |
| 2:45 p.m. | (RI) 14. Receive Accreditation Review Council's Recommendations for KESA   |
| 2:50 p.m. | (RI) 15. Receive Proposed Amendments to K.A.R. 91-31-31 and 91-31-35   |
| 3:15 p.m. | <b>Break</b>   |
| 3:25 p.m. | (AI) 16. Act on Recommendations of the Professional Practices Commission (PPC)   |
| 3:40 p.m. | (AI) 17. Act on Joint Resolution with the Kansas Board of Regents Regarding Dual Credit Courses  |
| 3:55 p.m. | (IO) 18. Working on the Success of Each Student: Early Childhood   |
| 4:25 p.m. | <b>Break</b>   |
| 4:35 p.m. | (IO) 19. Presentation by Niomi Ndirangu, 2022 Miss Kansas Outstanding Teen   |
| 5:05 p.m. | 20. Consent Agenda <ul style="list-style-type: none"> <li>a. Receive monthly personnel report.</li> <li>b. Act on personnel appointments to unclassified position(s).</li> <li>c. Act on recommendations for licensure waivers.</li> <li>d. Act on appointments to the Kansas Children's Vision Health and School Readiness Commission.</li> <li>e. Act on request from USD 313 Buhler, Reno County, for capital improvement (bond and interest) state aid.</li> <li>f. Act on request from USD 313 Buhler, Reno County, to hold a bond election.</li> <li>g. Act on request to contract with the Kansas Department of Agriculture for summer food service program food safety inspections.</li> <li>h. Act to amend request to initiate contract bid process for property insurance on new Body Venture Learning Exhibit.</li> <li>i. Act to amend contract for Adaptive Schools Training.</li> </ul> |
| 5:10 p.m. | 21. Chair Report and Requests for Future Agenda Items <ul style="list-style-type: none"> <li>(AI) A. Act on Board Attorney Contract Renewal</li> <li>(AI) B. Act on Board Travel</li> <li>C. Committee Reports</li> <li>D. Board Attorney Report</li> <li>E. Requests for Future Agenda Items</li> </ul>   |
| 5:30 p.m. | <b>RECESS</b>  |



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## WEDNESDAY, FEBRUARY 15, 2023

### MEETING AGENDA

Location: KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION  
601 Commerce Place, Topeka, KS

9:00 a.m.

1. Call to Order – Melanie Haas
2. Roll Call
3. Approval of Agenda
4. Board Retreat

Noon

**ADJOURN**



# KANSAS STATE BOARD OF EDUCATION

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans CAN.

## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

## OUTCOMES FOR MEASURING PROGRESS

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





## MINUTES



Kansas State Board of Education

Tuesday, January 10, 2023

### **CALL TO ORDER**

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, January 10, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed new members Danny Zeck, Cathy Hopkins and Dennis Hershberger for their first participatory meeting.

(00:12:40)

### **ROLL CALL**

All Board members were present:

|                                   |             |
|-----------------------------------|-------------|
| Betty Arnold (had to leave early) | Deena Horst |
| Michelle Dombrosky                | Ann Mah     |
| Melanie Haas                      | Jim McNiece |
| Dennis Hershberger                | Jim Porter  |
| Cathy Hopkins                     | Danny Zeck  |

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

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

### **APPROVAL OF AGENDA**

Mr. Zeck moved to postpone agenda items 16, 20 and 23 and 7 on Wednesday until the February meeting so that he can have more time to review materials. Following concerns voiced by Mrs. Mah and Dr. Horst regarding the removal of item 16, and the fact that item 7 can be handled tomorrow with the approval of the day's agenda, Mrs. Haas asked Mr. Zeck to amend the motion to remove item 16 from today's agenda along with item 7 from the January 11 agenda. Mr. Zeck agreed. Mrs. Dombrosky seconded the modified motion. Motion failed 4-6 with Mrs. Mah, Mrs. Arnold, Chairman Porter, Mrs. Haas, Dr Horst and Mr. McNiece in opposition. Chairman Porter asked to vote on consent agenda items b and d separately per Mrs. Dombrosky's request. Dr. Horst moved to approve the day's agenda as amended. Mrs. Arnold seconded. Motion carried 10-0.

**MOTION**  
(00:09:06)

### **APPROVAL OF THE DECEMBER MEETING MINUTES**

Mrs. Arnold moved to approve the minutes of the December 13 and 14 regular Board meeting. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(00:24:25)

## **BOARD REORGANIZATION**

Reorganization of the Kansas State Board of Education occurs every two years, which coincides with the election and/or re-election of Board members and their staggered terms. The following action was taken during reorganization for 2023-25:

(00:24:40)

## **ELECTION OF BOARD CHAIR**

Mr. McNiece nominated Melanie Haas as Chair of the Kansas State Board of Education. Mrs. Mah seconded the nomination of Mrs. Haas. Mr. Hershberger then nominated Danny Zeck as Chair of the Kansas State Board of Education. Mr. Zeck did not accept that nomination and there was not a second. Mr. Hershberger then nominated Michelle Dombrosky as Chair of the Kansas State Board of Education. Mr. Zeck seconded the nomination. Mrs. Haas received 6 votes and Mrs. Dombrosky received four. Mrs. Haas was elected Chair.

**MOTION**  
(00:25:57)

## **ELECTION OF VICE CHAIR**

Mrs. Arnold moved to nominate Jim Porter as Vice Chair of the Kansas State Board of Education. Mr. McNiece seconded. Mr. Zeck moved to nominate Michelle Dombrosky. Mr. Hershberger seconded the nomination of Michelle Dombrosky. Mr. Porter received 6 votes and Mrs. Dombrosky received four. Mr. Porter was elected Vice Chair.

**MOTION**  
(00:29:35)

## **ELECTION OF LEGISLATIVE LIAISONS**

Mr. Porter moved to nominate Deena Horst and Ann Mah to serve in the Legislative Liaison positions. Mrs. Arnold seconded. Mrs. Dombrosky nominated Deena Horst and Danny Zeck. The slate of Deena Horst and Ann Mah received 6 votes and the slate of Deena and Danny received 4 votes. Deena Horst and Ann Mah were elected Legislative Liaisons.

**MOTION**  
(00:37:38)

## **ELECTION OF BOARD POLICY COMMITTEE MEMBERS**

Reorganization continued with the election of three Board members to serve on the Policy Committee. Vice Chairman Porter nominated the slate of Betty Arnold and Deena Horst and Cathy Hopkins for the Policy Committee. Dr. Horst seconded. A single vote was taken on the three-member slate, passing 10-0.

**MOTION**  
(00:40:40)

## **CITIZENS' OPEN FORUM**

Chairwoman Haas declared the Citizens' Forum open at 10:35 a.m. There were five speakers this month: Dr. John Shrock, speaking on secondary science teacher licensure; Dave Trabert, speaking on school districts needing to follow the law on needs assessments; Lora Stalford, speaking in support of licensure changes to make it easier for out of state teachers; Analyssa Noe, speaking on the state funding formula for education; and G.A. Buie, speaking in support of the Interstate Teaching Mobility Compact. Chairwoman Haas declared the Citizens' Forum closed at 10:49 a.m.

(00:43:10)

## **APPOINTMENT OF BOARD ATTORNEY AND BOARD SECRETARY**

Mrs. Mah moved to approve the designation of Mark Ferguson of Gates Shields Ferguson Swall Hammond, P.A., Overland Park, as the State Board Attorney, and approve the designation of Barbara Hughes as State Board Secretary. Mrs. Arnold seconded. After questions posed by Mr. Zeck and subsequent discussion about the process of appointing a Board Attorney, motion carried 10-0.

**MOTION**  
(01:03:18)

## **REVIEW OF COMMITTEES NEEDING STATE BOARD REPRESENTATION**

(01:03:44)

During reorganization, members have the opportunity to consider participation in committees that have State Board representation. Brief committee descriptions were provided for those appointments made by either the Chairman or Commissioner. Each member was asked to complete an interest survey in advance to indicate where he or she would like to serve for the next two years. Assignments would be announced on Wednesday.

## **COMMISSIONER'S REPORT**

(01:18:02)

Commissioner Randy Watson started by introducing the new Kansas State Board of Education map showing the districts with corresponding Board members. He then continued discussing graduation and post-secondary effective rates, using Caney Valley USD 436, Ingalls USD 477 and Louisburg 416 for illustrative purposes showing the relationship between their assessment scores and significant increase in post secondary success rates. He concluded by stating the need for the Board establish clear goals for local school boards to discuss month and also clear, measurable goals to monitor at the state level monthly and yearly to advance movement in areas that will improve graduation and post secondary effectiveness.

## **CONTINUED DISCUSSION ON ACADEMIC SUCCESS**

Deputy Commissioner Dr. Ben Proctor continued his discussion from December on Academic Success. This month he discussed what the data we have gathered tells us and how it is used to inform the work that KSDE does.

(01:46:45)

## **CONTINUED PUBLIC HEARING ON LICENSURE REGULATIONS K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, and 91-1-209**

(03:37:54)

Mr. Porter opened the public hearing at 1:30 p.m. Scott Gordon opened the hearing by reviewing the authority given to the Kansas State Board of Education and also reviewed the regulation change process. There was no testimony given. The hearing was declared closed at 2:02 p.m.

## **WORKING ON THE SUCCESS OF EACH STUDENT: CHILD NUTRITION AND WELLNESS**

(04:10:00)

Cheryl Johnson, director of KSDE's Child Nutrition and Wellness (CNW) team, shared an update on fiscal year 2022 statistics, an overview of the work of the Child Nutrition and Wellness department and a few specific program highlights. The number of meals served during fiscal year 2021-2022 was 96,987,146. The United States Department of Agriculture has provided more than \$28 million to Kansas sponsors that will help provide schools with resources to support the availability of food due to supply chain disruptions. KSDE applied for and was selected to be a part of a demonstration project to evaluate using Medicaid eligibility data to directly certify children for free and reduced-price school meals. KSDE was awarded the Farm to School Formula grant to increase and expand Farm to School programs and also the Farm to School competitive grant, which will improve access to local foods, specifically grains and flour, through programming that includes local procurement and agricultural education. KSDE's CNW team also will be debuting a new Body Venture exhibit to replace the old one. The new educational display which will be easier to set up and tear down.

### **PRESENTATION OF KANSAS CERTIFICATES IN CHILD NUTRITION**

Cheryl Johnson presented three child nutrition professionals with the Kansas Certificate in Child Nutrition Management. To receive this certification, 120 hours of KSDE CNW-approved management classes must be completed.

(04:42:44)

Those who received the certification in 2022 are:

- Kimberly Baillargeon, Southeast of Saline USD 306
- Kimberly Chambers, who retired in September 2022 from Norton Community Schools USD 211.
- Tara Daniels, Labette County USD 506.

### **ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS**

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 1 ESSER II change with a net change of \$128,241. As for ESSER III, USD 416 Louisburg was previously conditionally approved by the State Board has now been fully approved after meeting stakeholder consultation requirements. 11 new districts have submitted ESSER III plans with a total value of \$15.6M. There are 7 ESSER III change requests this month totaling \$2.9M.

(04:56:30)

Mr. Porter moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 7-1-1 with Mrs. Dombrosky abstaining and Mr. Zeck in opposition.

**MOTION**  
(05:01:40)

Mrs. Mah moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion failed 5-1-3 with Mr. Zeck in opposition and Mrs. Dombrosky, Mrs. Hopkins, and Mr. Hershberger abstaining. After coming back from a break later in the afternoon, Mrs. Hopkins asked Chairwoman Haas if she could speak. She then explained that she did not understand the magnitude of her abstention, that it would be considered a 'no' vote. She then was allowed to make a motion to reconsider the vote on ESSER III funds. Mrs. Dombrosky seconded. Motion passed 7-1-1 with Mr. Zeck in opposition and Mr. Hershberger abstaining. Mrs. Mah then moved to to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 6-2-1 with Mr. Zeck in opposition and Mrs. Dombrosky and Mr. Hershberger abstaining.

**MOTION**  
(05:15:50)

**MOTION**  
(05:49:08)

### **ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)**

During the State Board meeting in December, Jay Scott, Director of Accreditation and Design, presented information on three public systems that were ready for review of an accredited status

(05:17:46)

recommendation. The systems that were received by the Board in December were USD 308 Hutchinson, USD 343 Perry and USD 463 Udall. Jay Scott brought these three systems back to the Board for action. Mrs. Mah made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the systems presented. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(05:29:10)

**RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)**

(05:31:30)

The Accreditation Review Council (ARC) has recommended an accredited status for the next six systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the 6 public systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in January 2023. The systems that were received by the Board in January are USD 250 Pittsburgh, USD 270 Plainville, USD 460 Hesston, USD 475 Geary County, USD 507 Satanta and the Kansas School for the Blind.

**ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC)**

(05:56:40)

KSDE General Counsel Scott Gordon gave a brief explanation of the PPC process for the benefit of the new Board members. Professional Practices Commission Chair Jennifer Holt, attended via Zoom to review current cases presented for action. She summarized the situations and was available for questions. Mrs. Mah moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the deny the applications in 22-PPC-20, 22-PPC-22 and 22-PPC-24. Mr. McNiece seconded. Motion carried 9-0.

**MOTION**  
(06:01:38)

Next, Mr. Porter moved to suspend the license of 22-PPC-25 for the remainder of the current contract term which ends May 12, 2023. Dr. Horst seconded. Motion carried 9-0.

**MOTION**  
(06:02:29)

**ACTION ON THE INTERSTATE TEACHING MOBILITY COMPACT**

(06:03:22)

The Interstate Teaching Mobility Compact (ITMC) is a legally binding agreement among member states to create an agreed-upon regulatory framework for teacher reciprocity. The goal of the Compact is to speed up the application process for licensees moving across state lines and to reduce the time and resources spent by licensing agencies in processing certain applications. Chairwoman Haas asked for a motion, and none was given.

**SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) ANNUAL REPORT**

(06:34:25)

Bert Moore, director of KSDE's Special Education and Title Services (SETS) team, and Trish Backman, a coordinator on KSDE's SETS team, gave the Special Education Advisory Council (SEAC) annual report.

**LEGISLATIVE MATTERS: INTERIM COMMITTEES REPORT**

(06:59:40)

Deputy Commissioner Dr. Craig Neuenswander provided information to Board members on how to follow legislation online and gave a review of legislative leadership and education committee membership.

### **ACTION ON CONSENT AGENDA**

Mr. Porter moved to approve Consent Agenda items 26 a, c, e. Mr. McNiece seconded. Motion carried 9-0. In this action, the Board:

- Received the monthly personnel report.
- Approved new appointments to the Professional Standards Board.

**MOTION**  
(07:10:00)

### **SEPARATE ACTION ON CONSENT AGENDA**

At the beginning of the meeting, Chair Haas asked to vote consent items 26 b and d as one group, but separate from the other submissions. Mrs. Mr. Porter moved to approve consent agenda items 26 b and d. Mr. McNiece seconded. Motion carried 9-0. In this action, the Board:

- Act on personnel appointments to unclassified position(s).
- Act on new appointments to the Licensure Review Committee.

Mrs. Mah moved to approve consent agenda items 26 b and d. Mrs. Hopkins asked why item d was on the consent agenda as other items of that sort have had their own motion in the past. Dr. Watson responded that appointments to the Professional Standards Board in the future can be a stand-alone agenda item if the Board desires. Dr. Horst seconded. Motion carried 8-1 with Mrs. Dombrosky abstaining. In this action, the Board:

- Approved personnel appointments to unclassified positions.
- Approved new appointments to the Professional Standards Board.

**MOTION**  
(07:10:37)

### **CHAIR REPORT**

*Action on Resolution for 2023 Board Meeting Dates --*

Mr. Porter moved to adopt the Resolution establishing the 2023 calendar of Board meet dates and time and location. Dr. Horst seconded. Motion passed 9-0.

*Action on Board Travel —*

Mrs. Dombrosky moved to approve travel requests and updates. Dr. Horst seconded. Motion carried 9-0.

*Committee Reports —*

Mrs. Mah stated that the Student Voice Committee will have a report in February.

Mrs. Dombrosky mentioned that the Kansas School for the Deaf was working on seeking an ASL endorsement and they had been given a presentation on that at the last Advisory Committee meeting.

*Board Attorney's Report —*

MR. Ferguson discussed the Open Meetings Act, purpose of committees such as the PPC and the use of executive session during a meeting.

*Requests for Future Agenda Items —*

(07:30:50)

### **RECESS**

The meeting recessed at 5:41 p.m. until 9 a.m. Wednesday.

## MINUTES



Kansas State Board of Education

Wednesday, January 11, 2023

### **CALL TO ORDER**

Chairwoman Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, January 11, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:05:35)

### **ROLL CALL**

The following Board Members were present:

|                    |             |
|--------------------|-------------|
| Michelle Dombrosky | Ann Mah     |
| Melanie Haas       | Jim McNiece |
| Dennis Hershberger | Jim Porter  |
| Cathy Hopkins      | Danny Zeck  |
| Deena Horst        |             |

### **APPROVAL OF AGENDA**

Mrs. Hopkins moved that item 7 be removed from the days agenda and be postponed until the February meeting. Mrs. Dombrosky seconded. Motion carried 8-1 with Mr. McNiece in opposition. Mrs. Dombrosky moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 8-1 with Mr. McNiece in opposition.

**MOTION**  
(00:10:45)

**MOTION**  
(00:12:00)

### **CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO) REPORT AND PRESENTATIONS**

Career and Technical Student Organization (CTSO) representatives presented to State Board members. Those presenting were:

Eleanor Warren, a student at Blue Valley High School and president of Kansas Business Professionals of America (BPA).

Joy Yan, a student at Blue Valley North High School and president of Kansas DECA.

Sophia Weber, a student at Herington High School and president of Kansas Future Business Leaders of America (FBLA).

Kara Kunselman, a student at Satanta Junior-Senior High School, and president of Kansas Family, Career and Community Leaders of America (FCCLA).

Mackenzie Anderson, who attended Andale High School/Renwick FFA Chapter and is now a freshman at Kansas State University and who is now the Kansas FFA State Sentinel.

Ella Rhuems, a student at Pittsburg High School and president of Kansas HOSA.

Chanez Hachour, a student at Olathe Advanced Technical Center and president of SkillsUSA Kansas.

(0012:50)

Jayce Quirin, a student at Parsons High School and president of Kansas Technology Student Association (TSA).

### **KANSAS MATHEMATICS PROFICIENCY REPORT – KANSAS MTSS & ALIGNMENT**

(00:54:30)

Todd Wiedemann, co-director of Kansas MTSS and Alignment, presented to State Board members about the Kansas Math Proficiency Project. The purpose of the project is to ensure every math teacher in Kansas has a strong understanding of research-based teaching strategies and math content. To help develop the Kansas Math Proficiency Project, Wiedemann and KSDE partnered with Dr. Sarah Powell, an associate Professor at the University of Texas at Austin, and Dr. Brad Witzel, Adelaide Worth Daniel's Distinguished Professor of Education at Western Carolina University. Through the Kansas Math Proficiency Project, all teachers of math, pre-K through 12th grade, will have the opportunity to participate in five modules.

- Module A: All Students Can Learn Mathematics.
- Module B: Progressions That Lead to Long-Term Proficiency.
- Module C: Systematic and Explicit Instruction.
- Module D: Using Data to Drive Instruction and Intervention.
- Module E: Building Students' Language, Understanding, Fluency and Problem-Solving.

### **ANNOUNCEMENT OF BOARD MEMBER COMMITTEE ASSIGNMENTS**

(01:40:10)

The 2023-2025 State Board Committee assignments were announced. Board members and their committee assignments are:

Danny Zeck, District 1:

Charter and Virtual Education Advisory Council  
Interstate Migrant Education Council  
Student Voice Committee

Melanie Haas, chair, District 2:

Liaison to the Kansas State School for the Blind  
Kansas Volunteer Commission  
Kansas Alliance for Education Advocacy  
Kansas Association for Conservation and Environmental Education Coordinating Council  
Computer Science Standards Implementation Committee

Michelle Dombrosky, District 3:

Kansas School for the Deaf  
Kansas School for the Deaf/KNEA bargaining team  
Communications Committee for State Board  
Student Voice Committee

Ann Mah, District 4:

Kansas Advisory Committee on Indigenous Education Working Group  
Kansas Advisory Committee for Career and Technical Education  
Professional Standards Board  
Teacher Vacancy and Supply Committee



Cathy Hopkins, District 5:  
Policy Committee  
Kansas Council for Economic Education  
Professional Standards Board Liaison  
Commissioner's Task Force on ESSER and EANS

Dr. Deena Horst, District 6:  
Policy Committee  
Kansas Master Teacher Award Selection Committee  
Kansas Foundation for Excellence/Teacher of the Year

Dennis Hershberger, District 7:  
Agriculture in the Classroom  
Kansas Learning First Alliance  
ESSA/ESEA Board Representative  
Kansas Prescription Drug and Opioid Advisory Committee

Betty Arnold, District 8:  
Policy Committee  
Student Voice Committee  
School Mental Health Advisory Council

Jim Porter, District 9:  
Governor's Education Council  
Capital Improvement (Bond and Interest) State Aid Review  
Confidence in Kansas Public Education Task Force  
Coordinating Council  
Commissioner's Task Force on ESSER and EANS

Jim McNiece, District 10:  
Governor's Education Council  
Education Commission of the States  
Special Education Advisory Council  
Communications Committee for State Board

#### **ACTION ON SUNFLOWER SUMMER 2023 PROPOSAL**

(01:48:20)

In December, Janine Hron, associate director for KU's Center for Public Partnerships & Research, and Michael Koonce, director, administrative services at Greenbush, proposed to the Board that the 2023 summer will be the last for the Sunflower Summer Program as the federal COVID-19 funds that created the program will be running out. The 2023 Sunflower Summer Program will include more venues, special events and day camps. The program will begin on Memorial Day 2023 and go through Aug. 6. There is about \$3.5 million remaining for the program. The total cost for the program for the first year was about \$1 million. The second-year cost about \$2.8 million. Mr. Porter moved to approve the plans presented at the December 2022 Board meeting for expenditure of the remaining money

**MOTION**  
(01:50:15)

allocated for the Sunflower Summer program in 2023. Dr. Horst seconded. Motion carried 6-1-2 with Mrs. Dombrosky abstaining and Mr. Hershberger and Mr. Zeck in opposition.

**RECOGNITION OF THE 2023 SUPERINTENDENT OF THE YEAR**

Dr. Mike Argabright, superintendent of Southern Lyon County USD 252, was recognized by the State Board for being named the 2023 Kansas Superintendent of the Year by the Kansas School Superintendents' Association.

(01:50:55)

**BOARD RETREAT**

The meeting resumed after the recess for lunch at the Kansas Health Institute for a Board Retreat led by Dr. Brian Jordan and Dr. Doug Moeckel of the Kansas Association of School Boards. Video was not available for the retreat, but it was open for the public to observe.

The next regular meeting for the State Board of Education is February 14 and 15, 2023.

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Jim Porter, Chair

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Barbara Hughes, Board Secretary

## MINUTES



Kansas State Board of Education

Tuesday, December 13, 2022

### CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, December 13, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:12:40)

### ROLL CALL

All Board members were present:

|                    |             |
|--------------------|-------------|
| Betty Arnold       | Ben Jones   |
| Jean Clifford      | Ann Mah     |
| Michelle Dombrosky | Jim McNiece |
| Melanie Haas       | Jim Porter  |
| Deena Horst        | Janet Waugh |

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

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

### APPROVAL OF AGENDA

Chairman Porter asked to vote on consent agenda items d, f and j separately per Mrs. Dombrosky's request. Additionally, he stated there was a typo on Consent Agenda item "d" as it should reference HB 2466 and not 2266. Under the Chair Report, there will need to be a correcting motion to the graduation requirements that were approved in November. Mrs. Clifford moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:17:10)

### APPROVAL OF THE NOVEMBER 9 AND 10 MEETING MINUTES

Dr. Horst moved to approve the minutes of the November 9 and 10 regular Board meeting. Mrs. Waugh seconded. Motion carried 10-0.

**MOTION**  
(00:17:38)

### COMMISSIONER'S REPORT

Commissioner Randy Watson's began his monthly report sharing what the top ten largest and the top ten smallest districts currently are. However, regardless of the size of district, there are gains that need to happen. There are 100 Kansas districts with 40% or more of their students scoring in Level 1 on the science state assessment, Watson said. There are 53 districts with 40% or more of their students scoring in Level 1 on the English language arts assessment, and there are 53 districts with

(00:18:00)

40% or more of their students scoring in Level 1 on the math state assessment. Actions the State Board can take in future include establishing clear goals for local school boards to discuss monthly, and establishing clear, measurable goals to monitor at the state level monthly and yearly to advance movement in academic achievement, chronic absenteeism and perseverance.

#### **CITIZENS' OPEN FORUM**

(00:47:00)

Chairman Porter declared the Citizens' Forum open at 10:32 a.m. There was only one speaker this month, Sherri Schwanz with the topic of the Interstate Teaching Mobility Pact. Chairman Porter declared the Citizens' Forum closed at 10:36 a.m.

#### **CONTINUED DISCUSSION ON ACADEMIC SUCCESS**

(00:50:50)

Deputy Commissioner Dr. Ben Proctor began the discussion with the performance level descriptors for the state assessments: Level 1 – Limited, Level 2 – Basic, Level 3 – Effective, and Level 4 – Excellent. He reiterated Dr. Watson's previous comments about the importance of moving students out of Level 1 and shared that one of the things necessary to do so is to have a balanced assessment system that includes formative tools, interim assessments and summative assessments.

#### **SUNFLOWER SUMMER 2023/2024**

(01:39:10)

Janine Hron, associate director for KU's Center for Public Partnerships & Research, and Michael Koonce, director, administrative services at Greenbush, told Board members that the 2023 summer will be the last for the Sunflower Summer Program. The 2023 Sunflower Summer Program will include more venues, special events and day camps. The program will begin on Memorial Day 2023 and go through Aug. 6. There is about \$3.5 million remaining for the program. The total cost for the program for the first year was about \$1 million. The second-year cost about \$2.8 million. The program is being funded by federal COVID-19 money to offer summer enrichment activities for Kansas students.

#### **ACTION ON 2023 LEGISLATIVE PRIORITIES**

(02:06:00)

Board members and legislative liaisons Deena Horst and Ben Jones led the final discussion on the 2023 legislative priorities that were proposed in November. The discussion will continue during the second day of the meeting (December 14, 2022) with action.

#### **PUBLIC HEARING ON LICENSURE REGULATIONS K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, and 91-1-209**

(03:43:10)

Mr. Porter opened the public hearing at 1:35 p.m. He noted that there will not be a vote tomorrow as originally planned but instead will happen on the second day of the Board meeting in January. Shane Carter, Director of Licensure, opened the hearing by giving a summary of the changes to the regulations that are up for approval. Board Member-Elect Danny Zeck presented written testimony as did Virginia Macha. The hearing was declared closed at 2:40 p.m.

**ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)**

(04:52:50)

During the State Board meeting in November, Jay Scott, Director of Accreditation and Design, presented information on one system that was ready for review of an accredited status recommendation. The system that was received by the Board in November is USD 377 Atchison County. Jay Scott brought this one system back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the system presented. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(04:55:18)

**RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)**

(04:56:00)

The Accreditation Review Council (ARC) has recommended an accredited status for the next three systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the three public systems and one private system. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in January 2023. The systems that were received by the Board in December are USD 308 Hutchinson, USD 343 Perry and USD 463 Udall.

**STUDENT SHOWCASE – BLUE VALLEY CAPS**

(05:06:32)

The Director of the Blue Valley Center for Advanced Professional Studies (CAPS) program, Chad Ralston and three CAPS students presented to the Board information on the program and the students' individual projects. Blue Valley was the initiator of nationally recognized, innovative high school programs that have grown into the CAPS Network of schools. CAPS is an example of how business, community and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs.

**CHRONIC ABSENTEEISM UP-CLOSE**

(05:39:50)

Kansas Department of Education's Dr. Robyn Kelso and the Kansas Parent Information Resource Center's Dr. Jane Groff and Tamara Huff presented detailed information on the problem of chronic absenteeism. Kelso defined chronic absenteeism as missing 10% or more of school days for any reason – both excused and unexcused – and discussed the ripple effect of these absences. She also suggested items that districts can influence and strategies they can implement to help curb this growing problem. Groff and Huffman believe the many reasons students are absent can be grouped into four broad categories: barriers, negative school experiences, lack of engagement and misconceptions. They gave examples of each category with examples of strategies for overcoming them.

**LEGISLATIVE MATTERS: INTERIM COMMITTEES REPORT**

(06:42:10)

Deputy Commissioner Dr. Craig Neuenswander gave a legislative update to the Board. He discussed recommendations from the interim committee concerning special education funding options.

## **INTRODUCTION TO THE INTERSTATE TEACHING MOBILITY COMPACT**

(06:56:04)

The Interstate Teaching Mobility Compact (ITMC) is a legally binding agreement among member states to create an agreed-upon regulatory framework for teacher reciprocity. The goal of the Compact is to speed up the application process for licensees moving across state lines and to reduce the time and resources spent by licensing agencies in processing certain applications.

## **ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS**

(07:33:47)

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 6 ESSER II change requests totaling \$3.8 M. As for ESSER III, USD 111 Doniphan was previously conditionally approved by the State Board has now been fully approved after meeting stakeholder consultation requirements. 13 new districts have submitted ESSER III plans with a total value of \$19M. There are 8 ESSER III change requests this month totaling \$24.6M.

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds. Mrs. Waugh seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

**MOTION**  
(07:37:10)

Dr. Horst moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

**MOTION**  
(07:48:05)

## **ACTION ON CONSENT AGENDA**

Dr. Horst moved to approve Consent Agenda items 19 a, b, c, e, g, h, i, k, and l. Mr. McNiece seconded. Motion carried 10-0. In this action, the Board:

**MOTION**  
(07:49:01)

- Receive monthly personnel report.
- Act on personnel appointments to unclassified position(s).
- Authorize out-of-state tuition contracts for students attending the Kansas School for the Deaf.
- Act to approve proposed amendment to the Holton Special Education Cooperative Agreement.
- Act on recommendations of the Evaluation Review Committee for higher education program approval.
- Act on recommendations for licensure waivers.
- Act on appointments of new members to the Special Education Advisory Council.
- Act on request from USD 216, Deerfield, for capital improvement (bond and interest) state aid.
- Act on request from USD 216, Deerfield, to hold a bond election.

### SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chairman Porter asked to vote consent items 19 d, f and j as one group, but separate from the other submissions. Dr. Horst moved to approve consent agenda items 19 d, f and j. Mr. Jones seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the Board:

**MOTION**  
(07:49:50)

- Act on request to initiate contract bid process for the computer science professional development as required by HB 2246.
- Act to approve proposed renewal of the Southeast Kansas Education Service Center (Greenbush) Agreement.
- Act to enter process for procuring services needed to implement the IDEA State Personnel Development Grant award for School Mental Health.

### CHAIRMAN'S REPORT

*Action on Amendments to the Graduation Year that New Graduation Requirements will take effect —*  
Mrs. Waugh moved that the Kansas State Board of Education amend the graduation requirements approved on November 10, 2022 to become effective with the Spring graduation class of 2028. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(07:50:15)

*Action on Board Travel —*

Mr. McNiece moved to approve travel requests and updates. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(07:53:55)

*Committee Reports —*

There were no committee reports this month.

*Board Attorney's Report —*

There was not a report from the Board Attorney this month.

*Requests for Future Agenda Items —*

There were no requests for future agenda items this month.

### RECESS

The meeting recessed at 5:42 p.m. until 9 a.m. Thursday.

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Jim Porter, Chair

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Barbara Hughes, Board Secretary

## MINUTES



Kansas State Board of Education

Wednesday, December 14, 2022

### CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, December 14, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:05:35)

### ROLL CALL

The following Board Members were present:

|                    |             |
|--------------------|-------------|
| Betty Arnold       | Ben Jones   |
| Jean Clifford      | Ann Mah     |
| Michelle Dombrosky | Jim McNiece |
| Melanie Haas       | Jim Porter  |
| Deena Horst        | Janet Waugh |

### APPROVAL OF AGENDA

Chairman Porter requested that the action on licensure regulations item be removed from the days agenda and be postponed until the January meeting. He also requested that there be time to discuss and have action on legislative priorities added to today's agenda. Mr. Jones moved to approve the day's agenda as amended. Mrs. Arnold seconded. Motion carried 10-0.

**MOTION**  
(00:07:35)

### RECOGNITION OF BEN CUTLER AND THE NEODESHA PROMISE SCHOLARSHIP PROGRAM

The Board recognized Mr. Ben Cutler who through a generous gift to Neodesha USD #461 created the Neodesha Promise Scholarship Program. In addition to recognizing Mr. Cutler for his contribution to the Neodesha community, Juanita Erickson, Superintendent of Neodesha USD #461, and Rebekah Peitz, Neodesha Promise Administrator and USD #461 College Academic Coach provided information on the program.

(00:07:50)

### DISTRICT SHOWCASE – CHENEY USD #268

David Grover, superintendent of Cheney USD 268, Greg Rosenhagen, principal of Cheney High School, and Nichole Hendrickson, college and career director for Cheney High School, gave a presentation to State Board members about how the district has increased its postsecondary effectiveness rate and how they're working to sustain that growth.

(00:42:45)

### RECEIPT OF KANSAS BOARD OF REGENTS STATEWIDE DUAL CREDIT AGREEMENT

Daniel Archer, Vice-President of Academic Affairs for the Kansas Board of Regents (KBOR), attended the meeting to discuss a statewide dual credit agreement. The goal of the agreement is to implement

(01:39:05)



a uniform statewide agreement on how some college credits are applied to high school graduation requirements. Systemwide transfer courses have equivalent outcomes and transfer to all public postsecondary institutions offering those courses. A standard application of systemwide transfer courses toward high school graduation requirements, regardless of where students live or which district they attend, affirms equitable results for all. The State Board and KBOR will continue to work together on the agreement.

(01:56:30)

### **CONTINUED DISCUSSION ON 2023 LEGISLATIVE PRIORITIES WITH ACTION**

Discussion led by Board members Dr. Deena Horst and Mr. Ben Jones continued and Chairman Porter moved to accept the priorities as follows:

#### **Academic support efforts**

The State Board of Education supports the goal of moving toward providing the first 12 postsecondary credit hours, tuition-free, during high school.

#### **Health and safety issues**

The State Board also supports the following:

The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program.

Support for expanded funding for Safe and Secure Schools grant to meet demand.

The legislative recommendations of the School Bus Stop Arm Violation Committee.

The efforts to reduce human trafficking in Kansas.

All efforts to reduce the opioid epidemic in Kansas, including making fentanyl test strips legal.

The ongoing work of the Juvenile Justice Oversight Committee.

#### **Funding issues**

The State Board supports the following:

The recommended funding levels approved by the Kansas Supreme Court.

Education public funds being provided to only public schools.

Following state statute and moving toward funding 92% of the excess cost of special education.

Continued coordination and investment in career and technical education programs that are aligned to workforce needs.

Of opportunities to expand early childhood and kindergarten readiness.

Of funding transportation of students in all unsafe situations, regardless of mileage.

#### **Meeting student needs**

The State Board supports the following:

The concept of public-private partnerships with business and industry to allow for internships, mentoring, etc.

Legislation that requires that the State Board of Education and the legislature work together to monitor the success of the Foster Child Report Card.

**MOTION**  
(02:07:55)

### **Education policy governance**

The State Board supports recognition of the following:

The constitutional authority given to the State Board of Education, the Kansas Legislature and the governor.

The governance responsibilities assigned to the Kansas State High School Activities Association (KSHSAA).

The authority of local boards of education.

The Kansas State Board of Education looks forward to working with the Legislature on initiatives proven to mold a successful Kansas high school graduate including academic preparation, kindergarten readiness, social-emotional learning, individualized plan of study and civic engagement," the Board document states. "Working together, Kansans Can lead the world in the success of each student.

(02:10:00)

Mr. McNiece seconded and the motion carried 9-0-1.

### **CLOSING REMARKS BY DEPARTING BOARD MEMBERS**

At the conclusion of the official Board business, Chairman Porter gave departing Board members Janet Waugh, Jean Clifford and Ben Jones the opportunity make a final statement. He then handed the gavel to Janet Waugh, who has been serving in the capacity of Vice-Chair and is the longest serving Kansas State Board of Education board member (24 years), so that she could adjourn her final meeting.

### **ADJOURNMENT**

Vice-Chair Waugh adjourned the meeting at 11:35 a.m.

The next regular meeting for the State Board of Education is January 10 and 11, 2023.

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Jim Porter, Chair

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Barbara Hughes, Board Secretary

**Agenda Number:** 8

**Meeting Date:** 2/14/2023



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**Item Title:** Recognition of 2022 National ESEA Distinguished Schools

**From:** Tate Toedman

The State Board of Education will have the opportunity to hear from the two ESEA (Elementary and Secondary Education Act) Distinguished Schools from Kansas. These schools were honored earlier in February at a ceremony in Indianapolis during the national ESEA conference. 2022 ESEA Distinguished Schools are:

**Closing the achievement gap between student groups**

Westview Elementary School, USD 233 Olathe, Principal Cindy Kapellar

**Exceptional student performance for two consecutive years**

Hillsboro Elementary School, USD 410 Durham-Hillsboro-Lehigh, Principal Nathan Hiebert

The principals from the above-named schools will briefly introduce themselves and share with Board members the factors they have found to be most significant in raising and/or maintaining student achievement at their schools. They will also talk about their recent experiences at the national ESEA conference.

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

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number: 9****Staff Initiating:**

Tate Toedman

**Director:**

Bert Moore

**Commissioner:**

Randy Watson

**Meeting Date: 2/14/2023****Item Title:**

Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III expenditure plans and the ESSER II change requests as presented for use of federal COVID-19 relief funds.

**Explanation of Situation Requiring Action:**

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic. The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number: 10****Staff Initiating:**

Scott Gordon

**Director:**

Scott Gordon

**Commissioner:**

Randy Watson

**Meeting Date: 2/14/2023**

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**Item Title:**

Act on Licensure Regulations

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt proposed amendments to its teacher licensure regulations, K.A.R. 91-1-200, 201, 202, 203, 204, and 209. (Roll call vote required)

**Explanation of Situation Requiring Action:**

A public hearing was held on Tuesday, December 13, 2022 and again on Tuesday, January 10, 2023. Scott Gordon and Shane Carter will be there to answer any questions the Board might have.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and the Attorney General for approval before the final regulations can be adopted by the State Board of Education.



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October 26, 2022

**To:** Kansas Legislature

**From:** Jill Shelley, Principal Research Analyst

**Re:** Report of the October 18, 2022, Meeting of the Joint Committee on Administrative Rules and Regulations

With this report, the Joint Committee on Administrative Rules and Regulations (Committee) provides its comments on rules and regulations reviewed at its meeting of October 18, 2022. Agencies are asked to respond to each comment or request for information; responses are compiled and maintained by staff of the Kansas Legislative Research Department.

### **Kansas Human Rights Commission**

KAR 21-34-1, definitions; KAR 21-34-17, revoked (was substantially limit; criteria for determination); KAR 21-34-18, revoked (was substantially limit; definition with respect to the major life activity of "working"; criteria for determination).

The Committee commends the Commission for its outreach to 17 organizations, seeking their input on the proposed rule and regulation changes.

### **Kansas State Department of Education**

KAR 91-1-200, definition of terms; KAR 91-1-201, type of licensure; KAR 91-1-202, endorsements; KAR 91-1-203, licensure requirements; KAR 91-1-204, licensure of out-of-state and foreign applicants; KAR 91-1-209, additional endorsements.

The Committee notes the changes in the rules and regulations were not prompted by changes to the statutes.

The Committee commends the Department for its efforts to address the teacher shortage in Kansas by reducing barriers to obtaining a Kansas teaching license for a person who has held a teaching, school leadership, or school specialist license in another state.

## **Office of the Attorney General**

KAR 16-12-4, program requirements (batterer intervention).

The Committee commends the Office for reviewing its program requirements to ensure the program better serves Kansans.

## **Kansas State Board of Healing Arts**

- KAR 100-69-10, license renewal; continuing education (athletic trainers).
- KAR 100-73-7, license renewal; continuing education (radiologic technologists).
- KAR 100-28b-2, application for licensure; KAR 100-28b-4, approved national certification; KAR 100-28b-7, continuing education; KAR 100-28b-11, licensees who direct, supervise, or delegate acts that constitute the independent practice of midwifery; requirements and limitations; KAR 100-28b-12, assessment of patient for identifiable risks; KAR 100-28b-19, unprofessional conduct. (midwifery)

The Committee notes KSA 65-28b07, the authorizing statute for these proposed rules and regulations, requires midwifery rules and regulations to be adopted no later than January 1, 2017, and these have been presented in October 2022. It further notes that rules and regulations deemed necessary to protect the health and safety of Kansans should have been in effect when a professional license became available for this profession. The Committee expresses its displeasure with both the Board of Healing Arts and the Kansas State Board of Nursing for their failure to meet the statutory deadline for these rules and regulations.

## **Kansas Department of Wildlife and Parks**

KAR 115-5-1, furbearers and coyotes; legal equipment, taking methods, and general provisions; KAR 115-17-6, revoked (was commercial mussel fishing license; mussel salvage permits; license or permit application and requirements, authority, reports, general provisions, and license or permit revocation); KAR 115-17-7, commercial harvest of mussels prohibited; KAR 115-17-8, revoked (was commercial harvest of mussels; legal equipment, taking methods, and general provisions); KAR 115-17-9, revoked (was commercial mussel fishing; open areas); KAR 115-17-14, revoked (was commercial mussel dealer permit; permit application and requirements, authority, reports, general provisions, and permit revocation); KAR 115-25-11, furbearers; open seasons and bag limits.

The Committee had no comments.

## **Kansas Department of Health and Environment**

- KAR 28-19-517, Class I operating permits; annual emissions inventory and fees; KAR 28-19-546, Class II operating permits; annual emission inventory and fees; KAR 28-19-564, Class II operating permits; permits-by-rule; sources with actual emissions less than 50 percent of major source thresholds.

The Committee is skeptical of information heard in agency testimony that the fee increases proposed will not increase costs to ratepayers.

- KAR 28-4-114, applicant; licensee (day care homes).

The Committee urges the Department to reduce burdensome regulations that are not necessary to protect health and safety. It requests the Department provide information on capacity limits and ratios for day care home providers and group day care home providers in surrounding states.

### **Kansas Corporation Commission**

KAR 82-4-1, definitions; KAR 82-4-2a, authority of agents, employees, or representatives authorized by commission; KAR 82-4-3, exemption from the motor carrier safety regulations; KAR 82-4-3b, procedures for transportation workplace drug and alcohol testing programs; KAR 82-4-3c, testing for controlled substances and alcohol use; KAR 82-4-3d, safety fitness procedures; KAR 82-4-3f, general motor carrier safety regulations; KAR 82-4-3g, qualifications of drivers; KAR 82-4-3h, driving of commercial motor vehicles; KAR 82-4-3i, parts and accessories necessary for safe operation; KAR 82-4-3j, inspection, repair, and maintenance; KAR 82-4-3k, transportation of hazardous materials; driving and parking rules; KAR 82-4-3l, transportation of migrant workers; KAR 82-4-3m, employee safety and health standards; KAR 82-4-3n, minimum levels of financial responsibility for motor carriers; KAR 82-4-3o, imminent hazard; KAR 82-4-20, transportation of hazardous materials by motor vehicles; KAR 82-4-27, applications for certificates of convenience and necessity and certificates of public service; KAR 82-4-30a, applications for interstate registration; KAR 82-4-50, passenger carriers.

The Committee had no comments.

### **Behavioral Sciences Regulatory Board**

KAR 102-1-1, definitions; KAR 102-1-5a, supervised experience and supervisor qualifications; KAR 102-2-1a, definitions; KAR 102-2-8, supervision; KAR 102-2-12, licensed specialist clinical social work licensure requirements; KAR 102-3-1a, definitions; KAR 102-3-3a, education requirements; KAR 102-3-7a, postgraduate supervised professional experience requirement to be licensed as a clinical professional counselor; KAR 102-4-1a, definitions; KAR 102-4-7a, postgraduate supervised professional work experience requirement; KAR 102-5-1, definitions; KAR 102-5-7a, professional postgraduate supervised experience requirement for a clinical marriage and family therapist; KAR 102-7-1, definitions; KAR 102-7-6, professional postgraduate supervised experience requirement for a clinical addiction counselor.

The Committee had no comments.



## TEACHER ACCREDITATION CHANGES

My Name is Virginia Macha and I am asking this Board to consider some facts that may or may not have been in the packet of information or correspondence. Perhaps having these facts will delay a vote until further conversations can take place. I appreciate the job that each of you do as a Board member and realize that the massive amount of information that passes across your desk from committees, legislators, and hearings would be near impossible to keep up with. I know your dedication to education is appreciated by many and making decisions are never easy.

The document that apparently has been invisible for the public to comment actually made an appearance on October 18, 2022, in front of the Rules and Regulations joint committee where Mr. Scott Gordon, chief counsel for Dept of Education submitted the document on behalf of the Board of Education. His words "even though these are regulations that are formally adopted by the State Board I speak on their behalf".

This provoked a question from a Senator to explain who wanted the changes because Rules and Regulations process is utilized to make changes required by changes of the law by passed legislation. The reason for the changes was Mr. Gordon stated "In 2017 the

Professional Standards board appointed by the State Board decided few adjustments needed to be made because language in the Statutes was not aligning with the industry. So most of these changes are for grammatical or stylistic form to match what was being used in the field."

Is that enough to warrant change to Education Statutes words? Statutes language passed for reasons being legal or to make sure it reflects the intent. Changing words because it sounds updated doesn't seem like a valid reason.

The process out lined by Mr. Gordon... Professional Standards board-seek input from professionals, institutions, teaching groups- input is submitted to a regulatory board-concept passed to regulatory regulation adoption committee-to a subcommittee to write first draft of the changes the

subcommittee deems acceptable. This is what the State Board voted on in Dec 2018. Where has this document been for 4 years?

Some of the comments from Senators & Representatives

There is no statute for a limited license, so there is no power to create this just because.

Worrisome that there was only a minimum required education for Endorsements but rely on School Districts to make judgement

The document submitted was stamped by Dept of Admin, Dept of Budget, Attorney General, and Sec of State in no orderly fashion, but the delay of the Attorney General stamping document 203, 18 months after the Dept of Admin and Budget signed off Feb. on 2021. What changes were made and why did the process not start over?

91-1-203 Department is stricken from on requirement to verify successful completion of pedagogical assessment and content assessment will no long will be determined by State board. Why? Because it was duplicated from 91-1-200?

I sent an email inquiry about this hearing and the document but did not receive the document for review after two request. I did appreciate the rapid response, but no document just led me to go directly to the committee.

There were many more questions brought up, so I reviewed the 2018 approved changes by the State board and the Rules and Regulation document to compared the 2 documents. The submitted document to rules and regulations is very different from what was approved in 2018. The biggest question I have is WHY the rush to approve these changes through rules and regulations at the last hours of the year and hold a public hearing without a document to inspect during Christmas time. I think the un transparency in this matter should concern all especially the public.

I ask this board to answer some of these questions proposed by the legislators before a vote on this document.

Thank you for this time

2018 NOV proposeA

Agenda Number: 7  
Meeting Date: 11/13/2018



## Kansas State Department of Education

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**To:** Commissioner Randy Watson  
**From:** Susan Helbert, Mischel Miller  
**Subject:** Receive amendments to licensure regulations

During its March 2018 meeting, the Kansas State Board of Education approved submission of a set of proposed licensure regulation amendments through the formal adoptions process. Agency staff now propose to submit additional amendments to those regulations to track simultaneously through the formal adoptions process.

New proposed amendments include reinstating a teaching endorsement for driver education and creating a limited use teaching license based on the Coalition of Innovative School Districts' specialized certificate. Below is a brief summary of the proposed additional amendments.

**91-1-200. Definition of terms.**

Created a definition for limited use teaching license.

**91-1-201. Type of license.**

Established the validity period of the limited use teaching license and what type of courses and grade levels it can be utilized to teach.

**91-1-202. Endorsements.**

Created the endorsement for driver education and established that the limited use teaching license is issued in the content area and valid only for the employing LEA.

**91-1-203. License requirements.**

Established the requirements for issuance of a limited use teaching license.

**91-1-209. Additional endorsements.**

Established the requirements to add a driver education endorsement to an existing teaching license.

In addition, KSDE is recommending a few small changes to the original amendments to 91-1-204 (Licensure of out-of-state and foreign applicants).

A full set of the regulations with the proposed changes is attached for your review. Focusing on the new amendments, staff will walk through the regulations, with some brief explanation of changes made during the current efforts at formal adoption.

Newton USD 373 — Through redesign, USD 373 is targeting the social-emotional needs of students. The school has hired an additional social worker, is addressing healthy relationships, and implemented school-to-home connections. The school is also helping coordinate interest-based enrichment learning groups as well as provide one-to-one mentoring. Mr. Willard moved to accept the redesign plans of Newton USD 273 for the Santa Fe 5 / 6 Center to be implemented during the 2018-19 school year as a participant in the Gemini I Project. Mrs. Busch seconded. Motion carried 9-0.

**MOTION**  
(02:03:22)

Photos and presentation of Gemini I banners occurred after each district presentation.

Chairman Porter adjourned the meeting at 11:40 a.m.

**ADJOURN**

The next State Board meeting is Oct. 9 and 10, 2018. The meeting on the first day will be in Topeka and the second day's session will be a tour of Mercury 7 schools in McPherson USD 418, Tescott and Bennington in Twin Valley USD 240.

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Jim Porter, Chairman

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Peggy Hill, Secretary

**POST-MEETING ACTIVITY:**

**PROFESSIONAL DEVELOPMENT ON KANSAS SCHOOL MENTAL HEALTH**

A professional development session was offered for Board members on the topic of Kansas School Mental Health. This was an optional activity. Social-emotional growth is one of the state-level outcomes of the Kansans Can vision to lead the world in the success of each student. Board members attending were Mr. Porter, Mrs. Busch, Mrs. Waugh, Mrs. Mah, Mrs. Cauble, Mrs. Horst and Mr. McNiece.

There was a year-one review of the partnership between Blue Valley USD 229 and Children's Mercy Hospital that enables additional social work services in the school district. Representatives from both entities reflected on the positive impact, including proactive efforts to identify needs and suicide risk assessments. They also noted an increased knowledge of mental health issues within the schools. Options for replicating the partnership in other areas of the state are being considered. Other initiatives discussed were the Mental Health Intervention Team Pilot created through Senate Bill 423, work of the School Mental Health Advisory Committee, and a grant-funded pilot intended to provide professional development and coaching with a focus on prevention and intervention. The session concluded at approximately 1:45 p.m.

91-1-200. Definition of terms. (a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.

(b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(c) "All levels" means early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(d) "Alternative teacher education program" means a program to prepare persons to teach by a means other than the traditional, college-based, approved program.

(e) "Approved program" means a teacher education program approved by the state board for content and pedagogy.

(f) "Content assessment" means an assessment designated by the state board to measure subject matter knowledge for an endorsement.

(g) "Deficiency plan" means a detailed schedule of instruction from an approved program that, if completed, will qualify an individual for full endorsement in a subject.

The individual who is to receive the instruction and a representative of the institution at which the instruction is to be given shall sign each deficiency plan.

(h) "Duplication of a license" means the issuance of a license to replace a license that is lost or destroyed.

(i) "Emergency substitute teaching license" means a license issued to an individual that allows access to practice as a substitute teacher as defined by K.A.R. 91-31-34(b).

(j) "Endorsement" means the legend printed on each license that identifies the subject in which an individual has specialization.

(k) "Evidence-centered assessment" means an assessment designated by the state board to measure an individual's knowledge of subject matter and ability to implement the knowledge and skills of a teacher leader.

(l) "Exchange license" means a two-year license issued under the exchange license agreement.

(m) "Initial license" means the first license that an individual holds to begin practice while preparing for the professional license.

(n) "Institutional verification" means acknowledgment that an individual has successfully completed a program within an accredited unit.

(o) "Interim alternative license" means a license that allows temporary access to practice to an individual who has completed an alternative teacher education program and been issued a license in another state.

(p) "Licensure" means the granting of access to practice teaching, administration, or school services in Kansas public schools.

(q) "Local education agency " and "LEA" mean any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and school institution.

(r) "Mentor" means a teacher or administrator who holds a professional license assigned by an LEA to provide support, modeling, and conferencing to a beginning professional.

(s) "Official transcript" means a student record that includes grades and credit hours earned and that is affixed with the official seal of the college and the signature of the registrar.

(t) "One year of teaching experience" means accredited experience that constitutes one-half time or more in one school year, while under contract.

(u) "Pedagogical assessment" means an assessment designated by the state board to measure teaching knowledge.

(v) "Performance assessment" means an assessment designated by the state board to measure an individual's ability to implement the knowledge and skills of a teacher, administrator, or school services provider.

(w) "Prekindergarten" means a program for children three and four years old.

(x) "Professional license" means a license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

(y) "Provisional school specialist endorsement license" means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.

(z) "Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.

(aa) "Recent credit or recent accredited experience" means valid credit or accredited experience earned during the six-year period immediately preceding the filing of an application.

(bb) "Restricted teaching license" means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

(cc) "Standard," when used to describe a license, means that the license is ~~current~~, unrestricted, nonprobationary, nonprovisional, nonsubstitute, or nontemporary; is issued by the state board or a comparable agency in another state; and allows an individual to work as a teacher, administrator, or school specialist in accredited school systems in Kansas or another state.



(dd) "Standards board" means the teaching and school administration professional standards advisory board.

(ee) "State board" means the state board of education.

(ff) "STEM license" means a license that allows an individual to teach only an approved subject in a hiring LEA, as specified in K.A.R. 91-1-203 (m).

(gg) "Subject" means a specific teaching area within a general instructional field.

(hh) "Substitute teaching license" means a license issued to an individual that allows access to practice as a substitute as defined in K.A.R. 91-31-34(b).

(ii) "Teacher education institution" means a college or university that has an accredited administrative unit for the purpose of preparing teachers.

(jj) "Transitional license" means a license that allows an individual to temporarily practice if the individual held a license but does not meet recent credit, recent experience, or renewal requirements to qualify for an initial or professional license.

(kk) "Valid credit" and "credit" mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.

(ll) "Visiting scholar teaching license" means a license that allows an individual who has documented exceptional talent or outstanding distinction in a particular subject area to practice on a temporary, limited basis. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T 91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended,

91-1-201. Type of licensure. (a) The following types of licenses shall be issued by the state board:

- (1) Accomplished teaching license;
- (2) initial licenses, including the following:
  - (A) Initial school leadership license;
  - (B) initial school specialist license; and
  - (C) initial teaching license;
- (3) emergency substitute teaching license;
- (4) exchange school specialist license;
- (5) exchange teaching license;
- (6) foreign exchange teaching license;
- (7) interim alternative license;
- (8) professional licenses, including the following:
  - (A) Professional school leadership license;
  - (B) professional school specialist license; and
  - (C) professional teaching license;
- (9) provisional school specialist endorsement license;
- (10) provisional teaching endorsement license;
- (11) restricted school specialist license;
- (12) restricted teaching license;
- (13) STEM license;

(14) substitute teaching license;

(15) transitional license; and

(16) visiting scholar teaching license.

(b)(1) Each initial license shall be valid for two years from the date of issuance.

(2) An initial teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each initial school leadership license shall be issued for all levels.

(4) Each initial school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(c)(1) Each professional license shall be valid on the date of issuance. Each license shall expire on the license holder's fifth birthdate following issuance of the license.

(2) A professional teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each professional school leadership license shall be issued for all levels.

(4) Each professional school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(d) (1) Each accomplished teaching license shall be valid for 10 years from the date of issuance.

(2) An accomplished teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(e) Each substitute teaching license shall be valid on the date of issuance and shall be issued for all levels. Each substitute license shall expire on the license holder's fifth birthdate following issuance of the license.

(f) The first emergency substitute teaching license issued to an individual shall be valid for the school year in which it is issued and shall be issued for all levels. Each subsequent renewal of an emergency substitute license shall be valid for two consecutive school years.

(g) Each visiting scholar teaching license shall be valid through June 30 of the school year for which it is issued and shall be issued for the level corresponding with the teaching assignment.

(h)(1) Each exchange license shall be valid for two years from the date of issuance.

(2) An exchange teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each exchange school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(i) Each foreign exchange teaching license shall be valid through June 30 of the school year for which it is issued and shall be valid for the level corresponding with the teaching assignment.

(j)(1) Each restricted teaching license shall be valid for the school year in which the license is issued. Any restricted teaching license may be reissued for two additional consecutive school years if progress reports are submitted as required in K.A.R. 91-1-203 (h)(2).

(2) A restricted teaching license may be issued for one or more of the following levels:

(A) Late childhood through early adolescence (grades 5 through 8);

(B) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(C) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(k)(1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.

(2) Each restricted school specialist license shall be issued for all levels.

(l) (1) Each transitional license shall be valid for the school year in which the license is issued.

(2) Each transitional license shall be nonrenewable.

(3) A transitional license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(m)(1) Each interim alternative license shall be valid for one year from the date of issuance.

(2) The initial one-year term shall be automatically extended for one additional one-year term if the licensee demonstrates progress toward achieving an initial or

professional license. Each interim alternative license shall be nonrenewable after two years.

(3) An interim alternative license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(n)(1) Each provisional teaching endorsement license shall be valid for two years from the date of issuance.

(2) A provisional teaching endorsement license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);



(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(o)(1) Each provisional school specialist license shall be valid for two years from the date of issuance.

(2) A provisional school specialist endorsement license shall be issued for all levels.

(p)(1) A nonrenewable license shall be issued to each applicant who meets all other requirements for an initial license except the assessments.

(2) Each nonrenewable license shall be valid only through June 30 of the school year for which the license is issued.

(q)(1) Each STEM license shall be valid only through June 30 of the school year for which the license is issued.

(2) Each STEM license shall be valid for grades 8 through 12. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 25, 2006; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 12, 2011; amended, T-91-16-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- \_\_\_\_\_.)

91-1-202. Endorsements. (a) Each license issued by the state board shall include one or more endorsements.

(b) Endorsements available for teaching at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:

- (1) Early childhood;
- (2) early childhood unified;
- (3) deaf or hard-of-hearing;
- (4) prekindergarten general education
- ~~(4)~~(5) visually impaired; and
- ~~(5)~~(6) school psychologist.

(c) Endorsements available for teaching at the early childhood through late childhood license level (prekindergarten through grade 6 or kindergarten through grade 6) shall be as follows:

- (1) Elementary education;
- (2) elementary education, unified;
- (3) English for speakers of other languages (ESOL);
- (4) gifted;
- (5) high-incidence special education; and
- (6) low-incidence special education.

(d) Endorsements available for teaching at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:

- (1) English for speakers of other languages (ESOL);
- (2) English language arts;
- (3) gifted;
- (4) high-incidence special education;
- (5) history, government, and social studies;
- (6) low-incidence special education;
- (7) mathematics; and
- (8) middle level generalist; and
- ~~(8)~~(9) science.

(e) Endorsements available for teaching at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:

- (1) Advanced mathematics;
- ~~(1)~~(2) Agriculture;
- (3) basic mathematics;
- ~~(2)~~(4) biology;
- ~~(3)~~(5) business;
- ~~(4)~~(6) chemistry;
- ~~(5)~~ communication technology;
- ~~(6)~~(7) earth and space science;

~~(7)~~(8) English for speakers of other languages (ESOL);

~~(8)~~(9) English language arts;

~~(9)~~(10) family and consumer science;

~~(10)~~(11) gifted;

~~(11)~~(12) high-incidence special education;

~~(12)~~(13) history, government, and social studies;

~~(13)~~(14) journalism;

~~(14)~~(15) low-incidence special education;

~~(15)~~ mathematics;

~~(16)~~ physics;

~~(17) power, energy, and transportation technology;~~

~~(18) production technology;~~

~~(19)~~ psychology;

(18) secondary education unified;

~~(20)~~(19) speech and theatre; and

~~(21) special education generalist, high incidence; and~~

~~(22)~~(20) technology and engineering education; and.

(f) Endorsements available for teaching at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:

(1) Art;

- (2) deaf or hard-of-hearing;
- (3) English for speakers of other languages (ESOL);
- (4) ~~foreign language~~;
- (5) gifted;
- (6)(5) health;
- (7)(6) high-incidence special education;
- (8)(7) instrumental music;
- (9)(8) low-incidence special education;
- (10)(9) music;
- (11)(10) physical education;
- (12)(11) visually impaired; and
- (13)(12) vocal music; and
- (13) world language.

(g) Endorsements available for school leadership at all levels shall be as follows:

- (1) Building leadership; and
- (2) director of special education; and
- (2)(3) district leadership.

(h) Endorsements available for school specialist fields at all levels shall be as follows:

- (1) Library media specialist;
- (2) reading specialist;

- (3) school counselor;
- (4) school psychologist; and
- (5) teacher leader.

(i) Endorsements available for the foreign exchange teaching license shall be issued in the content area and valid only for the local education agency approved by the commissioner.

(j) Endorsements available for the restricted teaching license shall be issued in the content area and valid only for the local education agency approved by the state board.

(k) Endorsements available for the provisional teaching endorsement license at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:

- (1) English for speakers of other languages (ESOL);
- (2) gifted;
- (3) high-incidence special education; and
- (4) low-incidence special education.

(l) Endorsements available for the provisional teaching endorsement license at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:

- (1) Early childhood; and
- (2) early childhood unified.

(m) Endorsements available for the provisional teaching endorsement license at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:

- (1) English for speakers of other languages (ESOL);
- (2) English language arts;
- (3) gifted;
- (4) high-incidence special education;
- (5) history, government, and social studies;
- (6) low-incidence special education;
- (7) mathematics; and
- (8) science.

(n) Endorsements available for the provisional teaching endorsement license at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:

- (1) Advanced mathematics;
- ~~(4)~~(2) Agriculture;
- (3) basic mathematics;
- ~~(2)~~(4) biology;
- ~~(3)~~(5) business;
- ~~(4)~~(6) chemistry;
- ~~(5)~~ communication technology;

~~(6)(7)~~ earth and space science;  
~~(7)(8)~~ English for speakers of other languages (ESOL);  
~~(8)(9)~~ English language arts;  
~~(9)(10)~~ family and consumer science;  
~~(10)(11)~~ gifted;  
~~(11)(12)~~ high-incidence special education;  
(13) history, government, and social studies;  
~~(13)(14)~~ journalism;  
~~(14)(15)~~ low-incidence special education;  
~~(15)~~ mathematics;  
~~(16)~~ physics;  
~~(17) power, energy, and transportation technology;~~  
~~(18) production technology;~~  
~~(19)~~ psychology;  
~~(20)(18)~~ speech and theatre; and  
~~(21) special education generalist, high incidence; and~~  
~~(22)(19)~~ technology and engineering education; and  
~~(21) history, government, and social studies.~~

(o) Endorsements available for the provisional teaching endorsement license at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:



- (1) Art;
- (2) deaf or hard-of-hearing;
- (3) English for speakers of other languages (ESOL);
- (4) foreign language;
- (5) gifted;
- (6)(5) health;
- (7)(6) high-incidence special education;
- (8)(7) instrumental music;
- (9)(8) low-incidence special education;
- (10)(9) music;
- (11)(10) physical education;
- (12)(11) visually impaired; and
- (13)(12) vocal music; and
- (13) world language.

(p) Endorsements available for provisional school specialist endorsement license at all levels shall be as follows:

- (1) Library media specialist;
- (2) reading specialist; and
- (3) school counselor.

(q) Each applicant for a license with a low-incidence or high-incidence special education endorsement, or a gifted, visually impaired, or deaf or hard-of-hearing endorsement, shall have successfully completed one of the following:

(1) A state-approved program to teach general education students; or  
(2) a professional education component that allows students to acquire competency in the following:

(A) The learner and learning: learner development, learning differences, and learning environments;

(B) content: content knowledge and application of content;

(C) instructional practice: assessment, planning for instruction, and instructional strategies;

(D) professional responsibility: professional learning and ethical practice, leadership, and collaboration; and

(E) the ability to apply the acquired knowledge to teach general education students.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended Aug. 10, 2007; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-16-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- \_\_\_\_\_.)

91-1-203. Licensure requirements. (a) Initial licenses.

(1) Each applicant for an initial teaching license shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;

(C) verification of successful completion of a state board approved pedagogical assessment ~~as determined by the state board~~;

(D) verification of successful completion of a state board approved ~~an~~ endorsement content assessment ~~as determined by the state board~~;

(E) verification of eight semester hours of recent credit;

(F) an application for an initial license; and

(G) the licensure fee.

(2) Each applicant for an initial school leadership license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership or director of special education program;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate leadership program coursework;

(E) verification of successful completion of a state board approved school leadership assessment ~~as determined by the state board~~;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) an application for an initial school leadership license;

(H) the licensure fee; and

(I) verification of five years of experience in a state-accredited school while holding a standard teaching or school specialist license and having achieved the professional-level license, a professional clinical license, or a full technical certificate.

(3) Each applicant for an initial school specialist license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

(C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;

(E) if application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;

(F) if application is made for a school counselor endorsement, one of the following:

(i) A currently valid initial or professional teaching license; or

(ii) verification that the applicant successfully completed additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);

(G) verification of successful completion of a state board approved school specialist ~~assessment as determined by the state board~~;

(H) an application for an initial school specialist license; and

(I) the licensure fee.

(b) Professional licenses.

(1) Each applicant for an initial professional teaching license shall submit to the state board the following:

(A) Verification of successful completion of the teaching performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;

(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(C) an application for professional teacher license; and

(D) the licensure fee.

(2) Each applicant for an initial professional school leadership license shall submit to the state board the following:

(A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;

(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(C) an application for professional school leadership license; and

(D) the licensure fee.

(3) Each applicant for an initial professional school specialist license shall submit to the state board the following:

(A) (i) Verification of successful completion of the school specialist performance assessment prescribed by the state board while the applicant is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license; or

~~(ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(ii), verification of successful completion of a supervised internship year while the applicant is employed as a school~~

~~counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;~~

(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(C) an application for professional school specialist license; and

(D) the licensure fee.

(4) Each applicant for an initial professional school specialist license with endorsement for teacher leader shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) (i) Verification from an accredited institution by the unit head or designee of completion of a graduate-level teacher leader program and verification of successful completion of an evidence-centered assessment; or

(ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;

(C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(D) verification of at least five years of accredited experience as a teacher, as a library media specialist or reading specialist, or as a school counselor meeting the requirements of paragraph (a)(3)(F)(i);

(E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate teacher leader program coursework;

(F) verification of a currently valid professional teaching license;

(G) an application for an initial professional school specialist license for teacher leader; and

(H) the licensure fee.

Paragraphs (b)(4)(B)(i) and (ii) shall remain in effect only through July 1, 2016.

(5) When required by this subsection, the performance assessment for teaching and school specialist licenses shall be completion of at least a year-long approved mentoring program based on model mentoring program guidelines and chosen by the local education agency. The performance assessment for school leadership licenses shall be completion of at least a year-long approved mentoring program chosen by the local education agency and based on guidelines developed by a research-based leadership institute.

(c) Accomplished teaching licenses. Each applicant for an initial accomplished teaching license shall submit to the state board the following:

(1) Verification of achieving national board certification issued by the national board for professional teaching standards;



(2) verification of a currently valid Kansas professional teaching license;

(3) an application for an accomplished teaching license; and

(4) the licensure fee.

(d) Substitute teaching license. Each applicant for an initial substitute teaching license shall submit to the state board the following:

(1) An official transcript from an accredited institution verifying the granting of a bachelor's degree;

(2) verification from an accredited institution of completion of an approved teacher education program;

(3) an application for substitute teaching license; and

(4) the licensure fee.

(e) Emergency substitute teaching license. Each applicant for an emergency substitute teaching license shall submit to the state board the following:

(1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework;

(2) an application for emergency substitute teaching license; and

(3) the licensure fee.

(f) Visiting scholar teaching license.

(1) Each applicant for a visiting scholar teaching license shall submit to the state board the following:

- (A) An application for a visiting scholar teaching license and the appropriate fee;
- (B) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the license is issued; and
- (C) documentation of exceptional talent or outstanding distinction in one or more subjects or fields.

(2) Upon receipt of an application for a visiting scholar teaching license, the following requirements shall be met:

(A) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar teaching license.

(B) A recommendation to the state board shall be made by the commissioner of education or the commissioner's designee on whether this license should be issued to the applicant.

(3) The decision of whether a visiting scholar teaching license should be issued to any applicant shall be made by the state board.

(g) Foreign exchange teaching license.

(1) Each applicant for a foreign exchange teaching license shall submit to the state board the following:

(A) An application for a foreign exchange teaching license and the appropriate fee;

(B) an official credential evaluation by a credential evaluator approved by the state board and listed on the state board's web site;

(C) verification of employment from the local education agency, including the teaching assignment, which shall be to teach in the content area of the applicant's teacher preparation or to teach the applicant's native language; and

(D) verification of the applicant's participation in the foreign exchange teaching program.

(2) The foreign exchange teaching license may be renewed for a maximum of ~~two~~ four additional school years if the licensee continues to participate in the foreign exchange teaching program; the district has a continuing need to employ the teacher, and the teacher's performance is appropriate.

(h) Restricted teaching license.

(1) Each applicant for a restricted teaching license shall submit to the state board the following:

(A) An application for a restricted teaching license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;

(C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned;

(D) verification that the applicant has attained a passing score on the content assessment required by the state board of education;

(E) verification that the local education agency will employ the applicant if the license is issued;

(F) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;

(G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;

(H) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:

(i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted license is sought;

(ii) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the institution's approved professional education standards; and

(iv) the institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's teaching experience; and

(l) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the support that the applicant will receive.

(2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall verify the following:

(A) The applicant's contract will be renewed.

(B) The local education agency will continue to assign an experienced mentor teacher to the applicant.

(C) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure.

(D) The institution will continue to support the applicant, on-site, as necessary.

(E) The applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (h)(2) shall no longer be eligible to hold a restricted teaching license.

(i) Restricted school specialist license.

(1) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:

(A) An application for a restricted school specialist license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;

(C) verification of at least three years of full-time professional counseling or librarian experience;

(D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate coursework; and

(E) documentation that the following conditions are met:

(i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;

(ii) the local education agency will employ the applicant if the license is issued;

(iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;

(iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;

(v) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure; and

(vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and

(F) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:

- (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;
- (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
- (iii) the program provided to the applicant will meet the institution's approved professional education standards;
- (iv) the institution will provide the applicant with on-site support; and
- (v) the institution has collaborated with the employing local education agency concerning the applicant's program.

(2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:

- (A) Verification that the applicant has attained passing scores on the content assessment required by the state board by the end of the first year;
- (B) verification from the chief administrative officer of the employing local education agency attesting to the following:
  - (i) The applicant's contract will be renewed; and
  - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;

(C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:

(i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; and

(ii) the institution will continue to support the applicant, on-site, as necessary; and

(D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (i)(2) shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.

(j) Transitional license.

(1) Each applicant for a transitional license shall submit to the state board the following:

(A) Verification of meeting the requirements for an initial or professional license as provided in K.A.R. 91-1-203(a) or (b) or K.A.R. 91-1-204(c), except for recent credit or recent experience; or

(B) verification of having previously held an initial or professional Kansas license or certificate that has been expired for six months or longer;

(C) an application for a transitional license; and

(D) the licensure fee.



(2) Any person who holds a transitional license issued under paragraph (j)(1)(A) may upgrade that license to an initial or professional license by submitting to the state board the following:

- (A) Verification of accredited experience during the term of the transitional license; or
- (B) (i) Verification of having successfully completed eight hours of recent credit; or
- (ii) verification of meeting the requirements in K.A.R. 91-1-205(b)(3)(C), if the person meets the requirements of K.A.R. 91-1-206 and K.A.R. 91-1-215 through 91-1-219.

(3) Any person who holds a transitional license issued under paragraph (j)(1)(B) may upgrade that license to an initial or professional license by submitting to the state board verification of meeting the requirements in K.A.R. 91-1-205(a)(2) or (b).

(k) Provisional teaching endorsement license.

(1) Each applicant shall hold a currently valid initial or professional license at any level and shall submit to the state board the following:

- (A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;
- (B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;
- (C) verification of employment and assignment to teach in the provisional endorsement area;
- (D) an application for a provisional endorsement teaching license; and
- (E) the licensure fee.

(2) Each applicant for a provisional teaching endorsement license for high-incidence special education, low-incidence special education, deaf or hard of hearing, gifted special education, or visually impaired shall hold a currently valid initial or professional license and shall submit to the state board the following:

(A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;

(B) a deficiency plan to complete the approved program requirements for the licensing officer of a teacher education institution;

(C) verification of employment and the assignment to teach in the provisional endorsement area;

(D) an application for a provisional endorsement teaching license; and

(E) the licensure fee.

(I) Provisional school specialist endorsement license. ~~Each applicant shall hold a currently valid professional license as described in K.A.R. 91-1-201 (a)(8) and shall~~ submit to the state board the following:

(1) Verification of completion of 50 percent of an approved school specialist program;

(2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;

(3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;

- (4) for a provisional library media or reading specialist endorsement license,  
verification of a currently valid professional teaching license;
- (4)(5) for a provisional school counselor endorsement license;
- (A) verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period;
- (B) (i) verification of a currently valid initial or professional teaching license; or  
(ii) verification from the licensure officer at the teacher education institution that the applicant has successfully completed additional field experiences consisting of at least one of the three-credit hour courses or at least 35 clock hours described in (a)(3)(F)(ii) and that the applicant will be supervised onsite by the institution during the first semester of the provisional license;
- ~~(5)~~(6) an application for a provisional school specialist license; and
- ~~(6)~~(7) the licensure fee.
- (m) STEM license.
- (1) Each applicant for a STEM license shall submit to the state board the following:
- (A) An official transcript verifying the granting of an undergraduate or graduate degree in one of the following subjects: life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting;
- (B) verification of at least five years of full-time professional work experience in the subject;

(C) verification that a local education agency will employ the applicant and assign the applicant to teach only the subject specified on the license if the license is issued;

(D) verification that the hiring local education agency will provide professional learning opportunities determined as appropriate by the hiring local education agency;

(E) an application for the STEM license; and

(F) the licensure fee.

(2) Any applicant may apply for a STEM license valid for subsequent school years by submitting the following:

(A) The verification specified in paragraphs (m)(1)(C) and (D);

(B) an application for renewal; and

(C) the licensure fee. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 5, 2005; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-16-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- \_\_\_\_\_.)

91-1-204. Licensure of out-of-state and foreign applicants. (a) Despite any other licensure regulation, any person who meets the requirements of this regulation may be issued a license by the state board.

(b) Any applicant for an initial Kansas teaching or school specialist license who holds a valid teaching or school specialist license with one or more full endorsements issued by a state that has been approved by the state board for exchange licenses may be issued a two-year license, if the applicant's endorsements are based on completion of a state-approved program in that state.

(c)(1) Any person who holds or has held a valid standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial or a professional license.

(2) To obtain an initial teaching license, each applicant specified in paragraph (c)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) verification of successful completion of a pedagogical assessment prescribed by the state board or evidence of successful completion of a pedagogical assessment in

the state in which the applicant holds or has held a standard license;

(D) verification of successful completion of an endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds or has held a standard license;

(E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(F) a copy of the applicant's out-of-state standard license;

~~(F)~~(G) an application for a Kansas license; and

~~(G)~~(H) the licensure fee.

(3) To obtain a professional teaching license, each applicant specified in paragraph (c)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) a copy of the applicant's ~~currently valid~~ out-of-state standard teaching license;

(D)(i) Evidence of successful completion of pedagogical, content, and performance assessments prescribed by the state board or evidence of successful completion of the three assessments in the state in which the applicant holds or has held the standard license;

(ii) verification of at least three years of recent accredited experience under a standard license; or

(iii) verification of at least five years of accredited experience under a standard license;

(E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(F) an application for a Kansas license; and

(G) the licensure fee.

(4) To obtain an initial school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership program;

(D) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(E) verification of successful completion of a school leadership assessment as determined by the state board;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard leadership license;

~~(G)~~(H) an application for initial school leadership license;

~~(H)~~(I) the licensure fee; and

~~(I)~~(J) verification of five years of experience in a state-accredited school while holding a standard teaching license, or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full vocational-technical technical certificate.

(5) To obtain an initial school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;



(D) (i) if application is made for a library media specialist endorsement, ~~school counselor endorsement~~, or reading specialist endorsement, a currently valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(E) verification of successful completion of a school specialist assessment as determined by the state board;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard school specialist license;

~~(G)~~(H) an application for an initial school specialist license; and

~~(H)~~(I) the licensure fee.

(6) To obtain a professional school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

(C) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E) verification of five years of experience in a state-accredited school while holding a standard teaching license, or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full vocational technical education certificate;

(F)(i) Evidence of successful completion of the school leadership assessment and completion in a state-accredited school of the school leadership performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school leadership license; or

(ii) verification of at least three years of recent accredited experience in a school leadership position while holding a standard school leadership license; or

(iii) verification of at least five years of accredited school leadership experience under a standard school leadership license;

(G) a copy of the applicant's out-of-state standard school leadership license;

~~(G)~~(H) an application for the professional school leadership license; and

~~(H)~~(I) the licensure fee.

(7) To obtain a professional school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E)(i) if application is made for a library media specialist endorsement, ~~school counselor endorsement~~, or reading specialist endorsement, a currently valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(F)(i) Evidence of successful completion of the school specialist assessment and completion in a state-accredited school of the school specialist performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school specialist license; or

(ii) verification of at least three years of recent accredited experience in a school specialist position while holding a valid standard school specialist license; or

(iii) verification of at least five years of accredited school specialist experience under a standard school specialist license;

(G) a copy of the applicant's out-of-state standard school specialist license;

~~(G)~~(H) an application for the professional school specialist license; and

~~(H)~~(I) the licensure fee.

(8) Any person who holds a valid initial or professional school specialist license as a school counselor in another state where the counselor license is issued without a classroom teaching requirement may apply for an initial or professional school specialist license with endorsement for school counselor.

(A) To obtain an initial school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board the following:

- (i) An official transcript verifying the granting of a graduate degree;
- (ii) verification from an accredited institution by the unit head or designee of completion of a graduate-level school counselor program;
- (iii) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
- (iv) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit; and
- (v) evidence of successful completion of the school counselor assessment prescribed by the state board or evidence of successful completion of a school counselor content assessment in the state in which the applicant holds or has held a standard school specialist license;
- (vi) a copy of the applicant's out-of-state standard school specialist license;
- (vii) an application for the school specialist license; and
- (viii) the licensure fee.

~~(B) Each applicant who is issued an initial school specialist license with endorsement for school counselor as specified in paragraph (c)(8)(A) shall upgrade to the professional school specialist license by submitting to the state board verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.~~

~~(C)~~ To obtain a professional school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board verification of all documentation specified in paragraph (c)(8)(A) and one of the following:

(i) Verification of at least three years of recent accredited experience as a school counselor while holding a valid, standard school counselor license;

~~(ii) verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial or professional a standard school counselor license. The internship shall be for one full school year or two full semesters and shall be under the~~

~~supervision of a teacher education institution in collaboration with the hiring local education agency; or~~

(iii) verification of at least five years of accredited school counselor experience under a standard school counselor license.

(d)(1) Any person who holds a valid professional teaching license in another state and has earned national board certification issued by the national board for professional teaching standards may apply for an accomplished teaching license, which shall be valid for as long as the national board certificate is valid.

(2) To obtain an accomplished teaching license, each applicant specified in paragraph (d)(1) shall submit the following:

(A) Evidence of current national board certification;

(B) verification of a valid professional teaching license issued by another state;

(C) an application for an accomplished teaching license; and

(D) the licensure fee.

(e)(1)(A) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program may apply for an interim alternative license.

(B) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program and who has five or more years of accredited experience earned under a standard license, three years of which are

continuous in the same local education agency, may apply for a professional teaching license by meeting the requirements of paragraph (c)(3).

(2) To obtain an interim alternative license, each applicant specified in paragraph (e)(1)(A) shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) a copy of the applicant's currently valid out-of-state license;

(C) verification of completion of the alternative teacher-education program;

(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E) an application for an interim alternative license; and

(F) the licensure fee.

(3) Each person who holds an interim alternative license shall submit to the commissioner of education, within the first six months of validity of the interim alternative license, a request for review of the application by the licensure review committee.

(A) Upgrading the interim alternative license to the standard initial license shall require verification of the following:

(i) Successful completion of all requirements set by the licensure review committee and approved by the state board; and

(ii) successful completion of a pedagogical assessment prescribed by the state board and successful completion of an endorsement content assessment prescribed by the state board.

(B) Upgrading the interim alternative license to the professional level license shall require verification of the following;

(i) A recommendation from the licensure review committee and approval by the state board with no additional requirements specified; and

(ii) verification that the person meets the requirements of K.A.R. 91-1-204(c)(3)(D).

(f) Any person who has completed an education program from a foreign institution outside of the United States may receive an initial license if, in addition to meeting the requirements for the initial license as stated in K.A.R. 91-1-203, that person submits the following:

(1) An official credential evaluation by a credential evaluator approved by the state board; and

(2) if the person's primary language is not English, verification of passing scores on an English proficiency examination prescribed by the state board. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended P-\_\_\_\_\_.)



**91-1-209. Additional endorsements.** (a) Any person who holds a currently valid teaching, school service specialist, or school leadership license may add additional endorsements to that license by submitting to the state board the following:

(1) Verification from an accredited institution by a unit head or designee of completion of an approved content area program;

(2) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;

(3) an application for an added endorsement; and

(4) the application fee.

~~(b)(1) Any person who holds a currently valid teaching license with a science endorsement at the early adolescence through late adolescence and adulthood level may add an additional science endorsement for that level by submitting to the state board the following:~~

~~(A) Verification of successful completion of the appropriate science endorsement content assessment prescribed by the state board;~~

~~(B) an application for an added endorsement; and~~

~~(C) the application fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(c)(1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the late childhood through early adolescence level by submitting to the state board the following:~~

~~(A) Verification from an accredited institution by a unit head or designee of completion of 15 semester credit hours in the content area for which endorsement is sought;~~

~~(B) verification of one of the following:~~

~~(i) A pedagogy course for the late childhood through early adolescence level;~~

~~or~~

~~(ii) recent accredited experience of one year or more in one of the grades 5 through 8;~~

~~(C) verification of successful completion of the appropriate content assessment prescribed by the state board;~~

~~(D) an application for an added endorsement; and~~

~~(E) the application fee.~~

~~(2) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.~~

~~(3) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(d)(1) Any person who holds a currently valid teaching license with a content area endorsement at the early adolescence through late adolescence and adulthood level may add an additional content area endorsement for that level by submitting to the state board the following:~~

~~(A) Verification from an accredited institution by a unit head or designee of completion of 50 percent or more of an approved content area program, including the content methods course;~~

~~(B) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;~~

~~(C) an application for an added endorsement; and~~

~~(D) the application fee.~~

~~(2) Any person who holds a currently valid teaching license with a content area endorsement at the late childhood through early adolescence level may add the same content area endorsement at the early adolescence through late adolescence and adulthood level by submitting to the state board verification of meeting the requirements specified in paragraph (d)(1).~~

~~(3) Teaching endorsements for adaptive, functional, gifted, deaf or hard of hearing, and visually impaired shall not be available under this subsection.~~

~~(4) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(e) (1) Any person who holds a valid out of state teaching license with an additional endorsement that was earned by completion of coursework specified by the other state may add that endorsement to the person's Kansas license by submitting to the state board the following:~~

~~(A) A copy of the out of state license showing the endorsement;~~

~~(B) verification that the person completed the specified coursework;~~

~~(C) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;~~

~~(D) an application for an added endorsement; and~~

~~(E) the licensure fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(f)(1)~~ Except as prescribed in paragraph ~~(f)(b)(2)~~, any person who holds a valid teaching license may add an additional teaching endorsement by submitting to the state board the following:

(A) Verification of successful completion of the endorsement content assessment prescribed by the state board;

(B) an application for an added endorsement; and

(C) the application fee.

(2) Teaching endorsements for early childhood, early childhood unified, early childhood through late childhood generalist, ~~adaptive~~ high-incidence, low-incidence, elementary education unified, secondary education unified, gifted, deaf or hard-of-hearing, or visually impaired shall not be available under paragraph ~~(f)(b)(1)~~.

(3) Applicants adding a career and technical education subject endorsement for technology and engineering education, family and consumer science, or agriculture, or an endorsement for English for speakers of other languages must

## KANSAS STATE BOARD OF EDUCATION

### Notice of Public Hearing on Proposed Administrative Regulations

September 22, 2022

The Kansas State Board of Education will conduct a public hearing at 1:30 p.m., or as soon thereafter as possible, on Tuesday, December 13, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson Ave., Suite 102, Topeka, Kansas, to consider the adoption of proposed rules and regulations of the Kansas State Board of Education on a permanent basis.

This 60-day notice of the public hearing shall constitute a public comment period for the purpose of receiving written public comments on the proposed rules and regulations. All interested parties may submit written comments prior to the hearing to the Secretary of the Kansas State Board of Education at the below address or by email to [bhughes@ksde.org](mailto:bhughes@ksde.org). The address for the Kansas State Board of Education is Landon State Office Building, 900 SW Jackson Ave., Suite 102, Topeka, Kansas 66612. All interested parties will be given a reasonable opportunity to present their views orally regarding the adoption of the proposed regulations during the public hearing. In order to provide all parties an opportunity to present their views, it may be necessary to request that each participant limit any oral presentation to five minutes. The hearing shall be conducted in compliance with the public hearing procedures of the Kansas State Board of Education.

Any individual with a disability may request an accommodation in order to participate in the public hearing and may request the proposed regulations and economic impact statements in an accessible format. Requests for accommodation to participate in the hearing should be made at least five working days in advance of the hearing by contacting Wendy Fritz at (785) 296-5363 (or TDD 785-296-8172) or by e-mail to [wfritz@ksde.org](mailto:wfritz@ksde.org). The north entrance to the Landon State Office Building is accessible. Handicapped parking is located at the south end of the Landon State Office Building, across the street from the north entrance to the building, and on Ninth Street, just around the corner from the north entrance to the building.

A copy of the proposed regulations and economic impact statements may be obtained by contacting the Office of General Counsel at the address above prior to the date of the hearing or by email to [ogc@ksde.org](mailto:ogc@ksde.org).

A summary of the proposed regulations and economic impact follows:

#### **K.A.R. 91-1-200**

K.A.R. 91-1-200 provides the meanings of terms specified in the Kansas State Board of Education regulations related to licensure of educators.

#### **K.A.R. 91-1-201**

K.A.R. 91-1-201 establishes the types of licenses issued by the State Board of Education, including the

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91-1-200. Definition of terms. Each of the following terms, as used in this article of the department's regulations, shall have the meaning specified in this regulation:

(a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching; or who has achieved national board certification.

(b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. ~~A minimum of~~ At least 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

~~(c) "All levels" means early childhood through late adolescence and adulthood (prekindergarten through grade 12).~~

~~(d) "Alternative teacher education program" means a program to prepare persons to teach by a means other than the traditional, college-based, approved program.~~

(d) "Approved mentoring program" means a program based on state board-approved program guidelines that is established and maintained by an LEA for the purpose of providing educators employed under initial licenses with professional support and continuous assistance from a mentor.

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## KANSAS STATE BOARD OF EDUCATION

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K.A.R. 91-1-200 provides the meanings of terms specified in the Kansas State Board of Education regulations related to licensure of educators.

#### **K.A.R. 91-1-201**

K.A.R. 91-1-201 establishes the types of licenses issued by the State Board of Education, including the

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term of validity and grade levels of each type of license.

**K.A.R. 91-1-202**

K.A.R. 91-1-202 establishes the endorsements available for each type and grade level of license issued by the State Board of Education.

**K.A.R. 91-1-203**

K.A.R. 91-1-203 establishes the requirements that each applicant must meet for each type of license issued by the State Board of Education.

**K.A.R. 91-1-204**

K.A.R. 91-1-204 establishes the requirements that must be met by each licensed out-of-state or foreign applicant for licenses issued by the State Board of Education.

**K.A.R. 91-1-209**

K.A.R. 91-1-209 establishes the requirements for additional endorsements to be added to a currently valid license issued by the State Board of Education.

The Kansas State Board of Education does not anticipate any significant financial or economic impact to this agency, other state agencies, or to the public as a result of these regulations.

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91-1-200. Definition of terms. Each of the following terms, as used in this article of the department's regulations, shall have the meaning specified in this regulation:

(a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.

(b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. ~~A minimum of~~ At least 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

~~(c) "All levels" means early childhood through late adolescence and adulthood (prekindergarten through grade 12).~~

~~(d) "Alternative teacher education program" means a program to prepare persons to teach by a means other than the traditional, college-based, approved program.~~

(d) "Approved mentoring program" means a program based on state board-approved program guidelines that is established and maintained by an LEA for the purpose of providing educators employed under initial licenses with professional support and continuous assistance from a mentor.

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(e) "Approved program" means a teacher education program approved by the state board for content and pedagogy.

(f) "Content area" means a defined domain of knowledge and skill in an academic program.

~~(f)~~ (g) "Content assessment" means an assessment designated by the state board to measure subject matter knowledge for an endorsement.

~~(g)~~ (h) "Deficiency plan" means a detailed schedule of instruction from an approved program that, if completed, will qualify an individual for full endorsement in a subject.

The individual who is to receive the instruction and a representative of the institution at which the instruction is to be given shall sign each deficiency plan.

~~(h) "Duplication of a license" means the issuance of a license to replace a license that is lost or destroyed.~~

(i) "Early adolescence through late adolescence and adulthood" means grades six through 12.

(j) "Early childhood" means any level from birth through grade three.

(k) "Early childhood through late adolescence and adulthood" means any level from prekindergarten through grade 12.

(l) "Early childhood through late childhood" means any level from prekindergarten through grade six.

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Code Level: Level II - Classification

Definition: The term local education agency means a public board of education or other public authority legally constituted within a State to either provide administrative control or direction of, or perform a service function for public schools serving individuals ages 0 - 21 in a state, city, county, township, school district, or other political subdivision including a combination of school districts or counties recognized in a State as an administrative agency for its public schools. An LEA may provide, or employ professional who provide, services to children included in the Individuals with Disabilities Education Act (IDEA), such services may include, but are not limited to, such medical services as physical, occupational, and speech therapy.

Notes: Source: Portions of IDEA Regulations Part B (34 CFR Part 300.18, Assistance to States for the Education of Children with Disabilities) [1/1/2006: new]

Version: NCCU Provider Taxonomy Version 22.1

Last Updated: July 01, 2022

91-1-200  
Pg. 3

teach

in a general education classroom or to provide special education instruction and support services for any level from birth through grade three.

(n) "Elementary education unified" means an endorsement that provides access to teach in a general education classroom or to provide special education instruction and support services for early childhood through late childhood.

(†) (o) "Emergency substitute teaching license" means a license issued to an individual that allows access to practice as a substitute teacher as defined by K.A.R. 91-31-34(b).

(†) (p) "Endorsement" means the legend printed on each license that identifies the subject in which an individual has specialization.

(k) (q) "Evidence-centered assessment" means an assessment designated by the state board to measure an individual's knowledge of subject matter and ability to implement the knowledge and skills of a teacher leader.

(l) "Exchange license" means a two-year license issued under the exchange license agreement.

(r) "Initial," when used to describe a license, means the first tier of license provided to an individual who meets all requirements to begin practice and may be issued for school leadership, school specialist, or teaching.

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(s) "Initial school leadership license" means the first license that an individual holds to begin practice as a school leader while preparing for the professional school leadership license.

(t) "Initial school specialist license" means the first license that an individual holds to begin practice as a school specialist while preparing for the professional school specialist license.

~~(m)~~ (u) "Initial teaching license" means the first license that an individual holds to begin practice teaching while preparing for the professional teaching license.

~~(n) "Institutional verification" means acknowledgment that an individual has successfully completed a program within an accredited unit.~~

~~(o)~~ (v) "Interim alternative license" means a license that allows temporary access to practice to an individual who has completed an alternative teacher education program and been issued a license in another state.

(w) "Late childhood through early adolescence" means grades five through eight.

~~(p)~~ (x) "Licensure" means the granting of access to practice teaching, administration, or school services in Kansas public schools.

(y) "Limited-use teaching license" means a license that allows an individual limited access to practice in an LEA under an arrangement by which the LEA is developing the teacher through a specified approved plan of study.

~~(q)~~ (z) "Local education agency" and "LEA" mean any governmental agency authorized or required by state law to provide education to children, including each

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unified school district, special education cooperative, school district interlocal, state school, and school institution.

(†) (aa) "Mentor" means a teacher, a school specialist, or an administrator who holds a professional teaching license, school specialist license, or leadership license assigned by an LEA to provide support, modeling, and conferencing to a beginning professional.

(bb) "Middle-level generalist," when used to describe an endorsement, means an endorsement that allows access to teach mathematics, English language arts, history, government and social studies, and science for late childhood through early adolescence.

~~(s)~~ (cc) "Official transcript" means a student record that includes grades and credit hours earned and that is affixed with the official seal of the college and the signature of the registrar.

(†) (dd) "One year of teaching experience" means accredited experience that constitutes one-half time or more in one school year, while under contract.

(†) (ee) "Pedagogical assessment" means an assessment designated by the state board to measure teaching knowledge.

(†) (ff) "Performance assessment" means an assessment designated by the state board to measure an individual's ability to implement the knowledge and skills of a teacher, administrator, or school services provider.

(†) (gg) "Prekindergarten" means a program for children three and four years old.

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(hh) "Professional," when used to describe a license, means achievement of the second tier of licensure based upon successful completion of a performance assessment while practicing under an initial license and may be awarded for school leadership, school specialist, or teaching.

(ii) "Professional occupational license" means the license required to practice in Kansas for the profession of speech language pathologist, audiologist, or licensed master social worker.

(ij) "Professional school leadership license" means a school leadership license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

(kk) "Professional school specialist license" means a school specialist license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

~~(x)~~ (ll) "Professional teaching license" means a teaching license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

~~(y)~~ (mm) "Provisional school specialist endorsement license" means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.

DELETED Professional school specialist license means a school specialist license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

Professional school leadership license means a school leadership license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

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(z) (nn) "Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.

(aa) (oo) "Recent credit ~~or recent experience~~" means valid credit or experience earned during the six-year period immediately preceding the filing of an application.

(pp) "Recent experience" means accredited experience earned during the six-year period immediately preceding the filing of an application.

(qq) "Restricted school specialist license" means a license that allows an individual limited access to practice as a library media specialist or a school counselor under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

(bb) (rr) "Restricted teaching license" means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

(ss) "School leadership license" means a license that allows an individual to hold a position with the primary responsibility for supervision or management of a local education agency, a school system, a school building, or school programs.

(tt) "School specialist" means a person other than a teacher or school leader who is required to hold an educator license to provide specialized professional support services to students or teachers.

DELETED Restricted school specialist license means a license that allows an individual limited access to practice as a school library media specialist or a school counselor under a special arrangement among the individual, a KS teacher education institution, and an LEA.

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(uu) "School specialist program" means an approved program provided by teacher education institutions to prepare individuals for licensure as a school specialist.

(vv) "Secondary education unified" means an endorsement that provides access to teach academic subjects for which the content assessment has been passed and to provide special education support services for early adolescence through late adolescence and adulthood.

~~(ee)~~ (ww) "Standard," when used to describe a license, means that the license is ~~current~~, unrestricted, nonprobationary, nonprovisional, nonsubstitute, nonlimited-use, or nontemporary; is issued by the state board or a comparable agency in another state; and allows an individual to work as a teacher, administrator, or school specialist in accredited school systems in Kansas or another state.

~~(dd)~~ (xx) "Standards board" means the teaching and school administration professional standards advisory board.

~~(ee)~~ (yy) "State board" means Kansas state board of education.

~~(ff)~~ (zz) "STEM license" means a license that allows an individual to teach only ~~an approved subject~~ life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting subjects in a hiring LEA, as specified in K.A.R. 91-1-203 (m).

~~(gg)~~ (aaa) "Subject" means a specific teaching area within a general instructional field.

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(hh) (bbb) "Substitute teaching license" means a license issued to an individual that allows access to practice as a substitute as defined in K.A.R. 91-31-34(b).

(ii) (ccc) "Teacher education institution" means a college or university that has an accredited administrative unit for the purpose of preparing teachers.

(jj) (ddd) "Transitional license" means a license that allows an individual to temporarily practice if the individual held a license but does not meet recent credit, recent experience, or the renewal requirements to qualify for an initial teaching license or a professional teaching license, an initial school specialist license or a professional school specialist license, or an initial school leadership license or a professional school leadership license.

(kk) (eee) "Valid credit" and "credit" mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.

(ff) "Visiting international teaching license" means a license issued to an individual participating in the visiting international teacher program, allowing the individual to be employed by a local education agency and be assigned to teach that individual's native language or the content area of that individual's teacher preparation.

(ll) (ggg) "Visiting scholar teaching license" means a license that allows an individual who has ~~documented exceptional talent or outstanding distinction in a particular subject area~~ documentation verifying the individual's qualifications for the license as described on the application to practice on a temporary, limited basis. (Authorized by and

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implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003;  
amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009; amended  
Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014;  
amended P-\_\_\_\_\_ .)

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91-1-201. Type of licensure. (a) The following types of licenses shall be issued by the state board:

- (1) Accomplished teaching license;
- (2) initial licenses, including the following:
  - (A) Initial school leadership license;
  - (B) initial school specialist license; and
  - (C) initial teaching license;
- (3) emergency substitute teaching license;
- (4) ~~exchange school specialist license;~~
- (5) ~~exchange teaching license;~~
- (6) ~~foreign exchange teaching license;~~
- (7) interim alternative license;
- (5) limited-use teaching license;
- (8) (6) professional licenses, including the following:
  - (A) Professional school leadership license;
  - (B) professional school specialist license; and
  - (C) professional teaching license;
- (9) (7) provisional school specialist endorsement license;
- (10) (8) provisional teaching endorsement license;
- (11) (9) restricted school specialist license;
- (12) (10) restricted teaching license;

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~~(13)~~ (11) STEM license;

~~(14)~~ (12) substitute teaching license;

~~(15)~~ (13) transitional license; and

~~(16)~~ (14) visiting international teacher license; and

(15) visiting scholar teaching license.

(b)(1) Each initial license shall be valid for two years from the date of issuance.

(2) An initial teaching license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or  
prekindergarten through grade 3~~);

Pre Kindergarten

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through  
12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten  
through grade 12~~).

(3) Each initial school leadership license shall be issued for all levels.

(4) Each initial school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(c) (1) Each professional license shall be valid on the date of issuance. Each license shall expire on the license holder's fifth birthdate following issuance of the license.

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(2) A professional teaching license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

prekindergarten through grade 6 or kindergarten through grade 3

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

(3) Each professional school leadership license shall be issued for all levels.

(4) Each professional school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(d) (1) Each accomplished teaching license shall be valid for 10 years from the date of issuance.

(2) An accomplished teaching license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

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(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

(e) Each substitute teaching license shall be valid on the date of issuance and shall be issued for all levels. Each substitute license shall expire on the license holder's fifth birthdate following issuance of the license.

(f) The first emergency substitute teaching license issued to an individual shall be valid for the school year in which it is issued and shall be issued for all levels. Each subsequent renewal of an emergency substitute license shall be valid for two consecutive school years.

(g) Each visiting scholar teaching license shall be valid through June 30 of the school year for which it is issued and shall be issued for the level corresponding with the teaching assignment.

~~(h) (1) Each exchange license shall be valid for two years from the date of issuance.~~

~~(2) An exchange teaching license may be issued for one or more of the following levels:~~

~~(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);~~

~~(B) early childhood through late childhood (kindergarten through grade 6);~~

~~(C) late childhood through early adolescence (grades 5 through 8);~~

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~~(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or~~

~~(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).~~

~~(3) Each exchange school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.~~

~~(i) (h)~~ Each ~~foreign exchange teaching~~ visiting international teacher license shall be valid through June 30 of the school year for which it is issued and shall be valid for the level corresponding with the teaching assignment.

~~(i) (i)~~ (1) Each restricted teaching license shall be valid for the school year in which the license is issued. Any restricted teaching license may be reissued for two additional consecutive school years if progress reports are submitted as required in K.A.R. 91-1-203 (h)(2).

(2) A restricted teaching license may be issued for one or more of the following levels:

(A) Late childhood through early adolescence ~~(grades 5 through 8);~~

(B) early adolescence through late adolescence and adulthood ~~(grades 6 through 12); or~~

(C) early childhood through late adolescence and adulthood ~~(prekindergarten through grade 12).~~

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~~(k)~~ (j) (1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.

(2) Each restricted school specialist license shall be issued for all levels.

~~(k)~~ (k) (1) Each transitional license shall be valid for the school year in which the license is issued.

(2) Each transitional license shall be nonrenewable.

(3) A transitional license may be issued for one or more of the following levels:

(A) Early childhood ~~(birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);~~

(B) early childhood through late childhood ~~(kindergarten through grade 6);~~

(C) late childhood through early adolescence ~~(grades 5 through 8);~~

(D) early adolescence through late adolescence and adulthood ~~(grades 6 through 12); or~~

(E) early childhood through late adolescence and adulthood ~~(prekindergarten through grade 12).~~

~~(m)~~ (l) (1) Each interim alternative license shall be valid for one year from the date of issuance.

(2) The initial one-year term shall be automatically extended for one additional one-year term if the licensee demonstrates progress toward achieving an initial or professional license. Each interim alternative license shall be nonrenewable after two years.

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(3) An interim alternative license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

~~(n)~~ (m) (1) Each limited-use teaching license shall be valid only for the school year in which the license is issued. Any limited-use teaching license may be reissued for additional consecutive school years at the request of the employing LEA.

(2) A limited-use teaching license may be used to teach in grades 6 through 12 but shall not be used to provide special education services.

(n) (1) Each provisional teaching endorsement license shall be valid for two years from the date of issuance.

(2) A provisional teaching endorsement license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

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(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

(o) (1) Each provisional school specialist license shall be valid for two years from the date of issuance.

(2) A provisional school specialist endorsement license shall be issued for all levels.

(p) (1) A nonrenewable license shall be issued to each applicant who meets all other requirements for an initial license except the assessments.

(2) Each nonrenewable license shall be valid only through June 30 of the school year for which the license is issued.

(q) (1) Each STEM license shall be valid only through June 30 of the school year for which the license is issued.

(2) Each STEM license shall be valid for grades 8 through 12. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 25, 2006; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- \_\_\_\_\_.)

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91-1-202. Endorsements. (a) Each license issued by the state board shall include one or more endorsements.

(b) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early childhood license level (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~) shall be as follows:

- (1) Early childhood;
- (2) early childhood unified;
- (3) deaf or hard-of-hearing;
- (4) prekindergarten general education;
- (5) visually impaired; and
- (5) (6) school psychologist.

(c) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early childhood through late childhood license level (~~kindergarten through grade 6~~) shall be as follows:

- (1) Elementary education;
- (2) elementary education, unified;
- (3) English for speakers of other languages (~~ESOL~~);
- (4) gifted;
- (5) high-incidence special education; and
- (6) low-incidence special education.

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(d) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the late childhood through early adolescence license level ~~(grades 5 through 8)~~ shall be as follows:

- (1) English for speakers of other languages ~~(ESOL)~~;
- (2) English language arts;
- (3) gifted;
- (4) high-incidence special education;
- (5) history, government, and social studies;
- (6) low-incidence special education;
- (7) mathematics; and
- (8) middle-level generalist; and
- (9) science.

(e) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early adolescence through late adolescence and adulthood license level ~~(grades 6 through 12)~~ shall be as follows:

- (1) Advanced mathematics;
- (2) agriculture;
- ~~(2)~~ (3) biology;
- ~~(3)~~ (4) business;
- ~~(4)~~ (5) chemistry;
- ~~(5)~~ communication technology;

Basic Mathematics

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- (6) driver education;
- (7) earth and space science;
- (7) (8) English for speakers of other languages (ESOL);
- (8) (9) English language arts;
- (9) (10) family and consumer science;
- (11) general mathematics;
- (10) (12) gifted;
- (11) (13) high-incidence special education;
- (12) (14) history, government, and social studies;
- (13) (15) journalism;
- (14) (16) low-incidence special education;
- (15) mathematics;
- (16) (17) physics;
- (17) power, energy, and transportation technology;
- (18) production technology;
- (19) (18) psychology;
- (19) secondary education unified;
- (20) speech and theatre; and
- (21) special education generalist, high-incidence; and
- (22) (21) technology and engineering education.

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(f) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early childhood through late adolescence and adulthood level (~~prekindergarten through grade 12~~) shall be as follows:

- (1) Art;
- (2) deaf or hard-of-hearing;
- (3) English for speakers of other languages (~~ESOL~~);
- (4) ~~foreign language~~;
- (5) gifted;
- (6) (5) health;
- (7) (6) high-incidence special education;
- (8) (7) instrumental music;
- (9) (8) low-incidence special education;
- (10) (9) music;
- (11) (10) physical education;
- (12) (11) visually impaired; and
- (13) (12) vocal music; and
- (13) world language.

(g) Endorsements available for all school leadership licenses ~~at all levels~~ shall be as follows:

- (1) Building leadership; ~~and~~
- (2) director of special education; and

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(3) district leadership.

(h) Endorsements available for all school specialist fields ~~at all levels~~ shall be as follows:

- (1) Library media specialist;
- (2) reading specialist;
- (3) school counselor;
- (4) school psychologist; and
- (5) teacher leader.

(i) Endorsements available for the ~~foreign-exchange teaching~~ visiting international teacher license shall be issued in the content area for which the individual is qualified and valid only for the local education agency approved by the commissioner of education.

(j) Endorsements available for the restricted teaching license shall be issued in the state board-approved content area and valid only for the state board-approved local education agency ~~approved by the state board~~.

(k) Endorsements available for the limited-use teaching license shall be issued in the content area and valid only for the employing local education agency.

(l) Endorsements available for the provisional teaching endorsement license at the early childhood through late childhood license level (~~kindergarten through grade 6~~) shall be as follows:

- (1) English for speakers of other languages (~~ESOL~~);

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- (2) gifted;
- (3) high-incidence special education; and
- (4) low-incidence special education.

~~(k)~~ (m) Endorsements available for the provisional teaching endorsement license at the early childhood license level ~~(birth through kindergarten, birth through grade 3, or prekindergarten through grade 3)~~ shall be as follows:

- (1) Early childhood; and
- (2) early childhood unified.

~~(m)~~ (n) Endorsements available for the provisional teaching endorsement license at the late childhood through early adolescence license level ~~(grades 5 through 8)~~ shall be as follows:

- (1) English for speakers of other languages ~~(ESOL)~~;
- (2) English language arts;
- (3) gifted;
- (4) high-incidence special education;
- (5) history, government, and social studies;
- (6) low-incidence special education;
- (7) mathematics; and
- (8) science.

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~~(n)~~ (o) Endorsements available for the provisional teaching endorsement license at the early adolescence through late adolescence and adulthood license level ~~(grades 6 through 12)~~ shall be as follows:

(1) Advanced mathematics;

(2) agriculture;

~~(2)~~ (3) biology;

Basic Mathematics

~~(3)~~ (4) business;

~~(4)~~ (5) chemistry;

~~(5)~~ communication technology;

~~(6)~~ earth and space science;

~~(7)~~ English for speakers of other languages (ESOL);

~~(8)~~ English language arts;

~~(9)~~ family and consumer science;

~~(10)~~ general mathematics;

~~(11)~~ gifted;

~~(11)~~ (12) high-incidence special education;

~~(13)~~ history, government, and social studies;

~~(12)~~ (14) journalism;

~~(13)~~ (15) low-incidence special education;

~~(14)~~ mathematics;

~~(15)~~ (16) physics;

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~~(16)~~ power, energy, and transportation technology;

~~(17)~~ production technology;

~~(18)~~ (17) psychology;

~~(19)~~ (18) speech and theatre; and

~~(20)~~ (19) technology and engineering education; and

~~(21)~~ history, government, and social studies.

(e) (p) Endorsements available for the provisional teaching endorsement license at the early childhood through late adolescence and adulthood level ~~(prekindergarten through grade 12)~~ shall be as follows:

(1) Art;

(2) deaf or hard-of-hearing;

(3) English for speakers of other languages ~~(ESOL)~~;

(4) foreign language;

~~(5)~~ gifted;

~~(6)~~ (5) health;

~~(7)~~ (6) high-incidence special education;

~~(8)~~ (7) instrumental music;

~~(9)~~ (8) low-incidence special education;

~~(10)~~ (9) music;

~~(11)~~ (10) physical education;

~~(12)~~ (11) visually impaired; and

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~~(13)~~ (12) vocal music; and

(13) world language.

~~(p)~~ (q) Endorsements available for provisional school specialist endorsement license at all levels shall be as follows:

(1) Library media specialist;

(2) reading specialist; and

(3) school counselor.

~~(q)~~ (r) Each applicant for a license with a low-incidence or high-incidence special education endorsement, or a gifted, visually impaired, or deaf or hard-of-hearing endorsement, shall have successfully completed one of the following:

(1) A state-approved program to teach general education students; or

(2) a professional education component that allows students to acquire competency in the following:

(A) The learner and learning: learner development, learning differences, and learning environments;

(B) content: content knowledge and application of content;

(C) instructional practice: assessment, planning for instruction, and instructional strategies;

(D) professional responsibility: professional learning and ethical practice, leadership, and collaboration; and

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(E) the ability to apply the acquired knowledge to teach general education students.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution;  
effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended Aug. 10,  
2007; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June  
30, 2014; amended Oct. 24, 2014; amended P- \_\_\_\_\_.)

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91-1-203. Licensure requirements. (a) Initial licenses.

(1) Each applicant for an initial teaching license shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;

(C) verification of successful completion of a pedagogical assessment ~~as determined by the state board~~;

Who determines this now if not the Board of Education.

(D) verification of successful completion of ~~an endorsement~~ a content assessment ~~as determined by the state board~~;

Why does the State Board not determine what is appropriate endorsement or assessment content

(E) verification of eight semester hours of recent credit;

(F) an application for an initial license; and

(G) the licensure fee.

(2) Each applicant for an initial school leadership license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

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(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership or director of special education program;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate leadership program coursework;

(E) verification of successful completion of a state board-approved school leadership assessment ~~as determined by the state board~~;

(F) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(G) an application for an initial school leadership license;

(H) the licensure fee; and

(I) verification of five years of experience in a state-accredited school while holding a standard teaching or school specialist license and having achieved the professional-level license, a professional ~~clinical~~ occupational license, or a full career and technical education certificate.

(3) Each applicant for an initial school specialist license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

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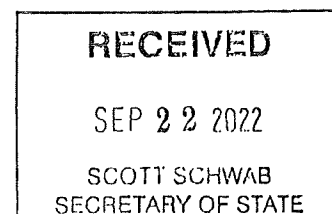
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(C) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate school specialist program coursework;

(E) if application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;

(F) if application is made for a school counselor endorsement, verification of one of the following:

(i) A currently valid initial teaching license or professional teaching license; or

(ii) ~~verification that the applicant successfully completed~~ applicant's successful completion of additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);

(G) verification of successful completion of a state board-approved school specialist assessment ~~as determined by the state board;~~ ~~6000~~

(H) an application for an initial school specialist license; and

(I) the licensure fee.

(b) Professional licenses.

(1) Each applicant for ~~an initial~~ a professional teaching license shall submit to the state board the following:

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(A) Verification of successful completion of the teaching performance assessment prescribed by the state board while the applicant holds an initial teaching license and is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board as listed on the Kansas state department of education's web site;

(B) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(C) an application for professional ~~teacher~~ teaching license; and

(D) the licensure fee.

(2) Each applicant for an ~~initial~~ a professional school leadership license shall submit to the state board the following:

(A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while the applicant holds an initial school leadership license and is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board as listed on the Kansas state department of education's web site;

and while the applicant holds an initial school specialist license or

(B) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(C) an application for professional school leadership license; and

(D) the licensure fee.

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(3) Each applicant for an initial a professional school specialist license shall submit to the state board the following:

(A) ~~(i)~~ Verification of successful completion of the school specialist performance assessment prescribed by the state board while the applicant is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board as listed on the Kansas state department of education's web site and while the applicant holds an initial school specialist license; or

~~(ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(ii), verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;~~

(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(C) an application for professional school specialist license; and

(D) the licensure fee.

(4) Each applicant for an initial a professional school specialist license with endorsement for teacher leader shall submit to the state board the following:

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(A) An official transcript verifying the granting of a graduate degree;

(B) ~~(i)~~ verification from an accredited institution by the unit head or designee of completion of a graduate-level teacher leader program and verification of successful completion of an evidence-centered assessment; or

~~(ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;~~

(C) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(D) verification of at least five years of accredited experience as a teacher, as a library media specialist or reading specialist, or as a school counselor ~~meeting the requirements of paragraph (a)(3)(F)(i);~~

(E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate teacher leader program coursework;

(F) verification of a currently valid professional teaching license;

(G) an application for ~~an initial~~ a professional school specialist license for teacher leader; and

(H) the licensure fee.

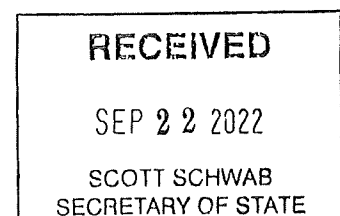
~~Paragraphs (b)(4)(B)(i) and (ii) shall remain in effect only through July 1, 2016.~~

(5) When required by this subsection, the performance assessment for professional teaching and ~~school specialist licenses~~ licensees shall be completion of at least a year

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long two-year approved mentoring program ~~based on model mentoring program~~  
~~guidelines and chosen by the local education agency.~~ The performance assessment for  
professional school specialist licensees shall be completion of at least a year-long  
approved mentoring program. ~~based on model mentoring programs guidelines and chosen by the local ed agency~~  
The performance assessment for professional school  
leadership ~~licensees~~ licensees shall be completion of at least a year-long approved  
mentoring program ~~chosen by the local education agency and based on guidelines~~  
~~developed by a research-based leadership institute.~~

(c) Accomplished teaching licenses. Each applicant for an ~~initial~~ accomplished  
teaching license shall submit to the state board the following:

(1) Verification of achieving national board certification issued by the national board  
for professional teaching standards;

(2) verification of a currently valid ~~Kansas~~ professional teaching license;

(3) an application for an accomplished teaching license; and

(4) the licensure fee.

(d) Substitute teaching license. Each applicant for an ~~initial~~ a substitute teaching  
license shall submit to the state board the following:

(1) An official transcript from an accredited institution verifying the granting of a  
bachelor's degree;

(2) verification from an accredited institution of completion of an approved teacher  
education program;

(3) an application for substitute teaching license; and

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(4) the licensure fee.

(e) Emergency substitute teaching license. Each applicant for an emergency substitute teaching license shall submit to the state board the following:

(1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework;

(2) an application for emergency substitute teaching license; and

(3) the licensure fee.

(f) Visiting scholar teaching license.

(1) Each applicant for a visiting scholar teaching license shall submit to the state board the following:

(A) An application for a visiting scholar teaching license and the appropriate licensure fee;

(B) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the license is issued; and

(C) ~~documentation of exceptional talent or outstanding distinction in one or more subjects or fields~~ documentation verifying the applicant's qualifications for the license as described on the application.

(2) Upon receipt of an application for a visiting scholar teaching license, the following requirements shall be met:

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(A) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. ~~As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar teaching license.~~

(B) A recommendation to the state board shall be made by the commissioner of education or the commissioner's designee on whether this a visiting scholar teaching license should be issued to the applicant.

(3) The decision of whether a visiting scholar teaching license should be issued to any applicant shall be made by the state board.

(g) ~~Foreign-exchange-teaching~~ Visiting international teacher license.

(1) Each applicant for a ~~foreign-exchange-teaching~~ visiting international teacher license shall submit to the state board the following:

(A) An application for a ~~foreign-exchange-teaching~~ visiting international teacher license and the appropriate licensure fee;

(B) an official credential evaluation by a credential evaluator approved by the state board and listed on the state board's web site;

(C) verification of employment from the local education agency, including the teaching assignment, which shall be to teach in the content area of the applicant's teacher preparation or to teach the applicant's native language; and

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(D) verification of the applicant's participation in the ~~foreign-exchange-teaching~~  
visiting international teacher program.

(2) The ~~foreign-exchange-teaching~~ visiting international teacher license may be renewed for a maximum of ~~two~~ four additional school years if the licensee continues to participate in the ~~foreign-exchange-teaching~~ visiting international teacher program, the district will continue to employ the teacher, and the district certifies that the teacher's evaluation is at the effective level.

(h) Restricted teaching license.

(1) Each applicant for a restricted teaching license shall submit to the state board the following:

(A) An application for a restricted teaching license and the ~~appropriate~~ licensure fee;

(B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted teaching license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;

(C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned;

(D) verification that the applicant has attained a passing score on the content assessment ~~required by the state board of education;~~

(E) verification that the local education agency will employ the applicant if the license is issued;

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(F) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;

(G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;

(H) a statement from the licensing officer of a ~~Kansas~~ teacher education institution in Kansas attesting to the following: within the state of Kansas

(i) The applicant has on file a written plan that will qualify the applicant for ~~full~~ standard licensure in the content area for which the restricted teaching license is sought;

(ii) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the teacher education institution's approved professional education standards; and

(iv) the teacher education institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's teaching experience; and

(I) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the support that the applicant will receive.

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(2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted teaching license. This progress report shall verify the following:

(A) The applicant's contract will be renewed.

(B) The local education agency will continue to assign an ~~experienced~~ a mentor teacher to the applicant.

(C) The applicant has ~~made appropriate progress~~ completed at least 50 percent of the toward completion of the applicant's plan to qualify for full standard licensure.

(D) The institution will continue to support the applicant, on-site, as necessary.

(E) The applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full standard licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (h)(2) shall no longer be eligible to hold a restricted teaching license.

(i) Restricted school specialist license.

(1) Each applicant for a restricted school specialist license with endorsement for ~~school~~ library media specialist or school counselor shall submit to the state board the following:

(A) An application for a restricted school specialist license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;

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(C) verification of at least three years of full-time professional counseling or librarian experience;

(D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate school specialist program coursework; and

(E) documentation that the following conditions are met:

(i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;

(ii) the local education agency will employ the applicant if the license is issued;

(iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;

(iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;

(v) the local education agency has collaborated with a ~~Kansas~~ teacher education institution in Kansas regarding the program that the applicant will pursue to obtain full standard licensure; and located in Kansas

(vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and

(F) a statement from the licensing officer of a ~~Kansas~~ teacher education institution in Kansas attesting to the following: located in Kansas

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(i) The applicant has on file a written plan that will qualify the applicant for full standard licensure in the school specialist content area for which the restricted school specialist license is sought;

(ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the teacher education institution's approved professional education standards;

(iv) the teacher education institution will provide the applicant with on-site support; and

(v) the teacher education institution has collaborated with the employing local education agency concerning the applicant's program.

(2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:

(A) Verification that the applicant has attained passing scores on the content assessment ~~required by the state board~~ by the end of the first year;

(B) verification from the chief administrative officer of the employing local education agency attesting to the following:

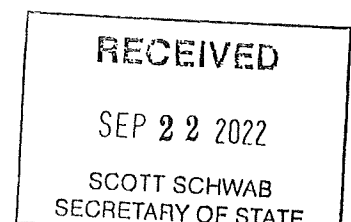
(i) The applicant's contract will be renewed; and

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(ii) the local education agency will continue to assign ~~an experienced~~ a mentor ~~teacher~~ to the applicant and provide accommodations to the applicant to work with the mentor ~~teacher~~ and to complete the applicant's plan for ~~full~~ standard licensure;

(C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:

(i) The applicant has ~~made appropriate progress toward completion~~ completed 50 percent of the applicant's plan to qualify for ~~full~~ standard licensure; and

(ii) the teacher education institution will continue to support the applicant, on-site, as necessary; and

(D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for ~~full~~ standard licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (i)(2) shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.

(j) Transitional license.

(1) Each applicant for a transitional license shall submit to the state board the following:

(A) Verification of meeting the requirements for ~~an~~ any initial license or any professional license as provided in ~~K.A.R. 91-1-203~~ subsection (a) or (b) or in K.A.R. 91-1-204(c), except for recent credit or recent experience; or

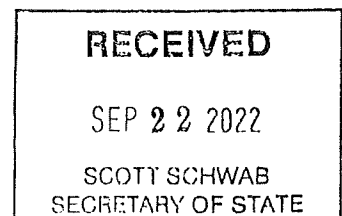
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(B) verification of having previously held ~~an~~ any initial or any professional Kansas license or certificate issued by the state board that has been expired for six months or longer;

(C) an application for a transitional license; and

(D) the licensure fee.

(2) Any person who holds a transitional license issued under paragraph (j)(1)(A) may upgrade that transitional license to an initial license or a professional license by submitting to the state board the following:

(A) Verification of accredited experience during the term of the transitional license; or

(B) (i) Verification of having successfully completed eight hours of recent credit; or

(ii) verification of meeting the requirements in K.A.R. 91-1-205(b)(3)(C), if the person meets the requirements of K.A.R. 91-1-206 and ~~K.A.R. 91-1-215 through 91-1-219.~~

~~(3) Any person who holds a transitional license issued under paragraph (j)(1)(B) may upgrade that license to an initial or professional license by submitting to the state board verification of meeting the requirements in K.A.R. 91-1-205(a)(2) or (b).~~

(k) Provisional teaching endorsement license.

(1) Each applicant shall hold a currently valid initial teaching license or professional teaching license at any level and shall submit to the state board the following:

(A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;

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(B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;

(C) verification of employment and assignment to teach in the provisional endorsement area;

(D) an application for a provisional teaching endorsement ~~teaching~~ license; and

(E) the licensure fee.

(2) Each applicant for a provisional teaching endorsement license for high-incidence special education, low-incidence special education, deaf or hard-of-hearing, gifted special education, or visually impaired shall hold a currently valid initial teaching license or professional teaching license and shall submit to the state board the following:

(A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;

(B) a deficiency plan to complete the ~~approved program~~ requirements ~~for~~ from the licensing officer of a teacher education institution;

(C) verification of employment and the assignment to teach in the provisional endorsement area;

(D) an application for a provisional teaching endorsement ~~teaching~~ license; and

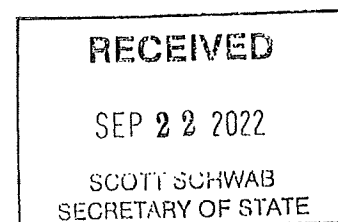
(E) the licensure fee.

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(l) Provisional school specialist endorsement license. Each applicant ~~shall hold a currently valid professional license as described in K.A.R. 91-1-201(a)(8) and shall~~ submit to the state board the following:

- (1) Verification of completion of 50 percent of ~~an approved~~ a school specialist program;
- (2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;
- (3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;
- (4) for a provisional library media or reading specialist endorsement license, verification of a currently valid professional teaching license;
- (5) for a provisional school counselor endorsement license, the following:
  - (A) Verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period; and
  - (B) (i) Verification of a currently valid initial teaching license or professional teaching license; or
  - (ii) verification from the licensure officer at the teacher education institution that the applicant has successfully completed additional field experiences consisting of at least one of the three-credit-hour courses or at least 35 of the 70 clock-hours specified in

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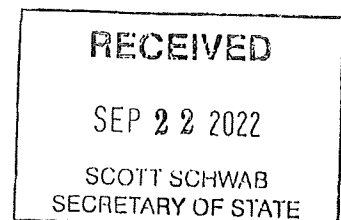
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paragraph (a)(3)(F)(ii) and that the applicant will be supervised on-site by the teacher education institution during the first semester of the provisional license;

~~(5)~~ (6) an application for a provisional school specialist license; and

~~(6)~~ (7) the licensure fee.

(m) STEM license.

(1) Each applicant for a STEM license shall submit to the state board the following:

(A) An official transcript verifying the granting of an undergraduate or graduate degree in one of the following subjects: life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting;

(B) verification of at least five years of full-time professional work experience in the subject;

(C) verification that a local education agency will employ the applicant and assign the applicant to teach only the subject specified on the STEM license if the STEM license is issued;

(D) verification that the hiring local education agency will provide professional learning opportunities determined as appropriate by the hiring local education agency;

(E) an application for the STEM license; and

(F) the licensure fee.

(2) Any ~~applicant~~ STEM licensee may apply for a STEM license valid for subsequent school years by submitting the following:

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(A) The ~~verification~~ verifications specified in paragraphs (m)(1)(C) and (D);

(B) an application for renewal; and

(C) the licensure fee.

(n) Limited-use teaching license. Each applicant for a limited-use teaching license shall submit to the state board the following:

(1) An official transcript verifying the granting of any bachelor's degrees and any graduate degrees;

(2) verification that an LEA will employ the applicant and assign the applicant to teach only the subject and grade level specified on the license if the license is issued;

(3) verification of the applicant's content knowledge in the subject of the applicant's assignment. Verification shall include one or more of the following:

(A) A degree in the subject;

(B) coursework equivalent to a major in the field;

(C) a passing score on the subject content assessment; or

(D) 4,000 hours of occupational experience in the subject;

(4) verification from the hiring LEA that the LEA will be responsible for developing the applicant through delivery of pedagogy coursework from an approved program in the subject;

(5) verification from the hiring LEA that the LEA has assigned a mentor to the applicant;

(6) an application for a limited-use teaching license; and

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(7) the licensure fee. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 5, 2005; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended P-\_\_\_\_\_.)

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91-1-204. Licensure of out-of-state and foreign applicants. As used in this regulation, "accredited institution" shall mean any college or university outside of Kansas that has successfully completed an evaluation process through an educational association recognized for that purpose by the United States department of education.

(a) Despite any other licensure regulation, any person who meets the requirements of this regulation may be issued a license by the state board.

~~(b) Any applicant for an initial Kansas teaching or school specialist license who holds a valid teaching or school specialist license with one or more full endorsements issued by a state that has been approved by the state board for exchange licenses may be issued a two-year license, if the applicant's endorsements are based on completion of a state-approved program in that state.~~

~~(c)~~ (1) Any person who holds or has held a valid standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial teaching license, an initial school specialist license, or an initial school leadership license or a professional teaching license, a professional school specialist license, or a professional school leadership license.

(2) To obtain an initial teaching license, each applicant specified in paragraph ~~(c)~~(1) (b)(1) shall submit the following:

- (A) An official transcript verifying the granting of a bachelor's degree;
- (B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant

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is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) verification of successful completion of a pedagogical assessment prescribed by the state board or evidence of successful completion of a pedagogical assessment in the state in which the applicant holds or has held a standard license;

(D) verification of successful completion of ~~an endorsement~~ a content assessment ~~prescribed by the state board~~ or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds or has held a standard license;

(E) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(F) a copy of the applicant's out-of-state standard license;

(G) an application for a Kansas license; and

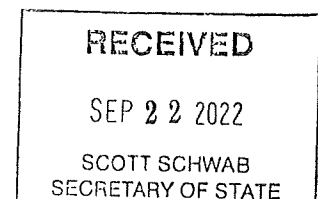
~~(G)~~ (H) the licensure fee.

(3) To obtain a professional teaching license, each applicant specified in paragraph ~~(e)(4)~~ (b)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be

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required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) a copy of the applicant's ~~currently valid~~ out-of-state standard teaching license;

(D) (i) Evidence of successful completion of pedagogical, content, and performance assessments prescribed by the state board or evidence of successful completion of the three assessments in the state in which the applicant holds or has held the standard license;

(ii) verification of at least three years of recent ~~accredited~~ experience under a standard license; or

(iii) verification of at least five years of accredited experience under a standard license;

(E) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(F) an application for a Kansas license; and

(G) the licensure fee.

(4) To obtain an initial school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

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(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of ~~an a state-~~approved building leadership program;

(D) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(E) verification of successful completion of a school leadership content assessment as determined by the state board or documentation of successful completion of an appropriate leadership content assessment in the state in which the applicant holds or has held a standard leadership license;

(F) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard leadership license;

(H) an application for initial school leadership license;

~~(H)~~ (I) the licensure fee; and

~~(H)~~ (J) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional ~~clinical~~ occupational license, a leadership license, or a full career and technical education certificate.

(5) To obtain an initial school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

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(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) (i) If application is made for a library media specialist endorsement, ~~school counselor endorsement~~, or reading specialist endorsement, a currently valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(E) verification of successful completion of a school specialist content assessment as determined by the state board;

(F) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard school specialist license;

(H) an application for an initial school specialist license; and

~~(H)~~ (I) the licensure fee.

(6) To obtain a professional school leadership license, each out-of-state applicant shall submit the following:

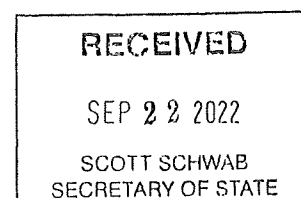
(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

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(C) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(D) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(E) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional ~~clinical~~ occupational license, a leadership license, or a full career and technical education certificate;

(F)(i) Evidence of successful completion of the school leadership content assessment and completion in a state-accredited school of the school leadership performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school leadership license;

(ii) verification of at least three years of recent ~~accredited~~ experience in a school leadership position while holding a standard school leadership license; or

(iii) verification of at least five years of accredited school leadership experience under a standard school leadership license;

(G) a copy of the applicant's out-of-state standard school leadership license;

(H) an application for the professional school leadership license; and

~~(H)~~ (I) the licensure fee.

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(7) To obtain a professional school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(E) (i) If application is made for a library media specialist endorsement, ~~school counselor endorsement~~, or reading specialist endorsement, a currently valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(F)(i) Evidence of successful completion of the school specialist content assessment and completion in a state-accredited school of the school specialist performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school specialist license;

(ii) verification of at least three years of recent ~~accredited~~ experience in a school specialist position while holding a valid standard school specialist license; or

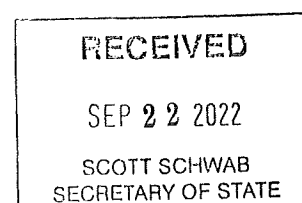
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(iii) verification of at least five years of accredited school specialist experience under a standard school specialist license;

(G) a copy of the applicant's out-of-state standard school specialist license;

(H) an application for the professional school specialist license; and

(H) (I) the licensure fee.

(8) Any person who holds a valid initial or professional school specialist license as a school counselor in another state where the counselor license is issued without a classroom teaching requirement may apply for an initial or professional school specialist license with endorsement for school counselor.

(A) To obtain an initial school specialist license with endorsement for school counselor, each applicant specified in paragraph ~~(e)(8)~~ (b)(8) shall submit to the state board the following:

(i) An official transcript verifying the granting of a graduate degree;

(ii) verification from an accredited institution by the unit head or designee of completion of a graduate-level school counselor program;

(iii) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate school specialist program coursework;

(iv) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit; and

(v) evidence of successful completion of the school counselor content assessment prescribed by the state board or evidence of successful completion of a school

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counselor ~~content~~ assessment in the state in which the applicant holds or has held a standard school specialist license;

(vi) a copy of the applicant's out-of-state standard school specialist license;

(vii) an application for the school specialist license; and

(viii) the licensure fee.

~~(B) Each applicant who is issued an initial school specialist license with endorsement for school counselor as specified in paragraph (c)(8)(A) shall upgrade to the professional school specialist license by submitting to the state board verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.~~

~~(C)~~ To obtain a professional school specialist license with endorsement for school counselor, each applicant specified in paragraph ~~(e)(8)~~ (b)(8) shall submit to the state board verification of all documentation specified in paragraph ~~(e)(8)(A)~~ (b)(8)(A) and one of the following:

(i) Verification of at least three years of recent ~~accredited~~ experience as a school counselor while holding a valid, standard school counselor license;

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~~(ii) verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds a standard school counselor license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency; or~~

~~(iii)~~ (ii) verification of at least five years of accredited school counselor experience under a standard school counselor license.

~~(d)(4)~~ (c)(1) Any person who holds a valid professional teaching license in another state and has earned national board certification issued by the national board for professional teaching standards may apply for an accomplished teaching license, which shall be valid for as long as the national board certificate is valid.

(2) To obtain an accomplished teaching license, each applicant specified in paragraph ~~(d)(4)~~ (c)(1) shall submit the following:

- (A) Evidence of current national board certification;
- (B) verification of a valid professional teaching license issued by another state;
- (C) an application for an accomplished teaching license; and
- (D) the licensure fee.

~~(e)(1)(A)~~ (d)(1)(A) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program may apply for an interim alternative license.

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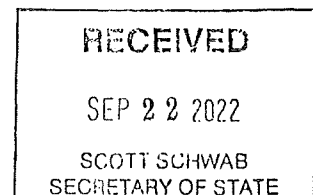
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(B) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program and who has five or more years of accredited experience earned under a standard license, three years of which are continuous in the same local education agency, may apply for a professional teaching license by meeting the requirements of paragraph ~~(e)(3)~~ (b)(3).

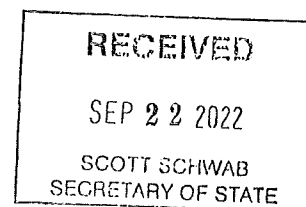
(2) To obtain an interim alternative license, each applicant specified in paragraph ~~(e)(1)(A)~~ (d)(1)(A) shall submit to the state board the following:

- (A) An official transcript verifying the granting of a bachelor's degree;
- (B) a copy of the applicant's currently valid out-of-state license;
- (C) verification of completion of the alternative teacher-education program;
- (D) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;
- (E) an application for an interim alternative license; and
- (F) the licensure fee.

(3) Each person who holds an interim alternative license shall submit to the commissioner of education, within ~~the first six months of validity~~ the term of the interim alternative license, a request for review of the application by the licensure review committee.

(A) Upgrading the interim alternative license to the standard initial license shall require verification of the following:

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(i) Successful completion of all requirements set by the licensure review committee and approved by the state board; and

(ii) successful completion of a pedagogical assessment ~~prescribed by the state board~~ and successful completion of ~~an endorsement~~ a content assessment ~~prescribed by the state board~~.

(B) Upgrading the interim alternative license to the professional level license shall require verification of the following:

(i) A recommendation from the licensure review committee and approval by the state board with no additional requirements specified; and

(ii) verification that the person meets the requirements of ~~K.A.R. 91-1-204(c)(3)(D)~~ paragraph (b)(3)(D).

~~(f)~~ (e) Any person who has completed an education program from a foreign institution outside of the United States may receive an initial license if, in addition to meeting the requirements for the initial license as stated in K.A.R. 91-1-203, that person submits the following:

(1) An official credential evaluation by a credential evaluator approved by the state board; and

(2) If the person's primary language is not English, verification of passing scores on an English proficiency examination prescribed by the state board. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended

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Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014;  
amended Oct. 24, 2014; amended P-\_\_\_\_\_.)

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91-1-209. Additional endorsements. (a) Any person who holds a any currently valid teaching, school ~~service~~ specialist, or school leadership license may add additional endorsements to that license by submitting to the state board the following:

(1) Verification from an accredited institution by a unit head or designee of completion of an approved content area program;

(2) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;

(3) an application for an added endorsement; and

(4) the application fee.

~~(b)(1) Any person who holds a currently valid teaching license with a science endorsement at the early adolescence through late adolescence and adulthood level may add an additional science endorsement for that level by submitting to the state board the following:~~

~~(A) Verification of successful completion of the appropriate science endorsement content assessment prescribed by the state board;~~

~~(B) an application for an added endorsement; and~~

~~(C) the application fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(c)(1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the late childhood through early adolescence level by submitting to the state board the following:~~

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~~(A) Verification from an accredited institution by a unit head or designee of completion of 15 semester credit hours in the content area for which endorsement is sought;~~

~~(B) verification of one of the following:~~

~~(i) A pedagogy course for the late childhood through early adolescence level;~~

~~or~~

~~(ii) recent accredited experience of one year or more in one of the grades 5 through 8;~~

~~(C) verification of successful completion of the appropriate content assessment prescribed by the state board;~~

~~(D) an application for an added endorsement; and~~

~~(E) the application fee.~~

~~(2) Teaching endorsements for adaptive, functional, gifted, deaf or hard of hearing, and visually impaired shall not be available under this subsection.~~

~~(3) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(d)(1) Any person who holds a currently valid teaching license with a content area endorsement at the early adolescence through late adolescence and adulthood level may add an additional content area endorsement for that level by submitting to the state board the following:~~

~~(A) Verification from an accredited institution by a unit head or designee of completion of 50 percent or more of an approved content area program, including the content methods course;~~

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~~(B) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;~~

~~(C) an application for an added endorsement; and~~

~~(D) the application fee.~~

~~(2) Any person who holds a currently valid teaching license with a content area endorsement at the late childhood through early adolescence level may add the same content area endorsement at the early adolescence through late adolescence and adulthood level by submitting to the state board verification of meeting the requirements specified in paragraph (d)(1).~~

~~(3) Teaching endorsements for adaptive, functional, gifted, deaf or hard of hearing, and visually impaired shall not be available under this subsection.~~

~~(4) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(e) (1) Any person who holds a valid out of state teaching license with an additional endorsement that was earned by completion of coursework specified by the other state may add that endorsement to the person's Kansas license by submitting to the state board the following:~~

~~(A) A copy of the out of state license showing the endorsement;~~

~~(B) verification that the person completed the specified coursework;~~

~~(C) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;~~

~~(D) an application for an added endorsement; and~~

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~~(E) the licensure fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

(f)(1) Except as ~~prescribed~~ specified in paragraph (f)(2) ~~(b)(2)~~, any person who holds a valid teaching license may add ~~an additional teaching endorsement~~ endorsements by submitting to the state board the following, for each endorsement:

(A) Verification of successful completion of the endorsement content assessment prescribed by the state board;

(B) an application for ~~an~~ the added endorsement; and

(C) the application fee.

(2) Teaching endorsements for early childhood, early childhood unified, early childhood through late childhood ~~generalist~~, adaptive high-incidence special education, functional low-incidence special education, elementary education unified, secondary education unified, gifted, deaf or hard-of-hearing, or visually impaired shall not be available under paragraph (f)(1) ~~(b)(1)~~.

(3) Each applicant adding a subject endorsement for technology and  
engineering education, family and consumer science, agriculture, or English  
for speakers of other languages shall verify completion of content-specific  
professional learning and assessment of the learning in addition to the  
requirements of paragraph (b)(1). The assessment shall be designed and  
administered by any teacher education institution providing a state board-  
approved program in the subject endorsement and shall address the essential  
knowledge and skills prescribed in the program standards, including student

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safety where applicable. The professional learning and assessment shall be reviewed during each teacher education institution's program review process as required in K.A.R. 91-1-235 and K.A.R. 91-1-236.

(4) An endorsement for driver education may be added to a currently valid standard teaching license by submitting to the state board the following:

(A) An official transcript verifying completion of six semester hours of credit in driver education and three semester hours of credit in general safety from an approved program;

(B) an application for the driver education endorsement; and

(C) the application fee. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended July 27, 2012; amended P-\_\_\_\_\_.)

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## Kansas Administrative Regulations Economic Impact Statement (EIS)

The Kansas State Department of Education  
Agency

R. Scott Gordon  
Agency Contact

785-296-3204  
Contact Phone Number

91-1-200  
K.A.R. Number(s)

☒ Permanent    ☐ Temporary

Is/Are the proposed rule(s) and regulation(s) mandated by the federal government as a requirement for participating in or implementing a federally subsidized or assisted program?

- ☐ Yes    If yes, continue to fill out the remaining form to be included with the regulation packet submitted in the review process to the Department of Administration and the Attorney General. Budget approval is not required; however, the Division of the Budget will require submission of a copy of the EIS at the end of the review process.
- ☒ No    If no, do the total annual implementation and compliance costs for the proposed rule(s) and regulation(s), calculated from the effective date of the rule(s) and regulation(s), exceed \$1.0 million over any two-year period through June 30, 2024, or exceed \$3.0 million over any two-year period on or after July 1, 2024 (as calculated in Section III, F)?
- ☐ Yes    If yes, continue to fill out the remaining form to be included with the regulation packet submitted in the review process to the Department of Administration, the Attorney General, AND the Division of the Budget. The regulation(s) and the EIS will require Budget approval.
- ☒ No    If no, continue to fill out the remaining form to be included with the regulation packet submitted in the review process to the Department of Administration and the Attorney General. Budget approval is not required; however, the Division of the Budget will require submission of a copy of the EIS at the end of the review process.

DOB APPROVAL STAMP (If Required)

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**Formal Request To Take No Action on The Teacher Accreditation Changes Until 2023**

**My Name is Danny Zeck, Leavenworth, KS**

**Elected State Board of Education District 1**

**Current Members of the State Board of Education:**

**I want to respectfully ask you as a member of the State Board of Education to Take No Action on the approval of changes for Teacher Accreditation concerning KAR 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, 91-1-209 for a multiple of reasons.**

**This process started in 2017 for reasons I am not certain, but adoption of those changes considered minor as noted in Board Minutes of 2018, was voted on by the State Board Members in Dec. 2018 meeting. That would mean that five members seated on this board now will vote on permanent changes to accreditation that they have little knowledge or most importantly have not reviewed. Three of those voting will be leaving this Board, yet they will be making a very important change. If I could go a step further, the changes that were approved Dec. 2018 to go forward in this process seemed to me as minor when I reviewed the 2018 Board Minutes, but the current form of this document has not been presented. A copy of those changes were not in the Board Documents, which is surprising.**

**Now it is 2022 so the most obvious question is why would it take four years to this date to approve what seemed reasonable changes and why when addressing a teacher shortage would it take a process so long? Secondly, why is this document of permanent changes set for a public hearing not easily found for the public to review and comment? The reason I ask this question in particular is the request to Mr. Gordon for this document by a board member at the last meeting, which did not materialize. This document has been requested by her constituents as well, both verbally and written, yet no document has been produced.**

**More or less, my request to take no action until January is so that everyone, Board members as well as the public, will have time to review the changes, provide comment, and give everyone ample time to consider the impact of these changes.**

**I have heard members of this Board recently state that why are we not telling a better story of Education in Kansas? Everyone of us have a great story to tell how education made us a success, but when you**

**talk in acronyms that create a language barrier for most every Kansan that is not in education, it is hard to relay the importance.**

**I believe a little time is not a lot to pay for the publics trust. Thank you for allowing me to express my concerns.**

**Danny Zeck**

**Board of Education elect District 1**

**Agenda Number:** 11

**Meeting Date:** 2/14/2023



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Legislative Matters: Update on the 2023 Kansas Legislative Session

**From:** Sherry Root

KSDE Deputy Commissioner Craig Neuenswander will report on relevant House and Senate bill activity and other pertinent information during his update to the Board members.

**Agenda Number:** 12

**Meeting Date:** 2/14/2023



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**Item Title:** Presentation on Kansas Science of Reading

**From:** Dr. Laurie Curtis

Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager for the Kansas Department of Education, will present a current update on the Kansas dyslexia initiatives. Information will be provided related to screening protocol, professional learning, collaborative partnerships and the newly established Kansas Literacy Advisory Council.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date: 2/14/2023

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### **Item Title:**

Act on Accreditation Review Council's January Recommendations for KESA

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to 250 Pittsburg, 270 Plainville, 460 Hesston, 475 Geary County, 507 Satanta, and S0604-0000 School for the Blind.

### **Explanation of Situation Requiring Action:**

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, six (6) systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

The following systems are once again being presented for action on an accreditation status:

250 Pittsburg

270 Plainville

460 Hesston

475 Geary County

507 Satanta

S0604-0000 School for the Blind

This school year (2022-2023) there are 179 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation. Staff will be available for any questions.



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**Item Title:** Receive Accreditation Review Council's Recommendations for KESA

**From:** Jay Scott

This school year, 2022-2023, one hundred and seventy-nine (179) systems (157 public, 1 state, and 21 private) are scheduled for accreditation. Of these 179 systems, 174 entered the KESA process as year one and did pause. Five systems are going through their second cycle of accreditation and did not pause; these five systems are also utilizing Cognia.

Beginning this month and through the month of July, it is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 179 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

In January, the ARC met and took its action on the accreditation recommendation for thirteen (13) public/private systems. These thirteen systems are:

USD 208 WaKeeney

USD 244 Burlington

USD 249 Frontenac

USD 289 Wellsville

USD 375 Circle

USD 378 Riley County

USD 383 Manhattan-Ogden

USD 448 Inman

USD 477 Ingalls

USD 505 Chetopa-St. Paul

USD 506 Labette County

Redetermination – Conditionally Accredited to Accredited

Z0064-9898 Annoor Islamic School

Conditionally Accredited (**Voted on by the ARC in December 2022**)

USD 349 Stafford

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

# Accreditation Summary

**Date:** 01/13/2023

**System:** D0208 Wakeeney (0000)

**City:** WaKeeney

**Superintendent:** Matt Smith

**OVT Chair:** Jennifer Stelter

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

### ARC Comment

Overall: Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

-Tiered Framework of Support: The system and OVT have provided evidence that a partial tiered framework of supports is in place for all students and some buildings are using data to determine students' tiers. The system has worked with TASN (beginning year 3) to implement a tiered system of supports. They hired MTSS-certified staff to support their MTSS process. The system reports they are collecting universal screening data and progress monitoring data through the FastBridge system, and they have intervention protocols in place for reading and some math, grades K-12. However, there was no math data included to substantiate a tiered system of support in math. The DLT and the BLTs meet monthly to analyze learning, engagement, and social-emotional learning. The district is collecting FastBridge progress monitoring data in Fall, Winter, and Spring and the data is being used to drive their decision-making regarding tiered reading intervention groups. USD 208 has seen gains in reading scores since 2020. As a district, they have increased the percentage of students in the "low risk" category by 11%. The adoption of a new core curriculum, Open Court, has been completed and staff have been initially trained and are implementing the reading resource during the 2022-2023 school year. This resource was selected because the system reports Open Court was selected because data indicated a need for strengthening phonics instruction. USD 208 is at the preliminary stages of considering a new math resource. (Generally)

-Family, Business, and Community Partnerships: The system and OVT have provided evidence there is a system-wide practice of engaging all stakeholders, the engagement occurs on a regular basis, and is embedded in the overall culture of the school system. USD 208 annually hosts a variety of events geared toward family and community engagement. The school system holds student-led parent-teacher conferences in the Spring for grade school, junior high, and high school, which has increased attendance from approximately 35% to 95% at the high school level. The school system has strengthened communication with stakeholders by utilizing various communication platforms, and a quarterly newsletter, among others. They have worked to grow business partnerships, job shadowing opportunities, and a school store located in the business district where students work with community members to design and produce different products. The school system has established an afterschool free childcare program and collaborated with WaKeeney Community Bus Transportation for PreK students. (Assuredly)

-Diversity, Equity, and Access: The system and OVT have provided some evidence student group needs are represented in the improvement process. System's and schools' cultures are reflected in the vision and improvement process. Recognizing poverty and special education as two groups that are large enough to be identifiable data, allows for discussion of equity and access. This talking point is being addressed through the MTSS model for all students, including low SES and students with special needs. The SEL curriculums, Second Step and School Connect, also help to support efforts related to diversity and equity. USD 208 reports their secondary staff are working to schedule a speaker to address secondary students on overcoming adversity, conflict management, and respect for one another. (Generally)

-Communication and Basic Skills: The system and OVT have provided evidence supporting their report that the system's curriculum somewhat supports the structures in communication and basic skills. The system indicates they are making a united effort, as a part of reading instruction, to provide more writing opportunities to students. USD 208 recently selected a reading curriculum that was heavily focused on phonics instruction as their primary resource for teaching reading skills at the elementary level. For grades 6-12, the district is currently using state standards to plan and guide instruction. USD 208 reports next steps will center around developing a pacing/standard guide for district-wide use. The DLT acknowledges the lack of curriculum guides and pacing calendars. Professional development opportunities in the new reading curriculum and LETRS have helped teachers build their background for instruction in ELA. (Generally)

-Civic and Social Engagement : The system and OVT have provided evidence curriculum somewhat supports the structures in civic and social engagement. The school system reports education in civic and social engagement beginning at the elementary level. Content is incorporated into various learning units and elementary students are able to visit the bank, post office, and other local businesses. Leadership programs and clubs are available at the high school. (Generally)

-Physical and Mental Health: The system and OVT report there is evidence curriculum supports the structures of physical and mental health of students. The DLT includes a wellness committee and the DLT works closely with food service to provide hot breakfast and grab-and-go options for feeding students. A physical therapist from the local hospital is available weekly to meet with students to address their physical needs. The Trego Recreation Commission partners with the school district to offer opportunities to all students to participate in physical activities. Mental health has become an area of focus for USD 208. At the elementary level, the school counselor works with PreK-8 students using the Second Step resource by facilitating weekly lessons in the classroom. Teachers follow up in the classrooms with supporting lessons to help grow students' social-emotional learning. The system has seen a 17% average growth in assessments, showing an overall improvement in skills and application of learning. The counselor has also structured Tier II and Tier III SEL sessions with small groups and individual students. The district reports a decrease in needed Tier II and Tier III SEL support. The high school counselor is using School Connect curriculum to help meet the needs of secondary students. The school district hosted the 10-33 Foundation and their presentation on how to identify common symptoms of trauma response and how to handle those symptoms moving forward. In addition, USD 208 has partnered with High Plains Mental Health to provide mental health services to students during the school day. The system reports the partnership has made mental health supports more accessible to both students and families, and it has helped to open/reinforce lines of communication with the community mental health organization. (Assuredly)

-Arts and Cultural Appreciation: The system and OVT have provided some evidence the curriculum supports the structures in arts and cultural appreciation. USD 208 is currently working on curriculum mapping in order to ensure history and cultural appreciation aspects are incorporated throughout courses offered to students. (Generally)

-Postsecondary and Career Preparation: The system and OVT have provided evidence that supports the structure in Postsecondary and Career Preparation. The high school guidance counselor works with individual students to develop an Individual Plan of Study. Along with Career and Technical Education Pathways focus at the high school, USD 208 is preparing students for postsecondary success. Recently, grades 6-12 started using Xello. The secondary level has incorporated 12 CTE pathways to assist students in acquiring knowledge about career options. USD 208's 5-Year Effective Average is 55.6%; thus, students are out-performing their Predicted Effectiveness Rate of 50.4%-54.3%. (Assuredly)

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### **ARC Comment**

The system and OVT have provided evidence USD 208 has two goal statements. There is one fully developed and measurable goal which is complex enough to challenge the system throughout their continuous improvement process. The goal has resulted in an impact on student learning, as evidenced by the system and OVT reports. The other goal statement does need improvement, as "increase opportunities" is the standard of measurement and is considered ambiguous. There is some data to support the system's progress toward the goal, but the results are limited. The system's Action Plan, including evidenced-based strategies and action steps for at least one of the goal statements is fully developed and implemented. The system's professional development program supports the implementation of some goal statements and interventions. This information is included throughout the system report.

Goal 1 – USD 208 will improve communication and family awareness by increasing the opportunity for stakeholder involvement in the areas of academics, social-emotional development, and civic engagement.

#### **Needs Assessment**

The USD 208 Action Plan indicates a Parent/Staff/Student Climate Survey was completed in 2017 under the Relationships goal; however, there was no evidence of the results from 2017's needs assessment. The system indicates survey data is being collected yearly, as well, but the system and OVT did not identify yearly results. In the system report, USD 208 does reference the 21-22 climate survey indicating behavior management was an area of need. As a result, a schoolwide discipline policy was created and implemented in order to set expectations, documentation, and disciplinary follow-through. Also, as a result, the system reports the elementary building created a schoolwide expectation model called S.O.A.R. This document was distributed and discussed with all students, staff, and stakeholders to help decrease office referrals during the 22-23 school year. Artifacts for common expectations are included in the artifact section of the system report. In addition, there is evidence in artifacts to show behavior was being tracked, as well as student percentages to show students receiving Tier I, Tier II, and Tier III behavioral supports.

#### **Strategies and Activities**

"Increasing opportunities" is the criteria both the OVT and system used to describe the measurement of Goal #1. USD 208 has focused many of its efforts on the impact strong relationships have on student success. They have worked to refine their processes in building relationships with all stakeholders (students, families, and the community) in a consistent and universal manner. They have developed and refined their District Leadership Team and Building Leadership Teams and have incorporated early release days for built-in professional development time. Communication has also been strengthened by conducting student-led conferences for increased engagement, Individual Plans of Study for all secondary students, and staff/family/community surveys that have been continuously analyzed by district and building leadership.

#### **Strategies and data include:**

- PreK-5 SeeSaw Platform for increased quality communication—two-way with families
- 80% of secondary students using GoogleClassroom

- Survey/Needs Assessment with response from administrative staff
- Student-led conferences

The system reports impact from climate and community surveys has been shared by USD 208's leadership team. Structured District and Building Leadership Team meetings have contributed to a successful relationship goal. These meetings have resulted in clarifying staff, student, and family expectations in many areas, including safety, ownership, acceptance, respect, and school procedures. Efforts in working with TASN have supported the growth in this area, as well.

There is little data included in the report to support growth in this area. "Increasing opportunities" was used as the measure for determining success. During the 20-21 and 21-22 school years, the elementary building maintained a high participation rate during student conferences in both semester 1 and semester 2, averaging 95% participation. At the junior high school during 20-21, attendance was much lower for the Fall conferences (not student-led), with attendance reflecting 39% participation. During semester 2, participation increased with the transition to student-led conferences, and the junior high school had 93% participation. The following year, the same pattern was observed with 45% participation during semester 1 to 96% participation during semester 2.

USD 208 reports they are seeing a powerful impact at the district level with data collection, especially related to the climate surveys. They describe their response to data collection as action based and they feel they are seeing positive changes within their school system.

At the building levels, USD 208 has transitioned from Building Leadership Teams at an infancy stage, to fully functional Building Leadership Teams who meet monthly and have input from multiple stakeholders. Universal communication tools have significantly increased the ability to communicate with families, and higher student achievement is the result.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

The system and OVT have provided evidence USD 208 has two goal statements. There is one fully developed and measurable goal which is complex enough to challenge the system throughout their continuous improvement process. The goal has resulted in an impact on student learning, as evidence by the system and OVT reports. The other goals statement does need improvement, as "increase opportunities" is the standard of measurement and is considered ambiguous. There is some data to support the system's progress toward the goal, but the results are limited. The system's Action Plan, including evidenced-based strategies and action steps for at least one of the goal statements, is fully developed and implemented. The system's professional development program supports the implementation of some goal statements and interventions. This information is included throughout the system report.

Goal 2 – USD 208 will implement the Kansas MTSS and Alignment Model to increase student personalized learning in the areas of academic and social engagement.

The USD 208 Action Plan indicates the Ages and Stage Questionnaire has been completed since 2017 and Kansas Communities that Care survey was administered in 2019. However, the system report and artifacts do not appear to include a summary of survey results.

#### **Strategies and Activities**

Multi-tiered system of support and the Kansas Technical Assistance System Network has been utilized during the KESA cycle. Universal screening tools through FastBridge have been put into place K-12, and the school system reports growth in student interventions.

Reading data shows grades K-1 have increased their Tier I (low risk) from 41% to 64%. Grades 2-5 show an 8% increase in Tier I, grades 6-8 show 22% increase, and currently reflect high school Tier I to be 62%. Last year, USD 208 reached a secondary high totaling 74% in the Tier I category during 2021-2022 school year.

Growth in the areas of a structured MTSS process and universal data to use for decision-making in reading and social-emotional learning, along with specific and strategic professional development have contributed a great deal to the achievements related to Goal #2. USD 208 has dedicated regular PLC time to analyze data and make data-driven decisions regarding student intervention in the areas of reading and SEL. The school system is also using this data discussed through PLCs to guide current and future resource adoption.

New CTE Pathways have been added throughout the KESA cycle as student interests have grown and changed. SEL data is being collected through FastBridge and will guide tiered interventions. Two full-time counselors provide direct instruction in SEL across district buildings using Second Step and School Connect. Counselors are now tiering intervention groups based on student needs.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

The system and OVT have provided evidence (generally), based on a review of USD 208's 5-Year Action Plan, and other artifacts, that the school system works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan. Examples include the adoption of new reading resources, implementation of student-led conferences, development of MTSS processes, and addition of staff to support intervention in reading and SEL.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**

The evidence submitted to the ARC indicates the system has (generally) shown noticeable gains in meeting expectations of the Kansas Vision for Education and State Board outcomes. The system has provided evidence and/or data for some State Board outcomes that are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its results for some State Board outcomes. The system is beginning to collect evidence/data and is working on a plan to address all five (5) State Board outcomes to create change.

#### **Board Outcomes**



## **Social-Emotional Growth**

Evidence reported by the system and OVT indicates the system has established local measurements (FastBridge pre/post assessments, behavior referrals, % of students in SEL tiers, attendance) for assessing growth on SECD standards. Early on in the KESA cycle, data was not being collected regarding social-emotional learning. Since the initiation of this cycle, Second Step has been adopted as the K-8 curriculum resource, and School Connect has been adopted at the high school. Two full-time counselors have been hired to provide tiered supports for SEL, as well as specific and strategic instruction in SEL curriculum to all students. Grades K-5 showed an average of 17% growth on pre/post assessments. TASN works with BSEL teams to analyze FastBridge data, absences, behavior referrals, and course grades to refine interventions to meet individual student needs.

## **Kindergarten Readiness**

The system and OVT report indicates growth in efforts to support Kindergarten Readiness. USD 208 is currently servicing 44 preschoolers (ages 3 and 4). This is an increase from 35 students at the beginning of the KESA cycle. The school system now has 3 half-day sessions of preschool. In 2021, in alignment with MTSS implementation processes, USD 208 opted to be included as a pilot school for the PreK FastBridge screenings. They continued to be a part of the pilot in 2022. This allows PreK staff to consistently monitor students at the early stages of development.

## **Individual Plans of Study**

Evidence provided by the system and OVT indicates all students have an Individual Plan of Study. This is started in grade 6. USD 208 uses Xello for career exploration, tracking goals, identifying strengths and needs, and for planning post-secondary goals. The growth from no IPS to a structured system with grade-level expectations indicates growth in this area. The system also hired 2 elementary guidance counselors and they now assist students with developing an Individual Plan of Study.

## **High School Graduation Rate**

The system's 5-year graduation average (94.1%) is above the state average (88.1%).

## **Postsecondary Success**

The system's 5-year effective average (55.9%) is within the Predicted Effectiveness Rate (52.4%-56.2%).  
Academically prepared for postsecondary success: In levels 3 and 4, USD 208 is performing 3.54% above state average in science, 7.28% below the state average in math, and 0.46% below the state average in English Language Arts.

7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

## **ARC Comment**

System stakeholders were (generally) involved and engaged in the system's improvement process during this accreditation cycle. The system has provided evidence some stakeholder feedback was gathered through staff/student/parent surveys (Action Plan artifact) and progress was shared randomly on improvement in some goal areas through DLTs and BLTs (artifact). The system is not fully transparent, as there is limited evidence to show stakeholder groups are represented and involved in the KESA process.

8. System leadership was **generally** responsive to the Outside Visitation Team throughout the accreditation cycle.

**ARC Comment**

Based on the OVT report, the system has generally followed the KESA process with an expected level of fidelity. The system report was provided to the OVT within a reasonable time period and the OVT reports the system has been responsive to OVT recommendations throughout the KESA process.

9. The system has **generally** followed the KESA process with an expected level of fidelity.

**ARC Comment**

The system has (generally) implemented the KESA process with an expected level of fidelity. Some evidence exists that the system is reporting to their local board and communities based on the Action Plan and artifacts related to DLTs and BLTs. The system's Action Plan with action steps and goals that drives academic improvement priorities is taking form. However, it is difficult to identify an expected timeline based on the Action Plan. Improvement priorities and process for evaluation is evident but not consistent.

## **ARC Recommendation**

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### **Justification**

USD 208 has taken steps over the 5-year KESA cycle to look closely at areas of strength and needs. The KESA process has been generally implemented with fidelity and students are achieving in a number of areas. Students are performing equal to or above the state averages on state assessments in 2 of the 3 assessed areas. ACT scores show students are performing almost at the state average (district=19.5, state=19.8). The school district maintains an attendance rate above the state average (94.1%). The 5-Year Graduation Rate is beyond the state average (district=92.5%, state=88.1%) and the 5-Year Effective Average is within range of the Predicted Effectiveness Rate (Average=55.9%, Range=52.4%-56.2%). USD 208 has earned Kansans Can Star Recognition in the following areas: High School Graduation (gold), Postsecondary Success (bronze), and Academically Prepared for Postsecondary (copper). Although there is work to be done regarding the KESA process (expectations for documenting the process and sharing information with stakeholders) students in USD 208 are achieving.

### **Strengths**

USD 208 is moving in the direction of designing a system for continuous improvement. District and Building Leadership Teams are the driving force in implementing the District Action Plan. There has been growth in many areas, but the implementation of tiered interventions and social emotional programs, along with students' Individual Plan of Study stand out in the 5-year cycle. The system's Accountability Report indicates USD 208 students are achieving.

### **Challenges**

Documentation of data over time is very limited in artifacts, as well as updates to the system's Action Plan. Although the system report and OVT report indicate some degree of stakeholder involvement and sharing of data with stakeholders, there is little evidence to support this is occurring. A calendar of DLT dates, BLT dates, and reports to the BOE would be helpful for the system to continuously and systematically share, plan, and act on needs identified through annual needs assessments. Only a District Action Plan is included in artifacts, and there is no evidence of building Action Plans. It is recommended the system address declining performance for Academically Prepared for Postsecondary Success. There has been a steady decline in student performance in levels 3 and 4, especially in the area of students with disabilities.



## Wakeeney USD 208

527 Russell Ave, WaKeeney, KS 67672-2108  
(785) 743-2145  
www.tregoeagles.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Tavis Desormiers**

### Demographics

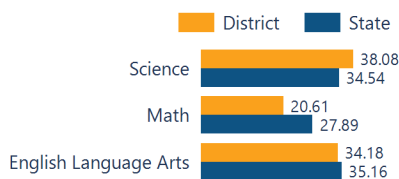


362 Students

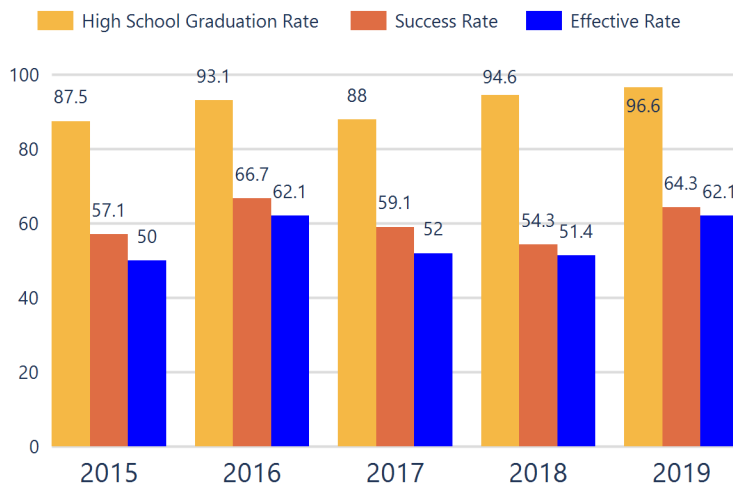
African American 0.55%  
Hispanic 6.08%  
Other 1.38%  
White 91.99%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**92.4%**

Five-Year Success Avg

**60.2%**

Five-Year Effective Avg

**55.6%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**50.4 - 54.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

**100.0%**

State: 88.1

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

**94.1%**

State: 93.8

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

**17.2%**

State: 17.5

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**N/A**

State: 1.7

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$17,490**

State:

**\$12,863**

[Click here for State Financial Accountability.](#)



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 24.62   | 29.14 | 29.00 | N/A     | N/A | N/A | 34.02   | 29.08 | 28.57 |
| Level 2 | 47.73   | 31.65 | 26.00 | N/A     | N/A | N/A | 45.36   | 36.73 | 33.33 |
| Level 3 | 25.12   | 30.65 | 33.00 | N/A     | N/A | N/A | 18.55   | 28.06 | 31.74 |
| Level 4 | 2.51    | 8.54  | 12.00 | N/A     | N/A | N/A | 2.06    | 6.12  | 6.34  |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 30.86   | 40.74 | 38.46 | N/A     | N/A | N/A | 41.09   | 44.00 | 45.83 |
| Level 2 | 49.38   | 29.62 | 28.20 | N/A     | N/A | N/A | 47.94   | 32.00 | 25.00 |
| Level 3 | 18.51   | 27.16 | 23.07 | N/A     | N/A | N/A | 10.95   | 22.66 | 25.00 |
| Level 4 | 1.23    | 2.46  | 10.25 | N/A     | N/A | N/A | 0.00    | 1.33  | 4.16  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 57.50   | 52.50 | 66.66 | N/A     | N/A | N/A | 67.50   | 47.50 | 63.63 |
| Level 2 | 30.00   | 35.00 | 13.33 | N/A     | N/A | N/A | 27.50   | 42.50 | 27.27 |
| Level 3 | 12.50   | 10.00 | 13.33 | N/A     | N/A | N/A | 5.00    | 7.50  | 9.09  |
| Level 4 | 0.00    | 2.50  | 6.66  | N/A     | N/A | N/A | 0.00    | 2.50  | 0.00  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 50.00   | 50.00 | N/A | N/A     | N/A | N/A | 45.45   | 72.72 | N/A |
| Level 2 | 41.66   | 25.00 | N/A | N/A     | N/A | N/A | 45.45   | 0.00  | N/A |
| Level 3 | 8.33    | 25.00 | N/A | N/A     | N/A | N/A | 9.09    | 9.09  | N/A |
| Level 4 | 0.00    | 0.00  | N/A | N/A     | N/A | N/A | 0.00    | 18.18 | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

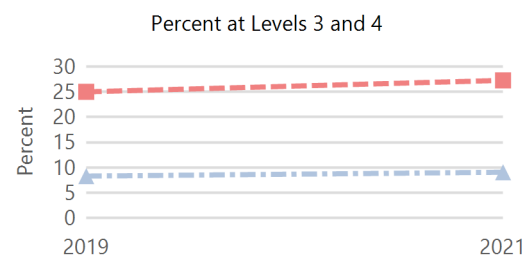
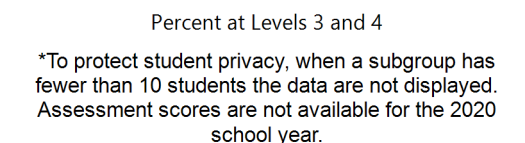
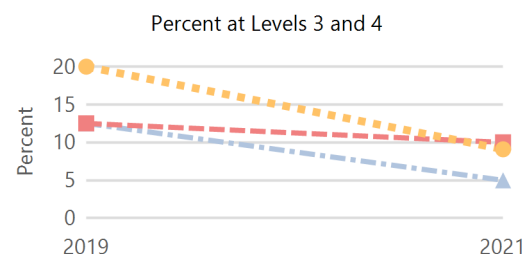
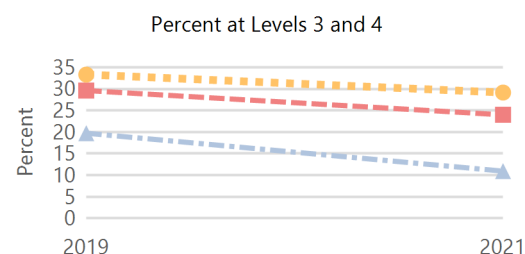
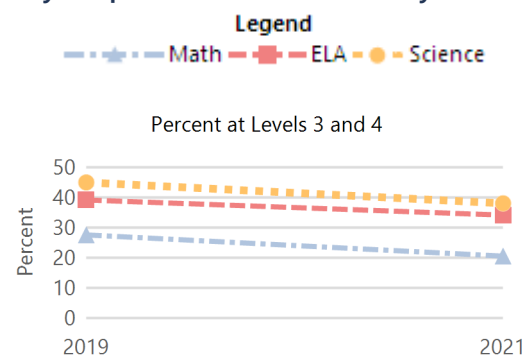
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 19.5 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 12/21/2022

**System:** D0244 Burlington (0000)

**City:** Burlington

**Superintendent:** Craig Marshall

**OVT Chair:** Lori Maxwell

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

No compliance issues noted.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

Tiered Framework of Support - Assuredly

The OVT noted all buildings have a tiered framework for support. Burlington utilizes FastBridge for data collection and EduClimber to document interventions and progress. Both of these programs have been added within the last five years. Social-emotional intervention and tracking is done by the counselor at each building. On-going re-evaluation and improvement of the tiered system of support is evident. The OVT reported that local Data shows improvement in all areas. The percent of students academically prepared for postsecondary success was 33.9% in Math, 37.1% in Reading, and 41.3% in Science. All of which are above the state averages.

Family, Business, and Community Partnerships - Assuredly

The OVT noted that partnerships were a strength for Burlington. Wolf Creek power plant just helped them update their science labs and the Rotary and Lions club are actively engaged as well. The superintendent writes a monthly article in the local newspaper and various groups are invited to the monthly board meetings to share ideas and concerns. The report indicates active site councils at every building and the creation of a COVID Advisory Group during the pandemic.

Diversity, Equity, and Access - Assuredly

Burlington has a strong focus on access and equity. In year 2 the town's largest daycare closed so the school opened a preschool, which included an at-risk program. IN addition, Burlington is a 1:1 device district and has added hotspots to improve internet connectivity to ensure all students have access to a quality education. While the district is 88% Caucasian, the OVT noted strong building level expectations for an inclusive culture that is positive and safe for all students. Assessment scores can only be broken out for a small number of Hispanic students but before the pandemic their scores were higher than the overall state average and only slightly below afterwards.

Communication and Basic Skills - Assuredly

Burlington has a partnership with the Curriculum Leadership Institute (CLI) which has helped them vertically align their curriculum and ensure that it is aligned with the Kansas Curricular Standards. CLI helps them routinely refine their curriculum to ensure it is meeting the basic needs of their students. The results are evidenced by state assessment and ACT results above the state average. They also utilize NWEA Map testing as a local measure. This measure also demonstrates consistent growth and above average scores.

#### Civic and Social Engagement - Generally

Burlington students are active in the community through a robust program of volunteerism with the Ministerial Alliance. Activities include stocking food pantries, cancer awareness, and Christmas activities. The schools do track participation in clubs and athletics and they can demonstrate a direct link between student engagement in activities and academic success. They utilize this data to encourage students and families to get involved. Many of their civic activities are just starting to resume after COVID. They hope to return to Constitution Day, Kansas Day and Veteran Day's activities in the near future.

#### Physical and Mental Health - Assuredly

In physical health, Burlington has earned the silver level award from KSDE. This award is in recognition of district wide training on wellness, having an active wellness committee, and a district wide commitment to PE minutes and regular brain breaks. Over the last five years in mental health, Burlington has created a partnership with Crosswinds to facilitate mental health services for their students. They have trained their teachers in trauma informed practices. In K-8 they utilize the 2nd step curriculum and in high school they implement the 180 days of Character curriculum. They have increased staff support positions and increased school resource officer services. The impact of these changes are demonstrated through an overall improvement in their SASC and SAEBS scores.

#### Arts and Cultural Appreciation - Generally

Burlington middle school and high school share an art teacher, while the elementary school utilizes a parent led program. The district hosts monthly art nights, and has an honors night to showcase student art. The OVT noted student art displayed prominently in the schools and the use of Artsonia, a digital platform for sharing student work. While Burlington high school does have clubs which expand cultural appreciation and the middle schools has some culturally responsive electives, there was not strong evidence for a range of purposefully, culturally-responsive initiatives.

#### Postsecondary and Career Preparation - Assuredly

Postsecondary preparation has been a significant focus for Burlington during this cycle. All 6-12 students utilize the Xello program. Over the last five years they have expanded their CTE pathways to 15 and added a Career Advisor position. This person meets with every high school student to help them focus on their post-secondary plans. They have also expanded their dual credit opportunities with Allen Community college and have seven students bused to Flint Hill Vo-Tech for classes. Their efforts have earned them a bronze award from KSDE for being at the top end of their predicted post-secondary success rate at 59.0%. It should be noted that, while high, Burlington has had a three year decline in postsecondary success. This may be attributed to COVID, but the trend bears watching.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

Goal one: At the end of our 5-year cycle, we will have an aligned district curriculum with common assessments implemented in the subject areas of Math, English/Language Arts, Social Studies, Science, Fine Arts, and PE/Wellness.

The OVT report indicates that this goal has been accomplished. All staff members were involved in a process to vertically and horizontally align their curriculum. Staff members utilized the CLI process to first learn and understand their standards. Then they collaboratively identified key standards at each grade level and subject area. Finally, each grade level or subject group created standards aligned curriculum guides. When that was finished, they created grade level common assessments for each area. These newly aligned curricula and common assessments were completed in all curricular areas: ELA, Math, Social studies, Science, Fine Arts and PE/Wellness.

Evidence for completion of this goal was provided by the OVT. They reviewed the curricula and

common assessments. The OVT also reviewed curriculum meeting logs, competency forms, and both district and school level professional development plans focused on this goal. While the goal itself was not written specifically to impact student learning, success was demonstrated in state assessment scores and ACT scores consistently being above the state average. The percent of students academically prepared for postsecondary success was 33.9% in Math, 37.1% in Reading, and 41.3% in Science. All of which are above the state averages. Their average ACT score was 21.1, above the state average of 19.8.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

Goal 2: At the end of our 5-year cycle, we will implement a social/emotional screener that will identify students that need support in developing social/emotional skills.

Burlington utilizes the 2nd step curriculum in K-8 and the 180 days of Character curriculum in high school. The first three years of the cycle were used to research SEL screeners and to provide professional development for all teachers. There was PD on the embedded curriculum, understanding the SEL standards, a school-wide book study with One Book; One School, trauma informed training, and a focus on positive relationships between students and teachers. In addition, they used COVID relief money to add counselors to their staff and created opportunities for intervention time for identified students. In year 4, Burlington adopted BASC and SAEBRS. They now have established baseline data with plans to carry this goal over into Cycle II.

Again this goal was not specifically student centered, however the OVT noted that it had been accomplished. They now have a curriculum in place, screeners established with baseline data, intervention time set aside, and a solid implementation plan moving forward. The OVT agreed with Burlington's plan of continuing this goal into Cycle II. The groundwork has been laid. There is evidence from SABERS that demonstrates a need in specific students and interventions have been applied. However, at this time, there is no sufficient evidence to demonstrate success, or failure, of this goal. It is necessary to carry this goal forward and make it more student centered.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

There was ample evidence that the KESA process was supported. The board allocated fiscal resources for curriculum alignment, professional development, new curriculum and new screeners. They also hired a social worker, a part time resource officer, and a college and career advocate to help address the board outcomes. The OVT reported strong collaboration between the school board, administration, and staff. Both goals were implemented district wide with all teachers being trained on curriculum alignment and social-emotional skills. This bodes well for sustainability because it was not a select few implementing the goals. The goals were supported by changes to procedures and policies, specifically changes to the schedule to accommodate intervention time both academically and behaviorally. In addition, changes were made to implement common assessments and SABERS screeners.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**



Burlington demonstrated dedication to the state board outcomes and a commitment to using data to drive improvement. They have adopted screeners to track social-emotional growth, they track parent compliance with Kindergarten Readiness survey, they utilize Xello and added a career advocate to implement IPS plans, and their graduation rate and post secondary rates are above the state average and expected range.

## Board Outcomes

### Social-Emotional Growth

This was one of their goal areas so there was a strong emphasis on this outcome. Burlington adopted an SEL curriculum, 2nd step in K-8 and 180 Day of Character in 9-12. In addition, they have added a social worker and a part time resource officer. In year 4, they began tracking the data by using the BASC and SAEBRS screeners to track Social-emotional health. This data led them to create intervention time for identified students. In addition to SABERS, K-3 students take the Panorama survey and 6-12th grade students take the KCTC survey. Data on these surveys have been impacted by COVID however the preliminary data from BASC and SAEBRS show a positive impact. This coupled with the anecdotal impact of the additional social worker and resource officer.

### Kindergarten Readiness

Burlington tracks all data related to the ASQ. In 2022, 81% of students took the ASQ. Of the 47 students who took the ASQ, 1 came back monitoring and 2 with concern. Those students have been identified and strategies implemented. This data has been tracked for the last five years. The OVT noted the efforts Burlington made to increase participation on the ASQ including emails and letters. In addition Burlington opened a day-care and pre-school to better meet the needs of the community. This new preschool is only in its second year but will benefit the district in the long run by better preparing the students for Kindergarten.

### Individual Plans of Study

Burlington demonstrated a strong commitment to Individual Plan of Study. They utilize Xello in grade 6-12 and evidence indicates strong compliance. They hired a college and career advocate specifically to work with students and families about their post graduation plans. Burlington High school has started student-led conferences, expanded their CTE offering, begun to allow job shadowing, and created an exit interview where seniors present their digital portfolio to an interview panel. In addition the district uses StarLeaf to expose students to additional career paths not found in their small town and contracts with Nepris for post-secondary career tracking. They have ample data to demonstrate success in this area.

### High School Graduation Rate

Burlington's graduation rate is consistently over 90% with a five year average of 92.5%.

### Postsecondary Success

5 year Post Secondary Success effective rate: 59.0% (predicted range is 56-59.7%) - although it is in a slight three year decline (bronze award)

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

## ARC Comment

The OVT noted a strong connection between the district and the community. This has only improved because of KESA and the necessities of COVID. SITE councils at all buildings are active and strong. The school board has advisory committees and invites various groups to meet with them before each monthly meeting to share their ideas and concerns. The superintendent is active in the community and writes a monthly article in the community newspaper. They have hired a Preschool liaison who works with the local preschools and incoming families to better prepare them for kindergarten. The part time resource officer they added has also built relationships within the community. In addition, there are strong business partnerships and a strong tie to the Ministerial Alliance for civic engagement.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

The OVT chair indicated a strong fidelity to the KESA process. The OVT received all necessary information in a timely fashion and had the required yearly visits.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

The OVT noted that Burlington was committed to the process, responsive to inquiries, and open to suggestions. The leadership and the board were committed to KESA and stakeholder engagement was high. While their goals were not student centered, they were well written, with specific action steps and schedules. Within the five years, the majority of the action steps were accomplished and implemented. Their goals were highly aligned with the local board and the OVT noted strong unity between all the buildings. There were monthly leadership meetings and a strong unity between district and building leadership. The OVT was also pleased with the use of data and the desire to use that data to drive next steps in both this cycle and the next.

## **ARC Recommendation**

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### **Justification**

The ARC recommends full accreditation for USD 244 Burlington. They have demonstrated quantifiable success in process and results. Their 5 year graduation rate is 92.5%, their 5 year post secondary success effective rate was 59.0% which was at the top end of their predicted range, and their state assessment results were above the state average in all subject areas and grades. While neither of their goals were specifically student centered, they achieved everything they set out to accomplish. Their first goal was to vertically and horizontally align their curriculum and create common assessments to measure the impact. Over the last five years, they have done that in all grades and all subject areas. While not specifically mentioned in their goal the percent of students academically prepared for postsecondary success was 33.9% in Math, 37.1% in Reading, and 41.3% in Science. All of which are above the state averages. Their average ACT score was 21.1, above the state average of 19.8.

Their second goal was implementing social emotional curriculum, screeners and interventions. They have achieved all of these action items over the last five years. Unlike goal one, this goal is not complete so will be carried over into cycle II. Burlington deserves full accreditation because they have embraced the KESA process, achieved their stated objectives, and had corresponding success in the board outcomes.

### **Strengths**

Strengths include their graduation rate, post secondary success rate and assessment scores. All are above state averages. They also have a great collaborative effort with their board and community. The board's willingness to add a pre-school liaison, a college and career advocate, a social worker, and a part time resource officer demonstrates their commitment to the state board outcomes. There is great collaboration with business and community stakeholders and the OVT repeatedly commented on the unity between all levels of leadership and with district staff.

### **Challenges**

Burrllinton's second goal working on the social-emotional needs of their students is in its infancy. They recognize that it is fragile and needs to be carried over into Cycle II if it is going to create a sustained impact on the district.

Their plans for expanding CTE offerings and impacting post-secondary success is limited by lack of available staffing. The district will have to remain creative to fill CTE positions. In addition, they will have to find ways to keep all the newly created positions as ESSER money runs out.



## Burlington USD 244

301 Neosho Street, Burlington, KS 66839-1700  
(620) 364-8478  
www.usd244ks.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Craig Marshall**

### Demographics

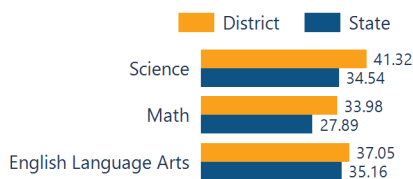


799 Students

African American 0.25%  
Hispanic 4.13%  
Other 7.76%  
White 87.86%

### Academically Prepared for Postsecondary Success

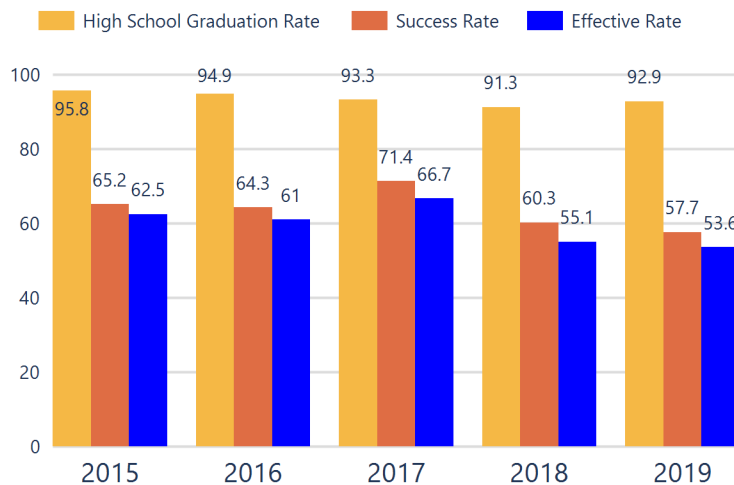
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Kansans Can Star Recognition

|   | Gold | Silver | Bronze | Copper |
|---|------|--------|--------|--------|
| Social-Emotional Growth                 |      |        |        |        |
| Kindergarten Readiness                  |      |        |        |        |
| Individual Plan of Study                |      |        |        |        |
| Academically Prepared for Postsecondary |      |        |        | ★      |
| Civic Engagement                        |      |        |        |        |
| High School Graduation                  |      |        | ★      |        |
| Postsecondary Success                   |      |        | ★      |        |

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation  
**95%**  
Effective Rate 70-75%

Five-Year Graduation Avg

**93.6%**

Five-Year Success Avg

**63.4%**

Five-Year Effective Avg

**59.3%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**58.7 - 62.9%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**94.4%**

State: 88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$15,416**

State:

**\$12,863**

**95.7%**

State: 93.8

**11.4%**

State: 17.5

[Click here for State Financial Accountability.](#)

**1.3%**

State: 1.7



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 18.82   | 23.60 | 32.73 | N/A     | N/A | N/A | 24.87   | 23.13 | 28.06 |
| Level 2 | 43.03   | 40.63 | 29.16 | N/A     | N/A | N/A | 41.13   | 39.80 | 30.61 |
| Level 3 | 26.65   | 27.25 | 25.00 | N/A     | N/A | N/A | 26.35   | 28.85 | 29.08 |
| Level 4 | 11.49   | 8.51  | 13.09 | N/A     | N/A | N/A | 7.63    | 8.20  | 12.24 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 23.68   | 27.27 | 37.50 | N/A     | N/A | N/A | 32.33   | 27.60 | 38.09 |
| Level 2 | 48.02   | 46.10 | 32.14 | N/A     | N/A | N/A | 44.91   | 42.33 | 32.14 |
| Level 3 | 23.68   | 23.37 | 19.64 | N/A     | N/A | N/A | 19.76   | 22.69 | 23.80 |
| Level 4 | 4.60    | 3.24  | 10.71 | N/A     | N/A | N/A | 2.99    | 7.36  | 5.95  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 53.52   | 59.72 | 70.00 | N/A     | N/A | N/A | 67.74   | 63.15 | 54.54 |
| Level 2 | 32.39   | 25.00 | 25.00 | N/A     | N/A | N/A | 22.58   | 24.56 | 21.21 |
| Level 3 | 9.85    | 11.11 | 0.00  | N/A     | N/A | N/A | 6.45    | 8.77  | 15.15 |
| Level 4 | 4.22    | 4.16  | 5.00  | N/A     | N/A | N/A | 3.22    | 3.50  | 9.09  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 37.50   | 31.25 | N/A | N/A     | N/A | N/A | 31.25   | 43.75 | N/A |
| Level 2 | 31.25   | 37.50 | N/A | N/A     | N/A | N/A | 43.75   | 31.25 | N/A |
| Level 3 | 25.00   | 25.00 | N/A | N/A     | N/A | N/A | 6.25    | 12.50 | N/A |
| Level 4 | 6.25    | 6.25  | N/A | N/A     | N/A | N/A | 18.75   | 12.50 | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

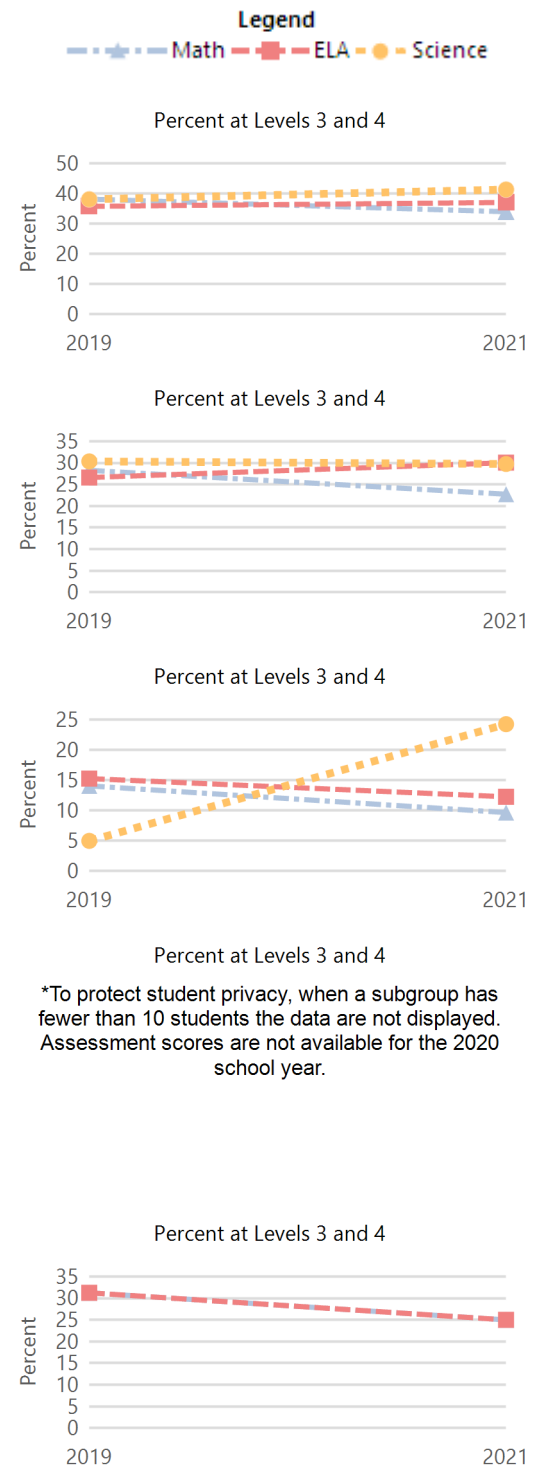
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 21.1 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 01/12/2023

**System:** D0249 Frontenac Public Schools (0000)

**City:** Frontenac

**Superintendent:** Rick Simoncic

**OVT Chair:** Ken Boeckman

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Per KSDE there has been insufficient evidence of compliance provided by the system. The system has been unable to fulfill compliance requirements and/or has ignored a maximum of three requests made to work towards compliance.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

Overall, the system assuredly has foundational structures that are working and that are moving the system in a positive direction. They went through the Redesign Process during this accreditation cycle as well as working through the MTSS process with High School staff from TASN, and they are implementing it. They are using several tools to gather and gauge data.

Tiered Framework of Support - During this cycle USD 249 has fine-tuned its tiered system of support for students. They have utilized professional development at the High school for MTSS with TASN, and they are implementing it. They are working to add some behavior interventions as well at the elementary level. The elementary school has assessments set up and time built into their schedule weekly for teachers to have time for data collaboration. They are working towards implementing math interventions as well. The Junior high hired an MTSS coordinator to help with tier 2 and 3 students in math and reading. Additionally, they are working to add to an Impact Course for math in the hopes of enhancing instruction. They will also work to do the same for reading. This will build time into their schedule for the MTSS coordinator to work on interventions for students. At all levels, they have time devoted to continuing to improve the process.

Family, Business, and Community Partnerships - The system has a variety of ways they are regularly engaging all stakeholders at all levels. They have site councils and PTOs that are very actively involved. They help plan and volunteer for family engagement activities such as Dear Ones and Donuts. The system has surveyed stakeholders as part of its needs assessment. They have developed a strategic planning group. They have developed several pathways for their CTE program partnering with local businesses. They also host an Interview Day for all 10th and 12th graders.

Diversity, Equity, and Access - USD 249 is aware that the demographic makeup of their district has been changing and the system is finding resources to ensure that they have what these populations need to be successful. This has included a Certified SPED Teacher and additional ESOL aides. They also are using ethnically diverse curriculum, character education, and have added tools for all populations to raise accessibility.

Communication and Basic Skills - USD 249 utilizes a variety of communication platforms. Students are able to create and share on these platforms. The system is able to use these platforms to communicate

with stakeholders. The system has strategies set with embedded communication skills: like their writing portfolios, School Families Project, and their STREAM Missions (PBL curriculum).

Civil and Social Engagement - USD 249 has a long-standing vision of civic engagement. At every level, this has been a focus in their culture to continue to support and be involved in events throughout their community. The system has made it a priority to be a part of their community and to encourage students and staff to be engaged in their community. High school students have collaborated on several notable endeavors with their community. The community puts on an event called FESTA Italiana. In the fall the community comes together to celebrate their heritage. Students volunteer in many ways. They also hold 2 canned food drives each year. Additionally, they have done a neighbor clean up before Thanksgiving and the NHS puts on 2 blood drives a year as well.

Their junior high school is equally as involved with the community. They participate in the food challenges. They have an active Student Council and they sponsor the Girard Senior Breakfast with veterans. Even at the lower levels, the culture of community engagement is evident. They have done a couple of important fundraisers that help children and their families. They have done fundraisers for Kids Helping Kids and for the Ronald McDonald House. They also plan visits and activities to do with the local nursing homes and the assisted living center.

Physical and Mental Health - In the area of Physical and Mental health, Frontenac has many supports and structures in place. They are screening all kids K-12 with SAEBRS and they have partnered to have a full-time therapist from Southeast Kansas Community Health to help serve students with the most needs in the areas of mental health. The staff at the elementary school have been trained and they are in year two of Leader In Me. And they build classroom communities and do daily check-in and check-outs. They are also screening kids using SAEBRS. They have full-time counselors and a full-time nurse. They work with small groups or individuals to support them learn skills in specific areas. They have partnered with Crawford County Mental Health and they have a community Rehabilitation Specialist as well. The junior high also has a licensed therapist; they have developed a recovery room with the counselor. At the High School, they have a wide variety of extra-curricular activities offered and 80% of their kids are involved. Additionally, they have added Character Strong as their SEL curriculum this year. The staff started a staff running club and they compete regularly in area races.

Arts and Cultural Appreciation - Frontenac continues to support the arts at all levels. They have a variety of performances the students are able to attend.

They have music programs with their elementary students where they display artwork made by the students. They utilize Greenbush resources for field trips and mobile labs are accessed by students. Their students compete in a variety of Art Competitions; conservation, healthy kids, and State of Kansas. Elementary students participate in the Young Authors yearly in April. Students draft, illustrate, and publish their own stories and share them with community members and their peers. A noted author is selected to speak to the students and staff on this day. Through redesign, they have added interest groups (art, crafts, theater, cooking, woodworking) to give students choices in learning. In junior high and high school, they offer band, 7th-grade art, choir, and a spring musical. JH band students march in the parades, participate in district and state choir, and conduct a junior high musical. Students in art classes compete in different art competitions that are local, state, and nationwide. The Frontenac community has a rich tradition based upon the early coal mining, and Italian immigrants who helped found the community. Students assist with FESTA Italiano and Frontenac Mining Days. The school is in conversation with the city regarding opportunities that a new city library will bring to the community.

Post-Secondary Preparation - The District has made many gains in this area and they will continue to put their focus here to grow. They continue to increase the number of students and post-secondary options available to students at the High School. They have increased the number of vocational/technical options available to students through CTEC and FSCC. Students are able to take classes through PSU and area community colleges. They have seen a large increase over the last four years of the number of students who are participating in these programs. All students at FHS have an

IPS and are asked to participate in a student-led career conference during the spring. FHS uses the XELLO platform to coordinate these efforts. The district has received the Commissioner's Award each of the last four years.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

GOAL 1: Build a common language and curriculum alignment through:  
Increasing student engagement through learning opportunities  
Interest Groups / Activity Clubs.

While this goal lends itself to quantitative growth over time, the system continues to show growth through the programs, assessments, and strategies they are implementing. The system has implemented all of the strategies they set out for their goals. They identified a need for increased engagement opportunities for students. They added STEM during their specials rotations, and have worked to improve consistency in writing instruction across grade levels. They have streamlined several of the programs they use and worked on a system for looking at data to drive instruction. Their FastBridge scores have not yet seen an increase, however, they are seeing some movement of students from Tier 2 to Tier 3. This has also given them guidance and focus for Tier 2 and Tier 3 instruction.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

Goal 2 - Work towards an awareness for more social and emotional learning to address our student's needs. Through our redesign process they identified:  
Increasing healthy social relationships  
a. House System  
b. Interest Groups / Activity Club  
c. Increased student physical activity through more Recess

Increase social-emotional understanding  
a. Teaching self-worth and self-acceptance  
    1. Morning Meetings  
    2. Leader in Me  
b. Teach kids coping strategies to deal with emotions and behavior  
    1. Morning Check-in

The system's goal was to increase awareness of social and emotional learning to address students' needs. They did this by adding the house system, fine-tuning their MTSS process as well as going through training. They also have added counselors and mental health professionals. They are collecting data and using it to identify and serve children academically and socially through FastBridge. At all levels, they have added SEL curriculum.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

The system continuously works with its local board and stakeholders in many ways. They have added programs and will be able to sustain them over time with support from stakeholders. They have effectively communicated the need for changes as well as results with stakeholders.



6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

### ARC Comment

The system has included data and can explain outcomes from the data. They continue to be introspective and look at how to make changes to benefit student learning. They also have set some goals in all areas for making growth.

### Board Outcomes

#### Social-Emotional Growth

The goals they addressed this cycle have wrapped around social-emotional growth. The system has made changes by adding therapists and counselors for all levels. They have started using SAEBS to gather data and are using it to meet their students' needs in social skills. They have added an SEL curriculum at all levels to address teaching students social awareness as well as teaching soft skills.

#### Kindergarten Readiness

The system uses ASQ and in looking at data made some decisions. The data indicated that students were coming to kindergarten having a great need for language-based activities and fine/large motor skills. They are reassessing technology usage in the younger grades and incorporating more hands-on work to address executive function and crossing the midline.

#### Individual Plans of Study

At the junior high-level USD249 have an 8th-grade semester course for IPS. Students use Xello to help students look at postsecondary career paths. Students also learn a variety of everyday skills needed to be an employable adult in the future.

At the high school level, students utilize XELLO to log community service activities. FHS students are involved in a large number of community service activities throughout the school year.

Students are also involved in community service through their church and other community organizations.

#### High School Graduation Rate

USD 249 has had a history of having a high graduation rate. They attribute this success to the foundations they build and instill starting at the elementary level.

#### Postsecondary Success

The Frontenac school district received the Commissioners Award with Highest Distinction in 2019 and 2020. They received the Commissioners Award with honors in 2021 and 2022. They will continue efforts through the support of their Redesign goals.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### ARC Comment

The system has gathered stakeholder feedback throughout this cycle. They have increased communication with all stakeholders using information platforms regularly. They meet with Site

Councils and PTOs regularly, where they gather information as well as share information about school improvement.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

The USD 249 system has stayed the course and worked through the process for accreditation. They took on the Redesign process as well in the middle of this cycle. They have set goals with stakeholders and developed strategies to make improvements in many areas. They were receptive to OVT suggestions.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

The USD 249 system has stayed the course and worked through the process for accreditation. They took on the Redesign process as well in the middle of this cycle. They have set goals and developed strategies to make improvements in many areas.

## **ARC Recommendation**

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### **Justification**

The system has shown growth and continues to look inward at what they need to continue to improve upon. They have maintained high academic performance over time. They have developed practices to continue to set goals and implement meaningful change.

### **Strengths**

- The system has maintained high academic standards and has continued to grow. They have looked at a variety of ways that can help reach their students through community-building strategies within their schools as well as looking to spark interest for their students through the development of their CTE Pathways. This has been impactful as they have maintained a 98% graduation rate.
- They received a Copper Star for Academically Preparedness in Postsecondary
- They have worked as a district to improve in the area Tiered system of supports to reach learners at all levels.
- The system has looked to instill and improve a sense of community within their buildings through many programs and activities in addition to working within their community to build relationships.
- They engage and communicate with stakeholders well.
- They took on the Redesign process in the middle of this cycle. By continuing to look at data and use it to drive decisions, they will continue to make progress. This is a big commitment that will pay off in the long run. It will help them to continue with a process to keep setting goals and growing as a district.

### **Challenges**

- The system began work to address absenteeism and chronic absenteeism. Continued work in this area will be beneficial.
- While they made great gains in the area of tiered systems, it is my recommendation to keep their work with the MTSS processes at the forefront. They have worked to add time in their schedules to do data dives, added professional development, behavior supports, and personnel. Continued work in this area will only be beneficial to students.
- While they maintain high achievement, it could help them to focus on fewer goals and strategies. They have a lot of great things going throughout the system and in all their buildings. Narrowing their focus could keep the process from becoming confusing and overwhelming.



## Frontenac Public Schools USD 249

208 S Cayuga, Frontenac, KS 66763  
(620) 231-7551  
www.frontenac249.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Rick Simoncic**

### Demographics

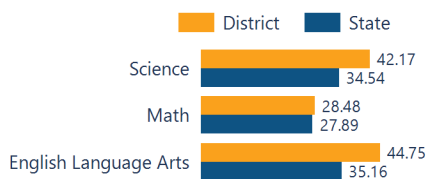


942 Students

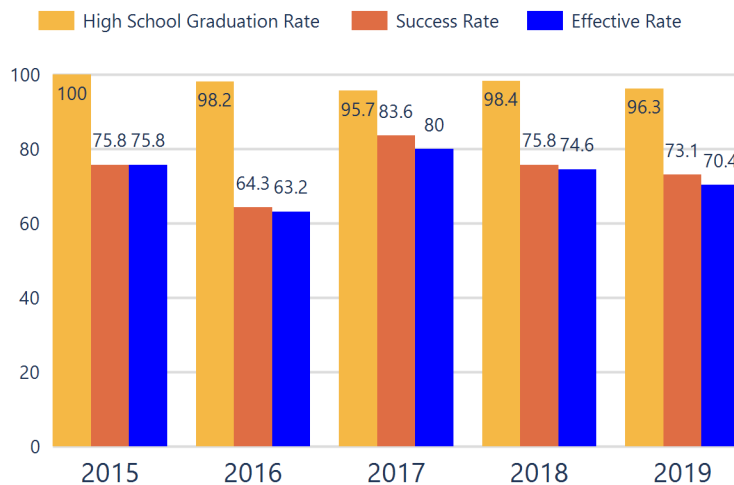
African American 0.53%  
Hispanic 3.82%  
Other 5.73%  
White 89.92%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation  
**95%**  
Effective Rate 70-75%

Five-Year Graduation Avg

**97.7%**

Five-Year Success Avg

**74.9%**

Five-Year Effective Avg

**73.2%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**58.6 - 62.4%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**98.3%**

State:  
88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$12,015**

State:  
**\$12,863**

**93.8%**

State:  
93.8

**21.4%**

State:  
17.5

[Click here for State Financial Accountability.](#)

**0.7%**

State:  
1.7

# Frontenac Public Schools USD 249

## K.S.A. 72-5178 Accountability Report 2020-2021



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 21.61   | 23.07 | 32.33 | N/A     | N/A | N/A | 30.53   | 22.58 | 27.96 |
| Level 2 | 40.86   | 35.30 | 24.87 | N/A     | N/A | N/A | 40.98   | 32.64 | 29.85 |
| Level 3 | 27.30   | 30.17 | 30.84 | N/A     | N/A | N/A | 22.95   | 35.31 | 29.38 |
| Level 4 | 10.21   | 11.43 | 11.94 | N/A     | N/A | N/A | 5.53    | 9.44  | 12.79 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 33.00   | 32.33 | 40.40 | N/A     | N/A | N/A | 45.78   | 31.73 | 41.93 |
| Level 2 | 40.39   | 35.82 | 25.25 | N/A     | N/A | N/A | 37.34   | 35.32 | 30.64 |
| Level 3 | 18.22   | 24.87 | 23.23 | N/A     | N/A | N/A | 13.25   | 28.14 | 17.74 |
| Level 4 | 8.37    | 6.96  | 11.11 | N/A     | N/A | N/A | 3.61    | 4.79  | 9.67  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 64.70   | 74.50 | 72.22 | N/A     | N/A | N/A | 66.66   | 60.78 | 50.00 |
| Level 2 | 29.41   | 15.68 | 16.66 | N/A     | N/A | N/A | 29.41   | 25.49 | 11.11 |
| Level 3 | 1.96    | 7.84  | 11.11 | N/A     | N/A | N/A | 3.92    | 13.72 | 27.77 |
| Level 4 | 3.92    | 1.96  | 0.00  | N/A     | N/A | N/A | 0.00    | 0.00  | 11.11 |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 50.00   | 22.22 | 54.54 | N/A     | N/A | N/A | 45.45   | 23.80 | N/A |
| Level 2 | 20.00   | 38.88 | 27.27 | N/A     | N/A | N/A | 36.36   | 28.57 | N/A |
| Level 3 | 15.00   | 27.77 | 18.18 | N/A     | N/A | N/A | 13.63   | 42.85 | N/A |
| Level 4 | 15.00   | 11.11 | 0.00  | N/A     | N/A | N/A | 4.54    | 4.76  | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

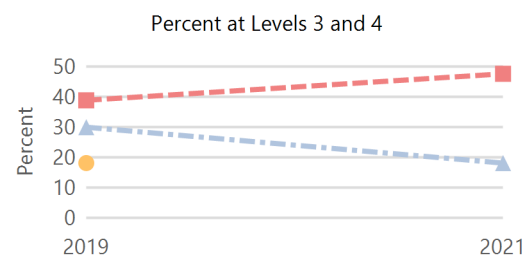
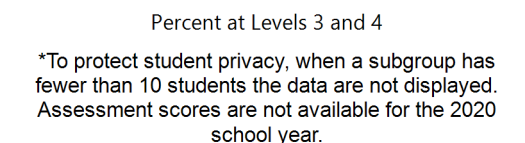
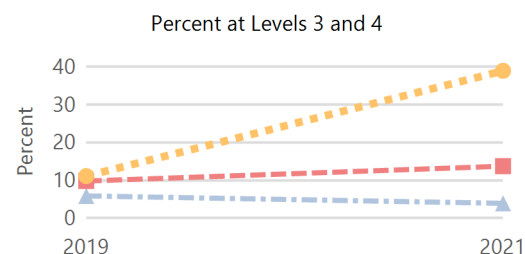
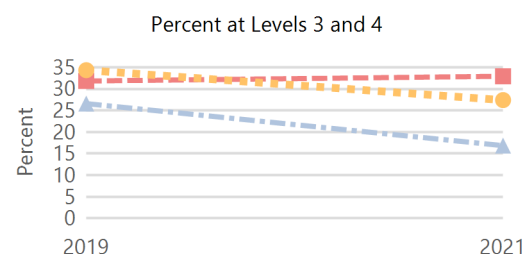
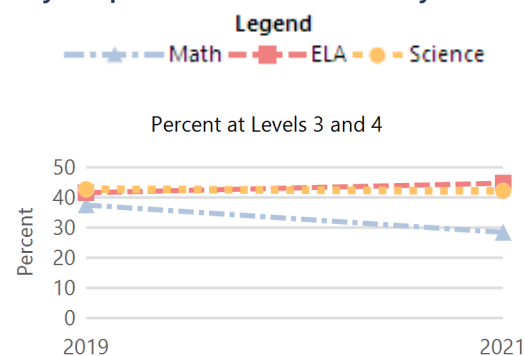
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 20.6 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 01/18/2023

**System:** D0289 Wellsville (0000)

**City:** Wellsville

**Superintendent:** Ryan Bradbury

**OVT Chair:** Ryan Cobbs

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

No compliance issues noted.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support: During the cycle, the district fully implemented MTSS at both elementary and secondary levels. Fastbridge was adopted to screen students and form groups for targeted instruction with progress monitoring occurring every two weeks. SEL interventions have also been implemented to provide targeted assistance.

Family, Business, and Community Partnerships: A strategic plan was developed during the cycle bringing in community members and business owners to seek feedback and collaboration in designing the district's programming and educational trajectory; they continue to review progress with the district annually. Key partnerships include Chamber of Commerce, WHS Concurrent Education Endowment Foundation, Artstravaganza, Ministerial Alliance, Wellness Health Coalition, and many more.

Diversity, Equity, and Access: Educational experiences are individualized to the need of each student as the system is now outcomes-based and provides flexible programming. Extensive systems have been implemented to individualize instruction and provide equitable opportunities (eg - IEP, 504, SIT, and MTSS). Technology, including WIFI hot spots, is provided to families in need to ensure equitable access to information and educational opportunities at home regardless of circumstance; WIFI was also added to buses. Little information was provided regarding diversity reflected in their vision and process.

Communication and Basic Skills: During the cycle, many curricula were adopted and vetted for communication and basic skills integration and development. The ELA curricula integrate holistic approaches to reading, writing, listening, and speaking. Unique experiences include Project Management courses and project-based curriculum.

Civic and Social Engagement: Many opportunities exist within USD 289 for social and civic engagement. Opportunities have been expanded through PLC dedicated to include a focus on student engagement opportunities. Enhancements to curricula now include discussion and written analysis of local and state court cases, instruction on how to collaborate with local and state level politicians, and helping seniors register to vote with voting opportunities during the school day. Curricula have been developed to align social and civic engagement with content standards.

Physical and Mental Health: Physical education courses address physical and nutrition standards. Through a partnership with the Wellsville Community Health Coalition, and Chamber of Commerce, the district received a grant to support health initiatives in the community and the schools. Seeing a deficit in emotional and mental health, the system focused in this area. An additional social worker was added, and the Social-Emotional Character Development standards were implemented. Professional development was provided for teachers and staff to better address these needs and implement the standards.

Arts and Cultural Appreciation: The district expanded its extensive arts program to include Artstravaganza, middle school Spanish courses, and expanded its community performances. The district participates in art contests, music contests, and enable World Language Students to participate in a Barcelona trip to experience other cultures.

Postsecondary and Career Preparation: USD 289 has now fully implemented IPS with the support of a career counselor hired to prepare students for postsecondary life. Students engaged in career investigation through the Xello curriculum. Partnerships have been developed to provide students the opportunity to complete multiple certification and licensure options prior to graduation. They have also increased from 35% to 80% of senior students enrolled in dual credit courses.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

Goal 1 - Implement teaching and learning programs with a focus on continuous improvement of student achievement through student engagement, rigorous, and relevant content and experiences, and personalized learning.

Summary: Though the goal was not set quantitatively, the system shared the quantitative growth seen resulting from the instructional changes they've made. They implemented fully integrated K-12 MTSS for reading, math, and behavior with research-based programs. PLCs were designed for both content and student outcomes in the areas of SEL, IPS, and College & Career Pathways. As part of their Strategic Plan, 3- and 4-year-old PreK programs were developed, a personalized learning model was implemented, and increased their pathway offerings.

Results seen: 12.5% increase in postsecondary effectiveness rating from 2015-2019. From 2018-2021, the district saw a 2% increase above the state average in science, a 4.5% increase above the state average in math, and a 2.5% increase in ELA. When compared to the 2022 results, trends indicate that student performance is decreasing. A regression, however, was noted in the 2022 results impacting these numbers.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

Goal 2 - Implement social/emotional and mental health programs and supports that are systemic and integrated throughout the learning program to meet the needs of the Whole Child and allow the student to maximize academic opportunities and demonstrate readiness to enter post-secondary programs and/or careers.

Summary: Though not a quantitative goal, quantitative data from the Panorama SEL screening tool was used to determine impact. Through an analysis of the PreK-12 counseling program, the system implemented the SECD standards and SEL framework. SEL was incorporated into the MTSS process based on SAEBRS screening data. These measures were coupled with intentional professional

development on trauma-informed practices, anxiety, and stress. Partnerships were formed with mental health agencies to provide small group sessions for students with emotional concerns.

Results seen: The processes sought to be employed were fully implemented as planned. Based on Panorama (social-emotional screening data), it appears that students merely maintained in most categories from 2020 to 2022.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. They work collaboratively with the community and local businesses on their Strategic Plan and continuous improvement efforts with annual reviews of progress. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan having leveraged their resources to add additional staff who support their goals (eg – MTSS instructor, social worker).

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**

Data for all State Board Outcomes are at or above expectations or showing a positive incline. System understands and can explain its data results. System demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

#### **Board Outcomes**

##### **Social-Emotional Growth**

Additional curriculum and programming were implemented along with an additional social worker. Small groups are formed based on data and are served through the MTSS process. These efforts were supported with intentional professional development including trauma-informed schools, 7 Habits of Highly Effective People, mental health for youth, and self-regulation. With the limitation of time of implementation and data collection, students appear to have maintained in the areas of emotional regulation, self-efficacy, self-management, social awareness, and supportive relationships.

##### **Kindergarten Readiness**

The system has altered their approach to Kindergarten Readiness, by acting upon their data to make decisions. Teachers collaborate through PLC, continue transition meetings from PreK to Kindergarten, and implement early interventions through MTSS. The ASQ data indicate improvement from 2018 to 2021 from 65% having no concerns to 86% having no concerns upon entering Kindergarten; an increase of 21%.



### **Individual Plans of Study**

IPS begins as early as 6th grade with career exploration and planning and beginning community college visits for exposure. A full scope and sequence by grade were designed by the system to define student progression through the IPS process. Under the direction of a newly defined Career Counselor, students complete the interest inventories, career and college research process, and schedule work-based visits and experiences. Multiple partnerships have been formed with postsecondary institutions to give students the option for certifications and dual/concurrent coursework. 83% of juniors and seniors are currently enrolled in college-level courses.

### **High School Graduation Rate**

Multiple strategies have been employed to ensure student graduation and success including the build-out of IPS, flexible schedules, and engagement of students in activities and clubs with 82-94% involvement grades 7-12. Flexible scheduling allows students to choose to from a traditional high school format, college blend, or vocational blend programming. The CTE programs have been expanded to 13 pathway options. Partnerships are formed with local colleges for dual/concurrent credit, and a foundation was formed to give students the chance to apply for college credit scholarships to ensure equitable access. These efforts culminated in a 93.6% Graduation Rate.

### **Postsecondary Success**

Even before the State Board approved the outcomes requirement for graduation, the system developed a similar process for graduates to complete. Student completion of one or more of the postsecondary outcomes increased from 43% to 78% from 2018 to 2022. The system believes this contributed to an effectiveness rate within their predicted range.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

#### **ARC Comment**

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. This was evident by the extensive community participation in the Strategic Planning process and continued annual reviews, which intersect with the KESA continuous improvement process.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

The OVT indicated tremendous commitment to the process, which is evident through the community collaboration in the planning and evaluation process of the district efforts. They indicated the system was responsive and collaborative. They were very forthcoming with their limitations and areas where continued effort and growth needed to occur.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

The OVT indicated tremendous commitment to the process, which is evident through the community collaboration in the planning and evaluation process of the district efforts. They indicated the system was responsive and collaborative. They were very forthcoming with their limitations and areas where

continued effort and growth needed to occur.

## ARC Recommendation

---

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### Justification

The system shows growth and a tactical process for improvement. It is evident that considerable and intentional efforts have been placed into ensuring the systems are developed and implemented to ensure ongoing student success.

### Strengths

The efforts and partnerships devised to impact graduation and postsecondary success have been intentionally and purposefully designed. Kindergarten Readiness and IPS processes have been refined and expanded to a successful measure.

### Challenges

Writing SMART goals to include quantitative measures will make it easier for the system to monitor and evaluate progress.

While efforts are occurring in the realm of SEL, the system is not yet seeing the outputs of their efforts.

The system should continue to monitor the impact made by their efforts and determine whether adjustments are necessary.

The system should also analyze state assessment data with a root-cause analysis. While results remain above the state average, a trend is noticed from 2018 to 2022 where comprehensive regression is occurring with fewer students slowly shifting out of levels 3 and 4 while more students shift to into level 1.

Assessment scores of students performing in levels 3 and 4 in ELA and Math indicated relative maintenance from 2021 -2022 with a less than 2% dip below the state average while science is above the state average by 7%. Still, it should be noted that regression has occurred from 2018 to 2022, with the greatest movement of students into level 1 occurring in the areas of ELA and Science.



## Wellsville USD 289

602 Walnut, Wellsville, KS 66092-8323  
(785) 883-2388  
www.wellsville-usd289.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Ryan Bradbury**

### Demographics

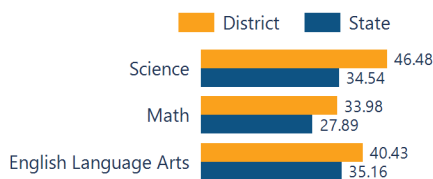


738 Students

African American 0.95%  
Hispanic 4.07%  
Other 1.22%  
White 93.77%

### Academically Prepared for Postsecondary Success

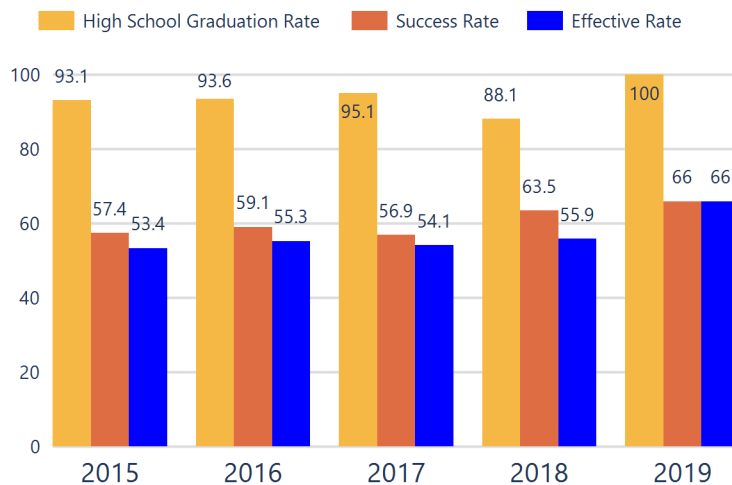
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Kansans Can Star Recognition

|   | Gold | Silver | Bronze | Copper |
|---|------|--------|--------|--------|
| Social-Emotional Growth                 |      |        |        |        |
| Kindergarten Readiness                  |      |        |        |        |
| Individual Plan of Study                |      |        |        |        |
| Academically Prepared for Postsecondary |      |        |        | ★      |
| Civic Engagement                        |      |        |        |        |
| High School Graduation                  |      |        | ★      |        |
| Postsecondary Success                   |      |        | ★      |        |

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation  
**95%**  
Effective Rate 70-75%

Five-Year Graduation Avg

**93.9%**

Five-Year Success Avg

**60.5%**

Five-Year Effective Avg

**56.8%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**49.8 - 54.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

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**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**98.1%**

State: 88.1

**93.1%**

State: 93.8

**19.7%**

State: 17.5

**0.6%**

State: 1.7

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$13,624**

State:

**\$12,863**

[Click here for State Financial Accountability.](#)



## District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

## ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 23.79   | 27.33 | 26.35 | N/A     | N/A | N/A | 24.75   | 21.79 | 16.75 |
| Level 2 | 42.06   | 33.33 | 27.02 | N/A     | N/A | N/A | 41.26   | 37.77 | 36.75 |
| Level 3 | 24.75   | 31.17 | 29.72 | N/A     | N/A | N/A | 25.00   | 31.96 | 33.51 |
| Level 4 | 9.37    | 8.15  | 16.89 | N/A     | N/A | N/A | 8.98    | 8.47  | 12.97 |

## FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 34.32   | 33.33 | 33.33 | N/A     | N/A | N/A | 39.47   | 35.65 | 26.53 |
| Level 2 | 41.04   | 34.07 | 28.57 | N/A     | N/A | N/A | 38.59   | 37.39 | 32.65 |
| Level 3 | 22.38   | 28.14 | 23.80 | N/A     | N/A | N/A | 18.42   | 22.60 | 36.73 |
| Level 4 | 2.23    | 4.44  | 14.28 | N/A     | N/A | N/A | 3.50    | 4.34  | 4.08  |

## STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 53.33   | 60.52 | 59.09 | N/A     | N/A | N/A | 55.55   | 50.00 | 40.00 |
| Level 2 | 37.33   | 26.31 | 18.18 | N/A     | N/A | N/A | 34.72   | 38.88 | 40.00 |
| Level 3 | 8.00    | 7.89  | 13.63 | N/A     | N/A | N/A | 8.33    | 8.33  | 16.00 |
| Level 4 | 1.33    | 5.26  | 9.09  | N/A     | N/A | N/A | 1.38    | 2.77  | 4.00  |

## AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

## HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 16.66   | 25.00 | N/A | N/A     | N/A | N/A | 25.00   | 35.00 | 16.66 |
| Level 2 | 41.66   | 41.66 | N/A | N/A     | N/A | N/A | 60.00   | 30.00 | 50.00 |
| Level 3 | 25.00   | 33.33 | N/A | N/A     | N/A | N/A | 10.00   | 30.00 | 33.33 |
| Level 4 | 16.66   | 0.00  | N/A | N/A     | N/A | N/A | 5.00    | 5.00  | 0.00  |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

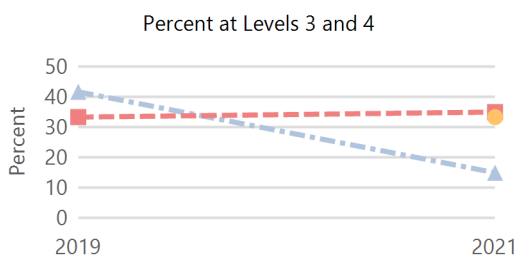
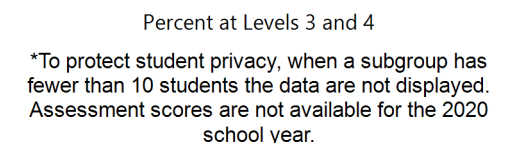
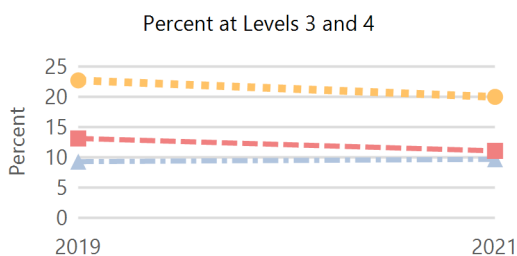
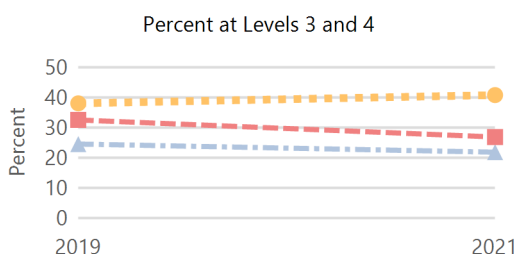
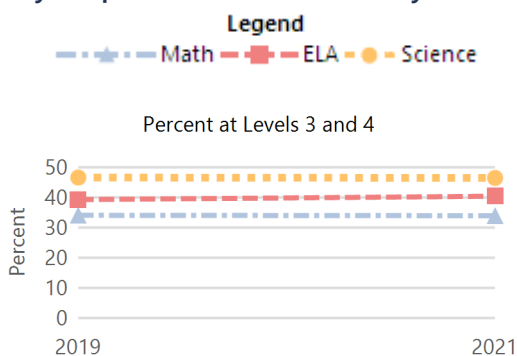
## ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



## Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 20.5 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 12/28/2022

**System:** D0375 Circle (0000)

**City:** Towanda

**Superintendent:** Don Potter

**OVT Chair:** Hannah Wright

## Executive Summary/AFI

---

1. Compliance areas are **assuredly** addressed.

### ARC Comment

No issues.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers.

The system's practice of engaging all stakeholders occurs irregularly; the evidence is shown in some areas of the needs assessment process.

Some student group needs are represented in the improvement process. Systems and schools' cultures are reflected in the vision and improvement process.

Curricula that support the structures in communication and basic skills are evident.

Curricula that support the structures in civic and social engagement are evident.

Curricula that support the structures in physical and mental health are evident.

Curricula that support the structures in arts and cultural appreciation are evident.

Curricula that support the structures in postsecondary and career preparation are not evident at elementary and secondary levels.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

Has a fully developed goal statement that is measurable and complex enough to challenge systems throughout their continuous improvement process/cycle. Goal developed will result in an impact on student learning. The system shows some progress toward the goal statement supported by data (quantitative and qualitative). The goal of 84% has risen from 84% to 89.5% but participation is 28.1% and the goal was 100%. An action plan appears to be in place and implemented.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

Has a fully developed goal statement that is measurable and complex enough to challenge systems throughout their continuous improvement process/cycle. Goal developed will result in an impact on student learning. The system shows some progress toward the goal statement supported by data (quantitative and qualitative). The goal has multiple layers that were to result in an increase in internships (they moved from 33 to 76) and increased graduation rate. The system created essential learnings as part of this goal. A professional development plan appears to have been followed.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

**ARC Comment**

System effectively works with its local board to ensure all needed procedures and policies to support improvement efforts are instituted.

System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

**ARC Comment**

Data for all State BOE goals are at or above expectations or most are showing a positive incline.

System understands and can explain its data results.

System demonstrated evidence, data and a viable plan reflecting all five (5) State BOE goals will result in change.

**Board Outcomes**

|                                    |   |
|------------------------------------|---|
| <b>Social-Emotional Growth</b>     | This was the focus of one of the goals. There have been shifts to this goal.  |
| <b>Kindergarten Readiness</b>      | The system is making progress to help ensure the success of all students that enter the system.                       |
| <b>Individual Plans of Study</b>   | The district is making progress in this area which should help with graduation rate and post secondary success rates. |
| <b>High School Graduation Rate</b> | Graduation rates declined in 2017 and 2018. They are currently back on the rise.                                      |
| <b>Postsecondary Success</b>       | This measure has increased from the start of the cycle to now.  |

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

**ARC Comment**

There is evidence that information is shared and input is gathered at least a couple of times a year.

There is evidence that there are varied groups that participate. It is unclear how active these participants are.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

**ARC Comment**

The team was responsive to OVT concerns.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

**ARC Comment**

The team has worked to connect their goals with their results. They have addressed issues and are making improvements to their systems.

# ARC Recommendation

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

## Justification

The system has demonstrated the ability to set meaningful goals and work toward meeting them. They demonstrate the systems perspective and the need to look at data. They have also demonstrated progress toward their goals and are compliant in all areas of the KESA process.

## Strengths

The system is to be commended for analyzing their goals and making changes as needed. Additionally there has been work during the cycle to make progress on student learning.

## Challenges

The district has very broad goals that include a number of initiatives and/or potential action steps. This could result in confusion about the direction and needed efforts.



## Circle USD 375

901 Main, Towanda, KS 67144  
(316) 541-2577  
www.usd375.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Don Potter**

### Demographics

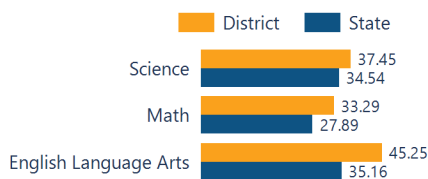


1,926 Students

African American 2.02%  
Hispanic 3.89%  
Other 5.61%  
White 88.47%

### Academically Prepared for Postsecondary Success

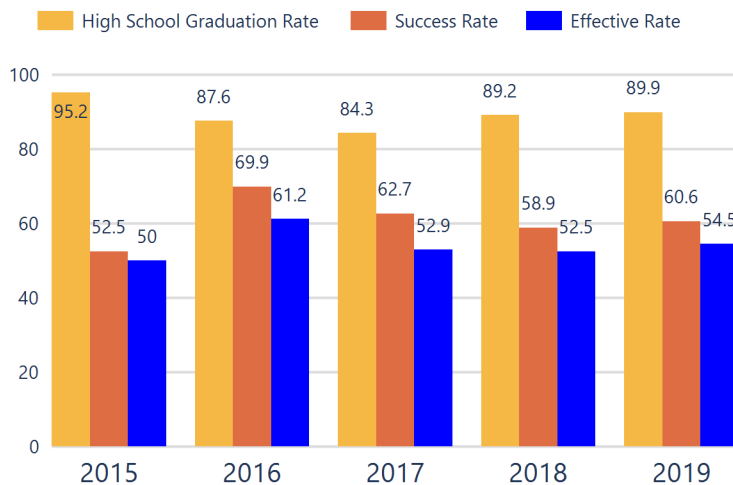
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Kansans Can Star Recognition

|   | Gold | Silver | Bronze | Copper |
|---|------|--------|--------|--------|
| Social-Emotional Growth                 |      |        |        |        |
| Kindergarten Readiness                  |      |        |        |        |
| Individual Plan of Study                |      |        |        |        |
| Academically Prepared for Postsecondary |      |        |        | ★      |
| Civic Engagement                        |      |        |        |        |
| High School Graduation                  |      |        |        |        |
| Postsecondary Success                   |      |        |        |        |

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation  
**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**89.2%**

Five-Year Success Avg

**60.8%**

Five-Year Effective Avg

**54.2%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**57.4 - 60.4%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**86.3%**

State:  
88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$11,565**

State:

**\$12,863**

**95.4%**

State:  
93.8

**10.5%**

State:  
17.5

[Click here for State Financial Accountability.](#)

**1.0%**

State:  
1.7





### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 21.53   | 19.35 | 26.09 | N/A     | N/A | N/A | 25.88   | 22.83 | 32.15 |
| Level 2 | 40.74   | 35.70 | 33.48 | N/A     | N/A | N/A | 40.81   | 31.90 | 30.37 |
| Level 3 | 28.84   | 33.85 | 30.48 | N/A     | N/A | N/A | 24.80   | 34.89 | 25.56 |
| Level 4 | 8.86    | 11.08 | 9.93  | N/A     | N/A | N/A | 8.49    | 10.36 | 11.89 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 33.22   | 31.87 | 42.10 | N/A     | N/A | N/A | 38.43   | 34.36 | 47.22 |
| Level 2 | 40.67   | 38.25 | 35.08 | N/A     | N/A | N/A | 40.47   | 35.05 | 30.55 |
| Level 3 | 22.03   | 25.16 | 18.42 | N/A     | N/A | N/A | 18.36   | 26.80 | 18.51 |
| Level 4 | 4.06    | 4.69  | 4.38  | N/A     | N/A | N/A | 2.72    | 3.78  | 3.70  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 55.83   | 51.66 | 52.50 | N/A     | N/A | N/A | 50.00   | 52.77 | 57.77 |
| Level 2 | 24.16   | 32.50 | 30.00 | N/A     | N/A | N/A | 35.34   | 26.85 | 22.22 |
| Level 3 | 13.33   | 10.00 | 17.50 | N/A     | N/A | N/A | 12.06   | 15.74 | 13.33 |
| Level 4 | 6.66    | 5.83  | 0.00  | N/A     | N/A | N/A | 2.58    | 4.62  | 6.66  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 46.15   | 53.84 | N/A | N/A     | N/A | N/A | 26.31   | 42.10 | N/A |
| Level 2 | 46.15   | 38.46 | N/A | N/A     | N/A | N/A | 42.10   | 21.05 | N/A |
| Level 3 | 7.69    | 7.69  | N/A | N/A     | N/A | N/A | 26.31   | 26.31 | N/A |
| Level 4 | 0.00    | 0.00  | N/A | N/A     | N/A | N/A | 5.26    | 10.52 | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 19.35   | 18.75 | 38.88 | N/A     | N/A | N/A | 30.00   | 20.00 | 46.66 |
| Level 2 | 45.16   | 34.37 | 11.11 | N/A     | N/A | N/A | 32.50   | 35.00 | 26.66 |
| Level 3 | 29.03   | 28.12 | 44.44 | N/A     | N/A | N/A | 30.00   | 35.00 | 13.33 |
| Level 4 | 6.45    | 18.75 | 5.55  | N/A     | N/A | N/A | 7.50    | 10.00 | 13.33 |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

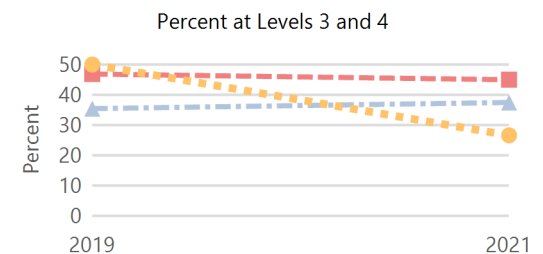
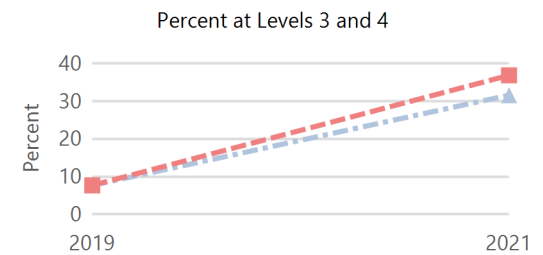
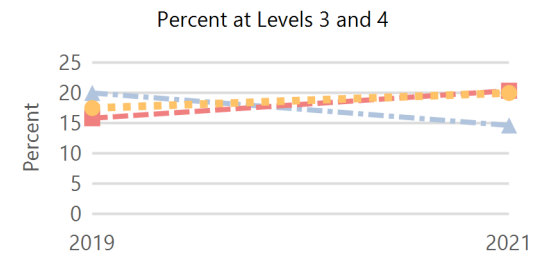
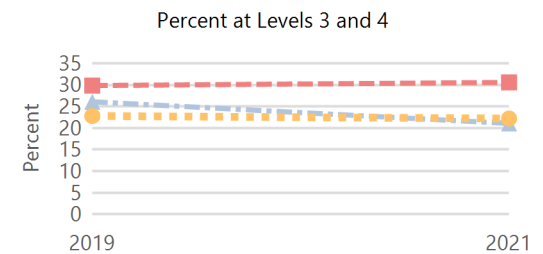
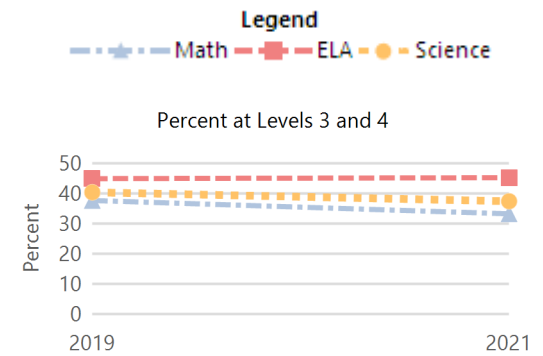
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 20.0 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 01/05/2023

**System:** D0378 Riley County (0000)

**City:** Riley

**Superintendent:** Cliff Williams

**OVT Chair:** Jaclyn Pfizenmaier

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Compliance is validated by KSDE through its compliance process.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

#### Tiered Framework of Supports

The system moved from having no tiered framework of support to implementing tiered support system-wide, including Fastbridge Screener, at-risk student identification, tiering, and intervention groups. This work is embedded and continues to be an area of focus for improvement.

#### Family, Business, and Community Partnerships

Family, business, and community partnerships have been strengthened throughout the cycle by developing an intentional plan to incorporate and involve stakeholder feedback through surveys, focus groups, and committees.

#### Diversity, Equity, and Access

The system has continued improving diversity, equity, and access for all stakeholders involved by developing food partnerships, providing trauma-informed professional development, and adding a social worker for student services.

#### Communication and Basic Skills

The system also moved from having no evidence of communication and basic skills to implementing student character development lessons and monitoring student online behavior and communication. The system is also completing K-12 curriculum maps with a focus on oral, written, public, interpersonal, and conflict resolution skills. There is a plan for the next cycle and work has begun to dig deeper to determine weak areas of the curriculum using data. The plan includes developing strategies and specific resources to implement that will target these areas.

#### Civic and Social Engagement

The system has moved from no evidence to focus on civic engagement throughout the IPS process. The system plans to apply for STAR recognition in this area. The rubric will be used as a needs assessment to drive a plan for improvement.

#### Physical and Mental Health

The system began implementing a system-wide plan to utilize the SAEBRS and AtRisk Data collected to determine appropriate interventions for EVERY individual student. Each student is independently assessed for risk factors and also discussed individually so that the district can provide individual support or determine patterns that can be addressed.

#### Arts and Cultural Appreciation

The system continues to make arts and cultural appreciation a focus as evidenced by implementing a system-wide plan to provide opportunities for all students and staff. The system offers K 12 art and music classes, as well as foreign language at the High School. The system provides a comprehensive K-12 arts program and opportunities to all students.

#### Postsecondary and Career Preparation

The system has implemented an individual plan of study K 12, with K-6 focusing on career exploration, and 7-12 focusing on Xello as a career planner. The system is seeking business and corporate partnerships to support postsecondary success and continuing to investigate industry-based certifications. They plan to complete the rubric and apply for STAR recognition in the Individual Plan of Study. The data gathered from this self-reflection will be used to drive improvement in the area of IPS which will impact post-secondary success. The system has created a scope and sequence that is integrated into other curricula for maximum exposure to a variety of careers.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

REVISED GOAL (Fall 2022): By Spring 2023, Riley County Schools will move from no comprehensive system of support to 100% of teachers systemwide utilizing both FastBridge and At-Risk Tracking to identify individual student needs for tiering and increase high school graduation. ORIGINAL GOAL: By April 2023, Riley County Schools will transition to a tiered system of support for math, reading, and behavior.

As a reflection from year 1 to year 5, the system has gone from having no system in place to a system that provides screening, data analysis, and specific intervention instruction K-12 for reading and math. Design and implementation of a Tiered System of Supports is ongoing for reading, math, and SEL and Fastbridge has been implemented as a screener with teachers giving assessments and analyzing data regularly. At-risk students are identified earlier and interventions are applied to daily instruction. Social-emotional supports are an integral component of the tiered process. Continued emphasis on classroom observation using the digital eWalkThrough© tool. In Year 3, the district initiated and is maintaining a focus on High Impact Instruction, based on the research of John Hattie. In Year 4, the district initiated a focus on Instructional Leadership. In Year 5, the district implemented a SystemWide Assessment Plan and a System-Wide Data Sharing Matrix.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

REVISED GOAL (Fall 2022): By Spring 2023, Riley County Schools will move from no comprehensive Individual Plan of Study process to 100% of K 12 students participating in an Individual Plan of Study process to support postsecondary success. ORIGINAL GOAL: By April 2023, Riley County Schools will implement a K12 Individual Plan of Study process to support post-secondary success.

At the beginning of the 5-year cycle, the high school had a vision for the IPS, but no comprehensive plan or tools to support implementation. Staff have developed key components of the process and have outlined them in a vertical plan. IPS has begun in the grade school and the process for Xello implementation, in grades 6-8, is beginning. K-5 has focused on career exploration and each grade documents the careers that have been introduced. At the high school, students actively utilize Xello to house the components associated with the Student Engagement Project. At the grade school, guidance lessons and in-class units have been focused on exposing students to a variety of careers and the skills needed to be successful in these career paths.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

Monthly KESA updates are included on the system's BOE agenda. In addition, the BOE has created a subcommittee focused on Rigor, Curriculum, and Scheduling to support the district administration team with school improvement efforts driven by KESA. This committee is actively engaged in providing stakeholder feedback focused on achieving system goals. An annual needs assessment is completed and discussed at the BOE meetings and the District Leadership Team members are released once per month to engage in KESA leadership responsibilities. And finally, portions of each district-wide in-service are designated for KESA professional learning and updates.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**

Data for all State Board Outcomes are at or above expectations or showing a positive incline.

#### **Board Outcomes**

##### **Social-Emotional Growth**

SAEBRS and at-risk data are collected to determine appropriate interventions needed. The system employs a social worker and two counselors to check in on students regularly. RCHS has also established a Threat Care Team to identify students in need. In addition, a District Wellness Committee was established. At-Risk student matrices were created. Suicidal Ideation Protocol K-12 was established. Behavior lessons are implemented K-12 and the district has purchased a social emotional curriculum K-12. eWalkThrough© data is collected to ensure social emotional support in the classroom. Health screenings for vision, dental, hearing, and flu shots were available to students.

##### **Kindergarten Readiness**

At the beginning of the cycle, ASQ results were used as an indicator for Kindergarten Readiness. As the system has progressed, PreK Assessments and Fastbridge data for earlyReading and earlyMath are now used within the Kindergarten Readiness process, including a locally developed screener. These three data points allow staff to triangulate the readiness of each child as they enter the system. The most significant Kindergarten Readiness growth indicator during the 5-year cycle was that the system planned and opened an Early Childhood Special Education/4-year old at-risk Classroom.

**Individual Plans of Study**

Students within the system are exposed to a variety of opportunities to explore postsecondary success. At the elementary level students explore and learn about a variety of careers throughout all grade levels. The district tracks the career clusters they explore through each of their grade levels with an online form. The system is working to implement more career and postsecondary exposure, utilizing Xello, at the middle and high school levels. The high school layers systems of accountability for the implementation of the IPS process with fidelity. Seminar teachers monitor their respective students' progress.

**High School Graduation Rate**

Data shows a steady graduation rate due to three factors: Focus on relationships systemwide; Social emotional support; Culture of high expectations. Over the last three years, the district has received a Silver Star on the Kansas Star Recognition Program.

**Postsecondary Success**

Tracking all students post secondary as part of data set. This data is used to identify areas that can be improved to support students in high school as determined by those who have already graduated.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

**ARC Comment**

In Year 1 of the 5-year cycle, there was no evidence of a system-wide plan for engaging stakeholders in school improvement throughout the district. In Year 1, the system initiated a tracking system to collect stakeholder activities system-wide on an annual basis. Throughout the 5-year cycle, the system has intentionally planned and monitored key stakeholder partnerships across the district with this threefold purpose: Communicate regularly with all stakeholders to maintain awareness of system vision, goals, and growth and gathering stakeholder input from the following groups: students, families, staff, business/industry, and community members.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

**ARC Comment**

The system has seen much growth because of the willingness to take feedback and improve the system processes. Advice was taken to heart, adjusted to meet their needs, and implemented.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

**ARC Comment**

The level of intentionality used by the system at all stakeholder levels could not have been higher.

## ARC Recommendation

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### **Justification**

All stakeholders at all levels are actively involved (building- and district-site councils, administrative meetings, DLTs, BLTs, PLCs, and sub-committees) in the KESA and continuous improvement process. The system allows all stakeholders an opportunity to provide feedback and to move together in a single direction—toward a single vision. The intentionality to accountability in professional learning opportunities, the involvement of all stakeholders in the assessing feedback, and the continued learning-community-wide pursuit toward its goals, the system has established an improved culture of ownership, pride, and accountability—ensuring, even through some inevitable turnover, sustainability throughout the process.

### **Strengths**

Ownership of the improvement process for the benefit of not only student achievement but also system improvement.

### **Challenges**

Problem-solving the slight decline in scores of 3s & 4s on the State Assessment for subgroups.



## Riley County USD 378

204 W. Kansas Ave., Riley, KS 66531-0326  
(785) 485-4000  
www.usd378.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Cliff Williams**

### Demographics

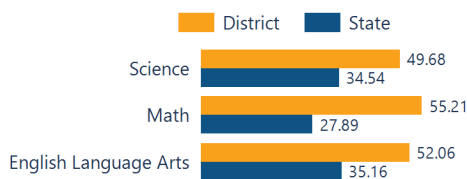


653 Students

African American 3.37%  
Hispanic 5.36%  
Other 4.75%  
White 86.52%

### Academically Prepared for Postsecondary Success

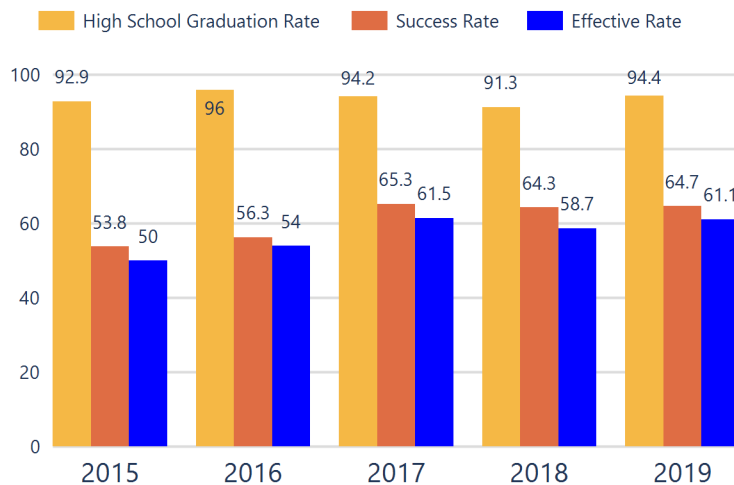
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Kansans Can Star Recognition

|   | Gold | Silver | Bronze | Copper |
|---|------|--------|--------|--------|
| Social-Emotional Growth                 |      |        |        |        |
| Kindergarten Readiness                  |      |        |        |        |
| Individual Plan of Study                |      |        |        |        |
| Academically Prepared for Postsecondary |      |        | ★      |        |
| Civic Engagement                        |      |        |        |        |
| High School Graduation                  |      | ★      |        |        |
| Postsecondary Success                   |      |        | ★      |        |

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**93.9%**

Five-Year Success Avg

**61.1%**

Five-Year Effective Avg

**57.4%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**56.1 - 59.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**93.2%**

State: 88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$12,704**

State:

**\$12,863**

**95.5%**

State: 93.8

**11.1%**

State: 17.5

[Click here for State Financial Accountability.](#)

**0.3%**

State: 1.7



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 15.25   | 18.36 | 20.27 | N/A     | N/A | N/A | 18.13   | 20.11 | 20.49 |
| Level 2 | 27.40   | 26.83 | 32.43 | N/A     | N/A | N/A | 26.64   | 27.82 | 29.81 |
| Level 3 | 33.89   | 39.83 | 29.72 | N/A     | N/A | N/A | 30.49   | 35.26 | 29.19 |
| Level 4 | 23.44   | 14.97 | 17.56 | N/A     | N/A | N/A | 24.72   | 16.80 | 20.49 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 18.18   | 29.87 | 21.21 | N/A     | N/A | N/A | 27.36   | 29.78 | 28.88 |
| Level 2 | 36.36   | 25.97 | 30.30 | N/A     | N/A | N/A | 32.63   | 32.97 | 35.55 |
| Level 3 | 29.87   | 33.76 | 39.39 | N/A     | N/A | N/A | 24.21   | 27.65 | 26.66 |
| Level 4 | 15.58   | 10.38 | 9.09  | N/A     | N/A | N/A | 15.78   | 9.57  | 8.88  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 54.71   | 54.71 | 52.17 | N/A     | N/A | N/A | 62.50   | 75.00 | 50.00 |
| Level 2 | 24.52   | 24.52 | 26.08 | N/A     | N/A | N/A | 27.50   | 12.50 | 37.50 |
| Level 3 | 7.54    | 11.32 | 17.39 | N/A     | N/A | N/A | 2.50    | 7.50  | 6.25  |
| Level 4 | 13.20   | 9.43  | 4.34  | N/A     | N/A | N/A | 7.50    | 5.00  | 6.25  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | 33.33   | 41.66 | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | 33.33   | 8.33  | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | 25.00   | 33.33 | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | 8.33    | 16.66 | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 33.33   | 40.00 | N/A | N/A     | N/A | N/A | 13.63   | 22.72 | N/A |
| Level 2 | 40.00   | 33.33 | N/A | N/A     | N/A | N/A | 54.54   | 45.45 | N/A |
| Level 3 | 20.00   | 20.00 | N/A | N/A     | N/A | N/A | 27.27   | 22.72 | N/A |
| Level 4 | 6.66    | 6.66  | N/A | N/A     | N/A | N/A | 4.54    | 9.09  | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

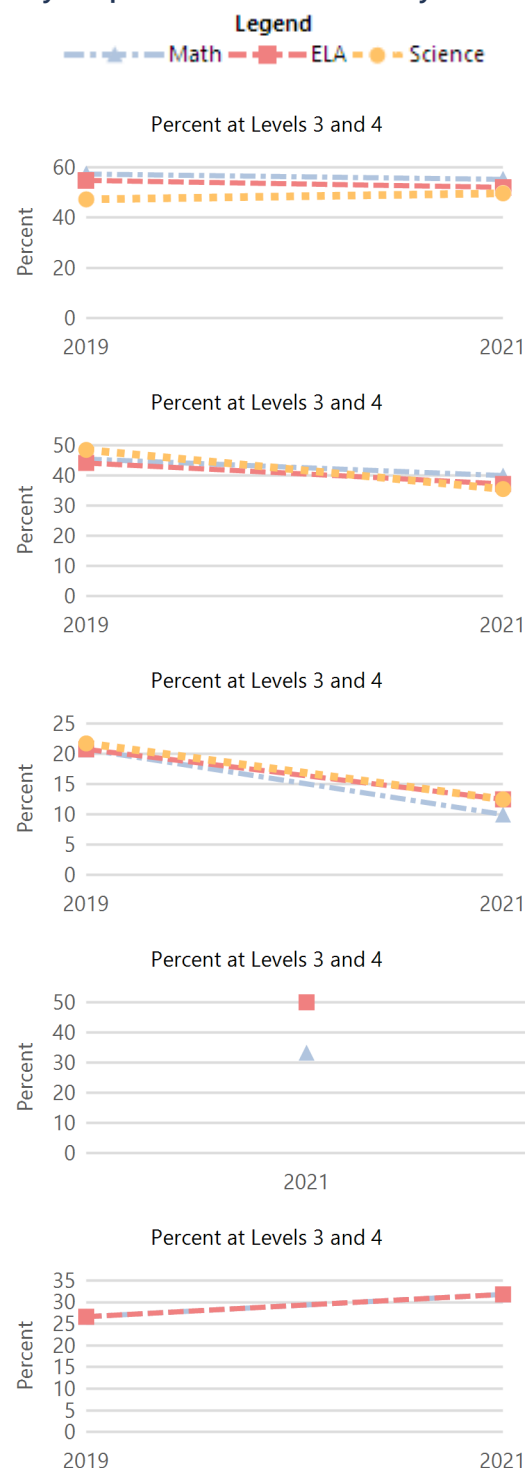
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 18.4 |
| State    | 19.8 |



# Accreditation Summary

**Date:** 01/11/2023

**System:** D0383 Manhattan-Ogden (0000)

**City:** Manhattan

**Superintendent:** Marvin Wade

**OVT Chair:** Denise Brown

## Executive Summary/AFI

---

1. Compliance areas are **generally** addressed.

### ARC Comment

KSDE considers the system to be “working on compliance” as their mentoring plan has been submitted to KSDE for review. Therefore, they are considered compliant.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

#### Tiered Framework of Supports

The system went from formulating a process in year one, to operating at a high level by year five. The system regularly analyzes and disaggregates data and continues to evaluate protocols and fidelity of implementation. While COVID set back some of their work, they have reestablished building leadership teams and the MTSS coordinators at each building are helping refine decision-making processes and using the data to make decisions.

#### Family, Business, and Community Partnerships

This is an area of strength for the system. Manhattan-Ogden district has many business and community partners that work with students and staff on a regular basis and during the last five years, has worked to strengthen those relationships. They are fortunate to have partnerships with the local college and technical school, but they have become much more intentional with this.

#### Diversity, Equity, and Access

Manhattan-Ogden is an extremely diverse district. From being the home to military family and university staff and students to being named a resettlement city, the clientele they serve comes from a wide range of backgrounds. More than 40 languages are spoken and over 70 countries are represented in the system. While this is challenging, the system continues to identify ways to celebrate diversity and to provide equitable access and resources to the students and parents.

#### Communication and Basic Skills

Previously, the schools functioned more independently of each other, with each school selecting what and how curricula would be used with students. The five years have seen the district adopt a consistent curriculum across the district and provide district-wide training in its use to calibrate what ALL students receive. They recognized early the need to provide students with foundational reading skills and understand the unique challenges of offering that same instruction to second-language students.

#### Civic and Social Engagement

Manhattan-Ogden has always enjoyed strong partnerships with the community. The system supports multiple clubs and organizations that engage in civic and social opportunities. Civic and social engagement is integrated into the local curriculum and through the HGSS performance assessment.

#### Physical and Mental Health

Initially focusing on various unrelated items to develop this area, by year five the system had refined its vision to include a focus on its partnership with Pawnee Mental Health and is able to provide case management and therapy services to students. This is a strong partnership that continues to grow. The system is a participant in the School Mental Health Initiative with TASN and continuously evaluates the programs and services offered. The system staffs School Mental Health Liaisons who also provide assistance to students and staff. Strong SEL programs and assessments are in place and the system has begun to address a stronger SEL emphasis at the secondary level.

#### Arts and Cultural Appreciation

The district identified many strengths early in the cycle in this foundational skill. Because of the district's location within a university community, they find themselves with numerous art and music programs, community partners that provide funding and instruction, and a wide range of opportunities for students.

#### Postsecondary and Career Preparation

The system has made great gains in this area. The system currently offers 19 pathways within the CTE program. Participation in Career and Technical Student Organizations is growing. A new Work-Based Learning program has been created. Students are able to earn multiple college credits through partnerships with KSU and Manhattan Technical College. This year, 439 students have earned postsecondary credits this semester alone. Throughout this cycle, the system has implemented Personalized Learning which allows the student to identify areas of interest. The system staffs a CTE coordinator who supports the introductory courses at the middle school as well as the pathways at the high school.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

USD 383 will provide opportunities by enhancing the relevance of new and existing initiatives in order to ensure individual achievement and post-secondary success for all students.

A substantial milestone that will serve the district for years to come in regard to this goal is completing the vision for the Portrait of a Learner, comprised of six competencies. The Profile of a Learner is the heart of personalized learning in Manhattan. Manhattan's vision for a Learner was crafted and honed with local stakeholders from staff, students, parents, and community, to board members and site council members, and businesses. It represents a deep study of local needs and data, alignment with KSDE's portrait of a graduate, and conversations with schools across the US. Staff is proud of the district's vision and how the system provides flexible pathways for graduation, whether through CTE or night school. Their intent is: "we find a way for every single kid."

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

Manhattan-Ogden, USD 383 will develop, align, and implement consistent and equitable curriculum, instruction, and assessment to raise the achievement of all students as evidenced through state and nationally normed measures.

When comparing percentages of students at Levels 3 and 4 from Year 1 to Year 5, the district showed

only a slight decrease in the percentage of students falling within those categories. Subgroups that have shown a significant increase in the percent at Levels 3 and 4 include homeless (approximately 6% increase ) and military-connected students (approximately 7% increase) Other evidence to support the impact at the secondary level would include the graduation rate increase from 82% to 86%.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

Anecdotally, conversations with staff speak to the lessons learned through resilience and the pride the system has found in owning its process. Additionally, adding MTSS coaches, investing in ongoing professional learning that matches data, and continuing to provide flexible pathways to graduation and post-secondary success are all system-level pieces that are in place the continue to improve as a district. The district has also invested in working with an outside entity to continue to evaluate its processes.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, and data reflecting all five (5) State Board outcomes, and plan to improve or sustain growth.

#### **Board Outcomes**

##### **Social-Emotional Growth**

This area has shown great intentionality by the district over the 5-year cycle. By Year 2, the district noted a concerning trend in their CTC data measuring students who reported feeling hopeless or sad for more than 2 weeks and those who have seriously thought about taking their own lives. A partnership with the TASN Mental Health Initiative was pursued. As they complete Year 5, a strong partnership with Pawnee Mental Health has resulted in support for students being housed within the buildings, a huge asset for students showing a risk. While data from SAEBRS shows a 5% decrease in students at low risk, the system has support in place now to address some of those issues. Students with Tier 3 issues have remained stable, which is encouraging coming off of the COVID impacts.

##### **Kindergarten Readiness**

Manhattan-Ogden has been very intentional in this area, as well. Recognizing a disconnect between pre-K and kindergarten started some great conversations that lead to adopting a new core curriculum at pre-K, professional learning around the science of reading, and getting the ASQ completed by buildings. Data from FASTBridge confirms the work happening prior to entering kindergarten. At the start of this cycle, 23% of kindergartners entered at benchmark. By year 4, 76% entered at benchmark. The early learning teams tracked subgroups and adjusted instruction when they were not keeping pace with peers.

### **Individual Plans of Study**

Manhattan-Ogden began IPS using Naviance but found Xello to be a better match for their needs so they made the switch in systems. The personalized learning work has enhanced the IPS for students as the exposure to careers is provided for younger students, partnerships solidified with Manhattan Technical and Kansas State University, and opportunities to access the increasing CTE classes and Pathways have all strengthened the Individual plans of study.

### **High School Graduation Rate**

The system has seen a 4% increase in graduation rates since the beginning of this cycle. The night school and credit recovery options they have put into place highlight the focus the district has had on seeing more students graduate

### **Postsecondary Success**

The district has seen a small positive shift in its post-secondary success and effectiveness rate.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

#### **ARC Comment**

The system made use of site councils and their ESOL department to ensure all subgroups have the opportunity to provide feedback. In addition, Manhattan-Ogden uses the Family Engagement Survey provided by TASN through the K-PIRC project and watches the data closely to see areas of growth and opportunities for growth.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

The OVT reported a great relationship with the system that included honesty and vulnerability at every turn. A true desire to be transparent and improve throughout the cycle.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and the process is evaluated through the use of data, a feedback loop exists.

## **ARC Recommendation**

---

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### **Justification**

The system's data overall represents a district whose focus is firmly on student success. Their data exceeds the state average in many areas (State Assessment and ACT scores). Even in the areas where they merely match the state averages, when their population is considered, it is still an impressive data set nonetheless.

### **Strengths**

Areas of strength include state assessment and ACT scores, their work on social-emotional wellness, tiers of support at the secondary level, and their impressive kindergarten readiness data.

### **Challenges**

Both their graduation and chronic absenteeism rates should be areas of focus moving forward.



## Manhattan-Ogden USD 383

2031 Poyntz, Manhattan, KS 66502-3898  
(785) 587-2000  
<http://www.usd383.org>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Marvin Wade**

### Demographics

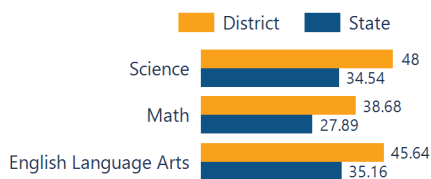


6,557 Students

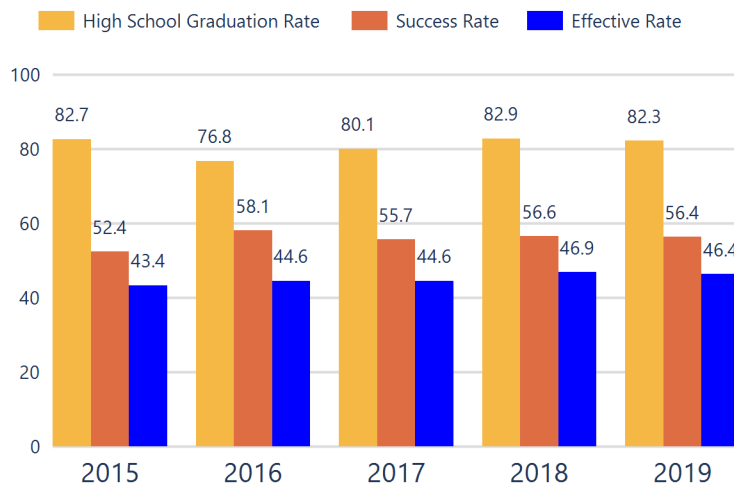
African American 7.98%  
Hispanic 14.58%  
Other 13.50%  
White 63.95%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**81.0%**

Five-Year Success Avg

**55.8%**

Five-Year Effective Avg

**45.2%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**43.4 - 46.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**86.0%**

State: 88.1

**94.2%**

State: 93.8

**19.3%**

State: 17.5

**1.2%**

State: 1.7

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$11,932**

State: \$12,863

[Click here for State Financial Accountability.](#)

# Manhattan-Ogden USD 383

## K.S.A. 72-5178 Accountability Report 2020-2021



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 23.32   | 21.12 | 25.24 | N/A     | N/A | N/A | 26.29   | 21.32 | 23.92 |
| Level 2 | 36.42   | 33.97 | 27.07 | N/A     | N/A | N/A | 35.01   | 33.02 | 28.06 |
| Level 3 | 28.00   | 33.65 | 29.18 | N/A     | N/A | N/A | 25.80   | 32.91 | 29.44 |
| Level 4 | 12.24   | 11.23 | 18.49 | N/A     | N/A | N/A | 12.88   | 12.73 | 18.56 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 37.43   | 34.75 | 42.42 | N/A     | N/A | N/A | 42.73   | 36.25 | 41.29 |
| Level 2 | 41.24   | 38.29 | 28.22 | N/A     | N/A | N/A | 36.05   | 37.05 | 28.83 |
| Level 3 | 16.99   | 22.82 | 21.12 | N/A     | N/A | N/A | 16.79   | 22.60 | 21.81 |
| Level 4 | 4.32    | 4.12  | 8.22  | N/A     | N/A | N/A | 4.42    | 4.08  | 8.05  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 55.61   | 51.68 | 62.98 | N/A     | N/A | N/A | 55.57   | 49.49 | 46.63 |
| Level 2 | 31.01   | 31.43 | 17.78 | N/A     | N/A | N/A | 28.76   | 31.44 | 30.05 |
| Level 3 | 10.33   | 14.03 | 12.50 | N/A     | N/A | N/A | 12.13   | 15.41 | 18.65 |
| Level 4 | 3.03    | 2.84  | 6.73  | N/A     | N/A | N/A | 3.52    | 3.65  | 4.66  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 48.63   | 42.51 | 54.78 | N/A     | N/A | N/A | 55.66   | 44.72 | 55.40 |
| Level 2 | 34.63   | 36.61 | 26.95 | N/A     | N/A | N/A | 31.52   | 29.64 | 27.02 |
| Level 3 | 14.00   | 18.50 | 15.65 | N/A     | N/A | N/A | 8.37    | 22.61 | 10.81 |
| Level 4 | 2.72    | 2.36  | 2.60  | N/A     | N/A | N/A | 4.43    | 3.01  | 6.75  |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 37.74   | 37.15 | 37.66 | N/A     | N/A | N/A | 41.37   | 32.03 | 42.60 |
| Level 2 | 39.88   | 35.57 | 26.45 | N/A     | N/A | N/A | 38.06   | 39.32 | 24.85 |
| Level 3 | 17.50   | 23.12 | 24.66 | N/A     | N/A | N/A | 16.78   | 23.05 | 24.85 |
| Level 4 | 4.86    | 4.15  | 11.21 | N/A     | N/A | N/A | 3.78    | 5.58  | 7.69  |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

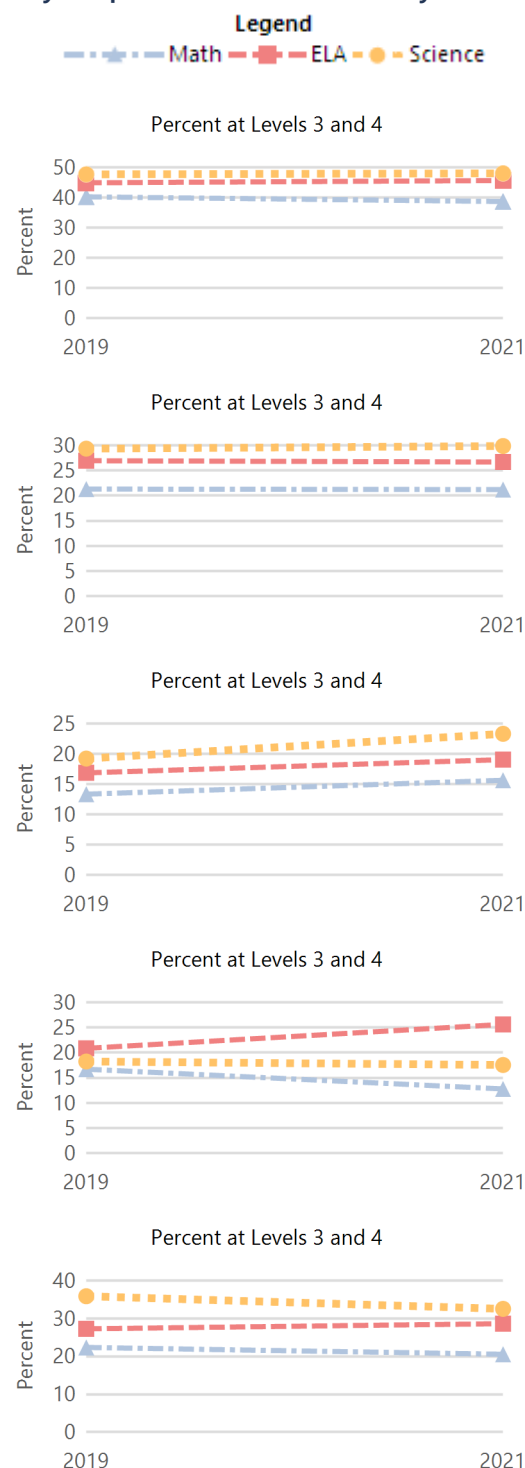
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 20.7 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 01/13/2023

**System:** D0448 Inman (0000)

**City:** Inman

**Superintendent:** Scott Friesen

**OVT Chair:** Cindy Couchman

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

As stated in the OVT report the system has grown the Tiered Supports. Title 1 staff has increased in the last five years with a dedicated curricular resource and 3 staff members. There was one staff member at the beginning of the cycle. Since COVID student needs have increased, however, the district has made a strong impact on student learning. The district is responding to student needs using data and continues to find data points to track further progress. Guided study groups and homerooms in the Jr/Sr High school allow for flexibility and remediation and enrichment opportunities for students. Additionally, there is an intervention time for students to receive support and accountability opportunities. While these opportunities have been in place for a long time the district continues to monitor the effectiveness of the program based on data from students. The district is looking toward using Fastbridge K-12. There is evidence of thoughtfulness around their decisions, and they are using their data to make decisions.

#### Family, Business, and Community Partnerships

As noted in the OVT the system during this cycle of they worked to improve, refine, and strengthen connections with the community, family, and business, especially in communication. During COVID, the district lost some connections, and they are actively working to reestablish those connections. There is strong attendance in parent activities.

#### Diversity, Equity, and Access

The system has always taken advantage of its small school status to effectively meet the needs of each student. They are working on hiring teachers and using curricular materials that expand student experiences. Additionally, an area of focus is to help SPED students be successful in job settings according to the OVT report.

#### Communication and Basic Skills

During this cycle, as noted by the OVT, there has been a focus on improving this area by focusing on curricular resources and technology integration in communication and basic skills. The system has an improved connection with the Pre-K program to the elementary experience. The secondary school is working on a balance between traditional and innovative methods for communication and basic skills. Teachers added how to communicate in a digital/social media-driven world within this cycle. How to work to share your thinking with others who might think differently is a focus that also addressed the diversity section above.



#### Civic and Social Engagement

The system has increased the opportunities at the high school to continue the focus on Civic engagement with their History and Government curriculum, history electives, and other courses. At the high school level, students present current event articles to their classmates each week and participate in mock elections. The systems FFA is very involved in service projects, fundraisers for community members in need, landscaping for local businesses, holiday gift drives, and many other service projects. This year, the 7-12 building is partnering with FFA for a city-wide Citizenship Day. FFA and StuCo officers, under the guidance of staff, will lead students in completing community service for individuals and businesses within the Inman community.

#### Physical and Mental Health

According to the OVT, the system's biggest improvement in this area is mental health. The system has added counselors so that there are now counselors in every building. According to the OVT, the system has implemented trauma-informed practices, and conscious discipline techniques, and participated in a poverty simulation to better understand the changing demographics in the last 5 years. They have added some SEL assessments. Additionally, to address both physical and mental health, the elementary playground has been transformed into a playground with a Ninja Warrior course and hammock parks. High school students who have CNA certifications have conducted a health fair for elementary schools. Girls on the Run was added 3 years ago.

#### Arts and Cultural Appreciation

The system has a strong tradition of arts. Band, music, theater, flash classes, Spanish, and author visits are a strong part of the focus. Having a strong focus already, during this cycle the district has focused on using these opportunities to expand opportunities and perspectives for students. There is an intentional purpose behind the events, as noted in the OVT report

#### Postsecondary and Career Preparation

The system has a strong tradition of post-secondary success and opportunities for students. They use the proximity to Hutchinson to take advantage of both Hutchinson High School's Career Technical School and Hutchinson Community College. Two years ago, the district implemented Xello and improved its IPS portfolios. The team shared ways that Xello enhanced what they are doing. It is evident that Xello is an aid, not the only direction. There is now a digital IPS that is a "living document" for students. A Kansas Can Coordinator was added at the beginning of the cycle, and this has allowed for the growth in postsecondary and career exploration options for students. There are several opportunities for students to make connections to options to advance their readiness toward their interests. Currently, students have an average of 27 credit hours when they graduate. They have continued to refine their process and their growth in intentionality is evident.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

The system has used its PLC time to drive the data conversations. The PLC guiding coalition helps determine the agendas for PLCs. This is new and a result of attendance and implementation of information learned at the PLC Institute. It is evident that there is a system for data review that has led to the informed adoption of curricular resources and instructional decisions, according to the OVT report. This also aligns with the district's goal to improve instruction during the next cycle. The work within the IPS has made a difference in student preparedness for post-secondary goals.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

As noted in the OVT report the system has refined and made progress from their initial goals to specific goals and how current practice is driving their goal setting for the next cycle. The OVT noted that with many turnovers in the staff that there were several challenges for the system. According to the OVT to help guide the new to the profession, the system sent a teacher to KELI to train as an in-house mentor. They also created and submitted their own mentor handbook to the state. The systems walk-through tool was developed based on their instructional model to measure what is going well and identify the gaps in the expectations of the instructional model. Staff feels like there is a balance between tight and loose expectations of instructional fidelity.

5. Evidence is **generally** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

According to the OVT and System reports the Board of Education has been part of the improvement process with building administration sharing extensively the KESA steps, needs, and goals. The System has added staff including counselors, improved technology integration, added to their title 1 at the elementary, added curriculum in Math and ELA, and supported the use of Zello and Fastbridge.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**

: Looking at their accountability report for 2020-2021 and District Aggregated Post-Secondary Progress reports they are within all ranges and effective rate. Their Graduation rate is 95.5% for the last 5 years. The system received a Gold star for Graduation, a Silver star for post-secondary success, and a Cooper for academically Prepared for Post-Secondary.

Their Accountability report showed growth in ELA and Math in their free and reduced students and in some levels flat. In all students, their Math declined slightly but Students, with Disabilities they showed great increases in ELA and Math. In Science, some of the Free and Reduced lunch students and students with Disabilities declined some. However, with only 401 students total a few students could change these numbers greatly.

The system is above the State in Graduation and Attendance rates, but below the state average in Absenteeism. They are .3% below the state in their ACT at 19.8.

#### **Board Outcomes**

##### **Social-Emotional Growth**

As evidenced in the OVT Report the system added a counselor at the elementary building and was an intentional focus with their interpretation of their data. Their junior and senior high staff have worked on relationship diagram with students and adults working to have each student with 6 adult connections.

##### **Kindergarten Readiness**

The system has reached 90% of families participating in the their Pre-K program and 100% ASQ participation for the kindergarten Readiness program screening data. They are also beginning to use MyIGDIS which was given for the first time this year. Students who attend Inman Pre-K score higher in 3rd grade reading than those that don't.

### **Individual Plans of Study**

The system began the KESA cycle using a non-portable system. The system has grown, with the addition of Xello to help provide some activities for students. It is not their IPS. Xello is part of their IPS process. Additionally, a Kansas Can Coordinator has aided the district in developing a more focused, digital portfolio that is meeting the needs of students. Homeroom teachers meet with students at least twice a year. The counselor meets with students a minimum of 4 times a year. There is a heavy focus on review and improvement. Students are now able to review their IPS portfolios and share them with families with 100% participation in electronic portfolios to take with students upon graduation.

### **High School Graduation Rate**

A 5-year graduation average has been stable with some minimal growth consistently being 95% or above. According to the OVT, the system takes students to career fairs and college visits to help students visualize the post-secondary experience. Upcoming students that experienced learning loss due to COVID may be challenging to continue to keep the graduation rate high. The data from 7th and 8th grade is showing those students being academically behind. For the next cycle, looking at potential certifications and high-interest areas to engage students in their learning will impact the next cycle.

### **Postsecondary Success**

Within a small district the change in even two students makes a big difference in the Effectiveness Rate. The team has a strong grasp of who the students are and what is happening with each student. With a small community, they are also in contact with students beyond their senior year. The team continues to be aware of this data and investigates the needs of each student. Their students are successful, but some of these are not measured in the effectiveness rate. The system continues to focus on the needs of students.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### **ARC Comment**

The system noted that they have many opportunities for all stakeholders to give input. Such activities include Open Houses, Parent/Teacher Conferences, Bring Your Parent to School, Family nights, eating lunch, Mystery Readers, Field trip supervisors, PTO, Site Council, volunteering, social media, PowerSchool, fundraising, donations, partnerships with Service Squad and Student Council, job shadowing and work-based learning partners. The system also gleans information from Staff meetings, professional learning, PLCs, BLT, collaboration, personal communication, social media, class meetings, announcements, SeeSaw, Google classroom, and extra-curricular activities.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

### **ARC Comment**

As noted in the OVT report they had no concerns with the process or timelines observed during the KESA process. The system's strengths lie in the leadership and commitment to the process and working the plan.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

## ARC Comment

: According to the OVT the system is not perfect and maintaining high achievement is not an easy task but with a strong focus on relationships, instructional materials, and resources intentionally chosen for rigor, a willingness to provide quality interventions based on data, and using the conferencing/mentoring to reach each student, the continual improvement process by its entire staff with input, data, and a desire to continuously improve.

## ARC Recommendation

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### Justification

Looking at their accountability report for 2020-2021 and District Aggregated Post-Secondary Progress reports they are within all ranges and effective rates. Their Graduation rate is 95.5% for the last 5 years. The system received a Gold star for Graduation, a Silver star for post-secondary success, and a Cooper for academically Prepared for Post-Secondary.

Their Accountability report showed growth in ELA and Math in their free and reduced lunch students and in some levels flat. In all students, their Math declined slightly but Students, with Disabilities, showed great increases in ELA and Math. In Science, some of the Free and Reduced lunch students, and students with Disabilities declined some. However, with only 401 students total a few students could change these numbers greatly.

The system is above the State in Graduation and Attendance rates, but below the state average in Absenteeism. They are .3% below the state in their ACT at 19.8.

The system's strengths lie in the leadership and commitment to the process and working the plan.

### Strengths

- Instructional focus for the next cycle
- Growing Character Council
- Expanding Work Study Opportunities
- Relationships Utilizing Students of Character
- Electronic Portfolio and IPS and their connections to state assets

### Challenges

- Write SMART Goals
- Make goals System-wide not separate for each building.
- Utilizing needs assessment results and following focus for the next cycle
- Streamline data and trim down the assessments utilizing their impact
- Maintain their standard with leadership changes.



## Inman USD 448

119 S Main, Inman, KS 67546  
(620) 585-6441  
www.usd448.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Scott Friesen**

### Demographics

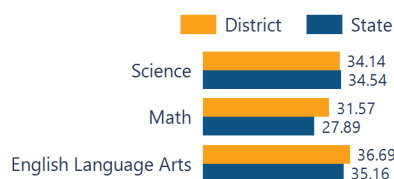


401 Students

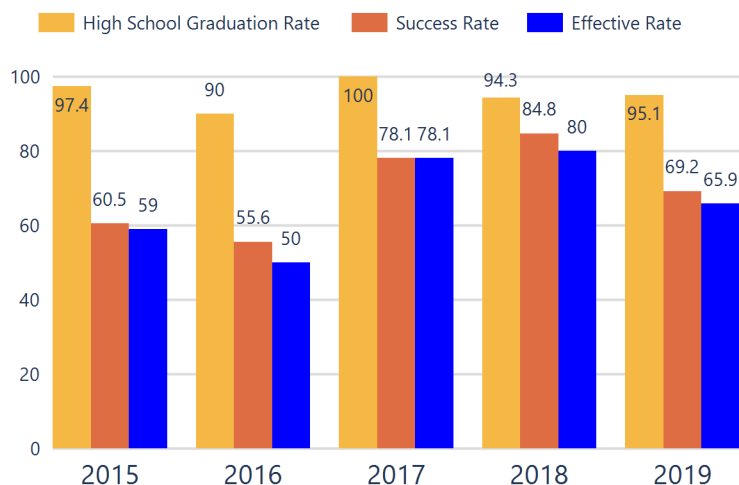
African American 1.00%  
Hispanic 5.74%  
Other 3.49%  
White 89.78%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**95.5%**

Five-Year Success Avg

**69.8%**

Five-Year Effective Avg

**66.7%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**65.4 - 69.6%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**91.4%**

State: 88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$13,813**

State: \$12,863

**95.3%**

State: 93.8

**14.1%**

State: 17.5

[Click here for State Financial Accountability.](#)

**N/A**

State: 1.7



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 18.71   | 17.24 | 31.00 | N/A     | N/A | N/A | 23.68   | 22.34 | 30.48 |
| Level 2 | 37.93   | 46.30 | 32.00 | N/A     | N/A | N/A | 44.73   | 40.95 | 35.36 |
| Level 3 | 33.00   | 29.06 | 30.00 | N/A     | N/A | N/A | 21.57   | 27.12 | 20.73 |
| Level 4 | 10.34   | 7.38  | 7.00  | N/A     | N/A | N/A | 10.00   | 9.57  | 13.41 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 26.41   | 24.52 | 50.00 | N/A     | N/A | N/A | 40.42   | 36.95 | 50.00 |
| Level 2 | 37.73   | 47.16 | 36.36 | N/A     | N/A | N/A | 36.17   | 30.43 | 27.27 |
| Level 3 | 30.18   | 22.64 | 13.63 | N/A     | N/A | N/A | 17.02   | 23.91 | 9.09  |
| Level 4 | 5.66    | 5.66  | 0.00  | N/A     | N/A | N/A | 6.38    | 8.69  | 13.63 |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 76.66   | 70.00 | 64.70 | N/A     | N/A | N/A | 75.00   | 63.33 | 91.66 |
| Level 2 | 23.33   | 26.66 | 23.52 | N/A     | N/A | N/A | 15.62   | 26.66 | 8.33  |
| Level 3 | 0.00    | 3.33  | 11.76 | N/A     | N/A | N/A | 6.25    | 6.66  | 0.00  |
| Level 4 | 0.00    | 0.00  | 0.00  | N/A     | N/A | N/A | 3.12    | 3.33  | 0.00  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 41.66   | 50.00 | N/A | N/A     | N/A | N/A | 60.00   | 33.33 | N/A |
| Level 2 | 50.00   | 25.00 | N/A | N/A     | N/A | N/A | 40.00   | 40.00 | N/A |
| Level 3 | 0.00    | 25.00 | N/A | N/A     | N/A | N/A | 0.00    | 20.00 | N/A |
| Level 4 | 8.33    | 0.00  | N/A | N/A     | N/A | N/A | 0.00    | 6.66  | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

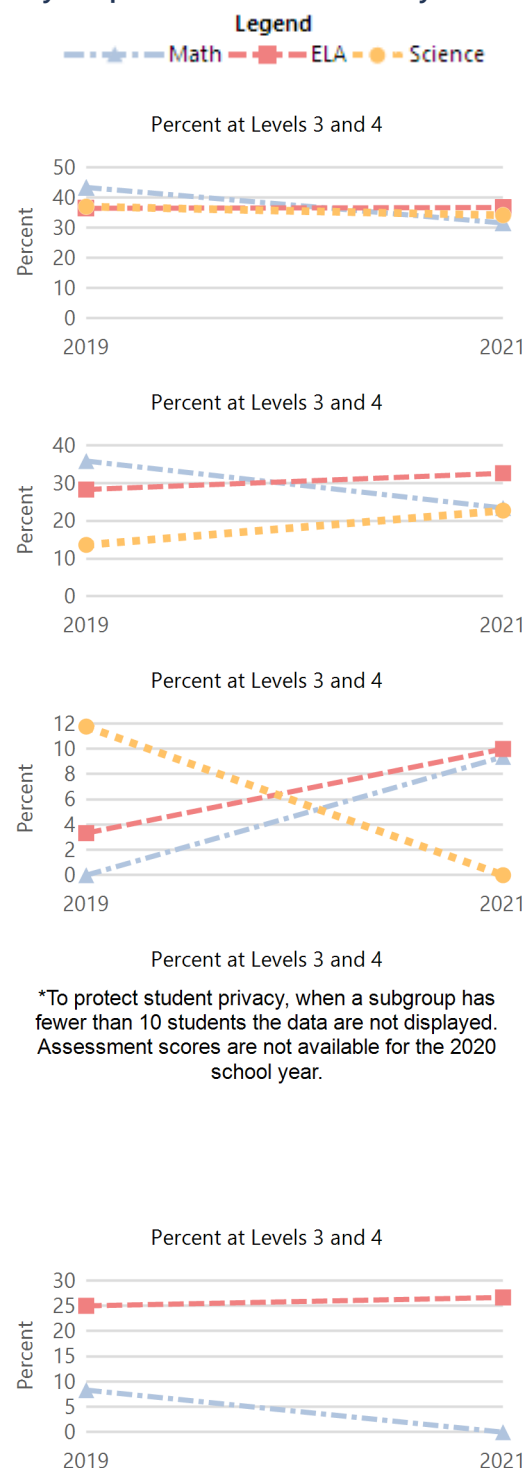
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 20.1 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 01/13/2023

**System:** D0477 Ingalls (0000)

**City:** Ingalls

**Superintendent:** Randy Rockhold

**OVT Chair:** Jen Stelter

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

As stated in the OVT report the system is thriving with all its foundational structures. It is evident that the system worked with community and business partners to host several different events and activities for the school.

#### Tiered Framework of Support

As stated in the OVT report the system has grown the Tiered Supports (TIS) from a beginning level in 18-19 to a fully implemented program in 22-23. The process includes hiring an interventionist to help train and implement true interventions with assessments, interventions, and progress monitoring. The progress has been impressive using designated resources, a consistent FastBridge assessment for screening, diagnostics, and progress monitoring, as well as a facilitator for this process at the district. The increased PD time in 21-22 and continuing (2 full Mondays a month) has given time for data analysis on student needs and staff collaboration which ensures students are being monitored and placed in the correct intervention group by needs

#### Family, Business, and Community Partnerships

The OVT noted that the system focus has been to use a Site Council to help represent and brainstorm ways to improve and be creative with partnerships and engagement activities. The work-study program working with the surrounding communities and their resources has grown over the KESA cycle from 0% to 29%, in places such as Bethel Retirement, Main and Palmer dentist office, Garden City Optometrist, Beaver Game Farm, and more, with the intent to continue to grow these opportunities.

#### Diversity, Equity, and Access

The system has also utilized its increased professional development, two full Mondays a month, to have structured time for collaboration, data analysis, and student assessment team (SAT).

#### Communication and Basic Skills

The system has increased the Kansas State Assessment performance - receiving KSDE star and ELA scores over the 50% mark scoring 3s & 4s district-wide. Adopting Amplify CKLA as an ELA curriculum for grades K-5 has also shown to be a rigorous curriculum to help teachers raise the level with deeper learning skills, critical thinking, problem-solving, and communication through project-based learning.

#### Civic and Social Engagement

The system has increased their opportunities at the high school to continue the focus on Civic engagement with dual credit courses, history electives, and geography, as well as a personal finance required course. The impact shows 28% of the high school student body participating in student government which does a variety of civic projects to help the application side of learning. Another impact could be that 80% of the students at the junior high level are involved in the student government and they've even seen a 100% increase in students who run for office in student body government.

#### Physical and Mental Health

According to the OVT, the system has worked in the area of physical and mental health in many aspects. There has been a social worker hired to provide extra support in the social-emotional arena at the middle and high schools while the school counselor is focusing more on the primary building. The use of the Second Step Curriculum at the elementary as well as Power to Achieve at the secondary level have both been shown to provide an impact on students' social-emotional skills through qualitative data on surveys.

#### Arts and Cultural Appreciation

Limitations to the population of the system 234 students is a small school, however, they still strive to provide Fine Arts instruction to their students. The elementary CKLA curriculum has a project-based learning focus with cultural relevance and sustainability. It integrates social studies aspects with other cultures to help promote the fine arts standards as well as having instrumental music introduced to students in 5th grade with 85% of the 5th graders taking this course. At the middle school and high school levels Fine Arts are embedded through project-based learning to encourage cultural exposure, and points of view, by offering foreign language classes as well as vocal music and the continuation of the band with 49% participation.

#### Postsecondary and Career Preparation

The system started the KESA cycle with one CTE pathway but has advanced career preparation and post-secondary readiness with the expansion to four pathways this year. As a result of this emphasis USD 477 received the Gold Star KSDE Recognition for Post-Secondary Success. Through the five-year cycle, the system has averaged a 73% post-secondary effectiveness rate and obtained an effectiveness rating of 82.4% in the most recent yearly cycle. The IPS process has continued to grow with individual grade-level expectations and a checklist you can see in the attached artifacts, but this is also combined with the one-on-one mentoring conferences which take place utilizing the Summit Learning Platform at the middle school/high school and the Data Dashboard tool at the elementary

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

As noted in the OVT report the system has met its goal which was to increase student achievement by 10% using Fastbridge and Kansas Assessment Data (KAP). They have had an average growth of 13% on the KAP data since the beginning of the cycle. In that time science has shown the most growth with an 18% increase followed by reading at 12.2% and math at 8% growth. The system has successfully measured its implementation strategies and actions.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

As noted in the OVT report the system has met this goal by ensuring all students are mentored on a monthly basis - 100%. Students are mentored to ensure the academic, social, emotional, and physical well-being goals of each student are being met. Through survey data, the system has 82% of the staff



rating the professional development as highly effective. Surveys also indicated 91% of staff agreed or strongly agreed that they have learned to evaluate data, collaborate on strategies and practices, and implement an effective plan of action for students due to the increased collaboration time in professional development. The Fastbridge data indicates an 11% increase in student achievement in math and reading and the KAP scores indicate a 13% average increase in achievement across the spectrum of math, reading, and science.

The OVT team recommends continuing to refine the tiered intervention systems as well as your social-emotional curriculum implementation. The newer Fastbridge social-emotional assessments (SAEBRS) should be continued to be used, along with qualitative survey data, and analyzed so that over time it will be easier to use the data collected to support students and staff

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

### **ARC Comment**

In the last two years of the systems KESA cycle the district added 17 staff development days. The additional professional development days have shown to have the greatest impact on developing positive relationships and improving student achievement scores. There has been an allocation of resources to purchase technology to be a 1:1 technology district, and a part-time IT person. To increase social-emotional support the system has added a school social worker position in addition to the counselor that had previously been responsible for addressing PK-12 social-emotional needs. Lastly, the system has added an intervention specialist to oversee tiered intervention and ensure resources are readily available to all staff who are engaged in the effort to provide tiers 2 and 3 support. All these efforts have been implemented to ensure the needs of all students can be met on an ongoing basis. Over the course of the cycle, allocations have been utilized to improve the facilities with a bond issue which not only added instructional space but improved the infrastructure and increased efficiency. In addition, a fitness center was added to address system and community needs. The greatest gain over the KESA cycle has been the focus on staff collaboration and professional development time. This time has been prioritized so data can be analyzed, collaboration can occur, student assistance team planning can be prioritized, and staff instructional practices can be improved, and to ensure time is protected for ongoing school improvement planning.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

### **ARC Comment**

The OVT team has seen growth in social-emotional learning in the Ingalls system through the focus on adding personnel to ensure supports are in place - a social worker in addition to a counselor PreK-12. Ingalls has also adopted the Second Step and the Power to Achieve Curriculums to provide support in the entire system for social-emotional learning by the students to increase their skills and competencies. The data utilized includes qualitative data from various surveys (KCTC) and newer assessments in the Fastbridge system, SABERS, which will be continued to be utilized in the cycle to identify students who are at risk and then ensure that these supports which are already in place are being utilized. Perception surveys from students, staff, and families will be utilized to help make decisions and evaluate the impact of the implementation of the curriculum and support.

### **Board Outcomes**

**Social-Emotional Growth**

As evidenced in the OVT Report the data that has come from these surveys show that the depression suicide rate in middle school has gone down, and the amount of bullying has dropped from 41.7% to 31.3% in the student surveys. Students who have felt unsafe or uncomfortable at school at least once have dropped from 13% in 2018 to 10.8% in 2021. 96.9% of the system's students believe they have adequate and appropriate one-on-one access to teachers.

**Kindergarten Readiness**

The system has reached 100% of families participating in the ASQ for the kindergarten Readiness program screening data. The data being returned by families is that less than 10% of students show any concerns and the preschool and kindergarten teachers are taking this data to help plan instruction to address these areas. The system is also utilizing the "Kindergarten in Kansas" booklet to help inform families as to how they can help their students, but the district will continue to offer the all-day preschool program as one way to help kindergarten readiness when an average of 74% of the students continue from the systems preschool to kindergarten. Again, utilizing increased professional development days makes it much easier to collaborate and plan to improve our early childhood programs so that students will achieve in all five domains of the Early Childhood learning standards walkthroughs and evaluation will continue to provide evidence that our kindergarten Readiness strategies are being implemented.

**Individual Plans of Study**

The system began the KESA cycle using one person to facilitate IPS at the MS/HS level. This approach was not effective and therefore resulted in a transition to an all-staff collaborative approach. Grade-level teachers with the assistance of the elementary counselor facilitate IPS at the elementary level and mentor teachers facilitate the IPS planning at the middle/high school level. There is currently a grade-level process in place that includes a Bulldog Career Checklist which was uploaded as an artifact. This checklist ensures there is an ongoing document to track how students have explored careers, expand their knowledge relative to careers and educational requirements associated with such careers, and then provide opportunities for experiences in high school with work-based learning that are associated with such careers. Students are now able to review their IPS portfolios and share them with families during student-led conferences with 100% participation in the presentation of the electronic portfolios.

**High School Graduation Rate**

With a four-year graduation rate of 100%, the system has support in place to help students meet graduation requirements. The goal now is to help expand the post-secondary experiences and electives available in a small school. These opportunities are already large for such a small school using online opportunities, but the system believes it can continue to brainstorm and always improve communities for its students. Knowing that 47% of their students come from areas outside the school system boundaries, this presents unique needs and wants by those families as well as challenges to provide experiences and with higher growth expectations.

**Postsecondary Success**

With a 5-year effectiveness rate for postsecondary being of 73%, the system is right within the KSDE goal of 70-75% and has received recognition for its high achievement ratings. The combination of intentional relationship-building, tiered interventions, and individual student conferences with mentoring have all impacted the high success rate.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

**ARC Comment**

The system obtained feedback from stakeholder groups using the site council and surveys throughout the district. Students and staff are surveyed annually, the Site Council meets quarterly, the Board of Education reviews progress monthly, and other stakeholder groups are utilized as needed. The system continues to share its school improvement process with the site council, local Board of Education, and community members, to keep them updated on the process as they worked through the cycle. With the bond issue that passed during the cycle, they had many meetings to discuss the mission and vision of the system while sharing the district initiatives and achievements and discussing future needs.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

**ARC Comment**

As noted in the OVT report they had no concerns with the process or timelines observed during the KESA process. The system always had questions for the OVT team, and responded to all suggestions by taking the information back to their team and making decisions. They were very receptive to all recommendations made by the OVT team each year of the entire cycle.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

**ARC Comment**

According to the OVT, the system is not perfect, and maintaining high achievement is not an easy task but with a strong focus on relationships, instructional materials, and resources intentionally chosen for rigor, a willingness to provide quality interventions based on data, and using the conferencing/mentoring to reach each student, to continually improve the process by its entire staff with input, data, and a desire to continuously improve.

## ARC Recommendation

---

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### **Justification**

- The system showed evidence of academic preparation in the areas of curriculum and resource adoption focusing on rigorous, high standards with real-world application and problem-solving. The CKLA adoption appears to be a rigorous set of resources that integrates social studies and other informational areas to not just be a reading resource but one that has many opportunities for students to excel.

### **Strengths**

- Their Accountability report showed growth in all levels and all subgroups they are eligible for.
- Graduation Rate 98.7 %
- Attendance Rate 96.1 %
- Chronic Absenteeism is well below the state average at 8 %
- With a 5-year effectiveness rate for postsecondary being at 73%, the system is right within the KSDE goal of 70-75

### **Challenges**

- KESA data in one location for ease to look at, summarize, and ultimately share with all stakeholders.
- Reflect on MS/HS interventions (process and progress as effective and efficiently)
- Use the KSDE Foundational Rubrics and the STAR Recognition rubrics for the needs assessment in Cycle 2 year 1.
- How are you addressing and will continue to address the well-being of staff?



## Ingalls USD 477

100 Bulldog Drive, Ingalls, KS 67853-0099  
(620) 335-5136  
ingallsusd477.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Randy Rockhold**

### Demographics

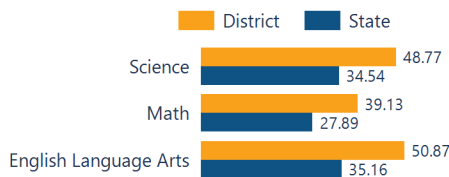


234 Students

African American 1.71%  
Hispanic 17.95%  
Other 3.85%  
White 76.50%

### Academically Prepared for Postsecondary Success

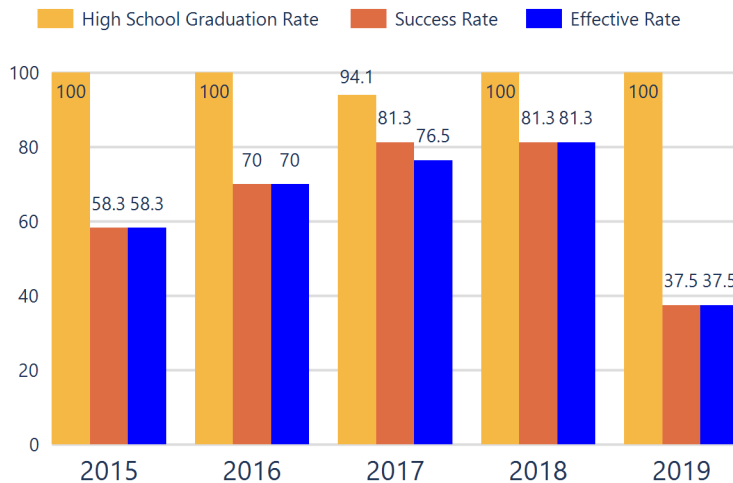
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Kansans Can Star Recognition

|   | Gold | Silver | Bronze | Copper |
|---|------|--------|--------|--------|
| Social-Emotional Growth                 |      |        |        |        |
| Kindergarten Readiness                  |      |        |        |        |
| Individual Plan of Study                |      |        |        |        |
| Academically Prepared for Postsecondary |      |        |        | ★      |
| Civic Engagement                        |      |        |        |        |
| High School Graduation                  | ★    |        |        |        |
| Postsecondary Success                   |      | ★      |        |        |

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation  
**95%**  
Effective Rate 70-75%

Five-Year Graduation Avg

**98.6%**

Five-Year Success Avg

**69.4%**

Five-Year Effective Avg

**68.5%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**55.8 - 59.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

**100.0%**

State: 88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$16,369**

State:

**\$12,863**

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

**96.1%**

State: 93.8

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

**8.0%**

State: 17.5

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**N/A**

State: 1.7

[Click here for State Financial Accountability.](#)



## District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

## ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 32.00   | 30.64 | 38.59 | N/A     | N/A | N/A | 17.39   | 15.78 | 19.51 |
| Level 2 | 36.00   | 29.03 | 33.33 | N/A     | N/A | N/A | 43.47   | 33.33 | 31.70 |
| Level 3 | 16.80   | 29.83 | 26.31 | N/A     | N/A | N/A | 20.00   | 32.45 | 26.82 |
| Level 4 | 15.20   | 10.48 | 1.75  | N/A     | N/A | N/A | 19.13   | 18.42 | 21.95 |

## FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 46.15   | 50.00 | 61.11 | N/A     | N/A | N/A | 22.50   | 26.31 | 30.76 |
| Level 2 | 41.02   | 26.31 | 22.22 | N/A     | N/A | N/A | 50.00   | 31.57 | 23.07 |
| Level 3 | 2.56    | 13.15 | 16.66 | N/A     | N/A | N/A | 12.50   | 23.68 | 23.07 |
| Level 4 | 10.25   | 10.52 | 0.00  | N/A     | N/A | N/A | 15.00   | 18.42 | 23.07 |

## STUDENTS WITH DISABILITIES

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

## AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

## HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 41.66   | 52.17 | N/A | N/A     | N/A | N/A | 23.80   | 31.57 | N/A |
| Level 2 | 41.66   | 21.73 | N/A | N/A     | N/A | N/A | 52.38   | 36.84 | N/A |
| Level 3 | 8.33    | 21.73 | N/A | N/A     | N/A | N/A | 9.52    | 21.05 | N/A |
| Level 4 | 8.33    | 4.34  | N/A | N/A     | N/A | N/A | 14.28   | 10.52 | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

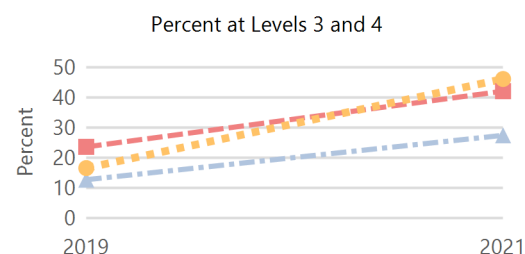
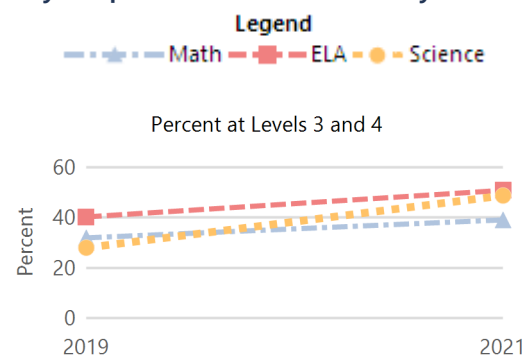
## ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



## Academically Prepared for Postsecondary Success

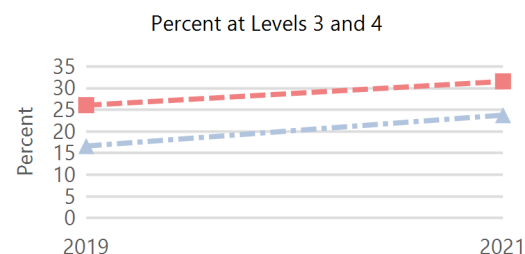


Percent at Levels 3 and 4

\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



|          |      |
|----------|------|
| District | 19.3 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 01/12/2023

**System:** D0505 Chetopa-St. Paul (0000)

**City:** Chetopa

**Superintendent:** Craig Bagshaw

**OVT Chair:** Trey Moeller

## Executive Summary/AFI

---

1. Compliance areas are **assuredly** addressed.

### ARC Comment

All compliance requirements were met as verified by KSDE.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

Based on the information provided in the System's Accreditation Engagement Review, the system does have in place and defined Foundational Structures.

The system has fully implemented tiered supports in reading and mathematics for all students.

#### Tiered Framework of Support

The system has fully implemented a tiered framework of support to support reading and mathematics. The system uses FastBridge for both mathematics and reading. They work closely with TASN to ensure that programs are effective. Additionally, Title and MTSS staff have received professional development training, and the system has purchased evidence-based interventions. Data shows improvement at all levels.

#### Family, Communities and Business Partnerships

The system engages stakeholders and has strengthened ties with families, businesses, and community members. Social media, student-led conferences, and collaboration with community partners has shown that 90% of parents believe that school leaders encourage them to become involved in the school and their students' learning.

#### Diversity, Equity and Inclusion

The system addresses the needs of all student groups through access to engaging quality instruction, evidence-based resources, and caring staff. Although racial diversity is minimal, there is diversity of socio-economic status. Teachers have the technological tools needed to engage and differentiate instruction for all students. The system has implemented "Significant 72" to promote a culture of inclusion. "Significant 72" begins yearly when teachers set aside the first three days of school (72 hours) to begin developing strong teacher-student and student-to-student relationships. During this time, the motto is #ConnectionsB4Curriculum" as teachers and staff recognize and meet the individual needs of all students.

#### Communication and Basic Skills

The system has been intentional in communication and basic skills in this accreditation cycle. Vertical curriculum alignment emphasizes reading in the content area. The system has made changes in the curriculum based on previous data, and the reading and mathematics curriculum was aligned with the Kansas State Standards.

#### Civic and Social Engagement

The system uses the "Significant 72" initiative to promote responsible decision-making and social awareness. Students are encouraged to work together, notice leadership qualities in others, and become involved in their local communities. The system partners with Honor Flights and promotes Veteran's Day activities. In addition, the system has added a new leadership program at the middle school, "LeadWorthy," in which students develop critical, life-changing skills including taking personal responsibility, expressing themselves well, and making good decisions when problems arise.

#### Physical and Mental Health

The system partners with Labette County and Neosho County mental Health to provide school-based mental health services and outside-of-school case management. The system partners with the Community Health Center to provide hearing, vision, immunizations, and sports physicals to all students. Students in grades K-9 are enrolled in physical education daily. Additional classes are also offered in weight-lifting, conditioning, competitions, and school-sponsored sports. The systems uses SEL screeners and surveys (ASQ:SE, mySAEBRS, and KCTC) to guide conversations with families regarding students' social-emotional health.

#### Arts and Cultural Appreciation

The system employs two full-time music teachers and two full-time arts teachers to teach music and art PreK-12.

#### Postsecondary and Career Preparation

The system continues to implement student-led conferences in grades 6-12. XELLO is used for grades 6-12 for students to complete Individual Plans of Study. Students can also take advantage of courses at Labette Community College. The system's five-year graduate average is 83.0%.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

##### Goal 1: Rigor

The system has a goal statement to use data results from multiple sources to drive instruction which will increase yearly growth in student learning. The system uses IXL, FastBridge, State Assessments, Interim assessments, informal assessments, PreACT, ACT, WorkKeys, and curriculum maps. Initial data indicated that students were below grade level in reading; therefore, the system implemented MTSS at the junior high and high school levels and continued offering MTSS at the elementary schools. The system showed growth in all areas. This goal was met in fall 2022; 59% of all students on benchmark in reading and 59% of all students were on benchmark in mathematics.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

The system's goal for relevance is to rank "Better than Kansas' Average" in all areas of student engagement through the use of multiple digital tools. To meet this goal, all staff and students are provided with one-to-one technology. Professional development for staff on how to implement technology in the classroom has increased engagement. The use of Xello, Google Classrooms, EdPuzzle, Class Dojo, PowerSchool, PlanBook online curriculum, and SeeSaw shows the intentional use of technology for teaching and learning, and student engagement. This investment of technology has increased student participation to 100%, as well as an increase in student achievement as reflected in state assessment scores and the district screener data.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or



updated.

### ARC Comment

The system has demonstrated evidence to support the sustainability of their continuous improvement process. The District Leadership Team is leading the KESA process.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

### ARC Comment

The OVT and System reported data for all State BOE goals. The system demonstrated evidence of a plan reflecting all State BOE goals that appears to result in systematic improvement.

### Board Outcomes

|                                    |  |
|------------------------------------|--|
| <b>Social-Emotional Growth</b>     | The system demonstrates the effectiveness of strategies in social-emotional growth through SAEBRS and mySAEBRS screening tools. Initial results indicate that a majority of students are low risk, although 1% of students have been identified as being high risk.  |
| <b>Kindergarten Readiness</b>      | The system has a process for assessing kindergarten and PreK readiness. The system offers half-day preschool classes for 4-year-old students. PreK and incoming kindergarten students are screened using the ASQ-3 and ASQ:SE. Data indicates that the overall concerns has declined.  |
| <b>Individual Plans of Study</b>   | The system currently uses Xello for all students in grades 6-12. Students update their IPS through Advisory Time; and the Dean of Students helps students complete a four-year course plan based on their identified career pathway. Data indicate that 100% of students participate.  |
| <b>High School Graduation Rate</b> | According to the 2020-2021 Accountability Report, the system's five-year graduation rate is 84.3%. The system has implemented Significant 72 ideas to improve teacher-student relationships. In addition, they meet with each student for individual progress meetings and have credit recovery options. Attendance has also been a focus in the system.   |
| <b>Postsecondary Success</b>       | The 2020-2021 Accountability Report indicates that the system has seen improvement over this cycle. The system's five-year effective success average was 65.9% and they received a bronze star in Postsecondary Success from the Kansas Can Star Recognition. The system continues to ensure that every student has the academic and social-emotional skills and abilities to become successful and life-long learners through relevant curriculum, career exploration, and engaging students in the learning process. |

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### ARC Comment

Stakeholder feedback is gathered and progress is shared on a regular basis. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process through site

councils, teacher collaboration, District and Building Leadership Teams, and student focus groups.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

The team was welcomed in a professional and respectful way. The district was cooperative in providing data and arranging interviews of stakeholders.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

The OVT reported the system immediately purchased laptops/iPads for all students based on their initial needs assessment. Additionally, the system has reflected on the need for more technology training for staff.

## **ARC Recommendation**

---

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

#### **Justification**

The OVT and the system documented that the system met the requirements of the KESA process, and the system has a continuous improvement process in place that involves all stakeholders.

#### **Strengths**

The system has a protocol for all data collected, description of the data, interpretation of the data, implications for the classroom and students, and reflection on data. The system looks at all data sources to drive student instruction. The data has also been used for curriculum aligned for the 4-day school week and identifying professional development for teachers.

#### **Challenges**

The system continues to look at declining enrollment and is working to improving the culture and climate within each building.



## Chetopa-St. Paul USD 505

430 Elm Street, Chetopa, KS 67336-8852  
(620) 236-7244  
www.usd505.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Craig Bagshaw**

### Demographics

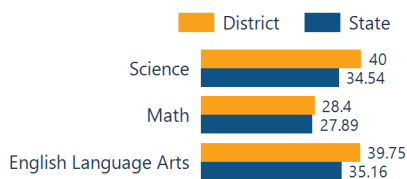


371 Students

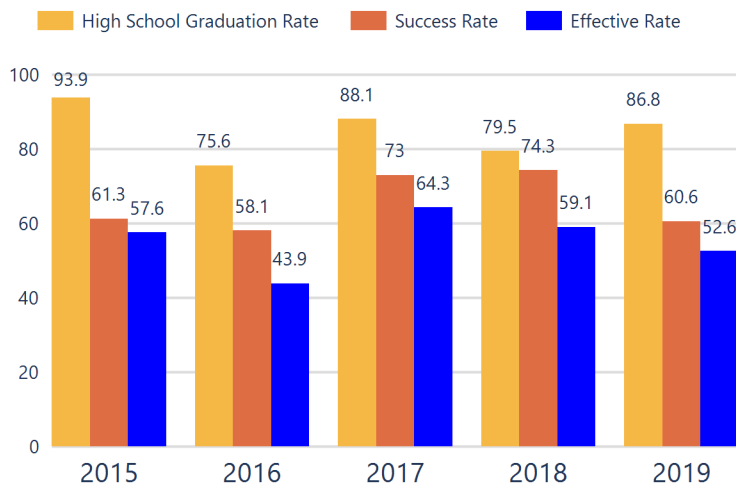
African American 1.62%  
Hispanic 3.77%  
Other 10.78%  
White 83.83%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation  
**95%**  
Effective Rate 70-75%

Five-Year Graduation Avg

**84.3%**

Five-Year Success Avg

**65.9%**

Five-Year Effective Avg

**55.6%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**47.3 - 51.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**88.6%**

State: 88.1

**94.4%**

State: 93.8

**16.0%**

State: 17.5

**0.6%**

State: 1.7

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$15,252**

State:  
**\$12,863**

[Click here for State Financial Accountability.](#)



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 23.00   | 34.00 | 50.61 | N/A     | N/A | N/A | 28.40   | 24.09 | 32.50 |
| Level 2 | 52.50   | 30.00 | 20.98 | N/A     | N/A | N/A | 43.19   | 36.14 | 27.50 |
| Level 3 | 19.50   | 31.00 | 16.04 | N/A     | N/A | N/A | 20.71   | 30.72 | 28.75 |
| Level 4 | 5.00    | 5.00  | 12.34 | N/A     | N/A | N/A | 7.69    | 9.03  | 11.25 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 26.72   | 37.06 | 57.44 | N/A     | N/A | N/A | 33.33   | 29.78 | 34.69 |
| Level 2 | 49.13   | 31.03 | 12.76 | N/A     | N/A | N/A | 42.70   | 40.42 | 34.69 |
| Level 3 | 20.68   | 27.58 | 17.02 | N/A     | N/A | N/A | 20.83   | 24.46 | 22.44 |
| Level 4 | 3.44    | 4.31  | 12.76 | N/A     | N/A | N/A | 3.12    | 5.31  | 8.16  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 72.22   | 83.33 | N/A | N/A     | N/A | N/A | 91.66   | 80.00 | 70.58 |
| Level 2 | 27.77   | 16.66 | N/A | N/A     | N/A | N/A | 8.33    | 20.00 | 23.52 |
| Level 3 | 0.00    | 0.00  | N/A | N/A     | N/A | N/A | 0.00    | 0.00  | 0.00  |
| Level 4 | 0.00    | 0.00  | N/A | N/A     | N/A | N/A | 0.00    | 0.00  | 5.88  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

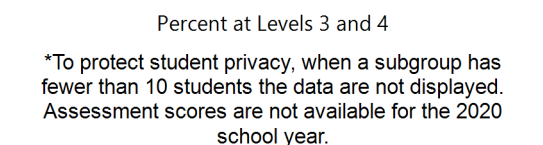
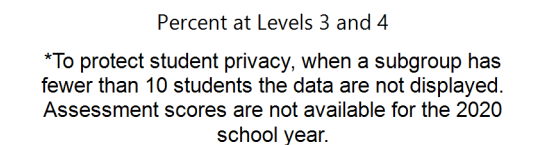
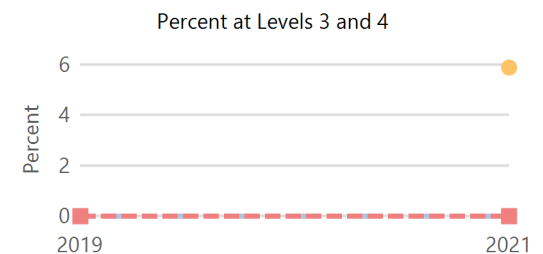
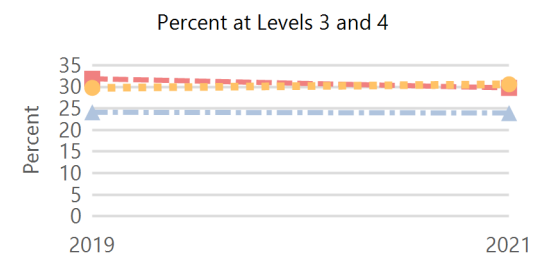
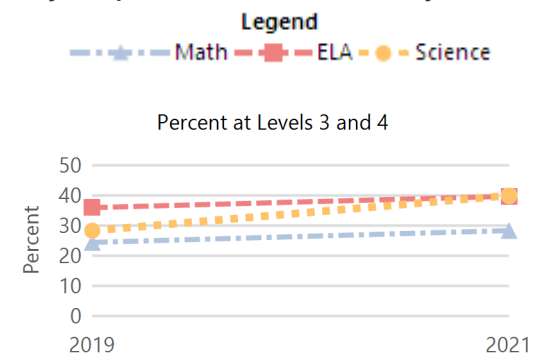
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 17.3 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 01/12/2023

**System:** D0506 Labette County (0000)

**City:** Altamont

**Superintendent:** John Wyrick

**OVT Chair:** Craig Bagshaw

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Per KSDE, the system in Labette County, USD 506, has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **assuredly** addressed.

### ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support: Assuredly. USD 506 has made significant strides to develop a Tiered Framework of Supports during this KESA cycle. When this KESA cycle began, an approved Tiered System of Supports and assessment protocol did not exist. Each building used several different assessments as a way to ascertain student skill levels and learning needs. In recognizing this need, USD 506 changed the way students were assessed and the role that staff played in the process. Diagnostic screeners are now given three times a year, data analyzed, and supports provided. Progress monitoring takes place and several dedicated staff and supplementary programs are utilized to meet individual student needs.

Family, Business, and Community Partnerships: Assuredly. All buildings in USD 506 regularly utilize family surveys, host multiple family and community events, and have Building Improvement Teams and Site Councils to involve and get input from community stakeholders. During this KESA cycle, 506 recognized the need for further community ties and therefore created a Strategic Team consisting of board and community members, district staff, and students from each school. From there, they developed a strategic plan with goals and objectives to utilize during this improvement cycle. As part of these strategic efforts, USD 506 developed a bimonthly newsletter that is shared with alumni and community businesses as well as an initiative called "Community Connectivity & Vocational Initiative" to provide student opportunities to tour businesses in the four-state area (Arkansas, Kansas, Missouri, and Oklahoma). They also showed increased community connections through the work of their Career Tech Education [CTE] Advisory Board that meets regularly to get input that informs and guides their CTE pathway instruction. These efforts have had a positive impact in many areas, one of which is the 98 to 100% attendance rate during USD 506 parent-teacher conferences.

Diversity, Equity, and Access: Generally. The KESA cycle helped USD 506 recognize the need to provide intentional opportunities to learn about diversity, equity, and access for staff, students, and other stakeholders. In starting this process, USD 506 utilized representatives from another Kansas school system with established practices. The consultants worked regularly with USD 506 over two years to develop a framework. In addition to explicit work in equity, elementary schools developed a school

families program and embedded monthly counselor lessons on diversity and equity in grades K-6. Moving forward, USD 506 plans to continue their work in equity, diversity, and access by focusing on an individualized building approach to reach all students, K-12.

**Communication and Basic Skills:** Assuredly. The framework of communication skills in elementary and high school has evolved throughout this KESA cycle. USD 506 implements all the Kansas State English and Language Arts standards in their curriculum and all buildings provide opportunities for writing and oral presentations throughout their curriculum. During this KESA cycle, feedback from stakeholders led the district to develop and answer the following: "Why do our kids struggle with effective communication, and what steps do we need to make to teach our kids how to be effective communicators?" To increase the capacity of effective communication between student-to-students (K-12) and adults to students, the district implemented several changes during this KESA process. Explicit efforts included, but were not limited to initiatives 'Model Good Conversations' and 'How to Engage in a Conversation' to practice 21st century skills. In addition to these, USD 506 worked to vertically align their Language Arts curriculum, implement cooperative learning strategies with more frequency, and provide opportunities to practice skills learned.

**Civic and Social Engagement:** Assuredly. In USD 506, there are many opportunities for students to engage in the curriculum through civic and social engagement. Students in grades K-12 participate in Veterans and Grandparents Day activities. School bands perform in local parades and there are annual clean up days among other activities, such as food and holiday drives for those in need and volunteering at senior living communities. Students participate in local and state academic contests and competitions and during the 2021-22 school year, a student won the National School Bus Safety Poster Contest.

**Physical and Mental Health:** Assuredly. During this KESA continuous improvement cycle, student social-emotional health has been a major emphasis for USD 506. They strategically sought to increase the capacity of services provided and to empower staff to meet social, emotional, and behavioral health needs. Staff and administration prioritized wellness for every child, student, and educator through monthly wellness safety meetings, adjustments based on data from school climate surveys, and the introduction of formal programming, such as daily movement activities through yoga and calming activities. In addition to this strategic effort, USD 506 focused on providing opportunities for mental health literacy and reducing stigma and other barriers to access by providing large and small group opportunities for staff, adults, and students over the course of the KESA cycle. They did this through mental health fairs, dental clinics, and specialized programming for students. USD 506 utilized Kansas Department of Health and Environment grants to hire additional staff which included additional nurses and a district mental health liaison. These actions had ripple effects in terms of new community partnership developed with various health centers in the area. USD 506 is committed to sustaining these efforts as evidenced by the hiring of a mental health liaison and their current efforts to establish telehealth access at all of their elementary sites and high school.

**Arts and Cultural Appreciation:** Assuredly. USD 506 is known for its strong music and vocal programs and has a fine arts program that consistently excels in state competition. Their theatre program has won national awards for the past five years, resulting in over \$200,000 in student scholarships over the course of this KESA cycle. All grade schools offer various educational field trips to a wide array of museums and cultural performances during the school year. K-8 students participate in concerts, community performances, district honor band and choir, and marching band among other activities. Field trips are taken to attend nearby symphonies, musicals, and other art-rich learning environments.

**Postsecondary and Career Preparation:** Assuredly. USD 506 evidently provides curricula that support the structures in Postsecondary and Career Preparation. At the elementary level, schools focus on real-world discussions with students about postsecondary and career preparation through career fairs and monthly guest speakers showcasing careers. In grades 5-7, each year students visit a tech school, junior college, or 4-year university. In grades 9-12, USD 506 has worked to make CTE an interwoven

component of the high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. High School students are encouraged to take CTE courses each year starting as Freshmen. Approximately 89 percent of high school students are enrolled in at least one CTE class per year in school. Last but not least, in an effort to provide a successful foundation post-secondary schooling, all high school seniors take a College or Career Orientation course. This course became a requirement during this KESA cycle in 2019.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

The system demonstrated evidence of completion for this student-centered goal. The OVT conducted interviews and reviewed documentation that evidenced how collaboration with community partners and monthly Safety Meetings have contributed greatly to student achievement and the well-being of learners throughout USD 506. In addition, the system also attributes the success of this goal due to the development of a college and career readiness course and hiring of a full-time career advocate. The system's efforts to increase and support students' social-emotional well-being through the hiring of a mental health liaison, increased community partnerships, and emphasis on CTE learning opportunities also have had notable impacts. Increasing numbers of students are completing school approved internships and college-level courses. Approximately 89% of Labette County High School students are enrolled in at least one CTE class each year.

The system's graduation rate has increased during this cycle, contributing to an increase in their five-year effective average from 55.4% in 2019 to 58.7% in 2020. Their five-year effective data is also notably higher than their Predicted Effectiveness Rate for years noted. Vertical alignment of post-secondary preparation was also evidenced with a strategic introduction to careers in grades K-3, educational tours in grades 4-8.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

USD 506 has a focused commitment to providing a systemic continuous improvement process focused on the academic and social-emotional needs of students. During the course of this KESA cycle, the system has shown growth in developing a data-driven process that uses numerous data points to make individualized, informed decisions at the school level. In addition to utilizing student achievement data, USD 506 acted on data from their district needs assessment to drive professional development in areas such as, but not limited to, cooperative learning, Dyslexia, and curriculum mapping. The OVT cited evidence of a focused commitment to this goal through interviews and artifacts such as FastBridge reports, National Data Clearinghouse and local data that USD 506 shared with the OVT. Notwithstanding, student achievement in USD 506 has remained at relatively steady levels with some notable changes in subgroup achievement. In science, the Free and Reduced and Students with Disabilities subgroups have shown an increase in achievement; however, Science achievement for Hispanic students has had a notable decline in level 3 during this KESA cycle. In the areas of reading and math, student achievement is above the state average in all groups except students with Disabilities. The system's ACT data was below the state average.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

The OVT believes that USD 506 realizes the importance of being transparent with staff, stakeholders,

and the community. There is ample evidence that the system has developed and will continue to develop networks within the community to support students and staff. During this KESA Cycle, USD 506 effectively worked with their local board to adjust resources and update procedures and policies as needed to meet established goals and evolving student needs. Community relationships were key to supporting mental health and vocational efforts made during this cycle. The system has allocated fiscal, human, and material resources to assure a continuous improvement process moving forward.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

### **ARC Comment**

Data for all State Board Outcomes are at or above expectations or showing a positive incline. System understands and can explain its data results. System demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

### **Board Outcomes**

#### **Social-Emotional Growth**

This area was a focus and improvement for USD 506 as it increased its connections with mental health community resources and allocated new staff among other actions. Their Communities that Care Survey indicated an improvement in students feeling safe at school with those reporting that they "don't feel safe at school," declining from 14% in year 1 to 9.1% currently. In addition, students reporting suicidal thoughts decreased from 7.73% in year 1 to 5.81% currently.

#### **Kindergarten Readiness**

Preschoolers have access to school counselors, social workers, and other wraparound services provided by USD 506. The district utilizes the ASQ-SE-2 and ASQ-3 surveys to assess students entering kindergarten. The data collected with these assessments is utilized during preschool-kindergarten teacher transition meetings and in determining student levels of placement, curricular adjustments, and potential interventions when students enter kindergarten. The ASQ-3 was adopted mid-cycle, but is showing signs of improvements as 71% of parents completed it in Year 5 compared to 62% in Year 3. At this time, there is work to do as 20% of students entering kindergarten in USD 506 have academic concerns. Notwithstanding, wraparound supports are having a social-emotional impact as the ASQ-SE-2 showed a 15% improvement in students having needs.

#### **Individual Plans of Study**

USD 506 meets the state requirement for Individual Plans of Study as 70% of students in grades 7-12 have a plan. This is an improvement given that at the beginning of this KESA cycle, the district did not meet state requirements for Individual Plans of Study. Students currently use Xello and at the high school level they have meetings with mentors and the counselor to navigate current and postsecondary goals. While state requirements have been met, the system views this as an opportune area for continued growth.



### High School Graduation Rate

Data supports the system's effective effort to provide students with more individualized support. USD 506's graduation rate has remained steady or increased throughout this KESA cycle, which is noteworthy given the impact of the pandemic statewide. The system's current graduation rate is 95.6%, which apart from being above the state average, includes a significant number of students from underrepresented groups. Prior to this KESA cycle, the system's underrepresented dropout rate ranged from 3.2-4%. It is currently 1.5-2%. USD 506 attributes this success to the increased mental health support, individual plans of study, and tiers of support put into place during this improvement cycle.

### Postsecondary Success

The system's graduation rate, at 95.6%, continues to remain above the state average. Their five-year success and effectiveness averages have also increased during the KESA cycle. With a five year success average of 61.4% and an effective average of 58.7%, USD 506 is well above their Predicted Effectiveness Rate.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### ARC Comment

At the start of the KESA process, stakeholder feedback was gathered via a 50-member strategic planning committee that included administrators, parents, students, board members, teachers, classified staff, and the community at large. The outcome of their efforts made priorities clear, ensured transparency and measurable outcomes for accountability. The committee also utilized professional development days to solicit feedback from and engage all district staff in the process. Updates were regularly provided to staff, community, and the school board.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

### ARC Comment

The OVT chair indicated a strong fidelity to the KESA process. The OVT received all necessary information in a timely fashion and had the required yearly visits.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

### ARC Comment

The OVT enjoyed working with USD 506 as the leadership team has been very committed to the KESA process as they met monthly and worked with staff to build a collaborative system for improvement. The plan was focused, transparent, and adjusted as needed based on stakeholder and OVT feedback. The OVT noted the vested interest that individual buildings had to the improvement process and making adjustments based on suggestions from the OVT. The system engaged stakeholders throughout the process and utilized teacher leadership and shared decision making for shared ownership in this KESA process.

## ARC Recommendation

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

## **Justification**

USD 506 has made strides throughout the course of this KESA cycle. Their mission of “educating every kid everyday,” is apparent in their actions and results throughout this cycle. The system welcomed and took action to make adjustments to their efforts based on OVT feedback. The OVT shared that USD 506 had provided conclusive evidence for each component of the review process.

In terms of achievement, USD 506’s graduation rate of 95.6% and increased five-year effective average of 58.7% are above the state’s goal and predicted effectiveness. Their assessment scores in reading and math remained above state averages and steady throughout the course of this cycle, which is noteworthy given the effects of the pandemic. Science achievement and student performance on the ACT are slightly below the state averages; however, given the system’s above average graduation, success, and effective rates, Labette’s improved efforts to prepare students for the postsecondary level are having an impact. It is hoped that the next KESA cycle will bring more academic growth as social-emotional health supports and academic alignments have a more established foothold.

The system had notable success with their first KESA goal to “increase the percentage of graduates who seek further education and post-secondary training by ensuring students are engaged, empowered, and connected to their learning.” The USD 506 graduation, success, and effective rates evidence this success and given the levels academic achievement in USD 506, system’s efforts to increase and support students’ social-emotional well-being through the hiring of a mental health liaison, increased community partnerships, and emphasis on CTE learning opportunities have had a notable impact.

For goal 2, academic achievement has remained relatively steady and mostly above the state average in subgroup achievement. Notwithstanding, the system’s success in their goal to “increase student achievement by providing targeted professional development specifically focused on the academic and social-emotional needs of all students,” has not fully been realized as evidenced by state assessment achievements. The pandemic, among other factors, certainly impacted these efforts and the system’s ability to maintain steady achievement during this KESA cycle is rightfully applauded. It is hoped that the system will see more evident fruit from their efforts as they continue to align curriculum, establish common formative measures, mental health supports, and interweave equity and civic engagement efforts in supporting student learning.

## **Strengths**

The system’s commitment to the improvement process and shared decision making efforts are an evident strength. Leadership and administration have fostered a positive environment where community members and other stakeholders are heard and feel valued. The broadening of USD 506’s investment in educating the whole student through individual support and community connections has had a positive impact on their students’ well-being and continued development beyond graduation.

Labette County’s strategic efforts to emphasize and increase the capacity of social, emotional, and behavioral health support provided are proving to have a system-wide positive impact. From kindergarten social-emotional skills experiencing a 15% improvement to the monthly Safety Meetings and other efforts that have positively impacted underrepresented student dropout rates and students’ feelings of safety at school. USD 506’s efforts to empower staff in meeting student social, emotional, and behavioral health needs are evident.

USD 506 is developing and growing in their process of learning. The alignment of their Multi-tiered System of Supports, resources and professional development in teaching and learning are becoming well established and will continue to enhance their capacity to meet individual student needs. The networks of community support they have created have greatly benefited the USD 506 learning community.

## **Challenges**

Opportunities exist for continued improvement in the system's Individual Plan of Study process. Given the community connections and support that USD 506 has put into place to assist students, the environment is ripe for these efforts to become increasingly interwoven.

As the system's CTE courses and programming are becoming increasingly utilized, the OVT emphasized the need for further investment in CTE Advisory Councils as the connections established within them are imperative in keeping up with evolving industry needs.



## Labette County USD 506

401 S. High School, Altamont, KS 67330-0189  
(620) 784-5326  
<http://www.usd506.org>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **John Wyrick**

### Demographics

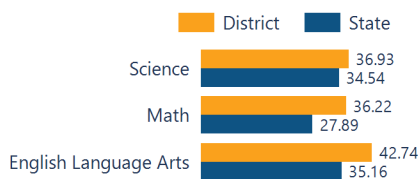


1,467 Students

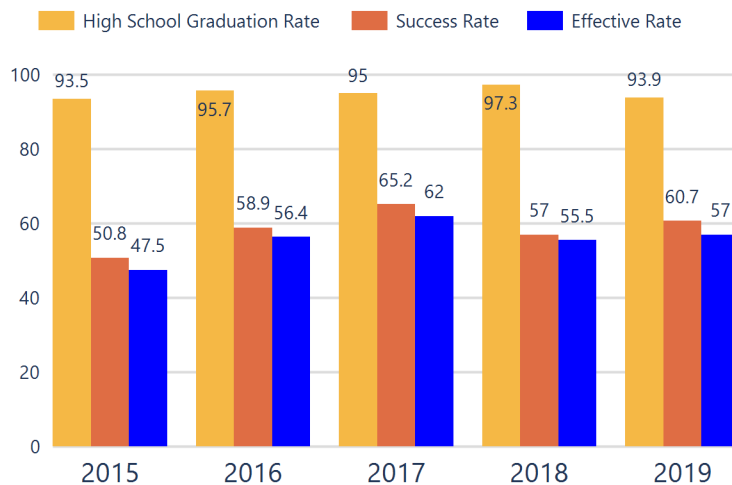
African American 1.30%  
Hispanic 3.48%  
Other 9.75%  
White 85.48%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**95.1%**

Five-Year Success Avg

**58.3%**

Five-Year Effective Avg

**55.4%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**48.4 - 51.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**93.4%**

State: 88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$13,763**

State:

**\$12,863**

**94.7%**

State: 93.8

**14.0%**

State: 17.5

[Click here for State Financial Accountability.](#)

**1.1%**

State: 1.7



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 17.94   | 22.36 | 33.72 | N/A     | N/A | N/A | 21.39   | 22.17 | 34.83 |
| Level 2 | 44.79   | 37.31 | 29.94 | N/A     | N/A | N/A | 42.38   | 35.08 | 28.22 |
| Level 3 | 27.35   | 29.14 | 24.70 | N/A     | N/A | N/A | 27.69   | 33.87 | 25.52 |
| Level 4 | 9.91    | 11.18 | 11.62 | N/A     | N/A | N/A | 8.53    | 8.87  | 11.41 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 22.04   | 27.67 | 41.95 | N/A     | N/A | N/A | 24.54   | 28.77 | 36.66 |
| Level 2 | 46.99   | 38.16 | 31.60 | N/A     | N/A | N/A | 45.18   | 36.32 | 28.33 |
| Level 3 | 24.05   | 23.88 | 17.24 | N/A     | N/A | N/A | 25.00   | 27.12 | 25.55 |
| Level 4 | 6.90    | 10.26 | 9.19  | N/A     | N/A | N/A | 5.27    | 7.78  | 9.44  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 46.95   | 53.50 | 61.36 | N/A     | N/A | N/A | 53.44   | 61.00 | 63.04 |
| Level 2 | 40.86   | 34.21 | 27.27 | N/A     | N/A | N/A | 38.79   | 27.00 | 19.56 |
| Level 3 | 8.69    | 8.77  | 11.36 | N/A     | N/A | N/A | 5.17    | 10.00 | 8.69  |
| Level 4 | 3.47    | 3.50  | 0.00  | N/A     | N/A | N/A | 2.58    | 2.00  | 8.69  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 20.68   | 17.24 | 33.33 | N/A     | N/A | N/A | 45.83   | 20.83 | 35.71 |
| Level 2 | 51.72   | 44.82 | 11.11 | N/A     | N/A | N/A | 29.16   | 45.83 | 35.71 |
| Level 3 | 17.24   | 31.03 | 50.00 | N/A     | N/A | N/A | 16.66   | 25.00 | 21.42 |
| Level 4 | 10.34   | 6.89  | 5.55  | N/A     | N/A | N/A | 8.33    | 8.33  | 7.14  |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

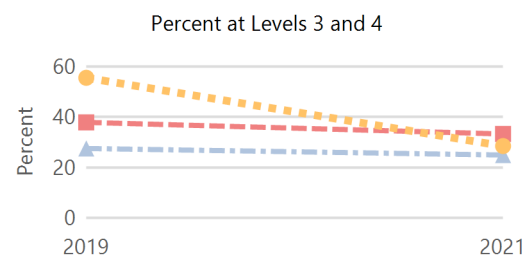
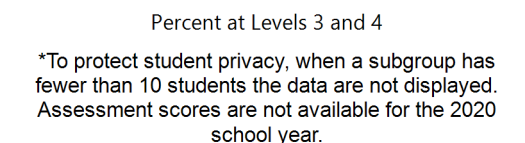
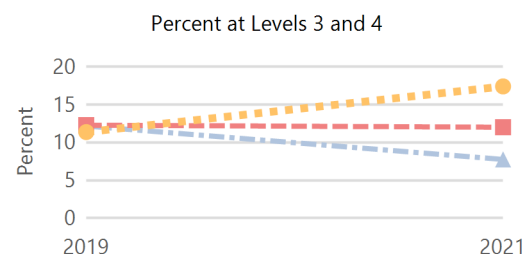
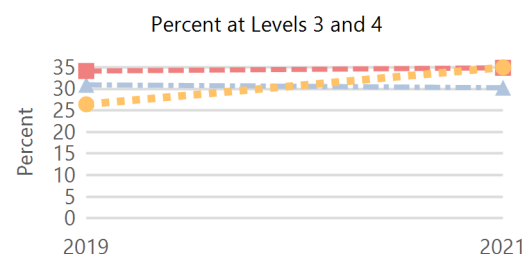
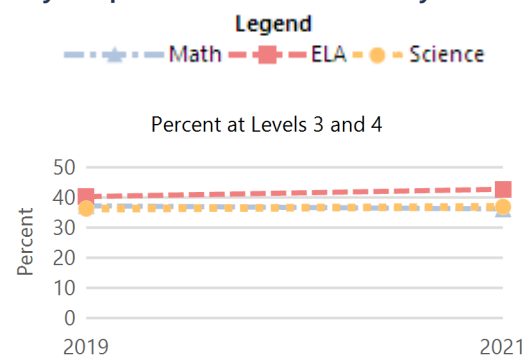
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 18.1 |
| State    | 19.8 |

# Accreditation Summary

**Date:** 07/13/2021

**System:** 0064-9898 Annoor Islamic School

**City:** Wichita

**Superintendent/Principal:** William Barton

**OVT Chair:** Zaheer Arastu

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

The system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

### ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

#### Tiered Framework of Support

The system received three ratings in this foundational area: Impacting, Improving, and Initiating. Initiating means that there are areas to enhance and extend the current improvement efforts. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. The system was at the initiating level in implementing a process to continuously assess its programs and organizational conditions to improve student learning. For example, at the improving level, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations; the system plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness; and the system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. Impacting was the rating for the system's formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

#### Family, Communities and Business Partnerships

According to the Cognia Accreditation Engagement Review, the system is at an Improving level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholder to support the institution's purpose and direction. They also collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making.

### Diversity, Equity and Inclusion

While the system is at the improving level for monitoring and adjusting instruction to meet individual learners' needs, they are at impacting levels at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

### Communication and Basic Skills

Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels which was at the impacting level. An improving level was given to the standards for this area that references promoting creativity, innovation and collaborative problem-solving and implementing a process to ensure the curriculum is aligned to the standards and best practices.

### Civic and Social Engagement

The system was marked at both the Impacting and Improving levels in this foundational area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

### Physical and Mental Health

The system was marked at the impacting and improving levels in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

### Arts and Cultural Appreciation

At the Impacting level, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. At the Improving level, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

### Postsecondary and Career Preparation

The system is at the Initiating level in providing programs and services to learners' educational futures and career planning which indicates that there are areas to enhance and extend the current improvement efforts.

## Areas for Improvement

|                        |  |
|------------------------|--|
| <b>Comment</b>         | There is limited evidence that the curricula support the structures in communication and basic skills.   |
| <b>Rationale</b>       | There is not formalized process to evaluate programs.  |
| <b>Tasks</b>           | The system will develop and implement a process to evaluate curricular programs with emphasis on communication and basic skills.<br>An update on progress is expected within the next school year. |
| <b>Timeline</b>        | 06-01-2022   |
| <b>System Response</b> |  |

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

**ARC Comment** All students in elementary will improve reading fluency and comprehension. Data showed a weakness in reading scores and teachers developed an intervention system in which students in grades 2-4 were assessed on DIBELS and students were assigned to specific groups based on teacher strengths. Student groups were assigned to teachers based on that teacher's strengths; students with the lowest fluency scores were assigned to the reading specialist, and those students working on comprehension were with a teacher who focuses on comprehension exercises while those students on track or advanced met with a teacher to focus on extension activities. This was all built into the schedule and dates were set for periodic assessments to measure the effectiveness of the intervention time. The system acknowledges the need for long-term data allowing them to make comparisons over time and look at trends.

### Areas for Improvement

|                        |  |
|------------------------|--|
| <b>Comment</b>         | The system lacks a formalized process for analysis and utilization of gathered data.   |
| <b>Rationale</b>       | Student data is collected but no long-term data exist to allow them to make decisions on progress or how the interventions are having impact. The system needs to begin looking at their data to determine effectiveness and impact. Stakeholders acknowledged that longitudinal data was not utilized or analyzed to drive decisions regarding academic interventions or curriculum choices. Additionally, there were no artifacts to illustrate a standardized method for collecting, analyzing, and utilizing multiple assessments. |
| <b>Tasks</b>           | The system will utilize data to determine both its goals and will develop and provide evidence of such data and of a process to review and analyze data.   |
| <b>Timeline</b>        | 06-30-2022   |
| <b>System Response</b> |  |

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

Indicators include:

- Continued education is supported and encouraged, and staff is supported through monthly PLCs.
- An additional professional development day was added to the calendar.
- A mentor team was developed and this continues to evolve based on the needs of the mentors and the mentees.

### Areas for Improvement

|                        |   |
|------------------------|---|
| <b>Comment</b>         | Goal Writing and utilization of data for improvement.   |
| <b>Rationale</b>       | Focused and specific goals will allow for better evaluation and student success.  |
| <b>Tasks</b>           | Using a needs assessment determine your two goals for your systems and identify specific strategies/interventions that can be evaluated for successful implementation and impact. |
| <b>Timeline</b>        | 08-30-2022  |
| <b>System Response</b> |   |



5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long-term sustainability have been created and/or updated.

### **ARC Comment**

The Board of Education, in cooperation with the leadership team, demonstrate support of Annoor Islamic School, allowing the system to meet its goals for instruction, and effectively manage the day-to-day operations of the school. Focus groups and interviews with stakeholders indicate a strong commitment of the system's effectiveness of the Quran, Arabic, and Islamic Studies program. Parents indicated that they were informed of the improvement process. There is strong parent involvement.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

### **ARC Comment**

Evidence submitted show that some of the State Board outcomes are at the expectations. The system is beginning to collect evidence, and is working on a plan to address all five State Board outcomes to create change.

### **Board Outcomes**

#### **Social-Emotional Growth**

Annoor Islamic School admits to needing to further develop social-emotional growth. They have used the Gallup Student Poll to measure "hope" and administered some Cognia social-emotional surveys related to how students feel at school and their relationships. Cognia surveys were also utilized to survey parents' and teachers' perspectives on student social and emotional progress. It is unclear how the data collected is being used.

#### **Kindergarten Readiness**

The ASQ test for kindergarten students is used to gather data for readiness. There are collaborative meetings between the PreK teachers and the kindergarten teachers to provide qualitative data. Annoor Islamic School admits that they need to collect long-term data related to kindergarten readiness in order to identify how best to serve all students.

#### **Individual Plans of Study**

The system admits that this is a weakness. An IPS is in place for high school students, but they are just beginning implementation of an IPS for middle school students.

#### **High School Graduation Rate**

Three students have graduated from Annoor Islamic High School. All three met the graduation requirements for the state of Kansas.

#### **Postsecondary Success**

All three graduates of Annoor Islamic School are successful. Two of the three are currently enrolled in college, and one is attending community college.

## Areas For Improvement

|                        |  |
|------------------------|--|
| <b>Comment</b>         | Data Identification, usage and analysis  |
| <b>Rationale</b>       | The need for using the data available to Annoor is a theme in this system. Not only in the qualitative State Board Goals, but also in their goals for improvement.   |
| <b>Tasks</b>           | Similar to previous areas of improvement already stated but targeted to State Board Outcomes. Identify the data available to support the state board outcomes, provide an analysis of the trend to support your narrative for next year and throughout the cycle of accreditation. |
| <b>Timeline</b>        | 06-30-2022   |
| <b>System Response</b> |  |

7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

### ARC Comment

Stakeholder involvement and feedback are strong component of Annoor Islamic School, and multiple stakeholder groups are regularly providing feedback to the leadership team for continuous improvement. However, there is not a formalized process to provide input.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

### ARC Comment

The team was welcomed in a professional and respective way. According to the Cognia team, surveys and interviews, the school board established and ensured the adherence to policies and to support the school mission. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

### ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

## ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally Accredited** for this system based on the following justification.

### Justification

Annoor Islamic School has strong leadership and powerful vision that drives all programs and practices. The system however does not have formalized processes for collecting, analyzing, and utilizing data as well as a formal process for monitoring and evaluating all programs and practices.

## **Strengths**

Small class sizes allow teachers to develop strong relationships with students. All stakeholders are committed to the school's vision and goals.

## **Challenges**

Annoor Islamic School lacks a formalized process for analysis and utilization of data. Annoor Islamic School does not use a formalized process to monitor and evaluate programs. Although stakeholder engagement exists, there is no formalized process for feedback.

# Accreditation Summary

**Date:** 01/20/2023

**System:** Z0064 Annoor Islamic School (9898)

**City:** Wichita

**Superintendent:** Mahmoud Al-Hihi

**OVT Chair:** Zaheer Arastu

## Executive Summary/AFI

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**ARC Comment**

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**ARC Comment**

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**ARC Comment**

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**ARC Comment**

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**ARC Comment**

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**ARC Comment**

### **Board Outcomes**

**Social-Emotional Growth**

**Kindergarten Readiness**

**Individual Plans of Study**

**High School Graduation Rate**

**Postsecondary Success**

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## ARC Comment

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## ARC Comment

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## ARC Comment

## ARC Recommendation

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

### Justification

Annoor Islamic School provided a response to the initial recommendation of "conditionally accredited." The system has drafted a plan, and although they have not fully executed that plan, they are on track to make progress on the previous AFIs.

Evidence included the formation of a curriculum committee, data analysis training for all staff, data collection from needs assessment sources, individual professional development plans for teachers, and analysis of stakeholder data.

### Strengths

### Challenges



## Annoor Islamic School - Z0064

6655 E 34th St. N., Wichita, KS 67226  
(316) 685-5768  
myannoor.org

System Accreditation Status: **N/A**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent:

### Demographics

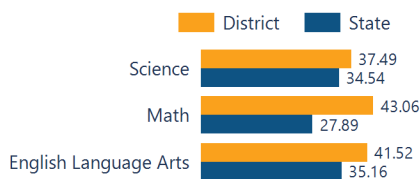


103 Students

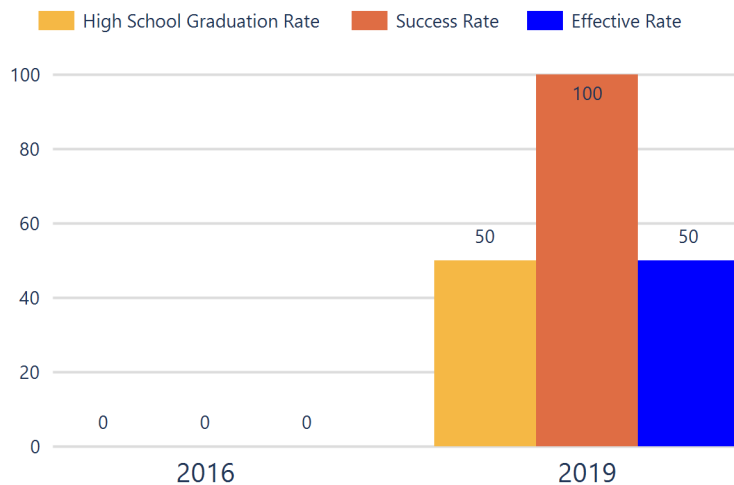
African American 15.53%  
Hispanic 0.00%  
Native Hawaiian/Asian 28.16%  
Other 0.00%  
White 56.31%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**33.3%**

Five-Year Success Avg

**100.0%**

Five-Year Effective Avg

**33.3%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**0.0%**

State:  
88.1

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**N/A**

State:  
\$12,863

**97.9%**

State:  
93.8

**0.0%**

State:  
17.5

[Click here for State Financial Accountability.](#)

**N/A**

State:  
1.7



### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 7.24    | 27.53 | 23.52 | N/A     | N/A | N/A | 18.46   | 29.23 | 37.50 |
| Level 2 | 24.63   | 21.73 | 23.52 | N/A     | N/A | N/A | 38.46   | 29.23 | 25.00 |
| Level 3 | 52.17   | 34.78 | 29.41 | N/A     | N/A | N/A | 32.30   | 30.76 | 29.16 |
| Level 4 | 15.94   | 15.94 | 23.52 | N/A     | N/A | N/A | 10.76   | 10.76 | 8.33  |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

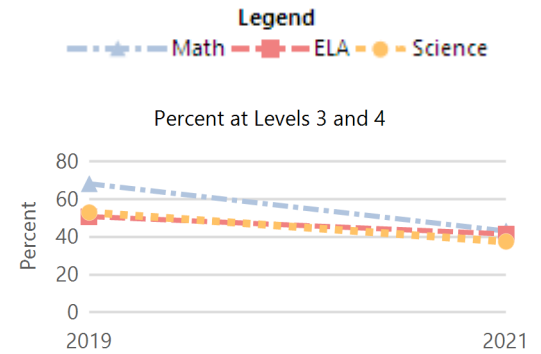
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

### Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

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Percent at Levels 3 and 4

\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

District

State 19.8

# Accreditation Summary

**Date:** 11/15/2022

**System:** D0349 Stafford (0000)

**City:** Stafford

**Superintendent:** Traci Becker

**OVT Chair:** Nathan Reed

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

### ARC Comment

All Foundational Structures are evident in the system and there is evidence in the OVT and systems report that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support: The system and OVT reports indicated that all buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. The system did not previously have a tiered model of support in place for all grades. Elementary school use the MTSS model for math and reading. The teachers in grades 6-12 have been tweaking the model to meet the needs of the students and utilizing teachers efficiently. Students are able to work on reading and math skills in small groups with at risk Title teachers. During advisory, students have days designated to work on academic subskills and can access teachers for tutoring.

Family, Business, and Community Partnerships: The System and OVT provided evidence of a wide practice of engaging all stakeholders that occur on a regular basis and is embedded in the overall culture. Evidence included District Site Council meets biannually, high school's Advisory Committees which meet a couple of times a year, Stafford's Technology Committee, after School program Advisory Committee, PAT coordinator working collaboratively with the community and the preschool staff, an active Education Foundation, and various community and business entities who reach out to the schools. The system communicates regularly with patrons and stakeholders through the use of social media including the district website and a printed newsletters sent to all postal patrons. Starting this year, the system has started using the 4-H curriculum to engage students with interest groups.

Diversity, Equity, and Access: Evidence provided by the OVT and system indicate that All student group needs are represented in the improvement process. System and schools' cultures reflected in vision and improvement process. The system recognizes their students have a diverse range of socioeconomic status and ability levels. To address specific needs of students, the system has put in place a variety of programs and technology available to all students. Foreign exchange students share their culture with their peers as well as challenging all students to examine their own culture and traditions when they share with the exchange students. The system is committed to providing professional development and resources, monitoring effectiveness, social emotional learning, addressing special populations including ESOL families and socioeconomic, and provide students with differentiated instruction. A goal was created in Year Four to eliminate bias and build success by helping with the inclusion of students and



staff who have differences, which include: culture, disabilities, mobilities, and other areas.

**Communication and Basic Skills:** The OVT and system provided evidence that curricula that support the structures in communication and basic skills are evident. The system emphasizes communication skills by incorporating writing, speaking, and listening skills into all curricular domains. Evidence included after-school program and after-school tutoring, curriculum resources, standards alignment, review process, and professional development.

**Civic and Social Engagement:** The OVT and system reports provided evidence of curricula that support the structures in civic and social engagement are evident. Examples were provided of a variety of civic and social engagement curriculum and program opportunities for both elementary and secondary students. Opportunities at the secondary level include senior government service-learning graduation requirement, community blood drive, food and sock drive, helps serve meals, sponsors angel tree, and participation in other community service projects. At the Elementary level examples included reading, singing and parading through the community nursing home, tour voting polls, and the "Stafford Then & Now" projects. Student also have opportunities to participate in community and school leadership rolls. Professional learning activities provide opportunities for the system's staff member around instruction in Social Studies and Civic Engagement.

**Physical and Mental Health:** The OVT and system reports provided evidence of Curricula that support the structures in Physical and Mental Health are evident. Evidence included a system Wide Wellness Plan, Health as a high school graduation requirement, staff practice Trauma-Responsive and Trauma Informed skills from training, adults have various opportunities to ensure students feel safe and develop active plans for students when there is a crisis, and high school students can participate in S.A.F.E. (Seatbelts Are For Everyone). Curriculum and Instruction include weekly social and emotional lessons, physical education classes and extracurricular activities that focus on mental and physical health, and regular brain breaks during classes. Staff participated in ongoing professional development activities that were focused on developing trauma-informed schools.

**Arts and Cultural Appreciation:** The OVT and system reports provided evidence of Curricula that support the structures in Arts and Cultural Appreciation are evident. The evidence included field trips to a museum, courses including emphasis on cultural work, displaying art work created by students, opportunity to participate in a play and attend local play productions Outside of school, assemblies performances provided by outside organizations, and students performing for their peers. Teachers have set a goal of students developing a more worldly and socially understanding of all art and cultural forms.

**Postsecondary and Career Preparation:** The OVT and system reports provided evidence of Curricula that support the structures in Postsecondary and Career Preparation are evident. Evidence included using the advisory model to provide students with postsecondary and career development activities. In middle school, student develop and maintain an Individual Plan of Study. Students also have opportunities to attend FAFSA Night, Career Day, job shadow, guest speakers, and Xello. A Student Success Coordinator was hired in 2019. Students are provided opportunities to attend and provided transportation to attend events at local community colleges and universities. Recruiters also come to the high school from local community colleges, universities, and the military. Certifications was earned by 23 students in 8 recognized Certification programs in the past year. ACT Prep and test is offered to every Junior. Students are provided opportunities with transportation to attend career events with the Student Success Coordinator or their CTE pathways Teachers.

## **Areas For Improvement**

|                  |   |
|------------------|---|
| <b>Comment</b>   | Postsecondary Effectiveness rate falls significantly below their Confidence Interval. |
| <b>Rationale</b> | The 2016-2022 five year Postsecondary average was 31.0% which falls                   |

below the predicted range of 37.3 - 40.9%. This AFI connects to the Foundational Structure of Post-Secondary Readiness.

**Tasks**

Identify the root cause(s) of why this data is low or declining.  
Identify the level the system intends to reach in this measure in one year and in three years.  
Engage all staff in developing strategies to impact this data and then implement those strategies, monitoring effectiveness along the path to improving this student outcome.

Completed By

The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.

**Timeline**

01-15-2024

**System Response**

The district will submit new information as the new reports are available.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

**ARC Comment**

Goal 1 - "Stafford Schools will demonstrate Responsive Culture by proactively assisting students, staff, and stakeholders to have healthy and productive experiences with the school district by increasing positive responses on culture surveys and social emotional screeners by 10%, and by increasing achievement results on local assessments by 5% by April 2023."

The system and OVT provided evidence indicating that goal #1 is measurable and complex enough to challenge the systems throughout their continuous improvement process/cycle. Goals developed will result in an impact on student learning. The reports show evidence that is supported by data. The action/improvement plan was developed and implemented using evidence-based strategies/interventions and professional development that was aligned and supported the implementation of the goal statements. Evidence provided in the report indicates that the system can measure the success of implemented programs and activities and understands the relationship between its goals to the successful implementation of the State BOE Outcomes.

According to the OVT report, the system is making progress towards this goal with an increase in positive responses from culture surveys, attendance, and a reduction in office referrals, by at least 10 % or more. A list of strategies was provided including adding new staff members and a Counseling Center Support. The OVT provided a list of a variety of activities for both staff and students to ensure an increase in that they have a healthy and productive experience with the system. The system has seen improvements in math scores, students' behaviors, attendance rates, and an increase in communication to the community, stakeholders and parents. Attendance Rate have increased from 94.2% to 95.7% and Chronic Absenteeism Rate have decreased from 17.5% to 10.5%. Data was unavailable for the April 2023 scores.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

**ARC Comment**

Goal 2-"Stafford Schools will demonstrate improved Relationships within the school community and between the school and the greater community as measured by an increase in positive survey results of

staff, students, parents, and community members by 10% by April 2023.”

The system and OVT provided evidence indicating that goal #2 is measurable and complex enough to challenge the systems throughout their continuous improvement process/cycle. Goals developed will result in an impact on student learning. The reports show evidence that is supported by data. The action/improvement plan was developed and implemented using evidence-based strategies/interventions and professional development that was aligned and supported the implementation of the goal statements. Evidence provided in the report indicates that the system can measure the success of implemented programs and activities and understands the relationship between its goals to the successful implementation of the State BOE Outcomes.

The system has seen growth in the following areas:

Kansas Communities that Care Survey Participation in the Survey grew from 76.27% (2018) to 81.82% (spring 2022). Community Involvement has grown from 72.41% (2018), 50% (2021) and 59.09% (2022). School opportunities for involvement increased from 56.82% (2018), 77.55% (2021), 81.82% (2022). Risk Factors related to Low Commitment to School has grown from 27.27% (2018), 57.14% (2021), 52.27% (2022). Academic Failure was reported to be 21.62% (2018), 40.43% (2021), 20.45% (2022). Highlights from MS/HS Student Climate Surveys was also used to support evidence for the goal. Data from specific questions use by the system to indicate growth include “Students don’t care about each other” Strongly Disagree 14.3% (2021) 21.9% (2022), “Students at my school get along well” Agree: 50% (2021) Agree: 68.8% (2022), “Students at my school treat each other with respect” Agree: 55.4% (2021); 60.9% (2022), and “The adults at my school care about me.” Strongly Agree: 25% (2021), 26.6% (2022). Data results for April 2023 were unavailable.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

#### **ARC Comment**

According to the OVT and system reports, the System effectively works with their local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

The local board provided resources needed to support the continuous improvement plan including support for Kindergarten Readiness, Social providing professional development, and the addition of staff members.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

#### **ARC Comment**

Data for some State Board outcomes are showing a positive incline and plans have been developed to increase scores. The system understands and explained reasons for some of its data results for State Board outcomes.

#### **Board Outcomes**

**Social-Emotional Growth**

The reports indicated that the system provided evidence some measurement and are showing growth on local measures. The system created a scaffold approach to provide social and emotional support for students. CORE Essentials were used to develop common language school-wide and there was an intentional focus on social emotional skills. The system began using universal screener in 2020-2021. The system hired a School Social Worker in 2019 who became the liaison for The Center for Counseling and Consultation in Great Bend, Kansas. Data were provided on K-5 Universal Screener, MHIT Program Referrals, current number of students in the program, number of students served, and total number of students referred for services.

**Kindergarten Readiness**

The reports indicated that the system is assessing data and developing a plan for growth over the next 5-year cycle. All day preschool four days a week was added and has been very beneficial. Steady growth in pre-literacy skills since implementing the new curriculum was noted. Teaching staff quality is improving with each class cycle. Kindergarten Teacher, Preschool Teachers and PAT Coordinator now collaborate with each other on a regular basis. Support and Partnership with the Special Ed Coop continues as well. All domains saw an overall increase on AEPS.

**Individual Plans of Study**

One-hundred percent of students in grades 6th through 12th have an Individual Plan of Study in place that is reviewed biannually with each student and his/her guardian during Student-Led Conferences. IPSs are developed in Advisory time and are also used to enroll students in their classes for the following school year.

When the system reviewed their accountability report, they noticed low graduation and postsecondary success rate. The local BOE agreed in 2019-2020 to hire a Student Success Coordinator position for secondary level schools. All students are actively engaged in their own portfolios as a result of having a Student Success Coordinator. The Stafford Education Foundation and Grants continue to be a resource to help fund the cost of certifications, pay for XELLO licenses, and purchase CTE equipment that matches student interests.

|                                    |  |
|------------------------------------|--|
| <b>High School Graduation Rate</b> | The system is showing growth but is significantly below the state average graduation rate. Both the OVT and system noted several reasons for low graduation rates including small class sizes and a Learning Center which serves adults located in Stafford. The system has added several initiatives to increase graduation rate. Additions include counselors to build positive relationships with students, advisory classes which include ReCo lessons, one on one contact, grade graphs, XELLO which is used with fidelity for IPS, tutoring, Civic Engagement activities, and mock Interviews. Areas needing growth have been identified by the system to increase graduation rate. Growth areas include an increase in exposure to college visits, and career guest speakers' field trips, etc. They also want to increase hands-on experiences for students. |
|------------------------------------|--|

|                              |  |
|------------------------------|--|
| <b>Postsecondary Success</b> | The postsecondary effectiveness annual data was decreasing until 2020 creating a five year effectiveness average of 31%, well below their predicted range of 37.3 - 40.9%. The system has identified areas they are needing growth in to increase their postsecondary effectiveness data to be in or above effectiveness range within the next accreditation cycle. Areas needing growth include developing a transitional plan for SpEd students, data collection system for certifications, a systematic plan of study which includes certifications, and to rebuild and add CTE programs. The system and OVT reports also provided key conclusions and support needed to improve postsecondary success data. The local BOE has approved an online class platform as an alternative for students who are continuing their CTE Classes and certifications. The elementary school are looking at careers in a variety of ways, from how certain jobs are important to communities to exploring careers. The system plans to survey students after graduation about how prepared they felt for their position, what the school did well, and ways to improve. |
|------------------------------|--|

## Areas For Improvement

|                        |   |
|------------------------|---|
| <b>Comment</b>         | High School Graduation fall below the state average.  |
| <b>Rationale</b>       | High school graduation rate is 71.6% which is significantly below the state average.  |
| <b>Tasks</b>           | Identify the root cause(s) of why this data is low or declining. Identify the level the system intends to reach in this measure in one year and in three years. Engage all staff in developing strategies to impact this data and then implement those strategies, monitoring effectiveness along the path to improving this student outcome. |
|                        | Completed By<br>The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.  |
| <b>Timeline</b>        | 01-15-2024  |
| <b>System Response</b> | The district will identify the root cause to the best of our ability,   |

engage staff in developing and implementing strategies and monitoring effectiveness. The district will submit new information as the new reports are available.

|                        |   |
|------------------------|---|
| <b>Comment</b>         | Academically Prepared fall below the state average in in levels 3 & 4 in all tested subjects.   |
| <b>Rationale</b>       | The systems science score is 21.42% 3's & 4's, math 17.01% 3's & 4's, and English language arts 22.57% 3's & 4's, which are significantly lower than the state averages. Most data is either flat or declining in student subgroup for levels 3 and 4 over three years time in all three subjects.  |
| <b>Tasks</b>           | Identify the root cause(s) of why this data is low or declining.<br>Identify the level the system intends to reach in this measure in one year and in three years.<br>Engage all staff in developing strategies to impact this data and then implement those strategies, monitoring effectiveness along the path to improving this student outcome.<br><br>Completed By<br>The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status. |
| <b>Timeline</b>        | 01-15-2024  |
| <b>System Response</b> | The district will identify the root cause to the best of our ability, engage staff in developing and implementing strategies and monitoring effectiveness. The district will submit new information as the new reports are available.   |

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

#### **ARC Comment**

The OVT and system report provided evidence that stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process. According to the reports, all stakeholders and staff were involved in the KESA process. Stakeholders include CTE Advisory Councils, Building Site Councils, and multiple representatives from the community.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

According to the OVT report, the system has been very responsive to the feedback and advice of the OVT. Students have remained the priority and moving forward with the goals in mind was always taken seriously even with the major turnover in leadership and staff during the five (six) year cycle.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

According to the information presented in the OVT and systems reports, the system and OVT followed the KESA process with an expected level of fidelity. The system completed, submitted, and shared with the local board of education their System Yearly Update report. OVT Summary Report was also shared with the local board of education.

## ARC Recommendation

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The Accreditation Review Council recommended a status of **Conditionally Accredited** for this system based on the following justification.

### Justification

The system has addressed all areas of the KESA process. Evidence provided indicated the system is focused on providing the best possible learning opportunities for all students that they can. Internal and external stakeholders play a major part in developing a successful learning environment for all students. Data was collected and used to drive decisions to improve student learning and create a safe education environment. Data for Postsecondary Effectiveness, High School Graduation, and Academically Prepared fell well below the state average resulting in 3 Areas for Improvement (AFI).

### Strengths

- Staff's buy-in to KESA and Redesign,
- Plans are developed to continue with the mission and efforts of Redesign
- Utilize the student's IPS in decision-making for student choices
- Work-based learning opportunities for students
- Setting goals in each of the areas

### Challenges

- Staying focused on paying attention to using data to drive decisions
- Use research-based curriculum and instructional models to improve State Assessment Scores
- Data collection, data analyses, and reflection on data
- Improve Postsecondary Effectiveness, High School Graduation, and Academically Prepared data



## Stafford USD 349

418 E Broadway, Stafford, KS 67578-0400  
(620) 234-5243  
stafford349.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Traci Becker**

### Demographics

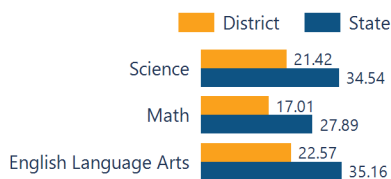


267 Students

African American 0.75%  
Hispanic 26.22%  
Other 1.12%  
White 71.91%

### Academically Prepared for Postsecondary Success

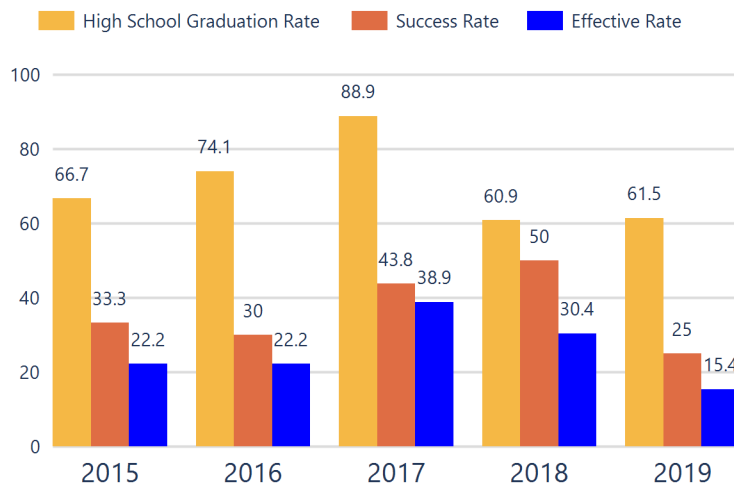
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Kansans Can Star Recognition

|   | Gold | Silver | Bronze | Copper |
|---|------|--------|--------|--------|
| Social-Emotional Growth                 |      |        |        |        |
| Kindergarten Readiness                  |      |        |        |        |
| Individual Plan of Study                |      |        |        |        |
| Academically Prepared for Postsecondary |      |        |        |        |
| Civic Engagement                        |      |        |        |        |
| High School Graduation                  |      |        |        |        |
| Postsecondary Success                   |      |        |        |        |

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**69.4%**

Five-Year Success Avg

**35.7%**

Five-Year Effective Avg

**24.8%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**39.2 - 43.0%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

### GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

### CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

### DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

**65.0%**

State: 88.1

**94.7%**

State: 93.8

**14.6%**

State: 17.5

**2.4%**

State: 1.7

### District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

**\$13,788**

State:  
**\$12,863**

[Click here for State Financial Accountability.](#)





### District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 38.09   | 45.78 | 60.00 | N/A     | N/A | N/A | 58.51   | 46.23 | 47.61 |
| Level 2 | 38.09   | 27.71 | 22.85 | N/A     | N/A | N/A | 24.46   | 31.18 | 30.95 |
| Level 3 | 19.04   | 20.48 | 11.42 | N/A     | N/A | N/A | 11.70   | 16.12 | 16.66 |
| Level 4 | 4.76    | 6.02  | 5.71  | N/A     | N/A | N/A | 5.31    | 6.45  | 4.76  |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 43.10   | 57.89 | 75.00 | N/A     | N/A | N/A | 65.38   | 63.46 | 45.00 |
| Level 2 | 36.20   | 22.80 | 16.66 | N/A     | N/A | N/A | 21.15   | 21.15 | 45.00 |
| Level 3 | 17.24   | 15.78 | 8.33  | N/A     | N/A | N/A | 13.46   | 13.46 | 10.00 |
| Level 4 | 3.44    | 3.50  | 0.00  | N/A     | N/A | N/A | 0.00    | 1.92  | 0.00  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 58.82   | 70.58 | 81.81 | N/A     | N/A | N/A | 83.33   | 79.16 | 72.72 |
| Level 2 | 41.17   | 11.76 | 9.09  | N/A     | N/A | N/A | 8.33    | 16.66 | 18.18 |
| Level 3 | 0.00    | 17.64 | 9.09  | N/A     | N/A | N/A | 4.16    | 4.16  | 9.09  |
| Level 4 | 0.00    | 0.00  | 0.00  | N/A     | N/A | N/A | 4.16    | 0.00  | 0.00  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |     |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | N/A     | N/A | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 31.25   | 62.50 | N/A | N/A     | N/A | N/A | 68.42   | 70.58 | N/A |
| Level 2 | 31.25   | 18.75 | N/A | N/A     | N/A | N/A | 31.57   | 23.52 | N/A |
| Level 3 | 31.25   | 12.50 | N/A | N/A     | N/A | N/A | 0.00    | 5.88  | N/A |
| Level 4 | 6.25    | 6.25  | N/A | N/A     | N/A | N/A | 0.00    | 0.00  | N/A |

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

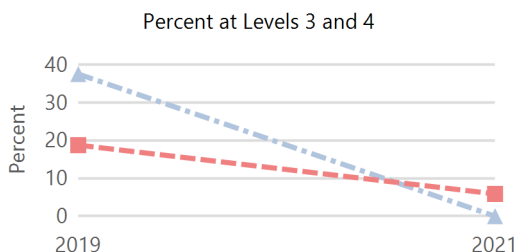
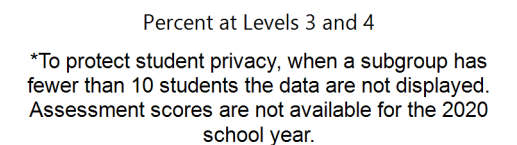
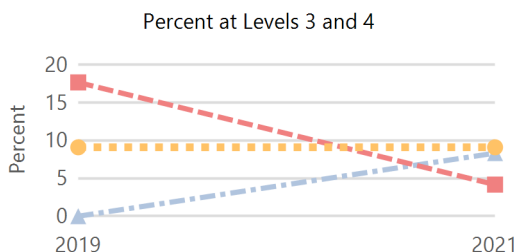
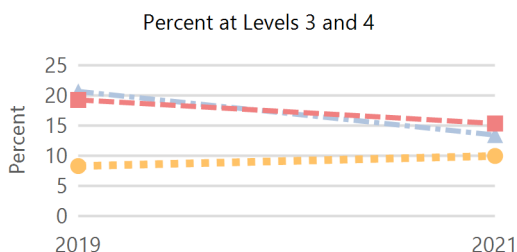
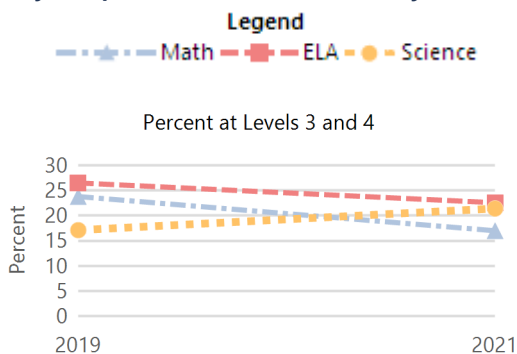
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



|          |      |
|----------|------|
| District | 19.5 |
| State    | 19.8 |

**Agenda Number:** 15

**Meeting Date:** 2/14/2023



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Receive Proposed Amendments to K.A.R. 91-31-31 and 91-31-35

**From:** Scott Gordon

In June 2021, the Graduation Requirements Task Force was established to review and recommend changes to the Kansas State Board of Education's minimum graduation requirements. Last year, the Kansas State Board of Education reviewed the recommendations and asked for changes to be made to the accreditation regulations. KSDE's General Counsel R. Scott Gordon provides the proposed changes to K.A.R. 91-31-31 and 91-31-35 to reflect the State Board's desired changes to graduation requirements and will be available to answer any questions.

These proposed regulatory changes will again be discussed during the March meeting of the State Board with a potential action item in April to approve submitting the proposed amendments through the formal adoption process.

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

**91-31-31. Definitions.** As used in this article of the department's regulations, each of the following terms shall have the meaning specified in this regulation:

(a) "Accreditation" means the process of documenting that an education system meets requirements established by the state board.

(b) "Accreditation cycle" means the period of time from the beginning of the needs assessment to the point at which the state board grants an accreditation rating to an education system.

(c) "Accreditation rating" means the status granted by the state board upon recommendation of the accreditation review council.

(d) "Accreditation review council" means the body of education professionals charged with providing a recommendation of accreditation rating to the state board at the end of each accreditation cycle.

(e) "Accreditation year" means the final year, or step, of an education system's accreditation cycle.

(f) "Accredited" means the status assigned to an education system that meets the following conditions established by the state board:

(1) The education system is in good standing.

(2) The education system provides conclusive evidence of improvement in student performance.

(3) The education system provides conclusive evidence of a process of continuous improvement.

(g) "Area for improvement" means the specific issue to be corrected, as determined by the accreditation review council, that an education system shall complete in order to improve the education system's accreditation rating.

(h) “Chief administrative officer” means the person hired by a governing body to lead the work of achieving the education system’s mission and to oversee all aspects of the operation of the education system.

(i) “Commissioner” means commissioner of education.

(j) “Conclusive evidence” means data that is sufficient to the accreditation review council to justify its recommendation of accredited to the state board.

(k) “Conditionally accredited” means the status assigned to any of the following:

(1) A new education system seeking accreditation;

(2) an education system seeking accreditation after one or more years of not seeking accreditation; or

(3) an education system about which both of the following are true:

(A) The education system is in good standing; and

(B) the education system ~~provides neither conclusive evidence of growth in student performance nor conclusive evidence of a process of continuous improvement~~ fails to provide conclusive evidence of either improvement in student performance or of an intentional, quality improvement process.

(l) “Corrective action plan” means the set of actions developed by an education system in response to areas for improvement identified by the accreditation review council.

(m) “Credit” means formal acknowledgment by an education system’s governing body for criteria-based accomplishment. In Kansas K-12 education, this term is usually expressed as a number of units of credit.

(n) “Curriculum standards” means statements adopted by the state board specifying what students should know and be able to demonstrate in specific content areas.

(o) “Education system” means a Kansas unified school district, the Kansas state school for the blind, the Kansas school for the deaf, an organized body of non-public schools, or an independent private school.

(p) “Education system leadership team” means the group of education system employees that leads the education system’s work toward an accreditation rating during an accreditation cycle.

(q) “Education system site council” means the group of people from outside of the education system from whom the education system leadership team receives input related to the education system’s work toward an accreditation rating during an accreditation cycle.

~~(r) “Final analysis” means the process of reviewing education system level data at the end of an accreditation cycle.~~

(s) “Foundational structures” means programs, models, or practices prerequisite to receiving an accreditation rating of “accredited” from the state board.

(t) “Framework” means a defined set of practices that together encompass the work that education systems do to prepare successful Kansas high school graduates.

~~(u) “Goal area” means one area of performance selected by an education system for specific focus during its accreditation cycle.~~

(v) “Governing body” means either of the following:

- (1) The board of education of any public education system; or
- (2) the decision-making authority of any private education system.

(w) “Independent private school” means a non-public school that, for accreditation purposes, is not affiliated with other non-public schools.

(x) “In good standing” means in compliance with, or working with the state board to achieve compliance with, all applicable federal and state statutes and regulations.

(y) “Kansas assessment program” means the evaluation that the state board conducts in order to measure student learning within the Kansas curriculum standards.

(z) “Kansas education systems accreditation” and “KESA” mean the Kansas model for the accreditation of education systems that offer any grades kindergarten through grade 12.

(aa) “Needs assessment” means a systematic process of scoring state board-approved rubrics and examining current data supporting KESA results for the purpose of determining needs or gaps between current conditions and desired conditions.

(bb) “Not accredited” means the status assigned to an education system that is described by either of the following:

(1) Is not in good standing; or

(2) ~~fails to provide conclusive evidence of either improvement in student performance or a process of continuous improvement~~ the education system provides neither conclusive evidence of improvement in student performance nor conclusive evidence of an intentional, quality improvement process.

(cc) ~~“On-site visit” means a visit at an education system by either the education system's outside visitation team or its state technical assistance team.~~

(dd) “Outside visitation team” means a group of trained education professionals selected by an education system to collaborate with the education system in a coaching or mentoring role, supporting the education system for the duration of an accreditation cycle.

(ee) “Outside visitation team chair” means the member of the outside visitation team who has been specifically trained and appointed to act as the leader of the group for the duration of an accreditation cycle.

(ff) “Private education system” means either of the following:

(1) An organized body of non-public schools; or

(2) an independent private school.

(gg) “Public education system” means any of the following:

(1) A Kansas unified school district;

(2) the Kansas state school for the blind; or

(3) the Kansas school for the deaf.

~~(hh) “Qualified admissions” means the set of criteria allowing a high school graduate guaranteed admission into Kansas public universities.~~

(ii) “School” means an organizational unit that provides educational services in a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.

(jj) “School leadership team” means the group of employees of a school leading that school’s work toward an accreditation rating during an accreditation cycle.

(kk) “School site council” means the group of people not employed by the school with whom the school leadership team consults.

(ll) “State board” means the Kansas state board of education.

(mm) “State board-approved rubrics” means the methods used by an education system during the needs assessment to evaluate the education system’s current condition.

(nn) “State technical assistance team” means a group of persons appointed by the commissioner to assist “not accredited” public education systems in achieving an upgraded status.

(oo) “Successful Kansas high school graduate” means a high school graduate who has the academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement to be successful in postsecondary education, in the attainment of an industry-recognized certification, or in the workforce, without the need for remediation.

(pp) “Unit” means the number or amount, expressed in fractions or decimals, of credit assigned to a specific achievement. A full unit is credit that is awarded for the successful demonstration of competency and knowledge of a content area.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution and K.S.A. 2020 Supp. 72-5170; effective July 1, 2005; amended P-\_\_\_\_\_.)

**91-31-35. Graduation requirements.** (a) Each governing body shall adopt a written policy specifying that pupils are eligible for graduation only after completion of at least the following graduation requirements as established by the state board:

- (1) ~~Four~~ Three and one-half units of English language arts, which shall include reading, writing, literature, ~~communication~~, and grammar. The chief administrative officer may waive up to one unit of this requirement if the chief administrative officer determines that a pupil will benefit more by taking another subject;
- (2) One-half unit of Communication, which may include speech, debate, forensics, journalism, or public speaking;
- (3) three units of ~~history and government~~ social studies, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in K.A.R. 91-31-32, a course of instruction in Kansas history and government;
- (4) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;
- (5) three units of mathematics, including algebraic and geometric concepts;
- (6) one-half unit of physical education, ~~which shall include health and~~ which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with ~~either of the following:~~
  - (A) ~~A~~ a statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; ~~or~~
  - (B) ~~a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;~~
- (7) one-half unit of health education. This requirement shall be waived if the school district is provided with a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;



(8) one-half unit of financial literacy;

(9) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by the governing body; and

(10) one unit of STEM, which may include computer science, advanced math, advanced science, robotics, advanced career and technical education, advanced technology, agriculture, and other similar studies selected by the governing body;

(11) ~~six~~ four and one-half units of elective courses;

(12) Achieve two or more accomplishments approved by the State Board that demonstrate the pupil will be a successful Kansas high school graduate.

(13) One of the following, unless exempted by the chief administrative officer;

(a) File a Free Application for Federal Student Aid with the United States Department of Education, or;

(b) On a form created by the State Board, file a waiver with the governing body indicating that a parent or guardian or, if the pupil is at least 18 years of age or legally emancipated, the pupil understands what the Free Application for Federal Student Aid is and has chosen not to file an application; and

(b) At least 21 units of credit shall be required for graduation.

(c) Any governing body may increase the number of units of credit required for graduation. Any additional requirements of the governing body that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(d) Unless more stringent requirements are specified by existing local policy, the graduation requirements specified in this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 72-3235, and K.S.A. 2020 Supp. 72-5170; effective July 1, 2005; amended P-\_\_\_\_\_.)

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 2/14/2023

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### **Item Title:**

Act on Recommendations of the Professional Practices Commission (denial)

### **Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny the application for a license in case 22-PPC-06

### **Explanation of Situation Requiring Action:**

On April 22, 2022, the Professional Practices Commission conducted a hearing on the Complaint filed by the Kansas State Department of Education seeking denial of an application for an emergency substitute teaching license in case 22-PPC-06. The Complaint alleges the applicant was not eligible to receive a license, nor was he suitable for licensure by the Kansas State Board of Education due to his previous revocation of a license to practice law. The Applicant's law license was revoked by the Supreme Court of the State of Kansas by way of disbarment. The revocation due to the Applicant having violated several of the rules pertaining to professional conduct including engaging in conflicts of interest, failing to safekeep the property of a client, engaging in conduct involving misrepresentation, and engaging in conduct adversely reflecting a lawyer's fitness to practice law. The PPC concluded that the Applicant had not accepted full responsibility for his conduct. The PPC further concluded that he had not demonstrated that he was suitable to be placed in a position of public trust.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESIONAL PRACTICES COMMISSION

In the Matter of  
the License of

[REDACTED]

OAH Case No.: 22ED0012 ED  
KSDE Case No.: 22-PPC-06

**INITIAL ORDER**

**Decision**

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 8 to 0 recommends to the Kansas State Board of Education (State Board) that the Complaint filed by KSDE seeking to deny the application for an emergency substitute teaching license submitted by [REDACTED] be affirmed.

**Statement of Case**

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on April 29, 2022 seeking denial of [REDACTED] application for an emergency substitute teaching license.

The hearing was held on November 29, 2022. Appearing for the Commission were Chairperson, Jennifer Holt, and members Caroline Spaulding, Aaron Edwards, Jamie Wetig, Darrin San Romani, Eric Filippi, and Ricardo Sanchez. Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

[REDACTED] appeared in person without an attorney.

KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon.

**Evidentiary Rulings**

KSDE offered documents marked as Exhibits A through C and requested they be admitted as evidence. [REDACTED] had no objection. Exhibits A through C were admitted.

[REDACTED] offered document identified as Exhibits 1 through 10 and requested they be admitted as evidence. KSDE objected to the admission of the exhibits by pleading filed November 9, 2022. By Prehearing Order issued November 16, 2022 the ALJ addressed the issues raised by KSDE and overruled the objections. Exhibits 1 through 10 were admitted.

### Findings of Fact

1. [REDACTED] submitted an application to KSDE for an emergency substitute teaching license in January of 2022. (Exhibit A). The exact date of the application is unknown to the PPC.
2. From 1999 to 2015 [REDACTED] held a State of Kansas license to practice law.
3. On June 12, 2015 the Supreme Court of the State of Kansas filed an opinion disbarring [REDACTED] from the practice of law. (Exhibit B). In the opinion it was concluded that [REDACTED] had violated several of the rules pertaining to professional conduct of attorneys, including engaging in conflicts of interest, failing to safekeep the property of a client, engaging in conduct involving misrepresentation, and engaging in conduct adversely reflecting on an attorney's fitness to practice law.
4. [REDACTED] acknowledged having been disbarred by the Supreme Court of the State of Kansas. Rankin testified that he was a different person now than he was when he engaged in the conduct that led to his disbarment. [REDACTED] testified that he accepted responsibility for failing to safekeep property and engaging in a conflict of interest but did not believe he had overcharged the client.
5. [REDACTED] had not sought reinstatement of his license to practice law.

### Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.<sup>1</sup>

"Any applicant for licensure whose license has been suspended, canceled, revoked, or surrendered in another state shall not be eligible for licensure in Kansas until the applicant is eligible for licensure in the state in which the suspension, cancellation, revocation, or surrender occurred."<sup>2</sup>

"An attorney is required to act at all times, both professionally and personally, in conformity with the standards established by the Kansas Rules of Professional Conduct, the Rules Relating to Discipline of Attorneys, and the attorney's oath of office."<sup>3</sup>

"An attorney who commits misconduct may be disciplined by any of the following: (1) disbarment by the Supreme Court;..."<sup>4</sup>

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<sup>1</sup> Kan. Const., Art. VI and K.S.A. 72-255.

<sup>2</sup> K.A.R. 91-22-1a(f).

<sup>3</sup> Supreme Court Rule 203(a).

<sup>4</sup> Supreme Court Rule 225(a).

“A respondent disbarred by the Supreme Court is eligible to petition for reinstatement five years after the date of disbarment.”<sup>5</sup> The rule then goes on to set forth the steps that must be taken in order to petition for reinstatement.

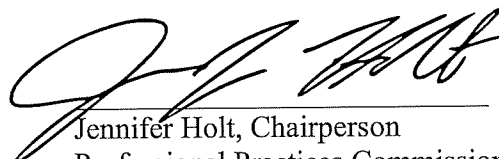
While [REDACTED] may be eligible to petition for reinstatement of his law license, [REDACTED] has taken no steps towards reinstatement, and, as of the date of the hearing, is not eligible to have his law license restored. As such, [REDACTED] does not comply with the provisions of K.A.R. 91-22-1a(f) which requires that an applicant that has had a professional license suspended, canceled, revoked or surrendered must be eligible to have that license reinstated prior to being eligible for licensure by the State of Kansas. Being eligible to request reinstatement is not the equivalent of being eligible for reinstatement.

The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.<sup>6</sup>

In considering the evidence presented, the PPC concluded that [REDACTED] had not accepted full responsibility for the conduct that led to his disbarment from the practice of law. It was noted that [REDACTED] testified as if he believed there was some justification for his actions. Furthermore, the PPC concluded that [REDACTED] had not demonstrate that he was suitable to be placed in a position of public trust.

On a vote of eight (8) in favor and zero (0) opposed, the Commission recommends to the State Board that the Complaint filed by KSDE seeking to deny the issuance of an emergency substitute teaching license to [REDACTED] be affirmed.

**IT IS SO ORDERED.**

  
Jennifer Holt, Chairperson  
Professional Practices Commission

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<sup>5</sup> Supreme Court Rule (a)(3).

<sup>6</sup> *Wright v. State Bd. of Educ.*, 46 Kan.App.2d 1046, 1052, 268 P.3d 1231 (2012).

### Notice

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

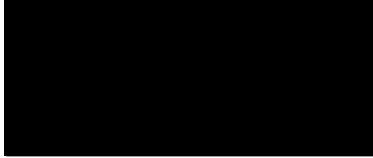
You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below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

Barbara Hughes  
Secretary, Kansas State Board of Education  
900 SW Jackson Street,  
Topeka, Kansas 66612

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

**Certificate of Service**

I hereby certify that on this 13<sup>th</sup> day of January, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

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

Marisa Seele  
Marisa Seele, Secretary  
Professional Practices Commission  
Kansas State Department of  
Education 900 SW Jackson Street  
Topeka, KS 66612-1182

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 2/14/2023

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### Item Title:

Act on Joint Resolution with the Kansas Board of Regents Regarding Dual Credit Courses

### Recommended Motion:

It is moved that the Kansas State Board of Education sign a proposed joint resolution which states the following:

# Resolution

WHEREAS, data shows that education beyond high school provides a proven path to increased earnings for Kansas families; and

WHEREAS, the Kansas State Board of Education provides leadership, resources, support and accountability to the state of Kansas' K-12 education system; and

WHEREAS, the Kansas Board of Regents is the governing board of the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions; and

WHEREAS, approximately 37,967 Kansas high school students graduated last year, and approximately 14,864 of those students earned dual credit while in high school; and

WHEREAS, those Kansas high school students who enroll in and earn college credits while enrolled in high school use those credits to progress toward graduating from high school; and

WHEREAS, the Kansas Board of Regents has created a seamless education experience by approving specific courses that must be accepted for systemwide transfer among any public postsecondary educational institution in Kansas; and

WHEREAS, students who earn college credits while in high school are more likely to complete a postsecondary credential; and

WHEREAS, all accredited Kansas high schools and their students benefit when courses taken for dual credit from a Kansas public higher education institution fulfill those graduation requirements most closely aligned with the disciplines approved by the Kansas Board of Regents.

Now, therefore, be it resolved, that the Kansas State Board of Education and the Kansas Board of Regents encourage Kansas high schools to accept for credit the specific courses that the Board of Regents has approved for systemwide transfer regardless of which public postsecondary educational institution delivered the course.



**Explanation of Situation Requiring Action:**

The Kansas State Board of Education and the Kansas Board of Regents have discussed students enrolling in courses to receive both college and high school credit. This Resolution is proposed as a means to formally agree that students should receive credit in the subject areas most closely aligned with the disciplines approved by the Kansas Board of Regents regardless of which public postsecondary educational institution delivered the course.

**Agenda Number:** 18

**Meeting Date:** 2/14/2023



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[www.ksde.org](http://www.ksde.org)

**Item Title:** Working on the Success of Each Student: Early Childhood

**From:** Amanda Petersen

Amanda Petersen, Director of Early Childhood for the Kansas Department of Education, will present information the work of the Early Childhood team including programs, funding, and other areas of interest.

**Agenda Number:** 19

**Meeting Date:** 2/14/2023



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(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Presentation from Niomi Ndirangu, 2022 Miss Kansas Outstanding Teen

**From:**

Miss Kansas Outstanding Teen, Niomi Ndriganu, will give a presentation to the Board information on her social impact initiative, Epilepsy Awareness: Train Up to Step Up. She works to spread awareness of epilepsy, reduce the stigma that comes with it, and educate students about how to recognize and respond to someone having a seizure.

# Miss Kansas

PO Box 8611  
Pratt, Kansas 67124

On March 27, Niomi Ndirangu of El Dorado, Kansas, a student at El Dorado High School, was crowned Miss Kansas' Outstanding Teen 2022. This involvement and accomplishment resulted in Niomi being awarded nearly \$4,100 in cash scholarships through the Miss Kansas competitions to apply toward her education.

As Miss Kansas' Outstanding Teen, Niomi will make appearances during her year-of-service, many of them motivational presentations to students in Kansas schools. Niomi's social impact initiative is Epilepsy Awareness: Train Up to Step Up. Her focus for this initiative is to advocate for and facilitate epilepsy education and training to schools, businesses, and communities across the nation. Niomi has conducted Seizure First Aid training with the Epilepsy Foundation and partnered with the Epilepsy Foundation of Missouri and Kansas to expand her reach. She works to spread awareness of epilepsy, reduce the stigma that comes with it, and educate students about how to recognize and respond to someone having a seizure.

Throughout her year-of-service, Niomi will work to connect her social impact initiative with the Miss America's Outstanding Teen and Miss Kansas' Outstanding Teen Organizations. She will serve as an ambassador, representing the organization across the State of Kansas.

Niomi represented Kansas at the 2023 Miss America's Outstanding Teen Competition at the Hyatt Regency in Dallas, Texas, earlier this year where she earned \$2,000 to put toward her education. She performed a vocal performance to "Astonishing" for her talent and competed with 50 other young women from across the nation for the title of Miss America's Outstanding Teen 2023. Niomi was recognized as the first-place recipient for being the highest fundraiser for Miss America scholarships.

The Miss Kansas Organization is a state licensee of the Miss America Organization, one of the nation's leading achievement programs and the world's largest provider of scholarship assistance for young women. The Miss Kansas Scholarship Foundation, a 501(c) (3) organization, makes available academic, community service, and other scholarships to women between the ages of 18 and 26. Annually, the Miss Kansas Organization provides over \$6,000,000 in cash and in-kind scholarship assistance.

For information on booking Miss Kansas' Outstanding Teen for your event, please email [bookings@misskansas.org](mailto:bookings@misskansas.org). You can follow Miss Kansas' Outstanding Teen on social media @maoteenks on Instagram.



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 (785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Personnel Report

**From:** Marisa Seele, Wendy Fritz

|  | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>Total New Hires</b>                       | 3    | 5   | 4    | 5   | 2   | 2   | 3   |     |     |     |     |      |
| Unclassified                                 | 3    | 5   | 4    | 5   | 2   | 2   | 3   |     |     |     |     |      |
| Unclassified Regular (leadership)            | 0    | 0   | 0    | 0   | 0   | 0   | 0   |     |     |     |     |      |
| <b>Total Separations</b>                     | 4    | 3   | 3    | 4   | 1   | 2   | 1   |     |     |     |     |      |
| Classified                                   | 0    | 0   | 0    | 0   | 0   | 0   | 0   |     |     |     |     |      |
| Unclassified                                 | 3    | 3   | 3    | 4   | 1   | 2   | 1   |     |     |     |     |      |
| Unclassified Regular (leadership)            | 1    | 0   | 0    | 0   | 0   | 0   | 0   |     |     |     |     |      |
| <b>Recruiting (data on 1st day of month)</b> | 5    | 4   | 5    | 5   | 2   | 4   | 2   |     |     |     |     |      |
| Unclassified                                 | 4    | 4   | 5    | 5   | 2   | 4   | 2   |     |     |     |     |      |
| Unclassified Regular (leadership)            | 1    | 0   | 0    | 0   | 0   | 0   | 0   |     |     |     |     |      |

Total employees 263 as of pay period ending 01/21/2022. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 b.

**Staff Initiating:**

Marisa Seele

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date: 02/14/2023**

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**Item Title:**

Act on personnel appointments to unclassified positions.

**Recommended Motion:**

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

**Explanation of Situation Requiring Action:**

The following personnel appointments are presented this month:

Valerie Donelan to the position Consultant on the Child Nutrition and Wellness team, effective Jan. 22, 2023, at an annual salary of \$60,320. This position is funded by the Summer Food Service, Food Service Audit and the State General Fund.

Lisa Karney to the position of Education Program Consultant on the Special Education and Title Services team, effective Jan. 23, 2023, at an annual salary of \$58,924.32. This position is funded by the IDEA Admin Fund.

Nathan Morrissey to the position of Public Service Administrator on the Special Education and Title Services team, effective Jan. 30, 2023, at an annual salary of \$41,912. This position is funded by the IDEA Admin Fund.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 c.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 2/14/2023

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### **Item Title:**

Act on recommendations for licensure waivers.

### **Recommended Motion:**

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

### **Explanation of Situation Requiring Action:**

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

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

\*First Renewal

\*\*Final Renewal.

| org no | org name                                  | enrollment | first name  | last name  | subject                                 | recommendation |
|--------|---|------------|-------------|------------|---|----------------|
| D0233  | Olathe                                    | 57787      | Domonique   | Fluis      | Low Incidence<br>Special<br>Education   | Approved       |
| D0259  | Wichita                                   | 92268      | Maurice     | Gatewood   | High Incidence<br>Special<br>Education  | Approved       |
| D0259  | Wichita                                   | 92268      | Shanda      | Jones      | Low Incidence<br>Special<br>Education   | Approved*      |
| D0259  | Wichita                                   | 92268      | Connor      | Ledy       | Low Incidence<br>Special<br>Education   | Approved       |
| D0259  | Wichita                                   | 92268      | Justin      | Bostock    | Low Incidence<br>Special<br>Education   | Approved*      |
| D0259  | Wichita                                   | 92268      | Korina      | O'Connor   | Low Incidence<br>Special<br>Education   | Approved*      |
| D0259  | Wichita                                   | 92268      | Marsha      | Geer       | Low Incidence<br>Special<br>Education   | Approved       |
| D0259  | Wichita                                   | 92268      | Catherine   | Busick     | Library Media<br>Specialist             | Approved       |
| D0260  | Derby                                     | 14562      | Christopher | Freshour   | Low Incidence<br>Special<br>Education   | Approved       |
| D0305  | Salina                                    | 13450      | Shelby      | Hettenbach | High Incidence<br>Special<br>Education  | Approved       |
| D0383  | Manhattan-Ogden                           | 14015      | Susan       | Wolf       | Gifted                                  | Approved       |
| D0607  | Tri County Special<br>Education Coop      | 0          | Emilio      | Aita       | High Incidence<br>Special<br>Education  | Approved*      |
| D0611  | High Plains<br>Educational<br>Cooperative | 0          | Vanessa     | Heger      | High Incidence<br>Special<br>Education  | Approved       |
| D0617  | Marion County Special<br>Education        | 0          | Hannah      | Oswald     | High Incidence<br>Special<br>Education  | Approved       |
| D0638  | Butler Co Special<br>Education Interlocal | 0          | Leila       | Younes     | High Incidence<br>Special<br>Education  | Approved       |
| D0729  | Maize Special<br>Education Cooperative    | 0          | Bailey      | Eames      | Low Incidence<br>Special<br>Education   | Approved       |
| D0729  | Maize Special<br>Education Cooperative    | 0          | Chelsea     | McNeil     | High Incidence<br>Special<br>Education  | Approved       |
| D0729  | Maize Special<br>Education Cooperative    | 0          | Jessie      | Epperson   | Early Childhood<br>Special<br>Education | Approved       |
| D0729  | Maize Special<br>Education Cooperative    | 0          | Joshua      | Cavender   | High Incidence<br>Special<br>Education  | Approved       |



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 d.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/14/2023

Randy Watson

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### **Item Title:**

Act on appointing members to the new Kansas Children's Vision Health and School Readiness Commission.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education appoint the following individuals to the new Kansas Children's Vision Health and School Readiness Commission:

Dr Kendall Krug – Optometrist

Dr Linda Lawrence – Ophthalmologist

Michael Epp – representing Envision

Dr. Ben Proctor – representing the Kansas Department of Education

Connie Neuhofer – representing Kansas Department of Health and Environment

Cindi Tedder – School Nurse

Shelly Schneider – Public Health Nurse

Alisa Krehbiel – School Administrator

### **Explanation of Situation Requiring Action:**

One of the requirements in Senate Bill 62, passed in 2022 and signed by the Governor, is for the State Board of Education to establish a Kansas Children's Vision Health and School Readiness Commission. The duties of the commission, as specified in the bill, are as follows:

- (1) Overseeing revision of state vision screening requirements and guidelines no fewer than once every seven years;
- (2) providing standardized vision screening referral letters and eye professional examination reports as referenced in the Kansas vision screening requirements and guidelines;
- (3) identifying state resources that assist in providing opportunities to offer free or low-cost eye exams for students who fail vision screenings and are unable to afford an examination on their own; and
- (4) establishing a system to collect data from school health personnel concerning the results of the original screenings and referral outcomes, as well as issuing an annual report to the secretary of health and environment and the commissioner of education.

The commission shall be comprised of:

- (1) One optometrist; (2) one ophthalmologist; (3) one representative of a health organization dedicated to preventing blindness; (4) one representative of the department of education; (5) one representative of the department of health and environment; (6) one school nurse; (7) one public health nurse; and (8) one school administrator.

The bill specifies that members of the commission shall not be reimbursed for meeting expenses.

## Kendall Krug, OD - Biography

Kendall Krug, OD recently retired after 37 years in primary care practice in Hays KS. He has provided low vision rehabilitation in KS since 1987 in hospital based clinics, and the out patient setting.

Dr. Krug received his Doctor of Optometry degree from the Southern College of Optometry in Memphis, TN. and completed additional training in Low Vision Rehabilitation at the New York Lighthouse for the Blind. Krug is a Diplomate of the American Board of Optometry.

He is Past Chairman of the KS Advisory Committee for the Blind and Visually Impaired, has served on the American Optometric Associations-Low Vision Rehabilitation Council, and is currently a member of the Kansas Vision Coalition. He was a member of the Blue Cross and Blue Shield of KS Medical Advisory Committee for 20 years.

Krug is a collaborating optometrist with the Kansas State School for the Blind-Kan-LOVKids regional low vision program and has been involved since its development in 2005.

### Awards received

Kansas Optometry Association:

-2018 Kansas Optometrist of the year

-Legislative Service Award

-Distinguished Service Award.

Envision Wichita:

- Visionary Award.

Kansas Lions Sight Foundation:

- Claude DeVorss Fellow.

Kansas State School for the Blind:

- Distinguished service award

*"Growing up in Kansas, it has been my privilege to practice in a great state that cares about the next generation coming up. Upgrading the vision screening standards to current, evidence based treatments is a great start to doing our best to improve the ability of students to learn without physical restrictions."*

- Kendall Krug, OD

## **Linda Lawrence, MD - Biography**

Linda Lawrence, MD established in 1986 a solo, private practice in comprehensive ophthalmology with pediatric emphasis in Salina, Kansas, USA.

Since 1992, she has performed functional vision assessment in the early intervention with the Part C program at Salina Regional Health Center, Kansas. There is a high rate of undiagnosed ocular pathology in infants and toddlers with developmental disabilities, and she advocated for earlier detection and interventions both clinically, and by teaching other professionals and parents. She performs outreach services with the Kansas State School for the Blind and is a volunteer consultant for Centro Ann Sullivan del Peru (CASP) in Lima, Peru, an educational NGO for students with neuro-developmental disabilities.

Dr. Lawrence has been an invited speaker to many USA and international meetings, especially for children with low vision and additional disabilities, and trains trainers in the area of early intervention for infants and toddlers with low vision and multiple disabilities including local, national, and international teams in South and Central America, India, Africa, China, Vietnam, Haiti, and the Middle East. She has been on over a hundred medical mission trips to work with children with low vision and additional disabilities.

She volunteers for ORBIS, and is Volunteer Assistant Clinical Professor of Ophthalmology, University of Kansas.

She coauthored a book chapter on Pediatric Low Vision, and is currently working on two others and has coauthored several papers.

She is a Fellow of the AAO (American Academy of Ophthalmology) and AAPOS member (American Association for Pediatric Ophthalmology and Strabismus), former chair of AAPOS committee on Pediatric Low Vision Rehabilitation, current chair of Interorganizational committee. She is former chair of the AAO committee on Global Education and Outreach, and past member of the AAO Low Vision Rehabilitation Committee. She worked with the WHO International Consensus scientific committee helping to develop the International Low Vision Rehabilitation Standards (including birth to 3 years). She has consulted as a volunteer with CDC on the congenital Zika syndrome.

Dr. Lawrence was honored by the AAO with the International Humanitarian Services Award in 2009 for her volunteer work in Kansas, and internationally. She has received the achievement award from AAPOS 2017, the Senior Achievement Award from the AAO, and the AAO Secretariat Award in 2018 and 2022.



REPRESENTATIVE OF A HEALTH  
ORGANIZATION DEDICATED TO  
PREVENTING BLINDNESS

Kansas State Board of Education  
900 SW Jackson St.  
Topeka, KS 66612

11/21/2022

Dear Kansas State Board of Education:

It is my interest, and would be an honor, to serve on the Kansas Children's Vision Health and School Readiness Commission. As an employee of Envision, I appreciate this opportunity be a representative of a Kansas health organization dedicated to preventing blindness. As a founding and continuing member of the Kansas Vision Coalition, I had the opportunity to represent Envision and provide assistance to the recent revision of the Kansas Vision Screening Guidelines legislation that amended the standards for school-administrated vision screenings. Currently, I am assisting members of the Kansas Vision Coalition task force in creating several online training modules regarding the Vision Screening Guidelines.

Below is my bio for your reference:

Michael Epp is responsible for the professional education activities of Envision University that include the Envision programs in multidisciplinary continuing medical education. These areas include a quarterly education series for eye care and rehabilitation professionals that is simulcast across Kansas and beyond; continuing medical education online courses; and the bi-annual, multidisciplinary low vision rehabilitation and research Envision Conference. He was a founding and is a continuing member of the Kansas Vision Coalition focused on increasing access to vision healthcare, outreach and education within the state of Kansas. Michael has over twenty years' experience with organizations dedicated to community services and education, working at Envision since 2001. Michael received his undergraduate degree in History from Bethel College, N. Newton, KS, and a Master's of Science in Health Care Leadership at Friends University, Wichita, KS. Michael is widely recognized in the community and the state for advocating for people with vision loss and educating rehabilitation professionals.

Sincerely,

**Michael Epp**  
Manager of Professional Education  
**Envision, Inc.**  
610 N. Main St.  
Wichita, KS 67203  
**Direct:** 316-440-1515  
**Mobile:** 316-204-3849  
[www.envisionuniversity.org](http://www.envisionuniversity.org)

**Envision Mission:** *To improve the quality of life and provide inspiration and opportunity for people who are blind or visually impaired through employment, outreach, rehabilitation, education and research.*



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

## REPRESENTATIVE OF THE KANSAS DEPARTMENT OF EDUCATION

**Dr. Ben Proctor** joined Kansas Department of Education as Deputy Commissioner on July 1, 2022.

Proctor, who was born and raised in Oklahoma, began his career in the education field in 2001. He received his bachelor's degree in history from McPherson College and a master's in school leadership from Baker University. He earned his doctorate in educational leadership from Wichita State University.

Before coming to KSDE he most recently served as superintendent at Hesston USD 460. He also has served as principal at Hesston Middle School; principal at Southeast High School, Cherokee USD 247; and as a high school teacher at Eureka Junior-Senior High School, Eureka USD 389, and Arkansas City USD 470.

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

**REPRESENTATIVE OF THE KANSAS  
DEPARTMENT OF HEALTH AND  
ENVIRONMENT**

**Connie Neuhofer Bio**

My name is Connie Neuhofer, I am a Screening & Surveillance Manager for KDHE – Bureau of Family Health. In my previous roles with the State of Kansas I have worked for the Kansas Department of Commerce and Kansas Department of Children & Families as a Case Manager and Job Coach. I have a passion for working with and supporting the underserved populations and making a difference in the lives of others. I am a mother of 4 children. My oldest son is a family doctor, 2 daughters that are artists and a daughter that is currently studying Nursing at Washburn. In my free time I enjoy spending time with my family and watching sports. I am an avid Kansas City Chiefs and Kansas Jayhawks fan and I enjoy attending as many games as I can.

**Graecinda “Cindi” Tedder**

[ctedderhlc@olatheschools.org](mailto:ctedderhlc@olatheschools.org)

Professionally I have been a Registered Nurse for over twenty years, practicing within an academic setting for over twenty-five years, and having concurrent practice within hospital settings. I have experience in school nursing within preschool through the collegiate educational environment and nursing experience within a hospital setting in pediatrics, obstetrics and nursery, intensive care, medical/surgical, and intravenous therapy teams. Before becoming an R.N., I was an adjunct faculty member at Emporia State University, a gymnastics balance beam specialist for the United States Gymnastics Federation Olympic teams, a gymnastics coach at the high school level in Kansas, and a choreographer for the University of Kansas Flag and Rifle Corps. I have enjoyed the autonomy and helping others in my careers and various positions. I find the daily challenge of change and outcomes keeps me fresh and at my peak performance.

Currently, I am the Early Childhood Special Education Nurse in an Early Childhood school supporting Early Childhood School Nurses at over twenty different academic sites in the second-largest public school district in Kansas. I sit on the Feeding and Swallowing Team for the district and continue to provide support to those staff with students who have feeding and/or swallowing needs. I love the ability to help my community reach its highest potential while promoting safe and healthy environments.

I have completed co-authoring a revision chapter in the “School Nursing: A Comprehensive Text, 3<sup>rd</sup> edition”, I am a co-author in the “Kansas Vision Screening Guidelines: For Infants, Toddlers, Children, and Youth, 6<sup>th</sup> edition”, and also a co-author to an article for the NASN magazine entitled *Advocating for Oral Health Through Fluoridation* published online March 2019 and print September 2019. I am the national representative for the National Association of School Nurses to the new Children’s Vision Equity Alliance through the Prevent Blindness Center for Children’s Vision and Eye Health and sit on two committees. I also have served on the Kansas Vision Coalition Board from 2017-2022 and have served on the state board for the Kansas School Nurses Organization for over 20 years in different capacities.

I reside in Olathe, Kansas, with my husband and three dogs, Duke, Duchess, and our newest addition in December of 2021 Dasher. We have two successful adult sons. Our oldest is the city manager for Boulder City, NV and is married. Our youngest is also married and is an aerospace engineer project lead for the Department of Defense at Textron Aviation Defense. I enjoy swimming, biking, rowing, running, gardening, climbing mountains, and traveling in my spare time. I have been fortunate to live all over the world and in many of the states. I am blessed to be part of a loving, supportive family.

**Shelly Schneider, BSN, RN**

Public Health Nurse Specialist

Kansas Department of Health and Environment

1000 SW Jackson St.

Suite 340

Topeka, KS 66612

I have served as a pediatric nurse for 15 years prior to serving at a local health department for 5 and currently as a State Public Health Nurse Specialist for KDHE for a year and a half. I am a life-long Kansan, farm-wife and mother. I believe that everyone should access to healthcare, including vision and hearing screenings, and subsequent follow-up care if needed. I also understand the importance of helping our healthcare workers across Kansas provide the care they want to provide with the limited resources they have to provide it with. I am excited to offer my support and guidance on the review process and assisting where needed on implementing any changes that will help our healthcare workers continue to provide exceptional care.



### **Alisa Krehbiel**

In her 34 years as a Kansas educator, Alisa Krehbiel has had the privilege of working with students and teachers in the K-8 setting. Alisa taught at both the elementary and middle school levels. For the last nine years, she has served as the principal at Hesston Elementary School, Hesston, Kansas. Alisa earned her B.S. in Elementary Education from Bethel College - North Newton, Ks and her Masters in School Leadership from Baker University. She is passionate about building positive relationships with all stakeholders, while nurturing an engaging learning environment for all students.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

---

### **Item Title:**

Act on request from USD 313 Buhler, Reno County, to receive capital improvement (bond and interest) state aid.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 313 Buhler, Reno County, to receive capital improvement (bond and interest) state aid as authorized by law.

### **Explanation of Situation Requiring Action:**

Under KSA 72-5461 *et seq.*, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 313 Buhler, Reno County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on January 24, 2023.

USD 313 plans to use the bond proceeds (not to exceed **\$8,000,000**) to pay costs to: design, construct, furnish, and equip: (a) improvements to existing District facilities, including enhancements and improved accessibility at all district's elementary school playgrounds, parking lot and sidewalk improvements, and improvements to consolidate student/staff support services; (b) a new facility for the Ad Astra Academies; (c) new community room/boardroom, public storm shelter, professional development, offices, and an indoor activity facility.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district enrollment is projected flat.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

## Summary of Appeal to State Board of Education for Capital Improvement State Aid

**Unified School District 313 Buhler**

**County: Reno**

|  |                     |                |
|--|---------------------|----------------|
| 1. Current equalized assessed tangible valuation * | \$206,590,577       |                |
| 2. Percentage of bond debt limit                   | <u>14.00%</u>       |                |
| 3. Amount of bond debt limit                       | <u>\$28,922,681</u> |                |
| 4. State Aid Percentage                            | <u>0%</u>           | 22-23 St Aid % |

\* Includes assessed valuation of motor vehicle

|   |                     | Percent of Equalized Assessed<br>Valuation - Current Year |
|---|---------------------|---|
| 5. Amount of bond indebtedness at present time                            | <u>\$53,205,000</u> | <u>25.8%</u>  |
| 6. Amount of bond indebtedness requested                                  | <u>\$8,000,000</u>  | <u>3.9%</u>   |
| 7. Total amount of bond indebtedness if request<br>approved (Lines 5 + 6) | <u>\$61,205,000</u> | <u>29.6%</u>  |
| 8. Estimated amount of bond indebtedness<br>authorized without approval   | <u>\$28,922,681</u> | <u>14.0%</u>  |
| 9. Amount of bond indebtedness above<br>bond debt limit requested         | <u>\$32,282,319</u> | <u>15.6%</u>  |

### Forms Requested

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

January 19, 2023  
Date

January 19, 2023  
Date

Dale Brungardt  
Director, School Finance

Craig Neuenswander  
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 313 Buhler**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election. (waiting for proof of publication)

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

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### **Item Title:**

Act on request from USD 313 Buhler, Reno County, to hold a bond election.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 313 Buhler, Reno County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

### **Explanation of Situation Requiring Action:**

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 313 Buhler, Reno County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 313 plans to use the bond proceeds (not to exceed **\$8,000,000**) to pay costs to: design, construct, furnish, and equip: (a) improvements to existing District facilities, including enhancements and improved accessibility at all district's elementary school playgrounds, parking lot and sidewalk improvements, and improvements to consolidate student/staff support services; (b) a new facility for the Ad Astra Academies; (c) new community room/boardroom, public storm shelter, professional development, offices, and an indoor activity facility.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district enrollment is projected flat.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

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

|                                    |              |
|------------------------------------|--------------|
| Unified School District 313 Buhler | County: Reno |
|------------------------------------|--------------|

|  |                     |                |
|--|---------------------|----------------|
| 1. Current equalized assessed tangible valuation * | \$206,590,577       |                |
| 2. Percentage of bond debt limit                   | <u>14.00%</u>       |                |
| 3. Amount of bond debt limit                       | <u>\$28,922,681</u> |                |
| 4. State Aid Percentage                            | <u>0%</u>           | 22-23 St Aid % |

\* Includes assessed valuation of motor vehicle

|   |                     | Percent of Equalized Assessed<br>Valuation - Current Year |
|---|---------------------|---|
| 5. Amount of bond indebtedness at present time                            | <u>\$53,205,000</u> | <u>25.8%</u>  |
| 6. Amount of bond indebtedness requested                                  | <u>\$8,000,000</u>  | <u>3.9%</u>   |
| 7. Total amount of bond indebtedness if request<br>approved (Lines 5 + 6) | <u>\$61,205,000</u> | <u>29.6%</u>  |
| 8. Estimated amount of bond indebtedness<br>authorized without approval   | <u>\$28,922,681</u> | <u>14.0%</u>  |
| 9. Amount of bond indebtedness above<br>bond debt limit requested         | <u>\$32,282,319</u> | <u>15.6%</u>  |

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

|                                 |   |
|---------------------------------|---|
| <u>January 19, 2023</u><br>Date | <u>Dale Brungardt</u><br>Director, School Finance |
| <u>January 19, 2023</u><br>Date | <u>Craig Neuenswander</u><br>Deputy Commissioner  |

To: **State Board Members**

Re: **Application to hold bond election for USD 313 Buhler**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election. (sending soon)

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 g.

Staff Initiating:

Cheryl Johnson

Director:

Cheryl Johnson

Commissioner:

Randy Watson

Meeting Date: 2/14/2023

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### **Item Title:**

Act on contract with the Kansas State Department of Agriculture for summer food service program food safety inspections.

### **Recommended Motion:**

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

### **Explanation of Situation Requiring Action:**

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

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

The proposed contract with KDA would begin May 16, 2023 and would not exceed four months duration. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 h.

**Staff Initiating:**

Cheryl Johnson

**Director:**

Cheryl Johnson

**Commissioner:**

Randy Watson

**Meeting Date:**

2/14/2023

---

### **Item Title:**

Act to amend the March 8, 2022 authorization for the Commissioner of Education to initiate the contract bid process for property insurance on new Body Venture learning exhibit.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education amend the March 8, 2022 authorization for the Commissioner of Education to initiate the contract bid process for Property Insurance for the new Body Venture Learning Exhibit in an amount not to exceed \$20,000 for the period July 1, 2022 through June 30, 2025 to the new amount of \$25,000 for the new time period July 1, 2023 through June 30, 2026.

### **Explanation of Situation Requiring Action:**

The purpose of this contract is to pay for property insurance to cover the replacement cost of the Child Nutrition and Wellness Body Venture Exhibit. The Body Venture Exhibit is a traveling educational exhibit for grades K-5. The Body Venture exhibit is a 40-foot by 50-foot inflatable walk-through exhibit representing the human body. There are eleven learning stations within the exhibit. Costs will be paid from the federal Child Nutrition Program State Administrative Expense Fund either annually or a one-time payment for the three-year period July 1, 2023 through June 30, 2026. There was a delay in the construction of the exhibit and insurance was not needed for the time period and amount previously approved by the Board on March 8, 2022.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 20 i.

Staff Initiating:

Jay Scott

Director:

Commissioner:

Randy Watson

Meeting Date: 2/14/2023

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### **Item Title:**

Act to amend contract for Adaptive Schools Training.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education act to authorize an amendment to the Adaptive Schools Training contract for the purpose of professional development training for school focusing on developing collaborative cultures and high functioning teams in an amount not to exceed \$346,000. Professional training not to exceed \$90,000 in 2024-25, 2025, 20, and 2026-27 not to exceed \$84,000 per school year.

### **Explanation of Situation Requiring Action:**

The previous amount was not to exceed \$250,000. We are asking you to increase that amount to not exceed \$346,000 to allow for the purchase of materials and travel expenses that were listed but not calculated in the year-by-year maximum amount. This contract provides professional development for school and district leaders focused on building collaborative cultures and high functioning teams as part of school improvement and accreditation.



900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212  
(785) 296-3203  
[www.ksde.org](http://www.ksde.org)

Danny Zeck  
District 1

Melanie Haas  
District 2

Michelle Dombrosky  
District 3

Ann E. Mah  
District 4

Cathy Hopkins  
District 5

Dr. Deena Horst  
District 6

Dennis Hershberger  
District 7

Betty J. Arnold  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

**Subject:** Chair's Report and Requests for Future Agenda Items

These updates will include:

- A. Act on Board Attorney Contract Renewal
- B. Act on Board Travel
- C. Committee Reports
- D. Board Attorney's Report
- E. Requests for Future Agenda Items

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21A

Meeting Date: 2/14/2023

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### **Item Title:**

Act on Board Attorney Contract Renewal

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve renewal of Contract ID 47925 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period July 1, 2023 through June 30, 2024 with no increase in rates.

### **Explanation of Situation Requiring Action:**

The firm of Gates Shields Ferguson Swall Hammond P.A., Overland Park, Kansas, currently provides legal services to the Kansas State Board of Education under contract 47925. The contract period is July 1, 2022 through June 30, 2023, with the option to renew for two additional 12-month periods. A contract renewal is requested for the period July 1, 2023 through June 30, 2024 with no increase in rates. This will be the third one-year extension option for continued legal services under the contract awarded in 2020.

## AMENDMENT

**Amendment Date:** December 10, 2021

**Amendment Number:** 2

**Contract ID:** 000000000000000000047925  
**Event ID:** EVT0007114

**Procurement Officer:** Amanda Clayton  
**Telephone:** 785/298-1171  
**E-Mail Address:** [Amanda.Clayton@ks.gov](mailto:Amanda.Clayton@ks.gov)  
**Web Address:** <http://admin.ks.gov/offices/procurement-and-contracts>

**Item:** Legal Services  
**Agency/Business Unit:** Kansas Department of Education

**Period of Contract:** July 01, 2022 through June 30, 2023  
(With the option to renew for two (2) additional twelve-month periods)

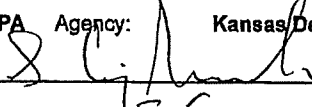
**Contractor:** GATES SHIELDS FERGUSON SWALL HAMMOND PA  
10990 QUIVIRA RD STE 200  
OVERLAND PARK, KS 66210-1284

**Vendor ID:** 0000052376  
**FEIN:** 48-0958768  
**Contact Person:** Mark Ferguson  
**E-Mail:** [markferguson@gateshields.com](mailto:markferguson@gateshields.com)  
**Local Telephone:** 913-661-0222  
**Cell Phone Number:** 913-707-5125  
**Fax:** 913-491-6398

**Conditions:** By mutual agreement of both parties, this contract is renewed for the period of July 01, 2022 through June 30, 2023.

**Contractor:** Gates Shields Ferguson Swall Hammond PA **Agency:** Kansas Department of Education

**By:** 

**By:** 

**Printed Name:** Mark A. Ferguson

**Printed Name:** S. Craig Newswander

**Title:** Attorney/Partner

**Title:** Deputy Commissioner

I hereby certify that the competitive bid/procurement laws of the State of Kansas have been followed.

State of Kansas

**By:** 

RICHARD BEATTIE  
DIRECTOR OF PURCHASES

Office of Procurement and Contracts  
900 SW Jackson St., Room 451 South  
Topeka, KS 66612

DeAngela Burns-Wallace, Secretary



Department of Administration

Phone: 785-296-2376  
Fax: 785-296-7240  
www.admin.ks.gov/offices/procurement-and-contracts

Laura Kelly, Governor

## AMENDMENT

Amendment Date: March 25, 2021

Amendment Number: One

Contract ID: 0000000000000000000047925  
Event ID: EVT0007114  
Replace Contract: N/A

Procurement Officer: Trenice N Saunders  
Telephone: 785/296-3126  
E-Mail Address: trenice.n.saunders@ks.gov  
Web Address: <http://admin.ks.gov/offices/procurement-and-contracts>

Item: Legal Services  
Agency/Business Unit: Department of Education  
Period of Contract: July 01, 2020 through June 30, 2022  
(With the option to renew for three (3) additional twelve-month periods)

Contractor: GATES SHIELDS FERGUSON SWALL HAMMOND PA  
10990 QUIVIRA RD STE 200  
OVERLAND PARK, KS 66210-1284

Vendor ID: 0000052376  
FEIN: 48-0958768  
Contact Person: Mark Ferguson  
E-Mail: markferguson@gateshields.com  
Toll Free Telephone: N/A  
Local Telephone: 913-661-0222  
Cell Phone Number: 913-707-5125  
Fax: 913-491-6398

Conditions: By mutual agreement of both parties, this contract is being renewed through June 30, 2022.

Contractor: GATES SHIELDS FERGUSON SWALL HAMMOND PA Agency: Kansas Department of Education

By: Mark A. Ferguson

By: S. C. M. A. T. G. N. E. W. S. W. A. N. D. E. A.

Printed Name: Mark A. Ferguson

Printed Name: S. C. M. A. T. G. N. E. W. S. W. A. N. D. E. A.

Title: Attorney / Partner

Title: 4/16/21

I hereby certify that the competitive bid/procurement laws of the State of Kansas have been followed.

State of Kansas

By: Richard E. Beattie

Richard E. Beattie  
Director of Purchase

Office of Procurement and Contracts  
900 SW Jackson St., Room 451 South  
Topeka, KS 66612

DeAngela Burns-Wallace, Secretary



Phone: 785-298-2376  
Fax: 785-298-7240  
[www.admin.ks.gov/offices/procurement-and-contracts](http://www.admin.ks.gov/offices/procurement-and-contracts)

Laura Kelly, Governor

## CONTRACT AWARD

**Date of Award:** January 27, 2020  
**Contract ID:** 0000000000000000000047925  
**Event ID:** EVT0007114  
**Replace Contract:** N/A

**Procurement Officer:** Trenice N Saunders  
**Telephone:** 785/298-3126  
**E-Mail Address:** [trenice.n.saunders@ks.gov](mailto:trenice.n.saunders@ks.gov)  
**Web Address:** <http://admin.ks.gov/offices/procurement-and-contracts>

**Item:** Legal Services  
**Agency/Business Unit:** Department of Education  
**Period of Contract:** July 01, 2020 through June 30, 2021  
(With the option to renew for (4) four additional twelve-month periods)

**Contractor:** GATES SHIELDS FERGUSON SWALL HAMMOND PA  
10990 QUIVIRA RD STE 200  
OVERLAND PARK, KS 66210-1284

**Vendor ID:** 0000052376  
**FEIN:** 48-0958768  
**Contact Person:** Mark Ferguson  
**E-Mail:** [markferguson@gateshields.com](mailto:markferguson@gateshields.com)  
**Toll Free Telephone:** N/A  
**Local Telephone:** 913-661-0222  
**Cell Phone Number:** 913-707-5125  
**Fax:** 913-491-6398

**Payment Terms:** NET30

**Political Subdivisions:** Pricing is not available to the political subdivisions of the State of Kansas.

**Procurement Cards:** Agencies may not use a P-Card for purchases from this contract.

**Administrative Fee:** No Administrative Fee will be assessed against purchases from this contract.

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The above referenced contract award was recently posted to Procurement and Contracts website. The document can be downloaded by going to the following website: <http://www.da.ks.gov/purch/Contracts/>

## 1. Terms and Conditions

### 1.1. Contract Documents

In the event of a conflict in terms of language among the documents, the following order of precedence shall govern:

- Form DA 146a;
- written modifications to the executed contract;
- written contract signed by the parties;
- the Bid Event documents, including any and all amendments; and
- Contractor's written offer submitted in response to the Bid Event as finalized.

### 1.2. Captions

The captions or headings in this contract are for reference only and do not define, describe, extend, or limit the scope or intent of this contract.

### 1.3. Definitions

A glossary of common procurement terms is available at <http://admin.ks.gov/offices/procurement-and-contracts>, under the "Procurement Forms" link.

### 1.4. Contract Formation

No contract shall be considered to have been entered into by the State until all statutorily required signatures and certifications have been rendered and a written contract has been signed by the contractor.

### 1.5. Notices

All notices, demands, requests, approvals, reports, instructions, consents or other communications (collectively "notices") that may be required or desired to be given by either party to the other shall be IN WRITING and addressed as follows:

Kansas Procurement and Contracts  
900 SW Jackson, Suite 451-South  
Topeka, Kansas 66612-1286  
RE: Contract Number 47925

or to any other persons or addresses as may be designated by notice from one party to the other.

### 1.6. Statutes

Each and every provision of law and clause required by law to be inserted in the contract shall be deemed to be inserted herein and the contract shall be read and enforced as though it were included herein. If through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then on the application of either party the contract shall be amended to make such insertion or correction.

### 1.7. Governing Law

This contract shall be governed by the laws of the State of Kansas and shall be deemed executed in Topeka, Shawnee County, Kansas.

### 1.8. Jurisdiction

The parties shall bring any and all legal proceedings arising hereunder in the State of Kansas District Court of Shawnee County, unless otherwise specified and agreed upon by the State of Kansas. Contractor waives personal service of process, all defenses of lack of personal jurisdiction and forum non conveniens. The Eleventh Amendment of the United States Constitution is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this Agreement shall be deemed a waiver of the Eleventh Amendment.

### 1.9. Mandatory Provisions

The provisions found in Contractual Provisions Attachment (DA 146a) are incorporated by reference and made a part of this contract.



#### **1.10. Termination for Cause**

The Director of Purchases may terminate this contract, or any part of this contract, for cause under any one of the following circumstances:

- the Contractor fails to make delivery of goods or services as specified in this contract;
- the Contractor provides substandard quality or workmanship;
- the Contractor fails to perform any of the provisions of this contract, or
- the Contractor fails to make progress as to endanger performance of this contract in accordance with its terms.

The Director of Purchases shall provide Contractor with written notice of the conditions endangering performance. If the Contractor fails to remedy the conditions within ten (10) days from the receipt of the notice (or such longer period as State may authorize in writing), the Director of Purchases shall issue the Contractor an order to stop work immediately. Receipt of the notice shall be presumed to have occurred within three (3) days of the date of the notice.

#### **1.11. Termination for Convenience**

The Director of Purchases may terminate performance of work under this contract in whole or in part whenever, for any reason, the Director of Purchases shall determine that the termination is in the best interest of the State of Kansas. In the event that the Director of Purchases elects to terminate this contract pursuant to this provision, it shall provide the Contractor written notice at least 30 days prior to the termination date. The termination shall be effective as of the date specified in the notice. The Contractor shall continue to perform any part of the work that may have not been terminated by the notice.

#### **1.12. Rights and Remedies**

If this contract is terminated, the State, in addition to any other rights provided for in this contract, may require the Contractor to transfer title and deliver to the State in the manner and to the extent directed, any completed materials. The State shall be obligated only for those services and materials rendered and accepted prior to the date of termination.

In the event of termination, the Contractor shall receive payment prorated for that portion of the contract period services were provided to or goods were accepted by State subject to any offset by State for actual damages including loss of federal matching funds.

The rights and remedies of the State provided for in this contract shall not be exclusive and are in addition to any other rights and remedies provided by law.

#### **1.13. Antitrust**

If the Contractor elects not to proceed with performance under any such contract with the State, the Contractor assigns to the State all rights to and interests in any cause of action it has or may acquire under the anti-trust laws of the United States and the State of Kansas relating to the particular products or services purchased or acquired by the State pursuant to this contract.

#### **1.14. Hold Harmless**

The Contractor shall indemnify the State against any and all loss or damage to the extent arising out of the Contractor's negligence in the performance of services under this contract and for infringement of any copyright or patent occurring in connection with or in any way incidental to or arising out of the occupancy, use, service, operations or performance of work under this contract.

The State shall not be precluded from receiving the benefits of any insurance the Contractor may carry which provides for indemnification for any loss or damage to property in the Contractor's custody and control, where such loss or destruction is to state property. The Contractor shall do nothing to prejudice the State's right to recover against third parties for any loss, destruction or damage to State property.

**1.15. Force Maleure**

The Contractor shall not be held liable if the failure to perform under this contract arises out of causes beyond the control of the Contractor. Causes may include, but are not limited to, acts of nature, fires, tornadoes, quarantine, strikes other than by Contractor's employees, and freight embargoes.

**1.16. Assignment**

The Contractor shall not assign, convey, encumber, or otherwise transfer its rights or duties under this contract without the prior written consent of the State. State may reasonably withhold consent for any reason.

This contract may terminate for cause in the event of its assignment, conveyance, encumbrance or other transfer by the Contractor without the prior written consent of the State.

**1.17. Third Party Beneficiaries**

This contract shall not be construed as providing an enforceable right to any third party.

**1.18. Waiver**

Waiver of any breach of any provision in this contract shall not be a waiver of any prior or subsequent breach. Any waiver shall be in writing and any forbearance or indulgence in any other form or manner by State shall not constitute a waiver.

**1.19. Injunctions**

Should Kansas be prevented or enjoined from proceeding with the acquisition before or after contract execution by reason of any litigation or other reason beyond the control of the State, Contractor shall not be entitled to make or assert claim for damage by reason of said delay.

**1.20. Staff Qualifications**

The Contractor shall warrant that all persons assigned by it to the performance of this contract shall be employees of the Contractor (or specified Subcontractor) and shall be fully qualified to perform the work required. The Contractor shall include a similar provision in any contract with any Subcontractor selected to perform work under this contract.

Failure of the Contractor to provide qualified staffing at the level required by the contract specifications may result in termination of this contract or damages.

**1.21. Subcontractors**

The Contractor shall be the sole source of contact for the contract. The State will not subcontract any work under the contract to any other firm and will not deal with any subcontractors. The Contractor is totally responsible for all actions and work performed by its subcontractors. All terms, conditions and requirements of the contract shall apply without qualification to any services performed or goods provided by any subcontractor.

**1.22. Independent Contractor**

Both parties, in the performance of this contract, shall be acting in their individual capacity and not as agents, employees, partners, joint ventures or associates of one another. The employees or agents of one party shall not be construed to be the employees or agents of the other party for any purpose whatsoever.

The Contractor accepts full responsibility for payment of unemployment insurance, workers compensation, social security, income tax deductions and any other taxes or payroll deductions required by law for its employees engaged in work authorized by this contract.

**1.23. Worker Misclassification**

The Contractor and all lower tiered subcontractors under the Contractor shall properly classify workers as employees rather than independent contractors and treat them accordingly for purposes of workers' compensation insurance coverage, unemployment taxes, social security taxes, and income tax withholding. Failure to do so may result in contract termination.

**1.24. Immigration and Reform Control Act of 1986 (IRCA)**

All contractors are expected to comply with the Immigration and Reform Control Act of 1986 (IRCA), as may be amended from time to time. This Act, with certain limitations, requires the verification of the employment status of all individuals who were hired on or after November 6, 1986, by the Contractor as well as any subcontractor or sub-contractors. The usual method of verification is through the Employment Verification (I-9) Form.

The Contractor hereby certifies without exception that such Contractor has complied with all federal and state laws relating to Immigration and reform. Any misrepresentation in this regard or any employment of persons not authorized to work in the United States constitutes a material breach and, at the State's option, may subject the contract to termination for cause and any applicable damages.

Unless provided otherwise herein, all contractors are expected to be able to produce for the State any documentation or other such evidence to verify Contractor's IRCA compliance with any provision, duty, certification or like item under the contract.

**1.25. Proof of Insurance**

Upon request, the Contractor shall present an affidavit of Worker's Compensation, Public Liability, and Property Damage Insurance to Procurement and Contracts.

**1.26. Conflict of Interest**

The Contractor shall not knowingly employ, during the period of this contract or any extensions to it, any professional personnel who are also in the employ of the State and providing services involving this contract or services similar in nature to the scope of this contract to the State. Furthermore, the Contractor shall not knowingly employ, during the period of this contract or any extensions to it, any state employee who has participated in the making of this contract until at least two years after his/her termination of employment with the State.

**1.27. Nondiscrimination and Workplace Safety**

The Contractor agrees to abide by all federal, state and local laws, and rules and regulations prohibiting discrimination in employment and controlling workplace safety. Any violations of applicable laws or rules or regulations may result in termination of this contract.

**1.28. Confidentiality**

The Contractor may have access to private or confidential data maintained by State to the extent necessary to carry out its responsibilities under this contract. Contractor must comply with all the requirements of the Kansas Open Records Act (K.S.A. 45-215 et seq.) in providing services under this contract. Contractor shall accept full responsibility for providing adequate supervision and training to its agents and employees to ensure compliance with the Act. No private or confidential data collected, maintained or used in the course of performance of this contract shall be disseminated by either party except as authorized by statute, either during the period of the contract or thereafter. Contractor agrees to return any or all data furnished by the State promptly at the request of State in whatever form it is maintained by Contractor. On the termination or expiration of this contract, Contractor shall not use any of such data or any material derived from the data for any purpose and, where so instructed by State, shall destroy or render it unreadable.

**1.29. Environmental Protection**

The Contractor shall abide by all federal, state and local laws, and rules and regulations regarding the protection of the environment. The Contractor shall report any violations to the applicable governmental agency. A violation of applicable laws or rule or regulations may result in termination of this contract for cause.

**1.30. Care of State Property**

The Contractor shall be responsible for the proper care and custody of any state owned personal tangible property and real property furnished for Contractor's use in connection with the performance of this contract. The Contractor shall reimburse the State for such property's loss or damage caused by the Contractor, except for normal wear and tear.

**1.31. Prohibition of Gratuities**

Neither the Contractor nor any person, firm or corporation employed by the Contractor in the performance of this contract shall offer or give any gift, money or anything of value or any promise for future reward or compensation to any State employee at any time.

**1.32. Retention of Records**

Unless the State specifies in writing a different period of time, the Contractor agrees to preserve and make available at reasonable times all of its books, documents, papers, records and other evidence involving transactions related to this contract for a period of five (5) years from the date of the expiration or termination of this contract.

Matters involving litigation shall be kept for one (1) year following the termination of litigation, including all appeals, if the litigation exceeds five (5) years.

The Contractor agrees that authorized federal and state representatives, including but not limited to, personnel of the using agency, independent auditors acting on behalf of state and/or federal agencies shall have access to and the right to examine records during the contract period and during the five (5) year post contract period. Delivery of and access to the records shall be within five (5) business days at no cost to the state.

**1.33. Off-Shore Sourcing**

If, during the term of the contract, the Contractor or subcontractor plans to move work previously performed in the United States to a location outside of the United States, the Contractor shall immediately notify the Procurement and Contracts and the respective agency in writing, indicating the desired new location, the nature of the work to be moved and the percentage of work that would be relocated. The Director of Purchases, with the advice of the respective agency, must approve any changes prior to work being relocated. Failure to obtain the Director's approval may be grounds to terminate the contract for cause.

**1.34. On-Site Inspection**

Failure to adequately inspect the premises shall not relieve the Contractor from furnishing without additional cost to the State any materials, equipment, supplies or labor that may be required to carry out the intent of this Contract.

**1.35. Indefinite Quantity Contract**

This is an open-ended contract between the Contractor and the State to furnish an undetermined quantity of a good or service in a given period of time. The quantities ordered will be those actually required during the contract period, and the Contractor will deliver only such quantities as may be ordered. No guarantee of volume is made. An estimated quantity based on past history or other means may be used as a guide.

**1.36. Prices**

Prices shall remain firm for the entire contract period and subsequent renewals. Prices shall be net delivered, including all trade, quantity and cash discounts. Any price reductions available during the contract period shall be offered to the State of Kansas. Failure to provide available price reductions may result in termination of the contract for cause.

**1.37. Payment**

Payment Terms are Net 30 days. Payment date and receipt of order date shall be based upon K.S.A. 75-6403(b). This Statute requires state agencies to pay the full amount due for goods or services on or before the 30th calendar day after the date the agency receives such goods or services or the bill for the goods and services, whichever is later, unless other provisions for payment are agreed to in writing by the Contractor and the state agency. NOTE: If the 30th calendar day noted above falls on a Saturday, Sunday, or legal holiday, the following workday will become the required payment date.

Payments shall not be made for costs or items not listed in this contract.

Payment schedule shall be on a frequency mutually agreed upon by both the agency and the Contractor.

### **1.38. Accounts Receivable Set-Off Program**

If, during the course of this contract the Contractor is found to owe a debt to the State of Kansas, a state agency, municipality, or the federal government, agency payments to the Contractor may be intercepted / setoff by the State of Kansas. Notice of the setoff action will be provided to the Contractor. Pursuant to K.S.A. 75-6201 et seq, Contractor shall have the opportunity to challenge the validity of the debt. The Contractor shall credit the account of the agency making the payment in an amount equal to the funds intercepted.

K.S.A. 75-6201 et seq. allows the Director of Accounts & Reports to setoff funds the State of Kansas owes Contractors against debts owed by the Contractors to the State of Kansas, state agencies, municipalities, or the federal government. Payments setoff in this manner constitute lawful payment for services or goods received. The Contractor benefits fully from the payment because its obligation is reduced by the amount subject to setoff.

### **1.39. Federal, State and Local Taxes**

Unless otherwise specified, the contracted price shall include all applicable federal, state and local taxes. The Contractor shall pay all taxes lawfully imposed on it with respect to any product or service delivered in accordance with this Contract. The State of Kansas is exempt from state sales or use taxes and federal excise taxes for direct purchases. These taxes shall not be included in the contracted price. Upon request, the State shall provide to the Contractor a certificate of tax exemption.

The State makes no representation as to the exemption from liability of any tax imposed by any governmental entity on the Contractor.

### **1.40. Debarment of State Contractors**

Any Contractor who defaults on delivery or does not perform in a satisfactory manner as defined in this Agreement may be barred for up to a period of three (3) years, pursuant to K.S.A. 75-37,103, or have its work evaluated for pre-qualification purposes. Contractor shall disclose any conviction or judgment for a criminal or civil offense of any employee, individual or entity which controls a company or organization or will perform work under this Agreement that indicates a lack of business integrity or business honesty. This includes (1) conviction of a criminal offense as an incident to obtaining or attempting to obtain a public or private contract or subcontract or in the performance of such contract or subcontract; (2) conviction under state or federal statutes of embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property; (3) conviction under state or federal antitrust statutes; and (4) any other offense to be so serious and compelling as to affect responsibility as a state contractor. For the purpose of this section, an individual or entity shall be presumed to have control of a company or organization if the individual or entity directly or indirectly, or acting in concert with one or more individuals or entities, owns or controls 25 percent or more of its equity, or otherwise controls its management or policies. Failure to disclose an offense may result in the termination of the contract.

### **1.41. Materials and Workmanship**

The Contractor shall perform all work and furnish all supplies and materials, machinery, equipment, facilities, and means, necessary to complete all the work required by this Contract, within the time specified, in accordance with the provisions as specified.

The Contractor shall be responsible for all work put in under these specifications and shall make good, repair and/or replace, at the Contractor's own expense, as may be necessary, any defective work, material, etc., if in the opinion of agency and/or Procurement and Contracts said issue is due to imperfection in material, design, workmanship or Contractor fault.

### **1.42. Industry Standards**

If not otherwise provided, materials or work called for in this contract shall be furnished and performed in accordance with best established practice and standards recognized by the contracted industry and comply with all codes and regulations which shall apply.

### **1.43. Implied Requirements**

All products and services not specifically mentioned in this contract, but which are necessary to provide the functional capabilities described by the specifications, shall be included.

**1.44. Inspection**

The State reserves the right to reject, on arrival at destination, any items which do not conform with specification of the Contract.

**1.45. Acceptance**

No contract provision or use of items by the State shall constitute acceptance or relieve the Contractor of liability in respect to any expressed or implied warranties.

**1.46. Ownership**

All data, forms, procedures, software, manuals, system descriptions and work flows developed or accumulated by the Contractor under this contract shall be owned by the using agency. The Contractor may not release any materials without the written approval of the using agency.

**1.47. Information/Data**

Any and all information/data required to be provided at any time during the contract term shall be made available in a format as requested and/or approved by the State.

**1.48. Certification of Materials Submitted**

The Bid document, together with the specifications set forth herein and all data submitted by the Contractor to support their response including brochures, manuals, and descriptions covering the operating characteristics of the item(s) proposed, shall become a part of the contract between the Contractor and the State of Kansas. Any written representation covering such matters as reliability of the item(s), the experience of other users, or warranties of performance shall be incorporated by reference into the contract.

**1.49. Transition Assistance**

In the event of contract termination or expiration, Contractor shall provide all reasonable and necessary assistance to State to allow for a functional transition to another vendor.

**1.50. Integration**

This contract, in its final composite form, shall represent the entire agreement between the parties and shall supersede all prior negotiations, representations or agreements, either written or oral, between the parties relating to the subject matter hereof. This Agreement between the parties shall be independent of and have no effect on any other contracts of either party.

**1.51. Modification**

This contract shall be modified only by the written agreement and approval of the parties. No alteration or variation of the terms and conditions of the contract shall be valid unless made in writing and signed by the parties. Every amendment shall specify the date on which its provisions shall be effective.

**1.52. Severability**

If any provision of this contract is determined by a court of competent jurisdiction to be invalid or unenforceable to any extent, the remainder of this contract shall not be affected and each provision of this contract shall be enforced to the fullest extent permitted by law.

## 2. Specifications

### Kansas State Board of Education Contract Requirements for Professional Legal Services

#### Term of Contract

The term of this contract from the date of award through June 30, 2021, with the option to renew for 4 additional 12-month periods.

#### Background

The State Board of Education (Board) was created by the Kansas Constitution, which requires the legislature to "provide for a state board of education which shall have general supervision of public schools, educational institutions and all the educational interests of the state, except educational functions delegated by law to the state board of regents. The state board of education shall perform such other duties as may be provided by law." Kan. Const. Art. VI, §2(a).

The Board is comprised of 10 members elected to serve 4-year terms. K.S.A. 72-245; K.S.A. 25-1906. One member is elected from each of 10 districts established throughout the state. K.S.A. 72-245.

The Kansas Supreme Court has determined that the Board's duty to supervise lies somewhere between advise and control. *State ex rel. v. Board of Education (Peabody)*, 212 Kan. 482, 492, 511 P.2d 705 (1973). The Kansas Supreme Court further refined the Board's power to supervise in 1979, limiting it to the Board's mission "to equalize and promote the quality of education for the students of this state by such things as statewide accreditation, and certification of teachers and schools." The State Board of Education does not have supervisory authority over all activities related to education. *NEA-Fort Scott v. U.S.D. 234*, 225 Kan. 607, 611, 592 P.2d 463 (1979).

As part of its duty to accredit schools, the Board is responsible for determining what subjects and areas of instruction are required by accredited schools and the requirements for graduation. K.S.A. 72-3214; K.S.A. 72-3218; see also K.A.R. 91-31-35. The Board is also responsible for establishing curriculum standards and statewide achievement assessments. K.S.A. 72-3214; K.S.A. 72-3218; K.S.A. 72-4163; K.S.A. 72-3236; K.S.A. 72-2551. As part of its duty to license teachers, the Board adopts regulations establishing the requirements for teacher licenses, specifies the standards for knowledge and performance indicators, and accredits the teacher education unit that offers or provides teacher education programs.

The Board is also responsible for distributing state and federal funding for various programs to local school districts. In this role, the Board is required to monitor local school districts for compliance with federal and state requirements.

In addition to its supervisory role over all public schools, the Board serves as the governing body for the Kansas School for the Blind and the Kansas School for the Deaf. K.S.A. 76-1001a; K.S.A. 76-1101a. Like local school boards, the Board is responsible for hiring superintendents; entering into contracts; adopting appropriate rules, regulations, and policies; and performing other acts as necessary to operate these statewide schools. K.S.A. 76-1001a; K.S.A. 76-1002; 76-1101a; K.S.A. 76-1115.

#### Purpose

The Board seeks competitive proposals from attorneys interested in representing the Board. A qualified attorney selected through this process will be appointed to represent the Board in accordance with K.S.A. 72-254, "The state board shall appoint an attorney to represent it or any of its members in all litigations. The attorney for the state board shall attend all meetings of the state board and render such legal services as are directed by the state board or the commissioner." Appointment will be based on a number of factors, including, but not limited to, cost, experience, qualifications, and geographic location.

**Scope of Work**

The Board anticipates the appointed attorney will act as general counsel to the Board, attend board meetings, and provide advice and representation in matters relevant to the Board's supervisory duties over the state educational system and its specific governance duties for the Kansas State School for the Blind and the Kansas State School for the Deaf. This representation requires knowledge of multiple practice areas, including, but not limited to, administrative law; contract law; education law; employment law; general civil litigation; regulatory compliance; special education law; state constitutional law; and workers compensation. Representation may include the preparation of contracts, pleadings, motions, memoranda, briefs, and other documents as requested by the Board. Representation may also require participation in all stages of litigation, including initial or responsive pleadings, discovery, trial, and appeal, in administrative hearings and the state and federal courts. In addition, the Board attorney is expected to advise the Board on issues related to statutory and regulatory interpretation, open meetings, open records, and parliamentary procedure.

**Attorney Qualifications*****Required***

- Current license to practice law in Kansas;
- No public disciplinary actions either resolved or pending in Kansas or any other jurisdiction;
- Availability to attend 10-15 board meetings each year, some of which may not be located in Topeka;
- Sufficient office space to accommodate the filing and storage of materials for the Board and full-time secretarial staff; law library and/or access to electronic research resources sufficient to meet the Board's needs;
- Sufficient financial resources to advance payment for on-going monetary requirements for future reimbursement by the Board, including, but not limited to:
  - Process service to witnesses;
  - Copying;
  - Reproducing exhibits;
  - Witness fees and expenses, including lay and expert witnesses;
  - Filing fees;
  - Transcript costs;
- Malpractice insurance for any attorney handling Board matters sufficient to protect the Board at a minimum of one million dollars per claim and two million dollars per annual aggregate.

***Preferred***

- 5 years' experience practicing education law or representing a school district;
- Familiarity with the Kansas Administrative Procedures Act, the Kansas Open Records Act; and the Kansas Open Meetings Act;
- Familiarity with the Kansas constitution, statutes, and administrative regulations pertaining to the Board in particular and education in general;
- Experience with civil litigation, including experience at the appellate level;
- Familiarity with federal education statutes and regulations such as IDEA, FERPA, ESEA, ESSA, National School Lunch Act; McKinney-Vento Homeless Assistance Act.

**Other Terms and Conditions**

The Board Attorney shall not be prohibited from engaging in the private practice of law during the course of this contract as long as the practice does not interfere with or conflict with the matters or activities of the Board. Neither the Board Attorney nor any member of the Board Attorney's firm shall represent a local school board or a school district during the time he or she represents the Board.



Pursuant to the Family Educational Rights and Privacy Act (FERPA), the Board is prohibited from disclosing personally identifiable student information. The Board Attorney must comply with all requirements of FERPA, including the protection of personally identifiable student information that may be disclosed to the Board Attorney in the course of the representation. The Board Attorney must establish and maintain procedures and controls acceptable to the Board to protect personally identifiable student information. Unless the Board Attorney has written parental consent, he or she shall not use any personally identifiable student information for any reason other than that mandated by his or her representation of the Board.

Attorney fees, including investigative and witness fees and other expenses, must be itemized and billed in 1/10<sup>th</sup> hour increments and will be paid on a monthly basis.

Reimbursement for professional services shall include sufficient clerical and support staff to produce finished legal products.

Reimbursement under the terms of the contract shall include an hourly rate for the attorney, an associate attorney or law clerk, and paralegal. Reimbursement for mileage will be at the State's current rate at the time of the travel. Other Expenses shall be paid in the amount billed to the attorney with copies of all receipts to be included with the monthly billing.

**Information to be provided with the proposal**

- A copy of a current Kansas license to practice law;
- An affidavit stating that there are no previously resolved or pending public disciplinary actions in Kansas or any other jurisdiction;
- A detailed summary of your legal experience;
- A writing sample;
- A description of your current office space, equipment, law library, electronic resources, and support staff;
- A copy of your malpractice insurance policy;
- A brief narrative describing the manner in which you will provide professional services to the Board, including the use of associate attorneys or law clerks, paralegal assistants, and secretarial staff.
- Letters of recommendation;
- A statement specifying any potential conflicts of interest with the Board or the Kansas Department of Education for either yourself or any other attorney in your firm. A more detailed description of the Board is available on-line at <http://ksde.org/Default.aspx?tabId=92>

### 3. Costing Sheet

Vendor Name: Gates Shields Ferguson Swall Hammond PA

|   |                            |
|---|----------------------------|
| Reimbursement costs (Includes all support services) | \$Actual cost, as incurred |
| Hourly rate for attorney (Partner/member)           | \$275.00                   |
| Hourly rate for attorney (Associates/Of Counsel)    | \$225.00                   |
| Hourly rate for Legal Assistant/Paralegal           | \$85.00                    |
| Travel Rates (half of regular hourly rates)         | \$125.00 (Partners)        |
| Mileage (cost/mile)                                 | \$100.00                   |
| In-house photocopying (cost/copy)                   | \$Annual IRS Reimbursement |

Actual costs will be reimbursed for the following types of expenses when receipts and/or detailed statements are provided, and charges are approved by the Board:

- Long Distance Calls
- Fax Transmittals
- Postage and Shipping Expenses
- Overnight Delivery
- Publication Expenses
- Court Reporting/Transcription Fees
- Recording/Filing Fees
- State Agency Fees
- Outside Reproductions
- Outside Printing for large or non-standard copy projects
- Exhibit Preparation by outside providers
- Tolls/Parking
- Taxis or other transportation
- Meals
- Lodging

Attendance at Monthly Board Meetings will be at a per day flat rate depending upon day 1 or 2 of the monthly Board Meeting.

Flat rate of \$1000.00 for the first day of regular monthly Board Meeting of the KSBE, plus tolls and mileage expense. Day 2 of regular monthly board meeting will be charged at the flat rate of \$800.00 per day, plus tolls and mileage expense. This flat rate fee includes travel time to/from regular monthly meetings board meetings in Topeka. Any meetings at locations further than Topeka will be at travel rate (one-half of regular hourly rate).

Lodging expenses are extra for overnight stay when traveling for Board business and/or attendance at Monthly Board meetings in Topeka. Overnight stays are permitted for the following reasons: (1) if necessary based upon inclement weather; (2) for additional duties related to Board Meetings; (3) in order to interact with the Board Members following the meeting; or (4) or if economically feasible to stay overnight. Rather than charge for reimbursement of round trip toll/mileage expense.

#### **4. Contractual Provisions Attachment** DA-146a Rev. 07/19

##### **4.1. Important**

This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision: The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof. The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

##### **4.2. Terms Herein Controlling Provisions**

It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.

##### **4.3. Kansas Law and Venue**

This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.

##### **4.4. Termination Due to Lack of Funding Appropriation**

If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.

##### **4.5. Disclaimer of Liability**

No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, et seq.).

##### **4.6. Anti-Discrimination Clause**

The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, et seq.) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the

basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) If it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

#### **4.7. Acceptance of Contract**

This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.

#### **4.8. Arbitration, Damages, Warranties**

Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.

#### **4.9. Representative's Authority to Contract**

By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.

#### **4.10. Responsibility for Taxes**

The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.

#### **4.11. Insurance**

The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, et seq.), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.

#### **4.12. Information**

No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, et seq.

#### **4.13. The Eleventh Amendment**

"The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."

#### **4.14. Campaign Contributions / Lobbying**

Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

Subject to the terms and conditions of the bid specifications and this contract, State hereby accepts the offer of Contractor as expressed by Contractor's bid submitted to Procurement and Contracts on December 20, 2019 in response to Bid Event Number EVT0007114.

It is understood and agreed by the parties that pursuant to the bid, Contractor agrees to furnish Legal Services for Department of Education on order of the Agency at the price or prices contained herein.

This contract is entered into this 27th day of January 2020 by and between the State of Kansas (State) and GATES SHIELDS FERGUSON SWALL HAMMOND PA, OVERLAND PARK, KS (Contractor).

Contractor: GATES SHIELDS FERGUSON SWALL HAMMOND PA Agency: Department of Education

By: Mark A. Ferguson

Printed Name: Mark A. Ferguson

Title: Attorney - Partner

By: Dale M. Dennis

Printed Name: Dale M. Dennis

Title: Corp. Counsel

I hereby certify that the competitive bid/procurement laws of the State of Kansas have been followed.

State of Kansas

By: Tracy T. Diel

TRACY T. DIEL  
DIRECTOR OF PURCHASES



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Danny Zeck  
District 1

Melanie Haas  
District 2

Michelle Dombrosky  
District 3

Ann E. Mah  
District 4

Cathy Hopkins  
District 5

Dr. Deena Horst  
District 6

Dennis Hershberger  
District 7

Betty J. Arnold  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

## WEDNESDAY, FEBRUARY 15, 2023

### MEETING AGENDA

Location: KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION  
601 Commerce Place, Topeka, KS

9:00 a.m.

1. Call to Order – Melanie Haas
2. Roll Call
3. Approval of Agenda
4. Board Retreat

Noon

**ADJOURN**