

**KANSAS STATE BOARD OF EDUCATION
MEETING MINUTES**

September 12, 2000

CALL TO ORDER

Chairman Voth called the meeting to order at 10:01 a.m. on Tuesday, September 12, 2000, in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

Members present were:

Steve Abrams	I.B. "Sonny" Rundell
John Bacon	Harold Voth
Mary Douglass Brown	Bill Wagnon
Val DeFever	Janet Waugh
Linda Holloway	Bruce Wyatt

APPROVAL OF THE MINUTES

Chairman Voth asked for approval of the minutes of the August meeting. Mrs. DeFever moved, with a second by Dr. Abrams, that the minutes be approved as submitted. The motion carried.

APPROVAL OF AGENDA

Chairman Voth asked for any changes or additions to the agenda. Dr. Abrams asked that an item concerning Visiting Scholars certificates be pulled from the consent agenda so he could receive additional information about it. Mrs. Brown asked that an item concerning competitive grants for homeless children and youth be pulled so she could ask staff for additional information. Mrs. Holloway moved, with a second by Dr. Wagnon, that the agenda be approved as modified. The motion carried.

RECOGNITIONS

Blue Ribbon School - Frontier Trail Junior High

Deputy Commissioner Dale Dennis introduced Mark O'Dell, Principal of Frontier Trail Jr. High, Olathe school district. He also introduced Ron Wimmer, Superintendent of the district. Mr. O'Dell introduced Assistant Principal Ken Taylor and teachers Maureen Donigan, chair of the QPA Committee, and Steve Marsh, member of the Site Council Academic Committee. Mr. Taylor and Mr. March passed out information on the school and coffee mugs to the Board. Mr. O'Dell reported on the major factors that contributed to Frontier Trail being judged a Blue Ribbon School by the U.S. Department of Education. Those factors included the ability and willingness of school staff to accept change, as witnessed by the

school's involvement with the QPA process. He indicated that Frontier Trail had been a QPA pilot school and was the first Olathe district school to be accredited. He stated that many of the data requirements of the Blue Ribbon application process had already been gathered during the QPA accreditation process. He indicated that staff was dedicated to a common goal, which was to identify and serve the needs of all students. He also reported on the belief and commitment to providing a safe and drug-free school with a climate of mutual respect. He noted the commitment to staff development and student learning in the school. Lastly, Mr. O'Dell reported that throughout the process the thing that had made him the most proud was a comment by the Blue Ribbon School site visitor who in his concluding meeting at the school made note that the true mutual respect between staff and students had created a rich learning environment. Board questions followed. Dr. Wagnon asked why more schools didn't apply for the Blue Ribbon designation. Mr. O'Dell indicated that the application was very time consuming and that time had to be available to bring together staff and parents to put together the application. At the conclusion, Mr. O'Dell was presented with a certificate of recognition from the Board and stood for pictures with the Commissioner and Chairman Voth.

CITIZENS' OPEN FORUM

Chairman Voth opened the citizens' open forum at 10:17 a.m. Those who addressed the Board were Ramona Huggins, Olathe; Barb Brown, Olathe; Gerald Helgoth, Dove, Nebraska; Carol Fine, Denver, Colorado; Kim Brown Kurz, Olathe; Mandy McElroy, Overland Park; Kathy Marsh, Olathe; Chris Kurz, Olathe; David Schauner, KNEA, Topeka; Ilene Holt, Abilene; Jeanne Livingston, Abilene; Stan Thomas, Talmage-Chapman; Tony Frieze, Chapman; John Calvert, representing the Intelligent Design Network, Lake Quivera; and Adrian Melott, Lawrence. Chairman Voth declared the open forum closed at 11:01 a.m. and called for a break until 11:15 a.m.

Christa McAuliffe Fellows ? Julie Bliese and Rhonda Reist

Deputy Commissioner Dale Dennis introduced Julie Bliese, teacher at Kathryn O'Loughlin McCarthy Elementary School, Hays, and 1998 Christa McAuliffe Fellow, and Rhonda Reist, teacher at Olathe North High School, Olathe, 1999 Christa McAuliffe Fellow. Ms. Bliese described the F.I.N.D.S Project, developed in partnership with Fort Hays State University, the Sternberg Museum and Kansas schools. She reported the purpose of the project was to benefit Kansas K-8 teachers and students by improving teaching skills and the quality of instruction in natural science with a focus on natural habitat, and plant and animal wildlife from Kansas and the Great Plains Region. She reported this purpose was to be accomplished through instruction provided in inservice training and workshops on inquiry-based learning methods for existing and pre-service teachers, construction of Discovery Kits and opportunities to field test the kits with students and teachers in Kansas schools. The Discovery Kits were to be developed to coordinate district and state objectives integrating national science standards and to complement existing science education themes in schools. Ms. Bliese indicated that twenty-four teacher-developed kits had been produced and were in the process of being replicated and used by the Children's Discovery Room at the Sternberg Museum of Natural History and would be made available for use in classrooms across the state. Ms. Bliese also reported on the Kansas Wheat kit she had developed and used in her first grade classroom. She shared student work and project materials from her classroom with

the Board. Ms. Bliese reported on participation in the program to date and the approximately 2500 students in classrooms across the state who had benefited from work done by teachers and community members in the program. Board members asked Ms. Bliese questions about the Discovery Kit she had developed.

Rhonda Reist, high school science teacher at Olathe North High School, shared details of her project "Operation: Dream, Design, Discover!" which was designed to provide resources to high school students to research, develop, build and maintain twelve museum-quality hands-on science exhibits similar to those used at the Exploratorium in San Francisco. She reported that she and her students had developed diverse skills in the design and production of the three exhibits that had been completed to date. Those skills included basic construction, electrical wiring, graphic design, welding and machining. Ms. Reist indicated the students were assisted in learning these skills in cooperation with community businesses and the math, industrial arts, physics and chemistry departments of the high school. She reported on plans to complete the construction phase of the project, develop additional classroom resources for elementary students to be used in the schools where the exhibits will be located, and provide training for teachers. Ms. Reist indicated that plans were to have a minimum of four exhibits in schools by December of 2000, with the intent that the exhibits tour participating elementary schools where they will be located for use by students a month at a time. Ms. Reist stated that one result of the project was a classroom furnished with everything she needed and almost everything she wanted. At the conclusion of the presentations, Ms. Bliese and Ms. Reist were presented with certificates of recognition from the Board and stood for pictures with the Commissioner and Chairman Voth.

REPORT ON PRINCIPAL LEADERSHIP INSTITUTE 2000

Katherine Weikert, Director of Administrator Services and Coordinator of the Kansas Principal's Leadership Institute for the United School Administrators (USA), gave the Board an update on the Principal Leadership Institute, jointly sponsored by the Kansas Department of Education and USA. She reported that twenty-two principals participated in the nine days of training that comprised this year's Institute. Ms. Weikert introduced Dr. Bill Furtwengler, Professor, Wichita State University, who, along with Dr. Randy McDaniel, who was unable to be present, lead the Institute. Dr. Furtwengler reviewed the major purposes of the Institute, which were to improve leadership skills; sharpen the focus on instruction and learning; examine strategic change options; and the collection, analysis and use of data in decision-making. He also reviewed how those goals were accomplished based on questionnaire data from the participant's school - the teachers and supervisors, and self-reports. He reported that the questionnaires explored leadership effectiveness; school performance; the frequency with which teachers used different instructional strategies; the influences on the teachers' choice of different instructional strategies; how each group viewed the institutional character and life of the school; and information about the specific ways teachers, the principal and the superintendent believe they learn and their preferences for learning strategies. Additionally, institute participants received instruction about strategies to help improve leadership and school performance and how to write performance contracts for their individual performance goals. Dr. Furtwengler indicated that two vital components of the Institute were the individual coaching each principal received and the opportunity to interact with other principals and develop a supportive network.

Dr. Furtwengler introduced two principals who spoke about their experience with the institute. Mr. Ken Reikert, Maize High School, reviewed how he was using the survey results from his school to become more collaborative and delegate more responsibility; to work on becoming more approachable to the school staff; to use inservice training to help teachers allow students to taken more responsibility in the educational process; and to help his teachers with self-review and evaluation in a risk-free environment. He also noted that the program helped him become more aware of his leadership capabilities in areas which are critical to sharing a vision and empowering others to work for its accomplishment.

Layne Hunley, Shawnee Heights Elementary School, also reported on her experiences with the program, sharing reasons why participation in the Institute was so worthwhile. Among those, she noted that program materials were relevant and aimed to inspire, provoke and guide participants; how effective the group activities were in developing an understanding of leadership concepts and analyzing and improving personal leadership styles and group interaction skills; the quality of the guest presenters; the value of the data collected in informing personal and school improvement and developing strategies for personal and school wide change. She indicated that the Institute had been the single most valuable educational experience in which she had participated in over 200 hours of undergraduate and graduate school preparation and thanked USA and the State Board for the opportunity.

In the Board questions and discussion that followed, the issue of barriers to participation in the program was explored. Additionally, Mr. Bacon requested that the developers of the leadership institutes for principals and superintendents be encouraged to include input from parents in the data gathered for development of individual participant goals.

The Board recessed for lunch at 12:18 p.m. and returned at 1:30 p.m.

INTRODUCTION OF THE STATE ADVISORY COUNCIL FOR SPECIAL EDUCATION

Dr. Alexa Pochowski, Team Leader of Student Support Services, introduced Sue Stacy, Chairman of the FY 2000-2001 State Advisory Council for Special Education. Ms. Stacy introduced members present who were: Shirley Armentrout, Lorraine Bockorny, Larry Cyrier, Bill Daugherty, Joe Porting, Barb McGrath, Ray Petty, Patricia Schremmer, Kent Selby, Sheila Simmons, Janice Suddath, Danny Thornton, Karen Untereker, Jim Wheeler and Tom Skrtic. Council member Jerry Stewart was unable to be present.

STATE BOARD OF EDUCATION FY 2002 BUDGET

Deputy Commissioner Dale Dennis with the help of Ron Nitcher, Team Leader, Agency Budgeting and Program Accounting, and Bob Gast, Team Leader of Recognition Programs, Graphic Arts and Printing, passed out copies of the *2000-2001 Kansas Educational Directory*, the *2000-2001 Directory of Superintendents*, *Guidelines for QPA Team Reimbursement and Potential Recognition for QPA Accreditation Team Members*, and the *Executive Summary of the Kansas Board of Education Budget*. Mr. Dennis indicated he had worked with Assistant Commissioner Freden and Board member Abrams in

the development of the QPA team guidelines. There were no questions from the Board regarding the guidelines. Mr. Dennis then discussed the budget and its reception around the state. He indicated that for the most part it had been for well received. He noted that Mrs. DeFever would be presenting it to the Governor's Vision for the 21st Century Task Force and before the Special Committee on Preschool and K-12 Matters. Asked about reaction to the proposed funding change for special education, Mr. Dennis reported that there was resistance from special education directors because of census-based funding and the issue of funding 100% of excess costs. He indicated that there also appeared to be concern that organized special education advocacy would be lost. Additional discussion followed about full-day kindergarten. Some of the issues discussed were whether the availability of funding would push all schools to provide it; the need to change curriculum to a full-day program; and the impact of the change on parents who would like to have their children attend only half a day. Mr. Dennis noted that kindergarten attendance was not mandatory. Mr. Dennis also reported that state general fund receipts for the first two months of the fiscal year were within one million dollars of projections.

ADOPTION OF STUDENT LEVEL PERFORMANCE STANDARDS AND BUILDING LEVEL STANDARDS OF EXCELLENCE FOR STATE ASSESSMENTS

Student Level Performance Standards

Dr. Cherie Randall, Assessment Coordinator, reviewed the process used in developing the five recommended student performance levels of *Advanced*, *Proficient*, *Satisfactory*, *Basic* and *Unsatisfactory*. She reported that sixty teachers, principals and curriculum directors met and considered the difficulty of the assessment; studied the data collected by the Center for Education Testing and Evaluation (CETE) regarding teacher assessments of the proficiency of individual students compared to their scores on the assessments; and studied the test data alone, in small groups, and with actual state score distribution data. Giving consideration to the difficulty of the assessments, new recommended performance level cut scores were developed for reading, mathematics and writing. Board discussion followed about defining the *Advanced* category with a score of 70% in tenth grade and 75% in fourth and seventh grade. Several members expressed concern about what the effect of lowering the levels to those percentages. Dr. Tompkins explained that the cut scores reflected how difficult the tests were and were based in part on teacher perceptions from classroom experience and knowledge of the abilities of their students. Dr. Abrams questioned whether this wasn't a move away from criterion-referenced to a more norm-referenced type of tests. He suggested that the issue of student proficiency levels relating to the state assessments be considered for study, discussion and evaluation after the new Board is seated in 2001. Dr. Tompkins indicated that if the proficiency levels were set too much higher than what is being taught in the classroom, the data would not be useful for showing improvement over time. Dr. Wagon stated that the approved standards upon which the assessments were based were intended as a goal to be achieved by changing actual practice and curriculum alignment over time. There was discussion of ways to explain the scoring to parents and the public. Suggestions included the release of some tests items after they had been used, participation in a "Take the Test" day, as well as a parent booklet of expectations.

Building Level Standard of Excellence

Dr. Cherie Randall, Assessment Coordinator, also reviewed the process used in developing the recommended Building Level Standard of Excellence. She indicated that the level was to be based on building means and that the Board asked that it be descriptive of student distribution. She also indicated that the model that was generated by CETE and used in developing the recommendations was devised to meet administrators' objections to having a certain percent of students in each category and their desire that a building index be developed. She reported that fifty-six superintendents, principals and curriculum directors met and considered the difficulty of the assessment; studied the actual building data distribution, the percentages of students in performance levels; and considered the percentage of buildings which would be identified as schools of excellence. She noted that their recommendations, along with the CETE model, were used by Department staff to develop the recommendation presented to the Board. Dr. Randall reviewed the CETE model and the building index to be used in the equation for determining a building's rating. She also walked the Board through an example, which illustrated how the model would be used. The question was raised about using building level standards of excellence for scores which were not reflective of student learning. Dr. Adams, Team Leader for Student Improvement and Accreditation, responded that movement in percentages in the different proficiency levels over time would be instructive regarding how well instruction was addressing the needs of students at all levels of ability. There was also discussion about not using a building level standard of excellence, but Dr. Randall indicated the law required it.

Dr. Abrams moved, with a second by Mrs. Defever, that the Board adopt the staff recommendations for student level performance standards and building level standards of excellence for the Kansas assessments in mathematics, reading and writing. The motion carried 9-1, with Dr. Wagon voting "no".

DRAFT SCORING RUBRIC FOR CHARTER SCHOOL PETITIONS

Mr. Ken Gentry, Team Leader, Supplemental and Consolidated Programs, asked Board members for any modifications or suggestions regarding the proposed scoring rubric for reviewing charter school petitions. No suggestions were made, but Dr. Wagon asked what the timeline would be for the approval of charter school petitions. Mr. Gentry indicated that as soon as the rubric was approved, it along with a notice of the application opportunity would be sent out to schools. Additionally, he noted that the schedule and locations for workshops on the application process would be announced. Mr. Gentry reported that the application deadline to the Board is February 1, 2001, and final action taken by April 1st.

INTERIM REPORT ON AT-RISK FOUR-YEAR OLD PROGRAM EVALUATION

Dr. Sherrill Martinez reviewed the results of the second interim evaluation of the two-year four-year old at-risk program. She reported that the study was now comprised of an at-risk group and a comparison group that entered the program in 1998-1999 year, which was in kindergarten during the second year of the study, and a new group of four-year olds who entered the program for the 1999-2000 year. Dr. Martinez indicated data was analyzed from the results of performance on the Developmental Checklist

of the Work Sampling System given at the end of the year compared to results from the beginning of the year, the comparison group and the 1998-2000 four-year old. Data for gains in the domains tested was also analyzed based on pre-school attendance, gender, socioeconomic status and English speaking ability. Dr. Martinez reported that the students' progress would be followed until the fall of their second grade year but that difficulties had already been encountered because of attrition in both the initial at-risk and comparison groups. She indicated that of the 1,292 at-risk children served in the first year of the study only 569 returned in the second year and that attrition in the comparison group was similar. Board questions followed. Dr. Martinez clarified that the study would end in the second grade year in the fall after the second-grade diagnostic assessment in reading was given.

POLICY IMPLICATIONS OF STUDY OF PROFESSIONAL DEVELOPMENT PRACTICES

Dr. Freden reviewed the policy implications, which were contained in the report on professional development practices study presented to the Board in August. Board discussion and questions followed. Several Board members indicated they liked the suggestion that the legislature be asked to specify a required number of days for staff development, but they also expressed concern that specifying a number of days would not necessarily guarantee the quality of what was provided. It was suggested that expectations for professional development should be developed instead. Dr. Freden was asked to get additional information on several items, including determination of the fiscal impact of the recommendations and information on what districts spend on staff development per year. Dr. Wagnon also suggested that a study be considered on the impact of research models on school district decisions about what staff development and inservice models are used; what is currently being used; and what is being accomplished. He also stressed that staff development should be connected to the accreditation process and accountability. Dr. Abrams added that the appropriateness of models used should also be studied, to which Dr. Freden responded that best practices would need to be defined for the model.

The Board took a break from 2:50 p.m. until 3:05 p.m.

POLICY IMPLICATIONS FROM THE STUDY ON EARLY CHILDHOOD EDUCATION

The Board discussed the policy implications resulting from the study early childhood education in Kansas which was presented to the Board at the August meeting. Those recommendations were:

1. The Board should continue to advocate and request full funding of the Parents as Teachers program, the at-risk four-year old program, and full-day kindergarten. The Board should also seek to expand the Parents as Teachers program to include children to the age of four.
2. Working with other agencies, staff should continue to work on high-quality staff development opportunities in the area of early childhood/child development for teachers and paraprofessionals. In addition, the Board should express formal concern regarding the lack of coordination of state agencies around the topic of early childhood staff development;

3. In cooperation with local school districts and other state agencies, staff should develop, adapt or identify model curriculum for the early childhood education programs, with the curriculum model reflecting the use of best practices and current research; and
4. Department staff should work with the staff of local districts and other agencies and organizations to define school readiness and to develop, adapt or adopt a set of instruments to measure school readiness in the state. Additionally, staff should find ways to make readiness data meaningful and helpful to teachers and parents.

School readiness indicators were discussed at some length. Mr. Rundell moved, with a second by Mrs. DeFever, that the Board act to direct staff to proceed with action on the early childhood recommendations. The motion carried 7-3. Those voting "no" were Mrs. Brown, Mrs. Holloway and Mr. Bacon.

REPORT ON READING RECOVERY RESEARCH

Connie Briggs, Director of the Reading Recovery Program for Kansas at Emporia State University, reviewed the program model for Reading Recovery, an early intervention model designed for at-risk students and directed at the bottom 20% of first graders who were the lowest achieving children in reading and writing. She also reviewed how data on program results was collected and evaluated. She reported that tests given at the beginning of the 1998-1999 Kansas program and again in the spring, showed gains in writing, vocabulary, dictation and text reading. The average gain in text reading was from a .8 level to an 18.2 level, with a level 16 being the national average. She noted that the results from testing at the end of the twenty-week program compared to the spring scores showed that text reading continued to improve, with growth from 16 at the end of the program and 18.2 in the spring. Reviewing national statistics for the program, she reported that 67% of students who completed the program did so within 1-19 weeks. She also reviewed national data that confirmed the gains reported in Kansas. Dr. Briggs reported that there was a good opportunity for a longitudinal study of program data in Kansas because of several districts that have used it almost from the beginning when it was offered in the state. Two of those districts are Winfield, which has used the program since 1993, and Tonganoxie. She reported sixth grade students in Winfield who had participated in the program in 1993, continued to show above average performance. Dr. Briggs noted that participation in the program also reduced the number of students put into special education. Board discussion followed.

RECOMMENDATIONS FROM SURVEY OF PRINCIPALS ON SECONDARY READING

Dr. Freden reviewed the recommendations from the survey of secondary principals on reading that were presented to the Board in August. They included: 1) distribution of the survey report to superintendents and middle school and high school principals, along with a recommendation that schools which do not already provide a special program for struggling readers should do so; 2) staff should work with appropriate committees and organizations to identify and publicize models of effective secondary reading programs; 3) staff should develop and implement, in cooperation with appropriate committees,

organizations and individuals, a secondary reading staff development program targeted to all secondary teachers; and 4) the Board should consider requesting that the standards committee developing the general requirements for all secondary teachers consider including a reading preparation standard. Dr. Freden indicated that there would be fiscal implications for both recommendations one and two. Board discussion included the comment that training in basic reading skills should be required for all secondary teachers and that it could perhaps be required as part of the recertification requirements. It was also suggested that any program models suggested by staff should be for programs that show consistent longitudinal improvement. Dr. Wagnon moved, with a second by Mr. Rundell, that the Board adopt the recommendations on secondary reading as proposed. The motion carried.

CONSENT AGENDA

Dr. Abrams asked for the Board to reconsider the staff's recommendation to a deny request for a visiting scholar certificate for Robbie Cline. He stated that in all likelihood the school district had done all it could to fill the position with a certified individual and had no other options in order to offer French and Spanish classes. He asked that the item be voted on separately. Mr. Rundell moved, with a second by Mrs. DeFever, that the Board approve the consent agenda without the request for the visiting scholar certificate for Robbie Cline. The motion carried.

In the consent agenda, the State Board:

- Received the monthly personnel report.
- Confirmed the special projects appointments of Ronald Folk to a 50% time Education Program Consultant position under the Advanced Placement Incentive grant, effective August 21, 2000, at a biweekly rate of \$738.81; Scott Cottrell to a Programmer II position under the Child/Adult Care Food Program, effective August 28, 2000, at a biweekly rate of \$1,340.80; Ginger Gudenkauf to a 50% time unclassified Secretary I position under IDEA, Part B-Administration, effective August 28, 2000, at a biweekly rate of \$322.40; and Dr. Robert Maille to the unclassified position of Superintendent, Kansas State School for the Deaf, effective September 18, 2000, at a biweekly pay rate of \$3,384.62.
- Approved reorganization of South Central Kansas Education Service Center to allow the Goddard and Winfield school districts to withdraw, and the Mulvane and Valley Center school districts to join.
- Approved school construction plans for Cheylin, USD 103; Osborne County Schools, USD 392; Southern Lyon County, USD 252; Northwest Kansas Technical Center; Topeka Public Schools, USD 501; Salina, USD 305 (2); McPherson College; Osage City, USD 420; Johnson County Community College; Kingman- Norwich, USD 331; Girard, USD 248; Christ's Bible Church, Nickerson; Cloud County Community College; Ulysses, USD 214; Thomas Moore Prep-Marian; Stockton, USD 271; Weskan, USD 242; Century School, Overland Park; and Coffeyville, USD

445.

- Approved Plan of Change of Method of Election and Voting Plan for USD 445, Coffeyville.
- Approved Cycle 1 accredited status for USD 497: Lawrence South Jr. High School and Southwest Jr. High School; Lutheran Schools (Topeka): Linn Lutheran, Bethany Lutheran Elementary (Wichita), St. Pauls Lutheran Elementary (Cheney), St. Johns Lutheran Elementary, Trinity Lutheran Elementary (Winfield) and Grace Lutheran; USD 305: Whittier-Bartlett; USD 259: Alcott/Burger King Academy, Kellogg Science/Tech Magnet School, Riverside Cultural Arts/History Magnet, and Hadley Middle School; and Wichita Catholic Diocese: Holy Name Catholic Elementary (Winfield); and approved Cycle 2 accredited status for USD 453: Howard Wilson Elementary; USD 229: Tomahawk Ridge Elementary; USD 437: Wanamaker Elementary; USD 328: Wilson Jr./Sr. High School; USD 382: Mattie O Haskins Elementary; and USD 418: Washington Elementary.
- Approved requests for waiver of state QPA regulations for the 2000-2001 school year from districts to utilize the services of individuals to teach courses as follows: USD 304-Valerie Kepple to teach Computer Studies at the secondary level; North Central Kansas Education Cooperative-Heather Johnson to teach Interrelated Special Education at the middle level and Timothy Wilson to teach Interrelated Special Education at the elementary level; Butler County Special Education Cooperative #490-Gayle Oaks to teach Interrelated Special Education at the elementary level; Leavenworth County Special Educational Cooperative #453-Joan Calway to teach Learning Disabilities at the elementary level, Jason Grider to teach Learning Disabilities at the secondary level, and Mariah Neff to teach Learning Disabilities at the middle level; Lawrence USD 497-Daniel Parker to teach Behavior Disorders at the elementary level and Katy Schmidt to serve in the same assignment as an emergency substitute for 40 instead of 30 days; and Prairie Hills Interlocal #635-Jessica Gean to teach Interrelated Special Education at the elementary level.
- Approved inservice education plans for USD 214 Ulysses; USD 270 Plainville; USD 308 Hutchinson; USD 329 Mill Creek Valley; USD 336 Holton; USD 375 Circle; USD 424 Mullinville; USD 440 Halstead; USD 489 Hays; USD 494 Syracuse; and USD 501 Topeka.
- Accepted the recommendations of the Certification Review Committee in cases numbered 1829, 1832, 1834, 1839, 1844, 1846-1847, 1849-1854, 1856-1862 and 1864.
- Denied the request for a Visiting Scholar Certificate for Tim McDonough to teach history at East High School, USD 259.
- Approved FY 2000-2001 Educate America Act Year Two-Seven Local Reform grants in the amount of \$7,000 for Elkhart USD 218, Jetmore USD 227, Wellsville USD 289, Quinter USD 293, Pretty Prairie USD 311, Colby USD 315, Pratt USD 382, Elwood USD 486, Columbus USD 493, and Ft. Hays Education Development Center; and for Newton USD 373- \$14,096, Lawrence

USD 497-\$42,068 and Ft. Hays Education Development Center-\$23,280; and approved Preservice Teacher Education/Professional Development Partnership grants in the amount of \$25,000 for Colby USD 315, Seaman USD 345, Augusta USD 402, Chanute USD 413, McPherson USD 418, Canton-Galva USD 419, Tonganoxie USD 464, Dighton USD 482, Ft. Larned USD 495, and SW Plains Regional Service Center; and for Erie-St. Paul USD 101, \$24,000.

- Approved FY 2000 Even Start Family Literacy grants for USD 250, Pittsburg, \$79,270; USD 259, Wichita, \$170,000; USD 383, Manhattan, \$153,000; USD 497, Lawrence, \$58,000; USD 500, Kansas City, \$104,992; USD 501, Topeka, USD \$135,950; and Garden City Community College, \$130,000.
- Approved 2000-2001 Kansas Mathematics Improvement grants in the amount of \$30,000 for USD 253 Emporia, USD 229 Blue Valley, USD 457 Garden City; and USD 501 Topeka; for USD 233 Olathe, \$35,304; USD 313 Buhler, \$17,549; USD 260 Derby, \$27,900; USD 268 Cheney, \$25,390; USD 437 Auburn-Washburn, \$15,500, and #622 ESSDACK, \$29,941.
- Approved 2000-2001 Homeless Grants for USD 233 Olathe, \$37,965; USD 259 Wichita, \$62,621; USD 261 Haysville, \$6,800; USD 475 Geary County, \$15,000; USD 500 Kansas City, \$28,287; USD 501 Topeka, \$34,396; and USD 457 Garden City, \$5,092 or an amount not to exceed \$10,000.
- Approved the request for a waiver from Title I regulations from USD 482 Dighton for Lincoln Primary and Dighton Grade School, to operate schoolwide programs.
- Approved requests for waivers of the education requirement for Parents as Teachers parent educator, from USD 216 Deerfield for Martha Rivas and from USD 501 Topeka for Mary Nesbitt.
- Received the 1999-2000 annual report of the State Advisory Council for Special Education.
- Approved a Carl Perkins statewide leadership grant for Emporia State University for a Technical Education Curriculum Guide for Marketing Education, \$5,600.
- Set a public hearing date of December 12, 2000 at 1:30 p.m. in the State Board Room on proposed amendments to Motorcycle Safety Regulation K.A.R. 91-5-14.
- Issued orders for USD 253 Emporia, USD 264 Clearwater, USD 266 Maize, USD 298 Wellsville, USD 329 Mill Creek Valley, USD 431 Hoisington, USD 445 Coffeyville, and USD 457, Garden City; for authority to hold elections on the question of the districts? general bond debt limitation.

Contracts Approved:

The State Board authorized the Commissioner of Education to negotiate and enter into contracts with:

- the Parents as Teachers National Center to provide supplies and training for the Parents as Teachers program in Kansas, with the contract amount not to exceed \$58,500;
- the United School Administrators (USA) to provide plan, coordinate and conduct one leadership institute for superintendents and one leadership institute for principals during the 2001 school year, with the contract amount not to exceed \$60,000; and
- the education service centers to assist schools on Title I improvement status, with the contract amount not to exceed \$250,000.

The Superintendent of the Kansas State School for the Blind was authorized to negotiate and enter into contracts for non-resident student tuition for the 2000-2001 school year as listed below with the contracts not to exceed the amount indicated:

- Oak Grove, Missouri School District for education services for one student \$10,000; and
- Savannah, Missouri School District for education services and extended day program for one student, \$17,000.

VISITING SCHOLAR CERTIFICATE

Dr. Abrams moved that the Board approve a visiting scholar certificate for Robbie Cline to teach Spanish and French in USD 371, Montezuma. The motion was seconded by John Bacon and failed on a vote of 5-5 with Mrs. DeFever, Mr. Rundell, Dr. Wagon, Mrs. Waugh and Mr. Wyatt voting "no".

The Board took a break at 4:20 p.m. and returned at 4:30 p.m.

EXECUTIVE SESSION

Dr. Wagon moved, with a second by Mrs. Waugh, that the Board recess into executive session for a period of thirty minutes for the purpose of discussing personnel matters affecting non-elected personnel, so that the privacy, confidentiality and other rights of such personnel would not be violated, and for consultation with the Board attorney for preservation of attorney-client privilege, and that the open meeting should resume at 5:00 p.m. The motion carried. The open meeting resumed at 5:00 p.m. Mrs. DeFever, with a second by Dr. Abrams, moved that the Board recess into executive session for a period of thirty minutes for the purpose of discussing personnel matters affecting non-elected personnel, so that the privacy, confidentiality and other rights of such personnel would not be violated, and for consultation with the Board attorney for preservation of attorney-client privilege, and that the open meeting should resume at 5:30 p.m. The motion carried. The open meeting resumed at 5:30 p.m. Dr. Wagon, with a second by Mrs. DeFever, moved that the Board recess into executive session for a

period of fifteen minutes for the purpose of discussing personnel matters affecting non-elected personnel, so that the privacy, confidentiality and other rights of such personnel would not be violated, and for consultation with the Board attorney for preservation of attorney-client privilege, and that the open meeting should resume at 5:45 p.m. The motion carried. The open meeting resumed at 5:45 p.m.

RECESS

There being no further business, Chairman Voth recessed the meeting at 5:45 p.m.

Harold Voth, Chairman Penny Plamann, Secretary

KANSAS STATE BOARD OF EDUCATION

MEETING MINUTES

September 13, 2000

CALL TO ORDER

Chairman Voth called the meeting to order at 9:00 a.m. on Wednesday, September 13, 2000, in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

Members present were:

Steve Abrams

Harold Voth

John Bacon

Bill Wagnon

Mary Douglass Brown

Bruce Wyatt

Val DeFever

Janet Waugh

Linda Holloway

Mr. Rundell was not present because of his attendance at a migrant education meeting out of state.

APPROVAL OF THE AGENDA

Chairman Voth indicated that Gil Coronado, National Director of the U.S. Selective Service was unable to be present and that action on the due process hearing opinion in the Kansas State School for the Deaf matter would replace the Selective Service item. Dr. Abrams moved, with a second by Mrs. Holloway, that the agenda be approved as modified. The motion carried.

INFORMATION ON NCATE 2000 AND TEAC

Dr. Martha Gage, Team Leader, Certification and Teacher Education, presented the Board with requested information about the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). Dr. Gage reported that the State Board had adopted the NCATE standards for use in Kansas in 1997 and that, currently, thirteen of the twenty-two teacher education institutions in the state had achieved both NCATE and Kansas State Board of Education (KSBE) accreditation. She also indicated that three additional institutions have elected to seek NCATE accreditation when they seek renewal of their KSBE accreditation; six institutions are accredited by KSBE using the NCATE standards; and two of the six have expressed interest in seeking NCATE accreditation in the future. Additionally, she indicated that all Regents institutions are required to have NCATE accreditation in addition to the KSBE accreditation. Dr. Gage reported that KSBE has a partnership with NCATE, which allows the state to set content standards for programs, and follows the NCATE standards for institutional accreditation. She reported that because of this partnership, there was efficiency and economy in the accreditation process. Each accreditation team is jointly co-chaired by an NCATE representative and a Kansas representative and the accreditation process consists of one visit, one report and one rejoinder. Dr. Gage indicated that even with joint visits, the accreditation decision is done by each accrediting organization. Additionally, she noted the prestige associated with NCATE accreditation, as well as the ease for graduate teachers to move from state to state because of the common standards used. She noted that both the 2000 NCATE and KSBE standards are performance-based and that the NCATE standards have been refined from four categories, twenty standards and sixty-nine indicators to six standards, two dealing with candidate performance: 1) candidate knowledge, skills and dispositions; and 2) assessment system and unit evaluation; and four addressing unit capacity: 3)

field experiences and clinical practice; 4) commitment to diversity; 5) faculty qualifications, performance and development; and 6) unit governance and resources. Dr. Gage indicated the president of NCATE would be in Topeka October 26th and information regarding the meeting would be sent to the Board.

Dr. Gage reported that the Teacher Education Accreditation Council (TEAC) was a new organization seeking approval from the U.S. Department of Education to be another accrediting agency for teacher preparation institutions. Dr. Gage indicated that accreditation within the TEAC model would be based on three central principles: 1) evidence of student learning; 2) valid assessment of student learning; and 3) institutional learning. Further, she noted that institutions using the TEAC process would develop their own standards and benchmarks and then demonstrate how those standards were being met. Dr. Gage indicated she would keep the Board updated regarding the TEAC request for U.S. Department of Education approval.

Mr. Bacon asked why some institutions resisted joining NCATE, to which Dr. Gage responded that it was difficult for some to meet the NCATE standards, but all that was required was a plan. Mr. Bacon requested a copy of the NCATE 1997 standards. Dr. Abrams commented that the NCATE standards dealt only with what an institution would do, not what was required of students or with academic content. Dr. Gage indicated that two of the six NCATE standards dealt with what was expected of students and the assessment of student qualifications and that the other four related to what the institution would do to ensure that students were able to gain the skills necessary to become qualified teachers.

KANSAS COMMISSION ON TEACHING AND AMERICA'S FUTURE (KCTAF) - MINORITY REPORT

Representative Ralph Tanner was present to discuss his minority report on the work of the Kansas Commission on Teaching and America's Future (KCTAF) whose report was presented to the Board in June. Noting that two-thirds of the state's revenue is spent on education in Kansas, he stated that there was no greater policy issue than education. Representative Tanner had given a copy of his written report to the Board in June. He reiterated his objections to the KCTAF's report and its recommendations, as well as the philosophy upon which they were based. He stated that the National Council for Accreditation of Teacher Education (NCATE) and Kansas State Board of Education licensure standards do not assure quality teachers, stating that NCATE was led by pedagogical experts without an academic undergirding. Representative Tanner expressed doubt that the KCTAF recommendation to establish an independent professional standards board would be successful in the legislature. He challenged the Board to address several areas, including: 1) the philosophy of the National Council for Accreditation of Teacher Education (NCATE), its teacher education standards, and the State of Kansas's partnership with it; 2) the need for the Board to lead and work in partnership with other groups and organizations whose responsibility it is to educate the young; 3) ways in which teacher training would have a more academic focus; 4) shortcuts in the training process for those who wish to enter the teaching field as a second career; 5) reexamination of notions that minimize individual achievement as the goals of schools; and 6) a redefinition of the philosophy that every child can learn. Representative Tanner recommended the

Milken Foundation teacher advancement program and noted that he, as Chairman of the House Education Committee, would support funding for a pilot of the program in Kansas. Board members discussed Representative Tanner's comments with him and expressed their concerns or agreement about the ideas he had presented.

The Board took a break from 10:30 a.m. and returned at 10:40 a.m.

PRESENTATIONS ON TEACHER MENTORING PROGRAMS

Dr. Martha Gage introduced Dr. Kent Runyan, Associate Professor in the College of Education, Pittsburg State University; and Dr. Sandy Chapman, USD 229, both members of the Task Force on Teacher Mentoring who would be reporting to the Board on new teacher mentoring programs with which they are working. Dr. Runyan introduced Linda Hazel of the Jones Institute at Emporia State University, and they reported on the joint effort among Pittsburg State University, Emporia State University, Kansas State University, Wichita State University, Southwestern College and the Southeast Kansas Education Service Center to develop and implement an infrastructure for continuous teacher training from undergraduate preparation to the third year of teaching. They reported that the Early Career Teacher Development Program, as the project is called, came from the need to retain the best and the brightest new teachers. They spoke of the collaborative effort to produce the best teachers in the state and how the positive

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program results could be documented in the 100 school districts which had participated. Dr. Runyan indicated that the program was designed to support new teachers, offer a vehicle for remediation for those who needed it, and perhaps suggest an alternative career for those who had entered the teaching field, but were unsuited for it. Ms. Hazel reported that the program was based on a Kansas needs assessment with information coming from teacher candidates and new teachers in their first, second and third year of teaching. From the needs assessment, support materials and mentor training materials were developed that were specific to those who would be using the service in Southeast Kansas. She indicated that work began with new teachers from Emporia State University and Pittsburg State University. Ms. Hazel and Dr. Runyan reviewed the goals of the program and how it was implemented within the participating school districts. They also reported on the training and support mentors received to help them be effective in their role. Additionally, they reviewed the hoped for goals to be accomplished upon successful completion of the program by the early career teacher. Board questions regarding mentor recruitment, new teacher recruitment, and evaluation and assessment of the new teacher followed. Dr. Runyan indicated that mentors were chosen by the school principal and that the superintendent and/or the principal of the participating school chose those new teachers who would

participate. Dr. Runyan noted that mentors did not participate in the assessment and evaluation of the new teacher because of the desire to foster a trusting, non-threatening relationship between mentor and mentored-teacher. He also reported on the numerous opportunities for interaction between teacher and teacher-mentor that were built into the program. Dr. Runyan also reported that the program committee would be looking at specific criteria for mentors during the upcoming year.

Dr. Sandy Chapman, Director of Staff Development for USD 229, Blue Valley, reported, with Walter Carter, Coordinator of Staff Development, on the Alliance for Education Excellence, which was the mentor program the Blue Valley district was using. Dr. Chapman reported that the Alliance was developed in partnership with the University of Kansas, the district and the National Education Association in Johnson County. She noted that during the first year of teaching, bridging from theory to practice is difficult for most new teachers and that the program is designed to assist the new teacher as he or she goes through different stages in the level of confidence and enthusiasm during the first year. The program was also developed to address the problem of retention of new teachers, many of whom leave the profession after three to five years, and the large number of teachers teaching in areas in which they are not certified. Dr. Chapman reported that the Alliance for Education Excellence was a four-part program for the beginning teacher which included: 1) a new teacher induction program, which was required of all new teachers with the goals of improving teaching performance and establishing collegial support; 2) a mentorship program to provide "just-in-time" support for the new teacher, improve teaching performance, increase the retention rate of new teachers and promote personal and professional well-being; 3) a peer assistance program designed to increase instructional effectiveness; and 4) the University of Kansas masters degree program. Dr. Chapman indicated that three master teachers were released from the classroom for up to three years for the peer assistance program. Each was assigned eight schools with which they would work with new teachers on instructional management. They would also be part of the appraisal process for the new teacher. Dr. Chapman noted that new teachers indicated they value the peer assistance the highest of the program components. She also reported on the district's support and encouragement of new teachers in their first and second year of teaching wishing to undertake the KU masters degree program. Board discussion followed about the development of mentor program models.

Because the meeting was running behind schedule, Chairman Voth asked that the discussion of the Kansas Commission on Teaching and America's Future recommendations be moved to the October meeting.

CRIMINAL HISTORY RECORDS CHECKS FOR CERTIFICATION APPLICANTS

Dr. Freden reviewed progress to date on development of the proposal for criminal history checks of certification applicants. She noted that four individuals had had their licenses revoked as a result of the statewide KBI background check of teachers and administrators reported as practicing in Kansas during the 1998-1999 school year. She noted that at some point conflicting statutes will have to be reconciled regarding disclosure of criminal history information.

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The recommendation for Board consideration is:

1. During the 2000-01 and 2001-2002 school years, a KBI check would be run on all those seeking an initial license, with the cost taken from the current educator fee fund;
2. In the fall of 2001, the Board would develop a legislative recommendation for increasing the licensure fee to accommodate a state and national criminal history check, as well as any other costs associated with implementation of the revised licensure regulations; and
3. A state and national criminal history records check on those seeking an initial license would be implemented in the 2002-03 school year.

Mr. Kevin Ireland, Department Attorney, reviewed the county attorney reporting program that is the notification of criminal activity instrument used by the Department for those educators with current licenses. He also reviewed how the costs of records checks in several other states were passed on to the applicant.

TERMINATION OF KANSAS STATE SCHOOL FOR THE DEAF EMPLOYEE

Board Attorney, Dan Biles, reviewed the steps required by law that the Board must take regarding the opinion of the due process hearing committee in the Charles Marsh, Jr., matter. He indicated that the Board must adopt the hearing committee's decision, but could take additional action afterward. Mr. Bacon moved, with a second by Mrs. Brown, that the State Board adopt the opinion of the due process hearing committee in the Charles Marsh Jr. matter, as the Board's decision, subject to appeal to the District Court as provided in K.S.A. 60-2101, and amendments thereto. The motion carried 8-1, with Dr. Wagnon voting "no".

Mr. Bacon moved, with a second by Mrs. DeFever, that the State Board appeal the decision of the hearing committee in the Charles Marsh, Jr., employment termination matter. The motion carried 8-1, with Dr. Wagnon voting "no".

BOARD REPORTS

Chairman Voth handed out a list of places to eat, a Hutchinson Convention and Visitors Bureau booklet with a map, and a menu for the Carriage Crossing restaurant, for use when the Board travels to Hutchinson for its October meeting.

Board Attorney

Mr. Biles reviewed his recent activity on behalf of the Board and noted that he had a meeting scheduled with the Attorney General to discuss a variety of subjects that might affect the Board. Mrs. Brown moved, with a second by Mr. Bacon, that Mr. Biles' fees for services and expenses for August be paid as presented. The motion carried.

Legislative Coordinator

Mrs. DeFever reported on attendance at interim committee meetings and on the Governor's Task Force on School Finance.

Commissioner

Commissioner Tompkins briefly reviewed his written report, noting teachers shortages for the beginning of the 2000-01 school year, shortages in the Department, an upcoming meeting on Carl Perkins funding, an update on the formation of the QPA task force, and the schedule for the Hutchinson meeting.

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Other Board Member Reports

Mr. Wyatt reported on additional contact he had had with Talmage-area parents in the Chapman school district and their concerns regarding safety and bussing. He indicated he would urge the superintendents of the two districts, Abilene and Chapman, to address the remaining safety issues and that he believed Tony Frieze of the Chapman district had contacted Abilene. He indicated he believed the Board had taken any action it could take in the matter.

Mrs. Holloway reported on attendance at the NASBE Chairs Leadership Conference she had attended in Hershey, PA. She reported on presentations regarding standards-based accountability systems and issues related to them; and teacher shortages and the need for alternative pathways to licensure.

Mrs. DeFever reported on attendance at the Greenbush North superintendents meeting she had recently attended. Curriculum alignment with state standards was discussed, as was student accountability, all-day kindergarten, fuel supply problems, and concern about the funding recommendation for special education in the Board's budget proposal.

Mr. Bacon showed the Board a special Kansas license plate that could be purchased to support Ag in the Classroom.

APPROVAL OF BOARD TRAVEL

Mrs. DeFever and Mrs. Waugh asked to add attendance at Teacher of the Year regional banquets on September 24th to their travel requests. Mrs. Brown moved, with a second by Mr. Bacon, that the travel requests be approved as amended. The motion carried.

ADJOURNMENT

There being no further business, Chairman Voth adjourned the meeting at 12:20 p.m.

Harold Voth, Chairman Penny Plamann, Secretary