



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, JANUARY 10, 2023 MEETING AGENDA

10:00 a.m.

1. Call to Order – Chair Jim Porter
2. Roll Call
3. Mission Statement, Moment of Silence and Pledge of Allegiance
4. Approval of Agenda
5. Approval of Minutes (December 13 and 14, 2022)

### **Board Reorganization**

10:05 a.m.

- (AI) 6. Election of Board Chair
- (AI) 7. Election of Board Vice Chair
- (AI) 8. Determination of Seating Arrangements
- (AI) 9. Election of Legislative Liaisons
- (AI) 10. Election of Board Policy Committee Members

10:30 a.m.

11. Citizens' Open Forum

10:45 a.m.

- (AI) 12. Act on Appointment of Board Attorney and Board Secretary

10:50 a.m.

- (IO) 13. Review of Appointments to be Made by Chair, Vice Chair and Commissioner

11:00 a.m.

### **Break**

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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: February 14-15, 2023

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

- |            |          |  |
|------------|----------|--|
| 11:10 a.m. | (IO) 14. | Commissioner's Report – Dr. Randy Watson   |
| 11:35 a.m. | (DI) 15. | Continued Discussion on Academic Success   |
| Noon       |          | <b>Lunch</b>   |
| 1:30 p.m.  | (AI) 16. | Continued 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   |
| 2:00 p.m.  | (IO) 17. | Working on the Success of Each Student: Child Nutrition and Wellness   |
| 2:30 p.m.  | (IO) 18. | Presentation of Kansas Certificates in Child Nutrition Management  |
| 2:45 p.m.  | (AI) 19. | Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds   |
| 3:00 p.m.  | (AI) 20. | Act on Accreditation Review Council's November Recommendation(s) for KESA  |
| 3:15 p.m.  | (RI) 21. | Receive Accreditation Review Council's Recommendation(s) for KESA  |
| 3:20 p.m.  |          | <b>Break</b>   |
| 3:30 p.m.  | (AI) 22. | Act on Recommendations of the Professional Practices Commission (PPC)  |
| 3:50 p.m.  | (AI) 23. | Act on Interstate Teaching Mobility Compact  |
| 4:15 p.m.  | (IO) 24. | Special Education Advisory Council (SEAC) Annual Report  |
| 4:35 p.m.  | (IO) 25. | Legislative Matters: Report on the Upcoming Kansas Legislative Session   |
| 4:50 p.m.  | 26.      | 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 new appointments to the Professional Standards Board.</li> <li>e. Act on new appointments to the Licensure Review Committee.</li> </ul> |

5:00 p.m.

- 27. Chair Report and Requests for Future Agenda Items
  - (AI) A. Act on Resolution for 2023 Board Meeting Dates
  - (AI) B. Act on Board Travel
  - C. Committee Reports
  - D. Board Attorney Report
  - E. Requests for Future Agenda Items

5:20 p.m.

**RECESS**



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Jim McNiece  
District 10

## WEDNESDAY, JANUARY 11, 2023 MEETING AGENDA

- |            |  |
|------------|--|
| 9:00 a.m.  | 1. Call to Order –   |
|            | 2. Roll Call   |
|            | 3. Approval of Agenda  |
| 9:05 a.m.  | (IO) 4. Career and Technical Student Organizations (CTSO) Report and Presentations                         |
| 9:35 a.m.  | (IO) 5. Kansas Mathematics Proficiency Report – Kansas MTSS & Alignment                                    |
| 10:05 a.m. | (IO) 6. Announcement of Board Member Committee Assignments   |
| 10:15 a.m. | (AI) 7. 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 |
| 10:45 a.m. | (AI) 8. Act on Sunflower Summer 2023 Proposal  |
| 11:00 a.m. | (IO) 9. Recognition of 2023 Superintendent of the Year   |
| 11:30 a.m. | <b>Recess for CTSO Luncheon</b><br>(12:00 p.m. Topeka-Shawnee County Public Library)                       |
| 1:30 p.m.  | <b>Board Retreat</b><br>(Kansas Health Institute – 212 SW 8 <sup>th</sup> Ave)                             |
| 3:30 pm.   | <b>ADJOURN</b>   |

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Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.  
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Next Meeting: February 14-15, 2023

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



# 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, 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

## MINUTES



Kansas State Board of Education

Wednesday, November 9, 2022

### CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 1:00 p.m. Wednesday, November 9, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:09:05)

### ROLL CALL

All Board members were present:

Betty Arnold	Ben Jones (not present for first 45 minutes)
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 c, d, e and f separately per Mrs. Dombrosky's request. Mrs. Clifford moved to approve the day's agenda as amended. Mrs. Arnold seconded. Motion carried 9-0.

**MOTION**  
(00:11:36)

### APPROVAL OF THE OCTOBER 11 AND 12 MEETING MINUTES

Dr. Horst moved to approve the minutes of the October 11 and 12 regular Board meeting. Mrs. Arnold seconded. Motion carried 9-0.

**MOTION**  
(00:12:19)

### AMENDMENT TO PREVIOUSLY APPROVED SEPTEMBER 14 MINUTES

Mrs. Dombrosky moved to amend the previously approved September minutes, page 2, to reflect that Dr. Horst was in opposition to the proposed KSHSAA amendment instead of Mrs. Haas, which was a clerical error. Mrs. Haas seconded. Motion carried 9-0.

**MOTION**  
(00:12:35)

### COMMISSIONER'S REPORT

Commissioner Randy Watson's monthly report to the Board focused on recognizing the work accomplished by efforts that began with previous Board members and carried out with the current

(00:13:10)

Board that led to the rigorous standards that now exist for education in Kansas.

After adoption of the vision and mission the Kansas State Board of Education charged KSDE with establishing higher standards and high cut scores. Additionally, the Board took action to establish a dyslexia position and spent over \$16 mil to train teachers in Kansas in the science of reading and mathematics.

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

(01:03:45)

Chairman Porter declared the Citizens' Forum open at 1:52 p.m. The two speakers this month and their topics were as follows: Susan Halstrom, teacher shortage concerns and Michelle Olson, asking for response from the Board from her presentation last month on "consent" being included in sexual education. Chairman Porter declared the Citizens' Forum closed at 2:01 p.m.

#### **PARENT ENGAGEMENT IN SCHOOLS**

(01:11:40)

Jane Groff and Tamara Huff (Kansas Parent Information Resource Center) along with Britton Hart (Kansas Association of School Boards and former Superintendent of Emporia USD #253) presented on the topic of family engagement in schools. Dr Groff and Ms. Huff focused on the need for a school to have a culture that engages every family, which includes having a welcoming environment, effective communication, support of student learning, and community involvement. Dr. Hart shared how he implemented student-led CAP (Career and Academic Planning) parent/teacher conferences at Emporia High School.

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

Mrs. Dombrosky moved to approve Consent Agenda items 9 a and b. Dr. Horst seconded. Motion carried 10-0. In this action, the Board:

**MOTION**  
(02:34:25)

- Received the monthly personnel report.
- Approved personnel appointments to unclassified positions.

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

**MOTION**  
(02:34:55)

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

- Approved recommendations for funding for the 2023 Volunteer Generation Fund grant awards.
- Approved recommendations of the Evaluation Review Committee for higher education accreditation and program approval.
- Approved recommendations for licensure waivers.
- Approved additional funds for existing grants and applications for the Mental Health Intervention Team Program for school year 2022-2023.

## CHAIRMAN'S REPORT

### *Action on Board Travel —*

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

**MOTION**  
(02:35:55)

### *Action on New Appointments to the Professional Practice Commission —*

Mr. Jones moved that the Kansas State Board of Education act to appoint Leigh Anne Rogers to serve on the Professional Practices Commission representing a Public School Classroom Teacher-At-Large position. The appointed nominee would serve a partial term effective November 15, 2022 through June 30, 2023. Mrs. Haas seconded. Motion carried 10-0.

**MOTION**  
(02:42:30)

Mr. Jones moved that the Kansas State Board of Education act to appoint Ricardo Sanchez to serve on the Professional Practices Commission representing a Public School Classroom Teacher-At-Large position. The appointed nominee would serve a partial term effective November 15, 2022 through June 30, 2024. Mrs. Haas seconded. Motion carried 9-1 with Mrs. Arnold opposing.

**MOTION**  
(02:45:45)

### *Committee Reports —*

Mr. Jones reported that he and Dr. Horst attended the NASBE annual conference in Phoenix at the end of October.

(02:46:18)

Mrs. Mah reported that the Kansas Advisory Council for Indigenous Education Working Group is still on track to become a permanent committee mid-2023 and are continuing to work on curriculum that includes history on indigenous tribes in Kansas and data collection of Native American students in Kansas.

### *Board Attorney's Report —*

Board Attorney Mark Ferguson reported on NICOSEA/NASBE conference attendance and also brought up the subject to keep an eye on would be Missouri's legalization of marijuana as the KC Metro area covers both states.

### *Requests for Future Agenda Items —*

- Dr. Horst requested more information on the topic of chronic absenteeism.

## EXECUTIVE SESSION

Mrs. Waugh moved that the Kansas State Board of Education recess into Executive Session for one hour to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. Scott Gordon, Craig Neuenswander and Ben Proctor were invited to attend. Mrs. Mah seconded. Motion carried 10-0. The Board reconvened at 11:50 a.m.

**MOTION**  
(03:23:50)

### **EXECUTIVE SESSION**

Mrs. Waugh moved that the Kansas State Board of Education recess into Executive Session for one hour to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. Scott Gordon, Craig Neuenswander and Ben Proctor were invited to attend. Mrs. Mah seconded. Motion carried 10-0. The Board reconvened at 11:50 a.m.

**MOTION**  
(04:05:45)

### **RECESS**

The meeting recessed at 5:20 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

Thursday, November 10, 2022

### CALL TO ORDER

Chairman Jim Porter called the Thursday meeting of the Kansas State Board of Education to order at 9:00 a.m. Thursday, November 10, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:04:55)

### 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

Mrs. Arnold moved amend the agenda to add discussion on the PPC committee. Mrs. Waugh seconded. Motion passed 10-0. Mrs. Haas moved to approve the day's agenda as amended. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(00:05:20)

### ACTION ON KANSAS ADVISORY COUNCIL FOR INDIGENOUS EDUCATION – WORKING GROUP (KACIE-WG) MASCOT REFORM STATEMENT AND RECOMMENDATIONS TO THE KANSAS STATE BOARD OF EDUCATION AND THE KANSAS BOARD OF REGENTS

(00:07:04)

Mrs. Mah moved to accept and affirm the Kansas Advisory Council for Indigenous Education Working Group Mascot Reform Statement and Recommendations to the Kansas State Board of Education and Kansas Board of Regents. The Board makes a strong recommendation to Kansas K-12 non-tribal schools to adopt the actions recommended in the statement and retire Indian-themed mascots and branding as soon as possible, but no longer than within the next 3-5 years. Mr. McNiece seconded. Motion carried 7-2-1 with Mrs. Dombrosky opposing and Mr. Jones and Mrs. Clifford abstaining.

**MOTION**  
(00:07:40)

### 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,

(00:35:00)

which included 7 ESSER II change requests totaling \$10.7M. As for ESSER III, 16 new districts have submitted ESSER III plans with a total value of \$20M. There are 6 ESSER III change requests this month totaling \$98.2M.

- 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 II change requests as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.
- 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 III expenditure plans as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

**MOTION**  
(00:36:40)

**MOTION**  
(00:41:18)

#### **FURTHER ACTION ON PPC APPROVAL ITEM FROM NOVEMBER 9, 2022**

Mrs. Arnold moved to allow the PPC the opportunity to use the existing list of qualified candidates presented to the board on November 9, 2022 to fill open positions as they become available. Dr. Horst seconded. Motion carried 9-1.

**MOTION**  
(00:41:41)

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

During the State Board meeting in October, Jay Scott, Director of Accreditation and Design, presented information on three systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in October are USD 468 Healy, Lawrence Gardner High School, and Lakemary Center. Jay Scott brought these four 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 three systems as presented. Mr. McNiece seconded. Motion carried 10-0.

(00:56:00)

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

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

The Accreditation Review Council (ARC) originally was slated to recommend an accredited status for USD #377 Atchison and Z0060-0000 Accelerated Schools. However, there is a discrepancy in postsecondary data for Accelerated Schools so that is being pulled back for further review. Executive summaries, accountability reports and other narratives were provided to Board members for USD #377. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendation in December.

(01:02:20)

#### **WORK BASED LEARNING INTERMEDIARY PRESENTATION**

Natalie Clark, Keith Lawing (Workforce Alliance of South Central Kansas, Inc.) and three other of the five KansasWorks Executive Directors provided an update on the Kansas WBL (Work Based Learning) project and shared an example from their local workforce boards on the WBL partnerships.

(01:04:30)

#### **ACT AND WORKKEYS PRESENTATION**

Kaliko Oligo from ACT provided an update on state ACT and WorkKeys participation and results.

(01:59:25)

#### **ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL STANDARDS BOARD/TEACHER VACANCY AND SUPPLY COMMITTEE WORKING GROUP**

In October, Shane Carter, Director of Teacher Licensure, proposed extending the Expanded Emergency Substitute License through the end of the 2022-2023 school year (currently expires December 2022). Mr. Jones moved that the Kansas State Board of Education modify the qualifications of the emergency substitute license to include high school diploma, completion of an online substitute training component, verification of hire in a state accredited local education agency (LEA) and be limited to no more than 15 consecutive days in the same assignment. This provision expires June 30, 2023. Mrs. Arnold seconded. Motion carried 7-2-1 with Mrs. Dombrosky and Mrs. Haas opposing and Mr. Porter abstaining.

(02:26:03)

**MOTION**  
(02:46:50)

#### **SCHOOLS OF EXCELLENCE RECOGNITION**

Broken Arrow Elementary, Mill Creek Elementary and Shawnee Mission East High School (Shawnee Mission USD #512) were recognized by the Kansas PTA as Schools of Excellence for 2022.

(04:35:35)

#### **GRADUATION REQUIREMENTS CONTINUED DISCUSSION ACTION**

Discussion continued regarding the graduation requirements originally proposed in September with various alternatives discussed in October. Since the October meeting Dr. Watson discussed individually with Board members on the Graduation Task Force what they would like to see happen to move forward. After Dr. Watson shared the commonalities of those discussions, Dr. Horst moved to approve the graduation requirements as presented (see attached document). Mrs. Arnold seconded. Motion carried 8-1-1 with Mrs. Dombrosky in opposition and Mrs. Waugh abstaining.

(05:06:15)

**MOTION**  
(06:07:55)

#### **PRESENTATION BY JACKSON BEVAN, 4<sup>TH</sup> GRADER AT NORTHERN HILLS ELEMENTARY, SEAMAN USD #345**

Fourth grader Jackson Bevan (Northern Hills Elementary – Seaman USD #345) shared how he became a vacuum expert, established his own vacuum repair business and his future dreams in the vacuum industry.

(06:20:40)

#### **LEGISLATIVE LIASISON REORT/2023 LEGISLATIVE PRIORITIES DISCUSSION**

Mr. Jones and Dr. Horst discussed the draft of items for consideration as 2023 Legislative Priorities. The Board will take decide at the December meeting by vote which items they will proceed with as priorities for 2023.

(06:31:11)

**ADJOURNMENT**

Chairman Porter adjourned the meeting at 4:28 p.m.

The next regular meeting for the State Board of Education is December 13 and 14, 2022.

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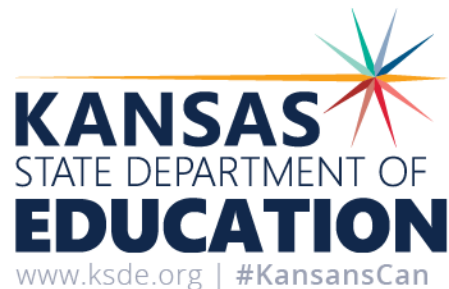
Jim Porter, Chair

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Barbara Hughes, Board Secretary



# High School Graduation Considerations – November 2022



Dr. Randy Watson, Kansas Commissioner of Education

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

# Mastery and Competency – No Change

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## Recommendation that KSDE shall:

- Define what constitutes the awarding of credit based on *Mastery & Competency*, using specific examples.
- Establish criteria for alternative avenues to credit attainment.
- Clarify the objective of IPS as part of high school graduation pathways.
- Provide assistance, structures and resources for students and families to improve **education engagement** which better meets the needs of ALL students.

# Postsecondary assets – No Change



Students will complete two or more postsecondary assets from either of two categories, aligned with their Individual Plan of Study.



# Postsecondary assets – No Change

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## Career & Real-World Examples:

Youth apprenticeships

40 or more Community service hours

Client-centered projects

Workplace learning experience directly  
related to a student IPS

Industry-recognized certifications

Seal of Biliteracy

CTE Scholar

Eagle Scout or Gold Scout

4-H Kansas Key Award

Two or more high school  
athletics/activities

JROTC

90% attendance in high school

# Postsecondary assets – No Change



## Academic Examples:

ACT composite (Score of 21 or higher)

WorkKeys level (Silver or higher)

9+ college hours

State Assessment scores of 3 or 4 for math, ELA, science (demonstrating college readiness)

ASVAB per requirements of military branch selected

Senior project/senior exit interviews

SAT score (1480 or higher)

Completing Board of Regents curriculum

International Baccalaureate Exam (4+)

Advanced Placement Exam (3+)

# Course classifications: NEW!!

Present system:	
4 units of English Language Arts	<b>Communications (4)</b> 3.5 - ELA (reading, writing, literature, technical) .5 - Communications (speech, debate, forensics, journalism, public speaking)
3 units of history & government 1 unit of fine arts	<b>Society &amp; Humanities (4)</b> <b>NO CHANGE</b> 3.0 - Social studies (world, US, government) 1.0 - Fine Arts (music, dance, art, theater, etc.)



# Course classifications: NEW!!

Present system:	
3 units of science 3 units of math	<b>STEM (7)</b> 3 - Math (algebraic and geometric concepts) 3 - Science (physical, biological, earth/space) 1 - STEM elective (computer science, advanced math, advanced science, robotics, advanced CTE, advanced technology, agriculture, etc.)
1 unit of PE 6 units of electives	<b>Employability &amp; Life Skills (6)</b> .5 - Physical education .5 - Health .5 - Financial literacy 4.5 - IPS choices (emphasis on CTE/Pathway courses)



# Other Focus Areas

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## FAFSA

Consider the Kansas Board of Regents recommendation for mandatory completion of the FAFSA prior to graduation. Any student, family or school can opt-out from a student completing the FAFSA.

# Other Focus Areas

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## Review Committee

Set up a review committee to gather input and provide recommendations to the SBOE on potential changes in the future.



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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: 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.

State Board members in odd-numbered districts take the Oath of Office during the year of a gubernatorial inauguration. Members in even-numbered districts are sworn in the first day of the January meeting after the election in odd years. For 2023, these elected officials are:

District 1	Danny Zeck
District 3	Michelle Dombrosky
District 5	Cathy Hopkins
District 7	Dennis Hershberger
District 9	Jim Porter

During reorganization, the following actions occur:

- The immediate Chair or Vice Chair (in the absence of the Chair) calls the meeting to order and conducts the opening business.
- Members elect a Board Chair to serve for two years.
- New Chair assumes the duties of presiding over the meeting.
- Members elect a Vice Chair.
- Members elect two members to serve as Legislative Liaisons.
- Members elect three members to serve on the State Board Policy Committee.



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**Item Title:** Citizens' Open Forum

During the Citizens' Open Forum, the State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board.

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012) The speaker's card should be completed prior to 10:30 a.m.

If written material is submitted, 13 copies should be provided.

**Item Title:**

Act on Appointment of Board Attorney and Board Secretary

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the designation of Mark Ferguson of Gates Shields Ferguson Swall Hammond, P.A., Overland Park, as State Board Attorney, and approve the designation of Barbara Hughes as State Board Secretary.

**Explanation of Situation Requiring Action:**

Statute 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.

Statute 72-250 -- Annual election of officers; appointment of secretary; board minutes. At its initial meeting and at its first meeting after the second Monday in January of each odd-numbered year, the state board shall organize by election of a chairman, vice-chairman and such other officers as it may deem appropriate. The state board shall appoint a secretary not a member of the board. The secretary shall provide for a means of recording the actions of the state board and shall officially certify the minutes of each meeting of the state board.



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**Subject:** Review of Appointments to be made by Chair, Vice Chair and Commissioner

State Board Policy 1009 addresses appointments to committees and commissions. The list of committees with State Board representation is provided.

Board members receive a description of the available assignments in advance so they may consider where they want to serve and indicate their interests. The Chair, Vice Chair and Commissioner of Education will review the responses and make selections. Assignments will be announced during Wednesday's Board meeting.

## State Board of Education Committee Interest Inventory – January 2023

Committee / Organization	List your name and 1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> choice
Agriculture in the Classroom	
Charter and Virtual Education Advisory Council	
Confidence in Kansas Public Education Task Force	
Coordinating Council	
Education Commission of the States	
Kansas Alliance for Arts in Education	
Kansas Assoc, for Conservation & Environmental Educ.	
Kansas Council for Economic Education	
Kansas Fdn. for Excellence / Kansas Teacher of the Year	
Kansas Learning First Alliance	
Kansas Master Teacher Award Selection Committee	
KSD/KNEA Bargaining Team (School for the Deaf)	
Liaison to Kansas State School for the Blind	
Liaison to Kansas School for the Deaf	
Professional Standards Board Liaison	
School Mental Health Advisory Council	
Special Education Advisory Council	
Teacher Vacancy and Supply Committee	

Appointments by Either Commissioner or Governor	
Governor's Education Council	

Interstate Migrant Education Council	
Kansas Advisory Committee for Career and Technical Education	
Kansas Alliance for Educational Advocacy	(Board Chair automatically serves)
Kansas Volunteer Commission	

Misc. and Short-Term Assignments	
Attorney General's Juvenile Justice Oversight Committee	
Capital Improvement (Bond & Interest) State Aid Review	
Commissioner's Task Force on ESSER and EANS Funding	
Communications Committee for State Board	
Computer Science Standards Implementation Comm.	
E-Cigarette / Vaping Task Force	
ESSA / ESEA Board Representative	
Kansas Advisory Committee on Indigenous Education – Working Group	
Kansas Fire Marshal Advisory Committee	
Kansas Prescription Drug & Opioid Advisory Committee	
Legislative Broadband Committee	
Student Voice Committee for State Board	
Task Force on ESI (Emergency Safety Interventions)	
Transition Work Group Addressing Underserved Populations of Adults	



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**Item Title:** Continued Discussion on Academic Success

Deputy Commissioner Dr. Ben Proctor and Beth Fultz, Interim Director of Career Standards and Assessment Services, will continue the discussion on assessments as they relate to students achieving academic success.

**Agenda Number:** 16

**Meeting Date:** 1/10/2023



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**Item Title:** 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

**From:** Scott Gordon

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the Licensure Regulations. A copy of the regulations is attached. A copy of the Joint Committee on Administrative Rules and Regulations comments will be provided to members of the State Board. If no changes are needed, the State Board is asked to adopt the regulations on December 14, 2022.

Procedures for any public hearing of the State Board are as follows:

Any person having an interest in the subject of the hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.

Any person wishing to speak at the hearing shall sign in prior to the commencement of the hearing by providing his/her name and identifying whether he/she represents an opinion of a group or organization.

The presiding officer will conduct the hearing. Speakers shall be recognized in the order in which they signed in.

Each speaker will have 5 minutes to make his or her presentation.

If written testimony is submitted, 13 copies should be provided.

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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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(m) "Early childhood unified" means an endorsement that provides access to 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.

(i) (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).

(j) (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.

(f) (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.

(e) (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.

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

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

(v) (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.

(w) (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.

(jj) "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.

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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.

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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)~~ (fff) "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;  
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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);~~

(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~~);

(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.

~~(h)~~ (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;~~

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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.

~~(4)~~ (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;

~~(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.  
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2007; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June  
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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~~;

(D) verification of successful completion of ~~an endorsement~~ a 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;

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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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(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~~;

(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;

(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. The performance assessment for professional school  
leadership ~~licenses~~ 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:

(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

(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.

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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

(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:

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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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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~~) (I) 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~~ 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 ~~(c)(8)~~ (b)(8) shall submit to the state board verification of all documentation specified in paragraph ~~(c)(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)(1)~~ (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)(1)~~ (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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(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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<b>APPROVED</b>	<b>JAN 13 2022</b>	<b>SEP 08 2022</b>
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<b>DIVISION OF THE BUDGET</b>		

(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(e)(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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**Agenda Number:** 17

**Meeting Date:** 1/10/2023



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[www.ksde.org](http://www.ksde.org)

**Item Title:** Working on the Success of Each Student: Child Nutrition and Wellness

**From:** Cheryl Johnson

Cheryl Johnson, Director of Kansas Department of Education's Child Nutrition and Wellness (CNW) division, will present information on the division, its programs, funding, and other areas of interest.

**Agenda Number:** 18

**Meeting Date:** 1/10/2023



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**Item Title:** Presentation of Kansas Certificates in Child Nutrition Management

**From:** Cheryl Johnson

The Kansas Certificate in Child Nutrition Management is a program sponsored by Child Nutrition & Wellness and approved by the Kansas State Board of Education. To receive a Kansas Certificate in Child Nutrition Management, 120 hours of Kansas State Department of Education, Child Nutrition & Wellness approved management classes must be completed. The Child Nutrition Professionals who have completed requirements in 2022 and are being awarded the Certificate in Child Nutrition Management are:

Kimberly Baillargeon from USD 306 Southeast of Saline

Kimberly Chambers from USD 211 Norton Community Schools

Tara Daniels from USD 506 Labette County

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19

Staff Initiating:

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 1/10/2023

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### **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: 20

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date: 1/10/2023

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### **Item Title:**

Act on Accreditation Review Council's 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 343 Perry-Lecompton, 308 Hutchinson, and 463 Udall.

### **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, three (3) 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:

343 Perry-Lecompton

308 Hutchinson

463 Udall

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 December, the ARC met and took its action on the accreditation recommendation for six (6) public systems. These six systems are:

250 Pittsburg

270 Plainville

460 Hesston

475 Geary County

507 Satanta

S0604-0000 School for the Blind

# Accreditation Summary

**Date:** 12/16/2022

**System:** D0250 Pittsburg (0000)

**City:** Pittsburg

**Superintendent:** Richard Proffitt

**OVT Chair:** Craig Bagshaw

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

No compliance issues have been noted by KSDE

2. Foundational areas are **assuredly** addressed.

### ARC Comment

Throughout this 5-year process, USD 250 has continued to refine and enhance its Tiered System/Framework of Supports to ensure student success. Three years ago, USD 250 moved to using FastBridge to benchmark all students three times per year. FastBridge data, along with classroom data, is utilized to determine student strengths and weaknesses.

Tiered Framework of Support - There are multiple efforts in grade school through high school. Intervention plans were established at the grade school level. Remediation at the high school level occurs in the classroom or during the daily study hall/advisory group time. Last year, PHS also added an after-school academy for all students failing classes in the 9th and 10th grades. This after-school academy has been extremely successful in reducing the number of students failing classes.

Family, Business, and Community Partnerships - In response to the community feedback provided in the strategic planning process involving the desire for more intentional community partnerships, the district hired a Director of Community Partnerships in 2020 for all of the PCMS and PHS career pathway programs.

Each building has multiple Building Leadership Teams called Solutions Teams that help to guide conversation and action plans for school improvement. These teams include a Parent and Family Engagement and Community Connections team that meets regularly to discuss needs and plan family and community events.

Diversity, Equity, and Access - Throughout this 5-year cycle, the ESOL population has continued to grow by leaps and bounds. As the district has grown, they have added additional support along the way. These supports include additional ESOL teachers, support staff, and culture-specific professional development opportunities for staff.

Communication and Basic Skills - The building of communication skills in elementary schools has evolved over the past 5 years. Each building has sent a group of teachers to multiple Kagan Cooperative Learning trainings to receive professional development to incorporate cooperative learning structures into daily instruction. These structures increase student collaboration, engagement, and participation.

Youth Leadership taught in 6th grade, specifically addresses communication skills for the real world. This program is a collaborative effort with the area Chamber of Commerce.

Civic and Social Engagement - USD 250 has made a commitment over the past five years to identify means by which students can make an impact in the community. All student groups are encouraged to find ways to provide service to the community.

HS students in the LAUNCH program were asked by the City of Pittsburg to create a vision for the future use of an abandoned warehouse in the downtown area. This project has gained a lot of traction and will likely become a reality in the very near future.

The elementary schools collaborate with Pittsburg High School to provide Dragon Mentors for each building. Dragon Mentors work with elementary students and support them during reading and math in the classroom. They also work to build positive relationships with our students.

Physical and Mental Health - Student social-emotional health has been a major emphasis for USD 250 during this KESA continuous improvement cycle. The support of student SEL health was one of the five key areas of focus outlined by the community in the strategic planning process.

The elementary schools have implemented the "Getting Along Together" curriculum through Success For All (2020). "Getting Along Together" is a program that implements social/emotional learning skills and integrates class councils, problem-solving, and goal setting. "Getting Along Together" has provided a more formal process for working on student SEL growth and concepts.

Pittsburg Community Schools has adopted Behavior Intervention Support Teams (BIST) as a behavior intervention program at each elementary school. BIST empowers educators and parents with the resources and understanding they need to partner with these students to help them develop emotional awareness and positive coping skills so they can live safe, productive, and nonviolent lives both inside and outside of the classroom.

Arts and Cultural Appreciation - Pittsburg High School's fine arts program was named the 2021-22 Kansas State HS Performing Arts School of Excellence by KSHSAA. This was awarded on the basis of strong programs in vocal and instrumental music, speech, debate, and theater. This type of recognition would not be possible without a quality feeder program and educational opportunities for students at the lower grade levels (elementary and MS).

As part of the strategic planning process, the school district examined elective areas (including fine arts) to meet together to plan a structured curriculum K-12. This has helped to provide a proper sequence for each fine arts area in the K-12 experience.

Post-Secondary and Career Preparation - The district's emphasis on continual improvement in the Individual Plan of Study area, the commitment to adding additional career-based learning opportunities for students in grades 6-12, and the commitment to provide human resources in the form of two college and career advocates and a Director of Community Partnerships (all done in the last five years) show a firm commitment to students' post-secondary and career preparation. Goal 2 of the district plan does focus on Post-secondary and Career Preparation. Although USD 250 surpasses the predicted level for the Effective rate, they realize they have much work to do in this area. USD 250 believes the commitments made to improving the IPS process and exposing students to future careers earlier in their school experience will begin to pay dividends in the post-secondary success and effectiveness rate.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### **ARC Comment**

Goal 1: USD 250 will increase the percentage of students within each grade-level cohort scoring at proficient levels and decrease the percentage of students scoring at the lowest levels as measured by the FastBridge and KAP assessments (ELA-Reading and Math) each year.

In USD 250's accountability report for the 2020-21 year for academic success, the data indicates either flat or slightly declining percentages of students scoring at Levels 3 and 4 on state assessments. USD 250 shared with the OVT team that they do not believe this report shows the entire story of academic

success at USD 250 and they shared multiple points of data over the past five years to illustrate academic growth in local FastBridge assessments, KAP assessments, and ACT and AP assessments. USD 250 shared data through a cohort lens to show growth from one grade level to the next in many of these assessments.

ELA State Assessment: When comparing cohort groups' growth from year to year (2022 to 2021) compared to the state averages, USD 250 displayed better growth than the state average in 6 of 7 cohorts in terms of percentages of students scoring in levels 3 and 4, with the classes of 2029 and 2028 leading the way by narrowing the gap compared to state average by 7%. In addition, USD 250 students performed better than the state average in reducing the percentage of students scoring in Level 1 in 4 of the 7 cohorts, with the Class of 2030 leading the way by narrowing the gap with the state average by 7%.

Math Assessment: When comparing cohort groups' growth from year to year (2022 to 2021) compared to the state averages, USD 250 displayed better growth than the state average in 7 of 7 cohorts in terms of percentages of students scoring in levels 3 and 4, with the class of 2028 leading the way by narrowing the gap compared to state average by 15% and the class of 2025 going from 2% below the state average to 15% above the state average. In addition, USD 250 students performed better than the state average in reducing the percentage of students scoring in Level 1 in 6 of the 7 cohorts, with the Class of 2026 and 2025 leading the way with 22% and 20% gains on the state average respectively.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

Goal 2 - USD 250 will increase the number of students completing a minimum of at least two courses (concentrators) in approved career- based pathways in middle and high school, as well as the number of students participating in community work-based learning experiences during the junior and senior years of high school.

The system developed career-based pathways in both the middle and high school levels. On the grade school levels, buildings incorporated career exploration. In the Junior/Senior years, partnerships were formed to assist students in work-based learning experiences.

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 strategic plan demonstrates the commitment of the school district to provide the necessary resources needed to achieve the goals of the school improvement process.

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 system developed a strategic plan that included sustainability in supporting students' learning as outlined in the Kansas Vision of Education by KSDE.

#### **Board Outcomes**

**Social-Emotional Growth**

In the strategic planning process, Pittsburg Community Schools partnered with Community Health Centers of Southeast Kansas to hire additional licensed social workers to work with students at all grade levels. The additional licensed social workers will provide individual counseling for students at high risk. The partnership between Pittsburg Community Schools and Community Health Centers of Southeast Kansas also provided an additional Community Health Worker designed to connect families to the various assistance programs within the community. At the elementary level (K-5) they are in year three of the SFA "Getting Along Together" curriculum. This curriculum component emphasizes SEL throughout the classroom on a weekly basis.

**Kindergarten Readiness**

USD 250's challenge is that approximately 25%-30% of students entering kindergarten do not experience preschool prior to entering kindergarten. The district has partnered with the Family Resource Center (the community's largest PK and childcare provider) to actively recruit new students into the PK program with little progress.

**Individual Plans of Study**

Over the past 5 years, USD 250 has worked to ensure that all students in grades 8- 12 are involved in the IPS process. Several commitments over the years have helped to ensure continuous improvement in this area:

USD 250 employs two college and career advocates. These advocates meet with all students and their parents in the 8th through the 12th grade to review the IPS and 4-year plan to assist with course selection and career preparation. 8th-grade students were added to this process in 2020-21. Over the past 5 years, USD 250 has worked to ensure that all students in grades 8-12 are involved in the IPS process. Several commitments over the years have helped to ensure continuous improvement in this area:

**High School Graduation Rate**

USD 250 has improved their graduation rate over the past five years, 76% in Year One (2015) to 84% in Year Five (2019); they realize they still have much work left to be done. In addition, the district has reported the 2020 graduation rate as 83.6%, the 2021 graduation rate as 82.3%, and the 2022 graduation rate as 88.4%. This data certainly shows a positive trend in USD 250's graduation rate.

**Postsecondary Success**

USD 250 surpasses the predicted level for the Effective rate, they realize they have much work to do in this area. USD 250 believes the commitments made to improving the IPS process and exposing students to future careers earlier in their school experience will begin to pay dividends in the 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**

As the new district-level administration started their work in 2018-19 (KESA Year 2), the BOE asked the

new administration to begin a strategic planning process designed to move USD 250 forward into the future.

The strategic planning work began in the fall of 2018 with USD 250 asking for feedback concerning the future direction of the school district from over 100 community stakeholders over the course of multiple sessions. This stakeholder group included parents, students, community members, and business owners throughout the community. This process resulted in five major areas of focus:

Curriculum

Social-Emotional-Academic Learning (SEAL)

Community Partnerships

Communication

Resource Management

The Board of Education decided at that time to combine the results of the strategic planning process and the KESA continuous improvement cycle into one district improvement process.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

There is evidence that during the KESA cycle, reports by the local board were completed in a timely manner. The system, including board members and stakeholders, were faithful in the KESA process.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

The system including the board and shareholders were faithful in the KESA process. Planning was strategic and prescriptive with clear goals and Outcomes.

## **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 250 has engaged the stakeholders of the district in strategic planning. The strategic plan specifically addressed the needs of the community in terms of academic preparation. The district was asked to design an aligned and consistent academic curriculum throughout the K-12 structure. To accomplish this, they began the work in Year 2 of this KESA cycle to identify Essential Learning Outcomes (ELOs) in all curricular areas. USD 250 was purposeful in making sure ELOs aligned vertically within the system, as well. As a result, many of the outcomes and goals were met while other goals set a foundational structure for the future.

### **Strengths**

There has been growth in students' reading at grade level (K-5) with the implementation of SFA (40% to nearly 60%);  
Continued growth in student supports, especially for social-emotional support;  
The development of an intentional focused Individual Plan of Study system.

### **Challenges**

Areas for Growth: Approximately 20-25% of students enter Kindergarten with no PK experience, placing these students behind their peers. USD 250 has attempted to identify ways to recruit these students in PK programs, but this still remains a huge limitation and barrier. The accommodations for at-risk students should be monitored. Increasing "at-risk" population numbers, especially ESOL population, have created many challenges for the district.



## Pittsburg USD 250

510 Deill St, Pittsburg, KS 66762-0075  
(620) 235-3100  
<http://www.usd250.org>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Richard Proffitt**

### Demographics

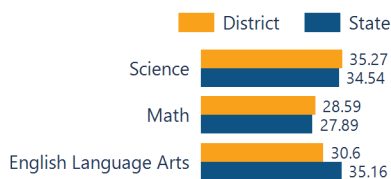


3,276 Students

African American 4.09%  
Hispanic 19.11%  
Other 12.61%  
White 64.19%

### Academically Prepared for Postsecondary Success

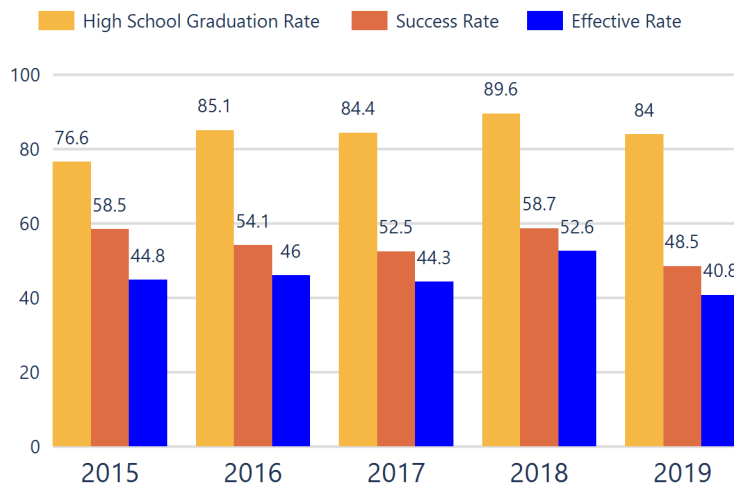
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### 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

**83.9%**

Five-Year Success Avg

**54.5%**

Five-Year Effective Avg

**45.8%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**37.1 - 41.2%**

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.

**82.3%**

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.

**\$11,223**

State:

**\$12,863**

**93.6%**

State: 93.8

**15.4%**

State: 17.5

[Click here for State Financial Accountability.](#)

**1.9%**

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	26.01	31.47	34.23	N/A	N/A	N/A	30.80	35.42	37.75
Level 2	39.62	33.69	27.89	N/A	N/A	N/A	40.59	33.96	26.96
Level 3	24.51	26.45	26.78	N/A	N/A	N/A	21.08	24.46	23.03
Level 4	9.84	8.37	11.09	N/A	N/A	N/A	7.51	6.14	12.24

#### FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.43	38.05	39.24	N/A	N/A	N/A	36.41	41.49	45.33
Level 2	42.26	35.20	27.84	N/A	N/A	N/A	42.12	35.20	27.79
Level 3	20.69	22.41	25.31	N/A	N/A	N/A	16.92	19.37	20.27
Level 4	5.60	4.32	7.59	N/A	N/A	N/A	4.52	3.93	6.60

#### STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.76	64.74	61.05	N/A	N/A	N/A	58.38	70.49	60.33
Level 2	34.69	26.77	27.36	N/A	N/A	N/A	34.16	18.63	23.14
Level 3	7.14	7.11	9.47	N/A	N/A	N/A	5.27	9.93	11.57
Level 4	3.40	1.35	2.10	N/A	N/A	N/A	2.17	0.93	4.95

#### AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.00	47.27	58.33	N/A	N/A	N/A	43.63	41.81	56.25
Level 2	41.81	32.72	25.00	N/A	N/A	N/A	36.36	29.09	31.25
Level 3	16.36	18.18	16.66	N/A	N/A	N/A	18.18	27.27	9.37
Level 4	1.81	1.81	0.00	N/A	N/A	N/A	1.81	1.81	3.12

#### HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.06	37.35	47.61	N/A	N/A	N/A	36.80	43.00	52.89
Level 2	40.65	39.68	21.90	N/A	N/A	N/A	42.99	39.33	29.75
Level 3	20.87	19.06	26.66	N/A	N/A	N/A	16.28	14.66	13.22
Level 4	4.39	3.89	3.80	N/A	N/A	N/A	3.90	3.00	4.13

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

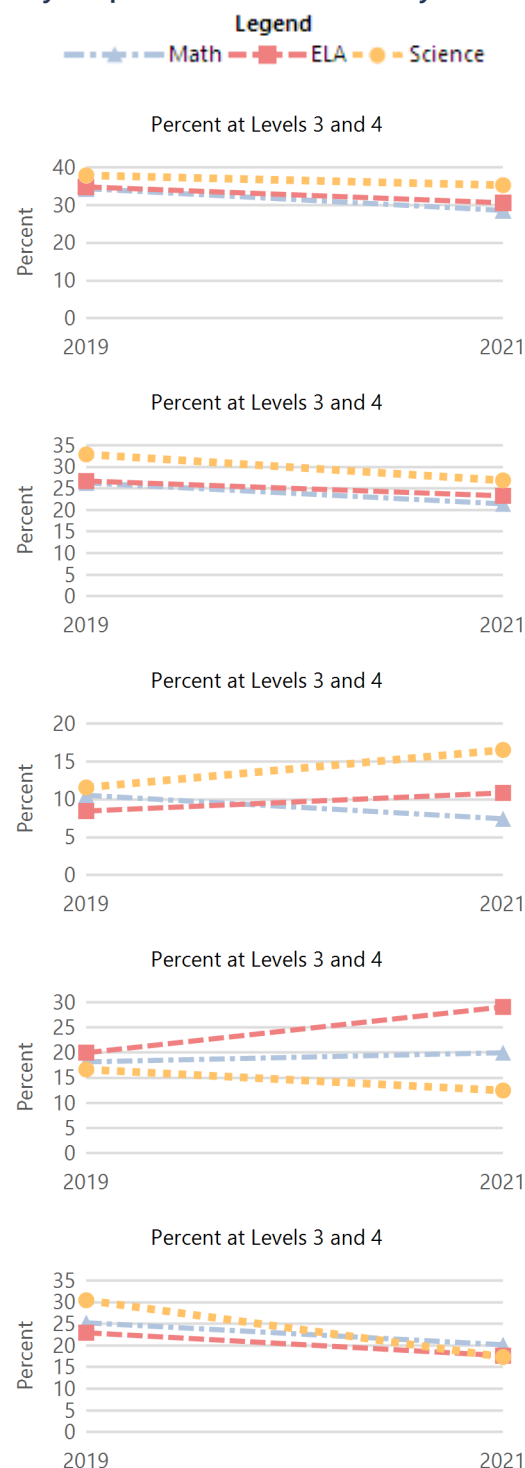
### ACT Performance (2021 School Year)

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	20.3
State	19.8

# Accreditation Summary

**Date:** 12/18/2022

**System:** D0270 Plainville (0000)

**City:** Plainville

**Superintendent:** Lisa Gehring

**OVT Chair:** David Kirkendall

## Executive Summary/AFI

---

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

Overall, the system demonstrates evidence in all foundational structures that support students' growth, curriculum alignment and involvement from stakeholders throughout. Plainville has implemented a tiered system of support for all students at all levels K-12. They conduct district wide meetings monthly with an early release so that staff can gather and look at data. They are making some gains in increasing student growth. Plainville has implemented a tiered system of support for all students at all levels K-12. They conduct district-wide meetings monthly with an early release so that staff can gather and look at data. The system has engaged stakeholders at all levels in their schools. They have a strong process in place for offering entrepreneur classes at the high school level. At the lower levels, they have engaged the community in a variety of ways through field trips, bringing community members into classes to share, as well as involving them in planning for community-wide events. The system has a cycle for reviewing the curriculum regularly. They have added some Project Based Learning as well as offer extracurricular activities to increase overall experiences for their students. The system has programs and opportunities for students to engage with their community. They expanded many of these over this KESA cycle with the addition of daycares with an emphasis on early childhood development.

As well as continuing to offer Health and PE for students, Plainville has done some PD for staff on mental health issues. They also added a full-time Mental Health Liaison to meet students' needs.

The system continues to offer vocal, music, band, and art.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

Goal 1 - Our first goal that relates to our initial rigor focus involves our MTSS process and the goal of having 80% of our students in Tier 1, 15% of our students in Tier 2, and 5% of our students in Tier 3 in the areas of reading, math, and social-emotional.

-The system has shown great progress over this cycle in giving teachers and staff a major role in leading and carrying out plans for improvement. They have devoted time in the schedule each day to really address the needs of tier 2 and tier 3 students at all levels. They have some data to support

growth in this area. Notably, they have increased students in level 1 on KAP in Math by 9% and in Science by 12%. While the system did not meet their goals set out with their local Fastbridge data, they did, however, make improvements in their math data. They showed a decrease in student achievement due to COVID 19 learning loss. They are aware of the need for continuing efforts to address academic progress.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### **ARC Comment**

Our second goal has evolved from our relationship focus during the start of our KESA process and involves our Post-Secondary Success and Effectiveness.

With a 95% Confidence Interval for the Predicted Effectiveness Rate of 40.3%-48.2% for USD 270, we recognize that we have a challenge within our district to reach the 70% goal of Post-Secondary Effectiveness rate set by KSDE.

-While the system has not fully reached their goal in this area, it is evident that the plans they have in place are making an impact and showing growth. They have a high graduation rate. They are implementing new programs and pathways with job shadowing at the secondary level and this will help with continued growth.

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 assuredly set and moved to attain the goals set out. While their Post Secondary Success is not at the level of their goal at this time, with the programs and systems they have made, they should see continued growth in this area. They have also been seeing the positive growth attributed to their work in their Tiered System of Support. Students have moved from tier to tier needing less support for success.

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**

They have established Building Leadership Teams and a district leadership team that has been consistent throughout the cycle. These individuals are leaders in their respective buildings and provide consistency in maintaining sustainability. They have effectively used the district policies, as well as financial resources to help support the goals established

#### **Board Outcomes**

**Social-Emotional Growth**

The system uses several modes for data collection on SEL. They use SAEBRS in Fastbridge to collect data district wide. They created a Behavior protocol to collect and sort data about absenteeism, discipline referrals, and grade issues. They have worked with the data and it has driven change and goal setting for them as a district. They are seeing data trending up after the loss after COVID and they are seeing their efforts helping. They continue to use data from their stakeholders to effect positive change in this area through the use of surveys for the students and community as well as FastBridge. Additionally, they have seen the need for and worked to hire a full time Mental Health Liaison.

**Kindergarten Readiness**

The system has written some grants through the community to help with a community need for some additional day care spots. They are utilizing some staff who are pursuing Early Childhood degrees. They have seen an increase in students being ready for school after having been in these group day cares. They are using the ASQ for children. They are also using curriculum that focuses on the science of reading in the early grades.

**Individual Plans of Study**

They begin IPS in 6th grade. They utilize Xello. They do resume work as well as track community service hours. Students have access to Xello, post-graduation for up to 4 years. They complete a course planner for two years post-secondary. In addition, they have added all the pathways and have seen a sizable increase in utilization of those. They are also working on a coding pathway.

**High School Graduation Rate**

District data shows they have historically high graduation rates not falling below 95% in the last 5 years. "The district is using the state's effectiveness rate to determine success. They have been able to maintain the effectiveness rate, but because of overall school size and how individual groups are represented; there have been some instances where results may be skewed based on the size of the represented groups. " They continue to improve by offering 11 pathways with 95% of students participating.

**Postsecondary Success**

The system has set goals to increase their students' post-secondary success through several programs and systems. They have a high graduation rate as well as work diligently to expose kids to many pathways. They seem to maintain and are making gains in Post-Secondary success based on their available limited resources.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

**ARC Comment**

Plainville has utilized the KESA process to affect positive change in the district. Structures and processes are in place to continue to help the system to improve. They have set aside time regularly to meet and reflect on practices, processes, and data. All staff and stakeholders were involved in the processes. A strength of the school is its dedication to post-secondary success and its graduation rate.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

#### **ARC Comment**

Plainville has utilized the process to establish processes for continued growth as a district. They have set goals for post-secondary success starting early. They have been diligent in adding Pathways for students' success as well as looking for their future. They have also worked to set up their younger students for success by fine-tuning their tiered system of support for students in math, reading, and SEL. They have set goals and seen lots of growth.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

#### **ARC Comment**

Plainville has utilized the process to establish processes for continued growth as a district. They have set goals for post-secondary success starting early. They have been diligent in adding Pathways for student's success as well as looking for their future. They have also worked to set up their younger students for success by fine tuning their tiered system of supports for students in math, reading and SEL. They have set goals and seen lots of growth.

## **ARC Recommendation**

---

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

#### **Justification**

Plainville has utilized the KESA process to affect positive change in their district. Structures and processes are in place to continue to help the system to improve. Students are on an upward trend after a slump post-COVID. Students are successful in the classroom as well as being prepared for what is to come Post-secondary. They have set aside time regularly to meet and reflect on practices, processes, and data. All staff and stakeholders were involved in the processes. A strength for the school is its dedication to post-secondary success and their graduation rate. Their graduation rate is something to be noted even for a smaller district. The systems Math and Science scores decrease on state assessment. Reading has gone up. They are a little lower than the state average for post-secondary success for some subgroups. They have earned a bronze in High School Graduation rate as well as a silver in Post-Secondary Success.

#### **Strengths**

Strength Plainville has worked to implement IPS for students starting in 6th grade. They have built a large variety of CTE Pathways that will help their students focus for post-secondary. The processes they have put in place are helping their students to be successful through school and beyond. They are a small but mighty district using all the resources they can find to help their kids be successful.

#### **Challenges**

Plainville should continue to utilize their process for continued growth. The multi-tiered system of supports is showing some growth, but they are not where they want to be, yet. They should continue to work on these goals in the next cycle as well. The system is aware of the lack of student growth across the board. Some students are making progress. Some of the interrupted progress may be due to learning loss because of the COVID 19 Pandemic. But they should continue to work on academic progress goals to enhance student improvement in the next cycle.



## Plainville USD 270

203 SE Cardinal, Plainville, KS 67663  
(785) 434-4678  
www.plainville270.net

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Lisa Gehring**

### Demographics

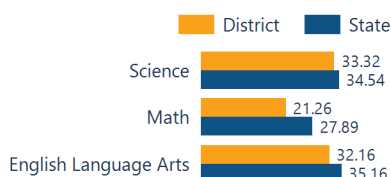


343 Students

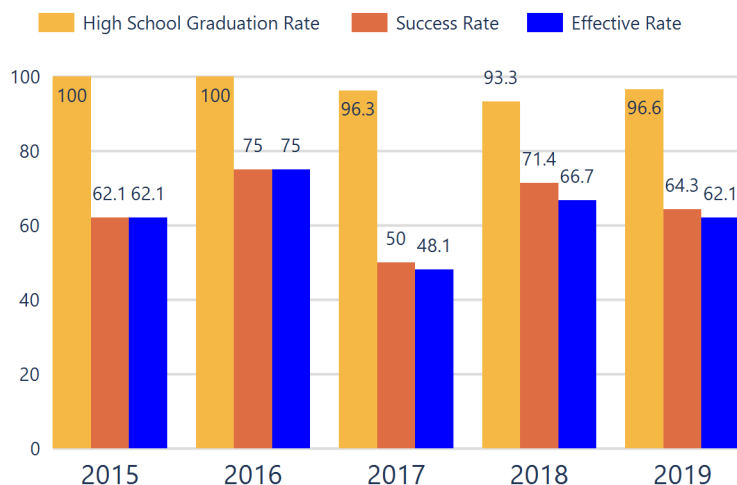
African American 2.04%  
Hispanic 2.04%  
Other 1.46%  
White 94.46%

### 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

**96.8%**

Five-Year Success Avg

**65.4%**

Five-Year Effective Avg

**63.3%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**40.3 - 48.2%**

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.

**\$10,390**

State:  
**\$12,863**

### 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.

**17.6%**

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	23.16	29.37	35.16	N/A	N/A	N/A	32.75	29.23	41.33
Level 2	45.76	36.72	37.36	N/A	N/A	N/A	45.97	38.59	25.33
Level 3	24.85	25.42	24.17	N/A	N/A	N/A	17.24	25.73	22.66
Level 4	6.21	8.47	3.29	N/A	N/A	N/A	4.02	6.43	10.66

#### FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.58	42.35	47.50	N/A	N/A	N/A	51.61	40.00	46.42
Level 2	47.05	36.47	37.50	N/A	N/A	N/A	30.64	35.00	21.42
Level 3	16.47	12.94	15.00	N/A	N/A	N/A	16.12	20.00	25.00
Level 4	5.88	8.23	0.00	N/A	N/A	N/A	1.61	5.00	7.14

#### STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	60.86	69.56	N/A	N/A	N/A	N/A	70.00	82.35	N/A
Level 2	26.08	17.39	N/A	N/A	N/A	N/A	25.00	11.76	N/A
Level 3	8.69	13.04	N/A	N/A	N/A	N/A	5.00	0.00	N/A
Level 4	4.34	0.00	N/A	N/A	N/A	N/A	0.00	5.88	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.

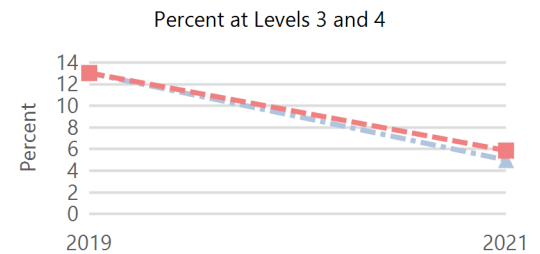
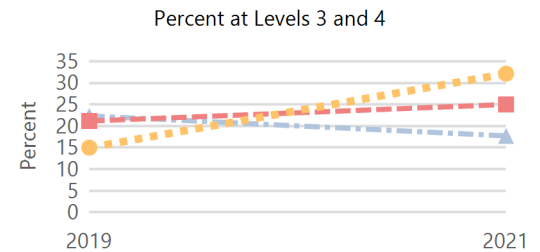
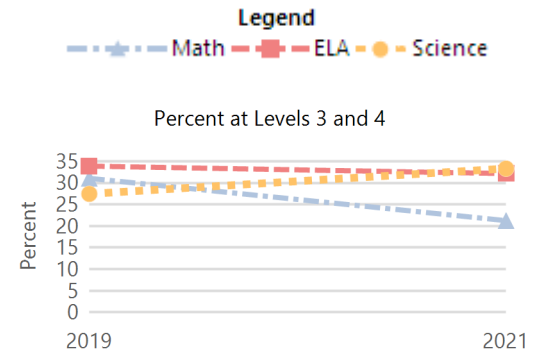
### ACT Performance (2021 School Year)

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.

District	18.9
State	19.8

# Accreditation Summary

**Date:** 12/22/2022

**System:** D0460 Hesston (0000)

**City:** Hesston

**Superintendent:** Kevin Logan

**OVT Chair:** J.K. Campbell

## Executive Summary/AFI

---

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

All foundational structures are evident in the system and work is moving in a positive direction. Some concern was expressed due to Covid; however, progress is being made.

According to the OVT, the System has over the course of this KESA cycle taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners. Professional days are designated to analyze and review data, often guided by the more recently established Reading Intervention Specialist. The system uses normed diagnostic assessment data and drives district processes that guide a tiered framework of support in both reading and math. District participants shared an explicit plan for tiered reading, describing scientifically based strategies and programs used for K-12 interventions for each tier.

: As noted in the OVT report evidence indicates a strong and positive relationship with families, businesses, and the greater community. Throughout this cycle of school improvement, community participants and business partners have contributed to the development of a guiding framework and KESA goals. It is apparent stakeholders have been continually involved in ongoing discussions related to data and district improvements.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

The system's goal of authentic literacy opportunities for each student has been ongoing and progressed each year to become an embedded part of daily instruction in all areas. They have developed walk-through tools, teacher evaluations, and principal evaluations around the components of authentic literacy. The implementation and delivery of authentic literacy are supported through ongoing professional development and a focus on cooperative learning. Using the new core curriculum, EL Education, they have developed grade-level Authentic Literacy units each semester and it is becoming a daily part of instruction.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

The system, despite difficulties related to Covid, continues to make progress toward reaching the goal of guaranteeing a standards-based instructional program that demands high-quality student work. Essential standards have been created for all grades, classes, and content areas. Professional development days have led to more recent collaboration across grade levels and content areas. The development of standards-based grading practices continues to be a work in progress, with a few middle-level teachers piloting a standards-based grading model. A system-wide team focused on alignment began meetings pre-covid and has since re-engaged to better define district-wide practice goals through the development of a grading guide. At the elementary level, the alignment focus has been on reading and math. Collaboration times are used to ensure teachers are following the defined curricular scope and sequence and reviewing data points.

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**

As stated in the OVT A System-wide team focused on alignment began meetings pre-covid and has since re-engaged to better define system-wide practice goals through the development of a grading guide. At the elementary level, the alignment focus has been on reading and math. Collaboration times are used to ensure teachers are following the defined curricular scope and sequence and reviewing data points. The system's guiding framework provides an element of accountability as those involved refer to it to ensure the sustainability of the improvement 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**

Data from the system showed State Board Outcomes are at or above expectations or showing a positive incline. According to the OVT report, this system's data substantiates the effectiveness of strategies in producing a high school graduation rate well above the State's 4-year adjusted cohort average rate. A variety of interrelated factors account for the system's graduation and post-secondary success rate including strong leadership, high-quality faculty, well-defined tiered interventions, and strong parent/community support. A long history of substantial school improvement processes, using data to drive decisions, and gaining stakeholder input from a variety of stakeholders is evident in this system with higher-than-average student outcomes.

### **Board Outcomes**

#### **Social-Emotional Growth**

Over the course of this accreditation cycle, the OVT reported that the system has made significant improvements in identifying and developing strategies to support the social-emotional growth of students in the district. Data is gathered through surveys and from persons most directly connected with the individual student, the teachers, and counselors, to ensure social-emotional health and identify barriers that prevent students from learning.

### **Kindergarten Readiness**

This system provided a variety of data to validate the system's effectiveness of strategies related to kindergarten readiness, as noted by the OVT.

In addition to ASQ assessments, the system also assesses each child using the DIAL 3 prior to entry into kindergarten. A very high percentage of students in this system have access to preschool and the system partners with providers outside the district to help establish those factors necessary for kindergarten readiness. The system also assesses each child in the district using AIMSweb within the first few weeks of school which provides further evidence to identify those early learners needing additional support to address skill deficits.

### **Individual Plans of Study**

The individual plans of study system is well defined in Hesston at both the middle and high school levels. The system uses the IPS rubric to identify areas of strength and areas for improvement. Xello is used as a basis to drive IPS in the district where students have access to surveys and career related inventories, houses document specific to individual research about interests and careers and provides an extensive resource for students when considering interests and career options. Counselors and faculty have developed a 6-12 scope and sequence addressing topics of study throughout middle and high school.

### **High School Graduation Rate**

A variety of interrelated factors account for the system's graduation and post-secondary success rate including strong leadership, high-quality faculty, well defined tiered interventions, and strong parent/community support. A long history of substantial school improvement processes, using data to drive decisions, and gaining stakeholder input from a variety of stakeholders is evident in this system with above average student outcomes.

### **Postsecondary Success**

The postsecondary success rate in Hesston is much higher when compared to the State's average data. The district averages well above the State's target rate of 70% and performs well above the Confidence interval as set by the State.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### **ARC Comment**

This is an area of strength for the system according to the OVT. They are seeking feedback on all aspects of the district and throughout the continuous improvement cycle. Site council members, parents, teachers, community, and business leaders, all play a role in developing the system's guiding framework and strategic initiatives. Quarterly meetings with advisory council members provide on-going opportunities for stakeholders to provide feedback and improve the system. Quarterly meetings with advisory council members provide opportunities for the system to share data and assess and reassess strategies for continuous improvement. Whereas teachers and staff plan a monumental role in improving processes, specific days are set aside to review data, discuss continuous improvement efforts, and define strategies to meet outcomes in an ongoing manner.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

## ARC Comment

Evidence in the OVT and system report showed they had spent extensive time developing an over-arching framework to guide system improvements which included significant stakeholder involvement. This framework guides every decision made and it is evident those within the school community and outside the school community understand the value of the guiding framework. The OVT noted framework did not specifically align with KESA processes and timelines, however, system administration and teachers adjusted ensure fidelity of implementation. As with all systems, the pandemic hindered improvement efforts, but the system carried the process forward despite challenges. Data will continue to drive decisions for this system to determine future goals. As previously stated, the system is on a continual progress monitoring and data gathering process.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

## ARC Comment

The System has over the course of this KESA cycle taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners. Professional days are designated to analyze and review data, often guided by the more recently established Reading Intervention Specialist.

Evidence in the OVT and system report showed they had spent extensive time developing an over-arching framework to guide system improvements which included significant stakeholder involvement. This framework guides every decision made and it is evident those within the school community and outside the school community understand the value of the guiding framework. The OVT noted framework did not specifically align with KESA processes and timelines, however, system administration and teachers adjusted ensure fidelity of implementation. As with all systems, the pandemic hindered improvement efforts, but the system carried the process forward despite challenges. Data will continue to drive decisions for this system to determine future goals. As previously stated, the system is on a continual progress monitoring and data gathering 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**

The System has over the course of this KESA cycle taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners. Professional days are designated to analyze and review data, often guided by the more recently established Reading Intervention Specialist. The system has a guiding framework and plans the implementation of their program

### **Strengths**

- Community and Stakeholder involvement in the process
- Strength of Leadership at all levels
- Use of data to drive instruction, set system goals, and support individual students
- Alignment of system policies and processes that support continuous improvement is apparent.

### **Challenges**

- Write SMART goals for the next cycle
- Continue to focus on various data sets to establish areas of growth for the next cycle of school improvement
- Work on improvement of instructional intensity and finding tools to measure the system's expectations.



## Hesston USD 460

150 N Ridge Road, Hesston, KS 67062-8818  
(620) 327-4931  
<http://www.hesstonschools.org>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Ben Proctor**

### Demographics

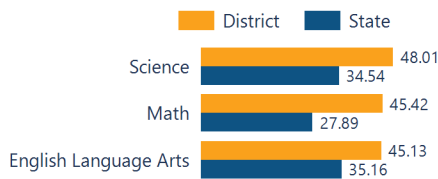


817 Students

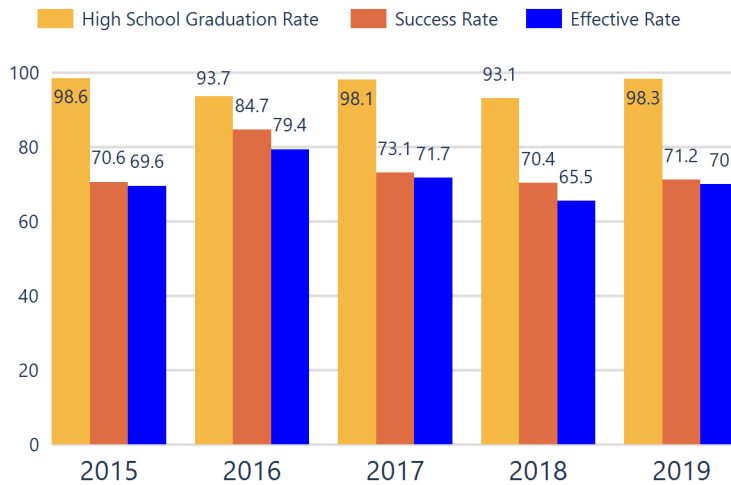
African American 1.71%  
Hispanic 8.32%  
Other 5.26%  
White 84.70%

### 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

**96.4%**

Five-Year Success Avg

**74.0%**

Five-Year Effective Avg

**71.3%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**63.5 - 67.5%**

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.

**96.5%**

State: **District ESSA Expenditures Per Pupil**  
88.1

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.

**\$11,244**

State:  
**\$12,863**

**96.8%**

State:  
93.8

**6.6%**

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	13.93	19.59	25.34	N/A	N/A	N/A	16.52	18.58	26.55
Level 2	36.17	30.63	35.02	N/A	N/A	N/A	38.04	36.28	25.42
Level 3	33.25	35.36	26.72	N/A	N/A	N/A	32.60	35.84	27.68
Level 4	16.62	14.41	12.90	N/A	N/A	N/A	12.82	9.29	20.33

#### FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.76	34.61	36.50	N/A	N/A	N/A	25.47	32.00	45.00
Level 2	40.00	34.61	38.09	N/A	N/A	N/A	49.05	44.00	35.00
Level 3	21.53	25.38	19.04	N/A	N/A	N/A	23.58	22.00	15.00
Level 4	7.69	5.38	6.34	N/A	N/A	N/A	1.88	2.00	5.00

#### STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.02	65.30	68.42	N/A	N/A	N/A	61.70	56.41	88.23
Level 2	40.81	22.44	21.05	N/A	N/A	N/A	27.65	30.76	0.00
Level 3	4.08	10.20	10.52	N/A	N/A	N/A	6.38	7.69	5.88
Level 4	4.08	2.04	0.00	N/A	N/A	N/A	4.25	5.12	5.88

#### AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.54	45.45	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	18.18	45.45	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	27.27	9.09	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	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	17.14	32.35	56.25	N/A	N/A	N/A	37.50	26.31	50.00
Level 2	68.57	50.00	31.25	N/A	N/A	N/A	45.00	44.73	27.77
Level 3	11.42	14.70	12.50	N/A	N/A	N/A	12.50	23.68	22.22
Level 4	2.85	2.94	0.00	N/A	N/A	N/A	5.00	5.26	0.00

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

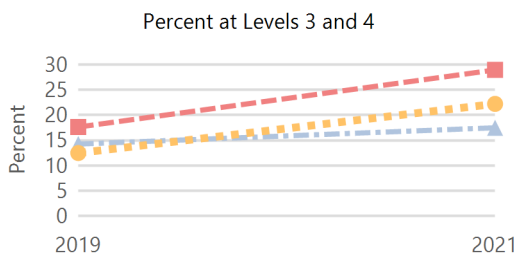
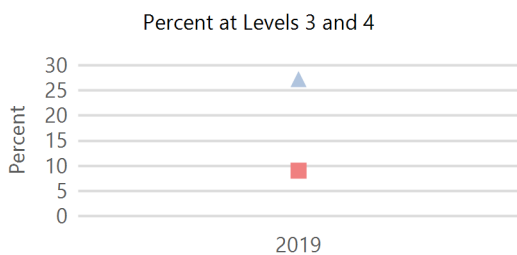
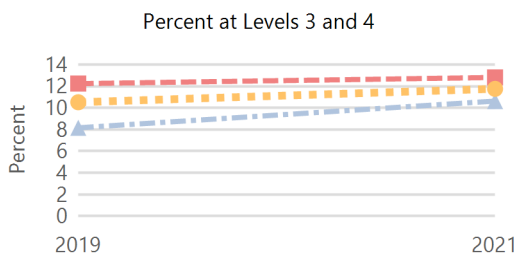
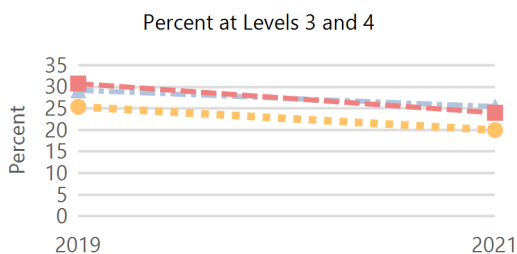
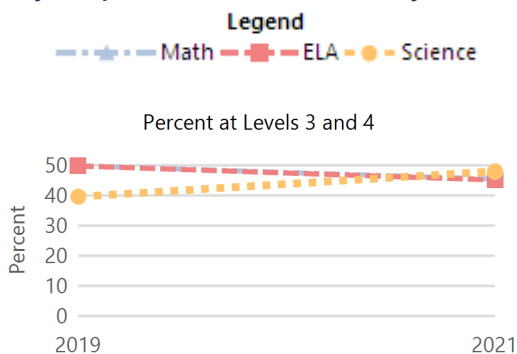
### ACT Performance (2021 School Year)

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	22.8
State	19.8

# Accreditation Summary

**Date:** 12/13/2022

**System:** D0475 Geary County Schools (0000)

**City:** Junction City

**Superintendent:** Reginald Eggleston

**OVT Chair:** Shanna Dinkel

## Executive Summary/AFI

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1. Compliance areas are **assuredly** addressed.

### ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively worked with State BOE to achieve compliance (Chair/OVT will list specifics addressed).

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.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

Generally, By the Year 5 (2022-2023) School Year, 40 percent of students will earn a 3 or 4 on the Kansas Assessment Program (KAP) in both Mathematics and English Language Arts.

Summarize the system's efforts and improvement in this goal during the cycle.

ARC Comment: The system did not reach its goal of forty percent at level three or four, but their accountability report does show their trend line staying neutral or moving in a positive direction. Increase with students with disabilities was noted along with free and reduced lunch students. They will continue to strive towards that goal with the integration of meeting grade-level standards in their strategic plan with action steps of providing summer school and after-school tutoring. The system earned a copper STAR scoring above the state average on the KAP assessments. They also note an improved ACT composite from last year.

Continued monitoring of FastBridge reports will be used to determine growth in math and reading. The district leadership team uses a data dashboard (PowerBi) to analyze district and building-level data to then support the needs of their buildings as outlined in the system's strategic plan.

### ARC Comment

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**

ARC Comment: Assuredly The system effectively works with its board on procedures and policies. This is demonstrated in the strategic plan which includes a six-year facilities plan with an annual review of expenses and alignment with the goals of the plan. Long-range PD planning is also being done, as is a collaboration among the multiple departments (Teaching and Learning, Personnel Services, Communication, Technology, Finance, and Operations). The system uses its needs assessment to shift and respond with BOE support to allocate necessary resources for supporting the KESA process.

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**

ARC Comment: Generally, data for some State Board outcomes are at or above expectations or showing a positive incline and some are neutral, below expectations, or have a slight decline. The system understands and can explain its data 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. ALL areas are being addressed by goals or district strategic plan.

### **Board Outcomes**

#### **Social-Emotional Growth**

ARC Comment: The district has worked to increase their overall implementation, response, and support of Social Emotional Growth. They have adopted a Tier 1 SEL curriculum for Early Childhood-Eight Grade and Ninth-Twelfth Grade, with an implementation in the 2022-2023 school year. The data, they have implemented the use of SAEBRS/mySAEBERS screeners for students in grades Kindergarten-Twelfth. The technology department has developed a real-time data collection system that allows the system to track student attendance and discipline referrals. They have provided and implemented various approaches to discipline for all levels of staff, all buildings implement a Social Emotional goal in their individual strategic plan, various social emotional committees to become one Positive Behavioral Interventions and Support Team (PBIS). To increase student attendance USD 475 has been partnering with local city officials and the local judicial system to find ways to collaborate to tackle truancy concerns. Focuses will remain on decreasing discipline referrals, establishing strong Positive Behavior Systems and Supports (PBIS) at the core/Tier 1 level, and increasing student attendance at school.

**Kindergarten Readiness**

ARC Comment: The system had a vested interest in early learning experiences and prioritizes the need for early intervening services with Early Childhood. Throughout this KESA cycle, the district has seen improvements. As a district, they increased the percentage of ASQ completion as noted by Kansas Star Recognition. In 2021, they received a Copper Star and were recently informed that they would be earning a Bronze Star for 2022. This work is evidence of growth in student outcomes and processes. USD 475 has additionally expanded Early Childhood opportunities, serving over 50% more 3-4 year old students than five years ago. For the 2022-2023 school year, they implemented personal meeting appointments with parents/guardians prior to start of Kindergarten to complete screening, complete ASQ, establish strong relationships between schools, teachers, and families, provide classroom/school tours, and answer questions.

**Individual Plans of Study**

ARC Comment: Over the 5-year period, JCHS Academy Leaders have developed lessons and collected data to redefine the scope and sequence to best meet the needs of the students at JCHS. JCHS advisory has shifted to grade level advisories so that teachers can build relationships with students and guidance through each stage of the IPS process. A similar process has been enacted for the two middle schools with counselors in the buildings collaboratively working on vertical alignment.

**High School Graduation Rate**

ARC Comment: The systems 5-year process shows that prior to COVID, JCHS was trending up every year. During the 2019-2020 school year, there was a slight decline in the graduation rate, but the data is gradually increasing and is trending in the right direction to meet the states average. The district continues to provide multiple career/postsecondary opportunities for the successful graduate as they continue to see an increase in data. This area has also been included as a goal within the district's strategic plan. The district will continue to include responsive measures for supporting strong core instruction for all students, but also providing targeted assistance and intervention for those at risk of not graduating. It should be noted that because of this being a military community there is a high level of student movement in and out of the district. Focus on keeping attendance high and Chronic Absenteeism is important.

## Postsecondary Success

ARC Comment: The systems rate on postsecondary success is lower than the confidence interval, but they are noticing a trend leading up in this area. Factors that influence the percentage to stay at a lower rate include the following: a large number of graduates enlist in the military, and it is not tracked via the post-secondary credentials. When future options are available to record this information a significant increase will be noticed. Students whose families are very transient or due to military affiliations will move all over the world and their post-secondary school of choice may not meet the criteria from the state. The system has a strong partnerships we have with Cloud County Community College for concurrent and dual enrollment classes. They also have several partnerships with numerous county and community agencies, that provide internships to students in order to allow them to explore careers and have on the job, real life experiences.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### ARC Comment

ARC Comment: The system is transparent and consistent with feedback through Community & School Listening Sessions, Parent/Guardian Surveys, Staff Surveys, Comprehensive Building Needs Assessments, and Comprehensive State Assessment Results Review. The involvement of the Board of Education and Site Councils supports their work in this area. Numerous event opportunities were shared, such as Parent University, School/Parent Committees in Policy Development, Conferences, and Back to School Carnivals.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

### ARC Comment

The system was responsive and worked well with the OVT throughout the process taking suggestions and implementing them.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

### ARC Comment

ARC Comment: The system shared that the continuous improvement work in KESA impacted their student, staff, schools, and community in the following ways. Their goal two of developing a communication plan with stakeholders led to community support of a bond. In addition, they attribute their work with KESA to equitable access to opportunities for all students in more purposeful ways. They have also improved their site council representation to include all backgrounds. The district acknowledged having high district office/leadership turnover during KESA cycle which led to an absence of reporting/system check-in for a couple of years within the cycle. The system has been transparent in its challenges with leadership turnover and being data-poor in the first couple of years of the cycle.

## ARC Recommendation

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The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

## **Justification**

### Rationale for Recommendation

The system is making gains and has implemented several programs to support areas of strength and future areas of growth. Please see below. Addressing the neutral movement of student data on the academic side will need to be watched. Significant gains with students with disabilities and students that are free and reduced have been noted. Areas that have limited control but will need to continually be reviewed and noted for the inability to control are the area of graduation rates as the transient population with the military population will dictate this. But the areas of attendance and absenteeism are being monitored by the system.

## **Strengths**

### Areas of Strength

Strengths noted by OVT members and ARC Review include but are not limited to the following:

A positive and improved approach to PD and prioritization of instructional time was addressed and new methods were implemented.

State BOE outcomes are integrated into the system's strategic plan which will be the driver of continuous improvement for the system through 2026.

The system identified CTE completers have a high graduation rate; therefore, they plan to focus on completers and improve their IPS process to impact graduation rate. Including free community college courses.

The system has developed and begun a process throughout the year (quarterly) to examine data and respond, including learning walks.

The OVT felt a strong level of intentionality for continuous improvement was demonstrated through the system's strategic planning and transparency. The system has identified the need for early childhood and has developed a plan for the allocation of resources for that. The system is advocating with stakeholders a study to look at all factors for the early childhood program. (ex placement of center)  
As the OVT reviewed the ARC criteria rubric, there was no area in which the team felt the system did not meet the level of green, assuredly.

## **Challenges**

### Areas for Growth

Growth noted from OVT members and ARC Review includes but is not limited to the following:

The system identified a need for early childhood and has developed a plan for the allocation of resources for that. The system is advocating with stakeholders a study to look at all factors for the early childhood program. (ex placement of center).

Focus on improving the Graduation Rate by disaggregating data to gain a better understanding of subgroups data. The exit interviews being done by the system will be helpful with this.

An increase in Post-secondary progress is needed. The military factor plays a big part in both graduation rate and PostSecondary.



## Geary County Schools USD 475

123 N. Eisenhower, Junction City, KS 66441-0370  
(785) 717-4000  
usd475.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Reginald Eggleston**

### Demographics

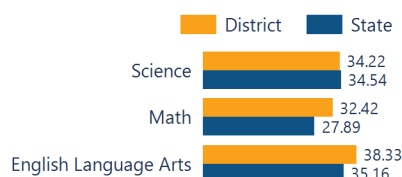


6,930 Students

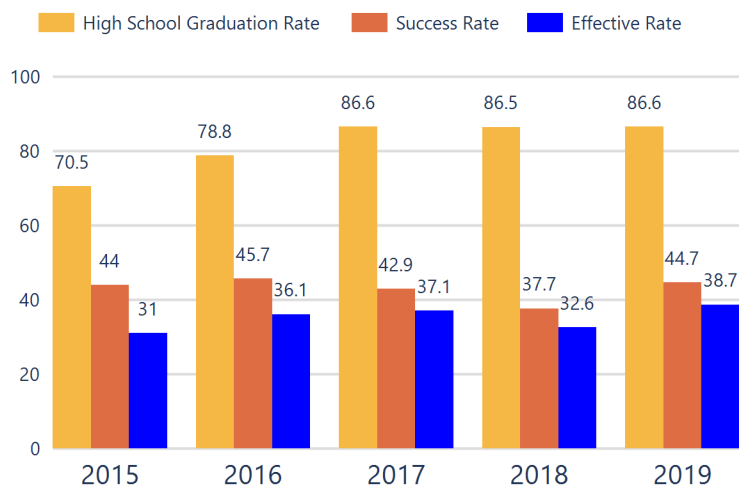
African American 17.11%  
Hispanic 19.58%  
Other 16.46%  
White 46.84%

### 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

**81.3%**

Five-Year Success Avg

**42.9%**

Five-Year Effective Avg

**34.9%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**39.4 - 45.0%**

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.

**84.7%**

State: 88.1

**91.9%**

State: 93.8

**27.6%**

State: 17.5

**1.7%**

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.

**\$12,586**

State: \$12,863

[Click here for State Financial Accountability.](#)

# Geary County Schools USD 475

## 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	30.64	29.98	35.34	N/A	N/A	N/A	30.23	26.41	38.13
Level 2	38.25	33.36	29.91	N/A	N/A	N/A	37.32	35.25	27.64
Level 3	22.88	28.80	24.62	N/A	N/A	N/A	23.51	28.97	22.43
Level 4	8.21	7.84	10.11	N/A	N/A	N/A	8.91	9.36	11.79

#### FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.47	37.40	41.35	N/A	N/A	N/A	35.74	33.59	43.78
Level 2	38.42	34.52	31.70	N/A	N/A	N/A	38.09	34.89	28.62
Level 3	18.57	22.69	20.31	N/A	N/A	N/A	19.77	24.56	18.73
Level 4	5.52	5.38	6.62	N/A	N/A	N/A	6.38	6.95	8.85

#### STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	63.70	66.00	65.50	N/A	N/A	N/A	56.36	52.12	63.92
Level 2	25.58	22.00	22.00	N/A	N/A	N/A	30.60	29.29	19.21
Level 3	8.52	9.45	10.50	N/A	N/A	N/A	10.60	14.54	9.80
Level 4	2.17	2.54	2.00	N/A	N/A	N/A	2.42	4.04	7.05

#### AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.07	41.07	50.80	N/A	N/A	N/A	42.94	35.89	59.43
Level 2	37.75	31.75	27.60	N/A	N/A	N/A	37.82	36.22	21.68
Level 3	17.21	22.27	18.40	N/A	N/A	N/A	15.65	22.70	15.66
Level 4	3.94	4.89	3.20	N/A	N/A	N/A	3.56	5.17	3.21

#### HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.88	36.56	43.57	N/A	N/A	N/A	33.95	32.72	42.32
Level 2	40.31	32.03	25.71	N/A	N/A	N/A	40.96	36.72	30.29
Level 3	19.53	24.84	20.00	N/A	N/A	N/A	20.56	23.70	19.08
Level 4	5.27	6.56	10.71	N/A	N/A	N/A	4.51	6.84	8.29

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

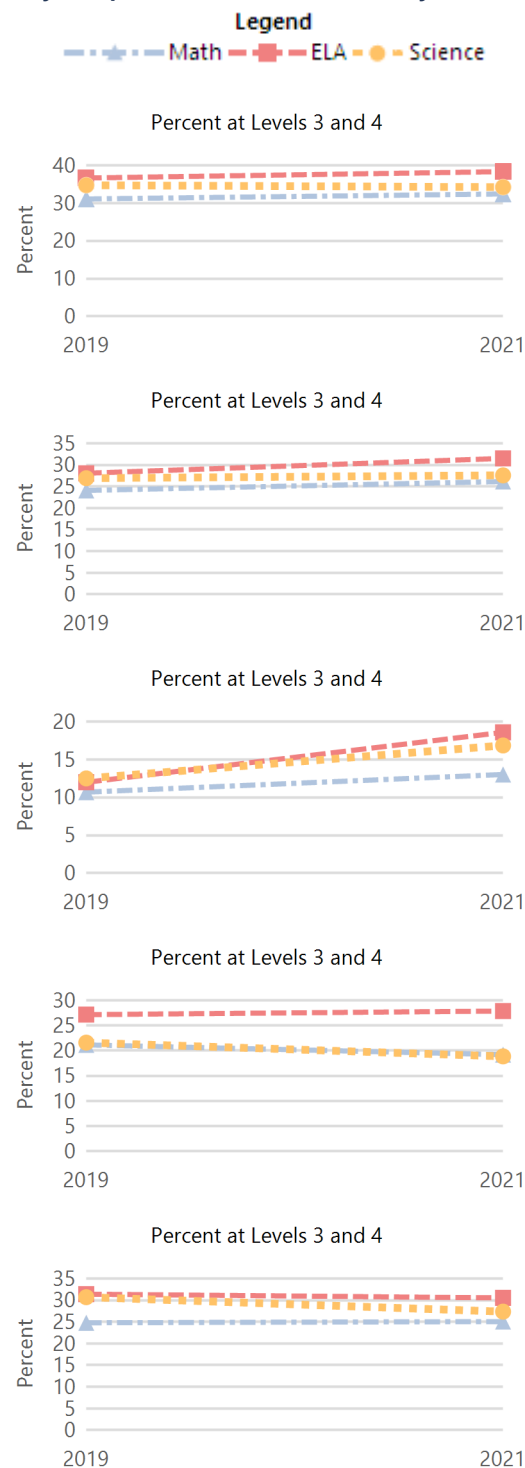
### ACT Performance (2021 School Year)

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	17.1
State	19.8

# Accreditation Summary

**Date:** 12/09/2022

**System:** D0507 Satanta (0000)

**City:** Satanta

**Superintendent:** Mike Ward

**OVT Chair:** Amber Miller

## Executive Summary/AFI

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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 developed a system-wide approach to civic engagement, and has fully implemented tiered supports in reading, mathematics, and behavior for all students.

#### Tiered Framework of Support

All buildings have fully implemented a tiered framework of support to support reading, mathematics, and behavior. The system uses Pathways to Reading, Math RTI, and iReady Personalized Learning for both mathematics and reading. Positive Behavioral Interventions and Supports (PBIS) is used to address behavior issues. Data show improvement at all levels.

#### Family, Communities and Business Partnerships

The system engages stakeholders on a regular basis as evidenced in the system goal results. The system engages local business and the community through arts, academic, and sports activities. According to the Annual Report Summary, school activities are the "lifeblood of the community." Communication and collaboration with families and the community is evidenced through the Summer Learning Program, Project Based Learning community events (taco truck, drive-in movies, and ice cream shop). The system has moved from the implementing level to transitioning/modeling levels in connecting families with the curriculum and standards, as well as assessments and screeners. Additionally, the system established a daycare in partnership with the local hospital. Furthermore, internships in the community are embedded in the Individual Plans of Study (IPS).

#### Diversity, Equity and Inclusion

The system addresses the needs of all student groups. The system is at the implementing level in social-emotional learning as evidenced in the adoption of PBIS, professional development in cultural responsiveness, and an increase in ESOL certified teachers. The system continues to focus on ESL certifications, bilingual staff, additional paraprofessionals, and an ASL interpreter in order to improve. Although the system and schools cultures are not currently reflected in the vision and improvement process, there are plans to address this as first steps in the next KESA cycle.

#### Communication and Basic Skills

Curriculum has been aligned both in the system as well as Kansas state standards. New curriculum in K-8 mathematics and 6-12 ELA support this alignment and professional learning ensures that all

materials are taught with consistency and fidelity. Additionally, K-2 teachers receive on-going training in phonics and phonemic awareness. At the junior/senior high levels, Imagine Learning has incorporated Social Emotional Learning (SEL) and public speaking.

#### Civic and Social Engagement

The system does not have a specific curriculum for civic and social engagement, although Social Studies and English Language Arts classes have embedded civic lessons. Additionally, Tier 1 groups are engaged in civic learning projects through the year. Activities support this area include EVerify, internships, volunteer activities, 6-12 activities, and a summer learning program. The role of Student Council, as well as professional development for teachers specifically regarding empowering students supports this foundational area.

#### Physical and Mental Health

Curricula that support the structures in Physical and Mental Health are evident through the inclusion of daily physical education, recess, and social emotional lessons. Wonders Learning, Imagine Learning, and group counseling lessons are in place. Additionally, Extension Agents partner with the system to explore nutritional and agricultural activities. The system feeds those students who are hungry and provide breakfast bars.

#### Arts and Cultural Appreciation

The arts and cultural appreciation are supported through the district, and fine arts are a priority. Daily music classes are integrated throughout the day in grades PK-12, and an Art Teacher in Residence provides art lessons and training for teachers. Spanish is offered at the high school.

#### Postsecondary and Career Preparation

The system continues to implement several career preparation programs. Students can complete an Associate's Degree at Seward County Community College. Evidence indicate that there was an increase in students in the Career Technical Education (CTE) pathways. Additionally, the system implemented a mentoring program with an emphasis on scholarship and career choices that includes all staff and community members. The system's five-year graduation average is 87.3%.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

##### Goal 1: Relationships

The system has a goal statement to engage all students in making educational choices through the Individualized Plans of Study (IPS), student-led conferences, differentiated instruction, and personalized learning. This goal was met in spring 2022; 74% of all students scored in the yellow and green categories in reading, and 78% of all students scored in the yellow and green categories in mathematics.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

#### ARC Comment

##### Goal 2: Relevance

The system has a goal statement to provide effective, differentiated standards-based instruction to improve student outcomes. This goal was met in 2019 when mathematics scores increased from 61% to 73%. In 2021, scores declined due to the global pandemic.

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. They have aligned their KESA goals to existing goals, and will continue to provide professional development for teachers, especially for iReady and Structured Literacy.

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 works toward the initiative of engaging students through SEL activities at every grade level. Data indicate that ISS decreased from 23 to 0 from 2018-2022; and OSS decreased from 9.6 to 0 from 2018-2022. Additionally, there is a reduction in students who are tardy and absent.
<b>Kindergarten Readiness</b>	The system has a process for the assessment of data. The evidence indicates that the completion rate of incoming kindergarteners increased from 26% in 2019 to 100% in 2022. Furthermore, 92% of incoming kindergarteners scored above benchmark on the ASQ-3 and 100% of incoming kindergarteners are below with no concerns on the ASQ2-SE.
<b>Individual Plans of Study</b>	The system currently uses a locally developed IPS system for all students in grades 8-12. Students updated their IPS weekly during class. Students participate in Career Expos, STEM Day, SWK CTE Showcase, internships, community mentorships, as well as completing college coursework through an agreement with Seward County Community College. The electronic portfolio is available to students to access after graduation.
<b>High School Graduation Rate</b>	The 2022 high school graduation rate is 100%. According to the 2020-2021 Accountability Report, the system's five-year average graduation rate is 87.3%. In order to address the needs of all students, the system implemented a seven-period day.
<b>Postsecondary Success</b>	A mentorship program for seniors was implemented in which teachers have a maximum of two mentees. Students are also matched with a community member who works in each student's career interest. The five-year effective rate has increased in this KESA cycle from 35% in 2018-2019 to 41.2% in 2020-2021.

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 providing input regarding the system's improvement process through parent-teacher conferences, PTO, parental outreach, surveys, adult ESL and GED courses, summer learning, Partnerships with Dudley Township Library, and Booster Club and Site Councils.

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 has a strong sense of community and pride in their schools. The system has been committed to incorporating the 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**

The OVT and 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. Level 1 showed an decrease in both mathematics and reading assessment results; Level 2 showed a slight decline in both mathematics and reading. The system's five-year graduation average for postsecondary success is 87.3%.

**Strengths**

The OVT noted a major strength that this system is a model for other systems their size in how to engage and enhance their quality of living in the community. The Satanta Summer Reading Program has a positive effect on the community, and the PBL ice cream shop, taco truck, and drive-in movie is a strength of the system. The system is highlighted in the eMINTS training video as an example of technology integration.

**Challenges**

Chronic absenteeism at the high school remains a concern.



## Satanta USD 507

100 Caddo, Satanta, KS 67870-0279  
(620) 649-2234  
www.usd507.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Mike Ward**

### Demographics

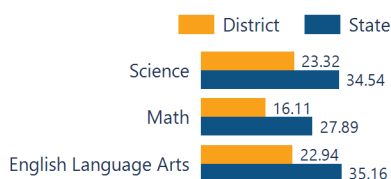


256 Students

African American 0.00%  
Hispanic 51.17%  
Other 1.17%  
White 47.66%

### Academically Prepared for Postsecondary Success

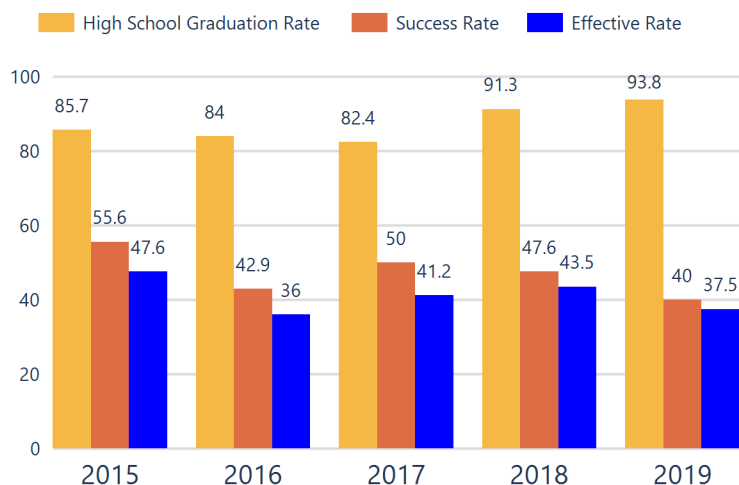
The percentage of students who scored at Levels 3 and 4 on the state assessment.



### 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

**87.3%**

Five-Year Success Avg

**47.2%**

Five-Year Effective Avg

**41.2%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**38.8 - 44.4%**

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.

**88.2%**

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.

**\$19,785**

State: \$12,863

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

**93.5%**

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.

**23.3%**

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.

**2.5%**

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	25.62	35.25	52.38	N/A	N/A	N/A	37.90	41.80	48.33
Level 2	50.00	41.02	19.04	N/A	N/A	N/A	45.96	35.24	28.33
Level 3	21.25	20.51	20.63	N/A	N/A	N/A	13.70	18.85	16.66
Level 4	3.12	3.20	7.93	N/A	N/A	N/A	2.41	4.09	6.66

#### FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.20	39.44	60.86	N/A	N/A	N/A	46.06	50.57	57.14
Level 2	52.21	46.78	21.73	N/A	N/A	N/A	43.82	34.48	28.57
Level 3	16.81	13.76	15.21	N/A	N/A	N/A	8.98	13.79	11.90
Level 4	1.76	0.00	2.17	N/A	N/A	N/A	1.12	1.14	2.38

#### 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	73.68	70.58	81.81
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	15.78	17.64	0.00
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	10.52	5.88	0.00
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	5.88	18.18

#### 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	32.53	42.68	65.71	N/A	N/A	N/A	45.45	54.54	61.29
Level 2	51.80	47.56	20.00	N/A	N/A	N/A	43.93	33.33	29.03
Level 3	15.66	9.75	14.28	N/A	N/A	N/A	9.09	12.12	9.67
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	1.51	0.00	0.00

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

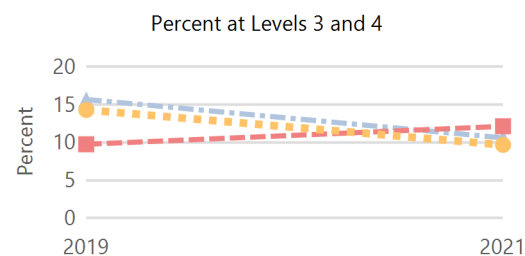
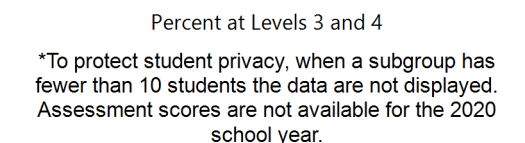
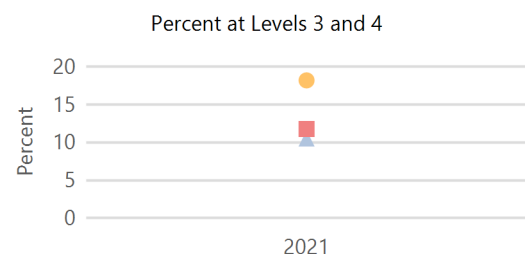
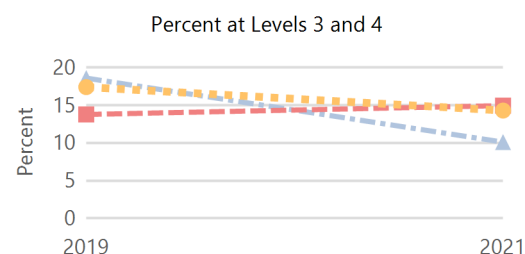
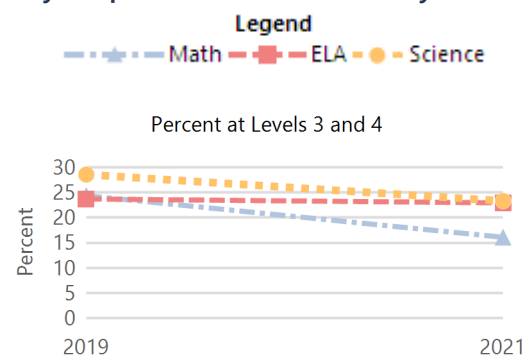
### ACT Performance (2021 School Year)

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	18.1
State	19.8

# Accreditation Summary

**Date:** 11/16/2022

**System:** S0604 School for Blind (0000)

**City:** Kansas City

**Superintendent:** Jon Harding

**OVT Chair:** Sandra Short

## Executive Summary/AFI

---

1. Compliance areas are **assuredly** addressed.

### ARC Comment

Per KSDE, the Kansas State School for the Blind [KSSB] system 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:

KSSB's students are 'Tier 3' upon enrollment to the school; therefore, all student support is intensive and intentional by design as dictated by IEPs. Notwithstanding, KSSB has taken steps to meet individual student needs that seek to improve student experiences within and beyond their walls. By expanding their field services team in number (7 in Y1 and 16 in Y5) and breadth (ages 3-21 in Y1 and 0-21 in Y5) has mitigated the need for students to attend KSSB full-time. This promotes the likelihood of successful transitions & integration into the general education system. On campus, KSSB has adopted and adapted a resource for socio-emotional skills and expanded its in-person and online program offerings to provide additional support to students off campus.

Family, Business, and Community Partnerships:

In year 1 of the KESA cycle, KSSB's partnerships were mostly local and state partners, such as KSDE, Kansas City Kansas Community College, and a few local businesses. In year 5, they now work with 15 organizations and over 25 local businesses to raise awareness, educate, and support their mission of serving Kansas' students who are blind or visually impaired. An example of this can be seen with their annual 5k Run/Walk. In year 1, KSSB had approximately 30 participants, by year 5 the event exceeded 350 registrants and raised over \$50,000.

Diversity, Equity, and Access:

All student group needs are represented in the improvement process at KSSB as working with, educating, and raising awareness surrounding the learning of students who are blind or visually impaired is KSSB's foremost priority. Internally, KSSB staff have received consistent professional development and information about accessibility for students who are blind or have low vision in schools and in the community. Additionally, presentations on similar topics have been shared with external stakeholders, university students, and community groups among others.

KSSB has also adopted a curriculum resource to guide direct instruction in cultural, ethnic, and racial diversity and promote inclusion as they teach life skills, including learning how to live cooperatively

with others from different backgrounds, ethnicities, and cultures.

Finally, within this KESA cycle, KSSB has revamped their website to ensure accessibility, earning approval from the Office of Civil Rights. To maintain accessibility, KSSB instituted an "accessibility" committee that reviews materials and practices when publishing or sharing documents publicly.

#### Communication and Basic Skills:

Since year 1, KSSB emphasizes the Expanded Core Curriculum, a supplemental set of skills that are required to be successful adults, for all students. During this cycle, KSSB has instituted data collection and review processes that support them in determining whether skills are being taught directly with effective results. Knowing the close link between reading and communication, KSSB has adopted the Wilson reading resource and provided training and instructional support to support its implementation. Since year 1, it has also expanded its course & offerings to support students in public speaking, forensics, and via a student-led podcast that is now offered on a local radio station.

#### Civic and Social Engagement:

During this cycle, KSSB has worked to expand and improve community based instruction across their programs, especially at the bookends of their programming. Age 0-3 field services, enrichment preschool, and Project SEARCH are all new and growing programs that offer students the opportunity to learn from real world experiences and community engagement.

Between these bookends, the inclusion of social emotional learning and civic engagement within their Core Essentials curriculum has had positive results in fostering engagement and involvement with community businesses, culture(s), and education. These, in tandem with the functional and academic skills taught through the Project LIFE and the Deaf Blind programs, provide evidence of KSSB's commitment to Civic and Social Engagement.

#### Physical and Mental Health:

KSSB has made strides to support students' physical and mental health in several ways during this KESA cycle. They have adopted a resource that integrates social emotional learning into their everyday learning and have expanded upon it and support for physical health in ways that meet the unique needs of their student population. From the development of a swallowing and feeding team, self defense courses, community gardens and a blind soccer program to providing outreach professional development for adaptive PE programs, KSSB has developed structures to support the physical and mental health of the students it serves both within and beyond its walls.

#### Arts and Cultural Appreciation:

In conjunction with music therapy and adaptive PE classes, KSSB utilizes a nonprofit, adapted Makerspace, and Mobile STEM unit to provide the curricula and structures supporting Arts and Cultural Appreciation. In addition to this, they have and continue to seek out community partnerships with organizations such as the KC Art Institute and Government of Wyandotte County to support these efforts.

#### Postsecondary and Career Preparation:

One of KSSB's major improvements in this KESA cycle has been the expansion of programs that provide opportunities for higher-level thinking and the development of a Project SEARCH. During this journey, KSSB has developed an online computer science course that is accessible to students who are blind and established an annual Family Forum to assist parent-school partnerships in supporting student skills and planning for success. There is also a KSSB social worker and Transition Specialist that meet with all families ages 14 and up to discuss programs and services available to them at school and in the community. KSSB also utilizes Xello and develops individual plans of study for every student. It also continues to offer college and technical education center options for students in the Transition Program, while providing independent living skills experience in the dormitory program.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

**ARC Comment**

By expanding their outreach team and starting new initiatives, KSSB has expanded their services to students beyond their campus by over 200% from their year one baseline. Key actions that have supported this effort include, but are not limited to, their expanded Extended Year Program [ESY] and the opening of an ESY location at Ft. Hays State University. KSSB's larger outreach team and ongoing professional development support the continued success of this goal.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

**ARC Comment**

Since year 1 of this KESA cycle, KSSB has dramatically increased visibility through partnerships, strategic outreach, and website redesign. These partnerships and marketing efforts have aided KSSB in meeting their goal with a 60% increase in service requests.

These outreach and marketing efforts have resulted in increased funding, opportunities, and capacities to provide more student, family, and professional support statewide. KSSB's expanded leadership profile and visibility working in partnership with the maintenance and continued growth of its outreach efforts support the continued implementation of this goal.

Goal 2 worked in tandem with a third goal of KSSB to improve and expand professional skills regarding blindness/low vision best practices to stakeholders across Kansas by providing 50% more PD events. Growth in the third goal, as noted below, will positively impact continued growth in goal 2.

KSSB is both a school system and the state's flagship vision agency, serving not only students and their families, but school districts, certified staff, support specialists, and communities among others. During this KESA cycle KSSB's efforts resulted in an approximately 700% increase in coaching and mentoring sessions and 240% increase in inservice training provided in Kansas. These increases do not include outreach efforts to families through over 200 'family activity boxes.' KSSB's larger outreach team and ongoing professional development support the continued success of this goal.

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**

KSSB has demonstrated effective sustainability in structures by expanding its leadership profile and intentionally aligning with professional organizations to support the continued success and growth of their efforts. Both field services and instructional staff have assumed leadership in Professional Development, Accessibility, Instructional Coaching, Use of Data for Instruction, Transition, Community Partnerships, Teacher Recruitment and Training, and Parent Engagement. KSSB leaders ensure compliance with federal laws and Individual Education Plans, as well as the coordination of signature events and initiatives.

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**

KSSB works to include all stakeholders from the beginning and has an open line of communication with

the Kansas State Board of Education and the Kansas Department of Education leadership. The OVT and KSSB reported data for all State BOE goals. KSSB has demonstrated evidence of a plan reflecting all State BOE goals that appear to result in systematic improvement.

## **Board Outcomes**

### **Social-Emotional Growth**

KSSB demonstrated improvement in social emotional growth during this KESA cycle. This is evidenced by the creation of a Social Emotional Learning [SEL] committee, hiring of an SEL coordinator, and professional development for the implementation of a preK-12 SEL curriculum. These structures resulted in the implementation of an SEL screener, BASC, as well as parent and staff surveys. Positive behavior support strategies and monthly character development lessons were also implemented. Among student data gathered during this cycle, there is evidence of a decrease in absenteeism from 19.5% in year 1 to 13.2% in year 5. Parent perception data showed that over 90% of parents did not have concerns regarding teachers, safety, and communication. Staff data gathered during this KESA cycle indicated increased staff satisfaction and care resulting in fewer days missed and that 100% of staff felt engaged and safe at work.

### **Kindergarten Readiness**

KSSB does not have defined boundaries or open enrollment; however, they started a preschool enrichment program in Year 3 for students attending other districts. Data indicates that all students participating in this program have deficits compared to same-age, non-disabled peers. Disabilities include but are not limited to deficits are in social skills, mobility skills, and pre-literacy skills. The program is led by two vision professionals (TSVIs) that work with students on skills such as braille readiness, spatial awareness, concept development, and tactile awareness. The program has grown from 0 students in year 1 to 7 students in year 4 and is expected to continue growing as it is now offered daily.

### **Individual Plans of Study**

All students over age 14 now discuss and articulate their post-secondary goals as well as how they can achieve these goals. This is the result of a year 1 to 5 effort by KSSB to expand their capacity and willingness to engage parents in difficult conversations regarding post-secondary goals, hopes, and dreams. Growth in this area has been shown as in year 1, not all students had an Individual Plan of Study [IPS]. In year 5, KSSB middle and high school students now have an IPS in addition to their Transition Plan and IEP. KSSB has developed an intentional process of reviewing student plans as they may require multiple financial support systems and applications, such as Vocational Rehabilitation and Medicaid Waivers.

### **High School Graduation Rate**

KSSB has had a 100% graduation rate year 1 through 5. They work to ensure that all students have met graduation requirements and bank their diploma in order to remain on an IEP while at KSSB and complete their transition program. They maintain success by striving to provide the right services at the right time. Their efforts to continue this have been enhanced through their increased visibility and presence in the state.

## Postsecondary Success

KSSB serves a unique population—one that is small, transient, and has significant disabilities. Therefore, it is challenging to see the success achieved using the Kansas Board of Education's traditional measurements of success. Nonetheless, KSSB's Five-Year Effective Average is within the state's 95% confidence interval for predicted effectiveness.

KSSB has followed its graduates during this KESA cycle and documented their postsecondary pursuits in the areas of continued education and working full or part time. From this perspective, over the past 5 years (Classes 2018-2022), KSSB has had an adapted effective range of 75%, 40%, 88%, 75% and 75%. This indicates a steady rate of continued postsecondary pursuits in education or employment with an outlier of 40% in 2021 during the pandemic.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

### ARC Comment

The KESA process has helped KSSB stay more connected with stakeholders. The Advisory Board includes parents, teachers, alumni and adults who are blind that provide bi-yearly feedback on our goals and progress. KSSB meets regularly with blind advocacy groups such as the National Federation of the Blind and Kansas Association of Blind and Visually Impaired. They are also an ex-officio member of the Kansas Special Education Advisory council.

The KESA process also assisted KSSB in recognizing the need to incorporate student stakeholders over the five year cycle. This resulted in student opportunities to build their own pathways of learning, based on their interests and experiences. The investment of these stakeholders, in conjunction with parent voice via the KSSB Family forum and the KSSB Advisory Board, has helped lay the groundwork for future strategic plans.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

### ARC Comment

The KESA team consistency was consistently welcomed by KSSB and has observed continual improvement at KSSB during this KESA cycle. KSSB submitted yearly update reports in a timely manner prior to all OVT visits and provided KSDE with the required KESA reports.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

### ARC Comment

KSSB shares bi-yearly reports with their Advisory Board and has completed reports to their KESA team and OVT in a timely manner. Although the process was paused during the 2021 academic year, KSSB continued to move forward with established goals and incorporate social emotional learning with students and into staff professional development. Throughout the process, KSSB has been open and responsive to feedback from the OVT and Chair. The KESA team has observed continual improvement of processes over the past five years.

## 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 OVT and KSSB documented that the system met the requirements of the KESA process and that KSSB has a continuous improvement process in place involving all stakeholders. While its population has unique needs that prohibit participation in traditional assessment processes, KSSB has shown recent academic growth in math, increasing the number of students in level 2 from 7.14% in 2021 to 15.38% in 2022. Furthermore, KSSB has worked to develop and improve their use of data, social emotional learning, and presence throughout Kansas.

### **Strengths**

KSSB has shown consistent improvement during the KESA cycle. Their data collection during this process has improved each year and is becoming an established practice. KSSB has restructured to collect pertinent data to support their continuous improvement process. Data collected during this cycle will help inform future improvement.

KESA process reports indicate that KSSB leadership encourages open thinking, which has resulted in the establishment of new and creative programs for Kansas students that are blind or visually impaired. These combined efforts have contributed to the improved commitment of staff and focus on individual student support, rigor, and achievement. KSSB continues to improve the services provided to its wide variety of stakeholders in unprecedented ways. It is utilizing new partnerships made to advocate with stakeholders and the state legislature moving forward.

### **Challenges**

Continued refinement and use of data driven practices for growth and improvement.

Postsecondary effectiveness rate, while in the predicted range is still overall low.



## School for Blind - S0604

1100 State Avenue, Kansas City, KS 66102-4486  
(913) 305-3000  
www.kssb.net

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Jon Harding**

### Demographics

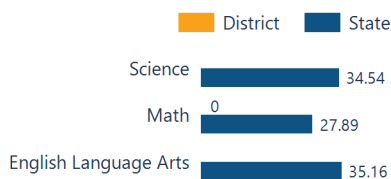


34 Students

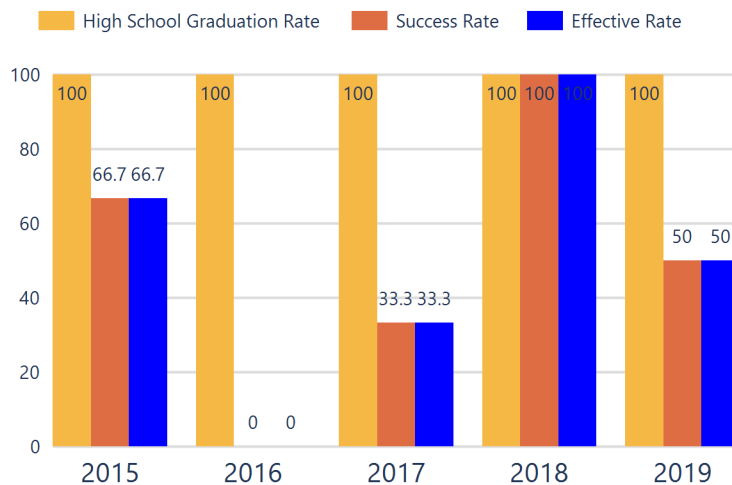
African American 5.88%  
Hispanic 11.76%  
Other 17.65%  
White 64.71%

### Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



### District Postsecondary Effectiveness



### 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				

Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**100.0%**

Five-Year Success Avg

**35.7%**

Five-Year Effective Avg

**35.7%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**32.3 - 51.5%**

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.

**N/A**

State: \$12,863

### ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

**93.4%**

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.

**13.2%**

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

[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	78.94	77.77	N/A	N/A	N/A	N/A	92.85	N/A	N/A
Level 2	21.05	16.66	N/A	N/A	N/A	N/A	7.14	N/A	N/A
Level 3	0.00	5.55	N/A	N/A	N/A	N/A	0.00	N/A	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	N/A	N/A

#### 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	78.94	77.77	N/A	N/A	N/A	N/A	92.85	N/A	N/A
Level 2	21.05	16.66	N/A	N/A	N/A	N/A	7.14	N/A	N/A
Level 3	0.00	5.55	N/A	N/A	N/A	N/A	0.00	N/A	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	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

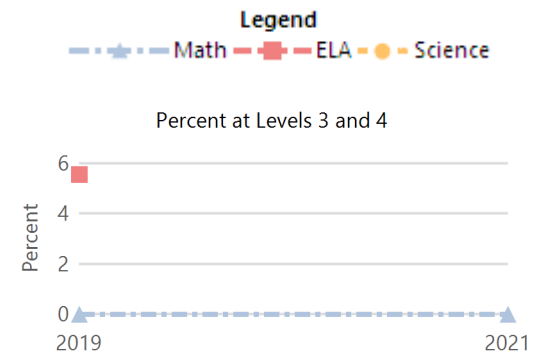
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

### 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.

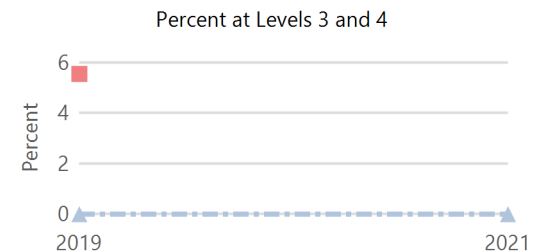
Note: Not all eligible students completed an ACT.

### 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.

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 22 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 1/10/2023

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### **Item Title:**

Act on Recommendations of the Professional Practices Commission (deny)

### **Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law reached by the Professional Practices Commission and deny the applications in 22-PPC-20, 22-PPC-22, and 22-PPC-24

### **Explanation of Situation Requiring Action:**

22 PPC 20 – A complaint was filed by the Kansas State Department of Education seeking denial of the application for a substitute teaching license. The complaint, which was delivered to the last known address of the applicant, alleges the applicant had pled guilty to and subsequently was convicted of 9 felony offenses including a crime of theft and crimes of forgery. The applicant did not request a hearing nor did she submit an answer denying the allegations. By default, the Commission recommends denial of her application.

22 PPC 22 – A complaint was filed by the Kansas State Department of Education seeking denial of the application for an emergency substitute teaching license. The complaint, which was delivered to the last known address of the applicant, alleges that on September 20, 2018, the applicant was convicted of one count of Furnishing Alcohol to a Minor. The complaint further alleges this applicant was previously denied by the Kansas State Board of Education for the same reason. The applicant did not request a hearing nor did she submit an answer denying the allegations. By default, the Commission recommends denial of her application.

22 PPC 24 – A complaint was filed by the Kansas State Department of Education seeking denial of the application for an initial teaching license. The complaint, which was served by mail to the applicant's last known address, alleges that on November 17, 2019, the applicant unlawfully, feloniously, and knowingly possessed 122 grams of marijuana with the intent to distribute it as well as 89 grams of THX wax without a proper tax stamp. Subsequent to those unlawful acts, the applicant entered into a diversion agreement after having been charged with felonies. The applicant did not request a hearing nor did she submit an answer denying the allegations. By default, the Commission recommends denial of her application.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of  
the Application of  
[REDACTED]

22-PPC-20

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [REDACTED]'s [Applicant] application for a Substitute Teaching license.

The hearing on this matter was held on November 18, 2022. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Darrin San Romani, Ricardo Sanchez, Caroline Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through its attorney, R. Scott Gordon. Applicant did not appear.

**FINDINGS OF FACT**

1. On August 16, 2022, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application for a substitute license. The Complaint was mailed to Applicant's last known address by standard and by certified mail. The certified mail receipt indicates it was delivered and signed for on August 22, 2022.
2. Applicant did not respond to the Complaint. She filed no answer and did not request a hearing.
3. The Complaint alleges that Applicant pled guilty to and was subsequently convicted of 9 felonies, one of which was a crime of theft and 8 were for forgery.

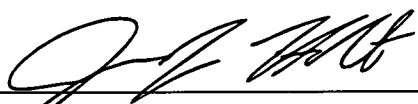
### CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may deny the license of any teacher for professional misconduct or other just cause including being convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
6. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission, by vote of 8-0, recommends the Kansas State Board of Education deny the application of a substitute license based on the uncontested allegations of misconduct and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this December, 2022.

PROFESSIONAL PRACTICES COMMISSION

  
\_\_\_\_\_  
Jennifer Holt, Chairperson  
Order signed on December 21, 2022.

### **NOTICE TO LICENSEE**

This Order 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. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

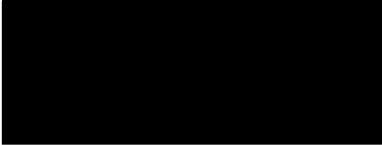
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar 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, Suite 600  
Topeka, KS 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 upon 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 21st day of December, 2022, 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

And I further certify that I caused a copy of the foregoing to be served electronically to:



A handwritten signature in blue ink that reads "Cheryl Austin".

---

Cheryl Austin  
Legal Assistant

**BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of  
the Application of

22-PPC-22

[REDACTED]

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [REDACTED]s [Applicant] application for an Emergency Substitute Teaching license.

The hearing on this matter was held on November 18, 2022. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Darrin San Romani, Ricardo Sanchez, Caroline Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through its attorney, R. Scott Gordon. Applicant did not appear.

**FINDINGS OF FACT**

1. On October 6, 2022, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Applicant's last known address by standard and certified mail. The certified mail receipt indicates it was delivered and signed for.
2. Applicant did not respond to the Complaint. She filed no answer and did not request a hearing.
3. The Complaint alleges that on September 20, 2018, Applicant plead no contest to and was convicted of one count Furnishing alcoholic liquor or cereal malt beverage to a minor, a class B person misdemeanor, in violation of K.S.A 21-5607(a)(1).

4. On July 24, 2019, the Kansas State Department of Education signed a Complaint requesting denial of Applicant's then-pending application for a teaching license. That Complaint was delivered to Applicant's last-known address, which is the same address written on the currently pending application. Applicant did not respond to that Complaint, and the Professional Practices Commission recommended denial of her application by default. On December 10th, 2019, the Kansas State Board of Education voted unanimously to deny the application.

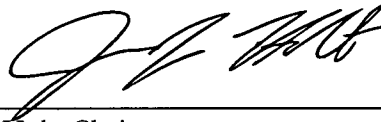
### **CONCLUSIONS OF LAW**

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The State Board may deny a license for misconduct or other just cause including crimes involving a minor. K.A.R. 91-22-1a(a)(2). In 2019, the State Board denied Applicant a teaching license for that reason. A person who has been denied a license for conduct described in K.A.R. 91-22-1a shall not be eligible for a license until at least five years have elapsed from the date of conviction. Applicant is not eligible to be licensed by the Kansas State Board of Education until after September 20, 2023.
6. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission, by vote of 8-0, recommends the Kansas State Board of Education deny the application of a substitute license based on the misconduct or other just cause including crimes involving a minor and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this December, 2022.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on December 21, 2022.

**NOTICE TO LICENSEE**

This Order 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. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as 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 ten 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.

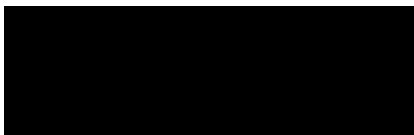
Barbara Hughes  
Secretary, Kansas State Board of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

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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 21st day of December, 2022, 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

And I further certify that I caused a copy of the foregoing to be served electronically to:



A handwritten signature in blue ink that reads "Cheryl Austin".

---

Cheryl Austin  
Legal Assistant

**BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of  
the Application of  
[REDACTED]

22-PPC-24

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [REDACTED]'s [Applicant] application for an Initial Teaching license.

The hearing on this matter was held on November 18, 2022. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Darrin San Romani, Ricardo Sanchez, Caroline Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through its attorney, R. Scott Gordon. Applicant did not appear.

**FINDINGS OF FACT**

1. On October 6, 2022, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application for an initial teaching license. The Complaint was mailed to Applicant's last known address by standard and by certified mail.
2. Applicant did not respond to the Complaint. She filed no answer and did not request a hearing.
3. The Complaint alleges that on or about the 17<sup>th</sup> day of November, 2019, the Applicant unlawfully, feloniously, and knowingly possessed with intent to distribute 122 grams of marijuana and 89 1-gram packages of THX wax without a proper tax stamp, both of which were felony offenses.
4. After being charged with those felony crimes involving drugs, Applicant entered into a criminal diversion agreement.


### **CONCLUSIONS OF LAW**

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The State Board may deny a license for misconduct or other just cause such as entering into a diversion agreement after having been charged with any crime punishable as a felony as well as any crime involving drug-related conduct. K.A.R. 91-22-1a.
6. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission, by vote of 8-0, recommends the Kansas State Board of Education deny the application of an initial teaching license based on her underlying misconduct of committing felony offenses involving drugs, for entering into a diversion agreement after having been charged with any crime punishable as a felony as well as any crime involving drug-related conduct, and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this December, 2022.

PROFESSIONAL PRACTICES COMMISSION

  
\_\_\_\_\_  
Jennifer Holt, Chairperson

Order signed on December 21, 2022.

### **NOTICE TO LICENSEE**

This Order 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. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

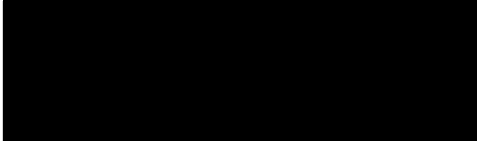
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Barbara Hughes  
Secretary, Kansas State Board of Education  
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---

Cheryl Austin  
Legal Assistant

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number:** 22 b.**Staff Initiating:**

Scott Gordon

**Director:**

Scott Gordon

**Commissioner:**

Randy Watson

**Meeting Date:****1/10/2023****Item Title:**

Act on Recommendations of the Professional Practices Commission (suspension)

**Recommended Motion:**

It is moved that the Kansas State Board of Education suspend the license of 22-PPC-25 for the remainder of the current contract term which ends May 12, 2023.

**Explanation of Situation Requiring Action:**

22 PPC 25 – A complaint was filed by USD 509 Sumner County, seeking suspension of the licensee's teaching license for breach of contract. The complaint, which was signed by 7 members of USD 509's school board and mailed to the licensee's last known address, alleges that the licensee failed or refused to fulfill the provisions of her employment contract with the school district. The applicant did not request a hearing nor did she submit an answer denying the allegations. By default, the Commission voted 5-3 to recommend suspension of the licensee's teaching license through May 12, 2023 as provided for in K.S.A. 72-2216.

(note) The Initial Order of the Professional Practices Commission references May 12, 2022. This is a typographical error which does not reflect the motion voted upon by the Commission. The recommended Motion and the forthcoming final order of the Kansas State Board of Education reflect the correct date.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of  
the License of  
[REDACTED]

22-PPC-25

**INITIAL ORDER**

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by Unified School District #509, Sumner County, Kansas, seeking suspension of [REDACTED]'s [Licensee] professional teaching license.

The hearing on this matter was held on November 18, 2022. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Darrin San Romani, Ricardo Sanchez, Caroline Spaulding, Jamie Wetig and Christy Ziegler, Loren F. Snell, Jr., Administrative Law Judge (ALJ) with the Office of Administrative Hearings (OAH), presiding officer on behalf of the Commission. Neither party appeared. The Complaint and subsequent failure to submit a response was summarized by the Kansas State Department of Education's General Counsel R. Scott Gordon.

**FINDINGS OF FACT**

1. On September 12, 2022, the Board of Education of Unified School District #509, Sumner County, Kansas filed a Complaint with the Commission alleging the Licensee breached her employment contract. The Complaint was signed by seven members of the USD 509 school board. According to the Complaint's certificate of service, it was mailed via certified mail to the Licensee on September 12, 2022. The Complaint included instructions on how and when to request a hearing with the Commission.

2. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.

### **CONCLUSIONS OF LAW AND DISCUSSION**

1. K.S.A. 77-520(a) provides, in pertinent part:

If a party fails to attend or participate in a prehearing conference, hearing or other stage of an adjudicative proceeding, the presiding officer may serve upon all parties written notice of a proposed default order, including a statement of the grounds.

2. While the Commission could make its recommendations based solely on the fact that the respondent did not appear at the hearing, the Commission will address the merits of the complaint.

3. K.S.A. 72-2155 provides:

Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

4. K.S.A. 72-2216 provides:

All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made.

5. The respondent has failed or refused to fulfill the provisions of her employment contract with USD 509. Therefore, the respondent is in breach of her contractual commitment to USD 509.

THEREFORE the Professional Practices Commission, by vote of 5-3, recommends the Kansas State Board of Education suspend the Licensee's professional teaching license until May 12, 2022.

This Initial Order is made and entered this December, 2022.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on December 21, 2022.

### **NOTICE TO LICENSEE**

This Order 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. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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Barbara Hughes

Secretary, Kansas State Board of Education

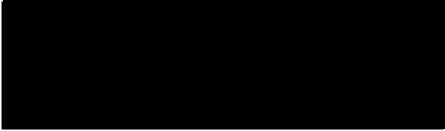
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---

Cheryl Austin  
Legal Assistant

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number:** 23**Staff Initiating:**

Scott Gordon

**Director:**

Scott Gordon

**Commissioner:**

Randy Watson

**Meeting Date:** 1/10/2023

---

**Item Title:**

Act on Interstate Teaching Mobility Compact

**Recommended Motion:**

It is moved that the Kansas State Board of Education take all necessary steps within its authority to join the Interstate Teaching Mobility Compact.

**Explanation of Situation Requiring Action:**

During the December, 2022 meeting of the Kansas State Board of Education, KSDE staff members R. Scott Gordon and Shane Carter introduced the Interstate Teaching Mobility Compact as a means to reducing barriers to getting qualified teachers into the classroom that move to Kansas from other states in which they were already licensed. If so directed, staff will bring a proposal for amending the State Board's licensure regulations to bring them into compliance with the Compact. Staff will also engage with other adopting states for Kansas to become a charter member of the Interstate Compact Commission.

The ITMC is attached for reference.

# INTERSTATE TEACHER MOBILITY COMPACT

## ARTICLE I- PURPOSE

The purpose of this Compact is to facilitate the mobility of Teachers across the Member States, with the goal of supporting Teachers through a new pathway to licensure. Through this Compact, the Member States seek to establish a collective regulatory framework that expedites and enhances the ability of Teachers to move across State lines.

This Compact is intended to achieve the following objectives and should be interpreted accordingly. The Member States hereby ratify the same intentions by subscribing hereto.

- A. Create a streamlined pathway to licensure mobility for Teachers;
- B. Support the relocation of Eligible Military Spouses;
- C. Facilitate and enhance the exchange of licensure, investigative, and disciplinary information between the Member States;
- D. Enhance the power of State and district level education officials to hire qualified, competent Teachers by removing barriers to the employment of out-of-state Teachers;
- E. Support the retention of Teachers in the profession by removing barriers to relicensure in a new State; and
- F. Maintain State sovereignty in the regulation of the teaching profession.

## ARTICLE II- DEFINITIONS

As used in this Compact, and except as otherwise provided, the following definitions shall govern the terms herein:

- A. "Active Military Member" – means any person with full-time duty status in the uniformed service of the United States, including members of the National Guard and Reserve.
- B. "Adverse Action" – means any limitation or restriction imposed by a Member State's Licensing Authority, such as revocation, suspension, reprimand, probation, or limitation on the licensee's ability to work as a Teacher.
- C. "Bylaws" – means those bylaws established by the Commission.
- D. "Career and Technical Education License" – means a current, valid authorization issued by a Member State's Licensing Authority allowing an individual to serve as a Teacher in P-12 public educational settings in a specific career and technical education area.

- 36 E. “Charter Member States” – means a Member State that has enacted legislation to  
37 adopt this Compact where such legislation predates the initial meeting of the  
38 Commission after the effective date of the Compact.
- 39 F. “Commission” – means the interstate administrative body which membership  
40 consists of delegates of all States that have enacted this Compact, and which is  
41 known as the Interstate Teacher Mobility Compact Commission.
- 42 G. “Commissioner” – means the delegate of a Member State.
- 43 H. “Eligible License” – means a license to engage in the teaching profession which  
44 requires at least a bachelor’s degree and the completion of a state approved  
45 program for Teacher licensure.
- 46 I. “Eligible Military Spouse” – means the spouse of any individual in full-time duty  
47 status in the active uniformed service of the United States including members of the  
48 National Guard and Reserve on active duty moving as a result of a military mission  
49 or military career progression requirements or are on their terminal move as a result  
50 of separation or retirement (to include surviving spouses of deceased military  
51 members).
- 52 J. “Executive Committee” – means a group of Commissioners elected or appointed to  
53 act on behalf of, and within the powers granted to them by, the Commission as  
54 provided for herein.
- 55 K. “Licensing Authority” – means an official, agency, board, or other entity of a State  
56 that is responsible for the licensing and regulation of Teachers authorized to teach in  
57 P-12 public educational settings.
- 58 L. “Member State” – means any State that has adopted this Compact, including all  
59 agencies and officials of such a State.
- 60 M. “Receiving State” – means any State where a Teacher has applied for licensure  
61 under this Compact.
- 62 N. “Rule” – means any regulation promulgated by the Commission under this Compact,  
63 which shall have the force of law in each Member State.
- 64 O. “State” – means a state, territory, or possession of the United States, and the District  
65 of Columbia.
- 66 P. “State Practice Laws” – means a Member State’s laws, Rules, and regulations that  
67 govern the teaching profession, define the scope of such profession, and create the  
68 methods and grounds for imposing discipline.

- 69 Q. “State Specific Requirements” – means a requirement for licensure covered in  
70 coursework or examination that includes content of unique interest to the State.
- 71 R. “Teacher” – means an individual who currently holds an authorization from a  
72 Member State that forms the basis for employment in the P-12 public schools of the  
73 State to provide instruction in a specific subject area, grade level, or student  
74 population.
- 75 S. “Unencumbered License” – means a current, valid authorization issued by a Member  
76 State’s Licensing Authority allowing an individual to serve as a Teacher in P-12  
77 public educational settings. A Unencumbered License is not a restricted,  
78 probationary, provisional, substitute or temporary credential.

79

### 80 **ARTICLE III- LICENSURE UNDER THE COMPACT**

- 81 A. Licensure under this Compact pertains only to the initial grant of a license by the  
82 Receiving State. Nothing herein applies to any subsequent or ongoing compliance  
83 requirements that a Receiving State might require for Teachers.
- 84 B. Each Member State shall, in accordance with the Rules of the Commission, define,  
85 compile, and update as necessary, a list of Eligible Licenses and Career and  
86 Technical Education Licenses that the Member State is willing to consider for  
87 equivalency under this Compact and provide the list to the Commission. The list  
88 shall include those licenses that a Receiving State is willing to grant to Teachers  
89 from other Member States, pending a determination of equivalency by the Receiving  
90 State’s Licensing Authority.
- 91 C. Upon the receipt of an application for licensure by a Teacher holding an  
92 Unencumbered Eligible License, the Receiving State shall determine which of the  
93 Receiving State’s Eligible Licenses the Teacher is qualified to hold and shall grant  
94 such a license or licenses to the applicant. Such a determination shall be made in  
95 the sole discretion of the Receiving State’s Licensing Authority and may include a  
96 determination that the applicant is not eligible for any of the Receiving State’s  
97 Eligible Licenses. For all Teachers who hold an Unencumbered License, the  
98 Receiving State shall grant one or more Unencumbered License(s) that, in the  
99 Receiving State’s sole discretion, are equivalent to the license(s) held by the  
100 Teacher in any other Member State.
- 101 D. For Active Military Members and Eligible Military Spouses who hold a license that is  
102 not Unencumbered, the Receiving State shall grant an equivalent license or licenses  
103 that, in the Receiving State’s sole discretion, is equivalent to the license or licenses  
104 held by the Teacher in any other Member State, except where the Receiving State  
105 does not have an equivalent license.

- 106 E. For a Teacher holding an Unencumbered Career and Technical Education License,  
107 the Receiving State shall grant an Unencumbered License equivalent to the Career  
108 and Technical Education License held by the applying Teacher and issued by  
109 another Member State, as determined by the Receiving State in its sole discretion,  
110 except where a Career and Technical Education Teacher does not hold a bachelor's  
111 degree and the Receiving State requires a bachelor's degree for licenses to teach  
112 Career and Technical Education. A Receiving State may require Career and  
113 Technical Education Teachers to meet State industry recognized requirements, if  
114 required by law in the Receiving State.

115  
116 **ARTICLE IV- LICENSURE NOT UNDER THE COMPACT**

- 117 A. Except as provided in Article III above, nothing in this Compact shall be  
118 construed to limit or inhibit the power of a Member State to regulate licensure or  
119 endorsements overseen by the Member State's Licensing Authority.
- 120 B. When a Teacher is required to renew a license received pursuant to this  
121 Compact, the State granting such a license may require the Teacher to complete  
122 State Specific Requirements as a condition of licensure renewal or advancement  
123 in that State.
- 124 C. For the purposes of determining compensation, a Receiving State may require  
125 additional information from Teachers receiving a license under the provisions of  
126 this Compact.
- 127 D. Nothing in this Compact shall be construed to limit the power of a Member State  
128 to control and maintain ownership of its information pertaining to Teachers, or  
129 limit the application of a Member State's laws or regulations governing the  
130 ownership, use, or dissemination of information pertaining to Teachers.
- 131 E. Nothing in this Compact shall be construed to invalidate or alter any existing  
132 agreement or other cooperative arrangement which a Member State may already  
133 be a party to, or limit the ability of a Member State to participate in any future  
134 agreement or other cooperative arrangement to:
- 135 1. Award teaching licenses or other benefits based on additional professional  
136 credentials, including, but not limited to National Board Certification;
  - 137 2. Participate in the exchange of names of Teachers whose license has been  
138 subject to an Adverse Action by a Member State; or
  - 139 3. Participate in any agreement or cooperative arrangement with a non-  
140 Member State.

142 **ARTICLE V- TEACHER QUALIFICATIONS AND REQUIREMENTS FOR LICENSURE**  
143 **UNDER THE COMPACT**

- 144 A. Except as provided for Active Military Members or Eligible Military Spouses in  
145 Article III.D above, a Teacher may only be eligible to receive a license under this  
146 Compact where that Teacher holds an Unencumbered License in a Member  
147 State.
- 148 B. A Teacher eligible to receive a license under this Compact shall, unless  
149 otherwise provided for herein:
- 150 1. Upon their application to receive a license under this Compact, undergo a  
151 criminal background check in the Receiving State in accordance with the  
152 laws and regulations of the Receiving State; and
  - 153 2. Provide the Receiving State with information in addition to the information  
154 required for licensure for the purposes of determining compensation, if  
155 applicable.

156  
157 **ARTICLE VI- DISCIPLINE / ADVERSE ACTIONS**

- 158 A. Nothing in this Compact shall be deemed or construed to limit the authority of a  
159 Member State to investigate or impose disciplinary measures on Teachers  
160 according to the State Practice Laws thereof.
- 161 B. Member States shall be authorized to receive, and shall provide, files and  
162 information regarding the investigation and discipline, if any, of Teachers in other  
163 Member States upon request. Any Member State receiving such information or  
164 files shall protect and maintain the security and confidentiality thereof, in at least  
165 the same manner that it maintains its own investigatory or disciplinary files and  
166 information. Prior to disclosing any disciplinary or investigatory information  
167 received from another Member State, the disclosing state shall communicate its  
168 intention and purpose for such disclosure to the Member State which originally  
169 provided that information.

170  
171 **ARTICLE VII- ESTABLISHMENT OF THE INTERSTATE TEACHER MOBILITY**  
172 **COMPACT COMMISSION**

- 173 A. The interstate compact Member States hereby create and establish a joint public  
174 agency known as the Interstate Teacher Mobility Compact Commission:
- 175 1. The Commission is a joint interstate governmental agency comprised of  
176 States that have enacted the Interstate Teacher Mobility Compact.

- 177                   2. Nothing in this interstate compact shall be construed to be a waiver of  
178                   sovereign immunity.
- 179       B. Membership, Voting, and Meetings
- 180                   1. Each Member State shall have and be limited to one (1) delegate to the  
181                   Commission, who shall be given the title of Commissioner.
- 182                   2. The Commissioner shall be the primary administrative officer of the State  
183                   Licensing Authority or their designee.
- 184                   3. Any Commissioner may be removed or suspended from office as provided  
185                   by the law of the state from which the Commissioner is appointed.
- 186                   4. The Member State shall fill any vacancy occurring in the Commission  
187                   within 90 days.
- 188                   5. Each Commissioner shall be entitled to one (1) vote about the  
189                   promulgation of Rules and creation of Bylaws and shall otherwise have an  
190                   opportunity to participate in the business and affairs of the Commission. A  
191                   Commissioner shall vote in person or by such other means as provided in  
192                   the Bylaws. The Bylaws may provide for Commissioners' participation in  
193                   meetings by telephone or other means of communication.
- 194                   6. The Commission shall meet at least once during each calendar year.  
195                   Additional meetings shall be held as set forth in the Bylaws.
- 196                   7. The Commission shall establish by Rule a term of office for  
197                   Commissioners.
- 198       C. The Commission shall have the following powers and duties:
- 199                   1. Establish a Code of Ethics for the Commission.
- 200                   2. Establish the fiscal year of the Commission.
- 201                   3. Establish Bylaws for the Commission.
- 202                   4. Maintain its financial records in accordance with the Bylaws of the  
203                   Commission.
- 204                   5. Meet and take such actions as are consistent with the provisions of this  
205                   interstate compact, the Bylaws, and Rules of the Commission.
- 206                   6. Promulgate uniform Rules to implement and administer this interstate  
207                   compact. The Rules shall have the force and effect of law and shall be  
208                   binding in all Member States. In the event the Commission exercises its  
209                   Rulemaking authority in a manner that is beyond the scope of the  
210                   purposes of the compact, or the powers granted hereunder, then such an  
211                   action by the Commission shall be invalid and have no force and effect of  
212                   law.
- 213                   7. Bring and prosecute legal proceedings or actions in the name of the  
214                   Commission, provided that the standing of any Member State Licensing  
215                   Authority to sue or be sued under applicable law shall not be affected.
- 216                   8. Purchase and maintain insurance and bonds.

- 217 9. Borrow, accept, or contract for services of personnel, including, but not  
218 limited to, employees of a Member State, or an associated non-  
219 governmental organization that is open to membership by all states.
- 220 10. Hire employees, elect, or appoint officers, fix compensation, define duties,  
221 grant such individuals appropriate authority to carry out the purposes of  
222 the compact, and establish the Commission's personnel policies and  
223 programs relating to conflicts of interest, qualifications of personnel, and  
224 other related personnel matters.
- 225 11. Lease, purchase, accept appropriate gifts or donations of, or otherwise  
226 own, hold, improve, or use, any property, real, personal or mixed, provided  
227 that at all times the Commission shall avoid any appearance of  
228 impropriety.
- 229 12. Sell, convey, mortgage, pledge, lease, exchange, abandon, or otherwise  
230 dispose of any property real, personal, or mixed.
- 231 13. Establish a budget and make expenditures.
- 232 14. Borrow money.
- 233 15. Appoint committees, including standing committees composed of  
234 members and such other interested persons as may be designated in this  
235 interstate compact, Rules, or Bylaws.
- 236 16. Provide and receive information from, and cooperate with, law  
237 enforcement agencies.
- 238 17. Establish and elect an Executive Committee.
- 239 18. Establish and develop a charter for an Executive Information Governance  
240 Committee to advise on facilitating exchange of information; use of  
241 information, data privacy, and technical support needs, and provide  
242 reports as needed.
- 243 19. Perform such other functions as may be necessary or appropriate to  
244 achieve the purposes of this interstate compact consistent with the State  
245 regulation of Teacher licensure.
- 246 20. Determine whether a State's adopted language is materially different from  
247 the model compact language such that the State would not qualify for  
248 participation in the Compact.
- 249 D. The Executive Committee of the Interstate Teacher Mobility Compact  
250 Commission
  - 251 1. The Executive Committee shall have the power to act on behalf of the  
252 Commission according to the terms of this interstate compact.
  - 253 2. The Executive Committee shall be composed of eight voting members:
    - 254 a. The Commission chair, vice chair, and treasurer; and
    - 255 b. Five members who are elected by the Commission from the current  
256 membership:

- 257 i. Four voting members representing geographic regions in  
258 accordance with Commission Rules; and  
259 ii. One at large voting member in accordance with Commission  
260 Rules.
- 261 3. The Commission may add or remove members of the Executive  
262 Committee as provided in Commission Rules.
- 263 4. The Executive Committee shall meet at least once annually.
- 264 5. The Executive Committee shall have the following duties and  
265 responsibilities:
- 266 a. Recommend to the entire Commission changes to the Rules or  
267 Bylaws, changes to the compact legislation, fees paid by interstate  
268 compact Member States such as annual dues, and any compact  
269 fee charged by the Member States on behalf of the Commission.
- 270 b. Ensure Commission administration services are appropriately  
271 provided, contractual or otherwise.
- 272 c. Prepare and recommend the budget.
- 273 d. Maintain financial records on behalf of the Commission.
- 274 e. Monitor compliance of Member States and provide reports to the  
275 Commission.
- 276 f. Perform other duties as provided in Rules or Bylaws.
- 277 6. Meetings of the Commission
- 278 a. All meetings shall be open to the public, and public notice of  
279 meetings shall be given in accordance with Commission Bylaws.
- 280 b. The Commission or the Executive Committee or other committees  
281 of the Commission may convene in a closed, non-public meeting if  
282 the Commission or Executive Committee or other committees of the  
283 Commission must discuss:
- 284 i. Non-compliance of a Member State with its obligations under  
285 the compact.
- 286 ii. The employment, compensation, discipline or other matters,  
287 practices or procedures related to specific employees or  
288 other matters related to the Commission's internal personnel  
289 practices and procedures.
- 290 iii. Current, threatened, or reasonably anticipated litigation.
- 291 iv. Negotiation of contracts for the purchase, lease, or sale of  
292 goods, services, or real estate.
- 293 v. Accusing any person of a crime or formally censuring any  
294 person.
- 295 vi. Disclosure of trade secrets or commercial or financial  
296 information that is privileged or confidential.

- 297                   vii. Disclosure of information of a personal nature where  
298                   disclosure would constitute a clearly unwarranted invasion of  
299                   personal privacy.
- 300                   viii. Disclosure of investigative records compiled for law  
301                   enforcement purposes.
- 302                   ix. Disclosure of information related to any investigative reports  
303                   prepared by or on behalf of or for use of the Commission or  
304                   other committee charged with responsibility of investigation  
305                   or determination of compliance issues pursuant to the  
306                   compact.
- 307                   x. Matters specifically exempted from disclosure by federal or  
308                   Member State statute.
- 309                   xi. Others matters as set forth by Commission Bylaws and  
310                   Rules.
- 311                   c. If a meeting, or portion of a meeting, is closed pursuant to this  
312                   provision, the Commission's legal counsel or designee shall certify  
313                   that the meeting may be closed and shall reference each relevant  
314                   exempting provision.
- 315                   d. The Commission shall keep minutes of Commission meetings and  
316                   shall provide a full and accurate summary of actions taken, and the  
317                   reasons therefore, including a description of the views expressed.  
318                   All documents considered in connection with an action shall be  
319                   identified in such minutes. All minutes and documents of a closed  
320                   meeting shall remain under seal, subject to release by a majority  
321                   vote of the Commission or order of a court of competent  
322                   jurisdiction.
- 323                   7. Financing of the Commission
- 324                   a. The Commission shall pay, or provide for the payment of, the  
325                   reasonable expenses of its establishment, organization, and  
326                   ongoing activities.
- 327                   b. The Commission may accept all appropriate donations and grants  
328                   of money, equipment, supplies, materials, and services, and  
329                   receive, utilize, and dispose of the same, provided that at all times  
330                   the Commission shall avoid any appearance of impropriety or  
331                   conflict of interest.
- 332                   c. The Commission may levy on and collect an annual assessment  
333                   from each Member State or impose fees on other parties to cover  
334                   the cost of the operations and activities of the Commission, in  
335                   accordance with the Commission Rules.
- 336                   d. The Commission shall not incur obligations of any kind prior to

337 securing the funds adequate to meet the same; nor shall the  
338 Commission pledge the credit of any of the Member States, except  
339 by and with the authority of the Member State.

- 340 e. The Commission shall keep accurate accounts of all receipts and  
341 disbursements. The receipts and disbursements of the Commission  
342 shall be subject to accounting procedures established under  
343 Commission Bylaws. All receipts and disbursements of funds of the  
344 Commission shall be reviewed annually in accordance with  
345 Commission Bylaws, and a report of the review shall be included in  
346 and become part of the annual report of the Commission.

347 8. Qualified Immunity, Defense, and Indemnification

- 348 a. The members, officers, executive director, employees and  
349 representatives of the Commission shall be immune from suit and  
350 liability, either personally or in their official capacity, for any claim  
351 for damage to or loss of property or personal injury or other civil  
352 liability caused by or arising out of any actual or alleged act, error or  
353 omission that occurred, or that the person against whom the claim  
354 is made had a reasonable basis for believing occurred within the  
355 scope of Commission employment, duties or responsibilities;  
356 provided that nothing in this paragraph shall be construed to protect  
357 any such person from suit or liability for any damage, loss, injury, or  
358 liability caused by the intentional or willful or wanton misconduct of  
359 that person.

- 360 b. The Commission shall defend any member, officer, executive  
361 director, employee, or representative of the Commission in any civil  
362 action seeking to impose liability arising out of any actual or alleged  
363 act, error, or omission that occurred within the scope of  
364 Commission employment, duties, or responsibilities, or that the  
365 person against whom the claim is made had a reasonable basis for  
366 believing occurred within the scope of Commission employment,  
367 duties, or responsibilities; provided that nothing herein shall be  
368 construed to prohibit that person from retaining his or her own  
369 counsel; and provided further, that the actual or alleged act, error,  
370 or omission did not result from that person's intentional or willful or  
371 wanton misconduct.

- 372 c. The Commission shall indemnify and hold harmless any member,  
373 officer, executive director, employee, or representative of the  
374 Commission for the amount of any settlement or judgment obtained  
375 against that person arising out of any actual or alleged act, error or  
376 omission that occurred within the scope of Commission

employment, duties, or responsibilities, or that such person had a reasonable basis for believing occurred within the scope of Commission employment, duties, or responsibilities, provided that the actual or alleged act, error, or omission did not result from the intentional or willful or wanton misconduct of that person.

## **ARTICLE VIII- RULEMAKING**

- A. The Commission shall exercise its Rulemaking powers pursuant to the criteria set forth in this interstate compact and the Rules adopted thereunder. Rules and amendments shall become binding as of the date specified in each Rule or amendment.
- B. The Commission shall promulgate reasonable Rules to achieve the intent and purpose of this interstate compact. In the event the Commission exercises its Rulemaking authority in a manner that is beyond purpose and intent of this interstate compact, or the powers granted hereunder, then such an action by the Commission shall be invalid and have no force and effect of law in the Member States.
- C. If a majority of the legislatures of the Member States rejects a Rule, by enactment of a statute or resolution in the same manner used to adopt the compact within four (4) years of the date of adoption of the Rule, then such Rule shall have no further force and effect in any Member State.
- D. Rules or amendments to the Rules shall be adopted or ratified at a regular or special meeting of the Commission in accordance with Commission Rules and Bylaws.
- E. Upon determination that an emergency exists, the Commission may consider and adopt an emergency Rule with 48 hours' notice, with opportunity to comment, provided that the usual Rulemaking procedures shall be retroactively applied to the Rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the Rule. For the purposes of this provision, an emergency Rule is one that must be adopted immediately in order to:
  - a. Meet an imminent threat to public health, safety, or welfare.
  - 1. Prevent a loss of Commission or Member State funds.
  - 2. Meet a deadline for the promulgation of an administrative Rule that is established by federal law or Rule; or
  - 3. Protect public health and safety.

## **ARTICLE IX- FACILITATING INFORMATION EXCHANGE**

- A. The Commission shall provide for facilitating the exchange of information to

administer and implement the provisions of this compact in accordance with the Rules of the Commission, consistent with generally accepted data protection principles.

- B. Nothing in this compact shall be deemed or construed to alter, limit, or inhibit the power of a Member State to control and maintain ownership of its licensee information or alter, limit, or inhibit the laws or regulations governing licensee information in the Member State.

## **ARTICLE X- OVERSIGHT, DISPUTE RESOLUTION, AND ENFORCEMENT**

### **A. Oversight**

1. The executive and judicial branches of State government in each Member State shall enforce this Compact and take all actions necessary and appropriate to effectuate the Compact's purposes and intent. The provisions of this Compact shall have standing as statutory law.
2. Venue is proper and judicial proceedings by or against the Commission shall be brought solely and exclusively in a court of competent jurisdiction where the principal office of the Commission is located. The Commission may waive venue and jurisdictional defenses to the extent it adopts or consents to participate in alternative dispute resolution proceedings. Nothing herein shall affect or limit the selection or propriety of venue in any action against a licensee for professional malpractice, misconduct or any such similar matter.
3. All courts and all administrative agencies shall take judicial notice of the Compact, the Rules of the Commission, and any information provided to a Member State pursuant thereto in any judicial or quasi-judicial proceeding in a Member State pertaining to the subject matter of this Compact, or which may affect the powers, responsibilities, or actions of the Commission.
4. The Commission shall be entitled to receive service of process in any proceeding regarding the enforcement or interpretation of the Compact and shall have standing to intervene in such a proceeding for all purposes. Failure to provide the Commission service of process shall render a judgment or order void as to the Commission, this Compact, or promulgated Rules.

### **B. Default, Technical Assistance, and Termination**

1. If the Commission determines that a Member State has defaulted in the performance of its obligations or responsibilities under this Compact or the promulgated Rules, the Commission shall:
  - a. Provide written notice to the defaulting State and other Member States of the nature of the default, the proposed means of curing the default or any other action to be taken by the Commission; and

- b. Provide remedial training and specific technical assistance regarding the default.
- C. If a State in default fails to cure the default, the defaulting State may be terminated from the Compact upon an affirmative vote of a majority of the Commissioners of the Member States, and all rights, privileges and benefits conferred on that State by this Compact may be terminated on the effective date of termination. A cure of the default does not relieve the offending State of obligations or liabilities incurred during the period of default.
- D. Termination of membership in the Compact shall be imposed only after all other means of securing compliance have been exhausted. Notice of intent to suspend or terminate shall be given by the Commission to the governor, the majority and minority leaders of the defaulting State's legislature, the State Licensing Authority and each of the Member States.
- E. A State that has been terminated is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination, including obligations that extend beyond the effective date of termination.
- F. The Commission shall not bear any costs related to a State that is found to be in default or that has been terminated from the Compact, unless agreed upon in writing between the Commission and the defaulting State.
- G. The defaulting State may appeal the action of the Commission by petitioning the U.S. District Court for the District of Columbia or the federal district where the Commission has its principal offices. The prevailing party shall be awarded all costs of such litigation, including reasonable attorney's fees.
- H. Dispute Resolution
1. Upon request by a Member State, the Commission shall attempt to resolve disputes related to the Compact that arise among Member States and between Member and non-Member States.
  2. The Commission shall promulgate a Rule providing for both binding and non-binding alternative dispute resolution for disputes as appropriate.
- I. Enforcement
1. The Commission, in the reasonable exercise of its discretion, shall enforce the provisions and Rules of this Compact.
  2. By majority vote, the Commission may initiate legal action in the United States District Court for the District of Columbia or the federal district where the Commission has its principal offices against a Member State in default to enforce compliance with the provisions of the Compact and its promulgated Rules and Bylaws. The relief sought may include both injunctive relief and damages. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation, including reasonable attorney's fees. The remedies herein

shall not be the exclusive remedies of the Commission. The Commission may pursue any other remedies available under federal or State law.

## **ARTICLE XI- EFFECTUATION, WITHDRAWAL, AND AMENDMENT**

- A. The Compact shall come into effect on the date on which the Compact statute is enacted into law in the tenth Member State.
1. On or after the effective date of the Compact, the Commission shall convene and review the enactment of each of the Charter Member States to determine if the statute enacted by each such Charter Member State is materially different from the model Compact statute.
  2. A Charter Member State whose enactment is found to be materially different from the model Compact statute shall be entitled to the default process set forth in Article X.
  3. Member States enacting the Compact subsequent to the Charter Member States shall be subject to the process set forth in Article VII.C.20 to determine if their enactments are materially different from the model Compact statute and whether they qualify for participation in the Compact.
- B. If any Member State is later found to be in default, or is terminated or withdraws from the Compact, the Commission shall remain in existence and the Compact shall remain in effect even if the number of Member States should be less than ten.
- C. Any State that joins the Compact after the Commission's initial adoption of the Rules and Bylaws shall be subject to the Rules and Bylaws as they exist on the date on which the Compact becomes law in that State. Any Rule that has been previously adopted by the Commission shall have the full force and effect of law on the day the Compact becomes law in that State, as the Rules and Bylaws may be amended as provided in this Compact.
- D. Any Member State may withdraw from this Compact by enacting a statute repealing the same.
1. A Member State's withdrawal shall not take effect until six (6) months after enactment of the repealing statute.
  2. Withdrawal shall not affect the continuing requirement of the withdrawing State's Licensing Authority to comply with the investigative and Adverse Action reporting requirements of this act prior to the effective date of withdrawal.
- E. This Compact may be amended by the Member States. No amendment to this Compact shall become effective and binding upon any Member State until it is enacted into the laws of all Member States.

530 **ARTICLE XII- CONSTRUCTION AND SEVERABILITY**

531 This Compact shall be liberally construed to effectuate the purposes thereof. The  
532 provisions of this Compact shall be severable and if any phrase, clause, sentence, or  
533 provision of this Compact is declared to be contrary to the constitution of any Member  
534 State or a State seeking membership in the compact, or of the United States or the  
535 applicability thereof to any other government, agency, person or circumstance is held  
536 invalid, the validity of the remainder of this Compact and the applicability thereof to any  
537 government, agency, person, or circumstance shall not be affected thereby. If this  
538 Compact shall be held contrary to the constitution of any Member State, the Compact  
539 shall remain in full force and effect as to the remaining Member States and in full force  
540 and effect as to the Member State affected as to all severable matters.

541  
542 **ARTICLE XIII- CONSISTENT EFFECT AND CONFLICT WITH OTHER STATE LAWS**

- 543 A. Nothing herein shall prevent or inhibit the enforcement of any other law of a Member  
544 State that is not inconsistent with the Compact.
- 545 B. Any laws, statutes, regulations, or other legal requirements in a Member State in  
546 conflict with the Compact are superseded to the extent of the conflict.
- 547 C. All permissible agreements between the Commission and the Member States are  
548 binding in accordance with their terms.  
549

**Agenda Number:** 24

**Meeting Date:** 1/10/2023



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Special Education Advisory Council (SEAC) Annual Report

**From:** Bert Moore

The Special Education Advisory Council (SEAC) will present its annual report to the Kansas State Board of Education for activities occurring during the 2021-2022 year. Council leadership will share highlights of accomplishments as well as topics discussed.

The purpose of SEAC is to: 1) Advise the State Education Agency (SEA) of any unmet needs within the state in the education of children and youth with exceptionalities; 2) Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities; 3) Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act (Individuals with Disabilities Education Act aka IDEA); 4) Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the IDEA; 5) Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities; and 6) Advise the SEA on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

# KANSAS SPECIAL EDUCATION ADVISORY COUNCIL



## Annual Report

**July 1, 2021 to June 30, 2022**

Special Education & Title Services

Kansas State Department of Education

900 SW Jackson Street, Suite 620

Topeka, KS 66612

1-800-203-9462





## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans Can

## SUCCESS DEFINED

A successful Kansas high school graduate has the

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

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

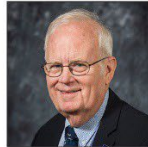
## OUTCOMES

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

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

# KANSAS STATE BOARD OF EDUCATION

CHAIRMAN  
DISTRICT 9

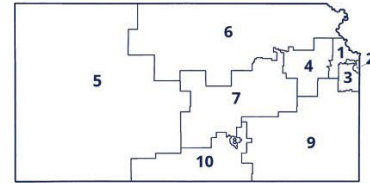


Jim Porter  
[jporter@ksde.org](mailto:jporter@ksde.org)

VICE CHAIR  
DISTRICT 1



Janet Waugh  
[jwaugh@ksde.org](mailto:jwaugh@ksde.org)



DISTRICT 2



Melanie Haas  
[mhaas@ksde.org](mailto:mhaas@ksde.org)

DISTRICT 3



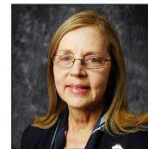
Michelle Dombrosky  
[mdombrosky@ksde.org](mailto:mdombrosky@ksde.org)

DISTRICT 4



Ann E. Mah  
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DISTRICT 5



Jean Clifford  
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LEGISLATIVE LIAISON  
DISTRICT 6



Dr. Deena Horst  
[dhorst@ksde.org](mailto:dhorst@ksde.org)

LEGISLATIVE LIAISON  
DISTRICT 7



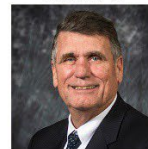
Ben Jones  
[bjones@ksde.org](mailto:bjones@ksde.org)

DISTRICT 8

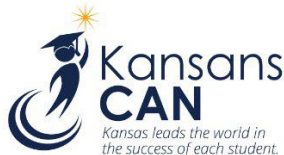


Betty Arnold  
[barnold@ksde.org](mailto:barnold@ksde.org)

DISTRICT 10



Jim McNiece  
[jmcniece@ksde.org](mailto:jmcniece@ksde.org)



# KANSAS STATE DEPARTMENT OF EDUCATION

COMMISSIONER OF  
EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER  
Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER  
Division of Learning Services



Dr. Brad Neuenswander

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

April 27, 2021

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# Secretary's Report

The Special Education Advisory Council (SEAC) works to ensure that the state of Kansas is engaging stakeholders on topics related to serving students with exceptionalities. Kansas uses the term students with exceptionalities to include students with disabilities as well as students with Giftedness (Kansas requirement). It is the primary responsibility of SEAC to advise, consult and provide recommendations to the Kansas State Department of Education (KSDE), Special Education and Title Services team (SETS), and the Kansas State Board of Education (KSBE) regarding matters concerning serving students with exceptionalities in Kansas.

The primary motivation for individuals to be selected to serve on SEAC is a focus on quality improvement in the Kansas education system, particularly as it relates to serving students with exceptionalities. SEAC has been productively engaged in fulfilling its legal commitments and mission on behalf of students with disabilities including students with Giftedness. The SEAC members meet a minimum of four times each year, discuss and review issues of significance related to meeting the needs of students with disabilities and Giftedness, and advise the SETS team as well as the KSBE on matters regarding programs and services for students with exceptionalities.

SEAC meetings were held virtually during the 21-22 school year to limit the possible spread of COVID and to ensure the health and safety of SEAC members. SEAC continued to advocate for EACH student to receive appropriate special education services in lieu of each child's circumstances. Topics reviewed by SEAC this year included: staff shortages in schools, setting targets for the 2020-2025 SPP/APR, teacher licensure initiatives, the Graduation Task Force recommendations that could impact students with disabilities, and an introduction of the Differentiated Monitoring System that the Office of Special Education Programs (OSEP) will use when monitoring Kansas as part of Cohort 2.

As the Secretary for SEAC, I am proud of the accomplishments made during the 2021-2022 school year. We continued to address key issues brought by the KSDE, KSBE, and SETS to keep the focus on the needs and post-secondary goals for EACH student. A list of accomplishments can be found in the Council Accomplishments section of this Annual Report. SEAC is now providing quarterly updates to the KSBE at regularly scheduled State Board meetings. This keeps the KSBE apprised of the issues SEAC has reviewed, as well as the ability to directly respond to questions.

Sincerely,

*Bert Moore*

Bert Moore, Secretary for the Kansas Special Education Advisory Council  
State Director of Special Education and Title Services (SETS)

# Kansas Special Education Advisory Council

The major responsibilities of the SEAC are to advise, consult and provide recommendations to the Kansas State Board of Education regarding matters concerning serving students with exceptionalities. The SEAC is composed of individuals in, or concerned with, the education of children with exceptionalities. The council performs such duties as specified by IDEA and as outlined in the Kansas SEAC Bylaws.

The primary role of the council is to advise and assist the KSDE to achieve excellence, equity, and lifelong learning opportunities for EACH student in Kansas. As such, it is committed to representing individuals with diverse and changing educational needs. This responsibility leads the SEAC to support the vision and mission of KSBE, the Division of Learning Services (DLS), and the Special Education, and Title Services team (SETS).

SEAC advises the Kansas State Board of Education in six key areas as required by the regulations of the Individuals with Disabilities Education Act (IDEA), and Kansas statutes. These areas include:

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;
- Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;
- Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act;
- Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities; and
- Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

The Kansas Special Education Advisory Council (SEAC) held five meetings during the 2021-2022 school year. The January meeting was a two-day meeting and included members of the Kansas State Board of Education (KSBE).

# Kansas State Board of Education

## Vision

Kansas leads the world in the success of each student. Kansans Can!

## 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.

## SEAC Goal

The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for EACH student with an exceptionality in Kansas.

## SEAC Beliefs

The Kansas Special Education Advisory Council is committed to lifelong learning. The SEAC believes that:

- Partnerships increase collaboration for better services.
- Visionary leadership is essential for appropriate services to meet the needs of EACH student.
- Innovation is essential to the process of lifelong learning.
- All child service systems must be provided in an integrated and collaborative manner.
- Education is an evolving process that requires innovation, continuous growth, and evaluation.
- The needs of EACH student must be met.

# Council Membership

The 2021-2022 SEAC membership included the twenty-one required members and four regularly attending non-voting ex-officio members, all of whom are concerned with the education of children and youth with exceptionalities. The majority of SEAC members includes individuals with disabilities and/or parents of children with exceptionalities between birth and age 26. The 2021-2022 membership included:

Council Member	Appointment Expires	Representation	Fulfills Majority Requirement	State Board Region	Voting member	Contact info
Heath Peine (Past Chair)	6/30/2024 (2nd Term)	Local Education Official	Yes	10	Yes	hpeine@usd259.net
Jennifer King (Chair)	6/30/2024 (2nd Term)	Representative of public charter schools	Yes	6	Yes	jennifer.king@usd480.net
Barney Pontious	6/30/2024 (1st Term)	Parent of an exceptional child ages birth through 26 years	Yes	9	Yes	bpontious@usd101.com
Matthew Ramsey	6/30/2024 (1st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	6	Yes	mramsey@benedictine.edu
Whitney George	6/30/2024 (1st Term)	Teacher (general education)	Yes	6	Yes	whitneyg@usd383.org
Lena Kisner	6/30/2024 (1st Term)	Administrator of program for exceptional children	Yes	7	Yes	kisner14@gmail.com
Michelle Warner	6/30/2024 (1st Term)	Representative from state agency responsible for foster care of children	No	4	Yes	Michelle.Warner@ksgov

Dr. Troy Pitsch	6/30/2022 (1st Term)	Local education official who carries out activities under the federal McKinney-Vento homeless education act, 42 U.S.C. § 11431 et seq.	No	1	Yes	troy.pitsch@kckps.org
Paul Buck	6/30/2024 (1st Term)	Individual with a disability	Yes	9	Yes	paul@paulbucklaw.com
Laura Thompson	6/30/2023 (2nd Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	Work-7 Home-6	Yes	laurathompson@usd475.org
Amy Wagoner	6/30/2022 (1st Term)	Representative of private schools	No	7	Yes	awagoner@holycross-hutch.com
Kari Wallace	6/30/2022 (1st Term)	Representative of a vocational, community or business organization, concerned with the provision of transition services to children with disabilities	Yes	9	Yes	Kari.wallace@usd253.net
Becci Werner	6/30/2022 (2nd Term)	Administrator of program for exceptional children	No	Work-8 Home-7	Yes	rwerner@usd259.net
Rebecca Shultz	6/30/2024 (2nd Term)	Individual with a disability	Yes	2	Yes	rebeccaschultz@smsd.org

Jennifer Kucinski	6/30/2023 (1st Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	3	Yes	jkucinski@kssdb.org
Trisha Backman	6/30/2023 (1st Term)	Representative from the state juvenile corrections agency	No	4	Yes	TrishaBackman@lghs.smokyhill.org
Sabrina Rishel	6/30/2024 (1st Term)	Parent of a gifted child	No	5	Yes	srishel@gckschools.com
Marvin Miller	6/30/2023 (1st Term)	Teacher (special education)	Yes	10	Yes	mjmiller@abilityed.com
Jennifer Kurth	6/30/2023 (1st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	4	Yes	jkurth@ku.edu
Tobias Wood	6/30/2023 (1st Term)	State Agency official	No	4	Yes	twood@ksbor.org
Brandon Gay	6/30/2023 (1st Term)	Representative from the state adult corrections agency	No	5	Yes	brandon.gay@colbycc.edu
Lesli Giard	Ex Officio	Official Parent Training and Information Center for Kansas				lesli@famieliestogetherinc.org
Jim McNiece	Ex Officio	Kansas State Board of Education				jmcniece@ksde.org

Rock Nichols/ Mike Burgess	Ex Officio	Official Protection and Advocacy System for Kansas				rocky@drckansas.org  mike@drckansas.org
Ashley Enz	Ex Officio	Kansas Association of Special Education Administrators				asenz@olatheschools.org
	Ex Officio	Senate Education Chair or Designee				
	Ex Officio	House Education Chair or Designee				

Secretary to SEAC: Bert Moore, Director of Special Education and Title Services, KSDE

\* These representatives fulfill the majority requirement; persons who are individuals with a disability and/or parent of a child with a disability and who may represent another required area.

\*\* Non-voting ex-officio member.

## Council Leadership

The chair for the 2021-2022 year was Jennifer King. She was unanimously elected to fulfill the obligations of the chair-elect at the April 2020 council meeting. Trisha Backman was nominated and elected the chair-elect at the July 15, 2021, SEAC meeting.

## Operational Standards

The SEAC's 2021-2022 meeting schedule was as follows:

Meeting Date	Location
July 15, 2021	Virtual Meeting
September 16, 2021	Virtual Meeting
November 10, 2021	Virtual Meeting
January 12 and 13, 2022	Virtual Meetings
April 14, 2022	Virtual Meeting

The SEAC held five meetings, one of which was a two-day meeting. Official minutes of the meetings were kept, reviewed, approved, and posted on the KSDE Special Education and Title Services team website at <http://www.ksde.org/Default.aspx?tabid=561>. A public comment period was offered at each regular SEAC meeting.

## Council Accomplishments

SEAC's 2021-2022 accomplishments, under the leadership of SEAC chair, Jennifer King, are wide ranging and invaluable to KSDE in ensuring the education of EACH student. SEAC is especially proud to have been involved in the following work:

- Participated in target setting for all results indicators for the 2020-2025 State Performance Plan/Annual Performance Report (SPP/APR);
- Reviewed stakeholder feedback on each of the SPP/APR results indicators;
- Approved the targets for the 2020-2025 SPP/APR submitted to the Office of Special Education Programs (OSEP);
- Collaborated with the KSDE Teacher Licensure team to look for remedies in the shortage of special education teachers, substitute teachers, related service providers and administrators;
- Provided feedback to the KSDE Teacher Licensure team on the new substitute teacher license;
- Facilitated a joint meeting between SEAC and the State Interagency Coordinating Council (SICC); reviewed Indicator 6 Early Childhood Least Restrictive Environment (ECLRE) data trends; given access to the SICC Annual Report <https://www.kansasicc.org/>; discussed the Early Childhood/Special Education personnel vacancies;
- Discussed legislative bills under consideration related to special education funding; teacher shortages; costs to provide services going up; the Every Child Can Read Act; options for students to earn credits through "alternative educational opportunities; nonresident student options for open enrollment; virtual programs; school district needs assessments; and rules for administering "nonacademic tests, questionnaires, surveys or examinations";
- Created a sub-committee chaired by the SEAC vice-chairperson to work on the Graduation Task Force which reviewed current graduation requirements and possible changes for consideration; the SEAC sub-committee focused on ensuring that any recommendations for changes considered the needs of EACH student.
- Provided feedback to the Kansas State Board of Education on legislative considerations; the first item shared was serving students that had turned age 22 that missed out on their transition services during school closures; and the second was encouraging our legislators to create programs that would recruit our youngest and brightest students to pursue an education career;
- Reviewed the work of the Mental Health Advisory Council;

- Reviewed Emergency Safety Intervention (ESI) data and provided feedback on technical assistance to districts and possible ESI legislation;
- Received information on the federal stimulus funds (ESSER I, II, and III);
- Reviewed the TASN Administrator Survey regarding administrator perceptions of the TASN projects; and
- Celebrated Kansas receiving a “Meets Requirements” for the 2019 SPP/APR.

# Special Education Advisory Council Summary of Activities by Priority Area 2021-2022

The Kansas Special Education Advisory Council will advise the KSDE SETS team so Kansas has an educational system that achieves excellence, equity, and lifelong learning for students with exceptionalities by:

Code	Area of Focus	Data Source	Date Completed
PRIORITY AREA 1: Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;			
1.1	<i>Increase awareness and understanding of provision of services from the public perspective</i>		
1.1a	State Performance Plan/Annual Performance Report (SPP/APR) Indicator 8 Family Engagement	Laura Jurgensen, SETS Ass't Administrator	7/15/2021
1.1b	GED - not recognized as an alternative to graduation	Brian Dempsey, SETS Attorney	7/15/2021 and 11/10/2021
1.1c	Overview of SEAC activity report provided quarterly to the Kansas State Board of Education (KSBE)	Bert Moore, SETS Director and Jennifer King, SEAC Chair	11/10/2021 and 1/12/2022
1.2	<i>Promote the role of SEAC functions to the legislature, other advisory councils, committees, parents, and organizations</i>		
1.2a	Technical Assistance Systems Network (TASN) special education administrator survey results shared	Amy Gaumer-Erikson, TASN Evaluation lead	9/16/2021

1.2b	Graduation Taskforce - SEAC leads a workgroup on the Graduation Taskforce (GT) focused on students with special needs while Jim McNiece, the State Board ex-officio member to SEAC is co-chair of the GT.	Trisha Backman, SEAC Chair-Elect and Jim McNiece, SEAC Ex-Officio Member and Co-Chair of the GT	1/13/2022 and 4/14/2022
1.3	<i>Evaluate the working conditions of special education teachers. Study relevant issues including licensure and endorsements and assist with dissemination of related information</i>		
1.3a	Unified Teaching License	Shane Carter, Ass't Director Teacher Licensure	1/12/2022
1.3b	Early Childhood - shortage of preservice teachers enrolled at KU	Dr. Evan Horn, KU	1/12/2022
1.3c	Substitute teacher qualifications	Shane Carter, Ass't Director Teacher Licensure	4/14/2022
1.3d	HOUSSE Rubric (no longer applicable but SEAC wanted to know more about what it provided)	Shane Carter, Ass't Director Teacher Licensure	4/14/2022

<p>PRIORITY AREA 2: Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;</p>			
2.1	<i>Study and provide comment on proposed federal and state laws and regulations and assist in implementation of changes</i>		
2.1a	Fiscal update on challenges (MOE) due to receipt of stimulus funds	Dean Zajic, SETS Ass't Director	7/15/2021
2.1b	HB 2134 limits remote hours to 40 per year per student	Craig Neuenswander, KSDE Deputy Commissioner/Legislative Liaison	9/16/2021
2.1c	SEAC legislative proposals to the KSBE for consideration during this year's legislative session: 1) allow students aged 22 to receive special education services, and 2) promote the teaching profession through programs to enlist high school students to want to become a teacher through scholarship/incentive programs	SEAC Membership	9/16/2021
2.1d	Emergency Safety Intervention annual report review	Shanna Bigler, KSDE ESI Lead	9/16/2021
2.1e	IDEA Part B Application for federal special education funds	Christy Weiler, KSDE IDEA Part B Lead	4/14/2022
2.1f	Service considerations for students experiencing learning loss due to COVID that will be 22 years of age but need transition services	SEAC item requested by Marvin Miller, SEAC Member	4/14/2022

PRIORITY AREA 3: Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;			
3.1	<i>Provide oversight of the implementation of federal and state special education laws and regulations to ensure Kansas has effective systems in place to monitor compliance and support improved achievement and outcomes for children and youth with exceptionalities;</i>		
3.1a	SPP-APR overview and solicitation of input for target setting for the 2020-2025 new cycle which will require setting targets for all performance indicators - stakeholder input is now open for public input	Laura Jurgensen, KSDE SETS Ass't Director	7/15/2021 and 9/16/2021
3.1b	Proposed changes to the SIMR and Indicator 17	Kerry Haag, KSDE SETS Ass't Director	9/16/2021
3.1c	SPP-APR Indicator 8 - Parent Engagement proposal to move from cohort collection to census based collection	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1d	SPP-APR Indicator 1 - Graduation the data source is changing to use exit records	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1e	SPP-APR Indicator 2 - Dropout the data source is changing to use SPEDPRO from ESEA	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1f	SPP-APR Indicator 13 - Secondary Transition is a 100% compliance indicator	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1g	SPP-APR Indicator 14 - Postschool Outcomes will move to a census-based collection	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021

3.1h	SPP-APR Indicator 3 - Assessments have added categories 3C and 3D	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1i	SPP-APR Indicator 5 - Least Restrictive Environment	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1j	SPP-APR Indicator 6 - Preschool LRE has added 6C for services provided in the home	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1k	SPP-APR Indicator 7 - Preschool Outcomes	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1l	SPP-APR Indicator 15 and 16 - State Resolution Sessions/Mediation (does not apply to individual districts)	Laura Jurgensen, KSDE SETS Ass't Director	9/16/2021
3.1m	Motion was made to approve the targets for 1, 2, 14, 3, 5, 6, and 7 - approved unanimously	SEAC Membership	9/16/2021
3.1n	IDEA federal stimulus funds	Dean Zajic, SETS Ass't Director	11/10/2021
3.1o	SPP-APR FFY20 submission	Brian Dempsey, SETS Ass't Director	1/13/2022
3.1p	IDEA funds - a history back to the 1960s and information on fiscal monitoring	Dean Zajic, SETS Ass't Director	1/13/2022
3.1q	Legislative updates of current bills being proposed by Kansas legislators	Craig Neuenswander, Deputy Commissioner/Legislative Liaison	4/14/2022
3.2	<i>Assist in the dissemination of information in the area of early childhood and secondary transition to help ensure Kansas can demonstrate compliance with IDEA 2004 and regulations</i>		
3.2a	SPP-APR Indicator 13 review of IEP compliance with transition requirements	Laura Jurgensen, SETS Ass't Director	7/15/2021
3.2b	Transition updates including information on the SETS transition webpage	Wendy Coates and Stacie Martin, SETS Secondary Transition Leads	7/15/2021

3.2c	Transition Coordinating Council (TCC) - a new Council designed to promote transition activities and agency supports for students with disabilities while in school and upon school completion/graduation	Wendy Coates and Stacie Martin, SETS Secondary Transition Leads	9/16/2021
3.2d	Early Childhood SPP-APR Indicator 6 with an emphasis on inclusive environments for preschool age students with disabilities	Julie Rand and Amy Rzaczyński, SETS Early Childhood Leads	11/20/2021
3.2e	Transition Coordinating Council report as the TCC now has monthly meetings facilitated by a consultant, James Sinclair who is associated with the National Technical Assistance Center on Transition (NTACT)	Stacie Martin, SETS Secondary Transition Lead	1/13/2022
3.3	<i>Analyze the data on the education progress of students with exceptionalities and make recommendations to enhance their educational program, services, and achievement</i>		
3.3a	Review of Indicator 2 Dropout Data as this indicator will require a change in its data source for the next APR	Laura Jurgensen, SETS Ass't Director	7/15/2021
3.3b	SPP-APR Indicator Target Setting - reviewed all indicator data and any slippage which will require an explanation	Bert Moore, SETS Director	11/10/2021
3.3c	Regression and Recoupment - the data used to qualify a student to receive Extended School Year (ESY) services	Brian Dempsey, SETS Attorney and Crystal Davis, Technical Assistance System Network Lead	4/14/2022

3.4	<i>As stakeholders, assist in the interpretation of Kansas data in reporting to the public and U.S. Department of Education (OSEP)</i>		
3.4a	Kansas Communities That Care Survey overview provided by consultants from the Southeast Kansas Education Service Center	Rachel Phelps, Kelly Peak, and Lisa Cheney, SEKESC Consultants	7/15/2021
3.4b	SPP-APR Stakeholder Engagement - the 6-year cycle for the federal monitoring of SPP-APR data was shared with SEAC	Laura Jurgensen, SETS Ass't Director	9/16/2021
3.4c	SPP-APR Indicator 2 Dropout - SEAC reviewed the two federal options for reporting data in this year's APR	Brian Dempsey, SETS Attorney	9/16/2021
3.4d	SPP-APR Indicator 4 - Significant Disproportionality using discipline data for suspension/expulsion	Shanna Bigler, SETS Discipline Lead	11/10/2021
3.4e	Annual review of due process decisions	Mark Ward, SETS Attorney	11/10/2021

PRIORITY AREA 4: Advise the SEA in developing corrective action plans to address findings identified in Federal Monitoring reports under Part B of the Act;

4.1	<i>Office of Special Education Programs (OSEP) focused monitoring</i>		
4.1a	Kansas MET REQUIREMENTS for the 2020 reporting period	OSEP Letter	7/15/2021
4.1b	Differentiated Monitoring System (DMS) will be used by OSEP to monitor Kansas during the 2022-2023 school year	Bert Moore, SETS Director	9/16/2021
4.1c	DMS - the 8 components were reviewed, and the SETS Team has selected staff to serve on each area that will be monitored	Bert Moore, SETS Director	11/10/2021
4.1d	DMS - SETS will receive a letter from OSEP that will provide the timeline for monitoring	Brian Dempsey, SETS Ass't Director and lead for DMS	1/13/2022

PRIORITY AREA 5: Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities;

5.1	<i>Enhance school-family-community partnerships by encouraging and developing coordinated programs and services</i>		
5.1a	Ex-Officio Member reports were provided at each SEAC meeting. Ex-Officio members include Families Together, the Disability Rights Center, the Kansas Association of Special Education Administrators, and the Kansas State Board of Education	Families Together, Leslie Girard; Disability Rights Center, Mike Burgess; Kansas Association of Special Education Administrators, Ashley Enz; and Kansas State Board of Education, Jim McNiece	7/17/2021; 9/16/2021; 11/10/2021; 1/12/2022; 1/13/2022; 4/14/2022
5.1b	Kansas State School for Blind (KSSB) provided a report including the enrollment at the KSSB as well as the outreach support being provided across the state	Jon Harding, KSSB Superintendent	11/10/2021
5.1c	Kansas State School for the Deaf/Hard of Hearing (KSSDHH) provided a report including the enrollment at the KSSDHH as well as reporting on the shortage of deaf educators	Luanne Barron, KSSDHH Superintendent	11/10/2021
5.2	<i>Improve communication and collaboration between SEAC and SICC Councils to enhance services to children and families in Kansas</i>		
5.2a	SEAC and the State Interagency Coordinating Council held a joint meeting on January 12, 2022	Jordan Christian, KSDE SICC Lead	1/12/2022

5.3	<i>Promote and enhance the blending of services between special and general education, including federal, state, and local programs (Title I, Special Education)</i>		
5.3a	A McKinney-Vento report was provided indicating that there were 7600 students identified as homeless during the 2019-2020 school year	Tate Toedman, SETS Ass't Director	11/10/2021
5.3b	The Graduation Taskforce report was provided that represents considerations for EACH student, both general education and special education	Trisha Backman, SEAC Chair-Elect and Sub-Committee Chair for Students with Disabilities	11/10/2021
5.3c	The KSDE Literacy initiative was provided including the Dyslexia initiative. KSDE is creating a literacy council and will offer summer academies	Laurie Curtis, KSDE Literacy Lead	4/14/2022
5.4	<i>Enhance the Kansas Assessment System</i>		
5.4a	SPP-APR Indicator 3 report was reviewed indicating that KSDE will need to set 144 new targets for 3a, 3b, 3c, and 3d and there is a requirement for 95% participation on Kansas State Assessments	Cary Rogers, SETS Alternate Assessment Lead and Indicator 3 Lead	7/15/2021

PRIORITY 6: Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.			
6.1	<i>Enhance education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons</i>		
	NOTE: KSDE will report on this target at the January 10, 2023, SEAC meeting	Stacie Martin and Heather Gould, KSDE SETS Leads on Correctional Facility Monitoring	1/10/2023

## Acronyms

ADA:	Americans with Disabilities Act
APR:	Annual Performance Report
CADRE:	Consortium for Appropriate Dispute Resolution In Special Education (OSEP Project)
CEIS:	Coordinated Early Intervening Services
CWDs:	Children with Disabilities
DGB:	Data Governance Board
DHH:	Deaf/Hard of Hearing
DLM:	Dynamic Learning Maps
ECLRE:	Early Childhood Least Restrictive Environment
ECO:	Early Childhood Outcomes Center
ECSETS:	Early Childhood, Special Education and Title Services
ED or USDE:	U.S. Department of Education
EDEN:	Education Data Exchange Network
EDGAR:	Education Department General Administrative Regulations
EPC:	Education Program Consultants
ESEA:	Elementary & Secondary Education Act of 1964
ESI:	Emergency Safety Interventions
ESSA:	Every Student Succeeds Act
FAPE:	Free & Appropriate Public Education

FERPA	Family Educational Rights & Privacy Act
GAO:	Government Accountability Office or U.S. General Accounting Office
ICC:	Interagency Coordinating Council
IDEA:	Individuals with Disabilities Education Act
IEE:	Independent Educational Evaluation
IEP:	Individualized Education Program
IHE:	Institution of Higher Education
IPS:	Individual Plan of Study
JJA:	Juvenile Justice Authority
KASEA:	Kansas Association of Special Education Administrators
KCCR:	Kansas College and Career Readiness
KDHE:	Kansas Department of Health and Environment
KEEB:	Kansas Education Employment Board (TASN Project)
KESA	Kansas Education Systems Accreditation
KIAS:	Kansas Integrated Accountability System
KIDS:	Kansas Individual Data on Students
KIRC:	Kansas Instructional Resource Center (TASN Project)
KLFA:	Kansas Learning First Alliance
KLN:	Kansas Learning Network
KPIRC:	Kansas Parent Information Resource Center (TASN Project)
KSD:	Kansas School for the Deaf
KSBE:	Kansas State Board of Education
KSDE:	Kansas State Department of Education
LEA:	Local Education Agency
LETRS:	Language Essentials for Teachers of Reading and Spelling
LOD:	Levels of Determination
LRE:	Least Restrictive Environment
MOA:	Memorandum of Agreement
MOE:	Maintenance of Effort
MOU:	Memorandum of Understanding
MTSS:	Multi-Tier System of Supports
NASDSE:	National Association of State Directors of Special Education
NAESPA	National Association of ESEA State Program Administrators

OCR:	Office of Civil Rights
OGC:	Office of General Counsel
OMB:	Office of Management and Budget
OSEP:	U.S. Department of Education's Office of Special Education Programs
OSERS:	U.S. Department of Education's Office of Special Education & Rehabilitative Services
OWS:	Outcomes Web System
PBIS:	Positive Behavior Intervention Supports
PII:	Personally Identifiable Information
PTI:	Parent Training Information Center (Families Together)
RDA:	Results Driven Accountability
RFP:	Request for Proposal
SEA:	State Education Agency
SEAC:	Special Education Advisory Council
SICC:	State Interagency Advisory Council
SPDG:	State Personnel Development Grant
SPP:	State Performance Plan
SSIP:	State Systemic Improvement Plan
TASN:	IDEA Title VI-B: Kansas Technical Assistance System Network administered by KSDE
TIP:	Targeted Improvement Plan
TLA:	Teacher Licensure and Accreditation
UGG:	Uniform Grant

For more information, contact:

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Special Education and Title Programs

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Kansas State Department of Education

900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

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**Agenda Number:** 25

**Meeting Date:** 1/10/2023



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**Item Title:** Legislative Matters: Report on the Upcoming Kansas Legislative Session

**From:** Sherry Root

The 2023 Kansas Legislature convenes on Monday, January 9, 2023, to begin its annual session. The Governor's State of the State Address has not been scheduled.

KSDE Deputy Commissioner Craig Neuenswander will briefly report on any committee assignment changes or other pertinent information during his update to the Board members.



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**Item Title:** Receive Monthly 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						
Unclassified	3	5	4	5	2	2						
Unclassified Regular (leadership)	0	0	0	0	0	0						
<b>Total Separations</b>	4	3	3	4	1	2						
Classified	0	0	0	0	0	0						
Unclassified	3	3	3	4	1	2						
Unclassified Regular (leadership)	1	0	0	0	0	0						
<b>Recruiting (data on 1st day of month)</b>	5	4	5	5	2	4						
Unclassified	4	4	5	5	2	4						
Unclassified Regular (leadership)	1	0	0	0	0	0						

Total employees 263 as of pay period ending 12/10/2022. 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: 26 b.

**Staff Initiating:**

Marisa Seele

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date: 01/10/2023**

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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:

Gabrielle Hull to the position Public Service Executive on the Special Education and Title Services team, effective Dec. 11, 2022, at an annual salary of \$54,995.20. This position is funded by the ESSER Admin, EAWS Admin and IDEA Fund.

Haley Matherly to the position of Public Service Executive on the Career, Standards and Assessment Services team, effective Dec. 19, 2022, at an annual salary of \$58,924.32. This position is funded by the Volunteer Generation Grant and the State General Fund.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 26 c.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 1/10/2023

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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
D0202	Turner-Kansas City	7794	Kelsey	Mackeprang	Early Childhood/Pre-School	Approved*
D0231	Gardner Edgerton	11851	Julie	Woerdehoff	High Incidence Special Education	Approved
D0259	Wichita	92268	Estrella	Watkins	High Incidence Special Education	Approved**
D0259	Wichita	92268	Brandi	Hendrix	Low Incidence Special Education	Approved**
D0259	Wichita	92268	Allison	Heeren	Visual Impaired	Approved*
D0259	Wichita	92268	Caroline	Walline	High Incidence Special Education	Approved
D0259	Wichita	92268	Arikka	Gresham	Low Incidence Special Education	Approved**
D0259	Wichita	92268	Brianne	Stucker	Low Incidence Special Education	Approved*
D0259	Wichita	92268	Hazel	May	Low Incidence Special Education	Approved*
D0259	Wichita	92268	Katie	Mendez	Low Incidence Special Education	Approved
D0259	Wichita	92268	Kay	Meyer	Low Incidence Special Education	Approved
D0290	Ottawa	4656	Brooke	Oleson	Low Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Jayden	Schroeder	High Incidence Special Education	Approved
D0610	Reno County Education Cooperative	0	Jason	Hiebert	High Incidence Special Education	Approved
D0619	Sumner Co Educational Services	0	Molly	Franco	Low Incidence Special Education	Approved
D0638	Butler Co Special Education Interlocal	0	Megan	Sarkett	High Incidence Special Education	Approved
D0638	Butler Co Special Education Interlocal	0	Jessica	Stuart	High Incidence Special Education	Approved

D0720	East Central KS Sp. Ed. Coop.	0	Aubrey	Foster	Early Childhood Special Education	Approved
D0720	East Central KS Sp. Ed. Coop.	0	Daelin	Bright	High Incidence Special Education	Approved
D0724	Special Services Cooperative of Wamego	0	Brenna	Ebert	High Incidence Special Education	Approved*
D0724	Special Services Cooperative of Wamego	0	Shannon	Leitch	High Incidence Special Education	Approved
D0724	Special Services Cooperative of Wamego	0	Douglas	Davidson	Low Incidence Special Education	Approved*
D0724	Special Services Cooperative of Wamego	0	Julie	Meinhardt	Gifted	Approved*
D0724	Special Services Cooperative of Wamego	0	Heather	Niehues	High Incidence Special Education	Approved**
D0724	Special Services Cooperative of Wamego	0	Justin	Smith	High Incidence Special Education	Approved
D0724	Special Services Cooperative of Wamego	0	Wendy	Willi	High Incidence Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Danelle	Curtis	High Incidence Special Education	Approved**
D0725	Cowley County Special Services Cooperative	0	Maronda	Blankenship	High Incidence Special Education	Approved
D0725	Cowley County Special Services Cooperative	0	Peyton	Landrum	Early Childhood Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Brynn	Perrigo	High Incidence Special Education	Approved
D0725	Cowley County Special Services Cooperative	0	Cynthia	Terry	High Incidence Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Lesli	Neal	High Incidence Special Education	Approved**
D0725	Cowley County Special Services Cooperative	0	Rachel	Ghrum	Visual Impaired	Approved*
D0725	Cowley County Special Services Cooperative	0	Gavin	Beach	Early Childhood Special Education	Approved*

D0725	Cowley County Special Services Cooperative	0	Nira	Condon	High Incidence Special Education	Approved
D0725	Cowley County Special Services Cooperative	0	Tristan	Ahlstedt	High Incidence Special Education	Approved**
D0727	Ark Valley Special Education Cooperative	0	Cameron	Peak	High Incidence Special Education	Approved*
D0727	Ark Valley Special Education Cooperative	0	Dana	Welch	High Incidence Special Education	Approved**
D0727	Ark Valley Special Education Cooperative	0	Sarah	Warren	Low Incidence Special Education	Approved**
D0727	Ark Valley Special Education Cooperative	0	Jodi	Hammerbacher	High Incidence Special Education	Approved*
D0727	Ark Valley Special Education Cooperative	0	Michael	Stevens	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Fanny	Zuazo Pinge	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Haylee	VanCuran	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Edward	Blincoe	Low Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Elizabeth	Losey	Low Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Jessica	Carson	Early Childhood Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Ashley	Zimmerman	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Corrine	Haukap	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Hannah	Eyhorn	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Kaylee	Rosenhagen	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Kimberly	Truzzolino	High Incidence Special Education	Approved

D0728	Goddard Special Education Cooperative	0	Shanna	Priddle	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Hannah	Kenney	Low Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Glenda	Rust	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Jenna	Lundy	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Leanna	Bussman	High Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	James	Williams	Gifted	Approved*
D0729	Maize Special Education Cooperative	0	Christina	Brenneman	High Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Alison	Charboneau	Low Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Ashley	Berlin	Low Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Cassie	Woodard	Low Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Angela	Allen	Early Childhood Special Education	Approved**
D0729	Maize Special Education Cooperative	0	Amber	Rizzo	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Amber	Steindler	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Ashley	Gonzalez	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Courtney	Merseal	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Kristin	Guerrero	High Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Morgan	Cothran	High Incidence Special Education	Approved

D0729	Maize Special Education Cooperative	0	Sasha	Fletcher	High Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Sommer	Barker	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Stephanie	Facio	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Kaylee	Burgett	Visual Impaired	Approved*
D0729	Maize Special Education Cooperative	0	Julie	Miller	Gifted	Approved
D0729	Maize Special Education Cooperative	0	Tomara	Sullivan	High Incidence Special Education	

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 26 d.

**Staff Initiating:**

Shane Carter

**Director:**

Shane Carter

**Commissioner:**

Randy Watson

**Meeting Date:**

1/10/2023

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### **Item Title:**

Act on new appointments to the Professional Standards Board.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education act on the following recommended new appointments to the Professional Standards Board, effective upon appointment through June 30, 2025:

Amy Hogan to her first partial term representing Higher Education (Private University).

Stacey Green to her first partial term representing Administrator, Middle School.

### **Explanation of Situation Requiring Action:**

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-8508, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

Recommended nominees to fill category vacancies are:

Amy Hogan, Dean, School of Education, Ottawa University (SBOE District 4)

Stacey Green, Principal, Stockton Junior High/Grade School (SBOE District 5)

Nomination forms and candidate resumes are attached as well as the PSB roster.

# Amy Browne Hogan, PhD

1002 N Thornton, Richmond, MO 64085  
PO Box 6, Richmond, MO 64085

(816)591-2243  
[amyhogan2243@gmail.com](mailto:amyhogan2243@gmail.com)

Mission Statement: *To help communities realize the sheer delight in pleasing God.*

<https://www.ottawa.edu/academics/school-of-education/from-the-dean>

<https://www.ottawa.edu/academics/school-of-education/faculty>

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## EDUCATION

<b>PhD in Education, specialization in Advanced K-12 Classroom Instruction</b> <i>Dissertation Title: Preservice Teachers Preparedness: Deficiencies and Strengths</i> Capella University, Minneapolis, MN	2011
<b>Master of Liberal Arts, emphasis in Education</b> Baker University, Baldwin, KS	1995
<b>Bachelor of Science in Elementary Education, area of concentration in Vocal Music Performance</b> Baker University, Baldwin, KS	1991

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## CURRENT TEACHING LICENSURES

Kansas: Elementary K-9

Initial Effective: 06-07-1991

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## WORK EXPERIENCE

**Dean, School of Education** - Ottawa University

July 2019-present, July 2013-2017

### Professor of Education

2019-Present: Returned to the role of School Dean (relocated in Kansas) after a successful start at the Surprise, AZ Residential Campus and successful growth from the Phoenix, AZ site. Promoted to professor. Resumed earlier role description. Restructured the School for the needs of CAEP accreditation and accountability. Successfully completed all state program submissions and CAEP program review. Revised School's strategic plan and furthering implementation. Created a new MAEd in Elementary Education Unified and MAEd in School Counseling for licensure in the state of Kansas. Reworked the MAEd Educational (School Leadership) Leadership program for building administration licensure under new standards. Currently, guiding the development of our EdS in School Psychology programs from our AZ sites to our online unit for Kansas and the Midwest area. Cultivating advanced programming for our Health, Recreation and Physical Education unit and fostering retention strategies for all programs.

2013-2017: Facilitated and oversaw all the School of Education and Arizona Site academic operations including School's strategic planning and implementation, monitoring and determining accreditation assessment data collection (CAEP/HLC); proposing faculty appointments; delivering at minimum three undergraduate hours of course instruction (per annual face-to-face or online), initiating staff support functions; managing fiscal budget; guiding marketing and recruitment decisions; constructing employee evaluation; participating in state (AZ/KS) and university wide functions, advising students' course loads and career decisions; coordinating program reviews/major requirements with lead faculty and faculty; assigning faculty to professional development schools, state reviews and staff development.

Completed in 2016, supervised the Office of Instructional Design and Academic Technologies including course design and learning management system; oversaw the Blackboard contract and contact hours. Tasked with leading the academic design proposals and drafts of prospective new campuses. Responsible for implementing and authoring/co-authoring programs including: MAEd in Secondary Education, MAEd in Gifted Education, MAEd in Music Education, and MAEd in Special Education.

**Academic Dean, Arizona (Surprise Campus)** - Ottawa University, Surprise, AZ July 2016-2019  
**Associate Professor of Teacher Education**  
 Facilitated the design, building, and oversight of all academic operations of Ottawa University's new residential campus. Role included monitoring and determining accreditation assessment data; assisting with HLC reviews; constructing state and VA reports, establishing academic resources and procedures; recruiting and initiating all faculty appointments; monitoring all curriculum; determining staff support functions; managing fiscal budget; guiding marketing and recruitment decisions; processing employee evaluation; participating in state and university wide functions; advising students' course loads and mentoring career decisions; coordinating program reviews/major requirements with lead faculty and site faculty; developing professional growth days, assessing and monitoring student and faculty retention; assigning site faculty to professional programming within structure; assisting with university/state reviews and staff development.

**Associate Dean, School of Education** - Ottawa University July 2011-2013  
**Associate Professor of Teacher Education**

**Director of Education and HPER** - Ottawa University, Kansas Campuses July 2009-2011  
**Assistant Professor of Teacher Education**  
**Division Chair [Tenure Track]**  
*Education and Physical Education*

**Division Chair [Tenure Track]** - Ottawa University, Ottawa, KS August 2006-July 2009; Acting Chair 2005-2006  
**Assistant Professor of Teacher Education**  
*Education and Physical Education*

**Partnership/Vice President** – Missouri and Tennessee January 2008-March 2021  
**Professional Cutters, Inc. and Browne Management, LLC**  
 Greater Kansas City, MO and Memphis, TN  
*Family owned and operated hair care salons (dba Cost Cutters, a Regis Franchise)*  
 Held franchise agreements in the Greater Kansas City and Memphis. Five total. Operational in Clay/Platte Counties in MO and Shelby County, TN. Responsibilities included maintaining philanthropic commitments, employee oversight, and assists in annual marketing analysis. The Franklin Covey model was the management framework used by this organization.

**Instructor** - Ottawa University, Ottawa, KS August 2003-2006  
*Teacher Education Division*

**Adjunct Instructor, Educational Technology** - Ottawa University, Overland Park, KS June 2000-2006  
**Reading Practicum Supervisor**  
*Professional Education Program*

**Teacher** - Shawnee-Mission Public Schools, Shawnee-Mission, KS August 1992-2002  
**Elementary - Fifth/Sixth Grade, Fifth Grade, Sixth Grade**  
**Building Technology Coordinator/Technology Systems Operator**  
**Student Council (Leadership Team) Sponsor**  
**Math and Computer Club Sponsor**  
*West Antioch Elementary, Merriam, KS*

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#### AWARDED GRANTS

##### **Microsoft Innovation Program for Ottawa University's Student Teachers**

Microsoft Education Training Support: Contributing Grant Writer and Grant Facilitator

##### **Global Partnership for Ottawa University's Student Teachers**

Educause: Contributing Grant Writer and Grant Participant

##### **Parental and Community Involvement for Ottawa University**

Kansas Department of Education: Contributing Grant Writer and Administrator (4 submissions approved) – featured in Harvard's Family Involvement Publication and Review

**Special Education/Teacher Training for Ottawa University**

Kansas Department of Education: Contributing Grant Writer (2 submissions approved)

**21<sup>st</sup> Century Educator Grant for Ottawa University**

CIC (Council of Independent Colleges)/Microsoft: Contributing Grant Writer and Grant Facilitator

**eInstruction Technology Grant for Ottawa University**

McGraw-Hill Instructional Technology/IR response system: Grant Proposal Writer and Grant Facilitator

**Implementation of teacher licensure procedures for Ottawa University**

Kansas Department of Education: Grant Proposal Writer and Grant Facilitator

**Purchase and training of literacy software and hardware for elementary students**

Technology Literacy: Grant Proposal Writer and Grant Facilitator

**Purchase of reading resources for Sixth Grade/Kindergarten Buddy Program**

Shawnee-Mission Public Schools Foundation: Grant Proposal Writer and Grant Facilitator

**COMMUNITY AND PROFESSIONAL BOARD APPOINTMENTS AND COMMITTEES*****Saint Paul School of Theology | A United Methodist Seminary School***

Board of Trustees, Chair	2022-present
Board of Trustees, Co-Chair	2020-present
Strategic Planning and Implementation Committee, Co-Chair	2020-2022
Academic Council, Member	2020-2022
Academic Dean Search Committee	2021-2022
Trust and Collaboration Taskforce, Member	2020-2021

***Richmond United Methodist Church***

At Home Worship Leader	2021-present
Leadership / Servanthood Team	2020-present
Prayer Team	2019-present

***Military Education Childhood Coalition (MECC)***

Operation Educators invitation from Dr. Jill Biden	April 2016
National Convening/Taskforce invitation from Dr. Jill Biden	April 2014

***KS State Department of Education (KSDE), AZ Department of Education (ADE) and State Memberships***

KSDE Education Review Committee, appointed by peers and board	2021-present
KAPCOTE, Executive Committee Member at large, appointed by peers	2020-present
CAEP and NCATE, Accreditation Reviewer, including chairing	2006-2016, 2017-present
Kansas Reading Association	2015-present
Journal Referee (2 Reviews)	2013-2016
Kansas Teacher of the Year Selection Committee, Commissioner Appointed, 4 terms	2010, 2012, 2015, 2021
Kansas Association for Colleges of Teacher Education (KACTE)	2006-present
Executive Board Member, president-elect, appointed by peers	2022-present
Executive Board Member at Large, appointed by peers	2020-2022
By-Laws Task Force	2010-2012
Association of Teacher Educators-Kansas (ATE-K)	2006-present
KSDE Accreditation Team Reviewer including chairing	2006-present
Kansas Teacher Licensure Program Unit Evaluator	2004-present
ADE, SEI and ELL Taskforce	2017
KAPCOTE/Coalition of Innovative Schools, KAPCOTE Appointed	2015-2017
KSDE Standards Development Taskforces	2013-2019
Elementary Education Programs – chair	
Elementary Education Unified – committee reviewer	
Elementary Education, EEU, and Early Childhood Education - Dyslexia revisions	
Kansas Gifted, Talented and Creative Association	2013-2016
Kansas Leadership Network and Taskforce (KEEP), Commissioner Appointed	2010-2012
KSDE Regulations Committee, KAPCOTE Appointed, 2 terms	2008-2014
Kansas Performance Assessment (KPA) Barrier Committee, Commissioner Appointed	2007

Kansas Performance Advisory (KPA), Higher Education Representative	2006-2011, 2015
Kansas Coalition of Professional Development Schools, KAPCOTE Appointed	2006-2017
Kansas Performance Assessment (CO-KPA) Project, Classroom Observation Evaluator	2005
Professional Development Schools Coalition (PDS), Newsletter Committee/Publisher	2005-2007
Kansas Performance Assessment, Evaluator (KPA and KPTP)	2004-2018

### PROFESSIONAL ACHIEVEMENTS

Outstanding Service, Shawnee-Mission Public Schools, 1995 and 2002  
Outstanding Service, KSDE – Regulations Committee, 2013  
Gifted Education Advocate, KS Gifted Talented and Creative, 2016

### REGIONAL AND NATIONAL CONFERENCE PRESENTATION AND TITLES

*Faculty 101: Do you know your students?*  
*Generation Z and Generation Alpha: Learners and their Environments*  
*Dyslexia, Interventions and Strategies*  
*Classroom Communication through Visual Teaching*  
*Gifted 101: First Steps*  
*Parent and Community Involvement: How and Why?*  
*Exceeding the Standards with Interactive Writing Guides*  
*Portfolios: Why and What?*  
*Increase Achievement and Mastery with Interactive Games*  
*Internet and Authors: Together Create Readers*  
*PowerPoint Games in the Classroom*  
*Excel: How can it be a Writing Tool?*  
*Stimulate Student Learning with Interactive Inspiration Games*

**EDUCAUSE**, Classroom Innovation with Online Global Partners, Writing Presenter  
**KAPCOTE**, Kansas Association of Private College of Teacher Education, Presenter  
**ASCD** and Educational Leadership, Association for Supervision and Curriculum Development, Presenter  
**AACTE**, American Association of Colleges for Teacher Education, Presenter  
**KACTE**, Kansas Association for Colleges of Teacher Education, Presenter  
**TCEA**, Texas Computer Education Association, Presenter  
**METC**, Midwest Education Technology Conference, Presenter  
**NYSCATE**, New York State Association for Computers and Technology in Education, Presenter  
**NETA**, Nebraska Educational Technology Association, Presenter  
**RCET-SW**, Regional Consortium for Education and Technology in Southwest Missouri, Presenter  
**MORE.NET**, Missouri Research and Education Network, Presenter  
**TAKEN**, Technology Assistance for Kansas Educators, Presenter  
**MACE-KS**, Mid-America Association for Computers in Education-Kansas, Presenter  
**TECHLearning EXPO**, Technology and Learning Magazine Conference, Presenter

### ADDITIONAL CERTIFICATES

Custom Training: Microsoft Teams	2/25/2021
Custom Training: FlipGrid, Office 365, Sway	1/28/2020
OneNote Staff Notebook: Tools for staff collaboration	12/31/2020
Deliver Powerful Learning Moments with Pear Deck	12/15/2020
Dyslexia Awareness: In partnership with Made	12/7/2020
Custom Training: Office 365, Accessibility Tools, Windows Device Apps and Management	12/3/2020
Minecraft: Education Edition	9/24/2020
Let's Team Up! Getting started with Microsoft Teams	8/27/2020

~ References available upon request ~

## Q1 \_1 - Nominee's Full Name:

Nominee's Full Name:	Employment Address:	City:	State:	Work e-mail:	Work Phone:
Amy S Hogan	1001 S Cedar	Ottawa	KS	<a href="mailto:amy.hogan@ottawa.edu">amy.hogan@ottawa.edu</a>	785-248-2412

## Nominated by (organization)

Nominated by (organization)

KAPCOTE

## Do you represent Higher Education or PreK-12?

Do you represent Higher Education or PreK-12?

Higher Education

## Do you represent a Public or Private institution?

Do you represent a Public or Private institution?

Private

## Private EPPs - Please select the Private institution you represent.

Please select the Private institution you represent.

Ottawa University

Nominee represents school district or post-secondary institution size of:

Nominee represents school district or post-secondary institution size of:

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2501-5000

Please select the Kansas State Board of Education district(s) your USD is in. Select all that apply.

Please select the Kansas State Board of Education district(s) your USD is in. Select all that apply.

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District 4

Which position do you hold for your institution?

Which position do you hold for your institution?

---

Dean/Professor, School of Education

Work experience - Please state, briefly, your working and educational experience which might be pertinent to this appointment:

Please state, briefly, your working and educational experience which might be pertinent to this appointment:

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I have been a Kansas classroom teacher, a state and national program reviewer as well as program review chair, and a chair of program writing teams. In the past, I have also been active on state committees developing the teacher worksample and on higher education committees, such as ERC and Regulations. My work revolves around creating and recruiting the best teachers for the state of Kansas.

Qualifications - Please state briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post- secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Please state briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include:

currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

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I hold a current K-9 teaching license for the state of Kansas. My classroom experience was a total of 10 years in the Shawnee-Mission School District. I am currently a faculty member and dean for Ottawa University. I have been in a faculty/administration role at Ottawa University for over 15 years.

SG

# Stacey Green

## Professional Summary

Innovative academic leader focused on engaging with students and educators to meet the social and emotional needs of students and drive student achievement. Committed to providing empowering leadership through design thinking. Seven-year history of managing top-performing educators to cultivate student rapport and promote successful whole child education delivery.

## Work History

### USD 271 - Principal

Stockton, Kansas

08/2013 - Current

- Researched and supported staff through the KSDE School Redesign process to optimize education effectiveness.
- Established instructional practices driven through qualitative and quantitative evidence.
- Cultivated positive relationships between community members, parents, students and teachers.
- Modeled expected and appropriate leadership to promote teaching staff and administrative personnel's positive interaction with students and families.
- Presented at local, regional, and state workshops, symposiums, and conferences on various school improvement processes.

### USD 271 - Title I/Reading Specialist/Curriculum Leader

Stockton, Kansas

08/2006 - 05/2013

- Developed and delivered customized instruction to individual students and groups.
- Built positive and productive relationships with teachers to drive improvements to reading programs.
- Managed Title I quality assurance program, including on-site evaluations, federal, state, and internal audits and parent surveys.

### USD 271 - First Grade Teacher

Stockton, Kansas

08/1997 - 05/2006

sgreen@usd271.com

785-425-8025

Stockton, Kansas 67669

## Skills

- Trauma-Informed leader
- Relationship building and networking
- Instructional leadership
- Student and parent relations
- Community engagement
- Policy and procedure adherence

## Education

### Bethany College

Lindsborg, Kansas

**Bachelor of Arts:** Elementary Education  
And ECSE

### Fort Hays State University

Hays, KS

**Master of Science:** Elementary Education

### Fort Hays State University

Hays, KS

**Reading Specialist**

### Fort Hays State University

Hays, KS

**Building Leadership**

- Built positive relationships with parents to involve families in the educational process.
- Planned lessons according to state and district standards to provide students with a rigorous and balanced curriculum in a developmentally appropriate setting.

### **North Central Kansas Special Education Cooperative - Early Childhood Special Education Teacher**

Stockton, Kansas

08/1990 - 05/1997

- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
  - Led activities that developed students' physical, emotional and social growth.
- 

### ***Accomplishments***

- Awarded Kansas National Distinguished Principal 2020
  - Awarded Kansas District 5 Distinguished Principal 2020
  - Awarded NW District Music Education Association Outstanding Administrator 2017-2018
  - Awarded Kansas Association of Special Education Administrators General Education Administrator of the Year 2016
  - Nominee for KASEA Special Education Professional of the Year 1994
- 

### ***Community-State-National Engagement***

- Stockton United Methodist Church Youth Leader 2006-2018
- Fusion Christian Youth Center Founding Board Member 2010: current board member
- Stockton United Methodist Church Member: current finance committee member and chime choir member
- P.E.O. Member
- Kansas Association of Elementary School Principals: current president
- Principal Talent Management Community of Practice: Kansas Member
- Region 12 Comprehensive Center Advisory Board, US Department of Education: Kansas Member
- National Association of Elementary School Principals member
- Christian Education International Association member
- Association for Supervision and Curriculum Development member



# Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | [www.ksde.org](http://www.ksde.org)

## NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

### NAME OF BOARD/COMMISSION/COMMITTEE:

- ☒ Professional Standards Board ☐ Licensure Review Committee ☒ Professional Practices Commission  
☐ Regulations Committee ☐ Evaluation Review Committee ☐ Policies and Procedures Committee

Nominated by (organization) \_\_\_\_\_ Called by Mischel Miller \_\_\_\_\_ Date 05/23/2022

Type text here

Nominee's Name Stacey Green Occupational Title Principal  
Place of employment (Facility) USD 271 Stockton Address 201 N. Cypress Street  
City Stockton State Kansas Zip 67669  
Home address 722 N. 3rd Street  
City Stockton State Kansas Zip 67669  
Home e-mail greenks@ruraltel.net Work e-mail sgreen@usd271.com  
Work Phone (785) 425-6120 Home Phone (785) 425-8025  
Fax Number (785) 425-7407  
State Board District (that you work in) 6

### Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

I am completing my 32nd year as a Kansas public educator. I have served as a building level leader for the last nine years.

Working and educational experience which might be pertinent to this appointment.

I value professionalism as a educator in Kansas. I serve with integrity, awareness of the current situation, and practice confidentiality. I have served in a variety of areas in education including special education, the general education classroom, and as a Title I teacher.

### Nominee represents school district or post-secondary institution size of:

- ☐ 0-400 ☐ 400-1200 ☐ 1200-2500 ☐ 2500-5000 ☐ 5000 and over

### (To be completed by KSDE personnel)

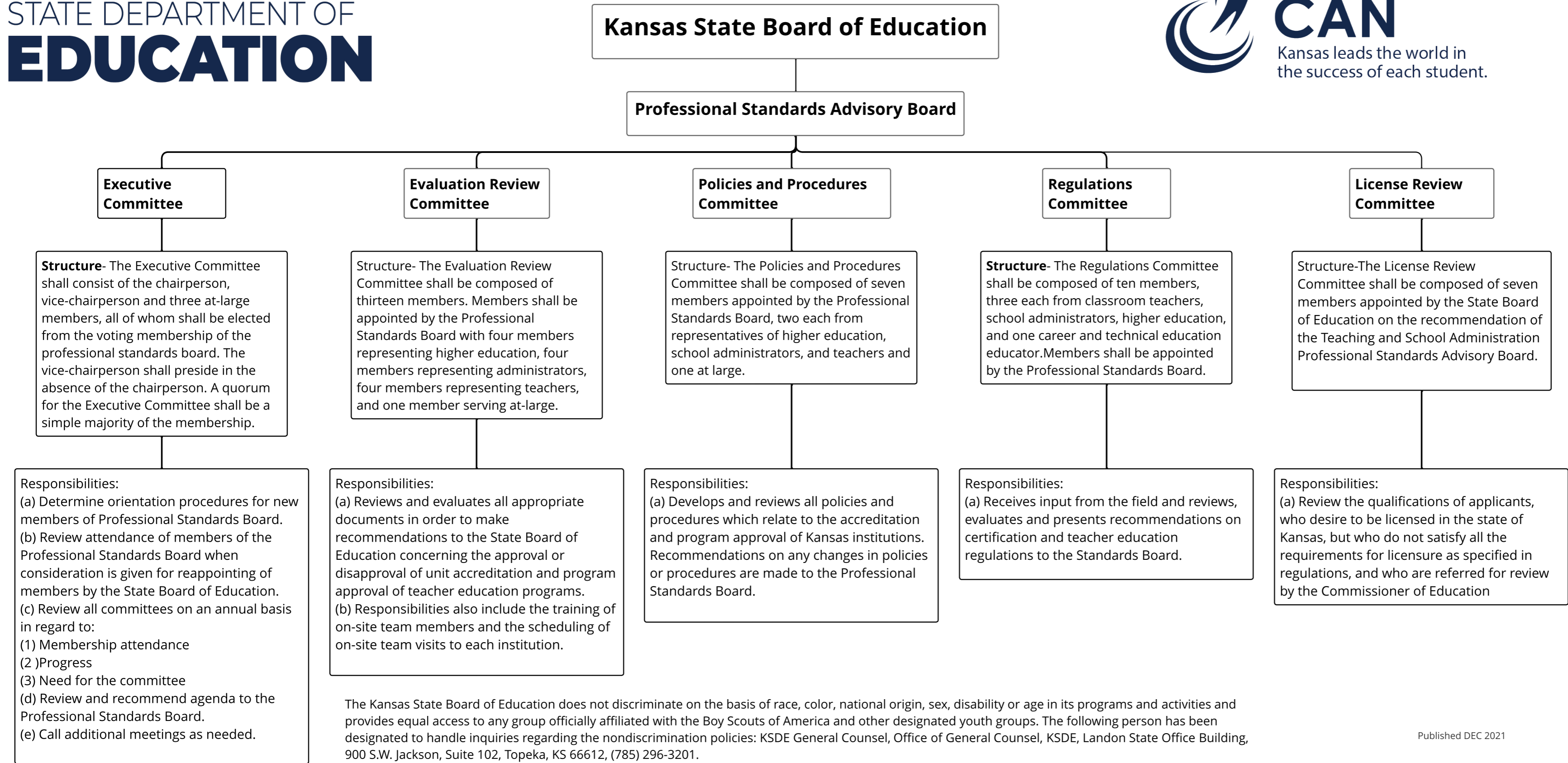
Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

Yes No

Nominee represents an area that provides a geographical balance to the committee.

Yes No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201



# Professional Standards Board

<b>KSBE Liaison</b>	<b>Higher Ed (1 KBOR, 1 Private)</b> <div><div>Jim Truelove Pitt ST. 2025 KSBE District 9</div><div>Amy Hogan Ottawa U. 20## KSBE District 4 Pending KSDE VOTE</div></div>	<b>Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)</b> <div><div>Shana Steinlage USD 115 2024 KSBE District 1 Admin-SPED</div><div>Rena Duewel USD 202 2024 KSBE District 2 Admin-HS</div><div>Barbara Gonzales USD 233 2024 KSBE District 2,3,4 Admin-CTE</div><div>Jamie Finkeldei Private 2024 KSBE District 8,10 Admin-Private</div><div>John Wyrick USD 506 2025 KSBE District 9 Admin-District</div><div>Cameron Carlson Private 2024 KSBE District 1 Admin-Private</div><div>Vacant USD ### 20## KSBE District # Admin-Elem</div><div>Stacy Green USD 271 20## KSBE District 5 Admin-Middle Pending KSBE Vote</div></div>	<b>KS PTA Member (1)</b> <div><div>Patty Jurich 2023</div></div>	<b>Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)</b> <div><div>Alicia Young USD 259 2023 KSBE District 8 Elementary</div><div>Elizabeth "Libby" Schmitz Private 2023 KSBE District # Private</div><div>Jill Bergerhofer USD 229 2024 KSBE District 2,3 Secondary</div><div>Jori Nelson USD 512 2024 KSBE District 2,3,4 Elementary</div><div>Kristy Oborny USD 489 2023 KSBE District 5,7 Elementary</div><div>Michael Reed USD 361 2024 KSBE District 7,10 CTE</div><div>Phillip Wrigley USD 501 2023 KSBE District 1,4,6 Secondary</div><div>Shelly Weir USD 229 2025 KSBE District 2,3 Secondary</div><div>Roy Freeman USD 308 2025 KSBE District 7 Middle</div><div>Sara McCarter USD 320 2025 KSBE District 1,6 SPED</div></div>	<b>Board of Education of a School District</b> <div><div>Emily Riner USD 343 2025 KSBE District 1,6 School Board</div></div>
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# License Review Committee

## Higher ED

Jessica Bird  
Newman  
20##  
KSBE District 8  
Pending KSBE  
Vote

## Administrator (1, Building, 1 District)

Daniel Brungardt  
USD 204  
2023  
KSBE District  
1,2,4  
District

Cody Calkins  
USD 215  
2023  
KSBE District 5  
Building

## Classroom Teacher (1 Elementary, 1 Middle, 1 Secondary, 1 SPED)

Tricia Schechter  
USD 376  
2024  
KSBE District 7  
Middle

Brittany Hullman  
USD 382  
2023  
KSBE District 7  
SPED

Anita White  
USD 250  
2023  
KSBE District 9  
Secondary

Allen Gallaway  
USD 259  
20##  
KSBE District 8  
Pending KSBE  
Vote

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 26 e.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 1/10/2023

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### **Item Title:**

Act on new appointments to the Licensure Review Committee.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education act on the following recommended new appointments to the Licensure Review Committee, effective upon appointment through June 30, 2025:

Jessica Bird to her first partial term representing Higher Education.

Allen Gallaway to his first partial term representing Classroom Teacher, Elementary.

### **Explanation of Situation Requiring Action:**

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the regulation, K.A.R 91-1-211, which states: The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.

Recommended nominees to fill category vacancies are:

Jessica Bird, Interim Dean, School of Education and Social Work, Newman University (SBOE District 8)

Allen Gallaway, Elementary Teacher, Linwood Elementary School (SBOE District 8)

Nomination forms and candidate resumes are attached as well as the LRC roster.

# JESSICA E. BIRD

Phone: 620.272.7281  
E-mail: jessicabird22@gmail.com

2510 Carriage Lane  
Garden City, Kansas 67846

I am an effective and innovative administrator for schools and am successful in leading others to achieve educational missions and goals. Not only am I a tireless, hands-on advocate for my students—from preschool to college, I am an advocate for those under my supervision. My experience, skills, empathy, and temperament have allowed me to create comfortable and effective learning environments for my staff and students. My career as an educator and school administrator has largely focused on students with diverse learning styles and backgrounds.

## EDUCATION

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<b>Edd</b>	Baker University, Instructional Design	ABD
	Newman University, District Level Leadership	2016
<b>MS</b>	Fort Hays State University, Administration	2002
	Emporia State University, Reading Specialist Certification	2002
<b>BS</b>	Fort Hays State University, Elem. Education	1998
	Continuing Professional Development	1998-Present
	Hays High School, Diploma	1993

## PROFESSIONAL EXPERIENCE

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### 2014-Present: Newman University

#### **Interim Dean – School of Education and Social Work (2020-present)**

Serving as the interim dean, I am responsible for the oversight and operation of the School of Education and Social Work. I am responsible for undergraduate education, graduate education and oversee the outreach locations in Kansas as well as Colorado.

#### **Assistant Dean of Outreach (2014-present)**

##### **Director, Western Kansas Center**

Oversee the Western Kansas Center and all outreach sites in Kansas. Hire adjunct instructors, maintain course schedules, and recruit. Maintain and oversee the budget. I strive to build relationships with all stakeholders in Kansas and work with the Diocese of Dodge City.

#### **Associate Professor, School of Education**

Teach a variety of education courses. Supervise and advise student interns.

Jessica E. Bird

**2011 – 2014: Community Daycare Center, Inc., Garden City, KS**

**Executive Director**

I administered a nonprofit organization that serves nearly 100 children (ages 2 weeks to 5 years) and their families with quality educational opportunities and daycare. My duties included supervising employees, grant writing, scheduling, budgeting, program planning, and community relations. I had numerous successes in my position and expanded the daycare to include a second facility. I have written and secured grants that total over \$150,000. I brought dedicated and innovative direction to the Center's program, whose goal was to assist families in developing well rounded children and to foster a lifelong love of learning. Essential educational skills were introduced using developmentally appropriate childcare curriculum, and social-emotional skills are developed using the 2nd Step Curriculum. I strengthened the professionalism and skills of the Center educators and staff. And I established an effective liaison with the governing board of directors and the administrators and staff to achieve and expand the goals and programs, in partnership with community and government entities.

**2013 – 2014: Garden City Community College, Garden City, KS**

**Adjunct Instructor**

My duties included planning lessons, delivering instruction, and assessing/grading for two courses—Foundations of Education and College Reading.

**1999–2011: Kenneth Henderson Middle School, USD 457, Garden City, KS, Grades 7-8**

**Administrator, 2003-2011**

Active in-service participation and community involvement. At Kenneth Henderson Middle School, a building that serves 600 seventh and eighth grade students, I performed a variety of work, much of it serving disadvantaged and at-risk students. Highlights of my KHMS tenure include:

- Continual advancement in school administration, from teacher to principal, employing my advanced education and training.
- Strong emphasis and rewarding results of the school's reading program—earning twelve Standards of Excellence in Reading. As a building we had 88.5% of our student body of 600 scoring proficient or above on the Kansas Reading Assessment. Our subgroups showed consistent and steady growth including our ELL population.
- Writing and effectively implementing School Improvement Plans.
- Fully trained in Multi-Tiered Systems of Support; organized and led a building team for two years.
- Also served as the Principal of the Therapeutic Education Program, an alternative school designed to meet the mental health needs as well as the academic needs of students in Garden City. The TEP operates in conjunction with Area Mental Health.
- Director of an After-School program, for five years, which served at-risk students.

- As Athletic Director and Coach, reinforced the goals of our classroom activities, and encouraged involvement of students who were previously reluctant to participate.

### **Reading Teacher, ESL Teacher, Coach, 1999-2003**

Reading strongly defines my life, first as a child who overcame dyslexia to become a strong, avid reader. I focused on reading instruction my entire career, beginning as an after-school aide for an at-risk elementary school while I was still in high school. My undergraduate and advanced education was specialized in reading, and I have applied that education to students from preschoolers to college students. Some of my specific achievements in this area include:

- Strong emphasis and rewarding results of a middle-school reading program—earning twelve Standards of Excellence in Reading over four years. As a building we had 88.5% of our student body of 600 scoring proficient or above on the Kansas Reading Assessment. Our subgroups showed consistent and steady growth including our ELL population.
- I was chosen to launch the pilot year of an alternative reading program that assists challenged readers. A combined group of 50 7th and 8th graders were selected to be on this team because of their low reading scores. Block-scheduled instruction utilizes various reading strategies and the Visual Works computer program. The program achieved demonstrated success in the students' reading speed and comprehension, other subjects, and behavior.
- I designed and implemented reading-readiness programs for disadvantaged youth at preschool and elementary levels, including developmental reading assessments and ESL instruction.

## Q1 \_1 - Nominee's Full Name:

Nominee's Full Name:	Employment Address:	City:	State:	Work e-mail:	Work Phone:
Jessica Bird	3100 McCormick Ave	Wichita	KS	<a href="mailto:birdj@newmanu.edu">birdj@newmanu.edu</a>	620-272-7281

## Nominated by (organization)

Nominated by (organization)

KAPCOTE

## Do you represent Higher Education or PreK-12?

Do you represent Higher Education or PreK-12?

Higher Education

## Do you represent a Public or Private institution?

Do you represent a Public or Private institution?

Private

## Private EPPs - Please select the Private institution you represent.

Please select the Private institution you represent.

Newman University

Nominee represents school district or post-secondary institution size of:

Nominee represents school district or post-secondary institution size of:

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401-1200

Please select the Kansas State Board of Education district(s) your USD is in. Select all that apply.

Please select the Kansas State Board of Education district(s) your USD is in. Select all that apply.

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District 5, District 8

Which position do you hold for your institution?

Which position do you hold for your institution?

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Interim Dean - School of Education and Social Work

Work experience - Please state, briefly, your working and educational experience which might be pertinent to this appointment:

Please state, briefly, your working and educational experience which might be pertinent to this appointment:

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I have experience as a K-12 teacher, athletic director, associate principal and principal. I have worked in higher education for the past 7 years and work directly with teacher preparation and licensing. I have worked closely with the southwest portion of the state which gives me great insight into the challenges they face with the teacher shortage.

Qualifications - Please state briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post- secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Please state briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include:

currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

---

I remain a licensed educator and have been serving as a faculty member at a higher education institution for the past 7 years.

# ALLEN R. GALLAWAY

713 S. Highland Drive · 316-841-6011

[agallaway@usd.259](mailto:agallaway@usd.259)

As a 28-year veteran educator I continue to strive to make a positive difference in the lives of students and fellow educators through continued education and involvement in causes that affect them directly and/or indirectly.

## EXPERIENCE

**2013 – CURRENT**

**INTERMEDIATE 5<sup>TH</sup> GRADE EDUCATOR, LINWOOD ELEMENTARY**

Promote student learning and enhance individual potential. Skillful in directing classroom environments enhancing student behavior through positive and forward-thinking approaches.

**2007-2013**

**INTERMEDIATE 5<sup>TH</sup> GRADE EDUCATOR, CLARK ELEMENTARY**

**2003-2007**

**INTERMEDIATE 5<sup>TH</sup> GRADE EDUCATOR, MINNEHA CORE KNOWLEDGE MAGNET ELEMENTARY**

**1998-2003**

**INTERMEDIATE 3<sup>RD</sup> & 4<sup>TH</sup> GRADE EDUCATOR, PRICE-HARRIS COMMUNICATIONS ELEMENTARY MAGNET**

**1994-1998**

**INTERMEDIATE 4<sup>TH</sup> GRADE EDUCATOR, COLLEGE HILL ELEMENTARY**

**1994-PRESENT**

**SCHOOL AGE PROGRAM-ASSISTANT DIRECTOR**

Working with students from Kindergarten to 5<sup>th</sup> grade before and after school at each of the schools that I was assigned.

## EDUCATION

**MAY 1987**

**ASSOCIATE OF ARTS, BUTLER COMMUNITY COLLEGE**

I attend BCC after graduating from Flinthills High School. I earned a GPA of 3.5 and was involved in the performing arts department in both music and drama. I attended BCC with a music scholarship.

AUGUST 1994

**BACHELOR OF SCIENCE, NEWMAN UNIVERSITY**

I attended Newman University and earned a GPA of 3.75. I was awarded Magna Cum Laude.

## **SKILLS**

- Committed to learning
- Teamwork
- Collaborative
- Leadership
- Problem solving

## **ACTIVITIES**

I serve on multiple school and district committees from leadership to labor management, district classroom teacher awards committee, and peer consultant governing board. I am active with United Teacher of Wichita serving on the executive board and current UTW secretary. I also serve on the Kansas National Education Association Board of Directors and the KNEA Social Justice Committee.



# Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | [www.ksde.org](http://www.ksde.org)

## NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

### NAME OF BOARD/COMMISSION/COMMITTEE:

- ☐ Professional Standards Board ☒ Licensure Review Committee ☐ Professional Practices Commission  
☐ Regulations Committee ☐ Evaluation Review Committee ☐ Policies and Procedures Committee

Nominated by (organization) Kansas NEA Date 10/10/2022

Nominee's Name Allen R. Gallaway Occupational Title Educator  
Place of employment (Facility) USD259 Address 903 S. Edgemoor  
City Wichita State Kansas Zip 67218-  
Home address 713 S. Highland Drive  
City Andover State Kansas Zip 67002-  
Home e-mail growlin1965@yahoo.com Work e-mail agallaway@usd259.net  
Work Phone (316 ) 973 - 8100 Home Phone (316 ) 841 - 6011  
Fax Number ( ) -  
State Board District (that you work in) 8

### Please state briefly:

**Qualifications** for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.**

I have participated in multiple committees from leadership to labor management. district classroom teachers awards committee and the peer consultant governing board. I am also currently serving on the Kansas NEA Board of Directors and the KNFA Social Justice Committee

### Working and educational experience which might be pertinent to this appointment.

Elementary educator for 28 years. currently teach t Linwood Elementary as an intermediate 5<sup>th</sup> grade educator.

I have worked my entire career in public education

Post graduate I have attended Wichita State University Friends University & Baker University

### Nominee represents school district or post-secondary institution size of:

- ☐ 0-400 ☐ 400-1200 ☐ 1200-2500 ☒ 2500-5000 ☐ 5000 and over

### (To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201

# License Review Committee

## Higher ED

Jessica Bird  
Newman  
20##  
KSBE District 8  
Pending KSBE  
Vote

## Administrator (1, Building, 1 District)

Daniel Brungardt  
USD 204  
2023  
KSBE District  
1,2,4  
District

Cody Calkins  
USD 215  
2023  
KSBE District 5  
Building

## Classroom Teacher (1 Elementary, 1 Middle, 1 Secondary, 1 SPED)

Tricia Schechter  
USD 376  
2024  
KSBE District 7  
Middle

Brittany Hullman  
USD 382  
2023  
KSBE District 7  
SPED

Anita White  
USD 250  
2023  
KSBE District 9  
Secondary

Allen Gallaway  
USD 259  
20##  
KSBE District 8  
Pending KSBE  
Vote



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[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 Resolution of 2023 Board Meeting Dates
- 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.

**Item Title:**

Act on Resolution for 2023 Board Meeting Dates

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the Resolution establishing the 2023 calendar of Board meeting dates, time and location.

**Explanation of Situation Requiring Action:**

The Kansas State Board of Education is required by Statute 72-249 to meet at least once a month. During the month of January of each year, the Board shall adopt a Resolution specifying a regular meeting time of the Board, including hour of commencement, day of the week and month. The 2023 schedule of meeting dates, which the Board agreed to in August 2021, is provided.

All official actions of the State Board shall be taken at official meetings open to the public.

## RESOLUTION

Be It Resolved that:

The Kansas State Board of Education will conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. Therefore, unless modified as necessary by the Kansas State Board of Education, its regular meetings shall comply with the following schedule:

2023 Dates	Meeting	Location
January 10-11	Regular Board Meeting	LSOB, Topeka
February 14-15	Regular Board Meeting	LSOB, Topeka
March 14-15	Regular Board Meeting	LSOB, Topeka
April 11-12	Regular Board Meeting	LSOB, Topeka
May 9-10	Regular Board Meeting	LSOB, Topeka
June 13-14	Regular Board Meeting	LSOB, Topeka
July 11-12	Regular Board Meeting	LSOB, Topeka
August 8-9	Regular Board Meeting	LSOB, Topeka
September 12-13	Regular Board Meeting	LSOB, Topeka
October 10-11	Regular Board Meeting	LSOB, Topeka
November 14-15	Regular Board Meeting	LSOB, Topeka
December 12-13	Regular Board Meeting	LSOB, Topeka

## CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 10th day of January, 2023.

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Barbara Hughes  
Secretary, Kansas State Board of Education



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Jim McNiece  
District 10

## WEDNESDAY, JANUARY 11, 2023 MEETING AGENDA

- |            |  |
|------------|--|
| 9:00 a.m.  | 1. Call to Order –   |
|            | 2. Roll Call   |
|            | 3. Approval of Agenda  |
| 9:05 a.m.  | (IO) 4. Career and Technical Student Organizations (CTSO) Report and Presentations                         |
| 9:35 a.m.  | (IO) 5. Kansas Mathematics Proficiency Report – Kansas MTSS & Alignment                                    |
| 10:05 a.m. | (IO) 6. Announcement of Board Member Committee Assignments   |
| 10:15 a.m. | (AI) 7. 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 |
| 10:45 a.m. | (AI) 8. Act on Sunflower Summer 2023 Proposal  |
| 11:00 a.m. | (IO) 9. Recognition of 2023 Superintendent of the Year   |
| 11:30 a.m. | <b>Recess for CTSO Luncheon</b><br>(12:00 p.m. Topeka-Shawnee County Public Library)                       |
| 1:30 p.m.  | <b>Board Retreat</b><br>(Kansas Health Institute – 212 SW 8 <sup>th</sup> Ave)                             |
| 3:30 pm.   | <b>ADJOURN</b>   |

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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: February 14-15, 2023

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

**Agenda Number:** 4

**Meeting Date:** 1/11/2023



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**Item Title:** Career and Technical Student Organizations (CTSO) Report and Presentations

**From:** Beth Fultz

CTSO Citizenship Day offers the Kansas State Board of Education a chance to meet the elected state leaders of the various Career and Technical Student Organizations. At the same time, these student officers are provided a unique opportunity to gain a better awareness of the individual roles, such as members of the State Board, have in Kansas public education. CTSO state leaders represent each organization and will make brief remarks during the presentation about their organizations and share how their organization plays a role in helping fellow students work towards postsecondary success through the Individual Plan of Study (IPS) process.

**Agenda Number:** 5

**Meeting Date:** 1/11/2023



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(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Kansas Mathematics Proficiency Project Report – Kansas MTSS & Alignment

**From:**

Todd Wiedemann, Co-Director of Kansas MTSS & Alignment will provide an overview and progress report on the Kansas Mathematics Proficiency Project.

The Kansas Mathematics Proficiency Project is made possible through ESSER funds approved by the State Board of Education for learning loss. Kansas MTSS is funded through Part B funds administered by the Kansas State Department of Education's Special Education and Title Services.



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Jim Porter  
District 9

Jim McNiece  
District 10

**Subject:** Announcement of Board Member Committee Assignments

The State Board of Education's newly elected Chair will announce the selection of Board members to serve on the various committees with State Board representation.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 1/11/2023

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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 provide the staff response to public hearing testimony.

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.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating: Deputy Commissioner: Commissioner:  
Randy Watson

Meeting Date: 1/11/2023

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### **Item Title:**

Act on Sunflower Summer 2023 Proposal

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve the plans presented at the December 2022 Board meeting for expenditure of the remaining money allocated for the Sunflower Summer program in 2023.

### **Explanation of Situation Requiring Action:**

Janine Hron, associate director for KU's Center for Public Partnerships & Research, and Michael Koonce, director, administrative services at Greenbush, told Board members at the December 2022 Board meeting 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.

# Sunflower Summer



Program Concepts for Summer 2023

December 13, 2022

# 2022 Program Reach



**105 of 105**  
counties of  
residence

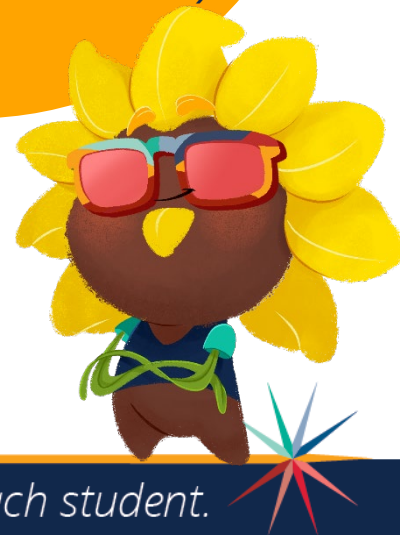


**285 of 286**  
Kansas school  
districts



**118,477**  
individual  
students  
*(non-duplicated count)*

**121,198 Total Student Venue Visits**



# 2023 “Go Big” Program Planning



## Expanded Venues

**104+ Total Venues**

*Extend further in low-density areas*

*Wait list venues*



## Special Events

*Parks and Wildlife Camp Outs*

*Wichita Wind Surge*



## Day Camps

**Statewide Opportunities**

*Kansas Service Centers*

*K-State Extension*

*BSA Awareness Camp*



## Legacy Lessons

*Create a series of broadly relevant educational video artifacts for educational use*

*(For consideration)*



# Communications and Marketing



## **Announce Finale**

*While Resources Last*

**Calibrate messaging  
throughout**

*KSDE Stakeholders*

*Participating Venues*

*General Public*



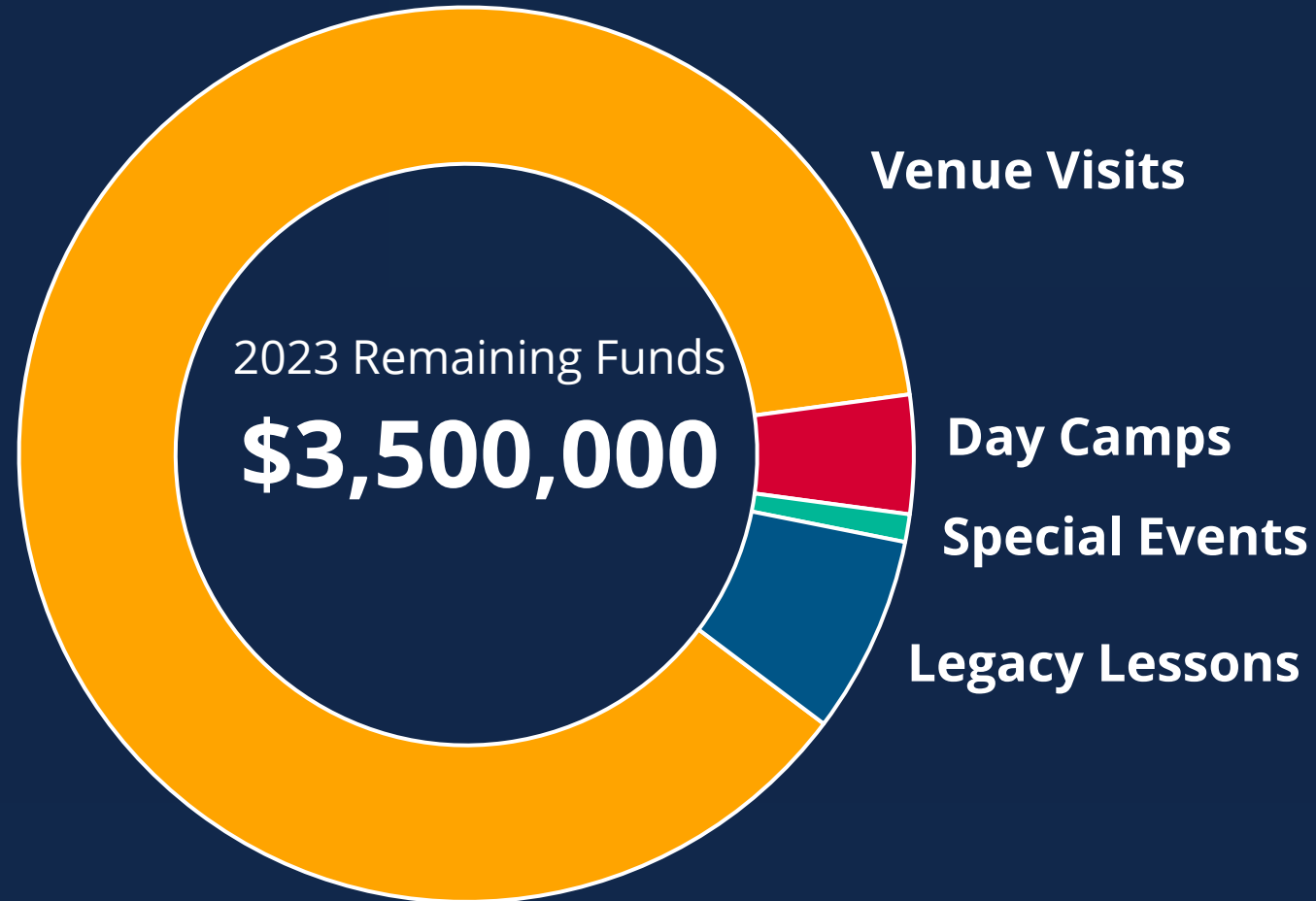
## **Celebrate Kansas**

*New/More Venues*

*New Day Camps*



# Financial Strategy



**Agenda Number:** 9

**Meeting Date:** 1/11/2023



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[www.ksde.org](http://www.ksde.org)

**Item Title:** 2023 Kansas Superintendent of the Year

**From:** Denise Kahler

The Kansas State Board of Education will have the pleasure of hearing from Dr. Mike Argabright, Superintendent of Southern Lyon County USD 252, who was named 2023 Kansas Superintendent of the Year by the Kansas School Superintendents' Association.

He will briefly share some of the things being done in Southern Lyon County USD 252 to meet the State Board of Education's outcomes for measuring progress towards achieving the board's vision of "Kansas leads the world in the success of each student." He also will be available to respond to questions from Board members.

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